VISION
“A RECOGNIZED CENTRE OF GLOBALLY COMPETITIVE EDUCATIONAL ASSESSMENT AND CERTIFICATION.”

MISSION:
CONDUCT VALID, RELIABLE, EQUITABLE, AND QUALITY ASSESSMENT OF LEARNERS’ ACHIEVEMENT IN A PROFESSIONAL AND INNOVATIVE MANNER AND AWARD INTERNATIONALLY RECOGNIZED CERTIFICATES.”

CORE VALUES:
⇒ ACCOUNTABILITY
⇒ CONFIDENTIALITY
⇒ TEAM WORK
⇒ INNOVATIVENESS
⇒ PROFESSIONALISM
# TABLE OF CONTENTS

Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ii</td>
</tr>
<tr>
<td>1.0 INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>2.0 CANDIDATURE</td>
<td>2</td>
</tr>
<tr>
<td>3.0 PERFORMANCE OF CANDIDATES</td>
<td>3</td>
</tr>
<tr>
<td>4.0 COMPARISON OF FEMALE AND MALE CANDIDATES PERFORMANCE</td>
<td>4</td>
</tr>
<tr>
<td>5.0 PERFORMANCE OF NON-UPOLET AND UPOLET CANDIDATES</td>
<td>6</td>
</tr>
<tr>
<td>6.0 QUALITY OF CANDIDATES' WORK EXPECTED AT UACE</td>
<td>6</td>
</tr>
<tr>
<td>P210/1 HISTORY (NATIONAL MOVEMENTS AND THE NEW STATES)</td>
<td>9</td>
</tr>
<tr>
<td>P210/2 HISTORY (ECONOMIC AND SOCIAL HISTORY OF EAST AFRICA)</td>
<td>11</td>
</tr>
<tr>
<td>P210/3 EUROPEAN HISTORY 1789 – 1970</td>
<td>13</td>
</tr>
<tr>
<td>P210/4 HISTORY (WORLD AFFAIRS SINCE 1939)</td>
<td>16</td>
</tr>
<tr>
<td>P210/5 HISTORY (THEORY OF GOVERNMENT AND CONSTITUTIONAL DEVELOPMENT AND PRACTICE IN EAST AFRICA)</td>
<td>18</td>
</tr>
<tr>
<td>P210/6 HISTORY (HISTORY OF AFRICA 1855 – 1914)</td>
<td>20</td>
</tr>
<tr>
<td>P220/1 ECONOMICS</td>
<td>22</td>
</tr>
<tr>
<td>P220/2 ECONOMICS</td>
<td>25</td>
</tr>
<tr>
<td>P230/1 ENTREPRENEURSHIP EDUCATION</td>
<td>28</td>
</tr>
<tr>
<td>P230/2 ENTREPRENEURSHIP EDUCATION</td>
<td>29</td>
</tr>
<tr>
<td>P230/3 ENTREPRENEURSHIP EDUCATION</td>
<td>31</td>
</tr>
<tr>
<td>P235/1 I.R.E. THE HOLY QUR’ĀN</td>
<td>33</td>
</tr>
<tr>
<td>P235/2 I.R.E. (HADITH AND FIQH)</td>
<td>35</td>
</tr>
<tr>
<td>P235/3 I.R.E. (HISTORY OF ISLAM)</td>
<td>37</td>
</tr>
<tr>
<td>P235/4 I.R.E. ISLAM IN AFRICAN</td>
<td>38</td>
</tr>
<tr>
<td>P245/1 C.R.E. THE OLD TESTAMENT</td>
<td>41</td>
</tr>
<tr>
<td>P245/2 C.R.E. THE NEW TESTAMENT</td>
<td>43</td>
</tr>
<tr>
<td>P245/3 C.R.E. CHRISTIANITY IN THE EAST AFRICAN ENVIRONMENT</td>
<td>47</td>
</tr>
<tr>
<td>P245/4 C.R.E. CHRISTIAN APPROACHES TO SOCIAL AND ETHICAL ISSUES</td>
<td>49</td>
</tr>
<tr>
<td>P250/1 GEOGRAPHY (PHYSICAL GEOGRAPHY)</td>
<td>51</td>
</tr>
<tr>
<td>P250/2 GEOGRAPHY (WORLD PROBLEMS AND DEVELOPMENT)</td>
<td>54</td>
</tr>
<tr>
<td>P250/3 GEOGRAPHY (UGANDA AND FIELDWORK)</td>
<td>56</td>
</tr>
</tbody>
</table>
P310/1 LITERATURE IN ENGLISH (PROSE AND POETRY) ................................................................. 58
P310/2 LITERATURE IN ENGLISH - PLAYS .................................................................................. 58
P310/3 LITERATURE IN ENGLISH - NOVELS ............................................................................. 59
P320/1 FASIHI YA KISWAHILI (PROSE AND POETRY) ............................................................... 60
P320/2 FASIHI YA KISWAHILI (POETRY) .................................................................................... 61
P320/3 FASIHI YA KISWAHILI (NOVELS) ..................................................................................... 63
P330/1 FRENCH - LISTENING COMPREHENSION AND PICTURE STORY ................................. 64
P330/3 FRENCH - LITERATURE AND BACKGROUND STUDIES ................................................... 65
P340/1 GERMAN – ESSAY .............................................................................................................. 66
P340/2 GERMAN - READING COMPREHENSION AND COMMENTARY ........................................ 67
P340/3 GERMAN - PRESCRIBED TEXTS ....................................................................................... 68
P340/4 GERMAN - ORAL & (TEXT AND QUESTIONS) ................................................................. 68
P350/1 LATIN - COMPOSITION AND COMPREHENSION ............................................................ 69
P350/2 LATIN - UNPREPARED TRANSLATION ........................................................................... 69
P350/3 LATIN - ROMAN CULTURE AND LITERATURE ............................................................... 69
P360/1 LUGANDA - GRAMMAR ,CULTURE & PROMINENT CONTRIBUTORS ............................. 70
P360/2 LUGANDA Translation, Composition Writing, Comprehension and Summary Writing ....... 72
P360/3 LUGANDA LITERATURE IN LUGANDA ........................................................................... 73
P361/1 LEB ACOLI ......................................................................................................................... 75
P361/2 LEB ACOLI ......................................................................................................................... 77
P361/3 LEB ACOLI ......................................................................................................................... 80
P362/1 LEB LANGO ....................................................................................................................... 82
P362/2 LEB LANGO ....................................................................................................................... 82
P362/3 LEBLANGO (LITERATURE IN LEBLANGO) ..................................................................... 83
P363/1 LUGBARATI ....................................................................................................................... 83
P363/2 LUGBARATI (Translation, Composition, Comprehension and Summary) ......................... 85
P363/3 LUGBARATI ....................................................................................................................... 85
P364/1 RUNYANKORE-RUKIGA .................................................................................................. 87
P364/2 RUNYANKORE-RUKIGA .................................................................................................. 87
P364/3 RUNYANKORE-RUKIGA (LITERATURE IN RUNYANKORE-RUKIGA) ............................... 88
P366/1 LUSOGA - GRAMMAR, CULTURE AND CONTRIBUTORS ................................................ 89
P366/2 LUSOGA – TRANSLATION, COMPOSITION, COMPREHENSION AND SUMMARY .......... 90
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>P510/1</td>
<td>PHYSICS</td>
<td>115</td>
</tr>
<tr>
<td>P510/2</td>
<td>PHYSICS</td>
<td>118</td>
</tr>
<tr>
<td>P510/3</td>
<td>PHYSICS</td>
<td>123</td>
</tr>
<tr>
<td>P515/1</td>
<td>AGRICULTURE</td>
<td>125</td>
</tr>
<tr>
<td>P515/2</td>
<td>AGRICULTURE - PRINCIPLES AND PRACTICES</td>
<td>127</td>
</tr>
<tr>
<td>P515/3</td>
<td>AGRICULTURE - PRINCIPLES AND PRACTICES</td>
<td>130</td>
</tr>
<tr>
<td>P525/1</td>
<td>CHEMISTRY</td>
<td>131</td>
</tr>
<tr>
<td>P525/2</td>
<td>CHEMISTRY</td>
<td>133</td>
</tr>
<tr>
<td>P525/3</td>
<td>CHEMISTRY PRACTICAL</td>
<td>137</td>
</tr>
<tr>
<td>P530/1</td>
<td>BIOLOGY</td>
<td>139</td>
</tr>
<tr>
<td>P530/2</td>
<td>BIOLOGY</td>
<td>141</td>
</tr>
<tr>
<td>P530/3</td>
<td>BIOLOGY (PRACTICAL)</td>
<td>143</td>
</tr>
<tr>
<td>P615/1</td>
<td>NATURE AND STILL LIFE</td>
<td>145</td>
</tr>
<tr>
<td>P615/2</td>
<td>ART: LIVING PERSON AND IMAGINATIVE COMPOSITION</td>
<td>146</td>
</tr>
<tr>
<td>P615/3</td>
<td>GRAPHIC DESIGN (CRAFT A)</td>
<td>147</td>
</tr>
<tr>
<td>P615/4</td>
<td>STUDIO TECHNOLOGY (THEORY)</td>
<td>150</td>
</tr>
<tr>
<td>P615/5</td>
<td>ART - HISTORICAL AND CRITICAL ART</td>
<td>153</td>
</tr>
</tbody>
</table>

iv
<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>P620/1</td>
<td>MUSIC PRACTICAL</td>
<td>154</td>
</tr>
<tr>
<td>P620/2</td>
<td>MUSIC AURAL TESTS</td>
<td>156</td>
</tr>
<tr>
<td>P620/3</td>
<td>MUSIC (HARMONY AND COMPOSITION)</td>
<td>158</td>
</tr>
<tr>
<td>P620/4</td>
<td>MUSIC LITERATURE</td>
<td>159</td>
</tr>
<tr>
<td>P630/1</td>
<td>CLOTHING AND TEXTILES</td>
<td>161</td>
</tr>
<tr>
<td>P630/2</td>
<td>CLOTHING AND TEXTILES</td>
<td>163</td>
</tr>
<tr>
<td>P630/3</td>
<td>CLOTHING AND TEXTILES</td>
<td>163</td>
</tr>
<tr>
<td>P640/1</td>
<td>FOODS AND NUTRITION THEORY PAPER</td>
<td>164</td>
</tr>
<tr>
<td>P640/2</td>
<td>FOODS AND NUTRITION WITH SCIENCE IN THE HOME</td>
<td>166</td>
</tr>
<tr>
<td>P640/3</td>
<td>FOOD AND NUTRITION (PRACTICAL)</td>
<td>168</td>
</tr>
<tr>
<td>P710/1</td>
<td>GEOMETRICAL AND MECHANICAL DRAWING, GEOMETRICAL AND BUILDING DRAWING</td>
<td>170</td>
</tr>
<tr>
<td>P710/2</td>
<td>GEOMETRICAL &amp; MECHANICAL DRAWING</td>
<td>173</td>
</tr>
<tr>
<td>P720/2</td>
<td>GEOMETRICAL AND BUILDING DRAWING</td>
<td>175</td>
</tr>
<tr>
<td>P720/3</td>
<td>BUILDING CONSTRUCTION (THEORY)</td>
<td>177</td>
</tr>
<tr>
<td>S850/1</td>
<td>SUBSIDIARY ICT (THEORY PAPER)</td>
<td>179</td>
</tr>
<tr>
<td>S850/2</td>
<td>SUBSIDIARY ICT (PRACTICAL)</td>
<td>184</td>
</tr>
<tr>
<td>S850/3</td>
<td>SUBSIDIARY ICT</td>
<td>193</td>
</tr>
</tbody>
</table>
FOREWORD

Uganda National Examinations Board is mandated to conduct summative examinations at Primary – (PLE), Lower Secondary (UCE) and Upper Secondary (UACE) levels. During marking, observations about candidates’ responses in the different papers are made by the examiners and forwarded to the Board. The observations are then compiled into a report on the candidates’ work. To complete the assessment process, the Board annually gives feedback to schools through this report.

The UACE 2017 report on candidates work provides valuable information about candidates’ responses in 108 examination papers. It highlights questions that candidates found challenging, misconceptions that candidates had, topical areas of the curriculum not adequately covered during the course of teaching and advice to teachers on how to address the issues. It is important that heads of centres download the report and make it accessible to teachers. The Board believes that the observations made in this report will guide the teaching – learning process and hence improve performance.

It is my hope that you will find this document useful.

Dan N. Odongo
EXECUTIVE SECRETARY
1.0 INTRODUCTION

The 2017 UACE examinations Report on the Work of Candidates (RWC) analyses in detail the candidates’ performance in the examination papers they sat during the November/December examinations.

The main purpose of the RWC is to provide a feedback on candidates’ performance in the various UACE subjects. It focuses on how candidates responded to the questions set for a given subject, with emphasis on the questions the candidates found difficult. Such questions are identified and possible causes of candidates’ mistakes pointed out and expected responses in some cases given.

The RWC points out areas of the curriculum not adequately taught/covered during the course of teaching as evidenced by candidates’ poor response/answers in these content areas. It gives advice/recommendations on how such topical areas could be managed or taught better with the view to improving the teaching-learning process in general.

It is hoped that both students and teachers in schools will find the information contained in this RWC useful. And also that it creates a professional avenue for teachers to share experiences on topics that students find difficult to understand.

2.0 CANDIDATURE

A total of 101,269 candidates registered for the 2017 examinations compared to 104,243 candidates in 2016. This represents a decrease of 2.9% (2,974 candidates). Of all those registered, 100,066 candidates appeared for the examination in 2017 compared to 102,858 who appeared for examinations in 2016, a 2.7% decrease (2,792 candidates). Female candidature in 2017 was 41,932 compared to 42,054 in 2016. Females constituted 41.4% of the total number of candidates who took UACE examinations in 2017 compared to 58.6% (59,344) for males. It is believed that a good number of candidates opt for UCE level training programmes such as nursing, teaching and other vocational courses instead of the UACE courses/studies, which help to explain the decreasing trend of candidature.

UPOLET candidates were 22,526 (22.2%) a decrease from 23,915 (22.9%) in 2016 of the total candidature.

Table 1: Candidates registered over the last five years (2013-2017).

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates Registered</th>
<th>Candidates who sat</th>
<th>Absentees</th>
<th>%tage of Cands. Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>101,269</td>
<td>100,066</td>
<td>1,203</td>
<td>1.19</td>
</tr>
<tr>
<td>2016</td>
<td>104,243</td>
<td>102,858</td>
<td>1,385</td>
<td>1.33</td>
</tr>
<tr>
<td>2015</td>
<td>101,270</td>
<td>99,849</td>
<td>1,421</td>
<td>1.40</td>
</tr>
<tr>
<td>2014</td>
<td>108,419</td>
<td>107,297</td>
<td>1,122</td>
<td>1.03</td>
</tr>
<tr>
<td>2013</td>
<td>116,190</td>
<td>114,380</td>
<td>1,180</td>
<td>1.56</td>
</tr>
</tbody>
</table>

From the above table absenteeism of candidates reduced from 1.33% (in 2016) to 1.19% (2017)
Table 2 below gives a summary of special needs candidates by category, gender and the special considerations the Board made for each category.

**Table 2: Summary of UACE – SNE candidates 2017 (by category and gender).**

<table>
<thead>
<tr>
<th>Category</th>
<th>Consideration</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind</td>
<td>Braille</td>
<td>06</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Low vision</td>
<td>Large prints</td>
<td>21</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>Deaf</td>
<td>Sign language Interpreters</td>
<td>10</td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>Severe Physical impairments</td>
<td>Amanuensis (Physical support personnel)</td>
<td>03</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Dyslexic</td>
<td>Transcribers</td>
<td>02</td>
<td>04</td>
<td>06</td>
</tr>
<tr>
<td>Other categories</td>
<td>Extra time only (45 mins per paper sat)</td>
<td>55</td>
<td>21</td>
<td>76</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>97</strong></td>
<td><strong>95</strong></td>
<td><strong>192</strong></td>
</tr>
</tbody>
</table>

Extra time of 45 minutes is provided for each category in addition to the special consideration made for the SNE candidates.

**3.0 PERFORMANCE OF CANDIDATES**

An analysis of the overall candidates’ performance in the 2017 UACE examination shows that a very high percentage of candidates (98.5%) qualified for the award of the UACE, close to 98.7% of 2016.

The performance of the year 2017 candidates compared with that of 2016 is shown in Table 3 below in terms of number of candidates passing at the different principal pass levels.

**Table 3: General Performance in UACE 2017 Compared to UACE 2016**

<table>
<thead>
<tr>
<th>Pass Level</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of cands.</td>
<td>%</td>
</tr>
<tr>
<td>3P</td>
<td>34,819</td>
<td>34.7</td>
</tr>
<tr>
<td>2P</td>
<td>26,122</td>
<td>26.0</td>
</tr>
<tr>
<td>1P</td>
<td>22,360</td>
<td>22.3</td>
</tr>
<tr>
<td>1S</td>
<td>15,545</td>
<td>15.5</td>
</tr>
<tr>
<td>F</td>
<td>1,141</td>
<td>1.5</td>
</tr>
</tbody>
</table>

NB: The figures do not include results that have been withheld.

At the minimum 2P level required for University admission 60,941 candidates (60.7%) qualified. In cases where 1P and two Subsidiary passes levels are considered for admission to other tertiary institutions, a total of 83,301 candidates (83.0%) will qualify for admission compared to 88,659 (86.2%) in 2016.

Table 3 shows that there was a drop in performance in 2017 compared to 2016 at all Principal pass levels. When compared to the UACE results of 2016, there are fewer candidates who have attained 3
Principal level passes (34,819 candidates, 34.7 per cent). The failure rate increased from 1.3% in 2016 to 1.5% in 2017.

4.0 COMPARISON OF FEMALE AND MALE CANDIDATES PERFORMANCE

Table 4 below compares pass levels in the 2017 UACE examination between female and males.

**Table 4: 2017 UACE Performance by Gender**

<table>
<thead>
<tr>
<th>Pass Level</th>
<th>FEMALES</th>
<th></th>
<th></th>
<th>MALES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of cands.</td>
<td>%</td>
<td>Cumm No. of Cands.</td>
<td>Cum%</td>
<td>No. of cands.</td>
<td>%</td>
</tr>
<tr>
<td>3P</td>
<td>16,213</td>
<td>39.0</td>
<td>16,213</td>
<td>39.0</td>
<td>18,606</td>
<td>31.8</td>
</tr>
<tr>
<td>2P</td>
<td>11,358</td>
<td>27.4</td>
<td>27,571</td>
<td>66.4</td>
<td>14,764</td>
<td>25.3</td>
</tr>
<tr>
<td>1P</td>
<td>8,566</td>
<td>20.6</td>
<td>36,137</td>
<td>87.0</td>
<td>13,794</td>
<td>23.6</td>
</tr>
<tr>
<td>1S</td>
<td>5,120</td>
<td>12.3</td>
<td>41,257</td>
<td>99.3</td>
<td>10,420</td>
<td>17.8</td>
</tr>
<tr>
<td>F</td>
<td>264</td>
<td>0.7</td>
<td>41,521</td>
<td>100</td>
<td>877</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Table 4 indicates that proportionally, female candidates performed better than their male counterparts at all levels. The failure rate among female candidates is also lower at 0.7% than for the males at 1.5%. This scenario is similar to that of 2016.

Table 5 below compares performance of candidates of 2017 and 2016 in selected large entry subjects.

**Table 5: 2017 and 2016 Performance Comparison**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2017</th>
<th></th>
<th></th>
<th>2016</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Cands.</td>
<td>A (%)</td>
<td>A-E (%)</td>
<td>A-O (%)</td>
<td>No. of Cands.</td>
<td>A (%)</td>
<td>A-E (%)</td>
</tr>
<tr>
<td>General Paper (S101)</td>
<td>99,949</td>
<td>1.6</td>
<td>75.4</td>
<td>-</td>
<td>102,834</td>
<td>1.1</td>
<td>57.0</td>
</tr>
<tr>
<td>History (P210)</td>
<td>42,689</td>
<td>0.7</td>
<td>66.5</td>
<td>94.4</td>
<td>50,162</td>
<td>3.9</td>
<td>84.6</td>
</tr>
<tr>
<td>Economics (P220)</td>
<td>46,185</td>
<td>1.2</td>
<td>50.3</td>
<td>77.6</td>
<td>40,772</td>
<td>0.6</td>
<td>53.9</td>
</tr>
<tr>
<td>Entre Educ. (P230)</td>
<td>19,960</td>
<td>3.0</td>
<td>49.0</td>
<td>90.2</td>
<td>22,432</td>
<td>2.4</td>
<td>59.0</td>
</tr>
<tr>
<td>Islamic Rel. Educ. (P235)</td>
<td>4,642</td>
<td>5.3</td>
<td>76.7</td>
<td>96.8</td>
<td>4,249</td>
<td>5.4</td>
<td>81.1</td>
</tr>
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<td>Christian Rel. Educ. (P245)</td>
<td>26,867</td>
<td>3.1</td>
<td>69.5</td>
<td>97.7</td>
<td>28,851</td>
<td>2.3</td>
<td>64.7</td>
</tr>
<tr>
<td>Geography (P250)</td>
<td>35,862</td>
<td>0.4</td>
<td>62.3</td>
<td>96.9</td>
<td>30,423</td>
<td>0.9</td>
<td>63.6</td>
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<td>Lit. in English (P310)</td>
<td>8,660</td>
<td>2.1</td>
<td>76.9</td>
<td>97.0</td>
<td>8,911</td>
<td>0.7</td>
<td>72.5</td>
</tr>
<tr>
<td>Mathematics (P425)</td>
<td>22,863</td>
<td>3.2</td>
<td>48.6</td>
<td>73.8</td>
<td>27,176</td>
<td>3.8</td>
<td>53.8</td>
</tr>
<tr>
<td>Sub Maths (S475)</td>
<td>36,479</td>
<td>1.5</td>
<td>30.1</td>
<td>-</td>
<td>36,338</td>
<td>2.0</td>
<td>24.7</td>
</tr>
<tr>
<td>Physics (P510)</td>
<td>13,830</td>
<td>1.9</td>
<td>54.0</td>
<td>91.8</td>
<td>12,837</td>
<td>1.0</td>
<td>42.5</td>
</tr>
<tr>
<td>Agriculture (P515)</td>
<td>9,758</td>
<td>0.3</td>
<td>50.1</td>
<td>92.9</td>
<td>12,378</td>
<td>0.3</td>
<td>56.4</td>
</tr>
<tr>
<td>Chemistry (P525)</td>
<td>15,205</td>
<td>1.7</td>
<td>51.8</td>
<td>94.0</td>
<td>16,619</td>
<td>1.5</td>
<td>55.9</td>
</tr>
<tr>
<td>Biology (P530)</td>
<td>12,995</td>
<td>0.1</td>
<td>46.2</td>
<td>82.6</td>
<td>17,351</td>
<td>0.1</td>
<td>40.8</td>
</tr>
<tr>
<td>Fine Art (P615)</td>
<td>15,136</td>
<td>1.6</td>
<td>79.1</td>
<td>99.7</td>
<td>21,036</td>
<td>1.1</td>
<td>71.6</td>
</tr>
<tr>
<td>Subsidiary ICT (S850)</td>
<td>63,208</td>
<td>4.5</td>
<td>63.5</td>
<td>-</td>
<td>66,236</td>
<td>4.0</td>
<td>62.6</td>
</tr>
</tbody>
</table>
Literature in English, Christian Religious Education, Physics and Biology showed better performance than in 2017 Economics and Entrepreneurship Skills had better performance at the principal pass level. There are noticeable drops in performance in History, Geography and Mathematics, Performance in Sciences have remained low with an average of 50 percent of the candidates unable to obtain a principle pass.

Table 6 below compares the performance of female and males candidates in selected large entry subjects.

Table 6: Performance of females and males in selected large entry subjects.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>NO. OF CANDS</th>
<th>FEMALES</th>
<th>MALES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO. OF CANDS</td>
<td>A (%)</td>
<td>A-E (%)</td>
</tr>
<tr>
<td>General Paper (S101)</td>
<td>41,513</td>
<td>2.0</td>
<td>78.7</td>
</tr>
<tr>
<td>History (P210)</td>
<td>21,539</td>
<td>0.7</td>
<td>67.2</td>
</tr>
<tr>
<td>Economics (P220)</td>
<td>18,693</td>
<td>1.3</td>
<td>54.1</td>
</tr>
<tr>
<td>Ent Educ. (P230)</td>
<td>9,932</td>
<td>3.4</td>
<td>52.2</td>
</tr>
<tr>
<td>Islamic Rel. Educ. (P235)</td>
<td>2,482</td>
<td>6.3</td>
<td>80.0</td>
</tr>
<tr>
<td>Christian Rel. Educ. (P245)</td>
<td>15,832</td>
<td>3.4</td>
<td>73.0</td>
</tr>
<tr>
<td>Geography (P250)</td>
<td>13,512</td>
<td>0.5</td>
<td>66.6</td>
</tr>
<tr>
<td>Lit. in English (P310)</td>
<td>6,065</td>
<td>2.3</td>
<td>80.2</td>
</tr>
<tr>
<td>Mathematics (P425)</td>
<td>8,677</td>
<td>2.5</td>
<td>50.9</td>
</tr>
<tr>
<td>Sub Maths (S475)</td>
<td>15,920</td>
<td>1.8</td>
<td>36.1</td>
</tr>
<tr>
<td>Physics (P510)</td>
<td>2,682</td>
<td>1.0</td>
<td>56.3</td>
</tr>
<tr>
<td>Agriculture (P515)</td>
<td>2,144</td>
<td>0.1</td>
<td>51.7</td>
</tr>
<tr>
<td>Chemistry (P525)</td>
<td>4,278</td>
<td>1.1</td>
<td>52.1</td>
</tr>
<tr>
<td>Biology (P530)</td>
<td>3,983</td>
<td>0.0</td>
<td>46.3</td>
</tr>
<tr>
<td>Fine Art (P615)</td>
<td>5,806</td>
<td>1.0</td>
<td>77.1</td>
</tr>
<tr>
<td>Subsidiary ICT (S850)</td>
<td>25,540</td>
<td>2.9</td>
<td>58.8</td>
</tr>
</tbody>
</table>

In terms of percentages female candidates performed better than their male counterparts at the A to E level in all the large entry subjects except in Art and Subsidiary ICT. It should be noted, however, that female entries in Mathematics and the Sciences are much lower than that of males. Most females entered for Arts.

Whereas Mathematics, Physics, Chemistry and Biology are compulsory subjects at UCE level, the number of students who opt for combinations at UACE with the above subjects is still very low. In 2017, only 22.8% of candidates who sat for the UACE offered Mathematics, down from 31.3% in 2016. Physics had 13.8%, a slight increase from 12.5% in 2016; Chemistry had 15.2%, a decline from 16.2% and Biology, 13.0, a decline from 16.9%. Only Physics had an increase.
5.0 PERFORMANCE OF NON-UPOLET AND UPOLET CANDIDATES

Table 7 compares performance of the private candidates (Non-UPOLET) and those that benefitted from the Government Universal Education Programme (UPOLET).

Table 7: Performance of UPOLET and Non-UPOLET candidates.

<table>
<thead>
<tr>
<th>Pass Level</th>
<th>UPOLET</th>
<th>Non-UPOLET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Cands.</td>
<td>No. of Cands.</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>age</td>
</tr>
<tr>
<td>3P</td>
<td>6,085</td>
<td>27.4</td>
</tr>
<tr>
<td>2P</td>
<td>5,966</td>
<td>26.9</td>
</tr>
<tr>
<td>1P</td>
<td>5,642</td>
<td>25.4</td>
</tr>
<tr>
<td>1S</td>
<td>4,180</td>
<td>18.8</td>
</tr>
<tr>
<td>F</td>
<td>312</td>
<td>1.5</td>
</tr>
</tbody>
</table>

The table shows that a higher percentage of non-UPOLET (62.8%) got at least 2P passes compared to the UPOLET (54.3%) candidates. It should be noted, however, that at UACE level most candidates are Non-UPOLET.

6.0 QUALITY OF CANDIDATES’ WORK EXPECTED AT UACE

The Uganda Advanced Certificate of Education examination is designed to test candidates’ ability to comprehend and apply knowledge in novel situations; demonstrate logical reasoning skills, ability to perform scientific experiments, interpret results and draw conclusions arising there from. The questions set tested the candidates’ ability to handle higher order tasks such as: description, explanation, analysis and evaluation.

Quite a number of candidates at several centres, practically the traditional government schools and the better established private schools exhibited good quality work that showed attainment of the expected competences at this level. However, many other centres showed inadequate preparations of the candidates for the examination. The problem of poor communication mentioned at the Uganda Certificate of Education level persists at this level as well. The work of those candidates affected show misunderstanding of questions leading to giving wrong answers; inability to deal with questions requiring explanations, interpretation and original formulation of responses. These candidates also showed inability to organize their essays in a manner reflecting logical flow of thoughts. Many are comfortable listing points without the kind of explanations or arguments expected at UACE level. Candidates give answers which are of general nature, without expected illustrations and specific examples.

Poor mastery of the English language also affected performance in Science subjects. The evidence was seen in inability to follow instructions while carrying out the practical tests, and the quality of answers given in questions that needed descriptions or explanations of procedures. There is evidence of candidates having insufficient practical experience manifested in poor performance in the practical tests as well as theory questions that are based on application of practical knowledge.
Other serious challenges include, misspellings of technical terms; writing unbalanced chemical equations, lack of mathematical skills where these are needed; failure to plot graphs, especially where negative values are included; and generally interpreting a set of experimental readings recorded. Even at UACE in many schools, the practice appears to be to “cover the syllabus” theoretically and if time allows, do practical lessons. The two aspects of the teaching of science, i.e. theory and practical that go hand in hand are thus divorced from each other.

7.0 MALPRACTICE AND IRREGULARITIES

Honourable Minister, the Board, in accordance with Section 4. (3) of the UNEB Act, Cap 137, has withheld results of 79 candidates (0.06%) of the total candidature that sat) from 22 centres pending further investigations. The most common forms of examination breaches have been external assistance, collusion among candidates and smuggling of unauthorized material into the examination room. Principal and Subsidiary Mathematics, Biology and Economics were the most malpractice prone subjects.

The irregularities noted were where some candidates especially those offering biology breached instructions requiring them to perform dissection of specimen. Candidates discovered or reported to have not performed dissection were awarded zero (0) for tasks that required them to dissect specimen.
7.0 REPORT ON INDIVIDUAL EXAMINATION PAPERS

S101/1 GENERAL PAPER

The paper comprised Sections A and B. Candidates were to answer one question from each of the sections. Questions 2, 4 and 6 were popular and well done while questions 3 and 5 were unpopular and poorly done.

Question Analysis

Section A

Question 1.
Tested candidates on the concept of brain-drain in Uganda. It was popular but some candidates gave causes of migration instead. Teachers should read intensively and teach the concept of brain-drain comprehensively.

Question 2.
Required candidates to explain the challenges faced by Uganda’s education system and suggest solutions to the challenges. Some candidates misinterpreted the term “education system” as problems faced by schools. Teachers should discuss the education system of Uganda in depth using relevant examples.

Question 3.
It was unpopular. It required candidates to assess the impact of decentralization on the development of Uganda. Most candidates failed to relate decentralization to development. Teachers should discuss the concept of decentralization comprehensively and also encourage learners to read newspapers, textbooks and surf the internet for more information on decentralization.

Question 4.
Candidates were to discuss the extent to which human beings have been responsible for the destruction of the natural environment in Uganda. Candidates had difficulty in distinguishing human factors from other factors. Teachers should guide learners to distinguish the impact of human factors on the natural environment from other factors. They should also clarify and discuss the impact of other factors on the natural environment exhaustively.

Section B

Question 5.
It was unpopular. It required candidates to exhibit their logical and computation skills. Most candidates failed to summarise and present the information satisfactorily. Teachers should expose learners to similar exercises that prompt logical, critical thinking and analytical skills.

Question 6.
It covered comprehension and summary skills. Most candidates had difficulty in explaining meaning of words in context, comprehending and summarizing the text. Learners should be exposed to
extensive passages that develop their reading, comprehension, vocabulary and summary skills through practice.

**P210/1 HISTORY (NATIONAL MOVEMENTS AND THE NEW STATES)**
The paper covered the syllabus adequately. General performance was poorer than that of 2016.

**Question Analysis**

**Question 1.**
Candidates were expected to discuss the role of external vis-à-vis other factors in the collapse of the Ethiopian Monarchy in 1974. This was a popular question.

**Candidates' weaknesses**
Some candidates wrote causes of the Italo-Ethiopian crisis, others gave causes of the growth of African nationalism, and some did not understand the meaning of external factors while others misplaced points.

**Advice to Teachers**
Teach all aspects of Ethiopia from 1935 Italo-Ethiopia crisis to 1991 overthrow of Mengistu Haille Mariam.

**Question 2.**
Required candidates to explain the extent of influence of the Bandung Conference of 1955 on the decolonization process in Africa. Very popular question.

**Candidates' Weaknesses**
Candidates displayed scanty knowledge; many instead talked about the role of the Manchester and Brazzaville Conference.

**Advice to Teachers**
Cover all aspects of the growth of African nationalism in detail.

**Question 3.**
Expected candidates to examine causes and consequences of the 1959 revolution in Rwanda. Very popular question.

**Candidates' Weaknesses**
Many confused the 1959 revolution with the 1990 – 1994 Rwanda genocide, others gave general causes of revolutions, some failed to distinguish Hutus from Tutsis, and others gave wrong colonial masters, while some failed to identify the various players in this conflict.

**Advice to Teachers**
Teach in detail the causes and effects of the Rwanda revolution (1959) and the Rwanda genocide (1990 – 1994).

**Question 4.**
Candidates were to give reasons/aims for the adoption of socialism in Tanzania after independence. The question was popular.

**Candidates' Weaknesses:** Many gave achievements instead of aims/reasons.
Advice to Teachers
Train learners in skills of question interpretation through exposure to a variety of questions.

Question 5.
Candidates were required to explain challenges of urbanization in any one Africa country. This was a very popular question.

Candidates' Weaknesses
Some candidates failed to identify any one country hence did not give specific examples, others gave positive and negative effects of urbanization while others used a wrong tense.

Advice to Teachers
Endavour to teach post-independence social problems and engage learners in discussion to enable them identify relevant examples and develop skills of question interpretation.

Question 6.
Required candidates to explain the extent to which ethnicity vis-à-vis other factors has hindered the attainment of national unity and development in Nigeria. The question was unpopular.

Candidates' Weaknesses
Some failed to interpret the question and gave causes of the Biafran secession, others gave general causes of military coups in Africa.

Advice to Teachers
Cover causes of disunity in Africa using specific case studies.

Question 7.
Expected candidates to explain the influence of the Manchester Conference on the Pan-African Movement up to 1960. Popular question.

Candidates' Weaknesses
Candidates exhibited lack of knowledge about the Manchester Conference, some candidates treated the question as double-sided and concentrated on other factors.

Advice to Teachers
Teach the role of Manchester Conference on Pan-Africanism and African Nationalism, train learners in skills of question interpretation to enable them differentiate the various conferences i.e. Brazaville, Manchester and Bandung conferences.

Question 8.
Candidates were expected to explain UNO’s contribution to the dismantling of Apartheid in South Africa in 1994. This question was very popular.

Candidates' Weaknesses
Candidates had little knowledge about UNO’s role in the struggle against apartheid policy; many just gave general role and achievements of UN in the decolonization of Africa.

Advice to Teachers
Teach the entire topic and avoid spot-teaching. Cover in detail the role of UN in the struggle against apartheid.

**Question 9**
Candidates were required to explain the manifestations of neo-colonialism in the independent African states. The question was popular.

**Candidates' Weakness**
Candidates had limited examples of the manifestations of neo-colonialism while others gave effects of ne-colonialism instead of manifestations/evidence/features.

**Advice to Teachers**
Clarify the features/manifestations of neo-colonialism, its effects and attempts made by African countries to get rid of neo-colonialism.

**Question 10**
Expected candidates to discuss Ben-Bella’s contribution to his downfall vis-à-vis other factors. Very popular question.

**Candidates' Weaknesses**
Candidates just gave general causes of military coups others gave achievements and failures of the Algerian revolution.

**Advice to Teachers**
Cover the entire syllabus and teach both revolutions in Algeria i.e. 1954 – 1962 and 1965.

**P210/2 HISTORY (ECONOMIC AND SOCIAL HISTORY OF EAST AFRICA)**

The paper covered the syllabus adequately.
Candidates’ general performance was poorer than that of 2016. Quality of candidate’s work was also poorer than that of 2016.

**Question Analysis**

**Question 1.**
Candidates were required to describe the role played by African Traditional Religions in the social and economic organization of any one pre-colonial society in East Africa. It was a popular question.

**Candidates' Weaknesses**
Many failed to differentiate culture and religion and gave limited scope of examples in the selected societies.

**Advice to Teachers**
Conduct study tours to some religious places to expose candidates to what happens there. Through discussions, prompt learners to develop and form ideas and opinions about traditional religions.

**Question 2.**
Candidates were to explain the factors that enabled Buganda to develop into a powerful state during the 19th century. The question was popular.

**Candidates’ Weaknesses**
Some candidates had just general knowledge on the growth and expansion of the kingdom.

**Advice to Teachers**
Be specific on the periodization of the various historical events.

**Question 3.**
Candidates were required to explain the contribution of the military factor vis-à-vis other factors to the success of the Ngoni invasion of East Africa during the second half of the 19th century. This question was very popular.

**Candidates’ Weaknesses**
Many failed to show the extent of the military factor’s contribution to the success of Ngoni invasion in comparison to other factors, others gave causes of the Ngoni invasion, others impact of the invasion.

**Advice to Teachers**
Train learners on the skills of question interpretation so as to enable them respond to the demands of the question.

**Question 4.**
Required candidates to explain the factors that led to the introduction of cash crops in Uganda during the 19th Century. The question was popular.

**Candidates’ Weaknesses**
Many candidates failed to identify the specific cash crops, areas where the cash crops were introduced and reasons for their introduction.

**Advice to Teachers**
Discourage learners from cram work and encourage them to use historical language and vocabulary when writing their answers.

**Question 5.**
Candidates were to explain factors that influenced the establishment of industries in Kenya during the colonial period. The question was popular.

**Candidates’ Weaknesses**
Candidates gave generalized answers and failed to link the factors to industrialization in Kenya.

**Advice to Teachers**
Train learners to present specific examples and respond according to the demands of the question.

**Question 6.**
Expected candidates to examine the significance of Trade Unions in the social and economic transformation of any one East African country. This was an unpopular question.

**Candidates’ Weaknesses**
Exhibited limited knowledge about Trade Unions. May not have been taught.

**Advice to Teachers** – cover the entire syllabus.

**Question 7.**
Candidates were to assess the impact of 1952-1956 Mau-Mau revolt on the colonial rural development policies in Kenya up to independence. The question was popular.

**Candidates’ Weaknesses**
Candidates gave general answers. They did not focus on the question i.e. they did not link the Mau-Mau revolt to colonial rural development policies.

**Advice to Teachers**
Train candidates in question answering techniques through frequent exercises; as a way of helping them focus their answers to questions.

**Question 8.**
Required candidates to explain challenges that undermined the implementation of the Ujaama policy in Tanzania up to 1985. The question was popular.

**Candidates’ Weaknesses**
Did not give a background of the Ujaama policy which was put in 1967 under the Arusha Declaration. The challenges candidates presented were also not linked to any particular year when they were prevalent.

**Advice to Teachers**
Emphasize to learners the importance of a chorological flow of historical events.

**Question 9.**
Candidates were to account for the collapse of the co-operative movement in Uganda by 1985. It was a popular question.

**Candidates’ Weaknesses**
They did not give specific examples to support their responses and they failed to trace systemically the collapse of the cooperative movement. Others confused the cooperative movement with political movements.

**Advice to Teachers**
Encourage learners to give examples to support their answers.

**Question 10.**
Required candidates to discuss how the irreconcilable national economic interests were primarily responsible for the breakup of the East African Community in 1977. It was an unpopular question. Candidates lacked knowledge of the irreconcilable national economic interests.

**Advice to Teachers** – Cover this topic adequately and give specific example.

**P210/3 EUROPEAN HISTORY 1789 – 1970**
Syllabus coverage adequate. Generally poorer than that of 2016. Quality of candidates’ answers was poorer than 2016.

Question Analysis

Question 1.
Candidates were to account for the Reign of Terror in France between 1792 and 1794. The question was very popular.

Candidates’ Weakness
Many did not have details of the historical significance, (little chronological ideas) others included the effects of the Reign of Terror which was uncalled for.

Advice to Teachers – Discourage cram work and use of pamphlets.

Question 2.
Required candidates to assess the impact of the 1830 Belgian Revolution in Europe. The question was very popular.

Candidates’ Weaknesses
Many did not link their arguments to Europe as the question demanded, others had no stand point.

Advice to Teachers:
Train learners to develop critical thinking skills so that they can develop and coordinate ideas.

Question 3.
Expected candidates to explain the significance of the 1871 Treaty of Frankfurt in the history of Europe. Very unpopular question.

Candidates’ Weaknesses
Candidates’ responses reflected lack of knowledge in this area possibly not taught.

Advice to Teachers – Cover in details all the European treaties as laid out in the syllabus.

Question 4.
Required candidates to describe the methods which were used by Otto Von Bismark to isolate France between 1871 and 1890. Very popular.

Candidates’ Weakness
Some could not describe those methods, while others only stated what Bismark did.

Advice to Teachers:
Conduct group discussions to improve candidates’ capacity to express themselves and develop mature thinking and reasoning.

Question 5.
Candidates were to examine the causes and effects of the 1912 – 1913 Balkan wars. The question was popular.

Candidates’ Weaknesses
They misinterpreted the question to mean the Greek war of independence.

**Advice to Teachers** – Avoid spot teaching and instead cover the entire syllabus.

**Question 6.**
Required candidates to account for the failure of the 1919 Versailles Settlement to bring about lasting peace in Europe. The question was very popular.

**Candidates’ Weaknesses:**
Candidates did not bring out reasons for the failure instead they talked of the failures or what the settlement involved.

**Advice to Teachers:**
Teach all aspects of the Settlement i.e. the Paris Peace Conference (1919), Treaty of Versailles, etc. up to the Versailles Settlement.

**Question 7.**
Candidates were expected to assess the achievements of the Weimer Republic between 1919 and 1934. This was a very popular question.

**Candidates’ Weaknesses:**
Many lacked specific historical examples about the Weimer government while others had no standpoint.

**Advice to Teachers:**
Engage learners in serious discussion/debates to internalize specifics of the topics and avoid generalized responses.

**Question 8.**
Candidates were expected to evaluate the degree to which economic factors were responsible for the outbreak of the 1917 Russian revolutions. The question was very popular.

**Candidates’ Weaknesses:**
Many candidates could not distinguish economic factors from others i.e. social and political; others had very little knowledge about these revolutions.

**Advice to Teachers:**
Make a wider coverage when teaching about revolutions, not only causes and effects.

**Question 9.**
Expected candidates to analyze the degree to which the American involvement in World War II contributed to the defeat of the Axis Powers. The question was popular.

**Candidates’ Weaknesses:**
They mixed up reasons for the defeat of the Axis Powers with causes of the Second World War, others identified very few ideas on the American involvement.

**Advice to Teachers:**
Cover the entire syllabus in time and engage learners in discussion to help them develop critical thinking abilities.
Question 10.
Candidates were required to give reasons for the formation of NATO in 1949. The question was very popular.

Candidates’ Weakness:
They had scanty information about NATO, some just enumerated achievements and failures of NATO.

Advice to Teachers:
Cover all topics in the syllabus adequately and encourage learners to read extensively.

P210/4 HISTORY (WORLD AFFAIRS SINCE 1939)
The paper covered the syllabus adequately. The quality of candidates’ work was better than that of 2016.

Question Analysis

Question 1.
Required candidates to account for the strained relationship between USA and Cuba since 1959, very unpopular question.

Candidates’ Weakness: Some misfired and discussed the Cuban missile crisis.

Advice to Teachers:
Engage learners in intensive reading and discussions to enable them develop critical thinking and analysis skills.

Question 2.
Candidates were expected to describe the political and economic developments in Canada between 1970 and 1993. It was a very unpopular question.

Candidates’ Weaknesses – Candidates seemed to have scanty knowledge about the topic.

Advice to Teachers
Expose learners to Canada’s Domestic and Foreign policies and allow them develop and analyze ideas about these policies.

Question 3.
Required candidates to assess the impact of the Soviet Policy on Eastern Europe after World War II. Very popular question.

Candidates’ Weaknesses – Some focused on only strengths and left out the weaknesses.

Advice to Teachers:
Guide learners to search for information on the Soviet Foreign Policy in Eastern Europe and engage learners in discussions.

Question 4.

Candidates’ Weaknesses:
Candidates failed to interpret the question, some gave very few examples, others did not consider the time frame.

Advice to Teachers:
Discourage cram work; try to generate different aspects/dimensions of particular topics for discussion.

Question 5.
Candidates were required to assess the impact of Ghana’s attainment of independence on the development of Pan-Africanism. The question was popular.

Candidates’ Weaknesses: Candidates had limited facts about Pan-Africanism.

Advice to Teachers: Encourage learners to use a variety of sources to discover information on Pan-Africanism, also use teaching aids and group discussions.

Question 6.
Expected candidates to explain the causes and consequences of Iraqi’s invasion of Kuwait. The question was popular.

Candidates’ Weaknesses: Responses exhibited lack of knowledge about this topic.

Advice to Teachers: Encourage learners to develop interest in current affairs.

Question 7.
Candidates were required to assess the strength and weaknesses of the China’s foreign policy between 1945 and 1985. It was a popular question.

Candidates’ Weaknesses: Candidates only looked at the strength but did not consider the weaknesses.

Advice to Teachers
Engage learners in discussions on China’s foreign policy in Asia, Africa, Europe, etc.

Question 8.
Required candidates to account for the 1979 conflicts between Vietnam and Cambodia. It was an unpopular question.

Candidates’ Weaknesses: Responses exhibited limited knowledge of this topic.

Advice to Teachers: Encourage learners to read widely about the Vietnam-Cambodia relations/conflicts.

Question 9.
Candidates were expected to assess the impact of the Marshall Aid plan on Europe after the World War II. This was a popular question.

Candidates’ Weaknesses – Responses were one sided.
Advice to Teachers: Train learners in question interpretation skills by engaging them in discussions.

Question 10.

Candidates’ Weaknesses – Responses exhibited limited knowledge; possibly not taught.

Advice to Teachers – Cover the entire syllabus.

Question 11.
Required candidates to examine the role of UNO in the attainment of independence in South West Africa (Namibia). It was a popular question.

Candidates’ Weaknesses – Responses lacked specific examples and detailed explanations.

Advice to Teachers
Encourage learners to read widely and write detailed responses with concrete examples.

Question 12.
Candidates were expected to explain the challenges which have been faced by EEC since 1957. This was an unpopular question.

Candidates’ Weaknesses – Responses reflected lack of knowledge.

Advice to Teachers – Cover the entire syllabus.

P210/5 HISTORY (THEORY OF GOVERNMENT AND CONSTITUTIONAL DEVELOPMENT AND PRACTICE IN EAST AFRICA)

The paper covered the syllabus adequately. Candidates’ quality of work was poorer than that of 2016 and performance was also poorer than in 2016.

Question Analysis

Question 1.
Required candidates to analyze the extent to which the fundamental human rights concerns were addressed in the independence constitutions of East African countries. The question was popular.

Candidates’ Weaknesses:
Some candidates presented one sided answers. Many others concentrated the present/current constitutions of East African countries instead of focusing on the independence constitutions i.e. the
constitutions which were used at the time of attainment of independence. Others had limited supportive examples.

**Advice to Teachers:**
Make a thorough analysis of fundamental human rights issues in the independence constitutions.

**Question 2.**
Candidates were expected to explain the merits and demerits of the Federal system of government. It was a very popular question.

**Candidates’ Weaknesses** – Candidates had few supportive examples.

**Advice to Teachers** – Expose learners to various Federal States and their systems of governance.

**Question 3.**
Candidates were required to give reasons for Tanzania’s adoption of a one party system of government between 1963 and 1978. This question was popular.

**Candidates’ Weaknesses:**
Candidates exhibited scarce knowledge about a one party system in Tanzania, many instead gave merits of a one party system.

**Advice to Teachers** – Teach the topic comprehensively and encourage learners to read widely.

**Question 4.**
It required candidates to discuss the characteristics of “Rule of Law” in the history of Constitutionalism. This was a popular question.

**Candidates’ Weaknesses:**
They had knowledge on constitutions but limited knowledge about Rule of Law, others misfired and gave the importance of Rule of Law.

**Advice to Teachers:**
Cover all aspects of Rule of Law using specific examples and also guide learners in question interpretation.

**Question 5.**
Candidates were to explain the problems faced by local governments in either Tanzania or Kenya between 1964 and 1985. This was a very popular question.

**Candidates’ Weaknesses:**
Gave generalized answers without relating to specific examples from any of the countries.

**Advice to Teachers:**
Encourage learners to support their arguments with relevant and specific examples.

**Question 6.**
Expected candidates to give reasons for the promulgation of the 1967 constitution of Uganda. It was a very popular.
Candidates’ Weakness – some candidates mistook the term “promulgation” for abrogation.

Advice to Teachers – clearly define all terms that are relevant in constitutional development.

Question 7.
Required candidates to explain the relationship between the civil service and the political party system in Kenya between 1963 and 1985. It was a popular question.

Candidates’ Weaknesses:
Candidates failed to give balanced arguments between similarities and differences.

Advice to Teacher:
Encourage learners to make independent analysis, critical thinking and relating arguments to real life situations e.g. service and political party.

Question 8.
Candidates were to examine the composition and functions of the committees of Parliament. Popular question.

Candidates’ Weaknesses – Gave brief answers with limited examples.

Advice to Teachers:
Guide learners in question interpretation skills and writing elaborate answers.

Question 9.
Expected candidates to explain the grievances of Uganda Army between 1962 and 1971. It was an unpopular.

Candidates’ Weaknesses – Some candidates talked about causes of the 1971 military coup.

Advice to Teachers:
Guide learners in skills of question interpretation through exposing them to a variety of questions.

Question 10.
Required candidates to assess the contribution of the East African High Commission between 1948 and 1961 towards the attainment of closer union of East Africa. This question was popular.

Candidates’ Weaknesses – Candidates’ responses exhibited limited knowledge of the closer union.

Advice to Teachers – Cover the entire syllabus and encourage reading widely.

P210/6 HISTORY (HISTORY OF AFRICA 1855 – 1914)

Paper covered the syllabus adequately. Quality of candidates’ work was the same as that of 2016. Candidates’ performance was poorer than that of 2016.

Question 1.
Required candidates to describe the organization of the Ndebele state by the second half of the 19th century. This was a very popular question.
Candidates’ Weaknesses:
Many failed to explain the social and political of organization of the Ndebele.

Advice to Teachers – Emphasize the main features of the social and political organization.

Question 2.
Candidates were expected to assess the contribution of Mirambo to the history of East Africa during the second half of the 19th century. The question was unpopular.

Candidates’ Weaknesses:
Most candidates explained the role of Mirambo in the organization of the long distance trade.

Advice to Teachers – Cover the entire syllabus and expose learners to a variety of questions.

Question 3.
Expected candidates to examine the causes and effects of the 1898 Fashoda crisis. It was a very popular question.

Candidates’ Weaknesses – Many failed to identify and explain the effects of the crisis.

Advice to Teachers – Cover all aspects of the topic.

Question 4.
Required candidates to explain how the French administered Algeria between 1870 and 1914. The question was very popular.

Candidates’ Weaknesses – Some candidates failed to clearly argue their points.

Advice to Teachers
Train learners in skills of writing convincing responses through engaging them in regular discussions.

Question 5.
Candidates were expected to examine the causes and effects of the 1904-1907 Nama-Herero resistance in South West Africa (Namibia). This was a very popular question.

Candidates’ Weaknesses: Candidates’ responses lacked specific supportive examples.

Advice to Teachers
Train learners in skills of language usage in order to enable them differentiate causes from effects.

Question 6.
Expected candidates to account for the collapse of the Mandinka empire by 1900. Unpopular question.

Candidates’ Weaknesses:
Many did not know the factors for the collapse of the empire and simply talked about its organization.

Advice to Teachers-Ensure adequate syllabus coverage.
Question 7.
Required candidates to explain the causes and effects of the 1880 – 1881 war of the guns in Basuto land. This was an unpopular question.

Candidates’ Weaknesses:
Most candidates mistook this war for the 1880 – 1881 Anglo – Boer war.

Advice to Teachers:
Guide learners in differentiating wars which took place in the same period/region.

Question 8.
Candidates were to explain the extent to which the colonial education system benefited the people of Uganda. It was a very popular question.

Candidates’ Weaknesses:
Most candidates had limited knowledge on the colonial education system.

Advice to Teachers:
Adequately cover the colonial political, social and economic policies in Africa between 1855 and 1914.

Question 9.
Required candidates to assess the impact of the mineral revolution on the peoples of Southern Africa up to 1914. Very popular question.

Candidates’ Weaknesses:
Candidates failed to give specific examples and could not also relate their ideas to the mineral revolution.

Advice to Teachers:
Train learners in skills of answering questions; they should be able to coordinate ideas so that their responses can make sense.

Question 10.
Candidates were expected to explain the contribution of Christian missionaries to the history of Nyasaland (Malawi) by 1914. The question was very popular.

Candidates’ Weaknesses:
Candidates just gave the general contributions of Christian missionaries in Africa without focusing on Malawi. Many only looked at the positive side and ignored the negative side.

Advice to Teachers – Widen the scope by focusing on other regions apart from East Africa.

P220/1 ECONOMICS
The paper tested candidates’ understanding of concepts and principles of economic theory. Syllabus coverage was adequate. Candidates’ general performance was poorer than that of 2016.

**Question 1(a)**
Required candidates to define public goods and outline challenges faced in their provision.

**Candidates’ Weaknesses:**
Many did not give a complete definition of public goods. Others confused public goods with free goods.

**Advice to Teachers:** Give standard definitions of the different types of goods.

**Question 1(b)**
Candidates were to state the law of diminishing returns and give its assumptions.

**Candidates’ Weaknesses:**
Some failed to state the technical terms used in the law while others confused it with the law of diminishing marginal utility.

**Advice to Teachers:** Emphasize use of the technical terms while stating economic laws.

**Question 1(c)**
Required candidates to state the big-push theory and mention benefits of adopting it in developing countries.

**Candidates’ weaknesses:**
Many failed to give the key aspects of the theory i.e. investment in infrastructure and industries.

**Advice to teachers:** Clearly point out the key aspects of the theory.

**Question 1(d)**
Candidates were required to define the credit multiplier and calculate the total credit created.

**Candidates’ Weaknesses:**
- Many could not correctly define the credit multiplier; others confused it with the investment multiplier.
- In part (ii) Many candidates could not state the correct formula hence failed to calculate total credit created, others did not put units on their answer.

**Advice to Teachers**
Emphasize those aspects of economics that involve calculations by giving similar exercises.

**Question 1(e)**
Required candidates to define trade diversion and give its effects on the economy.

**Candidates’ Weaknesses:** Some candidates confused it with trade creation.

**to Teachers:** Teach economic integration in details.
Question 2.
Required candidates to give reasons for price controls and examine its implications.

Candidates’ Weaknesses:
In part (a) most candidates gave circumstances/conditions instead of reasons and attached wrong controls.

Advice to Teachers:
Teach the reasons for and implications of price controls while attaching the correct controls with examples.

Question 3.
Candidates were expected to calculate the value of the multiplier, determine the equilibrium level of national income and assess the factors that determine the level of national income. It was a popular question.

Candidates’ Weaknesses:
Most candidates could not state the formula, in part (b) candidates did not show how each factor affects the level of national income, in a two-sided explanation.

Advice to Teachers:
Incorporate calculations in the teaching of Economics and train learners how to explain in a two-sided approach.

Question 4.
Expected candidates to give reasons for industrialization in less developed countries and explain the problems faced by the industrial sector in less developed countries. This was a very popular question.

Candidates’ Weaknesses:
In part (a) some candidates gave merits instead of reasons while others gave circumstances or conditions for industrialization. In section (b), some candidates explained disadvantages of industrialization instead of challenges faced by the industrial sector.

Advice to Teachers:
Train learners in question interpretation and answering techniques through frequent exercises, and group guided discussion.

Question 5.
Candidates were expected to distinguish between over-population and optimum population and assess the implications of over-population in an economy. This was a very popular question.

Candidates’ Weaknesses:
Candidates failed to distinguish between over-population and optimum population. They based their definitions on resources instead of labour and what is produced.

Advice to Teachers:
Teach these concepts in reference to labour/average product/output instead of the whole population.
Question 6.
Expected candidates to explain the causes of open-urban unemployment in an economy and to suggest measures that can be adopted to reduce open-urban unemployment. This was a very popular question.

Candidates’ Weaknesses:
- Some gave causes of rural-urban migration, others causes of voluntary unemployment while others gave general causes of unemployment.
- In part (b) some candidates used wrong tenses e.g. has, have instead of a suggestive tense.

Advice to Teachers:
Guide learners on question answering techniques and clarify causes of each specific type of unemployment.

Question 7.
Required candidates to explain the role of a national budget and suggest measures to control budgetary deficits in developing countries. This was an unpopular question.

Candidates’ Weaknesses:
Candidates presented objectives/goals, while others gave merits/benefits of the budget instead of the role. In part (b), candidates used a wrong tense instead of using a suggestive language; others lacked knowledge/content completely.

Advice to Teachers:
Cover the entire syllabus and also emphasize question approach and use of correct tense according to the demands of the question.

P220/2 ECONOMICS
The paper covered the syllabus adequately. Performance was better than that of 2016.

Question Analysis
Section A was generally poorly done.

Question 1(a)
Required candidates to differentiate between effective demand and derived demand and give the factors limiting effective demand in Uganda.

Candidates’ Weaknesses
Many candidates failed to define derived demand; they instead defined it as joint, complementary or composite demand.

Advice to Teachers
Give standard definitions of the different types of demand using specific examples.
**Question 1(b)**
Candidates were to distinguish between commercial rent and economic rent and give the determinants of economic rent in Uganda.

**Candidates' Weaknesses:**
- Many candidates did not know the meaning of commercial rent; some gave the meaning of transfer payments and transfer earnings.
- They also failed to give determinants of economic rent in Uganda.

**Advice to Teachers:** Give the correct definitions of economic rent and commercial rent.

**Question 1(c)**
Expected candidates to state effects a young population has on Uganda's economy.

**Candidates' Weaknesses**
Many gave implications and effects of high population growth rate/structure of Uganda's population.

**Advice to Teachers** - Guide learners in skills of question interpretation.

**Question (d)**
Required candidates to define tax evasion and mention the causes of tax evasion in Uganda.

**Candidates' Weaknesses:**
- Some candidates instead gave definition of tax avoidance. In part (b) some candidates gave reasons for low taxable capacity while others gave unfocused responses e.g. poor administration instead of weak tax administration.

**Advice to Teachers:** Make a clear distinction between tax evasion and tax avoidance.

**Question 1(e)**
Expected candidates to define balance of payments and give ways of correcting a balance of payments deficit in Uganda.

**Candidates' Weaknesses:**
- Many candidates failed to define balance of payments and major elements in the definition e.g. country, expenditure, net capital flow, time, etc. were missed out in the definitions.
- In part (ii) many candidates gave answers without direction e.g. “increase volume of output” instead of “increase volume of exports” diversify the economy instead of “diversify exports”.

**Advice to Teachers**
Emphasize key elements in the definition of Balance of Payments such as country, receipts and use of correct measures.

**Question 2.**
Required candidates to describe different forms of economic dependence in Uganda and explain the demerits of economic dependence in Uganda.

**Candidates' Weaknesses:**
They mixed up forms of economic dependence with examples of economic dependence. In Part (b) many failed to discuss the demerits of economic dependence; they failed to link their answers to forms of economic dependence.
Advice to Teachers:
- Guide learners in techniques of presenting comprehensive answers.
- Encourage group discussions.

Question 3.
Candidates were expected to analyze factors that influence the rate of economic growth and explain benefits of economic growth in Uganda.

Candidates’ Weaknesses:
Some candidates only gave factors that limit economic growth. In part (b) some candidates just stated but failed to explain the benefits of economic growth.

Advice to Teachers – Guide learners in question interpretation techniques.

Question 4.
Required candidates to explain the benefits of modernizing the agricultural sector and to discuss the factors that limit agricultural modernization in Uganda.

Candidates’ Weaknesses:
Majority did not back up their explanations with methods of modernizing agriculture. In part (b) some candidates just explained agricultural price fluctuations.

Advice to Teachers – Encourage learners to read widely and engage them in group discussions.

Question 5.
Candidates were to state the “Iron Law of Wages” and examine the extent to which the law is applicable in Uganda.

Candidates’ Weaknesses:
- Many failed to state the Iron Law of Wages and instead defined living wage, minimum wage legislation or marginal productivity theory of distribution.
- In part (b) candidates gave irrelevant responses eg, methods of wage determination or factors influencing wage rates.

Advice to Teachers: Discuss the applicability/relevance of economic theories to Uganda.

Question 6.
Candidates were to describe the procedure of compiling the cost of living index and explain the challenges faced when compiling price indices in Uganda.

Candidates’ Weaknesses:
Many confused a “basket of goods” with “market basket”, others mixed up the procedure. In part (b) some candidates gave problems of measuring national income.

Advice to Teachers:
Guide learners on the correct procedure of compiling the cost of living indices and make a clear distinction between challenges and problems.
**Question 7.**
Required candidates to differentiate hyper-inflation from mild-inflation and describe measures being taken to control inflation in Uganda.

**Candidates’ Weaknesses:**
Some candidates gave wrong percentage rates for hyperinflation e.g. 20% and in part (b) measures were stated as situations.

**Advice to Teachers:**
Give learners correct rates and correct measures for each type of inflation. Emphasize applicability of the measures to Uganda.

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**P230/1 ENTREPRENEURSHIP EDUCATION**
The paper had Sections A and B. Section A was compulsory and candidates were to answer any four out of six questions from Section B. General performance was good. Questions 2, 3, 5 and 6 were popular and well done while questions 4 and 7 were unpopular and poorly done.

**Question Analysis**

**Section A:**

**Question 1.**
It consisted of parts (a) – (e) short-answer questions from different topics of the syllabus.

**Weakness of Candidates:**
- Misspelling of key words in definitions.
- Wrong definitions.
- General and vague answers.
- Use of abbreviations and wrong formulae.
- Lack of units on final answers for computation questions.

**Advice to Teachers**
- Teach all topics in the syllabus comprehensively.
- Give learners standard formula and computation exercises for practice.
- Discourage learners from using abbreviations.
- Encourage learners to include units on the final answers where necessary.
- Guide learners to give precise answers for Section A.

**Section B**

**Question 2.**
It required learners to describe the various forms of communication used by entrepreneurs in Uganda and ways of ensuring effective communication in business. However, some candidates mistook forms of communication to mean media and channels of communication.
Teach the topic as stipulated in the syllabus and clarify the distinction between forms, channels and flow of communication.

**Question 3.**

It covered characteristics of entrepreneurial environment and factors that influence the level of entrepreneurship in Uganda. Some candidates gave characteristics of successful entrepreneurs, social entrepreneurs, types of entrepreneurs, political and global factors. Others gave few points and did not explain them satisfactorily. Teachers should address the mentioned issues through guided group discussions and exposition.

**Question 4.**

Tested learners on bases and merits of market segmentation. Some candidates misinterpreted bases to mean location and market segmentation as market research, marketing plan, marketing assessment and gave their respective merits. Teach the topic of market segmentation as stipulated in the curriculum and clarify its difference from market research, marketing plan and market assessment.

**Question 5.**

Required candidates to examine factors that affect production decisions of an entrepreneur and process of purchasing raw materials. Most candidates gave biased /one sided answers like political instability, inflation, etc, and lacked chronological flow in the steps of purchasing raw materials. Teachers should guide learners on expected responses from assessment verbs such as “assess”, “examine”, “explain”, “describe”, “discuss”, etc. and encourage learners to follow a chronological order whenever describing a procedure/process/step.

**Question 6.**

Asked for the components and importance of a marketing plan. Some candidates mixed up components with other elements of a business plan and had difficulty in relating the importance of a marketing plan to an entrepreneur. Teachers should discus each element of the business plan in depth, assign learners either in groups or as individuals to prepare business plans of their school business projects and future businesses, and make presentations in class.

**Question 7.**

Candidates were to describe the process entrepreneurs follow when investing in shares in a capital market and explain the merits and demerits of investing in shares. Few candidates attempted the question and mixed up the process of initial public offering (primary market) and secondary market (Uganda Securities Exchange). Others stated the process of selling shares.

Teachers should carry out field trips to capital markets, invite resource persons to discuss capital markets concept and encourage learners to read newspapers, magazines, listen to news and surf the internet for more information about capital markets.

**P230/2 ENTREPRENEURSHIP EDUCATION**

This paper had six questions from which candidates were to answer any four. Questions 1, 3, 4 and 5 were popular and question 6 was unpopular. Questions 3 and 5 were well done while 2 and 6 were poorly done. Overall performance was better than that of 2016.
Question Analysis

Question 1.

Required candidates to draft duties and rights of SACCO members, lending terms and conditions, loan repayment schedule and cash withdraw form for the SACCO. Many candidates mistook the SACCO for a company/Bank and had difficulty in distinguishing between rights and duties, and lending terms and conditions. Teachers are advised to address the mentioned concerns through comprehensive discussions and exposure of learners to different forms of business ownership.

Question 2.

This was a computation question on ratios and interpretation of the ratio results. Most candidates used wrong formulae that gave wrong answers and consequently wrong interpretation of the ratios. Teach the topic with emphasis on standard formulae and give learners similar exercises for discussions, revision and use of the accounting ratio skills in financial statements.

Question 3.

Using a stationery shop as a case study, candidates were to write a letter inviting a technician to service the office machines, design a programme for servicing machines, prepare a credit note and guidelines for proper handling of the machines. It was fairly done though some candidates misspelt the term stationery and had difficulty in designing a programme. Further discussions with learners on machinery handling are required. A field trip to a production unit/factory may be effective for understanding the machinery handling concept from practical approach.

Question 4.

Asked candidates to prepare a pre-operational budget, organizational plan, guidelines for maintaining a competitive advantage and a customer satisfactory survey tool for a decoration business worth Shs7,850,000. Some candidates failed to differentiate pre-operational budget from pre-operating expenses budget, had difficulty in preparing an organizational plan and designing a customer survey tool. Teachers should address the mentioned concerns by exposing learners to samples of similar documents as teaching aids and giving learners similar exercises/assignments for practice.

Question 5.

Candidates were to prepare a cash flow statement based on given data and propose ways of minimizing the deficits of the business. Candidates had difficulty in distinguishing cash inflow items from cash outflow items and balance carried down (c/d) from balance brought forward (b/f). Teach the mentioned issues and give learners similar exercises for revision and practice.

Question 6.

Required candidates to make a presentation about the procedure of tax compliance, highlighting the causes, procedure and penalties of non-tax compliance. Few candidates attempted the question and had inadequate knowledge about taxation. Teach the topic as stipulated in the syllabus. A resource person from URA may be invited to discuss taxation aspects with learners.
The paper consisted of Sections A, B & C. Section A had a case study, Section B had two questions on School Business Clubs and Section C had two questions on Field trips. Most popular questions were 1, 3, 4 and 5. Question 2 was unpopular. Questions 3 and 5 were best well done while 2 and 6 were poorly done. General performance was good.

**Question Analysis**

**Section A:**
It was a compulsory question consisting of parts (a) to (d).

**Question 1.**
Required candidates to:

(a) mention any two dangers of relying on inherited property as a source of capital for business and suggest other sources of capital for the business. Some candidates interpreted the question as family business. Teach the effects of all sources of capital.

(b) explain the factors that led to the success of the business. Some candidates gave repeated answers especially regarding customer care aspects. Students should be taught factors that lead to success of businesses.

(c) show the contribution of the business to the community. Some candidates interpreted the question as contributions of the community to the business. Teachers should clearly differentiate between contributions of the business to community and contributions of the community to the business.

(d) identify the risks faced by the business and advise the entrepreneurs on how to minimize the risks in the business. Some candidates gave challenges/problems faced by the business and solutions that were not related to the risks mentioned/given. Teachers should clarify the differences between risks, challenges and problems and discuss the various ways of minimizing risks in business.

**Section B: School Business Club Projects**

**Question 2.**
Candidates were to:

(a) give a general description of the business project. Some candidates did not give an appropriate business name, location, purpose and uniqueness. Students should be taught how to describe the business project.

(b) state the pricing strategies that were used in the business. Many candidates misinterpreted pricing strategies as actual prices of the products by stating the prices. Teach and emphasize methods/strategies of pricing products.
(c) describe the entrepreneurial skills they practiced in the business. Some candidates gave the qualities of a successful entrepreneur. Teachers should clearly differentiate between entrepreneurial skills and entrepreneurial characteristics/qualities.

(d) give the business ethics they extended to their customers and explain how they handled customers’ complaints. Many candidates failed to distinguish between customer care and business ethics. Others concentrated on the process of handling difficult customers. Teachers should differentiate between elements/aspects of customer care and business ethics. The process of handling customers’ complaints and solutions to the complaints should also be thoroughly discussed.

**Question 3.**

Required candidates to:

(a) give a general description of the business project. Some candidates did not state an appropriate name, location, purpose and uniqueness of the business. Students should be taught how to describe the business project.

(b) explain the innovations that were undertaken to improve the quality of products. Many candidates gave the forms/types of innovations and failed to relate them to how they improved the quality of their products. Teachers should emphasise ways/strategies and techniques of innovations undertaken to improve the quality of products.

(c) give the contributions that were made by the community to the business. Some candidates gave contributions made by business to the community. Teachers should clearly differentiate between contributions made by the business to the community and contributions made by the community to the business.

**Section C: Field Trips/Attachment**

**Question 4.**

Required candidates to:

(a) give a general description of the business project. Some candidates did not give the appropriate business name, location, purpose and uniqueness. Students should be taught how to describe the business project.

(b) describe the methods used by the business for effective internal communication. Some candidates gave forms/types of communication, elements of effective communication. Teachers should differentiate between the types, methods, channels and essentials of effective communication.

(c) explain health and safety measures that have been put in place for employees of the enterprise. Many candidates gave welfare facilities provided to employees. Teachers should clearly differentiate between health, safety and welfare facilities of businesses.
(d) advise the proprietor on ways of ensuring good customer care, business ethics and sales promotion methods. Some candidates mixed up the concepts. Teachers should discuss the mentioned concepts comprehensively based on relevant examples from their respective communities.

**Question 5.**

Required candidates to:

(a) give a general description of the business. Some candidates did not give the appropriate name, location, purpose and uniqueness of the business. Teach students how to describe the features of the businesses visited.

(b) mention taxes paid by the businesses and advise the owner(s) of the business on the benefit of paying taxes promptly. Some candidates gave the major types of taxes i.e. direct & indirect taxes and benefits of tax compliance. Teachers should discuss the examples of taxes paid by businesses in the community and differentiate between benefits of tax compliance and advantages of paying taxes.

(c) explain the measures taken to promote discipline among the employees. Some candidates gave ways of motivating employees. Teachers should discuss the mentioned concepts comprehensively.

(d) explain how the business maximises profits. Many candidates gave sales promotion methods instead of ways of maximising profits. Teachers should discuss the various sales promotion methods & ways of maximising profits for a business.

**P235/1 I.R.E. THE HOLY QUR'ÂN**

**Question 1.**

On the revelation of the Quran, the question required candidates to explain the factors that led to the revelation of the Holy Book (Quran). However, some candidates gave the course of Revelation. They only fairly well answered the question.

**Question 2.**

The modes of revelation had two parts (a) and (b). Part (a) required candidates to discuss the ways in which Divine message was (has been) sent to man i.e. (modes of revelation). Part (b) required candidates to explain the way the Quran was revealed to Prophet Muhammad (PBUH). It was averagely well answered.

**Question 3.**

Quranic teachings on Monotheism (Tawheed) had two parts. Part (a) required candidates to explain the oneness of God as presented in the Quran. Part (b) required candidates to give the relevance of this topic to the daily life of Muslims. It was well answered.
**Question 4.**
The concept of pre-destination (Qadar) had two parts. Part (a) required candidates to explain the meaning of pre-destination as presented in the Quran. Part (b) required candidates show how knowledge of this concept is relevant to Muslims. However, some candidates confused this topic with future life.

**Question 5.**
Covering the Quranic teachings on marriage it required candidates to explain the Quranic guidance on marriage. However, most candidates generated answers/information without evidence from the Quran.

**Question 6.**
On inheritance, it required candidates to explain the way property of a deceased Muslim is distributed (handled) Part (b) required candidates to show the relevance of these teachings to Muslims.

**Question 7.**
About work, the question required candidates to explain its importance to Muslims as emphasized in Quran. However, many candidates gave the Quranic teachings on work without showing its importance. They did not fare well.

**Question 8.**
On weights and measurements, the question had two parts. Part (a) required candidates to explain the Quranic guidance on weights and measurements. Part (b) required candidates to give/explain the benefits of adhering to proper weights and measurements.

**Question 9.**
About oppression, the question required candidates to explain the guidance given by the Quran to eradicate the vice in society. Most candidates showed ways in which oppression is carried out, but failed to give the Quranic teachings (guidance). Others discussed Quranic teachings on dress possibly because the question bears the word “address”.

**Question 10.**
Had two , (a) Racism and (b) Slavery.
Part (a) required candidates to explain the measures put in place by the Quran to fight racism. Part (b) required candidates to explain the Quranic approach to slavery.

**Question 11.**
On surat Al-Fatiha, had two parts. Part (a) required candidates to identify and explain the content of the Surah. Part (b) required candidates to explain the relevance of the Surah to the Muslims. It was quite well answered.

**Question 12.**
Surat Al-Qadr, had two parts. Part (a) required candidates to identify and explain the content of the Surah. Part (b) required candidates to explain the relevance of the Surah to the Muslims. The candidates handled it well.
Question 1.

This question was very popular. Candidates were asked to examine the methods used to collect and preserve hadith during the prophet's time. They ably handled the question and scored highly.

However, a few candidates did not go beyond the traditional ones of writing, memorisation and transmission. They further could not cite relevant examples.

Question 2.

In this question, candidates were asked to give the life history of Imam Muslim. They further had to explain his contribution to Hadith Literature. It was quite popular and well answered although a few mixed up information about Imam Muslim with that of Bukhari and others.

Question 3.

The question required candidates to describe the life history of Ibn Majah, and then assess his contribution to the collection and compilation of Hadith. It wasn't popular but was quite well answered. Some of the few who attempted the question also mixed up and or confused information on Ibn Majah, Muslim and Bukhari.

Teachers are urged to adequately teach about all the compilers of hadith and clearly differentiate the various compilers.

Question 4.

Candidates were, in this question, required to discuss a view about forgery of Hadith. ‘The forging was a well-calculated move by the enemies of Islam to discredit an important source of Islamic Law? Although quite challenging, the question was popular. It was nevertheless only averagely well answered. Some candidates missed the gist of the question while others failed to differentiate between the intentional and unintentional factors.

Question 5.

Examining the characteristics of Hasan Hadith, and explaining the effects of classification of hadith, were the requirements of the question. It was one of the very popular and well answered questions. Nevertheless a few candidates were unable to generate sufficient points, especially on the effects of classification. They further lacked depth in explanation of the few points they raised.

Question 6.

This question required candidates to examine the characteristics of Hadith al-Qudsi. This too was a popular and quite well attempted question. However, some candidates were very shallow in their explanations, exhibiting inadequacy of content.
Question 7.
The extent to which Sunnah was a factor in the development of Islamic law, was the requirement of this question. Relatively few candidates attempted this number, and they did not fare well either. They lacked sufficient content on Sunnah, since it is itself a source of law which underwent development.

On the other hand though, learners should be guided by their teachers, in the interpretation of questions. Attention ought to be given to Action verbs eg. “to what extent”, “assess” etc.

Question 8.
In this question, candidates were required to discuss Qiyás as a source of Islam Law. It wasn’t a popular question and those who attempted it did not adequately handle it. They lacked credible content and could not different between Qiyás and Ráy.

Question 9.
An analysis of the characteristics of Makruh, and Mubah, was required of the candidates. The few who attempted to analyse the characteristics inadequately did so. They failed to differentiate between the two acts of Law and ended up mixing and confusing information. Scores were rather low. Teachers are encouraged to take learners thorough on in-depth study of these acts.

Question 10.
Examining the contribution of Shafic to the development of Islamic Law was an unpopular task to candidates. Candidates did not present sufficient points especially on the contribution of Imam Shafiic. Some of them even attributed other Imams’ contribution to Shafiic. They ended up scoring low marks.

Teachers are encouraged to urge leaners to search for more information on their own.

Question 11.
This question required candidates to explain the Islamic teaching on Ribbah (usury/interest). It was an unpopular question but fairly well answered. Some candidates had inadequate facts on Islamic teachings and instead presented the effects of Ribbah in general.

Question 12.
In this question candidates were asked to: analyse the factors that have hindered the total application of Sharia Law in Egypt, and how failure to apply it has affected the society. It was very popular but only averagely well handled. Some candidates exhibited lack of current information on Sharia application in Egypt.

Learners should be encouraged to search for information on application of Shariah in specific countries listed in the syllabus.
P235/3 I.R.E. (HISTORY OF ISLAM)

Question 1.
The question was among the most attempted and a popular one. The candidates interpreted it well but did not have enough content on both parts.

Question 2.
Most of the candidates failed to interpret this question and therefore, the candidates gave the achievements of Prophet Muhammad PBUH, without giving reference to the charter.

Question 3.
The question was clear, though when it came to part (a) of the question, candidates were gave the contributions of Umar bin Khattab, instead of giving how he converted to Islam or describing his conversion to Islam. Part (b) was also a challenge because some candidates gave responses beyond Umar bin Khattab’s conversion. The question was limited to only before migration. It was a popular question and averagely well answered.

Question 4.
The question was clear and understood by the majority of the candidates. The candidates were able to give the responses that were required. It was therefore, among the most attempted, and well-handled questions.

Question 5.
The question was not clearly understood by the candidates. The majority gave the factors for the rise of the Umayyads. It was among the misinterpreted questions this year. It was also poorly answered.

Question 6.
The question had two parts (a) and (b). Part (a) was calling for the challenges faced by Caliph Abu-Jaffar-al-Mansur but most of the candidates gave factors for the downfall of the Abbasids generally.

When it came to part (b) candidates could not give the role of the military in consolidating peace during his reign, but instead gave the political organization of the Abbasids. It was among the unpopular and not well answered questions.

Question 7.
The question was clear to the candidates in all parts i.e. (a) and (b). The candidates understood the question and gave the required responses. However, some mixed it with other aspects i.e. social and economic.

Question 8.
The question was direct and clear. The candidates were able to interpret and give the required responses. However, part (b) of the question was a challenge and most of the candidates gave general weaknesses of the Fatimids.

Question 9.
It was a clear and direct question. It was one of the easy, well done and most attempted questions. It was highly passed.

Question 10.
The question was set in clear language which could be understood by the candidates. It was among the popular, easy, most attempted and well done question. The candidates were able to give the required responses.

**Question 11.**
It was a direct and clear question. However, it was among the very challenging ones, least attempted and poorly done. This is due to the fact that it is among the last topics on the syllabus and it seems teachers did not teach it. Those who did it, gave general responses from other dynasties and empires.

**Question 12.**
It was a direct question, clear to the candidates and were able to interpret it. It was among the most attempted questions, and well done. The candidates were able to get good scores.

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**P235/4 I.R.E. ISLAM IN AFRICAN**

**Question 1.**

The compatibility of Islam with the local religious beliefs and practices facilitated the spread of Islam at the East African Coast. Discuss.

The question was not so popular. It required candidates to show how the similarity between Islam and local religious beliefs and practices contributed or led to the spread of Islam at the east African Coast. Then consider other factors for the spread of Islam at the East African Coast.

Some candidates did not understand the meaning of the word compatibility and simply gave the general factors for the spread of Islam at the E.A. Coast. Others gave the religious beliefs and practices of the people at the E.A.C before the coming of Islam. Those who got the right approach scored high marks.

Teachers are advised to engage the candidates in teaching guided discussions to enable them get proper approaches to questions.

**Question 2.**

Examine the role of interior trade routes in the spread of Islam in East Africa.

The question was not very popular. It required candidates to give the positive and negative role of trade routes to the spread of Islam in east Africa.

Most of the candidates interpreted the question well but they lacked depth and relevant examples to their discussions.

Teachers should ensure that candidates cover the syllabus not particularly questions or sub topics.

**Question 3.**
To what extent was the presence of Arabs at the Coast of East Africa a factor to the spread of Islam?

The question was popular. It required the candidates to show how the presence of Arabs at the Coast of E.A. influenced the spread of Islam in the region. Candidates were expected to consider both positive and negative aspect.

Many candidates gave the positive contributions of the presence of Arabs at the Coast and other factors. Yet others could not differentiate between the presence of the Arabs and other factors. They linked all points to presence of Arabs.

Teachers should help candidates to appreciate where that phrase is used “a factor” focus is put on positive and negative sides.

Question 4.

(a) Examine the factors responsible for the spread of Islam at the Coast of East Africa.
(b) Describe the impact of the Arabs’ settlement on the peoples of the East African Coast.

The question was popular and majority of the candidates who attempted it scored very high marks

Part (a) required candidates to explain the factors responsible for the spread of Islam at the East African coast both positively and negatively. Part (b) required candidates to show how the Arab settlement at the East African Coast affected the people in the region – area.

Most of the candidates were able to interpret the question well and gave enough points in both parts.

Teachers are advised to encourage candidates to attempt questions with riders. They are easily well answered and they save candidates from getting Zeros as a result of misfiring.

Question 5.

Assess the claim that it was the Somali people who spread Islam in North Eastern Kenya.

The question was very unpopular. The question required candidates to explain the role of the Somali people to the spread of Islam in North Eastern Kenya and consider other factors.

Those who attempted it gave the positive and negative contributions of the Somali people to the spread of Islam in Northern Eastern Kenya. Others gave the factors for the spread of Islam in Kenya.

Teachers should help candidates to appreciate the patterns of the spread of Islam in particular places. They should not simply consider general factors.

Question 6.

To what extent did trade contribute to the spread of Islam in Tanzania.

It was a popular question. Candidates were required to explain the role of trade in the spread of Islam mainly positive and then consider the other factors.

Some candidates repeated the role of trade while dealing with other factors. Others lacked relevant examples in Tanzania and instead considered examples in the interior of East Africa.
Teachers should engage learners in intensive discussions to enable them get right approaches to questions and come up with relevant examples.

**Question 7.**

**Analyse the circumstances that led to rapid spread of Islam in West Africa.**

It was a popular question. Required candidates to explain the major factors that contributed to the spread of Islam in West Africa; such factors like trade, Jihads, the Berbers, Kings and Chiefs, Islamic movements, colonialists etc.

Some candidates could not differentiate between minor and major factors to cater for the rapid spread of Islam. They instead gave whatever could come their way. The scores were high for many candidates who attempted it.

Teachers should advise candidates to pay attention to small details in the question for better interpretation of questions.

**Question 8.**

**Discuss the impact of Islam on the culture of the indigenous people of West Africa.**

It was not very popular. Required candidates to explain the changes introduced by Islam to the culture of the indigenous people of West Africa.

The question was well done apart from some few who included all aspects of life such as political economic etc. Culture should be lined mainly to social life behaviour/morality and general conduct.

Teachers should from time to time urge candidates to ensure that they understand the instructions in each question to avoid misfiring.

**Question 9.**

**Assess the role of Trans-Saharan Trade in the spread of Islam in West Africa.**

This was one of the most popular questions. It required candidates to explain the positive and negative roles of Trans-Saharan trade to the spread of Islam in West Africa. It was well answered and majority of the candidates scored very high marks.

**Question 10.**

**Asikia Muhammad Toure has been described as "the Caliph of the black people" justify this description.**

The question was relatively popular and most of the candidates were able to interpret it correctly. Candidates were required to show Asikia Muhammad’s contribution to the spread of Islam and general development of the Muslims in the region. Majority of the candidates who attempted it got it right and the scores were very high.

Teachers should cover the syllabus exhaustively to enable their candidates have a variety of questions and many options.

**Question 11.**
(a) Explain the origins of the Quadiriyya Tariqahs.
(b) Assess the effects of this Tariqah on the people of West Africa.

This question was the most unpopular of all. It was attempted by very few candidates. It required the origins of Quadiriyya Tariqah and the effects of the Tariqah on the people of West Africa. Candidates avoided it and those who did it focused more on part (b) and avoided part (a).

Teachers should consider handling the entire topic/s not simply identifying subtopics and leave the rest. Please cover the entire syllabus for the betterment of year candidates.

Question 12.

(a) Account for the outbreak of the 19th Century Jihads in Macina.
(b) How did Ahmed Seku rule the state of Macina after the Jihad?

It was a relatively popular question. It required candidates to give reasons for the outbreak of 19th Century Jihads in Macina and show how Hahmed Seku administered the new sate of Macina. It was well handled by majority of the candidates. There were a few who lacked details and resorted to outlines.

Teachers should prepare the candidates to provide details which involves stating the points clearly, explaining the points clearly, explaining the points and giving relevant examples where possible.

P245/1 C.R.E. THE OLD TESTAMENT

Question 1.

Candidates were required to examine God’s purpose in creating man in His own Image and likeness as recorded in the book of Genesis. They were further expected to suggest ways in which mankind today can maintain the image and likeness of God. It was one of the most popular and very well answered questions by candidates. However, just a few of the candidates in part (b) failed to suggest what mankind can do to maintain God’s image and likeness in the correct tense.

Question 2.

The question required candidates to analyse the features of the Mosaic Covenant. A discussion of the relevance of the call of Moses to Christians today was also required of them. This was quite a popular question although not very well answered. It was only about averagely well answered. Some candidates confused the Mosaic covenant and the relevance of the call, with the “Burning Bush” incident.

Teachers are urged to assist learners distinguish certain topics/themes from others that seem similar.

Question 3.

In this question, candidates were expected to account for Yahweh’s demand for the Israelites to destroy the Canaanites as they settled in Canaan. What Christians should do when they settle among non-believers, was also required of the candidates.
Many candidates attempted it but only averagely well answered it. Some exhibited confusion and misunderstanding of the Act of Herem (total destruction, as required by Yaweh), in Deuteronomy Ch.7.

**Question 4.**

This was an unpopular question. Its task was: “To what extent was the call of Samuel a response to public outcry in Israel?” Rather than give the way the weaknesses of Eli’s family became a public disgrace and outcry, most of those who attempted it gave the roles of Samuel and his weaknesses. They did not answer it well and ended up with low scores. Teachers should help learners master the skills of question interpretation.

**Question 5.**

The question was very popular. The candidates very ably examined the ways in which King David satisfied Israel’s desire for a King. They further, clearly brought out lessons that Christian leaders can learn from King David. Scores were very good. nevertheless, just a few candidates, in part (a); gave both achievements and failures of King David which was wrong, while in (b) they did not address the correct audience of Christian leaders.

Teachers are urged to assist learners to always first, and patiently read and understand questions before answering them.

**Question 6.**

It was an unpopular question but fairly well answered. Candidates were first required to discuss the factors that led to the death of King Ahab. Secondly they had to handle lessons that political leaders in Uganda today can learn from King Ahab’s death.

Some candidates simply narrated the story of the death of King Ahab, while others instead concentrated on the death of Nabboth.

**Question 7.**

In this first part of the question (a), candidates were required to justify prophet Amos’ condemnation of the people of Israel during his time. They were then expected to give lessons that Christians today can learn from the condemnation of Israel by Amos. It called for the sins condemned by Amos during his ministry.

This was one of the most popular and very well answered questions, notwithstanding the few who referred to points stretching to Jeremiah’s times, like the Temple Sermon. Teachers need to emphasise to learners that Amos taught in the Northern Kingdom, and Jeremiah in the South where the Temple was.

**Question 8.**

This was quite a popular question, and candidates were expected to examine the ways in which Hosea portrayed God’s love for Israel despite their unfaithfulness. They were also required to explain the relevance of Hosea’s prophecy to Christians today. Hosea used his family experience to demonstrate/show or Illustrate God’s love for Israel.
It was averagely well answered. The shortfall of some candidates was that they showed the relationship between Hosea’s marriage and the Sinaic Covenant, leaving out the aspect of love.

**Question 9.**

Comment on the message that Isaiah had in the song of the Vineyard (Isaiah 5). Explain the significance of Isaiah’s song to Christians in Uganda today. This was an unpopular question though fairly well answered. Some candidates simply narrated the story without the message, yet they were required to give the meaning and message in the Song of the Vineyard.

**Question 10.**

This too was a rather unpopular question. The task was entailed in (a) and (b). “Account for Jeremiah’s hostility to the worshippers in the Jerusalem temple. What is the relevance of Jeremiah’s hostility to Christians in Uganda today?” Candidates did not fare well in their attempt at the question. Most of them lacked content seemingly because of inadequate syllabus coverage.

Teachers are encouraged to put in all the necessary effort to cover the syllabus in time.

**Question 11.**

The question required candidates to: analyse the challenges which Ezekiel encountered in his prophetic ministry; and give lessons that modern Christians can learn from the response of Ezekiel to those challenges. It was neither popular nor well answered. The few who attempted it exhibited a high level of lack of Bible knowledge.

Teachers are urged to encourage learners to have and read Bibles during lessons, and outside when revising.

**Question 12.**

It was required of candidates, in this question, to discuss the circumstances that led to the composition of Psalm 137, and then give lessons that Christians can learn from Psalm 137. Relatively few candidates attempted the question, and like in No.11, exhibited lack of Biblical content and inadequacy of syllabus coverage. Their scores were rather low.

**P245/2 C.R.E. THE NEW TESTAMENT**

**Question 1.**

**Examine the circumstances which facilitated the fast spread of the gospel in the early Church.**

The question was very popular i.e, attempted by very many candidates. The question required the factors and activities of the early Church that facilitated the fast spread of the gospel. Some candidates interpreted the question well, however some others drifted into the contents of the kerygma. Others interpreted it to be a two sided question, giving the factors that led to spread and factors that hindered the spread.

The Teachers are advised to help students to identify one-sided questions and a two-sided questions.
Question 2(a)
Account for the delay in the writing the New Testament books.

The question demanded reasons why it took long to write New Testament books. The question was very popular and highly passed. However, some candidates drifted to the process of writing the New Testament Canon, which was wrong.

Question 2(b)
Justify the Church’s decision to have the gospel written.

The question demanded reasons for writing gospels. However, some candidates gave advantages for the written gospel, while others gave disadvantages of written Gospels giving problems in writing.

Question 3.
To what extent was Jesus understood as the expected Messiah by His audience according to the gospel of Mark.

The question was very popular. The question demanded how various people understood Jesus as the Messiah; this was to a less extent. However, on the other hand candidates were expected to show how the people failed to identify Jesus as the messiah in Mark’s gospel.

Many failed to identify the audience, while others gave the divinity of Jesus. Many others drifted to messianic secrecy in Mark’s gospel. Others mixed up ideas of Mark and John.

Question 4.
“Jesus ministry was good news to his audience according to the gospel of Mark”. Justify the statement.

- The question was very unpopular
- The question demanded a candidate to show how the ministry of Jesus liberated/set free /relieved them from various problems/brought happiness to different situations of life.
- They failed to identify the audience, some thought it was two-sided whereby the ministry of Jesus was good news and on the other side bad news e.g., stopping children to come to Jesus, Jesus beating people in the Temple. etc.
- Others gave open Messiahship and messianic secrecy.
- Some mixed up ideas in Mark and John.

Question 5.
(a) Account for the disciples’ failure to understand the identity of Jesus in the gospel of Mark.

(b) Examine the factors that may cause Christians to misunderstand the Church leaders today.

The question was popular. Part (a) demanded reasons for disciple’s failure to understand the identity of Jesus as a messiah in Mark’s gospel.

- Many candidates gave occasions when disciples failed to understand Jesus as the Messiah in Mark
- Others crossed over to John’s gospel, while some others gave Messianic secrecy.

Question 5 (b)

Demanded reasons that may lead to question the personality/behaviour of Church leaders today. However, a few candidates gave good activities done by Church leaders yet they were to give the bad activities. Some gave bad things Christians have done. Almost all did not give relevant examples.

Question 6.

(a) Why did Jesus use discourses in His teaching in John’s gospel?
(b) How effective was the use of discourses by Jesus in the gospel of John?

Qtn.6 (a) demanded reasons why Jesus used dialogue/conversation/discourses in John’s gospel.

Many gave reasons why Jesus used parables in Mark’s gospel. Some interchanged the answers for (b) in (a). Part (a) determined the passing of (b) the question was unpopular and not well answered.

Question 7.

(a) Discuss the significance of Jesus’ appearances to His disciples after resurrection in John’s gospel.
(b) Explain the ways in which Jesus reveals Himself to believers today.

The question was popular. The question demanded the meaning of Jesus’ appearances to His disciples after resurrection in John’s gospel.

- Many concentrated on the significance of resurrection. Others referred to Mark’s gospel.
- Part (b) required ways in which Jesus manifests/shows/appears/Himself in the day to day life. Many drifted to activities carried out by Christians today.

Question 8.
Account for Jesus’ arrest and crucifixion in the gospel of Mark and John.

The question was less popular. The question demanded reasons for Jesus’ arrest and crucifixion.

- Candidates had to separate ideas of Mark from John
- Some narrated the story of Jesus' crucifixion.
- Others compared the reports on arrest and crucifixion.

**Question 9.**

**(a)** Discuss Paul’s teaching concerning food offered to idols.
**(b)** Suggest lessons that Christians in Uganda today can learn from this teaching.

The question was not popular. It demanded Paul’s advice to the Corinthians regarding food offered to idols.

- Many of the candidates lacked content.
- Many did not understand the meaning of idols.

Question 9(b) demanded for the relevance of this teaching to Christians today. Some candidates answered either correctly giving significance. Some did not know how to present lessons.

**Question 10.**

**(a)** Analyse the circumstances that prompted Paul to write his letter to the teaching Galatians
**(b)** Explain the significance of the letter of Galatians to Christians today.

The question was very popular.

In part (a) the question demanded for reasons for writing the letter.

**Weakness of Candidates:** Some confused ideas of Corinthians with Galatians.

In question (b) the question demanded for the meaning/importance of letter to the Church today.

- Many candidates drifted to lessons modern Christians learn.
- They also referred to 1 Corinthians.

**Question 11.**

**(a)** Examine Peter’s teaching on holy living (Peter 1:13-25).
**(b)** Show the ways in which this teaching is applicable to Christians today.

This was the most unpopular question. The question demanded Peter’s advice on holy living.

- Some candidates were gave activities of Christians today.
- Others brought out the themes of peter. The question was specific to (1Peter 1:13-25)

Part (b) demanded relevance /lessons to Christians. Some gave activities carried out by Christians today.

**Question 12.**
(a) Discuss the teaching of James on trials and endurance in times of difficulty.
(b) Analyse the relevance of this teaching to Christians in Uganda today.

- The question was fairly popular
- The question demanded for James advice when one faces trials and difficulties.
- How to face trials and endure in times of difficulties.
- However, some candidates drifted to temptation, others went to Peter's teaching on suffering.

Part (b) required lessons for Christians today. Applied Peter's teaching on Christian suffering.

**General Recommendations to Schools**

- Emphasise the use of Bibles during CRE P245/2 lessons.
- Cover the syllabus in time.
- Teachers should guide students on proper question approach.

**P245/3 C.R.E. CHRISTIANITY IN THE EAST AFRICAN ENVIRONMENT**

**Question 1.**

This was an averagely popular and well answered question. Candidates were required to discuss the assertion that: “In Traditional African Society life was entirely characterized by religion”. They were expected to show areas that clearly brought out Africans as religious, but also how they could be/were irreligious (i.e. the evils they committed).

Many candidates brought out only the religious and left out the irreligious side, which led to only average scores.

**Question 2.**

In this question, candidates were asked to explain the merits of having many children in Traditional African Society. They were further required to handle why the attitude towards having many children has changed in modern society. This was one of the most popular questions, and candidates very competently handled it. Scores in this question were very good.

**Question 3.**

The task in this question was to discuss the causes of death in Traditional African Society. Candidates were also tasked to show the way the dead (departed) were treated, referring to any society each of the candidates knew. It was a fairly popular and quite well answered. However, some candidates, in part (b), simply gave the general practices and rituals that were practiced for the dead, instead of how the departed were treated.

**Question 4.**
This was one of the most popular questions. This first part required candidates to examine factors that hindered the fast spread of Christianity in East Africa at its introduction. They were then asked to bring out the ways in which these hindrances were eventually overcome. It was very well answered and scores were very higher.

Nevertheless, a few candidates did not clearly bring out the ways in which the hindrances were eventually overcome. Teachers ought to help all their learners in mastering proper interpretation of questions.

**Question 5.**

In this question, candidates were asked to comment on the view that Kabaka Mutesa I invited Christian Missionaries but died a non-Christian. It was only averagely popular and fairly well answered. Some candidates had/gave few points while others even wrongly interpreted the question to mean that Kabaka Mutesa I was a Christian.

Teachers are encouraged to search for and give, but also urge learners to search for information.

**Question 6.**

This was one of the most popular questions. Candidates were required to explain the role played by Apollo Kivebulaya in the spread of Christianity in Western Uganda and Boga Zaire. The lessons that Christian leaders can learn from the work of Apollo Kivebulaya were also required. Candidates very ably and creatively handled the question. It was one of the best answered questions.

**Question 7.**

The task in this question was to examine the impact of the CMS financial crisis on education in Uganda. The ways in which the Government of Uganda supports Church founded schools today, constituted the other part of the task. It wasn’t a popular question, and the few who attempted it exhibited inadequate knowledge of the topic and scored low marks.

**Question 8.**

The role that was played by the Church; in the development of African nationalism and struggle for independence in East Africa, was the requirement of the question. Candidates were further expected to bring out the way the church is advocating for the citizens’ rights in Uganda.

Relatively few candidates attempted this question. They generally lacked knowledge of content in the areas in question. Teachers are urged to both encourage the learners but also make effort to search for information.

**Question 9.**

In this question, candidates were asked to explain the practices which demonstrate the African beliefs that life continues after death. They were further expected to give the Christian teaching about life after death. It was a rather unpopular question and was not well answered either. Those who attempted it would give only a few points, seemingly due to inadequacy in content.

**Question 10.**
Accounting for the big number of youth in new Churches today, was the first part of the task in this question. Secondly, the problems some of these new Churches are facing as a result of the large numbers of youth were required. It was one of the most attempted questions, and candidates answered it very well.

**Question 11.**

The ways in which Christianity has incorporated some African cultural values and practices, were required of the candidates in this question. They were also expected to comment on the contribution of this indigenization to the spread of the Church in East Africa. This was another very popular question. However, it wasn’t very well answered. Candidates briefly stated the points of indigenization but without the details of how this contributed to the spread of the Church in East Africa.

This pointed to possible failure by candidates, to interpret questions. Teachers are encouraged to assist learners master the interpretation of questions.

**Question 12.**

The question required candidates to analyse the impact of urbanization on the work of the Church in East Africa today. They were further asked to suggest ways in which the Church can cope with the challenges of urbanization. Not many candidates attempted this question; and most of those who attempted it simply gave the general impact of urbanization on areas, without relating to the work of the Church. Scores were hardly average.

**P245/4 C.R.E: CHRISTIAN APPROACHES TO SOCIAL AND ETHICAL ISSUES**

**Question 1.**

It was expected of candidates to give reasons why many young ladies today want to become mothers but shun marriage. As students of CRE they were further required to give advice to such ladies. It was a very popular question but only averagely well answered.

Some candidates misinterpreted the question and instead gave reasons for fornication while others, reasons for early marriages. In the second part most of them gave secular advice without any Biblical backing. Teachers ought to emphasize correct interpretation of questions, to learners.

**Question 2.**

This too was very popular, one of the most attempted questions. It tasked candidates to analyse arguments in favour of abortion. They were also expected to give the Church’s view on abortion. The question was on average well answered with good scores. Nevertheless, some candidates simply outlined without explaining their points. Such candidates also just gave solutions to abortions and rather than give the Church’s view on abortion, gave secular views.

**Question 3.**
Commenting on the significance of courtship to people intending to marry, was the first part of the task in this question. How the Church can prepare young people for marriage was the other. It was only averagely popular. Majority of candidates who attempted the question misconstrued courtship for trial marriage/cohabitation. The Church’s role was hardly brought out. Scores were very low.

**Question 4.**

This question required candidates to examine the causes of domestic violence in families, in Uganda today. Christian advice to modern families in order to be stable was also expected. It was one of the most popular questions but only averagely well answered.

Many candidates gave general challenges in families without bringing out how these lead to violence. Some gave secular rather than Christian advice to modern families.

**Question 5.**

This was another of the most attempted/popular questions. Candidates were asked to account for the increasing rate of joblessness in Uganda today. As a Christian, the candidate was also tasked to advice people in his/her society on how to honestly earn a living. Majority of those who attempted it very ably answered it and got high scores. A few however, simply outlined without explaining points.

**Question 6.**

The extent to which medical workers in Uganda today have observed the professional code of conduct was required of the candidates. They further were asked to give the problems faced by professionals in their society. It was a popular and well answered question. Nevertheless a few of the candidates just outlined points without explaining them.

Teachers are encouraged to urge learners to always elaborate their points.

**Question 7.**

Discussing the causes of drug addiction in modern society, and commenting on the consequences thereof for the individual, and society was the task. It was one of the most attempted and very ably answered questions. A few candidates however, just gave reasons why people take drugs, but not why they are addicted. Question interpretation is a challenge to many candidates.

**Question 8.**

In this question, candidates were asked to examine the consequences of the lust for wealth in Uganda today. Discussing the Christian teaching on the use of wealth was another part of the task in this question.

It was quite popular, and those who attempted it answered it well.

**Question 9.**
Candidates were required to analyse factors that have caused some people in Uganda to disobey the law of the state. They were thereafter expected to examine the Biblical teaching about the law. It was quite a popular and averagely well answered question.

Some candidates misinterpreted the question and simply outlined the weakness of the law. In the second part they outlined the personalities who were given the law, without showing why that law was given.

**Question 10.**

This was one of the least attempted questions and wasn’t all that competently handled. “To what extent is the use of capital punishment a deterrent measure to murder?” Most of those who attempted it outlined the reasons for and against capital punishment without showing how it prevents/checks murder. Teachers should emphasize to learners the significance of question interpretation and approach.

**Question 11.**

This question was attempted by few candidates. “Church leaders have sometimes been told to stick to baptizing converts and burying the dead, rather than involve themselves in politics. As a Christian comment on this advice.” Candidates who attempted this task failed to clearly bring out the justification for Christian leaders’ participation in politics.

On the other hand they would simply give one factor for Christian leaders participating in politics, but without giving reasons why. Teachers should emphasize Biblical teachings on all social and ethical issues, showing why the Church supports or not, those issues.

**Question 12.**

Candidates were asked to discuss the role of the Police in promoting law and order. They were also required to comment on the challenges faced by the police in Uganda in carrying out their duties.

It was one of the most attempted questions but only averagely well answered. Many candidates simply outlined the roles of Police without explaining how and in what ways these roles are carried out. In the second part of the question they gave general challenges facing society but not those that the police face in carrying out their duties.

Teachers are urged to emphasise to learners or and train them in, deep explanation of factors. They further ought to clearly bring out to learners, the challenges of various professionals.

**P250/1 GEOGRAPHY (PHYSICAL GEOGRAPHY)**

The paper covered the syllabus adequately. Quality of candidates’ work and performance of candidates were better than that of 2016.

**Question Analysis**
Question 1.
Map work – tested skills of stating grid reference, description of drainage patterns, reduction of the area between Easting 28 and 42 and Northing 60 and 74 by 50%, Sketch map drawing and explaining relationships between relief and transport, transport and settlements.

Candidates’ Weakness: Candidates failed to give reasons for the relationships.

Advice to Teachers:
Train learners in map-reading skills and help them explore relationships between different geographical phenomenon i.e. physical to physical, physical to human and human to human relationships.

Question 2.

Photograph Interpretation
Tested candidates on skills of drawing a landscape sketch, identifying physiographic regions, land use types; describing relationship between relief and land use types, explaining sources of energy, describing problems faced by people living in the area and suggesting an area where the photo could have been taken.

Candidates’ Weakness:
They failed to support their answers with evidence from the photograph.

Advice to Teachers
Train learners in skills of photographic interpretation through various exercises.

Question 3.

Required candidates to differentiate between igneous and sedimentary rocks and explain the processes responsible for the formation of igneous rocks in East Africa. Unpopular question

Candidates’ Weaknesses:
Candidates concentrated on land forms from volcanicity (intrusive features) instead of processes for the formation of igneous rocks.

Advice to Teachers:
Comprehensively cover processes of rock formation, characteristics of different rock types giving relevant examples.

Question 4.
Candidates were to analyze and evaluate the extent to which human activities have been responsible for the occurrence of landslides in East Africa. This was a very popular question.

Candidates’ Weaknesses:
Candidates stated general causes of landslides but mixed them up with soil erosion and weathering which are different geomorphic processes.

Advice to Teachers:
Cover the syllabus adequately and make a clear distinction between soil erosion and landslides.

Question 5.
Tested candidates’ knowledge of the influence of denudational processes on the formation of lakes in East Africa. Unpopular question.

**Candidates’ Weaknesses:**
They confused lakes formed through tectonic processes with lakes formed through denudational processes.

**Advice to Teachers:**
Clarify processes of denudation, tectonism in relation to lake formation and land form formation.

**Question 6.**

Required candidates to account for the decline in Savanna vegetation cover in East Africa. It was a popular question.

**Candidates’ Weaknesses:**
- They failed to bring out the different types of savanna vegetation and generalized the characteristics.
- Others explained factors for distribution of savanna vegetation instead of factors for decline of savanna vegetation in East Africa.

**Advice to Teachers:**
Guide learners on the types, characteristics, factors for distribution and factors for changing patterns in vegetation zones.

**Question 7.**
Candidates were required to distinguish between terrestrial radiation and solar radiation and describe conditions that influence incoming solar radiation in an area. The question was very unpopular.

**Candidates’ Weaknesses:**
Responses reflected general lack of content/knowledge of solar radiation. Many confused solar radiation for terrestrial radiation.

**Advice to Teachers:** Cover topics in meteorology and climatology adequately.

**Question 8.**
Required candidates to discuss the causes and effects of soil erosion in East Africa. The question was very popular.

**Candidates’ Weaknesses:**
Although candidates were able to identify the causes and effects, explanations were not connected to detachment and transportation of soil materials but rather to flooding and other geomorphic processes.

**Advice to Teachers:**
P250/2  GEOGRAPHY (WORLD PROBLEMS AND DEVELOPMENT)

The syllabus coverage was adequate. Candidates’ general performance was poorer than that of 2016.

Question Analysis

Question 1.
Statistical question tested candidates on skills of drawing a population pyramid, merits of the method, the structure of Nigeria’s population in 2012 and implications of the structure. It was a very popular question.

Candidates’ Weaknesses:
Some candidates did not know the method, lacked consistence of the scale and the quantities to be represented. In part (c) most candidates failed to describe the structure of Nigeria’s population.

Advice to Teachers:
Teach all statistical methods, related marginal information, interpretation of data and application.

Question 2.
Required candidates to examine merits and demerits of plantation farming in either Liberia or Kwazulu – Natal of South Africa. Popular question.

Candidates’ Weaknesses:
Many gave general answers and could not describe the status as well as the demerits of plantation farming.

Advice to Teachers: Use specific examples and case studies as given in the syllabus.

Question 3.
Candidates were expected to describe the measures being taken to improve the livestock industry in either Botswana or Argentina. It was an unpopular question.

Candidates’ Weaknesses:
They failed to describe the measures being taken to improve the livestock industry. Others gave general answers.

Advice to Teachers:
Cover the syllabus adequately and encourage learners to focus their responses to the question.

Question 4.
Expected candidates to account for the development of the forestry industry in either Brazil or Canada. It was a popular question.
Candidates’ Weaknesses:
Could not differentiate temperate from tropical rain forest environment, others misinterpreted the question and gave contribution of forestry.

Advice to Teachers:
Clearly distinguish temperate from rain forests and encourage learners to read widely. Also guide learners in question interpretation techniques.

Question 5.
Required candidates to assess the contribution of the fishing industry to the development of either Sweden or Angola. It was a popular question.

Candidates’ Weaknesses:
They had no knowledge of the case studies; many wrote generalized answers, others misinterpreted the question and wrote factors for development of the fishing industry.

Advice to Teachers:
Teach the case studies attached to the topic and encourage learners to read widely.

Question 6.
Candidates were to describe the extent to which availability of power and energy has influenced the distribution of industries in either Germany or USA. It was an unpopular question.

Candidates’ Weakness:
They wrote the role of power and energy and general factors for industrial development; they failed to identify the different forms of energy.

Advice to Teachers:
Teach the different forms of energy, their influence on industrial development, types of industries and their distribution in relation to factors for industrial development.

Question 7.
Required candidates to account for the development of transport in either South Africa or Zambia. Unpopular question.

Candidates’ Weaknesses:
Candidates failed to describe the pattern of road transport in either of the countries and ended up giving generalized responses.

Advice to Teachers: Cover the topic comprehensively.

Question 8.
Candidates were expected to explain problems facing the tourism industry in either Kenya or Switzerland. This was a popular question.

Candidates’ Weaknesses: Did not know the problems facing the tourism industry in Switzerland.

Advice to Teachers: Cover the syllabus adequately.
P250/3 GEOGRAPHY (UGANDA AND FIELDWORK)

Syllabus coverage was adequate. Quality of candidates’ work and general performance were poorer than that in 2016.

FIELD WORK

Question 1.
Was on a Port – candidates were to state the topic, objectives of the topic, draw a sketch map, describe the relationship between physical features and land use and explain the problems faced during the field study. This was an unpopular question.

Candidates’ Weaknesses:
Misinterpreted the question, due to the failure to distinguish a port from a landing site. They also failed to bring out problems faced during the field study.

Advice to Teachers: Engage learners in a variety of fieldwork studies.

Question 2.
Required candidates to state the topic, objectives of the topic, describe techniques used in collecting information, outline merits of using the technique and give the findings from the study. It was very popular.

Candidates’ Weaknesses: Failed to bring out merits of the statistical methods of collecting data.

Advice to Teachers: Put emphasis on the merits of using different methods of data collection.

Question 3.
Expected candidates to distinguish between climate characteristics of Lake Victoria zone and Karamoja zone and examine the influence of climate on economic activities in Uganda. It was an unpopular question.

Candidates’ Weaknesses:
Failed to differentiate the climate characteristics and could not use geographical descriptive terms.

Advice to Teachers: Cover the topic of climate comprehensively.

Question 4.
Candidates were required to explain the contribution of air transport to the development of Uganda and outline the problems affecting air transport in Uganda. It was a fairly popular question.

Candidates’ Weaknesses: Failed to bring out other models of transport and gave no examples.

Advice to Teachers: Cover all forms of transport and give specific examples.

Question 5.
Required candidates to draw a sketch map of Uganda to show specific agrarian systems, describe their characteristics and outline measures being taken to improve the farming system chosen. This question was unpopular.

Candidates’ Weaknesses:
• Many used a wrong tense,
• Others failed to identify the characteristics of the farming systems and in part (c) they did not attach examples for the farming system chosen.

Advice to Teachers: Teach all the sub topics in agriculture comprehensively.

Question 6.
Candidates were required to account for the limited industrial development in Uganda. A very popular question.

Candidates’ Weaknesses: Answers were shallow and candidates failed to give relevant examples.

Advice to Teachers: Emphasize use of relevant examples, names and types of industries, and their locations on the map.

Question 7.
Expected candidates to assess the impact of urbanization on the environment in Uganda. This was a popular question.

Candidates’ Weaknesses: Failed to identify types of urban centres and confused urbanization with rural–urban migration.

Advice to Teachers:
• Guide learners to identify the types of urban centres with specific examples.
• Make clear distinction between urbanization and rural–urban migration concepts.

Question 8.
Statistics question required candidates to draw a comparative bar graph, describe the trend in the value of exports and examine the importance of export trade in the development of Uganda. This was a very popular question.

Candidates’ Weaknesses: Could not use descriptive terms and failed to describe the trend in the value of exports.

Advice to Teachers: Engage learners in various exercises on various statistical methods.
P310/1 LITERATURE IN ENGLISH (PROSE AND POETRY)

Comments on Performance of Candidates

The 2017 paper was of the same level of difficulty as that of 2016. The quality of work of the 2017 candidates was poorer than that of the 2016 candidates. The performance scores were also poorer.

All questions were compulsory.

Question I

Required a candidate to read the given passage and thereafter answer the given questions. It was advanced comprehension. Most of the candidates performed well. The major weakness of the candidates was to lift phrases as responses without making any effort to paraphrase. The responses exhibited inadequacy in self-expression.

Question II

Required a candidate to comprehend, identify ideas in the text, identify the style used and show its effectiveness. The performance was just fair. Some candidates’ answers were mechanical. They basically reflected more of memorized teachers’ notes rather than evidence of involved mental process. Many candidates were unable to explain the effect of the identified techniques.

Question III

Required a candidate to read the given poem after which respond to the given questions. A candidate was required to explain the subject matter of the poem, identify the poetic devices used and give their effectiveness.

P310/2 LITERATURE IN ENGLISH - PLAYS

The 2017 paper was easier than that of 2016. The quality of work of candidates of 2017 was better than that of 2016. Their performance scores were also better. The overall performance was good.

Candidates who answered the context question on The School for Scandal scored very highly while those who attempted A Man for All Seasons performed poorly.

Questions on themes and dramatic techniques revealed poor teaching and lack of understanding of concepts hence candidates presented information that were neither themes nor dramatic techniques.

Question 2

The question was popular but poorly done. Many candidates did not conceptualize the storm as both physical and symbolic (state of the atmosphere and Lear’s mental turmoil).

Question 3

This question required a candidate to discuss the use of contrast. It was popular but poorly done. Many candidates limited their answers to contrast of characters yet there are aspects of contrast in setting as well. They did not even clearly give the effect of the technique.

Question 5
The question was also poorly done. It was unpopular as well. A clear identification of the major techniques such as the supernatural, irony, symbolism, motifs, contrast and assessment of their effect was not done. Candidates’ answers reflected lack of knowledge of the techniques and their effect.

**Question 12.**

Candidates were required to explain the role of the female characters in *Lwanda Magere*. However, many explained the character of each without showing their roles/contribution to the development of the play.

**Question 16.**

Required a candidate to observe that social injustice is the central theme in the play and to show that the two main characters are victims of social injustice. It was unpopular and poorly done. Candidates did not underscore the social injustice depicted through them.

Performance was poor in the least popular books, *Julius Caesar*, *A Man for All Seasons* and *Echoes of Silence*.

Candidates’ work exhibited their ignorance of what lessons are, and how they can be derived and stated.

**Question 18.**

The question was popular but poorly done. A candidate was required to draw lessons from character experiences, relationships and thematic concerns. A candidate was required to have viewed the play as an opportunity to learn about life, society and leadership. They were expected to present lessons as moral teaching.

Explaining character roles was also poorly handled showing that the aspect had not been well taught.

**P310/3 LITERATURE IN ENGLISH - NOVELS**

The 2017 paper was easier than that of 2016. The quality of work of candidates of the 2017 was better than that of the 2016. Their performance scores were also better. The overall performance was good.

**Section A**

Examined candidates in context questions. They were required to either place the passages in context (give events before and after the given passages) or give events that happen before and lead to what happens in the given passage.

**Question 3.**

Many candidates did not understand the meaning of the word precede leading to their failure to know what was expected of them. Where they were required to identify the techniques used in the
passage and to give their effectiveness, the candidates failed to give the effectiveness. Many candidates also had challenges in showing the significance/importance of the given extract to the rest of the prescribed novel.

**Section B**

Basically tested candidates in character traits and roles as individuals or in groups. Where they were required to discuss character traits, performance was good, however, they had challenges in giving the roles played by the given characters.

**Questions 6 and 7** were unpopular and poorly done. Responses to question 7 showed that candidates had not understood the concept of Buddhism in the novel, *Zorba the Greek*. They discussed the belief/religion as a character.

**Section C**

Mainly tested candidates in their knowledge of the themes in the texts that they studied. Performance of candidates was generally good. Many candidates’ work exhibited comprehension and correct interpretation of the texts.

Question 14 was popular but performance was average. Some candidates did not adequately explain the lessons learnt from Toundi’s experiences.

**Section D**

Examined candidates in their knowledge of the techniques used by the authors and the setting of the selected texts. Performance was just average. Questions 20 and 21 were poorly done.

**Weaknesses of Candidates**

- Lack of comprehension skills.
- Direct lifting of phrases as answers.
- Lack of maturity and creativity in candidates’ responses.
- Mechanical listing of techniques without showing a clear understanding of their effectiveness.
- Lack of understanding of the concept of character role.
- Failure to derive lessons from character relationships and situations.
- Shallow essays.

**Advice to Teachers** - Teachers should:

- Teach learners to apply knowledge.
- Provide texts to learners.
- Advise learners to read widely.
- Teach essay writing skills.
- Teach the techniques and effect in context not in isolation.
- Teach learners how to describe feelings.
- Help learners learn how to derive lessons from character behavior and situations.

**P320/1 FASIHI YA KISWAHILI (PROSE AND POETRY)**

This paper comprised of three sections; Comprehension, Prose and Poetry.
This year's paper was comparable to that of 2016. The quality of work of the candidates was also comparable to that of 2016 and their performance was almost the same.

**Question Analysis**

**Section A**
It had only one compulsory question. It was a comprehension question that required the candidates to read the passage and answer the questions based on it. Candidates' answers showed the lack of adequate vocabulary. Most of them lifted the statements from the passage without paraphrasing them to suit their answers.

**Section B**
It also had one compulsory question. This question was for language analysis. There was a text for the candidate to read and thereafter answer the questions which were mainly under the language and style used. Similar to question 1, candidates lacked the required vocabulary to express themselves appropriately.

**Section C**
This section is about poetry. It had four questions from which the candidate was to choose one. Question 4 was the most attempted among them, and question 5 became the most unpopular. It is most likely that candidates were unfamiliar with the symbolic devices used by the poet in that poem.

**Candidates' Weaknesses:**
- Candidates lacked vocabulary to express themselves
- The skill of interpreting the poems is still lacking.
- Candidates lacked the skill of explaining the words according to the context.

**Advice to Teachers:**
- Encourage learners to read for comprehension passages thoroughly well.
- Guide the learners on how to interpret the poems. Teach the learners poetry skills without making them cram what you teach.
- Encourage learners to compose some poems on their own.

**P320/2 FASIHI YA KISWAHILI (POETRY)**

This paper was divided into four sections; where each section had questions covering two books but the candidate was to attempt only one question from one book. Section B was compulsory.

The candidates' performance was better than that of 2016. This could be due to the fact that the teachers have mastered the books since it was the third year of teaching and examining these set books. The teachers were in a better position to prepare the learners for exams.

**Question Analysis**

**Question 1.**
It required a candidate to justify how the theme of ambition supercedes the play, Juliasi Kaizari. The question was unpopular. It was attempted by a few. This could be because most of the teachers have been teaching the themes by outlining and explaining each without guiding the learners to analyse them fully.

**Question 2.**
It required the candidate to explain the main intention of William Shakespeare in writing the play Juliasi Kaizari. Candidates failed to relate their responses to the question.

**Question 3.**
It required the candidate to present proof that the play Dedan Kimathi has a lot for the African leaders to learn. It was attempted by many candidates, but some of them presented themes and failed to relate them to lessons.

**Question 4.**
Required candidates to explain how poverty contributed to the penetration of colonialists in Dedan Kimathi’s community. Some of the candidates who attempted this question gave themes instead of explaining how the theme of poverty contributed to the weakness of the Africans.

**Question 5 & 6.**
These were context and compulsory questions, but they were attempted by few candidates. Most of them failed to place the extracts in the context. The candidates’ responses reflected their weaknesses in reading and internalising the texts.

**Question 7.**
This required the candidate to explain what prompted a conflict between two characters; Bi Kirembwe and Mtulewa in the play Kivuli Kinaishi. Some candidates just presented themes without relating them to the two characters.

**Question 8.**
Required a candidate to show the responsibility of the woman in the play ‘Kivuli Kinaishi’, and later on compare that woman with the women in his/her society. Candidates failed to compare the woman in Kivuli Kinaishi society, to the present woman in their society.

**Question 9.**
It required the candidate to discuss how poverty contributed to the disintegration of Wamala’s family in John Ruganda’s play, Mizigo. This question was unpopular. A few who attempted it misinterpreted the question. They discussed how the theme of poverty is portrayed in the play, Mizigo.

**Question 10.**
Required the candidate to verify the truth of the statement that the burdens in Mizigo are exactly the same as the burdens in today’s society. The few candidates who attempted this question did not discuss the burdens and failed to relate their responses to the question.

**Question 11.**
Required the candidate to explain the importance of Herbert and Martha in the play, “Kwenye Ukingo wa Thim”. Candidates ended up discussing the characters of Herbert and Martha without showing
their significance in the play. They were supposed to show the role they play leading to the development of the play.

**Candidates’ Weaknesses:**

- Candidates lack question approach.
- Some of the learners do not internalise the texts. A context question requires one to have read and mastered the book.
- Most of the teaching seems to be focusing on themes and characterisation without discussing each of them in detail.
- Some candidates do not give examples to support their answers.

**Advice to Teachers:**

- Encourage learners to read and comprehend the set books.
- Learners should be guided on how to answer questions by giving relevant examples.
- Should guide the learners on how to approach different questions.

**P320/3 FASIHI YA KISWAHILI (NOVELS)**

This paper was divided into four sections; where each section had questions covering two books but the candidate was to attempt one question on only one book in each section. Section D was compulsory. The candidates’ performance was poorer than that of 2016.

**Question Analysis**

**Questions 1 & 2**
They were context questions which required the candidates to read the extract and then answer the questions. Most of the candidates failed to place the extract in its context.

**Question 3.**
It required a candidate to compare the political evils from ‘A man of the People’ to those in most of the African governments. Candidates did not bring out the comparisons well.

**Question 4.**
Candidates were required to discuss the theme of revenge as having been the major one in the novel *Mwakilishi wa Watu*. Most of the candidates went on to discuss other issues in the novel before handling revenge.

**Question 5.**
It was a popular question, but some students spent most of their time on the introduction and gave less attention to characterization of those characters.

**Question 6.**
It required a candidate to discuss patriotism as the only theme in the novel, *Msururu wa Usaliti*. It was a popular question. However, some students presented fewer points than required.

**Question 7.**
It required a candidate to verify how the style of symbolism (name meaning) has been used to present the message in Nyota ya Rehema. This question was unpopular. The few who attempted it did not understand it well.

**Weaknesses of Candidates:**
- Context questions require one to have fully read the book and be able to connect the extract to the rest of the book. Most of the learners have not internalized the texts. They give sketchy information.
- Candidates give fewer points and in most cases they do not give enough explanations.

**Advice to Teachers:**
- Encourage learners to read and comprehend the set books.
- Guide the learners on how to approach the different questions.
- Encourage learners to give as many points as possible with relevant examples from the texts.

**P330/1 FRENCH - LISTENING COMPREHENSION AND PICTURE STORY**

**Comments on Candidates’ Performance**

The 2017 paper was at the same level of difficulty as that of the previous year. The overall performance of candidates was fair. Candidates’ scores were better in oral expression in 2017 than in 2016.

**Section A: TEXT - Listening Comprehension**

Candidates were required to listen to a text and then answer questions based on that passage/text. The passage was of reasonable length. This passage was about malnutrition in the whole world and its effects. Some candidates failed to understand the vocabulary used in the text.

**Section B: Oral Expression**

This examination was carried out in the field. Candidates performed well in this section as they were able to express themselves. However, a few candidates were unable to naturally and freely discuss with the examiners about the literary content of the selected texts.

**P330/2 FRENCH – LANGUAGE & READING COMPREHENSION**

**Comments on Candidates’ Performance**

The 2017 paper was more difficult than that of 2016. The candidates’ performance was poor. The quality of candidates work was poorer in contrast to that of the previous year. Overall, candidates had poorer scores in 2017 in contrast to those of 2016.

**Section A: LANGUAGE**
Question I.
Candidates were required to attempt multiple choice questions on a variety of grammatical aspects. Some candidates were unable to apply their knowledge of grammar.

Question II.
Candidates were required to correctly write the verbs in the required tenses. Candidates exhibited the lack of practice due to the poor grammatical expressions they used.

Question III.
Candidates were required to fill in the correct words to suit the circumstantial requirements of the given sentences. Many candidates’ work showed that they were using guess work.

Question IV.
Candidates were required to execute sentence transformation while applying particular grammatical expressions. They were to focus on cause, aim and consequence. Candidates lacked the knowledge to smoothly change or compose grammatical expressions without contradicting the original meaning.

Question V.
Candidates were required to identify the contextual tenses and write the verbs correctly. Some candidates failed to recognize the different tenses required in the story.

Question VI.
Candidates were required to write sentences using reported speech. Some candidates were unable to report using the relevant tense.

Section B: Reading Comprehension
Candidates were required to read a long scientific comprehension passage and respond to questions on the text. Some candidates were however unable to concentrate on the comprehension of the passage and thus failed to interpret it accurately.

P330/3 FRENCH - LITERATURE AND BACKGROUND STUDIES

Comments on Candidates’ Performance
The 2017 paper was more difficult in contrast to that of 2016. The overall performance of candidates was good. However, the quality of candidates’ work of 2017 was poorer compared to that of 2016. The overall scores, declined in comparison to those of the previous year.

Section A

Question A1: French Literature
Candidates were required to apply the knowledge of French Literature. Some candidates found it difficult to identify “procédés de style”.
Question A2. Francophone Literature

Candidates were required to read and understand a literary extract of a Francophone author. However, candidates were challenged by the style of the author in addition to the choice of vocabulary.

Section B

Question B1. Background Studies: France
Candidates were required to read and respond to questions related to French Presse. Candidates had a challenge of identifying comparable aspects of French and Ugandan Presse.

Question B2. Background Studies: Francophone Countries
Candidates were required to understand the cultural rites regarding traditional marriage in a given context. Some candidates had limitations in narrating their own rituals as far as traditional ceremonies were concerned. They also lacked the vocabulary to appropriately respond to the questions asked.

P330/4 FRENCH - COMPOSITION AND TRANSLATION

Comments on the Performance of Candidates

The 2017 paper was fairer than that of 2016. The overall performance of candidates’ was good. However, the quality of candidates’ work was poorer and the candidates scores across the score grid were poorer in contrast to those of 2016.

Question 1.

Candidates were required to discuss the causes and consequences of famine. Some candidates were unable to understand the vocabulary used in framing the question and hence failed to respond appropriately.

Question 2.

Candidates were required to write about the causes of unemployment amongst the youth in Uganda. Some candidates’ points were overlapping.

Question 3.

Candidates were required to write a composition about the importance of conserving forests in Uganda.

Question 4.

Candidates were required to write about the causes and solutions to motor accidents in Uganda. Some candidates exhibited their inability to sufficiently discuss the causes of motor accidents due to lack of situational vocabulary.
Section B1: Translation into English

Candidates were given the task of translating a short passage about village life into English. Some students experienced difficulty in translation due to their limitation in English language.

Section B2: Translation into French

Candidates were required to translate a short text about Girls’ performance in Mathematics. Candidates of the English speaking background lacked the relevant French vocabulary to use.

Weaknesses of Candidates

- Some candidates do not have the requisite vocabulary to respond to questions as presented to them
- Many candidates exhibited limited grasp of grammar in French.
- Poor interpretation skills which limited their ability to understand and answer questions appropriately.
- Some of the weaknesses are highlighted in the question analysis above.

Advice to Teachers

- Teachers should engage students orally during lesions
- They should give students enough exercises for practice in French grammar
- Expose students to a variety of French reading materials.
- Give students writing tasks in narrative, descriptive and dialogue formats.
- Expose students to texts of Francophone authors
- Provide opportunities for students to debate and apply free expression
- Engage students in discussion of cultural themes so that they can acquire the relevant vocabulary from a variety of topics.
- Train students on how to arrange their points in logical order of according to their strength.
- Undertake teaching of translations techniques.

P340/1 GERMAN – ESSAY

Comments on the Performance of Candidates

The level of difficulty of the 2017 paper was the same as that of 2016. The overall performance of the candidates was very good. The quality of candidates’ work in 2017 was similar to that of the year 2016. The performance scores for the two years 2017 and 2016 were similar in pattern.

This paper had five essay-type questions. A candidate was required to choose one topic and write an essay of about 400 words. The candidate was required to write a well-demarcated essay with an introduction, body and conclusion. The quality of candidates’ essays were generally limited by the poor grammar.

P340/2 GERMAN - READING COMPREHENSION AND COMMENTARY
Comments on the Performance of Candidates

The level of difficulty of the 2017 paper was the same as that of 2016. The overall performance of candidates in 2017 was good. The quality of work presented by the candidates of 2017 was similar to that of 2016. The scores overall, were also the same for the two consecutive years.

Section A: Comprehension

The candidate was required to read a comprehension passage and answer the eight questions based on the passage. This section was compulsory.

Section B: Commentary

Candidates were required to write a commentary of 250 words as presented in the question. This question was also compulsory.

P340/3 GERMAN - PRESCRIBED TEXTS

Comments on the Performance of Candidates

The level of difficulty of the paper of 2017 was the same as that of 2016. The overall performance was good. The quality of candidates’ work of 2017 was the same as that of 2016. The overall performance scores for the two years were similar in pattern.

Part A

This part had 5 questions based on short literary texts. For each question, candidates were required to write an essay of about 120 words.

Part B

This part had two alternative questions. Candidates had to choose either sub-question (a) or (b). These questions were based on long literary texts. Candidates were required to write a critical appreciation of longer literary texts.

P340/4 GERMAN - ORAL & (TEXT AND QUESTIONS)

Comments on the Performance of Candidates

The 2017 paper was at the same level of difficult as that of 2016. The overall performance in 2017 was very good. The quality of work the candidates presented was similar to that of 2016. The candidates’ score overall in 2017, were also similar in pattern to those of 2016.

This was an oral examination. The paper had a text and ten questions based on the text read. All the questions were compulsory. Most of the candidates were able to complete the task presented to them.

Weaknesses of Candidates in P340/1-4
Candidates were limited in the different aspects of grammar which affected the quality of work presented.

Some candidates lacked the necessary vocabulary which was reflected in the essays written.

Poor interpretation skills

Advice to Teachers

Encourage students to practice the different grammatical structures through repeated exercise.

Expose students to a variety of reading materials so that they can develop their vocabulary.

Training students to develop the skills of question interpretation.

P350/1 LATIN-COMPOSITION AND COMPREHENSION

Comments on Performance of Candidates

The level of difficulty of the 2017 and 2016 papers was the same. The quality of work of candidates of 2017 was comparable to that of 2016. The performance scores of the 2017 candidates were better than of the 2016. The performance of candidates was generally good.

Section A

Required a candidate to translate the given Biblical text from English prose into standard Latin. The candidates opted for that section. Candidates’ work exhibited limited vocabulary and lack of mastery of grammar.

Section B

Required a candidate to opt for one of the two given texts written in Ciceronian Latin and translate it into English language. No candidate opted for it.

P350/2 LATIN - UNPREPARED TRANSLATION

Comments on Performance of Candidates

The level of difficulty of the 2017 and 2016 papers was the same. The quality of work of the 2017 candidates was comparable to that of 2016. The performance scores were also comparable. The performance of candidates was good.

Text A and B required a candidate to translate the given texts from Latin into English. A candidate was required to translate both texts. Text A was verse while text B was prose.

P350/3 LATIN - ROMAN CULTURE AND LITERATURE

Comments on Performance of Candidates

The overall performance was very good.

The level of difficulty of the 2017 paper was the same as that of 2016.

The quality of work of the 2017 candidates was poorer than that of 2016. The performance scores were also poorer. The overall performance was good.
Section A

Was composed of 8 questions about 4 authors. Candidates attempted questions on only one author (Martial Valerius). Their performance was good.

Section B

Consisted of 6 questions and candidates only attempted question 14. Their performance was good.

Section C

Was about culture and candidates' performance was good.

Weaknesses of Candidates

- Limited vocabulary. It affected the quality of the compositions.
- Limited knowledge in Latin grammar like cases, prepositions, tenses and gender.
- Translations from the Bible and those from the prescribed texts do not exhibit originality.

Advice to Teachers

- Provide a variety of Latin reading materials and encourage students to read widely.
- Students should be encouraged to read the Bible in Latin as often as possible.
- Give adequate exercises to students in translation and grammar.
- Give composition writing exercises.

Comments on Performance of Candidates

The general performance was good. The 2017 paper was comparable to that of 2016 in level of difficulty. The quality of work of candidates was the same as that of 2016. The performance scores of the 2017 candidates were poorer than those of 2016.

Question 1.

Required a candidate to apply his/her knowledge of grammar. All parts were compulsory. Performance was average. Some candidates failed to use collective nouns and could not punctuate correctly.

Question 2(a)

Was about culture and required a candidate to explain how the Buganda culture takes women to be inferior. It was popular and performance of candidates was good, however, some candidates misinterpreted the cultural practices that undermine women to be those that help them behave well.

Question 2(b)
 Required a candidate to explain the cultural norms associated with a dead body and a goat (kid) taken to the parents of a newlywed woman. It was not popular but well done. However, some candidates gave importance of the cultural practices instead of explaining the cultural norms.

**Question 3(a) and (b)**

Required a candidate to explain the meaning of the given idioms and to use them in sentences. It was compulsory and well done. Some candidates could not use the idioms meaningfully.

**Question 4(a)**

Required a candidate to conventionally complete the given proverbs and in (b) to give the lessons that one learns from the given proverbs. It was compulsory but poorly done. Many candidates gave unconventional responses where they were required to complete the proverbs.

**Questions 5-7,**

A candidate was required to choose one question about one contributor. Question 5(a) required a candidate to explain how Kaswa has used his books to teach Luganda language. It was popular but poorly done. Most candidates gave Kaswa’s style of writing instead of the skills that readers gain from the writer’s style.

**Question 5(b)**

Required a candidate to base on the text *Omunaku Kaama* and show how the author uses it to bring out the cultural norms/practices of the Baganda. It was not popular but performance was average. Candidates failed to illustrate from the given text. They lacked knowledge of the text.

**Question 6(a)**

Required a candidate to justify the statement that Busuulwa is an educationist. It was popular and well done. Many candidates were able to show what they have learnt from the author’s texts, however, some presented shallow essays because they could not illustrate. They lacked knowledge of the author’s works.

**Question 6(b)**

Required a candidate to give reasons in support of the fact that the text, *Gattimpa Gatimpule*, portrays Busuulwa as a true Muganda. It was not popular and performance of candidates was poor. The candidates could not illustrate. Their answers were shallow.

**Question 7(a)**

Required a candidate to show what the nation has gained from training Matovu Joy as a teacher. It was popular and well done. Many candidates were able to bring out the teachings of the playwright. However, some candidates failed to give illustrations from Matovu’s texts.

**Question 7(b)**
Required a candidate to refer to the text *Bazebulala* and show how the playwright teaches and encourages the readers to love and fight for their land. It was not popular and was poorly done. Candidates could not illustrate and some gave irrelevant illustrations.

**P360/2 LUGANDA  Translation, Composition Writing, Comprehension and Summary Writing**

**Comments on Performance of Candidates**

The performance was generally good. The 2017 paper was more difficult compared to that of 2016. The quality of work presented by the 2017 candidates was same as that of 2016. The performance scores were also the same.

**Question 1(a)**

Required a candidate to translate a given text from Luganda into English. It was compulsory but poorly done. There were many spelling errors and some candidates’ work exhibited direct translation.

**Question 1(b)**

Required a candidate to translate the given text from English language into Luganda. It was compulsory and performance was average. Some candidates used direct translation, failed to translate some words, could not be consistent in tense use and one of them just copied the texts.

**Question 2(a)**

Required a candidate to write a composition on one of the given topics. All the topics were attempted. Performance of candidates was average. **Question 2(a)(i)** required a candidate to write a composition based on the proverb *the bad thing that one may wish for others may instead happen to himself/herself*. It was the most popular in part (a) but performance was just average. Some candidates took the proverb literary. They only related it to wishing ones stepmother ill. They presented shallow essays.

**Question II**

Required a candidate to discuss the view that some of the punishments that teachers give students should be avoided. A few candidates attempted the question and performance was average. Some candidates’ answers were one sided, there were those who contradicted themselves while others failed to take a stand.

**Question III**

Required a candidate to base on the assertion that *children’s rights have been abused in Uganda* and explain how best children should be treated/handled with respect. It was not popular and performance was poor. Most candidates failed to show how children were being abused. Their essays were shallow.

**Question IV**
Required a candidate to support the view that the spirit of voluntary community service can enable/steer development and wellbeing of the people in that particular community. It was not popular and was poorly done. Some candidates did not understand what community service meant and therefore wrote irrelevances. Candidates did not show how voluntary acts of people in a community could be of advantage to them.

**Question 2(b)**

Required a candidate to opt for two questions. Those candidates who attempted the question on speech making performed well. Most of them knew the style and had the relevant content. However, those who attempted the question on writing a newspaper article failed to describe the action and lacked the style.

**Question 3.**

Required a candidate to read the given passage and after which respond to the given questions. It was compulsory and well done. Most candidates were able to demonstrate their understanding of the passage. There were few candidates who just lifted answers directly from the text without using their own words.

**Question 4.**

Required a candidate to summarise the given text as instructed. It was compulsory and well done. There were cases of lifting of phrases as answers, however, most candidates demonstrated good summary writing skills.

**P360/3 LUGANDA LITERATURE IN LUGANDA**

**Comments on Performance of Candidates**

The 2017 paper was more difficult compared to that of 2016. The quality of work of candidates was poorer and their performance scores were also poorer. The overall performance was average.

**Question 1.**

Was a context and required a candidate to describe what had led to the extract, explain why the narrator’s excitement was short lived and to relate the extract to the title of the novel. It was unpopular and poorly done. Candidates failed to give reasons for the short lived excitement. They failed to relate the extract to the rest of the novel.

**Question 2.**

Required a candidate to explain the portrayal of Ganyegenya’s daughters and show how that has helped the author bring out his message. It was popular but performance was average. Most candidates outlined points without illustrations.

**Question 3.**

Required a candidate to discuss the view that what happens in *Zinunula Omunaku* is basically what happens in daily life. It was popular and well done. Those candidates who did not relate events in the novel with daily life scored low marks.

**Question 4.**
Required a candidate to place the extract in context, explain how Pyati’s advice referred to in the extract is reflected in the novel and show how the knowledge gained helped the listener escape Pyati’s traps. It was not popular and poorly done. Candidates failed to show Pyati’s traps. Their answers lacked illustrations.

**Question 5.**

Required a candidate to read the given prose passage and after which respond to the given questions. It was compulsory but poorly done. Many candidates could not describe the mood of the passage, had challenges in identifying the techniques used and failed to describe the character of the narrator’s boss.

**Question 6.**

Required a candidate to read the given poem and then respond to the given questions. It was well done. Few candidates had challenges in identifying and showing effect of the language and tone of the poem.

**Question 7.**

Required a candidate to explain how the poems in the text, *Mpaawo Kitakya*, are about daily life. It was not popular and performance was average. Some candidates did not illustrate by referring to the poems in the text. They had little knowledge of those poems.

**Question 8.**

Required a candidate to read the given poem and then answer the questions that followed. It was popular and well done. Most candidates were able to identify and explain the use of imagery, explain the poet’s use of language and to show the cause of the poet’s dissatisfaction. However, some had challenges in describing their feelings and the structure of the poem.

**Question 9.**

Required a candidate to show how the poet demonstrates his love for his culture by referring to the different poems in the text. It was not popular and poorly done. They failed to give illustrations. They lacked knowledge of the poems in the text.

**Question 10.**

Required a candidate to give five examples of cases of conflicts in the play and to show what the audience/readers learn from such conflicts. It was popular and performance was average. Some candidates misinterpreted *embeera* for mood yet in the context it meant situations and therefore failed part (a) of the question.

**Question 11.**

Required a candidate to place the extract in context and identify and explain the themes that the extract advances. The question was unpopular and poorly done. The candidates failed to identify the themes that the extract brings out and those that result from what is said.

**Question 12.**
Required a candidate to discuss the view that Walukagga contributed to Bemba’s downfall. It was popular and well done. Some candidates did not illustrate and therefore wrote shallow essays.

**Question 13.**

Required a candidate to place the extract in context and explain how the women characters are portrayed in the extract. The question was unpopular and poorly done. Some candidates failed to place the extract in context.

**Advice to Teachers**

- Teach translation skills
- Teach argumentative composition writing.
- Encourage learners to study the prescribed texts.
- Teach learners to derive lessons, mood, tone and feelings from characters and situations.

**P361/1 LEB ACOLI**

**Comments on Candidates’ Performance**

The overall performance of candidates was good. No comparisons are made for this subject at UACE with the previous year as this was the first batch of candidates to sit for the examination. The performance of candidates for Leb-Acoli has taken off well.

**Question 1.**

This question was based on the application of Acoli grammar and its daily usage. Candidates were required to re-write sentences without changing the meaning. Candidates were expected to answer ten sub-questions. Performance was good. However, some candidates had shortcomings with spellings, poor sentence construction and use of inaccurate punctuation.

**Question 2(a).**

Candidates were required to interpret the meaning of the proverbs chosen. They were to derive the meanings in the following ways:

(i) use a story to explain it (origin)
(ii) give direct explanation (knowledge)
(iii) give an example or a situation that is relevant to the proverbs in question (application)

Candidates were to answer five sub-questions. This question was fairly done.

**Question 2(b).**
The candidates were required to explain the appropriate lessons derived from the proverbs. Lessons which could be:

- an eye opener (awareness)
- morals
- the openness (sincerity)
- on wisdom
- aimed at refraining one from misbehaving.

Candidates were required to attempt five sub-questions. This question was fairly done. Overall, some candidates exhibited inadequate knowledge of the proverbs.

**Question 3.**
Candidates were required to expose Acoli culture through writing. Candidates were to describe the Acoli tradition of preparing to receive a new-born baby. They should have described the procedure of giving names to the new-born baby; cite those who should give names and explain why they give those names. This question was poorly done because candidates had limited knowledge of Acoli cultural practices.

**Question 4.**
Candidates were required to complete Acoli Proverbs and riddles.

(a) 41-4.3: Candidates were to explain the meaning of riddles.

(b) 4.4-4.10: Candidates were to fill in the spaces provided with the correct words in order to complete the Proverbs given.

(c) 4.11-4.15: Candidates were to explain or give the meaning of any five of the proverbs. This question was fairly done. Some candidates had limited knowledge of proverbs in Acoli.

**Question 5.**
Candidates were required to write about the contribution of Okot P’Bitek towards Acoli culture. Candidates were to explain with examples from the novel, how a male adult gets wealth, animals and other requirements for marriage. This question was unpopular and candidates evaded it.

**Question 6.**
Candidates were required to describe the career and achievements of Arch Bishop Janani Luwum. Candidates were required to write about the contribution of Janani Luwum towards the spread of Christianity in “Acoli Land”. This was a popular question and those who attempted it, performed fairly well.

**Question 7.**
Candidates were required to write about the contribution of Fr. Vincent Pellegrini towards the history of Acoli. They were to trace the origin of the Acoli according to legends handed over from one generation to the next. Candidates were required to focus on trends in migration through the education acquired from the ancestors. The general performance was good. However, candidates lacked in-depth knowledge of the priest’s contribution towards education in “Acoli land”.

Weakness of the Candidates:

- This was the first experience for candidates who had no access to past papers and also lacked adequate practice. This was exhibited in their answers which lacked the required content.
- They lacked the required linguistic skills
- Limited knowledge of the Acoli culture
- Poor vocabulary.

Advice to Teachers

- Encourage students to practice speaking and writing Acoli
- Encourage learners to use proverbs and riddles during lessons and also when writing compositions
- Teach adequately
- Carry out research from cultural leaders and religious leaders who have knowledge about culture, religion, education and the history of “Acoli land” and its people.
- Endeavor to teach about the prominent personalities in “Acoli land” such as Okot P’Bitek and Janani Luwum.

P361/2 LEB ACOLI

Comments on Candidates’ Performance

The overall performance of candidates in the paper was good. No comparison are available at UACE as this was the Candidates’ first sitting for ‘Leb-Acoli’.

Question 1(a).

The candidates were required to translate the given passage from English into ‘Leb Acoli’. This was poorly done because:

(i) The candidates did not comprehend the passage well. They did literal translation. They took the dictionary meaning of the title rather than the contextual meaning of words which affected their interpretation as a whole.

Question 1(b).
Candidates were presented with a passage in ‘Leb Acoli’ and were required to translate it into English. This was fairly done. Candidates had to give a suitable title and the essential features of the passage. Candidates had several challenges:

(i) Verbatim translation (word for word) rather than basing on comprehensive ability.
(ii) Spellings errors
(iii) Inaccurate use of punctuation/using wrong punctuation
(iv) Inability of the candidates to develop ideas/points into paragraphs.

**Question 2(a)**

2.1. Candidates were required to explain the roles of education in the development of Acoli. Other factors were also to be mentioned. Some candidates narrated without evidence to support their explanations.

2.2. Candidates were to give the advantages and disadvantages of early marriage. The candidates’ stand point/position was necessary. The question was not popular.

Questions 2.1 and 2.2. were well done for the few who attempted it.

**Candidates’ Challenges**

- Candidates’ essays lacked relevant examples to support their arguments. The facts were not substantiated strongly.
- Poor use of punctuation
- Spelling errors
- The development of points into paragraphs was poor.

**Question 2 (b) 2.3**

Candidates were to give possible reasons why girls prefer acquiring infectious diseases through sex, to pregnancy. This question was not popular and candidates evaded it.

**Question 2(b) 2.4**

Candidates were required to write recipes for Acoli traditional dishes. The common dishes that the candidates could have written about were:

(i) Vegetables: *boo, mala kwang, akeyo, lalar*
(ii) Peas: *dek ngor, laputa, onyobo*
(iii) Meat(s): *gwenko, ringo madyaka ki mutwo*
(iv) Other dishes: *lakotoko, lalikili etc.*

It was not attempted. The reasons could be:
• Students’ dislike for traditional dishes and preferences for food prepared in schools
• adoption of modern methods of preparing foods in some homes.
• detachment from rural life for many students.

Question 2 (b) 2.5

Candidates were required to explain the importance of traditional myths/folklore and riddles amongst the *Acoli*. This question was fairly done. Candidates were required to show with evidence the danger/evil of taking alcohol in one’s life. This question was popular as the topic is about a common phenomenon in many homes.

Challenges:

• Poor presentations of ideas (sentence construction)
• Poor use of punctuation
• Spelling errors
• Inadequate knowledge of paragraphing.

Question 3.

Candidates were to answer questions based on the comprehension passage provided. Performance was generally good. Some candidates had difficulty in inferring the meaning of words used in the passage.

Question 4.

Candidates were required to write a summary of the given passage. They were to identity and extract the main points of the items required. They were to write the summary in not more than 120 words. Candidates did not perform well in this task.

The candidates faced the following challenges in this task.

• Failure to identity the items classified
• Arranging points into related units of thought (ideas) was a problem
• Failure to use the correct punctuation; the points could not come out distinctively.

Weaknesses of the Candidates:

This was the first set of candidates to sit for UACE Leb *Acoli* and hence they were not familiar with the exam format.

• Candidates lacked the required knowledge due to the limited literature at their disposal.
• Other challenges as elaborated in the question analysis above.

Advice to Teachers
• Give learners more practice and teach effectively on how to extract ideas as presented by the writer.
• Encourage students to practice essay writing and train them in presentation especially how to use examples to explain the points stated.
• Encourage students to discuss topical issues and moderate the discussions to guide them effectively.

P361/3 LEB ACOLI

Comments on Candidates’ Performance

The overall performance of candidates was good.

Question 1.

Candidates were to answer questions based on the extract from the Novel. Candidates were required to have knowledge of events before and after what is taking place in the extract. This context question was based on the novel. However, candidates approached the question as a comprehension question.

Candidates had inadequate knowledge of the major events in chronological order. Some used punctuation inappropriately and others had several spelling errors.

Question 2(a)

The candidates were required to show how fear contributed to the fall of Okonkwo. The candidates were to show that the question demanded a two-dimension approach; the constructive and negative side effect. Candidates had to be abreast with the origin of fear in Okonkwo and the qualities cherished by the Ibo society such as wealth, courage and valor. They also had to give an appropriate conclusion.

Weaknesses of the Candidates:
• The candidates narrated well, but the points were not backed up with facts from the novel.
• poor use of punctuation to present their ideas
• spelling errors
• No translated versions of “Things fall Apart“ in Acoli hence, some candidates had no grasp of the story in the Acoli language.
• Inadequate knowledge of events in the book.

Question 2(b)

Candidates were required to assess the character of Obiereka based on the following:
• Obiereka’s activity and position in society
• Relationship with family and friends
• personality, attitudes and manner of speech
• Hopes (aspirations) and his fears in life
• Appearance

Candidates were to relate the above to what Ibo Society desires and to the current life situations in the given society or traditional way of life.
Question 3.
Candidates were to read the given passage and answer the questions based on this passage. Candidates were limited by the poor interpretation skills, poor punctuation and spelling errors. Candidates failed to connect the ideas raised in the passage with the life situations in society.

Question 4.
Candidates were required to answer questions based on the poem extracted from "Song of Lawino". However candidates used the general knowledge of the book "Song of Lawino" but not the contextual knowledge of the poem in question. The language used in the poem was not familiar to the candidates.

Question 5.
This was a context question based on the play “The Burdens”. Candidates who attempted this question were not able to follow the instructions.

Question 6 (a).
Candidates were required to show the theme of fate. Candidates were to show that Odewale was ill-fated right from birth. This was to be backed by evidence.

Weaknesses of the candidates:
- The candidates narrated the events well, but failed to link the facts to the question.
- Inaccurate punctuation and poor sentence construction
- Spelling errors
- Poor arrangement of ideas in paragraphs
- Failure to follow rubric

Question 6 (b).
The candidates were required to describe the techniques used by the author in propelling the play up to the end in “the gods are not to blame”. This question was not popular. Candidates were expected to focus on:

<table>
<thead>
<tr>
<th>Category</th>
<th>Technique 1</th>
<th>Technique 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prologue</td>
<td>Langut/wilok</td>
<td>Babafakunle Latit lok iwi abam</td>
</tr>
<tr>
<td>Stage directions/narrator</td>
<td>Babafakunle Latit lok iwi abam</td>
<td>Babafakunle Latit lok iwi abam</td>
</tr>
<tr>
<td>Flash back</td>
<td>Ongon</td>
<td>Ongon</td>
</tr>
<tr>
<td>Symbolism</td>
<td>Lanyut</td>
<td>Lanyut</td>
</tr>
<tr>
<td>Songs and Chants</td>
<td>Wer ki wor/oduru</td>
<td>Wer ki wor/oduru</td>
</tr>
<tr>
<td>Language Variation</td>
<td>Loko dwon me ny nto</td>
<td>Loko dwon me ny nto</td>
</tr>
<tr>
<td></td>
<td>tam onyo kit ma piny-nye tye kwede</td>
<td>tam onyo kit ma piny-nye tye kwede</td>
</tr>
<tr>
<td></td>
<td>Story telling</td>
<td>Ododo</td>
</tr>
<tr>
<td></td>
<td>Acts</td>
<td>Dul tuku</td>
</tr>
<tr>
<td></td>
<td>Setting</td>
<td>Kare ki kama tuku tye</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ka time iye</td>
</tr>
</tbody>
</table>
Play within the play: Tuku ikin tuku
Characters: Lutuku
Tension: Lok ma weko cwiny ngabe angaba/ilyere alyera
Suspense: Bedo ki lyek ngo ma dok obitimme
Relief: Weko ibedo agonya/cwiny bedo mupye

The general performance was good

Weaknesses of the candidates:

- This was a new experience for candidates; some did not understand the instructions
- There were rubric cases in context questions
- Candidates were not previously exposed to context and the style of context examination questions so they did not know how to approach them
- Improper use of paragraphs to express the points
- Literature text books have not been translated into Leb-Acoli so candidates have to read in English and yet answers have to be presented in Leb-Acoli

Advice to Teachers

- Train students to differentiate between the context questions from comprehension questions and how to answer them appropriately
- Attempt to translate texts from English to Leb-Acoli
- Teach literature and not overlook it
- Train students to develop vocabulary through exposure to different texts as well as through writing and oral exercises.

P362/1 LEB LANGO

The paper was divided into three sections. Section A was grammar, B was culture and C was about the personalities.

This year’s paper was simpler compared to that of 2016. The quality of work presented by the candidates was also better than those of 2016.

Candidates’ Weakness:
Candidates seemed to have little knowledge about the prominent contributors.

Advice to Teachers: Discuss the prominent contributors with the learners.

P362/2 LEB LANGO

This paper was comparable to that of 2016, and the quality of work presented by the candidates was also better than that of 2016. Candidates’ performance was good.
The paper was divided into four sections. Section A was for translations. Candidates were to translate from English into Leb Lango and from Leb Lango into English. Some candidates translated words and their work lost meaning.

Section B was composition writing. It had two parts; free response essay writing and functional writing. Free response essay type was more popular.

Section C was comprehension. There are still weaknesses in reading.

Section D was summary. There are still weaknesses in reading.

Candidates’ Weaknesses
- Candidates presenting wrong formats for different items on functional writing.
- Lack of reading culture.

Advice to Teachers
- Teach different formats of functional writing.
- Instill the reading culture into the learners

P362/3 LEBLANGO (LITERATURE IN LEBLANGO)

This paper was more difficult compared to that of 2016. The candidates’ performance in 2017 was poorer than that of 2016.

The paper was divided into three sections:

- **Section A: Novels.**
  It had questions from two different writers, and the candidate was to choose one question from one book.
- **Section B: Prose and Poetry.**
  It had four questions from which the candidate was to choose two; one for poetry, another for prose.
- **Section C: Plays.**
  It had three questions and the candidate was to choose one.

**Weakness:** Lack of enough knowledge about the literary devices.

Advice to Teachers: Emphasise on the literary devices.

P363/1 LUGBARATI

The performance of candidates was generally good. Candidates’ performance scores were almost the same as that of last year, 2016.

**Question 1.**
Candidates were expected to re-write the given sentences correctly in Lugbarati grammar, the performance was average as some candidates failed to use collective nouns.

**Question 2.**

Candidates were required to explain meanings of given idioms as well as using them in different sentences to reflect their meanings. It was compulsory though some candidates could not use the idioms properly in different sentences.

**Question 3.**

Expected candidates to explain the process undertaken during the child-naming rituals and the roles of women and men in building a house. The question was common although a few candidates managed to perform it well.

**Question 4.**

Candidates were expected to complete the given proverbs in different sentences as well as explaining their meanings. It was compulsory though most of the candidates performed it poorly.

**Question 5.**

Candidates were required to explain the contribution of Mr Dduulu in maintaining the Lugbarati culture and historical facts as they were explained by Mr Lulua.

The question was attempted by most of the candidates though some of them lacked proper skills of approaching the question.

**Question 6.**

Candidates were required to explain Willy Ngaka’s contribution in the education of adults among the Lugbarati, and also to explain Ngaka’s contribution in the fight against HIV/AIDS.

**Weaknesses of Candidates:**

- Failure to follow instructions
- Little knowledge of Lugbarati adjectives
- Wrong word order, omission of words
- Failure to understand some of the idioms
- Some candidates did not elaborate their answers
- Little knowledge of the given proverbs
- Some candidates did not read and understand Lulua’s contributions (as an author) to the Lugbarati culture.

**Advice to Teachers:**

- Teachers should emphasise correct use of grammar,
- Put more emphasis on meanings of idioms and their use in sentences through frequent practices,
- Teachers should teach essay writing skills,
- Explore the areas that give learners problems.
Teachers should use resource persons to talk and explain to the learners about the prominent contributors to the Lugbarati culture.

P363/2 LUGBARATI (Translation, Composition, Comprehension and Summary)
This paper was easier compared to that of 2016. The candidates’ performance was better than that of 2016.

The paper had four sections:

**Section A.**
Had two passages for translation, either from English into Lugbarati or vice versa.

**Section B.**
Had two parts for composition writing (a) was a free response essay writing while part (b) was functional writing. The candidate was to choose either (a) and select one topic or (b) and select two topics.

**Section C.**
Was about comprehension. The candidates were to read the passage, internalize it and then answer the given questions.

**Section D.**
Was involving writing summary. Candidates were to pick out the main points from the given passage.

**Weaknesses of candidates:**
- Direct translation of concepts
- Failure to develop appropriate terminology
- Poor orthography
- Wrong sentence construction,
- Difficulty in comprehending words from the context in which they are used.
- Poor Summary skills.

**Advice to Teachers**
- Teach students the different levels of translation, for example, meaning “based...”
- Introduce learners to the standard orthography
- Give learners more practice in composition writing.
- Drill students in reading skills
- More practice in summary writing is also needed for students.

P363/3 LUGBARATI
The paper was comparable to that of 2016 and candidates’ performance was generally good.

**Question 1.**
Candidates were required to discuss the conflict between masaba and wopata as presented in the novel “Be’ Disi Madria”
Also candidates were required to discuss the cultural practices commonly observed in the novel above.

Question 2.
Candidates were expected to answer context questions based on an extract from the Novel” Afa Freyi cerekese” At the same time candidates were expected to discuss the different changes that were brought as a result of the coming of whites.

Question 3.
Candidates were expected to read a prose text and answer questions based on it.

Question 4.
Candidates were required to answer one essay question based on the text in 3 above.

Question 5.
Candidates were expected to read a poem and answer questions from the poem.

Question 6.
Candidates were required to choose one poem from “Ongo Lawino win” and use it to answer the given questions.

Question 7.
Candidates were required to answer context questions based on a text extracted from” Ba Elyoni Adro yi ma Rua ku”

Weaknesses of Candidates

- Candidates had limited grasp of the novel
- Poor skills in presentation of points
- Poor question interpretation
- Poor comprehension skills
- Failure to extract the proper meaning from the text
- Misinterpretation of some questions. Most candidates interpreted the questions literally
- Poor approach to the poetry questions
- Spelling errors

Advice to Teachers

- Teachers should teach learners all aspects for different novels.
- To encourage learners to critically read the texts so that they can gain ample writing skills.
- To constant practice in analyzing prose texts.
- Encourage learners to frequently read prose and poetry text.
- Teachers should guide learners on how to answer prose and poetry questions.
- To teach learners to interpret the figurative meaning of poems
• Give learners frequent practice on interpretation and answering questions of poetry.
• Engage students in thorough discussions of poems during class.

P364/1 RUNYANKORE-RUKIGA

The paper was divided into three sections. Section A had two compulsory questions. Question 1 was about Language and Grammar. Question 2 consisted of proverbs. Section B was about Behaviour and Customs. Section C was about the Prominent Contributors.

Comparatively, the 2017 paper was more difficult to than of 2016, and the quality of the work of candidates was slightly poorer than that of 2016.

Question 1.
Was about language and grammar. The work presented by the candidates showed that most learners have challenges in grammar.

Question 2.
Was about proverbs and idioms. Candidates have little knowledge of idioms. Most of them could not interpret them and therefore gave wrong sentences.

Question 3.
Was about culture. In question 3 (b) (i), most of the candidates misinterpreted it by giving the activities which are supposed to be done by the girls.

Question 4.
Most candidates failed to give the meaning of the given proverbs.

Candidates’ Weaknesses:
• Orthography is still a challenge to many candidates.
• Most of the learners failed to interpret and apply proverbs in the sentences.

Advice to Teachers
• Should not take local languages for granted. They need to teach grammar widely.
• Give good guidance to the learners on how to approach different questions.
• Teach learners how to interpret proverbs and idioms so that they are able to use them in sentence construction.

P364/2 RUNYANKORE-RUKIGA

The candidates’ work was good, and comparable to that of 2016. The level of difficulty of the paper in 2017 was also comparable to that of 2016.

The paper had four sections.
**Section A**  
Had one question which had two parts. Part (a) had a text in English which was to be translated into Runyankore-Rukiga. Part (b) required the candidates to translate the given text from Runyankore-Rukiga into English. The candidate was to answer both. Candidates performed better in Part (b) than in (a). It was easier for them to translate from the local language into English than vice versa.

**Section B: Composition Writing**  
It also had two parts; free response essay type and functional writing. The candidate was to choose either part (a) or (b). Part (b), functional writing was more popular than part (a), free response essay type, though some would use wrong formats.

**Section C: Comprehension**  
The candidates were to read a given text and answer the questions. Most of the candidates were lifting statements from the passage and copying them as their answers without paraphrasing them.

**Section D: Summary Writing**  
Candidates were to extract and write out points from a given passage in brief. It was popular, though the rules of orthography were not well followed.

**Candidates’ Weaknesses:**  
- Poor orthography.
- Lack of reading culture leading to failure to answer comprehension questions.
- Lack of translation skills.
- Failure to use correct formats in functional writing.

**Advice to Teachers:**  
- Teach language so as to enable the learners improve on the orthography.
- Encourage learners to read texts.
- Guide the learners on how to translate texts aiming at the meaning.
- Teach functional writing.

**P364/3 RUNYANKORE-RUKIGA (LITERATURE IN RUNYANKORE-RUKIGA)**  
The paper was of the same strength as that of 2016, and the candidates’ work was also comparable. It was divided into three sections.

**Section A: Novels.**  
It had questions from two different writers and the candidate was to answer from one book.

**Section B: Poetry and Prose.**
The question required the candidate to read a poem and answer questions based on. The other question required a candidate to refer to the poetry book *Ija Twevugye*, and show how the writer has fascinated the reader.

**Section C: Drama.**
A candidate was to answer one question, based on a given play.

**Weaknesses:**
- Lack of examples to support the points.
- Some candidates seemed not to have internalized the texts.

**Advice to Teachers:**
- Encourage the learners to read and internalize the prescribed texts.
- Guide learners on how to quote examples to support their arguments.

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**Comments on Performance of Candidates**

The level of difficulty of the 2017 paper was comparable to that of 2016. The quality of work of the 2017 candidates was the same as that of 2016. The performance scores were also comparable. Generally, the performance was good.

**Question 1.**
Required candidates to respond to questions about the different aspects of grammar. It was compulsory and performance was average.

**Question 2(a)**
Required a candidate to explain meaning of five of the given idioms. It was compulsory and well done.

**Question 2(b)**
Required a candidate to construct sentences using some given idioms. It was compulsory and well done.

**Question 3(a)**
Required a candidate to explain five of the rituals performed when a person dies. Performance was average. Most candidates listed the rituals without explaining them.

**Question 3(b)**
Required a candidate to observe the fact that of late education is done only in schools and identify five categories of persons who used to educate children in traditional Basoga homes. It was popular but performance was average. Candidates listed but did not explain the roles of each of the players.
Question (a)
Required a candidate to complete the given proverbs. It was compulsory and well done.

Question 4(b)
Required a candidate to use the given proverbs in meaningful sentences. It was compulsory but averagely done. Some candidates wrote meaningless sentences.

Question 5.
Required a candidate to show the contribution of either Lubogo or Kayaga Gonza to the development of Lusoga. Performance was average. Many candidates could not illustrate the works of the contributors.

P366/2 LUSOGA – TRANSLATION, COMPOSITION, COMPREHENSION AND SUMMARY

The performance was generally good.

All questions were compulsory.

The level of difficulty of the 2017 paper was the same as that of 2016. The quality of work and performance scores of the 2017 candidates were the same as those of 2016.

Questions 1(a)
Required a candidate to translate the given text from English into Lusoga. It was compulsory and well done. Few candidates used direct translation.

Question 1(b)
Required a candidate to translate the given text from Lusoga into English. It was compulsory but averagely done. Some candidates directly translated the text while others used wrong orthography and misspelt words.

Question 2(a)
Required a candidate to write a creative composition on one of the given topics. Part (a) was more popular than part (b). Those candidates who attempted the topic on narrative performed well while those who opted for the argumentative type were average. Some could not take a stand.

Question 2(b)
Required a candidate to choose two of the given topics and write about them as instructed. Was not popular and performance of candidates was average. Candidates lacked knowledge of formats of some aspects of functional writing while others lacked content.

Question 3.
It was about comprehension. It was compulsory and well done.

Question 4.
The question was about summary writing. It was compulsory and most of the candidates performed well. Some candidates could not tease out the main ideas from the text while others just lifted some phrases from the text.

P366/3 LUSOGA – LITERATURE IN LUSOGA

The 2017 paper was of the same level of difficulty as the one of 2016. The quality of work of candidates of 2017 was the same as that of 2016. Their performance scores were also the same. The general performance was good.

**Question 1.**

Candidates were able to explain the problems one is likely to face if s/he behaved like Bakalakatana and many were also able to describe Bakalakatana’s peculiar birth. It was popular and well done.

**Question 2.**

Candidates were required to comment on Bakalakatana’s bad behavior and relate such behavior in today’s Uganda. It was popular and well done. Many candidates were able to show and relate Bakalakatana’s evil character to the behavior of people in real life.

**Question 3** was not attempted.

**Question 4.**

Was not popular and poorly done. It required a candidate to demonstrate that patience pays. Many candidates were not able to illustrate from the text. They just outlined some points.

**Question 5.**

Required a candidate to read the given poem and then answer the questions that followed. It was compulsory and well done. Most candidates were able to give the subject matter of the poem, identify the problems that a lazy person is likely to face basing on the poem, show how one could avoid being lazy but had challenges in describing feelings and identifying and giving the effect of the poetic techniques.

**Question 6.**

A candidate was required to read the given prose passage and then respond to the given questions. It was compulsory but performance was average. Many candidates were able to suggest a suitable title, give the lessons one learns from the poem, explained how the speaker saved his country but had challenges in suggesting the poet’s attitude and identifying and giving effect of the techniques used by the poet.

**Question 7.**

Required a candidate to show the suitability of the title, Omugole, to the text and to explain the major themes in the text. It was a popular question and performance was good. Many candidates were able to identify the themes though some found it difficult to relate the title to the bride.
In question 8.

A candidate was required to explain why Namaadhi’s father was willing to marry her off to the scull and to explain the difference between the young and the old’s attitude towards foreigners. It was attempted by few candidates and performance was poor. Candidates were unable to illustrate their answers. Their responses were sketchy.

Question 9.

Required a candidate to discuss the theme of fate in the text, Nantamegwa. It was not popular and was poorly done. Candidates seemed not to have understood the theme.

Question 10.

The question was popular and well done. It required a candidate to compare the given characters and then choose one of more dramatic appeal. Most candidates discussed the characters in isolation and even did not understand the aspect of dramatic appeal. Some candidates chose Naimanhe because she was calm yet Nantamegwa is a more exciting character on stage.

Advice to Teachers

- Avail a wide range of Lusoga reading materials to learners.
- Teach functional writing.
- Teach composition writing.
- Teach summary and translation skills.
- Teach proverbs.
- Teach all the aspects of Literature.
- Teach literary techniques and their effect.

P367/1 ATESO

The performance of candidates was generally better and the quality of their work was almost better compared to that of 2016.

Question 1.

Required a candidate to respond to the sub-questions that were testing grammar, use of direct and indirect speech, sentence construction, vocabulary and other aspects of the language.

Question 2.

Required a candidate to respond to oral literature – knowledge of proverbs and their usage in Ateso language.

Question 3.

Required a candidate to respond to the knowledge of cultural practices such as the management and enjoyment of leisure as well as marriage traditions.

Question 4.

Required candidates to complete proverbs appropriately. Candidates were also required to give relevance of proverbs to the society.

Question 5.
Required candidates to give the knowledge and facts about the life and work of S.P. Ongodia.

**Question 6**
Required the candidates to state the facts about the life and work of Rev. Eriosi Odiet.

**Weaknesses of candidates**
- Poor use of punctuation
- Inadequacy in vocabulary and the use of words (synonyms)
- Some candidates did not follow/adhere to instructions for some sections.
- Many candidates referred their work to modern ways of spending leisure/rather than traditional ways.
- Candidates were not exhaustive enough in their presentations.
- Lack of in-depth knowledge required in the questions.

**Advice to Teachers**
- More exposure through regularly practice of the Ateso language in both writing and reading tasks.
- Reading Ateso Literature regularly e.g Ateso Bible, Etop Newspapers, etc.
- Teachers should give more exercises to learners regularly to encourage independent study.
- Create awareness among the students about the curriculum requirements.
- Do more research on the life and work of personalities covered in the syllabus and provide learners with relevant information.

**P367/2 ATESO (TRANSLATION, COMPOSITION, COMPREHENSION AND SUMMARY)**

The level of difficulty of the 2017 paper was almost the same as that of 2016. The quality of work of the candidates presented was the same. Candidates experienced difficulty in translation of two passages. However, the overall performance of candidates was good.

**Question 1(a)**
Required candidates to translate a passage from English into Ateso and (b) translation from Ateso into English.

**Question 2(a)**
Required candidates to write a composition on one of the given topics in order to test their skills, creativity, knowledge of current events and appreciation of problem solving skills as well as knowledge of proverbs.

**Question 2(b)**
Required a candidate to choose two of the given topics and respond as required more especially in functional writing skills.

**Question 3.**
Required a candidate to read the given passage and then respond to the given questions in order to expose the comprehension skills.

**Weaknesses of Candidates**
Most candidates did not demonstrate mastery of Ateso sentence structure as different from the basic English sentences.

The science passage was a big challenge for candidates to translate as they failed to translate some words and wrote them in English e.g. engineering and drilling.

Many candidates did not demonstrate abilities in manipulating language in creative writing; a skill basic to this section.

Some candidates tended to use plain language to present facts needed.

Lack of practice in answering optional questions.

Some candidates did not consciously practice the writing skills required.

Poor composition, translation and summary writing skills.

Lack of knowledge of the punctuation to use and poor sentence construction.

Advice to Teachers

- Teachers should give students more exposure to scientific language, terms and vocabulary in translation exercises.
- More exposure and practice in composition writing, comprehension and summary skills.
- Teachers should teach learners functional essay writing skills.

**P367/3 ATESO**

The general performance of candidates was good. More difficult questions were on Prose and Poetry as they required deep analysis and wide interpretation. However, the 2017 performance of candidates was better than that of 2016.

**Question 1.**
Required a candidate to present knowledge of techniques and themes in text.

**Question 2.**
Required a candidate to base on the given extract and answer the given questions.

**Question 3.**
It was also an extract about the subject matter of the poem, techniques and moral lessons.

**Question 4.**
Required a candidate to explain the subject matter according to the requirements of the question.

**Question 5.**
Required a candidate to read a given poem and passage and answer the given questions.

**Weaknesses of Candidates**

- Limited knowledge about concerns of the writer
- Some questions were not attempted at all
- Some were not very exhaustive according to their approach
- Misinterpretation of some questions by candidates
• Shallow and short answers

Advice to Teachers
• Teachers should give more practice in every area to the learners.
• Teachers should make learners read texts to get more issues.
• Teach learners interpretation of questions as early as Senior Five.
• More practice in subject matter especially interpreting and analysing poems.

P368/1 DHOPADOLA
The overall performance was very good compared to that of 2016.

Question 1.
Required a candidate to re-write sentences. It tested sentence construction and grammatical skills. The question was compulsory and well attempted.

Question 2.
Required candidates to give out meanings of idiomatic expressions as well as using metaphors. The question was well attempted though some were not well conversant with idioms.

Question 3.
Required candidates to have ample knowledge on cultural values norms and practices of Dhopadhola language.

Question 4.
Required candidates to use their knowledge in completing Dhopadhola cultural similes.

Question 5, 6 & 7
The candidates were required to expose their knowledge on the Dhopadhola cultural norms, values and practices.

Weaknesses of Candidates:
• Poor punctuations.
• More grammatical skills required.
• Candidates were not well conversant with idioms.
• Lack of knowledge on cultural values, norms and practices.
• Some candidates were not sure of the exact or correct match in similes.

Advice to Teachers
• Teachers should teach all the skills and encourage students to read widely.
• Teachers should concentrate on teaching students the relevant grammatical skills.
• More teaching on the skills to use idiomatic expressions in their mother tongue.
• More teaching on the use of similes.
• Expose learners to knowledge of cultural norms and practices through teaching.
P368/2 DHOPADHOLA (TRANSLATION, COMPOSITION, COMPREHENSION AND SUMMARY)

Performance of Candidates

The general performance of 2017 was much better than that of 2016. The level of difficulty of the paper was comparable to that of 2016.

Question 1.

This question required candidates to translate a passage from English into Dhopadhola and from Dhopadhola into English.

Question 2.

Part 2 (a) required a candidate to write a creative and functional composition on one of the given topics and in part (b) the question required a candidate to choose two of the given topics and respond accordingly.

Question 3.

Required candidates to read the given comprehension and then respond to the questions.

Question 4.

Required a candidate to summarize the two given passages.

Weaknesses of Candidates

- Candidates still lack the required translation skills
- Poor writing skills
- Candidates are limited in comprehension, interpretation and summary writing skills.
- Errors especially in punctuation and spelling.

Advice to Teachers

- Teachers should prepare students to exhibit the required writing skills and use of proper grammar.
- More guidance is still needed on comprehension skills
- Teachers should teach students how to write summaries.

P368/3 DHOPADHOLA

The general performance was poor.

Question 1.

Candidates were required to analyse the major themes in the set of books.

Question 2.
Candidates were required to answer questions from the given context according to the themes and ideas.

**Question 3.**
Candidates were to read, comprehend and answer questions on Prose and Poetry.

**Question 4.**
Candidates were expected to analyse the works of authors in Poetry.

**Questions 5 & 6.**
Candidates were expected to answer questions based on characters.

**Questions 7.**
Candidates were required to answer questions based on themes and ideas.

**Weaknesses of Candidates**
- Students still lack skills to analyse the contextual concepts from the set books.
- Students seem to have poor reading culture as exhibited in their presentations.
- Lack of knowledge and skills in interpretation of Poems.
- Lack of adequate knowledge of cultural issues and inadequate information about selected personalities.

**Advice to Teachers**
- Teachers should encourage students to read the set books thoroughly with their guidance.
- Teachers should provide the relevant cultural information to students.
- Teach all aspects of the language adequately and cover the whole syllabus.

**P369/1 RUNYORO-RUTOORO**
In terms of strength, the paper was of the same difficulty like that of 2016. The overall performance was good.

The paper was divided into three sections.

**Section A: Compulsory questions.**
Question 1 was about the language and grammar. Question 2 was about proverbs.

**Section B: Tradition and Customs.**
It had two questions with alternative parts from which the candidate was to choose one.

**Section C: Prominent Contributors.**
The candidate was expected to have read about them in order to attempt this section. Some candidates had limited knowledge about some of the personalities.

**Weaknesses of Candidates:**
- Proverb interpretation.
• Limited knowledge of the cultural values and norms.
• Limited knowledge on the prominent contributors.
• Challenges in matching clans with their totems.

Advice to Teachers:
• Teach learners statements of wisdom.
• Teach the learners traditional values and cultural norms.

P369/2 RUNYORO-RUTOORO
The paper was done for its second time. The candidates work was good.

The paper was divided into four sections;

Section A

was subdivided into two parts. Part (a) required the candidate to translate the given text from English into Runyoro-Rutooro. Part (b) required the candidate to translate the given text from Runyoro-Rutooro into English. A candidate was to answer both. Part (b) was popular than part (a)

Section B: Composition Writing.

It also had two parts; (a) free response type and (b) functional writing. A candidate was to choose either (a) and choose one topic or (b) and choose two topics. Most of the candidates opted for part (b).

Section C: Comprehension.

The candidates were to read a given story and answer the questions given. Candidates were not able to give the meaning of the words according to the context.

Section D: Summary.

Candidates were to read the passage and then write the main points about the dangers of having high population. Some candidates were not able to express themselves correctly.

Candidate’ Weaknesses:

1. Organizing the minutes for the meeting in a correct format.
2. Some candidates just extracted a short version of the test without going through the whole passage.

Advice to Teachers:
• Teach the correct formats of functional writing.
• Encourage learners to read texts and ask them to narrate the story in summary.
P369/3 RUNYORO-RUTOORO (LITERATURE IN RUNYORO-RUTOORO)

The paper was divided into three sections.

Section A: Novels.

It had questions from the two different books from which the candidate was to attempt one question from one book.

Section B: Poetry and Prose.

One number had a poem presented with questions, and the other question required candidates to select one poem from the book Engya zómwaitu and answer some questions about it. This question was not attempted at all. There was also a Prose text and accompanying questions.

Section C: Drama.

Question 8.

Was a context question that required a candidate to be able to locate the passage in the play.

Question 9.

Required a candidate to discuss the different techniques the writer of Enu Eriba Nsi employed in writing their play.

Candidates’ Weaknesses: Some candidates had not internalised prescribed texts.

Advice to Teachers:

- Encourage learners to read the prescribed texts.
- Teach poetry skills. Encourage the learners to come up with their own poems.
- Guide the learners on how to approach different questions.

P370/1 ARABIC LANGUAGE

The level of difficulty of the 2017 paper was comparable to that of 2016. The quality of candidates’ work was similar to that of 2016. The scores of 2017 were more varied than those of the previous year.

Candidates were required to answer three questions, two from Section A and one from either Sections B or C.

Weaknesses of Candidates

- Spelling mistakes
- Some few cases of wrong illustrations
- Wrong measurements of words (Awzaan sarufiyi).
- Shallow responses
- Inadequate punctuations.

Advice to Teachers

Teachers should put more emphasis on spellings.
• Allow regular practice to master the concepts.
• Teachers should dedicate more time on measurements of words (awzaan sarufiyi).
• Teachers should give regular exercise to candidates in all areas.

**P370/2 ARABIC LANGUAGE**

The overall performance of the candidates was good and was comparable to that of 2016. The paper had three sections: A – Comprehension, B – Summary and C – Translation and all were performed well.

**Weaknesses of Candidates**
- Misinterpretation of some questions.
- Inadequate alternative terminologies to use in summarizing.
- Translation of word for word.
- Use of the wrong words to translate.

**Advice to Teachers**
- More translation practice sessions are required.
- Proper translation guidelines should be given to learners.
- Learners should be exposed to a variety of texts and given exercises to practice answering of questions.
- Students should be given more practice in summary writing.

**P370/3 ARABIC LANGUAGE**

The 2017 paper was comparable to that of 2016. The general performance was good. The quality of the work of candidates was good. The scores of the candidates were more dispersed and varied compared to those of 2016.

The paper consisted of three sections A, B and C.

**Section A: Prose**
This required candidates to explain the major themes, eras, background, vocabulary and distinguishing features. Candidates were to interpret some of the chosen phrases and summarizing the given content briefly.

**Section B: Poems**
Different poems were presented to candidates and they were required to:
- Write brief notes on the personalities of the poets.
- To explain the major themes, eras, and ideas.
- Interpret the given content.

**Section C: Novels & Plays**
Candidates were required to choose either novels or plays and answer five questions as required.
Weaknesses of Candidates
• Some of the answers were not thoroughly explained.
• Brief answers and shallow explanations
• Inadequate interpretation of vocabulary as used in poem.
• Lack of a thorough knowledge of novels and plays.

Advice to Teachers
• Should train learners to give thorough explanations
• Regular discussions of texts with learners
• Regular exercises and practice in Arabic
• To put more emphasis on rhetoric features/figurative words during teaching
• Research more on knowledge of cultural issues.

P425/1 PURE MATHEMATICS
The paper comprises two sections A and B. Section A has eight (08) compulsory short-answer questions. Section B has eight (08) extended-answer questions and a candidate answers only five questions. The questions are drawn from the areas of Algebra, geometry, trigonometry, analysis and vectors. The level of difficulty of the paper was the same as that of the previous year 2016. The performance of the candidates of UACE 2017 was the same as that of the previous year.

Question Analysis

Section A

Question 1.
Required the application of binomial expansion and arithmetic progression. The question was not popular.

Weaknesses of Candidates
• Failure to extract the coefficients and apply them as an arithmetic progression.
• Use of calculator to solve the quadratic equation
• Failure to identify the right value of \( n \) from the options obtained.

Advice to Teachers: Encourage and guide students to revise S.5 work.

Question 2.
Required the candidates to use trigonometrical identities to solve a given trigonometrical equation within a given range. The question was popular.

Weaknesses of Candidates:
• Failure to change \( \sec^2 \Theta \) to \( 1 + \tan^2 \Theta \)
• Use of calculators to solve quadratic equation
• Not giving all the angles within the range.
Advice to Teachers:
- To emphasize use of trigonometric identities.
- To solve trigonometric equations

Question 3.
Required candidates to differentiate quotient/product with indices or use of natural logarithms to differentiate a bulky expression given. This was a very popular question.

Weakness of Candidates: Failure to simplify the expression from the immediate differentiation.

Advice to Teachers: To emphasize to the learners simplification after differentiation.

Question 4.
Required the formation of a quadratic equation from indices. It was a very popular question.

Weaknesses of Candidates:
- Failure to form a quadratic equation
- Using calculator to solve the quadratic equation.
- Failure to use the laws of indices or logarithms to conclude the answer.

Advice to Teachers:
- Continuously review the laws of indices and logarithms
- Consider simpler methods of solving quadratic equations.

Question 5.
Required candidates to use the knowledge of displacement vectors and dot product to find the angle between two vectors. Not popular question.

Weaknesses of Candidates:
- Failure to identify converging or diverging vectors to find the angle between two vectors.
- Failure to strictly use “vectors” as instructed.

Advice to Teachers:
Teachers to emphasize that vectors start or end at the same point for an angle contained.

Question 6.
Required candidates’ application of integration of parts to prove a given expression. It was a very popular question.

Weaknesses of Candidates:
- Omission of integral coefficient $dx$.
- Unsuitable choice of $U$ and $dv/dx$.

Advice to Teachers: To comprehensively teach all the methods of integration in the syllabus.

Question 7.
Required the application of method of completion of squares of factorization to transform a given expression and identify it as an equation of a parabola. Unpopular question.
Weaknesses of Candidates:
- Failure to complete squares
- Failure to recognize standard equation and vertex of a parabola.

Advice to Teachers
To teach the topic (geometry as a whole) early and continuously review using tests and exercises.

Question 8.
Required the use of chain rule to solve ‘rate of change’ problems.
Not a popular question.

Weaknesses of Candidates
- Failure to express \( r \) as a function of \( h \) or vice versa.
- Failure to write expression for volume of a cone.
- Failure to express volume as a function of either \( r \) or \( h \).

Advice to Teachers
Teachers to emphasize the application of the chain rule in problems involving rates of change.

Section B

Question 9(a)
Required the application of knowledge of conjugate, algebra and equality of complex numbers to solve a given equation. This was a very popular question.

Weakness of candidates: Expansion of the given expression and comparing parts.

Advice to Teachers
- Teachers to emphasize Algebra of complex numbers.
- Teachers to emphasize solutions of equations with complex roots and \( \pm \) square roots.

Question 9(b)
Required candidates to:
- express the given expression as one complex number,
- equate the parts to determine the locus.
Very popular question.

Weaknesses of Candidates:
- Failure to realize the denominator
- Failure to expand the numerator and isolate parts
- Failure to equate the imaginary part to zero.

Advice to Teachers: To comprehensively teach the topic on complex numbers.

Question 10.
Required deriving equation of a circle given three tangents. It was a very popular question.
Weakness of Candidates: Failure to interpret the question.

Advice to Teachers: To comprehensively teach the topic on geometry.

Question 11.

Required:
- The differentiation of implicit functions and determining gradient at a point.
- Finding the equation of tangent and normal.
- Finding the point of intersection of two lines.
The question was not popular.

Weakness of Candidates: Failure to differentiate implicit functions.

Advice to Teachers
- Teachers to emphasize differentiation of implicit functions.
- Teachers to emphasize elementary coordinate geometry (straight lines)

Question 12 (a)
Required the application of factor formula to change a given expression and use it to solve a trigonometric equation. This was a popular question.

Weaknesses of Candidates
- Failure to simplify Sin (-90°) in the resulting expression.
- Failure to read the angles within the range (at least all the angles in one cycle where range is not given).

Advice to Teachers
- Teachers to emphasize that Sin (-9) = -Sin 9°
- Continuously review senior five work on trigonometry.

Question 12 (b)
Required the application of rules of solution of triangles to prove the stated identity.
Popular question.

Weaknesses of Candidates
- Failure to identify the appropriate identities to use
- Failure to simplify subsequent expression up to the required stage.

Advice to Teachers
- To teach solutions of triangles and their applications in details.
- To encourage candidates to research and practise from different text books.

Question 13 (a)
Required solving simultaneous equation in the unknowns.
It was a popular question.

Weaknesses of Candidates
• Failure to use the symbol ± on square root on the first equation
• Failure to expand correctly the expression.

Advice of Teachers
• Teachers to always emphasize ± on square roots.
• Teachers to teach solution of equations and continuously review using tests, exercises and exams.

Question 13 (b)
Required candidates to solve a quadratic inequality.
Popular question

Weaknesses of Candidates
• Use of calculators to obtain critical values.
• Failure to use the test table in identifying solutions.

Advice to Teachers: Teachers to comprehensively teach solutions of inequalities.

Question 14 (a)
Required candidates to express vector \( c \) in terms of \( \lambda, a \) and \( b \) given a ratio in terms of \( \lambda \).
Popular question.

Weakness of Candidates:
Failure to rearrange subsequent expressions to the final required expression.

Advice to Teachers
Teachers to emphasize proofs to the required expression irrespective of commutatively being applicable.

Question 14 (b)
Required the application of conditions for two lines to intersect in 3 dimensional vector form.
Popular question.

Weaknesses of Candidates
• Failure to equate the vectors in their respective components.
• Failure to convert position vector of point of intersection to coordinate form.

Advice to Teachers
• Teachers to emphasize the use of correct vector symbols.
• Teachers to help candidates distinguish between position vector and a point.

Question 15.
Required:
• Sketching of the curve given an equation, and
• Finding volume of solid of revolution.
Not popular question.

Weaknesses of Candidates
• Failure to use the intercepts, point of inflexion and variations to infinity to form the curve.
• Failure to obtain the correct element of volumes.
Failure to expand the integrand and hence integration.

Advice to Teachers
- Teachers need to emphasize the difference between sketching simple and rational curves.
- Teachers to emphasize the need for curve sketches in determining area under curves and volumes generated.

Question 16.
Required candidates to solve a differential equation by separation of variables.
Not popular question.

Weaknesses of Candidates
- Use of integration by parts on one side of the integration.
- Omission of integral coefficient $dx$.
- Failure to get $y$ by squaring both sides.

Advice to Teachers
- Teachers to emphasize solving of differential equation by separation of variables.
- Teachers to emphasize integration of parts.

P425/2 APPLIED MATHEMATICS

Introduction
The paper consists of two sections; A and B. Section A contains eight compulsory short answer questions. Section B contains eight extended answer questions and candidates answered only five questions. The questions are drawn from the areas of Mechanics, statistics and probability and numerical methods. The paper was easier than that of the previous year 2016. The candidates of UACE 2017, performed poorer than those of the previous year.

Question Analysis

Section A:

Question I.
The question was about projectile motion but was not popular and was poorly done. Candidates were expected to first resolve the initial velocity of projection and thereafter write down the vector expression for velocity after time $t$ seconds.

Candidates had also to first get horizontal and vertical displacements (components) and thereafter write down an expression for displacement vector after time $t$ seconds.

Candidates’ Weaknesses:
- Many candidates failed to express in vector form
- Many failed to use consistent units

Advice to Teachers:
Emphasis on consistent use of units
Emphasis on vector geometry in relation to resolution and projectile motion in particular.

Question 2.
A popular question and was about binomial probability distribution. Candidates had to first identify the distribution as Binomial. By using mathematical tables, or calculators, they had to read and add the probabilities within a given interval

Candidates’ Weakness:
Some candidates used calculators instead of Binomial tables. Use of a table was shorter.

Advice to Teachers
Discourage candidates from using calculators where tables can be used easily. Also emphasise how to identify a binomial distribution.

Question 3.
The question about linear interpolation was very popular. It was well done. The demands for candidates were expected to first identify the suitable interval followed by getting two gradients which had to be equated and then find the unknown value.

Candidates Weaknesses
- Some few candidates failed to locate the interval
- Very few failed to simplify the equated gradients.

Advice to Teachers: Let candidates have more exercises for perfection after teaching them.

Question 4.
It was a very popular question and well done by many candidates. The question was about statics. Candidates were expected to first draw a force diagram, followed by horizontal & vertical resolving and later find the magnitude of the resultant force.

Candidates’ Weaknesses:
- Some few candidates failed to draw the force diagram using a ruler
- While the others failed to resolve the forces.
- Candidates omitted the units.

Advice to Teachers:
- Consistent use of units at the end.
- Vector diagrams must be emphasized to students with the help of rulers to draw straight lines.
- Discourage premature rounding off of intermediate steps.

Question 5.
Very popular question and was well done. It was about probability theory. Candidates had to first find correct entries of the multiplied probabilities and thereafter had to add them together for part (a)
In part (b) the candidates had to find the conditional probability with the help of their result in part (a) above.

**Candidates’ Weakness:**

Although many got it right, some few candidates failed to use the back ground knowledge of probability tree diagram.

**Advice to Teachers:**

- Emphasise probability tree diagram approach
- Conditional probability should also be identified

**Question 6.**

Very popular question and well done by majority. Demands were to: identify the error 0.05 in the given number \( x = 2.4 \). Candidates had to find the minimum and maximum limit, especially by simple interval arithmetic method.

**Candidates’ Weakness:**

Although majority got it right, many candidates wasted time to establish the interval or range which was not required.

**Advice to Teachers:**

Emphasize to students to always read the question again and then answer it as it demands. If limits are required, they should not go beyond to construct a range.

**Question 7.**

A question about index numbers in elementary statistics. It was unpopular and poorly done by a few who did it.

Candidates had to first find products for both base and current period. Then they had to find their sums. Lastly they had to determine the weighted aggregate price index for part (a).

In part (b), candidates had to use part (a) result to find the base year price.

**Weakness of Candidates**

Some candidates found the average weighted Price Index number instead of the aggregate weighted price index.

**Advice to Teachers:**

This topic should be taught early enough and regular testing be done. Teachers need to distinguish or categorise weighted price Index numbers.

**Question 8.**
The question was very popular and well done. Candidates had to first covert the given power of 350kw into watts, followed by tractive force. Then a force diagram had to be drawn with a ruler with all forces clearly indicated.

Resolution by Newton’s 1st law had to be done. Finally candidates had to deduce the angle of inclination.

**Candidates’ Weakness:**

Although the question was well done by majority, some candidates failed to convert the 350 km into watts, while others did not draw a correct force diagram. They drew a free hand sketch.

**Advice to Teachers:**

Conversion of units and force diagram drawing should be intensified to learners.

**Section B**

**Question 9.**

The question was about discrete probability. It was very popular and very well done by the majority.

The demands were to:

a) Find the individual probabilities, add them and equate to 1 for the constant \( k \) to be obtain.

b) Find products of \( x \) and \( P(x) \) and then sum up to get the expectation \( E(x) \)

c) Identify the two individual probabilities for \( 2<x<5 \) and then add up.

d) Find the products of squared \( x \) by \( P(x) \) and then sum all. This was followed by finding the variance of \( x \).

**Candidates’ Weakness:**

For the part (b), \( P(2<x<5) \) some candidates integrated instead of simple addition.

**Advice to Teachers:**

Emphasize the difference between discrete and continuous probability distributions.

**Question 10.**

It was a Vector mechanics question. Very popular but poorly done by the majority. Demands were:

(a) use at least a vector symbol.

(b) find the acceleration from \( f = ma \)

(c) use integral calculus to find the velocity expression with an arbitrary constant used.

Use initial conditions to find the value of constant, \( c \), then find the particular solution.

(d) candidates had to use the velocity expression to find the position vector after time \( t \) seconds, by integral calculus with another constant introduced. By use of initial conditions, value of the constant was to be found and then used to find the particular solution. Then at time \( t = 1 \) second,
the position vector had to be found. Lastly candidates had to find the distance from the origin at \( t = 1 \) second.

**Weaknesses of Candidates:**

- Many did not use at least a vector symbol.
- Many forgot the units at the end.
- A few candidates integrated wrongly by forgetting the constant.

**Advice to Teachers:**

Vector mechanics needs to be given special treatment since it is a very important topic.

**Question 11.**

Candidates were to show/locate a root in the interval \([-1,0]\), to derive Newton-Raphson’s formula for a given function \( f(x) = 0 \) and also to find the root of the given equation.

This question was very popular and well done by quite a reasonable number of candidates

**Candidates’ Weaknesses**

- A few failed by not observing the minimum use of intermediary four decimal places
- Some forgot to round off at the end to three decimal places.
- Some failed to integrate \( \frac{x^2}{x^2-3} \) expression correctly
- Some interchanged the formula for the error

**Advice to Teachers**

- Emphasize intermediate degree of rounding off
- Intensify simple integrals
- Emphasize definition of an error.

**Question 12.**

The question was about elementary statistics for grouped data with unequal classes. It was very popular but poorly done by the majority.

Demands were:

- construct class boundaries
- find mid-point \( x \) of each class
- find products \( fx \) and the sum
- find the mean
find the class width
find the frequency density or standard frequency
label axes and find suitable scales
draw a histogram then locate and find the mode by drawing lines

**Question 13.**

The question was from the Statics section: It was very unpopular and poorly done.

Demands were:

- A correct force diagram
- Take moments at a convenient point.
- Resolve the force horizontally to the rod.
- Equate moments and find the tension in the light string
- From resolved forces, find the magnitude of the resultant reaction at point A
- Find also the direction using the resolved parts.

**Candidates’ Weaknesses:**

- Incorrect resolutions
- Incorrect moments

**Advice to Teachers:** Cover the topic early enough and give regular exercises and testing.

**Question 14.**

A numerical method question about graph sketching and estimation of the root by Newton Raphson’s method. It was a popular question but not well done.

Demands were:

- Tabulation for \( y=x \) and \( y=4\sin x \) between \( x=2 \) and \( x=3 \).
- Choice of suitable scales
- Plotting of points in the tables.
- Draw a line through at least 2 points and a smooth curve through at least 3 points but including the points of \( x=2 \) and 3 for the curve.
- Locate the root by an arrow.
- Estimate root from graph
- Use Newton-Raphson to find the root.

**Weaknesses of Candidates:**

- Many candidates didn’t use radian mode for \( x \) in \( y = 4 \sin x \).
- Some candidates failed to choose a suitable scale
- Some candidates plotted wrongly the table values.
- Some candidates failed to locate the root.
- Some candidates could not read the root from the graph.
- Many candidates wasted time to derive the formula for Newton which was not asked for.

**Advice to Teachers**
A number of the mentioned weak areas need urgent attention during the learning process

**Question 15.**
The question was about normal distribution. A very popular question which was well done by majority.

Demands were:
- Finding two separate critical values of the Z distribution
- Substitute each Z value and x value in the formula $Z = \frac{x-\mu}{\sigma}$ leading to two simultaneous equations.
- Solve for $\mu$ and $\sigma$ simultaneously
- Use $\mu$ and $\sigma$ to normalize $P(x>80)$. Find the probability and use it to estimate the required number of residents.

**Candidates’ Weakness:**
The very few who failed this question had a challenge with obtaining Z values.

**Advice to Teachers:**
UNEB four figure mathematical tables should be emphasized during teaching so that learners know how to read the tables.

**Question 16.**
It was a relative motion question involving vector mechanics. It was an unpopular question and poorly done

**Demands:**
- A suitable sketch/diagram
- finding angles or $\sin \alpha$ and $\cos \alpha$, and $\sin \theta$ and $\cos \theta$ for given $\tan \alpha$ and $\tan \theta$
- Resolve given velocities in vector form.
- Identify initial displacements and use them to write down final displacements.
- Determine relative displacement and relative velocity.
- For given closes distance, find the time for closest distance by dot product or gradient or calculus.
- Compute when closest distance happened after 12 noon.

**Candidates’ Weaknesses:**
- Failure to draw suitable sketch/diagram
- Failure to resolve velocities correctly.
- failure to use dot products or calculus

**Advice to Teachers**
- Sketching should be emphasized
- Identify resolving of vectors and dot product vectors.
S475/1 SUBSIDIARY MATHEMATICS

Introduction

The paper comprises two sections; A and B.

Section A contains eight (08) compulsory short answer questions. Section B contains 6 extended answer questions. A candidate answers only four questions from this section. The questions are drawn from the areas of Pure Mathematics, with topics of Algebra, Trigonometry, Analysis, Matrices and Vectors. Others questions are from the area of Applied Mathematics in Mechanics, Probability and Statistics.

The paper was easier than that of the previous year, 2016. The UACE 2017 candidates performed better than those of the previous year.

Question Analysis

<table>
<thead>
<tr>
<th>Questions</th>
<th>Expected</th>
<th>Observation</th>
<th>Weaknesses</th>
<th>Way Forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qn. 1</td>
<td>Application of laws of logarithms</td>
<td>Very popular and fairly done</td>
<td>Candidates failed to apply the laws of logarithms</td>
<td>Teachers should emphasize laws of logarithms.</td>
</tr>
<tr>
<td>Qn. 2</td>
<td>Application of arrangements in probability</td>
<td>Popular but poorly done</td>
<td>Candidates lacked knowledge of arrangements.</td>
<td>Teach permutations &amp; combinations</td>
</tr>
<tr>
<td>Qn.3</td>
<td>Knowledge of magnitude of a vector and dot product</td>
<td>Very popular &amp; fairly done</td>
<td>Candidates lacked knowledge of dot product of vectors.</td>
<td>Emphasise the difference between cross product and dot product of vectors.</td>
</tr>
<tr>
<td>Qn.4</td>
<td>Calculation of weighted aggregate</td>
<td>Very popular and fairly done</td>
<td>Confused with weighted average.</td>
<td>Emphasize difference between weighted aggregate and average.</td>
</tr>
<tr>
<td>Qn.5</td>
<td>Application of integration</td>
<td>Popular but poorly done</td>
<td>Inability to Separate variables</td>
<td>Teach differential equations</td>
</tr>
<tr>
<td>Qn.6</td>
<td>Application of binomial distribution</td>
<td>Popular and fairly done</td>
<td>Candidates confused binomial with normal distribution.</td>
<td>Use adequate teaching Aids when teaching.</td>
</tr>
<tr>
<td>Qn.7</td>
<td>Solving simultaneous equations using matrix method</td>
<td>Very popular and well done</td>
<td>Failure to multiply matrices</td>
<td>Give more examples on problems of matrices</td>
</tr>
<tr>
<td>Qn.8</td>
<td>Calculation of work and power</td>
<td>Unpopular and poorly done</td>
<td>• Failure to relate the hypotenuse to the angle</td>
<td>Should try to teach mechanics.</td>
</tr>
<tr>
<td>Questions</td>
<td>Expected</td>
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</tbody>
</table>
| Qn. 9     | Grouping raw data and drawing an Ogive curve. | Very popular and well done | • Using inconvenient scales  
• Failure to make estimations from graph. | More revision exercises |
| Qn.10     | Application of integration and differentiation | Popular but poorly done | Failure to relate displacement, acceleration and velocity. | Should teach application of rates of change |
| Qn.11     | • Calculation of moving average.  
• Plotting and forecasting | Very popular and well done | • candidates failed to draw a line of best fit  
• using wrong scales  
• failure to plot  
• failure to draw trend line. | • Teachers should make more research on the topic and teach appropriately. |
| Qn. 12    | • Pythogras theorem  
• obtaining ratios of sineθ and cotθ | Popular and fairly done | Failure to form and solve quadratic equation in terms of sinθ. | Emphasize methods of solving quadratic equations. |
| Qn. 13    | Knowledge of continuous random variables | Very popular & well done | • Confused Continuous Random Variable with Discrete random variable.  
• failure to integrate the pdf | Give clear distinction between discrete and Continuous Random Variable. |
| Qn.14     | • Resolving forces  
• finding resultant of forces | Unpopular & poorly done. | • could not resolve forces  
• failure to use the cosine rule | • Teachers should teach mechanics.  
• Teach resolving forces. |
This paper consists of ten semi-structured questions. Candidates are required to answer five questions, including at least one, but not more than two from each of the sections A, B and C.

Performance of Candidates
Overall, the performance of the candidates was good compared to last year. The quality of work presented by the candidates this year was the same as that of last year and so were the performance scores. The most attempted questions were 1, 2, 5 and 9 and the least attempted were questions 4, 6 and 10. Candidates performed well in questions 1 and 2, and poorly in 6 and 8.

Analysis of Performance per Question

Question 1.
This question required knowledge, understanding and application of Newton's laws of motion and law of conservation of momentum.

Weaknesses of the Candidates:
- Failure to recall Newton's laws of motion
- Lack of understanding of the laws
- Inability to apply the laws to solve numerical problems

Advice to Teachers:
Thorough teaching of the laws with demonstrations so that the students can understand them.

Question 2.
The question tested the candidates' knowledge and understanding of circular motion and gravitation, and application in solving numerical problems.

Weaknesses of the Candidates:
- Failure to recall Kepler's Laws
- Inability to differentiate between rotation and revolution in defining parking orbit.

Advice to Teachers:
Demonstrate rotation and revolution using a globe or any similar object so that the students can understand the difference between the two.

Question 3.
The question tested the candidates' knowledge and understanding of Simple harmonic motion and energy changes. This question was very unpopular.

Weaknesses of the Candidates:
Lack of understanding of energy changes that occur when a ball is thrown upwards in the air and when a loud speaker is vibrating.
Advice to Teachers:
Demonstrate how energy changes occur when various objects are in motion or under operation

Question 4.
The question tested the candidates’ knowledge and understanding of mechanical properties of matter and surface tension. Tested also was the application of knowledge of surface tension in solving numerical problems. This question was unpopular.

Weaknesses of the Candidates:
- Failure to recall the definition of elastic deformation, plastic deformation and work hardening
- Interchanging graphs of stress-strain for a ductile material and rubber

Advice to Teachers:
- Teach both ductile materials and rubber
- Give correct definitions for elastic, plastic deformation and work hardening

Question 5.
Required was knowledge and understanding of thermometric properties and the operation of an optical pyrometer. Also tested was the application of the ideal gas equation in solving numerical problems.

Weaknesses of the Candidates:
- Inability to convert litres to m³
- Some candidates could not identify the specific value of thermometric property used in mercury glass thermometer.

Advice to Teachers:
Learners should be made to identify a particular value of the thermometric property used for a particular thermometer.

Question 6.
Required were knowledge and understanding of the behaviour of gases and what takes place during change of state. Tested also was the application of Boyle’s law to solve numerical problems. The question was unpopular.

Weaknesses of the Candidates
- Not knowing what takes place when a liquid is boiling
- Failure to interpret question 6(c) and 6(d).

Advice to Teachers
- Sketch the three curves for a real gas under compression (at critical temperature, above and below critical temperature) and explain all the curves
- Help students learn to analyse and interpret questions.
Question 7.

Required was knowledge and understanding of thermal conductivity and its application in solving numerical problems. Tested was also the understanding of greenhouse effect and its effect on the temperature of the earth.

Weaknesses of the Candidates:

- Lack of understanding of how convection takes place
- Confusing convection with conduction
- Failure to recall Newton’s law of cooling, and confusing it with cooling correction
- Greenhouse effect was a challenge. Many candidates lack the knowledge
- In 7(c)(ii) some candidates failed to state the correct units for temperature calculated as °C

Advice to Teachers:

- Note that conditions are very important when stating laws ("under forced convection" for the case of Newton’s 1st law of cooling is very important)
- Distinguish between the rate of temperature fall and rate of temperature loss
- Clearly differentiate between convection and conduction
- Teach mechanism of heat transfer
- Teach greenhouse effect and its contribution to global warming
- Help students learn units for various quantities

Question 8.

Required was knowledge and understanding of nuclear reactions.

Weaknesses of the Candidates:

- Inability to recall conditions for a nuclear reaction
- Failure to calculate the energy released during the nuclear decay
- Confusing radioisotopes with X-rays
- Not knowing graphical relationship between binding energy per nucleon and mass number.

Advice to Teachers:

- Give numerical examples and identify the units used for the energy released in nuclear decay
- Give more information on applications of radio isotopes
- Give correct graph of B.E/A against mass number(A)
- Clearly differentiate between radioisotopes and X-rays

Question 9.

Required was knowledge and understanding of the process of production of X-rays and its application.

Weaknesses of the candidates:

- Failure to explain energy changes in the production of X-rays
- Failure to handle the calculation in 9c(iii)
Advice to Teachers:
- Clearly differentiate between explaining a concept and describing when dealing with the production of X-rays.
- Make it clear to candidates the energy changes which occur in the X-ray tube. Note that the heat energy in the filament is not transformed into electrical energy.
- Give numerical exercises involving production of X-rays.

Question 10.
Required was knowledge and understanding of the atomic structures. The question was unpopular.

Weaknesses of the Candidates:
Failure to distinguish between the emission and absorption line spectra.

Advice to Teachers:
Clearly explain what happens during the two processes and teach atomic structure in general.

P510/2 PHYSICS
This paper consists of ten semi-structured questions. Candidates are required to answer five questions, taking at least one from each of the sections, A, B, C and D but not more than one from either section A or B.

Performance of Candidates
Overall, the performance of the candidates was good. The quality of work presented by the candidates this year was the same as that of last year, while the performance scores were better. The most attempted questions were 1, 3, 7 and 10. The least attempted was question 4. Candidates performed well in questions 1, 3 and 10, and poorly in questions 2, 4 and 6.

Analysis of Performance per Question

Question 1.
Required was knowledge and understanding of image formation by various mirrors.

Weaknesses of the candidates:
- Limited perspective of the images to the case in mirrors, that real images are formed in front of mirrors while virtual images are formed behind mirrors.
- Drawing ray diagrams for two parallel mirrors, rather than thick mirrors in (a)(ii). Some candidates did not show the repeated reflections and partial refractions to produce multiple images.
- In part (b), some candidates used \( \frac{u}{f} = \frac{1}{m+1} \) instead of \( \frac{u}{f} = m+1 \), where it was displacement of image given, then the reverse to determine object displacement.
- In part (c), while the formula was in relation with image formation in concave mirrors, many candidates used other optical components; convex mirrors and lenses, thus getting it all wrong.
Advice to Teachers: Address the issues highlighted above.

Question 2.
Required was knowledge and understanding of terms related to converging lens, formation of images by converging lens and determination of its focal length.

Weaknesses of the Candidates:
- Defining centre of curvature of a curved mirror instead of that of a converging lens
- In finding the power of the lens, many did not convert the focal length of 15cm to metres
- In part (d), many described the experiment with the lens removed from the tube. The displacement of the lens should have been deduced from the displacement of a particular end of the tube
- In (e) (i), many candidates took the 16cm to be the object distance
- In (e) (ii), many candidates did not get the formula right. Those who got the formula right substituted as if the final image was real.

Advice to Teachers:
- Encourage students to always analyse question well before attempting to answer
- In (d), displacement of one end of the tube is equal to the displacement of the lens.

Question 3.
Required was knowledge and understanding mechanical waves.

Weaknesses of the Candidates:
- Giving the general definitions of the terms amplitude and wavelength and not in the context of a wave
- In (b) (ii), some candidates used vibrations in pipes instead of strings
- In (c), some candidates took 512Hz to be the velocity of the wave, others failed to convert 1.2g to kg, and some used the fundamental note instead of the second overtone
- Many failed to state what determines the quality of a note
- In (e) some candidates varied mass instead of length while others either didn’t sound the tuning fork or pluck the string, when not using a paper rider on the string.

Advice to Teachers: Guide students on question interpretation

Question 4.
Required was knowledge and understanding of Young’s double slit experiment, formation of fringes in an air wedge and its’ application in solving numerical problems. The question was very unpopular.

Weaknesses of the Candidates:
- Lack of knowledge of the meaning of the term optical path.
- Shallow understanding of how interference pattern is formed in Young’s Experiment, many could not fully explain how interference pattern is formed. The candidates failed to relate variation of the fringe width with slit separation, and also failed to describe the appearance of the fringes due to white light.
- In (c) (i), failures to relate the geometrical path difference with the type of fringe formed, and explain that this is due to the phase change by reflection on the bottom slide.
- In (c) (ii), they failed to get the fringe width and relate it with the geometry of the wedge.

**Advice to Teachers:**

- Adequately teach waves and give students adequate practice in the related numerical problems

**Question 5.**

Required was knowledge and understanding the magnetic effect of an electric current.

**Weaknesses of the Candidates:**

- In (b), inability to recall the expressions for $B$ for a straight wire carrying current and force $F$ on straight conductor in a magnetic field
- In (c), some candidates did not discuss the action of forces on individual sides of the coil and the resultant effect. Others did not indicate the direction of current and magnetic fields, hence effect of action of the forces couldn’t be established
- In (c)(ii), candidates made derivation from equilibrium condition of torque yet it was experimental
- In (d), some candidates did not use uniform fields. Some failed because of wrong procedures in the experiment, or wrong analysis.

**Advice to Teachers**

Teach the topic and give some sample problems and solutions to help students learn the most fitting presentation.

**Question 6.**

Required was knowledge and understanding of force on current carrying conductor and the earth’s magnetic field. Also tested was their ability to apply the knowledge to solve numerical problems.

**Weaknesses of the Candidates.**

- In (a), many failed to show that $F = BIL$
- In (b)(i), many candidates failed to represent and discuss fully the earth’s magnetic field
- In (b)(ii), failure to interpret the interaction of the field due to the vertical wire on a horizontal magnetic field and hence representing the pattern
- In (c), many candidates did not know the expression for a magnetic field due to a circular coil. Some failed to see that the current $I = V/R$ in the expression $B = \mu_0 n I$ and so $V$ can be calculated.

**Advice to Teachers**

120
• In (a), it was important to assume that there was no resistance in the circuit and that the rod $CD$ was moving with constant speed or not moving, such that the supply p.d, $V = -\varepsilon$ and $\varepsilon I = F\nu$ implying $IBl\nu = F\nu$

• Teach the topic.

**Question 7.**

Required was knowledge and understanding electromagnetic induction and its’ application.

**Weaknesses of the Candidates:**

• In (b)(i), many candidates failed to write the expression for e.m.f induced $E = \omega NBAsin\omega t$. Some however, having failed to write the expression were able to list the factors required

• In (b)(ii), many candidates were not able to mention the structural modifications required for converting a.c. generator to d.c generator.

• In (c), many candidates were unable to explain what is observed when the switch is opened. Some simply started that the bulb would go off and did not give the reason why.

• In (e), many candidates were able to draw the thermocouple ammeter but failed to label it

**Advice to Teachers:**

• Note that in converting a.c generator to d.c generator, slip rings are replaced by commutators or slit rings such that they change contact with the carbon brushes after every half cycle.

• In (c), when the switch is opened, the bulb goes off because there is no current or the sparks appear across the switch contacts due to induced e.m.f between the contacts.

**Question 8.**

Required was knowledge and understanding of current electricity, specifically the law of conservation of current at a junction, arrangement of resistors in circuit, resistivity and application of Ohm’s law. The question was not popular.

**Weaknesses of the Candidates:**

• Failure to give the reason why current is greater in parallel arrangement compared to series

• Not knowing the expression of Ohm’s law and formulae for effective resistance in parallel and series

• Inability to derive equations $I = neAU$. Some candidates just stated it.

• In (d)(ii), in describing the experiment, some candidates drew wrong circuit diagram, in some cases with the voltmeter in series with the test wire.

**Advice to Teachers:**

• Note that the effective resistance in parallel is lower while that in series is higher. This result into larger current in parallel arrangement compared to series since $I = V/R$.

• The expression for Ohm’s law is $V = IR$ not $I = VR$. There is need for practice in determining currents in circuit network.
• Teach student the correct way of connecting voltmeter and ammeter in a circuit.
• Give students the opportunity to carry out practical work involving current electricity.

**Question 9.**

Required was knowledge and understanding of current electricity, specifically temperature coefficient of resistance and use of a meter bridge in comparing resistance and determining temperature coefficient of resistance. The question was not popular.

**Weaknesses of the Candidates**

• In ability to offer explanation in (a) (ii). Some candidates gave explanation in terms of electrons vibrating about their mean positions or colliding with atoms causing heating, whereas it is the effect of heat on resistance required.
• In (b) (i), some candidates treated it as a potentiometer such that \( p.d \propto l \) and \( R = KL \). For a meter bridge at balance, \( p.d \) across \( R_1 = p.d \) across \( l_1 \) such that \( I_1R_1 = I_2rl_1 \)
• Part (c)(i) was well answered but many could not answer part (ii).

**Advice to Teachers**

• Help students learn to interpret questions. In (a) (ii) candidates’ were to note that resistance of a metal increases with increase in temperature. Increase in temperature increases the amplitude of vibration of the atoms, thus reducing the mean free path for conduction electrons. Charge flow per second (or current) is reduced. This implies resistance has increased, hence the fractional change in resistance (temperature coefficient of resistance) being positive.
• Teach potentiometer and meter bridge and clearly bring out the difference in their principle of operation. Also give students experiments involving the use of the instruments.
• In (c) (ii), note that candidates were expected to observe that both materials have very low temperature coefficient of resistance, hence, their resistances hardly change for quite significant change in temperature.

**Question 10.**

Required was knowledge and understanding of production of small quantities of electric charge and their behaviour in electric field. Also tested was the knowledge and understanding of devices that store charge in electronic devices. This question was popular and many candidates performed well in it.

**Weaknesses of the Candidates:**

• In ability to integrate in part (a).
• In (b)(ii), some candidates failed to see that \( \varepsilon_r = \Phi'/\Phi_0 = C'/C_0 = \varepsilon/\varepsilon_0 \)
• In (d), some candidates explained what happens when a charged body is lowered in a hollow conductor instead of describing the experiment. Some got mixed up such that procedure, observation and inference violated the first law of electrostatics while others were able to give observations without interpretation.

**Advice to Teachers:** Address the areas of weaknesses.
P510/3 PHYSICS

This paper consists of three questions. Question 1 is compulsory. Questions 2 and 3 are optional and candidates are required to answer one.

Performance of Candidates

The overall performance of the candidates was good. Question 3 was the best done. Question 1 and 2 were poorly done. The most attempted question was question 2 and the least attempted was question 3.

The quality of work the candidates' presented this year was better than that of last year and so were their performance scores.

Analysis of Performance per Question

Question 1.

This was a compulsory question. Candidates were required to determine the constant K of a spiral spring.

They were to:

- Interpret the diagram for the set-up of the experiment and set it up.
- Follow instruction, manipulate the apparatus and perform the experiment.
- Generate data by taking measurements using a meter rule and a stop clock
- Present data in tabular and graphical form
- Manipulate the data and obtain the spring constant

Weaknesses of the Candidates:

- Failure by some candidates to complete the given task
- Not recording data to the level of accuracy of the measuring instrument
- Using wrong units and not writing symbols of units properly
- Poor Plotting of graph
- Use of inconvenient scales in graph work
- Failure to convert cm to m
- Poor round-off of figures
- Using symbols which were not given on the question paper and not defining them
- Poor handwriting

Advice to Teachers:

- Give regular practical work so that students can learn to take measurements using various instruments
- Teaching of theory should be linked up with practical work
- Give students practical work in all areas
• Teach students how to plot graphs
• Teach conversion of units

**Question 2.**

Candidates were required to determine the refractive index, \( \beta \), of a glass block using two methods. They were to:

- Interpret the diagram for the set-up of the experiment and set it up.
- Follow instruction, manipulate the apparatus and perform the experiment.
- Generate data by taking measurements using a meter rule, a protractor and vernier calipers
- Present data in tabular and graphical form
- Manipulate the data and obtain the refractive index of the glass block

**Weaknesses of the Candidates:**

- Poor writing of symbols of units
- Poor handwriting
- Interchanging symbols given in the question paper
- Poor use of the power of ten
- Poor plotting of graph
- Not recording data to the level of accuracy of the measuring instrument
- Wrong manipulation of data
- Use of inconvenient scales
- Failure by some candidates to complete the task

**Advice to Teachers:** As in question 1.

**Question 3.**

Candidates were required to determine the resistance, \( k \), of a resistor using a potentiometer. This question was less popular than question 2.

Candidates were required to:

- Interpret the circuit diagram for the set-up of the experiment and set it up.
- Follow instruction, manipulate the apparatus and perform the experiment.
- Generate data by taking measurements using a meter rule, potentiometer and ammeter
- Present data in tabular and graphical form
- Manipulate the data and obtain the resistance of the resistor provided

**Weaknesses of the Candidates:**

- Wrong writing of symbols of units
- Poor handwriting
- Poor plotting of graph
- Poor round-off of figures
• Failure to record data to the expected level of accuracy of the measuring instrument.
• Wrong manipulation of data
• Wrong use of the power of ten

Advice to Teachers: As in question 1.

P515/1 AGRICULTURE
The overall performance of candidates on the paper was generally fair.

Section A
This section was done by the majority. All questions were attempted because it is compulsory. The quality of performance and candidates were poorer compared to those of 2016.

Section B
Analysis of Questions

Question 31.
The candidates were required to:

a) define agroforestry – giving the meaning of:
b) describe ie detail what is involved in agro-forestry.
c) Identify the nature of agroforestry tree species.

It was compulsory and candidates had no choice.

Weakness of Candidates
Candidates generally lacked knowledge on a) and b) but majority performed well in part c).

Advice to Teachers: Ensure proper coverage and exposing learners to agroforestry practices.

Question 32.
The question required the following:

a) give the meaning of total efficiency of machines
b) give appropriate application to formulae for work done and efficiency of machines in calculations
c) show how efficiency can be practically improved in machines.

Popularity: Answered by all candidates since it was compulsory.

Weaknesses of Candidates:
• Most candidates just stated the formulae but could not use them appropriately
• Most candidates were careless with units e.g Joules NM percentage, converting mass into force, 1000 J= 1 KJ.

Advice to Teachers:
Fully teach simple machines and take students through simple calculations
Question 33.

Candidates were asked to:

a) State the difference between systematic and non-systematic herbicides.
b) Explain the consideration for selection of herbicides
c) Outline the measures taken to ensure that herbicides are effective.

Popularity: Answered by all candidates.

Weaknesses of Candidates:

Candidates generally lacked knowledge of the concepts and so performed poorly in part (a) but fairly performed in b) and c).

Advice to Teachers:

Proper coverage of the syllabus.

Question 34.

Required candidates to:

a) Give the meaning of the concepts; digestibility, digestible energy and crude protein as they apply to animal nutrition.
b) Give the characteristics of concentrate foods
c) Suggesting control measures for some nutritional disorders.

It was answered by all.

Weaknesses of Candidates

- Candidates generally lacked knowledge on animal nutrition.
- They could not explain the concepts used in animal nutrition and majority failed part (a)
- Fairly performed in part b) and c).

Advice to Teachers:

Ensure full syllabus coverage.

Question 35.

Required candidates to:

a) Suggest the challenge faced by farmers with fragmented pieces of land.
b) Showing the benefits of having ones land registered.

It was compulsory.

Weaknesses of Candidates
Few candidates lacked knowledge of the concept but the majority had good knowledge of it and generally performed well.

Advice to Teachers:

Encourage students to revise extensively.

Question 36.

Candidates were asked to:

a) give the meaning of a polyploid
b) show how polyploidy is applied in crop growing to improve quality
c) showing the importance of grafting in crops.

Candidates answered all questions since they had no option.

Weaknesses of Candidates:

Greatly lacked knowledge on polyploidy and so performed poorly in parts (a) and (b) but performed well in part (c).

Advice to Teachers:

Teach introductory science fully.

Question 37.

It required:

a) Stating the factors that can make a site suitable for a fish pond
b) Giving the routine practices in fish pond management.

Answered by all candidates and was performed very well.

Advice to Teachers:

- Encourage students to read more
- Establish fish ponds as school projects.

P515/2 AGRICULTURE - PRINCIPLES AND PRACTICES

The paper was comparable to that of 2016 with a slight difference in performance.

Question Analysis

Section A – Compulsory

It was well done by some few candidates scoring 15/20 and above failed by many scoring 05/20 and below.

Candidates’ weakness: Was on question approach.

Question 1.

Required candidates to give the difference between macro and micro nutrients.
In 1(a) some candidates would define the two terms, yet the question required them to differentiate between the two terms.

1(c) required an account for the difference in the mineral content of the two varieties. Candidates were comparing the two varieties instead of accounting for the differences.

1(e) defeated most candidates as they were giving how to feed the pastures to animals eg. using variety A with molasses.

**Section B: Crop Production**

Consists of two questions; one and two; the two questions were equally attempted but question 2 was done better.

**Question 2.**

Required candidates to differentiate between soil texture and soil structure. and to explain how soil structure can be destroyed.

a) Candidates had a problem with differentiating;

b) Points on how soil structure can be destroyed were not well explained. eg. “continuous cultivation” statement only, without explaining how it destroys soil structure. Thus, “continuous cultivation leads to rapid breakdown or organic matter that binds soil particles.

**Question 3.**

Required candidates to discuss the effects of weeds on crop production.

**of candidates:**

a) Failure to relate the effects of weeds to crop production eg. weeds block navigation channels. The question was demanding both negative and positive effects but most candidates were looking at the negative side only.

b) Some candidates did not understand the question and gave practices of controlling weeds. Others gave practices without explaining them.

c) Some candidates gave reasons basing on the farmers inability to control weeds.

**Section C: Animal Production**

The section had question 4 and question 5. The two questions balanced in popularity but Question 5 was done better than question 4 with a good number of candidates scoring 20/20....pp

**Question 4.**

Expected candidates to describe the requirements of a good deep litter house.

**Weaknesses of Candidates:**

a) Candidates gave few points.
b) The requirements were not properly described eg. deep litter house should have a leak-proof roof instead of a leak “proof roof” to avoid wetting the litter and birds.

**Question 5.**

**Weaknesses of Candidates:**

a) Poor approach to the question. The responses were more of defining.
b) Few measures raised on how to maintain a high breading efficiency in a herd.

**Section D - Agricultural Engineering**

Comprised question 6 and question 7. Question 6 was more popular and even better done than question 6.

**Weaknesses of Candidates:**

- Some candidates were explaining the importance of building s generally
- Few precautions raised
- Few problems raised

**Section E - Agricultural Economics**

Consists of Questions 8 and Question 9. Question 8 was more popular and among the best done number. However it was observed that the very good candidates attempted question 9 and passed it well.

Question 8 b) Few measures were raised.

**Question 9:**

**Weaknesses of Candidates:**

a) Failure to define agricultural development
b) Few roles raised
c) Lack of knowledge on extension workers.

**General Observations**

The examiners pointed out the following weaknesses in the candidate:

- Failure to read questions carefully leading to wrong interpretations.
- Inadequate syllabus coverage eg question 9 was not popular because it comes at the end of economics which is the last section of the syllabus.
- Lack of knowledge due to poor reading candidates do not read exhaustively and so are not able to discuss/explain points.
- Poor choice of questions
- Poor question answering techniques
- Lack of practical skills clearly shown in qtn. 3 and qtn. 4.
- Poor handwriting
- Language problems – some candidates could not write correct English sentences.
- Poor arrangement of work eg. qtn 2a) and 2b) are on page 1 then 2c) is on page 8 with no indication to direct the examiner leading to leaving work unmarked.
Advice to Teachers:

- Proper syllabus coverage.
- More emphasis on practical areas
- Give students a lot of practice on question answering techniques using standard questions with proper phrasing
- Mind language and handwriting skills in the course of teaching.
- Train students in examination techniques (like writing names, index numbers, numbering questions, arranging answers etc.
- Go for refresher courses to match the era of rapid change.

P515/3 AGRICULTURE - PRINCIPLES AND PRACTICES

Question Analysis

Question 1.
The question required Functions and applications of some livestock tools, equipment and their maintenance.

Weaknesses of Candidates - Some candidates failed to:

- Use technical terms
- Describe the procedures in/of using the equipment in a proper sequence.

Advice to Teachers:

Expose students to farm tools & equipment regularly.

Question 2.
Candidates were required to describe features of adaptation of tilapia and procedures of harvesting fish.

Weaknesses of Candidates:

Many lacked the knowledge of practical application of the specimens.

Advice to Teachers:

Visit to fish farmers for practical knowledge.

Question 3.
Demanded the knowledge of soil samples and calculations of bulk density.

Weaknesses of Candidates: Some candidates lacked measuring skills and had low subject matter.

Advice to Teachers: Emphasize practical approach.

Question 4.
Was testing for ions in a fertilizer.

Weaknesses of Candidates:
Most candidates did not have the knowledge of testing for ions in fertilizers.
Advice to Teachers:
- Teachers should carry out tests.
- Do experiments regularly.

Question 5.
Required the description of the states of the given specimens and the method of extraction of honey from the honey combs.

Weaknesses of Candidates
- Candidates failed to interpret the demands of the question.
- Some specimens were interchanged.

Advice to Teachers
- Emphasize on practicals
- Proper labelling of specimens using stickers
- Visit bee farms.

P525/1 CHEMISTRY
This paper consists of two sections, A and B. Section A consists of 9 compulsory structured questions Section B consists of 8 semi structured questions of which candidates are required to answer six questions.

Performance
Overall, the performance of the candidates was good compared to last year. The quality of work the candidates presented this year was the same as that of last year and although their performance scores are poorer. Performance was good in questions 1, 2, 4, 7, 8, 10 and14, and poor in 3, 8, 9 and 15. The most attempted questions were 10,11,12,13, 14, 15 and17. The least attempted were 12 and 16. Physical chemistry questions were best done followed by inorganic and lastly organic questions.

Analysis of Performance in some selected questions

Question 1.
Required was candidates’ knowledge and understanding of nuclear reactions.

Weaknesses of the candidates: Failure to recognize that a positron exists

Advice to Teachers: Expose students to nuclear reactions and make them use Periodic Tables regularly.

Question 2.
Required was candidates’ knowledge and understanding of use of diffusion in the determination of molecular formula Also tested was the application of the reaction of organic compounds in synthesis of other organic compounds.

Weaknesses of the candidates: Lack of consistency in substitution of values in a written expression

Advice to Teachers:
- Give students variety of questions that involve both aspects
• Make students aware of the use of expressions involving both time and rate in calculations.

**Question 5.**
Tested was the candidates’ knowledge and understanding of polymers and polymerization processes.

**Weaknesses of the Candidates:**
• Failure to establish correct formulae of the monomers of nylon-6,6 as they involved wrong connection of bonds.
• Failure to state correct application of natural polymer named.

**Advice to Teachers:**
• Encourage students to read widely so as to expose themselves to several examples of polymers.

**Question 6.**
Tested was the candidates’ knowledge and understanding of the chemistry of chromium and its compounds.

**Weaknesses of the Candidates:**
• Failure to state the observable changes that occur during the reaction between magnesium and chromium (III) ions.
• Failure to write correct balanced equations for the reactions.

**Advice to Teachers**
• Teach the chemistry of chromium and cover reaction reactions involving hydrolysis. writing equations that take place
• Help students learn to write and balance chemical equations. Individual equations can be written first and later overall equations for the reactions.

**Question 13.**
Tested was the candidates’ knowledge and understanding of structures and shapes of molecules and ions. Tested also was their understanding of the reaction of boron trifluoride, sodium chlorate (V) and tin(II) chloride.

**Weaknesses of the Candidates**
• Failure to establish the correct structures and bonds connecting in the different species
• Failure to balance the redox equations.

**Advice to Teachers**
• Several species involving ions and molecules should be exposed to candidates
• Bonds in the structures should be properly connected
More questions on redox equations should be practiced

Question 15.

Tested was the candidates’ knowledge and understanding of reactions of the different organic functional groups.

Weaknesses of the Candidates:

- Giving more answers than what is required
- Misinterpreting questions and thus giving wrong answers
- Failure to write correct corresponding equations.

Advice to Teachers:

- Teach the basic concepts of every topic in organic chemistry starting with identifying functional groups in each class.

Question 16.

Tested was the candidates’ knowledge and understanding of the processes of extracting copper from its ores.

Weaknesses of the Candidates

- Candidates appear to have memorized the processes but do not possess a clear understanding of the processes.
- The term “Refining” was not well understood by many candidates.

Advice to Teachers:

Exhaust the entire topic and give clear understanding of the processes involved in metal extraction.

P525/2 CHEMISTRY

This paper consists of two sections, A and B. Section A consists of 4 semi structured questions of which candidates are to answer three. Section B also consists of 4 semi structured questions of which candidates are required to answer two questions.

Performance

Overall, the performance of the candidates was good compared to last year. The quality of work the candidates presented this year was poorer compared to that of last year and so are the performance scores. Performance was good in questions 4, 6 and 8, and poor in 2 (a) & (b), 3(a) (ii), 4(c) and 7. These are questions that tested the candidates understanding of the concepts. The most attempted questions were 1, 3, 4 and 8. The least attempted was question 7.

Analysis of Performance per Question

Question 1.

Required was knowledge and understanding of rates of reactions. Candidates were required to recall factors that affect rate of a chemical reaction, experimental determination of rate of decomposition of hydrogen peroxide and use graphical method to determine order and rate constant of a reaction.
Weaknesses of the Candidates:

- Not knowing factors that affect rates of reactions
- Describing experiments to determine order of reaction instead of rate of decomposition. Some candidates described totally unrelated experiments.
- Poor mathematical skills. Many candidates failed to do the calculations.
- Failure to deduce the order of the reaction from the graph.
- Poor skills of plotting graphs. Many candidates reversed the axes of the graph.

Advice to Teachers:

- Incorporate practical's in teaching chemical kinetics.
- Teach the students how to plot and interpret graphs. Also test the skills often.
- Help students learn how to interpret questions.
- Always revise with the students the mathematical skills needed for a particular concept before introducing it.

Question 2.

Required was knowledge and understanding of the chemistry of some elements of Period 3 of the Periodic Table. They were specifically required to recall the structure of the oxides of magnesium, silicon and sulphur, state how the nature of the oxides vary across the Period and give reasons for the variation. Also tested was their understanding of the reactions of acidic, basic and amphoteric oxides.

Weaknesses of the Candidates:

- Confusing structures with molecular shapes.
- Failure to balance the chemical equations.
- Failure to relate nature with acid or basic properties.
- Lack of practical experience made some candidates fail to give correct observations when Sulphur dioxide is bubbled through potassium dichromate (VI) solution. Some candidates confused potassium dichromate (VI) with potassium manganate (VII).

Advice to Teachers:

- Content coverage should be as the syllabus requires.
- Help students learn how to write and balance chemical equations.
- Practical approach in teaching is recommended.

Question 3.

Required was knowledge and understanding of the chemistry of buffer solutions and their applications.

Weaknesses of the Candidates:

- Failure to recall the meaning of the term buffer.
Confusing acidic buffer with a basic buffer
Failure to write equations involved in the maintenance of pH
Failure to recall and apply the equation \( \text{pH} = \text{pK}_a + \log_{10} \frac{[\text{salt}]}{[\text{acid}]} \) to the mole ratio of salt and acid that can be mixed to produce the required buffer.

**Advice to Teachers:**

- Teach students how to derive the formula for the pH of both acidic and basic buffer rather than cramming
- Use of chemical formulae in descriptions are not allowed, except when writing equation
- Use of reversible arrows when writing equations for reversible reactions.
- Use square brackets to represent concentrations in mole per litre not the ordinary brackets
- Able to calculate \([H^+]\) and \(K_a\) when given \(\text{PH}\) and \(\text{pK}_a\) values

**Question 4.**

Required was knowledge and understanding the chemistry alkanes, halo-alkanes, alkenes, alkynes and alcohols.

**Weaknesses of the Candidates:**

- Inability to convert IUPAC names into structural formulae
- Wrong movement of arrows in writing mechanisms of reactions
- Wrong intermediates in writing equations for synthesis and mechanism of reactions
- Lack of knowledge of the mechanism of esterification
- Wrong spelling of names of reagents and technical terms

**Advice to Teachers:**

- Emphasise IUPAC naming of organic compounds
- Help students learn correct spelling of names of reagents and common chemistry technical terms.
- Integrate practical work in the teaching of theory.
- Help students learn how to write mechanisms of reactions
- Teach the mechanism of esterification for it required by the syllabus.

**Question 5.**

Required was knowledge and understanding of the behavior of solutions that obey Raoult’s law and those that deviates from it. Also required was application of Raoult’s law in solving numerical problems.

**Weaknesses of the Candidates:**

- Inability to explain positive/negative deviation in terms of inter-molecular forces
- Failure to interpret the given data and use it to draw the required graph.
- Confusing azeotropic mixture with eutectic mixture

**Advice to Teachers:**

- Explain positive/negative deviation in terms of inter-molecular forces
Help students learn to interpret data and translate them into graphs.
Complete syllabus early enough to give students time to internalize what has been taught.
Clearly bring out the difference between azeotropic mixture and eutectic mixture

**Question 6.**

Required was knowledge and understanding of the process of extracting iron from its ores and the chemistry of iron and its compounds.

**Weaknesses of the Candidates:**

- Writing unbalanced equations
- Describing extraction of iron from hematite (iron(III) oxide) instead of from spathic iron ore (iron(II) carbonate)
- Failure to state the appropriate conditions in the preparation of anhydrous iron(II) chloride and iron(III) chloride
- Lack of knowledge of the effect of potassium thiocyanate (KSCN) on a solution containing iron(II) and iron(III) ions.

**Advice to Teachers:**

- Teach extraction of iron from its various ores
- In the preparation of the salts explain the conditions needed
- Practical approach is required to show the difference in the reactions of iron(II) ions and iron(III) ions

**Question 7.**

Required was knowledge and understanding of some selected reactions. They were required to give detailed explanation to some observations. This was the least attempted question.

**Weakness of the Candidates:** Lack of understanding of the chemistry of the compounds

**Advice to Teachers:**

- Explain phenomena and observations. Give the chemical reactions where possible
- Include this type of questions in your school assessment to help students understand many concepts

**Question 8.**

Required was knowledge and understanding the reactions of benzene and ethanol.

**Weaknesses of the Candidates:**

- Inability to write the chemical formulae of the organic compounds from the given names
- Not knowing the conditions for the various reactions
- Not knowing the reaction that takes place and hence failing to give the products of the reactions

**Advice to Teachers:**
• Practical approach in teaching is recommended
• Teach nomenclature of organic compounds
• Encourage use of text books and not pamphlets

P525/3 CHEMISTRY PRACTICAL
The paper consists of three compulsory questions, one quantitative analysis, one inorganic qualitative analysis and one organic qualitative analysis.

Performance
The overall performance of candidates on the paper was good. Question 1 was the best done and the worst done was question 3.

The quality of work the candidates presented this year is poorer than that of last year and so were their performance scores.

Question 1.
Candidates were required to determine the order of the reaction between iodine and propanone by following the rate of the reaction through titrating the remaining iodine after a given time interval with sodium thiosulphate. Specific skills tested were:

• Take measurements using measuring cylinder, pipette, burette and a clock.
• Manipulation of the apparatus and performing the experiment
• Application of knowledge to practical situations
• Making and recording readings accurately
• Presentation of data in graphical form
• Interpretation of graphical data and hence drawing conclusions from the observations made.

Weaknesses of the Candidates
• Inability to internalize the instructions and perform the experiment as required
• Failure to record burette readings in the table to the required decimal place.
• Poor mathematical skills resulting into wrong subtraction of the burette readings
• Poor graph plotting skills. Many candidates had difficulty in obtaining a suitable scale for plotting
• Entering data in pencil

Advice to Teachers:
• Integrate the teaching of practical's with theory
• Let students know that burette readings are recorded to two decimal places
• Help students improve on their mathematical skills
• Teach students how to select suitable and convenient scale and plotting of graphs generally
• Let students know that any work done in pencil with the exception of drawings are not marked.

Question 2.
Candidates were required to analyse and identify the cations (NH$_4^+$, Ni$^{2+}$ and Zn$^{2+}$) and anion (SO$_4^{2-}$) in an inorganic substance Q.

Specific skills tested were:

- Manipulation of the apparatus and performing the experiment
- Application of knowledge to practical situations
- Making and recording observations accurately
- Drawing conclusions from observations made

Weaknesses of the Candidates:

- Wrong spellings of names of reagents and technical terms like precipitate, dissolves, etc.
- Wrong formulae of ions e.g. SO$_4^{2-}$ (wrong charges on ions and wrong symbols).
- Poor presentation of observations and deductions
- Not knowing what they are doing.

Advice to Teachers:

- Expose students to a lot of practice on inorganic qualitative analysis to get acquainted to writing correct observations, deductions and formulae.
- Emphasise correct spelling of technical terms and names of reagents.
- Integrate the teaching of practical's with theory

Question 3.

Candidates were required to analyse and identify the nature of the organic compound G (A primary aromatic alcohol).

Specific skills tested were:

- Manipulation of the apparatus and performing the experiment
- Application of knowledge to practical situations i.e. identifications of functional groups
- Making and recording observations accurately
- Drawing conclusions from observations made.

Weaknesses of the Candidates:

- Lack of knowledge of tests used to confirm particular functional groups. Many of the candidates were able to identify the compound as aromatic but failed to identify the functional group in the compound.
- Inability to make correct deductions from the observations.
- Wrong spellings of technical terms.
- Lack of knowledge of the purpose and idea behind certain tests.

Advice to Teachers:

- Teach organic reactions practically
• Endeavour to write technical terms and names of reagents in full for the students to get acquainted with correct spellings. Avoid use of abbreviations
• Help students learn to identify the objectives of a particular test and how to present their observations and deductions.

P530/1 BIOLOGY

Section A
Comprises 40 Multiple Choice Questions (MCQs), all compulsory. The questions tested for knowledge, comprehension and application of the questions tested for knowledge, comprehension and application of basic concepts in Biology. They were simple and clear. Many candidates scored good marks; highest was $\frac{39}{40}$.

Section B

Analysis of Questions

Question 41.
This question required candidates to explain the role of consumers and producers in the carbon cycle and to give reasons why all the carbon is not accessible to herbivores.

Candidates’ Weaknesses:
• Lack of knowledge of the carbon cycle
• Failure to distinguish terminology like death/decay digestion, egestion, excreta etc.

Advice to Teachers:
• Ensure comprehension of basic terms
• Encourage practical approach to teaching.
• Teach nutrient cycles adequately

Question 42.
This question required candidates to give similarities and differences on the effect of temperature on the rate of photosynthesis and respiration and then explain their effect.

Candidates’ Weaknesses:
• Lack of critical analysis of data
• failure to compare the two processes
• A number of students confused Co₂ uptake and production
• There was misuse of the terms activation, denaturation/deactivation/destroy in relation to enzyme activity.
Advice to Teachers:
- Expose students to data interpretation challenges
- Emphasize usage of appropriate terminology.

Question 43.
This question required candidates to:
(i) State a function of synapses
(ii) Explain how calcium ions enter a neurone and describe events which occur as a result of entry of ca$^{2+}$ to cause depolarisation.
(iii) Explain the role of cholinesterase.

Candidates’ Weaknesses:
- A number lacked knowledge about functioning of a synapse
- Use of inappropriate language e.g. stimulus vis-à-vis impulse, seminal vesicle for synaptic vesicle, vessels for vesicles, active sites/receptor sites, destroying for hydrolysis, acetyl choline for cholinesterase.
- Spelling errors of biological phenomena.

Advice to Teachers:
- Emphasize sequence of events in biological processes
- Adequate syllabus coverage.

Question 44.
This question required candidates to study a graph of the relationship between a pest and its control agent and:
(i) With a reason identify the organisms
(ii) Explain changes in the population of the two organisms as shown by the graph

Candidates’ Weaknesses:
- Lack of knowledge of biological control
- Failure to interpret the graph
- Same looked at it as a predator-prey relationship

Advice to Teachers:
- Expose learners to data response questions
- Adequate syllabus coverage
- There is need to teach using relevant examples
- Use CAL in delivery of concepts
- Emphasize comprehension of facts.

Question 45.
This question required candidates to:

(i) Explain how changes in solute potential of a cell affect its turgidity
(ii) Calculate the water potential gradient between a cell and a sucrose solution given some information and determine one direction of water flow.
(iii) Differentiate between plasmolysis and wilting.

Weaknesses of candidates:

- Lack of knowledge of our plant-water relations
- Misuse of symbols and terminology like water potential, solute potential, crenation, hypertonic/hypotonic
- Lack of basic mathematical skills

Advice to Teachers:

- Ensure adequate syllabus coverage.
- Emphasize distinction & meaning of related phenomena
- Encourage usage of text books by students.

Question 46.

This question required candidates to study a graph of the oxygen dissociation curve of a carp and a mackerel and then:

(i) Describe how percentage saturation changes with oxygen partial pressure
(ii) Explain the changes in the percentage saturation of the two species.

Candidates' Weaknesses:

- Poor interpretation of the graph
- Lack of knowledge of oxygen dissociation curves
- Failure to link data to the ecology of organism

Advice to Teachers:

- Encourage comprehension of facts
- Encourage usage of text books for better exposure of students
- Expose students to related data.

P530/2 BIOLOGY

Performance of Candidates

Generally the paper was well balanced with both zoological and botanical questions set. Comparable to previous year. Highest mark of 76%. Most candidates scored 50's, with lowest mark zero.

Question 1.
Required describing growth pattern shown by thymus, brain and reproductive organs, explaining growth patterns, comparing mean growth patterns of boys and girls explaining the relationship between size attained and mean growth rates.

Tested: Observation skills, Analysis, interpretation of data, application and synthesis.

**Weaknesses of Candidates:**

Lack of critical analysis of graphical work and failure to compare graphs.

**Advice to Teachers:**

Discuss and brainstorm more on graphical and other such data.

**Question 2.**

Required distinguishing between tropic and reflex responses explain how tropisms occur in relation to auxin concentration, and describe the role of hormones in plants.

Tested: comprehension, synthesis and application.

**Weaknesses of Candidates:**

Failure to explain how tropisms occur in shoots and roots couldn’t distinguish between effect in shoots and roots.

**Advice to Teachers:**

Teachers should encourage students to read more text books.

**Question 3.**

Required definition of greenhouse effect and eutrophication, explain how humans have contributed to increased greenhouse effect and suggest practical remedies to greenhouse problem.

**Weaknesses of Candidates:**

- Failure to explain how greenhouse effect has contributed to global warming
- Confusing global warming with pollution.

**Advice to Teachers:**

Need to differentiate terms: absorption, radiation and reflection of waves; pollution and global warming.

**Question 4.**

Required definitions of sex determination working out possible genotypes of a cross whose parents have 3 sons normal and one son haemophiliac.

Tested: knowledge and comprehension

**Candidates’ Weaknesses:**

- Failure to properly state alleles.
- Proper use of conventional symbols eg. Y and y.
Failure to carry out proper crosses, sex linkage and sickle cell anaemia.

**Advice to Teachers:** More practice on crosses.

**Question 5.**

Required differentiating between learned and instinctive behaviour importance of imprinting, habituation and associative learning

Tested: Comprehension.

**Weaknesses of Candidates:**

- Inadequate knowledge and interpretation of questions.
- Confusing associative behaviour with social behaviour.

**Advice to Teachers:**

More discussion and more research for both students and teachers

**Question 6.**

Required classifying enzymes basing on types of reactions they catalyse explain how competitive and non-competitive inhibition of enzymes occurs and importance of enzymes inhibition.

**Candidates’ Weaknesses:**

- Enzymes classified according to sub substrate and not type of reaction,
- Lack of understanding how enzymes inhibit reactions and importance of enzymes inhibition

**Advice to Teachers:**

Discuss more on importance of enzyme inhibition.

**P530/3 BIOLOGY (PRACTICAL)**

**Performance of the Candidates**

The overall performance of candidates on the paper was poor. Question 2 was well done while poorly done number was question 3. All questions were compulsory.

**Analysis of Questions**

**Question 1.**

Required:

- Recall of knowledge eg. Classification, comprehension.
- Ability to follow instructions accurately
- Ability to manipulate available apparatus to discover what the question required ability to make accurate practical observations
- Ability to draw accurately.

**Weakness of Candidates**
• Poor drawing skills
• Failure to follow instructions
• Failure to dissect specimen.
• Failure to follow guidelines for making good biological drawings eg., frames, label lines in ink etc.

Advice to Teachers

• Ensure specimens are available for enough practice by rearing rats/rabbits
• Students should be discouraged from making drawings without dissection.
• expose students to dissection early (S.5)

Question 2.

Required:

• Ability to follow instructions
• Ability to measure volumes accurately
• Ability to use cork borer/manipulate tools.
• Ability to represent data graphically
• Ability to explain results
• Ability to predict the water potential (HOT)

Weaknesses of Candidates:

• Failure to understand and follow the procedures
• Some had challenge of calculating change in volume despite formular being given
• Poorly drawn histogram
• Some lacked knowledge on histogram drawing
• Some failed to plot negative values
• Some failed to get proper scale for histogram
• Failure to use technical terms
• Failure in mathematical skills
• Failure to analyse graph
• Confusion of terms; osmotic potential, water potential, pressure potential,

Advice to Teachers:

• Teachers should do practicals using different practical apparatus and data manipulation skills
• Train learners to make accurate, measurements.
• Do practicals that cover the entire syllabus.

Question 3.

Required:

• Ability to observe structures on specimen
• Drawing skills
Description of structures
Manipulating laboratory equipment
Comparison skills
Construction of dichotomous key.

Weaknesses of Candidates:

- Failure to interpret questions eg., candidates stated structures present other than describing them.
- Failure to obtain magnification of the drawing
- Inability to construct the dichotomous key.

Advice to Teachers:

- Teachers should expose students to microscopy more often to make them more familiar with its usage.
- Emphasise observation and drawing skills especially from original specimens.
- Practice on dichotomous Key construction.

P615/1 NATURE AND STILL LIFE

Two alternatives were set and the examination paper had three options in total; Alternative A had two options ie Nature while Alternative B had one task i.e. still life.
The most attempted was Alternative B. Least attempted was Alternative A (i).

Requirements:

Alternative A(i)
Candidates were expected to show perspective and the distance of the path between the two buildings, alongside other elements and principles of drawing.

Weaknesses of Candidates:

- Some candidates were unable to draw and show the effect of both linear and aerial perspectives by use of lines, tones and colour.
- Other candidates could not draw straight lines with free hand.

Advice to Teachers
Emphasize perspectives while teaching landscapes and show candidates how lines can help in illustrating perspectives.

Alternative A(i)
Required candidates to demonstrate knowledge and practice of: structure, forms, shape, texture, patterns (on the jackfruit and leaves), principle of growth, tones, value and observation skills and use of materials (Like pencil, colour and paper etc.).

Weaknesses of Candidates

- Some candidates’ observation skills were found wanting as they were discovered to have drawn from imagination or from quick but not critical observations.
- Some candidates could not easily execute balanced tones and effects of textures.
• Drawing uniform patterns of textures was also a challenge.

Advice to Teachers
Teach critical observation skills and also enhance learners understanding of patterns by using colour alongside pencils. Candidates should be exposed to the use of several media.

Alternative B
Tested candidates’ mastery of composition, drawing forms and structures, use of elements and principles, use of materials and tools and generally the candidates’ skills of finish. It also tested observation skills. Some objects like the ladle required foreshortening skills and mastery of patterns.

Weaknesses of Candidates
• Variations in textures were not accurately done on the several drawings of specimens.
• There was failure on the side of some candidates to apply foreshortening. Some candidates had serious problems with composition arrangement on the surfaces they worked on, while others were simply imaginative instead of working from critical observation.
• There was failure to execute patterns on the basket and the cabbage.
• Some candidates produced ‘floating’ compositions/drawings. They were not settled.

Advice to Teachers
Demonstrations, symposiums and exhibitions help the candidates to study use of methods and techniques, materials and tools and candidates need to be given enough hands-on experience.

P615/2 ART: LIVING PERSON AND IMAGINATIVE COMPOSITION
Two alternatives were set as required by the syllabus. Thus Alternative A and Alternative B. Alternative A had 2 options i.e:
• Alt A (i) Full Figure
• Alt A (ii) Head including Torso

The above 2 Options fall in Alternative A i.e Living person. Alternative B had eight tasks falling under Original Imaginative Composition.

Alternative A option (ii) and Alternative Nos. 1 and 8 were most attempted. Alternative A option (i) and No. 4 in alternative B were least attempted

Requirements for Alternative A options (i) and (ii). The candidates were required to:
• Critically study the model by observation
• Lay emphasis on anatomy, drapery, foreshortening, pose, use of colour, tone, textural variations, effective study of structures and proportions and proper use of space.

Candidates’ Weaknesses
Candidates’ work exhibited weaknesses in:
• preparation and use of wet media (colours/painting)
• Improper studies of tone, texture, proportions, body structures, poses drapery and there was lack of mastery in anatomic studies.
• Many candidates did not do well in foreshortening.
**Advice to Teachers**

Candidates need to study the living person regularly and they should do it with critical studies of observation on a live model.

**Requirements for Alternative B.**

The tasks majorly required candidates to exhibit their full ability in being creative and yet original. Copying and tracing were not part of the requirements. Other requirements included:

- ability to put up a pictorial story
- ability to compose
- effectiveness in communication
- ability to organize
- exhibition of mastery of use of media i.e colour
- candidates’ ability to show mood, drama and environment in their stories.
- candidates’ ability to characterize, (major and minor).
- candidates’ ability to memorize
- candidates’ ability of putting together multiple structures of the human being, other natural and artificial figures
- proper use of other elements and principles of composition.

**Candidates’ Weaknesses:**

- human figure drawing/painting was a major problem
- candidates’ works showed deficiencies in creation of order, composition and arrangement of their stories.
- there were challenges in interpretation of instructions.
- expression of mood and environment teased many candidates
- there was also a problem of many candidates failing to show drama in their works – not creative.
- some candidates were not original and instead did trace their compositions

**Advice to Teachers**

- Train candidates to master figure drawing, use of colours and they should regularly do their practice on several topics.
- Teachers need to teach candidates the major purpose of the paper i.e, developing the original and creative potential and therefore to warn candidates against tracing or copying of any sort.
- They also should emphasise the use of media (colour) and should train candidates in using several types of colour/paints for composition.

**P615/3 GRAPHIC DESIGN (CRAFT A)**

Four tasks were set as is required by the syllabus.

Task 1 was a calendar

Task 2 was a logo
Task 3 was a package design

Task 4 was Calligraphy

Candidates were expected to take on only one task from the four (4), Nos. 1, 2, and 4 were well done. No. 3 was not well done.

**Requirements:**

**Question No. 1. Calendar**

Required of candidates was knowledge and practice of:

- Lay out designs
- Creativity and originality
- Ability to compose
- Showing functionality in design.
- Colour use, balance contrast, boldness
- Precision and simplicity of design
- Use of space (28 cm x 35 cm) as given in the instructions
- Legibility.

**Weaknesses - candidates had challenges with:**

- Creativity and originality
- Legibility, boldness and precision of characters and caption
- Composition and arrangement
- Setting border designs and using suiting illustrations was a bigger challenge for many candidates.

**Advice to Teacher**

- Teach properly the principles of letter construction and font designs.
- Teach candidates how to generate illustrations and border designs dependent on the message being communicated.

**Question No. 2 – Logo Design**

Candidates were expected to show:

- Knowledge of logo designs and uses of logos
- Principles of Logo design making
- Use of and construction of letter characters
- Simplicity of letters and production of communicative symbols
- Techniques of production,
- Legibility, precisions and clear contrasts.

**Candidates’ Weaknesses:**

- Some candidates could not differentiate between a logo and a trademark in their designs (misinterpretation)
• Some candidates failed to adhere to proper use of space.
• Many candidates could not give matching illustrations.

Advice to Teachers:
• Give a clear distinction between a logo and a trade mark by design, purpose and techniques of production while teaching.
• They should also endeavor to demonstrate to learners how to generate befitting illustrations dependent on the purpose of design and the message in the instructions of the task.

Question No. 3 – Package Design

Required candidates to show:
• Creativity and originality of design
• Composition and layout
• Letters (fonts) and their creative construction and use.
• Legibility, precisions and contrasts of both design and color
• Proper use of space.

Weaknesses of Candidates

Many candidates could not differentiate between a label, trademark and a package design.

Advice to Teachers

When teaching, give candidates clear differences between labels, logos, and trademarks against package designs. They should give students differentiating characteristics and purpose of these designs.

Question No. 4 – Calligraphy

Candidates were required to exhibit competence in:
• Organisation and layout
• Legibility and letter construction (Letter rendering skills)
• Suiting border decoration/design
• Colour distribution
• Personal quality and skills (Uniqueness in apprenticeship)
• Use of space
• Proper punctuation.

Candidates’ Weaknesses

The (candidates) had problems with:
• Letter rendering/precision/boldness
• Uniformity of characters used
• Legibility of characters and words
• Stability of the text.
• Border designs: some candidates did border decorations with meanings far from the text (or they were not related at all to the message) and suitability went missing.

Advice to Teachers

• Emphasise letter construction/rendering, boldness and precisions of these designs.
• Ensure that letters are constructed on scale and if they are creatively drawn, then consistence of design should be emphasized.
• Teach candidates how to generate illustrations and border designs dependent on the message being communicated.

P615/4 STUDIO TECHNOLOGY (THEORY)
This paper had ten compulsory questions (examination items). The major requirements of the examination are based on materials used, tools applicable, methods/techniques of crafts production, functionality/uses of crafts and generally studio practices (aided by elements and principles of art, design and crafts).

Analysis of Questions

Question 1.
Required both definitions/meaning/use and illustrations of lines in Art and Crafts. Majority of candidates passed it.

Weaknesses of Candidates
• Some candidates had challenges as they misinterpreted the task.
• There was repetition of responses and some candidates could not illustrate the lines (1a) nor could they explain concepts clearly in (1b).

Advice to Teachers
• Chronologically teach students beginning with definitions to unveil meaning, emphasise/applicability of related concepts and the necessary studio practices.
• Teachers should do practical demonstrations to students.

Question 2(a)
Needed listing the types of clay i.e. was a knowledge question/task.

Question 2(b)
Required candidates to describe the physical properties of clay as a material used in Art and crafts.

Candidates’ Challenges
This task was poorly done as many candidates could neither give the types of clay nor give the characteristics of clay. Those that tried ended up with irrelevant responses.

Advice to Teachers
Teachers should demonstrate, illustrate and enable practical transfer of knowledge during lessons.

**Question 3.**
Part (a) required candidates to mention the advantages of wood as a material in crafts. Part (b) required candidates to give the uses of sculpture in community. This question was well done.

**Candidates’ Weaknesses**
Some candidates were repeating the responses though they were correct responses, a sign that they were given inadequate material by the teachers.

**Advice to Teachers:** Do enough research, give candidates adequate and enough content.

**Question 4.**

Part (a) only needed the definition of colour. Part (b) required candidates to show application by knowing how to generate secondary and tertiary colours on a colour wheel. These colour sections had to be labeled. It also indirectly demanded that the candidates give the observable differences between primary, secondary and tertiary colours.

**Candidates’ Weaknesses**
Most candidates performed the task well. Very many candidates nonetheless failed part (b) of the question. A good number of candidates could not generate secondary and tertiary colours from the primary colours. Many candidates could not label these colours on the wheel or otherwise.

**Advice to Teachers**
Comprehensively teach the colour theory and its related practice. Teachers should be able to give distinctive differences between the primary, secondary and tertiary colours (to the candidates).

**Question 5.**

Part (a) required candidates to give the distinction between the colour types i.e. Designers Gouache and Poster colour.
Part (b) of the question necessitated candidates to explain the similarities in the two types of colour.

**Candidates’ Weaknesses**
Most candidates failed these tasks; both 5 (a) and 5 (b).
Most candidates demonstrated a practical lack of knowledge about these tasks.

**Advice to Teachers**
There is need to teach the whole spectrum of colour types used in all the disciplines of Art and crafts, their names, uses, varieties or types and how they compare or differ.

**Question 6.**

Part (a) required the meaning of the term mask, while part (b) called for the functions of masks, explained with relevant examples. Candidates had no outstanding challenges with this task, and it was well done.

**Question 7.**

Part (a) required candidates to define or give meaning of what an “Art Room” is. Part (b) necessitated explaining the characteristics of a good art room.
Weaknesses of Candidates
Some candidates gave the regulations and rules observed in an art room instead of the characteristics of a good art room.

Advice to Teachers
They should set up art rooms in their schools to the level that can allow Art lessons to be effectively conducted. Those that do not have special rooms should convince school heads/administrators on the need for an art room.

Question 8.

Part (a) required candidates to list the materials and tools used in tie and dye. Part (b) required candidates to describe the process of making a tie and dye craft.

Candidates’ Weaknesses
Part (a) had no outstanding weaknesses. Some candidates, however, could not distinguish between resist methods and tie and dye methods of fabric design. For the sake of part (b), many candidates could not give the chronological sequence of stages in tie and dye production.

Advice to Teachers
Clearly and chronologically give the processes of tie and dye production. Teachers should also give a clear distinction between tie and dye and batik and where and in which craft the necessary techniques of production are used.

Question 9.

Part (a) required candidates to give the artistic meanings of a sketch. Part (b) required candidates to thoroughly explain the importance of making artistic sketches in design work.

Weaknesses of Candidates
Whereas candidates could define what sketches are, they could not clearly give the reasons why sketches are important in design work. They were instead referring to the importance of sketches in drawing.

Advice to Teachers
Draw a clear difference between drawing and designing and give the importance of making sketches in designing as clearly distinct from drawing. The two concepts; drawing and designing should not be used interchangeably.

Question 10.

Part (a) required candidates to give the meaning of ‘printing’; while part (b) called for the methods/techniques used in textile printing. Candidates never had outstanding challenges in this task, apart from the failure to distinguish between the different printing techniques.
Advice to Teachers
While teaching, exhaust the different techniques and methods used in textile printing.

P615/5 ART - HISTORICAL AND CRITICAL ART

This paper is composed of six sections; A, B, C, D, E and F.

Each section had three questions as required by the syllabus, making a total of 18 questions. Candidates were expected to answer a total of only four questions, one question from any four sections. 195 candidates sat for the paper overall.

The examination items required the candidates to analyze, describe, discuss, appraise, explain, outline and assess. This tested the candidates’ ability to recall basic knowledge and make interpretations and meanings, judgments and conclusions, critiques and appreciations as according to the individual questions.

Question Analysis

Question 1.
Required candidates to know the characteristics of both the Orders (Doric and Ionic) and then find out what is not common in both orders.

Candidates’ Weaknesses
- Some candidates had scanty knowledge of these orders.
- There was also poor interpretation of the questions.
- Some candidates could not ably express themselves in English.

Advice to Teachers
Teachers need to read and comprehensively research so as to get rich subject content to deliver to the students.

Question 2 and 8.
Required the candidates to examine and judge the extent to which the Hellenistic and Archaic periods, early and high renaissances held in the trends of Art.

Candidates’ Weaknesses
Some candidates failed to interpret the question’s demands and ended up with uncoordinated responses with less of the required content put out.

Advice to Teachers
Read and carry out enough research to be able to pass on the required content (with enough depth of subject matter).

Questions 3, 6 and 12.
Required finding out the deeper meaning of the subject matter in the instructions. Many candidates had in their responses shallow content especially as a result of poor/wrong interpretation.
Teachers need to emphasize question interpretation techniques and answering methods.

**Question 4, 7, 9 and 16.**
 Required candidates to write what is clearly observable (or seen) and be able to identify characteristics/features of those works of Art.

**Question 7.**
Was highly passed, as much as the other questions (i.e. 4, 9 and 16). Candidates did not have any outstanding challenges in these questions.

**Question 10.**
Required candidates to give or mention the worth in Rembrandt’s painting, “The Night Watch”. Many candidates presented good and rich responses. There was however, a challenge of failure to appreciate the painting.

**Questions 11, 12 and 18.**
Required the candidates to give the meaning, reasons underlying (the given tasks). Very few candidates attempted these questions. Most of the candidates who attempted presented scanty information in terms of methods, materials used, the theme, and other observable characteristics that form Rembrandt’s “Night Watch” which made it worthy a painting of its time.

Teachers need to train candidates on values in appreciation of artistic work and how it is done.

**Question 15.**
Required candidates to determine the extent to which the industrial revolution affected the Art of England and France during the 19th century.
Many candidates could not give a standing point in their responses on top of failing to write flowing essays.

**Question 17.**
Required candidates to mention/give the main characteristics underlying rock painting along the shores and islands of Lake Victoria.

Observed from the candidates’ responses was lack of adequate content, and lack of systematic presentation of points. They had language difficulties in expression. Some candidates wrote comprehensive essays instead of the required.

Teachers need to guide students on the meaning of action verbs used in examination items such as “give” mention, list, analyze, etc.

The candidates of 2017 in this paper performed better than those of 2016 and other previous years.

**P620/1 MUSIC PRACTICAL**
This paper is examined in the field. Examiners were sent to schools to do the assessment before the official examination date for the other subjects on the general time table.

**Required:**
Candidates were generally expected to present either two African pieces and one Western piece or one African piece and two Western pieces. Candidates were additionally required to sight read and respond to viva voce.

In African vocal solo; tone, diction, rhythm, expression, message, pitch, interpretation, body language, theme and developments, accuracy, intonation and articulation were the requirements. The above attributes were also required in Western vocal solo.

For African Instrumental Solo and Western Instrumental Solo, the candidates were expected to:
- Correctly produce the required Tone of instruments in use.
- Show mastery in playing both traditional and western instruments.
- Use correct keys.
- Exhibit proper stage use.
- Apply Costume accompaniments.
- Correctly and appropriately interpret and perform Instrumental Solo pieces.

In viva voce, candidates need:
- To have good knowledge about instruments.
- Good musical knowledge in the traditional music.
- Confidence and reasonable audibility.
- Background information about their presentations.

For the sake of sight singing, candidates were required to:
- Be in position to read the notations.
- Read and play instruments.
- Apply accuracy pitching
- Correctly follow the rhythms.

Candidates' Weaknesses

In African Vocal Solo and Western Vocal Solo, the following were significant challenges:
- There was significant Failure to produce do effective tones by some performers.
- Accompaniments were not followed.
- Some words and syllables were not clearly heard; some end syllables were missing.
- There was a problem of breath control.
- Some candidates could not do proper phrasing of the music scripts.
- Some did not accurately follow the music expressions on the script.
- Some soloists were taking leading roles in folk songs especially for groups’ performances.

African Instrumental Solo and Western Instrumental Solo had the following challenges:
- Some candidates were unable to employ use the African tone while performing the African instrumental solo.
- Some candidates exhibited a significant lack of playing techniques.
- Some candidates presented brief and undeveloped pieces.
- For some candidates, the songs performed could not be well interpreted.
- Wrong keys were used.
**Viva voce had the following challenges:**
- Some candidates could not express themselves at all.
- There was significant lack of knowledge of traditional instruments on the side of candidates.
- There was evidence of lack of background theory/information of the songs they performed.
- Lack of confidence.

**Candidates’ weaknesses in sight singing:**
- Unnecessary counting in rhythms while singing/reading.
- Weaknesses in pitching of notes.
- Failure to get Rhythmic patterns.
- Inability to link musical phrases.
- Lack of confidence while presenting.

**Advice to Teachers**
- Introduce reading of staff music as early as possible to enable them get mastery in sight reading.
- Do regular and guided sight-reading practice/exercises.
- Avail candidates with necessary instruments for practice.
- Western pieces should be given enough attention to enable improve on tone, accuracy of notes and dynamics.
- Adequately guide candidates on use of African instruments other than leaving candidate on their own.
- Attend in-service trainings and workshops whenever they are organised to get to know the changes in the syllabus and curriculum other than following obsolete syllabi and curriculum.
- Keep a practicing choir in the schools throughout the year and impress upon the head teachers to get interested in music.

Note:
(a) *African pieces were well done compared to the Western pieces.*
(b) *UACE candidates were not expected to present dance although some did. This put the candidates at a disadvantage.*

**P620/2 MUSIC AURAL TESTS**

This paper had eight tests. This was the first year that the new set of eight tests was being examined (from the six tests in the old arrangement). The following tests were examined:

- Test 1 – Uganda Ethic drum styles.
- Test 2 – Drum Rhythm
- Test 3 – African Music Instrumental Timbre
- Test 4 – Pentatonic Melody writing
- Test 5 – Diatonic Melody writing
- Test 6 – Two part Melody writing
- Test 7 – Chords
- Test 8 – Harmonic Intervals
Note that the timing of the examination paper was also changed with effect from 2017. It changed from 45 minutes to one hour. The two tests introduced in 2017 syllabus were: tests 1 (Uganda Ethnic Drum Styles) and test 2 (Drum Rhythms). The other tests remained as they were, though the numbering changed.

Requirements, Weaknesses of Candidates and Advice to Teachers

Test 1
Required candidates to write the names of the played rhythms in the order they were played, i.e. Irongo, Larakara and Amaggunju.

Weaknesses of Candidates:
Some candidates failed to identify the rhythms, while some could not correctly write the spellings of the rhythms.

Advice to Teachers:  Candidates should be given more listening time to the drum rhythms.

Test 2
Required candidates to write the rhythm of the drum pattern on a monotone.

Weaknesses of Candidates: Some candidates missed some rhythms.

Advice to Teachers
Allow candidates do enough (more practice) on rhythm on a monotone. They should give candidates more practical exercises on rhythm on a monotone.

Test 3
Candidates were required to identify the timbre played, name, classify and describe the sound produced in the timbre on three music instruments. The timbre was “Nya Pa Kumdan” from Acholi.

Weaknesses of Candidates
Some candidates had problems in listening skills and they could not easily classify the timbre.

Advice to Teachers
Encourage candidates to listen to African music to improve on skills required in timbre.

Test 4
Required candidates to write the pentatonic melody and put in the time signature at the same time.

Weaknesses of Candidates: Some candidates failed to identify the syncopation.

Advice to Teachers:
Teachers are advised to guide candidates through several pieces/exercises on pentatonic melody writing (syncopation exercises).

Test 5
Candidates were expected to write a diatonic melody in F Major and also write the key signature of F Major.

**Weaknesses of Candidates**
- Some candidates failed to identify the pitches.
- Some candidates had challenges in listening and making necessary conclusions from the recording they listened to.

**Advice to Teachers**
Give candidates more singing (and listening exercises) to improve on their listening skills.

**Test 6**
Required candidates to write a two part melody and candidates were expected to also write the key signature of G Major.

**Weaknesses of Candidate:** Some candidates found difficulties in writing the lower voice.

**Advice to Teachers:**
Improvise methods of listening to one voice at a time to avoid confusion while training learners.

**Test 7**
This test is concerned with chord regression and candidates were expected to name the chords and their positions in their correct positions.

**Weaknesses of Candidates:** Some candidates confused chord iv with chord vi and vice versa.

**Advice to Teachers:** More emphasis should be made on chords iv and vi when teaching.

**Test 8**
Candidates were expected to write harmonic intervals and they were expected to do this on the stance in the treble clef. Candidates were also expected to name the intervals. There were no challenges in this test.

**P620/3 MUSIC (HARMONY AND COMPOSITION)**
Four compulsory questions were set as is with the requirements of the syllabus.

**Requirements**

**Question 1(a)**
Necessitated candidates to complete the diatomic melody up to 8 bars.

**Question 1(b)**
Required candidates to complete the pentatonic melody up to 8 bars.

**Candidates’ Weaknesses**
Some candidates could not marry the answering phrases to the established opening.

**Advice to Teachers**
Teach more about melodies; diatonic and pentatonic and how the opening can be linked with the answer that completes such a melody.

**Question 2.**

Candidates were required to add speed and dynamics to the set of words given. Candidates were therefore required to compose a tune.

**Weaknesses of Candidates**

Some candidates could neither recognize the accents and syllables nor observe the phrases

**Advice to Teachers:**

- Give more attention to composing tunes out of studying poems.
- Teachers should also emphasise melody writing as they teach.

**Question 3.**

Candidates were required to add a flowing bass part to the melody, the opening of which was given in the task. Candidates were also expected to write a two part melody.

**Candidates’ Weaknesses:** Modulation was a problem some candidates could not progressively transit from one key to another.

**Advice to Teachers:** Give more attention to modulation in two part melody writing, with enough practical exercises.

**Question 4.**

Candidates were required to add three lower parts of alto, tenor and bass to the given tribble (four part melody writing).

**Challenge:** Some candidates had outstanding problems with modulation.

**Advice to Teachers:** Do more practical work on modulation with the candidates.

**P620/4 MUSIC LITERATURE**

This was the first examination paper ever in which excerpts and questions were put in the same booklet of the examination. Candidates were therefore not expected to carry/enter with scores into the examination room.

Three sections were set. Section A (Music Literature), Section B (Traditional Studies) and Section C (Music Entrepreneurial Skills).

Candidates were also expected to answer five questions in all, selecting one question on each of the three set works, one background question and one question on special studies.

**Question 1.**

Required candidates to analyze the African set work, the Uganda Martyrs Oratorio by Joseph Kyagambiddwa (Banzitiraki, Yozefu Mukasa and Mulinya Lya Patri).
Candidates were expected to compare and contrast the songs Banzitiraki and Yosefu Mukasa focusing on music materials. They were also required to point out music materials for the sake of Mulinya Lya Patri.

**Weaknesses of Candidates:**
Some candidates could not effectively compare and contrast the materials that were required in the two songs.

**Advice to Teachers:**
Teach candidates analytical skills. The candidates should also be taught how to precisely and adequately approach questions and to understand the requirements before they answer.

**Question 2.**
Candidates were expected to analyze a western set work; concerto for Violin and Orchestra Op. 64 by Felix Mendelssohn, in which part:

(a) Required the similarities and differences between allegro non Troppo and Allegro Molto.

(b) Required the candidates to describe the orchestration of movement of the Concerto by Mendelssohn (bards 1 – 35).

**Weaknesses of Candidates:**
Many candidates had challenges with question approach; i.e, poor approach was common.

**Advice to Teachers:** Train candidates in question approach techniques.

**Question 3.**
(a) Candidates were required to analyze the Western set work, Judas Maccabaus, an Oratorio by GF. Handel. In it, candidates were expected to analyze the song “Hail Judea, Happy Land” (bars 1 -30) basing their analysis on texture, key and orchestration.

(b) Focusing on the song “Air So Rapid Thy Course is” candidates were expected to comment on tempo, texture and Timbre and to point out differences between bars 1 – 23 and 23 – 35.

**Weaknesses of Candidates:**
The major challenge was poor question interpretation and approach of answering.

**Advice to Teachers:** Teach candidates precision in answering questions.

**Question 4.**
Candidates were expected to:

(a) Respond by giving the factors that were responsible for the development of Kyagambiddwa’s music career.

(b) Candidates were expected to discuss the extent to which Mendelsson (on his own) could not have developed his music career and skills, therefore how other factors contributed to his music career development.

(c) Candidates were expected to explain the circumstances that hold Handel as a talented musician to date.
All the above were tasks that required candidates to give background information about the set works.

**Weaknesses of Candidates**
- Many candidates were not able to give stand points in questions that called for discussions.
- Some candidates did not understand the requirements of the “verbs” used in the questions; such as “Discuss (4b) “What factors” – 4(a), and “Support” - 4(c).

**Advice to Teachers:**
Give candidates varied interpretations and meanings of the commonly used action verbs alongside with techniques of question approach and answering styles.

**Question 5.**
**Candidates were expected to:**
- Give the reasons why ancestors in Traditional Africa (Uganda) actively participated in their traditional dances (5 a (i)).
- Give the ways in which Traditional African dances have been preserved 5 a (ii).
- Mention the different classes of traditional music instruments as well as examples of such instruments 5 (b).

**Weaknesses of Candidates**
Some candidates could not classify the traditional music instruments as well as giving their names in English. Some of them were giving the examples in their local languages.

**Advice to Teachers**
- Expose the learners/candidates to the different traditional musical instruments and how they are used.
- Give the names of the musical instruments that are internationally recognized.

**Question 6.**
This was new section in this music examination paper. It started with the 2017 examination.

**Candidates were required to:**
- Have entrepreneurial knowledge that can help them to manage the music career as a business on top of being a skill.
- Show the different ways in which one can use music to improve the standards of living of his/her people/community.

**Weaknesses of Candidates:**
Many candidates seemed to be ignorant about this task, an indication that they were not taught.

**Advice to Teachers:** Follow the syllabus to the dot when preparing candidates for examinations.

**P630/1 CLOTHING AND TEXTILES**

The standard of this paper is equal to that of last year in terms of level of difficulty. The syllabus coverage was adequate in terms of content, aims and skills.
The overall performance of candidates was good.

**Questions which were:**
Well done 1, 4 & 8.
Poorly done 10.

**The questions which were:**
Most attempted 1, 8 & 10.
Least attempted 9.
Not attempted at all 2, 3 & 6.

The quality of work the candidates presented this year compared to that of last year was the same. The candidates’ performance scores this year compared with that of last year were poorer.

**Question 1(a)**
The question required description of the major stages in the production of linen. It was popular all candidates attempted it. However, candidates gave unclear description of the production stages.

**Advice to Teachers:**
Teachers are advised to use of ICT by sharing with the students the production stages on screen using a projector.

**Question 2.**
The question required candidates to clearly identify the difference between weft cuttings and warp cutting. The question was not popular because no candidate attempted it.

**Advice to Teachers:**
Make effort at embracing technology and bridging the gap between homework and classroom.

**Question 3.**
Required candidates to give an elaboration of the advantages and disadvantages of metallic yarns. The question was not popular because no candidate attempted it.

**Advice to Teachers:**
Embrace technology by bridging the gap and bringing the practical world into the classroom.

**Question 4.**
Required candidates to give a clear description of the steps involved in tie-dyeing. The question was popular. Most candidates attempted it.

**Weaknesses of Candidates:** Failure to clearly describe the processes in their order.

**Advice to Teachers:**
The teachers should coordinate with Art teachers in reference to this topic in order to acquire the practical skills effectively since Art teachers handle it in a broader perspective.
Question 5.
Required candidates to clearly discuss the relationship between the physical properties of polyester fabric in relation to use as a fabric ornament. It was popular since most candidates attempted it.

Candidates’ Weaknesses: They could not relate the construction methods to the fabric.

Advice to Teachers
Teachers should encourage learners to do more practicals in relation to construction of polyesters to get acquainted with the fabric.

Question 6.
Needed candidates to give an explanation of the functions of specific accessories used on the sewing machine and how they are used. It was an unpopular question.

Advice to Teachers: Should ensure thorough coverage of the syllabus before UNEB exams.

Question 7.
Required were candidates to give the importance of an interfacing on a waistband and construction of an interfaced waistband.

It was popular since it was attempted by most candidates.

Weaknesses of Candidates:
Some candidates could not clearly describe the procedure of attaching the waistband with an interfacing.

Advice to Teachers:
Encouraged to carry out practicals on various techniques in regard to construction of garments.

P630/2 CLOTHING AND TEXTILES

The level of difficulty of the paper was more complex compared to that of last year challenging some candidates, though the majority managed to do well. The syllabus coverage was adequate in terms of content, aims and skills.

This paper is marked during invigilation as the candidates are sewing they are timed and marked on spot.

P630/3 CLOTHING AND TEXTILES

The work of candidates presented:
Candidates presented high quality work depicting real A-level standards. There was no incidence of malpractice noted and paper did not favour any particular group of candidates. No hardships were detected.

Performance
This paper was very well done. The highest mark was 97% and the lowest 72%. The paper is marked out of 100/%. This is coursework done over a period of two years.

**P640/1 FOODS AND NUTRITION THEORY PAPER**

The paper covered the following topics:
- Nutrients
  - Vitamins i.e. pantothenic acid, folic acid
  - Water
  - Mineral salts i.e. iron
  - Carbohydrates
  - Proteins
  - Liquids
  It dealt with their properties, roles, functions and distribution in the body.
- Body processes i.e. digestion, absorption and metabolism.
- Nutritional diseases e.g. Anaemia.
- Care of the vulnerable groups i.e. expectant mothers.
- Following dietary guidelines
- Food poisoning and contamination
- Foods used in cookery i.e. beef, fish, eggs, vegetables, cheese, flour.
- Meal planning for the infants and use of a recipe.
- Cookery – cake making

**Level of difficulty**
When compared to last year’s paper of 2016, it was harder. The questions set were higher order questions, which required candidates to reason. It required them to effectively interpret the question and answer accordingly. This paper was well set and the questions did flow very well.

**Work of Candidates:**
The performance this year was average. A little lower than last year.

<table>
<thead>
<tr>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest 88%</td>
<td>Highest 95%</td>
</tr>
<tr>
<td>Lowest 30%</td>
<td>Lowest 32%</td>
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**Question Paper**
Most attempted 3, 5, 6, 4.
Least attempted 1, 2.
Well done 3, 6, 5.
Average 2, 4, 2.

**Section A**

**Question 1.**

a) (i) Poorly done; candidates were not able to state the functions of pantothenic acid.
(ii) Poorly done; candidates were not able to show how equilibrium levels of water distribution in the body is achieved.

b) Well done; candidates were able to discuss the factors that influence the basal metabolic rate of a person.

c) Well done; candidates were able to explain what happens to the metabolized glucose and amino acids in the body.

Question 2.

a) (i) Well done; candidates were able to discuss why iron deficiency anaemia is common in Uganda yet iron is common in most foods. 
(ii) Fairly done; only a few could explain the other types of anaemia. 
(iii) Well done; most candidates knew the factors that promote the absorption of iron in the body.

b) Poorly done; candidates were not able to give the importance of folic acid to expectant mothers.

Question 3.

a) Fairly done; some could not explain the different classes of fatty acids, let alone give examples.

b) (i) Poorly done; most failed to interpret the question, therefore could not properly verify why a limited amount of cholesterol is desired in the body. 
(ii) Well done; candidates were able to state the physiological roles of cholesterol in the body. 
(iii) Well done; most candidates were able to explain the factors that determine the amount of fat in one’s body. But some failed to interpret it well and were giving factors that determine energy needs of an individual.

c) Fairly done; candidates were expected to describe the emulsification property of liquids. The question was rather open, not specific hence gave allowance to a broad spectrum of responses from candidates.

Section B

Question 4.

a) Fairly done; they had a scanty idea that it was about energy.

b) Well done; candidates were able to explain why people of low income have challenges in following dietary guidelines.

c) (i) Poorly done; many did not know the difference between food poisoning and food contamination. 
(ii) Well done; candidates were knowledgeable about the causes of chemical food poisoning.
d) Well done; candidates were able to trace the possible contamination routes of the vegetables and eggs right from their sources to the table.

**Question 5.**

a) Fairly done; most candidates did not fully describe the changes that occur in beef when hung.

b) Well done; candidates were able to explain why fish may be preferred to beef in the diet of the elderly. They were able to relate the two very well.

c) Well done; candidates were able to state the importance of a recipe in meal preparation. They were in position to apply their practical knowledge in theory.

d) Fairly done; some candidates were not able to discuss the problems encountered when planning meals for infants aged 1½ to 3 years most properly they did not interpret the question well.

**Question 6.**

a) (i) Well done: Candidates knew what gluten is.
   (ii) Well done: Candidates were able to explain the different ways of developing gluten.

b) (i) & (ii) Well done. Candidates were able to discuss the uses of sugar and liquid in cake making. They were able to apply what they do in their practical lessons.

c) Well done; candidates were able to explain the different ways you would use to increase the digestibility of cheese.

d) Well done; candidates were able to describe the changes that occur to starch during the making of maize porridge.

**P640/2 FOODS AND NUTRITION WITH SCIENCE IN THE HOME**

The paper covered the following topics:

- Matter i.e. evaporation, condensation and humidity
- Machines i.e. knife
- Expansion
- Illumination and colour
- Force and energy
- Detergents
- Electricity
- Heat transfer

**Level of Difficulty**

When compared to last year’s paper of 2016, it was at the same level of difficulty.

**Work of Candidates**

This year’s performance was better than last year.

- **2017**
  - Highest 92%
- **2016**
  - Highest 86%
**Question Paper**

Most attempted 5, 1, & 3.

Least attempted 2, 4, & 6.

Well done 5, & 3.

Average 2, 6, & 1.

Poorly done 4.

**Question 1.**

a)  (i) Well done; candidates knew what evaporation is, the factors that affects it and applications in their daily life.

   (ii) & (iii) Well done; candidates knew how condensation damp can be prevented in the kitchen.

   (iv) Well done; candidates knew how condensation damp can be prevented in the kitchen.

b)  (i) Poorly done: Many could not describe the working mechanism of absorption refrigeration.

   (ii) Poorly done: Most failed to show how liquid ammonia is used to achieve the cooling effect in a refrigerator.

**Question 2.**

a)  (i) Well done, most candidates explained the scientific principle governing the efficiency of a sharp knife.

   (ii) Fairly done, some knew the effects of pressure on boiling point both high and low pressures.

b)  Fairly done, some candidates described relative density instead of density.

c)  Well done, most candidates calculated the relative density of oil.

d)  Well done, candidates were able to state factors that affect elasticity of flour dough.

**Question 3.**

a)  Poorly done, most candidates failed to describe the qualities of colour.

b)  Fairly done, some failed to bring out the exact points followed to develop a colour scheme for a sitting room.

b)  Well done, candidates were able to give the advantages of using fluorescent lamps.

d)  Well done. Candidates were able to discuss how glare can be prevented when furnishing a house in order to provide a soft diffused illumination.

**Question 4.**

a)  Well done, most of the candidates were able to state the law of conservation of energy correctly.
b) (i) Poorly done; most of the candidates failed to give examples of appliances which use the principle of changing electrical energy to mechanical energy.
(ii) Well done, candidates were able to explain the factors that can lead to accident when using electrical appliances.

c) Poorly done, most failed to discuss how a storage heater is used for heating up a room. Many could not draw a well labeled diagram of a storage heater.

Question 5.
a) (i) Well done, candidates knew the factors to consider when choosing a detergent.
(ii) Well done, candidates were able to describe how a detergent is able to remove dirt from a fabric.

b) Fairly done, some candidates were able to give the use of soap additives with examples.

c) Well done, candidates knew the advantages of using soap-less detergents.

Question 6.
a) (i) & (ii) Well done; candidates were able to distinguish between rewire-able fuse and cartridge and also circuit breaker and twin switches.

b) Fairly done, it required the application of conduction and insulation but some failed to differentiate the two giving points for insulation only.

c) Well done, candidates were able to name six domestic appliances that make use of thermostats.

d) Well done, candidates knew why earthling is important in buildings.

P640/3 FOOD AND NUTRITION (PRACTICAL)

General Comments

The paper was very well done and showed a great improvement. Plans of work were much better especially the reasons for choice sections. Candidates were interpreting the test questions correctly and comprehensively.

Costing of ingredients however had extremes of over-costing and under-costing. Calculations were correct for the majority of candidates and the stems or introductory statements put on each question were well understood and answered.

Candidates Performance per Question

Question 1.

Required:
• Main course for foreign visitor to enjoy using indigenous foods.
• Also to prepare an appetizer and a pineapple upside down to complete a three course meal.
• Lastly to show skill in making scones.

This was the best done number and done by about a third of the candidates. The dishes of the main course were quite exciting for the majority of candidates.
Candidates were quite imaginative and creative in the choice of dishes. There serving and presentation were high peached in use of garnishes and decoration eg. sweet potato pie, sweet potato pizza, sweet potato cakes and balls; groundnut stew or *Luwombo* or stuff smoked fish with groundnuts as stuffing, groundnuts pancakes or biscuit or cakes or chapatti or *mandazi*; green vegetable were stuffed in foods, made into beautiful salad, pies and pies *Quinhe Lorraines* (cheese flan). The fruit drink ranged from punches, lemonades, wines to attractive, interesting serving eg., in bowls decorated by sugar on brims to thinly sliced fruit to decorate tops of drinks in glasses and jugs. Some candidate froze coloured ice cubes and put them in the fruit drink as decorations. Some serving jugs were very fancy. The tables setting were very formal and meal dining table cover and arrangement.

Thanks go to teachers for teaching excellent food/dishes presentation. Candidates harvested marks with these unique results and finishings.

Calculation of protein content was correctly done. A few forgot to serve pineapple upside down with a sweet sauce yet it was the pudding. We got a wide scope of very good appetizers especially soups.

**Question 2.**

Candidates were expected to prepare a tea break for P.T.A. executive members consisting of a savoury dish, rough puff pastry pies, short bread biscuits and English tea. Then to stuff and bake whole fish and serve it with two vegetable accompaniments.

This was a very popular test done by a third of the candidates. It was also well done. For the tea break, some candidates failed to prepare English tea, but instead did African tea with milk mixed with water and tea leaves. Some gave hot boiled milk and tea bags. Teachers must ensure they teach distinctively the varying types of tea. eg., English tea is served with cold milk.

Also teachers should have students practice making the whole scope of beverages (hot and cold) Proper infusion of tea leaves was lacking for some. The other dishes for this test were done quite well especially the pies and savoury dishes.

The stuffed fish was excellent by the majority with a nice variety of vegetable accompaniments. Candidates also served this fish dish very attractively.

**Question 3.**

Candidates shied away from this test. Only a few chose it, about one fifth. The test needed candidates to make left over food dishes and to also prepare on assortment of biscuits using creaming, rubbing in and melting methods; then to prepare chutney and vegetable sandwiches.

The left over boiled Irish potatoes dishes and fried peas dishes were quite satisfactory. We got very many pie dishes, samosas and stuffings.

The melting and crammed biscuits challenged some candidates. It appeared emphasis is placed on rubbed in biscuits only. Otherwise those who had practiced all three methods came up with successful biscuits.

Teachers are advised to teach the wide range of biscuits for all three methods. The majority here prepared good chutney, however for some it was poorly done with signs of little knowledge about what they were preparing. The vegetable sandwiches were very well made and most of them quite
tasty. However, some candidates left out the trimming of sandwiches so emphasis here is needed by teachers. Some centres had sandwich making pans and they produced excellent sandwiches. This is an impressive and labour-saving equipment used to make sandwiches. Schools are encouraged to use such gadgets.

**Question 4.**
Candidates were asked to prepare a packed mid-day meal. Also to prepare interesting dishes using

(i) sausage
(ii) cassava
(iii) cheese
(iv) oats

The packed meal was good for the majority only that the packing equipment is unacceptable for some. Polythene with food, especially hot dishes is not allowed. Teachers teach candidates the use of food flasks for hot meals and the use of tin foil, plastic containers to pack cold food. Teachers emphasize hygiene in packing food and packing of water, serviettes and soap for hygiene purposes.

The carrier bags must not be forgotten. The dishes were interesting but some lacked skill addition to reflect A-level standard. Teachers must lay emphasis on dishes to be prepared to A-level manipulative skill standards. Challenges were on oats where the majority made oats porridge yet other more interesting dishes could have been prepared.

**Question 5.**
This was the most popular test and the best done. Candidate had high scores. Candidates were supposed to prepare a grand buffet for diabetic parents. Also make a decorate cake centre piece.

Teachers have done a good job at teaching therapeutic dishes. We got a number of excellent diabetic buffets following all the rules to the dot.

Cake decoration standard have risen to the peak. Candidates displayed very high standard of cake icing and cake decoration. This is very impressive, so teachers, well done and keep up this standard. The service and dishes presentation depicted the ceremonial occasion which was very good also.

**P710/1 & P720/1 GEOMETRICAL AND MECHANICAL DRAWING, GEOMETRICAL AND BUILDING DRAWING**

The paper set covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus clearly. It tested what is educationally relevant. The time allocation was adequate. The level of difficulty of the paper was about the same with that of 2016. The paper has two sections I and II and a total of eight questions were set. Section I had four questions on plane geometry and section II had four questions on solid geometry.

Candidates were to answer a total of five questions but not to answer more than three from each section. The main aspects tested included:

- Construction of given figure.
- Plotting of locus of given point on a rolling circle.
- Link mechanism
• Helix (Helical spring)
• Design of plate cam to operate an inline roller follower
• Projection of plan and elevation of a given lamina onto oblique plane.
• Determining true shape and true angle of inclination of lamina.
• Drawing an isometric view of a casting from given orthographic views.
• Completing the plan from given figure and projecting an auxiliary elevation.
• Drawing given view of a transformer and making its full development.

Performance of Candidates
The overall performance of candidates on the paper was quite good and better than that of 2016. The quality of work presented by candidates this year was even better than that of 2016. Well done questions were 2, 4, 5 and 8 and poorly done questions were 1, 6 and 7. Most attempted questions were 2, 4, 5 and 8 and least attempted were 1, 3 and 7.

Analysis of Questions

Question 1.
Required candidates to construct a given figure using given data, name and state the length OQ and to plot the locus of given point Q on a rolling circle. It was not a popular question. 238 candidates out of 651 attempted it. Their performance ranged from fair to good. Highest mark was $\frac{20}{20}$ and lowest was $\frac{41}{20}$.

Candidates’ Weakness
Candidates had a challenge in determining the locus of the centre of the circle to be used in plotting the locus of point Q on the circle.

Advice to Teachers
Teachers should illustrate and demonstrate to students how the locus of the centre of a moving circle can be determined and hence used to plot the locus of point Q on the circle.

Question 2.
Candidates were to plot the locus of points C and E on a given link mechanism for one revolution of OA. It was a very popular question. 543 candidates out of 651 attempted it and performance was relatively good. Highest mark was $\frac{20}{20}$ and lowest was $\frac{2}{20}$. Majority scored $\frac{20}{20}$.

Candidates’ Weakness
Some candidates however, drew without understanding the logical operation of the mechanism.

Advice to Teachers
Teachers should demonstrate and show clearly how various mechanisms operate.

Question 3.
Demanded candidates to construct two turns of a right hand helical spring using given data. It was not so popular. It was attempted by 265 candidates out of 651. Some performed well while others performed badly. Highest mark was 20/20 and lowest was 02/20.

Candidates’ weaknesses
- Some candidates had knowledge deficiency
- Others misinterpreted the question.

Advice to Teachers
Teachers should cover the syllabus adequately and guide students on interpretation of questions by giving them more class work/assignments and giving them feedback.

Question 4.
Was on the design of a plate cam to operate an inline roller follower using given data. It was a very popular question. 543 candidates attempted it and their performance was quite good. Majority scored above 15 out of 20 marks.

Candidates’ Weakness
However, some candidates had a challenge with the construction of the displacement diagram.

Advice to Teachers
Teachers should guide students on how a displacement diagram is constructed to represent cam followers’ motions.

Question 5.
Required candidates to construct a given figure and to project the end elevation and plan of the lamina onto the oblique plane whose traces are V.T.H. They were also to determine the true shape of the lamina and true angle of inclination of the lamina to horizontal plane. It was relatively popular. Attempted by 480 candidates and their performance were quite good with majority scoring above 15 marks. Highest mark was 20 lowest was 03.

Candidates’ Weaknesses
- Some candidates had challenge with drawing 1st auxiliary view of the lamina.
- Converting oblique plane to inclined plane was also a challenge to some candidates.
- Projecting lamina to an oblique plane was also a challenge.

Advice to Teachers
Teachers should demonstrate to learners how to draw first auxiliary view of a lamina and how to convert oblique plane to inclined plane and projecting lamina to an oblique plane. They should cover the syllabus adequately.

Question 6.
Candidates were to construct an isometric view of a casting from given orthographic views. It was not so popular. 283 candidates attempted it. Some candidates did well while others performed so poorly. Highest mark was 20/20 and lowest was 03/20.

Candidates' Weakness
Constructing the required isometric view itself was a problem to a good number of candidates.

Advice to Teachers - Teachers should cover topics on isometric views adequately.

Question 7.
Demanded candidates to draw a given figure and to complete the plan and project an auxiliary elevation.
It was unpopular number. 135 candidates attempted it and performance was equally poor though few candidates scored well.

Candidates’ weakness
Projection of auxiliary view was a problem to most candidates.

Advice to Teachers
Teachers should pay more attention to topics on auxiliary views.

Question 8.
Required candidates to draw a given view of a transformer and project its full development from a given seam.
It was the most popular number with 545 candidates out of 651 attempting it. The performance was quite good. The highest mark was $\frac{20}{20}$ and lowest $\frac{03}{20}$.

Advice to Teachers:
Teachers should keep up the standard and cover the syllabus adequately.

P710/2 GEOMETRICAL & MECHANICAL DRAWING
The paper covered most of the important topics in the syllabus, testing what was educationally relevant. It brought out the aims and the objectives of the syllabus well.

Time allocated to this paper was sufficient as most candidates were able to accomplish the tasks they were required to perform.

The examination questions were clearly phrased and the paper had no error. Level of difficulty of the questions set and the standard of the paper compared well with that of last year. The quality of work the candidates presented this year was better than that of last year; however, their performance scores were poorer.
The paper consisted of two sections: I & II. Two questions were set in section I and one question in section II.

**Question 1.**
The candidates were required to sketch the given mechanical joining devices. The number was fairly popular and the performance average.

**Candidates’ Weaknesses:**
- In free hand sketching
- Sketched serrated shaft instead of splined shaft.

**Advice to Teachers:**
- Put more emphasis in sketching when teaching.
- Show the difference between serrated and splined shafts.

**Question 2.**
The question required the candidates to sketch:
(a) Single row roller bearing
(b) Single row ball bearing.

The question was rather unpopular and scores were weak.

**Candidates’ Weaknesses:**
- Very poor sketches
- Insufficient knowledge of this topic was shown.

**Advice to Teachers:**
- Teach students adequately about bearings,
- Put more effort on sketching through doing a lot of practice.

**Question 3.**
The candidates were required to:
(a) Assemble the parts of a Switch Bracket
(b) Draw a sectional front elevation
(c) Draw an end view of the assembly
(d) Add six dimensions of varied nature.

It was a compulsory question and the performance was quite good.

**Candidates’ Weaknesses:**
- Assembling of parts correctly and
- Sectioning using the required conventional methods.
Advice to Teachers:

- Put more emphasis on this topic showing to the students the correct conventional method of sectioning.
- Give regular exercises on the assembling of different parts of an object.
- Demonstrate to students how to dimension various parts eg, circles, straight lines, curves.

P720/2 GEOMETRICAL AND BUILDING DRAWING

The paper set covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus clearly. It tested what is educationally relevant. The time allocation was adequate. The paper appeared to be more difficult than that of 2016 but was a very good paper, standard and very appropriate for advanced level. The paper had four compulsory questions.

The main aspects tested included:
- Freehand sketching of a building
- Scale drawing
- Plan drawing and standard symbols for doors, windows and sanitary fittings.
- Knowledge of sections
- Drawing of front elevation of the building
- Knowledge of form work for cast-in-situ lintel
- Title block and its content

Performance of Candidates

The general performance of candidates on the paper was slightly lower than that of 2016 and the quality of work presented was also slightly lower. Well done questions were 1, 2(a), 2(c) and 4. Poorly done questions were 2(b) and 3. All questions were attempted since it was a compulsory paper.

Analysis of Questions

Question 1.
Was on freehand pictorial sketching of a house using given plan and specifications. It was attempted by all candidates since it was a compulsory paper and general performance was good. About 75% of the candidates scored over \( \frac{08}{15} \) in this question.

Candidates’ Weaknesses
- Some candidates did not draw proportional sketches.
- Others did not use the recommended drawing pencils like 2H.

Advice to Teachers
- Teachers should demonstrate to students how to draw good pictorial freehand sketches especially proportionality.
- Recommend to students the types of pencils used for drawing.

Question 2.
Expected candidates to use a scale of 1:100 to draw:
2(a) The ground floor plan and use standard symbols to show doors, windows and sanitary fittings in their appropriate positions. The number was well attempted and about 65% of candidates scored above 70% of the marks. There was great improvement in the use of scale compared to those of previous years.

Candidates’ Weaknesses
- Some candidates still lacked knowledge of use of scale.
- Proper use of types of lines was also lacking.

Advice to Teachers
Teachers should continue to guide learners in the proper use of scales
Demonstrate to learners’ types of lines used for drawing and their purposes.

Question 2(b) drawing a vertical section along given cutting plane. It was not well done by candidates.

Candidates’ Weaknesses
- Most candidates appeared to have done no practice on storied buildings especially showing the stair case.
- Direction of cutting plane was also a challenge to some candidates.

Advice to Teachers
Teachers should cover the entire syllabus adequately and teach more on storied buildings.

Question 2(c)
Drawing the front elevation of a house from a given direction.
It was well attempted. About 70% of candidates did it well.

Candidates’ Weaknesses
- The quality of work exhibited by candidates was still desirable.
- The use of scale was not good
- Requirements of symbols as per specifications was not taken care of.

Advise to Teachers
Teachers should cover the syllabus adequately, guiding learners on good draughtsmanship, proper use of scales, use of standard symbols for doors, windows and sanitary fittings in their appropriate positions.

Question 3.
Candidates were to sketch a formwork for a cast in-situ lintel for the windows and to name all its members. The question was very clear but poorly done.

Candidates’ Weaknesses
- Some candidates dodged it, indicating they had no knowledge about it.
- Those who attempted it did not bring out the required information about formwork.
- The quality of their work was very much desired.
- In general, candidates seemed unprepared and proved ignorant about formwork.
Advice to Teachers
Teachers should cover the entire syllabus and teach more about formwork for various types of work.

P720/3 BUILDING CONSTRUCTION (THEORY)

The paper set covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus clearly. It tested what is educationally relevant. The level of difficulty of the paper was about the same with that of the previous year. Six questions were set and candidates were to answer any four. The time allocation for the paper was adequate.

The main aspects tested included:
- Roof construction and its members and the related terms
- Defects and diseases in timber
- Stair case and upper floor and terms related to timber stairs.
- Timbering to trenches
- Wall construction
- Concrete
- Windows and their types
- Ironmongery
- Foundation and its types
- Suspended ground floor and its members and their purpose.

Performance of Candidates
The general performance of candidates on this paper was lower than that of 2016. Most candidates scored between 55% and 75%. The quality of work presented by candidates also declined. Some candidates used more abbreviations and slangs used in social networks like "U" instead of "you". Well done questions were 1, 2, 3 and 6 and poorly done was question 4. Most attempted questions were 1, 2, 3, 5 and 6 and least attempted was question 4.

Analysis of Questions

Question 1.

Required candidates to define given terminologies in relation to roof construction and to give factors that influence the choice of roof. They were also to sketch given types of roof and name the members. Also and to sketch and name two common types of timber connectors used in roof construction. About 75% of candidates attempted it and about 50% scored 70% and above.

Candidates’ Weaknesses
- Few sketches were used.
- Most terms seemed strange to candidates

Advice to Teachers
Teachers should cover the syllabus adequately and teach terminologies in general and emphasize the use of sketches.
Question 2.

Expected candidates to explain insect attack and fungal attack in relation to timber and to state the life cycle of a wood destroying beetle. They were also to use a sketch to illustrate the operation of trimming the opening of a stair case in a timber upper floor, naming the members and to sketch two joints used between the members named. Candidates were also to show by labelled sketches, two methods of strutting floor joists and to give advantages of concrete upper floor over timber upper floor. About 70% of the candidates attempted this question and a good number of them scored high marks.

Candidates’ Weaknesses
- Most candidates did not interpret well the term trimming the opening of a stair case.
- They lacked the idea about methods of strutting floor joists and joints used.
- Their sketches were also poor.

Advice to Teachers
Teachers should cover the syllabus adequately and teach more about upper floors and emphasize the use of neat sketches.

Question 3.

Was on construction of walls, materials used, timbering to trenches and concrete. About 80% of the candidates attempted it and scored above 50%.

Candidates’ Weaknesses
- Candidates lacked knowledge about concrete, mortar and brickwork.
- They seemed unexposed to questions that require high order thinking.

Advice to Teachers
Teachers should cover the syllabus intensively and expose learners to questions that require high order thinking (HOT), giving them feedback.

Question 4.

Candidates were to define a “stair” in building construction, its functional requirements and to use sketches to explain terminologies related to timber stair. They were also to sketch the plans and elevations of given types of stairs using labelled line diagrams and also to give recommended pitch angles of stairs in public buildings and private buildings. This was the least attempted question and performance was also poor.

Candidates’ Weaknesses
- Candidates lacked knowledge about stairs in general.
- Lacked skills in handling questions requiring high order thinking.
- Sketches were very poor.

Advice to Teachers
• Should cover the syllabus adequately and teach more on stairs.
• Guide learners on how to answer questions especially those requiring high order thinking (HOT).
• Demonstrate to learners how to make neat sketches.

Question 5.

Required candidates to give the purpose of a building, functional requirements of a window and to use sketches to describe given types of windows giving conditions under which window designs are based on. They were also to state classes of ironmongery. It was the most attempted number but they did not score very high marks.

Candidates’ Weaknesses
• Candidates had insufficient knowledge about given types of windows like skylight, dormer, gable and bay windows.
• Very few and poor illustrations were exhibited by candidates.

Advice to Teachers
Teachers should cover the syllabus adequately and demonstrate to learners the use of sketches for illustrations and encourage field studies.

Question 6.
Candidates were to use sketches to differentiate between natural and artificial foundations and to list functional requirements of a foundation. They were also to give the purpose of ventilation, wall plate, floor joists and DPC in relation to timber suspended ground floor and to use sketches to explain how the width and thickness of a strip foundation are obtained. About 70% of the candidates attempted this question and scored 50% and above.

Candidates’ Weaknesses
• Sketches are still a challenge to candidates.
• Candidates have challenges in areas requiring critical thinking.

Advice to Teachers
Teachers are encouraged to cover the syllabus adequately and engage learners in areas that need application of knowledge and reduce memory of questions.

S850/1 SUBSIDIARY ICT (THEORY PAPER)

Introduction
The paper is made up of twenty (20) compulsory structured questions set from the entire syllabus. The paper was of the same level of difficulty as that of the previous year 2016. The performance of the candidates of UACE 2017 was the same as that of the previous year.

Question Analysis

Question 1 (a)
The question required candidates to identify the suitable equipment for cleaning dust during computer maintenance. The question was answered correctly by most candidates.
Weakness of Candidates:
Some candidates lacked knowledge on specialized equipment for cleaning dust in computerized environment.

Advice to Teachers:
Teachers should practically involve learners during computer care and maintenance.

Question 1 (b)
The question required candidates to spell out the application of basic Laboratory equipment. Most Candidates passed this question.

Weakness of Candidates:
Most candidates lacked knowledge of the functions of basic laboratory equipment.

Advice to Teachers:
Teachers should expose learners to various computer hardware equipment and their functions.

Question 2(a)
Required: Demonstrate the ability to manage computer files. Most candidates showed knowledge of how to manage computer files.

Weakness of Candidates:
Candidates lacked knowledge of the chronological steps in renaming a file/folder.

Advice to Teachers:
Learners should practically be engaged in creation and management of computer files.

Question 2(b)
Candidates were required to give detailed view on the purpose or role of specific software. Most candidates failed the question.

Weakness of Candidates: Most candidates mistook device drivers as storage drives.

Advice to Teachers: Teachers should practically involve learners in installation of hardware.

Question 3
Required candidates to demonstrate knowledge of the acronyms used in ICT. Most candidates passed this question.
Weakness of Candidates: Writing words starting with lower case letters.

Advice to Teachers: Teachers should emphasize rubric in acronym writing.

Question 4 (a)
Required candidates to demonstrate knowledge of reliable data storage.
Most candidates failed the question.

Weakness of Candidates: Candidates were unable to single out reliable form of storage.

Advice to Teachers: Teachers should emphasize the unique features of forms of storage.

Question 4 (b)
Required candidates to demonstrate knowledge of the features of a file and folder.
Most candidates were able to state the features of a file and folder.

Weakness of Candidates: Some candidates mistook the description as a definition.

Advice to Teachers:
- Teachers should emphasize the demand of questioning techniques.
- Expose learners to the different features of a file and folder rather than giving definitions.

Question 5(a) and (b)
Required knowledge of what constitutes a computer system. Most candidates failed this question.

Weakness of Candidates: Candidates misinterpreted the question and gave components of computer hardware.

Advice to Teachers: Teachers should emphasize classification of computer system components.

Question 6.
Candidates were required to demonstrate understanding of computer software.

Weakness of Candidates: Inability of the candidates to indicate “TRUE/FALSE” as instructed.

Advice to Teachers: Teachers should emphasize the rubric in answering questions.

Question 7.
Required candidates:
- To give the meaning of computer hardware.
- To show knowledge of physical/tangible components of a computer and their functions.

Popularity: Most candidates passed the question.

Weakness of Candidates: Most candidates were unable to point out the connection points.
Advice to Teachers: Involve learners in practical installation of hardware.

Question 8.
Candidates were required to demonstrate knowledge of computer software and their specific function. Most candidates passed this question.

Weaknesses of Candidates:

- Inability of candidates to distinguish system software from operating system.
- Others candidates took system software to mean application software.

Advice to Teachers: Incorporate practical lessons in the teaching of computer software.

Question 9.
Required candidates to demonstrate knowledge in the storage and retrieval of a file. Majority of the candidates failed this question.

Weakness of Candidates:
Candidates lacked knowledge on memory management, they defined the verbs to ‘read’ and ‘write’ as used in English.

Advice to Teachers:
Demonstrate to learners’ practical application of reading and writing in memory management.

Question 10.
Required candidates to demonstrate knowledge of electronic publication and its application.

Majority of candidates passed this question.

Weakness of Candidates: Some candidates were unable to point out elements in designing a publication.

Advice to Teachers:

- Involve learners in regular practice in designing publication documents.
- Teachers should expose learners to a variety of publication applications.
- Organize study tours for learners to publication houses.

Question 11.
Required candidates to highlight the challenges associated with computer networks and how they can be prevented. Majority of candidates passed this question.

Weakness of Candidates:
Some candidates took physical computer threats to mean network based threats.

Advice to Teachers:
Teachers should emphasize the differences between stand-alone and networked computer threats.

**Question 12.**
Required candidates to demonstrate knowledge of data communication and its elements.

**Popularity:** Most candidates passed this question.

**Weakness of Candidates:** Some candidates demonstrated lack of knowledge of network protocols.

**Advice to Teachers:** Teachers should emphasize the concept of protocols in networks.

**Question 13.**
Required candidates to demonstrate understanding of categories of computer hardware. Most candidates passed the question.

**Weakness of Candidates:** Inability of the candidates to indicate “INPUT/OUTPUT” as instructed.

**Advice to Teachers:** Teachers should emphasize the rubric in answering questions.

**Question 14.**
Required candidates to demonstrate knowledge of application software and their specific functions. Majority of candidates failed this question.

**Weakness of Candidates:**
Some candidates were unable to point out specific roles for each of the given application programs.

**Advice to Teachers:**
Involve learners in regular practice in all applications as provided by the syllabus.

**Question 15.**
Candidates were required to demonstrate knowledge of presentation software and its salient features. Majority of candidates failed this question.

**Weakness of Candidates:**
Some candidates were unable to demonstrate the ability to apply the various features of presentation software.

**Advice to Teachers:** Involve learners in regular practice in designing presentations.

**Question 16.**
Required candidates to demonstrate knowledge of different forms of mailing and their implications. Most candidates passed this question.

**Weakness of Candidates:**
Candidates failed to give different circumstances under which each of the forms of mailing would be most applicable.
Advice to Teachers:
Teachers need to practically engage learners in different forms of mailing.

Question 17.
Candidates were required to list physical devices used to interconnect computerized devices. Majority of the candidates were able to list the networking hardware correctly.

Weakness of Candidates:
Some candidates mistook networking hardware to mean general computer hardware.

Advice to Teachers:
The networking hardware should practically be demonstrated to the learners.

Question 18.
Required candidates to demonstrate knowledge of how the Internet can be used in daily life activities. Majority of candidates passed this question.

Weakness of Candidates: Some candidates gave uses of computers instead of the Internet.

Advice to Teachers: Engage learners in the Practical use of Internet services.

Question 19.
Required candidates to demonstrate understanding of data communication and services offered. Majority of candidates failed this question.

Weakness of Candidates: Candidates mistook transmission media to mean data communication.

Advice to Teachers:
Teachers should emphasize the meaning of different concepts of data communication.

Question 20.
Required candidates to show an understanding of application areas of E-payment and the benefits in daily life. Majority of candidates passed this question.

Weakness of Candidates: Candidates failed to give different circumstances under which each of the forms of payment would be most applicable.

Advice to Teachers: Teachers need to practically engage learners in different forms of payment.

S850/2 SUBSIDIARY ICT (PRACTICAL)

Introduction:
There are two parallel practical papers 2 and 3. Each paper consists of five questions set from the topics: Word processing, Electronic Spreadsheets, Electronic presentation, Electronic Publication and databases. A candidate answers any three questions.
The papers were more difficult than those of the previous year, 2016. The performance of the candidates of UACE 2017 was better than that of the previous year.

Question Analysis

**Question 1: WORD PROCESSING**

The question required candidates to demonstrate knowledge of using a word processing application.

(a) Candidates were required to insert/draw/create a table, populate it with the data provided, bold and centre the columnar headings of the table; saving this work using a candidate’s name and personal number. It was popular instruction as majority of the candidates did it very well. A few candidates failed to create the table with the given layout. Teachers are encouraged to train students to be analytical for the given text to identify the skills required.

(b) Candidates were required to copy the table to the next page of the document.
- Most of the candidates were able to copy and paste the table to the next page.
- Some candidates failed to create a new page and instead pasted the table just below the table in page 1 of the document.

**Advice to Teachers**
Teachers are encouraged to provide a lot of practical work for learners to train on the variety of skills related in creating a new page and all the pasting techniques.

(c) Candidates were required to sort the records provided in the table in descending order of the salary.

This question was popular amongst the candidates as majority of the candidates successfully performed the skill.
- Some candidates were not able to sort the data/records in ascending order.
- Some candidates never had any knowledge of sorting data in a word processing table.
- Some candidates entered the data in a spreadsheet and pasted the already manipulated table in a word processing document.

**Advice to Teachers**
Teachers are encouraged to train students on how to select data/records before sorting can happen.

(d) Candidates were required to italicize the columnar headings and change them to font size 15. Most of the candidates were able to perform the instruction although some failed to change the font size to 15 as some had font 16 in their work.

**Advice to Teachers**
Teachers are encourages to train learners on italicize the work, adjusting/varying font sizes in tasks given to them.

(e) Candidates were required to add rows at the bottom of the table and use the in-built function to determine the sum and average for salary and age respectively. Majority of the candidates were able to insert a row but were not able to perform the calculations as required. Some candidates just typed in the values for sum and averages.
Advice to Teachers
Teachers are encouraged to train students on how to use the in-built function in word processing.

(f) Required to insert a column on the right hand side of the table, type the text provided and align it vertically.

Majority of the candidates were able to insert the column as required. However, most of the candidates failed to align the work vertically in the centre.

Advice to Teachers
Teachers are encouraged to teach learners to manipulate data in a table in different forms, work with text alignment.

(g) Candidates were required to insert a row on top of the table, merge it and type in a suitable heading.
Most candidates were able to insert, merge the row and insert a heading of their choice.
Some candidates failed to create a row above the table.

Advice to Teachers
Teachers are encouraged to train students on how to insert, delete a row(s) in a table.

(h) Candidates were required to align the table in the centre of the page.
Most of the candidates were not able to place the table in the middle of the page and the instruction was unpopular.

Advice to Teachers
Teachers are encouraged to train learners on how to move table/text/object in a page as required.

(i) Required to insert a header containing a candidate’s name and personal number in UPPER case.
Majority of the candidates were able to insert a header as required though some instead typed the name in sentence case.

Advice to Teachers
Teachers are encouraged to train students in how to alter letter case in word processors.

(j) Candidates were required to save and print the work.
This instruction was done very well although we still have cases of candidates who fail to burn their work onto Compact Disks and to print.

Question 2: ELECTRONIC PRESENTATION
(a) The question required candidates to design a five-slide presentation about abstinence that would include:
   (i) Topic, name and current/automatic data.
(ii) Slide 2 to include introduction and definition of abstinence
(iii) Slide 3 to include advantages of abstinence among the youth
(iv) Slide 4 to include a table that would illustrate the number of youths affected by early sex in yearly percentages.
(v) Slide 5 to include a column graph to represent data in slide 4.

(b) Candidates were required to insert relevant graphics to the topic.
(c) Required to apply suitable animations in the presentation.
(d) Candidates were required to insert a footer of their name and personal number.
(e) Candidates were required to save their work using their names and personal numbers.
(f) A candidate was required to demonstrate the skill of printing.

**Popularity of the question**
This question was the most attempted question among all questions in S850/2.

**Weaknesses of the Candidates**
- Some candidates failed to generate the required number of slides (5 slides) as stated in the question.
- Some candidates failed to put any content on some of the slides.
- Some candidates produced their slides in a distorted order.
- Some candidates could not choose the required slide layout.
- Poor interpretation of instructions.
- Majority of the candidates failed to activate Current/automatic date, - appropriate clip art, Chart illustration on slide - table layout on slide.
- Some candidates failed to select the correct chart type on slide 5.
- Some candidates failed to select correct data source on the chart in slide 5.
- Some candidates failed to identify relevant graphics for the presentation as they were not presented in support files. (Some inserted nude pictures).
- Some candidates have a challenge in differentiating between animation schemes and slide transition.
- Some candidates did not insert a single graphic in the presentation.

**Advice to Teachers**
Teachers are encouraged to put emphasis on the following aspects as they teach their students how to create electronic presentations.
(a) The characteristics of a good electronic presentation.
(b) Difference between current and/or automatic date and how to apply each.
(c) The different print layouts for electronic presentations.
(d) Illustrate to them the difference between animations and slide transitions.
(e) How and when to use the different slide layouts.
(f) Selection of various relevant graphics in respect to the theme topic being presented.
(g) Gradually generate a gallery of images on computer students’ computer to supplement the inbuilt MS Office gallery for clip Art.
(h) Train learners on how to insert minimal animations and transitions in the presentation.
(i) Encourage learners to stick to only those skills that are tested in the question.

(j) To teach learners on how to use a slide master to save time while generating slides that are uniform.

**Question 3: DATABASES**

(a) The question required a candidate to use an appropriate database program and load a given support file POPU and save it using his or her name and personal number.

**Weakness of Candidates**
Some of the candidates that attempted the question loaded the file but failed to rename it as required.

**Advice to Teachers:**
Teachers should put emphasis on how to rename database files.

(b) Required the candidates to demonstrate the skill of opening a database table in design view and adjust the given data types appropriately especially the one of currency, number and date/time.

**Weakness of Candidates**
Some candidates failed to assign the fields appropriate data types.

**Advice to Teachers**
Teachers should teach students the use of appropriate data types and where they apply accordingly.

(c) Required candidates to demonstrate the skill of entering data in the field IDNos as provided and turn on a primary key on this field.

**Weakness of Candidates**
Some candidates failed to fully enter the records given in the question.

(d) Required the candidates to change primary key to IDNo., and delete the current primary key field thereafter.

**Weaknesses of Candidates**
- Majority of the candidates failed to turn on a primary key.
- Some candidates failed to delete the current primary key field (ID).

**Advice to Teachers**
Teachers are encouraged to train students on how to switch primary keys from one field to another.

(e) The question required candidates to create queries that would filter students from two specific fields at the same time.
Weakness of Candidates
Most of the candidates failed to query the fields with Boolean data types (yes/no).

Advice to Teachers
Teachers are encouraged to provide learners with a variety of exercise that train students to work with a range of query criterion with ease.

(f) Required a candidate to print his/her work.

(g) Required candidates to demonstrate a skill of producing a report for only particular fields and apply a footer of the candidate’s name.

Weakness of Candidates
Most of the candidates failed to turn on a footer area of the report and others used a text box instead of a label.

Advice to Teachers
Teachers should thoroughly teach their learners on how to create and format the various objects in a database program.

(h) Required candidates to insert a footer in a form object.

Weakness of Candidates: Majority of the candidates failed to perform this function.

Advice to Teachers
Teachers are encouraged to repeatedly encourage their learners to insert form or report footer in their work.

(i) Required the candidates to print all their work. Majority of the candidates that attempted this number were able to provide a print out for assessment.

Weakness of Candidates

• Some candidates failed to print the database objects which they had created while others printed only one object.

Advice to Teachers

• Teachers are encouraged to teach learners how to print database objects or their screen shots.

Question 4: ELECTRONIC PUBLICATION
(a) Candidates were required to open a support file saved as phone.pub and manipulate it as guided by the instructions given.

Majority of the candidates that attempted this number were able to identify the file and open it.

(b) Required candidates to:
✓ Insert a text box and resize it to height 0.789” and width 8.936”.
✓ Insert a logo for the Yunno Secondary School anywhere in the publication.

Majority of the candidates were able to insert a textbox and a logo for the school. Majority of the students failed to set a specific text box size as required. Some failed to insert the logo.

(c) (i) Candidates were required to insert pictures from the support folder in specific positions on the template provided in the support file. Majority of the candidates were able to insert the picture in the specified positions.

**Weakness of Candidates**

- Some candidates were not able to resize the pictures so as to fit in the specified slots.
- A few of the candidates failed to position the pictures in the specified slots.

**Advice to Teachers**
Teachers are encouraged to teach students all aspects concerning insertion and manipulation of pictures and other graphical images.

(ii) The instruction required candidates to type text in a specific text box and vary the font size and name as specified. Majority of the candidates were able to type the text (Yuno Secondary School).

**Weakness of Candidates**
Majority of the candidates also failed to vary the font sizes and font face as required by the question.

**Advice to Teachers**
Teachers are encouraged to train learners to follow practical instructions strictly.

(d) Candidates were required to group the objects in the entire publication.

**Weakness of Candidates:** Many candidates failed to group the objects.

**Advice to Teachers**
Teachers are encouraged to train learners in the skill of grouping objects because it is essential in desktop publishing.

(e)&(f) Candidates were required to type the given text in the specific area Z, centre align it and insert the candidate’s name as the recipient.

**Weakness of Candidates**
- Majority of the candidates typed the text but failed to align it to the centre.
- Majority of the candidates failed to locate the exact area where to type the text.
- Some candidates failed to insert the recipient’s name in the expected space.

(g) Required to save the publication as candidate’s name and personal number and provide a print out. Most of the candidates were able to save and print their work.

**General advice regarding Desktop Publishing**
- Teachers should give learners enough time to practice.
- Teachers should teach learners all concepts related to Desktop publishing e.g. creating logos, using Word Arts in design, grouping items, manipulating various graphical objects to form a new entity, etc.
- Teachers are encouraged to take their students through design of various publications.

**Question 5: ELECTRONIC SPREADSHEETS**

(a) The question required a candidate to load a file *Data* and rename the file as candidate’s name and personal number. This instruction was performed well.

**Advice to Teachers**
Teachers are encouraged to teach their students how to rename files or save existing files with a new name.

(b) Candidates were required to insert two columns and add labels for **total** and **position**. This task was performed well.

(c) Using relevant functions, candidates were required to obtain the total votes per candidates and as well position each candidate in respect to total votes polled.
- Majority of the candidates successfully worked out this task.
- Some candidates could not automatically generate correct values for the rest of the records using the auto-fill feature.

**Advice to Teachers**
Teachers are encouraged to teach their students how to use the Auto Fill feature to save time.
(d) Candidates were required to determine the maximum number of votes polled in each county.

(e) Candidates were required to determine the number of total votes polled from each county.

For parts (d) and (e) some candidates failed to place the total votes per county in the appropriate position on the worksheet.

**Advice to Teachers**
Teachers are encouraged to teach their students the various spreadsheet functions and to emphasize the skills of appropriate layout of data on a worksheet.

(f) Candidates were required to fit the table on one page. Majority of the candidates were not able to fit the table on the page.

**Advice to Teachers**
Teachers are encouraged to teach learners on how to use the various view modes in spreadsheets (Norma, Page Layout and Page Break Preview) because they are essential when fitting spreadsheets on pages and setting various page layout features.

(g) Candidates were required to insert a row, merge it and enter the heading to run across the work. Majority of the candidates were able to insert a new row, merge cells in it and add a title.

(h) Candidates were required to use selected columns to create a **2D stacked line graph**. Majority of the candidates were able to plot a graph as required.

(i) Candidates were required to insert a chart heading and axes titles. A few candidates chose the wrong chart type and demonstrated little knowledge about charts and chart accessories.

**Advice to Teachers**
Teachers are encouraged to train their students in the use and insertion of various chart types and how to add the different chart accessories.

(j) Candidates were required to transfer the chart to another worksheet. Majority of the candidates were able to copy and or/cut and paste to another worksheet.

**Advice to Teachers**
Teachers are encouraged to train learners on how to insert, delete worksheets in a workbook.

(k) Candidates were required to insert a header of a name and personal number in the work. Most of the candidates were able to insert a header in their spreadsheets.
Candidates were required to print a copy of the work done. Majority of the candidates were able to print their work.

S850/3 SUBSIDIARY ICT

Question 1: WORD PROCESSING

(a) Using a word processing software open the file documentary xy and save it as your names and personal number.

Skills required
- Opening the support file folder
- Copying and pasting the file documentary xy from the support file folder.
- Renaming the file documentary xy to the candidate’s name and personal number.

Popularity of the question
Majority of the candidates were able to perform this instruction.

Weaknesses of Candidates
Some candidates were not able to rename the file.

Advice to Teachers
Teachers should train learners on how to copy and paste, rename files and general file management.

(b) Underline the heading with dotted lines

Skills required
- Selecting the heading
- Underlining the heading with dotted lines.

Majority of the candidates were able to perform this instruction.

Weaknesses of Candidates
Some candidates were not able to select the required underlining style from the underline options.

Advice to Teachers
Teachers should train learners in different underlining styles and options.

(c) Drop cap by three lines the first paragraph

Skills required
• Selecting the first character of the first paragraph
• Drop cap to three lines.

**Popularity of the Question**
Majority of the candidates were able to perform this instruction

**Weaknesses of Candidates**
Some candidates were not able to select the required drop cap style from the drop cap options.

**Advice to Teachers**
Teachers should train learners in different formatting and drop cap options.

(d) Convert paragraph two into columns with a line in between

**Skills required**
• Selecting the second paragraph
• Formatting one column paragraph to two columns with a line between

**Popularity of the question**
• Majority of the candidates were able to convert the paragraph into two columns.

**Weaknesses of Candidates**
• Some candidates were not able to put a line between the columns
• Some candidates formatted to three columns

**Advice to Teachers**
• Teachers should train learners how to format paragraphs using column options.

(e) Insert page numbers, centre aligned in the A, B, C format.

**Skills required**
• Format page number into the A, B, C format
• Selecting the centre aligned page number option

**Popularity of the question**
• Many candidates inserted page numbers but not the required A, B, C format

**Weaknesses of Candidates**
• Some candidates failed to format the page numbers into the required A, B, C format.
• Some candidates who inserted the right format failed to centre align the page numbers.

**Advice to Teachers:** Should train learners how to format page numbers

(f) Insert an appropriate watermark of size 38
Skills required
- Inserting a watermark
- Changing the watermark to size 38

Popularity of the question: Many candidates were able to insert watermark

Weaknesses of candidates
- Some candidates failed to format watermark to size 38

Advice to Teachers: Teachers should train students how to customize watermarks.

(g) Insert a page break after the first paragraph

Skills required: Inserting a page break after the first paragraph

Popularity of the question: Many candidates inserted a page break

Weaknesses of Candidates: Some candidates failed to insert a page break

Advice to Teachers: Teachers should train learners how to insert page breaks

(h) Insert the image 100JPG on the first page

Skills required: Inserting the image from the support file folder

Popularity of the question
- Many candidates were able to insert the image from support file folder into the document

Weaknesses of Candidates:
- Some candidates failed to insert the required image 100JPG

Advice to Teachers
- Teachers should train students how to insert pictures from existing files and manipulate them accordingly.

(i) Apply page border to first page only

Skills required
- Inserting page border on the required position in the document

Popularity of the question: Many candidates inserted the page number

Weaknesses of Candidates
- Some candidates failed to insert the page border only on the first page
Advice to Teachers
• Teachers should train students how to use different page bolder options

(j) Insert your name as header and footer as today’s date.

Skills required: Inserting header and footer

Popularity of the question: Many candidates inserted header and footer as required.

Weaknesses of candidates: Some candidates failed to insert today’s date.

Advice to Teachers: Teachers should train students how to format headers and footers

(k) Set the paper size A5 for the whole document and print your work

Skills required: Setting the page size to A5

Popularity of the question
• Many candidates set the page size to A5
• Many candidates printed work

Weaknesses of Candidates: Some candidates failed to set page size to A5

Advice to Teachers:
• Teachers should train students how to use different page layout options

QUESTION 2: DESKTOP PUBLISHING

The question required the candidate to design a four-cover for a magazine using the following guidelines
(a) Appropriate layout, paper balance and font variation and relevant pictures

The candidates were required to have knowledge of different layouts of electronic publication particularly the magazine covers, various fonts such as colour, size, styles and background design.

Weaknesses of Candidates
• On layouts, candidates could not use the appropriate layouts
• On variations, candidates failed to clearly bring out variation in font sizes, colour and font faces as required by the question paper.
• On paper balance, candidates failed to optimally utilize the working space available to bring out a clear output.

Advice to Teachers
• Teachers are encouraged to demonstrate basic principles of electronic publication software to their learners
• Teachers should encourage their learners to have regular practice in the computer laboratories.

(b) The candidates were required to insert a clip to represent the Author at the bottom of the cover.

**Weaknesses of Candidates**
• The candidates failed to identify and insert relevant clip at the bottom of the cover.

**Advice to Teachers**
• Teachers are encouraged to train their students in how various clips and/or graphics can be appropriately inserted in publications.

(c) Candidates were required to use their name as the author of the magazine.

**Weaknesses of Candidates**
Candidates failed to identify the area where to insert the author's name.

(d) Candidates were required to insert an automatic current date to appear as date of publication.

**Weaknesses of Candidates**
• Candidates failed to insert an auto date instead they simply typeset the date.

**Advice to Teachers**
• Teachers should demonstrate to the learners how to insert an auto date in electronic publication.

(e) Candidates were required to apply suitable background for the cover.

**Weakness of Candidates:** Candidates failed to apply background colour

**Advice to Teachers**
• Teachers should demonstrate to the learners how to apply different backgrounds using the formatting tools in electronic publication.

(f) Candidates were required to insert their name and personal number as a header.

**Weaknesses of Candidates**
• Many candidates failed to insert their name and personal number as header.

(g) Candidates were required to save and print their work.
Candidates were able to save and print their work as was required by the question paper.

**General Recommendations**
- Teachers should encourage students to have regular practices on electronic publications so as to master the required skills.
- Teachers are encouraged to teach full package requirements so as to expose learners to a variety of skills in electronic publication.

**Question 3: DATABASE**

(a) The question required candidates to create a database for the Medical centre and save it as the candidates’ name and personal number.

**Popularity of the Question**
It was not so popular since few candidates attempted this question.

**Weaknesses of the Candidates**
Some candidates created the database but failed to save it as stated in the question (Candidates’ name and personal number).

**Advice to Teachers**
Teachers should thoroughly teach their students the steps (techniques) of creating and saving a database as required.

(b) The question required candidates to create a table in design view with the given field names and the corresponding field properties and save it as “Patient Bio Table”.

**Popularity of the Question: This question was not popular.**

**Weaknesses of the Candidates**
- Some candidates failed to assign the right data types/field properties as required by the question.

**Advice to Teachers**
- Teachers should teach the learners how to assign appropriate data types and field properties to the given fields.

(c) The question required candidates to create a form from the patient bio table and save it as patient bio form. The form was to be used to enter records in the patient bio table.

**Popularity of the Question**
It was not so popular since few candidates attempted this number in this paper.
Weaknesses of the Candidates
- Some candidates failed to save the form as required
- Some candidates failed to create the form and instead created queries and tables which were saved as patient bio form’
- Some candidates failed to enter all records as given in the question

Advice to Teachers
- Teachers should teach students how to enter database records using a form
- Teachers should teach students how to select all fields of the table while creating a form.

(d) And (e) they required the candidates to create a table in design view with the given properties, save it as “Patient Billing Table” and populate it with the given data.

Popularity of the Question: This question was not popular.

Weaknesses of the Candidates
- Some candidates failed to assign the primary key to the right field and others did not assign at all.
- Some candidates entered partial data in the table and others did not enter at all.

Advice to Teachers
- Teachers should teach students the importance of a primary key field and characteristics of a primary key in a database table.

(e) As above.

(f) The question required the candidates to create a one-to-one relationship between the two tables.

Popularity of the Question: This question was not popular.

Weaknesses of the Candidates
- Some candidates simply created any type of relationship and not-to-one to one relationship as required by the question.

Advice to Teachers
- Teachers should guide the learners on how to create different relationships.

(g) The question required the candidates to create a query that could extract date from the patient bio table with patients who were not diagnosed with malaria and save it as Anti malaria.

Popularity of the Question: This question was not popular.
Weaknesses of the Candidates
• Some candidates did not know the right criterion to use and the corresponding field to apply the criterion.

Advice to Teachers
• Teachers should guide the learners on how to create queries using the right criterion and which field to apply the criterion.

(h) Candidates were required to create a report including specific fields that were coming from both tables and save it as clinic report. The report was to include a report footer of the candidates’ name and personal number.

Popularity of the question: This question was not popular.

Weaknesses of the Candidates
• Some candidates did not know how to create a report that required selection of fields from 2 different tables.
• Some candidates failed to include the report footer
• Some candidates included page footer instead of report footer

Advice to Teachers
• Teachers should guide the learners on how to create a report and include specific fields from two given tables
• Teachers should teach the learners the clear difference between page footer and report footer

(i) The question required candidates to print all their work. This question was not popular.

Weaknesses of the Candidates
• Some candidates did not know how to print all their work i.e. including the entire given database objects.

Advice to Teachers
• Teachers should guide the learners on how to print all their work i.e. including all the given database objects.
• Teachers should provide heavy duty printers to help the learners both during practice and in exams.

Question 4: ELECTRONIC PRESENTATION

(a) Learners were required to create six slides about adolescence

Slide i Candidates were required to give introduction about the topic.
Slide ii  Candidates were required to give a title for a slide and at least four bulleted points about characteristics of male adolescents.

Slide iii  Candidates were required to give a title for a slide and at least four bulleted points about characteristics of female adolescents.

Slide iv  Candidates were required to give a title for a slide and at least four bulleted points on effects of uncontrolled adolescents.

Slide v  Candidates were required to give a title for a slide and at least four bulleted points on advice to adolescents.

Slide vi  Candidates were required to give a title and the given contacts in the question paper.

Popularity of the question
Very many candidates attempted this question and performed well.

Weaknesses of the Candidates
- Most of the candidates could only raise one point which was not enough and satisfactory.
- Some candidates inserted images that were not provided in the support file.
- Some candidates did not assign any slide titles.

Advice to Teachers
- Encourage learners to give at least four to five points
- Encourage learners to make proper use of support files especially use of provided images
- Slide titles are very necessary for a professional presentation

(b) Required candidates to provide pictures only from the support files not anywhere else.

Popularity of the Question: Most candidates attempted it.

Weaknesses of the Candidates
Some of the candidates inserted pictures that were not provided for in the support files

Advice to Teachers: Encourage learners to stick to the support file provided

(c) Candidates were required to run the slides automatically without stopping and this required them to activate a loop that runs continuously until escape.

Weaknesses of the Candidates
The skill was hard for the candidates and very many failed it.

Advice to Teachers
Teachers should exhaust the entire syllabus to give an opportunity to the learners to be able to attempt most of the questions.

(d) Candidates were required to insert their full name and automatic date.
Popularity of the question: Most candidates attempted it.

Weaknesses of the Candidates: The date was unable to run automatically for many candidates.

Advice to Teachers:
Teachers are advised to teach learners the different types of dates i.e. fixed and automatic.

(e) Candidates were required to save the work using their names and personal number.

Popularity of the question: Most candidates attempted it.

Weaknesses of the Candidates:
A few candidates were unable to save in their full names and personal numbers.

Advice to Teachers:
- Teachers should emphasize seriously the skills of saving.
- Avoid saving in unrequired names like Presentation 1.

(f) Candidates were required to print all the slides on one page.

Popularity of the question: Most candidates correctly attempted this question.

Weaknesses of the Candidates:
A few candidates printed in form of a slide per page thus failing the question.

Advice to Teachers:
Teachers are advised to exhaust all the presentation printing techniques.

Question 5: ELECTRONIC SPREADSHEETS

What did the question require?
The question required the candidates to apply the following skills of spreadsheets application:
- Statistical, math and trig functions, bordering the active cells and also modifying the worksheet in the given work book by renaming the worksheet.
- Identifying specific cells in a work sheet e.g. C25 and C26.

Popularity of the question:
- It was attempted by the majority of the candidates compared to other questions.
- Average and sum functions were popular to candidates.
- Inserting footer of your name and personal number.

Weaknesses of the Candidates:
Many candidates were unable to:
- Print on a worksheet on a page or on an A4 paper.
- Copy from one worksheet to another.
- Rename a worksheet.
- Apply all borders on the worksheet.
- Rotate titles to an angle of 60 degrees
- Sort totals in descending order according to total mark
- Use count function appropriately

**Advice to the Teachers**
- Teachers should expose students to common functions like logical, statistical, math and financial functions
- Teachers should encourage students to practice how to print this application properly
- Teachers should practice continuous assessment method.