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
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<td>743/1 BUILDING CONSTRUCTION</td>
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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 UCE 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 UCE Report on Work of Candidates (RWC) analyses in detail candidates’ performance in the UCE examination. The main purpose of the report is to provide feedback (backwash) on the candidates’ performance in the subjects they sat during the UCE examination. It focuses on how the candidates responded to the questions set for a given subject examination.

The focus centres mainly on the questions the candidates found difficult. Such questions are identified, possible causes of candidates’ mistakes pointed and the expected responses in some cases given.

The report points out topical areas of the curriculum not adequately covered during the course of teaching as evidence by candidates’ poor responses/answers in these areas. It gives advice/recommendations on how such topical areas can be managed or taught better with the view to improve the teaching/learning processes in general. It is hoped that schools will find the information contained in the RWC useful, and consequently, create a professional avenue for teachers to share topics that students find difficult to understand.

2.0 CANDIDATURE

In 2017 UCE, 326,212 candidates registered for the examination, compared to 323,276 registered in 2016. There was an increase of 0.9% (2936) in the candidature. In 2017, 320,119 candidates appeared for examination compared to 316624 candidates who appeared for the 2016 examination. This represented a 1.1% (3,495) increase in candidates appearing for examination in 2017. Female candidates constituted 49.3% (160,778) compared to 50.7%, (165,434) of the male candidates who appeared for examination. USE beneficiaries were 151,848 (46.5%) of the total candidature registered.

Statistics of the number of candidates who registered for, and those who sat the UCE examination for the last 5 years are given in Table 1 below.

All the examination centres have embraced the e-registration.

Table I: 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>% Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>326,212</td>
<td>320,119</td>
<td>6,093</td>
<td>1.9</td>
</tr>
<tr>
<td>2016</td>
<td>323,276</td>
<td>316,624</td>
<td>6,652</td>
<td>2.1</td>
</tr>
<tr>
<td>2015</td>
<td>313,171</td>
<td>306,507</td>
<td>6,664</td>
<td>2.1</td>
</tr>
<tr>
<td>2014</td>
<td>310,414</td>
<td>306,185</td>
<td>4,229</td>
<td>1.4</td>
</tr>
<tr>
<td>2013</td>
<td>295,768</td>
<td>289,012</td>
<td>6,756</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Absenteeism of candidates dropped to 1.9% in 2017 from 2.1% in 2016.
The number of SNE candidates declined from 366 in 2016 to 357 in 2017. The SNE candidates registered were 31 for the blind, the deaf 61, those with low vision 82, the dyslexic 31 and severely physically handicapped were 79. There were 73 others with minor forms of disability that only needed to be given extra time. The Board made arrangements, which included modification of questions, provision of questions written in Braille form, having support personnel for the handicapped and dyslexics, and translators for the deaf. Candidates with low vision received question papers with enlarged print to enable them read more easily. All SNE candidates were allowed extra 45 minutes in each paper.

UNEB maintains an examination centre at Luzira prison for inmates to assist Uganda Prison Services in their efforts at rehabilitation of offenders. The centre registered 55 candidates and their results show that 3 passed in division 1, 10 in division 2, 13 in division 3 and 26 in division 4. Only 1 failed and 2 were absent.

### 3.0 COMPARISON OF GENERAL CANDIDATES' PERFORMANCE FOR 2017 AND 2016 UCE EXAMINATIONS

Performance of candidates who sat in 2017 and 2016 in terms of division passes is compared in Table 2 below.

Table 2: General Performance in 2017 Compared To 2016

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Cands.</th>
<th>%age</th>
<th>Cumm. No. of Cands.</th>
<th>Cumm %</th>
<th>No. of Cands.</th>
<th>%age</th>
<th>Cumm No. of Cands.</th>
<th>Cumm %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31,338</td>
<td>9.9</td>
<td>31,338</td>
<td>9.9</td>
<td>23,625</td>
<td>7.5</td>
<td>23,625</td>
<td>7.5</td>
</tr>
<tr>
<td>2</td>
<td>53,665</td>
<td>17.0</td>
<td>84,893</td>
<td>26.9</td>
<td>44,614</td>
<td>14.1</td>
<td>68,239</td>
<td>21.6</td>
</tr>
<tr>
<td>3</td>
<td>70,797</td>
<td>22.4</td>
<td>155,690</td>
<td>49.3</td>
<td>63,507</td>
<td>20.1</td>
<td>131,746</td>
<td>41.7</td>
</tr>
<tr>
<td>4</td>
<td>131,660</td>
<td>41.7</td>
<td>287,350</td>
<td>91.0</td>
<td>143,246</td>
<td>45.2</td>
<td>274,992</td>
<td>86.9</td>
</tr>
<tr>
<td>9</td>
<td>27,955</td>
<td>8.9</td>
<td>315,305</td>
<td>100</td>
<td>41,632</td>
<td>13.2</td>
<td>314,979</td>
<td>100</td>
</tr>
</tbody>
</table>

(NB: The figures above do not include withheld results.)

The table above shows that there was some improvement in performance in 2017 compared to 2016. Division 1 passes increased by 2.4% and at other divisions the improvement was by about 5%.
3.1. COMPARISON OF PERFORMANCE BETWEEN USE AND NON-USE CANDIDATES

Table 3 below compares performance between USE and Non-USE candidates in terms of Passes on the different divisions.

Table 3 USE and Non-USE Performance Compared.

<table>
<thead>
<tr>
<th>Division</th>
<th>USE CANDIDATES</th>
<th>NON-USE CANDIDATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>6,005</td>
<td>4.1</td>
</tr>
<tr>
<td>2</td>
<td>20,375</td>
<td>13.8</td>
</tr>
<tr>
<td>3</td>
<td>33,020</td>
<td>22.4</td>
</tr>
<tr>
<td>4</td>
<td>71,644</td>
<td>48.6</td>
</tr>
<tr>
<td>9</td>
<td>16,230</td>
<td>11.0</td>
</tr>
</tbody>
</table>

(NB: The figures above do not include withheld results.)

The table above indicates better performance by Non-USE Candidates. It should be noted, however, that most Non-USE candidates are from the traditional Government Aided Secondary Schools. Most of which are boarding schools whose fees structure do not fit in the USE fees framework. Others are from well-established private schools.

3.2 COMPARISON OF PERFORMANCE OF CANDIDATES OF 2017 AND 2016 IN SELECTED SUBJECTS.

Table 4: Comparison of 2017 and 2016 performance in selected large entry subjects

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Cands.</td>
<td>Percentage at</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 6 8</td>
</tr>
<tr>
<td>English Language (112)</td>
<td>315,213</td>
<td>0.7 35.0 74.3</td>
</tr>
<tr>
<td>Christian Rel. Educ.(223)</td>
<td>209,014</td>
<td>10.6 65.1 89.6</td>
</tr>
<tr>
<td>Islamic Rel. Educ. (225)</td>
<td>29,361</td>
<td>15.5 68.2 87.0</td>
</tr>
<tr>
<td>History (241)</td>
<td>314,161</td>
<td>6.7 46.0 68.0</td>
</tr>
<tr>
<td>Geography (273)</td>
<td>315,070</td>
<td>4.5 56.0 81.6</td>
</tr>
<tr>
<td>Mathematics (456)</td>
<td>315,269</td>
<td>3.4 33.3 62.9</td>
</tr>
<tr>
<td>Agriculture (527)</td>
<td>198,842</td>
<td>2.8 42.5 72.2</td>
</tr>
<tr>
<td>Physics (535)</td>
<td>314,653</td>
<td>0.7 12.5 40.4</td>
</tr>
<tr>
<td>Chemistry (545)</td>
<td>314,899</td>
<td>2.2 18.8 59.1</td>
</tr>
<tr>
<td>Biology (553)</td>
<td>314,967</td>
<td>0.3 25.8 55.5</td>
</tr>
<tr>
<td>Art (IPS) 612</td>
<td>77,628</td>
<td>1.7 71.1 96.9</td>
</tr>
<tr>
<td>Commerce (800)</td>
<td>184,417</td>
<td>3.8 44.0 63.7</td>
</tr>
</tbody>
</table>

The figures do not include withheld results
There was an increase in pass levels in most subjects, except in English language where there is a drop at distinction and credit levels. IRE recorded a drop at all the three levels.

Percentage pass levels for the core science subjects remain low, with over 40 percent of the candidates in each subject unable to exhibit the minimum required competency to be graded. Physics remains the worst done subject.

### 3.3 COMPARISON OF FEMALE AND MALE CANDIDATES' PERFORMANCE IN 2017 UCE

Table 5 compares performance of female and male candidates in selected subjects expressed in terms of cumulative percentage at the indicated levels.

Table 5: Performance of Females' and Males compared in selected large entry subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 2 (Distinction level)</th>
<th>Grade 6 (Credit level)</th>
<th>Grade 8 (Pass level)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>English Language (112)</td>
<td>0.8</td>
<td>0.7</td>
<td>36.2</td>
</tr>
<tr>
<td>CRE (223)</td>
<td>10.2</td>
<td>11.1</td>
<td>65.1</td>
</tr>
<tr>
<td>IRE (225)</td>
<td>14.7</td>
<td>17.3</td>
<td>70.4</td>
</tr>
<tr>
<td>History (241)</td>
<td>5.5</td>
<td>8.0</td>
<td>50.3</td>
</tr>
<tr>
<td>Geography (273)</td>
<td>3.3</td>
<td>5.7</td>
<td>60.5</td>
</tr>
<tr>
<td>Mathematics (456)</td>
<td>2.1</td>
<td>4.7</td>
<td>38.8</td>
</tr>
<tr>
<td>Agriculture (527)</td>
<td>2.0</td>
<td>3.6</td>
<td>48.7</td>
</tr>
<tr>
<td>Physics (535)</td>
<td>0.3</td>
<td>1.1</td>
<td>15.8</td>
</tr>
<tr>
<td>Chemistry (545)</td>
<td>1.4</td>
<td>3.0</td>
<td>21.2</td>
</tr>
<tr>
<td>Biology (553)</td>
<td>0.1</td>
<td>0.4</td>
<td>28.9</td>
</tr>
<tr>
<td>Art (IPS) 612</td>
<td>0.9</td>
<td>2.2</td>
<td>73.3</td>
</tr>
<tr>
<td>Commerce (800)</td>
<td>2.4</td>
<td>5.2</td>
<td>51.4</td>
</tr>
</tbody>
</table>

(The figures do not include withheld results)

Female candidates performed marginally better than males in English language whereas their male counterparts performed better in all the other large entry subjects. This trend in the disparity between the performance of male and female candidate has been observed over the years.

Percentage passes at the different divisions are compared in table 6 below

### 3.4 Comparison of Female and male by Divisional Passes

Table 6: Percentage Divisional Passes Compared

<table>
<thead>
<tr>
<th>Gender</th>
<th>Division 1 (%)</th>
<th>Division 2 (%)</th>
<th>Division 3 (%)</th>
<th>Division 4 (%)</th>
<th>Division 9 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>11.4</td>
<td>18.6</td>
<td>23.0</td>
<td>38.5</td>
<td>8.4</td>
</tr>
<tr>
<td>Females</td>
<td>8.4</td>
<td>15.4</td>
<td>21.9</td>
<td>45.1</td>
<td>9.3</td>
</tr>
</tbody>
</table>

(The figures do not include withheld results)

Table 6 confirms that overall, male candidates performed better at all the higher grades (1-3) than their female counterparts did.
4.0 PERFORMANCE OF CANDIDATES: THE CHALLENGES

The UCE examination was meant to assess the degree of acquisition of the requisite knowledge, attitudes and competences in the various learning areas. Examination papers were designed to test the candidates’ understanding, and ability to apply the knowledge acquired to solve problems in given novel situations and to show analytical skills.

In the Sciences the candidates’ ability to manipulate science apparatus, the science process skills of making measurements and observations, recording observations and other data, drawing inferences or conclusions from observations, data presentation and interpretation among others, were also tested.

The following challenges are persistent, and are responsible for poor performance by the candidates in the lower grades.

4.1 Language Deficiency

English is the official language and the language of instruction in this country. It follows that candidates’ ability to understand the demands of questions in the examination papers and offer adequate responses to those questions depends a lot on the candidates’ level of proficiency in English. Reports of the examiners indicate that this is a real challenge. Difficulties were reported in the use of correct grammar, spellings, tenses and punctuations when writing compositions. Candidates are expected to read a passage and write out a coherent summary of the main issues.

They are also expected to answer comprehension questions to show their understanding of the context in a story. Serious weaknesses were shown here, indicating inadequate teaching. Teachers are still making candidates cram passages from storybooks or what they call “model compositions”. They then reproduce these as answers to questions requiring original imaginative compositions. There is also evidence of spotting even in English where the teachers now concentrate on what they think will be examined in a particular year. This was very evident in this examination. The low levels of proficiency also meant that candidates were not able to express themselves adequately in those papers that required them to offer answers in essay form.

4.2 Performance in Higher Order Questions

Higher order questions are those questions that require candidates to draw from their knowledge and experiences, draw inferences or make predictions from a set of data. Performance in these types of questions were not as good as desired. There is evidence of candidates failing to understand and interpret questions. Those questions that require computation and the skills of representing data graphically were poorly done.

4.3 Performance in Science Subjects

Performance in Mathematics and Science subjects showed some improvement as seen in table 4 above, but continue to be poorly performed by the majority of candidates. About 54.5% (on average) reach the minimum competency level. Despite the significant efforts by the Ministry of Education and Sports to avail laboratory chemicals and equipment to schools, there is still evidence of theoretical teaching of Sciences. The strategic interventions towards the effective practical teaching of sciences through the SESEMAT programme are yet to reflect in the quality of the candidates’ work. As in previous years, candidates experienced problems in the handling of apparatus during the
practical tests as well as making and recording observations and drawing conclusions from those observations; tabulation of experimental results and interpretation of the results, plotting graphs correctly, among others. The lower achievers found difficulties with questions requiring explanations, description of experimental procedure, use of chemical symbols and formulae, writing of units and dealing with tasks that require practical experience. In many schools candidates do not do practical’s until towards the UCE examinations and candidates go into the practical examination very ill equipped.

4.4. Examination Breaches and Malpractice

During the conduct of 2017 UCE a total number of 81 persons suspected to have been involved in examination malpractice were arrested by police. Forty-nine of the suspects have been charged in court and are currently on court bail with their cases at various stages of hearing. Twenty-one suspects jumped police bond and criminal summons have been issued against them and eleven other suspects are due in court as their files are still with the DPP for sanctioning.

UNEB put in place stringent measures to detect malpractice at the marking stage. Information on malpractice was also received from whistle blowers, invigilators and scouts. The overwhelming form of malpractice experienced was assistance given to candidates by third parties. Other forms of malpractice such as collusion (copying from one another), smuggling of unauthorized materials into the examination rooms were reported but less common.

Majority of the cases were reported in science subjects with biology being most affected with 39.7% of the cases, followed by physics 20.1%, chemistry 10.3% and mathematics 6.7%. Scouts reported some instances in science practical papers where candidates did not carry out the experiments required in the examination but recorded in their scripts results provided external sources.

A new phenomenon has emerged where teachers of science subjects are masquerading as laboratory technicians in order to remain in the examination rooms in a desperate effort to help candidates.

In accordance with Section 4 (3) of the UNEB Act 137, the Board withheld results of 4,525 candidates from 112 examination centres (1.4% of candidature), to allow for completion of investigations and accord the suspected persons a fair hearing.

5.0 CANDIDATES’ GRADE AWARDS

The 2017 UCE examination had the objective of testing the acquisition of knowledge and skills in the various learning areas tested. Papers were designed to test knowledge and understanding. Application and analytical skills, manipulation of scientific apparatus, science process skills of making observations, recording observations and other data, drawing inferences or conclusions from observations, data presentation and interpretation among others. Papers also tested application of knowledge in problem solving and in novel situations.

Candidates awarded Division 1 and 2 were able to demonstrate high levels of knowledge and skills in the subjects they took. Division 3 represents a moderate level of competence. Candidates at this level demonstrate knowledge but are not able to deal with the higher level of skills; while Division 4 represents the basic (minimum) level of competence. Candidates at this level showed the ability to understand elementary concepts and skills only. Those who are awarded Division 9 have not achieved the basic level of competences required to be graded.
6.0 REPORT ON INDIVIDUAL EXAMINATION PAPERS

112/1 ENGLISH - COMPOSITION WRITING

Comment on Performance of Candidates

The paper of 2017 was at the same level of difficulty compared to that of the previous year. The candidates of 2017 performed comparatively better than those of 2016. The candidates were generally able to interpret the questions and understand what was required of them in the task of functional writing in comparison to the task of creative writing. The candidates were able to express themselves more creatively as compared to those who sat the exam in 2016. Special Needs Education (SNE) candidates also performed relatively better compared to those of the previous year.

Question 1.

This question was compulsory. The candidates were tested on the skill of report writing. Whereas candidates were required to write an incidental report, some wrote a variety of other types of reports. Others wrote letters, dialogue, memos, minutes and even curriculum vitae. A few candidates evaded the question; while many answered it well.

Some of the candidates who did not understand what the question required ended up writing letters of application or apology, speeches and narratives in totally different contexts.

Question 2.

The candidates were required to write a descriptive narrative. In the story, they were to vividly describe how they lost their temper. This question was popular and most candidates who chose it were good at writing narratives. However, some candidates misinterpreted 'temper' for the word 'temple'. Some candidates did not understand that they were to be part of the story narrated. It required the use of the personal pronoun(s) such as 'I' and 'we' according to the varying scenarios created by the candidate.

Question 3.

The candidates were required to write an argumentative essay. They were also expected to give the terms 'computer' and 'invention' a wider interpretation. The candidates were to form an argument for or against the statement and make justifications to support their standpoint or view.

This essay was popular because of the computer subject and the influence of mobile phones. Many candidates in upcountry schools were able to attempt this question.

Candidates tended to repeat the phrase from the question at the beginning of the opening paragraph. Some candidates did not display the required skills in introducing an argumentative essay. Some merely outlined and did not develop their ideas into arguments.

Question 4.

Candidates were required to write a story. The story should have been about a marriage occasion/wedding ceremony. The candidate was required to use the opening statement. This
question was attempted by fewer candidates. This was because of the opening phrase. Some candidates were unable to appropriately link the phrase to the rest of the story narrated.

**Question 5.**

This required candidates to present a discussion about the activities students engage in during the holidays. These activities were supposed to be clearly highlighted.

This question was very popular because it was well related to candidates’ experiences. However, some candidates presented the uses of pocket money instead of the methods of raising the pocket money. Some candidates exhibited weaknesses in being repetitive and writing outlines. Some even wrote about immoral behavior/acts, which contradict the educational goals and were out of the school and students’ context.

**Question 6.**

This question required candidates to write a story with the given title. The meaning of the title was supposed to be implicit and applied to determination and perseverance, which lead to success. This question was popular, some candidates however, interpreted the question to be about ‘the will’.

**Question 7.**

This question required the candidates to write a story ending with the given statement. The candidates should have clearly highlighted how the good moments that should have brought joy, turned into a bad/sad moment.

This was a popular question among those candidates who were good at writing narratives. Some of the candidates who attempted this question could not appropriately connect the end statement to the rest of the story.

**Weaknesses of Candidates**

- Lack of knowledge about the report writing format
- Misinterpretation of questions
- Failure to distinguish between functional writing and other forms of writing
- Failure to use the grammatical structures required
- Candidates failed to apply end statements, opening statements and sayings/proverbs as used in the questions.
- Specific areas of weakness are also attached to each of the questions.

**Advice to Teachers**

- Teachers should clearly draw a line between functional writing and other types of writing during their lessons.
- Teachers should train candidates in question interpretation.
- Teachers should train students on how to use a variety of sentence structures which are suitable for different essays for instance in the case of argumentative essay questions.
- Train students to aspire to live a morally upright life contrary to the reflections in some of the alternative ways of raising pocket money suggested by several candidates. The teachers should
prepare candidates to respond to the demands of the national curriculum; which focuses on positive education outcomes.

- Teachers should train students to be creative. Schools should provide classical novels and short stories and they should provide time for teaching and storytelling to enable students improve the skills of writing.
- Teachers must avoid the practice of making or encouraging candidates to cram and reproduce from text and other materials.

112/2 ENGLISH – SUMMARY WRITING, COMPREHENSION AND GRAMMAR

The 2017 paper was easier in comparison to that of 2016. The quality of candidates’ work presented in 2017 was, however, poorer in comparison to that of 2016. The overall performance of candidates was poorer in 2017 in contrast to that of 2016.

All questions were compulsory

Question 1.
Candidates were to read and understand the question and the passage. They were required to sort out the relevant points from the passage in response to the question. A good number of candidates were unable to identify the relevant points from the passage. Some candidates were limited by the poor sentence construction, spelling errors and inability to use punctuation marks appropriately. Candidates also exhibited the inability to communicate ideas in continuous prose. Some also presented bad/poor handwriting.

Question 2A.
This required candidates to read and comprehend the passage. Thereafter candidates were to identify the relevant answers from the passage. Candidates were required to present their answers using the correct grammar, spellings and punctuation in response to the questions. Candidates were also required to observe the tense of the question given.

However, candidates failed to comprehend the passage and interpret the questions. Some were unable to use the correct tense in answering the questions. Some misplaced answers from the different sub-questions.

Question 2B.
This required the candidates to read the passage and answer the given multiple choice questions. Candidates performed this question relatively well. However, students with poor language ability and inadequate comprehension skills, failed to identify the correct answers.

Question 3A.
These were ten sub-questions. These questions required candidates to write sentences with the correct grammatical structures, correct spellings and proper punctuation with capitalization where necessary. Candidates were required to interpret the given instructions correctly. However, many
candidates were unable to construct meaningful sentences, while some of them had limited knowledge of the structures presented in the questions.

**Question 3B**

These ten Multiple Choice Questions (MCQs) required candidates to choose the correct response from the alternatives given. Majority of the candidates attempted these questions in this section. Several aspects of grammar were tested. Students with limited language ability based their choices on guesswork, which cost them the opportunity to score highly.

**Weaknesses of Candidates:**

- Poor comprehension skills
- Failure to interpret questions
- Poor sentence construction due to limited language ability
- Failure to present their answers in a logical manner
- Other weaknesses as presented in the analysis of each question

**Advice to Teachers:**

- Subject teachers should teach summary skills
- Offer students constant practice in all areas of English language and more especially so on the grammatical structures
- Subject teachers are encouraged to enhance their reading culture so that they can guide students from an informed and vantage point.
- Encourage students to read independently
- Encourage students to speak English while at school
- Head teachers should make reading materials available and subject teachers should establish reading task schedules to give students more exposure to various reading materials
- Promote debating in schools
- Schools should provide a variety of reference materials and teachers should use these materials for teaching
- Schools should facilitate teachers to attend refresher courses.
Comments on Performance of Candidates

The 2017 paper was comparable to that of 2016. The quality of work of the 2017 candidates was better than that of the 2016 candidates. The performance scores were also better. The general performance of candidates was better than that of 2016.

Questions 1-4

Were contextual. A candidate was supposed to answer only one. Candidates were required to respond to questions on plot, theme and character. Question 1 was very popular but averagely done. Many candidates could not describe the relationship between Regina and Jusper. They described character. Areas of knowledge of text, theme and plot were well done. Questions 2 and 3 were not popular.

The few candidates who attempted question 2 could not describe their feelings towards Shylock and Antonio. Question 4 was also popular but many candidates had challenges in describing their feelings towards Opito. Teachers need to help learners in understanding character relationships and how to derive and describe feelings from the situations given in the different texts.

Question 5.

Was popular but performance was just average. The question required candidates to derive the common peoples’ unhappiness from the suffocation, deprivation, killings and imprisonment they were being subjected to. Some candidates only gave incidences of peoples’ suffering in isolation.

Question 6.

Was attempted by a few candidates and it was poorly done. The candidates failed to relate Tumbo’s negligence, lack of intelligence, corrupt nature and incompetence to the collapse of Boss’ regime. He fails to conduct the play writing competition and instead just picks on Jusper, a victim of the same regime.

Questions 7 and 8.

Were not popular. The Merchant of Venice is a very unpopular text. However, those who attempted question 7 were able to identify and explain the themes of the play. In question 8, candidates described Portia’s character in general yet they were required to clearly show those qualities that one admired about her.

Question 9.

Required a candidate to show why the freedom fighters initiated the villagers. It was unpopular and poorly done. Candidates failed to give the reasons.

Question 10.

Required a candidate to give Haraka’s leadership qualities. It was unpopular and poorly done.
Question 11.
Was very popular but poorly done. Many candidates just pointed out Nagawa’s character without showing what makes her admirable.

Question 12.
Required candidates to relate the issues in the novel to what they see happening in their communities. It was also popular but performance was average. Some candidates did not illustrate such happenings in their society.

Question 13.
Required a candidate to identify the lessons that s/he learns from the play, *The Government Inspector*. They were required to give illustrations. It was popular but performance was poor. Many candidates could not derive lessons from the characters’ actions, situations and the consequences of such.

Question 14.
Required a candidate to describe Hlestakov’s character. It was very popular and candidates got good scores.

Question 15.
Required a candidate to identify and explain the themes in the play. It was popular and well done. Most of the candidates who attempted that question were able to explain the themes.

Question 16.
Required a candidate to describe the character of Nasirumbi. It was popular and the candidates scored well.

Question 17.
Required a candidate to discuss the theme of hope as shown in the play. It was popular but performance was poor. Many candidates failed to show and illustrate those instances of hope.

Question 18.
Required a candidate to show the problems that Nasula faces in the novel. It was popular and the candidates’ scores were good.

Question 19.
Required a candidate to explain the theme of tradition. It was unpopular. The candidates presented shallow work.

Question 20.
Required a candidate to show how Mutumo’s absence creates problems in his family. It was unpopular and poorly done. Candidates presented shallow arguments.
Questions 21 and 22

Were not popular. The text, *Mema*, was unpopular. Question 21 required a candidate to describe character. Performance was average. Question 22 required a candidate to describe events. It was poorly done. Candidates could not give any detailed account of the events in the novel.

Question 23.

Required a candidate to read the given poem and thereafter respond to the given questions. It was popular and performance was good. Most candidates were able to identify the speaker, gave the correct interpretation of the meaning of the poem but some failed to show what the speaker dislikes and to explain the meaning of the given expressions.

Question 24.

Required a candidate to answer the given questions on the theme of freedom. It was not popular but performance was good. Candidates were able to identify the poems about the given theme that they knew and so were able to tell what the poems were about, many were able to relate them to their communities and show why they chose those particular poems.

Question 25.

Required a candidate to respond to questions about the given poem. It was popular and well done. Many candidates were able to show what the poem was about, describe the speaker’s feelings, related it to their communities and explained the meaning of the given expressions.

Question 26.

Required a candidate to choose a poem written by Richard Ntiru or Noah K. Ndosi in the text, *An Anthology of East African Poetry*. It was unpopular and poorly done. Many candidates could not illustrate by referring to poems written by the prescribed poets.

Weaknesses of Candidates

- Lack of mastery of texts. Lack/limited textual knowledge.
- Failure to describe feelings.
- Too wordy in context questions.
- Failure to apply knowledge.
- Misinterpretation of questions.
- Sketchy essays.
- Failure to derive lessons from situations and character actions.
- Rubric offences.

Advice to Teachers, Teachers should:

- Guide learners in application of knowledge.
- Provide texts to learners.
- Guide learners to describe/explain themes or character in context.
- Teach essay-writing skills.
Question 1(a)

*Explaining the changes brought about by HIV/AIDS in Uganda today, was the task.*

The question required the candidates to give both positive and negative changes.

A candidate had to know that HIV/AIDS is bad and therefore had to begin with negative changes and then positive changes. However, even those who begun with positive changes were equally awarded according to the mark allocation.

Some candidates however, did not separate the positive from negative, but the examiners still awarded them accordingly.

The question was unpopular and few candidates attempted it because of Part (b) which was Biblical.

The teachers should help learners to understand that the word “change” requires learners to give both positive and negative changes, however bad or good the topic may be. Learners should also separate the positive from negative points.

**Question 1(b)**

*How does the Bible teaching help people to cope with the problems of HIV/AIDS?*

This was an application question and candidates were expected to use the Bible (Old Testament and New Testament) teaching to help the infected and affected, live a meaningful and positive life.

Candidates were supposed to identify problems and give Biblical solutions that brought hope upon the people (infected and affected). Some candidates only brought out Bible teachings, without applying them to the specific problems whereas others brought out problems without Bible solutions.

**Recommendations**

- Teachers are advised to help learners to correctly interpret questions to enable them score highly.
- Teachers should teach learners Bible texts that apply to each theme/sub-theme to enable them answer Biblical questions with ease.

**Question 2(a)**

*What are the qualities of a good worker?*

It was open-ended and required generally accepted characteristics or features or attributes of a good worker. However, some learners gave qualities of a good leader which did not necessarily apply to a good worker. Others tried and brought out the actual qualities of a good worker and were able to score high marks.

**Recommendation**

Teachers should help learners to cover qualities of a good worker in their teaching and not only the qualities of a good leader. They should also guide students in differentiating between a good leader and a good worker.

**Question 2(b)**
Give lessons we can learn from the Parable of the Talents about a worker.
It was a closed-ended question which confined candidates to the Bible (New Testament).

The Parable of the Talents is rarely taught by teachers. Candidates ignored some demands of the question like the use of, “we learn to” and personalized the question by using “I learn to”, which was wrong.

Other candidates tried to bring out the lessons but left out the source of the lessons, which made them get half the marks, while very few managed to bring out both sides of the question i.e. the lessons and the source of the lessons. This earned them full marks.

**Recommendations**
Teachers should help learners to read and interpret the set questions correctly.

It is important for teachers to equip learners with the life, the work and the teaching of Jesus Christ, since He is the key figure in the New Testament. The three should be separated since students tend to mix them up.

Teachers should also help learners in answering questions about lessons and put emphasis on the two sides of the question i.e. the lessons learnt and the sources of the lessons. This is because most candidates only bring out the lessons without their sources, and this makes them lose half of the marks.

**Question 3(a)**

*Why is leisure necessary in one’s life?*

In this question, why leisure is necessary in one’s life, the issue was more in the importance of leisure than the activities, although the activities could lead the candidates to the importance of leisure.

Some candidates gave only good leisure activities without their importance and lost some marks, while those who gave the activities and their importance got the full marks. Candidates who went ahead to identify specific people/groups and showed ways in which they have benefitted from the leisure activities got extra SH marks.

**Recommendations**
Teachers should guide learners to give questions ample time to internalize and understand the requirements of each part of the question.

Specific examples should be given to the learners for continuous revision and to equip them with variety.

**Question 3(b)**

*What problems are associated with leisure today?*

This was the most popular question in section A. However, many candidates failed to follow the tense in the question. Majority used “has” instead of “are”, though their answers were correct. They lost some marks because of the tense.

Teachers should put emphasis on the tenses used in questions so that learners get familiar with them.

**Question 4(a)**

*In what ways was Traditional African Society unjust to women?*
This question was unpopular. The question required candidates to identify the unfair ways in which women were treated by the society, how the deeds, behavior and, social life of women was isolated or generally made difficult in society.

Candidates’ statements were expected to be in past tense according to the question. Candidates who used present tense could not score all the marks.

**Recommendations**
- Candidates should use words like “denied, prohibited” instead of “not”, “un-there”, “unheard of”, “avoid”, etc.
- Tenses should be put into consideration especially taking note of the tense used in the question. It may not necessarily be past tense much as the question may be African Tradition.

**Question 4 (b)**
Give the New Testament teaching about justice.
Candidates failed to bring out the New Testament teachings about justice and most candidates wrote about Jesus’ deeds.

The question required candidates to bring out what the New Testament teaches about Justice (fair treatment) and it was a knowledge question because of the word “Give”. It did not demand a lot of explanations and examples.

Most candidates who attempted the question failed it because:
- They did not identify the New Testament teaching about justice.
- Most candidates answered using Jesus’ works and teaching.
- Some candidates gave Biblical ideas rather than the teachings.

**Recommendations**
Teachers are called upon to help learners to critically study questions especially those that directly refer to the Bible in order to handle them appropriately.

Teachers should also teach learners Biblical teachings about Justice but not only look at Jesus’ life, works and teaching. The whole New Testament should be made familiar to learners.

**Question 5.**
*What are the qualities expected of a modern leader?*
This was an open-ended question, direct and most candidates attempted it. The question required the candidates to give qualities, features, attributes and characteristics expected of a modern leader today. Some candidates gave roles of leaders instead of the qualities. Those who gave only roles lost some marks, while those who gave qualities scored highly.

**Recommendations**
Therefore, teachers should differentiate for their learners the roles from qualities expected of a modern leader.

**Question 5(b)**
*In what ways did Jesus use His authority to serve the people of His time?*
The question required Jesus’ service to the people in the New Testament. These were His general deeds and miracles he performed among the people of His time.

The candidates were expected to use past tense since most of the services were practically done at that time.

Some candidates failed to differentiate between God and Jesus and some gave services with even examples but without miracles and this made them lose marks while those who gave Jesus’ services including all miracles got all the marks.

**Recommendations**
- Teachers should teach the learners the two different Testaments of the Bible, the Old Testament and the New Testament, and put emphasis on the required personalities found in each of them.
- Teachers should also equip themselves with the Bible knowledge. Continuous assessment should be carried out in this area so that learners are able to differentiate between the two sections.
- Learners should also be helped to differentiate between God and Jesus and the deeds of each of them.

**Question 6(a)**
*Explain the various ways in which a Christian can show loyalty to:*

(i) The government,
(ii) God.

This was a suggestive question and candidates were expected to use words like “can, should”, etc. It also called for a single Christian not many Christians, according to the question. The government and God were supposed to be differentiated and answered independently.

However, some candidates left out the suggestive words which made them lose some marks.

Most of them answered it in plural form e.g. “Christians ...” and some candidates combined both God and government which was not appropriate. Only candidates who met full requirements of the question got full marks.

Some candidates inappropriately used general points like rules and regulations.

**Recommendations**
Teachers should help learners interpret questions correctly by putting emphasis on the wording in the question. The candidates should also be helped to separate the questions e.g. (i) from (ii) rather than combine the two.

**Question 6(b)**
*How can a student today express loyalty to his/her school?*

The question required the candidate to:
(i) Use singular i.e. “a student” and not plural wording i.e. “students”,
(ii) Be suggestive as he/she answered the question,
The question was also closed-ended since it was specifically to a particular student and called for examples or further explanations.

The question also confined a candidate to a school where they were attending. Those who owned the question e.g. “I can ....”, failed it.
Recommendations
Teachers should help learners in interpreting questions and using specific words especially those used in the question and more so, suggestive words like “Can, should, would”, should be taken into consideration.

Question 7(a)
*What are the things considered as sources of happiness in Uganda today?*
The question required the candidates to give both tangible and intangible sources of happiness in Uganda. It was an open-ended question and the points had to be morally acceptable in society.

It was a popular question and many of the candidates who attempted it answered it well getting maximum points.

Recommendations
Teachers should help learners to write morally acceptable points, because some of them wrote immoral sources like casual sex, stealing, watching blue movies, etc.

Question 7(b)
In what ways is the teaching of Jesus a source of true happiness?
The question required Jesus’ teaching and how it brings happiness to people. Jesus teaching is a source of true happiness e.g. love one another, all the teachings of the beatitudes are the source of true happiness. However, it was not only about the beatitudes but also other teachings like the Lord’s prayer, parables etc. that brought happiness to the people.

Most candidates wrote about Jesus' work and life, leaving out his teachings. Some concentrated on the miracles of Jesus, hardly giving the teachings.

Recommendations:
The teachers should help learners to identify Jesus’ work, life and teachings, in order to be able to approach such questions. Bible teachings should also be emphasized, more so during the lessons, and continuous assessment given fairly frequently to help the learners get well versed with Bible knowledge.

Question 8(a)
*How did the following people prepare for life after death:*

(i) The Uganda Martyrs,
(ii) St. Augustine?

This was a comprehension question that included personalities. It required candidates to use examples and also give the background information about the personalities.

Most candidates who attempted the question missed the SH marks because they exhibited little knowledge about the background of the personalities. Most of them used universal points (general knowledge). However, some of them understood it and performed well.

Recommendations
The teachers should help the learners to understand the specific activities that the personalities carried out instead of using general knowledge. Background information should also be given and the Uganda Martyrs should be specified with different activities attached to individual Martyrs.

**Question 8 (b)**
*Explain the Christian teaching that eternal life starts here and now.*
The teachings had to come from the New Testament and Old Testament about eternal life that starts here.

Candidates were expected to explain from the Christian perspective that whatever good we do on earth is preparing for eternal life e.g. fulfilling sacraments, going to Church, repenting leading a prayerful life etc., all of which are practical. The scores were low because the candidates used Jesus’ activities instead of the teachings. The question was attempted by few candidates.

**Question 9(a)**
*Why were the missionaries able to succeed in spreading the gospel in Uganda?*
The question targeted missionary work in Uganda. It also required factors that favoured the spread of the gospel specifically in Uganda.

Much as the question seemed more about the reasons, activities that were carried out also led to success in spreading the gospel e.g. building Churches, schools, hospitals, etc.

Some candidates only gave activities that were carried out by the missionaries, which were general and failed to explain the ways in which they led to the success in the spread of the gospel.

Those who gave only activities especially if the activity did not directly help in the spread of the gospel missed the point. Those who identified reasons and even went ahead to give specific examples were awarded fully.

**Recommendations**
Many teachers have been teaching the works of missionaries leaving out the reasons that led to their success. They should include the reasons for the success among the missionaries with their work. Also teachers should stop generalising the works of missionaries in Africa and be specific in Uganda.

**Question 9(b)**
*In what ways did the Holy Spirit help the early Christians to live a successful life?*
In this question, it was very specific:

- The Holy Spirit,
- Early Christians.

The successful living of the early Christians included; life, soul, work and then teaching. Therefore, candidates were given chance to write widely about the Holy Spirit and how He led the early believers to live a successful life in whatever they did while on earth.

This question was unpopular because candidates were not well versed with the works of the Holy Spirit; they also failed to connect His works to the lives of the early Church.

**Recommendations**
Teachers should help learners to learn to correctly interpret questions.
Teachers should also teach the work of the Holy Spirit to the students in connection with the early Church.

**Question 10(a)**

*Explain the importance of children in Traditional African Society.*

The question was open and not tied to any tense; both present and past tenses were to be used.

The question required the candidates to talk about importance of children specifically in African Traditional Society. It also called for some examples from specific societies in Africa.

Some candidates explained very well, giving examples, and got all the marks. However, some poorly answered the question because they dwelt on activities that children did/do in a home, which was a repetition of “labour” as a point, and did not bring out examples.

**Recommendation**

Teachers should encourage learners to read textbooks e.g. “Traditional African Religions” by J. Mbiti. The teachers should also do more research on our traditions and teach the learners during the lessons since we are living in a changing world and the Traditional African culture is fading out.

**Question 10(b)**

*Why do many families in Uganda today prefer having fewer children?*

The question was in present situation and was directly touching on modern families since today people prefer having fewer children to many. The question was also targeting both biological and foster parents.

The candidates were therefore expected to give reasons why parents prefer having fewer children to the many as in the past. The candidates were also expected to use present tense as they presented their work. Some candidates got excited because they come from such families and were able to give the points fully, while others were emotionally beaten since they come from families of many children.

**Recommendations**

Teachers should encourage learners to hold discussions on such topics since they are mixed, both from families with few and those with many. Some candidates kept on rotating around specific answers e.g. basic needs, high cost of living, etc.

**Question 11(a)**

*Describe the differences that existed between men and women in Traditional African Society.*

The question required candidates to bring out the contrast between men and women in Traditional African Society. Candidates were expected to bring out rules, attributes and treatment of women in contrast to men. They were also supposed to use past tense since it was what was in the question.

Most candidates who attempted this number could not bring out the contrast very clearly but instead brought out injustices women faced in African Traditional Society, while others brought out the superiority of men, leaving out the women. The candidates who brought out one side lost some marks.

The word “Describe” was misinterpreted by the candidates. They seemingly were more used to words like give, show, what, how. It was an unusual word for such a question.
Recommendations
Teachers should put emphasis on both sexes concurrently, on the topic of sex differences and also train learners to avoid negative statements. Teachers should also use various terms when assessing learners rather than make them get used only to specific words.

Question 11(b)
In what ways has Christianity changed the status of women in Uganda?
This was on the ways in which Christianity as a religion has improved women's status, lifting them from low to high status. This did not only refer to activities of the Church that have uplifted the status of women.

Some concentrated on the activities, leaving out Christianity as a religion, which made them score low marks but those who identified Christianity's contribution to the women, passed the number. However, it was an unpopular question.

Recommendations
Teachers should endeavour to teach Christianity as a religion and how it has uplifted the status of women using Biblical knowledge and not only putting emphasis on the works of the Church.

Question 12
(a) How did Traditional African Societies protect marriages?
The question required measures that the Africans used, to keep marriages strong, and the limited cases of divorce. It also required examples from various societies in Africa.

Some candidates who attempted the question had little knowledge about the measures that were taken; even examples of different societies were hardly seen. Some of them only got principle points and lost SH marks.

Recommendations
Teachers should teach the learners to interpret questions, and identify those which need examples, and how to formulate/present the examples.

Teachers need to introduce CRE clubs where students can be given professional talks and visit places with traditional features and activities like “Walumbe’s Archives”.

(b) Give the New Testament teaching that protects marriage.
The question required the candidate to use Biblical knowledge to defend marriage and have it permanent. Specifically this was the New Testament. Some candidates tried to do this question. It was however, unpopular and candidates exhibited little knowledge of the Bible. Most of them would give few points.

Recommendations
Teachers are encouraged to acquire Bible knowledge for the subject and share it with the learners. Teachers should also give continuous assessment especially in the area of Biblical teachings, to help learners familiarize with them.
Learners must be encouraged to have Bibles during CRE lessons and read together with the teachers during the lessons. Bible quizzes could also be introduced.

**Question 13(a)**

*What challenges does a Christian meet today in searching for God?*

The question was a knowledge question which required a candidate to give hindrances, problems, and obstacles that Christians meet when searching for God today. The question was also to be handled in singular form “A Christian ...”. Some candidates handled the question in plural form as “Christians ....”, which wasn't appropriate.

The word “challenges” was also a new word to quite a number of candidates and many failed to understand it while others looked at the question as “…Evasion of God”. However, majority of them understood the question and scored highly.

**Question 13(b)**

*How can a Christian overcome the above challenges?*

The question required candidates to bring out the challenges in 13 (a) above and give solutions concurrently. The question further required some examples either specific or further explanation, in order for the candidate to score good marks.

Some candidates did not realize that the question was suggestive and needed to use the word “Can” which made them miss some marks, while those who used it earned full marks.

**Recommendations**

- Teachers should help learners to realize the tense and respect the way it is used in a question.
- Teachers should also help candidates to generate Christian solutions for challenges that they face as they search for God.

**Question 14(a)**

*How has the media contributed to man’s evasion of God today?*

The question required candidates to show the different ways in which the media e.g. TV, Newspapers, Radios, magazines, internet, etc have made people turn away from God. Therefore, candidates were expected to identify the areas where the media has made man run away from God.

The question was unpopular possibly because it looked more of urban leaning than rural, to candidates due to their little exposure. Some candidates who attempted the question failed to use the right tense which led to some loss of marks. Some still failed to get examples yet the question needed examples.

**Recommendations**

- Teachers and learners should take it as a serious point to make use of the media in teaching and learning CRE.
- Teachers should also include the topic Mass Media in their lessons and discuss it with the learners for better understanding.

**Question 14(b)**

*Why do people tend to create their own gods today?*
The question required answers in present tense and also required reasons why people create their gods today rather than believe and trust in The Almighty God. It further required specific examples and some explanations in order to earn the extra marks.

Some candidates who attempted this question used the word "has" which made them miss the point but those who used the tense correctly got all their marks.

**Recommendations**
- Since the question was unpopular, teachers are advised to put more emphasis on the topic “Evasion of God”.
- Teachers should emphasise the importance of the tense used in a question and also help learners to cite several examples of Present Situation.

**Question 15(a)**
Explain the ways in which a student can contribute to the spread of the gospel of Jesus Christ among his/her fellow students.

The question was closed-ended to a particular student who can spread the gospel to fellow students either within school or outside school regardless of age, religion, race and tribe.

The answers were expected to be suggestive since the word “Can” was used in the question. It was also expected to be in singular form since it was addressed to “a student”.

Some students got a challenge of inconsistence with the singular word, “A student” and instead used “Students”, “They”, and ‘Christians’.

**Recommendations**
- Teachers are advised to train learners to respond to questions according to the way they are asked/their demands.
- Teachers are also advised to look at a variety of questions as they prepare their learners to discover the demands of different questions. This will enable them to handle questions better.
- Teachers should put emphasis on suggestive questions since learners tend to ignore the suggestive nature of words/tasks or questions and hence loss of marks.

**Question 15(b)**
Suggest the difficulties this student is likely to face.

This question was supposed to be answered with words like; likely, can, might, may and would. It was a suggestive question. Some candidates handled the question well while others failed to use specific words that are suggestive which made them lose marks.

**Recommendations**
• Teachers are advised to train learners to respond to questions according to their demands/requirements.
• Teachers are also advised to look at a variety of questions as they prepare their learners to discover the demands of different questions.
• Teachers should put emphasis on suggestive questions since learners tend to ignore the suggestive nature of words/tasks or questions and hence lose marks.

224/1 C.R.E (ST LUKE’S GOSPEL AND ITS RELEVANCE FOR AFRICA TODAY)

Question 1(a)
Candidates were required to bring out: how, and then, why Traditional African places of worship were respected. It was a very popular question. However many of those who attempted it gave few points, which resulted in just average scores.

Question 1(b)
The question required importance of the Temple in the Jewish Traditional beliefs and this was well explained by the candidates and scores were above average. Nevertheless, some candidates exhibited the problem of poor question interpretation.

Question 2.
Why divorce was not common in Traditional African Society, and explaining Jesus’ teaching about divorce in Luke 16:18, were the tasks in this number. Very many candidates attempted this question. Many handled the “divorce” part well but Jesus’ teaching wasn’t satisfactorily answered. Candidates reflected lack of knowledge of the text. Performance was average.

Question 3.
In this question, it was required of candidates to: Comment on the different ways Traditional Africans used to worship their gods, and then, give the various places where Traditional Africans practised their worship. The question was also popular, but quite a number of those who attempted it, poorly interpreted it.

Many candidates further displayed poor mastery of the English language. Teachers are encouraged to help learners in the interpretation of questions, in their day-to-day teaching and assessment.

Question 4.
Why the announcement of the birth of John the Baptist brought joy in the house of Elizabeth and Zechariah, was the first task to the candidates. They were then expected to answer why childbearing was important in Africa.

Much as the question was popular, it was not very competently answered and was only averagely well-answered. Some candidates presented the birth instead of the announcement of the birth. Others instead narrated the encounter between Angel Gabriel and Zechariah. It turned out clearly that many candidates had little Bible knowledge.

Teachers must urge and encourage learners to regularly use the Bible. Learners need to be helped in question interpretation, and sticking to what the question requires.
Question 5.
Candidates were required to answer why the Jews were keen about observing the Sabbath Law. They were further asked to relate the Sabbath story in Luke 13:10-17 (The healing of a crippled woman on the Sabbath).

Quite a number of candidates attempted the question but did not fare very well. Most of those who attempted it gave Jesus’ teaching about the Sabbath. They further gave the way Jesus used the Sabbath e.g performing miracles. Seemingly, many teachers don’t adequately teach the Jewish heritage.

In the second part, candidates somewhat could not narrate the healing miracle. Some instead wrote about the healing of the woman with the flow of blood; some about the paralytic in the Temple/Synagogue, while others wrote about the healing of a man with a paralysed hand.

Some candidates misunderstood/mistook the word “relate” to mean comparison and hence compared Jesus’ attitude to the Sabbath law with that of the Pharisees.

Question 6.
In part (a) of the question, candidates were required to answer why Simeon said “…Sovereign LORD… now dismiss your servant in peace” (Luke 2:21-32). How the coming of Jesus Christ was Good News for mankind, was also required of them. Not many candidates attempted this number.

Some candidates, in the first part of the question, used/answered about, Simon instead of Simeon. They thus narrated the story of Jesus calling the first disciples.

In part (b), they correctly understood and interpreted the question. However, they presented few points which they kept repeating, to appear like they had many points. Scores were rather low.

Teachers are encouraged to urge learners to constantly use/read the Bible alongside their notes. This will help them to clearly differentiate names that are similar like Simeon and Simon.

Question 7.
Candidates were required, in part(a) to just narrate the story of the healing of a Demon possessed man in the territory of Gerasenes. (Luke 8:26-39). Then in part (b), how Christians seek for healing today, was the task. It was a very popular question, but not very well answered.

Some candidates ably brought out the story of the healing of the Demon possessed man in Gerasenes. However, the bigger number misfired by instead writing about the Demon possessed man in Capernaum, others even instead wrote about the healing of the Epileptic boy.

Rather than show the ways in which Christians seek for healing today, some candidates simply gave the good works Christians do.

Question 8.
This was a very popular question. A description of the crucifixion of Jesus Christ was called for. What the meaning of Jesus’ death to Christians is, was also required. Most of the candidates who attempted the question did not actually describe the crucifixion. They instead gave all the events in the passion of Jesus eg. Passover, arrest, trial, a bit of Crucifixion, death, burial and resurrection in a summarized form.

Many candidates wrote what they had watched in movies without Biblical facts. Others wrote what they had heard/read from other Gospels especially the one of John. Seemingly, many candidates did not cover this theme and hence ended up gambling. As for the meaning of Jesus’ death to Christians, candidates lacked content. They further gambled in this sub-section of the question, a further indication of inadequate syllabus coverage.

224/2 CHRISTIAN RELIGIOUS EDUCATION (THE OLD TESTAMENT)

Question 1.
Candidates competently showed the problems Abraham faced after his call and gave lessons that we can learn from Abraham’s experience. However, some other candidates did not know how to present lessons. Teachers should help candidates to avoid the following expressions, “we learn that”, “we should not”. They should instead use: “we learn to...” and then also use positive statements. For instance, instead of saying; “we should not tell lies, they should say; “we should tell the truth.”

Question 2.
The question demanded for a description of the features of the “Burning Bush” event. The question was very popular and most candidates were conversant with the features of the “Burning Bush” events and scored full marks. Candidates were also knowledgeable about the importance of the Burning bush to the Jews. Scores were good in this number.

Question 3.
The question required Moses’ reaction to the Israelites when they made a golden calf. The question was not popular. However, most of the candidates who attempted it described the reaction of Moses towards the mistreatment of Israelites. Teachers should help learners to cover the whole syllabus.

Question 4.
The question called for the problems Hannah went through before she got a son. The question was unpopular. Those who attempted it exhibited lack of knowledge. Teachers should help learners in all examinable areas. Otherwise, candidates, in the second part of the question, ably articulated knowledge on the importance of children in Traditional African Society.

Question 5.
This question was very popular and demanded for the role played by Samuel as a leader in Israel. Candidates exhibited knowledge of the role of Samuel in Israel. They ably gave the characteristics of a good leader, and most of them scored maximum marks.

**Question 6.**

The question was very popular. Most candidates showed knowledge of how David came to be anointed King of Israel. A few others confused the question with David’s fight with Goliath. Teachers should help learners to draw a distinction between David's anointing and David’s fight with Goliath. Otherwise, learners were able to give factors that led to the rise of David to power in Israel. Scores were very good.

**Question 7.**

This question was unpopular. It required the circumstances that caused Elijah to flee to Mt Horeb. Those who attempted it, confused it with the contest on amount Carmel between Elijah and 450 prophets of Baal and 400 prophets of Asherah. Teachers should teach learners to grasp the circumstances that led Elijah’s flight to Mt. Horeb. Otherwise, candidates very well-articulated reasons that may make a Church leader go into exile.

**Question 8.**

The question was unpopular. The question expected learners to give reasons why Jeremiah told the people not to trust in the Temple. Learners who attempted this question, showed lack of knowledge about Jeremiah’s Temple practices. Teachers should help learners to know the reasons why Jeremiah told the Israelites not to put too much trust in the Temple as a building.

224/3 C.R.E. (THE EARLY CHURCH) AND 224/4 (THE CHURCH IN EAST AFRICA)

Both question papers were standard, and covered the syllabus. Aims and objectives were all met, and the language used was very appropriate. There were no typographical errors, and time allocation was good. However, these papers presented very few candidates. 224/3 had only 03 candidates, while 224/4 had only 22 candidates. Therefore it was difficult to make a comparison with the previous ones since in some years these papers seemingly presented on candidates. Most of the candidates who register for these papers seem to lack sufficient support and knowledge, and consequently score just averagely.

224/5 C.R.E. (THE AFRICAN RELIGIOUS HERITAGE)

**Question 1.**

Question one was unpopular, otherwise required candidates to account for the failure of the early approaches to the study of the Traditional African Religion. Learners expressed lack of knowledge of the early approaches. When introducing African Religious Heritage, teachers should expose learners to the weaknesses of the early approaches to the study of Traditional African Religions.
Equally, Learners could not articulately outline the unwritten sources in the study of African Traditional religion. Teachers should help learners to point out the unwritten sources in the study of African Traditional Religions.

Question 2.

The question was popular, and demanded of learners to show the way Africans survived after God had created them. Candidates who attempted this question narrated the story of Adam and Eve in the garden of Eden. Teachers should help candidates know how the early man in Africa survived.

Furthermore, candidates lacked knowledge of why the happy relationship between God and man ended, according to African Traditional beliefs. Teachers should clearly point out to learners that at the beginning, the relationship between God and man was good, and give reasons that made it good, they should also show that the relationship became bad and then explain the cause of the relationship going bad at the end.

Question 3.

The question was popular and demanded for a description of what happens when a baby is born in any Society of their choice. Candidates expressed knowledge of the rituals that are performed at birth of a baby in Traditional Africa. Learners who attempted this question scored maximum marks. Learners were able to exhibit knowledge about naming ceremonies in Traditional African Society.

Question 4.

The question was unpopular. It required candidates to explain the religious meanings found in Traditional African initiation rites. Most candidates failed to explain the religious meanings. Others were able to bring out the similarities between African Initiations rites and Christian Baptism, in the second part of the question, all of which led to average scores.

Question 5.

The question was very popular. It called for the importance of marriage in the traditional African society in part (a) Learners who attempted it scored maximum marks. Equally, learners were able to give reasons that make people less interested in marriage today in part (b).

Question 6.

The question was unpopular. It required of candidates, an explanation of the way work was shared between men and women. Those who attempted this question exhibited ignorance of what the question demanded. Teachers should help candidates to know the work patterns and how work was shared between men and women. Equally, teachers should tell candidates the effects of Christianity on the work patterns in families.

Question 7.
The question was popular. It demanded for what people believe were the causes of death in Traditional African Society. Learners accurately brought out people’s belief about the causes of death in Traditional Africa. Most candidates who attempted it scored maximum marks.

Candidates were further able to give the description of traditional funeral procedures drawn from the Traditional African Society.

**Question 8.**

This question was popular, and required the candidates to give reasons why sorcerers were unpopular in Traditional African Society. Candidates were able to give reasons why sorcerers were unpopular in Traditional African Society. Some few candidates seemed not to know the meaning of the term sorcery. Teachers should help to explain the meanings of particular key terms when teaching. Scores were quite good.

**225/1 ISLAMIC RELIGIOUS EDUCATION (HISTORY OF ISLAM)**

**Question 1.**

It was the most popular question attempted from the section and it was fairly well done.

The question required candidates to: (a) Describe the religious practices of the pre-Islamic Arabs and; (b) show how the coming of prophet Muhammad (P.B.U.H) affected these practices.

**Weaknesses of the candidates:**

- In part (a) was that many of them were giving the general practices of the Jahiliyah (that is the social, political and economic practices).
- In part (b), they failed to apply knowledge on how the practices were affected by the coming of the prophet Muhammad (PBUH).

Teachers should handle the practices separately and emphasise to learners the need to apply knowledge on all these practices.

**Question 2.**

The question required candidates to; (a) give an account of the Muslims’ migration to Abyssinia and (b) How the pagan Meccans reacted to this migration.

The question was also popular but not well done because most of the candidates were “accounting for” instead of giving an “account of” and in part 2(b) they gave effects of the migration instead of the reaction of the pagan Meccans, thus they failed to apply knowledge.

Teachers should familiarize learners with the terms used in examinations.

**Question 3.**

It required candidates to: (a) explain the factors that led to the conquest of Mecca and (b) How the conquest changed the situation in Arabia.
The question was not very popular but it was well done by those who attempted it. However, in part (b) some candidates failed to apply knowledge on the changes brought by the conquest.

Teachers are advised to set tasks or activities in class that prompt critical thinking.

**Question 4.**

Candidates were required to give an account of the: (i) sickness (ii) death, of the prophet.

The candidates failed to differentiate between the prophet’s death and sickness, which are taught, as the same things. It was an unpopular question and poorly done by the few who attempted it.

Teachers should put emphasis on the sickness, death and circumstances after the prophet's death.

**Question 5.**

The question required: (a) giving the early life of Abubakar al-sidiq and, (b) explaining the qualities that made him the best companion of the prophet.

It was one of the most popular questions, but was poorly done. Candidates failed to draw the boundary between the early life, which normally ends with conversion of the caliph to Islam, and his caliphate. Also, instead of explaining the qualities of Abubakar they were explaining contributions of the caliph.

Teachers are encouraged to emphasise the early life of the caliphs, and their lives, after becoming caliphs, and explain the different qualities of the caliphs.

**Question 6.**

It was a very good but unpopular question. It required candidates to: Give the causes of wars between caliph Umar and the Persians, and Why he was able to win the wars.

It was poorly scored by the few who attempted it because candidates did not have enough content.

Teachers should teach all events in the syllabus.

**Question 7.**

This question too was a good question but not popular. It required candidates to: describe the life of Uthuman bin Affan before he became a caliph and, to outline the problems he faced as a caliph.

This question was not well answered because candidates failed to draw a boundary between Uthuman before becoming a caliph and when he was a caliph.

Part (b) of the question was not well done either because candidates gave allegations as problems and yet the two are different and are taught differently.

Teachers should clearly differentiate between allegations and problems. They should also emphasise appropriate question approach.

**Question 8.**

This too was a good question but not popular. Those who attempted it did not score well mainly because of spotting.
The question required candidates: (a) to explain the way Caliph Ali was assassinated and (b) the consequences of this assassination.

The term assassination also seemed unfamiliar to the candidates who seemed to be more familiar with the word "murder".

(a) Teachers are advised to devise means of completing the syllabus in time so as to give the candidates a wider choice.

**Question 9.**

It was good and the most popular and well-scored question in Section C.

The question ran as: (a) what were the causes of wars between Muslims and Christians between 1888 and 1893, and (b) why were the Muslims in the end defeated?

It was a clear question.

**Question 10.**

It was also a popular a question in the section. It was well done by the candidates who attempted it. It required candidates to: (a) Explain the way Islam was spread in Western Uganda and, (b) Why Islam spread at a slow pace in this region.

However, it did not indicate a time frame, so candidates were considering very recent times. The term ‘...introduced’ would have been clearer than ‘...spread’.

**Question 11.**

It was a good question though not popular. Candidates were required to give; (a) the life history of Sheikh Swaibu Ssemakula and, (b) What his achievements were.

The question was not popular because candidates seemed to have little content or knowledge on the personality and from the examiners’ comments, very few teachers teach the personalities.

There is need for more research through direct interaction with people who know the persons. There is evidence on the other hand, that teachers have started consulting and making research in order to supplement the literature available.

**Question 12.**

It was a good question, also popular but averagely scored. The question required candidates to give: (a) an account of the creation of the Uganda Muslim Supreme Council and, (b) The ways in which the council has contributed to the development of the Muslim community.

Part (a) was poorly done because candidates failed to give an ‘account of’ and were instead ‘accounting for’.

There was also little evidence of detailed teaching on the formation of the Uganda Muslim Supreme Council. Very few teachers teach the formation of Muslim bodies and sects.

Finally, the question paper was of the same level of difficulty with the one of last year. However, the performance of candidates seems to have declined. This decline was largely because of the pattern of choices.
Candidates’ Quality of Work

Generally there was an improvement in the way they present their work. There was good following of instructions and improvement in the organisation of candidates’ work. However, the language used had declined i.e, the English was not good. Some of the candidates failed to present work clearly.

On the positive side, it was noticed that there was an improvement in the performance of candidates at centres with small candidature.

225/2 ISLAMIC RELIGIOUS EDUCATION (BELIEFS AND PRACTICES OF ISLAM)

Question 1.
It called for the components or content of Shahadah and its values to the Muslims. It was very popular and well-done. However, some candidates failed to identify the two components of Shahadah and concentrated on testimony only (Oneness of God).

Question 2.
The question required the different ways of cleaning oneself in Islam and the circumstances that call for the cleaning of the whole body. This question was very popular although only averagely well done. Some candidates could not explain the different forms of purification and only dwelt on the physical purification.

Question 3.
It called for the problems encountered in giving out zakat and ways in which the Imams can increase on the zakah collections. This question was popular but poorly done. Many candidates were unable to differentiate between the problems faced in Zakah distribution and Zakat collection. They hence concentrated on the conduct of the Imam as an individual.

Question 4.
Candidates were required to give a detailed definition of pilgrimage (Hijja) and its origin. It was a popular question and well-done by those who attempted it. However, some candidates concentrated on hajji as a person, instead of Hijja (pilgrimage) as a pillar of islam.

Question 5.
Candidates were expected to give the Islamic perspective about prophet Yunus and Isa’s Mission. It was a popular and quite well scored question. Nevertheless, some candidates exhibited inadequate knowledge of historical facts about the two prophets.

Question 6.
The question required an explanation of the day of resurrection and what will happen to the people that day up to the time of weighing the good and bad deeds. It was very popular and quite well done. Nevertheless many candidates failed to estimate the duration of “shortly after” and it was difficult for them to differentiate the points of resurrection and Mizan and ended up mixing them.

Question 7.
Called for the Qur’anic and prophetic traditions about the two revealed books i.e Taurat and Zabur. It was unpopular and poorly answered. Little knowledge was exhibited, about the two books apart from mentioning them and their recipients.

Question 8.

The question required the various instances or circumstances when Angel Jibril interacted with Prophet Muhammad. It was a popular question but poorly done because candidates failed to identify the different occasions when Angel Jibril interacted with the prophet. They kept giving the similarities and differences between the two.

Question 9.

Candidates were asked to explain the relationship between a child and the mother, and why specifically Mothers, should be given more respect and love than the fathers. It was a very popular question and well-done. However, a few candidates interpreted the question to mean a mother of another person and not their biological mother.

Question 10.

This question called for an explanation of the Islamic teachings towards responsible parenthood and the obligations of children towards parents. It was popular and fairly well done because all candidates seemed to understand the role of parents to them and vice versa. The second part of this question called for the different categories or kinds of neighbours and how they should be treated, according to each category, in the Islamic religion. It too was quite well scored. Many candidates are exposed to neighbours everywhere. However, a few candidates could not identify the different Islamic forms of neighbours.

Question 11.

The question required the Islamic teachings on the appropriate eating and drinking practices, with their significance to a Muslim’s health in society. It was unpopular and poorly done. Candidates gave the unlawful foods and drinks instead of the eating and drinking practices/ways, in Islam. They also failed to identify the values of those practices.

Question 12.

Called for the different physical circumstances in which the prophet involved himself in work and his attitude to domestic work. It was unpopular and poorly done, for candidates could not clearly identify the prophet’s participation in any type of work and his actions towards domestic work and his actual involvement.

The paper had no hardships and a few candidates of Special Needs were noticed with average scores.
241/1 HISTORY OF EAST AFRICA (C.1000 TO INDEPENDENCE)

The paper adequately covered the important aspects of the syllabus. 2017 paper was slightly more difficult than that of 2016. Quality of 2017 candidates' work was poorer compared to that of 2016. Candidates' general performance was poorer than that of 2016.

Question Analysis

Question 1.
Required candidates to describe the process of the development of settlements along the East African coast between 1000 and 1500 AD and how these settlements were organized by 1500 AD. It was a very popular question.

Weaknesses of Candidates
Some misinterpreted it to be the organization of the Indian Ocean/Long Distance Trade, others gave factors for the coming of the Arabs, some gave factors for development of Coastal towns/states and in part (b) some candidates gave effects/organization of either the Coastal or Long Distance Trade. Others gave the organisation of the Indian Ocean Trade.

Advice to Teachers: Should exhaustively teach all aspects of the Coastal states.

Question 2.
Candidates were required to give reasons for the migration of the River-Lake Nilotes in East Africa between 1500 and 1800 and effects of their migration on the peoples of East Africa. The question was very popular.

Weakness of Candidates
Some candidates gave reasons for the Bantu migration, others used pull instead of push factors, some described the course of migration of either the Luo or Bantu, others looked at the foreign groups e.g. Arabs, Missionaries, etc. In part (b) some candidates gave effect of the Arabs/traders on the Coast of East Africa.

Advice to Teachers
Teachers should emphasize push and not pull factors, make it clear to learners that River – Lake Nilotes were not any of the foreign groups; emphasize use of the “past tense” as the correct tense in history and encourage learners to put introduction in part (a) and conclusions in part (b).

Question 3.
Required candidates to describe the organization of Kingdoms: (a) Bunyoro and, (b) Wanga before 1850. It was a very popular question.

Candidates' Weaknesses
In Part (a) some candidates confused the titles of top rulers referred to as Kabaka, Omugabe, etc.

In Part (b) some candidates failed to give the political and social organization of the Wanga. They instead gave only the economic aspects. Others looked at Wanga as a decentralized state.
**Advice to Teachers**
Should emphasize the differences in features/structures of pre-colonial states. Teachers should also caution learners to stick to the time frame given in the question.

**Question 4.**
Expected candidates to give the ways Seyyid Said used to resolve the Busaidi – Mazrui conflicts and give changes introduced by Seyyid Said in Zanzibar between 1840 and 1856. It was a popular question.

**Candidates’ Weaknesses**
In Part (a) candidates gave reasons for Seyyid Said’s transfer of the capital city from Muscat to Zanzibar while in Part (b) candidates gave effects of the Indian Ocean/long distance trades or Arabs stay in East Africa.

**Advice to Teachers**
All aspects of the Oman Arabs at the Coast should be thoroughly taught and avoid specialization. Clearly bring out and differentiate the changes introduced by Seyyid Said vis-à-vis those of the Arab settlement/Indian Ocean Trade.

**Question 5.**
Required candidates to give challenges faced in the abolition of slave trade and the effects of slave trade on the people of East Africa. This question was popular and well answered.

**Candidates’ Weaknesses**
In Part (a) candidates gave reasons for the development of slave trade while in part (b) they gave effects of the abolition of slave trade.

**Advice to Teachers**
Make a clear distinction between effects of slave trade vis-à-vis effects of the abolition of slave trade.

**Question 6.**
Candidates had to give problems faced by Christian missionaries in East Africa between 1844 and 1900 and state the effects of missionary activities on the peoples of East Africa. It was a very popular question.

**Candidates’ Weaknesses**
In Part (a) candidates misused historical terms like “man-eaters” Tsavo, the “Zimba”/Segejju, etc, while in part (b) many failed to correctly bring out the outcomes of missionary activities.

**Advice to Teachers**
Avoid spot-teaching but cover all aspects of the topic exhaustively and when covering Part (b) try to relate to daily life examples e.g. the effect of building schools, hospitals, roads, etc.

**Question 7.**
Required candidates to give the role of Captain Fredrick Lugard in the colonization of Uganda and the problems he faced. It was an unpopular question.

**Candidates’ Weaknesses**
In part (a) candidates gave the role of trading companies in the colonization process, and in part (b) many used guess work.

Advice to Teachers: exhaustively cover the syllabus and engage learners in group discussions.

Question 8.
Candidates were expected to describe the course of the 1905 – 1907 Maji-Maji rebellion and give reasons why the peoples of Southern Tanganyika were defeated.

Weaknesses of Candidates
Many gave causes of the rebellion, others gave answers about Mau-Mau rebellion or Abushiri, others referred to wrong colonial masters, the British instead of the Germans; part (b) was misinterpreted, some candidates instead gave effects of the rebellion.

Advice to Teachers: Should thoroughly teach the courses of these rebellions.

Question 9.
Required candidates to give the causes of conflicts between the British and Indians in Kenya between 1907 and 1923 and how they were resolved/settled., it was an unpopular question, and only averagely well answered.

Weaknesses of Candidates
In Part (a) many candidates brought in African grievances yet the question focused on the British and Indians only. Others even gave the causes of Mau- Mau rebellion!!

Advice to Teachers
Give a clear definition of the Devonshire White Paper, stress the correct tense to be used and guide learners on question interpretation.

Question 10.
Candidates were to give factors that led to the delay in the growth of nationalism in Uganda and state the role played by Uganda National Congress in the achievement of independence. This was an unpopular question, although performance was quite good.

Weaknesses of Candidates
In part (a) candidates gave reasons for the growth of nationalism, while in part (b) some candidates gave irrelevant information related to South Africa i.e. ANC, Nelson Mandela, etc, others stressed infrastructure developments e.g. roads/railway lines, etc development by different presidents.

Advice to Teachers:
• Should adequately cover the syllabus.
• Train learners in question interpretation techniques.
• Conduct guided discussions and encourage proper writing of essays.
Paper was balanced in terms of syllabus coverage and level of difficulty. Candidates generally performed well. Appropriate language for the level of candidates.

Question Analysis

Question 1.
Required candidates to describe the organisation of the Trans-Saharan trade by AD 1500 and give the effects of this trade on the peoples of West Africa. It was a very popular question.

Candidates’ Weaknesses
In Part (a) some candidates confused organization of the trade with factors for its development, while in part (b) some gave problems/hindrances instead of effects/results.

Advice to Teachers
Teach all aspects of the topic making clear the distinction between organization, development effects and problems/hindrances.

Question 2.
Candidates were asked to explain origins of the Hausa states and how they were organized during the 19th century.

Candidates’ Weaknesses: Not attempted by candidates.

Advice to Teachers: Cover the entire syllabus.

Question 3.
Required candidates to explain factors that led to the rise of the Empire of Benin and why it declined by the 19th Century.

Candidates’ Weaknesses
In Part (a) some candidates confused factors for the rise with the actual organization of the Empire of Benin.

Advice to Teachers
Cover all aspects of the topic and guide learners in skills of question interpretation.

Question 4.
Candidates were expected to give reasons for the founding of Liberia and state the problems faced by the early settlers between 1821 and 1847.

Candidates’ Weaknesses
In part (a) candidates confused information on Liberia with that on Sierra Leone.

Advice to Teachers
Discourage learners from transferring irrelevant information/knowledge.
**Question 5.**

Required candidates to explain the causes of the 19\textsuperscript{th} Century Jihads in West Africa and give their effects on peoples of West Africa.

**Candidates’ Weaknesses**

Some candidates focused on only the Fulani Jihad led by Uthman Dan Fodio rather than Jihads in general.

**Advice to Teachers:** Avoid spot-teaching and cover the entire syllabus.

**Question 6.**

Candidates were required to describe the reaction of Chief Jajja of Opobo and Nana Olumu of Itsekiri to European colonial rule in West Africa.

**Candidates’ Weaknesses**

Some candidates missed focus of the question ie, the reaction of the two personalities towards European colonial rule and instead dwelt on their careers and achievements. Other candidates inappropriately used the word “peoples”.

**Advice to Teacher**

Train learners in techniques of answering questions and proper use of historical terminologies.

**Question 7.**

This question required candidates to explain the way the British system of Indirect Rule was applied in Nigeria and give reasons for its failure.

**Candidates’ Weaknesses**

Candidates gave reasons for the introduction of the policy (why), instead of the methods used by the British to introduce the system of Indirect Rule in Nigeria (how).

**Advice to Teachers**

Clarify to learners the difference between the ‘why’ and ‘how’ questions.

**Question 8.**

Required candidates to explain the causes of the 1963 – 1974 Guinea Bissau war and why this war was successful. It was an unpopular question.

**Candidates’ Weaknesses**

In part (a) candidates exhibited lack of knowledge and preparedness and in part (b) candidates gave imaginary responses eg, loss of lives, deportation, destruction, displacement etc.

**Advice to Teachers**

- Cover the entire syllabus.
- Engage learners in discussions and,
- Conduct written tests to prepare them for exams.
241/3 HISTORY OF CENTRAL AFRICA

Syllabus coverage was adequate. 2017 question paper compared well with that of 2016.

Overall performance of candidates was good. Candidates’ work was better than that of 2016.

Question Analysis

Question 1.
The question required candidates to explain the origin, the political, social and economic organisation of the great Zimbabwe Empire. Candidates confused great Zimbabwe with Mwene-Mutapa Empire and in part (b) they mixed up the political, social and economic factors.

Advice to Teachers
Make a clear distinction between the two early civilizations as well as the social, political and economic factors affecting them.

Question 2.
Candidates were expected to give factors that influenced Portuguese ‘interest in Mozambique during the early 16th century and the problems they encountered.

Candidates’ answers did not display sufficient content and simply gave general information basing on their knowledge of East Africa.

Advice to Teachers: Cover the topic adequately and encourage learners to read widely.

Question 3.
Candidates were required to give factors that enabled the Makololo/Kololo to establish themselves in Bulolo by 1840 and the effects of their settlement on the Lozi between 1840 and 1864.

Candidates had general knowledge about the Mfecane and lacked specific information on the Makololo. Teach the topic adequately and encourage learners to practise by answering a number of questions as well as engaging in group discussions.

Question 4.
This question was about the trading/commercial activities of the Chokwe during the 19th Century and why these activities declined. Candidates had no knowledge about the Chokwe and their trading activities.

Advice to Teachers: Cover all topics of the syllabus and give frequent exercises for practice.

Question 5.
Candidates were expected to give reasons for the coming of Christian Missionaries to Nyasaland (Malawi) and the role of missionaries in the colonization of Central Africa.

Candidates had insufficient content in Part (b) and most of them gave results of missionary activities in general.
Advice to Teachers: Train learners in skills of question interpretation.

Question 6.
This question was on the causes and effects of the 1896-7 Ndebele Rebellion. Some candidates referred to the 1893 Ndebele rebellion and overlooked the fact that the 1896-7 uprising also involved the Shona. They simply generalized the causes and effects.

Make a clear distinction between the 1893 and 1896-7 rebellions.

Question 7.
The question required candidates to explain methods that the French used to administer Congo Brazaville between 1885 and 1960 and the effects of the French administration on the peoples of Congo Brazzaville. It was an unpopular question.

Candidates’ weaknesses:
Candidates’ responses reflected lack of preparedness and content deficiency.

Advice to Teachers:
Cover the topic in details and give frequent exercise to enable learners grasp the content.

Question 8.
Candidates were required to give the contribution to the struggle for independence made by Kenneth Kaunda and Harry Nkumbula. Candidates were not prepared for this question.

Advice to Teachers: Cover this topic and encourage learners to read widely.

241/4 HISTORY OF SOUTH AFRICA

The paper brought out the aims and objectives of the syllabus and tested what is educationally relevant, and syllabus coverage was adequate. Overall performance of candidates was not as good as that of 2016. Candidates’ scores were lower than those of 2016.

Question Analysis

Question 1.
Required candidates to describe the migration and settlement of the San in South Africa by the 16th Century and how they were organized during this period. The question was very popular, and well answered.

Candidates’ Weaknesses
- In part (a) many candidates gave scanty information while others gave causes instead of origins, yet others described their organization.
- Many candidates did not give an introduction in part (a) and did not illustrate with maps. In part (b) some candidates could not differentiate the organization of the San from that of Khoikhoi.
Advice to Teachers
Emphasize and train candidates to write introductions, use illustrations (e.g. maps) and make conclusions.

Question 2.
Candidates were expected to give reasons for the British establishment of a colony at the Cape in 1795 and its effects to the peoples of South Africa. This was a very popular question.

Candidates' Weaknesses
There was wrong transfer of information by some candidates, from other areas e.g. Dutch, Bantu and Khoisan migration, and many did not introduce and conclude their essays/work.

Advice to Teachers
Teachers should emphasize the importance of introductions and conclusions and, caution learners to avoid wrong transfer of knowledge.

Question 3.
In this question, candidates were expected to explain the contribution of King Sobhuza to the rise of the Swazi nation and the organization of the Swazi nation during the 19th Century. The question was unpopular.

Candidates' Weakness
Candidates wrongly transferred information from Zulu, Basuto, Ndebele, Buganda to answer this question. A number of candidates confused King Shaka with Sobhuza and Moshesh with Sobhuza.

Advice to Teachers
Draw a clear demarcation between the growth, expansion and organization of military states and defensive states during Mfecane era. In addition, distinguish the specific roles of Sobhuza from that of Shaka and Moshesh. Also the shared aspects of such outstanding leaders, should be clearly pointed out.

Question 4.
The question required candidates to give: reasons for the coming of Christian missionaries to South Africa during the 19th Century and describe activities of the Dutch Reformed Church in South Africa. It was very popular.

Candidates' Weaknesses:
Wrong transfer of information from other regions e.g. East Africa and Central Africa. Some points were got from later colonization i.e. Dutch, British migration. Candidates also failed to distinguish activities from results of the activities; others gave problems faced by missionaries while carrying out their work, and drew examples from Uganda.

Advice to Teachers:
Draw clear-cut boundaries among the three types of Churches i.e. Liberal European Churches, Dutch Reformed Churches and Independent Churches.

Question 5.
Candidates were expected to give specific terms of the 1902 Vereeniging Peace Treaty and its effects on the peoples of South Africa. The question was unpopular and just satisfactorily answered.

Candidates’ Weaknesses:
Many candidates transferred information from Buganda Agreement in East Africa and other agreements i.e. 1881 Pretoria treaty, 1908 National Convention and 1910 Act of Union.

Advice to Teachers:
Clarify and emphasize the specific terms and effects of the treaty as well as use of correct tense for terms and effects.

Question 6.
Candidates were, in this question, required to give reasons for the British annexation of Bechuanaland (Botswana) in 1885 and the people’s response to the annexation. The question was unpopular.

Candidates’ Weaknesses:
Many did not give the specific reasons for the annexation, others applied general reasons for the scramble and partition of Africa.

Advice to Teachers:
Teach from known to unknown i.e. scramble for Africa and then Bechuanaland in particular, and to ensure timely and adequate syllabus coverage.

Question 7.
Candidates were required to explain the causes of the 1960 Sharpeville demonstration in South Africa and its effects on the peoples of South Africa. It was a popular and well-answered question.

Candidates’ Weaknesses:
Wrong transfer of information from causes of African rebellions, Anglo-Boer conflicts, annexations, to the causes of the Sharpeville demonstration.

Advice to Teachers:
Timely syllabus coverage, teach from known to unknown with emphasis on Apartheid and its evils which is the basis of all these incidences and the struggle that resulted.

Question 8.
This question required candidates to explain the role of UNO in the ending of Apartheid in South Africa and the problems South Africa faced during the struggle for independence. The question was unpopular and not well answered.

Candidates’ Weaknesses:
Most candidates had shallow knowledge about this topic. It appears teachers did not teach it. In Part (a) most candidates did not bring out UNO’s contribution to the ending of Apartheid. In Part (b) candidates failed to distinguish between the problems and effects of Apartheid.

Advice to Teachers:
Ensure timely and adequate coverage of the syllabus. Conduct regular topical assessment to enable learners identify different historical aspects and those shared among topics.

273/1  GEOGRAPHY

The paper was balanced and covered a wide range of aspects of the syllabus. General performance was good.

Question Analysis

Part 1 – Objective Type Questions
Questions covered a wide range of the topics in the syllabus.

Candidates’ Weaknesses:
Many candidates’ answers reflected scanty knowledge in some areas, others left some questions unanswered.

Advice to Teachers:
Ensure adequate coverage of the syllabus and engage learners in regular exercises on different aspects of the syllabus. Provide a variety of text books to learners.

Part II

Question 1 MAP WORK

The question tested the candidates’ skills of using grid reference, calculation of bearing, drawing a cross-section, description of relief and relating relief to vegetation.

Candidates’ Weaknesses
• Many candidates could not read the grid-reference correctly; inability to use instruments to measure the bearing.
• Candidates also were not able to handle marginal information especially accurate plotting on the vertical axis,
• Many failed to give relevant examples from the map, when describing relief and the relationship between relief and vegetation, some drew sketch maps instead of a cross-section.

Advice to Teachers
Train learners in practical skills of map reading and interpretation early enough and give regular practice to consolidate those skills.

Question 2. PHOTOGRAPHIC INTERPRETATION

Candidates were required to identify the economic activity in the photograph, describe factors that favoured the economic activity and to draw a landscape sketch showing relief, vegetation types and settlement.

Candidates’ Weaknesses:
Many candidates were able to identify the economic activity although some stated it in general terms. However, some candidates failed to identify the economic activity others could not interpret relief and vegetation; they did not give specific names of the features e.g. hill, gentle slope, forest, trees or grass in their sketches.

Advice to Teachers:
Should use an integrated approach in handling this area by identifying relevant photographs for each topic handled.

Question 3. FIELDWORK
Candidates were expected to state the topic, objectives of the study, mention the preparations made before the study, draw a sketch map to show relief features, land use activities and describe the relationship between relief and land use activities.

Candidates’ Weaknesses
- Some candidates failed to generate objectives related to the topic and also could not identify the relief features.
- Some faked names of places where fieldwork was allegedly conducted. Some drew cross sections rather than sketch maps description of the relationship between relief and land use, lacked specific examples from the field; evidence that candidates did not go to the field.

Advice to Teachers:
Conduct physical field visits and train learners in skills of information gathering and reporting.

Question 4.
The question required candidates to draw the sketch map of East Africa and on it show the East African Rift Valley, lakes: Victoria, Malawi and glaciated mountains, name erosional glacial features on those mountains; describe the processes of formation of glacial features named and explain importance of glaciation to people of East Africa.

Candidates’ Weaknesses
- Limited skill of sketch map drawing and location of features,
- Many described the formation of landforms that contained the glacial features instead of the erosional processes that led to formation of those features. They had little knowledge on the importance of glaciation.

Advice to Teachers:
Pay equal attention to topics in physical and human geography and train learners in sketch drawing skills.

Question 5.
Required candidates to use the same axis to draw two line graphs to represent exports for Uganda and Tanzania, describe the trend of exports, explain factors that influence export trade in any one country and outline the contribution of international trade to East Africa.
Candidates’ Weaknesses:
- Many failed to determine the appropriate vertical scale and could not plot figures accurately.
- Some just outlined factors influencing export trade.

Advice to Teachers:
Give regular exercises in statistical questions to improve learners’ skills in this area.

Question 6.
Candidates were required to distinguish between population density and population distribution, name areas with low and high population densities in East Africa; explain factors responsible for the high population density, outline problems of high population density to people living in such areas and suggest measures.

Candidates’ Weaknesses:
- Failed to define the terms correctly,
- Many gave responses related to population growth other than population density.

Advice to Teachers:
Give correct definitions of the various terminologies on population studies and clearly distinguish factors influencing growth from those influencing population density with specific examples.

Question 7.
Candidates were required to study the map of East Africa and name the vegetation types shown, latitude, water body, describe the vegetation characteristics, explain the importance of the vegetation type and outline the problems faced by people living in the areas identified.

Candidates’ Weaknesses:
Some candidates mixed characteristics of vegetation with those of climate; others did not know the importance of vegetation.

Advice to Teachers:
- Make use of the Atlas while teaching geographical topics.
- Train learners in skills of identifying and locating the different geographical features.

273/2 GEOGRAPHY

The paper adequately covered important aspects of the syllabus. General performance was good.

Question 1.
Tested candidates on skills of sketch map drawing and location of features on the map of Africa, characteristics of the Equatorial or semi-desert climate, conditions that led to the type of climate and the influence of climate on human activities. This was a popular question.

Candidates’ Weaknesses
- Sketch maps were poorly drawn.
- Candidates described vegetation instead of climate and failed to explain the relationship between climate and human activities.
Advice to Teachers:
Train learners in skills of sketch map drawing and how to relate geographical phenomenon like climate to human activities.

Question 2.
Required candidates to analyze the statistical data, draw a bar graph, describe the trend in sugar production, explain causes of the trend and contribution of sugar production, name sugar cane growing provinces in South Africa and suggest measures to improve sugar production in the Republic of South Africa. It was a very popular question.

Candidates’ Weaknesses:
 Failed to choose an appropriate vertical scale and could not describe the trend.

Advice to Teachers:
Train learners in skills of statistical methods and how to relate theory learnt to data provided to interpret the statistics.

Question 3.
Candidates were required to use the map showing the Tazara Railway to locate water bodies, countries, and towns; describe the role of the Tazara railway to the development of Zambia; explain problems facing the transport sector and outline measures taken to improve the transport sector in Zambia. This question was unpopular.

Candidates’ Weaknesses:
Many candidates exhibited shallow knowledge about the Tazara railway – an impression that the topic was not taught.

Advice to Teachers: Cover all topics in the syllabus and avoid spot teaching.

Question 4.
Tested skills of sketch map drawing and location of places, description of conditions that have led to the development of urban centres Ibadan or Alexandria, explain negative effects of urbanization on the environment and outline steps taken to address the negative effects.

Candidates’ Weaknesses:
Most candidates gave general points, the sketch map was poorly drawn and explanations lacked depth of knowledge.

Advice to Teachers:
Train learners in skills of sketch map drawing and writing detailed answers through regular exercises and guided group discussions.

Question 5.
Tested candidates on skills of drawing a sketch map of California and locating water bodies, dam, canal, coastal ranges, tourist centres, conditions favouring tourism in California, benefits of tourism to people of California and steps taken to improve tourism in California. This was an unpopular question.

Candidates’ Weaknesses:
Candidates failed to draw the sketch map of California. Some just transplanted information about Switzerland to California even quoting examples from Switzerland.

Advice to Teachers
Discourage learners from transferring information from one area to another where it is not applicable.

Question 6.
Tested candidates on statistical skills of drawing a pie-chart, calculation, measurement and analyzing data; description of conditions that have favoured grain growing in Canada and challenges faced by farmers growing grains in Canada. Very popular question.

Candidates’ Weaknesses:
Some candidates could not make correct measurements of the various portions on the pie-chart.

Advice to Teachers: Train learners in various statistical methods and their application.

Question 7.
Required candidates to identify and locate places in the old and new industrial regions of New England, describe conditions that led to decline of industries in the old industrial region, explain benefits of industries and outline environmental problems that have resulted from industrialization in New England.

Candidates’ Weaknesses
Candidates were not able to identify the places on the map and failed to mention causes of the decline of industries in the old industrial region.

Advice to Teachers: Cover all topics in the syllabus.

Question 8.
Tested candidates on the skills of sketch map drawing and location of places in Switzerland, influence of physical factors on land use, problems facing land use in the Alpine region and outline steps being taken to solve those problems. Unpopular question.

Candidates’ Weaknesses:
Sketches were poorly drawn and many candidates failed to relate physical factors to land use.

Advice to Teachers:
Train learners in sketch map drawing skills and location of places through constant exercises.

Question 9.
Tested candidates about land reclamation in the Zuider Zee area of the Netherlands, conditions which necessitated, establishment of the project, steps taken to reclaim land from the sea and the problems which resulted from establishment of the polders in the Netherlands. Unpopular question.

Candidates’ Weaknesses:
Candidates had limited knowledge about this question; many did not clearly describe the steps that were followed in the land reclamation process.

**Advice to Teachers:**
Cover this topic adequately and give exercise to help learners consolidate the knowledge learnt.

**Question 10.**
Tested candidates on statistical skills of drawing a pie-chart, calculation of percentages, description of factors which have favoured the growing of cereals in Belgium and steps taken to improve the agricultural sector in Belgium. Very popular question.

**Candidates’ Weaknesses:**
Some candidates found difficulties in converting raw values into degrees to use on the pie chart.

**Advice to Teachers:**
- Cover statistical methods adequately
- Give regular exercises for practice.

**Question 11.**
Candidates were required to draw a suitable climatic graph of Hong Kong, describe characteristics of the climate; explain factors influencing the climate of Hong Kong and outline problems faced by the people living in this area.

**Candidates’ Weaknesses:**
Many candidates lacked knowledge of the climate of Hong Kong, others failed to describe characteristics of the climate and could not explain factors influencing the climate of Hong Kong.

**Advice to Teachers**
- Teach statistical methods and their application in detail.
- Cover topics on China in general

**Question 12.**
Candidates were required to identify rivers, countries and towns indicated on the map of Yunnan region of China, describe human activities which take place in this region, explain problems faced by people living in this region and suggest measures to develop the Yunnan region of China. Unpopular question.

**Candidates’ Weaknesses:** Many had no idea about this region of China.

**Advice to Teachers:**
- Teach all aspects of this region and encourage learners to search for more information on China on internet, etc.

**Question 13.**
Tested candidates skills of sketch map drawing of the site of Hong Kong Entreport, locate places, describe factors which favoured the development Hong Kong as an Entreport, explain effects of the development of the Entreport on the environment and outline the measures being taken to improve the Entreport. Not popular
Candidates’ Weaknesses:
Most candidates seemed to have no idea about the Hong Kong entreport.

Advice to Teachers:
Cover the entire syllabus in time and engage learners in revision exercises.

301/1 LATIN -TRANSLATION

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

Question 1A required a candidate to translate the given Biblical text from Latin language into English. It was compulsory.

Question 1B required a candidate to translate the given text from Latin into English language. It was also compulsory.

Candidates were also required to translate 5 given sentences from English into Latin language. It was compulsory. Candidates’ work exhibited poor Latin constructions, with wrong vocabularies, and the use of wrong cases, tenses, gender and persons.

301/2 LATIN – PROSE TRANSLATION AND COMPOSITION

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 poorer compared to that of 2016. The performance scores of the 2017 candidates were also poorer compared to those of 2016.

Section A

Question 1 Text A
Required a candidate to translate the given part of a passage from a text prepared by Julius Caesar from Latin into English and demonstrate his/her ability to comprehend, appreciate and understand the grammar and syntax used in the text. It was popular.

Question 1 Text B
Required a candidate to read and translate a passage from a text prepared by Cicero from Latin into English and to answer the questions set about the passage. It was unpopular. Candidates who attempted text A performed better than those who attempted text B. Some candidates performed poorly because of their limited knowledge in grammar.

Question 2.
Required a candidate to translate the given text from Latin into English. It is not a prescribed text. It was less popular compared to question 1. Some candidates’ scores were low due to their limited vocabulary and poor grammar.

**Section B**

Required a candidate to write a composition on any of the given topics. It was compulsory. Performance was average. Limited grammar, expressions and vocabulary was a big limitation.

**301/3 LATIN – VERSE TRANSLATION**

**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 comparable to that of 2016. The performance scores were also comparable.

**Question 1 Text A**

Was very unpopular. A candidate was required to translate a portion of the given text from Latin verse into English. A candidate had to write down the nominative, accusative, genitive and ablative singular and plural forms of the given word and to write the principal parts and derivatives from the poem. No candidate attempted that question.

**Question 1 Text B**

Required a candidate to translate the given hymn from Latin into English. The candidate was also required to answer the grammatical questions, give the principal parts of the given word and get the derivatives from the hymn. It was attempted by all the candidates and well done. Some candidates could not give the correct principal parts while others failed to interpret the questions given.

**Question 2.**

Was not a prescribed text. It required a candidate to translate the given text from Latin into English. It was very unpopular. No candidate attempted the question.

**Weaknesses of candidates**

- Limited vocabulary which affected the quality of the compositions.
- Limited knowledge of Latin grammar in the areas of cases, prepositions, tenses and gender.
- Lack of exposure to a wide range of Latin literature. Many candidates do not read outside the set texts.
- Failure to interpret the given questions.

**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.

305/1 ACOLI - COMPOSITION WRITING, SUMMARY AND TRANSLATION

Comment on Performance of Candidates

The 2017 was easier in contrast to that of 2016. The quality of work the candidates presented this year (2017) is comparable to that of 2016. The candidates’ performance was good. The candidates’ performance scores this year were also comparable to those of the previous year.

Question 1 (a)

The candidates were to select one question and write a composition of about 300-350 words. Many candidates selected 1a, (i), (iv) and (vi). The candidates’ work was in some cases poor because of the clumsy sentence construction and wrong spellings.

Question 2(a)

Candidates were required to read a passage and write a summary of not more than 100 words. This question was very popular and was attempted by most of the candidates. The quality of candidates’ work was affected by the failure to use the proper punctuation and the wrong spellings.

Question 2(b)

Candidates were required to read a story in English and translate it into Acoli. This question was not popular.

Weakness of the candidates

• limited grammar and vocabulary
• spelling errors
• Poor translation skills
• Candidates who were limited by vocabulary could not write good compositions or translate clearly.

Advice to Teachers

• Emphasise sentence construction; grammatical rules & punctuation
• Train students to practice writing compositions
• Train students to write translations from English into the local language and vice-versa so that they can develop their vocabulary, mastery of the language and translation skills.

305/2 ACOLI COMPREHENSION, CULTURE, GRAMMAR AND LITERATURE
Comment on Candidates’ Performance.

The standard of the question paper of 2017 was the same as that of the previous year. The two papers were at the same level of difficulty. The overall performance of candidates was good. The work of candidates of 2017 and 2016 was comparable. The candidates’ scores were also similar.

Question 1.

Candidates were required to read the passage and answer the questions that follow. Candidates answered most of the ten sub-questions overall. Majority of the candidates attempted this question. No candidate evaded this section. However, candidates’ work exhibited problems of spellings.

Questions 2A & 2 B

Candidates were required to select either 2A or 2B and answer the five sub-questions. Those who selected 2A were required to fill in spaces and complete the proverbs, while those who selected 2 B were required to explain the meaning of proverbs. The candidates’ work generally had spelling errors.

Question 3.

Candidates were to answer 10 sub-questions based on the different aspects of the language. They were required to answer questions as instructed. This included re-arranging sentences and re-writing. Candidates who were limited in the mastery of grammar failed to construct sentences as instructed.

Question 4.

Candidates were required to read the given poem and answer the four sub-questions. Overall performance on this question was good. A few candidates who misinterpreted the poem presented unclear responses, while a few others had weak explanations due to the poor interpretation skills and failure to devote adequate time to the reading of the poem.

Question 5.

Candidates were required to select either 5 (a) or 5 (b) and answer 5 sub questions. In 5 (a) candidates were required to give the meaning of idioms in Acoli and 5 (b) candidates were required to give the meaning of riddles in Acoli. This required candidates to have the command of Acoli Language and knowledge of the culture. Candidates with poor command of language were not able to clearly explain the meanings of idioms and riddles.

309/1 GERMAN - GRAMMAR AND PICTURE STORY

Comment on Candidates’ Performance
The 2017 paper was difficult in contrast to that of 2016. The overall performance of candidates on the paper was poorer in 2017 in contrast to that of 2016. The quality of candidates’ work presented in 2017 declined as compared to that of 2016. The scores of candidates’ overall, were poorer in 2017 compared to the previous year.

The paper had 2 Parts: Part 1 has six sections A-F

**Part I: Grammar**

A. The candidate was required to identify the appropriate relative pronoun to join the two sentences. This section has five sub-questions. It was fairly popular. Some candidates failed to find the correct grammatical case required for some of the sentences.

B. The candidates were required to change the underlined verb into the simple past tense (Präteritum). The Section had five sub-questions. This question was popular as many candidates preferred to write sentences where ‘tense’ was involved. However, candidates did not exhibit good quality work in this area. Candidates were instead re-writing using the present perfect instead of the simple past tense.

C. A candidate was required to construct sentences using the given set of words focusing on reflexive verbs. Candidates were to attempt five sub-questions. This was the most popular question. Most candidates however, failed to figure out how to use these reflexive verbs.

D. Candidates were required to join sentences using the right demonstrative pronouns. Candidates were expected to answer five sub-questions. This question was fairly popular. Some candidates failed to realise that they had to apply grammatical cases as well.

E. Candidates were required to complete the sentences using the correct form of the indefinite article. This section had five sub-questions. The question was popular. Candidates failed to realise the cases involved in the sentences.

F. Candidates were required to complete the given sentences by selecting the correct preposition and identifying the appropriate accompanying article to complete the sentences. Some candidates were unable to recognize the correct preposition to be used in combination with the various articles.

**Part II: Picture Story**

Candidates were required to write a story in German, from one of two alternatives pictures given. Candidates were expected to study the picture and write a story. The story was supposed to be with a word limit of 120-150. Candidates were free to use a tense of their own choice. Picture A was not popular; very few candidates attempted it but picture B was very popular. The candidates performed well in the picture story.

309/2 GERMAN-READING COMPREHENSION, LISTENING COMPREHENSION AND DICTATION

Comment on Performance of Candidates
The paper of 2017 was variable in parts, in comparison to that of 2016. The level of difficulty of the questions for Dictation and Listening comprehension was the same, while Reading comprehension was more difficult. The overall performance of the candidates was poor. The candidates’ scores of 2017 were poorer and the quality of work also declined in contrast to that of 2016.

The paper is presented in three parts; Dictation, Listening comprehension and Reading Comprehension.

During the Dictation examination, candidates were required to listen to the text thrice so as to answer to by filling in the missing words to complete the text. This task was fairly popular. However, some candidates failed to write the correct spellings or to identify and figure out the required words.

During listening, a candidate was required to listen to various life situations and decide on the correct answers by choosing from the alternatives given. This question was popular. Some candidates had poor listening skills and thus failed to pick out the right grammatical structures.

In the third part, the reading comprehension questions required a candidate to read two texts of variable length in German and answer the questions. This question was fairly popular. Candidates were limited by poor reading and interpretation skills.

309/3 GERMAN – ORAL

Comment on the Performance of Candidates

The paper of 2017 was at the same level of difficulty as that of 2016. The overall performance of candidates was good. The performance of the candidates of 2017 was similar to that of 2016.

The paper had three parts. The first one was about reading a text, the second was about questions based on the text and the third was a conversation. In the first part, a candidate was required to read out loud to the examiner a portion of the given text. Some few candidates did not comprehend the text and thus failed to read accurately. Others were limited by the poor pronunciation. After reading the text, candidates were required to answer five questions based on the text. In addition, candidates were also required to choose one topic out of the five given and carry out a logical conversation with the examiner.

Weaknesses of Candidates in 309/1-3:
- Candidates had limited grasp of the requisite grammar
- Limited vocabulary
- Poor comprehension skills
- Poor quality of written work due to wrong spellings, lack of confidence and limited ability to engage in/execute the spoken expression.
- Other weaknesses as attached to the question analysis

Advice to Teachers:
- Emphasise the use of the four cases in the teaching of grammar in German
- Devote more time to the teaching of the past tense which is not commonly used
- Encourage students to practice by writing sentences out of the given sets of words
- Teach the demonstrative pronoun in all the four grammatical cases
- Train students to combine prepositions and articles through writing tasks
- Training students through dictation exercises
- Expose students using longer texts and expose them to a range of vocabulary through exposure to different content.
Candidates' Performance

The level of difficulty of the paper of 2017 was the same as that of the previous year. The tests in both papers were testing similar aspects and applied the same tense.

The overall performance of the candidates was good in 2017. The quality of work the candidates presented was better in 2017 in comparison to that of 2016. The candidates' performance scores in 2017 were better than those of 2016.

Section A: Listening Comprehension

Question 1.

A text was read to the candidates twice at normal speed. This was followed by 10 Multiple Choice Questions read out to candidates twice. Candidates were to listen then answer by selecting the correct alternatives. This question required the candidates to demonstrate their ability to understand a passage read to them twice as they listened so as to answer the multiple choice questions. This question was poorly done. Candidates found it hard to recall all the information given in the text and thus failed to answer the questions correctly.

Section B: Oral Expression

Question 2.

Candidates were required to spend 10 minutes studying a picture in preparation for their presentation to the examiner.

Candidates were required to describe the picture by generating ten sentences. This was performed well by most candidates. However, some candidates lacked the appropriate vocabulary to describe the picture for instance the relevant words to use in naming the objectives, the people and the incident(s) portrayed.

Section 3: Dictation

Question 3.

Candidates were required to listen to a text read to them from a cassette tape or CD and transcribe the dictation. Candidates experienced difficulty in spelling or even writing some of the words.

Candidates' weaknesses:

- Poor listening skills
- Lack of vocabulary to describe familiar objects, activities, and situations
• Use of wrong spellings

**Advice to Teachers:**

- Give students more oral exercises in order to familiarise them to listening texts read in French.
- Teachers should give dictation exercises to the students more often. These are readily available in the set manuals of ‘On y Va’ 1 and 2. Schools should therefore endeavor to purchase these books, as they are important teaching resources.
- Teachers are advised to use the pictures in the set manuals of ‘On y Va’ to help the pupils acquire the simple vocabulary required.
- Headteachers should endeavour to purchase the required/prescribed text books and ensure that teachers and students have access to these teaching/learning materials so that students can acquire the necessary linguistic capacity to understand and interpret any given text at their level.

**314/2 FRENCH – GRAMMAR AND READING COMPREHENSION**

**Comment on Candidates’ Performance**

This year’s examination was easier than that of 2016. The overall performance of the candidates was good. The quality of candidates’ work presented in 2017 was better than that of 2016. Even the candidates’ scores were better.

**Section A : Grammar**

**Question I.**
Candidates were required to answer five sub-questions (1-5) by replacing the given words in brackets with pronouns and then make the necessary modifications to re-write the sentences. Some candidates failed to re-write the sentences. A few candidates failed to identify the required pronouns, while others also failed to locate them in their correct positions.

**Question II.**
Candidates were required to rewrite five sub-questions (6-10) in indirect speech. This was a compulsory question. Some candidates failed to find the key words of ‘Que’ and ‘Où’ which were to help them make sentences in indirect speech.

**Question III.**
The candidates were required to write the verbs in the brackets in their correct form. This question was compulsory. Some candidates failed to identify the various tenses of verbs given.

**Question IV.**
Candidates were required to complete the sentences with the most suitable alternative. This covered a variety of grammatical elements which included: prepositions, pronouns, nouns, articles,
adjectives, possessives, demonstratives and verbs. This question was compulsory. Some candidates however failed to identify some of the required grammatical elements.

Section B: Reading Comprehension

Question V.

Candidates were required to read a text of about 150 words and then answer the 10 Multiple Choice Questions based on the passage. It was a compulsory question. Some candidates failed to select the correct alternatives due to poor comprehension skills.

Weaknesses of candidates

Some candidates were able to identify the right pronouns to use in question 1, but failed to use them to make necessary changes in re-writing the sentences.

- Poor reading and interpretations skills
- Other weaknesses as related to the difficulties presented in the analysis of the questions above.

314/3 FRENCH – WRITTEN EXPRESSION

Comment on Candidates’ Performance

The 2017 paper was more difficult as compared to that of 2016. Although the overall performance of candidates in 2017 was good, the quality of their work was poorer in contrast to that of 2016. The performance scores generally declined in 2017.

Question 1.

Candidates were required to write a letter to a friend inviting them to visit their home during the December holidays. Candidates had to write about what they would do during those days. This question was compulsory. Some candidates included content which was out of context, while others used the wrong tense.

Question 2.

Candidates were required to describe a famous person they admire and also talk about that person’s life and activities within the limited scope of words. This was the most popular question. Candidates experienced difficulty in interpreting words such as ‘précises’ and ‘célèbre’.

Question 3.

Candidates were required to look at a series of pictures and narrate a story based on their observations. Candidates who attempted this question overall lacked the appropriate vocabulary to use for narrating the story.

Weaknesses of Candidates:

- Poor question interpretation skills
- Limited range of French vocabulary
- Poor writing skills due to limited capacity to apply grammatical structures
- Some candidates lacked vocabulary to express themselves in French, so they wrote in English
- Other weaknesses attached to the questions above.

**Advice to Teachers:**

- Train students in written expression skills by giving them exercises on composition writing using the different tenses.
- Train students in vocabulary by giving them a variety of topics to write about in French. This will help them to develop their vocabulary over time.
- Teachers need to give students exercises on writing stories about a series of pictures in different situations in order to improve on their ability to narrate and acquire vocabulary as well.
- Teachers should instruct their students to write compositions using the different scenarios in ‘On y Va’ 1 and 2 and other texts which would help the students improve not only in grammar but also their reading and writing skills.

**315/1 LEBLANGO**

The paper was comparable to that of 2016. The quality of work presented by the candidates was better than that of 2016. Their performance scores were also better. The paper was divided into two sections:

**Section A** was about composition writing: (a) This required a candidate to select one topic and write a free response essay.

(b) Required a candidate to select two topics and write compositions (functional writing).

**Section B** was about Summary and translation. The candidate was to choose either summary or translation.

**Question Analysis**

**Question 1.**

The most popular question was (a) (i) which required a candidate to write an argumentative composition. Candidates were supposed to give an introduction and later a conclusion after their arguments. Surprisingly, most of the candidates did not use that correct approach.

The least popular question was (a) (iv) The few who attempted this question wrote an expository composition instead of a descriptive composition. The approach used by most of the candidates was also lacking in detail.

In functional writing, most of the candidates who attempted this part used wrong formats for different topics. For instance:

**Question 1(b) (i)** required candidates to write a religious sermon, but some presented it as a speech at a political rally.
Question 1(b) (iv) required candidates to write an apology. Some of those who attempted it used the format of informal letter and yet it was supposed to have the structure of a formal letter.

Weaknesses of candidates:

- Wrong formats in functional writing
- Poor question approach. The introduction in composition writing needs to be attractive to the reader, contrary to what the candidates presented.

Advice to Teachers:

- Teach functional writing
- Guide learners on different types of compositions; narrative, argumentative, guided and expository.

315/2 LEBLANGO

The performance was better than that of 2016. The paper had three sections.

Section A had one compulsory question, which was comprehension. Candidates were to read and comprehend a given text and then answer the questions about the same.

Section B had two questions; completing the proverbs and giving the meaning of the given proverbs.

Section C had three questions and candidates were to attempt all. These questions were about grammar, poetry and re-writing.

Analysis of questions

Question 1.

Candidates were expected to read, comprehend and answer the questions from a given passage.

Some candidates were paraphrasing from the passage. Others just used note form without answering in complete sentences. Most of the candidates failed the part that required them to give the meanings of some words as they had been used in the passage.

Questions 2(a)

This required candidates to complete the given proverbs. Candidates seemed to be having little knowledge about the use of proverbs.

Question 2(b)

This required the candidates to give the meanings of the given proverbs which are commonly used in Leb Lango.

Question 3.1 and 3.2
Candidates were to write the plural forms of the given words. Candidates ended up changing the given words to what they felt would be easier for them; olya was changed to olaya, wonkom was changed to won kom. This showed their limited vocabulary.

**Questions 3.8-3.10**

They required candidates’ understanding of the transformation of sentences in Leblango. Some candidates could not produce meaningful sentences. There was a lot of repetitions and wrong punctuations in their answers.

**Question 4.**

There was a poem on which the candidates were to appreciate, comprehend it in terms of subject matter, tone, vocabulary and lessons.

Some candidates have poor reading culture. Anything to do with reading and comprehending, gives them challenges.

**Question 5(a) and 5(b)**

They were about culture. Candidates seemed to be well conversant with riddles and those expressions since they are used in daily life.

**Weaknesses:**

- Candidates have limited vocabulary. In answering comprehension, most of them cannot express themselves.
- Candidates are not exposed to the proverbial expressions.
- Candidates still regard poetry as a complicated genre.

**Advice to Teachers:**

- Guide learners on how to respond to the comprehension questions without necessarily lifting the phrases as they appear in the passage.
- Encourage learners to read for comprehension and guide them on how to arrive at the meaning of words/expressions from the passage.
- Teach parts of speech, guide learners on different nouns and their derivatives.
- Teach sentence transformation to enable the learners to polish their language.
- Teachers should understand *Leb Lango* grammar rules.
- Guide the learners on how to interpret the poem. Encourage learners to compose their own poems so that they stop looking at poetry as a complicated genre.
The general performance was good. The 2017 paper was better compared to that of 2016. The quality of work of candidates was good. The paper brought out the aims and objectives of the syllabus and what it tested was educationally relevant and the time allocated was adequate.

**Weaknesses of Candidates:**

- Lack of adequate vocabulary which limited candidates in expressing themselves during composition writing.
- Lack of skills and techniques of translation. Most candidates came out with literal meaning.
- Lack of functional writing skills
- Poor expressions due to limitations in language.
- Lack of knowledge about idioms.

**Advice to Teachers:**

- Teachers should teach essay writing skills to learners and guide them on how to present proper arguments and discussions.
- Teach composition, summary and translation skills
- Give students more exercises in summary writing.
- Provide a variety of reading materials and encourage students to read widely.

The 2017 paper was of the same level of difficulty as that of 2016. The quality of work presented by the 2017 candidates was comparable to that of the 2016 candidates. The performance scores were also comparable. Major difficulty was found by candidates in 2 (a) and 5(b) where candidates were to explain the meaning of proverbs but most of them misunderstood the questions hence presented wrong answers.

**Weaknesses of candidates**

- Lack of information about the proverbs and idioms
- Lack of proper techniques and skills of extracting the message from the poem.
- Misinterpretation of some questions.

**Advice to Teachers**

- Teach comprehension skills
- Teach many proverbs to candidates
- Provide variety of poems to learners and guide them on their interpretation
- Teach more techniques and skills especially on comprehension, composition and summary writing.
Comments on Performance of Candidates

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

Section A

A candidate had to choose either (a) or (b).

Question 1(a)

Required a candidate to choose one topic and write a composition of about 400 words. All questions were attempted.

Question (a)i

Required a candidate to give own opinion on the view that “Teachers are responsible for their students’ poor performance in final examinations'. It was not popular and was poorly done. A candidate was required to support or oppose the view. Some candidates contradicted themselves. Limited/shallow presentations led to low marks.

Question (a) ii

Required a candidate to write a story basing on the given proverb, Atamuzadde amutikka jjinja. A candidate had to bring out the metaphorical meaning of the proverb in the presentation, that is, people tend to mistreat persons who are not their biological children or who are not related to them. Some candidates narrated stories about children and their step mothers showing how they are mistreated. It was popular and performance of candidates was good. However, there were candidates who wrote compositions about how step mothers forced children to carry heavy stones. Some failed to bring out the issue of mistreatment and instead complained about making children do household chores yet it is a responsibility not mistreatment.

Question (a) iii

Required a candidate to write a story about a wedding or any other party that was interrupted and did not take place or ended unceremoniously. Embaga yasasika. It was popular and many candidates scored above average. They used the appropriate style. However, some candidates failed to bring out the bad ending of the ceremony and so their essays were hanging. Some candidates reproduced Kadongo Kamu songs such as Embaga ya Kiwuggulu by Matthias Walukagga yet it was supposed to be original work.

Question (a) iv

Required a candidate to write a composition about what takes place when a person passes on in Buganda (activities and rituals). It was unpopular and poorly done. Many candidates just outlined points without illustrating them. Language usage was also poor.

Question 1 (b) required a candidate to choose two topics and write compositions as instructed.
Question (b) i

Required a candidate to write a letter to his/her parent informing him/her about what s/he intends to do for him/her when s/he completes her/his studies in England. It was very popular and the scores were good. Many candidates used the correct format and content was relevant and adequate. Those candidates who scored low marks presented irrelevant and shallow work.

Question (b) ii

Required a candidate to write a speech after swearing in as a Uniform prefect. The speaker was supposed to address the school and emphasize the importance of wearing a school uniform. It was popular and the scores were good. Most of the candidates knew the right format. Few candidates performed poorly. They just listed the points in short sentences.

Question (b) iii

Required a candidate to imagine s/he was the chairperson of a committee that had been tasked with finding out the causes of the increase in HIV/AIDS cases in Uganda and write a report on the findings. It was popular and the performance scores were very good. Most of the candidates used the correct format and gave relevant and adequate content. However, some candidates wrote letters instead of reports while others gave ways of avoiding getting infected with HIV virus in point form.

Question (b) iv

Required a candidate to warn or advise a friend (girl) about the problems she was likely to encounter if she eloped with her boyfriend. It was not popular and the scores were poor. Language usage was poor. Their work was shallow.

Section B

Question 2(a)

Required a candidate to summarize the given passage in 100 words. It was popular and performance was good. Most candidates made good summaries of the text. Only few of them copied the whole text or translated.

Question 2(b)

Required a candidate to translate the given passage from English into Luganda. It was very popular and the performance was good. However, some candidates used direct translation.

Question 3(a)

Required a candidate to complete the given sentences using the correct idioms. It was compulsory and performance was very good. Very few candidates failed to give the right idioms.

Question 3(b)

Required a candidate to apply their knowledge of grammar to answer the given questions. Performance of candidates was very good.

Weaknesses of Candidates
• Poor orthography.
• Lack of originality in composition writing. Some candidates wrote about the soaps that they watch on television sets. They even used the very names of the characters in those soaps.
• Outlining of points instead of writing compositions/using paragraphs to explain different points.
• Poor expressions due to limitations in language.
• Failure to follow instructions. Translating passages where they are supposed to summarize or even just copying the texts.
• Direct translation instead of translating meaning.
• Using wrong formats in functional composition writing.
• Use of English words as in the place of Luganda words is on the increase.

Advice to Teachers

• Continuous teaching of orthography and language usage should be done.
• Teach composition, summary and translation skills.
• Give students exercises in composition, summary writing and translation skills.
• Avoid giving particular examples of essays. Candidates reproduce those very essays as original compositions.
• Provide a variety of reading materials and encourage students to read widely.

335/2 LUGANDA - COMPREHENSION, PROVERB USE AND LITERATURE

Comment on Performance of Candidates

The performance was very good. The 2017 paper was of the same level of difficult as that of 2016. The quality of work presented by the 2017 candidates was better than that of the 2016 candidates. The performance scores were the same.

Question 1.

Was a comprehension passage. It was compulsory and the performance of candidates was just average. Some candidates gave shallow responses, misinterpreted the questions, mixed up answers for the different questions, directly lifted phrases from the passage without paraphrasing and therefore got low scores. The passage was about the Buganda royal drums and some candidates gave answers on what they generally knew about the culture of the drums but not the comprehension questions on the passage.

Question 2 (a)

Required a candidate to correctly and conventionally complete the given proverbs. It was compulsory but averagely done. Some candidates gave wrong responses, used poor orthography, copied the proverbs to the answer sheet and did not use the conventional phrases.

Question 2 (b)
Required a candidate to explain the meaning of the given proverbs. It was compulsory but averagely done. The proverbs are commonly used in the students’ daily lives. Many candidates gave surface meaning while others did not attempt some parts of the question.

Question 3 (a)

Required a candidate to respond to the questions about the given context. It was popular and candidates performed well. Most candidates were able to place the extract in context and gave enough content. Few candidates mixed up information from the different texts, which made their illustrations irrelevant.

Question 3 (b)

Required a candidate to explain the misbehaviour or bad things that are done by the people of Wabinoga. It was popular and candidates’ performance was good. Some candidates presented shallow work with irrelevant illustrations.

Question 4 (a) i

Required a candidate to explain the social, political and economic status of people at the time Tokiiya was born. It was popular but performance of candidates was below average. Some candidates misinterpreted the question and gave irrelevant illustrations. Some candidates instead showed how Tokiiya suffered and ended up being off-topic. Some candidates mixed content in this text with that of another text showing lack of mastery of the texts.

Question 4 (a) ii

Required a candidate to explain the author’s portrayal of Europe then. It was popular but performance of candidates was average. A few misinterpreted the question, while others gave shallow answers.

Question 4 (b)

Required a candidate to show how Tokiiya’s human rights and freedom are violated by the people he meets in his society. It was popular and most candidates scored highly. Few candidates performed poorly because they lacked mastery of the text and therefore gave shallow answers.

Question 5 (a)

Required a candidate to explain how the author’s portrayal of the women characters in the novel can annoy women. It was popular and candidate’s performance was good. The few candidates who scored low marks explained character of the characters in the novel without showing how such negative portrayal was annoying to women. Some candidates mixed up character roles showing their lack of mastery of the text.

Question 5 (b)

Required a candidate to place the short extract in context and to give evidence showing that the speaker did not want to leave his village for town life. It was popular but performance was average. Some candidates lacked knowledge of the text and therefore could not place the extract in context.

Question 6 (a)
Required a candidate to read the given poem and thereafter answer the questions that followed. It was popular and well done. Many candidates were able to give the subject matter of the poem, explain the speaker in the poem, give the features of the poem and explain the meaning of the given expressions.

**Question 6 (b)**

Required a candidate to base on poems in the text and explain the different ways a reader can benefit. It was very unpopular and averagely done. Candidates who had studied a variety of poems presented well illustrated answers and therefore performed well while those who were not exposed presented shallow answers and performed poorly.

**Question 7(a)**

Required a candidate to read the given poem and thereafter answer the questions that followed. It was popular and well done. Many candidates were able to explain the effect of the punctuation used in the poem, explain the meaning of the first line of the third stanza, explain the message in the last stanza and discuss the structure of the poem. Some candidates had challenges in explaining the effect of the punctuation used and the development/structure of the poem.

**Question 7(b)**

Required a candidate to base on the text and show how the poet has helped the reader/listener by exposing the dangers that one faces if badly behaved. It was unpopular and averagely done. Some candidates presented shallow answers showing their shallow knowledge of the text.

**Weaknesses of Candidates**

- Giving outlines where one is supposed to explain.
- Rubric issues.
- Insufficient knowledge about proverbs/texts. Giving unconventional responses to complete proverbs.
- Question misinterpretation and shallow responses.
- Candidates not numbering their work and inconsistence in presentation by spreading sections of the same question on different pages.
- Poor handwriting.
- Poor orthography.
- Poor comprehension skills. Direct lifting where one is supposed to comprehend and respond.
- Mixing of authors/texts due to lack of mastery.

**Advice to Teachers**

- Teach comprehension skills.
- Teach proverbs.
- Provide and encourage learners to read the set texts.
- Give exercises for practice.
The paper was divided into two sections.

Section A had questions 1 and 2 which are compulsory.

Question 1 had two parts (a) free response essay writing and (b) functional writing. A candidate was to choose either (a) or (b).

The paper was of the same strength like that of 2016. The quality of work presented by the candidates was also comparable to that of 2016.

**Analysis of questions**

**Question 1.**

It was composition writing and it consisted of the two parts; free response essay writing and the functional writing.

Part (a) free response essay writing had four clear topics from which a candidate was to choose one.

(i) It required a candidate to write a composition about the importance of domestic animals in his/her area. A candidate was supposed to explain the importance of domestic animals and give examples. Some of the candidates could not connect their message to the topic.

(ii) It required a candidate to explain the ways through which unemployment can be reduced in the country. It was unpopular. Candidates lacked vocabulary to use, and their message was insufficient. Some candidates misinterpreted the topic and mixed their message with political issues while others gave the disadvantages of unemployment.

(iii) It was a guided topic, which required the candidate to begin with the statement, ‘Mungu wangu! Twafa mwizi’ (My Lord, we are finished! A thief…) It was a popular topic though some candidates could not bring out the required message clearly.

(iv) It was a proverb. A candidate was supposed to interpret it first and relate it to real life. A candidate was supposed to show its application in real life.

Part (b) functional writing had four clear topics.

(i) It was letter writing. It required a candidate to write an application letter requesting for a job during one’s vacation. Some candidates could not use official language and it ended up looking like a friendly letter. Some also failed to use the correct format.

(ii) It required a candidate to write minutes of a meeting for the preparation of a farewell party. Most of the candidates who attempted this question failed the format of writing minutes. They also lacked creativity and imagination.

(iii) It required a candidate to write a report informing the police about an accident that had happened near the school. Some of the candidates who attempted this failed to draft the correct format. The language used was also not proper.

(iv) It required a candidate to write a speech that he/she would present before other students convincing them to vote for him/her. Candidates lacked the proper format for the speech.

**Question 2.**
It was comprehension. Candidates were supposed to read the passage and then answer the questions on it. It was the most challenging question to the candidates. It showed students’ inability to read and comprehend. Some would just lift statements from the passage and paste them on any question, where there was not even any relationship.

**Question 3.**

It was summary. Candidates were supposed to read the given passage and then write the message in summary form. Some candidates presented sketchy summaries. Internalising the message became a challenge.

**Question 4.**

It was translation. A candidate was supposed to translate a given text from English into Kiswahili. Candidates lacked vocabulary to use. Others mixed Kiswahili with their mother tongue/local languages.

**Question 5.**

It had several questions testing the command of grammar. Most of the Candidates who attempted it did not perform well. They had so many grammatical errors.

**Weaknesses:**

- In composition writing, candidates were not keen in connecting their messages to the topic.
- Candidates had not been well guided in functional writing. Most of them presented wrong formats.
- Students lacked vocabulary in answering most of the questions. Others still mix Kiswahili with their mother tongues.
- Students were poor in grammar. They had not mastered the eight parts of speech.
- Poor reading culture contributed to the candidates’ failure to answer comprehension and summary questions.

**Advice to Teachers**

- Guide learners on how to write a composition. Functional writing should be given special attention. Show the learners different formats for different topics.
- Give several translation exercises to the learners so that they are equipped with translation techniques.
- Instill the culture of reading into the learners. Comprehension should be taught to the learners as early as in S.2.
- Help learners to acquire more vocabulary by engaging them in debates. Encourage learners to practice Kiswahili more often.
- Teach the eight parts of speech.
337/1 & 2 ARABIC LANGUAGE

Generally, both papers; one and two of the 2017 were almost similar to those of 2016. General performance was very good. The most attempted questions in Paper I Section A were 1 and 3 and in paper II was question 2 and all questions both in paper I and paper II were attempted by different candidates.

Candidates’ major weaknesses

- Misinterpretation of questions.
- Instead of full sentence answer, they used just single words
- Translation of words by words which is literal translation
- Grammatical errors and spelling mistakes were also common
- Failure to identify the major theme of the passage
- Limited vocabulary which affected their expression especially in composition writing.
- There is less practice of Arabic language in and outside classroom
- Some had difficulty in summary writing skills.

Advice to Teachers

- Students should be given more exercise, marked and be guided.
- Use of context translation but not literal translation.
- Teachers need to constantly guide learners on how to construct and compose stories and observe grammatical rules.
- Regularly giving the learners summary writing exercises
- Regularly giving essay writing exercises and guide learners on how to approach essay that require description, discussion and arguments etc.

345/1 RUNYANKORE-RUKIGA

The performance of candidates in 2017 was better than that of 2016. The work presented by the candidates in 2017 was also better than that of 2016.

The paper was divided into two sections:

Section A was about composition writing and it had two parts; (a) was a free response essay composition, and candidates were to choose one topic. (b) was functional writing, and candidates were to choose two topics. A candidate was to choose either (a) or (b). Most candidates attempted topics from part (b) (functional writing).

Section B had summary and translation. A candidate was to choose either of the two.
Weaknesses of candidates:

- Candidates still confuse the functional writing formats, e.g., some candidates presented question 1 (b) (iii) which was a speech as a memo.
- Lack of vocabulary in translations. Candidates would translate words directly and not focusing on the message intended.

Advice to Teachers:

- Teach functional writing so that the learners get acquainted with different formats.
-Expose the learners to a wide range of vocabulary.
-Teach the rules about translations to help the learners avoid direct translation.
-Discourage the learners from translating directly which distorts the meaning.

345/2 RUNYANKORE-RUKIGA

The paper had three sections, and all the questions were compulsory. It captured a wide range of grammatical aspects.

Section A was comprehension. It had a passage for the candidates to read and then answer the questions after. Some candidates would just lift statements from the story and paste them as their answers.

Section B was about proverbs. Part (a) required candidates to complete the given proverbs, and part (b) required candidates to give the meanings of the given proverbs.

Section C was grammar, poetry and figures of speech. Poetry was the poorest performed question.

Weaknesses of candidates:

- Candidates were giving the meaning of the idioms without using the phrase to construct the sentences which bring out the interpretation.
- Lack of skills in interpretation of the poem.
- Lifting statements from the passage without internalizing the story first.

Advice to Teachers:

- Teach a wide range of grammatical aspects.
- Encourage learners to appreciate poetry. Guide them on how to write poems by themselves.
- Engage learners in many different areas of grammar to enable them improve on the language usage.
Comment on Performance of Candidates

The performance was generally good.

The 2017 paper was comparable to that of 2016 in level of difficulty.

Question 1(a)

Required a candidate to write a composition about one of the given topics. It was popular and well done. Topics that required argument were poorly done while those that required narration were well done. Question 1(a)(i) was poorly done. It was argumentative. Questions ii-iii were narrative and performance was good. Question iv was a proverb that candidates were supposed to complete, interpret and then write a relevant composition.

Question 1(b)

Required a candidate to choose two of the given topics and write about them as instructed. 1 (b) i and ii were popular and averagely done. Many candidates failed to use the correct formats in functional writing. They also lacked adequate and appropriate language to express themselves. Performance was average.

Question 2.

Required a candidate to translate the given text from English into Lusoga. It was popular but poorly done. Some candidates exhibited lack of translation skills. They directly translated phrases from the passage and presented fragmented work which affected their scores.

Question 3.

Required a candidate to summarize the given text. It was very popular but averagely done. Some candidates just lifted phrases from the text instead of paraphrasing the meaning while others translated the text into English.

Weaknesses of Candidates

- Poor orthography.
- Lack of summary and translation skills.
- Failure to use the correct formats in functional composition writing.
- Failure to read instructions.

Advice to Teachers

- Avail a wide range of Lusoga reading materials to learners.
- Teach functional writing.
- Teach composition writing.
- Teach summary and translation skills.
- Give students exercises in composition writing, translation and summary writing.
Comment on Performance of Candidates

The performance was generally good.

All questions were compulsory.

The 2017 paper was more difficult compared to that of 2016.

Question 1.

Required a candidate to read the given passage and thereafter respond to the questions that followed. Performance was average. Candidates had challenges in answering questions that required interpretation and application.

Question 2(a)

Required a candidate to correctly complete the given proverbs. Performance was average. Some candidates left gaps while others gave wrong responses.

Question 2(b)

Required a candidate to explain what s/he learns from the given proverbs. Some candidates failed to show what they learn from the idioms but explained meaning while others left gaps.

Question 2(c)

Required a candidate to explain the meaning of the given proverbs. Performance was average. Some candidates failed to give the intended meaning.

Question 3(a)

Required a candidate to complete the given idioms. Performance of candidates was good. The idioms were familiar.

Question 3(b)

Required a candidate to explain the meaning of the given idioms. The scores were average. Some candidates’ explanations were not conventional. Performance was average.

Question 3(c)

Required a candidate to complete the given similes. Performance was good.

Question 4.

Required a candidate to apply his/her knowledge of grammar. It was well done. Many candidates were able to use the correct tenses, re-write as instructed, opposites, vocabulary and punctuation. Some candidates failed to re-write as instructed.
Question 5.
Required a candidate to read the given poem and respond to the questions about it. Performance was average. Some candidates had challenges answering questions that required reasoning.

Weaknesses of Candidates
- Direct lifting of phrases from passage or poem as answers.
- Limited knowledge of proverbs, similes and idioms.
- Poor orthography.

Advice to Teachers
- Teach comprehension skills.
- Teach proverbs and idioms.
- Provide and encourage learners to read a wide range of literature in the language.
- Teach Lusoga orthography.

365/1 ATESO
The general performance was better than that of 2016. The quality of work of candidates was better than that of 2016. The performance scores of the year 2017 were also better than those of 2016.

Section A, a candidate was given a choice to choose either 1(a) or 1(b). The question required a candidate to write a story, which would bring out the meaning of the given sayings.

Question II.
Required candidates to explain logically how they had gone through school until this point in time. The question was performed well by candidates.

Question III.
Required candidates to guide and counsel a youth who was preparing to get married. Some candidates performed well, while others failed.

Question IV.
Required candidates to identify the person one loved with reasons for that choice. Many candidates misinterpreted the question.

Question V.
Required candidates to explain how seeds are stored in their places/areas.

Question 1(b) (i).
This was attempted by most of the candidates especially those who were in touch with the countryside.
**Question 2(a).**

Was a summary question on importance of eating bananas. It was clear and common and it was well attempted.

**Weaknesses of candidates were:**

- Misinterpretation of the sayings.
- Poor punctuation and grammatical errors
- Repetition
- Poor paragraphing
- Poor expressions due to limited vocabulary
- Using wrong formats in functional writing.

**Advice to Teachers:**

- Expose learners to the skills of writing narratives through continuous practice
- Teachers should guide learners on writing expository compositions.
- Teachers should teach and guide learners on how to write speeches
- Teachers should guide learners on how to write about opinion based topical issues.
- Teachers should give learners adequate practice in summary tasks.
- To provide a variety of reading materials and encourage students to read widely.
- To teach many idioms and encourage learners to practice them.
- More exercises should be given to learners in composition, summary and translation skills.

**365/2 ATESO**

The performance was generally good. All the questions were attempted depending on the candidates' preparation. The quality of work presented by the 2017 candidates was better compared to those of 2016.

**Questions 1.1-1.5**

Was free response to comprehension questions. It was compulsory and the performance of candidates was good although some candidates gave brief and shallow responses.

**Question 1 - 1.6-1.10**

Required a candidate to correctly complete the given proverbs and it was well done as most candidates passed it.

**Questions 2(A)**

required a candidate to complete the meaning of idioms and proverbs. The performance of candidates was not good as most candidates just based on what they had crammed.

**Question 2(B)**

It required candidates to explain meanings of the given idioms. It was less popular as most candidates performed it poorly.
Question 3(A)

Required candidates to complete the given similes. The question was performed well by those candidates who had read properly and widely.

Question 4.

Candidates were required to answer questions about the poem. The question was quite well done though some candidates failed to comprehend the poem well.

Weaknesses of candidates

- A few candidates showed limited comprehension skills hence they scored below average.
- Vocabulary was not well interpreted by some candidates.
- There were some candidates who picked on more than one alternative hence affected their performance.
- Candidates wrote down what they crammed wrongly
- Inadequate explanations
- Giving of wrong comparisons
- Wrong interpretation of the poems’ message and intention
- Poor construction of sentences especially in comprehension. Candidates wrote only ideas instead of complete sentences.
- Guess work in completing idioms and similes
- Grammar and spelling errors.

Advice to Teachers:

- Learners should be exposed to more reading comprehension and poetry tasks.
- Teachers should teach grammar and sentence construction
- Teachers should give learners more practice in comprehension
- Teachers should teach learners all the proverbs and idioms.
- Teachers should teach learners meanings of idioms and proverbs.
- Teachers should encourage learners to practice the appropriate use of similes.
- Expose learners to the practice of using tongue twisters
- Provide and encourage learners to read the set texts as well as giving candidates exercise for practice.

375/1 DHOPHADOLA

The paper comprises two sections A and B. Section (A) had two sub-sections 1(a) and 1(b). That is composition writing and summary writing plus translation.

Question 1 (a).

Required candidates to write essays on the given topics such as girl child education, marriage, football and the current education system in Uganda. It was popular but some of the candidates who attempted it did not perform well.
Question 1(b).
Candidates were required to write argumentative essays. The performance was average.

Question 2.
Candidates were required to translate the given text into the local language (Dhopadhola). Most of the candidates attempted it and performance was good.

Question 3.
Required a candidate to summarize a given passage in 100 words. It was not very popular and candidates did not perform well in this question. However, the general performance of candidates was good.

Weaknesses of candidates
- Poor punctuations,
- Use of the wrong format and misinterpretation,
- Poor paragraphing and misfiring of some questions.
- Inadequate vocabulary which limits candidates in translation.
- Failure to scale down to the required number of words.
- There is less practice of Dhopadhola language in and outside classroom.

Advice to Teachers:
- Teachers should emphasise on punctuations and paragraphing.
- Teachers should teach learners various formats of different functional aspects.
- Teachers should give learners various vocabularies to enrich their language.
- Teach composition, summary writing and translation skills.
- Provide a variety of reading material and encourage students to read widely.

375/2 Dhopadhola
The overall performance was generally good. The 2017 paper was almost of the same level of difficult as that of 2016. The quality of work presented by the 2017 candidates was comparable to that of the 2016 candidates.

Question 1.
It tested comprehension skills and it was compulsory. However, candidates found it somehow difficult to comprehend the second passage in 1 (b) because of some errors and less knowledge.

Question 2.
It tested proverbs and idioms. Both sub-questions were popular and the level of difficulty was almost the same. Some candidates lacked ample knowledge.
Question 3.

Tested riddles

All the candidates were supposed to attempt this question. However, some candidates lacked ample knowledge of the riddles and therefore the performance was not good.

Question 4.

Required candidates to give similes. The question was attempted by all candidates though some of them could not give correct similes.

Question 5 (a).

Required candidates to explain the meanings of the given proverbs. The question was less popular. Those who attempted it lacked enough knowledge of the meanings of proverbs.

Question 5(b).

Was about sentence construction using the given vocabulary. It was very popular although some candidates could not use the vocabulary. It was very popular others were giving phrases instead of sentences and some candidates could not punctuate properly.

Weaknesses of candidates

- Some candidates failed to comprehend the passages.
- Lack of knowledge about the proverbs and idioms.
- Wrong spellings and lack of knowledge about the riddles.
- Limited knowledge of similes
- Insufficient knowledge about proverbs
- Misinterpretation and misusing of vocabularies.
- Using phrases instead of full sentences.

Advice to Teachers:

- Teachers should teach learners to develop comprehension skills,
- Teachers should teach and give students a variety of proverbs and idioms
- Teachers should give learners more tests and exercises.
- Teachers should give learners a variety of examples of similes
- Teachers should encourage learners to do more research especially on proverbs and similes in local language.
The paper was divided into two sections:

**Section A** was composition writing; (a) required a candidate to select one topic and write a free response essay.

(b) Required a candidate to select two topics and write about them (functional writing).

**Section B** was Summary and translations. The candidate was to choose either summary or translation.

The paper was standard and it covered the syllabus adequately. It was comparable to that of 2016, but the quality of work presented by the candidates was poorer than that of 2016. Their performance was also a bit poorer compared to that of 2016.

**Question analysis**

**Question 1 (a).**

(i) Required the candidates to write a composition showing the advantages of preserving culture. Candidates mixed culture and the environment. Some showed their limited knowledge about culture.

(ii) Required a candidate to write a composition using a given proverb. Some candidates who attempted this topic failed to interpret and apply that proverb in real life.

(iii) It was a guided composition. A candidate was supposed to write a composition which would end with the given statement, “*kakuba nahuliiriize abazaire bange, tinaakubaire nti.*” (Had I listened to my parents, I wouldn’t have become like this) Some of the candidates who attempted this failed to connect the ideas to come to that conclusion.

**Question 1(b).**

(i) Required a candidate to write a dialogue. Some candidates ended up writing a story without showing the correct format of a conversation between the two people.

(ii) Required the candidates to write a speech. It was a popular question though some candidates lacked the proper format.

(iii) Required a candidate to write a friendly letter. Some presented it under a wrong format.

(iv) Required a candidate to apply for a bursary from the Ministry of Education. Candidates who selected this topic used wrong formats.

**Question 2(a).**

It was summary. Candidates were supposed to read a given text and give the points about immunizing the children in summary form. Some candidates were lifting statements from the passage. They lacked the summary techniques.

**Question 2(b).**

It was translation. The candidates work depicted poor orthography.
Weaknesses of Candidates:

- Poor orthography.
- Wrong formats on functional writing.
- Limited vocabulary to use in translation and summary.

Advice to Teachers

- Engage learners in many different translation exercises.
- Emphasise the orthography rules to learners.
- Encourage learners to read for practice.

385/2 RUNYORO-RUTOORO

The paper comprised of three sections, and all the questions were compulsory.

Section A was comprehension. Candidates were to read the passage and then answer the questions about it. Some candidates’ responses showed poor reading culture. Explaining the meaning of the words as used in the passage also challenged many.

Section B was about proverbs. Candidates were supposed to complete some and give the meaning of the others. Some showed limited knowledge about proverb usage.

Section C had three questions; 3, 4 and 5.

Question 3.
It was about grammar. Candidates showed little mastery of the grammatical aspects.

Question 4.
It was about poetry. Candidates were supposed to read a given poem and then answer the questions about it. Some candidates failed to interpret the language used in poetry.

Question 5.
It was about figures of speech. Candidates have not been exposed to oral literature.

Weaknesses of Candidates:

- Candidates showed weaknesses in poetry.
- Poor reading culture leading to poor answering of comprehension text.
- The candidates had challenges in interpreting and applying proverbs in everyday life.
- Wrong usage of the tenses.
Advice to Teachers

- Engage learners in a lot of poetry work. Teach them skills of how to handle and interpret poetry.
- Expose the learners to a wide range of sayings to enable them understand their application as words of wisdom.
- Engage learners in activities like debating to enable them acquire a wide range of vocabulary.
- Instill the culture of reading in the learners.

395/1 LUMASAABA

The candidates of 2017 were the first set to sit this paper. The paper was relatively difficult but the candidates’ performance in 2017 was good. Most candidates had good scores overall. The paper had two sections A and B.

Section A

Question 1.

This question was about composition writing and it was divided into two parts (a) and (b).

1(a) was a free response essay and,

1(b) was about functional writing.

In Part 1(a) the candidate was required to choose one topic and write a composition. There were two popular questions 1(a) (i) the spread of mosquitoes and 1(a) (ii) circumcision among the “Bamasaaba”.

These two questions were very popular because they were about familiar situations within the environment. However, 1(a)(iii) was not popular because it was a narrative with an end phrase which made it difficult for the candidates to approach. Likewise, 1(a)(iv) was an argumentative composition which was also unpopular due to the challenge it posed to candidates in their presentation of ideas.

1(b) This part had four topics. A candidate was to choose two and answer as instructed.

It was functional writing. Few candidates attempted this section and performance was average. Candidates had challenges with formats and content of the different functional writing tasks.

Question 2 (a)

Required a candidate to summarise the given text. It was popular and performance was good. Candidates’ major weaknesses were lifting of phrases as answers and the lack of coherence.

Question 2(b)
Required a candidate to translate the given text from English into Lumasaaba. It was not popular and poorly done. Some candidates used direct translation while others translated word for word making their work fragmented.

395/2 LUMASAABA
- That was the first sitting.
- The general performance was good.
- All questions were compulsory.

**Question 1.**
Required a candidate to read the given passage and thereafter answer the questions that followed. Performance was good.

**Question 2(a)**
Required a candidate to complete the given proverbs. Some candidates gave unconventional responses while others left gaps. Performance was average.

**Question 2(b)**
Required a candidate to explain the meaning of the given proverbs. Performance was average. Some candidates could not explain meaning of the proverbs as required.

**Question 3(a)**
Required a candidate to read the given poem and then answer the questions that followed. Performance was good. Many candidates were able to give the subject matter of the poem.

**Question 3(b)** tasked a candidate to complete the given sentences correctly. It was about grammar. It was also well done.

**Weaknesses of Candidates**
- Poor/lack of translation, summary and comprehension skills.
- Poor orthography.
- Limited expressions in composition writing.
- Lack of knowledge of the conventional completion of the proverbs.

**Advice to Teachers**
- Teach comprehension, composition, summary and translation skills.
- Encourage learners to read *Lumasaaba* literature.
Introduction

The paper comprises two sections A and B. Section A has 10 (ten) compulsory short-answer questions and section B has 7 (seven) extended-answer questions and a candidate answers only five questions. The questions are drawn from the topics of algebra, equations, linear programming, matrices, two-dimensional geometry, transformation geometry and statistics.

The candidates of UCE 2017 performed better than those of 2016. The paper was easier than that of the previous year.

Question Analysis

Section A

Question 1.

The question was testing factorisation. Candidates were expected to apply the concept of difference of two squares to factorise the expression and later simplify it.

Most candidates failed to apply the concept of difference of two squares. Many candidates were expanding first.

The question was popular but poorly done.

The concept of difference of two squares should be brought out clearly to students and should include more than one factor.

Question 2.

The question was testing solution of simultaneous equations. It was an open question where candidates were expected to use any method of solving simultaneous equations like graphical, substitution, elimination or matrix method.

Some candidates miscopied the signs while others failed to rearrange the equations correctly. Some of those who used matrix method failed to obtain the correct adjunct matrix.

The question was very popular and very well done.

The teachers should emphasise correct copying of signs and correct order of matrix arrangement for matrix multiplication.

Question 3.

The question was testing the topic of statistics. Candidates were expected to find the mean of given grouped data.

Some candidates failed to obtain the correct mid-marks, others failed to correctly multiply the mid-mark by the corresponding frequency.

The question was very popular and well done.
Teachers should make learners involved in obtaining the data that can be used to calculate the mean and other values like the mode and the median. The learners should also be given adequate practice.

**Question 4.**

The question was testing operations. Candidates were expected to substitute the values into the given expression starting with the values in the bracket.

Many candidates did not interpret the question correctly which led to wrong substitution and multiplication.

The question was popular and was well done.

Teachers should guide the learners to understand given expressions before they can have adequate practice on their use.

**Question 5.**

The question was testing plane geometry. Candidates were expected to use the relation between internal or external angle with the number of sides of a regular polygon. Candidates were also expected to relate the sum of the interior angles of a regular polygon with the number of sides of the regular polygon.

Candidates failed to obtain the number of sides of the regular polygon and therefore, could not determine the sum of the interior angles.

The question was not popular and was poorly done.

Teachers should continuously revise topics, which are taught in senior one and two.

**Question 6.**

The question was testing matrices. Candidates were expected to apply scalar multiplication on the corresponding matrices and subtract the matrices and come up with the values of $x$ and $y$.

Some candidates failed to multiply the matrices using the scalar given. Others failed to correctly subtract the matrices.

The question was popular and was well done.

Teachers should give the learners adequate revision on matrices and emphasis should be made not to alter order of matrices in any given operation.

**Question 7.**

This was testing solution of linear inequalities. Candidates were expected to solve the inequality, which had fractions and this required knowledge and use of L.C.M. and collecting like terms.

Some candidates changed the inequality sign and made it an equation. Others failed to use the L.C.M. correctly and some failed to reverse the inequality sign after dividing or multiplying both sides by a negative number.

The question was popular but poorly done.
Most candidates failed to deal with fractions, so teachers need to give more exercise to be done in this area. Emphasis should also be laid on reversing the inequality sign at the stage of multiplying or dividing by a negative number.

**Question 8.**

The question was testing the application of pythagoras’ theorem. Candidates were expected to apply pythagoras’ theorem to determine the third side of a given right-angled triangle and also calculate its area.

Some candidates failed to apply pythagoras’ theorem to determine the length of the required side.

The question was very popular and well done.

Teachers should employ a practical approach to the use of pythagoras’ theorem in determining the length and area to help the learners to visualize this concept.

**Question 9.**

The question was testing probability.

Candidates were expected to list the set of even numbers between 1 and 20 and then to identify the numbers which are divisible by 3 from the same space so as to determine the required probability.

Some candidates failed to interpret the statement “between 1 and 20”, which led to wrong list of the sample space.

The question was popular but poorly done.

Teachers should endeavor to clarify to students phrases such as “between” “and”, “or” so that they can interpret them correctly.

**Question 10.**

The question was testing the transformation of rotation. Candidates were expected to determine the centre and angle of rotation, given an object and its corresponding image under a rotation. Candidates were expected to construct a pair of mediators of the line joining a point to its corresponding image and where these mediators meet is the centre of rotation. To find the angle of rotation, candidates were to join a point to the centre of rotation and also join the corresponding image point to the centre of rotation and the angle between these two lines, gives the angle of rotation.

Most candidates failed to determine the centre of rotation let alone stating the angle of rotation.

The question was not popular and was poorly done.

Teachers should always revise topics which are taught in Senior one and Senior two
Section B

Question 11.

The question was testing graphical solution of quadratic equations. Candidates were expected to complete the given table of values and use the table to draw a curve. They were also expected to draw a line which intersects the curve in order to find the solution of a given new quadratic equation.

Some candidates failed to complete the table correctly which led to plotting of wrong points and some failed to use the given scale. A few candidates could not show how the new quadratic equation was being solved using the original equation and the line drawn.

The question was very popular and was well done.

Teachers should emphasise more of graphical work and the correct use of the scales given in the question. Teachers should also show the candidates how to relate the equation of the new quadratic equation being solved with the line drawn.

Question 12.

The question was testing matrices. Candidates were expected to write two matrices of order 4 x 3 using the given information and then add the two matrices. Candidates were also expected to write down a column matrix of order 3 x 1 representing the award of points. Using matrix multiplication, candidates were then required to determine which school won the tournament.

Candidates had weaknesses in writing down the matrix of the given order, some used words instead of figures. Addition and multiplication of matrices was also a problem to some candidates.

The question was very popular and well done.

Teachers should emphasise the order of a matrix which is always stated by giving the number of rows followed by columns and not vice-versa.

Question 13.

In part (a) the question was testing changing a letter to be the subject in a given formula. In part (b) the question was testing formation and solution of simultaneous equations.

Candidates were expected to make the letter D to be the subject of the formula by getting rid of the square root sign by squaring both sides. Candidates were also expected to form a pair of simultaneous equation and then solve it.

In part (a) many candidates failed to deal with the square root sign. In part (b) some candidates failed to form the required pair of simultaneous equations let alone solving the equations.

The question was popular and was well done.

Teachers should give the learners enough exposure on change of subject in a given formula as well as on formation and solution of simultaneous equations.

Question 14.
The question was testing geometrical construction of triangles and an inscribed circle.

Candidates were expected to construct a triangle with two given sides bounding an angle of 75% and then an inscribed circle.

Some candidates did not know how to construct an angle of 75%. Many candidates could not drop a perpendicular from the point of intersection of the angle bisectors to any of the sides of the triangle in order to determine the radius of the inscribed circle. Others constructed a circumscribing circle instead.

The question was very popular and was well done.

The teachers should use a variety of textbooks while teaching this topic and they should not ignore the concepts taught in primary schools. Emphasis should be placed on the process and steps involved in the construction of an inscribed circle.

**Question 15.**

The question was testing the concept of probability. Candidates were expected to draw a probability tree diagram for the given data and then use it to calculate the probabilities of the required events given.

Many candidates failed to draw the probability tree diagram and a few did not include the expected probability on each branch. Some candidates failed to interpret the question properly.

The question was not popular and it was poorly done.

Teachers should set revision questions requiring the drawing and use of probability tree diagrams. The language used in probability should be brought out clearly.

**Question 16.**

The question was testing the topic of matrices and transformation. Candidates were required to find the coordinates of the images of given points after undergoing a transformation described by a given matrix. Candidates were also expected to find a single matrix representing two successive matrix transformations.

Some candidates failed to pre-multiply the object position vectors by the given matrix transformation so as to obtain the image position vectors which is later translated to coordinates. Many candidates failed to use the correct order of matrix multiplication in order to obtain the single matrix representing two successive transformations.

The question was popular but poorly done.

Teachers should emphasise that the first matrix is always pre-multiplied by the second matrix of transformation when obtaining the single matrix representing two successive transformations.

**Question 17.**
This was testing linear programming. Candidates were expected to form inequalities and then represent these inequalities on a graph by shading the unwanted regions. They were also required to find the optimal solution.

Many candidates failed to form the required inequalities. Some got the signs wrong, instead of $\geq$ they would use $\leq$ and vice-versa and others formed equations instead. Representing the inequality on a graph was a problem to many candidates.

Some candidates got the inequalities right and represented them correctly on the graph but ended up shading the wrong region. The majority of candidates failed to get the points to use to test for the optimal solution.

The question was not popular and was poorly done.

Teachers should try to cover all topics including linear programming. Learners should be encouraged to obtain the corner points, which can be used for testing so as to obtain the optimal solution.

**MODIFIED QUESTIONS FOR THE CANDIDATES WHO ARE BLIND**

**Question 10.**

This was testing knowledge of matrices and transformations. Candidates were expected to pre-multiply the position vectors of the given object points H and K by the given matrix of transformation so as to obtain the corresponding image points.

Some candidates were post-multiplying the position vectors of the given object points by the given matrix of transformation which is wrong.

The question was popular but poorly done.

Teachers should emphasise to the learners that the object position vectors should always be pre-multiplied by the given matrix of transformation so as to obtain the image position vectors which can then be translated to coordinates.

**Question 11.**

The question was testing completion of a table of values using a quadratic function of $y = x^2 + 2x - 5$.

Candidates were expected to complete the table and then use the table to determine the values of $x$ for which $x^2 + 2x - 15 = 0$.

Some candidates instead of finding the values of $x^2$, were finding the square root of $x$.

The question was popular and fairly well done.

Teachers should clarify to the learners the difference between square root and squaring so that candidates do not keep guessing what to do.

**Question 14.**
The question was testing the topic of trigonometry. Candidates were expected to use the cosine and sine rules to calculate the length of $AC$ and the angle $ACB$ respectively.

Most candidates were not familiar with the cosine and sine rules.

The question was not popular and was poorly done.

Teachers should expose learners to all the topics in the syllabus so that candidates can answer questions on all topics.

**Question 17.**

The question was testing linear programming. Candidates were expected to form four inequalities

Most candidates failed to form even one inequality.

The question was not popular and was poorly done.

Teachers should teach all the topics in the syllabus including linear programming. Teachers should also guide the learners properly on formation of the correct inequalities.

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**456/2 MATHEMATICS**

**Introduction**

The paper comprises two sections A and B. Section A has 10 (ten) compulsory short-answer questions. Section B has 7 (seven) extended-answer questions and a candidate answers only five questions. The questions are drawn from the topics of numerical concepts, set theory, functions, graphs, vectors, three-dimensional geometry and business mathematics.

The paper was easier than that of the previous year 2016. The performance of candidates of UCE 2017 was the same as that of the previous year.

**Question Analysis**

**Section A**

**Question 1.**

The question was on Business Mathematics. It required candidates to apply the knowledge of percentage increase to calculate expenditure of a factory before salary increment.

The question was very popular but not very well done.

**Weaknesses of candidates:** Candidates had problems in:

- Question interpretation
- Calculation of percentage decrease
- Handling of big figures: 22,425,000

Teachers should continuously encourage students to put in practice topics covered in lower secondary classes.
Question 2.

The question was on sets. It required candidates to use knowledge of set notation or Venn diagrams to find the intersection of two sets.

The question was very popular and easily done by most of the candidates.

**Weaknesses of Candidates:**

- The majority of candidates used Venn diagrams instead of set notation: 
  \[ n(P \cap M) = n(P) + n(M) - n(P \cup M) \]
- Some candidates failed to translate the given information into the Venn diagrams correctly, failing to get \( n(M) \) only and \( n(P) \) only.

**Advice to Teachers:**

- Teachers should teach solution of sets by set notation.
- Give students more practice to retain the learnt concepts.

Question 3.

The question was on graphs and co-ordinates. Candidates were required to form the equation of a straight line through two points.

The question was popular and well done.

**Weaknesses of Candidates:**

- Some candidates had problems in finding the gradient of the line through two points.
- Some candidates failed to use integers correctly.

**Advice to Teachers:**

- Teachers should teach various methods of finding the equation of a straight line through two points. Practical use of integers will lead to better retention by the candidates.

Question 4.

The question was on Mensuration in three-Dimensional Geometry. It required candidates to find the volume of the materials used to make a hollow cylinder.

The question was unpopular and many candidates did not do it correctly.

**Weaknesses of Candidates:**

- Some candidates failed to convert 4.2 metres to centimetres.
- Most candidates did not know the correct formula to use.

**Advice to Teachers**
The question is on application of volume in 3-Dimensional geometry. Many teachers teach it theoretically. A practical approach is needed to make it easier. Emphasis should be laid on unit conversion.

**Question 5.**

The question was on Numerical concepts. The question required candidates to rationalize the denominator.

The question was popular but not well done.

**Candidates’ Weaknesses:**

- Many candidates failed to form a correct conjugate and multiply it through the numerator and denominator. \((1 + \sqrt{2})\)
- Use of integers was a problem to some candidates.

**Advice to Teachers:**

- Teachers should do more about product of difference of two squares, formation of conjugates
- More practice in of use of integers should be given priority.

**Question 6.**

The question was about Functions. The question required candidates to find the inverse functions of \(f(x)\) and substitute for \(x\) correctly.

This was a popular question and it was well performed.

**Weaknesses of Candidates:**

- Some candidates failed to transpose \(x\) in the equation
- They failed to determine \(f^{-1}(x)\)
- Others could not substitute 1 for \(x\) correctly.

**Advice:** A lot of practice is needed in Algebraic functions and inverses.

**Question 7.**

The question was on co-ordinate Geometry. The question required candidates to apply the concept of mid-point to find one of the two ends of a line.

The question was unpopular and many candidates failed it.

**Weakness of Candidates**

- Stating and applying the formula for midpoint of a line to find the required point

**Advice to Teachers:** Teachers should teach a variety of methods for finding mid points.

**Question 8.**
The question was about Ratios. Candidates were required to determine the volume of a given tank from a given similar one.

The question was unpopular and many candidates failed it.

**Weakness of Candidates**

Many candidates failed to relate Linear Scale Factor (LSF) to Volume Scale Factor (VSF).

**Advice to Teachers:**

Teachers should emphasise the teaching of similarity in Geometry, Linear Scale Factor, Volume Scale Factor and their relationships in mensuration.

**Question 9.**

The question is about Business Mathematics. The question required candidates to calculate profit from a dozen of shirts sold.

The question was popular and well done.

**Weaknesses of Candidates:**

- Obtaining percentage profit
- Interpretation of the question
- Others forgot to multiply by 12 (dozen)

**Advice to Teachers:**

- Teachers need to teach more about Profit and Loss.
- Relationship of learnt concepts should be taught in relation to real life situation in order to make it applicable.

**Question 10.**

The question is about vectors. The candidates were required to find \( OR \) in terms of \( a \) and \( b \)

The question was unpopular. Very few candidates did it correctly

**Candidates’ Weaknesses**

- Candidates had problems in establishing the routes of \( OR \)
- Interpreting the ratios involving \( \frac{1}{3} PQ \) correctly

**Advice to Teachers**

- Correct routes for the vectors should be illustrated.
- Applying the vector notation in vector problems should be emphasized.
Section B

Question 11.

The question is about Numerical concept. Candidates were required to:

(a) simplify the given fraction using BODMAS or otherwise
(b) determine the scale of a map.

The question was popular but poorly done

Weaknesses of Candidates:

- Many candidates failed to simplify the expressions involving fractions.
- In part (b) many failed to relate Area Scale factor (ASF) to Linear Scale Factor (LSF).

Advice to Teachers

Teachers should give more practice in the use of fractions and also to relate ASF to LSF

Question 12.

The question was about Sets and Logic. The question required the candidates to represent the information in the Venn diagram, analyse it and find the probability.

The question was very popular but not well done.

Weaknesses of Candidates:

- Candidates failed to interpret the question. The language was too logical.
- Many candidates failed the $n(K)$ only and $n(F)$ only.

Advice to Teachers

Teachers should teach complement sets, intersection sets and unions involving three intersecting sets.

Question 13.

The question was about Kinematics. It required candidates to interpret the question, draw the graph representing the journey and calculate speed.

The question was not popular and was poorly done.

Many Candidates had problems in:

- Using an appropriate scale
- Plotting and drawing the graph
- Determining the speed for the rest of the journey.

Advice to Teachers:
Teachers should encourage the use of graph books and do enough practice in graph work.
Students should be guided in reading and translating the information in the question to the graph.

**Question 14.**
This covered the topic of functions, relations and mapping. Candidates were expected to draw a papygram, range and domain arrow diagram and solve quadratic equations in Functions.
The question was averagely attempted but not well done.

**Weaknesses of Candidates**
Many candidates experienced problems in:
- Drawing the papygram – self mapping
- Calculating the domain form a given range
- Forming and solving simultaneous equation

**Advice to Teachers**
Teachers should do much more on functions; relations and mapping, papygrams should also be given due attention.

**Question 15.**
The question was about Vectors. Candidates were required to add vectors and find the magnitude. It also required proof of collinearity of points using vectors.
The question was not very popular and was poorly done.

**Weaknesses of Candidates:**
Many candidates displayed problems in:
- Vector multiplication by scalar \(2\left(-\frac{2}{4}\right)\)
- Use of integers
- Finding modulus of a vector
- Proving collinearity by proof of parallel vectors and common point.

**Advice to Teachers:**
Teachers should teach addition and subtraction of vectors. They should teach proof of collinearity by showing that for any two parallel vectors with a common point; the two vectors have collinear points.

**Question 16.**
The question involves Business Mathematics. Candidates were required to handle exchange rates in US dollars and Uganda shillings.
The question was popular and well done.

**Candidates’ Weaknesses:**
Some candidates had problems in part (b) determining exchange rate from amount given in Ug. Sh. with its equivalent in US dollars.

Advice to Teachers

Teachers should practice currency and exchange through regular use of daily Newspapers to expose students to currency exchange rates.

Question 17.

The question was about three-Dimensional Geometry. The candidates were required to determine size of angles and length of lines in the cuboid.

The question was very popular and well done.

Weaknesses of Candidates

Candidates had problems in determining the length of lines and the size of angles between planes, lines and other planes.

Advice to Teachers

Teachers should teach more of three-Dimensional geometry using models so that the topic is practically understood.

500/1 GENERAL SCIENCE (PHYSICS)

This paper consists of two sections A and B. Section A has 25 multiple-choice questions. Section B has part I and part II. Part I has three structured questions out of which a candidate answers two, while part II has two essay questions out of which a candidate answers one.

Performance of the candidates

The overall performance of the candidates was poor. The quality of work presented by the candidates of this year is poorer compared to last year, so is the candidate’s performance scores. Performance was better in section A compared to section B because it leaves room for guessing. In section B, the most attempted numbers were 27 and 28. Candidates found a big challenge with question 26.

Weaknesses of the candidates

• Lack of knowledge of most of the concepts
• Difficulty in expressing themselves clearly in English

Advice to Teachers

• Teach the students all that is outlined in the syllabus
• Help the students improve on their command of English language

500/2 GENERAL SCIENCE (CHEMISTRY)
This paper consists of two sections A and B. Section A has 25 multiple-choice questions. Section B has part I and part II. Part I has three structured questions out of which a candidate answers two, while part II has two essay questions out of which a candidate answers one.

Performance of the candidates

The overall performance of the candidates was poor compared to year. The quality of work presented by the candidates of this year is poorer compared to last year. The candidate’s performance scores are the also poorer. Performance was still better in section A compared to section B because it leaves room for guessing. Candidates seemed not to know the task before them.

Weaknesses of the candidates

- Lack of knowledge of most of the concepts
- Difficulty in expressing themselves clearly in English
- Inability to write correctly symbols of elements and formulae of compounds
- Inability to write chemical equations for reactions
- Lack of practical expose

Advice to Teachers

- Teach the students all that is outlined in the syllabus
- Help the students improve on their command of English language
- Lay emphasis on writing chemical equations using the correct symbols/formulae and conventions or word equations
- Practical approach in the teaching of the subject is highly recommended

500/3 GENERAL SCIENCE (BIOLOGY)

Section A
1 – 25 objective questions. The questions required knowledge, comprehension, and application abilities.
All compulsory.
Candidates lacked knowledge on the content of the subject.
Teachers should teach all the topics comprehensively.

Question 26.
The question required knowledge about the eye, its parts and their functions.
To describe how light rays travel from the object to the eye to form an image.
The question was popular.

Weakness of Candidates:
They lacked knowledge about the eye, its parts and image formation.

Advice to Teachers:
Teachers should explain to learners how the image is formed in the eye.

Question 27.
Required candidates to analyze and interpret the experiment on anaerobic respiration. Few candidates attempted it.

**Weakness of Candidates**
Lack of knowledge on respiration most especially anaerobic respiration.

Teachers should teach and explain all the content in General Science syllabus.

**Question 28.**
The question required to know the parts of a cross section of the uterus of a pregnant human female and their functions. To explain why fetus blood should not mix with that of a mother. The question was popular.

**Weakness of Candidates:** Candidates lacked knowledge of reproduction.

Teachers should teach reproduction in animals.

**Question 29.**
The question required to state and give reasons to how a constant body temperature in mammals is maintained by blood capillaries in the skin and hairs in the skin. The question was popular.

**Weakness of Candidates:**
- Candidates lacked knowledge in excretion and temperature regulation.
- They stated functions of blood and hairs on the skin.

Teachers should teach and explain excretion and temperature regulation.

**Question 30.**
Required candidates to distinguish osmosis from diffusion. To set up an experiment to show that osmosis occurs in living tissues. Very few candidates attempted it.

**Weakness of Candidates:**
They lacked knowledge on transport in plants.

**Advice to Teachers:**
Teachers should teach and carry out practicals on osmosis and diffusion.
The overall performance of candidates on the paper was good

Well-done questions were: 1, 4, 8, 10, 13 & 14

Poorly done were: 2, 3, 5, 6, 9, 11 & 12

Most attempted were 7, 8, 9, 12, 13 & 14

Least attempted were 6 & 11

In the poorly done questions, candidates could not explain or describe facts but simply outlined the points. There was evidence of lack of exposure to practicals and poor syllabus coverage.

The quality of work presented by the candidates and their performance scores were better than that of 2016.

**Question 2.**

The question required definition of land fragmentation. It was a compulsory question.

**Weaknesses of Candidates:**

Candidates failed to define it instead referred to it as dividing land into small pieces, and the most important aspect of being scattered was left out.

**Advice to Teachers:**

They should always give proper definition in relation to practical aspects in the surrounding

**Question 3.**

The question required candidates to give the benefits of inorganic fertilizers. It was a compulsory question.

**Weakness of Candidates:**

They gave benefits of organic manures instead of inorganic fertilizers.

**Advice to Teachers:**

Teachers are advised to give clear differences between organic and inorganic fertilizers; and present samples as well as carrying out practicals.

**Question 4.**

Candidates were required to give maintenance practices of live fences and limitations of live fences. It was a compulsory question.

**Weaknesses of Candidates:**

- They failed to understand a live fence but instead referred it to electric fence.
- They failed to give limitations of live fences, but instead gave uses of a fence.
Advice to Teachers:

Emphasize proper teaching in practical way showing examples of fences.

Question 5.

Required candidates to describe the working of a water cooling system, and also to give causes of overheating in a water cooled tractor engine. It was not popular.

Weaknesses of Candidates:

- They failed to describe how the cooling system functions and were drawing the diagram of the system.
- They failed to mention steps but only could mention the parts of the system.

Advice to Teachers:

Teach the systems in a practical way and ensure proper syllabus coverage.

Question 6.

Candidates were required to:

- Explain the characteristics of a fertile soil in the garden
- Give benefits of early cultivation, raw planting and intercropping.
- It was a popular question.

Weaknesses of Candidates

- They were stating properties of a fertile soil and failed to explain its characteristics.
- Earlier cultivation was interpreted as early planting.

Advice to Teachers

- The teaching of crop, production should be well handled.
- Teachers should avoid learning out some important principles in crop production.

Question 7.

Candidates were supposed to describe how the different methods are used in crop propagation.

It was not a popular question.

Weaknesses of Candidates

They were able to mention the methods and could not describe how they are used in crop propagation.

Advice to Teachers:

There should be proper teaching. Practical skills need to be emphasized.
Question 8.

Required candidates to:

- describe the characteristics of a laying hen
- Explain the factors that affect the quality and quantity of eggs produced by birds.

It was a popular question.

Weaknesses of Candidates

Candidates failed to explain the factors that affect egg production but instead were giving qualities of a good egg.

Advice to Teachers: There should be proper teaching with a lot of exposure to practicals.

527/2 AGRICULTURE: PRINCIPLES AND PRACTICES

Comments on Performance of Candidates

The overall performance of candidates in the paper was poor, as many of them scored a zero mark. Questions that were well done were 4 and 3. In these questions, candidates were able to observe, name record, explain and describe well in their responses.

On the contrary questions 2, 5 and 1 were poorly done. The candidates failed to clearly described features, how tools are used, and answer double answer’ questions.

Because all questions are compulsory, there were no questions that can be categorized as being most, least and not attempted at all. The quality of work presented by candidates and their performance scores this year were poorer than that of last year.

Question Analysis

Question 1.

Candidates were expected to:

- Measure quantities of soil, perform experiments on them and observe and record the results.
- carry our calculations using the recorded results
- Draw conclusions on the purpose of the experiments
- Give reasons for the conclusions drawn.

Popularity of this question was not applicable because all questions were compulsory.

Weaknesses of Candidates

- some candidates indicated wrong units in the table and in the calculations
- some did not understand instructions on the questions.
- some failed to take proper readings from the experiments.
- some were poor in the arithmetics required
- some failed to manipulate some apparatus
- some failed to interpret questions.
Teachers are advised to:

- conduct more practical lessons with students to improve on their practical skills
- give students chance to perform experiments on their own
- avail specimens during the teaching learning process.
- emphasise on the use of correct technical terms during the teaching learning process.

Question 2.

Candidates were expected to:

- state functions of the workshop tools
- state how features of the tools help in their functions
- explain how some tools are used in the workshop.

The question was compulsory.

Weakness of Candidates:

- some candidates did not know the specimens or were not familiar with specimens provided,
- some did not know the functions of the specimens,
- some did not know how to use the specimens.

Advice to Teachers

- Provide the correct specimens where possible consult for clarity.
- Integrate the teaching learning processes with practicals
- Take students to workshops and garages to see and learn how some tools are used.

Questions 3.

Candidates were expected to:

- Group specimens according to their origin
- explain why fresh cow dung was not recommended for use and how to treat it to make it suitable for use
- state the advantages of using the specimens
- state the advantage of using the specimens

The question was compulsory

Weaknesses of Candidates

- some candidates failed to group specimens according to their origin
- some mixed up the advantages of the specimens.

Advice to Teachers

- constantly/regularly carry out practical lessons and field demonstrations.
- continue guiding students on question approach and interpretation.
**Question 4.**
Candidates were expected to:

- Describe the structure and contents of the specimens.
- Name specific farm animals from which the specimens were got
- Explain how features of the specimens help in their functioning
- Popularity of the question was not applicable because all questions were compulsory to all candidates.

**Weakness of the Candidates:**

- some candidates lacked observation skills
- some named the features instead of describing the features
- some could not relate the features to their functions
- some gave incomplete responses without their functions eg. “trowel-like structure”, without giving its function.

**Advice to the Teachers**

- Provide correct specimens for use when teaching
- Expose candidates to more practical lessons
- Allow students carry out some practicals on their own.

**Question 5.**
Candidates were expected to:

- State the benefits of feeding farm animals on different types of feeds
- Explain how hay is prepared.

**Weakness of the Candidates**

- some candidates could not use appropriate/correct technical terms as used in feeding animals
- some could not properly identify the different feeds
- some could not explain how hay is prepared.

**Advice to Teachers:**

- Always provide correct specimens
- Carry out practical lessons with students frequently
- Allow students to carry out practicals on their own in order to gain skills
- If possible, improvise on the specimens when not available.
Performance of the candidates

The overall performance of the candidates is better than that of 2016. The quality of work presented by the candidates is also better, so is the candidate’s performance scores. Performance was better in section A compared to section B because it leaves room for guessing. Candidates performed well in questions 1, 2, 3, 4, 5, 6, 8, 14, 16, 41, 44(a), 46, 49 and 50 that required mainly recall of facts. High order thinking (HOT) questions are still a challenge to candidates in both section A and B as reflected by their performance in questions 7, 10, 18, 25, 31, 33, 40, 42, 45, 47 and 48.

Analysis of Performance Per Question

<table>
<thead>
<tr>
<th>Qn</th>
<th>Demand of the Question</th>
<th>Weaknesses of Candidates</th>
<th>Advice to Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge of modes of heat transfer</td>
<td>None</td>
<td>Give various sources of heat and how it is transferred</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge of beams and structures</td>
<td>Confused the girders under tension with those under compression</td>
<td>Demonstrate the girders using models</td>
</tr>
<tr>
<td>3</td>
<td>Knowledge of atomic structure and the electron emission process</td>
<td>Confused thermonic emission with photoelectric emission</td>
<td>Clearly emphasize the different ways of electron emission</td>
</tr>
<tr>
<td>4</td>
<td>Knowledge of electromagnetic radiation and their effects</td>
<td>Confused ultraviolet rays with infrared radiations</td>
<td>Mention the effects of each electro-magnetic radiation</td>
</tr>
<tr>
<td>5</td>
<td>Recall the definition of centripetal force</td>
<td>Confused centripetal force with centrifugal force</td>
<td>Give clear definitions of these two forces</td>
</tr>
<tr>
<td>6</td>
<td>Recall the properties of gasses.</td>
<td>None</td>
<td>Emphasize the properties of the three states of matter</td>
</tr>
<tr>
<td>7</td>
<td>Understanding of factors that determine the magnitude of pressure in liquids</td>
<td>Taking the density of the liquid container to mean density of the liquid</td>
<td>Emphasize that pressure in liquids depend on the density of the liquid and not the density of the container</td>
</tr>
<tr>
<td>8</td>
<td>Recall the use of various parts of clinical thermometer</td>
<td>Mistaking the stem for the bulb</td>
<td>Clearly explain the functions of each part of a clinical thermometer</td>
</tr>
<tr>
<td>9</td>
<td>Recall properties of light that cause mirage</td>
<td>None</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Understanding of what takes place when two bodies are charged by induction</td>
<td>Lack of knowledge of neutralization at the point of contact</td>
<td>Explain the effect of the charging rod</td>
</tr>
<tr>
<td>Qn</td>
<td>Demand of the Question</td>
<td>Weaknesses of Candidates</td>
<td>Advice to Teachers</td>
</tr>
<tr>
<td>----</td>
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</tr>
<tr>
<td>11</td>
<td>Knowledge of conduction by various materials</td>
<td>Assuming alcohol was a good conductor of heat</td>
<td>Emphasize that alcohol is a poor conductor compared to aluminum</td>
</tr>
<tr>
<td>12</td>
<td>Understanding of the effect of diameter of the capillary tube on the rise or fall of liquids in tubes</td>
<td>Thought that the larger the tube the greater the rise or fall of liquid in the tubes</td>
<td>Emphasize the cause of the rise/fall of liquids in relation to the diameters of capillary tubes</td>
</tr>
<tr>
<td>13</td>
<td>Understanding of the effect of the filament current, grid and anode potentials on the brightness of a spot on the screen of CRO</td>
<td>Lack of knowledge of the effect of the anode potential on the brightness of a spot</td>
<td>Give causes of the increase in brightness of the spot</td>
</tr>
<tr>
<td>14</td>
<td>Knowledge of finding the effective resistance for both series and parallel arrangement of resistors</td>
<td>None. The candidates were able to determine the effective resistor</td>
<td>-</td>
</tr>
<tr>
<td>15</td>
<td>Knowledge of energy transformations</td>
<td>None. The candidates were able to identify the electrical appliances that convert electrical energy into heat energy.</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>Knowledge of characteristics of images formation by a concave mirror</td>
<td>Lack of knowledge of virtual images for concave mirrors</td>
<td>Use ray diagrams to show characteristics of images formed by concave mirrors</td>
</tr>
<tr>
<td>17</td>
<td>Understanding of the effect of change in heights/altitudes on atmospheric pressure</td>
<td>Lack of knowledge of how pressure varies with heights above sea level</td>
<td>Show how atmospheric pressure changes with height/altitude</td>
</tr>
<tr>
<td>18</td>
<td>Understanding of the effect of connecting cells in parallel on the life span of the cells</td>
<td>Lack of knowledge of the advantages of connecting cells in parallel</td>
<td>Teach this concept practically</td>
</tr>
<tr>
<td>19</td>
<td>Understanding of effect of change in temperature on the speed of sound in air</td>
<td>Lack of knowledge of how the speed of sound in air is related to density of air</td>
<td>Explain how the speed of sound waves changes with density of air</td>
</tr>
<tr>
<td>20</td>
<td>Understanding of how a loud speaker works and factors affecting loudness in the speaker</td>
<td>Lack of knowledge of factors affecting loudness in speakers</td>
<td>Explain how loud speakers work</td>
</tr>
<tr>
<td>21</td>
<td>Application of the principle of moment</td>
<td>Inability to identify the forces leading to the clockwise moment</td>
<td>Teach students how to identify forces leading to clockwise and anticlockwise moments</td>
</tr>
<tr>
<td>Qn</td>
<td>Demand of the Question</td>
<td>Weaknesses of Candidates</td>
<td>Advice to Teachers</td>
</tr>
<tr>
<td>----</td>
<td>------------------------</td>
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</tr>
<tr>
<td>22</td>
<td>Understanding of how a telephone receiver works</td>
<td>Lack of knowledge of how a telephone receiver works</td>
<td>Explain the mode of operation of a telephone receiver.</td>
</tr>
<tr>
<td>23</td>
<td>Application of Flemings Left Hand rule in determining the direction of force on a current carrying rod in a magnetic field</td>
<td>Lack of knowledge of Flemings Left hand rule</td>
<td>Teach both Flemings Left and Right Hand rule</td>
</tr>
<tr>
<td>24</td>
<td>Understanding of mechanical power</td>
<td>In ability to convert mass to weight</td>
<td>Teach conversion of mass to weight and explain the difference between the two</td>
</tr>
<tr>
<td>25</td>
<td>Understanding of what takes place when a radioactive nuclide decays</td>
<td>Lack of knowledge of the characteristics of the particles emitted and inability to balance an equation with 2 radiations</td>
<td>Explain the changes that a radioactive nuclide undergoes after the emission of the various particles</td>
</tr>
<tr>
<td>26</td>
<td>Application of Hooke’s law</td>
<td>Inability to apply Hooke’s law</td>
<td>Practical approach is recommended</td>
</tr>
<tr>
<td>27</td>
<td>Knowledge of transmission of light through filters</td>
<td>Lack of knowledge of light filters</td>
<td>Teach about light filters showing how they work</td>
</tr>
<tr>
<td>28</td>
<td>Understanding of the costing of electricity in domestic electricity supply</td>
<td>Inability to interpret the term unit as 1kWh</td>
<td>Explain how electricity consumption and cost is determined in domestic electricity supply.</td>
</tr>
<tr>
<td>29</td>
<td>Application of Newton’s equations of motion</td>
<td>None. Many candidates seems to have understood the concept</td>
<td>-</td>
</tr>
<tr>
<td>30</td>
<td>Understanding of characteristics of notes produced by vibrating strings</td>
<td>Lack of knowledge of stringed instruments</td>
<td>Teach various vibrating bodies including interference of sound waves</td>
</tr>
<tr>
<td>31</td>
<td>Understanding of linear expansivity</td>
<td>Failure to relate Hooke's law to heat concept</td>
<td>Integrate related topics</td>
</tr>
<tr>
<td>32</td>
<td>Application of the transformer equations to solve numerical problems</td>
<td>None. Many candidates were able to apply the equation</td>
<td>-</td>
</tr>
<tr>
<td>33</td>
<td>Understanding of the effect of change in medium on the frequency, velocity and wavelength of a wave</td>
<td>Lack of knowledge of refraction of waves and its effect on wavelength and speed of waves</td>
<td>Explain what happens to waves as they travel from one medium to another</td>
</tr>
<tr>
<td>Qn</td>
<td>Demand of the Question</td>
<td>Weaknesses of Candidates</td>
<td>Advice to Teachers</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>34</td>
<td>Understanding of the composition of a nucleus and the effect of releasing an alpha particle on a nucleus</td>
<td>Calculating the number of neutrons using the mother nucleus instead of daughter nucleus</td>
<td>Explain the mother-daughter relationship in nuclear reactions</td>
</tr>
<tr>
<td>35</td>
<td>Application of Newton’s 2nd Law of motion</td>
<td>None. The concept seems to have been well conceptualised by many candidates</td>
<td>Include examples that require the use of double substitution while teaching in class</td>
</tr>
<tr>
<td>36</td>
<td>Understanding of mechanical properties of matter</td>
<td>Inability to interpret force-extension graphs</td>
<td>Use graphical method to explain the effect of force on the extension of various materials</td>
</tr>
<tr>
<td>37</td>
<td>Understanding of the relationship between force, tensile stress and area</td>
<td>Failure to convert areas of the cross section into square metres</td>
<td>Explain the relationship between the three quantities and give numerical exercises including those leading to conversion of area into square metres</td>
</tr>
<tr>
<td>38</td>
<td>Understanding of simple circuit diagrams</td>
<td>None. Many candidates could identify the position of the ammeter</td>
<td>Practical approach would reinforce the learning of this concept</td>
</tr>
<tr>
<td>39</td>
<td>Understanding of the relationship between angle of incidence, angle of refraction and refractive index of the medium</td>
<td>Simply dividing the angles without getting the sine of the angles</td>
<td>Teach Snell’s law practically.</td>
</tr>
<tr>
<td>40</td>
<td>Application of Newton’s equations of motion in solving numerical problems</td>
<td>None. The concept seems to have been well conceptualised by many candidates</td>
<td>-</td>
</tr>
<tr>
<td>41(a)(i)</td>
<td>Recall uses of X-rays</td>
<td>Generalized the uses</td>
<td>Teach all uses of X-rays</td>
</tr>
<tr>
<td>(a)(ii)</td>
<td>Use of Cathode ray</td>
<td>Lack of knowledge of the use of cathode rays</td>
<td>Teach use of cathode rays</td>
</tr>
<tr>
<td>(b)</td>
<td>Knowledge of the structure of an X-ray tube</td>
<td>Mistaking the target for anode, and an electron beam for a vacuum</td>
<td>Teach the structure of the X-ray tube</td>
</tr>
<tr>
<td>42 (a)</td>
<td>Understanding of stability of a body in relation to centre of gravity</td>
<td>Use of the word accidents instead of unstable states</td>
<td>Explain the effects of raising the centre of gravity of a body on its stability</td>
</tr>
<tr>
<td>(b)</td>
<td>Application of the principle of moments</td>
<td>Inability to indentify where the forces are acting. Many failed to interpret the term “A uniform meter rule”</td>
<td>Explain how the equations can be transformed into diagrams</td>
</tr>
<tr>
<td>Qn</td>
<td>Demand of the Question</td>
<td>Weaknesses of Candidates</td>
<td>Advice to Teachers</td>
</tr>
<tr>
<td>----</td>
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<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>43(a)</td>
<td>Knowledge of laws of reflection</td>
<td>Confusing angle of incidence with incident rays, reflected rays and refracted rays. Some candidates referred to normal as a normal ray</td>
<td>Teach the laws of reflection and clearly bring out the meaning of the various terms used.</td>
</tr>
<tr>
<td>(b)</td>
<td>Knowledge of different types of eclipse</td>
<td>Confused different types of eclipse</td>
<td>Teach the various types of eclipse</td>
</tr>
<tr>
<td>44</td>
<td>Understanding of the term efficiency as applied to machines</td>
<td>Confusing the definition with the formula for calculating efficiency</td>
<td>Teach students the definition of efficiency</td>
</tr>
<tr>
<td>(b)</td>
<td>Application of the formula for calculating efficiency Calculating efficiency of a pulley system</td>
<td>• Not knowing the symbol for efficiency. Some candidates used &quot;Eff&quot; • Failure to identify V.R from the diagram • Not knowing the formula used in calculating efficiency.</td>
<td>• Explain how efficiency of a machine is determined • Show students how to calculating efficiency with detailed examples included • Emphasise that efficiency is expressed as a percentage</td>
</tr>
<tr>
<td>45</td>
<td>Knowledge of the meaning of the term frequency as applied to waves</td>
<td>Not using the keywords like complete oscillations/vibrations/cycles per second</td>
<td>Stress the importance of the key words in the definition</td>
</tr>
<tr>
<td>(a)</td>
<td>Interpretation of a wave graph</td>
<td>None. Many could determine the amplitude of the wave from the graph</td>
<td>-</td>
</tr>
<tr>
<td>(b)(ii)</td>
<td>Application of the relationship between frequency and period</td>
<td>Inability to convert microseconds to seconds</td>
<td>Teach other units apart from SI units and their symbols</td>
</tr>
<tr>
<td>46</td>
<td>Understanding of the term vector quantity</td>
<td>Confusing scalar quantity with vector quantity</td>
<td>Emphasize the difference between a vector and scalar quantity</td>
</tr>
<tr>
<td>(a)(i)</td>
<td>Recall of examples of scalar quantities</td>
<td>Giving examples of vector quantities instead of scalar quantities</td>
<td>Emphasize the difference between a vector and scalar quantity and give examples of each.</td>
</tr>
<tr>
<td>(a)(ii)</td>
<td>Recall of laws of electrostatics</td>
<td>Confusing them with the laws of magnetism</td>
<td>Emphasise the difference between the two</td>
</tr>
</tbody>
</table>
Performance of the candidates

The overall performance of the candidates on the paper was good, compared to last year. The quality of work presented by the candidates of this year was better than that of last year and so are the performance scores. Candidates performed well in question 3 and poorly in question 8. The most attempted questions were 1, 3 and 6. The least attempted questions were 2 and 8.
Analysis of Performance per Question

Question 1.

This was one of the most attempted questions. It tested candidates' understanding of the terms velocity ratio, efficiency and friction in relation to machines. It further demanded for their knowledge of the practical way of determining static friction and advantages of friction.

Weaknesses of the Candidates

- Some candidates defined velocity ratio as rate of change of displacement and efficiency as ratio of M.A. to velocity ratio
- Failure to calculate velocity ratio of an inclined plane
- Failure to convert 30 kg to the required weight in Newton
- Failure to recall the right equation which can be used to determine frictional forces (forces in equilibrium)
- Defining friction instead of static friction
- Failure to give logical sequence procedure in description of the experiment to determine static friction
- Describing the experiment to determine dynamic friction instead of static friction
- Wrong concept of friction

Advice to Teachers

- Correct definition of V.R and efficiency should be given and not define formula expressions
- Various examples on calculation, involving SI units and other metric units should be given to students
- Concept of friction and various types of friction should be brought out clearly, since not any opposite force is friction
- Teach students the correct procedure of giving an account of an experiment.
- Help students learn to convert units into the SI units.

Question 2.

This question was not popular. It tested the candidates understanding and application of Charles’ law. It also tested their knowledge of the practical way of verifying Charles’ Law and their understanding of what takes place when a liquid is boiling and effect of pressure on boiling point.

Weaknesses of the Candidates

- Omission of the words like “absolute” or “thermodynamic” in the statement of Charles Law
- Failure to give correct sequences of procedure of the experiment
- Drawing non-workable diagrams of experimental setup
- Failure to recall and apply correct gas equations
- Not converting temperature to Kelvin’s
- Lack of knowledge of kinetic theory to apply in the explanation as to why temperature remains constant and food cooks faster
- Leaving out “Dynamic equilibrium” in defining the term saturated vapour
Advice to Teachers

- Emphasise the key words in the statement of a law
- Drawing of workable diagram should be encouraged in physics descriptions, and correct labelling
- Experiments should be carried out where possible
- Different applications of kinetic theory should be explained and demonstrated using models

Question 3.

Required was Knowledge of the difference between cathode rays and X-rays, structure of a CRO and uses of CRO. The question also demanded for the understanding of the energy changes that takes place in an X-ray tube and how the strength of X-rays can be increased. Furthermore, it demanded for the candidates’ knowledge of the meaning of the words radioactivity and nuclear fission.

Weaknesses of the Candidates

- Giving differences that aren’t comparable and mentioning uses instead of differences
- Drawing wrong diagrams and labelling them incorrectly
- Describing formation of X-rays instead of energy changes at the cathode
- Confusing strength of X-ray with intensity of X-rays

Advice to Teachers

- Give differences that are comparable
- Ensure students interpret questions correctly
- Ensure students practice drawing and labelling diagrams

Question 4.

This was popular question. The question required knowledge of the meaning of the words refractive index of a material and critical angle, and conditions for total internal reflection. Apply the knowledge to explain what happened to rays incident on a semi-circular glass block. They were also required to apply knowledge of refraction in explaining apparent depth. Furthermore, they were required to apply the relationship between critical angle and refractive index of a glass to determine critical angle.

Weaknesses of the Candidates

- Confusing refraction with reflection
- Giving the general definition of refractive index instead of that of a given medium
- Incorrect drawings
- Lack of knowledge of the effect of change in medium on the path of rays that was required in explaining why a bottom of a pond appears shallower than it actually is
- Failure to recall the relationship \( n = \frac{1}{\sin C} \)
Advice to Teachers

- Emphasise the importance of arrows on ray diagrams and passage of light rays in refraction
- Highlight situations where refraction and total internal reflection does and doesn’t occur
- Explain why the water pond appears shallower to the observer
- Give more attention to the application of the formula \( \sin C = \frac{1}{n} \) in solving numerical problems.

Question 5.

This question was not popular. Required was knowledge of the law of electro-statics and the understanding of how a gold leaf electroscope can be used to determine the nature of charge on a body. It also demanded for the candidates understanding of domestic wiring and transmission of electricity. It furthermore, demanded for the candidates understanding of the power consumption billing.

Weaknesses of the Candidates

- Some candidates gave answers on poles instead of charges
- Failure to charge the gold leaf electroscope
- Failure to know when to put the charge under test
- Failure to link thickness of cables to resistance and amount of current through it and energy
- Failure to recall the ways power is lost in transformers
- Confusing flux leakage with flux linkage
- Failure to calculate power of a bulb in power cost calculation because of lack of understanding of what “units” is in power consumption

Advice to Teachers

- Carry out practical demonstrations using gold leaf electroscope
- Relate knowledge taught to practical life situation
- Clearly bring out how power through a cable is affected by its diameter, resistance and current through it
- Give more examples on power cost calculations

Question 6.

This question was popular. Required was knowledge of, the meaning of the term centre of gravity, conditions for a body to be in equilibrium, law of flotation and its application. It also called for the application of principle of moments in determining mass of a metre rule and solving numerical problems. It further tested the candidates’ ability to apply the law of flotation in solving numerical problems.

Weaknesses of the Candidates

- Failure to apply conditions necessary for equilibrium of a body
- Failure to mention key words like “point of application” when defining centre of gravity
- Determining mass of a body rather than mass of a ruler
- Mentioning conditions for stability instead of conditions for equilibrium
- Failure to apply condition of equilibrium to determine tension and reaction at the support
- Incorrectly understanding moments
- Failure to apply resultant force = zero for objects in equilibrium
Advice to Teachers

- Emphasise on the key words when giving definitions
- Distinction between equilibrium and stability should be made
- Examples on calculations using condition of equilibrium should be given
- Experimental determination using principle of moments should be carried out

Question 7.

This question was popular. Required was knowledge of the meaning of the term resonance as applied to sound and electromagnetic waves. It also called for their understanding of, how stationary waves are formed, how resonance in sound can be demonstrated, the difference between infrared and ultraviolet waves, and why radio signals are clearer at night than day. They were also to apply the formula $V=\lambda f$ to solve a numerical problem.

Weaknesses of the Candidates

- Poor definitions of resonance
- Failure to relate wave length with length of an air column and first resonance of sound in a closed pipe

Advice to Teachers

- Carry out experimental demonstration of resonance and stationary waves
- Explain refraction of sound and radio waves at night and day
- Emphasise the difference between sound waves and radio transmissions

Question 8.

This question was not popular. Required was knowledge of the meaning of the term electromagnetic induction and factors that influence it. Required was also their understanding of what takes place when a magnet falls through a coil connected to a moving coil galvanometer and why soft iron is used in electromagnets instead of steel. The question further tested their understanding of how electric bell works.

Weaknesses of the Candidates

- Confusing electromagnetic induction with magnetic induction
- Giving factors which determine the force on a conductor as those that determine the magnitude of the induced e.m.f in electromagnetic induction
- Lack of knowledge of what takes place when a magnet falls through a coil connected to a center zero galvanometer
- Incomplete explanations why soft iron is used in electromagnets instead of steel
- Drawing wrong and unworkable diagrams in describing how an electric bell works

Advice to Teachers

- Clearly distinguish between factors which determine the force on a conductor and those that determine the magnitude of the induced e.m.f in electromagnetic induction
- Teach electromagnetic induction early enough for the students to internalize the concept
- Encourage students to draw workable diagrams
- Ensure students give complete explanations
This paper consists of three questions. Question 1 is compulsory. Questions 2 and 3 are optional and candidates are required to answer one.

Performance

The overall performance of the candidates was poor. Question 3 was the most attempted while question 2 was the best done.

The quality of work of the candidates this year is the same as that of those of last year. The performance scores are also the same.

Question 1.

This was a compulsory question. Candidates were required to:
- Manipulate apparatus, set up and perform the experiment.
- Take measurements using a metre rule and a measuring cylinder.
- Present data in a tabular and graphical form
- Manipulate the data and obtain the constant Q

Weaknesses of the Candidates
- Some candidates failed to follow instruction and to perform the experiment
- Failure to take measurements accurately using the metre rule
- Failure to select a convenient scale in any of the following (1, 2, 2.5, 5) and their multiples or sub multiples.
- Inability to tabulate data correctly

Advice to the Teachers
- Teach the accepted way of presenting data in tabular form.
- Help students learn how to choose scales in graph work
- Give students the opportunity to interact with various apparatus to be able to use them correctly.

Question 2.

Candidates were required to:
- Manipulate the apparatus and locate the position of the image formed by a convex lens
- Obtain data using a metre rule.
- Present data in a tabular and graphical form
- Manipulate the data and obtain the focal length of the lens

Weaknesses of the Candidates
- Failure to manipulate the apparatus and locate the position of the image
- Failure to interpret instructions correctly. Some candidates were measuring the object and image distances instead of the distances indicated in the diagram
- Not including the values of $x^2$ in the table that resulted into some candidates getting wrong values of $x^2/y$
- Many candidates who worked with decimal places failed to plot.

Advice to Teachers
• Help students learn to work with significant figures
• Check the lenses you give to candidates to see that it conforms to the specification required by UNEB
• Give students the opportunity to perform experiments related to light.

Question 3.
Candidates were required to:
• Interpret the circuit diagram and set up the circuit.
• Take measurements using metre rule and ammeter.
• Present data in a tabular and graphical form.
• Manipulate the data and obtain the radius of the bare wire provided.

Weaknesses of the Candidates
• Failure to correctly interpret and connect the circuit
• Failure to read ammeter to the level of accuracy required
• Poor graph work
• Inability to obtain the reciprocals of numbers

Advice to Teachers
• Give students the opportunity to practice how to interpret circuits and connect them correctly
• Teach students how to read ammeters to the right accuracy
• Teach students how to obtain reciprocals of numbers
• Teach how to draw graphs using convenient scales
• Check that the wire given to candidates are always of the right gauge and material

535/4 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
The overall performance of the candidates was good. Question 1 was the most attempted and the best done. Question 2 was the worst done.

The quality of work of the candidates this year is the same as that of those of last year. The performance scores are also the same.
Question 1.
This was a compulsory question. Candidates were required to:

- Manipulate apparatus, set up and perform the experiment.
- Take measurements using a metre rule and a measuring cylinder.
- Present data in a tabular and graphical form.
- Manipulate the data and obtain the constant $M_0$ of the sand bag.

Question 2.
Candidates were required to:

- Manipulate apparatus and Set up the experiment.
- Trace the path of light rays through a glass prism and locate images.
- Take measurement using a protractor.
- Present data in a tabular and graphical form.
- Manipulate the data and obtain a constant $n$ of the glass block.

Question 3.
Candidates were required to:

- Interpret the circuit diagram and set up the circuit.
- Take measurements using metre rule, voltmeter and ammeter.
- Present data in a tabular and graphical form.
- Manipulate the data and obtain the internal resistance of the dry cell provided.

Weaknesses of the Candidates:

- Some candidates failed to follow instructions, set and perform the experiment.
- Failure to take measurements accurately using the metre rule, voltmeter, ammeter and protractor.
- Failure to record the value of $E$.
- Poor tracing of outlines and the light rays through the prism.
- Not knowing how to draw the normal.
- Failure to select a convenient scale in any of the following (1, 2, 2.5, 5) and their multiples or sub multiples.
- Inability to tabulate data correctly. Values in the table should be entered in ink not pencil.
- Not labeling axes in graph work.
- Graduating the axes, and drawing and labeling the axes with arrow tips outside graph paper.
Advice to the Teachers

- Teach the accepted way of presenting data in tabular form.
- Teach students how to interpret circuit diagram and connection
- Teach how to read the ammeter and voltmeter correctly
- Teach how to trace outlines and rays accurately
- Teach how to accurately draw the normal and measure angles

Note the following in graph work;
- Scales should be convenient and suitable
- Title correctly written without units
- Points plotted, should be accurately done
- Line of best fit should be accurately drawn
- Correct coordinates, should be substituted in the equation for determining slope
- Axes starts from a definite point on both axes in order not to cause distortion

- Give students the opportunity to interact with various apparatus to be able to use them correctly

535/5 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**

The overall performance of the candidates was poor. **Question 2** was the most attempted while question **3** was the best done. **Question 1 and 2** were poorly done.

The quality of work of the candidates this year is poorer compared to work of those of last year. Their performance scores are also poorer.

**Question 1.**

This was a compulsory question. Candidates were required to:

- Manipulate apparatus, set up and perform the experiment.
- Take measurements using a metre rule.
- Present data in a tabular and graphical form
- Manipulate the data and obtain the constant $K$ of the mass hanger provided.

**Weaknesses of the Candidates**

- Poor handwriting and as such figures could not be easily read. Rewriting of figures and cancellation in the table of results was common.
- Recording observations or results in pencil. As such, their work was not marked

- Failure to read and internalise instructions (d) and (f) in the question paper. Most candidates took the hanger to the 1st mass of $M=0.100$ kg suspended on the spring. Successive differences
of the extensions were constant or almost constant and lost marks for all the \( x_1 \) values as the experiment wasn’t done as required

- Not knowing the accuracy of the measuring instruments and conversion of SI units. Recording \( x_1 \) and \( x_0 \) as whole numbers in cm or 2 decimal places in metres made candidates lose marks
- Extension \( e = x_1 - x_0 \) worked out in cm and giving successive differences in \( x_1 \)-values made candidates lose marks, because the extension was to be in metres. Most of the candidates failed to convert the extension from cm to metres.
- Candidates who used a scale on the metre rule from 100cm at the top to 0cm at the bottom, the expression \( e = x_1 - x_0 \) gave negative values and they failed to plot. They therefore lost marks for plotting and for subsequent calculations
- Using the forward slash instead of putting units in brackets when labeling the columns was common. The column \( e(m) \) when written as \( e = (x_1 - x_0) (m) \) or \( (x_1 - x_0) \) m also resulted into loss of marks
- Adding irrelevant variables in the table. Some candidates introduced time for 20 oscillations, period \( T \) and \( T^2 \) which were irrelevant to the aim of the experiment

**Graph:**

- Including units in the title of the graph
- Drawing the axes without arrows on them and double labelling of the axes
- Labelling the axes without units, or with units not in brackets
- Use of inconvenient scales. Distorted scales on the axes; origin not well labelled. In some cases, candidates started with the highest value in the table at the origin and values decreased as one goes to the right. These lost marks for plotting, determining slopes and other calculations.
- Incorrect calculations of the slope, i.e. slope = horizontal change / vertical change

**Advice to the Teachers**

- Advise students to improve on their handwriting and stop presenting work written in pencil
- Ensure students can comprehend the English language
- Teach the SI system of units and conversion of units
- Teach Hooke’s Law practically
- Teach students how to use measuring instruments properly
- Teach proper way of plotting graph

**Question 2.**

Candidates were required to:

- Manipulate the apparatus and locate the position of the image formed by a convex lens
- Obtain data using a metre rule.
- Present data in a tabular and graphical form
- Manipulate the data and obtain the focal length of the lens

**Weaknesses of the candidates**
• Recording the distance y in whole numbers in cm
• Many candidates did not get the required value of y, and therefore failed to get the d value
• Instructions (e) and (h) were not understood by most candidates and therefore failed to compute the values of \( u = 1.5y, 2.0y, 2.5y, 3.0y, 3.5y \) and \( 4.0y \). Others took \( u \text{ (cm)} = 1.5, 2.0, 2.5, 3.0, 3.5 \) and \( 4.0 \). Trend of the d values failed and so was \( (d-u) \) and \( u \text{ (d-u)} \).
• Recording d as the whole numbers or to 2 decimal places.
• Not getting the right significant figures for values of \( u(d-u) \)

Advice to the teachers

• Teach students how to connect the bulb, cell, and switch to produce light
• Expose students to light experiments

Question 3.

Candidates were required to:

• Interpret the circuit diagram and set up the circuit.
• Take measurements using meter rule, voltmeter and ammeter.
• Present data in a tabular and graphical form.

• Manipulate the data and obtain the constant d of the bare wire provided

Weaknesses of the candidates

• Inability to correctly identify all the circuit symbols and to connect the circuits
• Inability to take measurements using ammeter and voltmeter
• Not knowing the rule for division and multiplication of measured values to determine the significant figures of calculated values

Advice to the teachers

• Teach students how to identify all the circuit symbols and connection of circuits
• Teach measuring instruments, ammeter and voltmeter, and how they are connected in the circuits for them to give readings
• Teach the rule for division and multiplication of measured values to determine the significant figures of calculated values.

545/1 CHEMISTRY
This paper consists of 50 multiple-choice questions. Candidates are required to answer all the questions.
Performance

The overall performance of the candidates on the paper was good. The quality of work presented is better than that of last year and so were the performance scores. Candidates performed well in questions that required recall of facts and poorly in questions that called for understanding and application of knowledge acquired.

Performance was generally poor in questions 5, 13, 17, 19, 21, 24, 27, 29, 30, 31, 32, 33, 34, 35, 37, 38, 40, 44 and 45. Majority of which involves application of the mole concept.

Weaknesses of the candidates

- Inability to apply the mole concept
- Lack of practical experience
- Inadequate knowledge of the effect of heat on salts, ion chemistry, bonding, atomic structure, principle behind methods of separation of mixtures, reactivity and allotropy
- Lack of understanding of chemical reactions

Advice to teachers

- Teach mole concept from first principle and where possible practically
- A practical approach in teaching most of the concepts is recommended
- Teach atomic structure and clearly bring out the role of the valency electrons in bonding. Also stress the difference between atomic number and atomic mass
- Explain why certain materials are preferred over others in the laboratory preparation of gases
- Let students know that work done in pencil other than drawings are not marked

545/2 CHEMISTRY

This paper consists of two sections A and B. Section A consists of 10 structured questions and candidates are required to answer all the questions. Section B consists of four semi-structured questions and candidates are required to answer two questions.

Performance

The overall performance of candidates was good. Performance was good in questions 1, 2, 3, 4, 7, 6, 10 and 11, poor in questions 5, 6, 8, 9 and 14. For the optional questions, the most attempted questions were 11 and 13, and the least attempted was 14.

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.
Required was knowledge and understanding of the composition of air, how the concentration of gases in air is maintained almost constant.

**Weaknesses of the candidates**

- Failure to transfer knowledge of mathematics to simplify the percentages to whole numbers
- Wrongly referring to fractional distillation as simple distillation
- Wrongly interpreting the ratio 1:4 to mean the positions of elements hydrogen and beryllium in the periodic table
- Use of formula of gases instead of names of gases

**Advice to teachers**

- Teach components of air and their percentage composition
- Explain the meaning of fractional distillation

**Question 2.**

The question demanded for the candidates understanding of the meaning of the terms hard and soft water. It also called for candidates’ knowledge of the substances that cause the different type of hardness in water, and how hard water can be softened.

**Weaknesses of the candidates**

- Failure to appreciate that hardness is a result of the magnesium and calcium ions in water.
- The methods that remove permanent hardness can remove temporary hardness but not the reverse
- Using the word *leather* to mean *lather*
- Using formulae instead of the names of the compound as required
- Writing the word hydrogen carbonate as two words instead of one

**Advice to teachers**

- Carry out practical tests for hardness using soap
- Explain the particle/compounds present in the different types of hard water
- Let the students know that hydrogen carbonate is written as one word not two

**Question 3.**

Demanded was the candidates understanding of the atomic structure.

**Weaknesses of the candidates**

- Failure to detect that number of protons = number of electrons
- Misuse of the Duplet/octet convention for shells’ electrons e.g. writing the electronic configuration of 2:8:6 as 2:7:7 or 1:6:9
- Using the number of neutrons for B to get the cation $\text{B}^{3+}$

**Advice to Teachers**
Explain how the number of protons, neutrons and electrons relate when dealing with concepts like mass number, groups, periods, electronic configuration
- Teach the idea of Duplet /octet as a basis for electronic configuration and formation of ions

**Question 4.**

Candidates were required to apply the knowledge of the mole concept to determine the molecular formula of a compound and thus name it.

**Weaknesses of the candidates**
- Rounding off the value 1.5 to 2
- Writing the formula of W as $O_3Fe_2$ instead of $Fe_2O_3$
- Using Arabic numerals instead of Roman numerals when naming W i.e. Iron 3 oxide instead of iron(III) oxide

**Advice to teachers**
- Emphasise that ratios like 1.5, 2.5 etc are not rounded off to the nearest whole number in the calculations of empirical formula. They are rather multiplied by 2 to get the whole number
- Teach students how to write compound names properly

**Question 5.**

The question required the candidates understanding of laboratory preparation of ammonia and its reactions.

**Weaknesses of the candidates**
- Failure to know the role of calcium oxide in the preparation of ammonia
- Use of aqueous states in reactants
- Naming the reagent used for identifying ammonia as hydrogen chloride instead of concentrated hydrochloric acid.
- Failure to know that specific catalysts are used for particular industrial processes

**Advice to teachers**
- Explain the role of calcium oxide during the preparation of ammonia
- Concentrated hydrochloric acid is a reagent stored in the lab and its used because of its volatility giving off hydrogen chloride gas
- Emphasize the various industrial catalysts used
- Carry out practical demonstrations

**Question 6.**

Demanded was the candidates understanding of the laboratory preparation hydrogen chloride and its’ properties.

**Weaknesses of the candidates**
Use of dilute sulphuric acid as the reagent instead of concentrated sulphuric acid
Writing the equation with a product of potassium sulphates instead of potassium hydrogen sulphates
Failure to know that when hydrogen chloride is bubbled into any aqueous solution, it is first converted to hydrochloric acid

Advice to teachers

Emphasize the various reactants (i.e. chlorides of reactive metals) that can be reacted with the less volatile concentrated sulphuric acid in the preparation of hydrogen chloride
Explain properties of hydrogen chloride gas in aqueous form
Emphasise writing balanced equations

Question 7.

Demanded was the candidates understanding of the laboratory preparation ethene and its properties.

Weaknesses of the candidates

Failure to define an alkene
Use of dilute sulphuric acid as a dehydrating agent instead of concentrated sulphuric acid
Failure to write the correct structure of ethene
Failure to write the correct equation for the reaction ethene with bromine

Advice to teachers

Give proper definition of alkene
When a structure of an alkene is written, there must be a double bond between the 2 carbon atoms

Question 8.

Demanded was the candidates understanding of the extraction process of sodium and properties of sodium.

Weaknesses of the candidates

Failure to know the role of calcium chloride in the extraction process
Referring to the state of the molten electrolyte as aqueous instead of liquid
Giving bromine vapour a liquid state instead of gaseous state

Advice to teachers

Emphasize that calcium chloride lowers the melting point of sodium chloride
Students should know that molten electrolytes don’t have any element of water in them
Always write and explain equations of the reactions at the electrodes
Teach the properties of sodium

Question 9
Required were the candidates’ knowledge and understanding of rate of reactions, how it is affected by change in temperature, concentration and addition of a catalyst.

**Weaknesses of the candidates**

- Incorrect plotting of the graph
- Writing unbalanced equation for the decomposition of hydrogen peroxide

**Advice to teachers**

- Practically demonstrate the effect of the various conditions on the rate of decomposition of hydrogen peroxide
- Show students how to correctly plot the graph of decomposition

**Question 10.**

Required were the candidates’ knowledge and understanding of the properties of sulphuric acid.

**Weaknesses of the candidates**

- Unfamiliar with the dehydration of sucrose
- Writing wrong equations

**Advice to teachers**

- Practically demonstrate the effects of sulphuric acid on sucrose
- Show students how to write correct equations of the reaction

**Question 11.**

Required were the candidates’ knowledge and understanding of the laboratory preparation of carbon dioxide and its’ properties.

**Weaknesses of the candidates**

- Lack of practical experience. Some candidates mixed up the steps in the preparation
- Explaining the preparation instead of describing
- Using dilute sulphuric acid instead of dilute hydrochloric acid. Dilute sulphuric acid does not give enough carbon dioxide because it forms insoluble calcium sulphate that interferes with the reaction
- Using dilute sulphuric acid instead of concentrated for drying the gas
- Failure to round off the final figure in the calculation to give a whole number. That is not adhering to the accuracy level indicated in the question

**Advice to teachers:** Practical approach recommended

**Question .**

Required were the candidates’ knowledge and understanding of the process of extracting iron, the chemical properties of iron and uses of iron.

**Weaknesses of the candidates**
• Writing the formula spathic iron ore as Fe₂O₃ instead of FeCO₃
• Failure to write balance equations
• Unnecessary inclusion of limestone in the description for the extraction of impure iron
• Giving iron(II) chloride as the product of the reaction between chlorine and iron instead of iron(III) chloride.

Advice to teachers
• Expose students to all the ores of iron, their chemical names and formulae
• Help students learn how to interpret the demand of questions
• Let students know that chlorine is a strong oxidizing agent and therefore oxidizes iron to its highest oxidation state.
• Teach reactions of iron practically

Question 13.
Required were the candidates’ knowledge and understanding of classification of oxides as acidic, basic and amphoteric.

Weaknesses of the candidates
• Writing equation instead of the formula of the oxides
• Mixing the term redox reactions and reactivity series during the explanation for reaction between hydrogen and oxides
• Using ions of zinc and copper instead of their oxides to explain amphoteric and basic characteristics of the oxides
• Failure to classify the oxides as basic, acidic or amphoteric

Advice to teachers
• Practical approach is recommended
• Define technical terms like redox, displacement etc.

Question 14.
Required were the candidates’ knowledge and understanding of the process of determining the enthalpy of combustion of ethanol and application of knowledge of enthalpy of combustion

Weaknesses of the candidates
• Failure to write the proper steps for determining enthalpy of combustion of ethanol
• Lack of practical experience
• Inability to the experimental data given in the calculations
• Poor plotting of graph. Some candidates stated with the highest values of enthalpy at the origin
• Failure to apply the mathematical knowledge of the equation of a straight line,
  y = mx + c to determine the enthalpy the hydrocarbon C₇H₁₆

Advice to teachers
• Carry out practical experiments to determine enthalpy
• Give student exercises on how to calculate enthalpy of combustion
• Teach students how to draw and interpret graphs.

545/3 CHEMISTRY
This is a practical paper. The paper consists of two compulsory questions, one on quantitative analysis and the other on qualitative analysis.

Performance
The overall performance of candidates on the paper was good. Performance was best in question 2 and poor in question 1.

Analysis of Performance per Question

Question 1.
Candidates were required to manipulate apparatus and generate data through titration, present the data in appropriate form, manipulate the data generated and determine the value of \(Y\) in an acid \(H_3Y\).

Weaknesses of the candidates
• Inability to read and record results accurately
• Failure to apply the mole concept
• Use of wrong units e.g. cm for cm\(^3\); m for M, grams for moles, etc
• Not knowing the meaning of the term “Molar concentration”
• Poor mathematical skills
Advice to teachers: Adopt a practical approach when teaching

Question 2.
Candidates were required to analyse a substance and determine the cations and the anion in it. Tested were the candidate’s ability follow instruction, make accurate observations and deductions based on the observations made.

Weakness of the candidates
• Incorrect spelling of scientific words e.g. Precipitant for precipitate
• Inability to make accurate observations and draw correct deductions. Some candidates were making conflicting observations. There was although an improvement in this area
• Inability to write symbols, formula and charges on ions correctly
• Confusing cations and anions.

Advice to teachers
• Integrate practical work in the teaching
• Thoroughly explain to learners the meaning of the simple terms used in qualitative analysis.
• Help students learn how to write sensible observations and logically draw conclusions from them.
This is a practical paper. The paper consists of two compulsory questions, one on quantitative analysis and the other on qualitative analysis.

The overall performance of candidates on the paper was good. Performance was best in question 1 and poor in question 2. The candidates’ performance scores were better than those of last year.

**Question of Performance per Question**

**Question 1.**

Candidates were required to manipulate apparatus and generate data through titration, present the data in appropriate form, manipulate the data generated and determine the concentration in moles per liter of solution BA2 that they had prepared.

**Weaknesses of the candidates**

- Inability to follow instructions
- Use of pencils in recording data
- Failure to fill the table correctly. Some candidates were having values as high as 70cm³
- Inability to carry out calculations from first principles
- Lack of Understanding of the mole concept
- Lack of practical experience. Some candidates could not give the pipette capacity, while others were giving outrageous values.
- Inability to use results for the other parts of the question e.g. Choosing the best titre values for calculating average is still a problem
- Poor handwriting and untidy work

**Advice to teachers**

- Adopt a practical approach when teaching

**Question 2.**

Candidates were required to analyse a substance and determine the cations and the anion in it. Tested were the candidate’s ability follow instruction, make accurate observations and deductions based on the observations made.

**Weaknesses of the candidates**

- Lack of practical experience. Many candidates could not carry out the practical
- Failure to distinguish between a cation and anion
- Failure to follow instructions and make correct observations and deductions
- Incorrect writing of chemical symbols and formulae
- Poor command of the English language
- Lack of understanding of the meaning of technical terms, resulting into making contradicting statements e.g. white precipitate solution
- Poor hand writing
Advice to teachers

- Help students learn to write chemical symbols and formulae
- Practical approach recommended

545/5 CHEMISTRY
This is an alternative practical paper to 545/3 & 4. The paper consists of two compulsory questions, one on quantitative analysis and another on qualitative analysis.

Performance
The overall performance of candidates on the paper was good. Candidates performed well in question 1 and poorly in question 2.

The quality of work the candidates presented this year is about the same as that of those of last year. Their performance scores were slightly better. The number of candidates who scored zero reduced.

Analysis of Performance per Question

Question 1.
Candidates were required to collect data using a stop clock and thermometer, present the data in tabular and graphical form, manipulate the data generated and determine the heat of displacement of copper from its’ solution.

Weaknesses of the candidates

- Inability to take measurements using thermometer. For example, instead of 26 °C one would write 20.6 °C. There were also unrealistic readings like 0.002 °C, 0 °C and negative values for initial temperature. There is no place in Uganda with temperature as low as those.
- Lack of knowledge of the mole concept and energy changes
- Choosing complicated scales for graphing resulting to inaccurate plotting
- Failure to simply copy the name and units of the axes from the table when plotting the graph
- Interchanging the axes
- Poor plotting of graph
- Failure to interpret the graph thus failing to obtain the temperature change to proceed with the calculation

Advice to teachers

- Adopt a practical approach when teaching and give students the opportunity to perform experiments on their own.
- Help students learn how plot graphs

Question 2.
Candidates were required to analyse a substance and determine the cations and the anion in it. Tested was the candidate’s ability to make accurate observations, record and make deductions based on the observations.
Weaknesses of the candidates

- Lack of proper use of common scientific terms like precipitate, solution, soluble, insoluble, residue, filtrate, excess, etc while recording observations
- Failure to follow instructions and make correct observations and deductions
- Writing chemical symbols and formulae wrongly

Advice to teachers

- Help student learn the chemical symbols and formulae of the common elements, ions and compounds
- Help students learn the difference between an observation and deduction
- Clear define the common scientific terms used in qualitative analysis
- Practical approach in the teaching of the subject is highly recommended
553/1 BIOLOGY THEORY

Apparently, the paper was easier than that of last year but some parts were tied e.g. 31b and c, 31e and e(ii); while other questions demanded specified responses e.g. 31e(ii) 31(f) and 31(g); 32 b and c. These bottle necks seemingly made paper more difficult. However, high scores observed in section A mainly due to malpractice) with (very) low scores in section B and C especially to those with high score in section A.

Syllabus coverage inadequate because topic respiration appears not to be represented in the paper. Even excretion had only one objective question ;7.

Question 31.
The question required that candidates know how:

- 31(a) to stop one of the two types of water loss on the experiment;
- 31(b) candidates can use skills learnt about plotting a graph for biological data;
- 31(c) to extract information from the graph plotted; questions that follow;
- 31 (d) the candidate knows about importance of transpiration of plants;
- whether mathematics and SI units can be applied in Biological situations.
- 31(f) if the candidates knew the importance of transpiration to plants
- 31 (g) the plant with sufficient water temporarily reduce water loss.

The question was compulsory though some candidates left it un attempted.

Weakness of candidates, they failure to:

- Know correct use of oil in the experiment.
- Use skills of plotting a graph
- Use a graph (where drawn) to answer correctly the asked questions following the graph.
- Give correct importance of transpiration to plants.
- State methods used by plants for temporary reduction in water loss.
- Understand the term transpiration.
- Misconception for transpiration to mean respiration.

Advice to Teachers:

- Teach all topics in NCDC syllabus.
- Explain meaning of biological terms.
- Teach skills of plotting a graph and the how graph can be used to answer questions that follow.
- Explain importance of topics taught to living organisms.

Question 32.

Required candidates to:
a) Explain saprophytism
b) State differences between the two modes of nutrition in decomposers (fungi) and humans.
c) Give economic importance of saprophytes and cause for each importance given.

The question was compulsory.
Weakness of candidates:
Candidates’ failure to:
• Know that the term referred to mode of feeding not the organism (saprophytes).
• Understand the terms. So answers given were referring to types of animal feeds and photosynthesis.
• Understand phrase “economic importance”.
• Know how to answer the question.
• Know meaning of explain.

Advice to Teachers:
• Teach all sub topics under nutrition.
• Explain meaning of biological terms.
• Teach learners how to answer questions.
• Relate classroom work to life of living organizations (application of biological information for benefit of especially man).

Question 33.
Required candidates to:
• know how the prey and the predator (consumer) are related for survival in nature.
• give reasons for the increase and decrease of both the source of food and the feed (consumer)/predator.

The question was compulsory.

Weakness of candidates:
• Failure to identify the curve for prey and for predator.
• State reasons for location of the curves in graph figure 3.
• For giving reasons for the increase and decrease of both curves following one another; instead they described the trends of both curves.
• Failure to draw correct pyramid of numbers.

Teachers should:
• Teach the meaning of biological terms.
• Teach all sub topics in the NCDC syllabus,
• Alert learners about meaning of explain and describe at questions.
• Teach learners on how to draw pyramids of numbers, biomass and energy.

Question 34.
To state factors required for germination and the reason why each factor is required.
To give factors that prevent seeds from germinating and they do so.
To state importance of dormancy to seeds.

The question was done by most candidates, average question.

Weakness of candidates:
• Separation of air and oxygen as two factors, water and moisture as separate factors.
• Related it to photosynthesis and transpiration in plants.
• Failure to understand that 34 (b) and (c ) were about causes of seed dormancy and importance of dormancy to seed respectively.
Teachers should:
- Teach following the NCDC Biology syllabus.
- Give meaning of terms, dormancy, its causes and importance to (plants) seeds and animals.
- Relate classroom work to survival in nature.

**Question 35.**
- Required to state differences between the two types of variation, evidenced by some examples in humans.
- To define the two terms and state any other differences between (them) the two terms.
- Tested candidates on knowledge of allele influence on one another to produce observed phenotype.
- Question was not popular. A few candidates attempted and even those who tried it, some did not clearly give the expected responses; except for some who had prior knowledge.

**Weakness of candidates**
Failure to:
- Clearly point out the differences between the variation types and to define the terms used in genetics as regards observed phenotypes.
- Apply genetic information to solve an observed problem in humans.

**Advice to Teachers:**
- Always define genetic terms and relate them to observed phenotypes in living organisms.
- Relate biological information to day to day life.
- Teach all topics recommended by NCDC Biology syllabus.
- Tell the learners the difference between differentiate and distinguish.

**Question 36.**
- To give features and facts that enable misquotes to spread malaria parasites.
- To state methods used/steps taken to reduce/prevent them from getting malaria parasites.
- Question was very popular because misquotes are found almost in all homes and measures/steps taken commonly used by learners to control spread of malaria in homes.

**Weakness of candidates:**
- Confused with immunisable diseases.
- Failed to state adaptations of mosquitoes to transmission of parasite.
- Misconception, spraying to mean “spreading”
- Failing to realize age of fish most important for mosquito larvae
- Malaria was considered to mean any disease so gave general methods like wash hands/keep toilet clean/good hygiene.

**Teachers should:**
- Teach about immunisable diseases and give examples, also give examples for non immunisable diseases.
- Teach learners the meaning of words like adaptation and how they are used in questions.
- While teaching write notes on boards, avoid dictating notes especially to lower classes.
- Write biological items on boards for learners to write correct spellings.
- For some diseases teach practical ways of controlling/reducing their spread.
Question 37.

- To give brief facts that enable named structures of a plant leaf to do their roles in the leaf.
- To state structures/facts possessed by leaves of plants to reduce water loss in hot areas/how leaves of plants in hot areas reduce water loss.

Question not popular because 37 (a) was seemingly hard, yet carried more marks.

Weakness of candidates:

- Failure to differentiate between palisade mesophyll layer and spongy mesophyll layer
- Giving general adaptations of (a) plant leaf/leaves to its functions.
- Giving functions of structures of a plant leaf.

Teachers should:

- Give adaptations of the different parts of the leaf to their functions during teaching.
- Use projector and slides during teaching.
- Teach learners how to answer questions demanding adaptations and those demanding how adaptations are important.

553/2 BIOLOGY

Question 1.

Required candidates to:

- To peel specimen Z
- To extract 3 cylinders using a cork borer.
- Trimming and measuring their length.
- Measuring the solutions before and after 30 minutes.

Weaknesses of Candidates:

- Extracting the 3 cylinders from specimen Z using a cork borer since it may be the first time to do it for some candidates.
- Failed to distinguish between length and volume.
- Failed to read the exact volumes using a measuring cylinder.

Advice to Teachers:

More practicals on physiology.

Question 2.

Required:

- To observe and examine
- To know what stamens are.
- To cut a longitudinal section of specimen M.
- To draw and label.
Weaknesses of Candidates:
- Failed to differentiate between the male and female parts.
- Do not know what makes up a stamen.
- Correct spellings and right parts of a flower.

Advice to Teachers: More practice on flowering plants.

Question 3.

Required candidates of:
- Knowledge about dichotomous key/classification
- To know the body parts of insects
- Examine and describe features
- Drawing the dorsal view/correct view of head of P.

Weaknesses of Candidates:
- Wrong spelling e.g. Anthorpoda given for Arthropoda; insector given for insecta
- Did not know what a pair means e.g. 1 pair of wing, 4 pairs of wings
- Failed to contrast features in a dichotomous key

Advice to Teachers:
More practice on construction of dichotomous keys.

553/3 BIOLOGY PRACTICAL

Question 1.

The candidates were required to read and follow the practical instructions on what to be done, manipulate the apparatus after understanding the instructions, carry out food tests on enzyme activity, record observations, deductions and give explanations for their observations and deductions made in the table of results.

The weaknesses candidates had in this particular question were:-
(i) Lack of subject content on the part of some candidates as observed from their responses.
(ii) Inability to follow step by step the long instructions, on what to be done.
(iii) Poor question interpretation, recording and interpretation of experimental results and wrong explanations/analysis of experimental results.

The only way teachers can correct these weaknesses is by emphasizing and carrying out practical lessons as early as possible from Form 1.
Continuous assessment in practical skills be adopted if these skills are to be grasped by learners effectively with time.

Question 2.

The candidates were required to make careful observation of the specimens, describe their structures/features and relate these structures to their function; clearly draw and label the working surface of one specimen (molar tooth).
The following weaknesses were observed:
- Lack of correct biological words or expressions to be used.
- Most candidates failed to identify the working surface of the tooth and described other structures instead.
- Inability to relate the features identified to their function.
- Poor drawing skills exhibited and failure to identify the part required to be drawn. This is reflected where most candidates drew the whole tooth instead of the working surface.

Advice to Teachers
- Teachers are advised to teach practicals right from Senior One, integrate teaching of practicals in theory, carry out assessment in practical papers.
- Make learners get familiar with specimens and biological apparatus.

Question 3.
Candidates were required to identify structures of specimens and relate them to mode of dispersal, cut a specimen longitudinally and describe its structures; state structural differences between 2 specimens; draw and label longitudinal section of a cut specimen.

The candidates had the following weaknesses:
  i. A number of candidates just outlined features of the specimens/named features but did not describe them.
  ii. Inability to relate the structures to mode of dispersal.
  iii. Lack of knowledge on writing structural differences/differences between specimens.
  iv. Poor drawing skills exhibited indicating lack of practice.

Additional advice to teachers is still emphasis on practical lessons with hands on by every learner, team teaching, practicing oral English language as well as written in order to understand set questions and write out their responses effectively/correctly.

553/4 BIOLOGY PRACTICAL

Question 1.
Required candidates to follow instruction, measure accurately, make careful observation, record results and interpret them.

It was the best-done question. Most candidates scored some reasonable mark. This was because it involved food tests and enzyme reactions which are taught in most schools under nutrition topic.

Weaknesses of Candidates:
- Failure to make accurate measurements, correct observations and appropriate recording skills.
- Lack manipulative skills
- Failure to relate the observed results of the experiment with intended objectives.

Advice to Teachers:
- Teachers should conduct practical lessons early.
- Teachers should teach students how to observe and record results accurately.
- Teachers should clear all misconceptions.
Question 2.
Required candidates:
- Knowledge of the different parts of the flowering plants and their characteristic features.
- Adaptations of different plants in their habitats
- Drawing and labeling skills
- Knowledge of cross sections.

It was fairly popular since it was the second best done number.

Weaknesses of Candidates:
- Lack drawing and labeling skills.
- Failure to relate the structural features on the specimen with habitat due to lack of prerequisite knowledge.

Advice to Teachers:
- Teachers should teach flowering plants practically.
- Teachers should teach the drawing labeling skills to the learners.

Question 3.
Required:
- Knowledge in growth and development of amphibians and insects (life cycle stages)
- Knowledge on how different organisms locomote and how they are adapted for locomotion
- Calculate surface area of wings and tail using a graph and establishing the significance of surface area in air and water movement respectively.

This was the worst done question because some letters representing the freshly killed specimen were interchanged thus: “S”, was interchanged for “L”. A plant specimen in question 2. This was an error in proof-reading.

Weaknesses of Candidates:
- Poor usage of hand lens.
- Failure to apply mathematical skills in determining ratio.
- Failure to determine surface area using graphical method.

Advice to Teachers:
- To teach learners how to use hand lens and other tools.
- To teach students how to calculate SA using graphical material.
- To teach students how different structural features affect locomotion in air and water.
612/1 IPS ART AND CRAFTS

Studio Technology – Theory

- Ten compulsory questions were set, and they adequately covered the syllabus.
- All questions were attempted. The quality of candidates’ work was better compared to that of 2016.

Question Analysis

Question 1.
Candidates were required to give possible definitions of ‘shape’. Most of the candidates’ responses were correct.

Question 2.
Candidates were expected to give the meaning of plasticity of clay. Most candidates gave the correct responses though some confused ‘plasticity’ with ‘plastics’.

Question 3.
Candidates were expected to give the meaning of layout as used in graphic design. This was fairly attempted. Many candidates did not answer the question due to lack of knowledge about it.

Question 4.
Candidates were expected to exhibit understanding of media; wet and dry by just listing them. Many candidates gave no responses for this question. Many candidates who attempted it misunderstood the term media for ‘social media’ which was out of the artistic scope.

Question 5.
Candidates were expected to exhibit understanding of the colour theory and practice. They were expected to know the process of deriving tertiary colours. The task was well attempted. However, some candidates seemed not to know the difference between primary, secondary and tertiary colours and the processes that lead to each of them.

Question 6.
Candidates were expected to explain how a squeegee is used in printing. A good number of responses were accurate. Some candidates, however, misinterpreted the term ‘squeegee’ to mean ‘squeeze’ which gave a totally different meaning from what the requirements of the question were.

Question 7.
Candidates were required to describe process of preparing clay for ceramic use. Some candidates, however, did not know that the process of clay preparation for ceramic use is different from that of sculptural use. Some candidates did not give the process of clay preparation for ceramic use sequentially.

Candidates were also expected to mention the characteristics of good clay. The question was well done generally.
Question 8 (a).
Candidates were expected to define the term Batik. Many candidates confused it with tie and dye. There was use of the term ‘dying’ instead of ‘wax resist’ in related explanations.

Question 8 (b).
The examination item required candidates to mention the tools and materials used in the production of batiks. Many candidates gave the correct responses.

Question 9 (a)
Candidates were expected to list the different types of sculptures. The task responses showed good knowledge on this syllabus area.

Question 9 (b)
The candidates were expected to give the functions of sculptures, which evoked correct responses from many candidates.

Question 10.
The task called for responses on media and the support used in Art studio practices. Many candidates confused media and supports, yet many others had no understanding at all of the two.

Candidates’ challenges
- Many candidates showed lack of knowledge of principles and elements of Art, Crafts and Design.
- Some learners could not differentiate crafts. Many candidates confused Batiks with tie and dye and mosaics.
- Use of wrong spellings
- Failure to express themselves in correct English.

Advice to Teachers
- Strictly follow the syllabus while teaching.
- Encourage students to regularly practice the processes of studio technology to enhance their knowledge on these processes, terms and their use.

612/2 STILL LIFE AND NATURE

Several alternatives were set and examined as is required by the syllabus i.e
- The still life option (was well done and most attempted).
- The nature Alternative had the Landscape (was poorly done and least attempted) and the seedling of maize.
- Overall performance of candidates was good.

Alternative A (Still life) required:
- Candidates to exhibit observation skills by identifying the rough textures against the smooth textures on the different specimens.
- Candidates were also expected to show/apply tonal values (or differences) in their work, as well as proper use of colour.
- Candidates were also required to show the relationships between the different specimens in the setting.
Candidates’ Weaknesses in Alternative A
- Failure to do/apply contrasts in colour, textures and tones.
- There was poor use of space by some candidates especially those who drew or painted on surface space less than \(\frac{3}{4}\) of the total space.
- Some candidates used paper other than the one provided by the Board. This should stop.
- Some candidates used the paper size less than the one provided by the Board. This is not allowed and it should stop.
- Failure to harmonize media, especially those that used mixed media.

Advice to Teachers
- Guide the learners on application of elements and principles while teaching them.
- Stick to using paper (quality and size) provided by UNEB.

Expectations for Alternative B

Candidates were expected to:
- Show patterns in their drawing/painting as observed from the specimen (pineapple).
- Show form and structure, tones and textures, and observe the law of growth.

Candidates’ Weaknesses in Alternative B
- Many candidates could not show/observe the law of growth in their work.
- Some candidates failed to execute patterns as is naturally given to the specimen, they remained the same size, yet as one tends towards the crown, realizes reduction in size of the patterns, while they are wide at the base of the pineapple.

Advice to Teachers
- Teach candidates to do critical observation of both nature and still life objects.
- The law of growth should be emphasized for natural specimens.

Alternative C (Landscape)
Candidates were expected to show:
- Different types of textures, perspectives, and natural variations in specimens, effective comparisons of shapes, structures, forms, colours and tones. They also needed to illustrate the illusion of space.
- The major weakness in landscape studies was failure to illustrate perspectives and the illusion of space as is enabled by 3 grounds; fore, middle and backgrounds or by using colour.

Alternative D (The Maize seedling)
Expected was:
- To illustrate the growth principles of the seedling, as well as the use of elements and principles.
- Effective use of lenses to magnify and study micro structures of the specimen.
- Candidates revealing tenderness in their work of the seedling.

The following Weaknesses were identified:
- Failure to use the hand/magnifying lenses and therefore could not present detailed studies of the specimen.
Advice to Teachers
- Train candidates in observation skills.
- Encourage candidates to use media they are familiar with.
- Make regular the use of hand lenses during class practicals.

612/3 LIVING PERSON

Two alternatives were set:

Alternative A was the Full Figure. Alternative B was the Head including Torso. Most attempted and well done was alternative B. Least attempted and poorly done was alternative A.

Requirements for both Alternative A and B
- Study of poses
- Study of anatomy and drapery
- Foreshortening
- Study of mood
- Use of other elements and principles

Weaknesses of Candidates
- There were signs of weak observation skills
- There was poor use of paper/surfaces. Some candidates did not use the minimum required space of ¾ of the total space given on paper.
- Many candidates could not foreshorten in drawing/painting
- Studies of drapery and anatomy were found wanting in many candidates’ work.
- There was also ineffective use of tones and textures on different parts of the model.
- Many candidates had problems (in drawing/painting) with forms and structures generally.

Advice to Teachers
Teachers should equip candidates with:
- Critical observation skills
- Proper use of elements and principles
- Proper use of space
- Deeper anatomic studies, through regular critical observation and practice in drawing and painting.

612/4 ORIGINAL IMAGINATIVE COMPOSITION IN COLOUR

Eight items were set as required.
- Examination items 1 and 2 were most attempted and well done.
- All the other items were however, attempted though with least popularity especially question 8.
- Performance of the 2017 examination paper well compared with that of 2016; and was good.
- Various types of media were used, thus the wet and dry media; crayons, pastel, ink, water colours, powder colours, coloured pencils and tempera were common.
The following were required:
- Use of gesture drawing/painting
- Expression of drama/mood/feelings
- Drawing form/structures from memory or imaginations – recall
- Originality, interpretation and creativity
- Composition arrangement and showing level or organization of several items to tell a story (a pictorial story)
- Use of space (at least ¾ of the paper given)
- The effective use of elements and principles of composition e.g. the illusion of space and perspectives.

Weaknesses of Candidates
- There was evidence of tracing and this is disallowed. Many candidates traced using tracing paper which they either attached or left out.
- **Note** that 612/4 is Original Imaginative Composition and should therefore be done from imagination. It should therefore illustrate high-level originality. Schools/candidates perpetuating tracing should stop and embark on the requirement of the paper.
- Many candidates could not ably organize their items to comprehensively tell a pictorial composition/story based on the item statements given in the examination paper.
- Quite a number of candidates had deficiencies in human figure drawing/painting.
- Some candidates had difficulties in expressing mood, feelings, poses, drama and necessary actions in their compositions.

Advice to Teachers
- Endeavour to explain to the candidates the requirements of the paper; composition creativity and originality. Teachers should not encourage learners to trace whatsoever because it is punishable.
- Teachers should take learners through the need to have “speaking compositions”
- Regular practice and teaching based on the syllabus is encouraged.

612/5 GRAPHIC DESIGN – CRAFT A

Four tasks were set as required by the syllabus.
There were:
1) The Logo Design (Most attempted).
2) Book Cover Design
3) Poster Design
4) Calligraphy (Least attempted)

Questions 1 and 2 were well done. Questions 3 and 4 were poorly done.

**TASK 1 THE LOGO**
The following were the requirements for this task:
- Creativity and originality in the designing process.
- Boldness of characters (and wording if any)
- Precision of characters
- Legibility
Weaknesses of Candidates
- Most candidates just manipulated the initials and never wrote the name.
- Some candidates left out the illustrations yet it portrays the intention of the design.
- Many candidates used existing badges and trademarks instead of coming up with creative impressions derived from the requirements in the written task in an original manner.

Advice to Teachers
Motivate candidates to be creative and to learn to develop original illustrations other than copying. These should be derived from the task given.

Task 2 Book Cover
Required was:
- A formal layout/composition
- Relevant interpretation
- Suiting illustrations
- Originality and creativity in design
- Boldness, precision and legibility

Weaknesses of Candidates
- Many candidates could not interpret the dimensions well.
- To some, the meaning of a ‘book cover’ was farfetched and instead a ‘still life’ drawing of a book was drawn and arrows to show or label a book cover were put.
- Thick border designs were also used with some candidates including unnecessary decorations of patterns, (which were uncalled for).
- Some candidates produced ‘half folded’ books and not a book cover designs.
- There were eminent evidences of copied and yet un-suiting illustrations, gross lack of precision and boldness of characters to cause readability in some candidates’ work.

Advice to Teachers
Stress the procedures followed in book cover design, the different parts of a book cover and teach learners to interpret dimensions given as well as how to use these measurements practically on a book cover design. Teachers should also stimulate the levels of creativity among candidates, if they are to give suiting illustrations in their designs.

Task 3 Poster Design
This task required:
- Attractive lettering/designs of characters
- Effective contrasts of both characters and words.
- Proper planning of the text to avoid congestion
- Illustration(s) relevant to the text.
- Functionality of the design
- Legibility, precision and boldness of words, characters and illustrations in the design.
Weaknesses of Candidates

- Many candidates wasted time on border decorations and the major text was given less attention, which led them to hurriedly work on the main text and eventually fail to get the purpose of the design.
- Some candidates used the usual hand writing to do the poster design instead of constructing letters on scale and in a variety of designs to enhance contrast and readability.

Advice to Teachers

Train learners the different letter construction methods as well as using creative letter designs to write words and show quick contrasts for easy readability of posters and quick effective communication.

Task 4 Calligraphy

Required were the following:

- Skill and consistence in lettering/letter rendering.
- Layout designs.
- Composition skills.
- Effective use of border designs.
- Legibility, precision and boldness.
- Purpose of design/functionality of design.

Weaknesses of Candidates

- Some candidates could not vary fonts; they used the same font sizes and capital letters all through.
- Others lacked the skill of characters’ construction and used their ordinary handwriting to write the words/message which made their work non-communicative.
- Some candidates never took dimensions given as a necessary requirement and ended up with work too small or over size works. Oversize works would certainly call for more time which was not there and so they never completed their work.

Advice to Teachers

- Train learners in calligraphic skills and proper use of lettersets/ letter characters.
- Teachers should train learners on how to integrate letter characters in designing calligraphic works, or even using effectively contrasted characters.

612/6 STUDIO TECHNOLOGY CRAFT B

Seven tasks were set as required by the syllabus.
The most attempted was number 2 – printing, while the least attempted was number 7 weaving.

Question 1.

The task required candidates to produce a batik wall hanging inspired by geometrical shapes and to select/choose appropriate tools and materials. Processes were also required.

Candidates’ Weaknesses
Most candidates worked outside the dimensions given in the task.
Some candidates used powder paints, and inks instead of the required dyes and wax (resist methods).

**Advice to Teachers**
- Emphasize use of several (appropriate) materials
- Educate the learners on the importance of strictly adhering to the given dimensions while making a craft.

**Question 2.**
Candidates were required to produce a block print using a repetitive motif design on a fabric (25 cm x 30 cm). This task was well done by many candidates.

**Candidates' Weaknesses**
- Some candidates used stencils to print.
- Many candidates worked outside the measurements given in the task (instructions).
- Some candidates packed the finished work with root tubers and other natural substances onto which they cut the designs, which were prone to rotting (and so they did) making their work to rot in the sealed, air tight plastic envelope (Return envelopes).

**Advice to Teachers**
- Adhere to the syllabus while teaching.
- Encourage candidates to strictly adhere to the examination instructions, rubric.
- Ensure that students' work is not packed with materials that can rot (such as natural materials)
- Give candidates practical demonstrations to enable them distinguish studio techniques in designing particular crafts.

**Question 3.**
Candidates were required to produce a collage derived from any of the following topics:
- Hunting
- Farming
- Fishing
- Dancing

Required were composition development, creativity and originality, design methods and techniques used in collage, selection of materials and tools, apprenticeship and craftsmanship.

**Weaknesses of Candidates**
Some candidates painted original imaginative compositions instead of producing a collage. They misunderstood the concepts.

**Advice to Teachers**
Give clear distinctions between the different crafts. This can be possible by differentiating the production techniques, materials and tools used for each craft. Teachers should also strictly adhere to the syllabus while teaching.

**Question 4.**
Candidates were required to make/produce a mosaic using either banana fiber or coloured paper. The technical/requirements were:

- Proper selection and use of materials and tools
- Apprenticeship
- Selection of appropriate methods of production
- Functionality of the craft.

**Challenges/Weaknesses of Candidates**

- Many candidates used materials outside those required, thus banana fiber and coloured paper.
- Some candidates worked outside the restricted dimensions and were therefore unable to complete or produced undersize work.
- Some candidates did not allow their work to dry before packing and therefore their work decomposed before it was marked. The originality of such work is certainly lost which disadvantages the candidates.

**Advice to Teachers**

- Candidates should be guided on the choice of materials.
- Teachers need to ground the candidates on the relevance of working within the given dimensions.
- Ensure that candidates’ work is dry before it is packed/sealed in the return envelopes.
- Differentiate between collage and mosaic while teaching.

**Question 5.**

- Candidates were required to form an armature of an animal from any inspiration of their choice.
- The quality of work produced for this task was poor. There was lack of knowledge of what an armature is and besides the materials and tools used.

**Advice to Teachers**

Explain to the students the different types of sculptures, and the techniques and materials used, and how they are used.

**Question 6.**

Candidates were expected to make a leather key tag, using the button hole leather lacing technique to decorate the border. Few candidates attempted it and those who did, scored highly.

**Candidates’ Weaknesses**

Some candidates failed to do the leather lacing technique and found themselves using methods like sawing at the ends for the finish.

**Advice to Teachers**

Use demonstration lessons to expose candidates to techniques and methods of production in leatherwork.

**Question 7.**
Candidates were required to weave a waste paper basket using the double stake and weave technique; using the fitch and wale strands. Other requirements were; a creative selection of materials, tools and proper execution of the craft. The number was attempted by very few candidates.

**Candidates’ Challenges**
Candidates had problems with finish. Some candidates did not use a solid base in their design of the craft.

**Advice to Teachers**
Teach candidates the possibilities and applicability of the fitch and wale technique.

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### 612/7  HISTORY OF ART AND APPRECIATION

The paper was set with five sections; A, B, C, D and E. Fifteen questions were set in all. Each section had three questions. The sections are:

- **Section A – Greek and Roman Art.**
- **Section B – The Italian Renaissance.**
- **Section C – The Seventeenth Century in Holland.**
- **Section D – The 19th Century in France.**
- **Section E – West, Central and East African.**

The most attempted question was number 13 in Section E, while the least attempted was number one in Section A. Number 14 in Section E was not attempted at all. The rest of the questions/numbers were fairly attempted, apart from Section C, which was not attempted at all.

**Section A: Greece and Rome**

**Question 1.**
Candidates were expected to compare the “Garden scene landscape” and the “Sacred landscapes”. Many candidates did not give accurate comparisons.

**Question 2.**
Candidates were to analyze the Ancient Greek "Peplos Kore" (Athens) sculpture. Candidates were expected to give the features of the sculpture.

**Question 3.**
Candidates were required to give the architectural innovations of the classical period. Candidates only discussed the Greek orders. Other architectural innovations were not handled at all (e.g. aqueducts, swimming pools, etc).

**Section B: Italian Renaissance**

**Question 4.**
Candidates were required to write about the patrons that actively promoted Art and architecture in Italy. Candidates were expected to write notes on those patrons. Some candidates did it well while others were completely out of scope.

**Question 5.**
Candidates were expected to discuss Bramante’s “Tempietto”. They were hence supposed to present outstanding features of the “Tempietto” as a Monument. The candidates’ responses showed that they were not properly taught about Bramante’s “Tempietto”. Many of them just described it as a monument, which was insufficient. The discussion should have revealed candidates levels of appreciation as well.

**Question 6.**
Candidates were demanded to write about Leonardo da Vinci’s influence on Raphael. This task demanded for the different ways in which Leonardo da Vinci influenced the Art and life of Raphael. Many candidates wrote about the works of Leonardo da Vinci instead of his influence on Raphael as an artist.

**Section C: The 17th Century in Holland**

**Question 7, 8 and 9.**
Questions in this section were not attempted at all by candidates. Candidates seemed to have not been taught this section as it were in 610 Art before.

**Section D: Nineteenth Century in France**

**Question 10.**
Candidates were expected to appraise the “Grand Staircase” opera of Paris by Charles Garmer. Very few candidates did the task and they did not correctly score.

**Question 11.**
Candidates were required to give the definition of Neo-classism and to precisely name the artists of this period. The candidates who attempted it did fairly well.

**Question 12.**
Candidates were required to write about the role of Manet in the birth of impressionism. It called for Manet’s significant efforts in contributing to the rise of impressionism.

**Section E: West Central and East Africa**

**Question 13.**
(a) Required the definition of a monument.
(b) Required the value of monumental sculpture in the East African Communities & the difference uses roles of monumental sculpture

Many candidates attempted this number and performed well. They produced appropriate responses to the task in both 13 (a) and (b).

**Question 14.**
This task was not answered by any candidate. It required candidates to analyze the “Premordial Couple of the Dogon in Mali”. This called for the artistic characteristics of the work and its roles in community. Candidates needed to also give the materials used in the work.

**Question 15.**
Candidates were required to discuss whether West African sculptures are of a Magico-religious nature or not. The discussion could be two way or one could take a stand point. Many candidates did the right thing though some never had a standpoint in their discussion.

Advice to Teachers
- Extensive teaching while following the syllabus.
- Use suitable teaching aids such as paintings and sculptures while handling items related with analysis, discussions, appraising and appreciating in History of Art.
- Cover all areas from which the five sections are derived.

621/1 MUSIC AURAL TESTS

Six tests were set and recorded as required by the syllabus.

These are:
Test 1  – Rhythm
Test 2  – Rhythm and Time Signatures (Simple time)
Test 3  – Rhythm (Compound Time)
Test 4  – Melody
Test 5  – Intervals
Test 6  – Cadences

Test 1.
Required candidates to be able to know and interpret Rhythms as set on the syllabus.

Weakness of candidates: Some candidates wrote Rhythms that are not required for their level.

Advice to Teachers:
Always consult the syllabus and be able to know the required Rhythms for this test.

Test 2.
Candidates were expected to exhibit knowledge of time signatures – simple time.

Challenge
Some candidates had problems with the time signature and could not comprehend nor acknowledge the time signature used/given.
Note: This test has tremendously been improved (in performance) and it was well done in the 2017 examination compared to previous years.

Advice to Teachers
Comprehensively guide candidates on time signatures – simple time while teaching.

Test 3.
Candidates were required to write the Rhythm of the passage on a monotone as well as putting the correct time signature.
Instead of using compound time, some candidates used simple time Rhythms.

Test 4.
Required candidates to write a melody in G Major. Candidates’ weaknesses were mainly with pitching.

Advice to Teachers
Emphasize the teaching of pitch and let the candidates do enough related practice.

Test 5.
Candidates were expected to show knowledge of diatonic intervals; either major, minor or perfect.

Candidates’ weaknesses: Some candidates could not identify the minor tone
Advice to Teachers: Thoroughly train students/candidates in the area of intervals.

Test 6.
Required candidates to identify and write down the cadencies as they occur in the passage i.e. perfect, imperfect, plagal or interrupted. There were no challenges in answering this test and candidates lived to the task.

621/2 MUSIC

(General Music Knowledge)

The examination paper had three sections A, B and C, with 10 (ten) questions in all. The composition was such that:
Section A: (Music Analysis and Harmony)

Was comprised of:
Question 1 – Piano piece.
Question 2 – Ethnic Melodic Analysis
Question 3 – Continuation of a Melody
Question 4 – Elementary Harmony

Section B: Prescribed Music Works

Question 5 – French suite No. 6 in E Major by Johann Sebastian Bach.
Question 6 – Lazarus by Franz Schubert
Question 7 – Background knowledge on prescribed western works and composers
Question 8 – Background music knowledge on prescribed Ethnic works

Section C: Ethnic and Western Music Knowledge

Question 9 – Ethnic Music knowledge
Question 10 – Western music knowledge

Question 3 was well done while question 7 was poorly done. The performance of 2017 was not as good as that of 2016.

Requirements and challenges of question 1.
This required candidates to analyze the Piano Piece. A number of candidates could not state the mode of the Piano Piece. Some candidates were unable to state the key as A Minor and instead identified it as C Major which instead, is its relative major.

**Advice to Teachers:** Guide candidates in Piano Piece Analysis as early as possible.

**Requirements and challenges of question 2.**
Required candidates to do a melodic analysis of the “Luganda” story song. Many candidates were however, unable to identify the syncopation in the song. This number was not well done at all.

**Advice to Teachers**
Guide candidates well in the concepts of Ethnic melodic analyses, while teaching.

**Requirements and challenges of Number 3**
Candidates were required to add an answering phrase to the given question phrase. There were no challenges in answering this task as most candidates got it right. Those who failed were simply careless in writing their notes but had the required idea in adding the answering phrase.

**Requirements and challenges of number 4**
- The task required candidates to add alto, tenor and bass to the given soprano line as part of the required elementary harmony – harmonizing a melody.
- The major challenge was candidates’ failure to apply the basic rules of harmony in their responses.

**Advice to Teachers**
Start teaching “harmony” as early as possible and let candidates do regular related exercises on elementary harmony.

**Requirements and challenges of question 5 and 6**
This task required candidates to do an analysis of Western prescribed Music works. Thus on No. 5 Johann Sebastian Bach’s French Suite No. 6 in E major and No. 6 Lazarus by Franz Schubert. Many candidates failed to exhibit knowledge of analyses of prescribed Western Music works.

Several candidates could not identify the key, speed, form and ornaments in 5 (a). for question 5 (b) however, the key, ornaments and cadence were identified by the candidates.

**Advice to Teachers**
Seek advice from more experienced colleagues or do enough research on issues of analysis of prescribed music works.

Majority of the candidates were unable to identify the similarities and differences between the staves because they only considered the first treble stave – ignoring the tenor clef.

**Requirements of question 7 and challenges**
Candidates were expected to either write characteristics of J.S. Bach’s music (7a) or state the characteristics of Franz Schubert’s compositions (or works).
Many candidates could neither write the characteristics of J.S. Bach’s Franz Schubert’s compositions.
Many candidates had scores to settle with interpretations.
Advice to Teachers
Teach candidates how to interpret questions and other examination items.

Requirements and candidates weaknesses in question 8
a) Required candidates to just but mention names of the Gourd trumpets played in the “Osetera” song.
b) Candidates only needed to mention the ritual done during the performance of “Bigwala music” giving the reasons for such a ritual.
c) Candidates were expected to mention the different sounds in the Samia (metal) music as well as explaining what the song is about.
d) Candidates were required to explain the African musical characteristics in the song “Mitonyo” (from Northern Uganda) as well as mentioning the suitable dance to the music.
e) i) Candidates were required to give the form of the song, “Okuzaala Kujagaana from Buganda” and ii) Mention the functions/ceremonies on which the song is performed.

These tasks were well done by the candidates and no major challenges were identified.

Requirement and challenges of number 9
a) Candidates were expected to know what a xylophone set is and therefore be able to draw and label the diagram showing this set. They were also expected to know and give the different functions of the different parts of the xylophone set.
b) Candidates were expected to thoroughly explain the roles of traditional folk songs in African communities/societies. Many candidates got this right though they were short of relevant examples to substantiate their responses.

Advice to Teachers
Teachers should be able to relate the music academic content with the students’ experiences to enable candidates draw relevant examples from their daily experience.

Requirements and challenges of question 10
Required was either to:
• The candidates to describe what an opera is
• The candidate to give examples of operas and mention their composers, or
• Candidates being able to write notes on Binary form as used in music.

➢ Majority of candidates could not give correct examples of Opera’s and their composers
➢ Some candidates could not explain the two parts implicit in Binary Form i.e. A and B.

621/3 MUSIC PRACTICAL
This paper is examined in the field. Examiners were sent to schools to do the assessment.

Required:
Candidates are expected to present either two African pieces and one Western piece or one African piece and two Western pieces. Candidates are also required to sight read and do viva voce.
In Africa Vocal Solo; the following were tone, diction, rhythm, expression, message, pitch, interpretation, body language, theme and developments, accuracy, intonation and articulation. The above attributes were also required in Western Vocal Solo.

For African Instrumental Solo and Western Instrumental solo, the candidates were expected to pay keen attention to:

- Tone of instruments
- Show mastery in playing instruments
- Use correct keys
- Use the Stage well
- Costume accompaniment and
- Interpretation.

In traditional dance, candidates were expected to:

- Show mastery of dancing techniques
- Knowledge of the traditional music
- Costume accompaniment
- Stage use
- Interpretation
- Appearance on stage
- Flexibility and
- Authenticity

For the sake of viva voce, candidates needed to have:

- Good knowledge about instruments.
- Good musical knowledge in traditional music
- Confidence and reasonable audibility while performing.
- Background information about their presentations.

As for the sake of sight singing, candidates were required to have:

- Reasonable capacity to read notations,
- Ability to read and play instruments,
- Knowledge on pitching and strictly following the rhythms.

Candidates’ Weaknesses

In African Vocal Solo and Western Vocal Solo, candidates had the following challenges:

- Failure to properly or effectively do tone production,
-Accompaniments were not followed,
- Some words and syllables were not clearly heard; end syllables were missing,
- There was a problem of breath control,
- There was also a problem of failure to do proper phrasing as well as failure to accurately follow the music expressions on the script.
- Some soloists were taking leading roles in folk songs especially for groups performances.

For African Instrumental Solo and Western Instrumental Solo, the following were major challenges:

- African tone was lacking in some cases of African Instrumental Solo,
- Candidates had challenges with playing techniques,
- Brief and undeveloped pieces,
Interpretation of songs was a problem,
Wrong keys were used.

For the sake of the Traditional Dance, the following were the major challenges:
- Failure to exploit the different dance motifs easily, quickly and timely.
- Lack of clear choreography
- Poor use of stage and costumes

Viva voce had the following challenges:
- Failure to express themselves
- Lack of knowledge of traditional instruments
- Many candidates lacked the background theory of the songs they performed
- Lack of confidence

These were the candidates’ weaknesses in sight singing:
- Counting in Rhythms was common
- Weaknesses in pitching of notes and getting Rhythmic patterns
- Some candidates could not link phrases
- Some candidates lacked confidence

Advice to Teachers
- Teachers should introduce reading of staff music as early as possible to enable sort the challenges in sight reading and western music.
- Let the candidates do regular and guided sight reading practice.
- Avail candidates with necessary instruments for practice
- Teachers should benchmark and do guided consultations/research.
- Give western pieces enough attention to enable improve on tone, accuracy of notes and dynamics.
- Exploit use of stage and costumes for dances.
- African instruments should be given enough attention than leaving candidate on their own.
- Attend in service trainings and workshops to discover changes in the syllabus and curriculum other than following obsolete syllabi.
- Keep a practicing choir in the schools throughout the year and impress upon the head teachers to get interested in music if you are to win support of school administrators.

Note: African pieces were well done compared to the Western pieces.
General Comments on Quality of the Question Paper
Questions that were high ability were: 22c, 23a and b, 24a (i)(ii) and(iii), 25c & 26b.
The rest of the questions of choices were average.
The standard of this year’s paper was comparable to last year’s paper.
The syllabus was adequately covered in terms of contents, aims and skills.

Comments on Performance of Candidates
The overall performance was very good for some schools and poor for a few.
The well-done questions were: 22a & b, 23c, 24 b & c, 25c, 26b
The poorly done questions were 1-20, 21a b, e, f, i and j.
The most attempted questions were 22, 26. Question 25 was fairly attempted.
The least attempted questions were 23 and 24.
All questions were attempted by candidates.
The quality of work the candidates presented was better compared to that of last year and performance scores higher.

Questions 1-20
Candidates were expected to make choice of the correct answer to the Multiple Choice Questions.
It is a compulsory part of the paper. However, candidates did not score well in this part. Scores were not high enough as expected ie. \( \frac{15}{20} \) and above.
Most of the candidates were not able to make correct choices and scores were between 12-15 marks out of twenty.

Advice to Teachers:
Methods of teaching could be modified to capture students participation in class activities and out of class practices.

Question 22.
Candidates were expected to outline the functions of the equipment mentioned.
It was not popular although candidates attempted to provide answers.

Weaknesses of Candidates
Candidates did not have means of expressing themselves correctly.
Advice to Teachers

- Students should be encouraged to improve their reading habits.
- Practice the use of sewing machine while talking about the parts

Question 23.

Candidates were expected to provide the importance of overlaid seam, procedure of working and the likely faults during manipulation. This question was not popular.

Weaknesses of Candidates

- Lack of knowledge of the content of the question. Candidates had no idea of showing procedure of working overlaid seam using illustrations

Advice to Teachers

- Get students to practice and participate in class activities

Question 21a, b, e, f, i and j

The question required identification of parts of diagram and providing function.

In ‘f’ candidates were expected to define interfacing and state why it is necessary for garment construction.

‘I’ and ‘j’ required definitions and examples of filament and staple yarn. This question was unpopular also.

The Weakness of candidates was Lack of knowledge in the areas.

Advice to Teachers

Teachers are advised to have more practicals and practice for students as required or as necessary.

Question 24.

The question required the definition, importance and rules of carrying out the renovation of garments. It was fairly popular. It was evident that some candidates lack knowledge. So Teachers are advised to do more practical teaching.

Question 25 & 26

Candidates were expected to give the production procedure of silk yarn and the procedure of carrying out block printing.

The questions were fairly popular. The weakness of candidates was lack of knowledge.

Advice to Teachers

Teachers have practical teaching where students are fully involved and making sure that syllabus coverage is fully achieved.
652/2 CLOTHING AND TEXTILES (PRACTICAL PAPER)

Comments on the Quality of the Question Paper.
Candidates were expected to tailor or sew half a short. The course work was done satisfactorily. The time practical was fairly good though it could have been much better. This year’s performance scores were lower than that of 2016.

Performance of Candidates
Some candidates failed to follow instruction closely:

- Some candidates made a whole short not half
- Some attached the crochet seam
- Few did not complete the work.
- A few candidates had problems with elastic casing

Advice to Teachers

- Teachers need to collect instructions early enough to prepare for this exam in good time
- Teachers should conduct several practicals before presenting candidates for this examination.
- Students should be taught all the basic processes.
- Teachers should know what is required in the syllabus and what are required in 652/1,2 a and b.
- Schools should get assistance of a trained clothing and textiles teacher.
- There is hardship in identifying the two parts of paper two. It is better if the course work and the practical items are boldly labelled as they are packed.
- In addition, the packing bags were giving way. Exam articles must be made very secure and safe.
- Items could be sealed in plastic bags with firm seals.
- Some centres had their labels fixed with pins, needles, sewing machine needles, stapling machines. These methods are not allowed. Candidates should tack the label on a single layer cloth and fold the article to expose the label.
- Some schools used pinking shears for neating. They should not, not even zig zag of design for neating is acceptable. If they do not have the correct facilities, they should use hand stitching.

662/1 FOODS AND NUTRITION

General Comments on the Quality of the Question Paper:

- The paper set covered important aspects of the syllabus. Extra weight was put on applied nutrition and meal planning.
- Examination questions were clearly phrased.
- No candidates of a particular group were at an advantage. The differences are mainly due to poor question approach and expression in English language.

Comments on Performance of Candidates
• The overall performance of candidates was fairly good
• Well-done questions were questions 23 & 26.
• Worst done question was question 24.
• Most popular questions were questions 23 and 26
• All questions were attempted.
• Quality of work the candidates presented was nearly the same as last year.

**Question 21.**

Part (a) focused on meal planning for invalids;
Part (b) points to consider points to consider when buying meat; c) importance of covering a stew;
Part (d) ii) importance of dressing a salad;
Part (ii) advantages of washing vegetables in salty water;
Part (iii) role of lemon juice or vinegar in rough pastry;
Part (e) importance of ventilation.

The question was compulsory therefore was answered by all. Some candidates gave general guidelines for meal planning. Some candidates did not know the meaning of ‘dressing’ a salad. Some candidates gave washing vegetables in salty water as a step in preparation.

**Advice to Teachers**

• Teachers should give specific guidelines for each group.
• Teachers should also teach the practical guidelines while handling vegetables. Cookery terms should be emphasized.

**Question 22 (a)**

Candidates were expected to give:

(a) definition of nutritional related terms;
(b) factors for poor feeding habits;
(c) an explanation on factors which affect the daily energy;
(d) requirements of an individual;

It was not well attempted. Some of the candidates who attempted the question, scored highly.

**Weakness of Candidates:**

• Some of the students were confusing egestion with ingestion
• Many stated the factors for poor feeding but did not explain
• Factors that affect energy requirement was not well attempted.
• Answering techniques especially explaining should be taught.
• Nutritional terms should be well defined and illustrations used.

**Question 23.**
In (a) and (c) the candidates were expected to give the functions of water and calcium.

In (b) they were expected to give the causes of low levels of water in the body.

In (d) they were expected to state the dietetic value of maize.

This question was very popular.

**Weaknesses of Candidates**

- Candidates were stating the ways in which the body balances water intake and output. The nutritive value of meals instead of diabetic was given.

**Advice to Teachers**

- Teachers are advised to clearly define dietetic value and nutritive value and distinguish each to their students.

**Question 24.**

The candidates were expected to:

(a) State the effects of moist heat on carbohydrates;
(b) Explain the factors considered during garnishing or decorating food.
(c) Give advantages of budgeting for food items before shopping
(d) State the guidelines to follow when cooking and serving cheese dishes.

The question was not popular; and those who attempted it did not score highly.

**Weaknesses of Candidates:**

- Candidates answered part (b) and (c) fairly well as it required general knowledge. however, part (a) and (d) which required specific facts about carbohydrates and cheese respectively were poorly answered. Students clearly showed that they either misunderstood the question or had not yet covered the topic.

**Advice to Teachers:**

- Teachers should teach widely and cover the syllabus completely.
- Teachers should consult a wide variety of text books and other sources of information to enrich their notes.

**Question 25.**

Candidates were expected to:

- Explain the nutritive value of vegetables in diet
- Describe what happens to vegetables when cooked
- State advantage of feeding on a strict vegetarian diet
- Outline factors to consider when planning meals for vegans.

The question was popular.

**Weakness of Candidates:**
• Misinterpretation of the requirements of the question especially in sub-section (c) and (d)
• Repetition of answers
• In Part (b) candidates gave the effects of heat instead.

Advice to Teachers

• Should give a detailed approach of different questions
• Exhaustively teach about the types of vegetarians and the advantages of each. Students should be taught the specific requirements of vegans.

Question 26.

The question required candidates to:

• Explain the hygienic ways of handling food to prevent contamination.
• Give reasons for steaming method of cooking being suitable for elderly and precautions for steaming.
• Types of kitchen cloths and their uses.

Advice to Teachers

• Teachers should teach precautions for each method of cooking
• Emphasis should be on the different types of kitchen cloths and their uses
• Teachers should also research widely and give a variety of cloths.

Question 27.

Candidates were expected to:

• Explain the precautions taken to avoid accidents in the kitchen.
• To give importance of raising starch mixtures
• To explain mechanical means of entrapping air in starch mixtures.

The question was popular to some centres and not well attempted in other centers

Weaknesses of Candidates:

• Most candidates were outlining and not explaining the precautions to avoid accidents in the kitchen.
• Some candidates were giving general precautions to avoid accidents in a home
• Other students were mixing precautions and ways of preventing food contamination
• Candidates did not understand the importance of raising starch mixtures.

Advice to Teachers:

• Explain the meaning of various action verbs used in questions
• Teachers need to develop the skill of creative thinking among learners.

662/2 FOOD AND NUTRITION (Practical Paper)

General Comments
Generally the paper was well done with few candidates who did not bother to comprehend the stem and internalize the expected choice of dishes.

Hygiene of food handling during preparations has improved and the time plans were of the required standard, except the reasons for choice of dishes for some centres were below the expected standard. These reasons should reflect the choice of dishes that answer the text question especially if the stem requests or emphasizes something eg. in questions 1a) 2a) 4a) 5a) 6a) 7a) & 8 a).

Practical skills were adequate and teachers have done a commendable job at practical teaching. Timing has improved tremendously and the majority finished the practical in time.

**Individual Performance per Test Question**

**Question 1.**

Showing skills in oven use was well done but centres that have only one cooker had challenges. Candidates were scrambling for oven space. School must purchase local ovens as alternate baking facilities. The three-course meal choice for the graduation dinner party was excellent for so many who did this question and final scores were quite high. This was one of the best done question.

**Question 2.**

This test needs the application of nutrition knowledge of protein as a nutrient. A satisfactory done test though performance could have been much better. A few candidates did not know the stiff mixture for rock buns and forgot to flavour their ‘teas’. Teachers should teach candidates the wide range of flavours for the teas.

Packing is lacking. The proper packing material and equipment is still incorrect. Teachers must emphasis on non-polythene packaging material and use of equipment fit for food packing. Some quantities of the sandwiches packed were too heavy for a nursery school child. Some candidates did not trim the sandwiches,

Question 2a) was answered very well for those who applied theory to practical knowledge skills. It was poorly done for those who lacked low biological protein food knowledge. Teachers, when conducting practicals, always slot in theory attributes.

**Question 3.**

Surprisingly a quarter of the candidates misinterpreted or did not know “batter” and pasta” so they lost marks on wrong dishes chosen. Weaning dishes for the anaemic baby were correct for most and manipulation satisfactory Hot beverages have variety. Teachers, teach all these alternative.

**Question 4.**

Some steam dishes were quite interesting and those candidates scored high on this. Two course meals were very good for most and groundnut cakes were excellent. A few candidates forget to dry fry the groundnuts before use. Some used pounded groundnuts, which was alright.

This was a well-done question with very high scores in total

**Question 5.**
Open day reception dishes were good. We got some isolated cases of candidates who did not know the term savoury to mean salty.

Fruit punches were excellent however, teachers eliminate alcohol. A few candidates forgot to serve the pineapple upside down with an accompanying sweet sauce so it seized to be a pudding but just a cake.

**Question 6.**

Packed lunch choice of dishes for the basket ballers were correct, as well as the use of left-over food. BUT packing is still inadequate. Food flasks pack lunch dishes efficiently and one is able to have a hot meal away from home. Scones done were very good for most candidates.

**Question 7.**

This test was one of the best done, however some errored at milk shake preparation. We got varied and interesting bean dishes.

**Question 8.**

There was misinterpretation or ignorance of convenience foods. Teachers emphasize this topic and give students the wide scope of traditional convenience foods like groundnut paste, smoked meats and fish, millet flour, *eshabwe*, dry fried nuts, soya, maize seeds.

Half the candidates failed to prepare the rough puff pastry correctly. There seems to be a gap in teaching this pastry.

**Advice to Teachers**

Teachers complete the syllabus as you teach practicals. The cake and cocoa drinks were good. Decorations were satisfactory and some improvised for the cherries. Well done teachers and keep it up.

**672/1 HOME MANAGEMENT**

General performance was poorer than that of last year.

The highest and lowest mark recorded was lower than that of last year (06% and 92%). 2017 performance recorded scores mainly between 50%-60% as compared to 2016 (60% and 70%) and a good number were below 40%.

**Quality of Work Presented by Candidate**

- This year’s quality was poorer than that of last year.
• Students could not give responses fully as required by questions eg. qn. 6a factors which contribute to the enjoyment of family meals. This being time, money and food
• Parts of some questions were not answered at all.
• Repetition of some points using different words was common
• Giving general answers for question which required specific answers was regular eg. 1 (c) needed responses limited to chemical poisoning.
• Students answering four questions instead of five did occur occasionally.
• Others answering two questions from one section and missing a full section was evident in a few.
• Wrong numbering and not numbering at all also occurred in a small number of candidates.

**Question 1.**

Students were required to give reason why First Aid is carried out and the first aid given to a person bitten by a dog and choked by meat.

This question was very unpopular and the first aid procedures for dog bite and choking was not well explained.

Chemical food poisoning generalized to poisoning was the response by a few of the candidates. This led to just fair scores (\(\frac{10}{20} - \frac{12}{20}\)). Only the first part of this questions was well done.

**Question 2.**

To advise a young couple on a suitable house to live in, in the urban area and how to control mosquitoes in a home.

Candidates were also required to:

• Give the importance of proper rubbish disposal.
• Identify the importance in using recycling as a method of refuse disposal.

This was a very popular and most attempted question. It was well done but some candidates did not realise that part 2 c, (ii) required only to limit responses to recycling.

**Question 3.**

Required students to show the difference between natural and artificial fibres, giving examples:

• To give the characteristics of silk fabrics
• To give the points for selecting a clothes line and advantage of outdoor drying.

This was an unpopular question in the section and the scores not good. Knowledge of fibres was shallow, leading to poor scores below \(\frac{10}{20}\).

**Question 4.**
Students were required to point out the qualities of a good laundry soap and give the role of starch and fabric conditioner in laundry.

This was the most popular question in the section and was very well done. Good qualities of laundry soap were pointed out nicely and candidates had good knowledge of starch and fabric softeners.

Question 5.

Question needed candidates to give the difference between fat-soluble and water-soluble vitamins and site some examples. Also to state the uses of Vitamin A, define stewing and to explain rules for stewing; and to give advantages of stews meat.

This question was unpopular and poorly done.

The process of stewing was not clearly outlined and most candidates gave advantages of stewing as a method instead of specifically confining themselves to stewed meat.

Question 6.

Required students to explain the guidelines which enables enjoyment of family meals. Also to give importance of planning in family meals and factors for planning a meal for a sedentary worker.

Most popular in the section and well done by most candidates.

Weakness of not explaining the factors affected their scores eg. time, type of food, money.

Question 7.

Candidates were expected to define exclusive breast feeding and explain the dangers of high fever in children and feeding babies on artificial milk. The question also needed them to suggest to parents, ways of safeguarding the health of their children. Averagely attempted and scores were also average ie, between $\frac{10}{20}$ and $\frac{14}{20}$.

Exclusive breast-feeding was considered by majority as excluding breast milk or breastfeeding a child by another person. Majority failed this part.

Dangers of high fever - Many gave signs and symptoms of high fever.

Artificial milk – general points for disadvantage of artificial feeding were included eg not readily available. The last part was well understood.

Question 8.

Required advice to a working mother on time management to enable her be effective at work and home.

- To identify suitable behaviour for children at family meals.
- Also to give challenges of extended families.

Question was averagely, attempted.

It was not well done but also not among the poorly done.

Some students narrowed the first part to making a time plan.
Extended family was considered by most as a polygamous family or a very big family.

**Question 9.**

Required to give the qualities of a good toy and give the importance of play in the life of a six-year-old. Also the causes of crying among babies and stating the advantages of using a baby cot.

Most popular question in the whole paper which was attempted by everyone. Well understood and scores were higher. This question has a lot to do with children so many used knowledge and experience at home.

**General Comment**

Questions did not favour any sex, rural, or urban candidates and there was no hardships or irregularities detected.

**672/2 HOME MANAGEMENT**

**General Performance of Candidates**

A few of the candidates did not bother to comprehend and internalize the introductory stem of the test questions. These have a bearing on how the candidates’ approaches the answering of the tests practically.

If these stem are misinterpreted or simply ignored, candidates may miss out vital attributes to successful practical skills expression. The accurate direction to answering would be left out.

**Question 1.**

The introduction stem depicted a grandfather, retired commissioner hence this affects the choice of clothing and mid-morning break snack.

The laundry & cleaning of canvas shoes was very well done by the majority. However, some few brought in shoes that were not muddy but fairly clean canvas shoes. Canvas shoes are finished with a lotion polish, which was not done by about half the candidates. Ironing of shirt and trouser has a proper methodology and procedure which some forget to follow. Thorough cleaning of dining was excellently done by most of the candidates. The snack prepared by a few of the candidates was too heavy for a retiree of over 60 years. The rest had good snacks, appropriate for chief guest and the officials.

**Question 2.**

The test directed candidates to take care of a two-year old toddler.

Thorough cleaning of the playroom was well done but half of the candidates did not disinfect the room nor disinfestate. Display of toys and play material was insufficient by a third of the candidates.

Laundry was well done and stain removal, very well done. Sweater handling was good. The choice of clothing was satisfactory by most. A few however had too many item to wash and some had clean clothing brought in hence no washing and dirt removal done.
Meal preparation for the child was very good. Most followed the rules for meal preparations on for this age group. The two dishes and drink for parents and candidates were excellent. A few of the candidates prepared too heavy a meal for the toddler of 2 years. Candidates who did this question scored high marks.

**Question 3.**

The candidate is attending to a mother recovering from a fever. So this is a convalescent that candidates are dealing with.

Correct cleaning for the convalescent’s room with rules properly followed. Very few forgot to disinfect the room and clothing washed. Many had inappropriate flowers for the floral arrangement with proper skills lacking. Teachers should teach this with emphasis on the various modes of floral arrangement. For example, flowers can be fresh or dry. Main course preparations were very good. Stain removal was also properly done except some had very big stain; hence they labored and spent time on removal. Choice of shawl was wrong for a few. Some had scarfs and not shawls.

**Question 4.**

This was a test that candidates did well and scored highly. Party dishes showed skill and the fruit punches good. Packing of meal was improper by some. Packing in polythene bags was common yet wrong. Teachers should lay emphasis on correct packing methods and material. Food flasks should be used where necessary.

The laundry was excellently done by the majority.

Cleaning of the kitchen was hampered for some candidates because they were given to clean the same kitchen area the other fellow candidates were continuously using. Teachers in future can plan for an alternative area to clean.

Kitchen arrangement was very good for the majority and therefore scores were high here.

**Question 5.**

Main course for three lacto-vegetarian was correct for most with good choice of dishes. Laundry was satisfactory and starching well done. Quite a good number of candidates used modern starching methods eg., spray starch which was highly welcome and appreciated.

Food store cleaning and arrangement was well done. However, some candidates were given very big stores, so they labored and toiled too hard and spent excess time.

**Question 6.**

Candidates were expected to prepare three traditional dishes and a hot beverage. This was very well done. Teachers should note that many foreign dishes are traditional in their own aspects since they originated from those foreign cultures. If the question had mentioned Ugandan traditional dishes or local dishes from your community, then that is when they are specifically Ugandan dishes.
The cleaning of the stove and chopping board lacked skill for some candidates. Stove cleaning has a stipulated procedure ending with trimming wicks or refilling with paraffin. The wooden chopping board should be cleaned following the direction of the “grains” of wood for that particular board.

A few of the candidates were unable to get a stainless steel tray, but improvisations were done.

Laundry was well done by the majority, though some failed to get a crotchet chair back and improvise appropriate. Scores for this test were satisfactory.

**Question 7.**

The Home Economics club exhibition – item were excellently done. Centre piece were very creative and impressive for the majority of candidates and the display tables unique in presentation. Room cleaning and arrangement were very well done. However, some centres gave candidates very big rooms which were cumbersome to clean, time wasting and exhausting. Laundry was very good. Candidate who did this test scored very high grades.

**732/1 WOODWORK THEORY**

The paper covered the syllabus adequately. The main aspects tested included:

- Tools
- Joints
- Materials
- Ironmongery
- Glue
- Finishes
- Machines
- Preservation

It was a suitable paper for the level. Time allocation was adequate. The standard of the paper compared well with that of the previous year and the level of difficulty was more or less the same.

**Performance of Candidates**

The performance of candidates was poorer than that of the previous year.

**Section A**

Consisted of both objective and structured questions was fairly done.

**Section B**

The performance on this section was generally poor. Questions which were well done were 21 and 25. Question 22 was fairly attempted. Poorly done questions were 23 and 24.

**Question Analysis**

**Question 21.**

Was on decay and defects in timber and methods of seasoning timber. It was a popular question but candidates did not understand the definition of the term decay. They were also poor in sketching air seasoning method and timber defects. Teachers should teach definition of terms and guide students on how to make good sketches.
Question 22.
This question was on timber preservation. It was a popular question but candidates did not know the characteristics of a good preservative. They did not also know the reasons for preserving timber. Teachers should cover topics on timber preservation adequately.

Question 23.
Was on veneering and the terminologies associated with veneering. It was not a popular question and candidates were not familiar with veneering and its associated terminologies. Teachers should teach veneering and terminologies associated with it.

Question 24.
The question was on lathe machine, its accessories, the different types of tools used and the operations carried out on the lathe machine.

It was very unpopular to candidates. They could not state and sketch the accessories and tools used on lather machine and state their purposes.

Teachers are advised to cover topics on machines used in the workshop, their accessories and tools used for particular jobs. Should demonstrate to students how to use them, guide students on how to sketch the accessories and tools.

Question 25.
Was about Kiln seasoning, its advantages and some defects that may occur during seasoning. It was a popular question and most candidates did well. However, some candidates did not know the types of defect that may occur during kiln seasoning and how to avoid them.

Teachers should teach the types of defect that may occur during kiln seasoning and how to avoid them.

732/2 WOODWORK (DRAWING AND DESIGN)

The paper covered the important aspects of the syllabus adequately and brought out the aims and objectives of the syllabus. It tested what is educationally relevant and the time allocation for the paper was adequate. The paper was slightly easier than that of 2016. Two questions were set and candidates were to answer one.

The main aspects tested included:
- Freehand sketching
- Orthographic projection
- Finding out suitable joints and sketching them in exploded views
- Tabulating material list for costing
- Methods of fixing the cabinet onto wall and ways of fitting the ply wood back to the cabinet.

Performance of Candidates
The overall performance of candidates on the paper was good and better than that of 2016. Well done questions were 1 (a), (b), (c ) (d), (e) and (g) and poorly done questions were 2 (a), (b) (i), (ii) (c ) (i), (iii).
Most attempted questions were 1,(a), (b), (c), (d), (e) and (g) and least attempted were 1(f), 2.(a), (b), (c) and (d).

The quality of work presented by candidates this year was better than that of 2016.

**Analysis of Questions**

**Question 1.**
It was on freehand sketching of a wall kitchen cabinet, front elevation and projection of sectional end view from drawn front elevation, drawing of exploded views of joints and establishing material list for the cabinet. The question was popular and performance was good.

**Candidates’ Weakness:** Inability to draw in isometric, exploded views of joints.

**Advice to Teachers:** Should teach students how to draw isometric views of exploded joints.

**Question 2.**
Required candidates to sketch freehand a given computer table, draw front view and project sectional elevation, draw exploded views of joints and to establish material list for the table. It was not a popular question and performance was not good for those who attempted it.

**Candidates’ Weakness**
The candidates could not interpret the question and failed to draw the isometric pictorial sketch of the table.

**Advice to Teachers**
Teachers should demonstrate freehand sketching to students and give many exercises on freehand sketching.

**732/3  WOODWORK (PRACTICAL)**

There was only one compulsory practical question set as required by the syllabus. It covered the syllabus adequately testing the skills which are educationally relevant to today’s life. It was a standard paper and compared well with that of the previous year. Time allocation was adequate.

The basic areas tested included:
- Marking of joints (dovetail and housing joints)
- Cutting of joints
- Grooving
- Shaping
- Screwing
- Planing
- Assembling
- Understanding drawings in orthographic projection, isometric projection and exploded views of joints to be used for the construction of part of a drawer.

**Performance of Candidates**
The overall performance of candidates was good and slightly better than that of the previous year. The quality of work presented by candidates and scores were better than those of the previous year. Well-done parts of the question were on dovetail and housing joints. Poorly done parts were on grooving and bevelling of work pieces. Most attempted parts were on dovetail and housing joints.

**Analysis of the question.**

**Question 1 (a)**
Candidates were required to make lap dovetail joint. It was a popular number since it was compulsory and performance was also good. However, some candidates used wrong tools for cutting the joint.

**Advice to teachers**
Teachers should purchase the required tools and should demonstrate their uses to students.

**Question 1 (b)**
Required candidates to make housing joint on given pieces C and B. It was a compulsory number and making of the joint was well done.

**Candidates' Weakness**
Cutting housing joint was a challenge to some candidates. They seemed to be using wrong tools for cutting.

**Advice to Teachers**
Teachers should teach different types of joint and demonstrate to students how to mark and cut them, using right tools.

**Question 1 (c )**
Candidates were to make groove on parts A and B and to fix plywood bottom in the groove made. A compulsory question but performance was poor.

**Candidates' Weakness**
Making of groove was a challenge to most candidates and some were using wrong tools for cutting the groove.

**Advice to Teachers**
Teachers should demonstrate the use of right tool for a particular job and should give more practical work to students giving them feedback.

**Question 1 (d)**
Required candidates to shape handle E and to screw it onto the front of the drawer. It was a compulsory question and well attempted.

**Candidates' Weaknesses**
- Some candidates used nails for boring pilot hole for the screw.
- Poor interpretation of the given views

**Advice to Teachers**
Teachers should teach students how to use hand drill for boring holes and screwing pieces together.

They should guide students on interpretation of drawings.

735/1 TECHNICAL DRAWING (GEOMETRICAL)

The syllabus coverage was good for the level. The content, aims and skills were contained in this paper which made it educationally relevant for the UCE candidates.

Time allocated to the paper was enough and the phrasing of the questions were clear. The paper appeared easier than that of last year but the performance this year was poorer as compared to that of last year.

Comments on Individual Question

Question 1.

Candidates were to plot the loci of point P. In (1a) Point P was to slide constantly on a given rod in one revolution and in (1b), point P was given a position and its locus was to be plotted from the given position then back around the triangle. Both questions were unpopular, most candidates failed to construct the points which would be used for plotting the required loci.

Teachers are advised to guide and teach different and proper methods of constructing/obtaining points which are to be used for plotting various loci.

Question 2.

The question required candidates to construct a diagonal scale and to use the scale to construct a quadrilateral whose sides were given. It was a very popular number and the scores were very good.

Teachers are encouraged to continue with the spirit and even perfect the teaching of this topic.

Question 3.

The candidates were required to inscribe a heptagon in a circle of a given diameter and then later transform the heptagon into a square of equal area. It was one of the most popular number and most candidates got high marks.

Teachers are to continue teaching this topic well.

Question 4.

Part (a) required the candidates to draw a parabola to the given dimensions and part (b) was to draw the helix of point P on a given cone. Both parts were poorly done by many candidates. They failed to follow the correct procedures used for constructing the parabola and the helix.

Teachers are advised to put emphasis when teaching students on methods of constructing figures like parabola, hyperbola, helix and ellipse.

Question 5.
Candidates were required to draw an isometric view of the given component. It was fairly done by the majority of candidates. Some candidates did not use the conventional method of using 30° for constructing isometric views; instead they used 45° which is used for constructing oblique views.

Teachers are advised to show clearly the angles used for constructing the two views, isometric and oblique.

**Question 6.**

This number required the candidates to copy the given two views of a triangular lamina, determine its true angle of inclination to the vertical plane and to determine its true shape. The performance in this number was fairly good. Those who failed the number could not show the method of determining the angle of inclination and also the true shape.

Teachers are to show to their students, methods of determining angles of inclinations and that of obtaining true shapes of the lamina.

**Question 7.**

The candidates were required to draw in 3rd angle projection the elevation, plan and end view of the given inclined figure. It was not a very popular number amongst candidates. The majority of them failed to construct how the hole/ circle in the figure would be seen in the plan.

Teachers must show to their students the method of constructing holes in inclined positions.

**Question 8.**

Required the candidates to copy the given view, draw the complete plan and draw the development of the frustrum with the seam at P-P. The number was popular and was well attempted by many candidates. Some candidates failed to generate lines as required when drawing the development of a cone.

Teachers are advised to guide and teach students well the different methods used for developing various objects.

**735/2 GEOMETRICAL AND MECHANICAL DRAWING**

The paper covered most of the important aspects of the syllabus. It brought out the aims and the objectives of the syllabus testing what is educationally relevant.

Time allocation of three hours was sufficient as most candidates were able to complete the task required of them.

The questions were clearly phrased and did not give advantage to any particular group of candidates. This paper was slightly easier than that of last year and the overall performance on the paper was good, even the quality of work the candidates presented this year was better than last year.

**Comment on Individual Question**
Question 1.
This was a compulsory question requiring the candidates to draw freehand sketch of a machine block in good proportion in isometric projection when given the lowest corner.

Most candidates failed to:
- Draw projection of 30 degrees lines.
- Interpret the views in 1st angle projection.
- Produce proportional figures.

Teachers are advised to teach both the conversion of orthographic to isometric and oblique views and to practice sketching of more complex figures in both isometric and oblique views.

Question 2.
This was a compulsory question also which required the candidates to assemble fully all parts. The drawing was to be in 1st angle projection and they were supposed to show hidden details.

2a(i) candidates were to draw a sectional front elevation on the cutting plane A-A.

(ii) candidates were to draw an end view seen in the direction of a given arrow.

Many candidates failed to:
- Assemble all parts.
- Interpret the drawing.
- Present the required hidden details.

Teachers are advised to:
- Teach thoroughly the two projection methods [1st & 3rd]
- Show how the hidden details are obtained and constructed.
- Teach the different methods of dimensioning e.g outer dimensions, inner dimensions, centre dimensions.

Question 2b
(i) Required the candidates to prepare a part list.
(ii) Candidates were to draw a title block.

Most candidates failed to identify and position the component parts in the recommended order.

Teachers are advised to teach students on how to draw part lists and to emphasize the importance of title block.

735/3 BUILDING DRAWING
The paper set covered the important aspects of the syllabus adequately, testing what is educationally relevant. It was a standard paper and compared well with that of the previous year though seemed to be slightly easier.

Time allocation was adequate. The examination questions were clearly phrased.

The main aspects tested included:
- Freehand sketching
- Plan of a building and its related symbols for doors, windows and sanitary fittings.
- Sectional end elevation
- Elevation of panelled door
- Exploded view of joint between stile and top rail
- Use of scales

**Performance of Candidates**
The overall performance of candidates on the paper was good and better than that of previous year. The quality of work presented by candidates was also better than that of the previous year. Well done question was 1 on freehand sketching and poorly done were 2 (b) (i) and (ii). Most attempted questions were 1, 2 (a) and least attempted was 2 (b) (ii).

**Analysis of Questions**

**Question 1.**
Required candidates to draw a proportional freehand. Pictorial sketch of a house with corner N in the foreground using a given plan and specifications. It was a compulsory question and the general performance was good.

**Candidates’ Weaknesses**
- Some candidates had a challenge of drawing freehand pictorial sketch as they lacked skills in proportionality.
- Poor drawing instruments.
- Lack of skills in drawing parallel lines.

**Advice to Teachers**
Teachers should guide students on freehand sketch with special attention to proportionality, skills in drawing parallel lines and use of correct drawing instruments.

**Question 2 (a)**
Required candidates to draw to given scale; the plan of the house with necessary symbols for doors, windows and sanitary appliances in their correct positions and to draw a sectional end elevation on a given cutting plane showing construction details from foundation to ridge. It was a compulsory question and performance was good.

**Candidates’ Weaknesses**
- Some candidates lacked concepts of door operations.
- Some candidates gave wrong positions of windows.
Candidates had inadequate knowledge of the correct symbols.
Some candidates used wrong scales
Proper interpretation of the details was lacking

Advice to Teachers
Teachers should teach the concept of architectural symbols and designs, guides, students on the use of scales.
Teachers should guide students to first draw the floor details, wall details and roof details separately and later on combine the three to form a sectional detail.

Question 2 (b)
Candidates were to draw to a given scale the front elevation of a four paneled door, D4 and to use a suitable scale to draw the exploded view of the joint between the stile and the top rail of the paneled door. A compulsory question but performance was not good.

Candidates’ Weaknesses
Some candidates did not know what paneled door was.
Candidates could not connect the dimensions of the door to the required scale.

Advice to Teachers
Teach the assembled and dismantled types of joints used in door and window construction.
Teach the theory of building construction – roof joints, door and window frames, foundation, eaves, and walls.

Question 2 (c)
Demanded candidates to draw a title block and to print in it their name, random and personal numbers, paper number, scale, date and the title of the drawing. It was also compulsory and performance was not very good.

Candidates’ Weakness
Some candidates could not look for the information to be transferred to the title block and just wrote/printed their own.

Advice to Teachers
Teachers should advise students to follow instructions and to get information on what to print into the title block.

736/2, 745/2&753/2 IPS TECHNICAL DRAWING
The paper set covered the important topics in the syllabus bringing out the syllabus aims and objectives adequately.

Time allocated to this paper was adequate as most of the candidates were able to finish the task given to them.

The examination questions were clearly phrased without any error and the questions set did not give advantage to any group. The paper was comparable to that of last year, the quality of candidates work and their performance scores were also the same.

Question 1.
The question required the candidates to: (a) construct a triangle in a given ratio and perimeter, and to construct another triangle similar to the first one but of a different perimeter.

[b] construct a triangle given the sides and then divide the triangle into three equal areas with lines parallel to the base. This number was very popular and the scores were good. But some candidates were not able to draw a similar triangle to the given one and also to divide a triangle into three equal parts.

Teachers are advised to teach triangles in depth and to do revision on S1, S2 & S3 work.

**Question 2.**

The candidates were to copy the given figure showing how to get the respective centre positions and points of contact. This was also very popular with very good performance. However, some candidates were weak on how to get centres and points of contact.

Teachers should teach and show to the students how to get centres of arcs and points of contacts.

**Question 3.**

This number required candidates to construct a regular pentagon whose side was given, draw a circle to pass through two of its adjacent corners and the circle was to touch the given line. It was not popular amongst candidates and the performance was fairly good. Most candidates were unable to construct the required circle.

Teachers should give their students constant practice and they should guide students on application of knowledge.

**Question 4.**

The candidates were to construct the given figure and draw a similar figure in area to the given ratio. It was fairly done. Most candidates who failed this number construct the required figure using the ratio of sides method not that used for the construction of area. Some candidates also failed to construct the elliptical portion of the figure.

Teachers are to teach students on how to differentiate methods for constructing figures using ratio of sides from that of area.

**Question 5.**

It was on a truncated cylinder and the candidates were required to draw its views in 1st angle projection then construct its development. The number was quite popular and the scores were also quite good. Some candidates did not complete the end view while others failed to construct the required development.

Teachers are advised to do a lot of practice in this topic of development.

**Question 6.**

The question required candidates to draw the isometric view of the figure showing all its hidden details. It was a popular number but the performance was poor. Many candidates could not interpret the views which were given in 3rd angle projection, therefore, they could not convert orthographic views into pictorial view.
Teachers should start teaching this topic as early as S2 for students to master the methods involved.

**Question 7.**

The candidates were required to complete the plan of a truncated regular pentagon and draw an end view in the direction of a given arrow. The number was not popular. Those who tried it only copy the given figure.

Teachers are advised to start this topic early during the course and to have a constant practice on this topic.

**Question 8.**

This number required the candidates to complete the plan of the given figure and to project the true surface of the cut surface by the shown plane. It was a popular number but worst performed. Most candidates showed lack of knowledge on 3rd angle projection.

Teachers should carry out constant practice and testing of their students on this topic.

**742/1 METALWORK (THEORY)**

The paper covered the syllabus adequately, major topics were included. The paper examined what was educationally relevant also the aims and objectives of the syllabus were brought out.

Time allocated for the paper was enough since most of the candidates were able to complete the task given to them.

There were no questions that gave advantage to any particular group of candidates. The paper was comparable to that of last year in terms of standard, the quality of work presented and performance scores.

**Comments on Individual Questions**

**Section A**

This section was set on multiple-choice questions and structured type of questions. It was fairly done, the following numbers were exceptionally poorly done:

**Question 11.**

The candidates were required to state the functions of the given lathe accessories. Many of them did not give the functions of the given lathe tools.

Teachers are advised to effectively teach the common lathe accessories and show practically the function of each part.

**Question 15.**

The candidates were expected to state the mix ratio/proportion of acetylene and that of oxygen for the three different types of flame. Candidates were instead stating the uses of the respective flame.
Teachers should emphasize the proportion of acetylene/oxygen when teaching different types in gas welding.

**Section B**

**Question 21.**

It required the candidates to define drilling, sketch a tapered shank and state the functions of cutting fluids when drilling. The number was well done but some few candidates failed to state the functions of the cutting fluids.

Teachers are advised to put more emphasis on functions of cutting fluids and to teach thoroughly about different types of drilling machines.

**Question 22.**

Candidates were to state properties of aluminium, outline the process involved in the production of aluminium and to name any three alloys of which aluminium is the base metal. It was not a popular question, those who tried it confused the whole question with iron and its blast furnace.

Teachers are advised to properly teach non-ferrous metals, their properties and uses.

**Question 23.**

It required the candidates to explain the terminologies used in casting/foundry work, mention the properties of moulding sand and to outline the procedure for making cores used when making hollow castings. This was unpopular number. Those who tried it showed lack of knowledge about the topic. It indicated that the topic was not covered by many teachers.

Teachers must know that topic on casting is very important in metalwork. They must therefore teach thoroughly all the major topics in the syllabus.

**Question 24.**

The candidates were required to state the steps of drawing down a round stock to a smaller round section, show other functions of an anvil and to state reasons why an anvil is mounted on a thick wooden block when work is being carried out on it. The performance in this number was fairly good though some candidates failed to give reasons of mounting an anvil on a thick wooden block.

Teachers are encouraged to put more emphasis when teaching this topic.

**Question 25.**

This was on filing and it was a very popular number. Most candidates scored well in this question.

Teachers are encouraged to continue teaching well this topic.

**742/2 METALWORK (DESIGN & DRAWING)**
The paper set covered the syllabus adequately. The skills that are required to design articles for metal fabrication were sufficiently tested, showing that the aims and objectives of the syllabus were brought out.

Time allotted for the paper was adequate and the examination questions were clearly phrased without any errors detected.

There were two question set for this paper, the standard of this question paper compares well with that of last year. The quality of work the candidates presented and the performance scores were also comparable with that of last year.

**Question 1.**

Requires candidates to draw the design of a leg vice with moveable jaw moving towards and away from the fixed jaw. It was unpopular question out of the two. Majority of candidates who attempted it, failed to section the required parts of leg vice assembly.

Teachers are advised to teach and guide students on how to section the parts in mechanical drawing.

**Question 2.**

The candidates were required to design a solution on how a T.V aerial could be held on a stand. It was the most popular number and the scores were very good. However, some candidates failed to section the parts which were supposed to be sectioned in the assembly.

Teachers are advised to teach the conventional method of sectioning when teaching mechanical drawing.

**742/3 METALWORK (PRACTICAL)**

This paper covered the syllabus adequately, testing the required skills necessary for practical in metalwork. The aims and objectives of the syllabus were brought out clearly and the paper was educationally relevant.

Time allocated to this paper was adequate and the examination questions were clearly phrased without any error.

The paper appeared a bit more difficult than that of last year and also the quality of performance scores were rather poorer this year as compared to that of last year.

Only one number was set as required by the syllabus on making a machine vice out of the given component parts.

**Part 1.** Candidates were supposed to carry out the following operations: marking out, bending, cutting out the slot, filing and drilling. Most candidates had difficulty in cutting out the slot and bending.

Teachers are advised to teach technique involved in the making of the slot. Students must carry out chain drilling first before chiseling and then later finish to accuracy by filing. They should also put emphasis when teaching how to bend pieces of work.
Part 2. This required the candidates to make a movable jaw. It was well done and the scores were good. Some candidates failed to interpret the drawing which made them got a problem of cutting a 3mm portion in order to allow part 2 to enter the slot.

**Teachers are advised to demonstrate to students how different views of the object are seen.**

Part 3. The candidates were required to drill hole through this part. Many candidates were unable due lack of drilling machines in schools. Only one centre was able to carry out the drilling.

Teachers are to advise their respective schools to acquire the common machines that are needed in the workshop.

Part 4. It required the candidates to turn, thread and drill the given portion. This part was fairly done by many candidates.

Teachers are advised to put much emphasis when teaching students on turning, threading and drilling.

**743/1 BUILDING CONSTRUCTION**

The paper set covered the important aspects of the syllabus adequately and brought out the aims and objectives of the syllabus clearly. It tested what is educationally relevant and time allocation for the paper was adequate. It was a standard paper and compared well with those of the previous years.

The main aspects tested included:
- Construction site
- Foundation of buildings
- Roof construction
- Construction equipment
- Wall construction
- Drainage system
- Floor construction
- Concrete

**Performance of Candidates**

The general performance of candidates was good and similar to that of the previous year and the quality of work was also similar. Section A which consisted of both objective and structured questions was well done.

**Section B**

The performance on this section was generally good. Questions which were well done were 21, 22, 23 and 25. Poorly done questions were 24 and 26. Least attempted questions were 24 and 27.

**Analysis**

**Question 21.**
Required candidates to list four factors considered when selecting a construction site, define natural foundation and give the purpose of artificial foundation and also to give factors affecting the choice of a foundation. It was a popular question and performance was generally good.

Candidates’ Weaknesses
Few candidates did not give the required answers indicating that some teachers did not teach the topic.

Advice to Teachers
Teachers should cover the syllabus comprehensively and emphasize the importance of foundation.

Question 22.
Candidates were to sketch types of eaves in roof construction and to give three examples of single roofs by use of sketches. It was a popular question and performance was good.

Candidates’ Weaknesses
Some candidates did not attempt this number indicating that some teachers probably did not cover this topic.

Advice to Teachers
Teachers should cover the syllabus adequately and teach topics on roof construction, giving all types of eaves.

Question 23.
Demanded candidates to explain the use of back actor, grader and tractor shovel on a construction site and to illustrate a corner profile, showing rail, trench and main wall. It was popular question and performances was generally good.

Candidates’ Weaknesses
Some candidates could not correctly explain the use of the equipment mentioned above.

Advice to Teachers
Teachers should teach the use of all equipment used on a construction site and organize a tour to larger construction sites or where they are constructing roads, dams and building sites.

Question 24.
Was on a drainage system in a building, drain pipe and materials from which drain pipes are made and points/areas where an inspection chamber is constructed in a drainage system. It was not a popular question and performance was not very good.

Candidates’ Weaknesses
Most candidates avoided this question indicating that most teachers did not teach the topic on drainage system in a building. However, few of the candidates who attempted it got it right.

Advice to Teachers
Teachers should have adequate coverage of the syllabus and take students for tour to learn about the above installations or to a water and sewerage corporation within easy reach.
Question 25.
Required candidates to sketch a timber suspended/hollow ground floor and to label its parts. They were also to give four types of floor finishes in construction. It was a popular question and performance was generally good.

Candidates’ Weaknesses
Inability to give other types of floor finishes since majority of candidates dwelled on cement sand screed and tiles, neglecting other finishes.

Advice to Teachers
Teachers should teach all types of floor finishes including terrazzo, woodblocks and plastics.

Question 26.
Candidates were to differentiate between water/cement ratio and cement/aggregate ratio and to outline four properties concrete should have when in fresh state and when in hardened state. It was not a popular question and performance was not good at all.

Candidates’ Weaknesses
Most candidates could neither explain and differentiate between the terms above nor outline the properties concrete should have when in fresh state and when in hardened state.

Advice to Teachers
Teachers should explain to students water/cement ratio and cement/aggregate ratio and the properties of concrete when in fresh state and when in hardened state.

Question 27.
Demanded candidates to illustrate two types of hooks used in reinforcements in the production of reinforced concrete and to draw a section of a wall with a suspended reinforced concrete balcony supported by the wall on one side only showing how reinforcements are placed in position. This was the least attempted question and performance was not good.

Candidates’ Weaknesses
Inability of candidates to illustrate types of hooks for the reinforcement in a reinforced concrete and failure of candidates to draw a section of a wall with a suspended reinforced concrete balcony showing reinforcements in position.

Advice to Teachers
Should teach reinforcements in the production of reinforced concrete.

743/2 BUILDING CONSTRUCTION (PROJECT)
The paper set covered the important aspects of the syllabus adequately and brought out the aims and objectives of the syllabus clearly. It tested what is educationally relevant. Time allocation was adequate. It was a standard paper and the level of difficulty was similar to that of the previous year. Three assignments were set and candidates were to answer assignment 1 and either assignment 2 or assignment 3.

The main aspects tested included:
• Drawing the plan of a building using given specifications and given line diagram.
• Showing the symbols of doors, windows, sanitary fittings and wardrobes in their correct positions.
• The use of scale
• Drawing of rear and end elevations of a house
• Drawing vertical section through given cutting plane to show construction details.
• Drawing the elevation of a given door and labeling its parts.
• Drawing the section of a given column showing reinforcement arrangement.

Performance of Candidates
The overall performance of candidates on the paper was good and the quality of work presented by the candidates was also good. Well done question was assignment 1 and poorly done was assignment 2. Most attempted questions were assignments 1 and 3. Least attempted was assignment 2.

Analysis of Questions

Assignment 1
Required candidates to use given line diagram plan and specifications to draw to scale the plan of a house showing symbols for doors, windows, sanitary fittings and wardrobes in their correct positions and to draw the rear and end elevations of the building. They were also to draw a vertical section on a given cutting plane showing all construction details from foundation to ridge. It was a popular question and performance was good.

Candidates’ Weaknesses
Some candidates could not insert the symbols of door, windows, sanitary fittings and wardrobes as required in their correct positions.

Advice to Teachers
Teachers should put efforts to adequately cover the syllabus in time and give learners regular practice in drawings and encourage them to visit building sites.

Assignment 2
Candidates were to use given scale to draw the plan of courses 1 and 2 of a given portion of the wall in English Bond and to draw to scale the elevation of a given door, labeling and indicating the sizes of parts. They were also to draw to scale the horizontal section of the column on the shade showing the arrangements of reinforcements and to draw to a suitable scale the vertical section of the window showing details of the window including the concrete windowsill. It was not a popular question and performance was poor.

Candidates’ Weaknesses
• Candidates could not draw courses 1 and 2 of cross wall in English Bond.
• Giving the sizes of the construction parts in the elevation of door, D2 defeated most candidates.
• Drawing of a horizontal section of column showing reinforcements and a vertical section of the window showing details of construction were attempted by only a few candidates.

Advice to Teachers
Teachers should cover the syllabus adequately and maximize teaching and learning process.

Assignment 3
Demanded candidates to draw the back elevation of given door, D3 using a given scale, naming and giving sizes of members used. They were also to draw to suitable scale a horizontal section through the wall to show:

- A lining with the door stopper
- Timber skirting
- Architrave

Candidates were also to draw to given scale, a detailed section of the eave and name its parts and also to draw the roof plan of the house, naming three parts. It was popular but performance was not very good.

Candidates' Weaknesses
- Few of the candidates who attempted it could not show the construction of door, D3 i.e. ledged, braced and battened door.
- They could not draw a horizontal section through the wall to show a lining with the door stopper, timber skirting and architrave.
- Could not draw a detailed section of the eave and its parts.
- Drawing of the roof plan was also a challenge to some candidates.

Advice to Teachers
Teachers should cover the syllabus adequately and conduct study tour to expose students to houses with door lining with stopper, timber skirting and architrave.

745/1 IPS BUILDING PRACTICE

The paper set covered the important aspects of the syllabus adequately in the areas of woodwork, building construction and plumbing. It brought out the aims and objectives of the syllabus clearly. It tested what is educationally relevant; the time allocation for the paper was adequate. The examination questions were clearly phrased. The paper seemed to be more difficult than that of 2016. The paper had three sections. Section A was objective questions and was compulsory and was fairly attempted. Section B was structured questions and also compulsory. The performance was fair. Section C was essay type questions and candidates were to answer three questions out of five.

Performance of Candidates
The general performance of candidates was very poor and the quality of work presented by the candidates was poorer than that of 2016. Well-done questions were 24 and 25. Poorly done was 23. Most attempted questions were 24 and 25 and least attempted were 21, 22 and 23.

Analysis of Questions

Question 21.

Candidates were to state types of water closet pans, areas where a cleaning eye is fitted in a drainage system and basic drainage pipe system used in domestic work. They were also to define given terms as used in cold water supply and to give the purpose of a valve and the types used in a cold water supply system. State types of pipe lengthening joints. It was not a popular question and performance of candidates was not good.
Candidates’ Weaknesses
- They were not aware of types of water closet pans and where a cleaning eye is fitted in a drainage system.
- Inability to define given terms; main, service pipe, communication pipe, distribution pipe used in cold water supply.
- They were not aware of the purpose of a valve and the types used in cold water supply systems.
- They could not state types of pipe lengthening joints.

Advice to Teachers
- Teachers should cover the syllabus adequately in the areas of plumbing, woodwork and building construction.
- Encourage study tour to building sites and also National Water and Sewerage Corporation.

Question 22.
Required candidates to list types of nails used in woodwork, types of timber floor finishes and to sketch a wooden casement window showing top hung vent light, fixed light, transom and their purposes. Few candidates got it correct.

Candidates’ Weaknesses
- Inability to sketch a wooden casement window.
- They were not aware of terminologies like “top hung vent light”, “fixed light”, “transom” and their purposes.

Advice to Teachers
- Teachers should cover the syllabus adequately.
- They should explain terminologies used in woodwork, building construction and plumbing.

Question 23.
Was on sketching a labelled stud partition including a door opening and to differentiate between “pebble dash” and “Tyrolean (rough cast)” finish and also to give advantages and disadvantages of ‘pointing’ as the work proceeds. They were also to classify building stones. It was not a popular question and performance was poor.

Candidates’ Weaknesses
- They could not sketch stud partition.
- They did not know what pebble dash and Tyrolean (rough cast) were.
- Candidates were not aware of advantages and disadvantages of pointing as the work proceeds.
- They were unable to classify building stones.

Advice to Teachers:
Teachers should cover the syllabus adequately in all the areas of building construction.

Question 24.
Demanded candidates to state characteristics of softwood and to sketch a cross-section of a tree trunk labeling its parts. They were also to outline six types of bridle joint and to give one advantage and three disadvantages of air seasoning. It was popular question and performance was good.

Candidates’ Weaknesses
Some candidates could not label the cross-section of a tree trunk correctly.
Advice to Teachers
Teachers should cover the syllabus in time and give students a lot of assignments and feedback.

Question 25.
Candidates were to define ‘hand rail’ ‘baluster’, ‘pitch line’, ‘newel’ and ‘flight’ as used in wooden stair construction and to sketch line diagram plans of straight flight, dogleg/half turn and quarter turn stairs indicating direction. They were also to sketch a framed, ledged, braced and batten door naming its parts. It was a popular question and performance was not bad.

Candidates’ Weaknesses
- Some candidates could not sketch line diagram plans of stairs correctly.
- Others could not sketch framed, ledged, braced and batten door correctly.

Advice to Teachers
Teachers should cover the syllabus adequately and guide students on how to make correct, neat sketches.

745/3 IPS BUILDING PRACTICE (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 for the paper was adequate. The examination questions were clearly phrased.

The main aspects tested included:
- Freehand sketching
- The use of scale
- Drawing of plan of a house
- Use of symbols to show doors, windows and sanitary fittings in their correct positions
- Drawing of sectional end elevation showing all construction details.
- Drawing of front elevation from given direction
- Construction of segmental arch
- Drawing of back elevation and vertical section of a given door (framed, ledged, braced and battened door) to show the hinging stile.
- The use of title block.

It was a standard paper and comparable with that of the previous year. The paper had two sections I and II and both sections were compulsory.

Performance of Candidates
The overall performance of candidates on the paper was fairly good. The quality of work presented by the candidates was also fair. Well done questions were 2 (c), 3 (b) and 4. Poorly done questions were 3 (a), 2 (b) and 1. Question 2 (a) was fairly attempted.

Analysis of Questions
**Question 1.**
Required candidates to use a given drawing and specifications to draw a proportional freehand pictorial sketch of the building with corner ‘C’ in the foreground. It was challenging and performance was not very good.

**Candidates’ Weakness:** The sketch of the roof was very challenging.

**Advice to Teachers**
Teachers should illustrate to students freehand sketching with emphasis to proportionality.

**Question 2.**
Candidates were to use the drawing in figure 1 and the specifications to draw:

**Question 2 (a)**
To a scale of 1:100 the plan of the building and use related symbols to show doors, windows and sanitary fittings in their correct positions. This question was fairly attempted.

**Candidates’ Weakness:** Some candidates could not insert the symbols as required.

**Advice to Teachers**
Teachers should teach students symbols for doors, windows, sanitary fittings and wardrobes and illustrate to students how to draw plans for various types of buildings and correct positions of those symbols.

**Question 2 (b)**
To a scale of 1:50, the sectional end elevation on a given cutting plane and to show all construction details. This was poorly done by the majority of candidates.

**Candidates’ Weaknesses**
Some candidates did not do it at all, indicating they did not have any knowledge about this question. Those who attempted it could not show related sectional symbols for door, window and wall.

**Advice to Teachers**
Teachers should cover the syllabus adequately and demonstrate to students how to draw sectional elevations including all construction details and symbols. They should give students a lot of exercises on drawing and later feedback.

**Question 2 (c)**
To scale of 1:50 the front elevation of the building in a given direction. This was a popular number and performance was good.

**Candidates’ weakness:** Some candidates had poor pencil work.

**Advice to Teachers**
Teachers should keep up teaching elevations of various types of building and show students good draughtsmanship and the type of pencil to use like 2H.

**Question 3 (a)**
Required candidates to use a scale of 1:25 to construct a segmental arch of rise 750 mm and depth 225 mm above the opening of the veranda of the house. This was the least attempted question and worse done.

Candidates’ weakness: They had no knowledge about an arch and its construction.

Advice to Teachers: Teachers should teach more about arches and their construction.

Question 3 (b)
Candidates were to draw the back elevation and vertical Section of door, D2 (framed, ledged, braced and battened door), indicating the hinging stile of the door. They were to use a scale of 1:20. This was a very popular number and best done.

Advice to Teachers:
Teachers should continue to teach various kinds of doors and their construction.

Question 4.
Was on title block and its content like name, random and personal numbers, title of drawing, scale used and date. This was done by all the candidates and fairly well done.

Advice to Teachers:
Teachers should continue to teach how title block is constructed and its content.
800/1 COMMERCE

The paper consisted of Section A and B. Section A had 20 Multiple Choice Questions (MCQs) that were compulsory. Section B had seven questions from which candidates were to answer any four. General performance was better than that of 2016. Questions 23, 24 and 28 were well done while questions 22 and 27 were poorly done.

Question Analysis

**Section A**

Performance was average. However, most candidates failed questions 5, 12, 13 and 20. Teach all topics in the syllabus and expose learners to different MCQs in each topic.

**Section B**

**Question 21.**

Was popular with fair responses. It required candidates to differentiate localization from delocalization, and give advantages and disadvantages of delocalization of industries. Some candidates interchanged the meaning of the terms while others mixed them up. Others gave disadvantages of localization, instead of delocalization. Teachers should clearly distinguish between the terms and discuss the advantages and disadvantages of localization and delocalization of industries comprehensively.

**Question 22.**

It covered contents of an order and sources of information about credit worthiness of a retailer. It was unpopular. Most candidates misinterpreted an “order” as a partnership deed. Others mistook credit worthiness to mean a strong financial status, credit note and debit note. Use samples of business documents as teaching aids to illustrate and discuss comprehensively the application and relevance of each document in business.

**Question 23.**

Candidates were to give reasons why Uganda trades with other countries and explain problems faced by Uganda when trading with other countries. It was popular. However, some candidates gave general advantages and disadvantages of international trade. Repetition of points was also common. Teachers are advised to use relevant and local examples when teaching international trade.

**Question 24.**

It required candidates to name various parties on a given “crossed cheque” and state the purpose of a counterfoil and crossings in the cheque. It was popular. Some candidates mixed up the parties of the cheque and lacked knowledge about a counterfoil. Others mistook a crossed cheque for a cancelled cheque. Teachers should clarify the mischiefs and use samples of different types of cheques as teaching aids for better conceptualization of the relevance and application of cheques in trade.

**Question 25.**
Tested candidates on elements of a good transport system and suitable modes of transport for different products; milk, diamond, containers and water to various destinations. Some candidates gave modes/means of transport instead of elements. Others gave factors that make a good means of transport i.e. flexibility, availability, cost, etc. Some candidates did not know the geographical location of the given towns and failed to give appropriate modes of transport. Teachers should give relevant examples when discussing the issues mentioned.

**Question 26.**
Candidates were to:
(a) Describe features of a good warehouse.
(b) State roles of Secretary's department and Accounts department of a warehouse.
Most candidates repeated points in part (a) and exhibited a lot of guess work for part (b). Teach the topic comprehensively and where possible visit a warehouse in your community to expose learners to the various departments and uses of a warehouse in trade.

**Question 27.**
Was about qualities of a good tax system and reasons why the government of Uganda collects taxes. Responses given depicted gambling and lack of knowledge about taxation. Teach the topic as stipulated in the syllabus and relate the contents to Uganda situation.

**Question 28.**
Was popular. Asked candidates to identify sources of capital for a small-scale retail business and calculate average stock, cost of sales, gross profit, net profit and mark-up from the given data. Candidates exhibited poor mastery of formulae and computation skills. Teach the topic early enough and give learners various exercises for practice.

### 810/1 PRINCIPLES OF ACCOUNTS

The paper had Section A and B. Section A had 20 compulsory Multiple Choice Questions (MCQs) and Section B had 6 questions from which candidates were to answer any four. General performance was better than that of 2016. Questions 21, 23 and 25 were well done and questions 22 and 26 were poorly done. All questions were attempted.

**Question Analysis**

**Section A**
It covered MCQs from all topics in the syllabus. Most candidates failed computation and application questions. Teach all topics in the syllabus, emphasizing both theoretical and practical aspects in each topic. Also expose learners to MCQs from each topic and past papers.

**Section B**

**Question 21.**
Required candidates to give advantages of a petty cashbook and prepare a petty cash book from the given information. Though popular, some candidates had difficulty in ruling a proper format of the petty cashbook, confused cash float as balance b/d or re-imbursement. Teachers should articulate the issues mentioned and emphasize use of imprest system.

**Question 22.**
Candidates were to prepare a general journal, purchases journal and sales journal from the given information. It was unpopular and poorly done. Most candidates used wrong formats for preparing the journals and consequently made wrong entries. Teachers should emphasize use of standard formats for preparing the journals and making correct entries. Use samples of the various types of journals as teaching aids to illustrate and discuss the relevance of each type of journal.

**Question 23.**
Prepare Trading, Profit and Loss Account, and Balance Sheet. It was the most popular question and fairly well done. However, some candidates had difficulty in computing accumulated depreciation and determining the increase in provision for bad debts in the profit and loss account. Teachers should address the mentioned issues and discourage learners from using abbreviations that are not professionally authentic.

**Question 24.**
Required candidates to give the meaning of “an inter-ledger transfer” in relation to Control Accounts and to prepare Sales and Purchases Ledger Control Accounts to determine credit sales and purchases respectively. It was a popular question. Some candidates used a format for journals and mixed up entries for the two accounts. Teach the topic in time to enable learners get ample time for practice. Also emphasise with illustrations the items that are recorded/entered on each side of the control accounts.

**Question 25.**
Asked candidates to match given items of non-profit making organizations with those of profit-making organization, prepare an opening statement of affairs and income and expenditure account for the club. It was a popular question but some candidates mixed up assets and liabilities when preparing the club’s opening statement of affairs. Others included capital items in the income and expenditure account. Teachers should clarify the mentioned issues and give learners similar exercises for practice and revision.

**Question 26.**
Tested candidates on differences between direct and indirect taxes, types of indirect taxes, computation of taxable income and tax payable to Uganda Revenue Authority (URA) based on PAYE Income Tax brackets. It was unpopular. Majority of the candidates’ responses depicted lack of knowledge about taxation. Teach the topic as stipulated in the syllabus.

**General Advice to Teachers**
- Expose learners to MCQs for each topic and past papers.
- Teach all topics in the syllabus and avoid spotting.
- Relate theory to practical skills using relevant examples in each topic.
- Use teaching aids e.g. business documents, financial statements, etc.
- Give learners exercises/tests at the end of each topic, identify the gap and address it accordingly.
- Use past papers to expose learners to examination questions for discussions and revision.
Introduction:

The paper consisted of three sections; A, B and C. Section A contained 20 compulsory Multiple Choice Questions (MCQs) drawn from the whole syllabus. Section B contains 6 compulsory structured questions drawn from the whole syllabus. Section C contained practical theory questions drawn from the topics; Elementary Computer Programming; Trends in Computing; System Start-Up and Configuration; Computer Communication and Networking and Computer Hardware. The candidates were to answer only one question from this section.

The paper was easier than that of the previous year 2016. The UCE 2017 candidates’ performance was better than that of the previous year.

Question Analysis:

Section A

Questions 1-20 (MCQ)

Candidates were required to fill in the correct alternatives/choices in the boxes on the right hand side of each of the first twenty questions. All questions were popular.

Weaknesses of the Candidates

- Many candidates did not take time to understand the ‘stem’ in each question in order to come up with the right ‘key’ questions.
- Many candidates could have thought that multiple-choice questions can only be answered by guesswork!
- The questions needed candidates to have covered the whole syllabus however, some candidates failed to choose one and resorted to circle two or many alternatives which lead to loss of marks.

Advice to the Teachers

- Multiple choice questions are Logic Questions that require a scientific approach not guess work. They require a candidate to scientifically understand the three elements of a multiple choice question. That is:
  - The stem – what the question wants the candidate to do.
  - The key – the correct answer.
  - The destructors – the wrong choices.

Therefore, MCQs require advanced thinking, reasoning and skills in making the right conclusions. They are about making the right choices.

Teachers should encourage the learners to read widely but not restrict them to certain topics only.

Section B
**Question 21 (a)**
The question required candidates to define computer evolution. It was popularly.

**Weaknesses of the Candidates**
Many candidates confused the concepts of computer evolution with computer generation.

**Advice to the Teachers**
Teachers are advised to clarify the difference between computer evolution and computer generation and other seemingly related concepts.

**Question 21 (b).**
Candidates were required to fill in the correct options given in the question paper. It was popular.

**Weaknesses of the Candidates**
Some candidates provided alternatives not given to them in the question paper, yet others lacked knowledge about the terms given.

**Advice to the Teachers**
Teachers are encouraged to explain the different computer terminologies to the learners.

**Question 21 (c).**
The question required candidates to demonstrate knowledge on how computers are used in the;

(i). Health sector. It was popular.

**Weaknesses of the candidates:** Candidates gave general uses of computers.

**Advice to the Teachers**
Teachers should discuss with learners the real uses and application of computers in the various specialized areas.

(ii). Security sector. The question was popular.

**Weaknesses of the Candidates**
Some candidates considered security of a computer itself instead of how computers can be used to enhance security.

**Advice to the Teachers**
Teachers are encouraged to emphasize specific roles of computers in the various specialized sectors.

**Question 22(a).**
The question required candidates to define the term computer hardware. The question was popular and well done.

**Weaknesses of the Candidates:**
Some candidates confused computer hardware with computer software.

**Advice to the Teachers**
Teachers are encouraged to give the difference between computer hardware, software and other concepts clearly to their learners.

**Question 22(b).**
The question required the candidates to categories the different hardware devices given. It was popular and well done.

**Weaknesses of the Candidates**
- Some candidates failed to match the hardware parts with the provided categories.
- Some candidates were merely guessing as seen from their responses.

**Advice to the Teachers:**
- Assess learners with several methods.
- Teachers are encouraged to continuously avail learners with similar questions that require hardware identification and categorization.

**Question 22 (c). (i).**
The question required candidates to explain the functions of the computer components stated. Many candidates attempted the question but failed it.

**Weaknesses of the Candidates**
- Candidates failed to demonstrate knowledge acquisition in relation to computer hardware.
- Some candidates mistook the power supply unit for uninterruptible power supply unit (UPS).

**Advice to Teachers:**
Teachers are encouraged to describe computer hardware parts in classrooms practically.

**Question 22 (ii).**
Required candidates to explain functions of a ROM chip
The question was popular but highly failed.

**Weakness of the Candidates**
- Many candidates confused “ROM chip” with ROM. Others with secondary storage media.

**Advice to the Teachers**
Teachers are encouraged to teach learners the internal parts of the computer and should endeavor to give the difference between ROM and the ROM chip, RAM and RAM chip.

**Question 23 (a) (i).**
It required candidates to define a wild card in relation to database management systems. The question was not popular.

**Weaknesses of the Candidates**
- Some candidates failed to use appropriate words to bring out the gist of the required terms.
- Majority of the candidates failed to relate a wild card in terms of database use.
Advice to the Teachers
Teachers are encouraged to define all terms used in practical application tasks for learners to easily integrate them to practical and theoretical use and explanations.

Question 23 (a) (ii).
This question required candidates to demonstrate the use of wild card in a query criterion. It was a popular question though majority of the candidates had very little knowledge of the wild card application.

Advice to the Teachers
Teachers are encouraged to provide to learners the practical uses of specific terms and features used in software application programs.

Question 23 (a) (iii).
The question required candidates to give the commonly used wild card symbols / characters query criterion. This question was popular but highly failed by majority of the candidates.

Weaknesses of Candidates
Candidates wrote wrong examples of wild card symbols. Candidates gave general symbols that facilitate the manipulation of a wild card symbol like [ ] and “ !”

Advice to the Teachers
Teachers are encouraged to emphasize the difference between characters that represent other characters in a query and general characters.

Question 23 (b)(i)
The question required candidates to state characteristics of labels when placed in a spreadsheet by default. It was a popular question but also highly failed by majority of the candidates.

Weakness of the Candidates
- Candidates had limited knowledge about a label in relation to spreadsheet cell application. Many candidates mistook labels for column headings.

Advice to Teachers
- Teachers are encouraged to clearly define the different data types used in a spreadsheet program.
- Teachers are also advised to practically show students the difference between a label and a value during the lesson.

Question 23(b) (ii)
It required candidates to give the uses of a spreadsheet program. The part was popular and well done.

Weakness of the Candidates
- Some candidates gave advantages of a spreadsheet program instead of uses of the program itself.
- Some candidates were mentioning places were the application program is used e.g. in schools, hospitals, banks.
Advice to the Teachers
Teachers are encouraged to emphasize the use of spreadsheets when handling practical lessons.

Question 24(b)(i)
The question required candidates to give what a system administrator does to prevent unauthorized access to some information.
The question was popular but also highly failed.

Weakness of the Candidates
- Candidates had scanty knowledge about the roles of a system administrator in line with systems management.

Advice to the Teachers
Teachers are encouraged to emphasize the different roles carried out by the different ICT professionals in achieving specific systems objectives.

Question 24(ii)
This question required candidates to state the reasons for preventing access to some information on the Internet.

Weaknesses of the Candidates
Many candidates gave the disadvantages of using the Internet.

Advice to the Teachers
Teachers are encouraged to emphasize dangers and misuse of the information on the Internet.

Question 24(b)
This question required candidates to define data transmission media in relation to computer networks. It was popular.

Weaknesses of Candidates:
- Some candidates used some terms within the question to define data transmission media.
- Some candidates gave examples of social media types as data transmission media.

Advice to the Teachers
Teachers are encouraged to define all relevant terminologies with their required meaning.

Question 25(a).
It required candidates to give the importance of some features in word processing i.e. footnote and toggle case. Majority of the candidates answered this part well.

Weaknesses of the Candidates: Some candidates mistook a footnote for a footer.

Advice to the Teachers
Teachers are encouraged to continuously assess and help learners to understand most of the features used in a word processor.

Question 25(b).
The question required candidates to give the difference between “cut” and “copy” as used in word processing. The question was popular but poorly done.

**Weaknesses of the Candidates**
Some candidates were instead confusing the two concepts with *pasting*.

**Advice to the Teachers**
Teachers are encouraged to handle word processing facilities while allowing learners to see the difference while working.

**Question 25(c).**
This question required candidates to define a presentation software program. The question was popular and well attempted by majority of the candidates.

**Weaknesses of the Candidates**
Many candidates failed to define what a presentation program is.

**Advice to the Teachers**
Teachers are encouraged to define concepts basing on “what they are” as opposed to “what they do”. “What they do” can be done by very many other concepts.

**Question 26.**
- The question required candidates to explain the function of each of the following: “termination” and “variable declaration” as used in programing.
- The use of a compiler, explaining the term “device drivers” and giving forms of computer interfaces provided by the operating system.
- The question was poorly attempted by the majority of the candidates.

**Weaknesses of the Candidates**
- Most of the candidates lacked adequate knowledge of programming concepts. Candidates mistook device drivers for hardware.
- Many candidates confused a *program code statement* with a *program itself*.

**Advice to the Teachers**
Teachers should always attempt to clearly explain the role and need for every process in programming and other applications.

**Section C**

**Question 27 (a).**
The question required candidates to give factors considered when choosing a LAN model. The question was not popular.

**Weaknesses of the Candidates**
- Some candidates were instead giving advantages of LAN models, some were giving factors to consider before buying computers.
• Question approach and idea presentation was largely missing. Some candidates were instead generally comparing a peer-to-peer and the client-to-server model.

Advice to the Teachers
Teachers are encouraged to teach computer networking exhaustively to allow learners apply the knowledge easily.

Question 27 (b).
Candidates were required to explain the limitations to full Internet use in Uganda. The question was popular and fairly done.

Weaknesses of the Candidates
• Some candidates were providing advantages and disadvantages of using the Internet in Uganda.
• Some candidates did not understand the question due to wrong question interpretation.
• Majority of the candidates did not explain their ideas satisfactorily, thus leading to loss of marks.

Advice to the Teachers
• Teachers are encouraged to train their learners in better essay writing skills.
• Proper language and presentation skills need to be emphasized more in schools.
• Principles of essay writing MUST be promoted in schools across all subjects. A good essay is assumed to have - points stated in paragraphs, explained, with an example where applicable. However, all these three items must be connected to the question.

Question 28 (a).
Candidates were required to describe the factors to consider before buying a computer. It was a popular question and well done by majority of the candidates.

Weaknesses of the Candidates
• Some candidates were giving characteristics of modern computers.
• Other candidates were giving answers for part (b) of the question.
• Some other candidates were giving Internet related points.
• Majority of the candidates showed very little content acquisition.

Advice to the Teachers
Teachers are encouraged to exhaust all the subject content to the benefit of the learners.

Question 28 (b).
Candidates were required to explain the ways of caring for computer hardware parts. The question was popular and well done by majority of the candidates.

Weaknesses of the Candidates
• Many candidates were just giving schools’ rules and regulations governing computer laboratory use.
• Most of the points presented by the candidates were related to dust control.
Candidates were not showing the ‘how’ and ‘why’ parts in relation to hardware care.
Many candidates could not differentiate “care for hardware” from “care for digital content”

Advice to the Teachers
- Teachers should clearly bring out well “care for hardware” differently from “care for digital content”.
- Teachers are encouraged to clearly give the difference between computer hardware maintenance and computer laboratory care when explaining to the learners.

Question 29.
Candidates were required to describe the conditions that would necessitate a computer system reboot. The question was not popular.

Weaknesses of the Candidates
- Some candidates were giving the points but failed to explain them.
- Some candidates showed lack of subject content regarding computer system start-up.

Advice to the Teachers
System start-up and configuration is one of a very practical and new topic in our curriculum. Teachers are encouraged to handle it well.

840/2  COMPUTER STUDIES (PRACTICAL)
The paper consisted of two sections, A and B. Section A contained one compulsory question drawn from Word processing and Spreadsheets. Section B contained three (03) questions drawn from Database, Web-designing and Computer Presentations. The candidates were to answer any two questions from this section.
The paper was of the same level of difficulty as that of the previous year, 2016. The candidates of UCE 2017 performed poorer than those of the previous year.

Question Analysis
Section A
Question 1 (a) Word Processing
Candidates were asked to demonstrate skills in font/paragraph/page formatting and footnote referencing in word processing.
It was a popular question.

Weakness of Candidates: Candidates could not ably use the footnote feature.

Advice to Teachers:
Teachers should cover all the Word processing features including referencing features.

Question 1(b) Spreadsheets
Candidates were asked to show the application of formulae, functions, and charts in manipulation of data.

Popularity of the question: popular

**Weakness of Candidates:** Candidates had difficulties with the correct calculations of net pay.

**Advice to Teachers:** Teachers should emphasize proper usage of formulae

SECTION B

**Question 2. Web-designing**

Required candidates to design a two-page website including a form for entering data. It was unpopular.

**Weakness of Candidates:**

Candidates could not easily design a form with form features like radio buttons, dropdown menus, etc.

**Advice to Teachers:**

Teachers should expose learners to a variety of web authoring programs not limiting learners to only MS-Publisher.

**Question 3. Presentation**

Candidates were asked to prepare a five page-slide presentation with a hierarchy chart. It further required candidates to apply animations and transitions.

Popularity of the question; very popular.

**Weakness of Candidates:**

Candidates had difficulties in producing the correct chart, linking slides and stating the appropriate data.

**Advice to Teachers:**

Teachers should expose learners to a variety of presentations. They should also give learners a variety of tasks/exercise to enable them explore the application in depth.

**Question 4. Database Management System**

Required candidates to design a data-base; enter data in the database using a form and retrieve data using queries. They were also required to assign appropriate data types.

Popularity of the question. It was popular.

**Weakness of Candidates**

- Use of an appropriate data types
- Formatting currency with a UGX symbol
- Use of appropriate formulas in a form
- Use of appropriate criteria.

Advice to Teachers:

- Emphasis should be put on data types
- Formatting and customization of values in databases
- Proper use of criteria in queries.

845/1 ENTREPRENEURSHIP EDUCATION

The paper had 5 questions and candidates were to answer any 4. Questions 1, 2, 3 and 5 were popular and question 4 was unpopular. Overall performance was good.

Question Analysis

Question 1.
Tested candidates on letter writing skills, legal requirements for starting a business, marketing skills (sign post) and recruitment. It was well done. However, some candidates designed a sign post without stands, had difficulty in stating legal requirements for obtaining a business license and failed to identify types of personnel required in a restaurant. Teachers should address the issues mentioned by using field trips in their respective communities to enable learners observe and discuss the skills from a practical approach.

Question 2.
Required learners to prepare a petty cash book, calculate the cash to be reimbursed and post the cash entries to their respective ledger accounts. Candidates experienced difficulty in determining the amount for reimbursement and posting entries. Others omitted the title and units (currency). Teachers should clarify the challenges mentioned through illustrations and giving learners similar exercises for guided discussions and practice.

Question 3.
Candidates were to state the mission of a juice processing business, prepare price lists for the products, explain measures undertaken to maintain customers and describe the types of taxes paid by the business to Uganda Revenue Authority. Most candidates lacked knowledge about taxation, confused mission statement as goals and customer maintenance as sales promotion. Teach taxation as stipulated in the syllabus and distinguish the mentioned terms clearly, using relevant examples.

Question 4.
Asked candidates to prepare a Trading, Profit and Loss Account, and Balance Sheet, and determine gross profit margin and return on capital employed from the given information. It was unpopular and poorly done. Some candidates used wrong formulae, omitted titles to financial statements, and prepared a Trial Balance instead of a Trading, Profit and Loss Account. Teachers should expose learners to standard formulae and formats of preparing financial statements through illustrations and regular exercises, assignments and tests on similar tasks to enable learners internalize the concepts.
Question 5.
It covered requirements of starting a bakery, market survey guide, sales promotion strategies and designing a receipt as a source document. It was popular though some candidates had difficulty in preparing a market survey guide, sales promotion strategies and designing the receipt. Teachers are advised to discuss the issues mentioned comprehensively by using a practical approach through teaching aids and check-lists for field trips. Learners should also be encouraged to carry-out market survey guides for businesses they plan to start.

845/2 ENTREPRENEURSHIP EDUCATION

The paper consisted of Section A and B. Section A was compulsory for 40 marks and Section B had 5 questions from which candidates were to answer any 3 questions for 60 marks. Overall performance was better than that of 2016. Most popular and well-done questions were 2, 3 and 6. Question 4 and 5 were unpopular.

Question Analysis

Section A

Question 1.
It had 10 short answer questions from different topics of the syllabus. Candidates had difficulty in distinguishing between direct and indirect costs, stating principles of corporate governance, giving meaning of listing and responsibilities of a listed company. Teachers should teach all topics in the syllabus, give standard definitions for key terms in each topic and guide learners how to give precise answers.

Section B

Question 2.
Required candidates to explain causes of unemployment in Uganda and suggest ways of reducing the unemployment problem. However, some candidates gave few points while others repeated points. Teachers should discuss the topic with learners comprehensively, giving relevant examples. Encourage learners to read widely for more information on unemployment.

Question 3.
Tested candidates on types of manufacturing businesses and how the manufacturing businesses affect the natural environment. Some candidates however, gave only negative effects. Teachers should emphasize both negative and positive effects of the business on the natural environment.

Question 4.
Candidates were to explain functions of an entrepreneur as a manager of a business and describe stakeholders of a business. Some candidates mistook functions as qualities and did not know the term stakeholders. Teachers should clarify the mentioned issues through guided discussion. They should also discuss roles of the different stakeholders of businesses and give Standard definitions for key terms in each topic.

Question 5.
It covered source documents and uses of accounting information to entrepreneurs. Most of the responses given were unsatisfactory. Teachers should use samples of source documents as teaching aids to discuss their relevance from a practical approach. They should also encourage learners to visit entrepreneurs in their respective communities with a check-list to observe the source documents and discuss their relevance accordingly.

Question 6.

Was about ethics practiced by entrepreneurs in Uganda and their benefits to entrepreneurs. Most candidates misfired on the benefits entrepreneurs enjoy from practicing business ethics. Teachers are encouraged to discuss the benefits using relevant examples. A resource person from the community may be invited to discuss with learners issues of business ethics from a practical approach and experience.