



UGANDA NATIONAL EXAMINATIONS BOARD

**REPORT ON
WORK OF CANDIDATES
UACE 2015**

© 2016 Uganda National Examinations Board

UGANDA NATIONAL EXAMINATIONS BOARD

VISION:

“TO BE A LEADING CENTRE OF ASSESSMENT FOR QUALITY EDUCATION”

MISSION:

“To ensure continued improvement of quality, validity and reliability of assessment and evaluation of the curriculum and learners’ achievements”.

CORE VALUES:

- ☉ Accountability
- ☉ Commitment and Teamwork
- ☉ Creativity
- ☉ Efficiency and Effectiveness
- ☉ Impartiality
- ☉ Integrity and Transparency
- ☉ Optimal Resource Utilization
- ☉ Security and Confidentiality
- ☉ Valid and Reliable Assessment

TABLE OF CONTENTS

1.0	INTRODUCTION	v - ix
S101/1	GENERAL PAPER.....	10
P210/1	HISTORY: AFRICA NATIONALISM AND THE NEW STATES.....	11
P210/2	HISTORY: ECONOMIC AND SOCIAL HISTORY OF EAST AFRICA.....	12
P210/3	EUROPEAN HISTORY (1789-1970)	13
P210/4	WORLD AFFAIRS SINCE 1939	15
P210/5	THEORY OF GOVERNMENT, CONSTITUTIONAL DEVT. & PRACTICE IN E.A.....	16
P210/6	AFRICAN HISTORY (1855-1914)	18
P220/1	ECONOMICS.....	19
P220/2	ECONOMICS.....	20
P230/1	ENTREPRENEURSHIP EDUCATION	22
P230/2	ENTREPRENEURSHIP EDUCATION	23
P230/3	ENTREPRENEURSHIP EDUCATION	27
P235/1	I.R.E.....	29
P235/2	I.R.E. (HADITH AND FIQH).....	31
P235/3	I.R.E. (HISTORY OF ISLAM).....	33
P235/4	ISLAM IN AFRICA	35
P245/4	C.R.E	40
P250/1	GEOGRAPHY	43
P250/2	GEOGRAPHY	45
P250/3	GEOGRAPHY	46
P310/1	LITERATURE IN ENGLISH - PROSE AND POETRY	47
P310/2	LITERATURE IN ENGLISH - PLAYS	48

P310/3	LITERATURE IN ENGLISH - NOVELS.....	49
P320/1	KISWAHILI - PROSE AND POETRY	50
P320/2	KISWAHILI - PLAYS	51
P320/3	KISWAHILI - LITERATURE.....	52
P330/1	FRENCH (Listening Comprehension, Spoken and Oral Expression).....	53
P330/2	FRENCH GRAMMAR AND READING COMPREHENSION	53
P330/3	FRENCH.....	55
P330/4	FRENCH.....	56
P340/1	GERMAN (ESSAYS)	57
P340/2	GERMAN (READING COMPREHENSION AND COMMENTARY)	57
P340/3	GERMAN (PRESCRIBED TEXTS)	58
P340/4	GERMAN (ORAL EXAMINATION)	58
P350/1	LATIN - PROSE COMPOSITION AND COMPREHENSION.....	58
P350/2	LATIN - UNPREPARED TRANSLATION.....	59
P350/3	LATIN - ROMAN CULTURE AND LITERATURE	59
P360/1	LUGANDA - GRAMMAR AND CULTURE	60
P360/2	LUGANDA - Translation, Composition Writing, Comprehension and Summary.....	61
P360/3	LUGANDA - LITERATURE.....	63
P362/1	LEB LANGO GRAMMAR AND CULTURE.....	65
P362/2	LEB LANGO	66
P362/3	LEB LANGO	66
P363/1	LUGBARATI.....	66
P363/2	LUGBARATI.....	67
P363/3	LUGBARATI.....	68
P364/1	RUNYANKORE/RUKIGA – GRAMMAR, CULTURE AND CONTRIBUTORS.....	68
P364/2	RUNYANKORE/RUKIGA – Translation, Comp’sn writing, Comprehension & Summary .	69

P364/3 RUNYANKORE/RUKIGA – LITERATURE	70
P366/1 LUSOGA - GRAMMAR, CULTURE AND CONTRIBUTORS	71
P366/2 LUSOGA – TRANSLATION, COMPOSITION, COMPREHENSION AND SUMMARY.....	72
P366/3 LUSOGA – LITERATURE	73
P367/1 ATESO.....	74
P367/2 ATESO.....	75
P367/3 ATESO.....	76
P425/1 PURE MATHEMATICS	77
P425/2 APPLIED MATHEMATICS	82
S475/1 SUBSIDIARY MATHEMATICS.....	87
P510/1 PHYSICS	91
P510/2 PHYSICS	98
P510/3 PHYSICS	102
P515/1 AGRICULTURE.....	105
P515/2 AGRICULTURE.....	106
P515/3 AGRICULTURE PRACTICAL PAPER.....	109
P530/1 BIOLOGY	110
P530/2 BIOLOGY	112
P530/3 BIOLOGY PRACTICAL.....	113
P525/1 CHEMISTRY	114
P525/2 CHEMISTRY	117
P525/3 CHEMISTRY	121
P615/1 DRAWING OR PAINTING FROM NATURE OR STILL LIFE.	123
P615/2 THE STUDY OF LIVING PERSON & ORIG'L IMAGINATIVE COMPOSITION IN COLOUR	124
P615/3 CRAFT A	126

P615/4	STUDIO TECHNOLOGY	128
P615/5	HISTORICAL AND CRITICAL ART	128
P620/1	MUSIC PRACTICAL.....	130
P620/2	MUSIC AURAL TESTS	130
P620/3	MUSIC HARMONY AND COMPOSITION	131
P620/4	MUSIC LITERATURE.....	131
P630/1	CLOTHING AND TEXTILES.....	133
P630/2	CLOTHING & TEXTILES (PRACTICAL).....	134
P630/3	CLOTHING & TEXTILES (CWA)	134
P640/1	FOODS AND NUTRITION	135
P640/2	FOODS AND NUTRITION WITH SCIENCE IN THE HOME	138
P640/3	FOOD AND NUTRITION (WITH SCIENCE IN THE HOME).....	141
P710/1 & P720/1	GEOMETRICAL AND MECHANICAL DRAWING	143
P710/2	GEOMETRICAL AND MECHANICAL DRAWING.....	145
P720/2	GEOMETRICAL AND BUILDING DRAWING	146
P720/3	BUILDING CONSTRUCTION (THEORY)	147
S850/1	SUBSIDIARY ICT	150
S850/2	SUBSIDIARY ICT	158
S850/3	SUBSIDIARY ICT	162

1.0 INTRODUCTION

The 2015 UACE examinations Report on the Work of Candidates (RWC) analyses in detail the candidates' performance in the examination papers they sat during the November/December examinations.

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

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

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

2.0 Candidature

A total of 101,268 candidates registered for the 2015 examinations compared to 108,419 candidates in 2014. This represents a decrease of 6.6% (7,151 candidates). Of all those registered, 99,847 candidates appeared for the examination in 2015 compared to 107,297 who appeared for examinations in 2014, a 6.9% decrease (7,448 candidates). Female candidature in 2015 was 42,166 compared to 43,944 in 2014. Females constituted 41.6% of the total number of candidates who took UACE examinations in 2015 compared to 58.4% for males. It is believed that a good number of candidates opt for UCE level training programmes such as nursing, teaching and other vocational courses instead of the UACE course.

Fewer female candidates (1.0%) were absent compared to males (1.7%).

UPOLET candidates were 20,840 (20.58%) a drop from 23,308 in 2014 of the total candidature.

Table 1: Candidates registered over the last five years (2011-2015).

Year	Candidates Registered	Candidates who sat	Absentees	%tage of cand. Absent
2015	101,270	99,849	1,421	1.40
2014	108,419	107,297	1,122	1.03
2013	116,190	114,380	1,180	1.56
2012	111,456	109,972	1,487	1.33
2011	103,760	102,296	1,464	1.41

The table indicates that candidature has been falling for the last two years (2014 and 2015). Since 2013 there has been a drop in registration candidature of 14,920 (12.8% drop). A total of 103 Special Needs Education (SNE) candidates were registered in 2015, of whom, 12 were blind, 13 had low vision, 23 were deaf, 23 had severe physical impairments, and 32 were of other categories requiring only extra time to be given. The Board made the necessary accommodations in their examination papers in consonance with their disabilities.

3.0 PERFORMANCE OF CANDIDATES

UNEB in accordance with acceptable assessment practices and global trends, made a decision, with effect from 2015 to base grading more on criterion referencing. This implies that grades are based on predetermined competencies. Grade cut-off points and grade hurdles were adjusted. It is therefore, not possible to compare grade levels of 2015 to those of 2014 and before. These adjustments however, did not result in reduction in the overall pass levels.

3.1. Performance of candidates in 2015 at different pass levels

The performance of candidates in 2015 is shown in table 2 in terms of numbers of candidates passing at the different principal and subsidiary pass levels.

Table 2: Performance of candidates in 2015.

Pass level	2015			
	No. of Cands.	%	Cum No.	Cum %
3P	29,714	29.8	29,772	29.8
2P	26,807	26.9	56,656	56.7
1P	25,833	26.0	82,567	82.7
1S	15,012	15.1	97,634	97.8
F	2,202	2.2	99,849	100

(The figures do not include results that have been withheld)

At the minimum 2P level required for University admission 56,656 candidates (56.7%) qualify. However, if other tertiary institutions are considered where 1P and two subsidiary passes levels are considered for admission, 82, 567 candidates (82.7%) will qualify for admission compared to 87,826 (81.9%) in 2014. Proportionally, this is higher than that qualified in 2014.

The overall performance of candidates in the UACE examination shows that a higher percentage of candidates, (98.4%), qualified for the award of the UACE, compared to 97.3% of 2014.

Table below compares pass level between females and males.

Table 3: Breakdown of performance by gender – 2015 UACE

Pass Level	FEMALES				MALES			
	No. of cand.	%	Cumm No.	Cum %	No. of cand.	%	Cumm No.	Cumm %
3P	13,484	33.2	13,484	33.2	16,230	27.5	16,230	27.5
2P	11,457	28.2	24,941	61.4	15,350	26.0	31,580	53.5
1P	9,641	23.8	34,582	85.2	16,192	27.5	47,772	81.0
1S	5,428	13.4	40,010	98.6	9,641	16.3	57,413	97.3
F	598	1.5	40,608	100.0	1,604	2.7	59,107	100

NB: (Withheld results not included)

Proportionally, female candidates performed better than their male counterparts at all levels with a lower failure rate than for the males. This is similar to the situation in 2014.

3.2. Performance By Gender In Selected Subjects

Table 4 below compares performance of females and males candidates in selected subjects at principle level.

SUBJECT	FEMALES			MALES			Cumm%	
	Number	A(%)	A-E(%)	Number	A(%)	A-E(%)	A	A-E
General Paper (S101)	40,601	1.3	69.1	58,941	1.0	65.0	1.1	66.7
History (P210)	18,541	6.5	86.1	19,710	5.5	85.1	5.9	85.6
Economics (P220)	16,365	1.4	59.0	25,639	0.8	51.4	1.1	54.3
Entrepreneurship Educ. (P230)	12,236	0.4	40.4	12,440	0.4	38.2	0.4	39.2
Islamic Rel. Educ. (P235)	2,029	4.9	76.0	1,711	4.0	68.1	4.5	72.2
Christian Rel. Educ. (P245)	13,910	0.3	55.0	10,488	0.2	49.8	0.3	49.8
Geography (P250)	15,905	0.1	43.3	24,606	0.04	37.1	0.1	39.5
Lit in English (P310)	5,227	0.5	71.0	2,354	0.2	58.0	0.4	66.5
Mathematics (P425)	8,891	4.0	54.3	22,348	5.3	53.3	5.0	53.7
Subsidiary Mathematics (S475)	13,280	1.6	29.2	17,553	2.0	22.1	1.8	25.0
Physics (P510)	3,456	0.2	37.9	13,368	0.4	37.3	0.4	37.5
Agriculture (P515)	2,651	0.4	61.5	7,830	0.6	62.4	0.6	62.3
Chemistry (P525)	3,586	1.0	58.0	8,453	3.6	62.0	2.8	60.4
Biology (P530)	4,162	0.0	37.4	8,817	0.02	40.3	0.0	39.5
Art (P615)	7,759	0.5	70.0	12,510	1.1	74.0	0.8	72.5
Subsidiary ICT (S850)	27,142	5.6	63.3	41,082	9.4	68.2	7.9	66.2

In terms of percentages, female candidates performed better than males at the A-E level in History, Economics, Entrepreneurship Education, Islamic Religious Education, Christian Religious Education, Geography and Literature in English.

They also performed better in General Paper and Subsidiary Mathematics. Male candidates performed better in all the other Science subjects, Fine Art and Subsidiary ICT. Majority of female candidates offered the Arts subjects.

As observe in previous years, the core Science and mathematics are compulsory at UCE level. However, the table above indicates that transition to UACE in those subjects has remained quite low. Only 31.3 per cent of the candidates who sat for the UACE in 2015 offered Mathematics. Physics had 16.9 per cent; Chemistry, 12.1 per cent and Biology, 13.0 per cent.

4.0 QUALITY OF CANDIDATES' WORK EXPECTED AT UACE

The Uganda Advanced Certificate of Education examination is designed to test candidates' ability to comprehend and apply knowledge in new situations; demonstrate analytical and reasoning skills, ability to carry out scientific experiments and interpret and draw conclusions from those experiments. Questions expected candidates to describe, explain, analyse, discuss and evaluate. Candidates were, therefore, expected to handle more of the higher order tasks than at UCE level.

A good number of examination centres displayed good quality work. At many other centres evidence of poor preparation was evident. Candidates at such centres showed lack of understanding of basic concepts, list their points when descriptions or explanations were required, giving generalized answers lacking in specifics and examples; failing to understand key words that define the tasks in the questions. Zero scores were recorded in almost all subjects. Examiners reported that school rush through the UACE syllabus in order to complete by Term 1 in Senior 6. The consequence of this is that many candidates do not adequately grasp the key concepts in the subjects. The rest of the time is devoted to revision, testing and seminars by persons called facilitators. When candidates have not grasped the basics, revision, testing and facilitation will not improve their performance appreciably. There is evidence of cram work, over-reliance on class notes and poorly written pamphlets, and lack of independent research by candidates. As reported in previous years, poor communication skills continue to affect candidates' ability to express themselves adequately even if they understand the demands of the questions. This was most pronounced in the Humanities where questions required extended essay writing.

Many centres still use examination oriented teaching and delivery of curriculum thereby limiting candidates to what they expect to be examined and deny candidates coverage of areas which the teachers think may not be examined.

5.0 CANDIDATES' WEAKNESSES

Examiners reported that the UACE examination papers were of the right standard and met the objectives of the UACE curriculum.

Weaknesses that persist can be summarized as:

- ❖ Question misinterpretation, partly arising from language inadequacy.
- ❖ Lack of relevant introduction to essays.
- ❖ Failure to identify logical points.
- ❖ Explanations that are not clear, or lack depth and scope of coverage.
- ❖ Inability to analyse issues or pick clear stand points.
- ❖ Giving generalizations, lacking in specifics, illustrations and examples
- ❖ Lack of critical thinking skills.
- ❖ Evidence of cram work and over-reliance on class notes.
- ❖ Inability to do independent research.

The above mainly affect the Humanities where extended essay writing is called for. In Sciences the weaknesses are also the usual ones:

- ❖ Manipulation of apparatus
- ❖ Problems with writing experimental procedures
- ❖ Lack of understanding of meanings of critical scientific terminologies.
- ❖ Inability to draw conclusions from observations.
- ❖ Inability to discuss results arising from an experimental procedure.
- ❖ Wrong chemical formulae and equations.
- ❖ Use of unconventional abbreviations.
- ❖ Poor dissection and drawings. Some candidates draw from theory and did not carry out the dissections.
- ❖ Inaccurate graphs arising from poor choices of scales
- ❖ Lack of Mathematical skills needed in other science subjects.

S101/1 GENERAL PAPER

Question Analysis

Question 1.

This question on the extended family system was very popular but most of the candidates confused it with polygamy. Others hinged their responses on the economic impact of the extended family system at a national rather than the community level.

Question 2.

This was an unpopular question on the causes and effects of conflicts between African countries. The few candidates who attempted it looked at causes and effects of conflicts within a country instead. They lacked relevant examples of conflicts on the African continent.

Question 3.

This question on the necessity of eating a balanced diet was unpopular. The few candidates who attempted it lacked basic information on what a balanced diet entails.

Question 4.

Many candidates attempted this question on the extent to which human activities have led to global climate change. Most of them were able to explain global warming but they failed to explain other factors that lead to global climate change.

Question 5.

This was a popular question that required logical reasoning. However, most of the candidates who attempted it poorly answered parts (a) and (b) which required common sense and mathematical computations.

Question 6.

In this question, a number of candidates displayed poor comprehension and summary skills. The language and vocabulary used was not well developed to that of an advanced level candidate.

P210/1 HISTORY: AFRICA NATIONALISM AND THE NEW STATES

Question Analysis

Question 1.

This question on the role of Ex-servicemen in the development of African nationalism was popular but the candidates who attempted it did not have adequate information on the topic. Many of them failed to clearly bring out the role of other factors.

Question 2.

The candidates who attempted this popular question confused it with the Suez Canal crisis. Others gave the causes of the Egyptian Revolution, which was outside the demands of the question.

Question 3.

The candidates who attempted this very popular question exhibited ample knowledge on the Apartheid policy in South Africa. There was evidence to suggest that this aspect was not adequately covered by some teachers whose candidates gave scanty information.

Question 4.

This question on Katanga's attempt to secede was fairly popular but the candidates who attempted it gave poor quality answers. Some gave sketchy and generalised answers on the Congo crisis.

Question 5.

This was an unpopular question on the role of Islam in national unity in Senegal. Candidates who attempted it gave generalised answers on the role of Islam in forging national unity without tailoring it to Senegal as required.

Question 6.

This question on the steps taken by Tanzania towards attainment of self-reliance was unpopular and the candidates who attempted it gave shallow and generalised answers on the topic. There was evidence to indicate that teachers have neglected this topic.

Question 7.

Whereas this question required candidates to explain the role of Dr. Kwame Nkrumah in the establishment of the Organisation of African Unity (OAU), most of them gave generalised reasons for the growth of OAU. The few candidates who attempted it thus gave poor quality responses.

Question 8.

The majority of candidates who attempted this popular question on neo-colonialism had scanty information and gave generalised answers not tailored to a specific country in West Africa. Some candidates mixed up the positive and negative impact of neo-colonialism.

Question 9.

This was a very popular question on the contribution of the overthrow of the monarchy in Libya in 1969. Most of the candidates who attempted it gave high quality answers but a few mixed up the weaknesses of Muammar Gadhafi and those of King Idris.

Question 10.

This was quite a popular question on the 1971 overthrow of Dr. Apollo Milton Obote in Uganda. Although it was generally well done, some candidates who attempted it mixed up the two different Obote regimes in Uganda.

P210/2 HISTORY: ECONOMIC AND SOCIAL HISTORY OF EAST AFRICA**Question Analysis****Question 1.**

This question on how Kabalega built a powerful Bunyoro kingdom was popular but the candidates who attempted it gave poor quality answers. Some of them gave sketchy responses on the socio-economic history of Bunyoro kingdom.

Question 2.

This was an unpopular question on the organisation of the Baluyia. The few candidates who attempted it gave grossly inadequate answers which were evidence that teachers neglected this topic.

Question 3.

The majority of candidates who attempted this popular question ably gave good quality answers on the effects of Long Distance trade on the peoples of East Africa. A few candidates, however, mixed up Long Distance trade with Islam and Arabs.

Question 4.

This was an unpopular question on the economic and social developments in Kenya between 1945 and 1963. The majority of the candidates who attempted it gave generalised answers without any specific reference to the time frame.

Question 5.

This was a popular and well done question on the outbreak of the 1905-7 Maji-Maji uprising. A few of the candidates who attempted it confused it with the Mau-Mau uprising in Kenya.

Question 6.

Whereas this was a very popular question, the majority of candidates who attempted it misunderstood it. Instead of talking broadly on the transport revolution in East Africa, some specifically focused on the Uganda Railway, which was a much narrower perspective.

Question 7.

The few candidates who attempted this question on the impact of foreign religions in Uganda gave good responses. A few of them, however, gave sketchy answers on one religion without bringing out other foreign religions.

Question 8.

Quite a number of candidates who attempted this question had ample information on the contribution of minority races in Tanzania. It was a well done question but a number of candidates gave limited specific examples.

Question 9.

The candidates who attempted this popular question had ample information on the effects of the expulsion of Asians in Uganda. A few of them, however, misunderstood the question and instead gave the causes of the 1972 Economic War in Uganda.

Question 10.

This was a very unpopular and poorly done question on the import and export trade in East Africa. Candidates lacked basic content on import and export trade. There was evidence to suggest that teachers neglected this topic.

P210/3 EUROPEAN HISTORY (1789-1970)**Question Analysis****Question 1.**

Whereas this was a very popular question, many candidates failed to clearly analyse the degree to which the desire for reforms made the French Revolution inevitable.

Question 2.

Most of the candidates who attempted this popular question gave fairly good quality responses. A few, however, failed to account for the coalition of European nations against Napoleon Bonaparte. Some based their arguments on the reasons for Napoleon Bonaparte's downfall and exhibited total ignorance about the coalition of European nations.

Question 3.

This was quite a popular question on the achievements of the preservation of monarchism in Europe by Prince Metternich. Some misunderstood the question and gave the achievements and failures of Prince Metternich.

Question 4.

The majority of candidates who attempted this popular question had ample information on the unification of Italy. Some gave obstacles to the unification of Italy which were totally uncalled for.

Question 5.

This was a very popular question which was well done. Many candidates did not, however, understand that it was about the outbreak of the Crimean war. Teachers need to link historical dates of events to specific regions of study.

Question 6.

Very few candidates attempted this question and the majority of them did not quite understand what it required. Most teachers tend to avoid the period between 1890 and 1914 during teaching.

Question 7.

This was a very popular question on effects of the Great Economic Depression. The majority of candidates who attempted it gave high quality answers although some of them mixed up knowledge of economics and history in their responses.

Question 8.

Quite a good number of candidates attempted this popular question but their responses were poor. Instead of accounting for the Bolshevik's takeover of power in Russia, some candidates gave reasons for the success of the Russian Revolution of 1917.

Question 9.

The candidates who attempted this popular question failed to relate Chamberlain's policy of Appeasement to the outbreak of World War II. Some candidates gave responses which were completely outside the confines of the question.

Question 10.

This was a very unpopular question on the 1848-49 Berlin Blockade but the majority of candidates who attempted it merely gambled and gave scanty information about the Blockade. There was evidence to suggest that the candidates were not prepared to handle it.

P210/4 WORLD AFFAIRS SINCE 1939

Question Analysis

Question 1.

This was the most popular question on USA's policies to contain the spread of Communism in Europe after World War II. A few candidates who attempted it gave shallow arguments and examples outside Europe.

Question 2.

This question on the contribution of Canada to World politics was quite unpopular. The few candidates who attempted it gave sketchy answers with limited examples.

Question 3.

The majority of candidates who attempted this fairly popular question gave ample information on contribution of Leonid Brezhnev. Candidates' answers to this question were fairly good. A few candidates, however, gave shallow answers with limited examples.

Question 4.

This was an unpopular question on the steps taken by Russia to resolve the issue of nationalities. The few candidates who attempted it failed to understand what the question required. There was evidence to suggest that this topic was not adequately covered by a number of teachers.

Question 5.

Candidates had ample information on the Apartheid policy in South Africa. They gave good quality arguments and relevant examples to this popular question.

Question 6.

The few candidates who attempted this question had limited information on the Baghdad Pact and its influence on the politics of the Middle East. It was a poorly done question which was sufficient evidence to indicate that a number of teachers did not adequately cover this topic.

Question 7.

This was a very popular and well done question on the Communist Revolution in China. A few candidates concentrated on the effects of the revolution on China and Asia without making reference to other parts of the world.

Question 8.

The few candidates who attempted this unpopular question on the causes and effects of the 1982 civil war in Sri Lanka gave poor quality responses. Most of the candidates seemed to have been unprepared for the question.

Question 9.

This was a popular question on the achievements of Charles de Gaulle for France. Most candidates gave good quality responses but a few of them, however, only brought out the achievements without bringing out the failures.

Question 10.

The few candidates who attempted this unpopular question gave poor quality responses on Margaret Thatcher's foreign policy. They lacked basic facts on Thatcher's foreign policy, an indication that teachers did not effectively cover this topic.

Question 11.

This was a very popular question on the United Nations Organisation (UNO) and most of the candidates who attempted it gave high quality responses. They aptly brought out the steps taken by UNO to control the Arms race.

Question 12.

The few candidates who attempted this question gave sketchy information on the role of the World Health Organisation (WHO) in combating the Acquired Immunity Deficiency Syndrome. It was a poorly done question, with candidates giving steps taken to combat AIDS without relating them to WHO.

P210/5 THEORY OF GOVERNMENT, CONSTITUTIONAL DEVT. & PRACTICE IN E.A**Question Analysis****Question 1.**

This was an unpopular and poorly done question on upholding the 'Sovereignty of the people' in a constitution. The few candidates failed to understand the meaning of the term "Sovereignty of the people" and to relate it to specific provisions of the national constitution.

Question 2.

The few candidates who attempted this question gave poor quality answers. They lacked basic information on the principles upon which the fundamental human rights are founded in a national constitution.

Question 3.

This was a fairly popular and well answered question on the features of a Democratic state. The majority of candidates who attempted it aptly described the features of a Democratic state.

Question 4.

Whereas this question was fairly unpopular, the candidates who attempted it gave good quality answers on the merits and demerits of a One Party state.

Question 5.

This was an unpopular and poorly done question. The few candidates who attempted it failed to describe how a Bill becomes Law in Parliament.

Question 6.

The few candidates who attempted this question gave poor quality answers on constitutional reforms in East Africa. Some of them, however, failed to understand the term “constitutional reforms”.

Question 7.

The candidates who attempted this unpopular question were unable to identify the various reasons for the abrogation of the Ugandan independence constitution. They gave poor quality responses devoid of examples.

Question 8.

This was an unpopular and poorly answered question on the functions of the Legislature. Quite a number of candidates, however, lacked basic information on the functions of the Legislature, an indication that teachers did not effectively cover this topic.

Question 9.

Fairly good responses were given by candidates who attempted this popular question. Quite a number of candidates who attempted it failed to describe the extent to which the fundamental rights and freedom of the individual have been protected in Uganda.

Question 10.

This was an unpopular question and it was poorly answered by the candidates who attempted it. They failed to clearly account for the failure to achieve the federation of East Africa.

P210/6 AFRICAN HISTORY (1855-1914)

Question Analysis

Question 1.

This was a fairly popular but poorly answered question on the organisation of the Kikuyu. Many candidates who attempted it failed to clearly bring out the fact that the Kikuyu were a decentralised society.

Question 2.

The few candidates who attempted this question gave poor quality answers on the role of the Army in the building of the Zulu nation. Some candidates gave answers outside the timeframe of the question.

Question 3.

Whereas this question was quite popular, those candidates who attempted it failed to clearly bring out the factors which were specifically related to Morocco's loss of independence. The majority of candidates who attempted it gave generalised responses.

Question 4.

The few candidates who attempted this question gave generalised answers on how the Berlin conference resolved European rivalries. Quite a number of candidates gave a one sided argument without bringing out the other factors.

Question 5.

Fairly good responses were given by candidates who attempted this rather unpopular question. A few of them, however, failed to give adequate information on the Tswana response to European invasion. Others dwelt on the reasons for resistance and collaboration of the Tswana which were uncalled for.

Question 6.

This was a very popular and well done question on the causes and effects of the Nama-Herero rebellion. A number of candidates gave good information on the subject although some of them didn't know the people/parties involved.

Question 7.

This was an unpopular and poorly answered question. Many candidates who attempted it failed to clearly describe how the British used Indirect Rule in Nigeria. They lacked basic facts on the topic which was a clear indication that it was not effectively taught.

Question 8.

The majority of candidates who attempted this question confused it with the Mau-Mau uprising in Kenya. Some gave the effects of the Maji-Maji uprising which were uncalled for.

Question 9.

This question was attempted by many candidates who gave poor quality answers on the contribution of Lord Cromer to Egypt. Quite a number gave Lord Chrome's positive contribution without bringing out his negative contribution.

Question 10.

Whereas this question required candidates to assess the impact of missionary activities in West Africa, many of those who attempted it gave generalised answers on Christian missionaries without specific examples from West Africa. Others gave examples drawn from East Africa.

P220/1 ECONOMICS**Question Analysis****SECTION A:****Question 1.**

- (a) This was a well done question but a few candidates failed to distinguish between inferior and complementary goods.
- (b) The majority of candidates were able to define the term "Real Domestic Product".
- (c) Most candidates who attempted this question gave poor quality responses on Rostow's transitional stage of economic growth.
- (d) This was a fairly well done question on cyclical unemployment. A few candidates gave general solutions to the unemployment problem rather than specifically giving solutions to cyclical unemployment.
- (e) The majority of candidates who attempted this question did not understand the term "perspective planning".

SECTION B:

Question 2.

This was a popular question and those who attempted it gave the methods of measuring national income. Others, however, confused these methods with those used when computing price indices.

Question 3.

Most candidates who attempted this popular question gave good quality answers on economic growth. A few of them, however, failed to define the term “economic development”.

Question 4.

This was a very popular question and the majority of candidates who attempted it gave good quality answers. A few candidates mixed up causes of price fluctuations and problems faced by farmers in the agricultural sector.

Question 5.

This was a popular question which involved mathematical calculations. The candidates who attempted it failed to give a logical sequence of the process of credit creation.

Question 6.

This was a very popular and well done question on causes of inflation. A few candidates who attempted it failed to bring out the right words to explain the term “inflation”, e.g. they used “high” instead of “rising” or “increasing” price levels.

Question 7.

The few candidates who attempted this question scored low marks because they confused the features of a good tax system with principles of taxation. Some gave the merits/advantages of and others gave the reasons for taxation.

P220/2 ECONOMICS

Question Analysis

SECTION A:

Question 1. (a)

This was a poorly done question. The majority of candidates who attempted it confused income elasticity of demand with price elasticity of demand.

Question 1. (b)

The majority of candidates who attempted this question gave fairly good quality answers but a few of them exhibited ignorance of the concept of the formal sector.

Question 1. (c)

Most of candidates who attempted this question gave good quality responses but a few failed to define the term “economic dependence”.

Question 1. (d)

Quite a number of candidates who attempted this question were able to define the term “capital intensive technology”. Some of those who attempted it gave demerits, instead of factors that limit the adoption of capital intensive technology.

Question 1. (e)

This was a fairly well done question by the majority of candidates who attempted it. A few candidates however, failed to bring out that budgets were estimated rather than actual annual revenue and expenditure figures.

SECTION B:**Question 2.**

This was a very popular but poorly done question on wage determination. The majority of candidates who attempted it were unable to distinguish between method of determining and factors determining wages in Uganda.

Question 3.

The majority of candidates who attempted this question gave poor quality responses on trade liberalisation. A number of them confused trade liberalisation with free trade.

Question 4.

The many candidates who attempted this question failed to comprehend the structure of Uganda’s population. Some of them gave irrelevant generalised answers on Uganda’s population without relating it to structure.

Question 5.

Many candidates who attempted this question could explicitly state the objectives of monetary policy in Uganda. A few candidates, however, only gave generalised and sketchy explanations on how the Central bank regulates money supply.

Question 6.

This was a popular and fairly well done question on economic development planning. However, a few candidates could not explain the benefits of economic development planning.

Question 7.

This was an unpopular but fairly well done question on the privatization of public enterprises. A few candidates could not explain the role of a national budget. Most of those who attempted it failed to explain the role of the public sector in Uganda.

P230/1 ENTREPRENEURSHIP EDUCATION

Section A

Question 1.

It was a compulsory question consisting of parts (a) – (e), covering different topics of the syllabus.

Part (a) was well done. Most candidates were able to distinguish between an entrepreneur and an intrapreneur. They also ably mentioned the two management skills.

Part (b) was fairly done. Most candidates stated the purpose of an insurance policy although some misfired.

Part (c) was on definition and types of distribution channels. This was well done.

Part (d) was averagely done. Most candidates had difficulty in identifying competencies that should be displayed by the applicant during an interview. Some candidates mentioned management skills instead.

Part (e) required definition and examples of debt instruments in relation to capital markets. Most candidates lacked knowledge about debt instruments.

Teachers are advised to address the above mentioned issues and teach all topics in the syllabus.

Section B

Question 2.

Was fairly attempted although some candidates had difficulty in explaining demographic factors that influence entrepreneurial business opportunities. Some candidates mistook demographic factors for socio-cultural factors. Most candidates ably explained services offered by support organizations to entrepreneurs in Uganda.

Question 3.

Was popular but poorly done. Majority described the characteristics of a good business plan but had no idea about a financial feasibility study. Teach learners the theory and analysis of a financial feasibility study, and its relevance in a business. Assign learners in groups/individually to prepare a financial feasibility study of their businesses.

Question 4.

It was popular and fairly done. Most candidates explained strategies for maintaining consumer loyalty satisfactorily. However, some candidates gave only the positive impact of competition leaving out the negative side. Expose learners to various ways of answering questions e.g. assess, examine, explain, describe, state, etc.

Question 5.

Required the importance of an action plan and challenges faced in implementing business plans. Was popular but the importance of an action plan was not well articulated. Challenges were misunderstood by some candidates as problems/disadvantages.

Business plans and action plans are key concepts in entrepreneurship. Teachers should address the mentioned aspects using the practical approach. Learners should either individually or in groups, prepare business plans and action plans of their “real life” businesses, and make presentations in class.

P230/2 ENTREPRENEURSHIP EDUCATION

Question 1.

Was popular. Part (a) required the candidates to state the vision, mission and objectives of the business. Most candidates failed to state the vision and mission. They also failed to bring out SMART objectives. Teachers should clearly differentiate between goals and objectives, and guide learners to state the vision and mission of their respective businesses.

Part (b) asked candidates to prepare a GEPIC STRUCTURE for advocacy. Most candidates had little knowledge about the GEPIC structure. Teachers should read and use other reference books and internet besides NCDC books. They should also use student centred methods of teaching such as role play and debate among others.

Part (c) required candidates to prepare a programme for official launch of the business. Most candidates misunderstood the question. Some prepared a promotional programme, others misunderstood official Launch as official lunch and those who understood it did not observe the chronological flow of activities.

Teachers are advised to encourage learners to prepare programmes at school level and emphasize the chronological flow of events/activities vis-a-vis their timing and person in charge/responsible person.

In part (d), candidates were to formulate guidelines for ensuring safety and security of employees at the work place. Some failed to present guidelines in relation to safety and security of employees at the workplace. Teachers should discourage learners from using personalization and suggestive words such as should, may and can among others when writing rules, guidelines, instructions and other business documents like contracts/ agreements.

Question 2: Was popular. Part (a) required candidates to prepare a cash flow statement for six months.

Weaknesses of candidates: Some candidates;

- failed to bring out the correct title of the cash flow statement.
- failed to indicate the currency units.
- failed to distinguish cash inflows from cash outflows.
- totaled/added all the monthly payments and indicated them as one item of the cash outflows.
- failed to interpret some statements regarding the projections.

(b) Wanted candidates to explain the importance of the cash flow statement to the business. Some candidates confused a cash flow statement with an income statement and the balance sheet. Others did not know the importance of the cash flow statement.

Advice to Teachers:

- Emphasize the difference between a cash flow statement and an income statement, and a statement of financial affairs/balance sheet.
- Emphasize the three (3) parts of the cash flow statement i.e cash inflows, cash outflows and the net cash position.
- Give learners similar exercises for guided group discussion and revision.
- Encourage learners to use currency units whenever writing amount of money in figures.

Question 3.

Was popular. Part (a) required candidates to prepare guidelines that should be followed to ensure gender balance of employees in the business. Most candidates misunderstood gender to mean women only/women emancipation. Teachers should explain the concept of gender clearly.

(b) Asked candidates to give measures that can be used to maintain a competitive edge of their business over similar businesses. It was well done. Some few candidates gave factors affecting the location of a business/location factor.

(c) Candidates were to identify business opportunities that may arise from existence of the business. Most candidates did not understand the term business opportunity.

Some gave advantages resulting from the establishment/existence of the business in the area, while others were giving factors considered when locating a business. Teachers should clarify the meaning of “business opportunity” and expose learners to as many business opportunities in the environment as possible.

(d) Required candidates to write instructions that employees should observe for proper maintenance of the milling machine. Most candidates wrote suggestions instead of instructions.

Advice to teachers:

- Encourage learners to prepare instructions/guidelines at school level.
- Emphasize the chronological flow of events/activities vis-a-vis their timing and person in charge/responsible person.

Question 4. Was popular. 4(a) required candidates to prepare a production plan.

Weaknesses of candidates:

- The components of the production plan were not properly explained by most candidates.
- Some candidates were instead giving/explaining components of a marketing plan.

Advice to Teachers/schools:

- Put in place school business clubs where learners can practically prepare business plans.
- Ensure that all students prepare business plans of their “real life” businesses.
- Emphasize all components of a business plan.

4 (b) required candidates to estimate startup expenses for the business. Most candidates failed this part. They instead prepared other parts of a financial plan showing working capital requirements and fixed capital requirements.

Advice to Teachers:

Put in place school business clubs where learners can practically estimate start-up expenses of their businesses.

(c) Asked candidates to place an order for fruits. Some candidates misunderstood it to mean an instruction to do something. However, those who had an idea, presented good work and scored maximum marks. Teach and emphasize all business source documents.

(d) Expected candidates to draft rules that employees should follow for effective time management in the business. Many candidates wrote school rules and regulations that were not related to time management. Should discourage learners from using personalization and suggestive words such as should , may, and can among others when writing rules, guidelines, instructions and other business documents like contracts/ agreements.

Question 5.

Was unpopular. Candidates were required to calculate financial ratios from the given information and interpret them.

Weaknesses of candidates: Some candidates;

- failed to give the correct formulae.
- had wrong substitutions which automatically led to wrong answers.
- failed to indicate the correct units (Shs) for correct answers.
- lacked knowledge about leverage ratios and interest cover.
- Some candidates did not have any idea about ratios and their interpretation.
- Most candidates failed to give the correct interpretation.

Advice to Teachers

- Give similar exercise to learners and encourage them to make practice computation of financial ratios and their interpretation especially the liquidity, profitability and Leverage ratios.
- Also encourage group guided discussions and presentations in class.

Question 6.

(a) Required candidates to draft a questionnaire and find out the causes of labour turnover.

Weaknesses of Candidates:

- The questionnaire was mistaken for a market survey guide
- Some candidates gave causes of labour turnover.
- Others gave questions and answered them.

Advice to Teachers:

- Draft a questionnaire and practically teach its content
- Ask learners to draft a questionnaire to find out causes of labour turnover in a given organization in the community.

(b) Candidates were to prepare a job specification for an accountant. Most candidates misunderstood a job specification for job advert while others prepared a job description.

Advice to Teachers:

- Use newspapers to differentiate job specification from job description
- Ask learners to prepare job descriptions, job specifications etc. for their new employees.

(c) Candidates were to advise management on strategies that should be adopted to improve the welfare of employees. Most candidates misunderstood welfare to mean motivation and thereafter misfired. Some candidates misunderstood welfare to mean good feeding at the workplace and ignored other aspects of welfare.

Advice to Teachers:

- Differentiate between welfare and motivation
- Discuss the strategies of welfare comprehensively
- Encourage learners to read newspapers, visit business organization to discuss and observe the welfare of employees.

(d) Required candidates to design a procedure that should be followed by management when handling in-disciplined employees of the enterprise.

Weakness of candidates

Most students focused on punishments given at school for example, caning, a class teacher reporting the deputy head teacher, etc. which do not apply in business. Teachers should discuss the procedure of handling in-disciplined employees in depth.

P230/3 ENTREPRENEURSHIP EDUCATION

Section A: Case Study

Question 1:

It was compulsory and required candidates to use the information in the case study to:

- (a) Identify different skills used to transform the community. Some candidates gave entrepreneurial characteristics instead of entrepreneurial skills.
- (b) Explain strategies used to sustain the project. Some candidates misinterpreted strategies to mean benefits.
- (c) Suggest insurance policies to minimize risks in the project. Some candidates gave principles of insurance instead of insurance policies.
- (d) Identify the contribution of the project to the development of the community. Most candidates gave few points.

Advice to Teachers

Expose learners to case studies and guide them to read and answer questions within context. Address the above mentioned issues too.

SECTION B: SCHOOL BUSINESS CLUB

Question 2:

The question required candidates to:

- (a) Describe the project. Few candidates described the project satisfactorily. Teachers should discuss with learners all aspects required in the general description of a project.
- (b) State objectives of the business. Most objectives stated by candidates were not “SMART”. Teach learners to state SMART objectives.
- (c) Describe entrepreneurial skills applied in the business. Some candidates described entrepreneurial skills and characteristics using examples in the community.
- (d) Identify challenges faced by the business and how they were managed. Some candidates gave solutions to problems while others failed to relate the solutions to the given challenges. Teachers should discuss the challenges in context and clearly differentiate challenges from problems as well as relating given solutions to the mentioned challenges.

Question 3:

Part (a) was similar to 2(a) above.

- (b) Candidates were required to state achievements of the business. Some candidates gave benefits of the business to the community instead of achievements. Teachers should clearly differentiate benefits from achievements in context.
- (c) Use SWOT analysis to evaluate the business. Most candidates failed to differentiate between Strengths, Weaknesses, Opportunities and Threats. Teach learners SWOT analysis to evaluate their school business club.
- (d) Identify measures used to maintain quality of the products. General measures were given by most candidates without relating them to the project mentioned. Teach learners to focus their responses to the school business project.

SECTION C: FIELD ATTACHMENT/FIELD TRIP

Question 4:

- (a) Candidates were required to describe the Field Attachment/Field Trip. Few candidates described the project satisfactorily. Teachers should discuss with learners all aspects required in the general description of a project in relation to the Field Attachment/Field Trip under taken.
- (b) List operating expenses of the business and suggest measures of minimizing the expenses. Some candidates gave general expenses while others gave fixed assets. Others failed to relate the measures to the stated expenses. Teachers should distinguish between operating and fixed assets, and guide learners to relate measures to the expenses given.
- (c) Asked for ways of motivating employees. It was satisfactorily answered.

- (d) Focused on customer care services offered by the business. Some candidates confused customer care services with sales promotion. Teachers should clarify the difference between the mentioned terms.

Question 5:

- (a) Similar to 4(a) above
- (b) Tested forms of change. Most candidates gave examples of change. Teach types/forms of change with relevant examples.
- (c) Candidates were to assess the impact of change on businesses. Few candidates attempted it and had no idea about the question. Discuss the impact of change on businesses comprehensively.
- (d) Required advice on ways of maintaining market share of the business. Most candidates gave sales promotion activities. Teachers should clarify the difference between marketing strategies and Sales Promotion activities.

P235/1 I.R.E

The paper had good syllabus coverage and time was adequate. It was comparable with the previous year's paper. Candidates' performance was also comparable to that of the previous year's candidates, though the quality of their work was lower.

Question 1.

The first question required candidates to explain the role played by Abubakar and Zaid Ibn Thabit in the compilation of the Qur'ān. The second part required candidates to explain the challenges faced by the compilers of the Qur'ān. The candidates who attempted this question averagely well responded to it. They did not very well bring out the points.

Question 2.

This question on the Divine nature of the Qur'ān required candidates to prove that the Qur'ān is not prophet Muhammad's Composition but God's Revelation to the prophet (P.B.U.H) It was one of the popular questions to the candidates, nevertheless, they did not competently articulate the points.

Question 3.

The first part of this question required candidates to identify and explain the different types of human souls. Most of those who attempted this question did not competently explain the different types of souls. The second part required candidates to give the destiny of the soul. They did not fare well in this part either.

Question 4.

This question was about Quadha and Qadar (pre-destination), which required candidates to explain Qur'ānic teachings of God's pre-determination. The few who attempted it did not raise enough points and hence scored low.

Question 5.

In this question candidates were required to use Qur'ānic injunctions to prove that human beings are not equal, yet they should enjoy equal rights. It was one of the most popular questions but candidates only averagely discussed the issue. Most of them did not fully bring out what was required of them.

Question 6.

The first part of this question required candidates to explain the Qur'ānic teachings on dress, and the second part, the significance of these teachings. Very many candidates attempted and ably answered this question.

Question 7.

The first Part of this question required candidates to identify and explain the Qur'ānic teachings on Zakah. The second part required candidates to explain the relevance of Zakah (alms giving) to society). It was another of the popular questions and was well answered. Scores were high.

Question 8.

This question was on Riba (usury) the first part required candidates to identify and explain Qur'ānic teachings to identify and explain Qur'ānic teachings on Usury (interest). In the second part they had to explain the impact of the above teachings on society.

The few who attempted it put up an average performance. They needed to have brought out the significance/relevance.

Question 9.

Question nine was about oppression and required candidates to show the way Qur'ān discourages mistreatment of people and how this impacts on society. The few candidates who attempted it only averagely handled it. The verse that was quoted (42:42) in the question was not fully utilized by candidates in their discussions of the topic.

Question 10.

This question asked candidates to examine Qur'ānic teachings on justice. Candidates were required to explain ways through which Qur'ān promotes fairness in political, social and economic aspects of life. Only a few of them attempted it and did not raise enough points and arguments. Their scores were low.

Question 11.

The first part of the question required candidates to explain the conditions in Qur'ān mecca that led to the revelation of Surat Dhuha Part two required candidates to identify and explain the lessons Muslims can derive from the Surah. The question was very popular and well answered. Seemingly the topic was well taught.

Question 12.

The first Part of this question required candidates to explain the circumstances under which Surat Nasir was revealed, while in the second part they had to identify and explain the content (verses) of the Surah. A few candidates attempted the question and did it very well ending up with high scores.

P235/2 I.R.E. (HADITH AND FIQH)

The paper was a standard one meeting all the requirements of the level. It was comparable with the previous year's (2014) paper. The quality of the candidate's work, and performance were more or less the same as the previous year.

Analysis of Questions

Question 1.

Examine the challenges faced by the companions in the collection of hadith during prophet's time.

It was attempted by majority of the candidates. However a few of them gave content which was outside the time frame (Prophet's time). Most candidates passed it. Teachers are encouraged to emphasize the aspect of time frame when covering this content.

Question 2.

Bukhari's innovation marked a turning point in the collection and compilation of hadith. Comment.

It was a popular question attempted by many candidates. However some candidates failed to interpret the vocabulary "innovation", hence presenting inappropriate answers. General performance in the question was fair. Teachers are advised to help learners to develop skills of question interpretation.

Question 3.

- (a) Describe the early life of Imam al nasai
- (b) Examine the methods of his collection and compilation.

This was not a popular question and the few candidates who attempted it lacked adequate facts about the personality. Some confused Imam al Nasai's facts with those of other Imams. Performance was fair. Teachers are advised to help students grasp factors about these personalities for better results.

Question 4.

Assess the impact that forged hadith had on Muslim practice.

The question was not popular and most of those who attempted it exhibited inadequate content about the topic.

Some misinterpreted it and instead gave reasons for forgery of hadith, hence poor performance. Teachers are encouraged to teach this area in details and also encourage discussion among learners for better understanding of the topic.

Question 5.

Account for the small number of Mutawatir Hadith compared to Ahad Hadith.

It was not a popular question and was quite challenging to those few who attempted it. Candidates misinterpreted the question and those who interpreted it well lacked the required content, hence poor performance. Teachers should do more research on this topic so as to help students have a better understanding of the topic.

Question 6.

The small number of Qudsi Hadith makes them more authoritative than Nabawi Hadith. Comment.

The question was not popular, students misinterpreted it and the performance was poor. Besides the interpretation challenge, most candidates lacked the required content or answer. Teachers are encouraged to do more research about types of Hadith so as to help students have a deeper understanding of the topic.

Question 7.

Despite the fact that there are four sources of Islamic law, it is only the Qur'ān and sound Hadith whose authority is unquestionable. Justify this statement.

It was not a popular question. A few attempted it and performed poorly. Candidates had interpretation and content challenges. Teachers are advised to engage candidates in regular discussions for better understanding.

Question 8.

Discuss the relationship between the Qur'ān and Hadith as source of Islamic law.

It was a popular question and the many candidates who attempted it put up fairly good performance. However some misinterpreted it and gave plain relationships and not as sources of Islamic law. Teachers should guide students to grasp the two and to relate them clearly as sources of sharia.

Question 9.

Account for the development of Makruh as a class of legal acts.

This was a very unpopular question. Most of the candidates who attempted it lacked the required content regarding the development of Makruh. They instead gave characteristics of Makruh acts. It was the worst performed. Teachers are encouraged to do more research about the legal classification of acts in detail to guide students better.

Question 10.

Examine the contribution of Imam Ahmad bin Hanbal to the development of Islamic law.

It was a popular question i.e. attempted by many candidates. However some failed to present the real facts about Imam Ahmad bin Hanbal. The general performance in this question was fair. Teachers are advised to help students understand particular facts about these personalities.

Question 11.

Analyzing the Islamic teachings on the dignity of women was one of the very popular questions. Its requirements were understood by many candidates and many passed it. However some candidates failed to interpret it well and instead gave whatever they knew about women.

Teachers are advised to help students get a deeper understanding of the position of women in Islam to enable them interpret questions on women well.

Question 12.

Examine the Western world's attitude towards the application of sharia.

It was a question attempted by many candidates. However some misinterpreted it and instead gave strategies by the western world to stop sharia application, yet others lacked content. The general performance was fair. Teachers are advised to teach all topics as clearly indicated in the syllabus and at the same time encourage learners to do personal research about temporary developments regarding this topic.

P235/3 I.R.E. (HISTORY OF ISLAM)

The paper comprised questions that were clear in language and precise. It tested relevant and various aspects of the syllabus adequately. Time allocated was adequate and the paper was comparable with that of the previous year. Overall performance of candidates was better than that of the previous year.

Analysis of questions**Question 1.**

Analysing the religious beliefs and practices of the Jews in pre-Islamic Arabia, was a popular task to the candidates. Nevertheless, performance was not as good as expected. Most candidates either did not articulate the beliefs and practices or had very few points.

Question 2.

This too was a popular question and, candidates competently examined the exemplary character of the prophet Muhammad (PBUH) up to the time he received revelation. Scores were good.

Question 3.

Whereas this question was popular, candidates did not perform well at all. Many of those who attempted it simply gambled in part (a) when asked to account for the expansion of Islam during the caliphate of Uthman bin Affan. Some mixed up information with other Caliphs and Caliphates.

The significance of Muslim conquests during this period was insufficiently handled, in part (b) of the question.

Question 4.

In this question, candidates were required to assess the contribution of Abdul Malik bin Marwan to the consolidation of the Umayyad dynasty. Very many candidates attempted the question, and answered it well.

Question 5.

Accounting for the downfall of the Umayyad dynasty, was also a popular and well answered question.

Question 6.

Most of the very many (almost all) candidates who attempted this number ably handled it. They were asked to examine the factors that were responsible for the rise of the Abbasids. Scores were high.

Question 7.

The extent to which the vastness of the Abbasid empire was responsible for its decline and eventual collapse, was the task of this question. It was another popular one and candidates very well advanced and balanced their arguments, ending up with good scores.

Question 8.

This question required candidates to examine the contribution of Al-Mustansir to the consolidation of the Fatimid dynasty. Very few candidates attempted it and exhibited lack of knowledge. They failed to present concrete facts and arguments. Scores were very low.

Question 9.

Account for the fall of the Fatimids in North Africa. This was a very unpopular question to the candidates. Paradoxically, the very few who attempted it were very articulate, exhibiting high levels of knowledgeability about the topic. They scored highly.

Question 10.

The task of the question was: “To what extent did Salah Din contribute to Muslims’ success against crusaders?” Although fairly many candidates attempted this question, they did not raise enough points. They seemingly had studied this personality on their own, with inadequate sources of information.

Question 11.

In this question candidates were expected to: explain the origins of the Moghuls, and then analyse their achievements. It was unpopular and candidates who attempted it answered it only averagely well. The main challenge was that of having limited facts/information.

Question 12.

This question was attempted by very few candidates. However, they fairly well answered it. They fairly ably accounted for the rise of the Ottoman Empire and had average scores.

P235/4 ISLAM IN AFRICA

The paper was generally good and appropriate for A’ Level candidates.

Analysis of the questions

Question 1.

Analyse the conditions in Arabia that might have forced Arabs to migrate to East Africa.

This question required the candidates to consider the conditions in Arabia only, which prompted the Arabs to come to the coast of East Africa. Many candidates gave factors in Arabia as well as factors at the East African Coast which led to the coming of the Arabs at the coast of East Africa.

It was a very popular question but poorly done.

Advice to Teachers/Learners

Teachers should help Learners learn to interpret questions and advise them to avoid questions which seemed to have very few points.

Candidates should avoid setting own question. They should respond to the questions as they appear on the Question paper. These conditions are different; the push and pull factors. Push, are those conditions in Arabia while the Pull factors are those conditions at the East African Coast which attracted the Arabs to settle there.

Question 2.

Before the coming of Islam, the people of East Africa had their own religious beliefs and practices. Discuss.

In this question candidates were required to look at the beliefs and practices of the people of East Africa before the introduction of Islam in the region. Many candidates who attempted the question wrote about Political, Social, Economic and Religious life of the people of East Africa before the coming of Islam. Others failed to distinguish between beliefs and practices.

Those who concentrated on the religious life were not exhaustive i.e., gave few points yet the points are very many.

Advice to Teachers and learners

- Teachers need to help learners to develop the skill of interpreting questions well.
- Candidates should read the questions carefully and make a meaning out of each and every word. Should they fail to understand certain words they should simply leave such questions.

Question 3.

- (a) Examine the political organisation of the people at the East African Coast prior to the coming of Islam.
- (b) In what ways was the political life influenced by Islam?

This question was not popular and those who attempted it scored low marks.

Part (a) required candidates to show how the people at the Coast of East Africa were politically organised.

Part (b) required one to show the ways in which Islam influenced the political life of the people at the coast of East Africa. Many candidates did not concentrate or focus on the coast of East Africa. Instead; they described the political organisation of people of East African i.e, Uganda Kenya & Tanzania. Even part (b) was not well answered, candidates lacked points.

Advice to Teachers and Learners

- Teachers and learner are advised to give priority to question interpretation through teacher guided discussions.
- They should be subjected to many questions to enable them appreciate.
- Candidates should also be advised to answer the questions set not merely reproducing notes.

Question 4.

Account for the overstay of Islam at the Coast of East Africa before penetrating the interior. This was a popular question. Many candidates who attempted it got above average scores.

The question required candidates to give the factors which hindered the spread of Islam in the interior of East Africa. Majority of the candidates got it right. However, some candidates did not seem to understand the meaning of “overstay” they instead gave the effects of the Arab settlement at the coast of East Africa.

Question 5.

To what extent was Chief Mumia Nabongo Muhammad responsible for the spread of Islam in Western Kenya? This too was a popular question and many candidates scored highly.

The questions required candidates to explain the role that chief Mumia Nabongo played in the spread of Islam in Western Kenya. Then they would give other factors that also contributed to the spread of Islam particularly in Western Kenya. Some candidates gave general factors for the spread of Islam in Kenya not specifically in Western Kenya. Others gave only the role of Chief Mumia Nabongo and left out other factors.

Teachers should help the Learners appreciate that every word used in a question is important.

The moment a candidate does not pay attention to a particular word, he/she is likely to get a different interpretation from the required one.

Advice to Teachers and learners

Teachers should inform learners that questions with the phrase “To what extent” are two sided. Consider the factors at hand and other factors.

Question 6.

Examine the contribution of the following to the spread of Islam in Tanzania:

- (a) The Jumbes,
- (b) The Akidas.

This was a popular question and many candidates got good scores (above 16). Candidates were required to give the contribution of Jumbes and Akidas to the spread of Islam. The question required that they looked at each separately.

The answer for part (a) was similar to that of part (b). Many candidates realised it and answered the questions correctly. However, other candidates gave only one part and left the other.

Advice to Teachers and learners:

- Teachers should support the learners to develop organisational skills
- Ability to separate ideas which were initially together or put together ideas which were separated.
- This subtopic is usually combined i.e. role of the Jumbes and Akidas.
- This time round they were separated but the answer (contributions) remained the same.

- This skill can better be promoted during teacher guided discussions and regular assessment of learners' work.

Question 7.

To what extent did Islam contribute to the establishment of the Hausa States?

This question was not popular much as it was in the syllabus. Majority of the candidates who attempted it scored less than ten (10) marks. Majority of the candidates gave the effects of Islam on the lives of the people of West Africa. Many candidates did not consider the Hausa States but generalised and looked at West Africa. Others confused the Hausa States with the Ancient Kingdoms of West Africa. Regarding other factors, some candidates transferred factors from East Africa to West Africa. Candidates were supposed to show the extent to which Islam contributed to the establishment of Hausa States in W. Africa.

It was a two-sided question.

Question 8.

“Slave trade was a key factor in the spread of Islam in West Africa. Assess the validity of this statement.

This question was very popular and one of the most attempted ones. It required candidates to give the role of slave trade in the spread of Islam in West Africa.

Then consider other factors to the spread of Islam in the same region. Some candidates considered only the role of slave trade in the spread of Islam in West Africa and ignored other factors.

Some candidates looked at the positive and negative aspects of slave trade in the region. Others used examples in east Africa in their explanation of the factors for the spread of Islam in West Africa.

Advice to Teachers and learners

- Teachers should help the candidates learnt to interpret questions correctly.
- Focus should be put on double sided questions, when to give the positive and negative and when to give the positive and other factors.
- Candidates who are not sure should go for those questions which are straight forward.

Question 9.

- (a) Discuss the challenges faced by the Muslim community in Songhai Empire during Suni Ali's reign (1464-1492).
- (b) In which ways did his successor, Askia Muhammad, address the above challenges? This question was unpopular.

Candidates were supposed to discuss the challenges/problems faced by the Muslim community during the reign of Suni Ali. Part (b) candidates were supposed to show how Askia Muhammad attempted to solve the problems/changes the Muslim community was faced with.

The candidates who attempted part (a) did not seem to be aware of the reign of Suni Ali. Instead they gave general challenges in West Africa. Others were very shallow: gave very few points.

Part (b) was done better but even then candidates simply gave the contribution of Askia Muhammad Toure to the spread and development of Islam in Songhai.

Advice to Teachers and learners

- Teachers need to complete the syllabus to enable candidates have a variety of questions to select from.
- Candidates should be advised to stick to the scope of the question and avoid general answers or points
- It is also better to select questions with riders only if they are conversant with both parts.
- Teachers should cover entire topics with candidates not selected sub topics. This will enable candidates to answer such questions easily.

Question 10.

- (a) Account for the rise of the Al-Moravid Movement in West Africa.
- (b) What challenges did this movement face in its effort to promote Islam in the region?

This question was not popular much as it was straight forward and in the syllabus.

In part (a) candidates were supposed to give reasons for the rise of Al-Moravid Movement in West Africa. In part (b) candidates were supposed to show the challenges faced by the Movement in their effort to promote Islam. The few candidates who attempted this question did both parts well.

Question 11.

Analyse the factors that were responsible for the Sokoto Jihad. This was a popular question. It was straight forward and in the syllabus.

Candidates were required to give the factors that enabled the Muslims succeed in the Sokoto Jihads. Some candidates however gave the general factors for the success of the 19th Century Jihads without specifying the Sokoto.

Advice to Teachers and Learners

Teachers should ensure that they cover this topic exhaustively because it is a popular one.

During preparation, candidates should appreciate that there are general and specific factors for these jihads. The Sokoto, Maccina and Tokolor.

Question 12.

- (a) Assess the contribution of Samori Toure to the spread of Islam in West Africa.
- (b) Give reasons for his success in resisting the French.

The question was popular. Majority of the candidates who attempted it performed well especially in part (a).

Candidates had challenges with part (b) where they had few points. The question required candidates to show Samor : Toure's role in the spread of Islam in W. Africa. Then in part (b), they were supposed to give the factors/reasons behind his victory.

Advice to Teachers and Learners

Teachers are advised to help learners handle application questions.

Question that seek for candidates' opinions/views are generally poorly done by most of the candidates.

During preparation, candidates should be subjected to that kind of assessment to enable them appreciate certain issues and also help them to develop critical thinking.

Common mistakes detected from the candidates work

- Misinterpretation of questions by the candidates.
- Lack of enough knowledge or information on certain topics and sub topics. Many candidates lacked details.
- Failure to explain stated points, transfer of points, from one region to another and many times, the transferred points were irrelevant.
- Giving wrong examples to correct points.
- Inability by the candidates to answer both questions especially for questions with riders.

P245/4 C.R.E

General Analysis

The paper covered the syllabus generally in that all the dimensions required were covered. Today many candidates are challenged by the Biblical applications; most of the questions on the Bible were poorly done. The quality of the candidates and their presentations were not much different from the two previous years.

The quality is not strong and therefore affected their scores and performance at large. This seems to be arising from the quality of candidates, right from their enrollment in S.5.

It was observed that many of the students that take Christian Religious Education (C.R.E) as a principle subject either scored between Credit 5 and Pass 7 or did not do the subject at Ordinary Level.

This therefore, coupled with other factors often make the performance rather low.

Some candidates are challenged by the language i.e. some phrase/words appear very difficult for them to interpret, this in turn generally affects their presentations/views and performance.

Question Analysis

Question 1.

To what extent are today's popular "Beauty contests" a major cause of sexual immorality?

It required the candidates to analyse the causes of sexual immorality using Beauty contests as a case study. Realistically, these contests cause/lead to sexual immorality to a less extent, other factors taking the lead.

The question was very popular. However, some candidates just gave the disadvantages of beauty contests and failed to show how they lead to sexual immorality. Others gave the effects of general facial make-ups of ladies, and those naturally beautiful.

Question 2.

- a) Examine the concept and legitimate use of sex in traditional Africa. It was a very popular and well attempted question. However, some candidates mixed up sex and sexuality or gender.
- b) Discuss the economic and social factors that might hinder successful sex education in Uganda. In this candidate simply listed cases of sex misuse rather than hindrances to sex education.

Question 3.

- a) Examine the strengths of family planning in the modern society.
This was quite unpopular a question. Instead of giving the advantages of family planning, some candidates listed the different methods of family planning.
- b) How do modern views on family planning contrast with traditional African views on children?
The candidates contrasted the family planning methods of both traditional Africa and today instead of the general views on children.

Question 4.

- a) Discuss the principles of Christian marriage.

Some candidates emphasized the ritual of marriage i.e. how it is ceremonised in Church; others gave factors to consider while choosing a marriage partner.

Christian teachings on which the principles are based were ignored by majority of them, yet it was a popular question

- b) Examine the modern ideas that are threatening Christian marriage. Majority of the candidates just outlined the general problems in marriage with no reference to Christian marriage. Generally they were secular in their answers.

Question 5.

- a) It was well done by majority of those who attempted it.
- b) Explain the New Testament teaching about work. Majority of the candidates could not distinguish Old Testament from New Testament! Others pointed out general ways in which a Christian can work like building schools, hospitals etc.

Question 6.

- a) Account for the rampant Child Labor in Uganda today. The question was calling for factors that make some people employ the under age. It was however misconstrued to mean general child abuse and mistreatment especially by the step mothers. Some few thought of labour pains prior to child birth!
- b) Analyse the role of the Church in the fight against child labour. This was fairly done by those who interpreted the question correctly.

Question 7.

- a) Examine the challenges associated with Leisure in Uganda today.
It was a very popular question though many candidates just outlined problems in present situation with no reference to leisure time.
- b) What guidance does the Church offer for Leisure today?
A few answered this correctly; majority however, gave the different ways Christians should spend their leisure time instead of what the church has done/ is doing to guide people on leisure.

Question 8.

Examine the Biblical teaching on money and wealth.

It was unpopular. Reference to the Bible was a challenge. Majority gave secular answers i.e. how people should use and acquire money and wealth.

Question 9.

- a) Assess capital punishment as a way of reducing crime. Candidates were expected to give advantages and disadvantages of capital punishment as a way of reducing crime However, majority of them gave only advantages.
- b) Discuss the Christian attitude to capital punishment.

Secular answers were given especially in support of capital punishment. Shallow knowledge about the Bible was exhibited.

Question 10.

- a) Comment on the dangers of imprisonment as a punishment.

It was popular question and part (a) was well done.

- b) Examine the biblical view about punishment.

This challenged many candidates i.e. just outlined the difficult instances/cases of punishments in the Bible right from Adam and Eve e.g. God punished David when he committed adultery and murder.

The required essence, purpose and generally the Bible interpretation was missed out.

Question 11.

“The relationship between Church and State should be cordial for the development of a nation”
Discuss.

It was very unpopular but it was misinterpreted by the few who attempted it.

They took it to mean the Christian’s participation in politics instead of the ways in which the good relationship or the working together of the Church and the state for development.

There was a sign of cram work effect of the past paper questions which were about reasons for Christians’ participation in politics. The word cordial as also a problem!

Question 12.

- a) Discuss the common forms of discrimination in Africa today.

- b) How has the Christian church responded to this problem?

A few candidates however, were just advising the church on what to do rather than point out what the church has contributed to solve the problem of discrimination.

P250/1 GEOGRAPHY

Question Analysis

Question 1.

This was a poorly done question on map work. Quite a number of candidates could not understand the concept of bearing and amplitude of the relief of the area shown on the map extract. The few that were able to do so failed to bring out the relationship between relief and drainage.

Question 2.

This was a compulsory photograph interpretation question. The majority of candidates who attempted it performed dismally. They exhibited poor sketching skills and were unable to bring out relationships between relief and communication in the area shown in the photograph.

Question 3.

This was quite a popular but poorly done question on tectonic movements. Most of the candidates who attempted it had limited information on the topic. Their answers were too general, sketchy and lacked illustrations and examples.

Question 4.

Very few candidates attempted this question and failed to explicitly bring out the differences between aggradation and degradation. Candidates' answers were shallow and devoid of relevant examples on the Davisian cycle of landform evolution.

Question 5.

This was an unpopular and poorly done question on longshore drift. The few candidates who attempted it could not accurately define the term "longshore drift". A number of candidates failed to bring in other factors that influence the development of depositional coastal features.

Question 6.

This was an unpopular and poorly done question on atmospheric pressure. The few candidates who attempted it exhibited a lot of content deficiency, an indication that the topic was hardly taught.

Question 7.

Many candidates attempted this question and gave fairly good quality answers on the characteristics of tropical forests in Africa. A few of the candidates who attempted it merely outlined the conditions for the growth of tropical forests in Africa without giving further explanations.

Question 10.

This was a very popular but poorly answered question on the influence of the parent rock on soil formation. Most of the candidates who attempted it failed to bring out other factors that influence soil formation in East Africa.

P250/2 GEOGRAPHY

Question Analysis

Question 1.

This was a compulsory but poorly done question. Most of the candidates were not able to calculate the radius of the circle as required in this question. Those that succeeded in doing so, however, drew poor proportional circles without specifying the country of interest.

Question 2.

This was an unpopular but well done question on shifting cultivation. The few candidates who attempted it aptly gave the factors for the persistence of shifting cultivation in Africa.

Question 3.

The majority of candidates who attempted this question on fishing ably gave the problems facing the fishing industry in tropical Africa. They, however, cited limited specific examples.

Question 4.

This was a very popular and well done question on industrialisation. A few candidates that attempted it were, however, not able to give specific examples from Japan and Egypt as was required.

Question 5.

Many candidates who attempted this popular question on the causes and effects of population explosion in Nigeria and India did it very well. They gave good arguments but failed to back them up with relevant specific examples.

Question 6.

The few candidates who attempted this question on Ports of Mombasa and Rotterdam failed to give their location. The answers given were either too generalised or devoid of specific examples. Some gave irrelevant factors which hindered port development.

Question 7.

This was an unpopular and poorly done question on inland water transport. The few candidates who attempted it lacked basic facts on the steps being taken to improve inland water transport in China and USA.

Question 8.

The few candidates who attempted this question on the famine problem in Africa misunderstood the question to mean environmental degradation. Others concentrated on human and ignored the physical factors that have led to widespread famine in Africa.

P250/3 GEOGRAPHY

Question Analysis

Question 1.

This was a popular and well done fieldwork question. However, some candidates failed to describe the methods used and the relationship between geographical phenomena during the fieldwork study.

Question 2.

This was a very popular and well answered question. Most of the candidates who attempted it ably related relief and settlement as required in the question. A few, however, drew poor field transects with inadequate relief and drainage features.

Question 3.

This was an unpopular and poorly done question on the importance of glaciation in the development of Uganda. Candidates gave scanty information devoid of illustrations and examples, which was evidence to suggest that this aspect was not adequately covered by some teachers.

Question 4.

The majority of candidates who attempted this question were able to explain the causes and effects of rural-urban migration in Uganda. They, however, gave generalised answers on rural-urban migration without citing specific examples.

Question 5.

This was an unpopular question on cotton production in Uganda. The few candidates who attempted it were unable to give ample reasons for the low level of cotton production in Uganda.

Question 6.

This was a very popular and well done question on mineral exploitation. A few candidates were, however, confused by the term “poor technology”. They could not view it in terms of exploration, exploitation, transportation and processing as required.

Question 7.

Most of the candidates who attempted this popular question on industrialisation failed to understand the term “environment”. They restricted it to the physical aspects and ignored the human environment.

Question 8.

This was a very popular and well done statistics question. Most of the candidates who attempted it gave sufficient information on the development of the tourist industry in Uganda. A few, however, failed to draw good divergent graphs and to cite relevant local examples.

P310/1 LITERATURE IN ENGLISH - PROSE AND POETRY

The paper covered the important aspects of the syllabus. The aims and objectives were adequately brought out. The time allocated was adequate.

Comments on the Performance of Candidates

The 2015 paper was of the same level of difficulty as that of 2014. The performance and quality of work of the 2015 candidates was better than that of 2014.

All questions were compulsory.

Section I was a comprehension passage which required a candidate to comprehend, analyse, synthesise and demonstrate mastery of language and self-expression. It was poorly done. Many candidates failed to interpret the ideas of the passage. Explaining meaning of words and expressions as used in the passage was also poorly done. Some candidates could not paraphrase.

Section II was a passage that required a candidate to show his/her understanding of love as depicted in the passage, comment on the techniques used in the passage, describe the tone of the passage and show the writer's intention. It was well done. However, some candidates could not express themselves while others over generalised the devices.

Section III was on poetry. It required a candidate to identify the persona, the subject matter of the poem, to comment on the devices used in the poem, to describe the attitude of the speaker about Africa and to comment on the tone and mood of the poem. It was well done. However, some candidates misinterpreted the message of the poem and generalised the poetic devices citing even those not used in the poem.

Weaknesses of Candidates

- Direct lifting of phrases from the text.
- Giving incomplete meaning of expressions.
- Defining words and expressions by using the very words that require explanation.
- Inability to interpret message and to give own opinion about an issue.
- Inability to describe attitude.
- Mechanical listing of techniques or poetic devices including even those not used in the passage or poem.
- Failure to show what the writer achieves by using one device and not another one.

Advice to Teachers

- Teach comprehension, summary/paraphrasing skills.
- Teach skills of debating, discussion and argument.
- Encourage wide reading.
- Teach the different styles of prose writing. Discuss with learners the effect of the different styles.
- Teach poetic devices and their effect by exposing learners to a wide range of poems.
- Help learners understand tone and mood.
- Teach and help learners learn how to derive feelings from what people say and how they say it. Teach learners how those aspects can be described.

P310/2 LITERATURE IN ENGLISH - PLAYS

The paper covered the important aspects of the syllabus. The aims and objectives were adequately brought out. The setting was well-pitched. Most questions tested the commonly taught aspects like plot, themes and characterisation. It tested skills ranging from knowledge to evaluation and the moral and social values were also tested. The time allocated was adequate.

Comments on Performance of Candidates

The 2015 paper was more difficult compared to that of 2014. The quality of work of the 2015 candidates was poorer than that of 2014. The overall performance scores were also poorer. Questions on themes and characterization were most opted for and well done by candidates. Overall, the performance was average.

Questions 1, 2 and 3

Were contexts. Question 2 was very popular while 3 was unpopular. The questions tested candidates' mastery of the texts, themes, characters and plot. Performance in this section was average. Most candidates had problems with placing extracts in context.

Questions 4 and 7

Required a candidate to identify lessons s/he learns from what happens to the given characters and from the texts. They were popular and performance was average. Many candidates stated what happens to the characters without going further to show what they learn from such character experiences, character relationships, social values and playwright's thematic concerns.

Questions 5, 6, 8 and 9

Were about the aspect of theme. They were popular and performance was average. Many candidates lacked mastery of the texts. Their responses lacked adequate illustrations.

Questions 11, 12, and 13 required a candidate to discuss the effect of the different dramatic techniques used in the given texts. They were popular and averagely done. The candidates were able to identify the techniques but bringing out the effect was a challenge.

Questions 10, 14 and 15

Were about setting. They were unpopular and poorly done. Those who attempted failed to describe the different settings in the given texts. They did not show the effect of setting in the given texts. Most of them only looked at physical setting yet historical setting was also important in questions 10 and 14.

Questions 16-21

The questions were about characters. They were popular and averagely done. Many candidates were able to describe individual characters but found giving character's contribution and giving logical comparisons of the given characters difficult.

Weaknesses of Candidates

- Many candidates lacked mastery of the texts.
- Lack of/ poor expressions.
- Poor essay writing skills.
- Many candidates could not derive lessons from themes, character actions and morals presented in texts.
- Some candidates presented segmented answers.
- Many candidates could not give the effect of the different techniques used in the texts.
- Candidates could not identify setting.

Advice to Teachers

Teachers should:

- Encourage learners to do wide reading.
- Teach all the aspects of literature ie: theme, character, plot, setting and technique.
- Pay attention to effect of techniques and emotional impact of action of characters on audience or other characters.
- Guide candidates on approach to different tasks.
- Teach character relationships and role.
- Provide the set texts to the learners.

P310/3 LITERATURE IN ENGLISH - NOVELS

The syllabus was adequately covered. The aims and objectives were adequately brought out. The paper covered the different elements of the novel and tested candidates in the different abilities and skills. The time allocated was adequate.

Comments on Performance of Candidates

The level of difficulty of the 2015 paper was comparable to that of 2014. The performance and quality of work of the candidates of 2015 was also comparable to that of 2014. The overall performance was good.

Generally, questions on character role were poorly done. While candidates could analyse character, bringing out his/her contribution was a challenge. Question 2 was poorly done. Candidates failed to bring out the differences in the given characters.

Questions on lessons and relevance were poorly done because many candidates failed to apply knowledge. Questions 1, 8 and 19 were poorly done. Candidates could not infer knowledge.

Many candidates also had challenges in bringing out effect of technique. Questions 7-12 were poorly done.

In context questions, questions 13 and 14 were not popular. Question 15 was very popular and well done. Generally, candidates had challenges in describing atmosphere and their feelings.

Questions on theme, plot and character were better done though where candidates were required to show how those aspects were portrayed, they did not do it effectively which affected their performance.

Weaknesses of candidates

- Inadequate illustrations.
- Failure to apply knowledge.
- Failure to show effect of techniques.
- Confusing character role for character traits.
- Failure to describe feelings.
- Failure to show significance of the given extracts to the respective texts.

Teachers should teach all aspects.

P320/1 KISWAHILI - PROSE AND POETRY

The paper tested the important aspects of the syllabus. The aims and objectives were adequately brought out. It was educationally relevant and was suitable for the level. The time was adequate.

Comments on Performance of Candidates

The 2015 paper could not easily be compared to that of 2014 because the format and content were different.

Questions 1.

Required a candidate to read the given passage and thereafter answer the given questions. It was compulsory and most candidates performed well. Candidates' work was affected by their limited vocabulary, comprehension and analytical skills.

Questions 2.

Required a candidate to read the given prose passage and thereafter give the meaning of the passage and analyse the style used. The performance was average. Many candidates could not identify the style used and therefore could not give the effect.

Questions 3, 4, 5 and 6

Required a candidate opt for only one of the four questions on poetry and demonstrate one's ability to comprehend, analyse the language and poetic techniques used and give their effect. Performance of candidates was average.

Weaknesses of Candidates

- Poor/lack of comprehension skills.
- Poor expressions.
- Questions on style merely taken for comprehension.
- Misinterpretation of questions.
- Inadequate vocabulary

Advice to teachers: Teachers should:

- Teach comprehension skills.
- Expose students to different texts and genres in Kiswahili.
- Teach the different styles in prose writing.
- Teach poetry.
- Demonstrate to learners the difference between mere comprehension and language appreciation. Teach learners the different styles and their possible effects.
- Give learners exercises for practice.

P320/2 KISWAHILI - PLAYS

The paper adequately covered the syllabus. The aims and objectives were adequately covered. The time allocated was adequate.

Comments on Performance of Candidates

- The performance was generally good.
- The 2015 paper could not easily be compared to that of 2014 because the format and content were different.
- Generally, performance of candidates in questions on theme was good.
- Questions on character were averagely done. However, candidates' answers lacked analysis and illustrations.
- Questions on style were poorly done. Candidates could not show the effect of the playwrights' dramatic techniques. They did not illustrate.
- Questions on plot were fairly done. Many candidates were able to explain the major events in the plays.
- Questions on the aspect of setting were poorly done. Candidates could not show the relationship between setting and events in the texts.

Weaknesses of Candidates:

- Limited/lack of appropriate vocabulary and expressions for coherency
- Lack of textual knowledge
- Shallow responses
- Limited knowledge of the different aspects of literature

Advice to Teachers:

- Expose students to a wide range of reading materials
- Teach the different aspects of literature.ie plot, theme, characters, style and setting
- Provide texts to learners
- Teach character role and relationships
- Teach effect of style

P320/3 KISWAHILI - LITERATURE

The paper covered the syllabus. It covered the aims and objectives. The time allocated was adequate.

Comments on Performance of Candidates

The level of difficulty, quality of work of candidates and performance scores of 2015 and 2014 could not easily be compared because the formats and content were different. The performance was generally good.

Questions on themes were popular and averagely done. Many candidates could identify the themes though some ran short of giving ample illustrations.

Questions on character were also averagely done. Many could describe character but could not illustrate. Showing relationship between characters was also a challenge to many.

Many candidates found questions on style and setting challenging. They were unable to give what the author achieves by using a particular technique.

Weaknesses of Candidates

- Limited knowledge of texts
- Limited/shallow illustrations
- Poor essay writing skills
- Lack of knowledge of the different narrative techniques

Advice to Teachers

- Learn and then teach aspects of Literature
- Provide students with the prescribed texts
- Teach essay writing skills

P330/1 FRENCH (Listening Comprehension, Spoken and Oral Expression)

In Section A (Listening Comprehension), candidates were required to listen to a passage of reasonable length read aloud by the examiner and answer 10 multiple choice questions. The theme of the text this year was a discussion of married life vis-a-vis single life.

A number of candidates who are never exposed to tasks of listening were unable to comprehend the text and so guessed the answers. Teachers are therefore advised to expose their students to tasks of listening, preferably to a variety of voices.

In Section B, the candidates were expected to read a literary text aloud to the examiner to test their reading ability. They, then, were to answer questions on the same text and in a conversation with the examiner, demonstrate their spoken ability in the language as well as knowledge of literature and cultural background about France and other French speaking communities.

Many candidates who were not used to speaking were unable to speak naturally during the conversation with the examiners. Teachers are advised to sufficiently expose students to all skills of the language.

P330/2 FRENCH GRAMMAR AND READING COMPREHENSION

This paper tests candidates' knowledge and mastery of the French Language grammar as well as Reading Comprehension.

Section A (Grammar) has six sub-sections that test a variety of language skills.

Sub-section I comprises 10 multiple choice questions which evaluate the candidates' use of articles, pronouns, prepositions, adverbs and adjectives in the French language.

A tendency to guess the answers was reported by examiners. Many candidates lacked knowledge on the proper use of the above grammatical elements.

Teachers are advised to assist the students with grammatical text books for regular practice.

Sub-section ii presents 10 sentences. The candidate is required to conjugate a given verb correctly in the context of the sentence presented. The tense and the mode of the verb used is the core of this test.

Many spelling mistakes on the part of the candidates caused misrepresentation of the answers.

Teachers are advised to encourage candidates to widely read and revise contextualized grammar.

Sub-section III required candidates to fill in a given phrase or sentence with only one word judged as having the correct and appropriate meaning to complete the sentence.

Many candidates, who lacked day-to-day use of the French language, were not able to spontaneously find the expected word to complete the sentence.

Sub-section IV required the candidates to complete a given story by using provided verbs in the correct context. The candidates were expected to interpret the context and deduce the correct tense of the verb to use.

The comments for candidates' performance in Section II apply as well to this sub-section.

Sub-section V required the candidates to re-write and join two sentences into one without changing the original meaning of the sentence.

Examiners noted that many candidates disrupted the grammatical structures of the sentences.

Teachers are advised to give candidates continued practice in this area.

Sub-section VI was a test of reported speech. The candidates were required to report the testimony of an accident witness which was presented verbatim.

Some few candidates were noted by examiners to lack the knowledge about the change of tense as required by this test.

Section B is a test of reading comprehension. This year a text sourced from an international magazine on the theme of the world's reaction to terrorism was presented. Ten multiple choice questions were used to test the candidates' skill of reading comprehension.

Examiners noted that comprehension of a long passage seemed a problem for a good number of candidates.

Teachers are advised to encourage students to read widely and regularly. Reading for pleasure is particularly recommended.

P330/3 FRENCH

This paper comprises four sections. Section A tests the candidate's knowledge and understanding of literature (French and black francophone literature), and Section B tests candidates' knowledge of Culture (French culture and other francophone communities). For each test, a text is used and a series of questions on the given text are asked.

Section A1 (French Literature). The text for this year was drawn from the work of a French playwright Beaumarchais, **Le mariage de Figaro**.

Examiners noted in this question that candidates found difficulty in identifying the main theme of the play.

Teachers are advised to give different genres to their students during instruction.

Section A2 (Black Francophone Literature). This year's text was an extract from the works of Tahar Ben Jelloum, entitled **Partir**. The core theme was exploitation of young girls at the expense of their studies.

Examiners noted that many candidates had difficulty with vocabulary in the text.

An effort was made to have difficult vocabulary explained in the footnote.

Teachers are advised to teach texts extensively and take time to explain vocabulary during instruction.

Section B1 (French Culture). This year, the text set was based on the dining habits of the French community. The questions mainly required the candidates to mention and describe the meals taken in France and to compare them with the meals in Ugandan schools.

Examiners noted that candidates who do not have meals in their schools had difficulty responding to the questions.

Teachers are advised to give the candidates general knowledge about cultural aspects in France and in other countries.

Section B2 (Background studies of other French speaking communities). The text chosen for the year was about the role played by elephants in the domestic life of the Laotians. Candidates were required to give a comparative analysis in relation to the role played by cows in the domestic life of Ugandans.

Examiners noted that many candidates did not have knowledge about elephants.

On the whole, candidates tended to demonstrate a better performance in the Sections that handled the other French speaking communities (both Literature and Culture) than the French Community.

P330/4 FRENCH

This paper is composed of two Sections.

Section A tests composition writing. A candidate was required to write a composition of about 400 words in French on one topic chosen out of four.

Section B tested translation skills of the candidates. Two passages were presented for translation. B1 was a passage in French to be translated into English and B2 was a passage in English to be translated into French.

Section A

Question 1.

This question required the candidates to explain the importance of music in the society. It was a fairly popular question. Many candidates, however, lacked the relevant vocabulary to convey the intended message. Teachers are advised to work on a wide range of topics during instruction to help students develop necessary vocabulary.

Question 2.

This question required the candidates to discuss the big role played by television in the lives of people. It was the most popular question.

Examiners noted that candidates had great excitement as they answered, and ended up confusing role with advantages / disadvantages of television.

Teachers are advised to guide students' discussions and help them internalize key words to help them as they write their essays.

Question 3.

This question required the candidates to present their arguments as to whether the poor means of transport contributes to Uganda's state of backwardness. This was the least popular question.

Candidates tended to confuse many other factors and they failed to defend the intended arguments.

Teachers are advised to expose students to many more argumentative topics during teaching.

Question 4.

Candidates were required to assume the role of a Ugandan Minister of Tourism and to write a presentation intended for an International Exhibition. This was a popular question.

Some candidates, however, used a wrong tense.

Teachers are advised to expose their students to a variety of questions requiring the use of variable tenses.

Section B: The translations texts were appropriate.

Examiners noted that the work of a number of candidates demonstrated lack of proper French vocabulary and misrepresentation of tenses.

Teachers are advised to give constant practice in translation so as to equip their candidates with the necessary skills and techniques of translation.

P340/1 GERMAN (ESSAYS)

This paper tests the candidates' ability to express themselves fluently in written German. Five topics were used for this test. The themes covered included the following:

- Advantages and disadvantages of population explosion in a developing country
- Why more parents are sending their children to Boarding school and the effects that this causes.
- Mobile phone use and the internet and how they have affected the world.
- The many tribes in Uganda and their effect on development.
- The future plans of the candidates after their UNEB exams.

Examiners observed that the work presented by the candidates depicted some weakness in grammar and style of writing.

Teachers should put emphasis on grammar during teaching.

P340/2 GERMAN (READING COMPREHENSION AND COMMENTARY)

This is a paper that tests candidates' mastery of comprehension and commentary skills.

In Section A, the candidates were expected to read a given comprehension text and then answer eight questions that followed. The candidates did well. However, some of their work depicted some weakness in the grammatical structures.

Teachers should put emphasis on correctness of grammar during teaching.

In Section B, candidates were required to write a commentary on the theme of labour export or voluntary employment outside one's country.

This was a compulsory question and so was answered by all candidates.

Examiners observed that the work of the candidates depicted some grammatical errors.

Teachers should emphasise correctness of grammar.

P340/3 GERMAN (PRESCRIBED TEXTS)

This paper test candidates' competence in appreciation of literary texts.

In Section A, candidates were expected write a critical appreciation of a short text. Most questions were popular. Examiners noted that some of the work presented by candidates depicted weakness in grammatical correctness.

Teachers should put emphasis on grammatical correctness.

Section B required candidates to give a critical appreciation of a longer text in form of novels. Most questions were equally popular.

The work of the candidates was also noted to depict weakness in grammatical expressions.

Teachers should continue to emphasise grammatical correctness.

P340/4 GERMAN (ORAL EXAMINATION)

This paper constitutes an oral test.

The candidates were required to read out a text aloud and later answer oral questions on the text before the examiner.

The paper compared very well with that of 2014 and covered the syllabus very well.

The candidates; performance in this paper was rated as very good.

P350/1 LATIN - PROSE COMPOSITION AND COMPREHENSION

The paper covered the important aspects of the syllabus. The aims and objectives were adequately brought out. It was up to the required standard and suitable for a student at advanced level. The time allocated was adequate.

Comments on the Performance of Candidates

All the candidates opted for section A. The level of difficulty of the 2015 paper was comparable to that of 2014. The quality of work of candidates of 2015 was better than that of 2014. Their performance scores were also better.

In Section A, a candidate was required to translate the given passage from English into Latin. All candidates attempted it. Performance was good. Candidates had weaknesses in Latin vocabulary, declining nouns and conjugating verbs.

Section B was not attempted by any candidate.

P350/2 LATIN - UNPREPARED TRANSLATION

The syllabus was adequately covered. The aims and objectives were adequately brought out. The time allocated was adequate. The paper was up to the advanced level of education.

Comments on Performance of Candidates

The level of difficulty of the 2015 paper was comparable to that of 2014. The quality of work of candidates of 2015 was the same as that of 2014. The performance scores were also comparable. The candidates' performance was generally good.

Both texts A and B were compulsory.

Text A required a candidate to translate the passage the satyrs of Juvenal from Latin to English. While text B required a candidate to translate the given text from the Satiricon of Petronius from Latin into English. Candidates' work exhibited poor translation skills, limited vocabulary, inadequate mastery of Latin syntax and difficulty in identifying proper names and the different parts of speech.

P350/3 LATIN - ROMAN CULTURE AND LITERATURE

The syllabus was adequately covered. The aims and objectives were brought out. The time allocated was adequate.

Comments on Performance of Candidates

The level of difficulty of the 2015 paper was the same as that of 2014. The quality of work of candidates and their performance were better than that of 2014. The general performance was good.

Section A required a candidate to respond to questions on selected texts of four authors. All authors were attempted. Candidates had challenges in translation of the given parts of the texts, understanding the texts, giving principal parts and meaning of the given verbs and identifying the English words derived from Latin words.

The major weaknesses in candidates' work were:

- limited vocabulary and expressions in Latin.
- limited knowledge of principal parts of verbs, derivatives and cases of Latin nouns.
- limited translation skills.

Teachers should encourage students to read Latin literature widely, give translation exercises and teach grammar.

P360/1 LUGANDA - GRAMMAR AND CULTURE

The paper covered the syllabus. The aims and objectives were brought out and its relevance was evident in the cultural aspects that were examined. The time allocated was adequate.

Comment on Performance of Candidates

The level of difficulty of the 2015 P360/1 was the same as that of 2014 P360/2. The quality of work of the candidates was better than that of 2014 and their performance scores were also better. The overall performance was good.

Question 1.

Was compulsory. It required candidates to apply their knowledge of grammar to answer the different questions. Performance was good. Many candidates were able to identify the errors in the given sentences, give the correct tenses, prepositions, vocabulary and write figures in words.

Question 2. (a)

Required a candidate to explain the rituals performed when installing a heir during the last funeral rites. It was poorly done. Many candidates failed to bring out the rituals performed. They only gave what generally happens during the last funeral rites.

Question 2 (b)

Required a candidate to explain the various things done by Baganda to enable their daughters get married. It was fairly done. Some candidates misinterpreted the question. They mainly explained what is done for their daughters to have decent marriages which are usually after courtship.

Question 3 (a)

Required a candidate explain the meaning of any four of the given idioms. Some candidates gave wrong responses. They misinterpreted the idioms. It was poorly done.

Question 3 (b)

Required a candidate to use the given idioms in sentences. Many candidates scored below average. Some of the sentences written did not bring out the actual meaning of the proverbs.

Question 4 (a)

Required a candidate to complete the given proverbs. It was compulsory but poorly done. Poor orthography and deviations from the conventional versions were the major cause of their failure.

Question 4 (b)

Required a candidate to give the lessons the given proverbs teach. It was averagely done. Some candidates gave the literary meaning of the proverbs instead.

Question 5 (a)

Required a candidate to explain the pillars used by Kaswa to develop Buganda. While **5(b)** required a candidate to describe what Kaswa says about the *Empawu* species of ants. While performance in **5(a)** was fair, that of **5(b)** was poor. Many candidates just gave they generally knew about ants but not the *Empawu* in particular.

Question 6 (a)

Required a candidate to show how Busulwa's loyalty to Buganda culture is portrayed in his books. It was poorly done. Candidates basically gave the different cultural aspects that Busulwa writes about in his books without relating it the question. Question **6(b)** required a candidate to explain what Busulwa says about the royal drums *Mujaguzo* in one of his books. It was poorly done. Candidates gave few points and failed to illustrate.

Question 7(a)

Required a candidate to show how Matovu Joy uses theatre to develop his country. It was popular but poorly done. Many candidates failed to show that through drama, Matovu is a teacher, leave alone demonstrating that one can earn a living through theatre. They failed to bring out the lessons he passes on to the audience by referring to particular plays. Question **7(b)** required a candidate to base on *Mirembe* and show Matovu's love for his culture. It was not popular and poorly done. Candidates did not seem to have mastered the text. They gave scanty points and their answers lacked illustrations.

Weaknesses of Candidates

- Poor orthography.
- Poor question interpretation
- Lack of knowledge of some cultural aspects.
- Wrong interpretation of idioms and proverbs.
- Limited knowledge of some grammatical aspects.
- Lack of textual knowledge of the prominent contributors.

Teachers should teach the grammar, Idioms, proverbs and their interpretation and teach and avail the texts of the prominent contributors to students. NCDC should contact the publishers of Kaswa's books to avail them.

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

The paper covered the syllabus. The aims and objectives were adequately brought out. It tested functional aspects of language. The time of allocated was adequate.

Comments on Performance of Candidates

The overall performance was good.

Question 1.

Had parts (a) and (b) and a candidate was required to answer both parts. Performance was average. Many candidates lacked translation skills. They used direct translation. Some lacked the right vocabulary and their expressions were poor. They could not write coherently. Question 1(b) was better done compared to 1(a).

Question 2 a.

(i) required a candidate to discuss the challenges in today's marriages. It was popular and averagely done. Some candidates gave few points.

(ii) required a candidate to imagine him/herself a survivor of dormitory fire and narrate what had happened to the rescue team. It was popular but those who attempted it scored low marks. Many did not describe the imagined situation. Appropriate expression, coherence and unity was lacking in many candidates' essays.

(iii) required a candidate to discuss why people have failed to behave/live in such a way that they cannot easily fall prey to temptations of incest. It was not popular and was poorly done. Some candidates did not understand the question while those who understood gave very few points.

(iv) required a candidate to narrate a story ending with the given expression. It was popular and well done. Many candidates were able to write stories with such an ending.

Question 2 b.

(i) required a candidate to write a letter to an imagined wife's aunt complaining about his wife's behaviour. It was popular but poorly done. Candidates did not give the imagined unbecoming behaviour that a wife could possibly have. Some candidates used the format of a formal letter.

(ii) required a candidate to write a newspaper article showing the dangers of polythene bags. It was popular but poorly done. Many candidates lacked skills of writing a newspaper article.

(iii) required a candidate to imagine s/he is the headteacher and explain to the parents why their children have continued to fail science subjects. It was popular and fairly well done. Some candidates gave few points as reasons for students' failure to pass science subjects.

(iv) required a candidate to imagine s/he is the chairperson of the area committee that investigated the deaths caused by malaria and write a report of the findings to the Ministry of Health. It was not popular but fairly done. Some did not use the correct speech writing format.

Question 3.

Was a comprehension passage. It was compulsory and well done. The scores for many candidates were above average.

Question 4.

Required a candidate to summarize the given passage. It was compulsory and well done.

Weaknesses of Candidates

- Failure to interpret some topics for composition writing.
- Failure to use the correct formats in functional composition writing.
- Poor expressions. Many candidates could not vary their language use.
- Lack of/ poor summary and translation skills.
- Giving few points. Writing shallow essays.
- Poor orthography.

Teachers should teach all the skills and encourage students to read Luganda literature widely.

P360/3 LUGANDA - LITERATURE

The paper covered the important aspects of the syllabus. The aims and objectives were adequately brought out. The paper tests candidates in critical analysis skills, making rational judgement, application of knowledge and exposes learners to varied experiences and language usage. It was educationally relevant. The time allocated was adequate.

Comments on Performance of Candidates

The 2015 paper was more difficult compared to that of 2014. The quality of work of candidates of 2015 was the same as that of 2014. The performance scores were also the same.

Question 1.

Required a candidate to relate events in the text to what was happening in their society. It was very popular and well done. Some candidates just listed what was happening in their society without illustrations from the text.

Question 2.

Required a candidate to explain how the author punishes the badly behaved characters in the novel. It was averagely done. Some candidates did not give enough content and did not amply illustrate by pointing out the unbecoming behaviour of particular characters.

Question 3.

Was an extract about which 4 questions were set. It was not popular and poorly done. Some failed to place the extract in context, to identify the characters in the extract, to explain the assignment that had been given to the character speaking and then to tell what happens to the character being talked about.

Question 4.

Required a candidate to show how Zinunula faces many hardships and lives by chance. It was popular but averagely done. Candidates failed to clearly bring out what Zinunula goes through. They gave sketchy answers.

Question 5.

Required a candidate to read a given prose passage and thereafter answer the questions about it. It was compulsory and performance was average. Many candidates were able to give the subject matter of the passage but had challenges in explaining the mood of the passage and the style used.

Question 6.

Required a candidate to read the given poem and thereafter answer the questions. It was popular and performance was average. Many candidates were able to explain the theme but some could not clearly show how the poet uses language to bring out his message.

Question 7.

Required a candidate to base on the text and give the circumstances that led Ocol to abandon Lawino. It was not popular and performance was poor. Candidates gave sketchy responses without illustrations.

Question 8.

Required a candidate to read the given poem and thereafter answer the questions. It was not popular but performance was average. Candidates had challenges in explaining the mood of the poet, giving the effect of repetition and showing how the poet develops the ideas in the poem.

Question 9.

Required a candidate to give the poet's intentions as portrayed in the different poems in the text. It was not popular but averagely done. Some candidates failed to give relevant illustrations.

Question 10.

Required a candidate to base on the extract and answer the given questions. It was popular but averagely done. Some candidates failed to place the extract in context .

Question 11.

Required a candidate to show how the youth could benefit from the playwright's message. It was popular and well done. A few candidates failed to give relevant illustrations. They lacked content.

Question 12.

Required a candidate to place the passage in context, to show the cause of the characters' excitement and to show how the playwright builds tension in the text. It was not popular and performance was poor. Candidates failed to give the required content.

Question 13.

required a candidate to explain the different sources of Kintu's encouragement to success. It was not popular but averagely done. Candidates gave sketchy points.

Weaknesses of Candidates

- Limited knowledge/shallow content about some texts.
- Failure to place extracts in context.
- Limited knowledge about prose writing.
- Failure to relate style/technique/poetic device to effect. What a writer achieves by using one technique and not another one.
- Failure to illustrate.
- Shallow responses.

Advice to Teachers, teachers should:

- Avail texts to learners.
- Teach prose writing and expose learners to the different styles of prose.
- Teach all aspects of Literature.

P362/1 LEB LANGO GRAMMAR AND CULTURE

This paper tested the candidates' knowledge and use of grammar and culture. The work presented by the candidates was on the overall, good. Questions 1, 3 (b) and 4 (a) were well done and questions 2 (b) and 4 (b) were poorly done.

Question 2 (b)

Required the candidates to demonstrate the correct use of a phrase in a sentence. It was a compulsory question and so was widely answered. Examiners noted that some of the candidates gave the meanings of the phrase instead.

Teachers should emphasize teaching of these phrases and point out getting instructions right.

Question 4 (b)

Required the candidates to give meanings of proverbs and sayings. It was also a compulsory question and so was widely answered.

Some candidates' work showed lack of knowledge of such proverbs and sayings.

Teachers should expose the students to enough of the proverbs and sayings of the language.

P362/2 LEB LANGO

In this paper, question 1 was well done and question 2 was poorly done.

Questions 1, 2 (a), 3 and 4 (a) were the most attempted while question 4 (b) was the least attempted.

Question 2 (b) the candidates were expected to choose two items from the question and write on them.

A number of candidates chose only one item instead of two.

Teachers should help students be able to follow instructions.

P362/3 LEB LANGO

This paper tested the candidates' knowledge of Literature. The performance was rated as good. Question 7 was well done whereas question 2 (b) was poorly done.

Questions 1 (a) and 7 were the most attempted whereas question 2 (b) was the least attempted.

Question 2 (b) required the candidates to identify techniques used in the text and their effects. This was not a popular question. Those who chose it, failed to identify the techniques, and failed to treat the effects.

Teachers should properly handle the concept of techniques and emphasise on their effectiveness in a text.

P363/1 LUGBARATI

The overall performance of the candidates in this paper was rated as good.

Questions 3 and 4 were well done whereas questions 1, 2 and 6 were poorly done.

In question 1, candidates were expected to re-write grammatically correct sentences in Lugbarati. Some candidates were not able to use the tenses correctly and others used punctuation wrongly.

Teachers should put emphasis on teaching of tenses as they handle areas of the syllabus tested in this paper.

Question 2 required the candidates to explain the idioms in Lugbarati and to use the same in the context of the given meanings.

Some candidates had difficulty in explaining the meaning of some idioms and could not use them to make sentences.

In question 3, the candidates were expected to explain some cultural norms. A number of candidates grasped the concept and explained it well. However, they chose only one instead of two items as required by the question.

In question 4 the candidates were expected to complete proverbs and to explain the meaning of the given proverbs.

Candidates failed to complete a few of the proverbs correctly.

Teachers should expose students to the use and meaning of a variety of proverbs.

In questions 5 to 7, candidates were expected to explain the contribution of prominent personalities to culture.

Only question 6 was answered. Candidates' work showed lack of knowledge of the contribution of prominent personalities to the development of the language and culture.

Teachers are encouraged to do research in this area and share their findings with the candidates.

P363/2 LUGBARATI

In this paper, the work of the candidates was rated as good.

Questions 1 (a), 2 (a), 3 and 4 were well done whereas question 1 (b) was poorly done.

In question 1 the candidates were expected to translate a passage from English to Lugbarati and vice versa.

The work of the candidates showed lack of terminology for some words (most evident in English-Lugbarati translation) and lack of appreciation of the dialect of Lugbarati that featured in the passage.

Teachers should teach the basics of translation and expose learners to all dialects of Lugbarati. They, however, should put emphasis on the standardized dialect.

Question 2.

Required the candidates to write essays in Lugbarati on a topic chosen from a range.

Candidates' work showed some errors in orthography and word boundary.

Teachers should introduce the students to the standard orthography and give more practice in composition writing.

Question 3.

Required the candidates to read a passage and answer questions on it.

The work of the candidates showed that some of them had difficulty in explaining words in context.

Question 4.

The candidates were required to summarize a passage into a given number of words.

A number of candidates failed to use the required number of words and to identify the salient points that responded to the demands of the question.

Teachers should give students more practice in summary-writing.

P363/3 LUGBARATI

This was a paper that tested the candidates' knowledge and mastery of literature in Lugbarati.

The overall performance of the candidates in this paper was rated as good.

The paper set was noted to conform adequately to the syllabus and was very rich in content.

Examiners noted that candidates performed well probably because of having a background in Literature in English.

Teachers are advised to cover the syllabus in good time.

P364/1 RUNYANKORE/RUKIGA – GRAMMAR, CULTURE AND CONTRIBUTORS

The syllabus coverage was adequate. It was educationally relevant and the time allocated was adequate.

Comment on Performance of Candidates

The performance was good. The level of difficulty of the 2015 paper was same as that of 2014.

Question 1.

Required a candidate to demonstrate knowledge of the different aspects of grammar. It was compulsory and averagely done.

Question 2. (a)

Required a candidate to explain the meaning of the given proverbs. It was compulsory and well done. Many candidates failed to interpret the given proverbs.

Question 2. (b)

required a candidate to write sentences using the given idioms. It was compulsory and averagely done. Many candidates wrote sentences that were not relevant to the meaning of the idioms.

Question 3. (a) i

Required a candidate to give reasons why they think today's youth do not want to speak their mother tongue. It was fairly done. Some candidates lacked content and failed to support the points they gave.

Question 3 (a) ii

Required a candidate to describe the items that the traditional healers had in their shrines and show the changes that have taken place. Most candidates' answers were sketchy. Some candidates could not even name the items and therefore could not tell what could have changed.

Question 3 (b)

Required a candidate to write about the taboos and morals/tenets of the Kikiga culture. It was popular but averagely done. Some candidates gave few points.

Question 4 (a)

Required a candidate to complete the given expressions. It was compulsory and the candidates got good scores.

Question 4 (b) Required a candidate to explain the meaning of the given sayings. It was well done.

Questions 5, 6 & 7

Were about contributors to language and culture. Many candidates failed to illustrate their responses by referring to particular texts.

P364/2 RUNYANKORE/RUKIGA – Translation, Composition writing, Comprehension & Summary

The syllabus coverage was adequate. The time allocated was adequate.

Comment on Performance of Candidates

- The overall performance was good.
- The level of difficulty of the paper was the same as that of 2014.

Question 1.

Required a candidate to translate the given passages from English to Runyankore/Rukiga and from Runyankore/Rukiga to English. They were compulsory. Translation from English to Runyankore/Rukiga was better done than the translation from Runyankore/Rukiga into English.

Question 2.

Required a candidate to opt for either (a) or (b). (b) was more popular and better done. In part (b) some candidates had challenges with formats of functional writing in particular writing minutes was a problem. Generally, expression and orthography was a limitation to many candidates.

Question 3. Was a comprehension passage. It was compulsory and well done.

Question 4. required a candidate to read the given passage and summarize it as instructed. It was compulsory and fairly done. Some candidates just lifted some parts of the passage.

P364/3 RUNYANKORE/RUKIGA – LITERATURE

The syllabus was adequately covered. The time allocated was adequate.

Comment on Performance of Candidates

The overall performance was good.

The level of difficulty of the paper was the same as that of 2014.

Questions 1-4

Were about the novel. The questions required candidates to discuss themes, identify technique and give effect and apply knowledge. The scores were good.

Question 5.

Required a candidate to answer questions about a given poem. Candidates were able to explain the subject matter of the poem, however, they had challenges in identifying and giving the effectiveness of the poetic devices used in the poem and also in giving the lesson/message learnt from the poem.

Question 6.

Required a candidate to respond to the given questions about a prose passage. The candidates were able to explain the theme of the passage but could not show the effectiveness of the style used in the passage and also failed to give the writer's intention.

Question 7.

Required a candidate to discuss the playwright's use of the prologue. It was not popular and was poorly done. Candidates failed to identify the prologue and therefore could not show the effectiveness.

Question 8.

Required a candidate to discuss the suitability of the title to the events in the play. It was popular but poorly done. Candidates failed to relate events to the title.

Weaknesses of candidates

- Lack of translation, composition and summary writing skills
- Lack of knowledge of cultural issues in the language
- Limited knowledge about language use ie: idioms, proverbs and sayings
- Lack of textual knowledge

Advice to Teachers

- Teach all the skills in language i.e.: translation, summary, composition and essay writing skills
- Avail the prescribed texts to learners
- Teach the aspects of literature

P366/1 LUSOGA - GRAMMAR, CULTURE AND CONTRIBUTORS

The coverage of the syllabus was adequate. The time allocated was also adequate.

Comment on Performance of Candidates

The overall performance was good.

The level of difficulty of the 2015 paper was the same as that of 2014. The quality of work of the candidates was better than that of 2014. The candidates' performance scores were slightly better than those of 2014.

Question 1.

Required a candidate to apply their knowledge of grammar as demanded by the different parts (a-j). It was compulsory but performance was average. Some candidates failed to give the correct tenses, identify proper nouns and to explain the given derivatives in the given words.

Question 2 (a)

Required a candidate to explain the meaning of the given idioms. It was compulsory and well done.

Question 2 (b)

Required a candidate to complete the given similes. It was compulsory but the scores were average. Some candidates gave wrong responses.

Question 3 (a)

Required a candidate to study the given taboos in the Kisoga culture and give what they believe to be the likely consequences to anyone who violates a particular taboo. It was popular and performance was average. Some of the given consequences were unrelated to those particular taboos.

Question 3 (b)

Required a candidate to identify any five rituals performed in the Kasoga culture. It was popular and fairly done. However, some candidates failed to explain how those rituals are performed.

Question 4 (a)

Required a candidate to complete the given proverbs. It was compulsory and the scores were average. Some candidates did not complete the proverbs while others gave unconventional responses.

Question 4 (b)

Required a candidate to complete the given riddles. It was averagely done. Some candidates gave responses that did not bring out the conventional meaning of the riddles.

Questions 5 & 6.

Were about contributors to Busoga culture and language. A candidate was required to choose any of the two.

Question 5.

Was less popular. Performance was poor. Candidates did not seem to have read much about Lubogo as a contributor. Their responses lacked ample illustrations.

Question 6.

Required a candidate to show how Rev. Fr. Kayaga has contributed to the Kisoga culture in the areas of education, culture, research and language in educational institutions. It was popular but averagely done. Some candidates mixed up issues about Lubogo and Fr. Kayaga. Some did not give what they learn from him.

P366/2 LUSOGA – TRANSLATION, COMPOSITION, COMPREHENSION AND SUMMARY

The syllabus was adequately covered. Time was adequate.

Comment on Performance of Candidates

Overall the performance was good. The level of difficulty of the 2015 paper was the same as that of 2014. The quality of work presented by candidates of 2015 and was better than that of 2014 but their performance scores were the same.

Question 1. (a) and (b)

Were compulsory. They required a candidate to translate the given passages from English into Lusoga and from Lusoga into English respectively. Performance was average. Candidates' scores were affected by direct translation, vernacular expressions, code mixing and wrong orthography.

Question 2. (a) and (b)

Required a candidate to write a composition as instructed. Most candidates opted for part (a). However, some candidates could not present logical discussions and arguments. Their orthography was poor. Functional writing was avoided. Those who attempted part (b) performed poorly because they used wrong formats and did not know important aspects of speech making and official letter writing. They lacked content.

Question 3.

Was a comprehension passage. It was compulsory. Performance was average. Some candidates directly lifted sentences and phrases from the passage as answers instead of paraphrasing.

Question 4.

Was also compulsory. Candidates were required to summarise a given text. Performance was average. Direct lifting and failure to comprehend and focus on main points were the major candidates' weaknesses. Their summaries lacked coherence. Many lacked summary writing skills.

P366/3 LUSOGA – LITERATURE

The syllabus coverage was adequate. The time was enough.

Comments on Performance of Candidates

The overall performance was good. The level of difficulty of the 2015 paper was the same as that of 2014. The quality of work of the 2015 candidates was better than that of 2014. Their performance scores were the same.

Questions 1-4

Were about novels and short stories. Candidates had challenges in dealing with interpretation, analysis, discussion and argument demands. They could not illustrate. Their work exhibited lack of mastery of the texts.

Question 5.

was on poetry. It was compulsory and candidates' scores were average. Some failed to identify the poetic techniques used by the poet while others could not show what the poem teaches them.

Question 6.

Required a candidate to read the given prose passage and thereafter answer the given questions. It was compulsory but averagely done. **Part (d)** was poorly done showing that candidates could not identify style and show effect. Candidates took the prose passage as a mere comprehension.

Question 7.

Required a candidate to describe the character of Mughakani as portrayed in the text. It was averagely done. Candidates' responses were shallow in analysis. Many candidates failed to illustrate.

Question 8.

Was a context question that required a candidate to read the given extract and thereafter respond to the given questions. It was not popular and poorly done. Candidates failed to place the extract in context, identify the theme in the extract and to give personal opinion about the given characters.

Question 9.

required a candidate to discuss the dramatic techniques used by the playwright. It was not popular and poorly done. Candidates failed to give the effect of the techniques identified.

Question 10.

Required a candidate to place the given extract in context, identify the theme of the extract, discuss character and show the lesson one learns from the play, Nantamegwa. It was not popular and was poorly done. Candidates failed to place the extract in context and to give lesson learnt.

Weaknesses of candidates:

- Poor essay, composition, translation and summary writing skills
- Limited knowledge of the prescribed texts
- Limited knowledge about the Kisoga culture
- Shallow responses

Advice to Teachers:

- Avail texts to learners
- Teach cultural aspects
- Encourage learners to do wide reading
- Teach the skills of composition, summary and translation.

P367/1 ATESO

In this paper, the performance of the candidates was good. Questions 1, 2 and 4 were the best done while questions 3, 5, 6 and 7 were poorly done.

Question 1.

Required the candidates to demonstrate their competent use of appropriate vocabulary (synonyms), sentence construction using different structures and punctuation.

This was a popular question. Examiners noted that candidates lacked knowledge of synonyms. Teachers are advised to emphasize the teaching of synonyms.

Question 2.

Required the candidates to give the meaning of proverbs and sayings. It was a very popular question. Examiners noted that candidates lacked clarity in presenting their answers.

Teachers are advised to encourage the candidates to gather more proverbs beyond what is listed in the textbook.

Question 3.

The candidates were required to write a long essay on a cultural topic. It was a popular question. Many candidates did not observe the word length in their essay.

Teachers are advised to guide students on the required length when writing essays.

Question 4.

Required candidates to complete proverbs. This question was among the very well done. Some candidates, however, found difficulty with giving meaning of cautionary proverbs. This was attributed to their being unfamiliar with some proverbs.

Teachers are advised teach this aspect of the syllabus.

P367/2 ATESO

In this paper, the performance of the candidates was very good. Questions 2, 3, and 4 were well done but question 1 was poorly done.

Question 1.

Required the candidates to translate a text from English to Ateso and another from Ateso to English. This was a compulsory question.

It was noted that some candidates missed out on some vocabulary items related to the register of hunting. The candidates did not identify the sentence structures relevant in the translation. This was a revelation of candidates lacking some basic knowledge of translation principles and techniques.

Teachers are advised to teach translation right from Senior five (S.5) or from 'O' level.

Question 2.

Required candidates to demonstrate writing abilities through sets of essays. They were required to write one long essay on a contemporary topic and two short essays based on functional writing.

Examiners noted that candidates' weakness lay in the area of observing rules of sentence construction and clarity of argument. Colourful use of language is still wanting.

Question 3.

The candidates were required to respond to comprehension questions on a text.

Many candidates found difficulty in giving meaning of words drawn from the text.

Teachers are advised to give students more practice in this area.

Question 4.

Required the candidates to summarise a text presented to them.

Examiners noted that many candidates exhibited lack of knowledge of editing.

Teachers are advised to give more practice to help the students develop the skill of summary writing.

P367/3 ATESO

This was a paper that tested the candidates' knowledge and mastery of literature in the Ateso language.

The overall performance of the candidates in this paper was good.

Questions 2 and 8 were well done. The same questions were also the most attempted.

Question 1.

Required the candidates to demonstrate their knowledge and mastery of the text in terms of themes, plot, character traits and morals.

Examiners noted that some candidates presented inadequate illustrations and mixed up characters.

Teachers are advised to cover the syllabus in good time and help the students to master the given areas.

Question 2.

Required the candidates to demonstrate their mastery of literature in the areas of themes and morals.

Examiners noted that some candidates lacked maturity of language in their presentation.

Question 4.

Required the candidates to write creatively giving factual detail on a contemporary topic. This was a popular question.

Examiners noted that some candidates' work showed lack of maturity of language.

Teachers should give more practice to help the students develop their presentations with mature language.

Question 6.

- Was also a question demanding factual creative presentation on a contemporary issue.
- The candidates' work equally showed lack of maturity of language.
- Teachers should continue to give more practice in this area.

P425/1 PURE MATHEMATICS

General Comments

The paper covered the important aspects of the syllabus. It brought out the aims and objectives of the syllabus. The time allocated was adequate. The paper had the same level of difficulty as that of the previous year 2014, candidates performed better than those of the previous year.

Question Analysis

Well done questions	:	1, 11, 12 and 16
Poorly done questions	:	6, 8, 9 and 15
Most attempt questions	:	1, 2, 3, 4,5, 6, 7 10, 11, 12, 13, 14, & 16
Least attempted	:	8, 9 and 15

Comments on Individual Questions:

Question 1.

- Required knowledge of formulae of sum to infinity of a Geometric Progression (G.P) and sum to n terms of an Arithmetic Progressive (A.P.)
- Very popular question

Weaknesses of candidates:

- Incorrect use of the formulae
- Some candidates use the formulae for finding the n^{th} term instead of that for S_n .

c) Advise to Teachers

- Emphasise the use of Mathematical tables in which those formulae are found

Question 2.

- Required the knowledge of the condition that two lines are perpendicular
- It was popular

(c) Weaknesses of candidates

Some candidates did not know the relationship between perpendicular lines. Others attempted using vectors.

(d) Advice to Teachers

Emphasise the difference between coordinate geometry of a straight line and the vector equation of a straight line.

Question 3.

- The question required the knowledge of laws and operations of logarithms (logs) and the relationship between logs and indices.
- It was popular.

(c) Weakness of candidates

- Failure to apply the laws of logs and to apply the relationship between logs and indices.
- Failure to discriminate between the two solutions.

d) **Advice to Teachers:** Emphasise the laws of logs and the relationships with indices.

Question 4.

a) The question required knowledge about perpendicular vectors.

b) The question was popular.

(c) Weakness of candidates.

- Many candidates were verifying instead of showing
- Dotting and getting a vector instead of a scalar
- Vectors were written without vector symbols

d) Advice to Teachers

Emphasise that in showing, one side of the equation should be able to degenerate to the other side. Vector symbols are very important to qualify to be a vector.

Question 5.

(a) The question required solution of triangles i.e. use of the sine rule/cosine rule.

(b) the question was popular.

(c) Weaknesses of candidates

Candidates failed to interpret the question i.e. some candidates were finding the area, others took it to be a right angled triangle

(d) **Advice to teachers:** Solution of triangles should be taught in details.

Question 6.

The question required differentiation of a product of functions either directly or by introducing natural logarithms first.

The question was popular.

Weaknesses of candidates: Most candidates could not use any of the two approaches mentioned about.

Advice to Teachers:

- Emphasise the fact that the product rule applies to any number of terms multiplied.
- Introducing natural logs simplifies the product,
- It should be taught at an early stage to enable enough practice.

Question 7.

(a) The question required the application of integration to find the volume of a solid generated when the area under the curve $y = x^2$ is rotated about the x -axis.

(b) The question was popular

(c) Weaknesses of candidates

- Failure to obtain the limits
- Failure to sketch the curve
- Use of wrong formulae for a volume
- Failure to substitute for y in terms of x .

(d) Advice to Teachers

- Emphasise the need for a sketch as it guides on the required limits
- Emphasise the volume of solids generated, a standard curves eg. discs, curves, shapes, cones, etc.

Question 8.

(a) Required the use of laws of indices in order to separate the variables and to carry out the integration.

(b) It was not popular.

(c) Weaknesses of candidates

Most candidates failed to apply the above requirement.

(d) Advice to Teachers

Teachers should demonstrate to the students how useful the laws of indices can be under given circumstances.

Question 9.

(a) Required candidates to show the condition for a polynomial with a repeated factor and its application.

(b) It was popular.

(c) Weaknesses of candidates

Most candidates failed to interpret the question especially in part (a)

(d) Advice to Teachers

Teachers should emphasise that for a polynomial with repeated factors, its derivative is also divisible by that factor.

Question 10.

(a) Required a sketch of a continuous curve and a straight line on the same coordinate axes and find the area between them.

(b) It was popular.

(c) Weaknesses of candidates

- Failure to find the intercepts and turning points of the curve
- Failure to get the intercepts of the line
- Failure to find to intersection of the curve and line
- Failure to find the area required.

(d) Advice to teachers

Teachers should emphasise the usefulness of sketches when the area between curves or between a curve and a line is required.

Question 11.

(a) Required candidates to find a complex number Z which satisfies the given equation.

Also to find the locus of a complex number under given conditions.

(b) It was popular.

(c) Weaknesses of candidates

- Failure to explain (i.e. when a $Z = x + iy$) and compare the corresponding parts in order to find x and y .
- Failure to find the modulus
- Failure to find the centre and radius of the circle
- Failure to use x and y since the locus is in Cartesian form.

(d) Advice to Teachers

Teachers should treat complex numbers as a very important part of algebra and consider all the manipulations involved.

Question 12.

(a) Required the use of the factor formulae.

Required the use of the double angle formulae.

(b) It was popular

(c) Weaknesses of candidates

- Failure to apply the appropriate factor formulae for numerator and denominator
- Failure to simplify i.e. $\frac{\cos \theta}{\sin \theta} + \tan \theta$
- Failure to express $\cot 2\theta$ in terms of $\tan \theta$ and solving the quadratic formed to find all the angles in the given range.

(d) Advice to Teachers

Teachers should emphasize the use of the factor and double angle formulae as they are usually applied in most trigonometrical proofs and other manipulations.

Question 13.

(a) Required expressing into partial fraction and evaluating the integral.

(b) It was popular.

(c) Weaknesses of candidates

- Failure to handle a repeated/quadratic factor and hence integrate.
- Failure to evaluate to 3 decimal places.

(d) Advice to Teachers

Teachers should emphasise the handling of the different types of partial fractions.

Question 14.

(a) Required intersection of two lines expressed in vector form and to find the equation of the plane containing the two lines.

(b) It was very popular.

(c) Weaknesses of candidates

- Failure to use the values of α and β in the third equation in order to conclude that they intersect.
- Failure to find the equation of the plane.

(d) Advice to Teachers

- Teachers should emphasise the condition for two given lines to intersect.
- They should emphasise the use of linear combination of given two vectors parallel to the plane and one point on the plane.

Question 15.

(a) Required finding equations of tangents to a rectangular hyperbola and their point of intersection. Also to find the locus of the mid-point of PQ .

(b) It was unpopular.

(c) Weaknesses of candidates

Confused the gradient PQ as the gradient at either P or Q .

(d) Advice to Teachers

- Teachers should teach conic early enough to enable students have enough practice
- It should be linked to elementary coordinate geometry and locus.

Question 16.

(a) Required forming a differential equation (DE) and solving it.

(e) It was very popular.

(f) Weaknesses of candidates

- Failure to interpret and form a correct differential equation eg. the following D.Es are wrong .

$$\frac{dp}{dt} = KPo, Po \text{ is constant}$$

$$\frac{dp}{dt} = -KPo \text{ is -ve means decreasing}$$

$$\frac{dp}{dt} = KN, N \neq P$$

- Failure to solve the D.E eg

$$\frac{dp}{p} = K dt$$

$$\ln P = kt + C$$

- Finding the number birds.

(the number of birds is a whole number not a fraction)

Advice to Teachers: Teachers should seriously address the above weaknesses.

P425/2 APPLIED MATHEMATICS

General comments

The paper covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus and tested educationally important aspects. The time allocated for the paper was adequate. The level of difficulty of the paper was the same as that of the previous year. The candidates' performance was better than that of the previous year.

Question Analysis

Well done questions	:	1, 2, 5, 6, 7, 9 and 10
Poorly done questions	:	3, 4, 8, 11, 14 and 15
Most attempted question	:	9, 10, 12 and 16
Least attempted questions	:	8 and 15

Comments on Individual Questions

Question 1.

Candidates were required to find the magnitude and direction of the resultant force. The magnitude part was well done.

Weaknesses of candidates:

Many candidates failed to write down the direction after finding the angle subtended by the resultant force.

Advice to Teachers: Emphasis should be put on direction of forces by giving several exercises.

Question 2.

Question required candidates to find the area under curve by the trapezium rule. The question was easy and well done by many candidates:

Weaknesses of candidates: Some candidates forgot to correct to the required number of decimal places.

Advice to Teachers: Degree of accuracy to be concentrated on more.

Question 3.

Candidates had to find the mean mass of the boys. The question was very easy but many candidates failed it.

Weaknesses of candidates: Many candidates first formed class groups from the given data.

Advice to Teachers:

Before frequency distributions are taught, teachers should first revise the O-Level work briefly, Mathematics is a continuous course.

Question 4.

Question required candidates to find the times when A overtakes B. It was an easy question but many candidates failed it.

Weaknesses of candidates:

Failure to form and solve the quadratic equation.

Advice to Teachers: Teachers need to always first revise well this topic of linear motion.

Question 5.

The question required candidates to solve for the *probability of event A*.

Question was easy but when many candidates started to work out, they got stranded.

Weaknesses of candidates: Failure to simplify the quadratic equations with decimal coefficients.

Advice to Teachers: Teachers of Pure Mathematics need to put emphasis on simple algebra involving quadratic equation.

Question 6.

Candidates were required to use linear interpretation or extrapolation to estimate values within or outside the given intervals. Many candidates did this question very well.

Weaknesses of candidates: Some candidates failed to locate the correct intervals.

Advice to Teachers: Frequent exercises involving different intervals to be concentrated on.

Question 7.

The question required candidates to find or calculate the pass mark for the exam. The question was hard to many candidates.

Weaknesses of candidates:

Many candidates did not know how to get the table Z - value which was critical for the question.

Advice to Teachers:

- Teachers should always guide students properly how to use the normal distribution tables.
- Several exercises should be given.

Question 8.

Candidates were required to find the normal reaction and the horizontal force P . Question was hard to many candidates.

Weaknesses of candidates: Failure to draw a correct force diagram. Resolving forces was also a problem.

Advice to Teachers:

Teachers need to guide more on force diagram drawing for one to understand better this statics area.

Section B

Question 9.

Candidates had to find the value of the unknown k so as to use it to find the expectation and probability. This question was easy and popular to many candidates.

Weaknesses of candidates:

A few candidates used variable x instead of variable y which was given by the question. This affected some of them.

Advice to Teachers: Emphasis should be put on different use of different variables e.g. x , y , t etc.

Question 10.

Candidates were required to find the maximum possible error in the product AB and internal for A^2/B for given values of A and B .

Part (a) of this question was very hard to many candidates.

Weaknesses of candidates:

Candidates did not know the meaning of the term “maximum possible error” many were used to absolute error.

Advice to Teachers: Terms “absolute error” and “maximum possible error” should be regularly used by teachers to reduce on confusion.

Part (b) of this Question was well done.

Question 11.

The question required candidates to find the acceleration of the system and the tensions in the strings. Question was easy and popular except that it was a demanding question to many which affected their scores.

Weaknesses of candidates:

- Force diagram was a problem to many candidates.
- Solving the three simultaneous equations was hard for them.
- On the force diagram, candidates took the three surfaces of the plane to be of the same frictional force.

Advice to Teachers:

- Force diagram drawing should be emphasized to learners with many exercises.
- Different rough surfaces with different roughness should be given also priority.

Question 12.

Candidates were required to find rank correlation coefficients and then comment with a reason. The question was very popular and easy.

Weaknesses of candidates:

Some candidates identified the judge with a correlation in line with the chief judge but failed to give the reason.

Question 13.

Candidates were required to find the angle and velocity of projection and the time taken by the ball to reach the maximum height. The question was very easy and popular.

Weaknesses of candidates:

- Failure to solve the formed equations
- Some candidates $g=10\text{ms}^{-2}$ instead of $g=9.8\text{m/s}^2$

Advice to Teachers:

Teachers should expose students to a wide range of exercises involving simultaneous equations. Should also emphasize correct use of the value of $g=9.8\text{ms}^{-2}$.

Question 14.

The question was testing Newton-Raphson numerical method. Question also required candidates to derive a formula, draw a flow chart and then perform a day run. This question was popular but turned out to be very hard without a correct flow chart.

Weaknesses of candidates:

- Candidates forgot arrows which represent direction of flow of events.
- Many did not know the correct order for such a flow chart. As a result, their flow chart would get choked.
- Failure to correct to the minimum required number of 3 decimal places in their draw run.

Question 15.

Candidates were required to find the center of gravity of the lamina from side OA .

The question was simple but not popularly attempted by many candidates. It was the least attempted easy question. It is also assumed that many candidates had not covered this topic.

Weaknesses of candidates:

- The few who did this question were using masses instead of weights.
- Taking of moments for the composite portion was a problem.

Advice to Teachers:

- Teachers should endeavour to cover this topic earlier so as to enable effective practice.
- They should also give many exercises to students.

Question 16.

Question required candidates to find two probabilities. It was easy and popular. Many scored good marks in part (a) but part (b) was a problem to some.

Weaknesses of candidates:

For part (b), some candidates failed to identify it as a conditional probability question and also did not find the problem of both balls being white from A and B boxes.

Advice to Teachers: regular practice for given exercises.

S475/1 SUBSIDIARY MATHEMATICS

General comments

The paper covered important aspects of the syllabus. It brought out the aims and objectives of the syllabus and tested educationally relevant aspects. The time allocated was adequate. The paper was of the same level of difficulty as that of the previous year. Candidates' performance was a poorer than that of the previous year.

Question Analysis

Well done questions	:	9 and 11
Poorly done questions	:	1, 2, 4, 6, 8 10 and 12
Most attempted question	:	9 and 11
Least attempted question	:	10

Comments on Individual Questions

Question 1.

It required expressing numbers in power form using base of a logarithm. It was quite popular.

Weaknesses of candidates:

Candidates failed to express \log as $\log_{10} 0.1$ as $-\log_{10} 10$

Advice to Teachers

Teachers should help the learners to understand how to write number in logarithm notation without a \log . i.e. $\text{Log}_b a = x$, then $a = b^x$ and vice versa.

Question 2.

The question required simple elementary statistical data which had been ranked and the candidate was required to find the difference in ranks, square and sum up, then use the Spearman's rank correlation formulae to determine its coefficient and give a comment.

The question was very popular.

Weaknesses of candidates:

Candidates failed to interpret the question and ranked the data again hence setting their own question.

Advice to Teachers

Teachers should distinguish between ranked data and unranked data.

Question 3.

A trigonometrical quadratic equation that required the use of the identity $\sin^2\theta + \cos^2\theta = 1$ to substitute for $\cos^2\theta$ as $1 - \sin^2\theta$ and solve the quadratic equation.

The question quite popular.

Weaknesses of candidates: Candidates could not recall the required identity or even use Math tables.

Advice to Teachers

Teachers should teach these identities from first principles and also inform students that math tables can be used to recall them.

Question 4: The question assessed knowledge on use of combinations. It was very popular.

Weaknesses of candidates: Most of the candidates had no ideas about combinations.

Advice to Teachers

Should teach permutations and combinations and how to apply it in determining probabilities of given events.

Question 5.

It required either to expand the expression and then differentiate or differentiate directly using product rule. The question was quite popular.

Weaknesses of candidates: Some candidates integrated instead of differentiating.

Advice to Teachers: Teachers should give more practice on analysis to the learners.

Question 6.

The question required application of conditional probability but most candidates could not define the conditional probability of B given A ($P(B/A)$). It was popular.

Weaknesses of candidates: Candidates could not remember the difference between $P(B/A)$ and $P(A/B)$.

Advice to Teachers

Probability requires a lot of practice to enable the candidates consolidated the probability theory.

Question 7.

The question required the candidates to square a matrix A , multiply it by a scalar and substitute the identity matrix of order 2 to obtain B . It was popular.

Weaknesses of candidates:

Those who attempted quoted the identity of matrix of order 2 by 2 as:

$$\begin{pmatrix} 0 & 1 \\ 1 & 0 \end{pmatrix} \text{ or } \begin{pmatrix} 2 & 0 \\ 0 & 2 \end{pmatrix} \text{ or } \begin{pmatrix} 0 & 0 \\ 0 & 0 \end{pmatrix} \text{ instead of } \begin{pmatrix} 1 & 0 \\ 0 & 1 \end{pmatrix}$$

Advice to Teachers

This error displayed by candidates show lack of practice. Teachers should help the learners do a lot of practice even for those topics they imagine are simple and are taught at O-Level.

Question 8.

The question required knowledge of conservation of energy as well as application of Newton's laws of motion. It was unpopular and those who attempted displayed scanty knowledge about mechanics.

Advice to Teachers

Teachers are advised to avoid spot teaching. They should cover the entire syllabus.

Question 9.

This was the most popular question. It required to find the mean and standard deviation from grouped frequency distribution and also plot an Ogive and use it to find the median. It was all about finding the measures of central location: mean and median and a measure of dispersion. (standard deviation)

Major weakness of candidates was extraction of median from a cumulative frequency curve (Ogive) and accuracy in calculation of $\sum fx^2$.

Advice to Teachers:

Teachers should not assume that the topics taught at O' level should not be taught again at A' level. Teachers should give enough practice to the learners even in elementary statistics.

Question 10.

The question required formation of a differential equation for a radio-active decay. The question was quite unpopular. Science students were expected to answer this question.

There has been a lot of concern about natural logarithms in Subsidiary Math. Teachers forget that they are applied in differential equations of natural sciences.

Advice to Teachers

The Teachers should teach differential equation and the application to natural science.

Question 11.

This was a popular question about price indices. It was attempted by all candidates. However, some candidates could not distinguish between simple price index and simple aggregate price index. Majority of the candidates failed to interpret the index obtained for both the simple aggregate price index and weighted aggregate price index.

Advice to Teachers

Teachers are advised to give more practice to the learner, how to calculate the various index numbers and then comment on each. There should not be any disagreement between index numbers taught in Economics and those taught in Subsidiary Math.

Question 12.

It tested the ability of candidates to identify the sum and product of roots of a quadratic equation. $2x^2 - 6x + 7 = 0$.

Weaknesses of candidates:

Common error was that the candidates took the sum of roots to be -3 instead of positive 3 and failed to obtain the required identity from the expansion of $(\alpha - \beta)^2$ and could not express the final equation in integral form.

Advice to Teachers

More emphasis is needed on ensuring that the candidates are able to manipulate expressions that involve bracket i.e. to multiply and add within brackets.

Question 13.

It was a popular question which required to apply either integration or use of a sketch to find the value of a constant in a probability density function (pdf) of a random variable.

Weaknesses of candidates:

Candidates who attempted failed to identify the limits for $P(x > 1.5)$ and even to integrate the function to find the value of k . Those candidates who were able to integrate failed to substitute the correct limits.

Advice to Teachers

Teachers should ensure that comprehensive revision exercises are regularly given to the learners to enable them consolidate the facts taught in class.

Question 14.

This was a popular question. It tested ability to plot velocity – time graph as well as calculation of deceleration.

Weaknesses of candidates:

Major weakness was failure to convert kmh^{-1} to ms^{-1} which lead the candidates to plot a distance time graph. Instead of a velocity –time graph. Candidates could not find the area under the curve hence the failed to determine the total distance covered by the motorist. Many could not distinguish between acceleration and deceleration, i.e. correct application of the equation of the motion $v = a + a t$.

Advice to Teachers

Teachers should put more emphasis in the conversion of units to units through the teaching of mechanics.

P510/1 PHYSICS

Standard of the Paper

The paper was more difficult than that of 2014. Syllabus coverage was good. Questions tested what is educationally relevant and the time allocated for the paper was adequate.

Performance of Candidates

Overall, the performance of candidates on the paper was poor. Well done questions were 1,3,5,7 and 10. Poorly done questions were question 4 and 9.

The most attempted questions were 1,3, 5, 7, 8 and 10, and the least attempted question was 4. The quality of work the candidates presented this year is poorer than that of last year. Candidates' performance scores are also poorer.

Analysis of performance in some questions

Question 1.

Candidates were required to:

- Define a conservative force and give two examples.
- State the law of conservation of mechanical energy and show how this law is obeyed during the motion of a body projected upwards.
- Describe an experiment to determine the coefficient of static friction.
- Solve a numerical problem on frictional force and velocity of the bullet fired into a block of wood.

This was a very popular question, attempted by almost all the candidates.

Weaknesses of the candidates

- Mistaking a closed path for a circular path, thus giving wrong definition of conservation of a conservative force, and also giving examples of conservative fields instead of forces.
- Stating the law of conservation of energy instead of the one of mechanical energy, failure to distinguish between energy and mechanical energy.
- Failure to consider a body projected upwards; instead some candidates were considering motion of a body released from rest.
- Some candidates described the experiment to determine coefficient of kinetic friction instead of that of static friction and also stating advantages of friction instead of its disadvantages.
- Failure to use $\mathbf{F}=\mathbf{ma}$ so as to obtain negative acceleration (deceleration), but most used \mathbf{a} as positive as it made the bullet's speed in the block to increase instead of reducing.
- Failure to use proper symbols and converting mass from grams to kilograms.

Advice to Teachers

- Emphasise correct definitions and proper use of symbols especially in equations of motion; and correct statements of laws.
- Demonstrate practical experiments.
- Give regular exercises to the learners.

Question 2.

Candidates were required to:

- State the principle of moments and define the term centre of gravity.
- Use a given diagram to calculate tension in a string, reaction at the hinge and maximum additional mass needed to be added to the 20 kg mass before the string can break
- Define Young's Modulus; explain the precautions taken in the determination of Young's Modulus. Also to explain why a piece of rubber stretches more than a metal wire of the same length and cross sectional area.

This question was not popular.

Weakness of candidates:

- Confusing principle of moments with conservation of momentum.
- Use of inappropriate words like, point in the centre of a body in the definition of centre of gravity and simply giving wrong definition.
- Failure to identify the forces acting in the system and points about which moments should be taken.
- Failure to resolve the forces in the required direction.
- Describing the experiment to determine Young's Modulus instead of explaining the precautions taken. Some candidates stated the precautions but failed to explain them.
- Failure to use molecular theory to explain why rubber stretches more than a metal wire. They did not know that rubber has coiled molecules.

Advice to Teachers

- Discourage cram work. Encourage students to understand the laws and principles so that they can clearly distinguish them.
- Encourage students to read questions more than once in order to understand what they require before answering.
- Emphasise correct definitions of terms.
- Give more tasks involving identification of forces and their resolutions, and taking moments about certain points in diagrams.
- Teach properties of materials thoroughly and explain molecular theory and all concepts pertaining to it.
- Practical demonstration required..

Question 3: Candidates were required to:

- State Kepler's laws of planetary motion.
- Define parking orbit and derive an expression for the period T of a satellite in terms of r , m , G .
- Describe an experiment to determine G .

- Find the mechanical energy of a satellite using a formula and to explain what happens to the satellite if its' mechanical energy is reduced.

This was a popular question.

Weaknesses of the candidates

- Inability to state Keplers' laws and describe an experiment to determine r , m , and G .
- Inability to recall the expression for mechanical energy and use it to solve numerical problems.
- Poorly drawn diagrams of Boys apparatus and failure to use it to describe the experiment to determine G .

Advice to Teachers

- Teach early and provide adequate knowledge into the topic of gravitation.
- Emphasise the proper use of symbols.
- Use animations so that the differences between the rotations about an axis (say of the earth about its axis) and revolution about a point (say of the earth revolving around the sun) can be brought out clearly.
- Test extensively in the area.

Question 4. Candidates were required to:

- Distinguish between surface tension and surface energy, and show how they are numerically equal. They were further to explain why water drops from a tap are spherical.
- Calculate excess pressure inside the resulting soap bubble when two soap bubbles of different radii coalesce under isothermal conditions.
- State Bernoulli's principle and use it to explain how wind of high speed over a roof of a building can cause the roof to be ripped off the building.
- Calculate the velocity of an aeroplane to enable it just lift off the ground.

This was not a popular question.

Weaknesses of the candidates

- Inability to distinguish between surface tension and surface energy, failure to relate the two.
- Inability to relate the shape of the drop to minimum surface area and minimum energy for stability.
- Failure to interpret the question so as to get the correct formula to use. Some candidates treated the case of two bubbles coming into contact but remaining as separate with common interface instead of considering two soap bubbles combining to form a single bubble. For others after getting the correct radius of the final bubble, they used a liquid bubble formula to obtain the excess pressure, i.e. used $2\gamma/r$ instead of $4\gamma/r$.
- Failure to recall Bernoulli's principle correctly. Many left out the conditions of steady flow and incompressible, non-viscous fluid.

Advice to Teachers

- Explain clearly to the students using molecular theory, the concepts of surface tension and surface energy.
- Frequent exercise involving excess pressure for both liquid and soap bubbles is recommended.
- Relate Bernoulli's principle to real/day today life experiences and applications, e.g. the aerofoil, the sucking in objects towards fast moving vehicles, the working of the Bunsen burner, the ripping off of a roof from a building, the filter pump etc.

Question 5. Candidates were required to:

- State four properties a material must have to be used as a thermometric substance.

This question was fairly popular.

Weaknesses of the candidates

- Failure to distinguish between a thermometric property and a thermometric substance.
- Failure to show the complete circuit in which the bolometer is connected so as to detect thermal radiation.
- Poorly drawn diagrams in the experiment to determine specific latent heat of vaporization steam.
- Inappropriate language when describing experiments.

Advice to Teachers

- Emphasise practical approach in teaching this topic.
- Thorough teaching of thermal radiation detectors is recommended.

Question 6. Candidates were required to:

- Define absolute zero and cooling correction.
- State Dalton's law of partial pressure; and deduce it from $P = \frac{1}{3} \rho c^2$.
- Determine the cooling correction of a poor conductor.

This was popular.

Weaknesses of the candidates

- Failure to write correct definitions of absolute zero (where they say it is the lowest temperature possible without adding any other information) and cooling correction (where they talk of extra temperature added to formal temperature...)
- Inability to relate $P = \frac{1}{3} \rho c^2$ to kinetic energy of molecules and eventually end with $N = N_1 + N_2$.
- Confused the experiment to verify Newton's laws of cooling and the experiment to determine cooling correction.
- Inappropriate use of descriptive language when describing an experiment.

Advice to teachers

- There is need to emphasise proper/correct definitions and understanding of their meanings other than cram work.
- Regular testing in description of experiments and deeper explanations of features of graphs.

Question 7. Candidates were required to:

- Define thermal conductivity of a material and state its units.
- Describe an experiment to determine thermal conductivity of a good conductor.
- Display an understanding of the blackbody concept and how a welder can protect his eyes from damage.

This question was very popular.

Weaknesses of the candidates

- Failure to use Wien's law to answer part (d).
- Inappropriate definition of the thermal conductivity and black body.
- Failure to state the unit of thermal conductivity.
- Inability to give the account of the procedure in the experiment to determine thermal conductivity of copper, and poorly drawn diagrams in this experiment.
- Failure to carry out successful calculations necessary to find the temperature required.

Advice to Teachers

- Encourage students to use symbols and values (data) given in the question.(many used 40°C instead of 4°C).
- Give practical applications of concepts of thermal radiation in real life so that students relate them to everyday experiences (e.g. the welder's glasses).

Question 8.

Candidates were required to:

- Define Avogadro's and Faradays constants.
- Describe an experiment to determine the charge on electron using Millikan's oil drop apparatus.
- Description of the motion of ions in magnetic fields by use of a diagram.
- Display knowledge of the relation between Avogadro's constant N_A and Faradays constant F .
- Display knowledge of the forces that act on an oil drop falling between two horizontal parallel metal plates .i.e. up thrust, viscous force and weight of the oil drop.

This question was not popular.

Weaknesses of the candidates

- Inability to relate N_A to F , Faradays constant in order to show that charge carried by a monovalent ion is $1.6 \times 10^{-19}\text{C}$.

- Poorly drawn diagrams showing the main features of Millikan's apparatus and the systematic flow of steps or procedures to determine charge on an oil drop.
- Failure to use Fleming's left hand rule to determine the direction of magnetic force on a positive ion.
- Failure to relate the forces on the oil drop.

Advice to Teachers

- Effectively explain how ions move in both magnetic and electric fields by use of Fleming's left hand rule.
- Effectively explain Millikan's oil drop experiment and implore students to use knowledge of Archimedes principle and Stoke's law in the experiment.

Question 9. Candidates were required to:

- State the laws of photoelectric emission and briefly explain one application of photoelectric effect.
- Calculate the number of photo electrons emitted per second and maximum kinetic energy in joules of the photoelectrons using information given in the question.
- State Bragg's law of X- rays and show how the density ρ can be obtained using Bragg's law.
- Display knowledge of the relation between Avogadro's constant N_A and Faradays constant F .

This question was not popular.

Weaknesses of the candidates

- Failure to state the laws of photoelectric emission correctly. Some were giving incomplete statements. Some didn't know the difference between irradiation and radiation.
- Stating the laws of photoelectric emission and not explaining them.
- Failure to convert energy from eV to joules.
- Failure to relate the number of photons emitted per second to the surface area of the sphere on which the photons are incident.
- Giving incomplete statement of Bragg's law, i.e. with the condition of constructive interference missing.
- Inability to determine the mass of 1 molecule in a crystal in terms of Avogadro's constant N_A in order to get the density.

Advice to Teachers

- Give complete statements of the laws of photoelectric emission.
- Expose learners to practical application of photoelectric effect and explain each of them clearly.
- Give many examples and exercises to learners for practice on numerical problems.
- Give correct statement of Bragg's law by putting emphasis on the condition attached.
- Give more tasks to the learners involving derivation of Bragg's law and density of a crystal.

Question 10. Candidates were required to:

- Define quenching agent and background count rate.
- Describe the operation of the GM tube and how it can be used to determine half-life of a short-lived radioactive source.
- Use the decay law $A=A_0e^{-\lambda t}$ or $N=N_0e^{-\lambda t}$ to solve the numerical problem in 10(c).

This was a very popular question.

Weaknesses of the candidates

- Failure to define appropriately quenching agent and background count rate (by referring to secondary ionisation of the argon gas for the quenching agent).
- Poorly drawn and labelling of the GM tube and failure to logically give an account of its model of action and how it can be used to determine half-life of a short-lived radioactive source.

Advice to Teachers

- Emphasise correctly drawn diagrams and proper labelling of the parts.
- Explain the mode of action of the detectors of ionizing radiations.
- Use of the decay law should be emphasised with the meaning of the symbols explained, so that the students can apply them to solve numerical problems.

P510/2 PHYSICS

Standard of the Paper

The paper was slightly more difficult than that of 2014. Syllabus coverage was adequate. Language used was within the level of the candidates. Questions tested what are educationally relevant. Time allocated for the paper was adequate.

Performance of Candidates

Overall, the performance of candidates on the paper was fair. Well done questions were 7,9 and 10. Poorly done question were question 1, 2,3, 4,5, 6 and 8. The most attempted questions were 3, 7,9 and 10, and the least attempted questions were 4, 5, 6 and 8. The quality of work the candidates presented this year is slightly poorer than that of 2014. Candidates' performance scores is also poorer than that of 2014. Questions 2(b)(ii), 2(d), 3(b)(ii), 4(d)(i), 6(b), 8(b), 9(a)(ii) and 10 (b) presented challenges to candidates in that the solutions provided were shallow and in some cases the concept was distorted.

Analysis of performance in some questions

Question 1 (b)(i) and (ii) (c)

Candidates were required to:

- Sketch ray diagrams to show image formation
- Show that $h = \sqrt{h_1 h_2}$.
- Describe the experiment to determine focal length of a lens.

This question was not very popular.

Weaknesses of the candidates

- In (b)(i) Some candidates used point objects instead of finite size objects.
- Some did not put arrows on the rays.
- Some gave virtual images instead of real images formed.
- In (b)(ii) Some candidates were unable to show how $h_1 h_2 / h^2 = 1$.
- In (c), some descriptions lacked procedures and recordings of observations.

Advice to Teachers

- Emphasise use of correct symbols for rays, optical components, types of images, real /virtual, point or finite size.

Question 2.

Candidates were required to:

- Show that $n \sin i = a$.
- Describe an experiment to determine critical angle of water- air.
- Calculate refractive index of the liquid.
- Explain how optical cable transmits light.
- Calculate n using $n = R/d$.

This was a popular question.

Weaknesses of the candidates

- In (a), some students started and ended with $n \sin i = \text{constant}$.
- While they know that from air cell method $n = 1/n \sin \theta/2$ they failed to see that $c = \theta/2$; so; many left it blank.
- In (c), many took the ray in the prism to be parallel to the base.
- In (d), many effectively only stated that it is because of total internal reflection and did not explain.
- In (e), many interpreted wrongly the values to use in $n = R/n$.

Advice to Teachers

- Revise with students using questions that demand interpretation of concepts.

Question 3.

Candidates were required to:

- Distinguish between progressive and stationary waves.
- Define over tones and explain why numerical notes from different instruments sound different.
- Describe the variation of pressure with displacement of air in a pipe vibrating with f_0 .

This question was very popular.

Weaknesses of the candidates

- In (a), some candidates were unable to compare corresponding attributes progressive and stationary waves, while others failed to make three.
- In (b)(i), Some defined harmonics, while others simply stated notes of higher frequencies than the fundamental.
- In (b)(ii), many failed to explain why the notes differ in quality.
- In (c), many did not describe pressure and displacement variations in a closed tube.

Advice to teachers

- Guide students on how to answer questions of distinguishing, defining and explaining.

Question 5.

Candidates were required to:

- Define magnetic meridian, angle of dip and the ampere.
- Calculate force or F/l
- Calculate the distance PQ, in (c).
- Describe an experiment to determine B.

This question was not very popular.

Weaknesses of the candidates

- Some were unable to write correct definitions
- In (b) (ii), some used wrong formula, or failed to determine resultant force.
- In (c), some candidates failed to answer, some assumed $PQ=2r=\text{diameter}$.
- In (d), most of the candidates failed to describe the experiment.

Advice to Teachers

- Revise with students topic by topic to enable them render accurate definitions and use the formulae accurately.
- Guide students to know that experimental account has four basic parts; layout of apparatus, procedure, observations and conclusion.

Question 6. Candidates were required to:

- State the laws of electromagnetic induction.
- Describe an experiment to verify Faraday's law.
- Explain effects of electromagnetic induction.

This question was unpopular.

Weaknesses of the candidates

In (b), candidates just stated the reason as being due to electromagnetic induction but failed to bring in current and the magnetic effect to produce opposition.

Advice to Teachers

Guide students on what are required in explanations, state what happens and give detailed processes or why/how they take place.

Question 8. Candidates were required to:

- Explain what happens when switch **K** in the circuit is closed.
- Calculate power dissipated in a wire of length **CX**.
- Sketch and describe **I-V** variations for semi-conductor diode.

This question was unpopular.

Weaknesses of the candidates

- In (a)(ii), many candidates drew wrong graphs and even those with correct graphs failed to describe well.
- In (b), most observations and explanations were wrong.
- In(d), candidates were required to use Kirchhoff's laws but many did not use it, hence failing.

Advice to Teachers

Teach the content to the right extent and revise, so that students may interpret questions correctly.

Question 10. Candidates were required to:

- Derive the expression for electric potential at distance r .
- With reference to charged pear shaped conductor, investigate charge distribution and show that the surface is an equipotential.
- Explain how lightning conductor protects a house from lightning.

This was a very popular question.

Weaknesses of the candidates

- In (b), experiments were not properly described, some described the distribution or explained or derived the relationships,
- In (c), some candidates claimed the conductor induces charge on the clouds or the charged clouds transmit charge on the clouds or the conductor to earth.

Advice to Teachers

- Through revision or examples in class, students should be helped to interpret questions correctly and be equipped with basic elements of responses for certain types of questions.

P510/3 PHYSICS

Standard of the Paper

The paper was of the same level of difficulty as that of 2014. Syllabus coverage was adequate. The necessary practical skills, manipulation of apparatus, recording and presentation of data were tested. Time allocated to the paper was adequate.

Performance of candidates

Overall, the performance of candidates on the paper was good. The best done question was question 3. Poorly done question was question 1. The most attempted was question 2 while question 3 was the least attempted. The quality of work the candidates presented this year is the same as that of last year, although their performance scores are poorer.

Analysis of performance per question

Question 1.

Candidates were required to determine a constant of a wire using two methods.

- Method 1: candidates were required to record the mass of the steel rod provided, measure the length of the steel rod, hang the rod using the bare wire as shown in figure 1, time oscillations of the rod, tabulate the results, plot a graph and manipulate the data to obtain the constant.

- Method II: They were required to make a spring using the bare wire, measure and record its diameter, set up apparatus as shown in figure 2, time the oscillation of a mass hanged on the spring, record time for ten oscillations and manipulate the data to obtain the constant of the wire.

This was a compulsory question, therefore attempted by all the candidates.

Weaknesses of the candidates

- Wrong recordings of observations from a stop clock where time is beyond 1 minute.
- Poor recording of observations on a vernier callipers and micrometer screw gauge.
- Poor handwriting.
- Incorrect use of symbols.
- Poor plotting of graphs.
- Failure to calculate correct values from expressions.
- Poor manipulation of observations.
- Wrong rounding off.
- Failure to define symbols e.g. t , t_{10} , etc.
- Period T calculated as if they were recording time for 20 oscillations.
- Mixing up work of different experiments.
- Use of incorrect scales.

Advice to Teachers

- Practical lessons should start in S5 and linked up with the teaching of theory.
- Attend SESEMAT.
- Mark students work regularly.
- Check and test apparatus before students use them for exams.
- Give required apparatus as per UNEB instructions.

Question 2.

Candidates were required to determine the refractive index of the material of a glass block provided by two methods.

- Method 1 : candidates were required to measure and record width W of the glass block, arrange apparatus as shown in figure 3, take measurement using protractor, tabulate results and manipulate the data obtained to obtain refractive index. .
- Method 2: Candidates were required to set up apparatus as in figures 4 and 5, take measurements using metre rule, record and manipulate the data to obtain refractive index.

This question was more popular than question 3.

Weaknesses of the candidates

- Failure to record measurements correctly.
- Poor handwriting.
- Wrong manipulation of data.
- Wrong rounding off.
- Misinterpreting procedure and diagrams.
- Poor plotting of graphs.
- Inconsistent use of symbols.
- Failure to observe the images of pins P_1 and P_2 through the glass block which lead to wrong ray outlines.
- Mixing up work of different questions.

Advice to Teachers

- Same as in question one.

Question 3.

Candidates were required to determine the resistivity of the wire, W , provided by two methods.

- Method 1: candidates were required to measure and record the diameter of the wire W , set up circuits as in figure 6 and 7, tabulate the results, plot a graph and manipulate the data to obtain resistivity.
- Method 2: They were required to connect the circuit in figure 8, read and record the ammeter and voltmeter readings for a given length of wire W and manipulate the data to obtain resistivity.

This question was less popular than question 2.

Weaknesses of the candidates

- Failure to record correctly measurements from the instruments e.g. micrometer screw gauge, ammeter, voltmeter, metre rule.
- Poor plotting of graphs.
- Wrong rounding off.
- Wrong manipulation of observations (data).
- Inconsistent use of symbols.
- Mixing up work of different questions.

Advice to Teachers: Same as in question one.

P515/1 AGRICULTURE

This paper consists of sections A and B. Section A has 30 multiple choice questions and section B has seven structured questions. All questions are compulsory.

Section A

This section was well done by most candidates.

Section B

Question 31.

Required candidates to give reasons for women's limited participation in large scale agriculture and suggest ways of encouraging women to participate in agricultural production.

Most candidates answered this question well except for a few who stated that women were not as strong as men which was limiting them in large scale agriculture.

Question 32.

Required candidate to give the meaning of **mutation** describe substitution, polyploidy, explain why polyploidy may be desirable in crop production and did not give ways in which genetic engineering can be used to improve crops.

Whereas some candidates were able to give the meaning of mutation, most of them could not describe substitution and polyploidy, which are examples of mutation. They could hardly explain why polyploidy may be desirable in crop production and give ways in which genetic engineering can be used to improve crops.

Question 33.

Required candidates to give factors that have encouraged bee keeping in Uganda, explain measures that can be taken to protect bee-hives from predators and give factors that encourage colonisation of a bee hive.

Candidates' responses showed lack of knowledge and practical experience in bee keeping. Answers were inadequate in most cases.

Question 34.

Required candidates to give the meaning of **Agricultural Policy**, state the objectives of agricultural policies, and explain how agricultural research organisations contribute to development of agriculture in Uganda.

Many candidates had no idea about agricultural policies and gave scanty information on the contribution of research organisations to development of agriculture in Uganda.

Question 35.

Required candidates to give challenges that farmers face during fish farming and outline management practices that are carried out for successful rearing of fish to maturity in a pond.

This question was well done showing that candidates had adequate information and experience in fish farming.

Question 36.

Required candidates to state factors that influence soil aeration, give effects of poor soil aeration and explain measures that a farmer can take to improve soil aeration.

Candidates did not know factors that influence soil aeration and the effect of poor soil aeration. Some attempted to answer how soil aeration can be improved.

Question 37.

Required candidates to give activities carried out on a farm which are based on the working of simple machines and were also to calculate work done and power used from the information provided.

Most candidates did not get the simple calculation correct while others left it out altogether. A few stated examples of activities carried out which are based on the working of simple machines.

Teachers are advised to cover the syllabus and expose candidates to practical experiences to prepare them adequately.

P515/2 AGRICULTURE

This paper consist of Sections A,B, C, D and E

Section A

This section has one number which is compulsory.

Question 1.

Candidates were required to analyse a figure showing the relationship of labour and wages of workers.

Candidates only looked at wage increase without considering the rate. Many candidates suggested the importance of wage increase and the best way of making a wage increase which was required.

Section B

Question 2.

Candidates were asked to give methods used to control crop diseases.

Many candidates gave pest control methods instead of disease control methods.

Question 3.

Candidates were to outline the advantages of using organic manure and explain factors that affect crop response to fertilizers.

Some candidates mixed up their points on advantages and disadvantages while others just stated the factors that affect crop response to fertilizers but did not explain them.

Section C

Question 31 Required candidates to:

- Outline the steps followed in constructing a fish pond
- Describe management of a pond for effective management of fish to maturity
- Describe the different methods of preserving fish

Some candidates included points of site selection in steps of pond construction. Many were not able to give information on management of a pond. Candidates listed methods of fish preservation but did not describe them.

Question 5 Required candidates to:

- State causes of milk contamination.
- Describe how a lactometer is used to determine whether milk is adulterated or not.
- Describe the procedure of making good quality yoghurt.

Candidates showed lack of skill in using a lactometer. Several candidates gave the process of preparing skimmed milk instead of yoghurt.

Section D

Question 6. Candidates were to:

- Outline the importance of farm buildings.
- Explain the functional requirements of a building for crop storage
- Describe the procedure of setting up a foundation for a farm building

Some candidates gave the importance of farm structures for example, spray races and dip tanks are used in handling animals.

For functional requirements of a farm building for crop storage, some candidate gave the importance of building materials for example, cement is needed to make motor, sand is needed to mix with concrete etc. others gave factors to consider when setting up a building e.g. enough land for future expansion, availability of water etc. There was general lack of knowledge on procedure of setting up a foundation for a farm building.

Question 7.

Candidates were asked to explain the factors to be considered in selecting a source of farm power for agricultural production and analyse factors that limit the efficiency manual power.

Generally, candidates lacked knowledge on selection of source of power. Some gave factors limiting the use of manual power not its efficiency.

Section E

Question 8.

Candidates were required to outline ways of reducing the effects of risks in a farming business and outline the role of a farm manager.

Some candidates gave responses on price fluctuations and gave ways of guarding a farm eg., using security checks, detectors, fire extinguishers etc. a few candidates gave qualities of a farm manager.

Question 9.

Candidates were required to differentiate between economic efficiency and technical efficiency, explain why it is necessary to assess efficiency and explain how efficiency can be improved.

Candidates lacked knowledge on efficiency. Some candidates gave the importance of keeping farm records instead of assessing efficiency and others stated how production can be improved instead of improving efficiency.

P515/3 AGRICULTURE PRACTICAL PAPER

This paper consists of five compulsory questions.

Question 1.

Required candidates to carry out tests to establish the solubility and pH of fertilisers then determine the type of soils they are applied to and how they are applied.

The question was well answered by most candidates. A few were not able to deduce the method of application and type of soil they are applied to using the solubility and pH of the soil.

Question 2.

Candidates were provided with workshop tools and were required to describe how they were suited for their functions and how they may be used to make a metallic door for a farm house using a welding machine. They were also to give the maintenance practices for some of the tools.

Many candidates described the suitability of the machines and how they could be used to make a door. Maintenance practices for the tools were well stated.

Question 3.

Candidates were given two common weeds and they were required to examine them and describe their characteristics, explain why the weeds are difficult to control and suggest appropriate methods of control, basing on the on their features.

Candidates answered this question very well.

Question 4.

Candidates were provided with equipment used in honey harvesting and two types of honey. They were to examine the types of honey, describe the condition of each and suggest causes for the condition in each case. They were also to give practices which ensure the production of good quality honey during harvesting.

Candidates did not clearly describe how the equipment is used to obtain honey from a hive. However, many of them answered the rest of the question well.

Question 5.

Candidates were required to examine livestock feeds, suggest possible causes of each condition and suggest practices which can ensure production of good quality specimens.

Many candidates were not able to suggest causes of the condition of the specimens and few were able to suggest practices of ensuring production of quality specimens.

P530/1 BIOLOGY

This paper consists of sections A and B. Section A has 40 multiple choice questions while section B has six structured questions. All questions are compulsory.

Section A

The section was well done generally with most candidates getting at least 15/40 marks.

Section B

Question 41. Required candidates to:

- give the meaning of negative feedback in homeostasis
- give two characteristics of an efficient homeostatic system
- state one advantage and disadvantage of marine invertebrates having the same solute concentration as sea water.
- State the physiological problems faced by halophytes and how they are overcome.

Some candidates confused negative feedback with end-product inhibition. Many lacked knowledge on halophytes and called them animals and were not able to differentiate between physiological drought and water stress.

Question 42.

The question required candidates to study a graph on selection pressure and:

- a) State the type of natural selection exhibited in the graph and how it affects phenotypic characteristics of the population.
- b) Sketch a distribution curve of the outcome of this selection.
- c) State ecological effects of the selection on the population.
- d) State the importance of genetic variation in natural selection.

Many candidates failed to identify the type of selection shown in the graph and lacked knowledge on the types of natural selection. Many could not distinguish a sub population and a species and mixed up the concepts of phenotype and genotype.

Question 43.

Required candidates to study a graph on changes in dry mass of an embryo, endosperm and total mass of maize seeds germinating in light then:

- Explain changes in dry mass of embryo and endosperm.
- Explain why total mass initially decreases then later increases.
- Suggest with reasons what would happen to the total dry mass of the seedlings if they were germinated in the dark.

Many candidates exhibited lack of knowledge on the physiology of germination. They failed to distinguish between hydrolysis and respiration/oxidation, and to identify the processes that take place in the endosperm and those in the embryo making them unable to suggest with reasons what would happen to the total dry mass of the seedlings if they were germinated in the dark. They generally failed to relate the physiological changes in germinating seeds to the graph.

Question 44.

Required candidates to study a graph on the variation of nerve impulse conduction speed with total diameter of myelinated and nonmyelinated fibres and:

- compare the speed of conduction with diameter in the two fibres.
- explain the difference in conduction speed of the two fibres.
- explain the significance of transmission speed in nervous communication.

Many candidates failed to interpret the graph and could not distinguish between the dependent and independent variables. They lacked knowledge on nerve impulse transmission and did not use the comparative language in comparing the speed of nerve impulse in the two fibres.

Question 45.

Required candidates to give the meaning of **Habituation, Imprinting, and Instinctive behaviour** and state the benefits of each form of behaviour to an animal.

Candidates lacked knowledge on the forms of behaviour and gave very scanty answers most of which were not correct.

Question 46

Required candidates to study a graph that showed glycerate-3 phosphate (GP) and ribulose biphosphate (RuBP) at high and low carbon dioxide levels in an investigation, then:

- explain the changes in RuBP under high and low carbon dioxide concentrations.
- suggest why the concentration of GP falls when carbon dioxide level reduces.
- give four differences between cyclic and noncyclic photophosphorylation.

Candidates were not able to interpret the graph and lacked knowledge on the Calvin Cycle generally. They could not distinguish between NAD and NADP, and RuBP and RuBP carboxylase.

Teachers are advised to encourage learners to use textbooks as much as possible to:

- understand many of the concepts they may not fully understand during teaching
- study analysis of different data and learn by following the examples given.
- understand the different biological processes better by supplementing teachers' information.

Teachers should also endeavour to cover the syllabus in order to prepare their candidates better.

P530/2 BIOLOGY

This paper consists of two sections A and B. section A has one compulsory question while section B has five questions out of which a candidate answers three.

Section B

Question 1.

Required candidates to study, analyse and interpret a graph on rate of uptake of glucose by the blood using simple and facilitated diffusion at varying extracellular concentrations of glucose, then answer the questions that follow.

Many candidates failed to interpret the graph while others failed to apply knowledge on the subject matter. They were not able to identify the concepts of diffusion as a passive rather than an active process.

Section B

Question 2.

Required candidates to explain how support is achieved in higher plants and also describe the changes that take place in a cell that eventually develops into a xylem vessel.

It was the least popular question. Most candidates based their answers on plants in general but not on woody plants.

Question 3.

Required candidates to describe the biological functions of amino acids, how they form polypeptides and how inhibitors change rates of enzyme-controlled reactions.

Some candidates gave the biological function of proteins in general and even described the process of protein synthesis in detail.

Question 4.

Required candidates to differentiate between aerobic and anaerobic respiration, describe the fate of the end-products of glycolysis in absence of oxygen and state why it is important to produce ATP during cellular respiration.

Whereas much of the information required was O' level material, many candidates did not have enough to write and had no idea about the process of glycolysis in absence of oxygen. Many candidates however, correctly stated the importance of producing ATP during cellular respiration.

Question 5.

Required candidates to explain the biological significance of territorial and courtship behaviour and distinguish between learned and instinctive behaviour.

Many candidates gave detailed information about courtship in humans without answering the question.

Question 6.

Required candidates to give the meaning of a **food chain**, explain how energy flows through an ecosystem and how environmental temperature influences the distribution of organisms.

Some candidates failed to interpret the question and gave irrelevant answers and others could not understand how temperature affects the distribution of organisms.

P530/3 BIOLOGY PRACTICAL

This paper has three compulsory questions.

Question 1.

Required candidates to examine a toad, take measurements of its fore and hind limbs and work out a ratio and relate the it to adaptation to function of the limbs, then draw the external features of the head from a stated view. They were then to dissect the specimen to display the required vessels, draw and label what was displayed.

Some candidates did not record their measurements in the required units and others did not work out the ratio. Many were not able to explain the significance of the ratio or relate the adaptation of the limbs to their function.

Many drew the wrong view of the head while others opened the mouth which was not required. Many candidates did not display the required vessels accurately and others displaced the alimentary canal to a wrong side. Some candidates had very small drawings of the dissection with the blood vessels too small to be identified in some cases.

Question 2.

Required candidates to carry out tests to identify food nutrients in a solution. They were to write the test procedure observations and deductions then answer related questions.

In writing the test procedure some did not indicate the quantities of solution and reagent being used, while others missed out the treatment e.g. boil. In Benedict's test, some added hydrochloric acid or sodium hydroxide or copper sulphate solution. In recording observations some candidates did not indicate the colour and nature of the of the test solution while others did not record the correct order of colour changes or indicate the colour intensity of the test solution. In recording deductions, some did not give appropriate deductions in relation to colour intensity.

Some recorded starch or reducing sugars without stating whether they were present or absent. Many candidates were not able to indicate the slight changes in observations depicting hydrolysis. Because of wrong or inaccurate observations, many candidates gave incorrect interpretations of results while others gave theoretical answers which did not tally with results.

Question 3.

Candidates were given specimens to observe under a microscope, classify them using observable features and draw one of the specimens after sectioning it.

Many candidates failed to classify the specimens basing on observed features on the specimens. Many candidates could not clearly state how the specimens were adapted for nutrition, for example some stated: rhizoids for nutrition. Drawings were often small and not accurate some candidates seem to have recalled some theoretical drawings which they presented.

P525/1 CHEMISTRY

Standard of the Paper

The paper was of the right standard. Syllabus coverage was adequate. All the branches of chemistry were catered for in the paper. Most of the questions were clearly phrased. Compared to 2014, the paper was easier. The time allocated for the paper was also adequate.

Performance of Candidates

Overall, the performance of candidates on the paper was good. The best done questions were 10, 14 and 16. Poorly done questions were 3, 7, 15 and 17. The most attempted questions were question 10,11, 15, and 16; and the least attempted were questions 14 and 17. The quality of work the candidates presented this year is the same as that of 2014. Candidates' performance scores are better.

Analysis of Performance In Section B

Question 10. The question required candidates to:

Complete some organic equations and write the mechanism of the reactions. This question was popular.

Weaknesses of the candidates

Failure to use the lone pair electrons on sulphur in the hydrogensulphite ion when writing the mechanism in 10(a).

Advice to Teachers:

Emphasise the use of lone pair of electrons on the sulphur in the hydrogensulphite when writing the mechanism of this reaction.

Question 11.

The question required candidates to:

Calculate the heat of solution of lithium chloride and sodium chloride; state how the solubility of the two salts varies with temperature and explain how hydration energy affects solubility of salts in water. The question was popular.

Weakness of the candidates:

Failure to explain how hydration energy affects solubility of salts in water.

Advice to Teachers: Guide students in answering questions that require explanations.

Question 12. The question required candidates to;

State how anhydrous aluminium chloride and phosphorous (III) chloride can be prepared, write equations for the reaction between the chlorides and water; state what would be observed and write equation for the reactions that would take place when dilute sodium hydroxide is added drop wise to aqueous solution of aluminium chloride.

This question was popular.

Weakness of the candidates: Failure to write correct symbols for aluminium and chlorine.

Advice to Teachers: Help students learn to write correct symbols.

Question 14. The question required candidates to;

State the oxidation state and coordination number of the metal in given compounds; determine the coordination number of the metal ion in a complex using the distribution coefficient of ammonia between water and trichloromethane.

The question was not popular.

Weakness of the candidates

Failure to use the partition coefficient of ammonia between water and trichloromethane to determine the concentration of ammonia that formed the complex with the metal ion.

Advice to Teachers: Practical approach recommended.

Question 15. The question required candidates to:

State how atomic radius varies across period 3 of the Periodic Table and to explain the trend.

This question was popular.

Weakness of the candidates:

Many students failed to explain why atomic radius decreases across the period.

Advice to Teachers: Guide students on how to answer questions that require explanations.

Question 16. The question required candidates to:

Synthesise various organic compounds from given compounds.

This question was popular.

Weakness of the candidates: Failure to use correct conditions and reagents at different stages.

Advice to Teachers:

Emphasise use of correct reagents and conditions for the reaction before proceeding to the next step in the synthesis.

Question 17.

The question required candidates to:

Name the principle and write the principle ore of copper, state how the ore is concentrated and write equations for the reactions that leads to the extraction of copper from the ore.

This question was not popular.

Weakness of the candidates: Failure to write equations for the reactions that takes place during this process.

Advice to Teachers

Teach extraction of metals as specified in the syllabus and explain the reactions that takes place during each process.

P525/2 CHEMISTRY

Standard of the Paper

The paper was of the same standard as that of last year, in terms of level difficulty. Syllabus coverage in terms of content, aims and skills tested was adequate. Choice questions were of the same level of difficulty. Language used was clear. The time allocated for the paper was adequate.

Performance of Candidates

Overall, the performance of candidates on the paper was good. The best done questions were 3, 5 and 7. The most attempted questions were 1, 3,4, 5 and 7. Poorly done questions were 6 and 8. The least attempted was question 8. The quality of work the candidates presented this year is the same as that of last year, so is their performance scores.

Analysis of Performance per Question

Question 1.

Candidates were required to demonstrate clear understanding of buffer solutions.

The question was very popular. It was attempted by about 85% of the candidates.

Candidates Weaknesses

- Not knowing what a buffer solution is.
- Mixing up knowledge of buffer solutions with that of hydrolysis of salts
- In ability to solve problems involving buffer solutions. Some candidates used number of mole instead of the molar concentration in calculates.
- Lack of knowledge of how a buffer works. Some used formulae in the explanation.
- In part (d), many candidates could not figure out that there was hydrolysis. Some could not remember or derive the formula, $K_h = K_w/K_a$

Advice to Teachers

- Expose the students to a variety of questions involving buffer solutions.
- Practical approach recommended.

Question 2. Candidates were required to:

- Define a complex ion and oxidation state.
- Demonstrate knowledge and understanding of properties of transition metal.

The question was popular.

Candidates Weaknesses:

- Not knowing the definition of a complex ion and oxidation state. A complex ion must have a central cation and not a central atom.
- In (b)(i) Stating factors without giving reasons. And in b(ii) many could not remember that the 4s and 3d electrons have the same energy.
- Writing unbalanced equations, wrong number of ligands in the nickel-ammonia complex ion and making wrong observations in part (c).
- Lack of practical experience as shown by some candidates stating that iron (III) ions forms a green precipitate with aqueous ammonia instead of a brown precipitate.

Advice to Teachers:

- The teaching of chemistry should be practical based.
- Teach students how to balance chemical equations and correct physical states for molecular and ionic equation.

Question 3.

Candidates were required to identify (by name or structural formulae) a pair of organic compounds which could be differentiated by the given reagents.

The question was very popular with over 90% of the candidates attempting it.

Candidates Weaknesses

- Giving pairs of homologous series “instead of pairs of compounds”.
- Failure to write equations accompanying the positive tests & writing wrong equations.
- Writing wrong structural formulae.
- Giving pairs of ions instead of organic compounds.
- Giving wrong names for the compounds.

Advice to Teachers

- Help students learn how to interpretation questions.
- Teach how to write structural formulae of organic compounds and advice students to take extra care when writing them.
- Relate observations in organic tests with the theory behind (i.e. reactions).

Question 4.

Candidates were required to.

- State Raoult's law.
- Apply the law to calculate the composition of the vapour above a mixture.
- Describe fractional distillation using a boiling point-Composition diagrams
- Explain the cause of negative deviation from the law.

The question was very popular and attempted by over 85% of the candidates.

Candidates Weaknesses

- In complete statement of the law. Most of the candidates left out **Temperature**.
- Inability to apply the law in calculating partial pressure.
- Not labelling axes and phases in part (c)(i). Some candidates drew wrong diagrams in this part e.g. for non –ideal solution instead of ideal solution.
- Mixing up chemical terms, distillate was being referred to as filtrate.

Advice to Teachers

- Emphasise correct statement of the law.
- Clearly explain what gives rise to positive and negative deviation from the law, as a result of difference in strength of the adhesive and cohesive forces.
- Emphasise correct labelling of the composition axis so as to clearly show the more volatile component in the boiling point- composition diagrams.
- Emphasise the difference between boiling points-Composition diagrams for positive and negative deviation.

Question 5.

Candidates were required to:

- Explain trend in atomic radius and boiling points of group (VII) elements.
- Know the reaction of group VII elements with water and alkalis.
- Determine the molar concentration of chlorine in commercial bleach.

This question was very popular.

Candidates Weaknesses

- Confusing nuclear charge with effective nuclear charge
- Wrong naming of compounds.
- Failure to balance equations.
- Use of wrong mole ratio and failure to use dilution factor in calculation.

Advice to Teachers:

- Cover the syllabus on time, in order for students to internalise what they have learnt.
- Emphasise IUPAC system of nomenclature.
- Help students understand concepts and avoid rote learning.

Question 6.

Candidates were required to:

- Define electrolytic and molar conductivity of electrolytes.
- Plot a graph of conductivity against square root of concentration
- State and explain the variation of molar conductivity of a strong electrolyte during conduct-metric titrations.

It wasn't popular and attempted by less than 1/3 of the candidates.

Candidates Weaknesses

- Failure to relate /convert the units of conductivity from $\Omega^{-1}\text{m}^2\text{mol}^{-1}$ to $\Omega^{-1}\text{cm}^2\text{mol}^{-1}$.
- Failure to differentiate between factors affecting conductivity of strong electrolytes from those for weak electrolytes.
- Failure to recognise conduct-metric titration in part (d).

Advice to Teachers:

- Give more exercises on graph work.
- Show clearly the factors affecting conductivity of strong and weak electrolytes.
- Emphasise use of both units i.e. $\Omega^{-1}\text{m}^2\text{mol}^{-1}$ & $\Omega^{-1}\text{cm}^2\text{mol}^{-1}$ in discussions.

Question 7.

Candidates were required to:

- Discuss the reactions of ethanol with sulphuric acid under different conditions and write mechanisms for the reactions.
- Write equation(s) to show how ethanol can be converted to propanone and ethyne.

This was one of the most popular questions attempted, with about 90% candidates attempting it.

Candidates Weaknesses:

- Inability to name the products of the reactions.
- Giving minor products.
- Improper use of arrows in the movement of electrons.
- Failure to write correct mechanism for the dehydration of ethanol at 180°C.
- Improper use of lone pairs of electrons, full charges and partial charges on reacting species when writing mechanisms.

Advice to Teachers: Emphasise use of IUPAC in nomenclature.

Question 8.

Candidates were required to explain different observations. This question was very unpopular.

Candidates Weaknesses:

- In (a), many could not see the alkanal group in the ion that makes it to react like alkanals.
- In (b), many candidates could not name the complex ion. They also wrote unbalanced equations for the reactions that took place.
- In (c), many failed to bring out change in the proton-electron ratio as the factor contributing to the difference.
- In (d), many failed to recognise that the white precipitate was sulphate rather than hydroxides.
- In (e), many did not know that Li⁺ ion has higher charge density hence high polarising power than the Na⁺. Some candidates could not write the correct formula of lithium carbonate, therefore gave wrong equations.

Advice to Teachers: For every observation made it must be accompanied by an explanation.

P525/3 CHEMISTRY**Standard of the paper**

All the three questions were within the syllabus coverage. The skills the candidates were expected to have acquired were tested. Time allocated to the paper was enough.

General performance of candidates

The overall performance of candidates on the paper was good. Performance was good in question 1 and poor in question 2 and 3. The quality of work the candidates presented this year is better than that of last year, although performance scores are poorer.

Analysis of performance per question

Question 1

Candidates were required to:

- Take measurements using measuring cylinder, burette, clock and thermometer.
- Present data in the appropriate form (Tabular and graphical).
- Manipulate the data collected to obtain activation energy for the reaction between potassium manganate (VII) and ethanedioic acid in acidic medium.

Candidates Weaknesses

- Recording values in the table of result to no decimal place.
- Poor choices of scales in plotting graph.

Advice to Teachers:

Teach students how to choose suitable and convenient scales when plotting graphs.

Question 2.

Candidates were required to analyse a mixture containing two cations (Ba^{2+} and Zn^{2+}) and two anions (NO_3^- and I^-). Specific skills tested were ability to:

- Make accurate observations,
- Make deductions based on observations
- Manipulate apparatus
- Apply theory in practical.

Candidates Weaknesses

- Failure to make accurate observations
- Inability to draw deductions based on observation.
- Poor recording of observations and deductions e.g. recording deduction under observation and vice versa.

Advice to Teachers

- Students should be given more practical exercises.
- Schools should endeavour to build a good stock of reagents.

Question 3.

Candidates were required to analyse an organic compound **M** (Aliphatic carboxylic acid with a chloro-group) and determine its nature. Skills tested are similar to those in question 2.

Weaknesses of candidates: They are the same as those in question two.

Advice to Teachers: They are the same as those in question two.

P615/1 DRAWING OR PAINTING FROM NATURE OR STILL LIFE.

The set question paper was well phrased, and was appropriate for the Level (UACE), and covered all the important aspects of the syllabus. Alternative A, (Nature) had two tasks; **either** a land scape study **or** a complete study of a slaughtered cock with the head still intact and with all the feathers removed. One alternative task was set in alternative B, (Still Life). The time allocated for the examination was adequate.

The level of difficulty of the questions was the same.

Performance

A total of 20910 candidates sat for the examination. The still life option was best done compared to the land scape in alternative A. The still life option was most attempted; followed by the slaughtered cock and least attempted was the landscape. The highest score was 92% while the least score was 5%. The performance of 2015 was slightly better than that of 2014.

A variety of media were used, but most popular was the ordinary lead pencil. Other materials used by the candidates included pen and ink, pastels, colour pencils, crayons, water colours and egg tempera powder paints. There was general improvement in the use of colours.

What was expected of the candidates? Candidates were expected to show:

- As much texture variation in the land scape
- Mature drawing and show of forms and structure.
- Colour and tone
- Perspective for alternative A(i)
- Knowledge of composition in regards the three grounds i.e. fore ground, middle ground and back ground and placement of features on the paper plane.
- Personal uniqueness in style, and finishing techniques
- Foreshortening.

Candidates' Weaknesses

- Some candidates failed to effectively show the goose texture of the dressed chicken. Sensitivity of texture was not taken care of.
- Many candidates could not appropriately draw the structure of the chicken and many of such pictures were "wooden" in effect.

- Some candidates could not simplify the details of the land scape, and they also failed to capture the perspectives required in the landscapes.
- Due to the fact that some teachers set the items and put them on very large platforms, some candidates did not finish their work because they were concentrating on the wide platforms. This was a weakness on the side of the teachers which in effect affected some candidates.
- Some candidates scattered their items (especially in still life and land scape), composition was not taken care of.
- Failure by some teachers to effectively interpret the question instructions also affected candidates' levels of interpretation of the examination requirements.
- Some candidates reduced the size of the working paper, which is not allowed.

Advice to the Teachers:

- Learners should be trained and guided in the different textures and other principles of drawing and painting, and how they are applied in artistic drawing and painting.
- Candidates should regularly draw and paint different landscapes/scenes from observation for the sake of regular practice) other than drawing from imagination.
- Live specimens should not be drawn as if they are science diagrams with prominent outlines. Artistic principles and elements ought to be followed
- Learners should be inspired to appreciate their immediate environments to enable them develop the need to make and respect compositions whether in nature or still life.
- Teachers need to devote themselves in the training of candidates in the use of different media of artistic expression to widen the scope of materials from which candidates can select.

P615/2 THE STUDY OF LIVING PERSON & ORIGINAL IMAGINATIVE COMPOSITION IN COLOUR

Two alternatives were set in the examination paper as is required by the syllabus. Thus Alternative A (Living Person) which had two options namely; option1 (Full Figure) and option 2 (Head Including Torso). Original Imaginative Composition in Colour was alternative B and had eight optional subjects from which a candidate was at liberty to select only one to attempt.

Most of the work was done in the ordinary lead pencil for alternative A, while pastel, colour pencils, charcoal and egg tempera powder paint and ink were used in alternative B. The paper set was adequate for the level and met all the requirements of the syllabus. The examination paper well compared with that of 2014.

Performance

In alternative A, option 2 was well done and most attempted, while option 1 was poorly done and least attempted. In alternative B, the numbers which were most attempted were Q3, 4 and 7. The rest (Q1, 5, and 6) were moderately attempted and poorly done. Q8 was the least attempted but with the highest score overall. The highest score was 88% while the lowest score was 00%.

The total number of scripts marked was 20244, with a slight improvement in the quality of candidates' work compared to that of 2014.

Alternative A (Living Person) Requirements

- Appropriate interpretations.
- Drawing forms and structure.
- Colour application, control of tones and harmony.
- Capture of poses and drapery.
- Detailed anatomic expressions, foreshortening and movements.
- Perfect studies of compositions.
- Mood.
- Personal qualities and finish.
- Proper use of space, at least $\frac{3}{4}$ of the total space.

Challenges to the Candidates: Some candidates:

- Drew or painted wrong poses.
- Were challenged in the use of powder colours.
- Drew weak studies of anatomy especially the full model, head, fingers and feet.
- Did not know how to go about drapery in drawing and painting.
- Found foreshortening as problematic.

Advice to the Teachers

Teachers are advised to teach learners by thorough observation from live models rather than from imagination and to do regular practice.

Requirements for Alternative B (Original Imaginative Composition in Colour)

Candidates' compositions were expected to portray a number of (or all) of the following attributes:

- Drawing forms and structures.
- Effective use of the paper.
- Proper interpretation.
- Creativity and originality.
- Proper use of color and harmoniously contrasting tones.
- Expression of mood, feeling and drama in the work.
- Exhibition of personal uniqueness and effective finish of the work.

Candidates' weaknesses

- Interpretation of questions and instructions was a major challenge to many candidates.
- Some candidates traced from their work from text books and magazines which is not allowed.
- Some candidates lacked command over colour. Many presented raw colours in their work.
- Drawing of human figures in action was a weakness to many candidates, which affected their expression of mood, character, pose, anatomy, foreshortening, and use of colour.

Advice to the Teachers

- Teachers should also devote efforts in teaching human figure to enable learners develop compositions with ease. Teachers in charge of invigilation should not just look on as the candidates copy or trace. They should vigilantly do their work.
- Copying and tracing are not allowed at all. Teachers and invigilators should therefore desist from the habit of giving room to the candidates to copy from one another or other printed materials. They should also warn candidates against tracing from already made works.
- Art teachers should introduce learners to a variety of colours as media for expression in painting, and the different methods of preparation of such colours. They should not only restrict the learners to only the dry media such as colour pencils, pastels and crayons.

Teachers should comprehensively teach the colour theory as well as its practical, beginning from the colour wheel.

P615/3 CRAFT A

The examination paper was adequate in terms of requirements of the syllabus for this level and they were clearly phrased. Four questions were set as required by the syllabus. The examination questions were clearly phrased. The level of difficulty of the different questions was the same. The four questions set were:

- Question 1, Poster.
- Question 2, Bottle Label.
- Question 3, Greeting Card.
- Question 4, Wrapper.

The standard of the question paper well compared with that of 2014.

Performance

The overall performance was good. The scores for 2015 were however slightly better in quality than those of 2014. All the four questions were well done. The most attempted question was Q4. In order of sequence, it was followed by Q1 and Q2. Q3 was least attempted.

What was expected of the candidates?

In all questions, the following attributes were expected from the candidates:

- Lay Out, organization and composition.
- Creativity and originality.
- Personal qualities in skill, technique and finish.
- Lettering, colour balance and distribution.
- Purpose or functionality of design.
- Other required attributes were precision.
- Boldness of colour and characters.
- Observation of dimensions as given in the question instructions.
- Rendering of patterns

Weaknesses of Candidates

- Colour contrasts and balance was a problem to many.
- Letter rendering to pass on the correct message was a big problem to many candidates.
- Some candidates did not observe measurements given in the question instructions.
- Many candidates mistook a label for a trade mark.
- Some candidates were using materials not meant for graphic design e.g. Sugar paper for their final work.
- Use of illustrations that are small in size and some were not at all connected with the demands of the questions.
- Misinterpretation of the questions text by some candidates stood out as a big problem.

Advice to Teachers

- While teaching, teachers should make a clear difference between a label and a trademark.
- Use of illustrations that fit can be realized by the teachers teaching creative thinking and perfecting drawing such that candidates can easily draw anything that befits a purpose with ease.
- Learners should be equipped with interpretation skills to enable them come up with designs that befit the purpose.
- Teachers should train learners the different types of letter rendering and the formula of writing these letter characters. Learners should also be taught creative methods of writing typefaces.
- Teachers should teach to the candidates colour science on a colour wheel to enable candidates know the different pigments and hues, and how they are blended.

P615/4 STUDIO TECHNOLOGY

This paper is compulsory to all the candidates. Ten questions were set as required by the syllabus. The level of performance was good and better than that of 2014. The examination paper was well phrased and covered all the most important aspects of the syllabus.

Performance

The highest score was 68/70 while the lowest mark was 00/70. The number of candidates that sat for the paper was 20355 candidates.

Weaknesses of Candidates

- In questions 1 and 5, that required articulation of knowledge about studio practices, the majority of candidates misinterpreted the gist of the requirement and gave incorrect responses that don't concern an art studio in terms of studio regulations. Many candidates were not familiar with Art Studios.
- Q2, Q3 and Q10 were application questions which required working procedures and techniques. Many candidates, in these questions, gave repeated half answers.
- Q8 and Q9 were largely comprehension questions and therefore required clear, thorough definitions, distinctions or descriptions of these concepts. There was gross lack of such knowledge in many of the candidates' responses.
- In Q4, Q6 and Q7 tested candidates' ability to recall, identify and label, list, and give definitions. There was mismatching of facts. Many candidates, for example, confused weaving with basketry.
- Many candidates drew pictures instead of diagrams meant to illustrate or for labeling.

Advice to the Teachers

- Do enough research in all areas of studio technology and accompany this with practical work in all the fields of studio technology.

P615/5 HISTORICAL AND CRITICAL ART

The paper that was set catered for all the requirements of the syllabus. The examination was written by 332 candidates. The questions were grouped into six sections i.e. A, B, C, D, E, and F. In each section, three (3) questions were set, making a total of 18 questions. Candidates were expected to answer only four (4) questions in all.

Examination Paper Requirements and Performance.

Some questions required the candidates to describe, illustrate, analyse, list, mention, write about, appraise, explain, and discuss. This therefore tested the candidates' ability to recall basic knowledge and make right judgments, descriptions, interpretations and conclusions as well as stand points in Art depending on related facts.

Questions 2 and 3

The most evaded questions were Q2 and Q3. In Q2, even the few who attempted it simply gambled with the facts, splitting single points into many though the meaning was the same. This exhibited lack of adequate content by the candidates.

Questions 4, 5, and 6

Q4 was not a popular and candidates who attempted it practically failed to write about the specific Gothic architectural features. Q5 and Q6 were least attempted. Scanty information was given by those who attempted it.

Questions 7, 11 and 14

Q7, Q11 and Q14 were analytical tasks in nature, and many candidates failed to interpret them. Both contextual and/or formal analysis approaches of these questions were not done by many candidates.

Question analysis

Q8 was well done by the candidates. Q9 was attempted by a few and was fairly done. Some candidates showed little knowledge about the time/period of occurrence of the renaissance, and the respective places where these revolutions took place. Q12 and Q13 were attempted by very few candidates.

Q14 and Q15 were among those least attempted questions. Q16 was also attempted by a few candidates giving very scanty information about the Bakota. Q17 and Q18 were fairly done, though in Q17, the functions of the Nkonde fetishes were mistaken for their extrinsic values like price or monetary worth, tourist attractions etc.

The highest score was 95% while the least score was 00%. Overall performance was not good.

Weaknesses of Candidates

- There was proof of sheer lack of knowledge or content required by many of the question items in the question paper.
- Miss interpretations of the questions in the question paper.
- Candidates also wrote unconnected, incoherent and irrelevant responses consequently resulting into low or no scores at all.
- Rubric errors i.e. Some candidates attempted more questions than the required number per section or more than the overall expected number of questions.

Advice to Teachers

Teachers should strictly follow the syllabus while teaching this will empower them while instructing learners on rubric. They should also take it incumbent upon themselves to teach Historical and Critical Art than shunning away from the subject. Teachers should do enough research to equip themselves with content that they can pass over to the learners.

P620/1 MUSIC PRACTICAL

UNEB sent examiners well in time and all schools were assessed as according to the time table. The music practical properly covered the demands of the syllabus. The level of difficulty of the tasks was the same. Performance was good. All the questions were well done though the candidates met some challenges. The quality of work of the candidates for 2015 well compared with that of 2014.

P620/2 MUSIC AURAL TESTS

The paper tested what was educationally relevant, brought out the objectives of the syllabus, and was well phrased. The examination paper well compared with that of 2014. Q1 was well done while Q4 and Q5 were not well done. Overall performance was just good and 2015 performance was at the same level as that of 2014. Most of the candidates were well prepared.

What was required of the candidates, and their weaknesses?

Question 1.

Candidates were required to write rhythm on a monotone. Some candidates had problems with busy rhythm and silent beats.

Question 2.

Candidates were expected to write a diatonic melody (in a minor key) and were to write a single-line melody (minor scale). Some candidates had problems in identifying semi quavers and the chromatic note. The interval from the sub-median to the sub-dominant was also difficult for some.

Question 3.

This required the candidates to write a pentatonic melody. They were expected to write a single line melody using a pentatonic scale. This test was well done by the candidates.

Question 4.

Candidates were to write a two part melody using a treble stave. Candidates could not easily identify the notes in the lower part.

Question 5.

Candidates were required to identify six chords in the order they were given. Some candidates however had problems in finding the inversions.

Question 6.

Candidates were expected to identify intervals write them on a stave and name them. Some candidates however failed to identify the second note in the interval.

Advice to the Teachers

- Practice rests and syncopation on a monotone.
- Practice more melodies in minor keys.
- Do more exercises on two-part melody.
- Should be reminded that drums don't sustain long notes.

P620/3 MUSIC HARMONY AND COMPOSITION

The paper was well phrased and tested what was educationally relevant as according to the syllabus. The level of the paper for 2015 well compared with that 2014. The performance of the candidates was good. Q1 was well done.

Below is what was required of the candidates.

Question 1.

To write two melodies; one as Diatonic melody and the other as Pentatonic melody, to a length of 8 bars if in 4⁴. This question was well done.

Question 2.

This was a poem. Candidates were expected to write a melody to a given verse. Some candidates found difficulty in establishing accents and breaking down syllables. Speed, dynamics, rhythm, and flow of melody were also expected of candidates. This question was well done.

Question 3.

Required of the candidates was consideration of the properties of the two-part harmony. Chord progression and modulation among others were also expected. Some candidates found difficulty in aligning the notes that were syncopated.

Question 4.

Required of the candidates was to consider among other aspects; the four-part harmony, and to write three lower parts of soprano. Some candidates found difficulties with modulation.

Advice to the Teachers.

Teachers should endeavor to thoroughly conduct lessons on poetry, composition and modulation.

P620/4 MUSIC LITERATURE

Questions were well phrased, and the paper properly covered all the areas meant to be tested by the syllabus. The well attempted questions were Q4 (a), and Q5 (a) (i). The poorly done questions were Q1, Q2, Q4 (a) (ii) and Q5 (a) (ii). The performance for 2015 was weaker than that of 2014 in terms of scores.

What was expected of the candidates?

Question 1.

Candidates were expected to analyse *Missa Acholi* (Rev. Dr. Anthony Okello) by identifying the modulations in *Woro Obed Malo Bot Rubanga* (Gloria) bars 42-115. They were also expected to give the relationship of each key to the tonic key. Candidates were also expected to give cadences in *Woro Obed Malo Bot Rubanga* (Gloria) bars 42-78 by explaining the use of dynamics.

Candidates' weakness: Some candidates found difficulties in identifying the modulations and cadences.

Question 2.

Was based on *Concerto in C Major for Flute, Harp, and Orchestra kv 299 (297^c)* by W.A. Mozart. Candidates were expected to **either** give evidence on how the flute and the harp are the main instruments in this work by W.A. Mozart by putting their focus on the first movement of the Concerto **or** to identify 5 key changes and explain their relationship to the tonic key.

Candidates' weakness: Candidates failed to express themselves, or even identify keys in 2 (b).

Question 3.

Was based on *Judas Maccabaus, an Oratorio* by G.F Handel in which case candidates were to; **either:** compare and contrast “*Mourn Ye Afflicted children*” bars 1-8, with “*Well May Your Sorrows*” bars 1-18. **Or** analyse the “*Air- Poius Orgies*” number 7.

Question 4.

This was based on Background Questions on the Set Works. Thus the factors that influenced Rev. Dr. Anthony Okello's music career, reasons in support of Mozart being considered as one of the greatest musicians of all times, and reasons explaining why G.F Handel is regarded as a life time multi-talented musician and how he exploited his talent to excel. This question was well done.

Question 5.

Questions were based on Traditional Studies. Candidates were expected to either discuss the significance of a drum in any African society, give ten roles of dances in African societies, or discussing the number of drums that could play the Amaggunju rhythm, and the function at which it can be performed.

Candidates' weakness: Lack of information on part 5(a) (ii).

From all these questions, a candidate was meant to answer five (5) questions in all choosing one question on each of the three set works, one background question and one special study question.

Advice to the Teachers

- Conduct research on the set drum rhythms.
- Focus on key changes and cadences.
- Candidates should be taught how to build answers than giving sketchy ones.
- Teach thorough background knowledge on the set works and composers.
- Teach detailed listening and do a lot of practice in analysis.
- Teach approaches to answering and how to interpret questions.

P630/1 CLOTHING AND TEXTILES

Quality of the Paper

- The paper set covered the important aspects of the syllabus adequately.
- It brought out the aims and objectives of the paper.
- It tested what is educationally relevant
- The time allocated for the paper was adequate because all the candidates were able to answer the five numbers required of them.
- The questions were clearly phrased
- There were no errors in the question paper.
- The questions did not give advantage to any particular group of candidates.
- The level of difficulty for all the numbers were the same.
- The standard of this paper is comparable to that of last year in terms of level of difficulty.
- The paper covered the syllabus adequately in terms of aims, skills and content.

The performance of candidates

The overall performance of the candidates was good. All the questions were attempted but question 7 was least attempted. Most attempted were questions 7, 8, 10 and they were well performed in terms of scores.

The quality of work presented this year is comparable to that of last year.

The level of performance is also comparable to that of last year except that the number of candidates dropped further this year.

Section A of the paper was not very well done as compared to Section B because it required the candidates to have knowledge of the various items asked so if one did not know they failed because there is no way around it, either you know or you don't. Hence candidates must prepare comprehensively and be well versed with the syllabus contents. Teachers should teach widely to cover the whole scope of the syllabus.

- The highest sector score was 77%
- The lowest score was 38%

P630/2 CLOTHING & TEXTILES (PRACTICAL)

The paper set covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus. It tested what was educationally relevant. The time allocated was adequate because all the candidates were able to finish the task very satisfactorily.

The questions were very clearly phrased and there were no errors. The paper set did not give advantage to any group of any candidates.

The standard of this paper is comparable to that of last year in terms of level of difficulty and also syllabus coverage in terms of content, aims, skills.

Performance of the candidates

The overall performance was very good because most of the candidates completed their garments as it was required of them.

The quality of work of the candidates presented this year is much better than that of last year. The quality of work presented this year was very good. The question set was very popular and hence the very good performance.

P630/3 CLOTHING & TEXTILES (CWA)

This paper also covered the important aspects of the syllabus adequately. It did bring out the aims and objectives of the syllabus. It tested what is educationally relevant and important. The time allocated is adequate because it is a coursework and is done over a period of two years.

It did not give advantage to any particular group of candidates. The standard of this paper is comparable to that of last year, in terms of level of difficulty.

It is also comparable in terms of syllabus coverage as regards content, aims and skills

Performance of candidates

The overall performance was very good in terms of the quality of the work presented. They seemed to have had a lot of practice during the course of the year.

The performance score was better this time compared to the previous year.

Teachers should continue emphasizing practice to maintain the high standard and quality of work presented.

- This paper is marked out of 100%
- The highest score was 97%
- The lowest score was 81%.

P640/1 FOODS AND NUTRITION

Standard of the Paper

a) **Time:**

The time allocated to the paper was adequate though question one needed more time answering than the rest.

b) **Coverage:** The paper covered the wide scope of the syllabus, which include the following:

i) **Nutritional diseases or disorders**

- Diabetes mellitus, its causes and how diet therapy is used to control its occurrence and effects.
- Steatorrhea; causes
- Hyperkalemia and Hyponatremia, cases and symptoms.
- Cardio vascular diseases.

ii) **Nutrients**

- Carbohydrates and Fats; why the energy value of carbohydrates is lower than that of fats.
- Saturated and unsaturated fatty acids
- Energy production in the body.

iii) **Proteins**

Indices used to determine protein quality.

iv) **Mineral salts**

- Calcium, how the proper level of serum calcium is maintained in the body.
- Iodine; its role in maintaining health and dietary sources.

v) **Methods of cooking, choice of a cooking**

- Method
- Principles involved in grilling and stewing

vi) **First Aid**

Management of scalds.

vii) **Flour and flour mixtures**

- Importance of extraction rate of flour and role of some ingredients in flour mixtures
- Pastry making; principles and faults.

viii) Kitchen planning

- Food preparation
- Marinating and its importance
- Garnishing and decorating food dishes
- Stock making i.e. basic rules.

ix) Validity

The paper was a great extent valid and fit for A' level candidates.

x) Language

The language was clear and easily understood. Even some of the key words in a question were bolded.

xi) Level of difficulty

- When compared to last year's paper of; this paper was a little more challenging than last years.
- For instance, Question 1 (b) candidates were required to discuss the process of energy production the body.
- Energy production occurs through a series of processes of cellular restoration. The question would have rather been more specific, that is in carbohydrates, proteins or fats. Question 3 a) was a higher order question. Candidates were required to explain how proper levels of serum calcium are maintained in the body.

xii) Phrasing

The phrasing of the questions was good.

xiii) There was no error in the setting of paper.

Work of candidates

There was a slight drop in this year's performance

2015

Highest - 83% Highest - 87%

Lowest - 16% Lowest - 19%

Analysis of the question paper

Most attempted	:	6, 4, 1
Least attempted	:	2, 5, 3
Well done	:	6, 4
Average	:	5, 1
Poorly done	:	2, 3

Section A

Question 1 (a)

- (i) Well done, candidates discussed the prevailing causes of diabetes mellitus
- (ii) Well done: candidates explained how diet therapy had been used to control the occurrence and efforts of diabetes mellitus.

b) poorly done, candidates could not describe the processes of cellular respiration ie glycolysis citric acid cycle and electron transport system.

c) Poorly done; some candidates failed to compare carbohydrates and fats in terms of molecular structural differences and caloric returns.

Question 2 (a)

2(i) Poorly done; candidates failed to distinguish between protein digestibility ratio and protein efficiency ratio.

2 (ii) Well done: candidates were able to distinguish between saturated and unsaturated fatty acids.

2 b) Well done, candidates were able to find the relationship between low density lipoproteins and cardiovascular diseases ie. they increase the level of cholesterol levels leading to formation of plaques hence narrowing the blood vessels making blood flow difficult leading to CVD's

c) Poorly done, candidates did not know what steatorrhea is, so they could not know its causes, e.g. diarrhea, removal of gall bladder or obstruction.

3a) poorly done; candidates did not know how proper levels of serum calcium is maintained in the body.

3b) poorly done; candidates did not know the causes and symptoms of hyperkalemia and hyponatremia.

3c) fairly done, some candidates were able to account for the role of iodine in maintaining health.

3d) well done, candidates were able to give the dietary sources of iodine.

Section B

4 a) well done, candidates were able to discuss the factors that influence the choice of a cooking method.

4 b (i) & (ii) fairly well done, some candidates were not giving the principles of grilling and stewing but methods of preparation of a grilled and stewed dish.

4 c) (i) & (ii) fairly done; only a few candidates could explain the role of fat in the cakes and vitamin C in bread.

4 d) (i) poorly done candidates failed to discuss giving the procedure of preparing a particular pastry dish

4 (ii) fairly done; some candidates failed to identify the causes of hard pastry.

6 a) well done; candidates were able to discuss the qualities of a well, planned kitchen.

6. b (i) Fairly done, most candidates were not able to satisfactorily mention points to bear in mind when laying a table for a family meal

6 (ii) well done; candidates were able to outline the important of garnishing and decorating food dishes.

6 c) fairly done, a few candidates, enumerated the basic rules for making stock.

P640/2 FOODS AND NUTRITION WITH SCIENCE IN THE HOME

Standard of the paper

a. Time

The time allocated to the paper was adequate

b. Coverage

- The paper covered a number of topics in the syllabus namely
- Density
- Heat and thermodynamics
- The kitchen
- Detergents
- Electricity
- Forces.

c. Validity

The paper was to a great extent valid and fit for A- level candidates.

d. Language

The language used was clear and easily understood by the candidates at A- level.

e. Level of difficulty

When compared to last year's paper of , it was at the same level of difficulty.

f. Phrasing: The phrasing of the questions was good

g. Errors: There were no grammatic errors

h. Analysis of the question paper

Most attempted	:	6, 5, 4, 3
Least attempted	:	2
Well done	:	5, 6
Average	:	4, 5
Poorly done	:	2

1 a. Well done; they knew what a hydrometer is.

1 b. well done, they explained the uses of the different hydrometers in the food industry.

1 c. (i) & (ii) Poorly done, candidates could not clearly define bulk density and unit density.

1 d. Poorly done, many could not calculate the density of the second liquid.

1 e. well done, they were able to advice the engineer on how to deal with noise reduction when constructing a disco hall.

2 a. (i), (ii) and (iii) several candidates did not know what defrosting is, its importance and definitely could not identify the different kinds of defrosting mechanism in the various refrigerators.

2 b. (i) & (ii) fairly done, some described the working principle of a freezer and knew how to position a deep freezer to ensure maximum efficiency.

2 c. (i) well done; candidates were able to outline the sources of humidity in the kitchens.

2 (ii) well done; candidates were able to outline the sources of humidity in the kitchens.

2 (ii) well done; candidates were able to explain how textiles are used in furnishings to control humidity of the room.

2 (iii) well done, candidates were able to describe how air conditioners treat the air entering a large building

3 a (i) & (ii) poorly done; candidates failed to explain factors to consider when choosing materials for making floors and work surfaces for the kitchen. May instead mentioned equalities of good working surfaces and floors already fitted in a room.

3 b. (i) & (ii) well done, candidates were able to discuss the importance of good lighting and proper ventilation in the kitchen.

3 c. fairly done, some failed to show the work triangle in the various kitchen layout.

4 a (i) Poorly done; most did not state the law of electrostatic clearly.

4 (ii) well done, candidates were able to outline the disadvantages of static electricity in ta home.

4 b) well done; candidates were able to outline the safety precautions one would put into consideration when dealing with electricity.

4. c. Well done; candidates were able to calculate the fuse size on which a blender, electric iron and electric cooker can operate at once.

4 d. (i) poorly done; candidates failed to explain how one would test a blown cartridge fuse.

4 (ii) well done; candidates were able to outline the circumstances that may cause a fuse to blow

5 a. (i) Well done ; candidates were able to define the term force and give is SI Units.

5 (ii) fairly done; some candidates confused the types of forces with ways of applying force

5 b. (i) Well done, candidates were able to state the principle of moments.

5. (ii) well done; candidates were able to calculate the mechanical

5 c. Well done, candidates were able to calculate the mechanical advantage

5. d. well done, candidates were able to explain how pulleys can be applied in the day of day life.

6 a. (i) Well done; candidates knew what a builder is in relation to detergents.

6 (ii) fairly done; most candidates explained the action of enzyme detergents, grease solvents and fluorescers in laundry.

6 b. well done; candidates were able to point out measures taken to economise on the use of detergents in home.

6 c. well done; candidates gave the advantages of soft water.

6 d. fairly done; most candidates did not exhaust all one needed to maintain the efficiency of a washing machine.

P640/3 FOOD AND NUTRITION (WITH SCIENCE IN THE HOME)

1. Standard of the paper

a. Time

The time allocated to the paper was adequate. The planning session took 2 hours 30 mins, preparatory work 30 minutes, the practical examination 3 hours.

b. Coverage

Candidates were required to demonstrate the following culinary skills

- Basting, whisking, icing
- Preparing meals in courses
- Carry out various methods of cooking
- Beverage making
- Prepare various types of meals like breakfast, snacks, packed meals
- Prepare meals for special groups of Lactating mother, weaning babies and people suffering from nutritional deficiencies, e.g. anorexia nervosa
- Calculate nutrient content of the dishes they had prepared.

Candidates were expected to make good choice of dishes for the task at hand, exhibit creativity in preparation and presentation making use of various foods.

c. Validity

The paper was to a great extent valid and fit for A' Level candidates

d. Language

The language used in the paper was clear and easily understood by candidates at A-level.

e. Level of difficulty

When compared to last year's paper, it was at the same level of difficulty.

f. Phrasing

The phrasing of the questions was good. Candidates were able to interpret what the questions required.

g. Errors

There were no grammatical errors in the paper

Candidates Performance and Quality of Practical Work Presented

Question 1.

This question required candidates to show skill in a (i) Basting & (ii) whisking (b) complete dishes for a 2 course meal for businessmen c) make an attractive marbel cake d) calculate the protein content of the main course.

It was shocking to see that some candidates found basting as a strange and new skill in cooking procedure. Hence these candidates made wrong choices. Teachers are advised to remain through in teaching practically all methods of cooking with their associated processes.

The meal food the businessmen required a nutritional need comprehension, some candidates' choice heavy dishes making it inadequate to this category of people and even forgot to mention this in their reasons for choice of dishes.

The majority of marble cakes were very beautifully finished especially with Royal icing. However teachers should teach the wide range of cake icing finishing e.g. butter icing, Glaze icing, lemon curd icing, sugar strands sprinkles ordinary sweets, smarties and chocolate decoration, ribbons, silver/golden ball etc.

Question 2 (a)

The calculation for protein was very satisfactory though a few candidates were required to prepare a 3 course meal for an anorexic classmate plus a snack she would eat later.

Thereafter they were to calculate the calorie content of the 1st and 3rd course.

The meals were very well chosen and fit for the anorexic condition except those choices were not well reflected in the reason for choice of dishes by some calculation were well done though the calories were way too high for some candidates choice of dishes and quantities.

Question 3 (a)

Candidates were to prepare a Buffet for European visitors from locally available foods stuffed dish to serve as the centre piece.

(b) Prepare two elaborate varied deserts including a steamed pudding to be part of the Buffet.

(c) To calculate the thiamine content of the two dessert.

This was a very popular test and the Buffest done well very well done. Few candidates were challenge at the steamed pudding and failed to make these two dishes elaborate and varied. The reason for choice of the pudding too were expected to have validity base reasoning which was left out.

The calculation of thiamine was quite good and correct for the majority.

Question 4.

Candidates were expected to prepare dishes from left over (i) creamed potatoes (ii) Fried rice (iii) peas curry. b) then use one of these dish to complete a packed lunch for an office worker.

c) Then coffee and a pastry accompaniment and serve on a tray. d) calculate the niacin content of the packed meal.

- This test was unpopular.
- Handling of leftovers was good for the majority though some choice o dishes wrong with re-cooking and not re-heating.
- The energy requirement for the office worker did not tally well with a few. These foiled to comprehend well matched dishes to the office worked energy expenditure.
- Tray services lacking. Teachers teach proper tray arrangement/layout and centre piece flower. Some trays lacked tray clothes yet it was a necessity for those type of trays.
- Packing in polythene bag should be prohibited and discourage by teachers use of food flask was are yet these can become quite handy.
- Teachers should emphasize proper food packing in practical session.
- Calculation of niacin correctly done and earned them full marks.

Question 5.

Candidates were requested to prepare a substantial breakfast for a nursing mother of 9 months twins. Making use of two convenience foods, candidates were expected to prepare a 2-course meal for the family and the visitor. Also candidates were to prepare a weaning dish for the twins.

Making use of two convenience foods, candidates were expected to prepare a 2 course meal for the family and the visitor. Also candidates were to prepare a weaning dish for the twins and calculate the Vitamin A content of weaning dish.

This was averagely popular. The breakfasts presented were substantial by the majority except that some forgot a fruit dish.

There was a challenge at the choice and type of convenience food some choice were wrong, others poor. All weaning dishes were quite appropriate and quite nutritious for the twins.

Vitamin A calculation well done and correct though content outcome low for the babies by some few candidates.

P710/1 & P720/1 GEOMETRICAL AND MECHANICAL DRAWING

The paper covered the syllabus adequately bringing out the aims and objectives clearly and it was standard for the level. The required aims and objectives of the syllabus were brought out clearly.

Time allocation was adequate and all questions were well printed. It compared well with that of last year. The performance and the quality of work this year were quite good.

Comments on Individual Questions

Question 1.

This was an average question with poor performance. Those who attempted this number scored below 10 marks. The candidates were required to draw the given figure and construct the evolute of cycloid and that of ellipse. Most candidates could not draw the given figure hence failing to construct the evolute.

Teachers are advised to take note of this and put more emphasis when teaching this topic.

Question 2. Candidates were supposed to determine graphically for the given framework the following:

- Stress diagram
- Vector diagram for the frame
- Vector diagram at points **X** and **Y**

Reactions, position of equilibrant and forces in members were to be indicated by the candidates also.

The number was popular though the performance was rather poor. Many candidates never followed the steps that are required in solving a framework with hanging loads.

Teachers should teach this topic well to enable students understand it properly.

Question 3.

It was a very popular number and the performance was good. Most candidates were able to draw the given profile of a cam and use the cam to construct the displacement graph. Although some candidates failed to locate the given offset accurately.

Teachers are advised to give frequent examples.

Question 4.

This question was fairly popular with average performance. Candidates were required to construct one complete turn of a two-start left hand square thread. Some candidates drew square spring instead of thread while others drew right hand single start instead of left hand two-start.

Teachers are to pay more attention to this topic and they are to explain the difference between a thread and a spring.

Question 5.

The candidates were required to draw the given incomplete view of a sphere and elbow intersecting it then later complete the sphere with a curve of intersection. It was a very unpopular question and the performance was poor. Majority of the candidates were unable to answer correctly showing lack of knowledge.

This topic has been constantly done poorly, teachers are therefore advised to pay more attention to this topic on interpenetration.

Question 6.

It was not quite popular and the performance was quite poor. Most candidates could not construct the auxiliary elevation that was required.

Teachers are advised to let the students practice a lot in this area.

Question 7.

This was a very popular number with good performance. Most candidates were able to draw the given lamina and use it to obtain the required elevation and plan. But some candidates could not convert the oblique plane to inclined plane.

Question 8.

The question was popular and those who attempted it scored well. The candidates were required to develop the given transition piece.

P710/2 GEOMETRICAL AND MECHANICAL DRAWING

The paper covered the important aspects of the syllabus bringing out its aims and objectives.

Time allocated for the paper was adequate and examination questions were clearly phrased.

There was error in number 3 part 1. The keyway which was indicated in the plan and not shown in the end view, however, this did not affect the candidates.

The paper was comparable to that of last year though it was slightly easier. This years' performance was good with better quality of work presented by candidates than that of last year.

The questions which were most attempted were 3 & 2 while the least attempted question was number 1.

Comments on Individual Questions

Question 1.

It was a very unpopular number. The candidates were required to calculate the values of given spur gear terms and use the calculated data to construct the gear wheel. Most candidates failed this number showing lack of knowledge in this topic.

Teachers are advised to teach thoroughly topic on involute spur gears.

Question 2.

The number was quite popular and the performance was relatively good. Candidates were required to sketch the fastening and locking devices in use.

Some candidates showed poor sketches resulting in the loss of marks.

Teachers are to guide students to improve on sketching of different views.

Question 3.

It was a very popular number attempted by majority. The performance was very good though some candidates were weak in assembling and dimensioning.

Teachers should pay more attention to both assembling and dimensioning when teaching this topic.

P720/2 GEOMETRICAL AND BUILDING DRAWING

The paper covered the important aspects of the syllabus adequately. The skills tested include:

- Freehand sketching
- Scale drawing
- Plan drawing and standard symbols for doors, windows and sanitary fittings.
- Knowledge of sections
- Knowledge of eaves and their parts
- Title block and its content.

It was a standard paper and comparable with that of the previous year. The questions were well phrased. There were four compulsory questions. Time allocation was adequate. The paper brought out the aims and objectives of the syllabus clearly. The general performance was good. About 70% of candidates scored about 40/70 marks. Question one was well done and question 3 poorly done.

Analysis of the questions

Question 1.

Candidates were to use a given line diagram of a Residential house and the specifications to draw a freehand pictorial sketch of the house.

It was well attempted although some candidates had challenges in producing proportional sketches. Scores were generally good. However, their pencil work was not very good and some candidates did not adhere to the given lowest point.

Teachers should guide students on freehand sketching and emphasize proportionality of drawings and quality of pencil work.

Question 2.

Expected candidates to draw the ground plan of the house to scale showing standard symbols for doors, windows and sanitary fittings in their appropriate positions. They were also to draw a sectional elevation of the house.

The response was good and candidates scored some good marks ranging from $\frac{10}{40}$ to $\frac{36}{40}$. However, scale drawing and symbols were a challenge. Teachers are encouraged to continue guiding learners on plan drawing of buildings with their relevant features, elevations and sections. They should guide learners on scale drawing and correct use of symbols.

Question 3.

Required candidates to draw to scale the closed eave of a house labelling the parts. It was poorly done and candidates scored low marks. They lacked knowledge of eaves finish and their parts.

Teaches should be teaching types of eaves, and details of the building, members and their sizes.

Question 4.

It was on title block and its content. It was well done and almost all candidates scored 2 out of 2 marks. However, one candidate changed the position of the title block. Teachers should therefore, emphasize the quality of title block.

P720/3 BUILDING CONSTRUCTION (THEORY)

The format of setting this paper was revised and six questions were set instead of previously five questions. Candidates were to answer four questions in 2 hours. Instead of previously 3 questions in $1\frac{1}{2}$ hours. Each question carried 25 marks instead of previously $33\frac{1}{3}$ marks. This was a better format of setting questions.

The paper covered the important aspects of the syllabus adequately. The aims and objectives of the syllabus were clearly brought out and tested what is educationally relevant. The time allocation for the paper was adequate. The questions were clearly phrased and no error was detected.

o question gave advantage to any particular groups(s) of candidates. The level of difficulty of the questions was the same. It was a standard paper and comparable with those of the previous years.

The skills tested included:

- Roofs and their parts
- Chimney and its parts
- Doors
- ironmongery
- Foundations
- Building materials
- Building sites
- Scaffolding
- Concrete
- Walls

The marking scheme provided was satisfactory. The overall performance of candidates was good. The highest mark was 92% and lowest was 04%. Well done question was number **3** and poorly done was number **6**. Least attempted was question **1**

Analysis of the paper question by question

Question 1.

Candidates were to use sketches to distinguish between types of roof and their members. They were also to explain some terms in relation to chimneys. It was not a popular question. About 45% of the candidates attempted it. Candidates lacked knowledge about roof terminologies and terms about fire places.

Teachers should cover the syllabus adequately.

Question 2.

Required candidates to explain some terms in relation to doors by use of sketches, giving the purpose of ironmongery to doors. They were also to outline points to consider when constructing a first class door.

It was a popular question. Over 65% of the candidates attempted it but they were not equipped with the skills of neat sketching and some candidates could not explain the purpose of simple ironmongery

Teachers should guide learners and impart the skills of sketching. They should also cover the syllabus adequately.

Question 3.

Expected candidates to explain a foundation and factors influencing the choice of a foundation. They were also to state types of foundation suitable for site in a swamp and sketching temporary support to the sides of foundation trenches of a building in a swamp, giving disadvantages of constructing buildings in wetlands.

Candidates were also to explain some terms in relation to foundation, and why a building foundation can fail if poorly designed explaining how the failure of a foundation can be rectified.

About 93% of the candidates attempted this number. The question was well done but the greatest weakness was that candidates were very poor on illustrations.

Teachers should put more emphasis on all simple illustrations to enable candidates answer questions backed with sketches.

Question 4.

Candidates were to outline the functional requirements of a wall, explaining how dampness may enter a building and stating the defects caused by damp penetrating a building. They were also to give characteristics of a good damp proof course and to sketch types of block bonding.

It was fairly attempted by about 60% of the candidates.

Some candidates failed to interpret the question properly and they lacked knowledge about bonds and causes of dampness to buildings.

Teachers should cover the syllabus intensively to equip learners with appropriate knowledge and skills. Visits to building sites should be encouraged.

Question 5.

Required candidates to use sketches to describe methods of levelling sloping sites and to illustrate the process of levelling the base of a foundation trench by the use of a bonding rod or traveler. They were also to explain the classifications of scaffolding according to their construction giving advantages and a disadvantage of using timber scaffolding. To explain stages involved in setting out a building on site.

Over 68% of the candidates attempted this question scoring some good marks but they lacked knowledge about bonding rod and its use. Most candidates could not explain stages involved in setting out a building. Some sketches were poor.

Teachers should cover the syllabus adequately and take learners to building sites.

Question 6.

Expected candidates to define concrete stating the purpose of materials that constitute to concrete and differentiating between mass/plain and reinforced concrete. To outline the uses of concrete in building foundations and to explain batching of concrete stating the methods involved.

They were also to explain workability of concrete giving methods of testing the workability of concrete and factors affecting workability of concrete.:

To give the meaning of a concrete mix 1: 2: 4.

About 50% of candidates attempted it and was not well done.

Candidates could not explain the purpose of materials that constitute to concrete. They confused batching and mixing of concrete. They lacked knowledge about the workability of concrete, methods of testing it and its causes. They also lacked knowledge of interpreting the concrete mix 1:2:4.

Teachers should cover the syllabus intensively. Learners should be exposed to all building materials and they should participate in practical work in addition to theory part. Site visits should be encouraged.

S850/1 SUBSIDIARY ICT

General Comments:

The paper covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus. Time allocated for the paper was adequate. The paper was easier than that of the previous year 2014. The performance of the candidates was better than that of the previous year.

Question Analysis:

- Well done questions : 4a), 5, 8, 10, 12, 14, 15, 16, 19 and 20b).
- Poorly done questions : 1, 2, 6, 7, 11, 13, 17 and 18.
- Most attempted questions : 1, 3, 5, 6, 7, 8a), 10, 12, 14, 15 and 19.
- Least attempted questions : 2, 17, 18 and 20a).

Comments on Individual Questions:

Question 1.

The question required the candidates to give a difference between **Random Access Memory** and **Secondary Storage**.

Popularity:

The question was very popular because it was attempted by majority of the candidates.

Weakness of candidates:

- They failed to distinguish between the two concepts using a common feature e.g. say volatile and non-volatile, temporary and permanent.
- They misconceived secondary storage for Read Only Memory and thus gave responses distinguishing RAM and ROM.

Advice to Teachers:

Teachers should use a practical approach to show students a clear difference between RAM chips and secondary storage media.

Question 2 (2a, b, c)

The question required candidates to give an explanation of database features.

Popularity: The question was not popular and most candidates did not attempt it.

Weakness of candidates:

Candidates failed to explain practical aspects theoretically but instead gave examples of the features.

Advice to Teachers:

Teachers should endeavor to teach the meaning of the practical applications theoretically for all the practical application programs.

Question 3 a.

The question required candidates to differentiate between **computer servicing** and **computer repair**.

Popularity: The question was very popular. It was attempted by all the candidates.

Weakness:

Candidates failed to know when computer servicing is done and when computer repairing is needed.

Advice to Teachers:

Teachers should fully teach the topic using the practical approach and involve students in basic hands-on maintenance procedures.

Question 3b.

The question required candidates to give reasons for having Woolen carpets, a blower and CCTV cameras in a computer laboratory.

Popularity:

The question was popular because it was attempted by majority of the candidates.

Weaknesses:

- Most candidates defined the items instead of giving their use.
- Some candidates gave the use of air conditioners for a blower.

Advice to Teachers:

Teachers should fully teach the topic using a practical approach and involve students in hands-on computer laboratory maintenance. In case the items are not available, teachers should request the administration to hire for students to observe.

Question 4.

The question required candidates, as ICT literates, to give advice on the tools that can be used to,

- Trace for files on a computer.
- Trace for a word from an open document.
- Give steps followed to shut down the computer.

Popularity: Question 4a was not popular but question 4b, was done by all the candidates.

Weakness:

Candidates failed to state the exact tools used for tracing a file or a word from an open document and to give the clear procedure of shutting down a computer

Advice to Teachers:

- Teachers should practically guide learners on how to use the various tools to search for files and words in the computer.
- Teachers should demonstrate practically the main procedure of shutting down a computer.
- Teachers should expose learners to various operating system interfaces.

Question 5.

The question required candidates to state activities performed on a computer using a mouse piece.

Popularity:

The question was popular; majority of the candidates attempted it.

Weakness: Some candidates misconceived a mouse piece for a mouth piece of a telephone.

Advice to Teachers: Teachers should specify the primary and secondary functions of a mouse.

Question 6.

The question required candidates to identify ICT related employment opportunities.

Popularity: The question was popular since it was attempted by majority of the candidates.

Weakness: Candidates stated professions instead of giving the employment opportunities.

Advice:

Teachers should differentiate between ICT professions and the occupations that lead to the employment opportunities.

Question 7.

The question required candidates to define **multiprocessing**.

Popularity:

The question was very popular because it was attempted by majority of the candidates.

Weakness:

Candidates mistook multiprocessing to be multitasking.

Advice:

Teachers should distinguish between multiprocessing and multitasking in relation to CPU activities.

Question 7b.

The question required candidates to state the advantages of Windows and Linux operating systems.

Popularity: Question 7b (i) was popular while 7b (ii) was not popular.

Weakness: Candidates did not have knowledge about the Linux operating system.

Advice to Teachers: Teachers should expose learners to different operating system environments.

Question 8 a.

The question required candidates to name examples of application software.

Popularity: The question was very popular.

Weakness of candidates:

Candidates gave categories of application software instead of examples of application software.

Advice to Teachers:

Teachers should give categories of application software and their examples. Teachers should give a clear demarcation of the classification, forms, types and examples of software.

Question 8b.

The question required candidates to state the problems associated with usage of packaged applications.

Popularity: The question was not popular because it was attempted by few students.

Weakness: Candidates understood the question to mean problems associated with application software.

Question 9a.

The question required the candidates to define the **World Wide Web**.

Popularity: The question was popular since it was attempted by majority of the candidates.

Weakness: Candidates took World Wide Web to mean the Internet.

Advice to Teachers:

Teachers should clearly distinguish between the Internet and the World Wide Web.

Question 9b.

The question required candidates to show ways in which the Internet can facilitate trade and business.

Popularity: The question was popular because it was attempted by majority of the candidates.

Weakness:

- Candidates failed to understand that the question was about e-commerce.
- Some candidates gave responses for advantages of Internet.
- Some candidates still misinterpreted e-commerce with trade and business yet they are the same, for they stated e-commerce as a point of its own.

Advice to Teachers:

- Teachers should clearly give the ways in which Internet facilitates different sectors e.g. in business, education.
- Teachers should differentiate between e-commerce and trade and business.

Question 10.

The question required candidates to show ways the Internet can be a danger to morality, labor, system security, human security and information.

Popularity: The question was popular because most candidates attempted it.

Weakness: Most candidates gave disadvantages of using computers rather than dangers of Internet.

Advice:

Teachers should clearly identify Internet-based and computer-based dangers in the different fields.

Question 11.

The question required candidates to explain the attributes of computers which make them dependable and reliable tools.

Popularity: The question was popular because it was attempted by majority of the candidates.

Weakness: Candidates confused the terms diligence, versatility, accuracy with artificial intelligence.

Advice to Teachers:

- Teachers should use a practical approach while handling the topic.
- Teachers should clearly distinguish the attributes of computers which make them dependable and reliable tools.

Question 12.a

The question required candidates to give a description of computer literacy.

Popularity: The question was popular since it was attempted by majority of the candidates.

Weakness:

Most candidates gave responses about a computer literate person. Some candidates expressed it as ability of computers to perform tasks while others mistook computer literacy to be an attribute for literacy to mean illiteracy.

Advice to Teachers:

Teachers should describe computer literacy basing it on having knowledge and usage of computers.

Question 12.b

The question required candidates to outline ways in which ICT can improve the quality of education.

Popularity:

The question was popular since it was attempted by majority of the candidates.

Weakness.

Candidates interpreted ICT as Internet and hence gave responses related to the use of Internet only.

Advice to Teachers:

Teachers should give applications of ICT in different sectors e.g. education, medicine, business.

Question 13a.

The question required candidates to differentiate between **copying a file** and **moving a file**.

Popularity

The question was popular since it was attempted by majority of the candidates

Weaknesses:

- Some candidates mistook the whole file path for a file name to answer question 13 b (i).
- Some candidates failed to associate the different letters to drives A, B, C, D, F, on the computer.

Advice to Teachers:

Teachers should expose learners to different file path formats for removable storage and internal computer system storage. They should teach the topic of file management, using a hands on approach.

Question 14.

The question required candidates to list **input devices**.

Popularity: The question was popular since it was attempted by majority of the candidates.

Weaknesses:

- Candidates did not list input devices but instead stated any hardware devices.
- Candidates did not have sufficient knowledge about the different categories of hardware.
- Some candidates were negligent about the correct device names e.g. keyboard written as two separate words as key board, mouse written as mouce or mouth.

Advice to Teachers:

Teachers should teach fully the categories of hardware devices and their functions.

Question 15a.

The question required candidates to interpret and identify different parts of the given email address robert@yahoo.com .

Popularity: The question was popular since it was attempted by majority of the candidates.

Weakness: Candidates did not have knowledge about the different parts of an email address.

Advice:

Teachers should clearly specify the different parts of an email address in terms of the user name, domain name, top level domain and the symbols such as @ used in that string of the email address and distinguish these terms when identifying them from a web address.

Question 16a.

The question required candidates to give the definition of a computer network and also give the disadvantages of networking computers.

Popularity: The question was popular since it was attempted by majority of the candidates.

Weaknesses:

- Some candidates gave responses for networking instead of a network.
- Candidates also gave disadvantages of using Internet rather than disadvantages of networking computers and computer network.

Advice to Teachers:

- Teachers should differentiate between a computer network and networking of computers.
- Teachers should also give the disadvantages of networking computers.

Question 17a.

The question required candidates to differentiate between a **server computer** and a **client computer**.

Popularity:

The question was not popular since few candidates attempted it.

Weaknesses:

- Candidates lacked the knowledge about a server and client computer.
- Some candidates mistook a client computer as a person who uses a computer on a network.

Advice to Teachers:

Teachers should clearly distinguish the network models in both physical and logical aspects and also give the diagrammatic arrangement of such network models.

Question 17b.

The question required candidates to give functions of the network devices: Bridge, Switch and Router.

Popularity:

The question was popular since it was attempted by majority of the candidates.

Weakness.

Candidates lacked knowledge about the primary functions of the network devices in the question.

Advice to Teachers:

Teachers should clearly teach the primary functions of such network devices. They should use simulations which can be obtained from the Internet to demonstrate how some of such devices carry out their primary functions. Teachers should physically show the learners such devices.

Question 18a.

The question required candidates to give the meaning of spreadsheet error messages and then state how these errors can be corrected.

Popularity: The question was not popular since few candidates attempted it.

Weaknesses:

- Most candidates lacked knowledge about the meaning of spreadsheet error messages.
- Some candidates confused the question to be about the database application.

Advice to Teachers:

Teachers should explain the meaning of different error messages in a spreadsheet application and also make the learner to interface with work in a spreadsheet application that yields such errors practically and hence show the learners how such errors can be corrected.

Question 19a.

The question required candidates to identify by ticking three **utility programs** from the given list.

Popularity: The question was not popular since few candidates attempted it.

Weakness. Candidates lacked sufficient knowledge about utility programs.

Advice to Teachers:

Teachers should give the learners categories of software, showing clear demarcation by classifications, forms, types and examples of software.

Question 20a.

The question required candidates to explain the different modes of data transmission and as well give an example for each mode of data transmission.

Popularity: The question was not popular, most candidates did not attempt question 20a.

Weakness. Candidates lacked knowledge about the modes of data transmission.

Advice to Teachers: Teachers should fully teach the topic about data communication.

S850/2 SUBSIDIARY ICT

Question 1 – Word Processing

The question required:

Candidates to demonstrate the following basic word processing skills:

- Copy typing
- Drop capping
- Applying text highlights
- Inserting a page break
- copy and paste
- Inserting footers
- Inserting footnotes
- Justifying paragraphs
- Line spacing
- Printing & Saving

Popularity of the question:

-The question was very popular, about 90% of the candidates attempted the question

Weaknesses of Candidates:- Candidates could not pay attention to the specific formatting instructions e.g.

- Instead of justifying the entire document, they justified only the copied page.
- Instead of drop capping 2 lines they used the default drop cap settings
- They could not specify font size 13, they instead used size 14 or 12
- Instead of underline using a dashed line they used the default underline
- Instead of using the specified file name to save a document they used any “name” of their choice.
- Candidates were not familiar with applying the text highlight colour, many of them changed the font colour.
- The majority were challenged with inserting a footnote on a specific word in the text
- Majority were challenged with *striking through* specified text.
- Some candidates could not copy and paste the document
- Instead of *Copy & Paste* some candidates *Cut and Paste*

Advice to Teachers regarding Word Processing both in S850/2 & 3

- Teachers should endeavor to guide learners to follow specific instructions involved in document editing, formatting and saving. For instance, underlining using a dotted line is different from underlining using a default underline.
- Teachers should encourage learners to pay more attention to the details of all formatting and editing features e.g. Drop cap options, Underlining options, Paragraph alignment, customizing font sizes etc.

Question 2 - Spreadsheets

The question required:

Candidates to use a relevant spreadsheet application to do the following:-

- Enter data in a spreadsheet
- Formatting the spreadsheet (Merge & Centre, Text Orientation, Applying borders)
- Manipulate numeric data using functions (Average, Max, Min, Median & any grading function)
- Change worksheet orientation and rename a worksheet
- Printing & Saving

Popularity of the question:

- The question was popular, about 80% of the candidates attempted the question

Weaknesses of Candidates:

- Most candidates ignored the spreadsheet formatting features (Merge & Centre, Text Orientation, Applying cell borders)
- Some candidates failed to change the page orientation of sheet 1 to landscape
- Some candidates simply pasted figures which were not generated by the appropriate functions
- Some candidates do not know the difference between *functions* and *formulas*. They used a formula to calculate the *Average* instead of the *Average function*
- Some candidates could not rename the worksheet.

Advice to Teachers regarding Spreadsheets both in S850/2 & 3

- Teachers should endeavor to guide learners to follow specific instructions involved in cell formatting, use of formulas and/or functions.
- Teachers should endeavor to introduce to learners various approaches to manipulating numeric data to get a specific output e.g. if one wants to identify the smallest value, one can use, MIN, MINA or SMALL.

Question.3 – Desktop Publishing**The question required:**

Candidates to demonstrate their practical skills in selecting an appropriate *Desktop Publishing* (DTP) application to develop a professional business card using the specific guidelines and information provided i.e.:-

- Setting 8 identical cards on a single page
- Setting dimensions 3.5 by 2 inches for a single card
- Grouping all objects used in designing the card
- Inserting a footer of a *Name* and *Personal Number* on each slide
- Inserting a slide number on each slide
- Designing a logo
- Laying out provided content appropriately on the slide
- Saving and printing.

Popularity of the question:

The question was not popular, about 15% of the candidates attempted the question

Weaknesses of candidates:

- Majority of the candidates who attempted the question failed to set only 8 cards on a page as was required by the question; they instead made 10 cards as provided by the default settings of the application.
- Some candidates produced different publications which were not stated in the question e.g. Certificates, Flyers and Banners.
- Some candidates failed to use the provided content and instead used their own unrelated content.

- Some of the candidates who endeavored to use the given content could not place it appropriately on the card.
- Some candidates used background colour and/or effects which were not appropriate; for instance some background colour and/or effects made the text illegible.
- Some of the candidates who used pre-defined templates and logos did not customize them to suit the question requirement.
- Majority of the candidates could not group all the objects to design the card.
- Some candidates used wrong applications to design the card e.g. Word Processors, Presentation Software, and Spreadsheets instead of the required DTP software.

Advice to Teachers regarding Desktop Publication both in S850/2 & 3

Teachers are advised to expose their learners to other *Desktop Publishers* which are not in the Microsoft Suite.

- Given that this is a graphical application, teachers should emphasize the rationale for specific *Desktop Publishing* design principles such as colour contrast, Font variation, Paper Balance, Grouping design objects, etc.
- Teachers are advised to examine some of the design principles in a *Theory Paper (S850/1)* to boost learners' confidence and proficiency in this Application.
- Teachers should advise learners to always follow the specific instruction in a question

Question 4. – Presentation Software

The question required:

Candidates to create a 5-slide professional presentation about “Introduction of ICT at A-Level in Uganda” with the following characteristics;

- Pre-defined content on each slide
- Applying specific Transitions, Rehearse timing and Text animation
- Looping Slides during a slide show
- Inserting computer-related Clip Art
- Setting a font size 43.9 on the title slide
- Inserting a footer of a *name* and *personal number* on each slide

Popularity of the question:

The question was popular, about 80% of the candidates attempted the question

Weaknesses of candidates:

- Majority of the candidates who attempted the question could not tell the difference between transitions and animations.
- Some candidates could not loop their slides.
- Majority of the candidates could not set up the slide show with *rehearse timing* most of them instead used the *automatic timing* feature.
- Some candidates could not customize the slide layout of the slides they had inserted.

Advice to Teachers regarding Presentation Software both in S850/2&3:

- Given that this is a graphical application, teachers should emphasize the rationale for specific *Presentation* design principles such as colour contrast, Font variation, appropriate Clip Art, minimal animation and overall layout of content on a slide
- Teachers should advise learners to always follow the specific instruction as stated in the question.

Question 5 – Database Management Software

The question required:

Candidates to use an appropriate *Database Application* to create a database which would manage the following database objects and characteristics:

- Make a table design with appropriate data types and primary key.
- Save the database and all database objects with specific names
- Populate the table with the provided data
- Query the table with appropriate query criteria
- Generate a report from the table and include a specific Header and Footer.
- Save and print.

Popularity of the question:

- The question was not popular, about 30% of the candidates attempted the question

Weaknesses of candidates:

- Some of the candidates who attempted the question could not assign a *primary key* in the table design whereas some of those who assigned a *primary key* could not choose an appropriate field.
- Majority of candidates could not query the table to extract employees with age between 40 and 45
- Some candidates were not able to insert a header and a footer on the report.

Advice to Teachers regarding Database Management application in both S850/2 & 3:

- Teachers are advised to emphasize the major principles of database e.g. setting and the need for appropriate *primary keys* and *data types*.
- Teachers should emphasize the function of each of the *database objects* while teaching this application.
- Teachers are advised to use real life experience while teaching database application.
- Teachers should guide learners through the various possible criteria for a given output.
- Teachers are advised to emphasize the principles of relational databases e.g. enforcing referential integrity between the related tables.

S850/3 SUBSIDIARY ICT

Question 1 – Word Processing

The question required:

Candidates to demonstrate the following basic word processing skills:

- Typesetting a document as it appeared
- Copy and paste the document to the next page
- Drop capping
- Apply text colour to the title
- Modify the line spacing on the last paragraph to 1.5 lines
- Set bullets
- Inserting a page break
- Justify the paragraph alignment
- Insert a footer of a candidate's name and personal No.
- Printing & Saving

Popularity of the question:

The question was fairly popular, about 60% of the candidates attempted the question

Weaknesses of Candidates: - Majority of the candidates had challenges in:

- Using the appropriate shape/formatting features to border the text
- Formatting the title as required
- Inserting a drop cap within a text box
- Applying a *strike through* in the text
- Double underlining specific text in paragraph 1
- Some candidates failed to copy the document and paste it on the next page
- Some of the candidates did not follow the instruction regarding the copy to be formatted; they formatted the original copy instead of the copied document on page 2.

Question 2. - Spreadsheets

The question required:

Candidates to use a relevant spreadsheet application to do the following:-

- Enter data in a spreadsheet
- Formatting the spreadsheet (Wrap text, Column Titles, Applying cell borders)
- Manipulate numeric data using functions (SUM and Min/MIN/SMALL)
- Insert a footer on the worksheet
- Insert a specified graph type and appropriate titles
- Copy the graph and paste to a new worksheet
- Rename worksheets
- Printing & Saving

Popularity of the question: -The question was popular, about 80% of the candidates attempted it.

Weaknesses of Candidates:

- Most candidates ignored the spreadsheet formatting features
- Some candidates could not choose the specified graph type; most of them chose a column graph instead of a bar graph.
- Some candidates simply pasted figures which were not generated by the functions
- Some candidates do not know the difference between *functions* and *formulas*. They used a formula to calculate the average instead of the average function
- Some candidates could not rename the worksheet.

Question 3 – Desktop Publishing**The question required:**

Candidates to demonstrate their practical skills in selecting an appropriate *Desktop Publishing* (DTP) application to develop a professional brochure using the specific guidelines and information provided i.e.

- Dividing the page into 3 equal parts
- Use provided content to design the brochure
- Appropriately format the provided content to give it a professional look
- Inserting/designing a logo
- Saving and printing.

Popularity of the question:

The question was the least attempted, about 15% of the candidates attempted it.

Weaknesses of candidates:

- Majority of the candidates who attempted the question could not set the 3 equal portions on each of the panels as required by the question.
- Some candidates produced different publications which were not stated in the question (Certificates, Flyers, Banners etc.)
- Some of the candidates who endeavored to use the given content could not place it appropriately on the brochure.
- Some candidates used background colour and/or effects which were not appropriate; for instance some background colours and/or effects made the text illegible.

Question 4 – Presentation Software**The question required:**

Candidates to create a 5-slide professional presentation on the topic “networking” with the following characteristics

- Applying Text animation
- Automatic timing of 3 seconds
- Inserting relevant clip art
- Inserting a footer of a *name* and *personal number* on each slide
- Apply varying background effects/colours
- Inserting slide numbers on each slide
- Save and print

Popularity of the question:

The question was popular, about 80% of the candidates attempted the question

Weaknesses of candidates:

- Majority of the candidates could not apply the text animation effects.
- Some candidates could not set up the slide show with *automatic timing* of 3 seconds
- Some candidates could not customize the slide layout of the slides they had inserted.

Question 5 – Database Management Software**The question required:**

Candidates to use an appropriate *Database Application* to create a relational database which would manage the following database objects and characteristics:

- Make 2 table designs with appropriate data types and primary keys.
- Save the database and all database objects with specific names
- Populate the tables with the provided data
- Create a relationship with referential integrity between the 2 tables
- Query the tables with appropriate query criteria
- Save and print.

Popularity of the question:

The question was not popular, about 30% of the candidates attempted the question

Weaknesses of candidates:

- Some candidates could not assign *primary keys* in the table design whereas some of those who assigned *primary keys* could not choose appropriate fields.
- Majority of the candidates could not create a relationship with referential integrity between the 2 tables.
- Some candidates could not place the query criteria in the appropriate fields
- Other candidates could not query the table to extract students who sat for papers between 21st and 25th November.