UGANDA NATIONAL EXAMINATIONS BOARD

REPORT ON
WORK OF CANDIDATES
UACE 2016

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

Contents

1.0 INTRODUCTION

The 2016 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 104,243 candidates registered for the 2016 examinations compared to 101,268 candidates in 2015. This represents an increase of 2.9% (2,975 candidates). Of all those registered, 102,858 candidates appeared for the examination in 2016 compared to 99,847 who appeared for examinations in 2015, a 3.0% increase (3,011 candidates). Female candidature in 2016 was 42,054 compared to 42,166 in 2015. Females constituted 40.9% of the total number of candidates who took UACE examinations in 2016 compared to 59.1% (60,804) 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 0.4% (442) were absent compared to males 1.0% (1,015).

UPOLET candidates were 23,915 (22.9%) an increase from 20,840 (20.6%) in 2015 of the total candidature.

Table 1: Candidates registered over the last five years (2012-2016).

Year	Candidates Registered	Candidates who sat	Absentees	%tage of Cands. Absent
2016	104,243	102,858	1,385	1.33
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

A total of 146 Special Needs Education candidates registered for the 2016 UACE Examination of whom 17 were blind, 30 had low Vision, 28 were deaf; 06 were dyslexic; 08 had severe physical impairments; and 57 were of other categories requiring only extra time to be given. Necessary accommodations were made in various examination papers to accommodate the diverse nature of their disabilities.

The examination centre at Upper Prison, Luzira presented 30 candidates, three of whom are females. All of them qualified for the award of the UACE certificate, with the best candidate, obtaining a credit 3 in General Paper, a B in History, an A in Entrepreneurship Education, an A in CRE and a distinction 2 in Subsidiary ICT.

3.0   PERFORMANCE OF CANDIDATES

An analysis of the overall candidates' performance in the 2016 UACE examination shows that a very high percentage of candidates (98.7%) qualified for the award of the UACE, similar to 97.8% of 2015.

The performance of the year 2016 candidates compared with that of 2015 is shown in Table 2 below in terms of numbers of candidates passing at the different principal pass levels.

Table 2: General Performance in UACE 2016 Compared to UACE 2015

Pass Level	2016				2015			
	No. of cands.	%	Cumm No. of Cands.	Cum %	No. of cands.	%	Cumm No.	Cumm %
3P	39,797	38.7	39,797	38.7	29.754	29.8	29.754	29.8
2P	27,831	27.1	67,628	65.8	26,859	26.9	56,613	56.7
1P	21,031	20.4	88,659	86.2	25,960	26.0	82,573	82.7
1S	12,836	12.5	101,659	98.7	15,077	15.1	97,650	97.8
F	1,363	1.3	102,858	100	2,197	2.2	99,847	100

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

At the minimum 2P level required for University admission 67,628 candidates (65.8%) qualified. In cases where 1P and two Subsidiary passes levels are considered for admission to other tertiary institutions, a total of 88,659 candidates 86.2%) will qualify for admission compared to 82,573 (82.7%) in 2015.

Table 2 shows that there was a significant improvement in performance in 2016 compared to 2015 at all Principal pass levels. When compared to the UACE results of 2015, there are more candidates who have attained 3 Principal level passes (39,797 candidates, 38.7 per cent). The failure rate had decreased from 2.2% in 2015 to 1.3% in 2016.

4.0   COMPARISON OF FEMALE AND MALE CANDIDATES PERFORMANCE

Table 3 below compares pass levels in the 2016 UACE examination between female and males.

Table 3: 2016 UACE Performance By Gender

Pass Level	FEMALES				MALES			
	No. of cands.	%	Cumm No. of Cands.	Cum %	No. of cands.	%	Cumm No.	Cumm %
3P	18,519	44.0	18,519	44.0	21,278	35.0	21,278	35.0
2P	11,448	27.2	29,967	71.2	16,383	27.0	37,661	62.0
1P	7,396	17.6	37,363	88.8	13,635	22.4	51,296	84.4
1S	4,309	10.2	41,672	99.0	8,527	14.0	59,823	98.4
F	382	1.0	42,054	100	981	1.6	60,804	100

Table 3 indicates that proportionally, female candidates performed better than their male counterparts at all levels. The failure rate among female candidates is also lower at 1.0% than for the males at 1.6%. This scenario is similar to that of 2015.

Table 4 below compares performance of female and male candidates in selected subjects.

SUBJECT	FEMALES			MALES			CUMM%	
	No. of Cands.	A(%)	A-E (%)	No. of Cands.	A(%)	A-E (%)	A(%)	A-E (%)
General Paper (S101)	42,038	0.8	55.4	60,768	1.2	58.0	1.1	57.0
History (P210)	24,736	4.1	85.3	25,313	3.8	84.2	3.9	84.7
Economics (P220)	15,982	0.8	55.4	24,768	0.6	53.1	0.6	53.9
Entrepreneurship Educ. (P230)	11,016	2.5	61.3	11,413	2.2	56.8	2.4	59.1
Islamic Rel. Educ. (P235)	2,220	6.0	82.4	2,005	4.7	79.8	5.4	81.1
Christian Rel. Educ. (P245)	16,257	2.7	70.0	12,561	1.8	57.8	2.3	64.7
Geography (P250)	10,497	1.1	69.0	19,922	0.8	60.7	0.9	63.6
Lit. in English (P310)	6,077	0.9	78.2	2,834	0.2	60.2	0.7	72.5
Mathematics (P425)	7,228	2.8	54.6	19,944	4.2	53.6	3.8	53.8
Subsidiary Mathematics (S475)	15,363	2.3	29.8	20,974	1.8	21.1	2.0	24.7
Physics (P510)	2,335	0.3	42.9	10,500	1.2	42.4	1.0	42.5
Agriculture (P515)	3,137	0.3	58.3	9,227	0.3	55.8	0.3	56.4
Chemistry (P525)	4,918	1.0	55.7	11,700	1.7	56.0	1.5	55.9
Biology (P530)	5,401	0.1	37.6	11,947	0.1	42.4	0.1	40.8
Fine Art (P615)	8,111	0.6	69.4	12,900	1.4	72.3	1.1	71.0
Subsidiary ICT (S850)	26,619	2.5	58.5	39,566	5.1	65.3	4.0	62.6

Economics and sciences were generally poorly done. Biology was the worst done, with only 40.8 per cent obtaining at least an E Principal level pass. At the subsidiary level, Mathematics was very poorly done with only 24.7 per cent qualifying for a subsidiary level pass.

In terms of percentages, female candidates performed better than their male counterparts at the 'A'-Level in all the large entry subjects except in General Paper, Physics, Chemistry, Fine Art and Subsidiary ICT. It should be noted, however, that female entries in Mathematics and the Sciences are much lower than that of males. Most females registered for Arts.

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.

Whereas Mathematics, Physics, Chemistry and Biology and compulsory subjects at UCE level, number of students who opt for combinations at UACE with the above subjects is very low. In 2016, only 26.4 % of the candidates who sat for the UACE offered Mathematics. Physics had 12.5%; Chemistry, 16.2% and Biology, 16.9% in 2015, the percentages were 31.3% for Mathematics, 16.9 for Physics, 12.1 for Chemistry and 13.0 for Biology.

Fewer candidates registered for Mathematics and Physics in 2016 compared to 2015. More candidates registered for Chemistry and Biology.

5.0   PERFORMANCE OF NON-UPOLET AND UPOLET CANDIDATES

Table 5 compares performance of the private candidates (Non-UPOLET) and those that benefitted from the Government Universal Education Programme (UPOLET).

Table 5: Performance of UPOLET and Non-UPOLET candidates.

Pass Level	NON-UPOLET				UPOLET			
	No. of Cands.	%	Cumm No. of Cands.	Cum%	No. of Cands.	% age	Cumm No.	Cumm %
3P	32,662	41.2	32,662	41.2	7,182	30.6	7,182	30.6
2P	21,084	26.6	53,746	67.8	6,767	28.8	13,949	59.4
1P	15,385	19.3	69,131	87.1	5,654	24.1	19,603	83.5
1S	9,276	11.7	78,407	98.8	3,530	15.0	23,133	98.5
F	962	1.2	79,369	100	356	1.5	23,489	100

The table shows that a higher percentage of non-UPOLET (67.8%) got at least 2P passes compared to the UPOLET (59.4%) candidates. It should be noted, however, that at UACE level most candidates are Non-UPOLET.

6.0 QUALITY OF CANDIDATES' WORK EXPECTED AT UACE

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

Quite a number of candidates exhibited good quality work, although many other candidates were evidently poorly prepared. In humanities, poor communication skills affected the candidates' ability to express themselves adequately even if they understood the demands of the questions. Many candidates found problems with questions testing higher order competences. They exhibited limited understanding of basic technical terms and merely listed their points instead of the required descriptions or explanations. The answers given were of a general nature, devoid of illustrations and specific examples.

Poor mastery of the English language adversely affected performance in Science subjects. There was also evidence of candidates failing to handle higher order task and those that required application of the skills learnt to solve practical challenges. This seems to be a result of theoretical teaching of science in schools, thereby denying learners a practical experience during classroom instruction. Candidates found difficulty in handling scientific terminologies, using mathematical and graphical representations in science as well as converting from one unit to another. Other difficulties were experienced in writing formulae and balanced chemical equations.

Even at this level where candidates opt for subjects of their choice, quite a number of zero scores were recorded in almost all subjects with the worst being subsidiary Mathematics. Examiners' reports indicate that teachers tend to hurry through the 'A' Level syllabus in order to complete by Term 1 in Senior Six. There is evidence that there is deliberate spotting and partial syllabus coverage in some subjects, much of the time in S.6 is dedicated to rigorous testing and seminars. Many candidates continue to rely on sketchy facts from unedited pamphlets (rather than using the prescribed authentic textbooks), and do not appear to have time to undertake independent study.

7.0 MALPRACTICE AND IRREGULARITIES

The Board, in accordance with Section 4.(3) of the UNEB Act, Cap 137, withheld results of 64 (0.06%) of the total candidature that sat) from 11 centres, pending further investigations. This is a very significant drop from 279 cases withheld in 2015. The most common form of examination breaches have been external assistance, collusion among candidates and smuggling of unauthorized material into the examination room. Science subjects, especially Physics and Chemistry; and Subsidiary mathematics were the most malpractice prone subjects.

The irregularities noted were: where candidates used pencil to answer questions especially Multiple Choice Questions whereas it was not allowed and some candidates especially those offering Biology breached instructions requiring them to perform dissection of specimen. Candidates discovered, or reported not to have performed dissection, were awarded zero (0) for tasks that required them to dissect specimen.

S101/1 GENERAL PAPER

It had Sections A and B. Candidates were to answer two questions, one question; from each section. General performance was poorer than that of 2015. Question 5 was best done and questions 3 and 4 were poorly done. Most popular questions were 3 and 5, and unpopular ones were 4 and 1.

Question Analysis

Question 1.

Required advantages and disadvantages of reducing age of consent for girls to 16 years. It was unpopular. The phrase "age of consent" was misunderstood. Teachers should emphasise general knowledge about current affairs, develop critical thinking and interpretation of questions.

Question 2.

Candidates were to justify the need for education reform in Uganda. It was popular but responses were narrowed to school environment. Majority misunderstood the question. Teachers are encouraged to discuss and widen student's conception on education issues in general.

Question 3.

Candidates were to discuss the extent to which "environmental concerns" have limited development in Uganda. It was popular. Majority of the candidates misinterpreted environmental concerns. Teach learners issues of environmental concerns in depth and emphasise question interpretation.

Question 4.

Was about advantages and disadvantages of involving the national army in active politics. It was unpopular. Many candidates misinterpreted the question. Responses depicted politics as voting exercise only. Teachers should discuss the institutions of government in a country with learners, i.e., the three arms of government notably the Judiciary, Executive and Legislature.

Question 5.

Tested candidates on ranking, positioning, interpretation and analysis skills from a given case study. Candidates lacked knowledge about the 24 hour clock and failed to rank and interpret the rankings accordingly. Expose learners to a 24 hour clock and address the issues mentioned through guided group discussions of similar exercises.

Question 6.

It was on general comprehension, wide reading and summary skills. Responses given exhibited poor vocabulary, comprehension and summary skills- majority lifted extracts from the passage instead of identifying key points. Inculcate into learners the reading culture and summary skills.

P210/1 HISTORY (NATIONAL MOVEMENTS AND THE NEW STATES)

Paper covered the syllabus adequately. Candidates' performance was generally good. Time was adequate.

Question 1.

Candidates were expected to explain the extent to which colonial rule was responsible for the development of African nationalism. Very popular. Some candidates failed to give a stand point and could not raise the required factors. Teachers should cover in details all the factors that contributed to the development of African nationalism.

Question 2.

Candidates were to discuss the recommendations of the 1944 Brazzaville Conference. Unpopular, the few candidates who did it had scanty knowledge about the conference. Teachers should cover in details the terms and effects of the conference especially on African nationalism.

Question 3.

Required candidates to explain the extent to which the French system of administration contributed to the outbreak of the 1954 civil war in Algeria. Very popular question. However, some candidates had inadequate points on the stem of the question. Teachers should endevour to discuss comprehensively the role of colonial policies in the outbreak of the 1954 civil war in Algeria.

Question 4.

Candidates were to account for the rise of Mengistu Mariam to power in Ethiopia in 1974. Popular. Some candidates, however, gave achievements instead of factors/conditions that led to Mengistu's rise to power. Teachers should make a clear distinction between conditions that made it possible for Mengistu to get into power/causes of the 1974 coup and the achievements he made during his rule.

Question 5.

To explain the role played by Kiswahili in fostering national unity in Tanzania since 1961. Unpopular. Candidates had scanty knowledge on the role of Kiswahili. Others gave achievements of the *Ujaama* policy in Tanzania. Teachers should cover in details the factors that enhanced national unity in Tanzania i.e. Kiswahili language, education, religion, political parties, nationalists (elites), etc.

Question 6.

Required candidates to describe the social and economic developments in any one independent West African country up to 1970. Unpopular. Some candidates were not able to identify a correct country in West Africa and gave general information on social and economic developments. Teachers should cover the social, political and economic developments in post independent African States using specific case studies.

Question 7.

The question required candidates to analyze the success of the South Africa's policy of dialogue between 1963 and 1975. Very popular. However, all candidates who did this question had no knowledge of this policy of dialogue. Teachers should endevour to teach South Africa's attempt to survive the isolation policy of the international community.

Question 8.

Candidates were required to analyze the manifestation of neo-colonialism in any one independent West African country. A popular question. But many candidates failed to identify a country in West Africa hence, could not support their answers with examples. Teachers need to use specific case studies when handling neo-colonialism; they should also draw maps to show the regions of post independent Africa.

Question 9.

Candidates were asked to discuss the role of economic factors vis-à-vis other factors to the outbreak of the 1980 Liberia coup. Popular. However, candidates failed to raise satisfactory points on the stem; others were not able even to identify the economic factors. Teachers should teach coups in themes i.e. social, economic and political and also handle specific coups in West, North and East Africa regions.

Question 10.

Required candidates to examine the causes of the 1971 coup in Uganda. Very popular. Some candidates instead presented causes of the 1972 economic war; others gave reasons for Idi Amin's downfall in 1979. Teachers should elaborately cover Uganda's history from 1949 to 1986.

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

Candidates' general performance was good. Time was adequate

Question 1.

Candidates were expected to describe the social and economic organization of the Nyamwezi during the second half of the 19th century. It was a popular question. However, candidates did not give specific examples in relation to Nyamwezi society and some disregarded the time frame. Teachers should emphasize detailed facts about the Nyamwezi and encourage candidates to use specific examples and always limit their facts to the time frame given in the question.

Question 2.

Required candidates to explain the role Banyoro played in the long distance trade during the early 19th century. Popular, although, some candidates failed to distinguish between the organization of Bunyoro and their role in the long distance trade. Teachers need to draw a clear distinction between roles and the social and economic organization while teaching.

Question 3.

Asked candidates to analyze the effect of the social and economic organization of the Masaai on her neighbours during the 19th Century.

Question was popular. However, candidates failed to relate the social and economic organization of the Masaai on her neighbours in Uganda, Kenya and Tanzania. Teachers should look at a wider perspective when handling this topic and guide candidates on question approach.

Question 4.

Candidates were required to assess reasons for the failure of settler plantation farming in Tanganyika during the colonial period. Popular question. Candidates however, lacked adequate knowledge in this area and some cited irrelevant examples. Teachers should expose candidates to all regions of East Africa and encourage them to use specific and relevant examples.

Question 5.

Expected candidates to explain the effects of the construction of the Suez Canal on the social economic development of East Africa up to independence. Unpopular. Candidates who did it could not relate the construction of the Suez Canal to developments in East African during that period. Teachers should not teach the construction of Suez Canal in isolation, but rather relate it to the neighbouring countries.

Question 6.

Required candidates to analyze the economic and social developments in Kenya between 1920 and 1945. Popular question. Candidates generalized social and economic developments without putting into consideration the time frame, in fact most of them gave what took place before 1920 and after 1945. Teachers should guide learners to systematically arrange historical events in a chronological order and always respect the time frame given in the question.

Question 7.

Expected candidates to examine the strength and weaknesses of the Trade Union Movement in Uganda during the colonial period. Fairly done. However, some candidates exhibited limited knowledge about this topic. Teachers should cover all aspects of this topic.

Question 8.

Candidates were to explain the causes of the low level of social and economic development in any one country in East Africa since independence. Candidates only had knowledge about Uganda rather than the other East African countries. Teachers should expose their learners to developments in other East African countries to broaden their knowledge.

Question 9.

Required candidates to analyze the extent to which the policy of "Education for Self-reliance" in Tanzania was successful. This question was poorly done. Majority of candidates mixed up information on the Arusha Declaration, *Ujaama* policy and Education for Self-reliance. Teachers should make a clear distinction among the various policies, their aims, success and failures.

Question 10.

To examine the achievements of the East African Community (EAC) up to 1977. It was a popular question. Some candidates had scanty knowledge. Teachers should encourage learners to read widely.

P210/3 EUROPEAN HISTORY 1789 – 1970

- General performance of candidates was good.
- The quality of candidates work compared well with that of the candidates of 2015.
- The standard of the paper compared with the one of 2015.

Question 1.

Candidates were required to analyze the extent to which the system of taxation was responsible for the outbreak of the 1789 French revolution vis-a-viz other factors. A clear stand point was required. Some candidates, however, could not analyze the system of taxation in the required details. Many lacked the creativity and power of expression to bring out clearly how the taxation system caused the revolution. Teachers should help the candidates develop their problem solving, analytical and creative writing skills.

Question 2.

Required candidates to account for the failure of the Vienna Settlement to resolve conflicts in Europe between 1815 and 1848. Very popular question. Many candidates failed to give the reasons for the failure of the Vienna Settlement to resolve conflicts. They simply explained the failures of the settlement and not why it failed. Teachers need to encourage learners to read widely and discover knowledge for themselves instead of spoon feeding them.

Question 3.

The question required candidates to explain the methods/policies that Prince Metternich used to control liberalism in Europe between 1815 and 1848. A very popular question. Some candidates' answers were shallow lacking specific examples to back up their arguments. Teachers should adopt teaching methods that promote discovery learning to enable candidates develop independent minds and opinions.

Question 4.

Required candidates to analyze the extent to which external assistance viz-a-viz other factors contributed to Italian Unification. The question was popular. However, some candidates misinterpreted the question and instead gave obstacles to the unification. Others lacked specific examples to back up their answers. Teachers should train candidates in skills of question interpretation.

Question 5.

Candidates were to assess the impact of the 1854 – 1856 Crimean war on Europe. Popular question. However, some candidates lacked the detailed knowledge/content to back up their arguments.

Teachers should encourage learners to read widely and equip themselves with sufficient knowledge to be able to develop and support their arguments.

Question 6.

Expected candidates to give reasons for the failure of the League of Nations to maintain peace in Europe during the inter-war period. A very popular question. Some candidates failed to give reasons and instead focused on failures of the League of Nations. Teachers should make a clear distinction between failure and causes/reasons for the failure to their candidates.

Question 7.

Required candidates to discuss the factors responsible for the rise of Adolf Hitler to power in Germany. A very popular question. However, some students lacked knowledge about the topic. Teachers should avoid spotting and teach all topics in the syllabus.

Question 8.

Assess the impact of the 1917 Bolshevik Revolutions on the peoples of Russia up to 1929. Very popular question. However, many candidates lacked knowledge about the history of Russia after 1917 Bolshevik revolution. Teachers should encourage learners to read widely.

Question 9.

Required candidates to explain the challenges faced by United Nations Organization between 1945 and 1970. Popular question. Many candidates did not know the meaning of the word challenges. Teachers should give regular exercise to learners to enable them develop their vocabulary.

Question 10.

How did the Truman Doctrine affect Europe between 1947 and 1970. Unpopular. It appears candidates lacked knowledge in this area. Teachers should cover the Cold War politics in detail.

P210/4 HISTORY (WORLD AFFAIRS SINCE 1939)

Candidates' general performance was good. Work presented by candidates was better than that of 2015.

Question Analysis

Question 1.

Required candidates to describe features of the constitution of the USA. Unpopular question. Candidates lacked knowledge about the USA constitution. Teachers should adequately cover this area.

Question 2.

Expected candidates to give reasons that enabled Prime Minister Pierre E Trudeau to retain power in Canada between 1968 and 1984. Unpopular. Candidates lacked information on the question. Teachers should encourage learners to search for knowledge from different sources.

Question 3.

Candidates were asked to explain the role of the Communist Party in the Soviet Union. Fairly well done. However, some candidates mixed facts, taking the achievements of the different Communist leaders to be the roles of the Communist Party. Teachers should clearly differentiate achievements of leaders from roles of the Communist Party.

Question 4.

To assess the contribution of Trade Unions to the economic development of the Soviet Union up to 1991. Fairly well done. But many candidates lacked content and failed to give relevant examples to support their arguments. Teachers should cover this topic adequately.

Question 5.

Candidates were to examine the challenges faced by the Pan African Movement up to 1994. Very popular. However, candidates lacked specific examples to support their answers. Teachers need to encourage in depth reading, discovery learning and discussion among their candidates.

Question 6.

Required candidates to examine the factors that enabled Saddam Hussein to retain power in Iraq between 1979 and 2003. Unpopular. Candidates lacked information about Saddam Hussein. Teachers should cover this area adequately and encourage learners to get interested in contemporary issues.

Question 7.

Expected candidates to examine the causes and consequences of the 1953 – 1976 Sino-Soviet conflict. Unpopular. Candidates lacked specific facts and did not observe the time frame given in the question. Teachers should cover the topic exhaustively and expose their learners to a variety of questions/tasks.

Question 8.

Account for the rapid economic development in Japan between 1945 and 1980. Unpopular, the few candidates who did it displayed scanty knowledge, evidence that it was not taught. Teachers should cover the topic adequately.

Question 9.

Candidates were required to analyze the extent to which decisions of 1941 – 1945 conferences affected post-war Europe. Some candidates had no clear stand point and others gave one-sided answers. Candidates should be trained in techniques of question interpretation.

Question 10.

Wanted candidates to explain the events that led to the 1968 crisis in Czechoslovakia. Unpopular evidence that teachers did not teach this area. Teachers should cover the entire syllabus.

Question 11.

Required candidates to account for the emergence of the Cold War after 1945. Candidates lacked sufficient knowledge on the topic. Teachers should cover Cold War politics in detail.

Question 12.

Expected candidates to examine the role of the United Nations Organization in ending Apartheid in Southern Africa. Candidates lacked information on the topic and had no specific examples to support their answers. Teachers should encourage discovery learning.

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

General performance was good and comparable to 2015. Time was adequate. Quality of candidates' work compared with that for 2015.

Question Analysis

Question 1.

Required candidates to explain the extent to which the institution of traditional and cultural leaders has been guaranteed by the 1995 Uganda Constitution. Very unpopular. The few candidates who attempted it failed to relate the existence of traditional/cultural leaders institutions with the relevant provisions of the 1995 Uganda Constitution. Teachers should relate topical issues to particular articles in the Constitution.

Question 2.

Candidates were asked to explain how national and state sovereignty are maintained in a Federal system of government. Unpopular and poorly done question. Candidates failed to point out clearly the tenets of a Federal system of government in relation to national/state sovereignty. Teachers should clearly teach the different systems of government and also emphasize discussion as a method of consolidating teaching and learning.

Question 3.

Required candidates to describe the structure of unicameral and bicameral legislatures. Popular and well done. However, some of the candidates failed to identify unicameral as a one chamber legislature and bicameral as a two chamber legislature, others could not relate to any government e.g. Uganda, USA, etc. teachers should organize study visits/tours to the Parliament of the Republic of Uganda for practice of what is taught and learnt.

Question 4.

Candidates were to examine the merits and demerits of a multi-party system of government. It was very popular and well done. However, some examples were far-fetched. Little reference was made where multi-party system of government is most ideal e.g. Western European countries and USA. Teachers should use appropriate examples when handling this topic.

Question 5.

Required candidates to explain the role of Local Government to Society. Very popular and well answered. Candidates did not bring out local authorities like city councils, municipal councils, town boards, etc. Teachers should always make reference to local authorities both rural and urban and engage candidates in leadership identification at various levels.

Question 6.

To describe the system of government in any one centralized pre-colonial state in East Africa. Popular and well answered. However, a few candidates failed to differentiate between centralized and decentralized pre-colonial and post-colonial states. Teachers should emphasize periodization.

Question 7.

Candidates were required to assess the impact of the colonial constitutional policies introduced in Kenya between 1920 and 1960. Unpopular but well done. However, some of the candidates did not reflect on the major issues in Kenya especially due to large numbers of White settlers. Teachers should comprehensively cover the syllabus emphasizing major events that have determined the transformation of East African nations in relation to the practice of constitutionalism.

Question 8.

Required candidates to analyze Mwalimu Julius Nyerere's influence on constitutional developments in Tanzania after independence. Unpopular. Candidates who attempted it had scanty knowledge about Nyerere; evidence that this area was not taught. Teachers should teach about the various personalities and interest candidates to answer questions on them.

Question 9.

Candidates were to explain the measures that have been taken to ensure the independence of the Judiciary in any one country of East Africa. Popular and well done. Although some candidates confused the Judiciary with the Legislature. Teachers should make clear distinction in the three arms of government and clarify the duties of each one of them.

Question 10.

The question required candidates to describe the attempts to achieve union among East African states between 1894 and 1933. Popular but poorly done. Candidates mixed up their points and did not have concrete events that took place. Teachers should cover this area adequately.

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

Candidates' general performance was good. Quality of work presented by candidates was slightly better than in 2015.

Question Analysis

Question 1.

Required candidates to describe the political, social and economic organization of the Ndebele in the middle of the 19th Century. Very popular, however, some candidates failed to identify and explain the main features of the Ndebele under their political, social and economic organization.

Teachers should guide candidates on the techniques of answering questions and emphasize use of specific examples.

Question 2.

Candidates were required to assess the impact of King Leopold II's economic policies on the Congo between 1878 and 1908. Unpopular. Most of the candidates only identified the general policies but failed to bring out their impact clearly. Candidates should be taught not only the policies but also their impact.

Question 3.

Asked candidates to account for the occupation of Tunisia by the French between 1881 and 1890. It was popular, however, some candidates simply outlined the general factors for the scramble for Africa without specifically looking at Tunisia. Teachers should emphasize specific and correct examples.

Question 4.

To examine the causes and consequences of the British – Asante wars in the second half of the 19th Century. Popular, but some candidates treated the British Asante wars as part of the secondary resistance of Africans against Whites. Teachers should clearly distinguish between African primary and secondary resistances.

Question 5.

Required candidates to account for the success of the Madhist revolt in Sudan between 1881 and 1885. Unpopular. Candidates who attempted it, gave causes of the revolt instead of factors for the success of the Madhist revolt, evidence that this part was not taught. Teachers should cover all aspects of this topic as laid out in the syllabus.

Question 6.

Candidates were to assess the impact of the 1910 Act of Union on the peoples of South Africa. Fairly popular; some candidates, however, concentrated on the Africans, leaving out the impact of the Act of Union on other peoples e.g. Whites and Indians. Teachers should clearly discuss how the Act of Union affected the different groups of people of South Africa.

Question 7.

Required candidates to analyze the extent to which economic factors were responsible for the outbreak of the 1905 – 1907 Maji-Maji rebellion in Tanganyika. Very popular, but some candidates failed to identify and separate economic factors/causes from other factors. Teachers should train candidates in the techniques of answering questions which require a stand point.

Question 8.

To examine the factors which influenced the development of the transport system in either Ghana or Nigeria by 1914. Unpopular. Some of the candidates who did it handled both Ghana and Nigeria instead of one of them. Most of them showed ignorance about the development of transport systems in Nigeria and Ghana, many gave the geographical rather than the historical factors.

Teachers should cover all aspects of the syllabus and emphasize to candidates the use historical language/vocabulary.

Question 9.

Candidates were required to analyze how the discovery of minerals in South Africa affected the Anglo-Boer relations between 1860 and 1910. Unpopular and poorly done. Most of the candidates gave one sided consequences of the discovery of minerals in South Africa. Teachers should train candidates in techniques of question interpretation.

Question 10.

Required candidates to examine the obstacles to European Christian Missionary activities in East Africa during the 19th Century. Very popular; however, some candidates gave the impact of missionary activities instead of the obstacles, others did not explain and simply outlined points. Teachers should organize class discussions to guide candidates on how to make clear explanation of their points.

P220/1 ECONOMICS

The paper covered the syllabus adequately and tested candidates' understanding of the concepts and principles of economic theory. General performance was good. Quality of candidates' work/answers was better than that in 2015.

Question Analysis

Question 1.

(a) Required candidates to differentiate between perfect oligopoly and imperfect oligopoly and give advantages of oligopolistic markets to consumers. Some candidates could not differentiate the two and in part (ii) some gave general advantages of oligopoly not those specific to consumers. Teachers should make clear distinction between perfect and imperfect oligopoly.

(b) Candidates were to state the Big-Push theory and give factors limiting its adoption in developing countries. Some candidates confused it with the Balanced Growth theory. Teachers should adequately cover the different theories of economic development.

(c) This question required candidates to distinguish between elasticity of demand and price elasticity of demand and state factors that determine elasticity of demand. Candidates confused the two while others in part (ii) gave factors that determine elasticity of demand instead of price elasticity of demand. Teachers should clearly teach the different concepts of elasticity of demand.

(d) Asked candidates to state the functions of money. Some candidates stated the role of money instead of the traditional functions of money, while others gave motives for holding money. Teachers should not ignore the elementary aspects of money and banking.

(e) Required candidates to distinguish between Nationalization and Privatization of enterprises and give merits of privatization of enterprises. Some candidates concentrated on selling instead of transfer of ownership while others in part (ii) gave objectives instead of merits of privatization. Teachers should clarify the difference between nationalization and privatization and the various forms of privatization of state enterprises.

Question 2.

Candidates were required to describe the three approaches to the computation of national income and explain the statistical challenges faced during the computation of national income. Unpopular question. Candidates who attempted it could not bring out the element of time period while others instead gave the procedure for computing price indices.

In part (b) candidates mixed up statistical and conceptual challenges of computing national income. Teachers should emphasize the time period while teaching the approaches and make a clear distinction between statistical and conceptual problems of computing national income.

Question 3.

To define Foreign Aid and assess its impact on developing economies. Very popular question. However, some candidates narrowed it to financial aid, ignoring other forms of foreign aid while others in part (b) looked at one side either positive or negative impact. Teachers should emphasize question approach and comprehension.

Question 4.

Required candidates to distinguish between efficiency of labour and mobility of labour and explain the factors that determine efficiency of labour in an economy. It was a popular question. Some candidates however, confused efficiency of labour with productivity of labour others could not differentiate occupational from geographical mobility of labour. In part (b) candidates gave one-sided responses. Teachers should clarify the difference between efficiency of labour and productivity of labour.

Question 5.

Candidates were required to state the causes of youth unemployment and assess the impact of unemployment in an economy. It was a popular question. Some candidates however, misinterpreted youth unemployment to mean voluntary unemployment. Teachers should give a clear distinction among the various types of unemployment and use clear examples.

Question 6.

Required candidates to give the meaning of the term managed floating exchange rate and examine the merits and demerits of the managed floating exchange rate. It was a very unpopular question. However, candidates lacked knowledge about this question. Teachers should teach the different exchange rates in details.

Question 7.

Candidates were required to distinguish between hyper and creeping inflation and explain the effects of inflation in an economy. It was a very popular question. Some candidates, however, confused creeping inflation with hyper-inflation and the reverse; others did not give the rates. In part (b) some candidates gave one sided responses either positive or negative effects. Teachers should make a clear distinction in the different types of inflation by emphasizing the rates of inflation and should also show that inflation has both positive and negative effects.

P220/2 ECONOMICS

The general performance was poorer than that in 2015. Quality of candidates' answers particularly command of written English language was poorer than that in 2015. Time was adequate.

Question 1.

(a) Required candidates to differentiate between vertical and horizontal integration of firms and give two factors limiting integration of firms in Uganda. Most candidates did it well. However, some candidates confused the two concepts others failed to bring out clearly the elements that make the two different. In part (b) some candidates gave factors limiting growth of firms and others gave reasons for firms remaining in production even when making losses. Teachers should emphasize the elements that distinguish vertical from horizontal integration of firms.

(b) To distinguish between economic growth and economic development and state two indicators of economic development in Uganda. Part (a) was well done. But a few candidates did not bring out clearly the ingredients that make the two different i.e. persistent, quality, quantity produced, economy and time. Part (ii) was poorly done. A number of candidates instead gave indicators of either under development, or indicators of economic development in developed economies or factors that influence/limit the level of economic development in Uganda. Teachers should make a clear distinction between economic growth and economic development and emphasize the ingredients that make the two different.

(c) Candidates were to give the meaning of labour productivity and mention three causes of low labour productivity in Uganda. Part (i) was very well done by most candidates, although some candidates instead gave the meaning of either labour efficiency or marginal productivity of labour. Part (ii) was well done too. Teachers ought to give correct definitions of the various concepts /terms used in labour economics.

(d) To outline factors that limit the operation of the principle of comparative advantage in Uganda. Poorly done, many candidates did not do it. Candidates who did it gave assumptions of the principle of comparative advantage without application. Teachers should emphasize application of this principle to Uganda's economy.

(e) Required candidates to give the meaning of the term fiscal policy and state three instruments of fiscal policy used in Uganda. Part (I) fairly well done. However, some candidates instead defined monetary policy, others commercial policy or protectionism. Part (ii) was poorly done. Most candidates gave instruments of trade protectionism or monetary policy, others wrote nothing. Teachers should clarify the differences between the fiscal and monetary policy and the instruments used by each.

Question 2.

Candidates were to account for the low level of investment in Uganda and explain measures that have been taken to promote level of investment in Uganda. In part (a) most candidates failed to show how unfavourable factors e.g. limited capital, poor land tenure system, etc limit investment in Uganda. Teachers should use live examples when handling salient issues e.g. investment.

Question 3.

Required candidates to give reasons for the adoption of the import substitution strategy of industrialization and explain limitations of this strategy in Uganda. Part (a) was fairly well done, but some candidates instead gave merits of the strategy.

Part (b) was fairly done. However, most candidates gave few points which were poorly explained others gave merits and demerits of the strategy. Teachers should encourage candidates to write elaborate and clear answers.

Question 4.

Asked candidates to describe the structure of Uganda's population and examine the implications of this structure on Uganda's economy. Part (a) was fairly done, but some candidates used wrong statistics to illustrate hence distorting their answers. Part (b) was poorly done. Most candidates mixed up/mistook population structure for related concepts such as over population, large population, size and high population growth rates hence presenting distorted answers. Teachers should clearly define and differentiate the various concepts related to population studies.

Question 5.

To explain the role of infrastructure in the economic development process of Uganda and give the strategies taken to improve the infrastructure. Part (a) poorly done. Candidates gave the general macro-economic outcomes but failed to explain the role of infrastructure in economic development process. Part (b) very poorly done. Most candidates wrote few points which were repetitive and wrongly explained. Teachers should adequately cover this area; endeavour to be current with national issues and follow government's priority programmes.

Question 6.

Candidates were required to distinguish between a perspective plan and a comprehensive plan and suggest measures that should be taken to improve economic development planning in Uganda. Part (a) well done. However, some candidates gave definitions for short term plans instead of comprehensive plans others confused planning for plans.

Part (b)was fairly done. Many candidates were unable to make correct suggestive statements of points; others gave characteristics of a good plan or factors that limit successful plan implementation. Others could not explain their points well. Teachers should train candidates in skills of answering questions i.e. to adequately relate their answers to the questions asked, other than just recalling knowledge.

Question 7.

Required candidates to distinguish between a dead weight debt and a funded debt and assess the effects of government borrowing in the development of Uganda. Part (a)was fairly done. Many candidates failed to define a funded debt correctly, giving the meaning of reproductive debt instead of a funded debt. Part (b), was poorly done. Most candidates wrote very few correct points, most points were wrongly explained, and others mixed up merits with effect of government borrowing. Teachers should make a clear distinction between various types of debts and guide learners on techniques of interpreting questions.

P230/1 ENTREPRENEURSHIP EDUCATION

The paper had Sections A and B. Section A was compulsory. Candidates were to answer any 4/6 questions from section B.

The quality and performance of candidates were better that that of 2015. Most popular questions were 4, 5 and 6, and unpopular questions were 2, 3 and 7.

Question Analysis

SECTION A

Question 1.

Was compulsory and had 5 parts

(a) Most candidates were able to distinguish between business and social enterprises but failed to state indicators of the positive impact of social entrepreneurship.
(b) Majority of candidates failed to define "gender stereotyping" but gave valid examples of gender myths.
(c) Good responses were given for conditions under which goods are sold on credit and challenges of credit selling.
(d) The term "motivation' was fairly defined and ways of motivating employees were satisfactorily mentioned.
(e) Candidates lacked knowledge about government bonds, corporate bonds and merits of investing in shares.

Advice to Teachers

- Teach all topics in the syllabus-avoid "spotting".
- Give standard definitions for key terms in each topic.
- Guide learners to give precise answers.
- Address all issues mentioned in 1(a), c) and d) respectively.

SECTION B

Question 2.

It was unpopular. Candidates failed to state the characteristics of entrepreneurial environment and were unable to explain the global environmental factors. Teach all aspects of the topic as stipulated in the syllabus.

Question 3.

It was unpopular and part (a) was fairly done. Majority of the candidates gave reasons for generating business ideas but gambled with the factors considered when assessing business risks. Teachers should discuss factors of assessing business risks comprehensively.

Question 4.

Was popular and well done. Responses to contributions and challenges of small and medium enterprises were satisfactory.

Question 5.

It covered the important and structure of a business plan. Some candidates misunderstood a business plan as a project and the structure as a drawing, procedure and characteristics. Teachers should address the issues mentioned and assign learners either individually or in groups to prepare, present and discuss business plans of their future businesses.

Question 6.

Was popular. Some candidates gave reasons for studying financial management instead of significance of financial records. Others gave advantages of business planning as measures taken to control cash flow in their businesses. Teachers should clarify the issues mentioned.

Question 7.

Was most unpopular and poorly scored. Candidates had no clue about Internal Control Systems. Teach the topic in depth.

P230/2 ENTREPRENEURSHIP EDUCATION

The paper had six questions and candidates were required to answer any 4 out of 6 questions within 3 hours. The standard of the paper was comparable to that of 2015. General performance and quality of candidates were better than that of 2015. Question 1 was most popular and Question 6 was least attempted.

Question Analysis

Question 1.

Required candidates to write a letter, prepare a report, design a programme and a signpost for a money lending project. Many candidates failed to use a correct format /style/order of an official letter such as; writing the salutation after the subject heading, others lacked knowledge about report writing, confused launching with promotional programme, failed to indicate time and use the given business name and location.

Advice to Teachers

- Use communication documents as teaching aids.
- Demonstrate to learners how letters are written and programmes are made.
- Teach all types of reports used in entrepreneurship eg. General reports, project proposal reports, evaluation reports, market research reports etc.
- Use standard sign posts and other forms of outdoor advertising to discuss with learners their features. Components of a good advertising medium (signpost, billboards, neon signs, etc).
- Give learners similar exercise/assignments for group discussions, revision and practice.

Question 2.

Candidates were to identify pre-operating expenses, prepare a projected production cost statement, guidelines of selecting a supplier of raw materials and formulate rules for minimizing costs of production of a ground nut milling project.

Weaknesses - Some candidates:

- Mistook pre-operating expenses for operating expenses. Others prepared a projected Income Statement and mentioned current and fixed assets.
- Prepared a production plan/general budgets/listed pre-operating expenses instead of preparing a projected production cost statement.
- Gave steps involved in the purchasing process as guidelines for selecting a supplier.
- Stated measures for maintaining production machinery, tools and equipment as rules of minimizing production costs.

Advice to Teachers:

- Distinguish between the various types of costs related to business with relevant examples.
- Articulate aspects of a projected production cost statement
- Guide learners to relate theory to real life situations and apply the knowledge accordingly.
- Give learners similar exercises for revision and practice
- Encourage learners to apply the skills in question to their ongoing and future businesses.

Question 3.

It covered sources of recruitment of employees, induction programme, remuneration policy and strategies for retention of employees for a fish farming business.

Weaknesses

Many candidates:

- Misinterpreted sources as factors considered when recruiting employees eg. skills, experience, etc. while others gave methods of advertising.
- Prepared a programme for recruiting instead of induction programme.
- Prepared an organizational chart/a building structure/payroll/employee code of conduct instead of remuneration policy and employee retention strategies.

Advice to Teachers:

- Distinguish sources from methods of recruitment.
- Teach all programmes in Human Resource/personnel Management eg. Recruitment, training, interview, induction programmes, etc.
- Read, research, surf and discuss with other entrepreneurship teachers, etc. before teaching.
- Address all issues articulated in the question using different situational cases.

Question 4.

Tested candidates on client information form, terms and conditions in a credit purchase agreement, price current and debtor's payment voucher in relation to farm machinery and equipment business.

Weaknesses- some candidates:

- Designed a medical form/loan application form/credit note/Invoice instead of a client formation form for farmers.
- Gave conditions for borrowing /lending money not machinery & equipment.
- In the price current, failed to identify the relevant business products.
- Had no clue about a debtor's voucher.

Advice to Teachers:

- Teach both the theory and practical aspects of machinery and equipment as articulated in the syllabus.
- Address all issues identified in the question, particularly the weaknesses.

Question 5.

Asked candidates to prepare a cash flow statement based on given data and comment on the cash balance for the period. Many candidates misinterpreted the net cash positon and described it as profit/losses instead of surplus/deficit. Teachers should clarify the mentioned issues and expose learners to similar exercises for practice and discussion.

Question 6.

It was the least attempted question and most poorly done. Most candidates failed to compute VAT, PAYE and had little knowledge about tax-compliance and non-tax compliance. Teachers should expose learners to taxation early enough, discuss the theory and computation aspects, and give learners exercises/tests/assignments for group discussion, revision and practice.

P230/3 ENTREPRENEURSHIP EDUCATION

The paper had three Sections; A, B and C. Section A was a case study, Section B covered questions on School Business Club and Section C questions were on Field Attachment /Field Trip. The performance was similar to that of 2015.

Question Analysis

Question 1.

It was a compulsory case study that required:

(a) Factors that influenced the start of a poultry project. Few candidates presented challenges instead of the factors. Teachers should help learners distinguish factors from challenges.
(b) Advice on strategies for minimizing losses in the business. Some candidates gave marketing strategies and ways of improving quality. Teachers should discuss the strategies of minimizing losses in the case study with learners.
(c) Measures of withstanding competition. It was well done.
(d) Benefits of the business to the surrounding area. Some candidates gave ways of withstanding competition while others gave general benefits not related to the case study. Teachers should guide learners to answer questions in relation to the case study.
(e) Suggest types of records kept by the business. Most candidates mentioned documents used in trade and record books. Teach the types of records kept by businesses.

SECTION B: School Business Club

Question 2.

(a) It was popular. Few candidates failed to describe the project satisfactorily. Teach learners the aspects that should be mentioned in the description of a business.
(b) Some candidates wrote steps involved in the business startup process instead of the entrepreneurship activities.
Teachers should involve learners in the running of the school business project activities.
(c) Many learners gave ways of carrying out customer care instead of business ethics. Differentiate between the mentioned aspects with examples.
(d) Many candidates confused forms of written communication with types of communication and media of advertising.
Teachers should address and clarify the differences of between forms, types and media in question.
(e) Covered challenges and measures undertaken in the business. Majority answered it satisfactorily. The confusion between problems and challenges should be clarified to learners.

Question 3.

Was popular. It required candidates to:

(a) Give the general description of the business as in 2 (a) above.
(b) State the goals of the business. Goals given were not 'SMART': emphasize Specific, Measureable, Achievable, Realistic and Time-bound goals.
(c) Explain significance of the action plan in implementation of the business. Majority gave the importance of the business plan. Teachers should guide learners to different between the mentioned plans and discuss in depth the role of each plan in a business.
(d) Give factors considered when selecting sales promotion strategies, and benefits of sales promotion to a business. Many candidates' responses lacked evidence. Teach learners to back their points with relevant examples.

(e) Describe measures of cash flow control in the business. Cash flow was confused with cash management. Clearly differentiate controls to cash flow and ways of managing cash.

SECTION C: FIELD ATTACHMENT /FIELD TRIP

Question 4.

Required candidates to base their answers on field attachment trip.

(a) Describe negotiation skills. Was unpopular and poorly done. Candidates confused the skills with principles of negotiation.
Teachers should teach the topic comprehensively and clarify the distinction between, negotiations skills, attributes and principles.

(b) State social cultural factors that influence the entrepreneur's choice of the business opportunity. Many candidates gave demographic factors.
Teachers should discuss the different types of environmental factors in depths.

(c) Explain measures for maintaining the quality of the purchases for the business. Majority gave ways of producing quality products. Teachers should address the issues mentioned with clear examples.

(d) Mention techniques for effective time management. Some candidates gave ways of promoting discipline. Teachers should endeavor to distinguish the techniques of time management from ways of managing disciplines.

(e) List the financial statements and purpose of each. Some candidate stated source documents while others gave subsidiary books and financial statements using illustrations and relevant examples in context. Use the School Business Projects laboratory for illustrations.

Question 5.

Candidates were to use knowledge and skills acquired from any field trip to:

(a) Name the type of business visited and state the objectives of the field visit. Majority named the types of business correctly but presented the objectives of the business instead of the field visit. Learners should be taught the differences between business and field trip objectives.

(b) Explain factors that influenced the layout of the business. Majority gave factors for location of the business.

(c) Mention measures for ensuring production of quality products. Points presented lacked evidence. Emphasise the need for evidence to support points given.

(d) Describe documents used in the purchasing process. No candidates answered the question. Teach the topic and encourage learners to use the relevant documents in purchasing process.

(e) List indicators of success in a business. Though this is S1 work, many candidates' responses were poorly phrased. Teach learners how to state/describe indicators.

P235/1 I.R.E. THE HOLY QUR`ĀN

The paper comprises of twelve questions. Candidates choose any four questions and answer them in 2½ hours.

Question by Question Analysis

Question 1.

Candidates were required to explain the process through which the Qur`ān was compiled. It was a popular question but not well answered. Some candidates gave reasons for, instead of the process of compilation of the Qur`ān. Others (majority) lacked content.

Question 2.

This was a very popular question to the candidates. Basing on the Qur`ān itself, (Q15:9), they were required to explain the way the Qur`ān has retained its authenticity. Majority of the candidates who attempted it instead answered why the Qur`ān is authentic. Scores were low.

Question 3.

It was another very popular question, and candidates basing on the Qur`ān, very ably explained the punishments Allah gave to wrong documents in the past. They further competently gave lessons man learns from these punishments. They highly scored.

Question 4.

In this question, candidates were asked to discuss Qur`ānic teachings on life after death. It was not very popular but was very well answered.

Question 5.

Examine the Qur`ānic teachings on Brotherhood. What is the significance of this brotherhood? Quite a number of candidates attempted it but only averagely passed it.

Question 6.

Candidates were required to explain the features of Islamic dress and adornment, basing on Qur`ān 24:31. It was a popular and well answered question.

Question 7.

This question called for a discussion of the Qur`ānic teachings on the importance of paying Zakah. Candidates were also required to explain the categories of people that qualify to receive of the Zakah. It was fairly popular and only averagely well answered. Candidates did not adequately explain their points.

Question 8.

The question required candidates to examine Qur`ānic teachings on weights and measurements, and explain the benefits of adhering to the proper weights and measurements. It was an unpopular question and not well answered. Some candidates discussed business transactions and others. Ribah. Teachers are urged to clearly define the meaning of weights and measurements to their learners.

Question 9.

Discuss the Qur`ānic teachings on leadership. Under what circumstances may a Muslim leader be dismissed? This was one of the least attempted questions. The few who attempted it scored barely averagely. They had inadequate facts.

Question 10.

This was another very unpopular question. However, the few who attempted it answered it averagely well.

Question 11.

This was one of the most popular questions. The candidates very well examined the contents of Surat tin (95). They also adequately advanced lessons that Muslims learn from this Surah.

Question 12.

The circumstances under which Surat Ikhlas was revealed were ably presented by the candidates. The candidates further competently explained the contents of this Surah. It was a very popular and very well answered question.

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

The paper consists of two sections i.e. Section A, Hadith (Traditions of the prophet) and Section B Fiqh (Practice) with questions from 1 – 12.

SECTION A

Question 1.

a) Explain the factors that hindered the collection of Hadith by the companions.
b) Why did the compilation of Hadith become common during the period of the Tabicenis followers?

It was a standard and popular question most candidates attempted it and passed it.

Question 2.

Assess the contribution of Imam Muslim to the development of the science of Hadith.

It was a standard and popular question. An average number of candidates attempted it and it was averagely passed. The weakness with some candidates was mixing facts of different compilers and attributing them to Imam Muslim.

Question 3.

Examine the contribution of Imam Ibn Majah and the development of Hadith compilation.

It was a standard question but not popular. A few candidates attempted it. Out of those who attempted it majority did not pass well. Most of them lacked adequate content about the question.

Question 4.

Discuss the factors that led to the fabrication of Hadith.

It was one of the most popular questions. Majority of the candidates attempted it, interpreted it well and passed it. What lacked was adequate explanation of the answers given.

Question 5.

a) Analyze the circumstances under which a Hadith can be removed from the Sahih category.
b) Why is it necessary to evaluate Hadith?
It was a standard question but not popular. Part (a) of the question was interpreted well by majority of those who attempted it. However, part (b) of the question was not well understood by some candidates. In fact even a few who interpreted it well, lacked adequate knowledge required for the question.

Question 6.

a) Explain the circumstances under which a Hadith is classified as Nabawi.
b) What is the significance of this classification?
It was also a standard question but not popular especially sub section (b) of the question. A few candidates attempted it but still part (b) of the question was not adequately answered because adequate content of the answer to the question lacked. A few passed it with scores ranging between 10 – 15.

SECTION B

Question 7.

Assess the contribution of the companions of the prophet to the development of Islamic law.

It was a little puzzling because of the action verb used. The action verb demanded an element of judgment, looking at the strength and weaknesses of the companions of the prophet, yet in the coverage of this area candidates are taught that these companions were rightly guided and therefore never attracted criticism.

Question 8.

The Qur`ān is the basis of all other sources of law. Justify this statement.

It was a standard and unpopular question. A few candidates attempted it and majority of them did not interpret it well. Teachers should help the students to develop skills of question interpretation. It appears as if candidates were taught only Qur`ān and Hadith as sources of Islamic law.

Question 9.

Compare the features of Halal and Haram acts.

It was a standard and popular question. However, majority of those who attempted it never emphasized features of the acts as required by the question and instead concentrated on examples.

Question 10.

a) Give the biography of Imaam Ahmad bin Hanbal.
b) Explain his views of Islamic law.

Part (a) of the question was clear although some candidates responded by mixing up some facts. But part (b) of the question confused the candidates. A few candidates who attempted the question scored only averagely.

Question 11.

a) Account for the prohibition of Zina in Islam.
b) Examine the measures put in place by Islam to guard society against Zina.

It was a standard and popular question. Majority of the students attempted the question, interpreted it well and even passed it well.

Question 12.

Discuss the challenges of application of sharia in Egypt.

It was a standard question but not popular. A few candidates attempted it and did not perform well. The major challenge was that most candidates lacked adequate and appropriate content on the question.

The general performance in this paper of UACE 2016 (compared to that of 2015) improved slightly.

However, some weaknesses such as interpretation of the question, inadequate content on the question, poor presentation and lack of adequate contemporary knowledge required on some question e.g. question 12.

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

The paper covered all the aspects of the syllabus of 'A' level. It was valid and suitable for 'A' level candidates. The questions set were clear, understandable and the language used was simple. The paper was fair to the candidates. Most of the candidates were able to answer the required four questions and passed them fairly well. The 2½ hours that were allocated to the paper were adequate. Most of the candidates were able to answer the required number of questions.

Analysis of questions

Question 1.

The candidates were unable to analyze the social structure of the pre-Islamic Arabia in part (a). They totally did not have the content and candidates who attempted it raised inadequate points. Likewise in part (b) of the question, candidates did not bring out well how the social structure on pre Islamic Arabia came into existence. The candidates lacked the required content.

Question 2.

This question was popular and had two parts (a) and (b). The candidates were able to give the types of persecutions that the prophet and Muslim community experienced in Mecca. Likewise, part (b) was well attempted. Candidates ably brought out the response of the prophet and Muslim community to the persecutions. The scores were good.

Question 3.

This question was about a transition from orthodox to dynastic rule in Islam under the caliphate of Ali Bin Abu Talib. The candidates were unable to interpret it very well. Most of the candidates failed to justify the fact that Ali bin Talib's caliphate was a transition from Orthodox to dynastic rule in Islam. It was a rather unpopular and not well answered question.

Question 4.

This question called for the features that distinguish Umayyad from Orthodox caliphates. It was a direct question and well interpreted. It was a popular number and candidates had good scores.

Question 5.

In this question candidates were required to show the extent to which Abdul Malik can be regarded as the second founder of the Umayyad dynasty. It was a clear question and very well interpreted. It was a popular and well answered question.

Question 6.

This question required of candidates the contribution of Al-Mamun to the intellectual development of the Muslims during the Abbasid caliphate. It was clear and popular. Some of those who answered it gave the intellectual life but others gave all the contributions of Al-Mamun on economic, social, political and religious aspects instead of education or science only. It was quite well answered.

Question 7.

This question called for an analysis of the factors that led to the downfall of the Abbasid caliphate. It was direct and very clear and therefore very popular. It was well answered by the candidates.

Question 8.

Candidates were required to discuss the strategies that brought the Fatimids to power but also the same strategies let them down. The candidates were unable to interpret it and the few who attempted it scored low marks. It was unpopular.

Question 9.

This question consisted of two parts, (a) and part (b). Part (a) of the question was well answered. The candidates were able to give the causes of the collapse of the Fatimid dynasty. However, the candidates were unable to give answers to part (b). They did not have content on the consequences of its collapse. It was otherwise a very popular question

Question 10.

An analysis of the objectives of launching the Crusade movement during the 11th and 13th centuries was required of the candidates in this question. The candidates were able to give and analyze the objectives. It was a very popular question and was well answered.

Question 11.

This was a popular question. It called for a discussion of the factors that favoured the rise of the Ottomans to power. It was a direct question and was well answered by candidates.

Question 12.

This question was very popular and required the external and internal factors that were responsible for the decline of the Ottoman Empire. It was a direct question and candidates were able to interpret it and answered it very well.

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

The paper very well brought out the aims and objectives of the syllabus, covering the important aspects. The questions were clearly phrased and had no errors in them. There were no questions that advantaged any particular category of candidates. The time allocated was adequate.

This year's paper was comparable with the one of 2015. The quality of candidates' work and their scores too were more or less the same as last year's (2015).

Analysis of questions

Question 1.

Candidates were required to discuss the conditions in Arabia in the 8th Century, which led to the coming of Arabs to the East African coast. But also the conditions at the coast that attracted the Arabs. The question was popular. However, many of those who attempted it did not distinguish between the conditions in Arabia and those at the coast of East Africa. Others simply mixed them up and even others simply wrote whatever they knew about factors for the coming of Arabs to the East African Coast.

Question 2.

The question required candidates to analyze the conditions at the East African Coast which favoured the first Arab settlers. It was popular and well answered. However, some candidates included the conditions in Arabia which forces the Arabs to come to the East African Coast. Teachers are urged to distinguish between the Push and Pull factors.

Question 3.

This was another popular question. It required candidates to explain the delayed penetration of Islam to the interior of Kenya, from the East African Coast. Most of the candidates who attempted it concentrated on factors at the East African Coast, clearly exhibiting lack of knowledge of what existed in Kenya. Scores were barely average. Teachers are encouraged to avail learners with facts of Islam in Kenya and the conditions in Kenya before the introduction of Islam.

Question 4.

The question required candidates to account for the dominance of Islamic influence along the East African Coast. It was very popular, however, not well answered. Some candidates gave effects of Arab settlement at the Coast while others gave factors for the coming of Arabs at the Coast. Teachers are encouraged to help learners acquire skills of proper interpretation of questions.

Question 5.

This was an unpopular question. Candidates were expected to examine the contribution of Sheikh Al-Amin-Al-Mazrui and Muhammad Nabongo to the spread of Islam in Kenya. Most of the candidates who attempted this question had/exhibited little knowledge/information about the two personalities but especially Sheikh Al-Amin Al-Mazrui.

Question 6.

In this question, the candidates were required to give both the positive and possibly negative contribution of the Nyamwezi to the spread of Islam in Tanzania. It was an unpopular question and rather poorly answered. Some candidates gave the positive contribution of the Nyamwezi and then other factors instead of the negative ones. Others gave examples from West Africa. There's need for teachers to hold discussions with learners and help them understand details of the syllabus.

Question 7.

Examining the religious beliefs of West Africans before the coming of Islam was the task in this question. It was one of the most popular and well answered questions. Nevertheless a few of those who attempted it concentrated on social rather than religious beliefs.

Question 8.

Candidates were required to give the positive and negative contribution of the Berbers to the spread of Islamic culture in West Africa.

It was a popular question. Some of the candidates gave the positive contribution of the Berbers and other factors which led to the spread of Islam.

Teachers should hold discussions with their students and help them appreciate such verbs like; assess, examine, analyse etc.

Question 9.

Candidates were expected to give the positive and negative contribution of Askia Muhammad Toure to the spread of Islam in West Africa. It was a popular question. Some candidates gave Askia's positive contribution and other factors, instead of the negative contribution of Askia Muhammad. Some candidates lacked facts about Askia Muhammad referring to him as a king in Mandinka while others indicated that he was from Mali.

Teachers should complete the syllabus to give candidates chance to have a variety of choice of questions.

They should also help the learners appreciate when to give positive and negative and when to give positive and other factors.

Question10(a) & (b)

(a) Candidates were required to give the origin of the Murabitun Movement in West Africa,

(b) contribution of the Murabutin movement to Islamic civilization in West Africa. It was un popular. Candidates had no facts about part (a) and part (b). Those who attempted it had very scanty information and scored less than 10 marks.

Question 11.

(a) Candidates were required to give the circumstances under which the Macina Jihad was launched. They were also supposed to give reasons for the success of Macina Jihad. The question was not popular, and candidates failed to describe the circumstances which led to the launching of Mucina Jihad. Instead they gave reasons in an outline form.

(b) In part (b) they had no problem.
Teacher guided discussions should be organized and teachers should complete the syllabus in time.

Question 12.

It was not a popular question and most of the candidates who attempted it gave the role of Samori Toure in the establishment of the Mandinka Empire without showing how he used Islam. The question was about the role of Islam in the establishment of this empire.

Teachers should help candidates to distinguish between I.R.E and History questions. This can be done by giving the Islamic version i.e. contribution of Islam to the establishment of different empires. Then part (b) required candidates to show the effects of Samori Toure's resistance against colonialism on the spread of Islam in West Africa.

This part was well answered. Candidates gave sufficient information on how Toure's resistance impacted the spread of Islam in West Africa.

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

The paper comprises 12 questions set from the 15 selected books of the Old Testament. Candidates were required to answer any four of the 12 questions in 2½ hours.

Question by Question Analysis

Question 1 (a)

This part of the question required candidates to bring out the relationship between the call of Abraham and the fall of man. The call of Abraham was the beginning of the process of solving the problems that had been caused by the fall of man. Man's need to be faithful, obedient and loving were reflected in Abraham.

Question 1 (b)

This question expected candidates to analyse the significance of Abraham's call to Christians today. The question was quite popular and fairly well handled.

Question 2.

In this question, candidates were asked to examine the impact of Moses' response to God's call on the people of Israel. They further had to suggest lessons Christians can learn from the call of Moses eg, from the event of the Burning Bush. It was popular but some candidates misinterpreted the question to mean why Moses resisted God's call. Candidates' performance was average.

Question 3.

The importance of offerings and sacrifices in the History of Israel was meant to be analysed in this question. Justifying the condemnation of the sacrifice offered in Israel, by the Old Testament prophets, was part of the task in the question. The question was not popular but the few who attempted it answered it well.

Question 4.

Candidates were, in this question, asked to discuss the teaching of blessings and curses on the children of Israel in Deuteronomy 28. What Christians should do to get blessings too, was required. It was based on the principle that obedience led to blessings and disobedience to curses.

It was a popular question but many of those who attempted it misinterpreted it. Some went even as far as saying that the reward of every good deed would be receiving children from God all the time.

Question 5.

The question called for a comment on the failures of King Saul in Israel; then the ways in which Christian political leaders should rule over their people. The weaknesses of King Saul as king were expected: Saul's disobedience to the Covenant laws; his taking up the sacrificing before the war against the philistines (usurping the Priest's roles); his blood thirst etc.

It was a popular question and fairly well answered. However, some of those who attempted it confused Saul's failures with those of Solomon, David and Ahab. Others in the second part of the question ignored the core of the question which was "Christian Political leaders".

Question 6.

Analyse the circumstances that led to King David to fall into sin. (2 Samuel II). What lessons can political leaders in Uganda learn from this incident?

The story of how David got into committing adultery with Bathsheba, Uriah's wife was expected. What happened before, leading to this sin, was expected. However, many candidates simply gave factors that made Kind David sin like Bathsheba's beauty, his greed etc. Lessons for political leaders were quite well handled.

Question 7.

In this question candidates were required to account for the contest on Mount Carmel. They were further expected to bring out the significance of the contents to the people of Israel. It was popular and competently answered.

Question 8.

The question called for why there was a conflict between prophet Amos and Chief Priest Amaziah (Amos 7:10-17).

Candidates were in the same question required to examine areas that may lead to conflict among religious leaders. Although it was not popular, those who attempted it answered it very well and scored highly.

Question 9.

This question asked candidates to examine, i.e. bring out the symbolic meaning of Prophet Isaiah's walking bare-footed and naked for three years. It also demanded for lessons that Christians today can learn from Prophet Isaiah's sign of nakedness. It was about King Hezekiah's plan/intention to make an unholy political alliance with Egypt against the King of Assyria.

Many candidates misinterpreted the question of bare footedness and nakedness to mean punishment of the prophet for Israel's sins. Lessons for Christians from this incident were not well handled either.

Question 10.

In part (a), candidates were required to analyse Jeremiah's sermon in the Temple. They were asked to examine the relevance of Jeremiah's sermon to Christians in Uganda today, in part (b). Very many candidates attempted this question. It came out clearly that it were the candidates who read their Bibles that performed very well in this question. Those who performed poorly exhibited total lack of Bible material.

Question 11.

Commenting on Ezekiel's vision of the Valley of dry bones and discussing its significance to Christians in Uganda today, were a popular task to candidates. Many performed well but a few exhibited inadequacy of Bible knowledge, hence scoring low.

Question 12.

Examining the purpose of the book of Job, and how Eliphaz reacted to Job's sufferings and complaints, constituted the task of the question. However, many candidates instead just gave the teachings. The scores were generally low.

Teachers are encouraged to help learners in question interpretation and approach. Learners must be encouraged to read the Bible as their No.1 textbook of C.R.E. Teachers and learners are urged to endeavor and complete the syllabus which will enable candidates handle questions comfortably.

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

The paper was a standard one with good syllabus coverage, and covered the aims and objectives. It was comparable with the previous year's paper. Quality of candidates' work, and their performance were a little better than the previous year's.

Question 1.

Assess the Oral tradition as a method of spreading the gospel during the Apostolic age.

This question was very popular. It required the candidates to give the advantages and disadvantages of the Oral Tradition as a method of spreading the gospel during the Apostolic age. A good number of candidates who interpreted it that way scored well. However, some candidates drifted to the activities of the Early Church. A good number of others gave the contents of the kerygma. Such candidates scored less marks and others scored zeros thus leading to poor performance.

Question 2.

"The end of the Oral Transmission of the Gospel was inevitable". Comment.

This question was attempted by many candidates. The question required candidates to give reasons why the Oral Transmission of the gospel came to an end. i.e. why it was necessary to write the gospel. However, there are reasons why the Oral Tradition continued for some time after writing the N.T e.g. eye witnesses did not all die at ago, sharp memories did not end at once, and illiteracy of masses also continued. So the Oral Tradition continued for some time.

Many candidates handled the question well, giving the reasons for writing the gospel. Some others remembered the however side, that the Oral Transmission of the Gospel continued for some time, giving the above reasons.

Yet another category of candidates agreed that it was inevitable and later said it was not inevitable, giving all the reasons why it took long to write the gospel. Such category of candidates did not fare well because they wrote few points on the wrong side i.e "it was not inevitable to end" .There is need for teachers to teach students how to handle questions of "inevitability".

Question 3. (a)

Explain the meaning of Jesus' baptism in the Gospel of Mark.

This question was also popular. The question required the candidates to give the importance or significance of Jesus' baptism according to Mark's Gospel. While some candidates fared well here, some others did not stick to Mark's Gospel. They opened the question to mean significance of Jesus' baptism in the Gospels. Others just gave importance of baptism without relating it to Jesus and Mark's Gospel. There is a great need for teachers in schools to encourage their students to read the Bible so that they don't confuse what is in Mark with what is in John or even other Gospels.

Question 3. (b)

Justify Baptism in the modern Church.

This demanded for an, explanation why baptism is practised in the modern Church. Also asked for the meaning/ importance/significance of baptism in the Church today. Candidates, who understood baptism in the N.T and what it stands for, answered it well. However, some candidates gave the system of baptizing in particular churches e.g in the Catholic Church they use water to baptize, in other churches they dip people into the river etc. this was wrong because the question only wanted why the Church baptizes its members.

Question 4.

(a) Examine the significance of Jesus' Triumphant entry into Jerusalem to His disciples and His enemies.

This question was unpopular. It required candidates to give the meaning of this entry into Jerusalem to His disciples and also His enemies. Candidates who attempted this question fared poorly.

Many changed the question to significance in Mark's Gospel, yet the question never specified which Gospel. Others just gave the significance of the triumphant entry into Jerusalem without limiting it to disciples and enemies. Many lacked Biblical knowledge i.e., did not know the story the way it was recorded in the Gospels. They produced general points even when they were irrelevant to His disciples and His enemies. This led to poor performance.

It is necessary for teachers teaching CRE (P245/2) to always use the Bible while teaching. Some candidates were reporting that it caused hostility between Jesus and His enemies in Mark, yet in Mark there is no conflict.

(b) What is the relevance of this incident to Church leaders in Uganda today?

The question above required candidates to analyze Jesus' entry into Jerusalem and draw lessons that Church leaders learn from this incident. So the candidates should have suggested what Church leaders in Uganda should do relating it with Jesus' conduct/behavior, the way He did His things etc. e.g Church leaders should receive respect and honor from their followers but with humility.

Many candidates just wrote what Church leaders in Uganda are doing and not relating it to the Triumphant entry. In such a case for relevance and lessons, candidates should use suggestive language. Let teachers in schools, for application, teach lessons and relevance and approach to be used e.g Christians should or are encouraged or are called upon…. Here the responses of candidates are suggestive.

Question 5.

(a) "Without Jesus' resurrection the Christians would have no message to preach". Discuss.

The question was attempted by many candidates. Performance was just fair. Candidates were expected to come out with points on the significance of Jesus' resurrection to Christians without which Christians would have nothing to talk about. The question simply demanded for the importance of Jesus' resurrection.

However, some candidates created another side of the question which was not there. The question was one sided i.e "without Jesus' resurrection Christians would have no message to preach"

Some candidates created the however side, that Christians would have something to preach e.g that He was the son of God, He was the Messiah but these points are on the first side of the question i.e that He resurrected, Christians have what to preach.

(b) What evidence does Mark give to prove that Jesus resurrected?

This part demanded candidates using evidence in Mark, to show Jesus in society, preaching to people, making movements, those visiting the tomb and found it empty etc. i.e Jesus in life situations after His death.

Major weaknesses of candidates were those of covering all the Gospels presenting Jesus in life situations after His resurrection. e.g appeared to Thomas who doubted, but this is not in Mark, it is in John. Teachers should encourage their students to use the Bible and know what is in Mark or John and other gospels if need be (for general questions cutting across all gospels).

Question 6.

(a) Analyze the circumstances under which Jesus turned water into wine.

This question was popular. It required candidates to know the story of Jesus changing water into wine.

The weakness of some candidates was failure to grasp the story and instead discussing the story of Jesus feeding 5000 people and there was food left. Others were telling the story to Cana. Worse still some candidates gave reasons why Jesus changed water into wine. Steady candidates narrated the story in John 2 from the beginning up to the end pointing out clearly the circumstances under which Jesus changed water into wine. Teachers should emphasize reading of the Bible.

(b) What did this sign signify?

This part was well handled by many candidates. Simple tasks were required from candidates. It demanded what the sign meant or why it was important or, the significance of the sign.

However, some candidates drifted to the lessons modern Christians learn from the sign because it was in part (b) of the question. Teachers are advised to tell their students that not every question in (b) calls for the lessons or relevance. Questions of "importance ", "significance" or the meaning "can also come in part (b) of the question and will be treated as if it was in (a).

Question 7. (a**)**

In the healing at the pool (Jn5:1-15) John describes the restoration of an invalid who had suffered for 38 years.

a) Explain the significance of this sign.

The question was just fairly popular. Candidates were expected to come out with points of significance/ importance/meaning. The weakness of some candidates is that they could not realize that this man who had suffered for such long time was only talked about in John. Some confused him with the story in Mark 8:22-26. (The cure of the blind man of Bethsaida). Let the students get familiar with Bible texts, by acquiring and regularly reading the Bible (an ordinary Bible costs only 25,000/= - 30,000).

Question 7. (b)

Why did the man's healing raise concern among the Jews.

Candidates were required only to discuss why this particular sign raised concern among /conflict with the Pharisees. Points were supposed to be got from this story.

The major weakness of candidates was discussing all the causes of the conflict between Jesus and his opponents, even when the points of conflict were coming from other chapters of the Gospel and some others even giving points from other Gospels rather than John. This wrong approach used, made many candidates perform badly.

Question 8.

"I Am the good Shepherd....." John 10:14, Analyze the meaning of this statement.

This is a block question and candidates had to raise 25 points (for 25 marks). The question was a popular one. Candidates had to use the whole teaching on " I Am the good Shepherd". Points were not limited to verse 14 only. Candidates had to use the whole teaching on good shepherd as recorded in Chapter 10.

The candidates' weakness was raising few points yet the question was a block one. Others gave points on a good shepherd not raised by John in the Gospel, but using their own experiences from shepherds in their homes. e.g waking up early to milk, to tie the cows so that they do not destroy gardens. Such candidates lacked Biblical knowledge on Jesus' claim as a good shepherd. The teaching / points are got from the text itself.

Question 9 (a)

Account for the divisions among the Christians in the Corinthian Church.

This question was not popular. It required candidates to give the causes of divisions in the Corinthian Church. Divisions in the Corinthian Church covered (i) splinter groups- I follow Peter, others Paul, others Apollos and others Jesus.

(ii) Divisions on the celebration of the Lord's Supper.

(iii) Divisions due to spiritual gifts.

With each category of division, candidates were expected to give causes of the particular division.

The major weakness of candidates was that of pointing out whatever Paul talked about in that letter as a division. E.g. food offered to idols, marriage issues, sexual immorality etc. still others talked about splinter groups, ignoring other divisions. This led to poor performance in this question.

Question 9(b)

What factors have contributed to the formation of sects in the Church today?

This question demanded of candidates why some churches are breaking away from traditional churches or even new churches breaking away from other churches and new leaders coming up with new churches and new churches mushrooming in many parts of the country. The causes being: social, economic, political, foreign influence etc.

While part (a) was a problem to many, part (b) was well understood. Even candidates raised good points of Synthetic Handling, by giving relevant examples of such churches and, under which leaders in Uganda today.

Question 10 (a)

In what ways were the Judaisers an obstacle to Paul's efforts in the Galatian Church?

The question was unpopular. But candidates who attempted it got good scores. The question asked candidates to point out areas where Judaisers made Paul's work in Galatia a bit difficult.

Areas where Paul was accused had to come out strongly. Any lie told against Paul was relevant to the question even the truth revealed about Paul's background and how this was utilized to decampaign Paul was also the area of concern. e.g, that he had persecuted the Church, as one of the 12 apostles, had been fanatic follower of the Jewish law and now turning against it etc, etc.

No major weakness of the candidates was seen as the question was unpopular and only those who knew the demands of the question attempted it.

Question 10(b)

Analyze the way Paul responded to the Judaisers.

The question required candidates to present Paul's defense on all the accusations. For every accusation raised by Judaisers in 10(a) Paul got a defense in 10(b) Also Paul used general points in defense to make his position very strong e.g . he would not be persecuted if he was teaching that the law and circumcision were the basis for salvation , the scars he had on his body were a proof that he was an Apostle of Jesus etc. as in (a) there were no common errors of candidates because the few who chose the question knew it.

Question 11 (a)

Examine James 'teaching on prayer in his letter.

The question was popular. Those who had prepared well passed with good marks. The question required candidates to present James' teaching on prayer James 5:13... There are specific points James raised on prayer.

However, some candidates gave all they knew about prayer in the life of a modern Christian. These general points were irrelevant to the question. James had specific points on prayer. Pray for the sick and anoint them with oil, referring to Elijah who prayed that rain should not come and for 3 ½ years there was no rain and he had prayed that rain comes and it came etc. Other candidates drifted into James' teaching on patience, normally a question on prayer goes with patience but this time round the (2016) question was on prayer alone.

There were signs that candidates do not read the Bible. All points on prayer are in the text, but candidates failed to get them. Let teachers of paper 2 use the Bible as the key text book and avoid pamphlets.

Question 11(b)

What is the importance of prayer to Christians today?

This question demanded proper application of knowledge. As Christians, importance of prayer comes from several teachings in the Bible, e.g Jesus taught on prayer, great prayer in John 17. In the OT, people prayed to God and effects were seen. James' teaching on prayer with great effect e.g the sick getting healed through prayer, rain was got. So a candidate who applied knowledge would get all the points right.

Major weakness of candidates was using prayer to get what they want from God and they list things which would fall on one point e.g through prayer a Christian gets food, what to drink, what to put on, good marriage partners, get cars, get phones, and one would find the candidate is producing one point i.e getting material things from God through prayer.

Question 12. (a)

Analyze 1Peter's teaching about suffering in Christian life.

The question was popular. Many candidates knew peter's teaching on suffering. The question just demanded what Peter teaches or how he sees suffering from a Christian point of view. He saw suffering as something that was not going to end soon. So Christians had to stand firm, be patient, etc. Candidates handled this part well; they even gave Jesus' example.

Question 12(b)

Discuss the consequences of suffering in Christian life today.

The question demanded for the effects of suffering in Christian life. Effects are both positive and negative. This is similar to effects of persecution during the Apostolic age. Candidates were to give Christian benefits of suffering, e.g increases ones faith, commitment to prayer etc. but also has negative effects e.g. backsliding leads to death, one may curse God, see it as a punishment. Etc.

The major weakness of candidates was that many saw nothing positive in suffering. They only gave negative effects and missed points on positive side.

P245/3 C.R.E. CHRISTIANITY IN THE EAST AFRICAN ENVIRONMENT
Question 1(a)

All African ways of life were religious. Justify this statement.

It was a popular question, and candidates were expected to show how African religion was found in all aspects of human life, i.e social life, economic and political life, i.e indicate how whatever Africans did had some religious implication.

Whereas majority of candidates got this interpretation right, a few related the African life to Christianity showing how Africans were good Christians/religious.

Teachers need to train students on proper questions' study and thus interpretation.

Question 1 (b)

Comment on different ways in which the early missionaries misunderstood African ways of life.

Required candidates to show misconceptions and areas of opposition missionaries had on African culture(s).

Candidates expressed understanding of the question but majority had few ideas to present.

Teachers should train learners to learn to generate many ideas since in P245/3, each idea goes for one mark, save for SH's.

Question 2 (a)

Analyse the importance of the extended family in Traditional African Society?

This was a very popular question that required candidates to give the strength of extended families in traditional Africa; the advantages. Candidates had the right interpretation of this question and good responses, scoring high.

In any examination, teachers should train learners to always maximize their chances on questions they are familiar with, just like candidates ought to do the same.

Question 2 (b)

What was the importance of birth rituals among traditional Africans?

Candidates were expected to give the good reasons why traditional Africans performed and celebrated birth with various rituals.

Some instead gave reasons/importance of giving birth, indicating poor question mastery and interpretation.

Candidates ought to be confident and stable in exams to provide for proper mastery of questions and right interpretation of questions.

Question 3 (a)

Marriage was highly valued in Traditional African Society. Justify this statement.

A very popular question which challenged candidates to give the importance/strength of marriage in Traditional African Society.

Candidates had a correct interpretation and response to the questions, scoring highly.

Question 3 (b)

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

Candidates were expected to show the positive role children played in marriage in traditional Africa, which indeed majority of candidates managed to do right, registering good scores in the question.

Question 4 (a)

Account for the growth of interest in overseas missionary movement in Europe and America during the 19th century?

It was a popular question and required candidates to give reasons for Christian Missionary interest in East Africa during the 19th century.

Majority of the candidates interpreted the question correctly save for a few who misunderstood the question, giving reasons why some missionaries went back to Europe and America.

Candidates ought to provide for adequate time to question interpretation to avoid misfiring.

Question 4(b)

What was the Christian Missionaries' reaction to slave trading and slavery in East Africa?

Candidates needed to show how Christian missionaries responded to the challenge of slave trading and slavery. Majority of the candidates who attempted it did so well while a few concentrated on ex-slaves rehabilitation efforts, kind of closing up the question.

Question 5.

Account for the Martyrdom of Christian converts at Namugongo in Uganda at the close of the 19th Century.

This question was not popular; challenged candidates to give reasons for the killing of Uganda Martyrs.

Candidates interpreted the question correctly but majority were short of ideas. Some of them repeated a particular idea using different words, thus registering low scores in the question.

Candidates should provide time for mastery of content and avoid tricking examiners by way of repeating same answers.

Question 6.

To what extent did colonial administration accelerate the spread of Christianity in East Africa?

This was a popular question. It required candidates to show the role of colonialism, in the spread of Christianity in the E.A and also present the role played by other factors in the spread of the Church in E.A.

While many had the correct interpretation of the question, some assessed colonialism, giving the positive and the negative roles.

Teachers need to train candidates on proper interpretation of question instructions. Teachers may as well seek for guidance from their seniors.

Question 7.

Assess the contribution of Christianity to the life of the East Africans in the 21st Century.

It was a popular question and required candidates to give the positive and negative roles of Christianity today.

The majority of candidates who attempted it misinterpreted it for Christian missionaries in the 19th Century.

Candidates should be trained to answer questions set, not what they imagine, and respect proper/right interpretation of questions. Advise the candidates to go through the question at least twice.

Question 8.

(a) Analyse the role played by the Church in the decolonization process of East Africa.
(b) How is the Church contributing to the democratization process in Uganda today?

This question was not popular. Part (a) required candidates to show the role the Church played during the struggle for independence in East Africa.

Some candidates indeed tried to answer the question right while others instead presented the role of the Church in the Colonisation of EA, indicating a lack of understanding of the word decolonization.

Teachers need to cover the syllabus as they prepare candidates for national Exams.

Part (b) was well approached and answered by candidates, presenting proper application of knowledge.

Question 9.

(a) Explain the teaching of Hinduism,
(b) Why has Hinduism not had much impact on the people of East African.

The Question was not popular, part (a) required candidates pointing out teachings of Hindu faith, but majority misunderstood it giving the general features/characteristics of Hinduism.

Candidates exhibited lack of knowledge of the teachings, pointing to a likely lack of syllabus coverage by teachers, and spot-teaching.

It was clear in part (b) that usage of general knowledge and creativity helped candidates raise better scores.

Question 10.

(a) Account for the rise of Independent Churches in East Africa.

 (b) What are the characteristics of Independent Churches?

Required candidates to give reasons for the emergence of Independent Churches in East Africa, while part (b) needed them to give the features of Independent Churches.

It was a popular question that was well interpreted by candidates, and well answered with good scores.

Candidates are encouraged to always go for such straight forward questions to avoid misunderstanding of questions and misfiring.

Question 11

(a) Explain the origins of the East African Revival Movement (Abalokole).
(b) How has the Revival Movement contributed to the spread of Christianity today?

This was not a popular question. It required candidates to narrate the birth and early spread of the Revival Movement in East African, and show how this movement has boosted the spread of the Church in Society today.

Candidates exhibited a total lack of knowledge on the birth and spread of Revivalism in East Africa, with many giving reasons for the birth of Revivalism in East Africa. Meanwhile, part (b) was well answered and passed.

Teachers are encouraged to teach content on different topics in its wholesomeness, to help learners have proper mastery of various topics and general content of the paper.

Question 12.

(a) Analyse the contribution of the Uganda Joint Christian Council to development.
(b) What have been the challenges to the Council in its work?

This question was not popular. It required of candidates to give the role played by UJCC in social, political and economic development of Uganda and the limitation to its work in Uganda.

Candidates had the proper interpretation of the question but lacked out on adequate knowledge and content thus generating few ideas and at times very irrelevant ideas.

There is need for syllabus coverage by teachers to prepare candidates for exams. Candidates ought to carry out research to complement on the efforts of their Teachers.

P245/4 C.R.E. CHRISTIAN APPROACHES TO SOCIAL AND ETHICAL ISSUES
General Observation

The paper covered all the objectives, the dimensions, and aspects handled at Advanced level. As regards the standard and level of difficulty, the 2016 paper was fairer than that of 2015, and it was a standard paper.

Question Analysis

Question 1 (a)

Account for the rampant cases of pre-marital sex in Uganda today.

This demanded for the causes of sex before marriage and it was well interpreted though some candidates took it for adultery.

Question 1(b)

In what ways can the Church fight sex abuses in Uganda today?

This demanded for the role of the Church, and majority tried it out. Some however just advised the sex deviants how they can behave before and after sex abuse.

Question 2 (a)

Discuss the different forms of sex deviation.

This question required candidates to give the different ways in which sex is abused and it was well done.

Question 2 (b)

What are Biblical teachings concerning sex deviations?

It required the candidates to give different teachings on sex abuse; this challenged many who gave incidents of sex abuse and the general Biblical teaching on the value of sex.

Question 3 (a)

Account for the high rate of concubinage in society today.

It required the candidates to give the reasons why some men who are officially married engage in sexual relationships with other women. It was however mistaken as polygamy by majority of the candidates.

Question 3 (b)

In what ways does concubinage deviate from Christian Understanding of marriage?

This was a comparison question which needed one to bring out the contradiction between the Christian teaching and concubinage as regards marriage. Some candidates however, praised concubinage visa-vis Christian marriage while others just gave the teaching of marriage in the Bible.

Question 4 (a)

Examine the shortcomings of the Women's Liberation struggle in Uganda today.

This called for the negative effects of Women Liberation struggles. Some of the candidates however gave it as effects of polygamy.

Question 4 (b)

Explain the ways in which the Church can help to address the above problem.

This demanded for the role of the Church in solving the problems created in families due to Women Liberation struggle. It was fairly done apart from those who just referred to Biblical teachings on family.

Question 5(a)

Analyse the different ways in which many workers are exploited in Uganda today.

It needed one to give the ways in which employers exploit employees. It was fairly understood apart from some who gave reasons for exploitations.

Question 5 (b)

Explain the Biblical teaching about work.

The question required the presentation of what the Bible teaches about work but some candidates just sited the personalities who worked in the Bible eg. Moses, Abraham, David etc.

Question 6 (a)

Doctors in Kericho National Referral Hospital one time decided and went on a two-week-sit-down strike over low salaries. Evaluate the Doctors' decision basing on Medical and Christian Ethics.

The question demanded for the analysis of how the strike contradicts the Christian and medical ethics as regards the value of work as a service.

It was quite unpopular; those who tried it just gave the general medical ethics, with no reference to the strike.

Question 6 (b)

Examine reasons people give to justify strikes.

Justifications for strikes/conditions were required but majority gave causes of strikes.

Question 7 (a)

Examine the traditional African understanding of leisure.

Some candidates just gave activities engaged in without the general understanding or significance of those activities.

Question 7 (b)

Comment on the ways a Christian can enjoy leisure time even without money. This was very popular but candidates answered it in an outlined form.

Question 8 (a)

Account for the economic imbalance between the Western and Third world countries.

There was need for the comparisons of the factors that bring about the imbalances in the two types of countries. Some of those who attempted it failed to contrast and just outlined what makes the Western countries develop more than the rest.

Question 8 (b)

What role can the Church play to reduce inequality between the rich and the poor?

This was fairly well done.

Question 9 (a)

To what extent can the common occurrence of mob-justice be blamed on the weaknesses of the courts of law?

It was a two sided question but some just gave causes of mob justice not relating to courts of law.

Question 9 (b)

What is the Christian view of punishment?

Some candidates just outlined different incidents and personalities who were punished in the Bible; others gave significance of punishment instead of the view on punishment.

Question 10 (a)

Examine the reasons for upholding capital punishment in some countries today.

This was fairly well done.

Question 10 (b)

Discuss the Christian view of capital Punishment.

There was shallow knowledge on Christian stand on capital punishment.

Question 11 (a)

"Politics and religion cannot be separated". Discuss.

It required the harmonious relationship between politics and religion. The candidates however just gave the Christian involvement in politics. This seems to have been due to cram work.

Question 12 (a)

Analyse the factors that have forced some people to become refugees.

Some candidates took the refugee problem as mere movement/shifting from one area to another (rural-urban migration) and even pastoralism.

Question 12 (b)

As a Christian, examine the ways in which the problem of refugees can be reduced.

It required the Christian role in reducing the refugee problem but students gave the ways in which problems faced by refugees can be solved to become comfortable without curbing the problem.

P250/1 GEOGRAPHY

General performance was slightly better than that of 2015.

Question 1.

Map work question – required candidates to identify man-made feature, state grid reference, draw a relief section, outline functions of Masindi town, describe relief and the relationship between relief and drainage.

It was well done. However, some candidates failed to accurately draw the relief section and use the evidence from the map extract to give functions of Masindi town. Teachers should give candidates regular practice on map work.

Question 2.

Compulsory photographic interpretation question. Candidates were to draw a sketch and label some features and other major land uses on the photo; explain the process for the formation of waterfalls, describe the relationship between drainage and land use. Candidates displayed poor sketching skills and many had limited knowledge on the process of formation of waterfalls. Teachers should thoroughly teach candidates the process of formation of waterfalls.

Question 3.

Candidates were required to examine the extent to which faulting led to formation of relief land forms in East Africa. Very popular question. But some candidates did not clearly show the contribution of other factors to formation of relief features. Teachers should thoroughly guide learners on how to handle opinion questions requiring candidates to use discussion skills.

Question 4.

Asked candidates to explain the causes of mechanical weathering in East Africa. Unpopular question. Candidates confused physical with chemical weathering and many failed to use illustrations. Teachers should make a clear distinction between chemical and physical weathering and should use illustrations to explain how the weathering processes take place.

Question 5.

To distinguish between radial and dendritic drainage patterns and explain the influence of rock structure on the development of drainage patterns in East Africa. The question was unpopular. The few candidates who attempted it had scanty knowledge. Teachers should teach this topic more deeply and use examples as well as illustrations.

Question 6.

Candidates were required to explain the extent to which altitude influences climate in East Africa. A popular question, although many candidates could not show the influence of other factors. Teachers should cover the topic in detail and also guide candidates on question approach.

Question 7.

Required candidates to examine causes and effects of tropical cyclones. Not attempted by any candidate, a sign that teachers did not teach the topic. Teachers should cover all topics in the syllabus to avoid spotting/speculation.

Question 8.

To describe the characteristics of semi-desert vegetation and explain conditions that have favoured the distribution of the semi-desert vegetation in East Africa. Quite popular. However, teachers should use a variety of sources and encourage candidates to read widely.

P250/2 GEOGRAPHY (WORLD PROBLEMS AND DEVELOPMENT)

Candidate's performance was better than that of 2015, although some candidates still find difficulties writing their answers in essay form and tend to give brief outlines of points. So teachers need to train and develop candidates' skills of comprehensive answering of questions.

Question Analysis

Question 1.

Required candidates to draw a circular graph representing the farmers' calendar in Kikuyu – land. Outline merits and demerits of that statistical method, explain the relationship between rainfall and farming activities and suggest measures to improve farming activities in Kikuyu – land. Question was well done, although some candidates failed to super impose the activities on the graph. Many just placed the activities anywhere other than in the centre of the graph. Teachers should practically train their candidates on how to use the various statistical methods.

Question 2.

Part (a) required candidates to differentiate between intensive and extensive farming and (b) to account for the development of extensive farming either in Denmark or The Netherlands. Well done question, although many candidates' answers were so brief/not elaborate. Teachers should encourage candidates to write detailed or elaborate and clear answers.

Question 3.

Candidates in part (a) were required to account for the forest destruction either in the Congo basin or Amazon basin and in (b) explain the effects of deforestation on the environment in the selected country. It was a popular question although some candidates did not relate their answers to the selected country. Teachers should expose candidates to a number of case studies.

Question 4.

Candidates were to discuss the effect of low level of technology on the development of the fishing industry in the inland fresh waters of Africa. It was a popular question but some candidates did not know the difference between inland fresh water and marine fishing grounds and the fish species caught. Teachers should clarify the difference between marine and in land fresh water fishing and make use of case studies.

Question 5.

Required candidates to examine factors that have led to the growth of industries in either New England region of USA or the Manchuria region of China. It was a popular question, but many candidates gave general answers without referring to relevant industries and industrial centres. Many others confused New England with the North East USA region. Teachers should train candidates in techniques of answering questions.

Question 6.

Candidates were to describe conditions that favoured the development of the mining industry in either Liberia or Germany. Candidates knew the conditions that favoured the development of mining but failed to state the specific minerals and mining centres especially in Liberia. Answers were generalized. Teachers should handle this topic in detail.

Question 7.

(a) To distinguish between a site and hinterland of a port. (b) Account for the development of either Euro port or Hongkong as a port. Unpopular question and the few candidates who attempted it had scanty information, a sign that it was poorly taught. Teachers should handle this area more comprehensively.

Question 8.

Required candidates to examine the extent to which physical factors have contributed to the famine problem in Sub-Saharan Africa. Some candidates did not know the extent of the region in the question and wrote about countries outside the Maghreb/Sub-Saharan region. Teachers should emphasize question interpretation and comprehension to their candidates.

P250/3 GEOGRAPHY (UGANDA AND FIELDWORK)

The general performance was better than that of 2015. However, most of the candidates' responses reflected shallow knowledge in most areas of the syllabus.

Question 1.

Fieldwork question required candidates to state the topic, objectives, describe methods used, merits of the method and explain significance of the study in understanding the geography of the area. Popular question and well done, although some candidates confused the methods. Teachers should practically show how the different methods are used in field work.

Question 2.

Was on a fieldwork study conducted on a trading centre, requiring candidates to state the topic, objectives, activities carried out before the study, draw an annotated sketch map of the area, and describe factors that influenced the layout of the trading centre. Unpopular question and the few candidates who attempted it did not relate their responses to a trading centre. Some candidates could not draw the annotated sketch map of the area. Teachers should cover different aspects of fieldwork and train learners on drawing sketch maps.

Question 3.

Required candidates to account for either the formation of Lake Kyoga or Lake Katwe and to explain the contribution of lakes to the development of Uganda. Candidates gave general answers, lacking geographical facts and did not use illustrations. Teachers should cover physical geography in details.

Question 4.

To account for the development of the dairy industry and explain challenges facing the dairy industry in Uganda. Popular question, however, some candidates did not back up their answers with examples of dairy farms and others gave generalized answers. Teachers should always use concrete and practical examples of dairy farming in Uganda. Field trips to dairy farms should also be organized.

Question 5.

Candidates were to discuss factors affecting the utilization of forest resources in Uganda. It was a well done question. But some candidates instead gave reasons for the destruction of forests. Teachers should emphasize skills of question interpretation through frequent exercises.

Question 6.

Asked for the factors influencing the development of the fishing industry in Uganda. Candidates' answers were shallow and lacked examples and illustrations. Teachers should encourage learners to do wide reading and discover knowledge on fishing in Uganda. Field trips to fishing grounds should also be organized.

Question 7.

Candidates were required to use specific examples to explain factors influencing the distribution of large scale industries in Uganda. Popular question, but many candidates did not focus on large scale industries and gave general answers on industrial development. Teachers should differentiate between the different types of industries and emphasize use of sketch maps and illustrations to support their answers.

Question 8.

Statistics question on the number of tourists to Murchison Falls National Park; required candidates to draw a divergence graph, outline disadvantages of using that statistical method and assess the contribution of the tourist industry to the development of Uganda. A very popular question, however, most candidates did not show the working, while others did not give examples in part (b) to support their answers.

P310/1 LITERATURE IN ENGLISH - PROSE AND POETRY

Comments on the Performance of Candidates

The 2016 paper was of the same level of difficulty as that of 2015. The performance and quality of work of the 2016 candidates was better than that of 2015. All questions were compulsory.

Section I was a comprehension passage which required a candidate to comprehend, analyse, synthesis 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. Many candidates used informal expressions which were at times vulgar.

Section II was a passage that required a candidate to show his/her understanding of the message in the letter as depicted, comment on the techniques used in the passage, describe the writer's attitude towards his wife 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 character of the speaker, describe the tone in the poem and to show the intention of the poet. It was well done. However, some candidates failed to describe the character of the speaker and even to show her intention.

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 and paraphrasing skills.
- 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.
- 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

Comments on Performance of Candidates

The 2016 paper was more difficult compared to that of 2015. The quality of work of the 2016 candidates was poorer than that of 2015. The overall performance scores were also poorer. The general performance was poor.

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 poor. Most candidates had problems with part (d) of those questions. Question 1(d) required a candidate to connect what happens in the passage to what happens later in the play. Candidates merely lifted and stated the events that come after the passage without connecting it to the passage. They merely gave a story line. Question 2(d) required a candidate to link the quoted statement to the subsequent events. Many candidates failed to interpret the meaning of the statement and therefore failed to link it to later events. Question 3 was unpopular.

Question 7.
Required a candidate to give an overview of the character of Nora and then show how she represents the plight of women in that society. It was popular but poorly done. Many candidates did not understand the meaning of word plight and therefore failed that part of the question.

Question 8.
Required a candidate to demonstrate a broad spectrum of the concept of fate and its influence on man's actions. It was very popular and well done. however some candidates demonstrated limited understanding of fate.

Questions 9.

Required a candidate to discuss the lessons learnt in the text *Lwanda Magere*. It was very popular but poorly done. The candidates gave general lessons. Some of the lessons given were not related to the experiences in the play.

Question 10.
Required a candidate to demonstrate understanding of the concept of dramatic reversal and show its effectiveness in the development of the plot, theme, character and mood. It was unpopular and poorly done. Those who attempted it failed to bring out the effectiveness of the technique.

Questions 11-15
Were about techniques and their effect. Candidates were required to give the effect of the given or identified techniques. Whereas questions 12 and 13 were popular 11, 14 and 15 were not popular. Question 13 was well done but 11, 12, 14 and15 were poorly done. Citing the techniques was easily done by many candidates but giving their effect, was a challenge.

Weaknesses of Candidates
- Many candidates lacked mastery of the texts.
- Sketchy, unfocused and narrative essays.
- Weak command of language.
- 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.

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

Comments on Performance of Candidates

The level of difficulty of the 2016 paper was comparable to that of 2015. The quality of work of the candidates of 2016 was better than that of 2015. The performance scores were also better. The overall performance was good.

Generally, questions that required candidates to discuss such as 1, 3, 5, 6, 8 & 9 were poorly done. Many candidates' essays were shallow. They were just narrative and lacked analysis and because they had limited knowledge of the texts, they could not illustrate amply.

The context questions were just fairly done yet they were compulsory. Many candidates had challenges in answering part (d) which required them to show the significance of the given excerpts to the rest of the texts. They seemed not to know the exact demand of the questions.

Question 10.
Was poorly done. It required a candidate to identify the techniques used to portray the central theme in the novel. Candidates could identify the techniques but failed to identify the central theme and therefore linking the two was a challenge.

Question 18.
Required a candidate to discuss the theme of corruption as depicted in the novel. Many candidates failed to see corruption in terms of bribery, dishonesty, nepotism, embezzlement, mismanagement. They were instead presenting corruption in terms of culture/traditional education being corrupted.

Weaknesses of candidates
- Inadequate illustrations.
- Failure to show effect of techniques.
- Failure to describe feelings.
- Failure to show significance of the given extracts to the respective texts.
- Teachers should teach all aspects.

P320/1 FASIHI YA KISWAHILI (PROSE AND POETRY)

- This paper was divided into three sections; Comprehension, prose and poetry.
- The paper was standard and it covered the aspects of the syllabus adequately.
- This paper was comparable to that of 2015. The quality of work of the candidates was also comparable to that of 2015 and their performance was almost the same.

Weaknesses:
- Lack of vocabulary. Candidates lack enough vocabulary to express themselves.
- Poor reading culture. Some candidates do not read and digest the passage for comprehension.
- Most of the candidates still regard poetry as a complicated genre.

Advice to Teachers:
- Encourage learners to read for comprehension. They should also engage the learners in as many comprehension exercises as possible.
- Equip the learners with poetry interpretation techniques.
- Engage learners in activities like debating in Kiswahili so as to enable them acquire a wide range of vocabulary.

P320/2 FASIHI YA KISWAHILI (Plays)

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

The paper was standard and it covered the aspects of the syllabus adequately. The level of difficulty was comparable to that of 2015. The candidates' performance was better than that of 2015.

Question 1.
Required candidates to discuss the character of *Ceaser* and compare it with the characters of the leaders in their communities.
Some candidates could not compare the two instances well.

Question 2 .
Required candidates to show how imagery has been used by Shakespeare in bringing out the message in the play *Julius Ceaser*. It was unpopular. Those who attempted it failed to interpret it well.

Question 3 .
Required candidates to discuss *Dedan Kimathi* and show how different he is from the current politicians. This was the most popular question.

Question 4.
Required candidates to explain the characteristics of the three characters; *Dedan Kimathi*, *Mwanamke* and *Mvulana*. This was also attempted by many candidates.

Question 5.
Required candidates to describe some themes from the play and show how relevant the play is to the current generation. It was attempted by many candidates and most of them scored very well.

Question 6.
Required the candidates to prove that the writer of *Janga la Werevu* intended to educate the society through this play. This question was attempted by few candidates. Most of the learners couldn't get the proof.

Question 7.
Required the candidates to verify the truth that the play wright exhibited a character Kinaya as a cruel character. It was attempted by many, though some could not support their answers with clear examples.

Weaknesses:
- Some candidates seemed to have not digested some books. They would use the characters from a different book when answering another book.
- Some candidates answer in an outline form without giving any example.

Advice to teachers:
- Encourage learners to read and comprehend the set books.
- Learners should be guided on how to answer questions by giving relevant examples.
- Teachers need to guide their learners on how to compare different: situations, characters etc.

P320/3 FASIHI YA KISWAHILI (Novels)

This paper is divided into four sections; where each section has questions covering two books but the candidate attempts only one book. Section D was compulsory.

The paper was standard and it covered the aspects of the syllabus adequately. The candidates' performance was slightly poorer than that of 2015.

Weaknesses:
- Some candidates seemed not to have digested some books. They would confuse the characters from a certain book when answering a different book.
- Some candidates lacked the right vocabulary to use in answering the questions.

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

P330/1 FRENCH - ORAL

Performance of Candidates

The 2016 paper was more difficult compared to that of 2015. The quality of work of candidates of 2016 was poorer than that of 2015. The performance scores were also poorer. The general performance was poor.
Section A required a candidate to listen to a recorded comprehension text and thereafter respond to ten multiple choice questions. It was compulsory. Performance of candidates was average. Some candidates failed to comprehend the meaning of the text.

Section B required a candidate to read aloud a given text and orally respond to questions in relation to the theme and cultural issues of the text asked by the examiner. It was compulsory and performance was good. Some candidates exhibited lack of confidence in their expression. The conversations were basically artificial.

P330/2 FRENCH - LANGUAGE/READING COMPREHENSION

Performance of Candidates

The 2016 paper was easier than that of 2015. The quality of work of candidates and performance scores were also better. The overall performance was good.

Question I
Required a candidate to respond to questions on various aspects of grammar. It was compulsory and well done. Some candidates still failed to identify the correct alternatives. They were poor in grammar.

Question II
Required a candidate to re-write the given sentences using the correct mode and forms of the given verbs. It was compulsory but poorly done. Many candidates made spelling errors in the conjugated verbs.

Question III
Required a candidate to fill the gaps with correct words. It was compulsory but poorly done. Many candidates used wrong words making the sentences wrong.

Question IV
Required a candidate to contextualize tenses of the given verbs in the story. It was compulsory but poorly done. Many candidates used wrong tenses making the story meaningless.

Question V
Required a candidate to change the given direct speech into reported speech. It was compulsory and well done. However, Some candidates mixed up tenses.

SECTION B

Reading Comprehension
Required a candidate to read the given passage and then answer the questions that followed. It was compulsory and well done. Some candidates failed due to failure to comprehend the meaning of the text.

P330/3 FRENCH - LITERATURE AND BACKGROUND STUDIES

The 2016 and 2015 papers were comparable in level of difficulty. The quality of work of candidates of 2016 candidates was better than that of 2015. The performance scores were also better. The overall performance was good. All questions were compulsory.

Section A1
Was about French Literature and required a candidate to demonstrate their knowledge of the different aspects of Literature. It was fairly done. Some candidates could not identify and give the effect of some aspects of the style used in the text.

Section A2
Was about Black Francophone Literature and required a candidate to demonstrate their understanding of the satirical and ironic tone in a Black Francophone text. It was poorly done. Some candidates failed to interpret the message. They could not understand the irony in the words used.

Section B1
Was about background studies on France. It required a candidate to read the given text and then freely express one's self about personal challenges in employment. It was fairly done. However, many candidates could not coherently express themselves.

Section B2
Was about background studies of other French speaking communities. It required a candidate to demonstrate understanding of the Egyptian perspective and participation in entertainment through Film acting. It was well done. Few candidates misunderstood the text.

P330/4 FRENCH - COMPOSITION AND TRANSLATION

The level of difficulty of the 2016 and 2015 papers was comparable. The quality of work of candidates and the performance scores were also comparable. The performance was generally good.

Question 1.
Required a candidate to explain the measures that could be taken to eradicate cancer. It was unpopular and poorly done. Candidates lacked the appropriate scientific vocabulary.

Question 2.
Required a candidate to discuss whether parents should give students pocket money or not. It was popular and well done. Most students supported the argument. However a few contradicted themselves.

Question 3.
Required a candidate to give the advantages and problems of Facebook access by the youth. It was very popular but averagely done. Students lacked appropriate French vocabulary to present their points.

Question 4.
Required a candidate to imagine s/he is the head of a family and show what s/he would do. It was popular but performance was average. Some female candidates could not imagine themselves as heads of families because they believe it has to be a man and therefore their expressions were not about themselves.

Question 1 B
Required a candidate to translate the given text from French into English. It was compulsory and fairly well done. The passage was about hygiene in toilets at school which was familiar to the candidates. Many candidates were able to express themselves fairly coherently.

Question 2 B
Required a candidate to translate the given passage from English into French. It was compulsory and well done. It was also within the students' experiences. Many candidates were able to use the appropriate vocabulary.

Weaknesses of candidates
- Poor comprehension skills.
- Limited vocabulary.
- Poor translation skills.
- Limited knowledge in the Literature and background studies.
- Poor expressions.

Advice to Teachers
- Avail the Literature texts to learners.
- Encourage wide reading.
- Help leaners practice use of the language.
- Give exercises.

P340/1 GERMAN – ESSAY

The level of difficult of the 2016 paper was the same as that of 2015. The quality of work of candidates and performance scores of the 2016 candidates was also the same as that of 2015. The performance of candidates was generally good.

Questions 1 and 3 were the most popular while questions 2 and 5 were attempted by few candidates. Candidates' work was mainly characterized by wrong spellings.

P340/2 GERMAN -READING COMPREHENSION AND COMMENTARY

The 2016 and 2015 papers had the same level of difficulty. The quality of work of candidates and performance scores of the two years were also the same. The overall performance of candidates was good.   All questions were compulsory. Both tasks, comprehension and commentary were well done.

P340/3 GERMAN - PRESCRIBED TEXTS

The performance of candidates was good. The level of difficulty of the 2016 and 2015 papers was the same. The candidates' quality of work of both years was comparable. Their performance scores were the same. All questions were attempted and well done. Many candidates' work exhibited knowledge of the prescribed texts.

P340/4 GERMAN - ORAL

The level of difficulty of the oral paper of 2016 was of the same level as that of 2015. The performance scores were also the same. The candidates' performance was good. All questions were compulsory.

P350/1 LATIN-COMPOSITION AND COMPREHENSION

Comments on the Performance of Candidates

The level of difficulty of the 2016 paper was comparable to that of 2015. The quality of work of candidates of 2016 was poorer than that of 2015. Their performance scores were also poorer.
All candidates opted for section A. A candidate was required to translate the given passage from English into Ciceronian(standard) Latin prose. Performance was good. Candidates' work showed their shallow knowledge of grammar and vocabulary.
Section B was not attempted by any candidate.

P350/2 LATIN - UNPREPARED TRANSLATION
Comments on Performance of Candidates

The level of difficulty of the 2016 paper was comparable to that of 2015. The quality of work of candidates of 2016 was the same as that of 2015. 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 Satricon of Petronius from Latin into English. Although candidates were original in their translations, their work showed that they had not mastered Juvenal's and Petronius' styles, vocabulary and thought patterns.

P350/3 LATIN - ROMAN CULTURE AND LITERATURE

Comments on Performance of Candidates

The level of difficulty of the 2016 paper was the same as that of 2015. The quality of work of candidates and their performance scores were poorer than that of 2015. The general performance was poor.

Section A required a candidate to respond to questions on selected texts of four authors. Questions set on Martial and Pliny the Elder were popular and fairly well done but some authors were not 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.

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

P360/1 LUGANDA -   GRAMMAR AND CULTURE
Comment on Performance of Candidates

The level of difficulty of the 2016 paper was the same as that of 2015. The quality of work of the candidates was poorer than that of 2015 and their performance scores were also poorer. However 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 average. Some candidates re-wrote the given sentences using wrong verb extensions while others did not write the sentences in full. Other candidates could not even break the given nouns into syllables. Some candidates could not even identify the adverbial and noun clauses used in the given sentences.

Question 2 (a)
Required a candidate to explain the importance of banana leaves in the lives of the Baganda. It was popular but averagely done. Many candidates mis-read the word banana leaves (*endagala*) as herbs/medicine (*eddagala*) and therefore misfired. Those who interpreted the question correctly gave an average number of uses of banana leaves and scored average marks.

Question 2 (b)
Required a candidate to explain a bush in the past/old Buganda era. It was averagely done. Candidates failed to raise enough points . Even the few points that were raised were not well explained and illustrated.

Question 3 (a)
Required a candidate explain the meaning of any four of the given idioms. It was compulsory but many candidates scored below average. Some candidates gave wrong responses. They misinterpreted the idioms.

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 idioms.

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 literal meaning of the proverbs instead of lessons learnt.

Questions 5 (a)
Required a candidate to explain how Kaswa's works are aimed at proving that Education is the basis of development of any nation. It was popular but averagely done. Some candidates did not relate Kaswa's works to the statement. They did not illustrate basing on Kaswa's works.
Question 5(b)
Required a candidate to show how Kaswa helps parents in bringing up their children in the Kiganda culture basing on *Omunaku Kaama*. It was popular and performance was fair. Candidates gave few points otherwise their interpretation of the question was correct.

Questions 6 (a)
Required a candidate to give reasons in support of the view that *Busulwa's works* are exemplary to a teacher who works for the prosperity of his/her nation. It was unpopular and poorly done. Candidates failed to tease out those issues and lessons a teacher can pick out and demonstrate to learners to be innovative and developmental.

Question 6(b)
Required a candidate to explain how one of *Busulwa's works*/texts has helped the Baganda to remember the cultural attachments about the royal drums. It was done by an average number of candidates and also averagely done. Candidates gave few points and failed to illustrate.

Question 7(a)
Required a candidate to identify and explain the cultural issues that *Matovu Joy* brings out in his play, *Mirembe*. It was done by an average number of candidates and also averagely done. Candidates gave few points which they could not even illustrate amply.

Question 7(b)
Required a candidate to explain/show why *Matovu* would deserve an award if the Ministry of Education and Sports was to reward individuals who have worked for it. It was very popular and well done. Candidates were able to give *Matovu's* teachings, illustrated their points and gave enough points.

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.

Advice to Teachers
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

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. In part (a) a candidate was required to translate the given text from English into Luganda while in part (b) s/he was to translate the text from Luganda into English. Performance was average. Many candidates lacked translation skills. They used direct translation. Some lacked the right vocabulary and their orthography and expressions were poor. They could not write coherently. Part (b) was better done compared to part (a).

Question 2.

Required a candidate to opt for either (a) creative writing or (b) functional writing.
Question 2 (a) required a candidate to opt for one of the four topics. Topics (i) and (iii) were poorly done. Whereas (i) was a narrative, (iii) was proverbial. Candidates failed to interpret the proverb and in (i). they could not relate convincing events that showed how news about the presence of a leopard scared the whole village.

Question 2 (b)

Required a candidate to opt for any two of the four given tasks. It was more popular and better done compared to part (a). Topics (iii) and (iv) were the most popular and were well done. Many candidates were able to write letters of complaint and to introduce a supposed chief guest. However, those who attempted (i) and (ii) performed poorly. Some did not use the correct format of a newspaper article while others could not write a police statement.

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. However, some candidates copied the whole text instead of summarizing the extract while others copied parts of the text. There was also lack of coherence in their summaries.

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.

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

P360/3 LUGANDA - LITERATURE

Comments on Performance of Candidates

The quality of work of candidates of 2016 was better than that of 2015. The performance scores were also better.

Questions 1.

Required a candidate to explain how the author develops Kasolo's character to greatness and how Ndibassa leads to his down fall. It was popular but averagely done. Some candidates could not illustrate.

Question 2.

Required a candidate to base on the novel and explain the beliefs of the author. The question was popular and well done. However, some candidates could not illustrate.

Questions 3 & 4.

Were about a novel *Zinunula Omunaku*. Question 3 required candidates to show how the author portrays the lives of the people of long ago while question 4 required them to explain the themes depicted in the novel. They were popular and well done. Failure to illustrate and sketchy answers were the major weaknesses of the candidates.

Question 5.

Required a candidate to read the 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 techniques used by the writer.

Question 6.

Required a candidate to read the given poem and thereafter answer the questions that followed. It was popular but performance was just average. Many candidates could not clearly explain the mood of the poem and the poetic techniques used by the poet.

Question 7.

Required a candidate to base on the text and show the poet's style in in the development of his poems. It was not popular and performance was just average. Candidates gave sketchy responses without illustrations.

Question 8.

Required a candidate to read the given poem and thereafter answer the questions that followed. It was very popular but performance was average. Candidates had challenges in explaining the mood of the poem, the language used and showing how the poet develops the ideas in the poem.

Question 9.

Required a candidate to show how the poet laboured to bring out the cultural aspects and lives of the people that he talks/writes about. It was popular but averagely done. Many candidates failed to give the relevant illustrations.

Question 10.

Required a candidate to base on the extract and answer the given questions. It was not popular and was poorly done. Some candidates failed to place the extract in context while many failed to interpret part (c). All the questions required a candidate to have been able to place the passage 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 show how the play *Bemba Musota* could guide leaders to avoid acts that could lead to the down fall of their leadership. It was popular and performance was good. Many candidates were able to bring out the required content.

Question 13.

Required a candidate to explain the importance of black smiths, gods and a lake in the play, Bemba Musota. It was not popular and poorly done. Candidates could not give the importance of those aspects in the play.

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 all aspects of Literature: theme, style/technique, characterization and role and setting.
- Teach prose. It is different from mere comprehension.
- Teach poetry and the poetic devices.

P362/1 LEBLANGO

- The paper covered the aspects of the syllabus adequately and it suited the level it was intended for.
- The paper was divided into three sections.
- Section A had two questions which were about grammar and culture.
- Section B was about behaviour and customs.
- Section C was about the prominent contributors.
- The level of difficulty was comparable to that of 2015, but the candidates' performance was better than those of 2015.

Weaknesses:
In 5(b), the candidates were asked of the importance of a named traditional dance, but they ended up describing any dance instead.

Advice to Teachers: Guide the learners on question approach.

P362/2 LEBLANGO

The paper covered the aspects of the syllabus adequately and it suited the level it was intended for. This paper was comparable to that of 2015. The candidates' performance was better than those of 2015.

It had four sections.
- **Section A** had two passages for translation; one from English to Leblango and another from Leblango to English. The candidate was to translate both.

- **Section B** had two parts for composition writing, Part (a) was a free response essay writing while part (b) was functional writing. The candidate was to choose either (a) and select one topic or (b) and select two topics. Part (a) was more popular than (b).

- **Section C** was comprehension. The candidates were to read the passage, internalize it and then answer the questions.

- **Section D** was summary. Candidates were to pick out the main points from the given passage.

Weaknesses:

Most of the candidates did not present correct formats for the questions of number 2(b)
In 2(b)(ii), the candidates were asked to write their CV's, but most of them could not present a correct format. They presented a format as if it was a letter.

Advice to Teachers:
Teach functional writing so that the learners are equipped with different formats for different documents.

P362/3 LEBLANGO (LITERATURE IN LEBLANGO)

The paper covered the aspects of the syllabus adequately and it suited the level it was intended for. This paper was comparable to that of 2015. The candidates' performance was poorer than those of 2015.

The paper was divided into three sections:
- **Section A** was about the novels. It had questions from two different writers, and the candidate was to choose one question from one book.
- **Section B** was about prose poetry. It had four questions from which the candidate was to choose two; one for poetry, another for prose.
- **Section C** was about plays. It had three questions from which a candidate was to choose one.

Weaknesses:
Most of the candidates were not good at analyzing the texts. Some seemed to have not read them.

Advice to Teachers: Help the learners to analyse the texts.

P363/1 LUGBARATI

Performance of Candidates

The level of difficulty of the paper was almost the same as that of 2015 though the candidates' performance scores were better than those of last year 2015.

Question 1.

The candidates were expected to re-write given sentences correctly in the local language. All the questions were compulsory and the performance was good.

Question 2.

Candidates were expected to explain the meanings of idioms. The question was compulsory and was answered fairly.

Question 3.

Candidates were expected to explain the superstitions and taboos, and in 3 (b) candidates were expected to discuss the values and qualities of the woman in the Lugbara cultural settings. However, none of the candidates attempted the question.

Question 4.

Candidates were required to complete proverbs given and the question was compulsory. Also candidates were required to give out the meaning of given proverbs. Some candidates managed to complete the proverbs with right answers though some failed.

Weaknesses of Candidates

- Wrong use of punctuations
- Poor spelling
- Failure to follow the instructions
- Wrong understanding of the idioms.
- Lack of knowledge of the superstitions and taboos.

P363/2 LUGBARATI

(Translation, composition, comprehension and summary)

The paper was divided into four sections. The paper was standard and it suited the level for which it was meant. The candidates' work was better than that of 2015.

Performance of Candidates

Question 1.

Required candidates to translate texts from English to Lugbarati and vice versa. Performance was good.

Question 2.

Required the candidates to write a creative composition on one of the given topics; and question two, (translation from Lugbarati into English) was mostly done and candidates performed well.

Question 3.

Required the candidates to read and comprehend a passage and answer the question after it. Candidates performed well.

Question 4.

Required a candidate to summarize one of the two given passages, and the performance of candidates was average.

P363/3 LUGBARATI

Performance of Candidates

The level of difficulty of paper was more or less comparable to that of 2015. The overall performance was good. The quality of the work of the candidates was better than that of 2015.

Questions 1 – 4

Were about novels and short stories. Candidates had challenges. Candidates were expected to discuss the changes that were brought in Omuofia with the coming of the White man. The performance was good.

Question 5.

Was on poetry. It was dome by all the candidates and their scores were average. Some failed to identify the poetic techniques used by the poet. Therefore, candidates were expected to discuss Mwambu's weaknesses that resulted into his failure to become a man.

Weaknesses of Candidates

- Poor composition, translation and summary writing skills.
- Lack of knowledge of the selected texts
- Lack of knowledge of cultural issues

P364/1 RUNYANKORE-RUKIGA

The paper was divided into three sections.   Section A had two compulsory questions. Question 1 was about the language and culture. Question 2 was about proverbs.
Section B was about behaviour and customs.
Section C was about the prominent contributors.
The paper was standard and it met the requirement of the level it was intended.
The quality of the work of the candidates was slightly poorer than that of 2015.

Weaknesses:
- Orthography is still a challenge to many candidates.
- Some candidates do not give clear examples to support their arguments.

Advice to Teachers
- Emphasise on the orthography
- Give good guidance to the learners on how to approach different questions.

P364/2 RUNYANKORE-RUKIGA

The paper was divided into four sections. Section A had one question which was subdivided into two. Part (a) required candidates to translate the given text from English to Runyankore-Rukiga. Part (b) required the candidates to translate the given text from Runyankore-Rukiga to English. The candidate was to answer both.

Section B was composition writing. It had two parts; free response essay type and functional writing. The candidate was to choose either. Part (a), free response essay type was popular.

Section C was comprehension. The candidates were to read a given story and answer the questions given.

Section D was summary. Candidates were to write a given passage in brief by identifying the most important points.

The paper was standard and it suited the level it was meant for. The candidates' work was good, and better than those of 2015. The level of difficulty of the paper was as that of 2015.

Weaknesses:
- Orthography is still a problem to many.
- Some candidates translate word per word other than transferring the message from language one to another language.
- In functional writing, some candidates would not present good formats.

Advice to Teachers:

- Emphasise on the orthography.
- Give good guidance to the learners on how to approach different questions.
- Teach translation techniques.
- Teach functions of writing by giving required formats.

P364/3 RUNYANKORE-RUKIGA   (LITERATURE IN RUNYANKORE-RUKIGA)

The paper was divided into three sections. Section A is about the novels. It had questions from the two different writers and the candidate was to answer from one book.

Section B was on poetry and prose. One number had a poem displayed with questions after, and the other question required candidates' proof of having read certain poems. The prose questions required a candidate to describe the character traits of the person in the story; identify the techniques used by the writer, give the subject matter and lessons learnt. It was averagely done. Candidates had challenges in deriving lessons.

Section C was about drama. A candidate was to answer one question on one play book.
The paper was standard and it met the requirements of the level it was intended.
The quality of the work of the candidates was slightly poorer than that of 2015.

Weaknesses:
- Candidates could not answer poetry well.
- Some candidates did not give clear examples to support their arguments. Most of their answers showed that they had not internalized the books.

Advice to Teachers:
- Encourage the learners to read as widely as possible.
- Give good guidance to the learners on how to interpret poems.

P366/1 LUSOGA - GRAMMAR, CULTURE AND CONTRIBUTORS

Comment on Performance of Candidates

The 2016 paper was comparable to the 2015 in level of difficult. The quality of work of candidates and their performance scores were also comparable. The overall performance was good.

Question 1.

Required a candidate to respond to the different aspects of grammar as instructed. It was compulsory and well done. However, some candidates failed to change sentences from present simple into the immediate past. Others could not change sentences from active voice to the passive.

Question 2 (a)

Required a candidate to explain the meaning of the given idioms. It was compulsory and performance was average. Some candidates just gave the literal meaning of the idioms.

Question 2 (b)

Required a candidate to complete the given similes. It was compulsory but the scores were average. Some candidates gave responses which were not meaningful.

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 of the activities done by Basoga during leisure time. It was popular and fairly done. However, some candidates gave sketchy points.

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 area of Lusoga authography. It was popular but averagely done. Some candidates mixed up issues about Lubogo and Fr. Kayaga. Very few candidates gave illustrations.

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

Comment on Performance of Candidates

Overall the performance was good. The level of difficulty of the 2016 paper was the same as that of 2015. The quality of work presented by candidates of 2016 was comparable to that of 2015 and their performance scores were also the same.

Questions 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). Many candidates opted for topics on narrative style, very few candidates opted for topic 4 and even then they could not present logical arguments. Their orthography was poor. Part (b), Functional writing, was attempted by many candidates as well and performance was average.

Some of them used wrong formats and did not know important aspects in writing an announcement and a will. Topic 4 was well done.

Question 3.

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

Question 4.

Was also compulsory. Candidates were required to summarize 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

Comments on Performance of Candidates
The overall performance was good. The level of difficulty of the 2016 paper was the same as that of 2015. The quality of work of the 2016 candidates was comparable to that of 2015. Their performance scores were also the same.

Questions 1-4

Were about novels and short stories. Candidates had challenges in dealing with character 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 could not paraphrase, instead, they just lifted phrases from the passage including what was not relevant.

Questions 7.

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

Question 8.
Required a candidate to discuss the theme of cultural conflict in the play. It was not popular and performance was average. Some candidates' responses were shallow.

Question 9.

Required a candidate to discuss the dramatic techniques used by the playwright. It was not popular and was 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 lessons 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
Comments on performance of candidates

The quality of work of the candidates was the same as that of the candidates of 2015. Their performance scores were also the same. The overall performance was good.

Question 1.

Required a candidate to respond to the questions about grammar. It was compulsory and well done.

Question 2.

Required a candidate to respond to oral literature – knowledge of proverbs in Ateso meanings and usage in sentences. The majority of candidates attempted it fairly.

Question 3.

Required a candidate to respond to the knowledge of cultural practices of contemporary issues. Ways of earning a living, traditional practices and modern contemporary practices. The question was very popular and it was done fairly.

Question 4.

Required a candidate to complete the proverbs of caution (precautionary proverbs) as generally accepted by Iteso. It was a popular question and the performance was average.

Question 5.

Required knowledge/facts on the life and work of contributor (Late Professor S.K. Aruo), to culture and language. It was not popular and it was the least attempted question.

Question 6.

What was required from the question: facts on the life and works of Late Cuthbert Obwangor. His contribution in the government sectors especially Education Sectors in Teso. The question was not popular due to insufficient knowledge on the size of the contributor, nor adequate information/knowledge on his works.

Question 7.

Required a candidate to respond on poems/work of S.B Akabway citing one piece of work. Commenting on the lessons from this piece of work to the readers. The question was quite popular and well done by those who attempted it.

Weaknesses of Candidates

- Poor expressions. Many candidates could not vary their language use.
- Poor use of punctuation e.g. inverted commas, vocabulary, capacity, etc.
- Failure to understand the instructions of question 2b.
- The use of language not very striking, lacking in introduction and conclusion.
- Giving inappropriate endings to the proverbs. (a few candidates did not know some of the proverb endings).
- Lack of knowledge and facts on their personalities.

P367/2 ATESO (TRANSLATION, COMPOSITION, COMPREHENSION AND SUMMARY)

The level of difficulty of the 2016 paper was almost the same as that of 2015. The quality of work of the candidates presented was the same. The overall performance was good.

Question 1.

a) Required a candidate to translate a passage from English into Ateso, the performance was good.
b) Required a candidate to translate a passage from Ateso into English. It was poorly done.

Question 2.

a) Required a candidate to write a creative composition on one of the given topics. Candidates' performance was good.
b) Required a candidate to choose two of the given topics and respond as required. It was poorly done. Candidates lacked knowledge on the formats of the different functional writing demands.

Question 3.

Required a candidate to read the given passage and then respond to the given questions. Candidates performed fairly.

Question 4.

Required a candidate to summarize one of the two given passages. The performance was average.

Weaknesses of Candidates

- Poor composition, translation and summary writing skills.
- Public offence
- Lack of knowledge of the selected texts
- Lack of knowledge of punctuation skills, sentence construction, etc.
- In narrative, language use was not striking.
- Lack of functional essays writing skills

P367/3 ATESO

Generally, the paper tested candidates in critical analysis skills, making application of knowledge and language usage making it educationally relevant.

The paper was somehow poorly done compare to that of last year 2015. The quality of work and performance was fair.

Question 1.

Required a candidate to present knowledge of techniques, plot and themes, but majorly on plot and themes. The question was not popular and the majority of candidates did not attempt it.

Question 2.

Required a candidate to base on the given extract and answer the given questions. It was not popular but the performance was fair.

Question 3.

Was also an extract about which subject matter of the poem, techniques and moral lessons. It was not very popular but candidates tried and the performance was good.

Question 4.

Required a candidate to discuss the role of music in the society. It was popular and well done, though some candidates did not consider modern music, they basically considered only traditional music hence affecting their scores.

Question 5.

Required a candidate to read a given poem and answer the questions thereafter. It was popular and well done.

Weaknesses of candidates

- Limited knowledge about some texts
- Failure to place extracts in context.
- Failure to illustrate and shallow responses
- Candidates were not exhaustive enough in techniques of poems.

P368/1 DHOPHADOLA

The overall performance was good.

Question 1.

Required candidates to re-write sentences. It involved sentence construction and grammar skills application. It was well attempted.

Question 2 (a).

The candidates were required and expected to give meanings and also use metaphors and idioms in sentences and very well attempted.

Question 2 (b).

Required candidates to explain some idioms as well as giving out examples in order to support their answers. The majority of candidates attempted it and the performance was good.

Question 3.

Required candidates to write and explain (Discuss) the norms and culture of the Dhopadhola, and the question was popular from which the majority of candidates performed well.

Question 4.

The candidates were required to complete given Dhopadhola similes. The question was well attempted by the majority.

Question 5.

The candidates were required to analyse Oboth Ofumbi's teachings on control norms of the Dhopadhola. The question was well attempted by the majority.

Question 6.

The candidates were required to analyse the contribution of Majanga to the history of Padhola. The question was well attempted by the majority.

Weaknesses of candidates:

- Poor punctuation
- Poor expression
- Lack of thorough knowledge with the norms
- Lack of proper meanings of some words.

Advice to Teachers

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

P368/2 DHOPADHOLA (Translation, Composition, Comprehension And Summary)

Performance of Candidates

The level of difficulty of the paper was reasonable, though some errors were found, this did not affect candidates' performance. The overall performance was good generally.

Question 1.

Required a candidate to translate a passage from English to Dhopadhola and vice versa, the performance was good.

Question 2 .

Required a candidate to write a creative composition on one of the given topics. Also part (b) of the same question required candidates to choose two of the given topics and respond as required and it was also well attempted.

Question 3.

Required a candidate to read the given comprehension and then respond to the given questions and the performance was good.

Question 4.

Required a candidate to summarize the two given passages. The performance was good.

Weaknesses of candidates

- Grammatical errors, especially in punctuations and spellings
- Not well equipped with translation skills
- Shallow responses.

P368/3 DHOPADHOLA

The overall performance was good. The level of difficulty of the 2016 paper was the same as that of 2015. The quality of work was comparable.

Question 1.

The candidates were required to analyze the major themes in "Things fall apart" and it was well attempted.

Question 2.

Candidates were given a context question "upon this mountain". The question was well attempted.

Question 3.

Candidates were given prose to comprehend and it was well attempted.

Question 4.

Candidates were expected to analyse the works of Okot P'Bite "Wer Pa Lawino" the question was well done.

Questions 5 & 6.

Candidates were expected to analyse the works of Okot P'Bitek "Wer Pa Lawino". Questions were well attempted.

Questions 7 & 8.

Candidates were expected to analyze the current problems/situations compared to that of the times in burdens. The question was well attempted.

Weaknesses of candidates

- Candidates were not well exposed to the text.
- Candidates lacked exposure and contextual facts
- Rubric offence
- Lack of knowledge about the selected personalities
- Lack of knowledge of cultural issues.

P369/1 RUNYORO-RUTOORO

- The paper was divided into three sections.
- Section A had two compulsory questions. Question 1 was about the language and culture. Question 2 was about proverbs.
- Section B was about behaviour and customs. It had two questions with alternative questions from which the candidate was to choose.
- Section C was about the prominent contributors. The candidate was expected to have read about them in order to attempt this section.
- The paper was standard and it met the requirements of the level it was intended.
- It was the first time for this paper to be among the examined subjects.

Weaknesses:

- Orthography was a challenge to the candidates.
- The candidates did not give examples to explain their points thorough.

Advice to Teachers:

- Give enough attention to orthography.
- Give good guidance to the learners on how to approach different questions.

P369/2 RUNYORO-RUTOORO

The paper was divided into four sections

Section A had one question which was subdivided into two parts. Part (a) required the candidate to translate the given text from English to Runyoro-Rutooro. Part (b) required the candidate to translate the given text from Runyoro-Rutooro to English. A candidate was to answer both.

Section B was composition writing. It had two parts; (a) free response type and (b) functional writing. A candidate was to choose either (a) and choose one topic or (b) and choose two topics. Part (b) was popular.

Section C was comprehension. The candidates were to read a given story and answer the questions given.

Section D was summary. Candidates were to read the passage and then write the main points about the dangers in having high population.

The paper was standard and it suited the level it was meant for. The candidates work was good.

The paper was done for its first time.

Weaknesses:

1. Candidates lack the skill of translating. They end up translating word per word and at the end, the message does not come out clearly.
2. Candidates who attempted question 1 part (b) ended up using wrong formats for different writings.
3. The reading culture is still low among the learners. Candidates did not read and comprehend question 3. They therefore gave wrong answers to the questions which were asked.

Advice to Teachers:
- Teach translation skills.
- Teach functional writing. Let the learners be aware of how to write different documents required in the daily life.
- Encourage learners to read as wide as possible.

P369/3 RUNYORO-RUTOORO (LITERATURE IN RUNYORO-RUTOORO)

The paper was divided into three sections.

Section A was novels. It had questions from the two different books and the candidate was to answer one question from one book.

Section B was poetry. One number had a poem displayed with questions after, and the other question required candidates to prove that they had read the poetry work "Kangabaize".

Section C was drama. A candidate was to answer one question on one book.

- The paper was standard and it met the requirements of the level it was intended.
- The quality of the work of the candidates good.
- The paper was done for its first time.

Weaknesses:

- Candidates showed some weaknesses on poetry.
- Some candidates do not give clear examples to support their arguments. This is a reflection that the reading culture is poor.

Advice to Teachers:

- Learners should be taught techniques of handling poetry.
- Encourage the learners to read and digest all the set books.
- Give good guidance to the learners on how to approach different questions.

P370/1 ARABIC LANGUAGE

The paper is composed of three (3) sections; A, B and C. i.e. Grammar, Morphology and Composition. The performance was generally good.

Performance of Candidates

The overall performance was good. The level of difficulty of work of the 2016 was better than that of 2015. The paper tested various aspects which brought out the intended objectives of educational relevance.

Question 1.

Required a candidate to respond to different grammatical demands. It was popular and performance was good. The candidates' major weaknesses were in spellings from which many mistakes were found.

Question 2.

Required a candidate to respond to questions on functional use of instigation cautions and calling. It was very popular question and candidates performed well.

Question 3.

Application of causative nouns, particular section adverb of time and place, inna and its sisters, exclamation mabuni lil majihoor. The question was popular and candidates attempted it very well.

Question 4.

Required a candidate to respond to questions on formation of nouns, functional use of irregular nouns, and construction of expression (passive and active). It was popular and performance was good apart from some few cases of incomplete expressions.

Question 5.

Required a candidate to explain the conditions of making roots of words, demonstrate the use of diminutive expressions and derivatives.

Question 6.

Required a candidate to explain sources of derivatives/measure five different words and use them in five sentences, construct morphological measurements and to identify the original verbs.

Question 7.

Required a candidate to choose one of the five given topics and write a composition of 400 – 500 hundred words. Performance was average apart from spelling errors especially political and economic terms.

P370/2 ARABIC LANGUAGE

This paper consists of three sections; A, B and C on comprehension, summary writing and translation. Candidates were required to answer three questions, one from each section mentioned above.

The paper covered the relevant aspects of the syllabus i.e. on comprehension, summary and translation. All the aspects were educationally important e.g. importance of hard work, sports and games, daily life events and health.

The paper was of good quality with clearly phrased statements. No major errors were found.

The overall performance of the candidates was good. Candidates performed well in all the three sections of the paper.

No hardship cases were reported or detected during the marking.

Section A required a candidate to read the given passage and to respond to the given questions.

Section B required a candidate to read the given passage and then summarize as instructed. The performance was good.

Section C required a candidate to translate the given passage from Arabic into English or vice versa. Most of the candidates translated from Arabic into English and the general performance was good.

P370/3 ARABIC LANGUAGE

Performance was good.

Performance of candidates

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

The quality of work presented by the 2016 was much better than that of 2015. So the overall performance was good.

The paper consists of three sections; A, B and C. (Prose, Poetry, Play and Novel). Candidates were required to answer three questions, one question from each section.

Section A (Prose)

Four texts are given, each has 10 questions. Candidates are required to choose one text and answer 10 questions about it on aspects like:

- Interpretation
- Literally features and characteristics
- Themes
- Biography of the writer
- Background of the text and
- Era/period.

Section B (Poetry)

Four texts/poem are provided. Candidates read and answer questions on:

- Themes of the poem
- Interpretation of the poem
- Background of the poem
- Era/period of the poem, etc.

Section C (Play and Novel)

- Derive lessons from the play/novel
- Identify the characters
- Identify the events in the play/novel
- Give an overview of the play/novel

Candidates either choose the play or novel. All the questions were equally attempted.

Weaknesses of Candidates

- Little knowledge about some texts
- Spelling errors
- Failure to illustrate
- Poor/limited interpretation skills
- Poor translation and summary writing skills.

P425/1 PURE MATHEMATICS

Introduction

The paper comprises two sections; A and B. Section A has eight (08) compulsory short-answer questions. Section B has eight (08) extended-answer questions and candidates answer only five questions. The questions are drawn from the areas of: Algebra, Geometry, Trigonometry, Analysis and Vectors.

The level of difficulty of the paper was the same as that of the previous year, 2015. The performance of the candidates of 2016 was the same as that of the previous year.

Question Analysis

SECTION A

Question 1.

Required the use of difference of two squares to factorise and simplify the surds.   It was popular.

Weaknesses of candidates:

- Failure to identify and use difference of two squares.
- Failure to expand and collect like terms.

Advise to Teachers: Emphasise useful identities in factorization.

Question 2.

Required candidates to apply gradients of two lines to find the angle between them.

It was popular.

Weakness of candidates:

Misinterpretation of the questions as of vectorial approach which in this case failed to work.

Advise to Teachers:

- Teachers should emphasise the difference between vector and geometric equations of lines.
- They should relate gradients to the angle made by the line and the horizontal.
- Elementary geometry should be taught.

Question 3.

Required in the question: Integration of a definite integral using substitution (changing of variables) or identification of a function and its derivative.

It was popular.

Weaknesses of candidates:

- Failure to come out with a suitable approach
- Failure to change the limits
- Failure to use the new limits

Advice to Teachers:

- Expose students in details to different methods of integration
- Emphasise evaluation of definite integrals.

Question 4.

The question required solution of a separable Differential Equation(D.E) with initial conditions, by first separating variables and then identifying the integral of standard form on one side.

It was popular.

Weaknesses of candidates

Failure to integrate the form $\frac{1}{1+y^2}$ dy

- For those who were able to work out the above, gave the constant of integration in degrees instead of radians.

Advice to Teachers

- To emphasise the use of standard integrals in case they occur to save time.
- To emphasise the use of radians for angles in analysis.

Question 5.

- Required factorisation of the first two given quadratic expressions in order to get a common factor
- Use the common root to obtain the value of a in the third quadratic expression.

It was popular.

Weakness of candidates:

Failure to factorise the first two quadratic expressions instead they were solving them.

Advice to Teachers:

Teachers should clearly distinguish between expressions and equations; factors and roots.

Question 6.

- Required the application of factor and double angle formulae
- Multiples of the given range of θ was to be observed before coming up with the value of θ
- It was popular.

Weaknesses of candidates

- Failure to use correct factor formulae and double-angle formulae.
- Failure to solve by factorization. Instead they were dividing by the common factor.

Advice to Teachers:

- Should emphasise the use of factor and double angle formulae in proving identities and solving trigonometrical equations
- Emphasise the presentation of exhaustive roots within a given range using correct units
- Distinguish between solution and simplification of trigonometric equations.

Question 7.

Required candidates to identify a whole number close to $244(\frac{1}{5})$ with a small difference and a perfect fifth root.

It was not popular.

Weaknesses of candidates

Failure to interpret the question as requiring an application of small changes in analysis.

Advice to Teachers:

Should emphasise application of differential calculus in all aspects with many different examples.

Question 8.

Expected candidates to make vector OC as the subject from the given relationship and find the coordinates of point C. or use the ratio theorem in the ratio $AB:BC$ = 2:1 or $AC:CB$=3:̇1 to find Vector OC and subsequently, coordinates of point C.

It was popular.

Weaknesses of candidates:

- Failure to make OC the subject
- Those who were able to find OC did not express C as a point.
- Failure to use correct ratios in the ratio theorem.

Advice to Teachers

Ratio theorem for external and internal divisions should be well explained by giving many examples and exercises.

SECTION B

Question 9 (a)

Expected candidates to find the difference between two rational complex numbers and the modulus of the results.

It was very popular.

Weaknesses

Failure to find the difference between the two rational complex numbers and therefore failure to obtain the modulus.

Question 9 (b) (i)

Expected candidates to realise the denominator of the given expression in order to come up with a single standard complex number.

Weakness:

Failure to expand both numerator and denominator to come up with the required complex number.

Question (b) (ii).

Expected candidates to determine and describe the locus with the imaginary part is equal to zero.

Weakness: Failure to interpret the question.

Advice to Teachers

Algebra of complex numbers should be taught in details from introductions to applications with many examples and exercises.

Question 10 (a)

Expected candidates to change the trigonometrical ratios in the given equation to either single or double angles before solving.

It was popular.

Weaknesses: Failure to consider ± in square roots and not giving angles within the given range.

Question 10 (b)

Expected candidates to expand using the compound identities, division by $\cos x \cos \propto$ and the making tan$x$ the subject.

It was popular.

Weakness: Failure to expand using the relevant compound angle identities.

Advice to Teachers

- Use of trigonometrical identities in solving trigonometric equations and proving trigonometric identities with many examples and exercises should be emphasized.
- Expansions of trigonometric functions of compound angles and the derivations of other trigonometrical ratios from sine and cosine should be emphasized.

Question 11.

Expected candidates to find $\frac{d^2y}{dx^2}$ given x and y parametrically.

It was popular.

Weakness: Failure to apply the chain rule to obtain the second derivative.

Advice to Teachers

To emphasise the different methods of differentiation and especially second derivatives of parametric equations.

Question 12 (a)

Expected to find the Cartesian equation of the line of intersection between two given planes.

It was popular.

Weakness: Failure to interpret the question.

Question 12 (b) (i)

Expected candidates to identify the normal vector to the given plane and find the Cartesian equation of a line perpendicular to the plane passing through the given point.

It was popular.

Weakness:

Failure to identify the vector normal to the given plane as the direction vector of the required line.

Question 12 (b) (ii)

Expected candidates to use direction vectors of lines in (a) and (b)(i) to find the angle between the lines.

It was popular.

Weakness:

Failure to express the Cartesian equation of the line in (a) in standard form in order to extract the correct direction vector of the line.

Advice to Teachers

Vectors should be taught early and continuously assessed in tests/examinations. Vectors are taught early and later neglected for almost the whole course.

Question 13 (a)

Expected candidates to integrate by splitting terms or using a suitable substitution (change of variable).

It was popular.

Weakness : Failure to integrate $x^{-\frac{1}{2}}$.

Question 13 (b)

Expected candidates to form a Differential Equation (D.E) by equating and rearranging to form an inexact first order D.E requiring an Integrating factor.

It was popular.

Weakness: Failure to interpret the question.

Advice to Teachers

To emphasise a gradient function as the simplest form of differential equation which can be solved by any of the relevant methods.

Question 14 (a)

Expected candidates to use the condition for the perpendicular lines to show the given equation.

It was not popular.

Weaknesses

- Misinterpreting and obtaining gradient of tangents at P and Q through gradients of lines OP and OQ respectively.
- Failure to handle the subsequent algebra leading to the required expression.

Question 14 (b)

Expected candidates to obtain the equation of the normal at a given point and take the axes as the asymptotes in order to find the points M and N.

It was not popular.

Weakness:

There was a strong indicator of negative biasness towards the topic of conics and lack of teaching.

Advice to Teachers

Teach conics early, to enable students internalize the concepts. This should be followed by many examples and exercises.

Question 15 (a)

Expected candidates to prove by induction that the sum of the given series is equal to the given formula for all integral values of *n*.

It was popular.

Weakness: There was a display of inadequate knowledge of the concept of proof by induction.

Question 15 (b)

Expected candidates to apply compound interest formula to generate a geometrical progression (G.P) and use it to find the amount accumulated over the given period of time.

Weakness

Failure to generate a G.P instead, most candidates computed and added the series of figures resulting to errors.

Advice to Teachers.

a) Emphasise the whole concept of proof by induction and more so , in summations.
b) Series to be taught in details from introduction to application with many examples and exercises.

Question 16 (a)

Expected candidates to use implicit differentiation to find the value of $\frac{dy}{dx}$ at a specified point given on the curve.

It was not popular.

Weakness: Failure to differentiate the constant correctly.

Question 16 (b)

Expected candidates to find the minimum perimeter of an enclosed rectangular fixed area using differential calculus.

It was not popular.

Weaknesses

- Failure to identify the river as an existing side
- Failure to relate the given area to the perimeter to be determined.

Advice to Teachers

(a) Emphasise the representation of constants using any letter of the alphabet or Greek, capital or lower case and their derivatives.

(b) Emphasise the application of differentiation to find maximum and minimum values.

P425/2 APPLIED MATHEMATICS

Introduction

The paper consists of two sections; A and B. Section A contains eight compulsory short answer questions. Section B contains eight extended answer questions and candidates answered only five questions. The questions are drawn from the areas of Mechanics, statistics and probability and numerical methods. The paper was easier than that of the previous year 2015. The candidates of UACE 2016, performed better than those of the previous year.

Question Analysis

SECTION A:

Question I.

Candidates were required to find the initial speed of projection and the greatest height reached. The question was very popular to many candidates and well done.

Weakness

Some candidates used either $g=9.81$ m/s^2 or $g=10$ m/s^2 instead of $g=9.8$ m/s^2.

Advice to Teachers

Teachers should always emphasize use of $g=9.8$ m/s^2 for numerical calculations as given in the rubric except for rare cases of $g=10$m/s^2.

Question 2.

Candidates had to calculate the rank correlation coefficient between the two variables. This question was very popular and well done by majority.

Weaknesses:

- Some candidates used a wrong formula for Spearman's rank correlation.
- Some candidates wasted time with Kendal's method.

Advice to Teachers

For cases of variables which are repeated, teachers should put emphasis on use of Spearman's formula because it is multipurpose.

Question 3.

Candidates were required to estimate the area under a curve by trapezium method. The question was very popular and well done by majority.

Weaknesses

- Some candidates were leaving out the lower limit of $x=0$ which affected the results.
- Some candidates were using a wrong formula.

Advice to Teachers:

- Teachers need to give more exercises.
- Teachers need to ask students to have UNEB mathematical tables during the lesson time.

Question 4.

Candidates were to find the deceleration but after finding the initial and final kinetic energy of the body. The question was not popular and was poorly done by majority though it was easy.

Weakness

Many candidates were equating the given loss in kinetic energy to the final kinetic energy. Some failed to calculate the initial and final kinetic energies.

Advice to Teachers:

Teachers are advised to give sufficient time to this topic even though it is an easy topic.

Question 5.

Candidates were required to find the value of the constant and the probability density function for a given cumulative distribution function F(x). This question was poorly done by majority and quite a number of them did not attempt it.

Weakness: Candidates were integrating the given $F(x)$ instead of substituting given limits.

Advice to Teachers: Teachers need to expose students to many exercises about $F(x)$.

Question 6.

- Candidates were required to use linear interpolation to find the value of x for a given function $f(x)$.
- The question was very popular and very well done by majority of candidates.

Weakness

Some candidates failed to simplify while others did not observe the required degree of accuracy.

Advice to Teachers: Teachers should put emphasis on the degree of accuracy.

Question 7.

Candidates were to calculate the coefficient of friction on a rough inclined plane. The question was very popular and was well done by majority.

Weakness

Poor force diagram drawing was observed. Some candidates were drawing free hand diagrams which affected their scores.

Advice to Teachers: Emphasis to be put on use of rulers during drawing of force diagrams.

Question 8.

Candidates were required to find the probability of picking bottle tops of the same type. The question was very popular and well done by majority.

Weakness: Some candidates failed to simplify their work which affected their answer.

SECTION B

Question 9.

Candidates were to construct a frequency distribution table, draw a histogram, use it to estimate the mode and find the mean length.

The question was very popular but not well done as expected. The lower boundary 'O' of the first class was not given. The classes were not all of the same class intervals.

Weaknesses

- Some candidates were not labeling axes of the histogram.
- There was also incorrect scaling of the horizontal axis.

Advice to Teachers: Emphasis to be put on labeling of axes and choice of scale.

Question 10.

Candidates were to find the magnitude and direction of the resultant force and also the point where the line of action of the resultant force cuts the side *AB*. The question was very popular especially part (a) which was well done since there were many possible force diagrams.

Weaknesses

Some candidates were not using a ruler to draw the possible force diagram while some were forgetting to show the correct directions of the given forces. Also some candidates were not able to find correct moments in part 10(b).

Advice to Teachers:

Put emphasis on force diagram drawing and moments.

Question 11.

Candidates were to show/locate a root in the interval [-1,0], to derive Newton-Raphson's formula for a given function $f(x) = 0$ and also to find the root of the given equation.

This question was very popular and well done by quite a reasonable number of candidates

Weaknesses

Quite a number were not showing clearly their working for part b(i). Some were differentiating the function $f(x)$ after fixing $x=x_n$ which is a constant leading to zero.

For b(ii), some candidates were not using a minimum of 3 decimal points (dp) in their intermediary steps which affected them a lot.

Advice to Teachers

Teachers are advised to put emphasis on the systematic steps followed in deriving the formula. Also during the finding of the root, should tell the students that if the final answers to n d.p, let them use *(n+1)* d.ps in their intermediary steps.

Question 12.

For part (a), candidates were to estimate the expected number of magazines and variance of the copies.

For part (b), candidates were to find the mean weekly profit made by the vendor.

This question was not very popular and not well done.

Weaknesses

For part (a) (ii), some candidates failed to get the variance. After getting *E(X²)*, they called it the variance which was wrong.

For part (b), quite a number of candidates were not constructing the profit table as required.

Advice to Teachers: Construction of probability. Distribution tables must be widely exposed to students.

Question 13.

This was a vector mechanics question. Candidates were required to find the speed and the distance of the particle from the origin. This question was done by very few candidates though it was simple. The few who did it were not observing correct use of the vector symbols.

Weakness:

Not observing use of vector symbols. Some treated it as uniformly accelerated motion case.

Advice to Teachers

Vector mechanics needs to be emphasized. Assist students to distinguish between a vector and a scalar.

Question 14.

Candidates were required to derive an expression for the maximum relative error in the product *xy* for part (a). For part (b) they were required to find the percentage error and limits for which *xy* is expected to lie. This question was very popular and well done by many candidates except for part (a).

Weakness

- Some candidates took *XY* and *xy* to be the same.
- For part (a), some candidates did not know how to use the triangular inequality law.
- For part (b) (ii), some candidates were finding the interval instead of limits.

Advice to Teachers

Teachers should put emphasis on correct use of triangular inequality law and also tell students to avoid changing letters or symbols used in the question.

Question 15.

Candidates were to calculate the probabilities for given intervals. The question was very popular and well done by many.

Weakness

Some candidates were leaving out important steps such as table values leading them to the answer. For part (b) some candidates failed to identify it as a sampling distribution case.

Advice to Teachers: Put emphasis on sampling distribution cases.

Question 16

Simple harmonic motion (SHM) questions. Candidates were to find the amplitude, periodic time, velocity of the particle at any time $t > 0$ and the speed at a given time $t = \pi/4$ seconds.

The question was so unpopular though easy but also not well done.

Weakness

It appeared as if many schools did not cover this topic although it is on the syllabus. Candidates could not memorize the suitable equations of SHM.

Advice to Teachers

All topics within the syllabus must be covered.

S475/1 SUBSIDIARY MATHEMATICS

Introduction

The paper comprises of two sections; A and B.

Section A contains eight (08) compulsory short answer questions. Section B contains 6 extended answer questions.

A candidate answers only four questions from this section. The questions are drawn from the areas of Pure Mathematics, with topics of Algebra, Trigonometry, Analysis, Matrices and Vectors. Also from the areas of Mechanics, probability and Statistics.

The paper was of the same level of difficulty as that of the previous year, 2015. The UACE 2016 candidates performed better than those of the previous year.

Question Analysis

SECTION A:

Question 1.

Required use of remainder theorem *f(x)* = 0 and substituting *x*= -1 and *x* = 2 in order to determine the unknown coefficients *a* and *b*.

Popularity of the question: Very popular.

Weakness of Candidates

Candidates failed to obtain correct simultaneous equation when substituting *x* = -1 in the polynomial i.e. failed to square -1 using a calculator.

Advice to Teachers

Teachers should teach the learners how to use a scientific calculator i.e. square of -1 should be squared with brackets $(-1)^2 = 1$.

Question 2.

Required to calculate the Spearman's rank cancelation coefficient and to comment on the results.

Popularity of the question: Quite popular

Weakness of Candidates: Candidates re-ranked the ranks.

Advice to Teachers

Teachers should teach learners the difference between ranked data and unranked data.

Question 3.

a) Required to determine the common ratio for a Geometrical Progression (GP) by applying the formula of the sum to infinity $S_\infty = \frac{a}{1-r}$

b) To find the common ratio and use it to find the sum of the first ten terms using $S_{10} = a \ \frac{1-r^n}{1-r}$

Popularity of the question: Popular.

Weakness of Candidates: Candidates did not know the formula for finding the sum to infinity.

Advice to Teachers

Teachers should teacher the entire content about AP and GP using Backhouse I as a reference

Question 4.

Required candidates to calculate moving averages.

The question was quite popular

Weakness of Candidates

It was passed by at least all candidates except those who failed to predict the trend of the moving averages.

Advice to Teachers

Teachers should help learners predict the likely trend of moving averages using a trend line.

Question 5.

Required to determine the stationary point by differentiating the function and then equating to zero i.e. $\frac{dy}{dx} = 0$

The question was popular.

Weakness of Candidates

Candidates failed to differentiate and those who differentiated could not equate to 0 in order to find x co-ordinate.

Advice to Teachers

Teachers should teach the learners how calculators can be used to determine the co-ordinates of stationary points.

Question 6.

Required use of the additive rule of probability of two independent events *A* and *B* by stating *P(AUB) = P(A) + P(B) −P(AnB).*

Weakness of Candidates

Some failed to interpret the independence of *A* and *B i.e. P(AnB) = P(A) P(B).*

Advice to Teachers

Teachers should help the learners to distinguish the conditions for which its events are:

- Independent
- Mutually exclusive
- *P(AUB) = P(A) +P(B) − P(AnB)*

Question 7.

Required to identify the identity matrix $\begin{pmatrix} 1 & 0 \\ 0 & 1 \end{pmatrix}$ and use it to find a matrix **C** satisfying the condition *3A − 2C +B = I*

Popularity of the question: It was very popular.

Weaknesses of Candidates

They failed to identify the identity matrix $\begin{pmatrix} 1 & 0 \\ 0 & 1 \end{pmatrix}$; some candidates quoted the 2 by 2 identity matrix as $\begin{pmatrix} 2 & 0 \\ 0 & 2 \end{pmatrix}$

Advice to Teachers:

Teachers should emphasize the order of a matrix for compatibility in addition and multiplication because many candidates used *I* as one (1) in the matrix addition.

Question 8.

It required to draw a force diagram and use the second Newton's law of motion:

traction force – resistance = mass x acc

i.e. *Traction force = resistance*

and *use of power = force x velocity*

The question was not popular.

Advice to Teachers: Teachers should teach all topics of mechanics as prescribed in the syllabus.

SECTION B

Question 9.

Requited to complete classes of continuous statistical data and calculate the mean, standard deviation and draw a histogram. The question was very popular.

Weaknesses of Candidates

Candidates failed to complete the classes and therefore could not score any mark for a wrong frequency distribution. Those who completed the classes correctly failed to draw a histogram because they determined class boundaries from the class boundaries already given.

Advice to Teachers

- Teachers should clearly distinguish between class limit and class boundaries for both discrete and continuous statistical data.
- They should also teach the learners how to determine (extract) the mode from a histogram using:
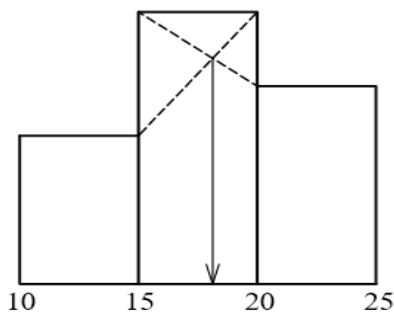
and <u>NOT</u>
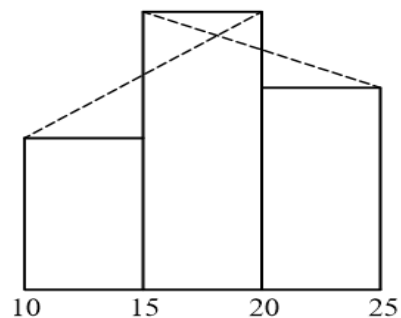
Question 10.

Required formulation of a differential equation for a decay process.

It was very unpopular.

Weaknesses of Candidates

- Some candidates who attempted missed out a negative to indicate the decrease.
- Some attempted to use the knowledge of Physics. It implies that most candidates were not taught different equations.

Question 11.

It required to calculate simple aggregate price index, price relatives and weighted aggregate price index and estimating the cost of the engine by taking 1998 as the base year. It was a very popular question.

Weakness of Candidates

Some candidates calculated weighted average price index using the formula $\frac{\in Pn/Po}{\in W} \, x \, 100$

Instead of $\frac{\in PnW}{\in PoW} \, x \, 100$

Question 12.

The question required to use the identity $\sin^2 \theta + \cos^2 \theta = 1$ for substitution in the expression, in order to form a quadratic equation. It was not very popular.

Weakness of Candidates

Some candidates failed to state the relationship between $\sec \theta$ and $\cos \theta$.

Question 13.

It required determining the value of the constant *k, P (1< x< 1.5),* expectation and variance by integration. It was very popular.

Weaknesses of Candidates

- The candidates thought the probability function was a discrete random variable.
- Some also failed to integrate the function.

Question 14.

Required the maximum speed attained and sketching a velocity time graph and using it to find the total distance covered by the car.

Weaknesses of Candidates

Most candidates failed to apply the first equation of motion *V=U+at* and a few could not convert 2 minutes to seconds to harmonize the units.

Advice to Teachers

Teachers should teach the learners elementary mechanics. This was a simple question but very few candidates attempted it. The syllabus is quite detailed as to what the subsidiary Math's student requires.

P510/ 1 PHYSICS

This paper consists of **ten s**emi structured questions. Candidates are required to answer **five** questions, including at least **one**, but **not** more than **two** from each of the sections **A,B** and **C**.

Performance of candidates

Overall, the performance of the candidates was poor compared to last year. The quality of work presented by the candidates this year was poorer than that of last year and so were the performance scores. The most attempted questions were: 3, 5, 8, 9 and the least attempted was question 4.

Analysis of performance per question

Question 1.

Candidates were required to:

- Define dimensions of a physical quantity and elastic limit.
- Show that the maximum horizontal range R_{max} is given by $R_{max} = u^2/g$.
- Explain why tyres of a vehicle burst while travelling on a hard surface.
- Describe an experiment to determine Young's Modulus of a steel wire.

This was a popular question.

Weaknesses of the candidates

- Failure to apply the kinetic theory of gases and friction on tyres of a vehicle travelling on a hard surface to explain why it burst.
- Defining elastic limit as a point instead of maximum load which a material can experience and still gain its original size and shape once the load has been removed.

Advice to Teachers

- Emphasize correct definition of terms.
- Draw examples from everyday life to show applications of Physics.

Question 2.

Candidates were required to:

- Define efficiency of a machine, impulse, momentum and inertia.
- Calculate output power of a car engine and pressure exerted on a wall by water jet from a pump.
- Explain the effect of increasing the angle of inclination on a body placed on rough plane.

This was a popular question.

Weakness of the candidates

- Candidates were not able to calculate output power of a car engine and the pressure exerted on a wall by a water nozzle.

Advice to Teachers

- Give regular exercises on output power of car engines.

Question 3.

Candidates were required to:

- Define conservative force and give two examples.
- State Newton's law of gravitation and show that it is consistent with Kepler's third law.
- Determine the mass of the sun given that the earth takes 365 days to make one revolution around the sun.
- Explain how satellites are used in World-wide radio or television communications.

This was a popular question.

Weaknesses of the candidates

- Mistaking a closed path for a circular path, thus giving wrong definition of a conservative force and also giving examples of conservative fields instead of forces.
- Using mean distance instead of distance in the definition of Newton's law of gravitation.
- Using radius of the earth as distance between earth and sun.

Advice to Teachers

- Give regular exercises to candidates.
- Emphasize correct definitions.
- Teach applications of gravitation in using satellites to transmit worldwide radio and television communication.

Question 4.

Candidates were required to:

- Define fluid element, a flow line, surface tension and angle of contact of a liquid.
- State Bernoulli's principle.
- Explain how a pitot- static tube works.
- Use Bernoulli's principle in calculating the speed of airflow over an equal area of the upper surface of aircrafts wings as under the wing.

This question was not popular.

Weaknesses of the candidates

- Failure to define a fluid element and a flow line.
- Lack of knowledge of how a pitot static tube works.
- Failure to substitute lift force in Bernoulli's principle in the calculation in 4(c).
- General lack of knowledge of fluid dynamics.

Advice to Teachers
- Teach fluid dynamics.
- Emphasize correct definitions.

Question 5.

Candidates were required to:

- Define specific latent heat of fusion.
- Explain why melting takes place at constant temperature.
- Describe continuous flow method of determining specific heat capacity..
- Use a given data to calculate specific latent heat of ice and energy gained using first set of results and explaining why the two sets of results were necessary.

This question was very popular.

Weakness of the candidates

- Most of the candidates gave the reason for taking two set of results as to account for heat lost to the surroundings, instead of heat gained from the surroundings.

Advice to Teachers

- Always explain steps taken in experiments.
- Practical approach is recommended for teaching this topic.

Question 6.

Candidates were required to:

- State Dalton's law of partial pressures.
- Use $P = \frac{1}{3}\rho c^{\overline{2}}$ to derive $P = P_1 + P_2$.
- Define isothermal and adiabatic processes.
- Sketch P-V curve for a given process.
- Define saturated vapour.
- Explain briefly the effect of altitude on boiling point.

This was a popular question.

Weaknesses of the candidates

- Inability to relate $P = \frac{1}{3}\rho c^{\bar{2}}$ to kinetic theory of molecules and eventually end with $N=N_1+N_2$.
- Inability to distinguish between an adiabatic and isothermal process on a P –V diagram.
- Not knowing the effect of altitude on pressure hence boiling point.

Advice to Teachers

- Help students learn how to differentiate P -V curves for adiabatic and isothermal processes.

Question 7.

Candidates were required to:

- Define black body.
- Sketch and explain graphs of intensity versus wavelength for different temperatures.
- Explain how optical radiation pyrometer is used to measure temperature.
- State Prevost's theory of heat exchanges.
- Apply Prevost's theory to solve a problem.

This was a popular question.

Weaknesses of the candidates

- Confusing the term emits with transmits in the definition of a black body.
- Shapes of intensity versus wavelength curves are drawn wrongly.
- Inability to recall the formula $P=\varepsilon A\delta\,(T^4-T_o{}^4)$.

Advice to Teachers

- Emphasise correct definition of a black body.
- Give many examples on use of $P=\varepsilon A\delta\,(T^4-T_o{}^4)$.
- Help students learn how to draw correct graphs for intensity versus wavelength for different temperatures of a black body.

Question 8.

Candidates were required to:

- Distinguish between mass defect and binding energy.
- Sketch a graph of binding energy/nucleon versus mass number.
- Explain how to determine charge on an oil drop experiment.
- Derive Bragg's law.
- Apply Bragg's law to determine atomic spacing of planes in a crystal.

This was a popular question.

Weaknesses of the candidates

- Drawing wrong graphs for binding energy per nucleon versus mass number.
- Drawing a wrong diagram in the derivation of Bragg's law. Wrong position of glancing angle and the 90^0.
- Failure to convert $11^024'$ to degrees hence failed to obtain correct value of atomic spacing.

Advice to Teachers

- Use sketch diagrams to help students understand derivation of Bragg's law.
- Ensure proper sketch graph of binding energy per nucleon versus mass number.
- Teach conversion of minutes to degrees centigrade.

Question 9.

Candidates were required to:

- State Bohr's model of the atom.
- Derive the expression of total energy of an electron.
- Describe the operation of a diffusion type of cloud chamber.
- Calculate wavelength of radiation and identify where the radiation lies in the electromagnetic spectrum.

This was a popular question.

Weaknesses of the candidates

- Some candidates described the expansion cloud chamber instead of the diffusion type cloud chamber.
- Many candidates could not state the region of the electromagnetic spectrum where the radiation lies.

Advice to Teachers

- Teach both the expansion cloud chamber and the diffusion cloud chamber.
- Teach the electromagnetic spectrum.

Question 10

Candidates were required to:

- Describe how positive rays are produced.
- Describe how the Bainbridge spectrometer can detect isotopes.
- Define time base.
- Sketch variation of time base voltage with time.
- Explain the motion of an electron projected perpendicularly into a uniform magnetic field.

This question was popular.

Weaknesses of the candidates

- Candidates were using electrons in the Bainbridge spectrometer.
- Failure to define a time base as applied to a CRO.
- Many candidates failed to sketch a graph showing the variation of time base voltage with time.

Advice to Teachers

- Teach Bainbridge spectrometer and its use in detecting isotopes.
- Define terms related to the use of CRO.
- Use graphs to explain how time base varies with time.

P510/2 PHYSICS

This paper consists of **ten s**emi structured questions. Candidates are required to answer **five** questions, taking at least **one** from each of the Sections **A, B, C** and **D** but **not** more than **one** from either Section **A or B.**

Performance of Candidates

The overall, performance of the candidates was fair. The quality of work presented by the candidates this year was slightly better than that of last year and so were the performance scores.

The most attempted questions were	:	1, 3, 7, 9 and 10.
The least attempted were question	:	4 and 6.
Candidates performed well in question	:	3, 7, 9 and 10
Poorly in questions	:	2, 4, 5 and 6.

General Weaknesses of Candidates

- Mistaking lenses for curved mirrors and the reverse.
- Describing an experiment when the question, demand for an explanation or derivation.
- Inability to express themselves well in English, affecting their scores in descriptive work. Poor command English language also affected their interpretation of questions.

Analysis of performance in some selected questions

Question 1.

Candidates were required to:

- Describe how the focal length of a convex mirror can be measured using a convex lens of known focal length.
- Determine the focal length of a convex mirror in a given diagram.
- Show that refractive index n=R/R'. Where R is the distance from the concave mirror to where the pin coincides with its image and R' is the distance from the concave mirror to where the pin coincides with its image when a small amount of liquid was added onto the mirror.
- Demonstrate the understanding of Galilean telescope.

This question was very popular.

Weaknesses of the candidates

- Failure to determine image distance, and to use the sign conversion in (a)(ii).
- In (b), some candidates described experiment to determine n; using n=sin i/sin r they did not know where i and r were.
- In(c), some candidates did not have the right lenses for the telescope or correct symbols for lenses, then correct refraction for each type of lens.

Advice to Teachers

- Guide students on question interpretation,
- Let students practise correct use of optical components (symbols).
- Let students practise drawing image formation by different components.

Question 3.

Candidates were required to:

- Explain the terms fundamental note and overtone.
- Describe how the speed of sound can be determined using resonance tube and different tuning forks.
- Explain formation of beats, derive the expression for beat frequency and apply the expression to determine beats frequency in a given situation.

This was a very popular question.

Weaknesses of the candidates

- Many dwelt on fundamental frequency and frequencies of overtones or harmonics.
- Some candidates used simple tuning forks, some measured length of water in the tube, and some were plotting $\frac{1}{l}$ against f.
- In (e), some candidates considered change in velocity rather than wave length to determine new frequency.

Advice to Teachers

- Students should be able to relate modes of vibration with frequency of notes, and relation between fundamental note and overtones.
- Students should know that when a source is moving relative to an observer, it is wavelength which changes.

Question 5.

Candidates were required to:

- State the difference between a motor and a dynamo.
- Describe how a dc. Generator works.
- Describe factors determining peak value of induced emf.
- Calculate net force on the loop wire.

This question was not very popular.

Weaknesses of the candidates

- Some described working of a d.c. Motor instead of a d.c. generator.
- Some listed factors determining peak value and failed to indicate how they relate.
- Failure to recall the formula for **B** and also to find value for length of the wire.

Advice to Teachers: Adequate preparation of students required.

Question 6.

Candidates were required to:

- Explain what is meant by the terms Magnetic meridian and Magnetic variation.
- Describe structure and mode of operation of deflection magnetometer.
- Determine resultant magnetic flux density.
- Define the terms self-induction and mutual induction.
- State causes of power lose in an a.c transformer state how each can be minimised.
- Explain why primary current in a transformer increases when the secondary is connected to a load.

This question was unpopular.

Weaknesses of the candidates

- In (b), some candidates wrote about entirely different instruments.
  Those closest to the answer wrote how the tangent galvanometer circuit is arranged to find B_H.
- In (c), many candidates had wrong formula for B of circular coil.
- In (d)(iii),some candidates gave very contradictory explanation; that magnetic field in secondary increases rate of change of magnetic field of primary hence increase in current.

Advice to Teachers

- In teaching, the use of tangent galvanometer, mention that magnetometer is part of the circuit and describe how it works.
- Students need to have practise on formula for B for the different conductors.
- Need to know that magnetic field of secondary acts to reduce that of primary; this reduces back emf in primary and hence increase in current in primary.

Question 7.

Candidates were required to:

- Define the term root mean square value of an alternating voltage.
- Determine the frequency of a given alternating voltage and calculate the power dissipated in the resistor.
- Show that current in an inductor connected to an a.c supply of voltage $V = V_0 \sin 2\pi ft$ laps the voltage by 90°.

- Sketch current and voltage for capacitor.
- Describe how thermo couple meter works.

This question was very popular.

Weaknesses of the candidates

- Some candidates failed to find $\int \sin 120\pi ft\, dt$ but instead assumed $I = I_o \sin 120\pi t$ and determined $\frac{dI}{dt}$
- Incorrect phase relationship for the graphs in (c)(ii).
- In (d)(i), some candidates did not know the structure of thermocouple meter.

Advice to Teachers

- Students should be given different forms of a.c. voltage and current to derive the other or reactance, and should also practise drawing corresponding graphs.
- They need adequate practise on the working of the a.c meters.

Question 8.

Candidates were required to:

- Define electrical resistivity and explain how length and temperature affect resistance.
- State and explain which of the temperatures is higher than the other for a given current-voltage graphs.
- Derive balance condition for Metre Bridge when using it to determine resistance.
- Apply the balance condition to determine length X of a given wire.
- Explain how electrons attain steady velocity when current flows through a conductor.

This question was fairly popular.

Weaknesses of the candidates

- In (a)(ii), some candidate mixed up the idea, when they began that lower wire means greater surface area. Also that when the current increases the temperature increases leading to reduction in resistance.
- In (a)(iii) many candidate failed to analyse the graph well to see that T_1 has higher current than T_2 and hence lower resistance but instead took that higher gradient implies higher resistance.
- In (b)(i), Some candidates turned to Wheatstone bridge, while some described experiments to determine unknown resistance.
- For electrons attaining steady speed, some derived expression for the steady speed instead of explaining how it is attained. While some failed to answer.

Advice to Teachers

- Students should be given practise on questions that provoke them to think and reason. The questions required application of knowledge.

Question 9.

Candidates were required to:

- Explain equipotential surface and give examples.
- State Coulomb's law.
- Explain variation of electric potential with distance from centre of sphere.
- Indicate forces acting on a sphere placed between two plates and determine magnitude of charge on the sphere.
- Define electric field intensity.
- Explain electrostatic shielding and why a neutral body is attracted to a charged body when brought near it.

This was very popular question.

Weaknesses of the candidates

- In (a), some candidate only drew diagrams of concentric circles round a point centre.
- In (b)(ii), some candidates concentrated on variation of electric potential from a point charge or were unable to give adequate or accurate description of the variation.
- In (b)(iii), some candidates failed to indicate the forces acting and then give the equation for equilibrium condition.
- For the shielding, some candidates were able to draw the diagram of the faraday cage but were unable to explain how it works.

Advice to Teachers:

There is need to give adequate explanation of applications given to students.

P510/3 PHYSICS

This paper consists of **three** questions. Question **one** is compulsory. Questions 2 and 3 are optional and candidates are required to answer **one**.

Performance

The overall performance of the candidates was good. Question 1 was the best done .Question2 was the most attempted and poorly done. The least attempted was question 3.

The quality of work the candidates' presented this year was better than that of last year and so were their performance scores.

Question 1.

This was a compulsory question. Candidates were required to determine moment of inertia I. In part 1, candidates were required to:

- Determine the mass M, in kg and centre of gravity C of metre rule A.
- Set up the apparatus as directed.
- Take measurements and present the data in a tabular form.
- Plot a graph and carry out calculations to determine I.

In PART II, candidates were required to:

- Set up the apparatus as per the instructions,
- Determine periods for 20 oscillations.
- Carry out calculations to determine I_o.

Weaknesses of the candidates

- Plotting wrong graphs.
- Poor plotting of graphs.
- Submitting work in pencil.
- Failure to convert from g to kg.
- Failure to determine T from time for 20 oscillations.
- Introducing symbols that are not in the question e.g. T^2d^2 as b^2T^2.
- Poor recording of data.
- Misinterpretation of symbols.
- Wrong use of power ten.
- Wrong rounding off.
- Disorganized table of results.

Advice to Teachers

- Expose students to practical work and marked their work.
- Endeavour to attend SESEMAT workshops.
- Integrate practicals in the day to day teaching.
- Advice students to not use pencil except for drawing only.
- Work done in pencil apart from drawing will not be marked.

Question 2.

Candidates were required to:

- Manipulate apparatus and obtain data using a metre rule and vernier callipers.
- Locate images.
- Present data in a tabular and graphical from.
- Manipulate data and obtain the power of a cylindrical water lens.

This question was more popular than question 3.

Weaknesses of the candidates

- Interpreting power of a lens as electrical power.
- Failure to change values of γ to numerical values(using y as 6d,7d,8d etc).
- Poor plotting of graphs.
- Faint work, almost unreadable.
- Poor recording of observations.
- Wrong rounding off.
- Disorganised work in table of results.

Advice to Teachers

- Guide candidates on how to follow instructions in practical work.
- Teach students how to draw good graphs and proper way of presenting data in tabular form.

Question 3.

Candidates were required to:

- Interpret the circuit diagram and set up the circuit.
- Take measurements using meter rule and ammeter.
- Present data in a tabular and graphical from.
- Manipulate the data and obtain the potential difference per metre across the potentiometer wire and resistivity of a bare wire.

This was the least popular question among the alternatives.

Weaknesses of the candidates

- Failure to correctly interpret and connect the circuit.
- Not knowing the accuracies of the different instruments used.
- Poor plotting of graphs.
- Failure to obtain intercept from the graph, some candidates used y=mx +c.
- Faint work almost unreadable.
- Poor recording of observations.
- Wrong rounding off.
- Failure to convert cm to m.

Advice to Teachers

 Give students the opportunity to practice how to interpret circuits, connect them and take measurements using different instruments.

P515/1 AGRICULTURE

The paper has two sections: Section A had 30 objective questions and Section B had 7 structured questions. All the questions were compulsory. The paper reflects comparable standard to that of last year in terms of content, aims and objectives, skills and syllabus coverage.

Performance of Candidates

The overall performance of candidates was good; and the quality of work presented by the candidates of 2016 was better in terms of presentation and internalisation of answers. The best done questions were 31 (a), 33, 34, 36 and 37 while the poorly done were questions 32 and 35.

Analysis of questions

Question 31.

The question required candidates to: (a) outline ways in which urban and peri-urban farming is important and (b) give challenges of the above farming.

Weakness of candidates

Some candidates gave problems of urban centres and not urban farming.

Advice to Teachers

Help learners know that the problems of urban centres should be a little different from urban farming.

Question 32.

Required candidates to calculate mechanical advantage after being given load and effort; to explain how to load a bag of coffee to the lorry along an inclined plane and to calculate velocity ratio.

Weaknesses of candidates

Some candidates could not calculate and describe operation of simple mechanics (lever, pulleys) such as mechanical advantage & velocity ratio – using principles of mechanics.

Advice to Teachers

Teach students Mechanics in Agriculture following principles and using standard units.

Question 33.

Candidates were asked to outline conditions required for choosing a site for a fish pond and requirements of a good fish pond.

Weaknesses of candidates:

- Candidates confused requirements for choosing a site with requirements of a good fish pond.
- Some candidates just mentioned words such as accessibility, topography etc. This is below expectations of a senior six (S.6) candidate.

Advice to Teachers

- Should emphasise to learners that a site is the location which is different from features that characterize a good pond.

Question 34.

Required candidates to state challenges that agricultural development faces in Uganda.

Weaknesses of candidates

Most candidates gave importance and aims of NAADs instead of, in what form it is able to execute its service.

Advice to Teachers: Advice learners to scrutinize the questions and answer accordingly.

Question 35.

Candidates were required to: Define the term genetic engineering; explain benefits of genetic Engineering and Give problems associated with genetic Engineering.

Weaknesses of candidates

- Most candidates did not bring out key words in the definition
- Some did not have knowledge on genetic Engineering while some confused it with genetics
- Others confused it to mean mechanization and Engineering.

Advice to Teachers

Teachers should teach knowledge and application of genetic Engineering – among the new topics.

Question 36.

Required candidates to: State the causes of swarming in bees; give precautions that should be taken when harvesting honey and give methods of encouraging high yields of honey in bee hives.

Weaknesses of Candidates

- Candidates confused precautions with procedure of harvesting honey
- Most candidates could not give methods involved in harvesting high yields of honey.

Advice to Teachers

- Teachers should teach about bee farming – a new topic in the A level syllabus.
- They should emphasise skills of taming bees and how harvesting of honey is carried out.

Question 37.

The question required candidates to give types of damage which can occur on grains in the store(boring, rotting, moulding etc); and state characteristics of a good grain store.

Weaknesses of candidates

- Candidates were giving effects of a poor storage like wet haring, eaten by rodents, loss of viability.

Advice to Teachers: Advise students to internalise questions before answering them.

P525/1 CHEMISTRY

This paper consists of two sections, **A** and **B**. Section **A** consists of **9** compulsory structured questions Section **B** consists of **8** semi structured questions of which candidates are required to answer **six** questions

Performance

Overall, the performance of the candidates was good compared to last year. The quality of work the candidates presented this year was the same as that of last year and so are the performance scores. Performance was good in questions 3, 4, 5, 6 and 7, and poor in 11, 12 and 15. Physical chemistry questions were best done followed by organic and lastly inorganic questions.

Analysis of performance per Question in Section B.

Question 10.

Required was knowledge of conductivity. Candidates were expected to explain what is meant by the term molar conductivity, calculate molar conductivity of $H_2C_2O_4$ and $(NH_4)_2C_2O_4$, explain their answers and state two applications of conductivity measurements.

The question was popular.

Weaknesses of candidates

- Failure to explain what is meant by molar conductivity and to explain why molar conductivity at infinity for $H_2C_2O_4$ was higher than that of $(NH_4)_2C_2O_4$.

Advice to Teachers: Guide students as to what is demanded by an explanation question.

Question 11.

Candidates were required to state what is meant by the term "thermosetting plastics", name one thermosetting plastic, name monomers of some polymers and calculate the value of n (number of monomers) in a given polymer.

The question was popular.

Weaknesses of candidates

- Not knowing what a thermosetting plastic is.
- Not knowing how to name the monomer.
- Lack of understanding of the mole concept that made them to fail to calculate the value of n.

Advice to Teachers: Teach thermosetting and thermo softening plastics.

Question 12.

Candidates were required to write the electronic configuration of chromium, state why chromium is classified as a transition element, write formulae of the possible isomers of $CrCl_3.6H_2O$. They were also to state what would be observed and write equation for the reaction that would take place where chromium (III) ions were reacted with ammonia solution.

The question was popular.

Weakness of candidates: Failure to write the formulae of the isomers.

Advice to Teachers: Teach isomerism in hydrated salts.

Question 13.

Candidates were required to name a reagent that can be used to distinguish between $Ba^{2+}(aq)$ and $Ca^{2+}(aq)$, $Br^-(aq)$ and $Cl^-(aq)$, $CH_3CO_2^-(aq)$ and $C_2O_4^{2-}$. State what would be observed if each ion is separately treated with the reagent.

The question was popular.

Weakness of candidates

- Not knowing the names of the reagents used to distinguish the pairs of cations and anions.

Advice to Teachers: Practical approach is recommended.

Question 14.

Candidates were required to write the expression for K_c for the given equilibrium reaction, calculate the value of K_c, calculate the enthalpy change for the reaction and state the effect of increasing temperature on the value of K_c.

The question was popular.

Weakness of candidates:

Failed to calculate the value of K_c and the enthalpy change for the reaction.

Advice to Teachers

- Teach students how to get equilibrium concentration/composition in an equilibrium reaction.

Question 15.

Candidates were required to state what would be observed and to write equation for the reaction that would take place when some inorganic and organic reactions take place.

The question was unpopular.

Weakness of candidates: Many failed to write equations for the reactions that took place.

Advice to Teachers

- Teach students to write equations of simple organic reactions giving the major organic products.

Question 16.

Candidates were required to write equations to show how they would synthesize some organic compounds given a starting compound.

The question was popular.

Weakness of candidates

- Failure to write correct conditions and reagents needed in different stages in an organic synthesis.

Advice to Teachers

- Teach preparation(s) and reaction(s) of organic compounds from which students will be able to devise conditions and reagents needed in synthesis of different organic compounds.

Question 17.

Required was knowledge of the process of extracting aluminium and reactions of aluminium.

The question was popular.

Weakness of candidates: Inability to write balanced equations for the reactions.

Advice to Teachers: Help students learn to write balanced chemical equations.

P525/2 CHEMISTRY

This paper consists of two sections, **A** and **B**. Section **A** consists of 4 semi-structured questions of which candidates are to answer **three**. Section **B** also consists of 4 semi-structured questions of which candidates are required to answer **two** questions.

Performance

Overall, the performance of the candidates was good compared to last year. The quality of work the candidates presented this year was the same as that of last year and so are the performance scores. Performance was good in questions 3, 4 and 5, and poor in question 6.

Analysis of performance per question

Question 1.

Required was the understanding of electrochemistry. Candidates were required to state Kohlrausch's law, use it to determine molar ionic conductivity of chloride ions, draw graphs to show how molar conductivities of strong and weak electrolytes varies with concentration and explain the shapes.

The question was not popular.

Weaknesses of the candidates

- Stating the law in terms of electrolytic conductivity instead of molar conductivity.
- Inability to identify copper (II) sulphate as a strong electrolyte and hydrofluoric acid as a weak electrolyte.
- Poor drawing of graph. Some candidates interchanged the axes.

Advice to Teachers

- Emphasize a variety of examples of strong and weak electrolytes.
- Teach students how to plot and interpret graphs.

Question 2.

Required was knowledge of the properties of transition elements, extraction of zinc and reactions of zinc.

The question was popular.

Weaknesses of the candidates

- Many spelling errors.
- Many failed to give the reason why zinc is not a transition element.
- Many failed to give the correct name and formula of an ore of zinc.
- Inability to balance equations.

Advice to Teachers

- Emphasize correct spellings of chemical terms.
- Emphasize use of standard text books.

Question 3.

Required was the understanding of the reactions of organic compounds that was to be applied in the synthesis of organic compounds from given compounds.

The question was very popular.

Weakness of the candidates: Use of wrong reagents because of cram work.

Advice to Teachers

- Where possible, practical work is recommended.
- Encourage use of standard text books.

Question 4.

Required was the understanding of colligative properties and its use in determining relative molecular mass.

The question was very popular.

Weaknesses of the candidates

- Failure to identify which one of the two was the solvent or the solute(i.e. Benzene and benzoic acid)
- Poor description of the experiment.
- Calculating using formula instead of working from first principles.

Advice to Teachers

- Experimental approach recommended.
- Encourage use of first principles in calculations.

Question 5.

Required was the understanding of the structural isomerism and the reactions of alkyl halides and alcohols.

The question was very popular and generally performed well.

Weaknesses of the candidates

- Inability to name the isomers correctly according to IUPAC.
- Not clearly bringing out the reason why 2-bromobutane reacts with sodium hydroxide and bromobenzene does not.
- Giving minor organic products, during inter conversions.

Advice to Teachers

- Give thorough explanations or reasons why certain reactions can occur while others cannot.
- Give students adequate exercises on naming organic compounds, according to the IUPAC system.

Question 6.

Required was the understanding of equilibrium reactions and the effects of temperature, pressure and a catalyst on reversible reactions.

The question was not popular.

Weaknesses of the candidates

- Interpreting 46% wrongly as the amount of sulphur trioxide that remained at equilibrium rather than what reacted.
- Mixing "position of equilibrium" and "equilibrium constant".
- Not working from first principle.

Advice to Teachers

- Teach students how to work from first principles.
- Emphasize explanation in simple language.
- Clearly bring out the difference between position of equilibrium and equilibrium constant.

Question 7.

Required was the understanding of the properties of the elements of Period 3 of the Periodic Table. The question was popular.

Weaknesses of the candidates

- Poor choice of scale used in plotting of the graph.
- Lack of knowledge about bonding in elements.
- Confuse the words 'atoms', 'molecules' and, 'ions'.

Advice to Teachers

- Use models in lower classes to explain the differences between atoms', 'molecules' and 'ions'.
- Use models where necessary to show types of bonding.

Question 8.

Candidates were required to offer explanation to certain observations.

The question was very unpopular.

Weaknesses of the candidates

- Poor English.
- Poor writing of equations.
- Lack of basic knowledge and use of cram work.

Advice to Teachers

- Explain all reactions in simple language.
- Carry out most of the reactions practically and explain the reactions.

P525/3 CHEMISTRY (PRACTICAL PAPER)

The paper consists of three compulsory questions, one quantitative analysis, one inorganic qualitative analysis and one organic qualitative analysis.

Performance

The overall performance of candidates in the paper was good. Question 3 was the best done and the worst done was question 2.

The quality of work the candidates presented in 2016 was poorer than that of 2015 and so were their performance scores.

Question 1.

Candidates were required to standardize a solution of sodium hydroxide using a solution of oxalic acid and use the standardized solution to determine the percentage of metal **Q** in solid **R**.

Weaknesses of the candidates

- Not knowing the formula of oxalic acid.
- Failure to write the balanced equation for the reaction between oxalic acid and sodium hydroxide.
- Failure to record burette readings in the table to the required decimal place.

- Lack of knowledge of the idea about back titration.
- Lack of knowledge of the mole concept.
- Poor mathematical skills.

Advice to Teachers

- Expose students to a lot of practise on mole concept through titrations.
- Integrate practicals with theory.

Question 2.

Candidates were required to analyse and identify the cations and anions in substance **Y**.

Weaknesses of the candidates

- Wrong spellings of technical terms like precipitate, dissolves, etc.
- Wrong formulae of ions e.g. Al^{2+} (wrong charges on ions and wrong symbols).
- Wasting time to write equations in the observation column.
- Incomplete observations e.g. Failure to identify the colour of solution formed after the precipitate has dissolved.
- Lack of knowledge on the tests intended by certain reagents e.g. Bleaching powder.
- Failure to carry out confirmatory tests for gases and cations.

Advice to Teachers

- Expose students to a lot of practise on inorganic qualitative analysis to get acquainted to writing correct observations, deductions and formulae.
- Emphasise correct spelling of technical terms.
- Teachers should acquaint themselves with certain tests in the laboratory before exposing them to students.
- Schools should acquire standard textbooks and practical work books.

Question 3.

Candidates were required to analyse and identify the nature of the organic compound **G**.

Weaknesses of the candidates

- Inability to make correct deductions from the observations.
- Wrong spellings of technical terms.
- Lack of knowledge on the purpose and idea behind certain tests.

Advice to Teachers

- Endeavour to write technical terms for the students to get acquainted with correct spellings.
- Endeavour to ensure that the chemicals and apparatus in use are not fake products.
- Teach organic reactions practically.

P530/1 BIOLOGY

The paper tested for understanding of common basic concepts in Biology.

Analysis of questions

Question 41.

Candidates were required to: state the role of cell membranes and why transport across cell membranes is necessary; give the difference between active transport and diffusion; and state two examples of processes in plants that require active transport.

Weaknesses of candidates

- Failure to distinguish between role and necessity.
- Poor question interpretation.
- Lack of knowledge of basic concepts.
- Some candidates gave examples of active transport in animals rather than plants.

Advice to Teachers

- Emphasise understanding of basic concepts.
- Ensure wide coverage of syllabus.
- Relate concepts taught in different topics.

Question 42.

Candidates were required to: study a graph on variation of M.R. with environmental temperature and (a) identify temperatures x & y (b) state the meaning of efficiency range (c) Explain variation of M.R. with environmental temperature outside the efficiency range (d) state how the low critical temperature varies in an animal living in a cold environment to that of a hot environment.

Weakness of candidates

- lack of knowledge of the concept.
- Failure to distinguish between physical and physiological processes.

Advice to Teachers

- Distinguish physical from physiological mechanism using relevant examples.
- Teach graphical interpretation.
- Make use of recommended reference books.

Question 43.

Required candidates to explain how high levels of SO_2, CO_2 and CFCs in the atmosphere affect the environment.

Weaknesses of candidates:

- Lacked knowledge of effects of these gases.
- Poor spelling of scientific phenomena.
- Mixed up facts for CO_2 and SO_2, short and long wave radiations.

Advice to Teachers

- Relate scientific concepts to real life occurrences.
- Cover syllabus.
- Clearly explain ozone depletion and greenhouse effect.
- Write technical terms on the chalkboard.

Question 44.

Candidates were required to: describe four problems faced by terrestrial plants; state how mosses are poorly adapted to terrestrial life.

Weaknesses of candidates

- Lack of knowledge of mosses and problems of terrestrial plants.
- Confusion of rhizoids/rhizomes/hyphae/roots.

Advice to Teachers

- Emphasise practical approach when teaching using relevant specimens
- Coverage of syllabus
- Emphasise integration of concepts

Question 45.

Required candidates to study graphs of fescue seed at different conditions and (a) state and describe the factors that affect viability of seed; (b) explain the effect of each factor on viability.

Weaknesses of candidates:

- Failure to interpret data
- Failure to relate questions to the data

Advice to Teachers:

- Expose learners to data related to concepts.
- Help learners develop interpretation skills.

Question 46.

Candidates were required to: state antigens and antibodies of each blood group; show whether agglutination occurs when individuals received blood of AB blood group and explain how Rh- mother affects a Rh+ foetus in her womb.

Weakness of candidates

- Lack of knowledge of antigens/antibodies/Rhesin condition.
- Failure to represent these symbols scientifically

Advice to Teachers

- Emphasise sequence of events in biological processes
- Wide coverage of the syllabus.

P530/2 BIOLOGY

Performance of candidates

The overall performance of candidates was good. Question 6 was well done while question 5 was poorly done and also least attempted. The quality of work of candidates presented in 2016 was better than that of 2015.

Analysis of Questions

Question 1.

A compulsory question. It tested interpretation of graphical data and application of biological knowledge. It was fairly attempted.

Weaknesses of candidates: Lack of subject content and use of wrong technical words.

Advice to Teachers

- Apply practical teaching methods.
- Encourage study tours.

Question 2.

Required candidates to describe the different mechanisms employed by mammals to increase their chances of fertilization and survival. It was moderately popular.

Weaknesses of candidates: Misinterpretation of a question to mean survival in general terms.

Advice to Teachers: Encourage students to read widely.

Question 3.

The question required candidates to describe what is meant by dormancy in seeds and to describe the causes of dormancy. It was fairly popular.

Weaknesses of Candidates:

Part (c) required general knowledge of weeds, animals and tropical plants however, most candidates emphasized agriculture instead.

Question 4.

Required a candidate to have knowledge of problems of large size of animals and explain how the problems have been overcome.

Candidates' weaknesses

Candidates mostly referred to humans only and attendant problems of health, thus giving irrelevant answers.

Question 5.

Required candidates to describe the different types of thickening found in vessels of xylem; explain xylem and role of transpiration to flowering plants. It was the least popular.

Weaknesses of candidates

- Most candidates did not address the demands of the question
- Part (b) was misinterpreted to mean pathway of water and mineral salts from the soil NOT how materials are transported in the xylem.

Question 6.

Candidates were asked to compare xerophytes with parasites, outline the importance of saprophytes and describe factors that have led to success of saprophytes. It was the most popular. Part (a) and (c) were fairly well done.

Candidates' weakness:

- Failure to differentiate between saprophytes from parasites.
- Knowledge of saprophytes and host evidently scanty

Advice to Teachers: Put emphasis on practical approach in teaching classification.

P530/3 BIOLOGY (PRACTICAL)

Performance of the Candidates

The overall performance of candidates was very good. The performance scores and quality of work presented by the candidates were better than that of last year.

Analysis of Questions

Question 1.

Candidates were required to: (a) draw and label left forefoot and left hind foot of a toad; (b) Display and draw the various blood supply to the heart from the head, intestine and kidneys and label.

Weakness of Candidates

- Failure to differentiate leg/limb from foot, many drew limbs.
- Inclusion of parts that were not required
- Labelling irrelevant parts and blood vessels.
- Wrong spelling of words
- Imaginary drawings.
- Framing the drawing.

Advice to Teachers

- Teachers should not lift practical exercises but think out.
- Conduct practical exercises frequently, supervise with corrections.

Question 2.

Required candidates to obtain tissue cylinders of Irish potato, place for I hour in given concentrations of sucrose. Measure change in length; calculate ratio in a table; make a graph using ratios; explain turgor pressure and osmotic pressure.

Weaknesses of candidates:

- Candidates used pre-determined values.
- Recorded cm to 2 decimal places
- Failed to calculate ratio or reversal calculations of ratio
- Reversed independent with depended variables
- Lacked plotting skills
- best line of fit.
- Had little knowledge on osmosis
- Failed to explain using length of cylinder other than graph

Question 3.

Candidates were required to follow instructions; mount specimen on glass slide; manipulate microscope to observe clearly; classify specimen with reasons; describe parts; give adaptations to habitat; give limitations and draw & label sample.

Weaknesses of candidates:

- Lacked knowledge of classification;
- Use of wrong spellings of technical words;
- Some gave functions for description;
- Some stated functions and descriptions for adaptations;
- Some could not suggest limitations;
- Poor drawing skills;
- Used theoretical drawings.

Advice to Teachers:

- Emphasise on correct spelling of technical words;
- Teach classification as a topic;
- Use locally available specimen often;
- Demonstrate microscopy;
- Write titles and magnification in conventional way.

P615/1 DRAWING (PAINTING FROM STILL LIFE AND NATURE)

Two alternatives were set as required by the syllabus i.e. Alternative A with two items; an insect – mature cockroach (i) and a landscape study (ii). Alternative B was a setting in Still Life.

Requirements

Alternative A (I) the Cockroach

- Studying the various body forms,
- Use of varied tones,
- Studying textures,
- Studying patterns,
- Studies of structure(s),
- Personal unique qualities of execution.

Alternative A (ii) the Landscape

- General organization of the composition,
- Studies of structures, forms, the different shapes of natural features,
- Studies of tones, textures, values,
- Comprehensive use of materials and tools in both painting and drawing (dry and wet media),
- Studies of both linear, aerial and colour perspectives.

Candidates' Weaknesses in Alternative A (i)

- Failure to study and apply naturality of joints in drawings and paintings especially at the thorax, legs and antenna.
- Failure to draw or paint, to express the 3rd dimension in the drawing/painting of forms and structures especially in the upper part of the legs.
- Some candidates presented "rigid antennas" exclusive of naturality.
- Failure to express translucency of the wings as well as the patterns there on.

Candidates' Weaknesses in Alternative A (ii)

- Some candidates could not make detailed studies despite their purposed intention
- Creation of pictorial depth and perspectives was quite a problem.
- Some candidates do not observe sceneries but draw from imagination.
- Perspectives of colour and aerial distances proved challenging to many candidates.

Advice to the Teachers

- Teachers should teach the students methods of critical observations in drawing and painting.
- Teach the principles of landscapes but especially the use of the foreground, middle and backgrounds and how these affect organization of features of landscape(s).

Alternative B was a still life study composed of a mature bunch of bananas with detached clusters, traditional woven basket, yellow banana cluster (Bogoya) and a variety of other fruits.

Requirements: Studies in/abilities in:

- Drawing, form and structures
- Composition and arrangements
- Use of colour
- Use of tones
- Application of and types of textures
- Use of other implicit principles and elements of Art.

Candidates' Weaknesses

- Inability to study forms, structures, forms of objects of varied shapes and tones.
- Execution of varied forms of textures over the different surfaces was found difficult.
- There was also a challenge in contrasting features in fore, middle and backgrounds in terms of colour and distance.
- There was gross use of representational colours e.g. basket-brown, bananas green and yellow, etc. This should not be necessarily the case in painting.

NOTE: Some centres provided poor quality paper instead of using the one provided by UNEB.

Advice to Teachers

- Train students to study, master, draw and paint the different natural and still structures in shape and forms.
- Train students use of paper/space to enable them organize their work perfectly by at least using ¾ of the total space available for use on the paper.
- Work out with other elements and principles (with thorough practice).
- Always use the paper provided by UNEB.

P615/2 LIVING PERSON AND IMAGINATIVE COMPOSITION IN COLOUR

This paper has two Alternatives, thus Alternative A and Alternative B.

Alternative A has studies of Living Person, with two options ie option 1, full figure and option 2 Head including Torso.

Alternative B is composed of eight tasks of original imaginative composition in colour.

Candidates are at liberty to answer any one option from Alternative A or any one task from the eight set in Alternative B.

Expectations in Alternative A (Either)

- To study the model by drawing or painting the shape, form, anatomy and structure.
- Capture pose, mood and feeling as in the instructions.
- Apply colours in a harmonious manner.
- Study compositions and arrangements in the pose.

Expectations in Alternative A (Either) *Cont'd.*

- Thorough study of drapery.
- Controlled tones, textural details and values.
- Interpretations (artistic) of poses.
- Executing work using various but personal skills/methods/techniques.
- Studies of foreshortening.

Challenges in Alternative A Living Person Studies

Lack of detailed naturalistic studies of the human being in terms of poses, drapery and basic structures of the living being. In some candidates' work, the feeling of nature grossly lacked and the drawings appeared like "sculptures or metallic pieces of Art", and not drawing of a live human being.

Advice to Teachers

- Introduce studies of the living person at earlier levels of secondary school (SI preferably) to enable the mastery of the different attributes and principles of living person studies.
- Regular use of models during class work.

Expectations in Alternative B (Original Imaginative Composition)

- Making an original composition based on any of the topics given.
- Personal creativity in any one study selected
- All the work produced must be in colour
- Competence in drawing of forms and structures
- Maturity in;
  - ✓ Orderliness and proper use of materials.
  - ✓ Organization.
  - ✓ Composition and arrangement.
  - ✓ Use of colour to create harmony, value and distance.
  - ✓ Execution of perspectives in linear, aerial and colour forms.
  - ✓ Techniques of execution and finish.
- Proper use of paper (at least ¾ of the total space given on paper).
- Derivation of personal interpretations from the topics given.

Candidates' Weaknesses

- Some candidates presented traced work
- Low levels of creativity and originality
- Some candidates exhibited lack of appropriate use of planning time. Most plans of the candidates were sub-standard.
- Presentation of work in pencil instead of colour.
- Use of materials disallowed or not given by UNEB e.g. manila papers and ;
- Some centres use sizes of paper less or more than the required stand of paper of UNEB.

Advice to Teachers

- Train candidates to create and produce personal original works than tracing and copying from already made works.
- Train candidates on proper use of materials.
- Train candidates in as far as the purpose of the planning session is concerned visa-vis its role in the finishing of the work in the test session.

P615/3 CRAFT A GRAPHIC DESIGN

The paper had four numbers set as required by the syllabus. These were:

Question 1 Magazine Cover.

Question 2 Poster.

Question 3 Trade Mark.

Question 4 Menu Card .

Requirements of Question 1 (Magazine Cover)

- Creativity and originality in lettering and composition.
- Lay out of a magazine cover.
- Effective contrasts of colour and wordings.
- Functionality of the work.
- Precision, boldness of characters and effective execution of illustrations.

Candidates' Weaknesses

- Confused magazine cover with book cover.
- Showed failure to interpret measurements.
- Use of unprocessed and unbalanced colours to create harmonies and contrasts.
- Inappropriate use of space.

Guidance to Teachers

- Guide the students on correct use of colours, ie when and how primary, secondary and tertiary colours are used.
- Stimulate learners' potential to be creative and innovative so as to create fitting illustrations.

Requirements of Question 2 (Poster)

- Ability to show creativity and originality in compositions, layouts, letter construction and character balance.
- Precision, boldness, clarity and purpose of message, personal techniques, finish of work and functionality of work.

Candidates' Weaknesses

- Some candidates had problems with generic illustrations as required by the poster.
- Misinterpreting of posters for sign posts.

Advice to Teachers

- Teachers need to thoroughly draw a difference between a sign post and a poster while teaching.
- Train candidates in techniques of interpretation and execution of work by using elements and principles of design/Art.

Requirements of Question 3 (Trade Mark)

- Effective letter rendering.
- Accurate interpretation.
- Colour balances, allowing harmony and contrasts.
- Orderliness, organization and use of space on the working surface.
- Precision of design and functionality of design.

Candidates' Weaknesses

There was evidence of mix up in interpretation of what a Trade Mark is, from what a label is.

Advice to Teachers

Give accurate difference between Trademarks and labels, their characteristics and principles of design and their uses.

Requirements of Question 4 (Decorated Menu Card)

Candidates were expected to show skills in:

- Organization, arrangement and creativity.
- Lettering and design layout.
- Designs and patterns of decoration.
- Contrasts and emphasis in word design, message flow and colour use.
- Personal qualities and effective finish to render purpose of design.

Candidates' Weaknesses

- Incompetence in creative approaches in design and border decorations by some candidates
- Failure to execute contrasts in word designs decorations and inappropriate use of illustrations to befit purpose of a menu.
- Use of poor quality paper by some centres.

Advice to Teachers

- Teach following the principles and elements of design and to cover all the areas provided by the syllabus in the different disciplines of graphics.

P615/4 STUDIO TECHNOLOGY

This paper comprises of ten (10) compulsory questions drawn from different areas of artistic practice, concerning knowledge, comprehension, application, analysis, synthesis and evaluation. The paper concerns itself with majorly studio practices and:

- The use of different materials
- Processes and methodologies
- Tools and techniques

2016 examination was generally better done compared to 2015 examination

That notwithstanding, however many flaws and failures were observed in the way candidates made their responses. Below is a question analysis classified in categories of:

i). Knowledge/definitions
ii). Explanations/illustrations
iii). Procedural/processes

i). Knowledge/Definitions (2(a), 4, 6 and 9)

Definitions were fairly and correctly done. Question 2 (a) (sketch) was most correctly done. Candidates articulated their responses well, uniquely and individually.

However, definitions of the terms in question 4 revealed that most students lacked basic knowledge and thus failed to fully or correctly define them. The worst confusion was failure to distinguish symmetrical and asymmetrical balance. Most candidates were ignorant of radial balance as well.

"Rhythm" was most confused with the term "movement".
Dominance was most correctly defined. Question 6 ("Screen printing") was not well defined in that candidates simply related it to general printing and not specifically screen printing.

Several responses on question 9 ("Weaving") were correct though quite a number of candidates confused it with "basketry".

ii). Explanations/Illustrations (Nos 1, 2(b) and 7)

Number 1 ("properties of colour") was the worst performed with candidates scoring zero marks or a little higher. Apparently the vast majority of candidates were seemingly never taught the visual elements of colour as they failed to comprehend it.

This should be a wakeup call to schools/teachers to responsibly instruct learners considering colour being the most exciting and important element in art. Some struggled by relating colour proprieties to clay work.

Questions 2 (b) – this was the flipside of the coin. Many candidates correctly (and quite independently) answered the importance of a sketch. It was also evident that learners actually utilized sketching techniques.

The same is true for question 7. However, the quality of their responses were varied from too sketchy/incomplete to utterly irrelevant.

iii).Procedural/processes (Nos – 3, 5 and 10b)

Most candidates sowed well in this category, a clear sign of their practical awareness or theoretical preparedness. However, it must be noted that, many others failed to give their procedures in their chronological order.
In rare cases, responses were strangely the opposite e.g. instead of the process of making a batik, candidates outlined papier Mache or textile printing process.

iv). Question 8 (Advantages of clay in sculpture)

Quite a number found this question easy. However, to some it was a "bitter herb"!!

Some candidates gave disadvantages instead of the clearly demanded advantages of clay. In another instance many candidates "strayed" to the advantages of sculpture themselves.

Strange as it may seem, some candidates included responses as "tourist attraction", "cultural promotion" or "source of income"/"employment" to mention but a few, which were correct responses for advantages of sculpture, not clay in the making sculptures.

In other words to some candidates this question was wrongly interpreted.

Advice to the Teachers

- Train the candidates in methods of question interpretation.
- Encourage students to do research and practice what they research by doing enough work with practical crafts.

P615/5 ART - HISTORICAL AND CRITICAL

Six sections with three questions each were set in the examination paper, making a total of 18 questions. Candidates are expected to answer 4 questions in all. The paper set had six sections:

Section A   -   Classical Antiquity
Section B   -   Gothic cathedral In England & France
Section C   -   The Italian Renaissance
Section D   -   The Spanish and Dutch painting of the 16th-18th Century with special reference to EL-Greco, Peter Paul Rubens and Rembrandt.
Section E   -   Painting sculpture and Architecture in England and France in the 19th century.
Section F   -   West, Central and East Africa. (Pre-historic Art)

Requirements:

Candidates were expected to show mastery of Knowledge in Art History by being able to: appraise, describe, draw differences, give detailed accounts on personalities, discuss issues related to Art History, analyze; make judgements; give personal interpretations and give logical conclusions.

Candidates weaknesses:

- There was evidence of little coverage of content for most of the sections.
- Rubric errors were many
- Interpretation difficulties were eminent.

Advice to Teachers:

Teachers should extensively research, as they teach, follow the syllabus while teaching and train candidates in question approach techniques.

P620/1 MUSIC PRACTICAL

Examiners of Music were sent to schools early and all schools offering Music had their candidates assessed in the following areas

(i)   Sight Singing
(ii)   Western Solo Singing
(iii)   Western Solo Musical Instruments
(iv)   Western Music
(v)   African Music

Requirements:

Candidates had to present either two African pieces and one Western Piece or the reverse: two Western pieces and one African piece plus sight Singing which was compulsory to all.

Challenges

- Sight Singing still gives hard time to many candidates.
- The selection of Western pieces by the candidates is still narrow despite the many pieces from which choices can be made. Teachers teach one or two songs for all candidates at their centres.
- In Western pieces, there was also a problem of pitching and Rhythms
- African pieces were excellently presented though specific regions restricted themselves to songs from only that region; which also restricted candidates' choices in some cases.

Advice to Teachers

- Begin sight singing lessons in lower secondary school as early as senior one.
- Candidates to be given enough practice in western pieces and to guide them in pitches and rythms.
- Train candidates on proper use of live or recorded accompaniment
- Train the candidates in different African pieces no matter the region of origin.

P620/2 MUSIC AURAL TESTS

Six tests were set. The paper set covered the requirements of the syllabus and the aims and objectives. The item tests set were at the level of the candidates. Test one was best done, while test 4 was poorly done.

Test 1: Rhythm on Monotone

Drum Rhythm had no major challenges and the test was well done by most candidates – as they (candidates) exhibited the requirements of the test quite well.

Test 2: Melody Writing

Candidates were expected to write one-line diatomic melody. There was an error in the end bar (te) as it was made a leading note, and this should have required resolving it to the tonic note to avoid creating a wide leap of a 7ths which created uncertainty of the key. (Apologies from UNEB).

Test 3: Melody Writing – Pentatonic

One line Pentatonic Melodies were expected from the candidates. This task was fairly done.

Test 4: Writing a Two-Part Melody

Candidates found difficulty in following the lower melody. Teachers are advised to give students regular practice in this test.

Test 5: Writing Chord Progression

No challenges were realized by most candidates in this test. The test was very clear and not congested.

Test 6: Intervals

Some candidates found difficulty in describing the chord intervals.

Advice to Teachers

Teachers are advised to give varied intervals (to students while teaching) for practice and these intervals should be properly varied.

Note: Once the candidates are started for this paper, invigilators are expected to minimize movements and verbal interruptions to enable the candidates listen to the aural tests very well.

P620/3 MUSIC (HARMONY AND COMPOSITION)

Four compulsory questions were set and the candidates were expected to answer all questions as required by the syllabus.

Requirements of Question 1.

Writing a diatonic and pentatonic melody.

Candidates' Weaknesses: Failure to marry the answering phrases to the established opening.

Advice to Teachers: Train and study more on writing melodies.

Requirements of Question 2.

Candidates were expected to compose a tune to the given words (in form of a poem). They were also expected to add speed and dynamics to it.

Weaknesses of Candidates

- Some candidates could not write the accents and syllables.
- They could also observe the phrases too.

Advice to Teachers: Study more poems and melody writing.

Requirements of Question 3.

Candidates were expected to write a two-part melody.

Candidates' Weaknesses: Some candidates found problems with modulation.

Advice to Teachers: Do more teaching concerning modulation.

Requirements of Question 4.

Candidates were required to write a four part melody.

Candidates' Weaknesses: There was failure to observe modulation by some candidates.

Advice to Teachers : Teach more on modulation.

P620/4 MUSIC LITERATURE

The paper had five questions and candidates were expected to answer five questions. Some questions had the 'Either' and 'or' parts from which a candidate had to select one option to attempt.

The most attempted questions were 1 (a) 2 (b) and 3 (a).

The least attempted questions were 4 (b), 2 (a) and 1 (b).

The most well done questions were 1 (a) and 3 (a).

The poorly done questions were 1 (b) and 4 (c).

Question 1.

The question required the analysis of MISSA ACHOLI by Rev. Dr. Okello. Candidates however, had a limited understanding of the term 'Discuss' which failed some in the interpretation of the requirements for question 1 (b).

Advice to Teachers

There is need to use varied revision questions and to guide students in question approaches

Question 2.

The question required the deep understanding of concerto in CMajor by W.A. Mozart.

Candidates' weaknesses

Candidates had problems with establishing details in their answers while analyzing the concerto in CMajor by Mozart.

Advice to Teachers

There is need to investigate enough details about the set work while teaching the students.

Question 3.

Candidates were expected to analyze the set work, Judas Maccabaus by GF Handel.

Candidates' Weaknesses

Lack of clarity in the explanations they gave.

There was also failure by some candidates to express themselves while giving the responses especially by failure to use correct English expressions.

Advice to Teachers

- Encourage appropriate use of English language expressions while answering questions.
- Encourage students to avoid ambiguity when giving responses to set questions

Question 4.

The question required background information on the syllabus set work thus;

Question 4 (a) required the candidates to give the reasons behind Rev. Dr. Okello's writing of Missa Acholi.

Question 4 (b) required candidates' knowledge about Judas Maccabaus' Oratorio as being based on a religions theme.

Candidates' Weaknesses

- Some candidates gave irrelevant answers.
- Some candidates could write beyond the requirements of the questions which still rendered their responses irrelevant.

Advice to Teachers

Teach the biographies and basic background information about the set works and their authors.

Question 5 Requirements

The question required the candidates to present/explain:

Either; how the modern society in Uganda has affected traditional music.

Or The role of music and dance in any one ritual selected by the candidate

Candidates' Weaknesses

- Some candidates did not know what rituals are.
- Some candidates could not ably relate rituals to music and the role dance plays in those rituals.
- Some candidates could not even give an example of a ritual from their setting (locality).

Advice to Teachers

Teach more on rituals at least from the locality of the students; types/forms/examples of rituals and the related music and dances for those rituals, importance of rituals and the basis for the existence of such rituals.

P630/1 CLOTHING AND TEXTILES

Work of candidates and general performance

The overall performance was generally good. The following questions were well done and were attempted by almost all the candidates: 3, 4, 5, 6, 7, 8, 9, 10. The quality of work of candidates this year is comparable to that of last year.

Question 1.

Was least attempted. In question 1 the candidates were supposed to describe the major stages involved in the production of bonded fabrics. This question was not popular and candidates did not do part (a).

Teachers are advised to cover the entire syllabus thoroughly during the course of study.

Question 2.

Was equally challenging to the candidates. It was also unpopular. Candidates equally failed to describe the procedure used in the manufacture of triacetate. Teachers are encouraged to cover the unpopular topics in details.

Question 3 (c)

Candidates failed to explain the procedure of screen printing. Teachers are advised to teach such topics practically to enable the students grasp it properly.

Question 4 (c)

Was poorly done. Candidates failed to explain the terms. My advice to teachers is that they should show the candidates actual garments which bear the property they are talking about to enable them get the point clearly.

SECTION B

Was well done and very popular. This is attributed to the fact that candidates learn these aspects practically.

P630/2 CLOTHING AND TEXTILES

Paper 2 is marked out of 100% and it is marked as the candidates are working.

Candidates worked extremely well and were very competent throughout their dress display. Their performance was very good.

P630/3 CLOTHING AND TEXTILES
Performance of Candidates

The overall performance in this paper was very good and the scores were very high. Candidates exhibited various skills and showed competence in the work presented. The quality of work presented this year seems to be better than that of last year.

P640/1 FOOD AND NUTRITION WITH SCIENCE IN THE HOME
Structure

This is a theory paper with Section A Nutrition Section that comprises of three questions and Section B Foods Section that comprises of three questions too. Candidates are expected to answer two questions from each section of P640/1 – 2016.

Coverage

The paper covered the following topics:

1. **Nutrients of Lipids, Water, Vitamins**
   - Their role in the body and diet
   - Factors that facilitate their absorption and utilization in the body
   - Signs and symptoms of deficiency
   - Basal Metabolic rate (BMR)

2. **The Kitchen**
   - Qualities of a good kitchen
   - Causes of fatigue and how to prevent it
   - Equipment of refrigerator, microwave

3. **Food Preparation**
   - Garnishes and spices
   - Green leafy vegetables
   - Meals for special people e.g. convalescents and invalids
   - Fish
   - Sauces e.g. making of a pouring sauce using the roux method

Work of Candidates and General Performance

Section A

Question 1.

a) Well done: Candidates discussed the role of lipids in the diet.
b) Fairly done: Most candidates did not describe the digestion of lipids in the body adequately
c) Well done: Candidates were able to explain how a diet can be used to minimize cardio-vascular diseases.

Question 2.

a) **Well done:** Candidates explained the importance of water in the body.
b) **Poorly done:** Most candidates failed to give both the factors that facilitate and hinder the absorption and utilization of iron in the body.
c) **Well done:** Candidates gave the signs and symptoms of iron deficiency in the body.

Question 3.

a) **Fairly done:** Many candidates did not differentiate between the chemical and physical properties of the two classes of vitamins.
b) **Well done:** Majority knew what role vitamin D plays in the body.
c) **Poorly done:** Most candidates could not describe the effects of hyper-vitaminosis D in the body and could not state its symptoms.
d) **Fairly done:** Some explained just a few factors that affect the BMR.

SECTION B

Question 4.

a) **Well done:** Candidates described the qualities of a good kitchen.
b & c)**Well done:** Candidates enumerated the possible causes of fatigue in the kitchen and how to prevent it.

d) **Well done:** Candidates were able to discuss the ways in which you would care for a refrigerator to ensure that it remains in good working condition.

Question 5.

a) **Well done:** Candidates were able to explain the role played by garnishes and spices in improving the nutrient intake of a convalescent
b) **Well done:** Candidates stated the traditional food practices that lead to nutrient loss during the preparation of green leafy vegetables
c) **Fairly done:** Most failed to outline the general points to consider when planning meals for invalids.

Question 6.

a) **Poorly done:** Candidates could not give the recipe for making a pouring sauce by the roux method.
b) **Poorly done:** Candidates could not state the functions of the major ingredients used in making of a roux sauce.
c) **Fairly done:** A few candidates were able to explain the factors that make fish deteriorate quickly.
d) (i) & (ii) **Poorly done:** Candidates failed to describe the process of cooking fish in a micro-wave. Let alone give the challenges they would face while using a micro-wave.

P640/2 FOOD AND NUTRITION WITH SCIENCE IN THE HOME

Structure

This is a 2 hours 30 minutes theory paper with six questions and candidates choose four questions to answer.

Coverage of the Paper

The paper covered the following topics:

- Electricity i.e. working mechanism of electrical appliances like spin drier and food mixer.
  - Calculation of the electricity bill
- Magnetism i.e. magnetic effect of an electric bell and circuit breaker.
- Forces: adhesion and cohesion
- Surface tension.

- Detergents: How soap reduces surface tension of water
  - Manufacture of powered synthetic detergents
  - Factors affecting efficiency of laundry soap
  - Commercialized laundry
- Pressure: applications of the effect of air pressure on boiling point
- Water: Causes of hardness
  - Removal of hardness using the zeolite process
- Matter: condensation, draught, evaporation and humidity
- Lighting: importance
- Types of lighting of fluorescent lamps

Work of Candidates and General Performance

This year's performance was poorer than last year.

Question Paper

Most attempted 5,6,2,4,3
Least attempted 1
Well done 5, 6
Averagely done 2,4
Poorly done 1,3

Question 1.

a) (i) & (ii) Fairly done some candidates were able to describe the working mechanism of a spin drier and food mixer.
b) (i) & (ii) Fairly done, a few candidates were able to show how the magnetic effect is applied in an electric bell and circuit breaker.
c) Poorly done, most candidates failed to calculate the electricity bill for the household.

Question 2.

a) (i) & (ii) Well done: Candidates knew what surface tension is and gave examples of the effects of surface tension.
b) Fairly well done: Some candidates were able to differentiate between adhesion and cohesion forces.
c) Poorly done: Many candidates did not interpret what the question required. They did not show how soap (detergent) reduces surface tension of water.
d) Well done: Candidates listed the traditional scourers and explained how each can be used to clean surfaces in the home.

Question 3.

a) **Poorly done**: Candidates failed to discuss the applications of the effect of air pressure on boiling point in daily life.
b) **Poorly done**: Candidates failed to illustrate how surface area affects the rate of evaporation of water.
c) **Poorly done**: Candidates failed to explain the application of the cooling effect of evaporation.

Question 4.

a) (i) & (ii) **Well done**: Candidates were able to distinguish between the causes of temporary and permanent hardness and explained how the zeolite process removes hardness from water.
b) **Poorly done**: Candidates failed to describe the stages involved in the manufacture of powered synthetic detergent.
c) **Well done:** Candidates were able to explain the factors that affect the efficiency of laundry soap.
d) **Fairly done**: Some candidates failed to interpret the question. They mistook commercialized laundry with laundry soap in cleansing.

Question 5.

a) (i) & (ii) **Fairly done**: Most candidates knew draught and condensation and how they could be controlled in the kitchen.
b) Well done: Candidates gave the importance of good lighting.
c) Well done: Candidates stated the advantages and disadvantages of using fluorescent lamps in lighting.
d) Well done: Candidates knew how humidity can be controlled in the kitchen.

Question 6.

a) Well done: Most candidates described how a home maker can modify a three stone cooker to ensure an economic means of cooking.
b) (i) & (ii) Well done: Most candidates were able to describe the construction of an improved charcoal stove and how to maintain its efficiency.
c) Fairly done: Some candidates did not show how insulation of an electric oven is achieved.
d) Well done: Candidates explained the application of radiation in cooking.

P640/3 FOOD AND NUTRITION (WITH SCIENCE IN THE HOME)

Structure

The planning session takes 2 hours 30 minutes, preparatory work 30 minutes and the actual practical examination 3 hours.

Coverage of the paper

Candidates were required to demonstrate a wide range of culinary skills as mentioned below:

- Preparing, cooking and serving meals in courses.
- Cake making and decoration
- Preparing meals for special people e.g. manual workers, toddlers, lactating mothers and weaning babies.
- Methods of cooking
- Meal of breakfast, break tea
- Beverages
- Use of various foods
- They calculated the nutrient content in meals prepared.

The candidates were therefore expected to make good choice of dishes for the questions they had chosen, exhibit creativity in preparation and presentation by use of the various foods available in the market.

General Performance

75% of the candidates were able to do calculations correctly and scored 3/3.

Question 1.

a) Candidates were expected to prepare, cook and serve a 3-course party lunch for an 18 year old girl, her mother and aunt plus her classmate. Show skills in making and decorating the girl's birthday cake.
b) This was a very popular test question chosen by 55% of the candidate. It was very well done with high scores attained. Candidates displayed excellent cake icing preparation and decoration skills. Most cakes were very rich ranging from creamed, sponge and melted cake mixtures. Many of the examiners were very impressed by the high cake decoration standards.
c) A few candidates made buffet lunches. The test needed a 3 course party lunch which had to be formal yet elaborate. The table layout should have depicted a party mode.

Question 2.

The key stem words are "workers at a construction site", "two course supper"'

"packed snack", school going nephew, "evening tea roast item".

This was an averagely popular question.

a) The test demanded a heavy two-course meal to suit these manual workers. Some candidates prepared very light supper yet these were manual workers.
b) The word "Roasting" here was confused with baking. This is a common error which teachers should iron out and correct. Otherwise the majority of roasts were very high skilled dishes and were correctly done.
c) Packed dishes were well done but a lot of the packing material was unacceptable. The polythene bags are being used by candidates comfortably yet the poly-vinyl chloride material of those bags is medically not acceptable as packing materials for food, especially hot food.

Teachers should lay strong emphasis on this and teach the variety of materials available in the home for packing. Also packing equipment are available e.g. flasks, plastic bottles and containers, tin foil, Tiffin's, foil paper and paper bags.

d) Age for the school going nephew was open in this question. Here the candidates had to indicate their choice of age and hence mention that age or age range in their reasons for choice of dishes. Hence the examiner had a basis of assessing the suitability of dish to age and needs of that particular nephew.

Question 3.

This was the least chosen test and was not popular.

- The test dishes were dictated and all these dishes needed technical skill. Candidates that had high 'A' level standard skills got good score. The ones that were not quite sure of the dish type messed up with manipulation of dishes.
- The mixed grill had to be it and accompaniments appropriate. Here the candidates had to have a drink as part of the accompanying dishes.
- The score for this test had two extremes. Some did very well, others just average.

Question 4.
The key words here were "elaborate meal", "twin initiation" and "African tea".

Some candidates did not choose an elaborate meal and the function had a traditional touch. So the preparation lay out and presentation of dishes should have deputed this. Also African tea is cooked as a mixture of milk and tea leaves and is typically flavoured especially with our local herbs. The scores were good for the majority who chose this test.

Question 5.

Test was well done by the majority who chose this question. However, a few did not follow rules of preparation for weaning dishes e.g. some dishes were greasy, spiced and consistencies not smooth enough.

The main courses were well done and suitable for the lactating mother. The varied ways of using cocoa powder were not exhaustively exploited and some puddings lacked sauces.

Teachers should ensure they teach practicals in all the variations possible. Let them expose the learners to the wide scope and broad range of dish variations.

Teachers, we acknowledge the standards you have uplifted this year and the polished cooks you have produced. Thanks a lot for this thorough training you have done with the learners in Foods and Nutrition practicals. Well done and keep it up.

P710/1 & P720/1 GEOMETRCAL AND MECHANICAL DRAWING

It was a standard paper and compares well with that of last year. The overall performance was good.

Performance in Individual Questions

Question 1.

This question was quite popular with very good performance. The candidates were required to construct a diagonal scale, indicate some given readings on the scale, and use the readings to draw a pentagon and then reduce it to the given ratio by area. Many candidates reduced the pentagon by length instead of by area which was required.

Teachers should emphasize the different methods of reduction of the pentagons.

Question 2.

It required the candidates to construct a plate cam to operate an off-set roller using the given data. The question was popular and the performance was very good. But some candidates were weak in differentiating in-line from off-set.

Teachers should show the difference in operation between in-line and off-set.

Question 3.

The candidates were to determine graphically reactions at R1 and R2, draw a vector diagram, determine the forces at each member and state the type of the member. It was fairly popular and the performance was quite good. Some candidates were weak in the construction of link and vector diagram.

Teachers are advised to put emphasis on graphical methods.

Question 4.

The question was fairly popular with moderately good performance. Candidates were to plot three loci of given points on a mechanism. Many candidates failed to show the methods of obtaining the point in order to plot loci.

Teachers should instruct the students on how to obtain points for plotting the loci.

Question 5.

This was the most popular question and candidates scored very high marks. It required the candidates to draw the given views and then make a full development of the object. Few candidates were weak in determining true lengths and making a development using a given seam.

Teachers are encouraged to continue with the spirit and to put more emphasis on this topic.

Question 6.

The candidates were required to draw the given views completing them with a curve of intersection between a cone and a prism. It was very unpopular and the performance in this question was poor. Most candidates were not knowledgeable in how to construct lines of intersection. This is a topic which is done poorly every time it appears.

Teachers are advised to concentrate more on this topic.

Question 7.

This question was not so popular and those who attempted it scored poorly. It required the candidates to determine vertical and horizontal traces, state the dihedral angle between the adjacent faces of the square pyramid. Candidates were weak in determining the traces.

Teachers are advised to pay more attention on the topic on traces.

Question 8.

It was the most unpopular question but the performance was fair. The candidates were to draw an isometric view of the given bracket. Most candidates could not construct the required view using isometric method.

Teachers must teach methods of drawing views using both isometric and oblique.

P710/2 GEOMETRICAL AND MECHANICAL DRAWING

The quality of work presented this year was better than that of last year although the level of difficulty of the paper was comparable to that of last year.

Comments on Individual Question

Question 1.

Required the candidates to illustrate with labeled sketches nut and stud assembly, Simmonds nut and flexible coupling with moulded rubber insert. It was quite popular with average performance. Many candidates would sketch but failed to label the parts.

Teachers are advised to emphasize neat and accurate sketching and then labelling.

Question 2.

This was a very unpopular question with poor performance. Candidates were required to draw well labelled sketches of feather key, feed check valve and simple bearing. Most candidates were weak in differentiating the types of bearing.

Teachers are advised to concentrate and teach well this topic.

Question 3.

The candidates were required to assemble and draw a sectional front elevation, end elevation and plan. This was the most popular question and the performance was quite good.

However, some candidates were weak in the following areas:

- Sectioning
- Assembly
- Dimensioning
- Drawing of the title block.

Teachers are to pay attention to the above areas of weaknesses when conducting lessons.

P720/2 GEOMETRICAL AND BUILDING DRAWING

The skills tested included:

- Freehand sketching,
- The use of scale,
- Drawing of plan,
- Knowledge of building features and their symbols ,
- Sections on given plane,
- Title block and its content.

It was a standard paper and comparable with that of the previous year. There were four compulsory questions. Candidates' work was good but some presented poor pencil work which was below standard. The highest mark was 68/70 and lowest was 14/70 without course work.

Questions Analysis

Question 1.

Required candidates to sketch freehand the community clinic building using given line diagram and specifications. It was well done but a small percentage of candidates misinterpreted the roof structure.

Teachers should provide more exercises when preparing candidates.

Question 2.

Expected candidates to draw given ground plan on scale and indicate the necessary symbols for windows, doors and sanitary fittings and also to draw a section though cutting plane A-A.

It was well attempted with marks above average. Some candidates however, did not use the scale and symbols correctly.

Teachers should emphasize proper use of scales and symbols and the quality of pencil work.

Question 3.

Candidates were to draw the front elevation of a segmental centre arch. Though it was a compulsory question, only about 5% of the candidates attempted it and some of whom were drawing arches instead of the front elevation of a segmental centre arch. Teachers should cover the entire syllabus.

Question 4.

Required candidates to draw the margin and title block and insert its content. It was well done by the majority of candidates.

Teachers should continue to guide students on drawing title block and its content.

P720/3 BUILDING CONSTRUCTION (THEORY)

This paper consists of six questions and candidates are to answer four.

The level of difficulty of the questions was the same as that of the previous year. It was a standard paper and comparable with that of the previous year.

The skills tested included:

- Timber technology
- Wall construction
- Stairs
- Fire place
- Floors
- Site preliminary works

The general performance of candidates was good and similar to that of the previous year. The highest mark was 93% and lowest was 10%.

Well done questions were: 2, 3, 5 and 6 and popular question was 6.

Poorly done question was 4 and even least attempted.

The quality of work presented by candidates this year was similar to that of last year.

Analysis of each question.

Question 1.

Was on timber technology and about 75% of the candidates attempted it and performance was fair. However, they mixed up timber terminologies like seasoning, preservation and conversion of timber. Teachers should clearly explain terminologies to students.

Question 2.

Expected candidates to define stair-terminologies, give requirements of a good stair, methods of joining riser to tread to form a step in timber stair. They were also to give advantages and disadvantages of timber stair over reinforced concrete stair and to state types of timber stair.

About 78% of the candidates attempted it and performance was good. However, many candidates gave functional requirements of a stair as opposed to requirements. Teachers should clarify functions, requirements and functional requirements of stairs.

Question 3.

Was on wall construction, its terminologies and types of wall, types of bonding. Types of tools used for wall construction. About 80% of the candidates attempted this number and performance was good. However, some candidates misinterpreted bricklayer's tools with making of bricks which contributed to poor performance in this question. Teachers should encourage site visits to enable students have a practical side of construction.

Question 4.

Was on fire place construction and its requirement.

It was the least attempted question, about 30% of the candidates attempted it and performance was very poor. Teachers should teach fire place construction and cover the entire syllabus.

Question 5.

Was on floor construction and its finishes, the functions of DPM, Trimming and Strutting in relation to floor construction.

About 60% of the candidates attempted it and was fairly done. Candidates mixed up floor patterns. They also appeared unfamiliar with terminologies, "Trimming and Strutting".

Teachers should cover the entire syllabus intensively.

Question 6.

The question was on site preliminary works and the duties of Contractor, General Foreman, Clerk of Works, Quantity Surveyor and Gate Keeper. Candidates were also to sketch and explain methods of levelling a sloping site, sketch profile board and timbering to trenches.

Most candidates attempted this question and was best done. However, some sketches were not very good.

Teachers should put emphasis on sketches and should cover the entire syllabus.

S850/1 SUBSIDIARY ICT

Introduction

The paper is made up of twenty (20) compulsory structured questions set from the entire syllabus. The paper was of the same level of difficulty as that of the previous year 2015. The candidates of UACE 2016 performed better than those of the previous year.

Question Analysis

Question 1.

Candidates were required to give reasons why students in secondary should not be allowed to have mobile phones.
Popularity: Very popular and passed well.
Weakness: Some candidates instead gave merits of using phones in school.

Advice to Teachers
Involve students in critical thinking exercises and also teach about the common ICT devices/tools clearly spelling there use, advantages and demerits in everyday life.

Question 2. **(a) and (b)**

The question required candidates to give the importance of servicing and maintenance of computers and state the activities involved in order to service and maintain the computer.
Popularity: It was popular.

Weakness
- The candidates confused activities with precautions for computer use in 2(b).
- The candidates also confused the activities in 2(b) to be security measures while using a computer.

Advice to Teachers
- Teachers should involve students in practical/hands-on activities of servicing and maintenance of computers as spelt out in the syllabus.
- Teachers should guide students when servicing and maintenance are needed and done while taking good care of the computers.

Question 3.
The question required candidates to state the file path from the command line interface given in 3(a) and give a method/step of recovering a file which has been accidentally deleted on the desktop.

Popularity: Popular but most failed.

Weakness
Some failed due to lack of exposure to the command line interface or the DOS prompt. Most teachers emphasize the graphical user interface in teaching.

Advice to Teachers
- Teacher should expose students to all possible user interfaces and when to apply them.
- Students should be exposed to practical activities involved in file management.

Question 4.

Candidates were required to describe the terms in reference to devices as used in ICT.
Popularity: It was popular.

Weakness:

Candidates failed to bring out key features and also failed to use keywords expected of them in describing the devices given.

Advice to Teachers:

- Teachers should emphasize during the teaching, practical exposure to computer hardware devices and explain appropriately the related terms and uses of these components.
- The students should also be taught the operations/working mechanisms of computer hardware components.

Question 5.

Candidates were required to define a file extension and give the associated file extension for the given file types.
Popularity: It was popular

Weakness:

- Candidates failed to give the definition of a file extension but rather gave the use of a file extension.
- Some candidates also failed to distinguish between a file extension from a file name for 5(a) and others could not give the appropriate file extensions for the different file types given in 5(b).

Advice to Teachers
- While teaching, teachers should give a clear cut distinction between a file, a filename and a file extension.
- Teachers should also give students many file extensions for each file created using the respective programs.

Question 6.

Candidates were required to define the term output devices and as well as give categories of printers and their respective examples. Popularity: It was popular and majority passed it.

Weaknesses:

Some candidates used the same term "Output" in their definition in 6(a).
- Some candidates interchanged the examples of printers for categories while other candidates were stating brand names of printer instead of giving the categories.
- Some candidates mistook categories to mean mechanisms of printing in 6(b).

Advice to Teachers
- Teachers should clearly give synonyms of words while defining terms to avoid use of the same words or phrases to define a given term.
- Teachers should also emphasize categories of printers, mechanisms of printing and the examples of printers while teaching.
- Teachers should explain clearly the meaning of words such as categories, classifications, types, examples, forms, and when to apply them.

Question 7.

Candidates were required to distinguish between system software and application software and also give language translators. Popularity: It was popular but most failed question.

Weakness
- Some candidates misinterpreted the language translators for natural human language translators and thus gave answers like Kiswahili, Luganda, Chinese, Japanese, and French.
- Some candidates misinterpreted the language translators to mean programming tools like **linkers** and **debuggers**.

Advice to Teachers
- Teachers should emphasize the use of the keyword "end user" in definition of application software and also give use of conjunctions such as "while", "whereas", "on the other hand" so that the two statements flow to set them apart as in 7(a).
- Teachers should also endeavor to emphasize the difference between language translators and programming tools.

Question 8.

Candidates were required to clearly differentiate between computer hardware and computer software and also give other categories of computer hardware apart from storage hardware given. Popularity: It was popular.

Weaknesses
- Some candidates failed to give the keyword to make a clear cut difference between computer hardware and computer software in 8(a).
- Some candidates mistook other categories of computer hardware to mean examples of storage hardware.
- Other candidates gave responses for any hardware components they are aware of.
- Some candidates don't take time to exhaustively read and understand the demand of the question.

Advice to Teachers
- Teachers should teach the categorization spelt out in the syllabus and associated examples that fall in each category of hardware.
- Teachers should also spell out such words that can be used interchangeably such as "category", "type", "forms" and when they should be used while teaching.

Question 9.

Candidates were required to state "True" or "False" against the forms of software distribution in the question. **Popularity:** It was popular and averagely passed.

Weaknesses:
- Some candidates showed lack of knowledge of forms of software distribution.
- Other candidates failed to stick to the question rubric and thereby resorted to appending ticks and crosses for "True" and "False" respectively.
- Others used the word "Yes" for true and "No" for false.

Advice to Teachers
Teachers should always emphasize to students to adhere to the examination rubric and also advise the students to thoroughly read the instructions carefully and follow them to avoid losing marks for being careless.

Question 10.

Candidates were required to define the term "motherboard" and identify components housed on the motherboard. Popularity: It was popular.

Weakness
Some candidates failed to define the term "motherboard" but rather gave their responses as one of the components of the system unit.

Advice to Teachers
- Teachers should teach students the difference between motherboard and system unit.
- Teachers should expose students to items/components referred to as hardware and be able to define and describe them in relation to their nature, make up and mechanism of work.

Question 11.

Candidates were required to define the given terms in 11(a) as used in publication software, give publication software and name a document that can be produced using a publication software.
Popularity: It was popular.

Weaknesses
- Some candidates failed to define the terms "Frame" and "Template" but were rather merely referring to a frame as a border and majority had no idea about a template.
- Some candidates had limited scope of examples of desktop publication software.

Advice to Teachers
- Teachers should clearly describe features of publication software to students.
- They should also teach students the practical theory and allow them to take notes.

Question 12.

Candidates were required to fill the table using appropriate application software and state the purpose of the corresponding application software stated. Popularity: It was popular.

Weakness
Some candidates misinterpreted categories of application software for examples of application software in these categories while others had no idea about the purpose of some categories of application software.

Advice to Teachers
Teachers should teach students the uses of different categories and examples of software.

Question 13.

Candidates were required to suggest ways/methods of protecting data and software.
Popularity: It was popular.

Weakness:
Some candidates gave responses for protecting computer laboratory and computer hardware.

Advice to Teachers
Teachers should clearly spell out aspects to do with software and hardware protection and not to substitute them.

Question 14.

Candidates were required to give the benefits of using e-mail service and ordinary post service to send documents. Popularity: It was popular.

Weakness:
- Some candidates gave comparative points of e-mail service over ordinary post which was not the requirement of the question.
- Other candidates gave disadvantages of e-mail service over ordinary post and vice versa.
- Some candidates instead gave uses of the two services rather than their benefits.

Advice to Teachers
Teachers should clearly teach students the uses, advantages/benefits and demerits of these related service platforms.

Question 15.

Candidates were required to give the application/use of the knowledge of the common modern technologies given in real life situations. Popularity: It was popular.

Weakness:
Some candidates lacked knowledge of the technologies due to lack of exposure and hence not appropriately use the terms given to complete the statements.

Advice to Teachers
Teachers should expose students to such technologies through use of simulations, study field trips as in other subjects and use demonstration.

Question 16.

Candidates were required to distinguish between a hyperlink and a homepage and also identify netiquette guidelines while using the Internet. Popularity: It was not popular.
Weakness
- Some candidates had no knowledge of what a hyperlink is.
- Other candidates confused netiquettes to mean disadvantages of using the Internet.

Advice to Teachers
- Teachers should teach students most or all the terminologies and use of Internet practically.
- Teachers should also teach students giving a clear distinction between netiquettes for Internet use and the computer ethics.

Question 17.

Candidates were required to give examples of wireless transmission media in 17(a) and limitations of wireless transmission media in (b). Popularity: It was popular though most failed it.
Weakness
Some candidates mistook the technologies or platform e.g. WIFI, Bluetooth upon which the transmission media operates as transmission media.

Advice to Teachers
Teachers should teach students the different technologies or platforms which are based on wireless transmission media.

Question 18.

Candidates were required to show knowledge of use of the terms given to complete the statements correctly. Popularity: It was popular.
Weakness
Some candidates failed to sort and choose appropriately the correct term to suit a particular statement due to lack of knowledge and exposure to the application interface and hence failed to match the terms to statements.

Advice to Teachers
Teachers should explain clearly the terms especially during practical sessions so that students can appropriately use them in practical theory questions of this nature.

Question 19.

Candidates were required to explain the terms given as used in Information and Communication Technology. Popularity: It was popular but failed by majority of the candidates.

Weakness
Some candidates failed to bring out the key words expected of them in explaining the terms.

Advice to Teachers
Teacher should emphasize during teaching the meaning of these terms and also how to approach such questions that call for explanation.

Question 20.

Candidates were required to outline five uses of intranets in an organization.
Popularity: It was popular but failed by majority of the candidates.

Weaknesses
- Some candidates confused intranets with the Internet and hence gave responses in relation to Internet use.
- Some candidates gave points related to advantages gained after using intranets.

Advice to Teachers
- Teachers should teach clearly the difference between intranet, extranet and the Internet in terms of their uses, advantages/benefits and disadvantages.
- Teachers should always encourage students to read carefully and internalize the demand of a question.

S850/2 SUBSIDIARY ICT (PRACTICAL)

Introduction

The paper consists of five questions set from the topics; Word Processing, Electronic Spreadsheets, Electronic Presentation, Electronic Publication and Databases. A candidate answers any three questions.

The level of difficulty of the paper was the same as that of the previous year, 2015. The performance of the candidates was better than that of the previous year.

Question Analysis

Question 1: WORD PROCESSING

ITEM	POPULARITY OF ITEM	WEAKNESS OF CANDIDATES	ADVICE TO TEACHERS
1a. Open the file: OUR FOCUS. *rtf* and save it as your name and personal number.	It was popular to all candidates who attempted the number, many of them managed to save as required.	- Identifying the exact support file - Renaming the file was a challenge to most of them	Several exercises in loading, exporting, importing and opening files. Explain to students how to rename all files using the save as feature.
B. set the page size to A4	Not very popular. Very few candidates were able to customize the page size to the required format.	Candidates left the page to the letter-default setting.	Encourage students to have hands on learning methods and carry out variety of exercises.
C. i). Set the titles and subtitles to Times New Romans font size 22 (ii) bold and underline the two sub titles (c) apply another color to the titles	It was Popular because most of them were able to format as instructed	A few who failed simply skipped the question. Some candidates applied highlight color rather than font color that was required by the question.	Avail students with exercises that require candidates to use these common and regular formatting skills on the home ribbon.
e).(i) type text in the text box	The skill was popular and majority of the candidates who attempted it got it right.	Some candidates failed to add text in the provided text box, they instead typed below the text box	Emphasize the use of auto shapes and manipulation of all the other options available to the shapes.

ITEM	POPULARITY OF ITEM	WEAKNESS OF CANDIDATES	ADVICE TO TEACHERS
f)i).change the numbered list to a bulleted list.	It was very popular because more than 90% were conversant with this skill.		Avail students with exercises that require them to use these common and regular formatting skills on the home ribbon.
f). (ii) correct symbol for R the registered trademark.	It was not popular since many candidates who tried W/P failed this skill.	Majority of candidates did not attempt this subsection	Teachers should encourage the use of symbols in their daily exercises.
g. insert an endnote	It was not very popular, very few attempted this section.	Candidates did not know how and where to insert the endnote. Some could not differentiate between footnote and endnote. Some candidates referenced wrongly.	Encourage students to have hands –on learning methods and carry out variety of exercises. Teachers should emphasize that document referencing should be exact, if the student references wrongly, the whole reference would be wrong. The teachers should also introduce the various document referencing tools and characteristics.
(h). insert the image in the document.	Was popular.	Some candidates inserted images from other sources other than the required support file.	Teachers should demonstrate the use of support files and explore several image formatting options.
j). Save and print all your work.	Very popular. Almost all the candidates who attempted the question had the printouts.		Teachers should train and encourage students to print. Printouts are not only backups but also carry some marks

Question 2: SPREADSHEETS

ITEM	POPULARITY OF ITEM	WEAKNESS OF CANDIDATE	ADVICE TO TEACHERS
a) The candidates were required to use spreadsheet application to enter data that was provided; save it.	It was popular to all candidates who attempted the number, many of them managed to save as required.	- Some candidates entered the data in format that could not ease arithmetic manipulation	Train students the skill of reorganizing data in a format that would facilitate arithmetic manipulation.
b) insert a suitable heading for the data	It was popular	Some candidates failed to insert a row for the title. Other candidates typed unrelated titles	The teachers should emphasize the principles of inserting rows and columns in electronic spreadsheets.
ci). Use of formulas to determine increase and decrease.	Was not very popular.	Some candidates were simply confused about which formula/ function to use.	Teachers should train their students in all possible spreadsheet functions and application areas.
d). create a 3-D column chart	It was popular	The candidates used wrong chart, selected wrong data, and failed to name axes	Teachers must emphasize chart categories, types and characteristics of a good chart.
f) Save and print all your work.	Very popular. Almost all the candidates who attempted the question had the print outs.		Teachers should train and encourage students to print. Printouts are not only backups but also carry some marks

Question 3. DATABASE APPLICATION

ITEM	POPULARITY OF ITEM	WEAKNESS OF CANDIDATE	ADVICE TO TEACHERS
a. Open the file sports club.mdb and save it as your name and personal number.	It was popular to all candidates who attempted the number, many of them managed to save as required.	Renaming the file was a challenge to most of them	Several exercises in loading, exporting, importing and opening files. Explain to students how to rename all files using the save as feature.
b(i).Assign lookup data types to the field house.	Was popular.		Teachers should avail students with an opportunity to use all the available data types.
ii). Allocate appropriate data types to the fields.	It was Popular because most of them were able to use data types like text and currency.	Most candidates failed to select the appropriate data types.	Should thoroughly explain the use of each data type especially when introducing database.
d). Sort the field FEES in ascending order.	It was not very popular.	Most of the candidates who attempted, failed to sort the data using the field fees balance.	Teachers should explain all table features and allow students to practice their use.
e). Create a form with all fields in the table and call it sports form.	It was popular .Many candidates created the form using form wizard.	Some candidates who used form wizard failed to name the form	Teachers should expose students to all possible ways of making database objects
f. Create a query and use it to extract all female candidates whose contacts start with 077 and 078 and name it sports query.	It not was popular, very few attempted this section.	Candidates did not know how and where to use the required wild card * and use of logical operators like "AND" and "OR".	Teachers should expose students to all possible ways of data filtering criteria techniques.
g. Generate a report from the sports query. Name it sports report.	Not very popular.	Candidates failed to create a report from the query they instead created a report from a wrong data source; the table.	Teach students how to make a report from various database objects like query, table or both.
h. Save and print all your work.	Very popular. Almost all the candidates who attempted the question had the print outs.	Print settings were poor in that most candidates table and report were scattered on several pages.	Teachers should show students how to use designs that fit the form on one page.

Question 4: PRESENTATION

ITEM	POPULARITY OF ITEM	WEAKNESS OF CANDIDATE	ADVICE TO TEACHERS
a). Candidates were required to show the skill of copy and paste from a support file • They were also required to show the skill of creating slides. • Candidates were also required to clearly locate where to type the title and the given content.	It was popular to all candidates who attempted the number, many of them managed to save as required.	Most candidates were not familiar with copying and pasting a relevant literature.	Teacher should develop skills of locating relevant literature from support files.
b) Candidates were required to show a skill of copying actual image and pasting it in a right location.	It was popular	A few candidates showed the skill of copying and pasting but in wrong location.	Teachers should train their students all possible image manipulation options
c). Candidates were required to show the skill of applying animation and transition specifically to titles only.	Was very popular	A few who failed to apply the required skills simply misunderstood animation to transition and would apply one of them only.	Teachers should train their students all possible animation options like: custom animation, transition sound, and speed, slide advance, set rehearse timing etc.
(e) Candidates were required to apply the skill of inserting action buttons on the left side of each slide.	The skill was popular.	Majority of the candidates failed to add action buttons, they were instead using auto shapes and others used action buttons but failed to activate them	The teacher should emphasize appropriate use and manipulation of all auto shapes. Should also expose students to a variety of exercises that can develop the skills
(g) Candidates were required to show the skill of saving and printing the presentation as a handout.	It was popular	Some candidates ignored the change of the file name and others did not include their personal number.	Teachers should emphasize the skill of saving and renaming of files as this is one of the tools of identifying candidate's files. Teachers should also train students the various methods of printing electronic presentations such as notes page and handout printing to economize resources .

Question 5: PUBLICATION

ITEM	POPULARITY OF ITEM	WEAKNESS OF CANDIDATE	ADVICE TO TEACHERS
a). Candidates were required to create a publication of an *"invitation card"*	It was not popular.	Some candidates who attempted this question created some publication which is not an *"invitation card".* Some candidates did not provide for the three required number of signatories.	Teacher should introduce to student the various forms of publications.
b) Candidates were required to insert or create a logo.	It was not popular	Some candidates could not insert a logo from the gallery nor design their own. Some candidates could not provide for a logo in their invitation card.	Access and creative skill of logos must be introduced to students.
c). Candidates were required to insert any *"Boarder Art"* on the card	It was not popular	Some candidates could not provide for a *"Boarder Art"* on the card	Teachers should show students all possible publication designs skills and tools.
(d) Candidates were required to reproduce three cards from the first designed card, and fit them onto one page.	It was unpopular.	Some candidates could only provide for one invitation card.	Students should be introduced to all methods of multiple copy production options.

S850/3 SUBSIDIARY ICT (PRACTICAL)

Introduction

The paper consists of five questions set from the topics; Word Processing, Electronic Spreadsheets, Electronic Presentation, Electronic Publication and Databases. A candidate answers any three questions.

The level of difficulty of the paper was the same as that of the previous year, 2015. The performance of the candidates was better than that of the previous year.

Question Analysis

Question 1. WORD PROCESSING

(a) **Required candidates to:**
Load the given file **moralpaper.docx** and save it as the candidates' name and personal number.

Few candidates could not save in the required name but majority did.

Advice to Teachers
Teachers show students how to save their work using the given file name.

(b) **Required:** Underline the heading using any underlining style.

Some candidates failed to underline.

(c) **Required candidates to:** Change the boarder to 6pt width.

Some candidates failed to do it.

Advice to Teachers
Teachers should teach students various ways of customizing paragraph and page borders.

(d) **Required candidates to:** Center align the entire document.

Most of the candidates who attempted this question got it correct.

(e) **Required candidates to:** Identify the support file picture bet1.jpg and insert it as a header.

Most of the candidates located and successfully inserted the picture in the header area.
Some candidates located the image but failed to insert it in the header area. A few of the candidates completely failed to locate the image.

Advice to Teachers
Teachers should show the students how to insert a picture from a given file and place it in a specified location in the document.

(f) **Required candidates to:** Insert their names and personal numbers as footer.

Most of the candidates successfully inserted their names and personal numbers as footers.

(g) **Required candidates to:** Insert the page numbers at the bottom starting from page 5.

Some candidates simply inserted a page number but it did not start at 5. Others manually typed the page number in a text box as a footer.

Advice to Teachers
Teachers should teach students the concept of *Editing Footers* and *Page numbering* in detail.

(h) **Required candidates to:** Insert any auto shape and format it using color green and order it behind text.

Most of the candidates managed to exhibit all the three skills required in the question.

Advice to Teachers
Teachers should emphasize the concept of **colour contrast** should one be required to work with background images and/or colour in text.

(i) **Required candidates to:** Hyperlink the word addictive to www.google.com.

Many candidates applied it on "addiction" and others just typed the real word www.google.com and linked it to other documents.

Advice to Teachers
Teachers should teach students how to work with various types of hyperlinks in all applications.

(j) **Required candidates to:**
Copy the entire document and paste to any page of the same document.

Most of the candidates successfully copied the document to the next page

(k) **Required candidates to:** Save and print their work

Most of the candidates saved their work with the correct file names and location required.

Question 2: SPREADSHEETS

(a) **Required candidates to:**
Load the support file **products.xls** and save it in their own name and personal number.

Some candidates could not save in the required name but majority did.

Advice to Teachers
Teachers should emphasize the saving skills with correct *file name* and *file location*.

(b) **Required candidates to:** Insert three columns.

A few candidates did not add the columns.
Advice to Teachers
 Teachers should teach students to read each question in the question paper to its finest detail.

(c) **Required candidates to:**
Calculate; **Total Cost Per Product**, **Total Sales Per Product** and **Profit Per Product** using suitable functions or formulas.

Some candidates did not apply the right formulas or functions.

Advice to Teachers
Teachers should give students a variety of questions which require the use of formulas/functions.

(d) **Required candidates to:** Format all money values with a dollar currency symbol.

Some candidates applied the pound symbol, some did not apply a symbol at all whereas majority who attempted the question applied the correct symbol ($).

(e) **Required candidates to:** Format all values to one decimal place.

Many candidates left their values as a default value of two decimal places.

<u>Advice to Teachers</u>
Teachers should explore the Application with their students more thoroughly and show them how to customize the default format settings such as using dollar currency symbols and changing to one decimal place and text orientation.

(f) **Required candidates to:** Center all the column headers.

Majority of candidates who attempted the question did it correctly.
This is one of the skills where candidates exhibited highest level of proficiency.

(g) **Required candidates to:** Rename sheet 1 as shop 1.

Many of the candidates managed to do the question correctly.

Advice to Teachers
Teachers should show students how to customize the default Worksheet format settings such as renaming worksheets.

(h) **Required candidates to:** Copy all data to sheet 2 and rename sheet 2 as shop 2.

Some candidates failed to copy and paste the work on sheet 2.
Advice to Teachers
Teachers should teach students how to switch between more than one worksheet.

(i) **Required candidates to:**
Filter data and show only products whose profits exceed $100,000.
Majority of candidates failed to filter the data as required.

Advice to Teachers
Teachers should teach students more about the data analysis features in the Application such as basic data sorting and data filtering.

(j) **Required candidates to:** Save and print.

Majority of the candidates successfully printed their work.
Advice to Teachers
Teachers should emphasize to students about setting the spreadsheet files to appear only in the expected print area to avoid print-outs of pieces of the worksheets.

Question 3: DATABASE

(a) **Required candidates to:**
Use the data base management software to design the student data base and save it as their name and personal number.
Most of the candidates were able to save their work using the given file name

(b) **Required candidates to:**
Design and populate a students' data table.
Most of the candidates who attempted this question successfully populated the table but did not do well in choosing suitable data types and assigning appropriate primary key field.

Advice to the Teachers

Teachers should clearly teach the students how to choose suitable data types with regard to the given data. The concept of choosing an **appropriate primary key** should also be emphasized despite the fact that modern versions of the Microsoft Office Applications allows a user to proceed with data entry without identifying a primary key.

(c) **Required candidates to:** Create another table with students' clearance data.
Many candidates who attempted this question successfully populated the table but did not do well in choosing suitable data types and assigning appropriate primary key field.

Advice to Teachers
Teachers should clearly teach the students how to choose suitable data types other than ***text*** data type i.e. when ***Date/Time, currency, Number, Auto-number*** etc. data types should be applied.

(d) **Required candidates to:** Create one-to-one relationship between the two tables.
Many of the candidates who attempted this question did not successfully create the one-to-one relationship.

Advice to Teachers
Teachers should give students more exercises that require them to create relationship between tables.

(e) **Required candidates to:** Create a form using students' data table.
This question was the most popular and most of the candidates successfully created the form but did not insert the form header.

Advice to Teachers
Besides creating the database object (Form), teachers should teach students how to customize these database objects such as including customized headers and footer on the form.

(f) **Required candidates to:**
Create a report using data from both tables, group the records by class, arrange records in ascending order of names and include a report footer.

Many of the candidates did not attempt this question, even the few who attempted the question did not successfully exhibit all the skills required by the question (*grouping*, *sorting* and *Report footer*).
However, the question was dependent on question (d); a candidate who did not correctly create a *one-to-one* relationship would not successfully group the records as required in the question.

Advice to Teachers
Teachers should do thorough teaching of creating and customizing the various database objects.

(g) **Required candidates to:**
Create query for students' clearance table and calculate fees balance and other debts.
Most candidates did not attempt this question, even the few who attempted the question could not feed in the correct formula to generate the calculated query required in the question.

Advice to Teachers
Teachers should give students exercises testing various query types (select and calculated queries).

Question 4: PRESENTATION SOFTWARE

(a)   Required candidates to: Design a four-slide presentation and save it.

A few candidates failed to save the presentation. Most of them successfully generated the 4 slides with required content though the correctness of the data on **'Services offered by e-commerce'** was lacking.

Advice to Teachers
Teachers should point it out to students that much as the practical exam tests skill, it is important to use correct data especially if the topic being discussed is on the teaching syllabus of Sub ICT.

(b)   Required candidates to: Show skills of applying transitions and animations in the presentation.

Most of the candidates successfully attempted the question. Some of them could not differentiate between animations and transitions and therefore ended up applying only one of the effects.

Advice to Teachers
Teachers should thoroughly explore all the possible multimedia effects which can be used in creating an electronic presentation (Animation and motion paths, Transitions, Sound effects, Video clips, etc.)

(c)   Required candidates to: Apply relevant Clip Art images on all slides

Most of the candidates successfully applied Clip Art images but their relevance was lacking. Some applied only one Clip Art on one slide; while others used the Clip Art image as their slide background.

Advice to Teachers
Teachers should show students how to choose and apply appropriate clip Art.

(d)   Required candidates to: Insert a header of their name and personal number on each slide.

Although the applications used e.g. Microsoft Office PowerPoint; had no in-built feature to insert a header on each slide, most of the candidates improvised methods of inserting a header such as manually inserting a textbox in the header area or using the Notes and Handouts Header.

(e)   Required candidates to: Save and make a print-out

Most candidates managed to make print-outs of their presentation.
Advice to Teachers
Teachers should allow their students more hands-on sessions in printing and explore with them the various methods of printing electronic presentation such as hand-outs, notes pages and slides.

Question 5: DESKTOP PUBLISHING

a)   **Required candidates to:** Generate a given publication structure and save it.

Most of the candidates successfully saved the file. Some candidates used related auto shapes other than the given ones.

Advice to Teachers
Teachers should emphasize skills of drawing and manipulating objects and shapes.

b)   **Required candidates to:**   Insert text from the given file "Wash. rtf" into the respective auto shapes created.

Many candidates were able insert the text into the drawn auto shapes. Some of them completely failed to insert the text in any or all the 3 auto shapes.

Advice to Teachers
Teachers should take students through several practical exercises that require the use of support files.

c)   **Required candidates to:** Insert bullets on the text in the auto shapes.

Most of the candidates successfully inserted the bullets though some inserted the bullets on only 1 or 2 sets of text/auto shapes.

Advice to Teachers
Teachers should teach students a variety of publication types and methods of creating the publications.

d)   **Required candidates to:** Apply a light background fill colour in each of the auto shapes.

The skill was successfully exhibited by most of the candidates who attempted the number although some candidates chose fairly dark shades and not light shades as had been stated in the question.

Advice to Teachers
Teachers are advised to emphasize the concept of ***colour contrast*** should one be required to fill colour in the background of text.

e)   **Required candidates to:** Change the thickness/weight of the arrows to 3pt size.

Some candidates lacked the skill of adjusting/formatting the thickness of the arrows.

Advice to Teachers

Teachers should teach the skills of drawing, inserting and formatting shapes in the publication program.

f)   **Required candidates to:**   Insert a picture from the file **NO GERMS** in the text box and resize the picture to fit.

Most candidates successfully exhibited the required skills. Few candidates failed to insert the picture in the stated location.

Advice to Teachers
Teachers should emphasize skills of inserting, resizing and moving images in electronic publications.

g)   **Required candidates to:**   Insert a footer of his/her name and personal number.

Many candidates successfully exhibited the required skill. Few of them failed to insert the footer.

Advice to Teachers
Teachers should emphasize inserting a footer for any publication for personalization and easy identification of the student's work.

h)   **Required candidates to:**   Save changes made to the publication and print a hardcopy.

A few of the candidates failed to save their publication in their personal names and personal numbers.

Advice to Teachers
Teachers should emphasize the skill of saving at the beginning of a question.