



UGANDA NATIONAL EXAMINATIONS BOARD

REPORT ON WORK OF CANDIDATES UCE 2016

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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”
ACHIEVEMENT.”**

CORE VALUES:

- ACCOUNTABILITY
- COMMITMENT AND TEAMWORK
- CREATIVITY
- EFFICIENCY AND EFFECTIVENESS
- IMPARTIALITY
- INTEGRITY AND TRANSPARENCY
- OPTIMAL RESOURCE UTILIZATION
- SECURITY AND CONFIDENTIALITY
- VALID AND RELIABLE ASSESSMENT

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1.0 INTRODUCTION

The 2016 UCE Report on Work of Candidates (RWC) analyses in detail candidates' performance in the UCE examination. The main purpose of the report is to provide feedback (backwash) on the candidates' performance in the subjects they sat during the UCE examination. It focuses on how the candidates responded to the questions set for a given subject examination.

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

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

2.0 CANDIDATURE

In 2016 UCE, a total of 323,276 candidates registered for the examination, compared to 313,171 registered in 2015. There was an increase of 3.2% (10,105) in the candidature. In 2016, 316,624 candidates appeared for examination compared to 306,507 candidates who appeared for the 2015 examination. This represented a 3.3% (10,117) increase in candidates appearing for examination in 2016. Female candidates constituted 44.1% (158,722) compared to 50.9%, (164,473) of the male candidates who appeared for examination. USE beneficiaries were 157,364 (48.7%) of the total candidature registered.

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

All the candidates were registered by e-registration (100%). All the examination centres embraced the e-registration innovation.

Table I: Candidates registered over the last five Years (2012-2016)

Year	Candidates registered	Candidates who sat	Absentees	% Absent
2016	323,276	316,624	6,652	2.1
2015	313,171	306,507	6,664	2.1
2014	310,414	306,185	4,229	1.4
2013	295,768	289,012	6,756	2.3
2012	268,890	262,987	5,903	2.2

Absenteeism of candidates remained at 2.1% in 2016 as it was in 2015.

The number of SNE candidates increased from 325 in 2015 to 366 in 2016. The SNE candidates registered were 59 for the blind, the deaf 62, those with low vision 75, the dyslexic and severely physically handicapped were 78. There were 92 others with minor forms of disability that only needed to be given extra time. The Board made arrangements, which included modification of questions, provision of questions written in Braille form, having support personnel for the handicapped and dyslexics, and translators for the deaf. Candidates with low vision received question papers with enlarged print to enable them read more easily. All SNE candidates were allowed extra 45 minutes in each paper.

UNEB has an examination centre at Luzira prison for inmates to assist Uganda prison Services in its efforts to rehabilitate offenders. The centre registered 47 for UCE 2016 compared to 38 registered in 2015.

3.0 COMPARISON OF GENERAL CANDIDATES' PERFORMANCE FOR 2016 AND 2015 UCE EXAMINATIONS

Performance of candidates who sat in 2016 and 2015 in terms of division passes is compared in Table 2 below.

Table 2: General Performance in 2016 Compared To 2015

Division	2016				2015			
	No. of Cands.	% age	Cumm. No. of Cands.	Cumm %	No. of Cands.	%age	Cumm No. of Cands.	Cumm %
1	23,489	7.5	23,489	7.5	25,570	8.5	25,570	8.5
2	44,307	14.1	67,796	21.6	48,642	16.0	74,392	24.5
3	63,072	20.1	131,868	41.7	70,413	23.1	144,805	47.6
4	142,479	45.3	274,347	86.9	130,058	42.7	274,863	90.3
9	41,632	13.2	314,979	100	29,593	9.7	304,456	100

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

The table shows that there was a slight drop in performance in 2016 compared to 2015. This is attributed to performance in English Language, mathematics and the Sciences.

3.1. COMPARISON OF PERFORMANCE BETWEEN USE AND NON-USE CANDIDATES

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

Table 3 USE and Non-USE Performance Compared.

Division	2016		2015	
	No.	%age	No.	%age
1	4,454	2.9	19,035	11.8
2	16,058	10.5	28,249	17.5
3	28,900	18.9	34,172	21.2
4	78,455	51.2	64,024	39.6
9	25,392	16.6	16,045	9.9
X (Absent)	3,434	2.2	1,495	2.0

3.2 COMPARISON OF PERFORMANCE OF CANDIDATES OF 2016 AND 2015 IN SELECTED SUBJECTS.

Table 4: Comparison of 2016 and 2015 performance in selected subjects

SUBJECT	2016				2015			
	No. of Cands.	Percentage at			No. of Cands.	Percentage at		
		2	6	8		2	6	8
English Language (112)	314,538	1.0	40.0	73.6	304,004	2.4	56.1	82.3
Christian Rel. Educ.(223)	197,466	10.3	59.5	83.6	187,475	5.8	58.3	88.0
Islamic Rel. Educ. (225)	26,540	18.4	77.3	93.1	23,162	22.1	79.5	92.5
History (241)	313,074	4.9	44.9	65.8	302,590	6.2	46.8	68.1
Geography (273)	314,357	2.0	45.9	77.2	303,581	1.7	46.4	77.5
Mathematics (456)	314,597	3.1	28.9	60.7	304,055	3.0	32.2	79.2
Agriculture (527)	201,704	1.4	38.7	72.1	199,704	0.5	43.4	82.7
Physics (535)	313,950	0.4	9.3	31.9	303,237	0.5	15.4	41.7
Chemistry (545)	314,110	1.3	11.4	40.1	302,792	1.3	13.9	42.8
Biology (553)	314,157	0.1	16.1	45.1	303,458	0.3	13.0	40.7
Art (610)	28,404	1.9	34.8	79.8	66,199	1.3	25.9	72.0
Art (IPS) 612	56,648	0.1	50.6	96.7	30,929	0.3	65.5	90.0
Commerce (800)	178,361	2.6	31.1	50.0	171,685	6.2	52.6	71.4

The figures do not include withheld results

Christian Religious Education, Geography, Mathematics, Agriculture and Art showed improved performance at the Distinction grades. Biology had a significant improvement at the Credit and overall pass level compared to 2015. Slight decline in performance is observed in the other subjects. Despite the slight improvement in Biology, the percentage pass levels for all science subjects remain low, with almost 55 per cent of the candidates unable to exhibit the minimum required competency to be graded. The worst performed science subject was Physics.

3.3 COMPARISON OF FEMALE AND MALE CANDIDATES' PERFORMANCE IN 2016 UCE

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

Table 5: Performance of Females' and Males compared

Subject	PERCENTAGE AT					
	Grade 2 (Distinction level)		Grade 6 (Credit level)		Grade 8 (Pass level)	
	Female	Male	Female	Male	Female	Male
English Language (112)	1.1	0.8	41.5	38.5	75.1	72.2
CRE (223)	10.1	10.5	59.4	59.6	83.8	83.3
IRE (225)	15.8	21.3	74.8	80.1	92.4	93.9
History (241)	3.6	6.3	38.5	51.2	60.0	71.3
Geography (273)	1.3	2.5	40.8	50.6	73.7	80.4
Mathematics (456)	1.9	4.3	23.4	34.4	56.7	64.8
Agriculture (527)	0.7	2.1	29.9	46.6	65.2	78.4
Physics (535)	0.2	0.6	6.2	12.5	26.8	37.6
Chemistry (545)	0.8	1.9	8.4	14.0	36.6	43.1
Biology (553)	0.1	0.2	12.0	20.8	39.3	50.5
Art (610)	1.8	1.9	31.6	37.0	77.1	81.6
Art (IPS) 612	0.0	0.2	46.2	50.5	96.6	96.6
Commerce (800)	1.6	3.4	24.2	37.2	42.1	56.9

(The figures do not include withheld results)

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

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

3.4 Comparison of Female and male by Divisional Passes

Table 6 Percentage Divisional Passes Compared

Gender	Division 1 (%)	Division 2 (%)	Division 3 (%)	Division 4 (%)	Division 9 (%)
Males	4.6	8.1	10.7	21.3	6.2
Females	2.9	6.0	9.3	23.9	7.0

The figures do not include withheld results)

Table 6 confirms that overall, male candidates performed better at all the higher grades (1-3) than their female counterparts.

4.0 PERFORMANCE OF CANDIDATES: THE CHALLENGES

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

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

Those candidates awarded Division 1 were able to demonstrate high levels of knowledge and skills in the subjects they took. Division 2 represents sufficient levels of competence. Candidates demonstrate knowledge with understanding, apply knowledge and deal with some high order skills. Division 3 represents moderate levels of competence. Candidates at this level demonstrate knowledge and some level of comprehension but are not able to deal with the higher order level skills; while Division 4 represents the basic (minimum) level of competence. Candidates at this level showed the ability to understand elementary concepts and skills only. Those who are awarded Division 9 have not achieved the basic level of competency required to be graded.

The following challenges are persistent, and are responsible for poor performance by the candidates in the lower grades. We have reported on these in previous reports.

4.1 Language Deficiency

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

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

4.2 Performance in Higher Order Questions

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

4.3 Performance in Science Subjects

Performance in Science Subjects continues to be poor for the majority of candidates. As can be seen from Table 4 only about 45% (on average) reach the minimum competency level. Despite the significant efforts by the Ministry of Education and Sports to avail laboratory chemicals and equipment to schools, there is still evidence of theoretical teaching of Sciences. The strategic interventions towards the effective practical teaching of sciences through the SESEMAT programme are yet to reflect in the quality of the candidates’ work. As in previous years, candidates experienced problems in the handling of apparatus during the practical tests as well as making and recording observations and drawing conclusions from those observations; tabulation of experimental results and interpretation of the results, among others. The lower achievers found difficulties with questions requiring explanations, description of experimental procedure, use of chemical symbols and formulae, writing of units and dealing with tasks that require practical experience. Little wonder then, that about 75 per cent of the suspected cases of examination fraud reported were in practical Physics alone.

4.4. Examination Breaches and Malpractice

The field conduct of the 2016 UCE examination was generally quite smooth and peaceful. The Board put in place measures that ensured that examination papers did not leak. However, other forms of examination breaches occurred inside the examination rooms due to acts of omission or commission by invigilators, subject teachers and school head teachers. Scouts reported cases of external assistance, collusion, impersonation, and smuggling of unauthorized materials into the examination rooms. In the course of marking the scripts examiners unearthed most of these cases of external assistance and collusion. The most affected subjects were sciences, especially the practical papers, and Mathematics.

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

In accordance with Section 4 (3) of the UNEB Act 137, the Board withheld results of 1,893 candidates from 86 examination centres (0.6 % of candidature), to allow for completion of investigations and accord the suspected persons a fair hearing. This is a reduction from the 2,060 results withheld in 2015 examinations.

5.0 CANDIDATES' PERFORMANCE AND GRADE AWARDS

The 2016 UCE examination had the objective of testing the acquisition of knowledge and skills in the various learning areas tested. Papers were designed to test knowledge and understanding. Application and analytical skills, manipulation of scientific apparatus, science process skills of making observations, recording observations and other data, drawing inferences or conclusions from observations, data presentation and interpretation among others. Papers also tested application of knowledge in problem solving and in novel situations.

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

The overall candidates performance declined in 2016 compared to 2015 at all the grade levels.

112/1 ENGLISH - COMPOSITION WRITING

Comment on Performance of Candidates

The 2016 paper was easier compared to that of 2015. The quality of work presented by the 2016 candidates was better than that of the 2015 candidates. Their performance scores were also better. The general performance was good.

Question 1.

Required a candidate to write a formal letter. It was compulsory and well done. Most candidates knew the format of a formal letter, however, there were those who wrote reports, Curriculum Vitae and Memos. Some candidates wrote addresses and salutations in capital letters, others put subtitles for paragraphs, while others wrote the sender's address only without signing off.

Question 2.

Required a candidate to write a composition beginning with the given statement. It was a narrative and very popular. It was well done. Many candidates were able to write connected flowing stories. Those candidates who had deficiency in vocabulary and expression performed poorly.

Question 3.

Required a candidate to agree or disagree with whether *students in urban areas should not do the same national examination as those in rural areas*. Popularity was average but performance was poor. Some candidates did not understand the difference between urban and rural, some contradicted themselves in their responses- they agreed and disagreed at the same time. Some essays were clumsy. Candidates unnecessarily repeated the words rural and urban. They failed to use the appropriate link words or phrases when introducing points.

Question 4.

Required a candidate to present an argument for or against the given statement. It was unpopular and poorly done. Some candidates contradicted themselves. Many failed to support their arguments.

Question 5.

Required a candidate to describe the life of a person who has influenced him or her to be a better person. It was unpopular and poorly done. Candidates failed to give descriptions. They merely narrated. They did not point out the positive attributes of the role models they presented and some did not show how they had changed.

Question 6.

Required a candidate to give the contribution of money to one's happiness. It was unpopular and averagely done. Some candidates contradicted themselves.

Question 7.

Required a candidate to narrate an incident that made him/her a hero. It was popular and well done. Many candidates were able to present relevant flowing stories. Some candidates did not understand the meaning of the word hero/heroine. Many failed to bring out the aspect of bravery.

Weaknesses of candidates

- Lack of knowledge of the formal letter writing format.
- Misinterpretation of questions.
- Limited vocabulary.
- Failure to present meaningful arguments.
- Contradictions while presenting arguments.
- Spotting –leading to presentation of work in wrong formats other than the one instructed.

Advice to Teachers

- Teach composition writing.
- Emphasize the different types of creative composition writing.
- Expose students to the different styles and types of composition writing.
- Emphasize the different formats of functional composition writing.
- Encourage students to read widely.

112/2 ENGLISH – SUMMARY WRITING, COMPREHENSION AND GRAMMAR

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 performance scores were also poorer. The overall performance was good.

All questions were compulsory.

Question 1.

Required a candidate to read and comprehend the given passage, check the demand of the question, pick out relevant points and then summarize them into meaningful and grammatically correct sentences within the stipulated number of words. It was poorly done. Many candidates were unable to comprehend the passage. Some of them misinterpreted the passage while others were unable to identify the relevant points. Many candidates failed to present coherently written summaries due to poor sentence construction, wrong spellings and grammar.

Question 2A

Required a candidate to read the given passage and thereafter answer the given questions. Performance of candidates was average. A few candidates failed due to their low language abilities. Their work exhibited poor spelling, poor grammar, failure to interpret questions and verbosity.

Question 2B

Required a candidate to read a given passage and then respond to the given multiple choice questions. It was well done. Some performed poorly because of their low comprehension levels and circling more than one alternative.

Question 3A

Required a candidate to re-write the given sentences as instructed without changing the meaning of the original sentence or sentences. The majority of candidates performed poorly. Candidates work was characterized by poor grammar and changed meaning of the original sentence.

Question 3B

Required a candidate to choose the correct response from the given alternatives. Candidates needed to be knowledgeable in parts of speech. The majority of the candidates performed well. However, those candidates who were not conversant with parts of speech performed poorly. It was also subject to guess work.

Weaknesses of candidates:

- Lack of coherence in the final copies of the summaries presented.
- Poor comprehension skills.
- Limited knowledge of the grammatical structures.

Advice to Teachers:

- Teach all the skills of language.
- Expose students to a wide range of reading materials.
- Give exercises to learners to enable them try out what they have learnt.
- Teach parts of speech.

208/1 LITERATURE IN ENGLISH

Comments on Performance of Candidates

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

Questions 1-4

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

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

Question 5.

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

Question 6.

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

Questions 7 and 8 were not popular. The Merchant of Venice is a very unpopular text.

Question 9.

Required a candidate to show the different characters that become carcasses for the hounds. It was not popular and poorly done. Many candidates failed to illustrate.

Question 10.

Required a candidate to explain the challenges that Haraka and his fighters faced during their gorilla war. It was not popular but well done. Candidates were able to explain those factors responsible for their defeat.

Question 11.

Was very popular and well done. Many candidates were able to show the problems that Obina and Nagawa faced in their relationship.

Question 12.

Required a candidate to explain what makes Ogang Apur an unlikeable character. It was also popular and well done. Many candidates were able to show Ogang Apur's detestable behavior.

Question 13.

Required a candidate to discuss the theme of corruption in the Government Inspector. They were required to give illustrations. It was popular but performance was average. Some candidates' work exhibited lack of understanding of the concept of corruption.

Question 14.

Required a candidate to apply what they learn in the text to their society. It was less popular compared to question 13. It was poorly done. Many candidates failed to relate the failures of the leaders in the text to the failures of the leaders in their environment/society.

Question 15.

Required a candidate to describe the character of Boss as portrayed in the text. It was popular and well done. Many candidates were able to bring out Boss' character.

Question 16.

Required a candidate to explain the voices of the people in the text, *Voice of the People*. It was not popular and performance was poor. Candidates failed to identify the different characters who voice out the unfairness of Boss' regime.

Question 17.

Required a candidate to explain the theme of poverty. It was popular but poorly done. Candidates' responses were shallow. Illustrations were lacking.

Question 18.

Required a candidate to show what s/he admires about Nasula in the text, *A Cowrie of Hope*. It was popular and well done. Many candidates were able to bring out Nasula's positive qualities. The illustrations were adequate.

Question 19.

Required a candidate to identify the lessons learnt in the text *The Curse of the Sacred Cow*. It was not popular and was poorly done. Candidates' work exhibited their failure to derive lessons from character actions and situations in the text.

Question 20.

Required a candidate to describe how the sacred cow was a curse. It was unpopular and poorly done. Candidates failed to show how the cow that was adored in the family became a curse.

Questions 21 and 22.

Were not popular. The text, *Mema*, was unpopular. However, the few candidates who attempted question 21 were able to explain the themes in the novel and those who attempted question 22 were also able to show how Elang's mother's story was a sad one.

Question 23.

Required a candidate to read the given poem and thereafter respond to the given questions. It was popular but performance was average. Most candidates were able to give the correct interpretation of the meaning of the poem but some failed to describe the character of the permanent secretary and their feelings towards the driver. Many candidates were also able to suggest how they would build their nation.

Question 24.

Required a candidate to answer the given questions on the theme of separation. It was not popular and poorly done. Candidates failed to choose poems from the given theme and therefore were off topic. Even those who were able to identify poems about the given theme failed to describe their feelings about the poem and they could not even give reasons for having chosen that particular poem.

Question 25.

Required a candidate to respond to questions about the given poem. It was popular and well done. Many candidates were able to show what the poem was about, describe the relationship that had existed between the school girl and her boyfriend and explain the meaning of the given expressions. However, they had challenges in describing the pregnant girl's feelings and to explain the lessons learnt in the poem.

Question 26.

Required a candidate to choose a poem written by David Rubadiri in the text, *An Anthology of East African Poetry*. It was unpopular and poorly done. Some candidates referred to poems in the text, *Growing up with Poetry*. They were off topic

Weaknesses of Candidates

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

Advice to Teachers

Teachers should:

- Guide learners in learning to apply knowledge.
- Provide texts to learners.
- Guide learners to describe/explain themes or character in context.
- Teach essay writing skills.

218/1 FASIHI YA KISWAHILI

The paper was divided into three sections.

Section A was about plays. It had two plays and a candidate was to answer one question from one of the plays.

Section B was about novels. It had two books and a candidate was to answer one question from one of the novels.

Section C was about poetry. It had questions from two poetry books from which a candidate was to choose one.

The paper was standard and it was comparable to that of 2015. However, the candidates' work and performance was poorer as compared to those of 2015. It was observed that most of the candidates who sat this paper had no knowledge about the set books.

Question 1.

Required the candidates to discuss the various conflicts as portrayed in the play. Most of the candidates failed to interpret the question, they never understood what 'migogoro' are. So they misfired in this question.

Question 2.

Required the candidates to discuss the themes as brought out by the writer. It was never attempted by any candidate, an indication that they had not read the book.

Question 3.

Required the candidates to compare the evil deeds as portrayed in the play to those in their societies these days. A good number of candidates tried it though some could not give clear examples as it was required.

Question 4.

Required the candidates to explain the language techniques the writer used in bringing out the message to his readers. Most candidates were off-topic on this question. They ended up giving out themes.

Question 5.

Required candidates to cite some events where they feel the Hare excites them in the novel. Candidates ended up narrating only one story instead of going through the book to pick different events.

Question 6.

Required the candidates to explain the various ways through which the Hare survived the lion's tricks of wanting to eat him. Candidates' responses showed their ignorance about the book.

Section C was poetry. Candidates' work showed no skills at all in handling poetry.

Weaknesses:

- Most candidates were not familiar with the set books. Their responses would show no relationship at all to the questions asked.
- Candidates still regard poetry as a hard genre than any other.

Advice to Teachers:

- Avail the learners with the set books and encourage them to read.
- Should guide their learners on how to interpret the texts in order to come out with the intended message.
- Teach techniques of handling poetry.

223/1 CRE (CHRISTIAN LIVING TODAY)

Question 1 (a).

What are the changes that have taken place as a result of Wars in Uganda?

The question was popular but the candidates who attempted it scored only average marks because of tense. Teachers are advised to guide students in this regard. Changes expected had to be both positive and negative. A candidate was supposed to begin with the negatives because wars are bad and then later give a few positive ones. The question did not give time limit to candidates hence all wars were considered. The tense was critically considered because it differentiates one question from the other.

Question 1(b)

Candidates were required to bring out how the Church and the Government have tried to address these changes.

It was a comprehension question which had few marks allocated to SH (for good examples given). Tense was considered since the question expected candidates to talk about solutions already in place. It required candidates to differentiate Church from Government efforts. Some students failed to respond to the demands of the question. While others gave only basic needs such as food, shelter (emergencies).

Teachers should help students to look at questions from a wider perspective rather than rush to give points.

Question 2(a)

In this question it was required of candidates to give reasons why some youth dislike manual work today.

This was an SH question whose SH marks go for well explained points with relevant examples. Tense was important and originated from the word "do". It was about the youth particularly those of the working age. Candidates who addressed other categories of people got it wrong. Manual work meant the type of work done physically like digging, slashing, lifting heavy things, etc. some candidates used white collar jobs and therefore got it wrong. It also referred to the youth of today regardless of location. Some candidates changed the question to Uganda, which was wrong, and others used people instead of the youth, which was wrong. The word some was important.

Teachers are advised to teach their students to address even the minor issues in a question.

Let them use many past paper questions while preparing candidates to expose them to various ways of setting questions. It will enable them answer questions correctly.

Question 2(b)

Give the difference between patterns of work today and those in the Traditional African Society.

This was a question of contrast. It required candidates to give differences in the characteristics of work today and that of Traditional Africa. It involved 50% SH marks, which were given to candidates who brought out the two sides. It was popular but several candidates failed to show the differences between the two societies.

Teachers are advised to train students to give the recognized features identified in the two situations. Such questions are easy to pass especially if candidates know how to present points and also required few points to take all marks allocated. Students should write in positive ways, as the negative responses are denied marks, e.g. not, not the case, unlike, etc.

Question 3(a)

Candidates were expected to bring out how leisure was spent in African Tradition.

It was an SH question because it required candidates to explain with a few examples. It required candidates to give ways in which leisure time was utilized. Tense was very vital, because it required candidates to write about what happened in traditional past. It was very popular and many candidates performed well. It most likely shows that many teachers handle ATS dimension very well. How it is wished that all dimensions are handled in a similar way.

Question 3(b)

Candidates were required to mention the ways in which a Christian should spend his/her leisure time today.

It was called for the ways used/or needed by a Christian not Christians or people. It was a suggestive question which called for suggestive answers i.e. what a Christian should do today. Tense was not so much considered because of "should". Most candidates got full marks in this number.

Question 4 (a)

How did the early Church promote peace and harmony in the Community?

It was an SH question because of the term "How" hence tense was considered. It was about the early (Apostolic) Church. Points outside Apostolic period were declared irrelevant. It called for good knowledge of Church History. It expected candidates to bring out ways in which the Church used to create justice and was general i.e. both in Christian and secular communities of the time.

Many candidates performed poorly because of mixing ideas of different periods of time in Church History. Teachers are called upon to help students to differentiate periods of time in the history of the Church. Most of them used missionary activities.

Question 4 (b)

Candidates were expected to show the ways in which God exercised justice to the people of Israel.

No SH marks were given because it calls for just showing ways. It required candidates to give ways in which God used to exercise justice to Israelites. Many candidates performed poorly because they overlooked the group of people in the question (Israelites).

Teachers are urged to teach Bible dimensions exhaustively and carefully to enable students answer specific questions like about Israelites, Jews, etc. In this part candidates used all Old Testament points and lost marks.

Question 5(a)

Candidates were required to give the roles Rev. Ezekiel Apindi of Kenya played in the early Church

This question did not call for SH marks since it required candidates to simply give roles. It needed the contribution of Rev. Ezekiel Apindi to the Church as a whole. There was no time limit and area of operation. The word "early" nearly made it a hard question but since he is the only one in Church History known, the word was ignored. Candidates who attempted it were few but did it very well without the word "early". Others simply used universal (spiritual) points and got it right. However, the wise ones left it due to the word "early".

Teachers are called upon to guide students when teaching the dimension of Church History, so that students understand and get correct facts about personalities.

Question 5 (b)

How did God show His power and authority over the Israelite Community?

It was a comprehension question with SH marks because of the opening word (How). Tense was a must because of the word "did". It required candidates to give and explain ways in which God used His superior power to help Israelites. It was poorly done because of the time limit i.e. time of Israel as a nation not Old Testament. Hence, those who drew points from any part of the bible times, got those within, correct and those outside the period wrong.

It was important for teachers to teach Bible dimensions very well. Also, try out related questions to bring out such demands. Teachers should also try to give demarcations of the Bible times to enable students handle specific questions.

Question 6(a)

What happens when Christians become disloyal in the Church?

It was a knowledge question, which called for no SH. It required candidates to address the situations because of the word (when). Tense was a must. It limited students to Christians in the Church but the effects go beyond the Church to the entire community. It called for both positive and negative, but the negative taking an upper hand since it means Christians abandoning the Church. It was very popular and well done by some candidates especially from strong centres. But poorly done by the majority from other centres. It is evident that most teachers did not address requirements of questions when marking students at their stations. Probably due to time or other activities or pressure from administration. Teachers are advised to make marking guides, coordinate questions and set standards before a paper to be done is given to students. This will help them to see such requirements and handle them. There was evidence of several teachers leaving out this topic during the teaching process. Teachers should endeavor to complete the syllabus.

Question 6 (b)

Here, candidates were asked to explain the various ways in which Christians showed their loyalty in Church History.

This question required candidates to give details with some examples. Past Tense was a requirement. It was specifically concerning Christians. It was also open ended as it needed candidates to bring out disloyalties of Church History as a whole. Majority of candidates did very well compared to part (a).

Teachers have the responsibility of guiding students in selecting questions. Candidates who know how to choose questions in each section score highly.

Question 7 (a)

What were the traditional African views about happiness?

The question was a knowledge one (what). Hence the candidates were required to give brief and precise answers. No SH marks were allocated. Tense was a serious requirement. The question called for the perception or attitude or looking at happiness but not sources of happiness. It was very popular but most candidates did not fare well because they brought out sources rather than views. Several candidates seemed to have answered this question without reading through it.

Teachers are encouraged to write their own notes rather than depend on pamphlet information which is drawn from marking guides.

Question 7 (b)

How did the following find happiness in their lives?

It was an SH question because of the term "How" used in opening the question but only background SH was given. Tense was strictly observed because it was asked in past tense. It required candidates to give ways in which the two personalities found happiness. Answers were supposed to be separated. Candidates who combined and used the word, "They" were marked out of half the marks. Candidates scored marks much as they simply used spiritual points. This was due to lack of knowledge of period of time within which they lived – middle ages. Very few candidates scored marks of SH for background since they did not know the personalities.

Teachers are hence urged to teach students about personalities rather than give them universal points to use on each personality. Both Teachers and students should develop interest and love for Church History and Bible so that the questions of this nature are handled effectively.

Question 8.

Candidates were required to bring out Christian practices which show that there is life after death and the Jewish beliefs about it.

This question was unpopular because many of the candidates seemed not sure of the practices needed. Performance in this question was only average. Teachers should identify areas of questions in the process of teaching and highlight them to students.

Question 9.

Required the candidates to identify the achievements that have been made by the Church in Uganda and how the work of Jesus and His disciples was a success.

Very popular and those who attempted performed it well.

Question 10.

Candidates were required to explain the changing patterns in family life in Uganda today and how the Bible can help families to remain stable. Averagely attempted and the scores were not high because of the application part of the Bible. Candidates also concentrated, their answers on the relationship between husband and wife and not family as a whole. Teachers should clearly demarcate information concerning family life and marriage as separate topics.

Question 11.

Candidates were required to mention the changing roles of women in Uganda today and to use the Bible to show that man and woman are meant to be equal. Not popularly done but those who attempted it scored highly. Some candidates dwelt on the status of women especially in families.

Teachers should emphasize teaching of women emancipation in this topic and make students get familiar to the use of the Bible to enable them extract relevant information needed in various questions.

Question 12.

Candidates were expected to bring out the importance of polygamy in traditional Africa and what Christians look at/ regard as a happy marriage.

The question was very popular and well answered by many.

Question 13.

Candidates were asked to describe ways in which people look for/seek God today; and how the early Christians sought God.

Question was very popular and majority of candidates performed well because most probably teachers love teaching this topic. Part (b) required mostly spiritual activities known to most candidates.

Question 14.

Candidates were required to give causes or reasons the youth/young people give for running away from God and the ways in which the Church can bring them back to God.

Question was popular and well done by most candidates who attempted it.

Question 15.

This question demanded candidates to explain the contribution of the early Christians to the world and how the Church can assist people in war-torn areas.

The question was unpopular but not hard. The few who attempted it answered it well and scored quite highly.

224/1 CHRISTIAN RELIGIOUS EDUCATION

The paper was a standard one and hence appropriate for the level. The aims and objectives of the syllabus were well covered. Syllabus coverage too was good. The questions were clearly phrased and had no errors. The question paper was comparable with the one of the previous year, but quality of work of candidates and performance was a little better than last year's.

Question analysis

1. This was a popular question. Candidates ably handled how Africans expressed their belief in God. They further ably gave the differences between Traditional African and Christian beliefs about God. On average, their scores were quite good.

2. The ways in which children contributed to the stability of marriages in Traditional Africa were well articulated by most of the candidates who attempted this question. The role of parents in the upbringing of children was also well answered. Scores were good and it was a popular question.
3. Although not very popular this question was well answered. Those who attempted it competently explained the causes of death according to Traditional African religious beliefs. They further brought out well how traditional African beliefs and practices show that there is life after death. They scored quite highly.
4. This was only fairly a popular question. In part (a), candidates quite well described the occasion when Jesus was presented as a baby, in the Temple. However, in part (b) their attempts to comment on the rituals performed after the birth of a baby in Traditional African Society were inadequate. They exhibited in adequacy of knowledge in this area.
5. Candidates were required to comment on the rejection of Jesus by His people. They were then expected to answer why He was rejected by His people. It was not a popular question and the few who attempted it only fairly well answered it.
6. It was a popular question. Many were able to give an account of Jesus' healing of the paralytic man in Luke 5.17 – 26. They handled the lessons Christians can learn from this incident even better than the account in the first part of the question. Scores were good.
7. Relating the prayer, that Jesus taught His disciples when they asked Him to teach them how to pray (Luke 11: 1-8), was not well answered. Lessons that Christians can learn from this incident were only fairly given. It was an unpopular question and scores were hardly average. The Bible is still a challenge to learners. Teachers should encourage learners to own, and read the Bible.
8. This was only fairly a popular question. Narrating the story of the women who visited the tomb of Jesus, on the morning of His resurrection (Luke 24:1-12) was quite well done. Those who attempted the question explained well the importance of Jesus' resurrection to Christians today. They had good scores.

224/2-5 CHRISTIAN RELIGIOUS EDUCATION (C.R.E.)

All the papers were up to the required standards suitable for an 'O' level candidate. The phrasing and the language was clear with no errors.

Syllabus coverage

All these papers covered the important aspects of the syllabus and brought out what was educationally relevant especially the aims and the objectives of the syllabus.

Time: The time, one and a half hours allocated for each of these papers was enough.

The levels of difficulty of the papers compared well with those of 2015, more less the same in all papers.

The Quality of Candidates' Work

Generally, the work of candidates this year was fairer than that of last year. Most candidates were able to interpret questions well.

224/2 THE OLD TESTAMENT

Question 1 (a)

Required candidates to show how God called Abraham, the promises made to Abraham and Abraham's response. Whereas the question was popularly attempted, candidates did not fare well because many narrated the story of the call of Moses, others gave reasons for Abraham's call.

Question 1 (b)

Demanded of candidates to show the problems Abraham faced due to his positive response to God's call. Many of them instead gave problems Abraham faced as a result of attempting to sacrifice his son Isaac. A fair number of them answered it well, while others gave the problems the Israelites faced during the Exodus.

Question 2 (a)

Candidates were expected to bring out incidences to prove that the Israelites' God was more powerful than the Egyptian gods. Most candidates gave the contest between Elijah and the prophets of Baal on Mt Camel. A few were able to give some other incidents, and scored highly.

Question 2 (b)

The candidates were expected to show incidents of God's manifestation and his power today. Some candidates instead gave a narration of the instructions to celebrate the Passover event. Others got it and scored well.

Question 3 (a)

Candidates were expected to show where Moses was, what happened, the tasks Moses was assigned and Moses' response. However, some candidates gave circumstances that led to Moses escape from Egypt to Median. A few of them respondent correctly and scored highly.

Question 3 (b)

In this part, most candidates were able to bring out what the importance of this event was to the Israelites.

Question 4(a)

Candidates were expected to bring out Samuel's fears with respect to the Israelite's demand for a king. However, some candidates gave reasons for people's demand for kingship in Israel. Some got it right and answered correctly, scoring high marks.

Question 4 (b)

Candidates were required to point out the bad and good things Israelites faced under kingship or tell how Samuel's fear came to be fulfilled. But many candidates only brought out the negatives without pointing out some of the positive effects.

Question 5 (a)

Candidates were expected to bring out the circumstances that helped David to fight and kill Goliath eg. where was David, what was happening at the time, David's abilities as a shepherd and the king's promises. However, some candidates did not know the personalities of David and Goliath. A few of them handled it well.

Question 5 (b)

Only some of the candidates were able to give lessons that they, as Christians, can learn from this fight.

Question 6 (a)

Candidates were required to bring out incidents that caused Elijah to go and hide, in the cave on Mt. Horeb (1 Kings 19:1-5). Some candidates instead gave a narration of the contest between prophet Elijah and the prophets of Baal. However, others got the question right and had good scores.

Question 6 (b)

The message that prophet Elijah would give to politicians today was quite well attempted.

Question 7(a)

Candidates were expected to bring out the evil acts of the people of Samaria and Jerusalem with regard to the demands of the Covenant. However, some candidates confused Samaria with Somalia in respect of the evils committed by Terrorists.

Question 7 (b)

Candidates were expected to identify the evils in the Church today and denounce them and challenge the Christians to live by example. They ably answered this section and scored highly.

Question 8 (a)

Candidates were required to give the sermon of prophet Jeremiah at the temple. Instead some candidates instead gave the call of Jeremiah, others gave reasons for Jeremiah's speech at the Temple. Yet others gave the story of the boy Jesus in the Temple by substituting Jesus with

Jeremiah. A few of them however, very well brought out Jeremiah's sermon at the Temple and score well.

Question 8 (b)

Candidates were expected to point out the goodness, significance, usefulness of the temple to the Israelites. Majority of those who attempted this question quite competently answered why the temple was important in Israel. However, a few students gave the importance of the churches today.

224/5 THE AFRICAN RELIGIOUS HERITAGE

Question 1.

This question required candidates to outline the sources of information on the African Religious heritage. They were further expected to give reasons why people in Traditional African society always made efforts to search for God. It was quite popular and candidates answered it well.

Question 2.

Many candidates attempted this question. In part (a) they explained well why pregnancy always comes with great joy in Traditional Africa, especially to the woman and her family. They also fairly ably described the traditional taboos and regulations observed by a pregnant woman in Africa which include rituals, prohibitions etc.

Question 3.

The importance of courtship in Traditional African Society, and why there are increased cases of divorce today, were the demands of the question. It was unpopular and some of those who attempted it misunderstood the word "courtship". They gave the values of Courts of law and Judges who handle cases. Those who understood the question gave inadequate points. Causes of increased divorce today were fairly well handled.

Question 4.

This was a very popular question to candidates most of whom very well answered why traditional Africans believe in having many children. They further pointed out the problems that big families face today. Scores were quite high.

Question 5.

In part (a) very many candidates competently described the forms of leisure activities in Traditional African Society. They further explained the benefits of Leisure today. It was a very popular and very well answered question.

Question 6.

This was an unpopular question. The few who attempted it did not ably bring out the role of medicine men in Traditional Africa Society. Why the use of magic was acceptable by traditional African Communities was only fairly explained. Scores were barely average. Candidates exhibited inadequate knowledge of magicians.

Question 7.

The question was very popular. Candidates quite ably explained the practice of burying the dead with some of their belongings, in some African communities. They also clearly proved Africans' belief in the hereafter.

Question 8.

Few candidates attempted this question. However, they fairly well brought out the importance of sacrifice in traditional African Religion. Some fair attempt too was made suggesting situations in traditional African when sacrifice may be required. Scores were averagely good but candidates exhibited inadequacy of knowledge in this area.

225/1 ISLAMIC RELIGIOUS EDUCATION

General Overview of the Paper

The quality of the question paper was good. It covered the important aspects of the syllabus.

It also brought out the aims and objectives of the syllabus well and tested Application and not just narrations which made it more educationally relevant. The paper was of the same level of difficulty with the one of 2015.

Quality of Candidates' Work

Generally, there is an improvement in the way candidates present their work. The majority followed the instructions, improved on the organization of their work as well as language used. Despite the organization of work, there was evidence of little preparation compared to last year. There is still a problem of teachers paying little attention to students who are in small numbers at their centres, because candidates' grades continue to be low.

Question 1.

It was a popular question but the candidates who attempted it scored low grades because they failed to answer part (b). In part (a) ably gave reasons why Meccaus opposed prophet Muhammad's mission.

Part (b) of the question required candidates to explain the results of the prophet's opposition which was more of an application question because these cut across many topics that show the results of the application.

Teachers are therefore encouraged to relate incidents in this section and to also teach both results and methods at opposition. Candidates were instead giving methods of opposition.

Question 2.

It required candidates to (a) Give the content of the Medina Covenant and (b) how the covenant benefited the Muslims.

It was a good question but not very popular because candidates seemed to run away from it because of its part (b) those who attempted it scored good marks. Part (b) was about how the Covenant benefitted the Muslims.

Question 3.

The question required candidates to describe the events that led to the signing of the Hudaibiyah treaty and (b) what the terms of the treaty were?

It was one of the popular questions but not very well done especially part (a) because candidates failed to distinguish events from the factors.

Teachers are urged to explain the difference between events and factors because the two are common in our teaching.

Question 4.

It was a popular question but not well scored. Its part (a) required candidates to outline the events of the farewell pilgrimage and (b) to explain its importance to the Muslims. It was a good question but the candidates confused the farewell pilgrimage with the farewell sermon, which was just part of the pilgrimage. Therefore, the majority failed part (a) and those who passed were those who understood the applicability of part (b).

It is advisable for teachers to put emphasis on the farewell sermon separately from the pilgrimage because it is just one of the events of the pilgrimage.

Question 5.

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

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

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

Question 6.

It was a very good question but one of the least attempted ones because candidates could not transfer what they had studied to answer the question. It was not well answered and scores were low.

Teachers are encouraged to advise and teach students to read and understand, not cram, and then transfer information i.e, apply knowledge properly.

The question required candidates to explain Umar's contribution to the development of (a) state treasury (b) judiciary.

Question 7.

It was a good question and the few candidates who attempted it scored well. Part (b) was good for those who could transfer information or apply knowledge. It called for lessons that Muslim leaders can learn from Uthman's methods of administration.

Question 8.

It was a good question but also not very popular. Those who attempted it scored well. It was an easy question but not popular because of spotting. Most of the candidates/students read the first two caliphs and ignore the last two and yet could have scored well if they had also read extensively on the others. However, part (b) on the other hand, was quite demanding in view of the time.

Teachers are advised to encourage students/candidates to read all the caliphs because sometimes they may fail to attempt questions on the first caliphs.

Question 9.

This question required candidates to show the ways in which Islam was introduced in (a) Bunyoro and (b) Busoga.

It was a good and popular question but not very well scored. Instead of explaining or showing how Islam was introduced in the given regions they were explaining how it was spread i.e. giving factors that led to the spread of Islam in Uganda.

Teachers are encouraged to teach clearly the introduction of Islam in different regions of Uganda and also emphasise the factors for the spread of Islam in these regions by the teaching syllabus.

Question 10.

It was a good question but one of the least attempted. Candidates were required to (a) explain the origins of the Uganda Muslim Community and (b)The contribution of this sect to the development of Muslims in Uganda. Most of them could not explain the origins because they had little content or knowledge and others were giving the origin of Islam in Uganda. They seemed to have no idea about the sect and instead took it as the coming of Islam to Uganda.

Part (b) was fairly passed/scored.

Question 11.

It was a good and popular question and answered well by those who attempted it. It was one of the most popular ones. Those who failed it could not state the objectives of the Uganda

Muslim Supreme Council. They wrote them as benefits and were simply considering what they have done. In part (b) for some candidates, the word "challenges" seemed a problem.

The question required candidates to outline objectives of the Uganda Muslim Supreme Council; (b) Give the challenges faced by the Uganda Muslim Supreme Council in trying to achieve its objectives.

Question 12.

In this question candidates were required to (a) trace the origin of the Tabliq movement in Uganda and (b) explain the beliefs and practice of the Tabliq Muslims.

It was also a very popular question but the scores were average because part (a) was not well done. There was evidence of very little content or knowledge on the origins of different sects from the candidates' scripts.

Teachers are encouraged/advised to teach the origins of all sects.

Finally, the question paper was same level of difficulty as that of last year. The performance of the candidates seems to have declined. This decline was majorly because of the evidence of little preparation as reflected in the candidates' answer.

225/2 ISLAMIC RELIGIOUS EDUCATION

Generally the paper came from the syllabus and covered the major aspects adequately. It brought out the aims and objectives of the Islamic Religious Education syllabus and tested the education aspects and the importance of the subjects to the candidates. The time of one hour and 30 minutes was adequate and the questions were clearly phased with no errors or advantage to particular groups of students i.e. urban or rural.

Generally the paper was good in the overall performance of candidates compared to that of 2015 as all questions had the same level of difficult. The quality of candidates work was better compared to that of 2015 in terms of precautions, spellings, contents of points with very few rubrics.

Question Analysis

Question 1.

Called for the meaning of the first pillar of Islam and its significance to the Muslims.

This was a popular question and fairly well done except that many candidates mistook the first pillar of Islam to be prayer and some were giving the first part of shahasah only without indicating the prophet hood of Muhammad as it is explained in this pillar.

Question 2.

This called for the necessary requirements/conditions one should fulfill when going to give zakat and the challenges encountered in the collection in Uganda.

This was a popular question and it was fairly well done as many candidates found the challenges of zakat collection very easy and practical. However, many lacked enough points on rules because the rules that governs zakat payment are spread across the topic and therefore difficult to identify.

Question 3.

This called for the prophet's practices during the month of Ramadan and circumstances that disqualifies a Muslim from fasting during this period.

This was a popular question but not well done as many candidates took the sunnan acts to mean sunnan days of fasting while others explained it to mean of fasting.

Question 4.

It called for the rituals acts performed by pilgrims when they go to Mecca for pilgrimage and its relevancy to the Muslims. This was not popular but well done by a few who attempted it with confidence and therefore scored high. On the other hand some candidates brought in the acts performed in Medina which are not part of pilgrimage since hajji rituals are only performed in Mecca and pilgrims visit Medina for adventure or exposure.

Question 5.

It called for the clear description of Allah's nature or how Allah is different from other creatures and its relevancy to the Muslims.

The question was popular and well done only that some candidates concentrated on what Allah does (attributes). Such candidates did not understand the unique nature of Allah and kept on presenting what he does, like all knowing, merciful, giver, etc.

Question 6.

This question required of candidates the general obligations or roles or responsibilities of Angels and their features.

This was popular and well done as many candidates found it easy and scored high. But a few candidates mistook characteristics to mean duties.

Question 7.

This question demanded for the History of the birth and mission of prophet Musa and Isa as taught in Islam

It was unpopular but well done by those candidates who had the history and the mission of these prophets and therefore scores high. However, most candidates lacked content on the historical birth and the mission of the two prophets.

Question 8.

It called for the specific references from the Quran to support or prove that man has free will of action at Allah's pre-determination of all events in the world and their occurrences.

This question was not popular and poorly done as those candidates who attempted it lacked empirical proof or evidence of verses from the Quran to support their points.

Question 9.

The question called for how Muslims should relate with their relatives and neighbours in the community. It was a popular question and well done as many candidates appeared familiar with their relatives and neighbours in relation to Islam. However, some candidates concentrated on giving virtues instead of the Islamic teachings on the relationship between Muslims and their relatives and neighbours.

Question 10.

This question called for an explanation of the Islamic teachings towards responsible parenthood and the obligation of children towards parents. It was popular and fairly well done because all candidates seemed to understand the role of parents to them and vice versa. However, some candidates interchanged points of part A for B and then reverse is true.

Question 11.

This called for the general body cleanliness and the surrounding of a Muslim and its relevancy. It was a popular question and fairly done and many candidates proved to understand how they keep their personal hygiene and the surrounding. To some extent some candidates took personal hygiene ahusol and partial abluson.

Question 12.

It called for the acceptable and unacceptable means of earning wealth in Islam.

It was not popular and was poorly done as the phasing of question made many candidates to interpret lawful to mean all acceptable acts and foods in Islam and not the lawful means of economy wealth since they did not understand that the coma Lawful meant continuation of the question to be.

Advice to Teachers

- Teachers should adequately keep students to distinguish between shanadan and Tawneed as taught in Islam.
- Teachers should clearly spell out the
- Teachers should always give many alternative words that have similar meanings with the Islamic language in English during the conduct of lesson.
- Teachers should clearly give the meaning of Islamic rituals and acts.
- Teachers should clearly explain the nature of Allan using chapter 112 of the Quran.
- They should clearly give the characteristics and spell out the role of angels to the students.
- Teachers should teach the details of all the history of prophets and their mission in the religion of Allah.
- Teachers should carryout research and look out for the relevant verses to support man's action (will) and Allah's predeterminations of events with their occurrence.
- They should give relevant verses from the Quran concerning the relationship of Muslims and their relatives, neighbours, friends and community in general.

- They should clearly distinguish/explain technical of Islamic grammar for students in order to understand and therefore pass exams.
- Teachers should be exposed to the way of setting questions that will determine the way of teaching and therefore making students pass examinations.

241/1 HISTORY OF EAST AFRICA (C.1000 TO INDEPENDENCE)

Question Analysis

Question 1.

- a) Required the candidates to explain the importance of the Chwezi in the history of Bunyoro-Kitara Kingdom; and to give reasons for the collapse of Chwezi rule by AD 1500.

It was a popular question. However, candidates confused ways of life with contributions and in (b) imaginary answers were given eg., coming of Arabs/Portuguese/Europeans etc.

Teachers should clearly differentiate ways of life from organization and contributions of the Chwezi.

Question 2.

Required candidates to state how the Indian Ocean Trade was carried out and give the outcomes of this trade.

It was popular, although, some candidates mistook this trade to be long distance trade, others confused it with slave trade while others gave reasons for the coming of Arabs.

Teachers should make a clear distinction among all the three types of trades.

Question 3.

Candidates were to give reasons for the expansion of Buganda Kingdom between AD 1700-1800 and the causes of the collapse of this Kingdom.

Popular- but candidates failed to differentiate between origins, growth and factors for expansion in (b) many candidates gave reasons for the decline of Bunyoro Kitara-Kingdom, exhibiting inadequacy of information. Other candidates' responses were outside the time period given.

Teachers ought to put a lot of emphasis on time frame and teach the topic thoroughly.

Question 4.

Required candidates to give the results of the coming of the Portuguese to the peoples of the East African Coast and reasons for the decline of Portuguese rule.

Popular, however, some candidates gave reasons for the coming of the Portuguese, missionaries or explorers others gave results of the Arab stay.

In (b) responses were instead on the problems faced by the Portuguese.

All aspects of this topic should be thoroughly handled by teachers, and also clearly differentiate between Portuguese and later European groups eg, explorers, missionaries etc.

Question 5.

Candidates were required to give reasons for the Omani Arabs struggle to control the East African Coast between 1700 and 1840 and the results of this struggle. Popular although candidates mistook Omani Arabs for the early Arabs of 1000 – 1500 others looked at Said Seyyid's transfer of the capital stay.

Teachers should clearly differentiate earlier Arabs from Omani Arabs and emphasize the time frame.

Question 6.

Required candidates to give ways the Germans used to administer Tanganyika before 1914 and the changes introduced by the British in Tanganyika between 1919 and 1939.

Unpopular, candidates lacked knowledge in this area.

Teachers should cover this topic in detail.

Question 7.

Candidates were to give reasons why the British adopted the system of indirect rule in Uganda and its effects.

Unpopular, candidates had limited information. Some gave methods of establishment of British colonial rule.

Teachers should teach this topic adequately.

Question 8.

Required reasons for building the Uganda railway and how the railway affected the peoples of East Africa.

A popular question. However, majority of the candidates gave geographical other than historical factors eg, climate, labour, funds etc, in part (b) some candidates gave problems the builders faced.

Teachers should emphasise historical factors that led to the building of the Uganda railway, citing specific examples.

Question 9.

Candidates were required to describe the contribution of Milton Obote and Mwalimu Julius Nyerere in the independence struggle for their countries.

Very unpopular question. Candidates gave imaginary answers ie, economic/political reasons eg building roads.

Teachers should teach and encourage learners to read about the different important personalities.

Question 10.

Required the candidates to explain causes of the Mau-Mau rebellion and its effects on peoples of Kenya up to independence.

It was very popular. However, some candidates confused it with Maji –Maji rebellion. Others gave wrong colonial masters, ie. the Germans. Other responses pointed to the primary resistance.

Teachers should clearly differentiate between the various rebellions, either primary or secondary and clearly identify the European powers involved in colonization of the different countries of East Africa.

241/2 HISTORY OF WEST AFRICA (C1000 TO INDEPENDENCE)

Question 1.

Required candidates to describe the origins of the first Kanem Bornu Empire and its organization under Mai Dunama Dikko.

A popular question. Most candidates who answered this question however, seemed unfamiliar with Dikko and could not relate the similarity between the organization of the first Bornu Empire and that of the second Bornu Empire.

Teachers should guide candidates on the correct sources of information and clearly demarcate the two phases of the Kanem-Bornu empire and give the relationship between the two empires.

Question 2.

Candidates were required to explain the origins of the Oyo Kingdom and describe its organization during the 18th century.

Very popular question, However, many candidates confused the establishment/origins of the empire with factors for its rise.

Teachers should train, candidates in the techniques of interpreting questions and the ability to identify key terms in the question.

Question 3.

Required, candidates to explain factors that led to the development of legitimate trade in West Africa after 1880 and its effects on the peoples of West Africa.

Popular question. Many candidates confused this trade with the Trans-Saharan Trade. There was also confusion between factors for its development and organization and some responses were beyond the time period in the question.

Teachers should distinguish clearly the three major trade ie Trans-Saharan Trade and trans-Atlantic slave trade. Trans-Atlantic slave trade Legitimate Trade and also cover the topic in detail, specifying the correct periodization.

Question 4.

Candidates were asked to give reasons for the formation of the Fante Confederation in 1868 and its achievements by 1873.

Unpopular question. Candidates responses showed ill-preparation.

Teachers should encourage candidates to read widely and avoid speculation or spotting.

Question 5.

Required candidates to explain the causes of the 19th Century Fulani Jihad and give reasons for their success.

A very popular question, however, candidates gave generalized answers about all the 19th century West African Jihads part (b) seemed unfamiliar to some of the candidates.

Teachers should teach the individual Jihads and specify their causes, success and effects..

Question 6.

Asked for the causes of the Asante wars against the Fante and British during the 19th century and the effects of these wars on the peoples of West Africa.

A very popular question, however, candidates' responses showed poor delivery of points and lack of preparedness.

Teachers should equip candidates with accurate and adequate information and avoid speculation.

Question 7.

The question required candidates to explain how Germans administered Togo upto 1914 and the problems they faced.

Quite popular. Responses reflected lack of preparedness and inadequate subject content.

Teachers should prepare and equip candidates with adequate content.

Question 8.

Was on the description of the role played by Herbert Macaulay and J. E Casely Hayford. Very unpopular. Candidates answers reflected poor, coverage of the topic

Teachers should ensure wide a coverage of the syllabus.

241/3 HISTORY OF CENTRAL AFRICA C1000 TO INDEPENDENCE

Question 1.

Candidates were to describe, the organization of the Mwane-Mutapa kingdom during the 15th century and factors that led to its decline during the 17th century.

Most popular. However, candidates' responses reflected inadequate content and poor expression. Some candidates confused organization with role played by personalities like Mutota and Matopa

Teachers should teach according to sub-topics and emphasise accurate question interpretation.

Question 2.

Required candidates to explain factors that led to Portuguese occupation of Congo during the 19th century and how this occupation affected the peoples of Congo.

Candidates gave generalized answers especially in part (a) a sign of gambling and poor preparation. Teachers should equip candidates with sufficient and accurate information and also guide them in question approach.

Question 3.

Asked for the causes of the Mfecane and its effects on the peoples of Central Africa. A very popular question; although candidates' answers were shallow, with poor expressions a sign of inadequate content.

Teachers should ensure in depth coverage of the topic and encourage proficiency in language expression.

Question 4.

Candidates were required to explain the organization of the trade by the Yao (long distance trade) the long distance trade in Central Africa, and its effects on the peoples of Central Africa.

A popular question although candidates were not able to clearly distinguish, the role played by the Yao in organizing this trade.

Teachers should train candidates to search for accurate information and use correct terminologies used in the topic.

Question 5.

Required candidates to give factors that enabled the British to establish their rule in Matabeleland in 1893 and effects of their rule between 1893 and 1965.

Unpopular question. Candidates had no knowledge in this area/topic. Teachers should ensure adequate coverage of the syllabus and train learners in skills of expression.

Question 6.

Was on how long king Leopold established the Congo Free State between 1876 and 1908 and to describe the Belgian system of administration in Congo during this period.

Very unpopular question. Responses reflected lack of preparation. Teachers should discourage candidates from speculating particular questions/topics.

Question 7.

Candidates were required to explain the contribution of FRELIMO in the struggle for independence in Mozambique and the difficulties faced by FRELIMO in this struggle. Most popular question. Candidates gave good answers a reflection of proper preparation. Teachers should encourage candidates to develop and polish their skills of expression.

241/4 HISTORY OF SOUTH AFRICA (C.1000 TO INDEPENDENCE)**Question 1.**

To give causes of the migration of the Bantu speaking people's into South Africa and how it affected the San and Khoi Khoi. In part (a), candidates gave the course while others gave the organisation of Khoi Khoi and San. In part (b) some candidates gave effects of the Khoi Khoi on the Bantu.

Teachers should cover the topic adequately and emphasise question interpretation.

Question 2.

Required candidates to explain how the British acquired the Cape between 1795 and 1806 and the reforms they introduced up to 1836.

A popular question. Some candidates in part (a) gave reasons why the British came to the Cape.

Teachers should adequately teach the process of British acquisition of the Cape and help learners to understand the requirement of the "how" and "why" questions.

Question 3.

Candidates were required to give reasons why the Zulu Kingdom survived between 1818 and 1888 and causes of its decline. Popular question. However, most candidates concentrated on Shaka's era only and failed to link their answers to the question.

Teachers should discourage cramming and train encourage candidates to think, reason and interpret questions correctly.

Question 4.

Required candidates to explain the contribution of Jan Van Riebeck and Dr. John Phillip to the history of South Africa.

Unpopular. Some candidates gave reasons for the coming of the Dutch to the Cape and mistook Jan Van Riebeck for a missionary and in (b) they gave general reasons for the coming of Christian missionaries.

Teachers should develop and encourage learners to have a positive attitude towards personalities.

Question 5.

Candidates were required to give reasons for the formation of the Union of South Africa in 1910 and its effects on the Africans in South Africa.

Popular question. Candidates however mistook the Union of South Africa for the African Union and thought that it was formed to fight for the rights of Africans.

Teachers should teach the topic adequately and separate the effects of the Union on Africans from those on the Whites.

Question 6.

Why the people of South West Africa (Namibia) rose against German rule between 1904 and 1907 and reasons for the defeat of Africans.

A very popular question. However, some candidates talked about other rebellions in South Africa eg. Bambata

Teachers should teach all rebellions adequately, specifying the causes, success/failure and effects.

Question 7.

Candidates had to describe the role played by, Robert Sobukwe and Albert Luthuli in the struggle for the independence in South Africa.

Unpopular, candidates responses reflected little knowledge and a bias against personalities.

Teachers should teach about personalities and encourage candidates to answer such questions.

Question 8.

Required candidates to give the measures taken by OAU to fight against Apartheid in South Africa and their success.

The question was unpopular. Candidates had no knowledge about this question a reflection that it was not taught.

Teachers should cover the entire syllabus adequately.

273/1 GEOGRAPHY

Question 1.

Map work – candidates were required to: read the Grid reference, identify features, measure distance, draw a cross-section and relate relief to communication. Some candidates were not able to read the Eastings and Northings correctly. Others failed to interpret map symbols. While some other candidates drew sketch maps instead of a cross section and could not relate relief to communication. Evidence that cross-section was not taught or understood by learners properly.

Teachers should give candidates regular practice on map reading and drawing a cross-section.

Question 2.

Photographic interpretation – candidates were required to identify the economic activity, types of crops, describe factors favouring the activity, problems faced and to suggest an area where the photo was taken. Many candidates were able to name the type of crops in the photo and the factors favouring the economic activity. However, some of the candidates failed to explain the problems faced by the people carrying out the economic activity and reasons why this is so.

Teachers should give learners regular practice on a variety of photographs and train them on photographic interpretation skills.

Question 3.

Field work question- candidates were asked to state the topic, outline objectives of the study describe the methods used; outline disadvantages of the methods used and give follow-up activities carried out. Candidates were able to state the topic as well as the objectives of the study, but candidates failed to describe the methods and how they are used. Others confused follow-up activities with pre-field preparations.

Teachers should actively engage candidates in fieldwork activities and practically train them on how to use different methods of data collection.

Question 4.

Required candidates to calculate urban population, draw a pie-chart, explain causes of urbanization and problems faced by people living in urban areas.

A popular question. However, candidates used wrong methods to calculate the degrees, hence, inaccurately drew the pie-chart. Some confused urbanization with rural-urban migration. Others failed to name urban centres in East Africa.

Teachers, should give candidates a lot of practice in statistical methods i.e. construction of statistical diagrams and also encourage use of the Atlas.

Question 5.

To differentiate between weather and climate, describe how rainfall is measured at a weather station, explain factors that influence rainfall distribution and give problems faced by people living in areas with low rainfall in East Africa.

Candidates failed to define weather and lacked knowledge about how rainfall is measured; others did not know factors influencing rainfall distribution. Teachers should cover this topic adequately and encourage their schools to set up simple weather stations.

Question 6.

Candidates were asked to draw a map of East Africa and mark tropical rain forests, Miombo woodlands semi-desert vegetation, Indian Ocean, the Equator, describe characteristics of tropical rainforests, explain conditions for their distribution and give their benefits in East Africa.

Unpopular question. Candidates failed to draw and locate the vegetation types and confused the characteristics of Tropical rainforests with Equatorial climate. Factors for their distribution were not well explained.

Teachers should make clear distinction in the various vegetation types, their location and equip candidates with higher order thinking abilities through regular exercises.

Question 7.

Required candidates to name mountains lakes, national parks, mention tourist attractions, explain benefits of the tourist industry and problems faced by the tourist industry in East Africa. It was a very popular question. Candidates, however, failed to name the National parks, lakes and others confused the tourist industry with the manufacturing industry

Teachers should encourage use of the Atlas and clearly distinguish the tourist industry from the manufacturing industry.

273/2 GEOGRAPHY

General performance was good and quality of candidates' work was slightly better than 2015. The syllabus was adequately covered.

Question Analysis

Question 1.

Required candidates to draw the map of Egypt and name rivers, towns, areas with high and low population densities, describe factors leading to the high population density and challenges faced by people living in such areas.

Popular question. However, candidates lacked skills of map drawing and could not locate places accurately.

Teachers should train their students in skills of drawing maps, locating places and make use of the Atlas.

Question 2.

Candidates were required to use a sketch map of Liberia to name rubber plantations, rivers, countries, ports, a water body, describe physical factors which favoured plantation farming and outline the problems faced by plantation farmers in Liberia.

A popular question. However, candidates failed to differentiate between physical and economic factors.

Teachers should constantly make use of original sources/books for teaching Geography as well as fieldwork studies.

Question 3.

Asked candidates to calculate percentage changes in forest cover in selected African countries draw a bar graph showing the area under forest cover, identify the country with highest forest destruction; explain causes of forest destruction and the effects of destruction of forests.

This was a popular question too. Candidates, however, failed to select the right scale and could neither label the axis nor plot the figures accurately. Integrate mathematical and statistical skills in teaching the various topics in the syllabus.

Question 4.

Candidates were to use a sketch map of DRC showing the railway system and name rivers, waterfalls, towns, countries; describe factors that have influenced development of railway transport, explain the role of railway transport in development of DRC and give the steps taken to improve the transport sector in DRC.

Candidates had problems in drawing, locating places and other features on the map.

Teachers should encourage candidates to make use of the Atlas and practice map drawing and locating features on the map.

Question 5.

Required candidates to draw a suitable graph to represent the climate of Edmonton, identify the coolest and driest months, determine: annual range of temperature, mean annual rainfall, explain the influence of climate on agriculture on the Canadian Prairies and outline the benefits of agriculture to peoples of Canada.

Candidates failed to select the right scale, hence, they could not draw the graph accurately.

Teachers should give learners regular exercises on statistical methods.

Question 6.

To draw the sketch map of the Great lakes region, mark and name St Lawrence river, Lake Michigan, Welland canal, Quebec, Cleveland, Duluth, mention two types of industries in the

Great lakes region explain benefits of industrialization and outline the steps taken to improve the industrial sector in the Great Lakes region.

Popular question. Candidates lacked skills of drawing and locating places on the sketch map. Teachers should train learners in the skills of drawing and locating places on maps.

Question 7.

Candidates were to use the sketchmap of British Columbia and name rivers, fish processing ports, island, ocean current, mention types of fish, describe any commercial deep sea fishing method and outline the problems faced by the fishing industry in British Columbia.

Unpopular question. Candidates failed to mention the types of fish caught in British Columbia and could not identify the methods of commercial deep-sea fishing.

Question 8.

Statistical question – Candidates were to draw a pie-chart and show Switzerland's overnight tourist stays by communes, determine percentage overnight tourists stays, explain factors which have favoured tourism in the region with highest overnight stays and outline benefits of the tourist industry in Switzerland.

Very popular question. Some candidates, however, failed to draw the segments in the pie-chart accurately.

Teachers should integrate skills of statistical presentation in teaching various topics and give regular exercises on statistics.

Question 9.

Candidates were required to differentiate between, dairy farming and arable farming, draw a sketch map of the Netherlands and mark, towns, the North sea, arable farming areas, dairy farming areas, explain the physical factors that led to development dairy farming and the benefits of dairy farming to the people of the Netherlands. It was a popular question, however, candidates were not able to draw and locate places on the sketch map accurately.

Teachers should give learners regular exercises on drawing sketch maps and locating places and ensure that the syllabus is adequately covered. Use of Atlas should also be emphasized.

Question 10.

Required candidates to mark rivers, countries and industrial centres on the map of Luxembourg; describe factors that favoured the development of iron and steel industries, explain the contribution and problems facing the industrial sector in Luxembourg.

This question was unpopular. It appears candidates did not have enough knowledge on this topic. Teachers should comprehensively teach all aspects of the syllabus.

Question 11.

Statistical question on the population of the Yunnan province of China. Required candidates to calculate the percentage change in the population, draw a line graph, explain factors that led to the population trend and outline population problems facing the Yunnan province of China. Unpopular question. Candidates failed to give correct factors and population problems; an indicator of poor handling of the topic. Teachers should look for literature on China from various sources eg. Internet.

Question 12.

Required candidates to draw the sketchmap of China and mark and name towns, East China sea, rivers; describe steps taken to develop Sikiang river basin and outline environmental problems, resulting from development of Sikiang river basin. Unpopular. It seems teachers did not cover the syllabus adequately.

Question 13.

Candidates were required to locate water bodies, canal, towns, manmade features on the sketch map of Peking (Beijing) city, explain conditions that favoured the location of Beijing city; describe functions of Beijing city and outline steps taken to solve the problems in Beijing City.

Candidates gave general answers; evidence of poor preparation. Teachers should teach widely and encourage learners to search for more information about China.

285/1 POLITICAL EDUCATION**General comments on the quality of the question paper**

The paper set covered the important aspects of the syllabus adequately.

The paper brought out the aims and objectives of the syllabus. The paper tested what is educationally relevant and important.

The time allocated for the paper was adequate as most candidates were able to answer four questions.

The questions were clearly phrased.

However, with apologies from the Board, question 5(a) erroneously stated a wrong century during which slave trade was abolished i.e. the paper stated 17th century when it should have been 19th century. The error did not affect the candidates at all.

Comments on performance of candidates

The overall performance of the candidates of UCE 2016 was very good.

The quality of work the candidates presented this year was better than that of 2015. The scores this year (2016) were also better than those of last year.

Question by Question Analysis

Question 1.

Required candidates to state the importance of National symbols to a Nation and to explain the features on the Uganda Coat of Arms. It was a popular question. However, the candidates did not bring out the importance of the symbols but were able to do well on the explanation of the features of the Coat of Arms.

Question 2.

Required candidates to define the term democracy and how democracy has been practiced in Uganda since 1986.

This was not a popular question and was not well done.

Some candidates could not present exhaustively and correctly how democracy has been practiced in Uganda since 1986.

Question 3.

Required factors that led to the Economic War in Uganda in 1972 and the results of the Economic war.

It was a very popular question and generally well done. However, a few candidates failed it because they presented it as the war of the Independence, struggle of Uganda or the Liberation war of 1978/79 in Uganda.

Question 4.

Required explaining the problems facing Education System in Uganda e.g. high school fees, few classroom blocks, low salaries for teachers, etc.

It was a popular and generally well answered question. The weakness of a few candidates was on the approach to the question. Required the candidates to present their suggestions but not what government has done to some of the problems facing the Education System.

Question 5.

Required reasons for the abolition of Slave Trade in Africa during the 19th Century and the effects of the abolition of this trade.

It was not a popular question and was not well done either.

Weakness – those who failed it were giving answers as if the question was about effects of slave trade yet the question required effects of the abolition of Slave Trade.

Question 6.

Required the uses of water in Uganda and the explanation of the problems faced in the exploitation of water resources in Uganda.

It was a popular and well answered question. The few who did not do well in this question were giving what water resources lead to as the problems not the problems that arise from the misuse or during the use of water resources.

Question 7.

Required benefits that a country obtains from belonging to a regional Economic Organization and to explain the factors that led to the collapse of the East African Community.

It was the least attempted question and those who attempted it were not exhaustive especially on the factors that led to the collapse of the EAC.

Question 8.

Required explanation of the causes of unemployment in Uganda today and the ways the government of Uganda is making efforts to reduce unemployment. It was a very popular question and well done. Some few candidates were giving what government should do instead of what government is doing or has done (a wrong approach).

285/2 POLITICAL EDUCATION

The question paper covered all the topics in the syllabus and there were no questions that gave advantage to a particular group.

The examination paper tested the analysis, comprehension and knowledge. The paper this year, compared to that of last year, was slightly more difficult. The syllabus coverage, with reference to content, aims and skills was adequate and the questions were distributed throughout the whole syllabus.

With reference to the performance of candidates, the paper was good. The quality of work the candidates presented this year was more or less the same.

Question by Question Analysis

Question 1.

The candidates were required to give the way in which one becomes a Uganda citizen, and duties as per the 1995 Uganda constitution. This question was least attempted and those who attempted it were unable to bring out clearly how one becomes a Ugandan citizen as per the 1995 constitution. Teachers are advised to refrain from spot teaching on sub topics

Question 2.

The candidates were expected to give the concept of justice and its importance in Society. The question was among the least attempted. The candidates who attempted it were unable to define and clearly give the different forms of justice and how important justice is for society.

The teachers are advised to guide standards on question-answer approach especially with questions that require the concept point of approach.

Question 3.

The candidates were asked to give the different forms of justice and how injustice was inflicted on the Africans in Racialist South Africa.

This question was popularly done by the candidates. However, the candidates were faced with challenges where they were reflecting on how human rights were violated in racist South Africa.

The Teachers ought to handle human rights under Apartheid and administration of justice under the racist regime in South Africa for candidates to clearly get the concept of violation of human rights and administration of justice under racist South Africa.

Question 4.

The candidates were expected to give the causes of crime in Uganda and the role of the Police in prevention of crime.

Part (a) of the question was ably handled by the candidates but part (b), the candidates were not well versed with the role of the Police in prevention of crime while others were giving purpose of punishment and connecting it to the functions of the Police.

With reference to question 4 it is advisable that the Teachers handle a topic and sub-topics holistically or teaching syllabus be drawn by the head of department to be followed in the teaching learning process.

Question 5.

Candidates were expected to give reasons why Haile Selassie's government was overthrown and consequences of the overthrow of the Emperor from power. Although a good percentage of candidates attempted the question, some failed to interpret the question clearly and others were referring to the revolution.

Question 6.

The candidates were expected to give the factors that led to the Vietnam war of Liberation. The question was popular and well done. The Vietnam war of liberation called for the intervention of USA and USSR, a conflict which divided Vietnam into North and South Vietnam. Therefore, the application of knowledge of causes of Liberation wars in other respective countries could not easily work. In order to effectively handle this liberation, the teachers must be well versed with the cold war politics and find specific causes of this liberation war.

Question 7.

The candidates were to give the contribution of two of the following to the liberation struggle of their countries;

- (a) Kim-Il-Sung,
- (b) Robert Mugabe,
- (c) Dr Augustino Neto.

The question was not popular and those who attempted it were just gambling hence poor scores. In this kind of question which tested comprehension, candidates always shy away from handling personalities just like the teachers themselves.

It is advisable that the teachers, when handling the nationalists who championed the Liberation struggle in their respective countries, should handle these personalities immediately after handling the causes of liberation wars. Say the Angola war of liberation and its effects. Augustino Neto must follow immediately.

Question 8.

The candidates were expected to give the causes of conflicts between USA and USSR and why they have reduced. This was among the unpopular questions with least scores.

This subtopic of the Cold war conflict seems to be a big challenge to Ordinary level. Candidates find it rather hard to understand the ideological conflict of capitalism versus socialism. However, the teachers should handle the causes of conflict of USA and USSR than handle how it affected Third World Countries and strategies to reduce the conflict.

301/1 LATIN -TRANSLATION

Comments on Performance of Candidates

The level of difficult of the 2016 and 2015 papers was the same. The quality of work of candidates of 2016 was poorer compared to that of 2015. The performance scores were also poorer. The performance of candidates was generally good.

Question 1A

Required a candidate to translate the given Biblical text from Latin language into English. It was attempted by all candidates. Candidates' work exhibited limited vocabulary and lack of mastery of grammar.

Question 1B

Required a candidate to translate the given Latin text into English language. It was also compulsory. Some candidates failed to give an exact translation of the text. Others had limited knowledge of Latin vocabulary and grammar which made them come out with wrong translations.

Candidates were also required to translate 5 given sentences from English into Latin language. It was compulsory. Candidates' work exhibited poor Latin constructions, wrong vocabulary, wrong cases, tenses, gender and persons.

301/2 LATIN – PROSE TRANSLATION AND COMPOSITION

Comments on Performance of Candidates

The level of difficulty of the 2016 and 2015 papers was the same.

The quality of work of the 2016 candidates was comparable to that of 2015. The performance scores of the 2016 candidates were better than those of 2015.

Question 1 Text A

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

Question 1 Text B

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

Question 2.

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

SECTION B

Required a candidate to write a composition on any of the given topics. It was compulsory. Performance was average. Many candidates did not understand the meaning of the topics. Some compositions were not related to the selected topics. Some candidates set their own questions. Limited grammar and vocabulary was a big limitation.

301/3 LATIN – VERSE TRANSLATION

Comments on Performance of Candidates

The overall performance was very good.

The level of difficulty of the 2016 paper was the same as that of 2015.

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

Question 1 Text A

Was very unpopular. A candidate was required to translate a portion of the given text from Latin verse into English, write down the nominative, accusative, genitive and ablative singular and plural forms of the given word and to write the principal parts and derivatives from the poem. Performance was very poor. Many candidates seemed not to have read outside the prescribed text and therefore where a candidate fails to understand the text or book chosen by the school then he would not have a better alternative.

Question 1. Text B

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

Question 2.

Was from an unprescribed text. It required a candidate to translate the given text from Latin into English. It was very unpopular.

Weaknesses of candidates

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

Advice to Teachers

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

305/1 ACOLI - COMPOSITION WRITING, SUMMARY AND TRANSLATION

Comments on Performance of Candidates

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

Question 1.

Required a candidate to answer either part (a) or (b). Most candidates opted for part (a). Most candidates opted for iv and v but performance was average.

They had problems with orthography, sentence construction and punctuation. In (b) candidates were required to choose two of the given topics and write compositions as instructed. It was not popular but well done. Some candidates did not use the right formats of the demands of the tasks.

Question 2 (a)

Required a candidate to summarize the given passage in 100 words. It was popular and well done. Poor orthography was reflected in many candidates' work.

Question 2 (b)

Required a candidate to translate the given text from English into Acoli. It was not popular but performance was average. Some candidates used direct translation and wrong orthography.

Weaknesses of Candidates

- Poor orthography.
- Lack of essay writing, summary writing and translation skills.
- Lack of knowledge of the formats in functional composition writing.

Advice to Teachers

- Teach orthography.
- Teach composition writing, both creative and functional.
- Teach summary writing skills.
- Teach translation skills.

305/2 ACOLI COMPREHENSION, CULTURE, GRAMMAR AND LITERATURE

The 2016 paper was of the same level of difficulty as that of 2015. The quality of work of the 2016 candidates was better than that of 2015. Their performance scores were also better. Candidates' performance was generally good.

Performance per Question:

Question 1.

Required a candidate to read the passage and thereafter answer the questions that followed. It was compulsory and well done. Some candidates' work exhibited poor comprehension skills.

Question 2 (a)

Required a candidate to complete the proverbs given as known conventionally. Some candidates gave wrong responses while others left some blanks. It was averagely done.

Question 2 (b)

Required a candidate to explain the meaning of the given proverbs. It was not popular and performance was poor. Some explanations were wrong while others were literal.

Question 3.

Required a candidate to apply his/her knowledge of grammar. It was compulsory and well done. Many candidates demonstrated their ability to apply the correct grammatical aspects.

Question 4.

Required a candidate to read the poem and then answer the questions that followed. It was compulsory but poorly done. Candidates lacked comprehension skills.

Question 5.

Required a candidate to complete the given sayings and idioms correctly. It was popular but poorly done. Candidates could not give the correct responses.

Weaknesses of Candidates:

- Lack of comprehension skills.
- Poor orthography.
- Lack of knowledge of proverbs and idioms.

Advice to Teachers:

- Teach grammar.
- Teach proverbs, idioms and sayings.
- Teach poetry.
- Teach comprehension skills.

309/1 GERMAN - GRAMMAR AND PICTURE STORY

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

Some of the verbs set were uncommon. Many candidates failed that part.

The picture story was well done.

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

The level of difficult of the Listening and Comprehension parts of the 2016 paper were comparable with those of 2015 but the Dictation part of 2016 was more difficult.

Listening comprehension was the best done part of the paper. It was followed by reading comprehension and dictation was the worst done. Candidates failed to pick many of the words in dictation.

309/3 GERMAN – ORAL

The level of difficulty of the 2016 paper was comparable with that of 2015. The general performance was good.

314/1 FRENCH - ORAL

The level of difficulty of the 2016 paper was comparable to that of 2015. The quality of work and performance scores of the 2016 candidates was also comparable. Candidates' performance was generally good.

Section A Listening Comprehension

Required a candidate to Listen to a recorded passage and thereafter respond to the questions that followed. It was compulsory but poorly done. Many candidates failed to comprehend the text read and therefore failed the questions.

Section B Oral Expression

It required a candidate to study a given picture for about 10 minutes and then describe it to the examiner in ten sentences. It was well done. However, some candidates lacked the appropriate vocabulary to describe the picture.

Section C Dictation

It required a candidate to listen to a text read to them (recorded) and then transcribe it on the answer sheet provided. The text was read to them four times. It was poorly done. There were candidates who had difficulty in spelling some words, while others did not grasp anything and therefore did not write anything.

Weaknesses of candidates:

- Poor listening skills.
- Poor comprehension skills.
- Limited vocabulary.

Advice to Teachers:

- Teach the listening and comprehension skills.
- Provide a variety of texts in French to learners for language proficiency.
- Give exercises for practice.

314/2 FRENCH – GRAMMAR AND READING COMPREHENSION

The 2016 paper was more difficult compared to that of 2015. The candidates' quality of work and performance scores was poorer than that of 2015. The overall performance was good.

Section A required a candidate to answer questions on double pronouns, tenses, re-write given sentences as instructed, prepositions, articles, possessives, demonstratives and verbs. It was well done. Some candidates failed to identify the required pronouns while others failed to locate them in their rightful positions.

Section B

Required a candidate to read the passage and then answer the questions that followed. It was averagely done. Some candidates gave wrong responses. They did not understand the passage.

Advice to Teachers:

- Teach all grammatical aspects.
- Teach comprehensive skills.

314/3 FRENCH – WRITTEN EXPRESSION

Overall performance was good. The quality of work and performance scores of the 2016 candidates was comparable to that of 2015.

Question 1.

Required a candidate to describe what they would do during the end of their senior four holidays. It was compulsory and well done. Some candidates scored low marks because of using wrong tenses. They used the present or conditional tense instead of the future tense.

Question 2.

Required a candidate to write a letter to his/her parents explaining to them what they did during the previous term. It was popular but averagely done. Some candidates did not understand the meaning of the word *trimestre* which made them write shallow essays.

Question 3.

Required a candidate to study the pictures and then write a coherent story. It was not popular and poorly done. Some candidates had limited vocabulary while others used a wrong tense.

Advice to Teachers:

- Teach grammar.
- Teach composition writing.
- Provide a wide range of French Literature for learners to gain proficiency.
- Give exercises for candidates to practice application of knowledge.

315/1 LEB LANGO

This paper was divided into two sections.

Section A was composition writing. It was subdivided into two; (a) free response essay writing and (b) functional writing. Candidates were to choose either one topic from (a) or two topics from (b).

Section B was summary and poetry. Candidates were to choose either summary or poetry.

In question 1 part (b), most of the candidates did not present their work in correct formats.

The paper was standard set to the requirements of the syllabus. The time allocated was also adequate. The quality of work presented by the candidates was poorer compared to that of 2015. The candidates' performance was also poorer than that of 2015.

Weaknesses:

- The skill of functional writing is still lacking.
- Poetry is still considered complicated by most of the learners.

Advice to Teachers:

- Teach functional writing.
- Guide and encourage learners to appreciate poetry.

315/2 LEB LANGO

The paper had three sections.

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

Section B had two questions; completing the proverbs and giving the meaning of the given proverbs. Candidates were to do either.

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

- The paper was standard and it covered the aspects in the syllabus.
- The level of difficulty was comparable to that of 2015.
- The work of the candidates was also comparable to that of 2015.
- The performance was slightly poorer compared to those of 2015.

Weaknesses:

- Rules of orthography were not followed.
- Candidates' way of answering comprehension was not satisfactory.

Advice to Teachers:

- Emphasise the usage of correct words and sentence structure.
- Encourage learners to read widely.

325/1&2 LUGBARATI

Generally, both Lugbarati papers one and two of this year, like those of the previous years covered all the important aspects of the syllabus adequately.

It brought out the aims and objectives of the syllabus and what it tested was educationally relevant. The time allocated was adequate.

Candidates' major weaknesses:

- Limited vocabulary which affected their expressions especially in composition writing
- Some candidates' essays were too short.
- Poor summary writing skills
- Poor translation skills – direct translation and inadequate vocabulary
- There is less practice of Lugbarati Language in and outside classroom.

Advice to Teachers:

- Encourage learners to read and practice the language.
- Help learners' acquire comprehension skills.
- Encourage learners to practice summary and translation.
- Teach students to read and observe instructions carefully.
- Teach essay writing skills and how to approach essays that require description, discussion/arguments etc.
- Teach idioms and proverbs, their meaning and usage.
- Expose students to extensive reading.

335/1 LUGANDA - COMPOSITION WRITING, SUMMARY OR TRANSLATION AND GRAMMAR

Comments on Performance of Candidates

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

SECTION A

A candidate chooses either (a) or (b).

Question 1(a)

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

Question 1 (a) i

Required a candidate to write a composition about the given saying: *okubonaabona si kufa* – hard times do not last – no situation is permanent. It was very popular and performance was good. Many candidates were able to write about people who endured suffering till they overcame those challenges and lived better lives. Few candidates copied the summary passage and therefore scored zero.

Question1 (a) ii

Required a candidate to discuss the view that science subjects should be compulsory at secondary level. It was not popular and poorly done. Many candidates failed to discuss but only gave reasons in support of the topic.

Question 1(a) iii

Required a candidate to write a story about how heavy rainfall (a storm) affected them. *Nnamuttikwa w'enkuba kye yatukola!* It was popular and many candidates scored above average. They used the appropriate style.

Question 1(a) iv

Required a candidate to write a composition on the causes of moral degeneration among the children of today or to give a detailed account of how children of today are indisciplined. It was popular but poorly done. Many candidates just outlined points without illustrating them. Language usage was also poor.

Question 1 (b)

Required a candidate to choose two topics and write compositions as instructed.

Question 1(b) i

Required a candidate to write an official letter which would be read to all listeners of one radio programme known as *listeners programme*. Ebiriwoozo by'abatuwuliriza. It was very popular, however, performance was poor because many candidates just narrated how they were kidnapped by strangers but managed to escape instead of writing an official letter to the presenter of the programme. Those who wrote official letters did not give details of their stories.

Question 1 (b) ii

Required a candidate to write a newspaper article on a given news headline, 'police ebayodde'. Police arrested suspected criminals. It was popular but performance was average. Some candidates did not use the correct format of writing newspaper articles.

Question I (b) iii required a candidate to imagine s/he is the L C 1 chairperson and write a speech which would be read during the area member of parliament's visit. The L C chairperson would tell the M.P. the problems the community was facing but putting more emphasis on agriculture. It was popular and averagely done. Some candidates did not use the correct format of speech writing.

Question1 (b) iv

Required a candidate to imagine that s/he is a parent to a senior one student, who is joining senior secondary and give him/her advice in how to excel in school. It was popular but poorly done. Many candidates wrote letters to their children, some just wrote tips of achieving success in school in one sentence. They did not give enough points.

General observations about section A

- Use of poor orthography is on the increase.
- Many candidates just outline points without writing in paragraphs.
- The number of candidates who just copy the given questions and the story for translation is on the increase.

SECTION B**Question 2(a)**

Required a candidate to summarize a given passage in 100 words. It was not popular and performance was poor. Some candidates translated the passage into English while a few copied the given passage.

Question 2(b)

Required a candidate to translate the given passage from English into Luganda. It was popular but poorly done. Many candidates' work exhibited lack of understanding of the text. They used direct translation.

Question 3(a)

Required a candidate to complete the given sentences with correct idioms. It was compulsory but poorly done. Many candidates did not know the correct idioms.

Question 3(b)

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

Weaknesses of Candidates:

- Poor orthography.
- Lack of originality in composition writing.
- Outlining of points instead of writing compositions/using paragraphs to explain different points.
- Poor expressions due to limitations in language.
- Failure to follow instructions. Translating passages where they are supposed to summarize or even just copying the texts.
- Direct translation instead of translating meaning.
- Limited knowledge of idioms.
- Using wrong formats in functional composition writing.

Advice to Teachers:

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

335/2 LUGANDA -COMPREHENSION, PROVERB USE AND LITERATURE

Comment on Performance of Candidates

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

Question 1.

Was a comprehension passage. It was compulsory and the performance of candidates was good. Some candidates gave shallow responses, directly lifted phrases from the passage without paraphrasing and therefore got low scores.

Question 2 (a)

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

Question 2 (b)

Required a candidate to explain the meaning of the given proverbs. It was compulsory but averagely done. Many candidates gave surface meaning while others did not attempt some parts of the question. There were even those who used vulgar language.

Question 3 (a)

Required a candidate to give illustrations showing what makes Ssekalega a member of that society. It was popular and well done. Many candidates were able to correctly interpret the question and gave enough points.

Question 3 (b)

Required a candidate to base on the quotation and answer the given questions. It was attempted by an average number of candidates and averagely done. Some candidates did not amply show the development of the character of the speaker.

Question 4 (a)

Required a candidate to base on the play and explain the challenges faced by the youth. It was popular and performance of candidates was average. Some candidates mistook challenges for lessons and ended up being off-topic. Some candidates mixed content in this text with that of another text showing lack of mastery of the texts.

Question 4 (b)

Required a candidate to use the quotation to answer the given questions. It was unpopular and poorly done. Those candidates who failed to identify the cause of the argument could not easily relate that theme to the rest of the play.

Question 5 (a)

Required a candidate to explain the problems people experience in the society today as portrayed in the novel. It was popular and well done. Candidates were able to identify the problems being experienced and related them to their society.

Question 5 (b)

Required a candidate to show how the author makes the reader admire Peter and Tiina. It was popular and well done. Many candidates were able to describe the character of Peter and Tiina.

Question 6 (a)

Required a candidate to read the given poem and thereafter answer the questions that follow. It was popular and well done. Many candidates were able to give a relevant title and to show the acts of happiness brought out by the poet. However, they had challenges in explaining the techniques used to bring out themes.

Question 6 (b)

Required a candidate to base on the text and explain the different ways in which hypocrites manifest themselves. It was unpopular and averagely done. Candidates' work exhibited their understanding of the theme but they failed to give ample illustrations from different poems in the text.

Question 7(a)

Required a candidate to read the given poem and thereafter answer the questions that follow. It was popular and well done. Many candidates were able to explain the mood, the structure of the first four stanzas and to explain the meaning of the given words.

Question 7(b)

Required a candidate to base on the text and show how the poet uses personification in the text. It was unpopular and averagely done. Some candidates did not understand personification and therefore could not explain how it is used in the poem.

Weaknesses of Candidates:

- Giving outlines where one is supposed to explain.
- Giving few points.
- Insufficient knowledge about proverbs/texts.
- Not numbering their work.
- Poor orthography.
- Misinterpretation of questions.
- Direct lifting where one is supposed to comprehend and respond.
- Mixing of authors.

Advice to Teachers:

- Teach comprehension skills.
- Teach proverbs.
- Provide and encourage learners to read the set texts.
- Give exercises for practice.

336/1 LUGHA YA KISWAHILI

The paper was divided into two sections.

Section A had questions 1 and 2 which are compulsory.

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

The paper was standard and it fitted the level it was meant for. It covered all the aspects in the syllabus.

The paper was, however, more difficult than that of 2015. The quality of work presented by the candidates was comparable to that of 2015, though their performance was slightly poorer than that of 2015.

Question 1.

(a) (iv) was a proverb. Most of the candidates who attempted this failed to interpret it and therefore did it poorly.

Question 2.

Was comprehension. It was the poorest performed question. An indication that learners have a poor reading culture.

Section B had 3 questions and a candidate was to choose any two.

Question 3.

Was summary. It was the most popular question and the candidates performed it well.

Question 4.

Was about translation. Candidates who did this question could not bring out the message very clearly. Most of the candidates were trying to translate word per word, with lack of vocabulary to use.

Question 5.

Was about grammar. Most of the candidates who attempted it performed poorly.

Weaknesses:

- Some candidates did not follow the instructions, especially in part (b) where they ended up choosing one topic instead of two.
- Candidates presented wrong formats for functional writing.

Advice to Teachers

- Should teach the translation techniques to their learners and expose them to many passages for translating.
- Should engage the learners in functional writing, and teach them formats of different writings.
- Expose the learners to a wide range of vocabulary.
- Engage learners in activities like debating to enable them acquire a wide range of vocabulary to use in daily life.

337/1 & 2 ARABIC

Generally, both Arabic papers one and two of this year like of the previous years covered all the important aspects of the syllabus adequately.

In addition, the papers brought out the aims and objectives of the Arabic syllabus, and tested what was educationally relevant and important.

The time allocated for the papers was adequate; examination questions were clearly phrased without any errors and there was no question that gave advantage to particular groups of candidates, urban or rural.

337/1 ARABIC

The overall performance of candidates in the paper this year was good. The most well done question was number 1-2 in Section A. However, Section C. (Translation in to Arabic) was poorly done.

All the three sections were attempted, though in varying degree. The quality of the paper was also very good.

337/2 ARABIC

Generally, Arabic Paper 2 was done and attempted adequately.

Candidates were given five topics from which they were required to choose only one and write a composition of at least 300 words.

Candidates' essays exhibited some grammatical errors, poor phrase structure and incorrect spellings.

In the translation section, candidates were required to translate a passage either from Arabic into English, or from English into Arabic. Translation from Arabic into English was more popular.

Some weaknesses exhibited by the candidates in this section were lack of adequate Arabic vocabulary and poor knowledge of grammatical structures.

In the summary section of the paper, candidates were required to summarize an aspect of the passage in less than 100 words. However, examiners noted that some candidates lacked the necessary and sufficient skills of writing a summary.

345/1 RUNYANKORE-RUKIGA

The paper was standard. It covered the aims and objectives as spelt out in the syllabus.

The paper was divided into two sections:

Section A was composition writing; (a) was a free response essay type, and candidates were to choose one topic. Part (b) was functional writing, and candidates were to choose two topics. A candidate was to choose either (a) or (b).

Part (a) was more popular than part (b).

Section B had summary and translation. A candidate was to choose either of the two. Both questions were equally attempted.

Weaknesses:

- Orthography is still a problem to many.
- Lack of vocabulary in translations.
- Misinterpreting the instructions for instance, candidates wrote letters in questions (b) (i) and (b) (iv) instead of speech and minutes respectively.
- In translation, candidates would translate words directly, without focusing on the message intended.

Advice to Teachers:

- Engage the learners in functional writing, and teach them formats of different writings.
- Expose the learners to a wide range of vocabulary.
- Since most of the teachers are not trained in Runyankore-Rukiga, they should hold refresher courses to enable them improve on their techniques of handling orthography.
- Teach the rules about translations to help the learners avoid direct translation.

345/2 RUNYANKORE-RUKIGA

The paper was standard and it covered the syllabus. The time was adequate.

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

Section A was comprehension. It was compulsory and candidates performed well.

Section B was about proverbs. Part (a) which required candidates to complete given proverbs was performed better than (b) which required the candidates to interpret the given proverbs.

Section C was grammar, poetry and figures of speech.

Weaknesses:

- Orthography.
- Misinterpreting the instructions for instance, candidates wrote letters for questions (b) (i) and (b) (iv) instead of speech and minutes respectively.

Advice to Teachers:

1. Teach a wide range of grammatical aspects.
2. Engage the learners in functional writing, and teach them formats of different writings.
3. Expose the learners to a wide range of vocabulary.
4. Since most of the teachers are not trained in Runyankore-Rukiga, they should hold refresher courses to enable them improve on their orthography.

355/1 LUSOGA COMPOSITION WRITING, SUMMARY AND TRANSLATION

Comment on Performance of Candidates

The performance was generally good.

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 performance scores were also poorer.

Question 1(a)

Required a candidate to write a composition about one of the given topics. 1(a) was more popular compared to the rest of the topics and performance was average. Topics that required argument were poorly done while those that required narration were well done.

Question 1(b)

Required a candidate to choose two of the given topics and write about them as instructed. 1 (b) (i) and (ii) were popular and averagely done.

Many candidates failed to use the correct formats in functional writing. Some candidates who attempted questions 1 (b)(iii) and (iv) did not use the right formats.

Question 2(a)

Required a candidate to translate the given text from English into Lusoga. It was popular but poorly done. Some candidates exhibited lack of translation skills. They did direct translation which affected their scores.

Question 2(b)

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

Weaknesses of Candidates

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

Advice to Teachers

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

355/2 LUSOGA – COMPREHENSION, CULTURE, GRAMMAR AND LITERATURE

Comment on Performance of Candidates

The performance was generally good.

All questions were compulsory.

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

Question 1.

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

Question 2(a)

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

Question 2(b)

Required a candidate to fill in appropriate similes. Performance was good. The similes were from their day to day use.

Question 2(c)

Required a candidate to complete the given riddles. Performance was good. They were familiar with riddles.

Question 2(d)

Required a candidate to explain the meaning of the given idioms. Performance of candidates was average. Some candidates only gave literal meaning.

Question 3(a)

Required a candidate to explain the meaning of the given riddles. The scores were average. Some candidates' explanations were not conventional.

Question 3(b)

Required a candidate to explain the meaning of the given proverbs. Performance was average. Some candidates gave unrelated responses while others only gave the literal meaning.

Question 4.

Required a candidate to apply his/her knowledge of grammar. It was well done. Many candidates were able to use the correct tenses, apply the correct prepositions, vocabulary, punctuation and pronouns.

Question 5.

Required a candidate to read the given poem and respond to the questions about it. Performance was average. Some candidates had challenges answering questions that required reasoning.

Weaknesses of Candidates

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

Advice to Teachers

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

365/1 ATESO

The paper was standard and it covered the important aspects of the syllabus. The aims and objectives of the syllabus were brought out and the paper was educationally relevant.

The time allocated was adequate. The questions were clearly phrased and the language used was suitable for the level. Therefore, generally the performance was good though there was no much difference with that of last year, 2015.

However, some questions were poorly done like 1A (iv & v) 1B (iii & iv)

The most attempted questions were 1A (i), (ii), 1B (i), (iii) and (iv) while the least attempted questions were:

1B (iii), (v), 1A (iii) & iv)

Some weaknesses of candidates were observed as follows:

- Lack of adequate paragraphing and use of wrong tenses.
- Repetition of points and overwriting
- Poor paragraphing of the letter and overwriting.
- The candidates were limited in sequential order as they lacked clear steps of thorough explanation.
- Abuse of the use of commas and overwriting.
- Candidates translated word by word instead of meaning that flows naturally.

Therefore, teachers are given the following advice to improve performance of candidates:

- Guide students on paragraphing of compositions.
- Emphasise the importance of construction of sentences and composition.
- Give learners adequate practice in letter writing tasks.
- Expose learners to debates and discussions in order to help them develop explanatory skills.
- Emphasize punctuation in summary writing as they expose learners to practice tasks.

365/2: ATESO

- The paper was standard and tested the objectives and aims of the syllabus.
- The poorly done question was number 4 (poetry) as candidates possibly did not understand it properly coupled with limited vocabulary to be used.
- Most of the questions were popular to the candidates. They required the same skills used in English Language Paper two.

Candidates' areas of weaknesses:

- Poor responses to poetry
- Some candidates did not give ample illustrations
- Some candidates misinterpreted questions
- Some lacked knowledge of texts.
- Vocabulary tasks failed as candidates were limited by words
- Adequate practice of the language be given to the candidates
- Misfiring with the explanation or meanings
- Failure to identify appropriate similes that rhymed with the questions
- Failure to interpret the message of the poem.
- Candidates failed to state any five tongue twisters and opposites.

Advice to Teachers:

- Teachers should expose learners to more practice
- Adequate practice should be given to students.
- Teachers should expose students to much poetry.
- Teach students to read and observe instructions carefully
- Teach essay writing skills and how to approach essays that require description, discussion/arguments etc.

375/1 DHOPHADOLA

The overall performance of candidates was generally fair especially question 1a (i) and b (ii) though (iii) was poorly done.

The performance and quality of work the candidates presented this year was slightly poorer compared to that of last year, 2015.

The most attempted question was number 1a (i) & (ii) while other questions were attempted but slightly poorly done.

Advice to Teachers:

- Give Learners more tips on essay writing.
- Encourage students to practice their language through more debates.
- Teach them basics of letter writing especially following grammatical verbs and words.
- Teach them interpretation and variations in responses.
- Expose learners to summary writing.

375/2 DHOPADHOLA

The overall performance was generally good.

The most attempted questions were 1 (a & b), 3, 4 and 5(b) and the least attempted question was 5 (a) though some difficulties were found, the general performance was better than that of last year, 2015.

Advise to Teachers:

- Teach students how to give idiomatic meanings through more practice of the language.
- Encourage learners to speak and use the language always.

Candidates' major weaknesses:

- Limited vocabulary which affected their expressions especially in composition writing and translation.
- Some candidates' essays were too short.
- Poor comprehension skills.
- Lack of ample knowledge in the language since even textbooks are still very few.

385/1 RUNYORO-RUTOORO

The paper was sat for the first time.

The paper had two sections:

Section A was composition writing; (a) required a candidate to select one topic and write a free response essay. Some candidates wrote their essays without paragraphing their work.

(b) Required a candidate to select two topics and write about them (functional writing). Some candidates would write a letter and leave out the date on the address.

Section B was Summary and translations. The candidate was to choose either summary or translation. Both numbers were equally attempted.

Weaknesses:

- Some candidates did not follow the instructions even when they were very clear. Some did more numbers than they were instructed to select.
- Some candidates failed the rules of orthography. For instance, some could not differentiate between 'w' sound and 'y' sound, nasals 'm' and 'n'.
- Some had limited vocabulary especially required in the translation.

Advice to Teachers

- Engage learners in many different translation exercises.
- Emphasise the orthography rules to learners.
- Encourage the learners to read the instructions before starting the work.

385/2 RUNYORO-RUTOORO

The paper was sat for its first time.

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

Section A was comprehension. It was well done.

Section B was about proverbs. Part (a) which required candidates to complete given proverbs was performed better than (b) which required the candidates to interpret the given proverbs.

Section C had three questions. Grammar, poetry and figures of speech. Poetry was poorly done. Some candidates skipped it even when it was compulsory.

Weaknesses:

- Candidates showed weaknesses in poetry.
- Some challenges in orthography were observed.
- The candidates had challenges in interpreting and applying proverbs in everyday life.

Advice to Teachers

- Engage learners in a lot of poetry work. Teach them skills of how to handle poetry.
- Expose the learners to a wide range of sayings to enable them understand the application of proverbs.
- Engage learners in activities like debating to enable them acquire a wide range of vocabulary.

456/1 MATHEMATICS

Introduction

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

The candidates performed better than those of 2015. The paper was easier than that of the previous year.

Question Analysis

SECTION A

Question 1.

Candidates were expected to have knowledge of difference of two squares, collection of like terms and factorization so as to make a letter the subject in a given formula.

Some candidates lacked knowledge of difference of two squares, many failed to collect the required like terms let alone to factorise.

It was a popular question but poorly done.

Teachers should emphasise expansions and factorisations at lower levels in Senior two through frequent tests.

Question 2.

Candidates were expected to interpret the information given on a pie-chart and use proportion to determine the number of students who belong to the wild life club.

A few failed to realise that the sum of the angles at a point is 360° and many had poor knowledge of fractions

It was a popular question and was well done.

Teachers should emphasise application of fractions to the pie-chart and revise with the students questions related to the pie-chart.

Question 3.

Candidates were expected to substitute and simplify in a given operation and then evaluate.

Many candidates failed to substitute correctly in part (a) and in (b) they failed to form the required equation that would give the value of n .

It was a popular question and was well done.

Teachers should give the students a variety of questions for practice.

Question 4.

This was testing angle properties of the circle. Angle at centre is twice the angle at circumference and the opposite angles of a cyclic quadrilateral are supplementary.

Many candidates lacked the knowledge of angle properties of the circle and so could not calculate the required angles.

It was a popular question but was poorly done.

Teachers should teach all the angle properties of the circle and should give enough questions for practice.

Question 5.

Candidates were expected to find a single translation equivalent to two successive translations **A** followed by **B** given their respective column vectors and also to find how far the object would be from the origin.

Candidates failed to add the column vectors correctly, others were instead multiplying the given column vectors.

The question was popular and was well done.

Teachers should help the students to distinguish the transformations of translation, rotation, reflection and enlargement and their related properties.

Question 6.

Candidates were expected to use the L.C.M. in solving the equation involving fractions which meant correct opening of the brackets and collection of like terms so as to come up with the value of x .

Some candidates failed to open the brackets correctly. The question was popular but was poorly done.

Teachers should teach more of operations involving fractions including equations with fractions.

Question 7.

Candidates were expected to generate sample space using two fair coins and identify the required event set.

Many failed to construct the possible outcomes and failed to identify the required event set.

The question was popular but was poorly done.

Teachers should emphasise the concept of possibility space to students by giving more questions for practice.

Question 8.

Candidates were expected to find the determinant of the given matrix and then use the adjoint matrix so as to come up with the inverse of the given matrix.

Many failed to get the correct determinant as they failed to manipulate the negative signs involved in the elements of the matrix and so failed to obtain the inverse matrix.

The question was popular and was well done.

Teachers should clearly illustrate to students how to deal with negative signs when finding the determinant of a matrix.

Question 9.

Candidates were expected to determine the gradient of the straight line drawn on a graph and use it to find the equation of the line and then state the inequality represented by the unshaded region on the graph.

Many candidates could not find the gradient of the line and so could not find the correct equation of the line and so failed to state the correct inequality.

The question was not popular and was poorly done.

Teachers should emphasise the concept of forming inequalities from a given wanted or unwanted region.

Question 10.

This was testing knowledge of angles of elevation and depression. Candidates were required to draw a correct sketch diagram so as to determine the horizontal distance that the plane would have to fly by using the correct trigonometrical ratios.

Many candidates did not know the meaning and difference between angle of depression and angle of elevation. Others used the wrong trigonometrical ratios.

The question was not popular and was poorly done.

Teachers should emphasise the use of the trigonometrical ratios, all appropriately applied in finding the lengths of the different sides of a right-angled triangle.

SECTION B

Question 11.

Candidates were expected to form two simultaneous equations and then solve them so as to find the cost of each kilogramme of rice and Irish potatoes.

Many candidates failed to form the required simultaneous equations especially the second equation. Some candidates were forming inequalities instead. Others formed the correct equations but failed to solve the simultaneous equations.

The question was popular and was well done.

Teachers should make the students aware of the difference between equations and inequalities and also to emphasise the formation of equations from word problems.

Teachers should also make the students aware of all the various methods of solving simultaneous equations.

Question 12.

This was testing the ability to multiply a matrix by a scalar and the formation of equations with matrices.

Many candidates failed to handle the scalar multiple, others failed to multiply matrix \mathbf{N} by itself as they were squaring each of the elements of \mathbf{N} to obtain the matrix \mathbf{N}^2 which is wrong.

The question was popular and was well done.

Teachers should emphasise order of matrices and matrix operations and give several exercises on them.

Question 13.

This was testing finding the area of a square and a rectangle and formation of a quadratic equation and its solution.

Most candidates failed to form the required quadratic equation let alone solve the formed equation. Others solved the quadratic equation to obtain x as 8 or 1 but then failed to identify the appropriate value of x as 8 or in the given figure, $x > y$ and if $y = 3$ then x must be 8 not 1

The question was unpopular and was poorly done.

Teachers should help students to form several quadratic equations of their own. Teachers should also emphasise all the different methods of solving quadratic equations especially factorization method.

Question 14.

This was testing calculation of the mean and median from a given grouped data.

Some candidates failed to obtain x , fx , $\sum fx$ and cf and so could not find the mean and median.

The question was popular and was well done.

Teachers should emphasise to students how to obtain x , fx , $\sum fx$ and cf from a given grouped data.

Question 15.

Candidates were expected to complete a given table with some missing values using the given function. Also to draw a graph using the given scale and eventually use the graph to solve the given quadratic equation.

Many candidates did not use the given scale. Some of the candidates could not use the two graphs to solve the given quadratic equation.

The question was popular and was well done.

Teachers should teach different categories of tables requiring addition, subtraction and multiplication of terms. Teachers should also help students to draw smooth curves instead of joining the points using a ruler. Teachers should also emphasise the use of graphical method in solving a given quadratic equation.

Question 16.

In part (a) candidates were expected to plot the point P and its image P' given both their coordinates and were required to construct the line of reflection which would map P on to P' and find the equation of this line.

Majority of candidates plotted P and P' correctly but then some failed to construct the mirror line and so failed to find the equation of the line of reflection.

In part (b) candidates were expected to find the inverse of the given matrix transformation and pre-multiply the position vectors of the image $A'B'C'D'$ by this inverse matrix so as to obtain the position vectors of the original object $ABCD$.

Many candidates failed to obtain the correct inverse matrix and so obtained the wrong coordinates of A , B , C and D .

The question was popular but was poorly done.

Teachers should explore several methods to handle matrices and transformations.

Teachers should emphasise that the position vector of the given object has to be pre-multiplied by the given matrix transformation so as to obtain the image position vector. Hence obtaining the image coordinates. Teachers should also emphasise the application of the inverse matrix in order to obtain the image coordinates.

Question 17.

Candidates were expected to form five different inequalities from the given conditions, then to draw the graph for the inequalities and shade the unwanted regions and eventually determine the number of seats of each type which must be sold to give the maximum profit.

Many candidates failed to form the required inequalities. Most candidates did not know when to use $<$, $>$, \leq or \geq . Others who formed the correct inequalities failed to draw the graphs or shade the unwanted regions and were shading the wanted regions instead.

The question was unpopular and was poorly done.

Teachers should give plenty of exercises on formation of inequalities and drawing their graphs. Teachers should also emphasise the meaning of the terms like: "not more than", "not less than", "at least", "at most", "less than" and "greater than" and the related symbols to be used.

456/2 MATHEMATICS PAPER INTRODUCTION

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

The paper was more difficult than that of the previous year 2015. The candidates of UCE 2016 performed poorer than those of the previous year.

Question Analysis

SECTION A

Question 1. Functions

Candidates were tasked to apply skills in substituting in given equations, solving the equations, determining the domains and ranges, and knowledge of integers. The question was very popular.

Weaknesses of candidates:

- some candidates failed to substitute correctly
- others failed to deal with integers and ended up with wrong answers

Advice:

- emphasis should be laid on application of integers
- more practice should be made in substitution related questions.

Question 2. Numerical Concepts (Percentages)

Expectation: The question was testing the use of percentage. Candidates were expected to change from 95% to a fraction of denominator 80, $\frac{x}{80}$

The question was very popular and was attempted by almost all the candidates.

Weakness: Many candidates could not convert a percentage to a regular fraction.

Advice:

There is need to emphasize practical teaching of fractions and changing them into percentage and vice versa.

Question 3: Set Theory (Venn diagrams)

Expectation:

The question was testing the candidates' ability to interpret the Venn diagram and set notation.

The question was popular.

Weaknesses:

- Region interpretation is still a problem.
- Set language especially complement is still a problem to candidates.

Advice:

- Teachers should emphasise set notation and location of regions.
- Practical teaching of sets is advisable.

Question 4: Graphs (Cartesian equations)

Expectation: The question was testing the knowledge on gradients and equations of a straight line. The question was popular. Many candidates attempted it.

Weakness:

Many candidates lacked the skill of finding the gradient and using it to form the linear equation.

Advice:

Emphasis should be made on finding the gradient and relationship between gradients and straight lines.

Question 5: Three-Dimensional Geometry (Volume)

Expectation: The question was testing the relationship between linear scale factor (LSF) and volume scale factor (VSF)

The question was not popular and very few candidates attempted and passed it.

Weakness: Candidates had inadequate knowledge on L.S.F. and V.S.F.

Advice:

Teachers should emphasise the skills of computing and relating Area scale factor, volume scale factor and Linear scale factor.

Question 6: Numerical Concepts (Surds and Indices)

The question on surds was testing rationalization of the denominator to form $a + b\sqrt{c}$

The question was popular but difficult. Most of the candidates who attempted it failed.

Weaknesses:

Candidates were not able to form the conjugate of the denominator and use it to rationalize the denominator. The skill was lacking in many of the candidates.

Advice:

More teaching and revision of surds and indices should be emphasized for better performance of the candidates.

Question 7. Graphs (co-ordinates)

The question was testing the knowledge of co-ordinates and the skill of locating the co-ordinates of the mid-point.

The question was popular but difficult. Candidates who attempted it hardly passed it.

Weakness:

Many candidates that attempted it showed a degree of inadequate knowledge on finding mid-points.

Advice: Teachers need to emphasise finding midpoints of two given points using calculation or graphical methods.

Question 8. Vectors (Operations-Position Vectors)

The question was testing the knowledge of position vectors and operations of vector ratios.

The question was not popular and it proved to be very difficult to candidates that attempted it.

Weaknesses:

- Identification of the direction of vectors was difficult for some candidates
- Some candidates failed to interpret vector ratios.

Advice to teachers:

Teachers need to emphasise vector directions, position vectors and skills to interpret vector ratios.

Question 9. Business Mathematics (Taxation)

The question was testing the knowledge on taxation.

The question was very popular but difficult because many students who attempted it did not do it well.

Weaknesses:

- Some candidates failed to understand the language of the question and terms such as basic fee.
- Some candidates failed to deduct 6% tax from the gross pay.

Advice:

Teachers should teach students language of business mathematics, and emphasise calculations of tax.

Question 10. Three-Dimensional Geometry (Lines and Planes)

The question was testing application of Pythagoras Theorem and Trigonometry in 3-Dimensional Geometry.

The question was popular and its level of difficulty was average.

Problems in locating the angle in a 3-dimensional diagram was evident in some candidates' work.

Advice: Teachers should emphasise the use of models in teaching 3-Dimensional Geometry.

SECTION B

Question 11 (Sets – Venn diagram)

The question was testing application of Venn diagrams to represent sets and their interpretations. It demanded all the ability levels: Knowledge, Comprehension and application.

The question was very popular but poorly done.

Weakness:

Many candidates failed to interpret, "the tourists who had visited Gulu were equal to the number of tourist who had visited Mbarara." This was the source of failure of the question.

Advice:

- Teachers should emphasise the language of sets and set notation.
- More practical means of teaching sets should be emphasised.

Question 12. Graphs (Kinematics)

The question was testing the candidates' knowledge of linear Kinematics and use of the graph.

The question was unpopular to average students.

Weaknesses: some candidates failed to: Apply the given scale, plot the graphs, draw lines with a ruler and interpret the graph.

Emphasis should be laid on the scale in drawing graphs and correct interpretation of the question to the graphs.

Question 13. Numerical concepts

The question demanded the abilities of knowledge, comprehension and application in;

- (i) Computation of mixed fractions
- (ii) Application of linear scale factor and conversation of units

The question was very popular. While its part (a) was an average question, part (b) was very difficult for many candidates.

Weaknesses of candidates were identified in the use of LCM, application of BODMAS and in part (b) ratios and unit conversion.

Teachers should emphasise:

- Use of LCM and BODMAS in mixed fractions.
- Interpretation of scale and unit conversation.

Question 14. (Functions)

It was testing knowledge of papygrams and composite functions.

The question was very popular although not well done by many candidates.

Many candidates displayed inadequate knowledge of papygrams and composite functions involving logarithms.

Teachers should emphasise and teach papygrams and other seemingly unpopular parts of the syllabus especially S1 and S2 work. Logarithms and laws of Logarithms should be emphasised.

Question 15. (Business Mathematics)

The question was testing knowledge of (i) currency exchange money and (ii) Hire Purchase and installments payment.

The question was popular and the performance was average.

Candidates had scanty knowledge on the table of exchange rates 'buying and selling' Hire purchase was a problem to few candidates.

Teachers should teach more of currency exchange by use of tables in newspapers for practicability of the topic.

Question 16. (Vectors)

The question tested knowledge, comprehension and application of vectors, modulus and vector ratios.

The question was popular but not well done by many candidates.

Weaknesses

- Failure to interpret vector ratios by many candidates.
- Vector symbols and directions were disregarded by many candidates.
- Many were not able to find magnitude ***PR***.

Teachers should emphasise, modulus of vectors, signs and direction, interpretation of ratios.

Question 17. Three Dimensional Geometry

The question was testing the ability to find the curved surface area of a frustrum of a cone.

The question was popular but quite difficult to the many candidates that attempted it.

Weaknesses:

- Many candidates could not find the curved surface area of a frustrum of the cone;
- Some candidates calculated volume of cone instead of the surface area of a frustrum.

Advice:

- Teachers should use models to teach 3-Dimensional Geometry;
- To many candidates from the rural areas the figure of a "lampshade" appeared abstract.

475/1 ADDITIONAL MATHEMATICS

Introduction

The paper contains twelve extended answer-questions. Eight (08) questions are on Pure Mathematics, from the topics of Algebra, Complex numbers, permutations and combinations, Analysis, trigonometry, and geometry. Four (04) questions are on vectors and matrices. Candidates answer any eight (08) questions.

The paper was easier than that of the previous year, 2015. The UCE 2016 candidates' performance was the same as that of 2016.

Question Analysis

Question 1.

Candidates were required to solve for the value of x as a power, a base and a number. Question was popular and well done by majority of the candidates.

Weakness:

Some candidates failed to convert to a convenient base for part (b) which affected them.

Advice: Emphasis should be on base conversion accompanied by several exercises.

Question 2.

For part (a) candidates were required to evaluate without a calculator but with factorial notation. For part (b) candidates had to find the total number of possible combinations. Many candidates did this question and scores were good for majority.

Weakness: Some few candidates used a calculator in part (a) which affected them.

Advice: Teachers need to remind students to always follow given instructions

Question 3.

Part (a) required candidates to find the area under a curve using integral calculus.

Part (b) required the volume generated. This question was not popular at all. The few candidates who did it were scoring very low marks

Weakness: Failure to integrate correctly.

Advice: Many exercises need to be given after teaching.

Question 4.

Part (a) was about finding the length of each side of triangle ABC .

Part (b) required to find angle A . The question was not done by many candidates. It was also done poorly by the few who attempted it.

Weakness:

Failure to solve the two-formed simultaneous equations by either substitution or eliminations.

Advice: More demanding simultaneous equations be exposed to students.

Question 5.

Part (a) required candidates to find the first and second terms of the Arithmetic Progression (A.P) and geometric progression (G.P).

Part (b) required the candidates to use the negative term, to find the sum of the first 40 terms of the A.P. and the 7th term of the G.P. This question was done by a reasonable number of candidates though the scores were low due to demanding algebra of the cubic polynomial.

Weakness: Failure to handle a cubic polynomial.

Advice: Teachers to put more emphasis on polynomials.

Question 6.

Part (a) required candidates to represent complex numbers z_1 and z_2 on an Argand diagram.

Part (b) required candidates to simplify $z_1 z_2$ and z_1/z_2 .

Part (c) required the modulus and argument of $z_1 z_2$.

This question was well done and was attempted by all candidates,

Weaknesses: Some candidates failed to realise z_1/z_2 and argument of $z_1 z_2$.

Advice: Teachers should address the weak areas mentioned above.

Question 7.

Part (a) required candidates to differentiate the given functions.

Part (b) required candidates to calculate the rate of increase of the volume for the spherical balloon.

This question was not popular to candidates though it was simple.

Weaknesses: Failure to differentiate a product and function of a function

Advice: Teachers need to give many exercises to candidates.

Question 8.

Question to verify the locus as a circle and then find its centre and radius. This question was easy but not done by many candidates.

Weakness: failure to handle the demanding algebra involved. Teachers should give more exercises.

Question 9.

Part (a) required candidates to find the matrix AB , the expression for the determinant of AB and the values of x .

Part (b) was for finding the coordinates of the object point Q .

The question was easy and popular. Many scored all the marks.

Question 10.

Part (a) was for finding vectors AB and AC and there after find their magnitudes in part (b). this question was easy and popular, scores were also very good.

Question 11.

Question was testing knowledge on matrices. The question was well done by majority of the candidates.

Question 12.

The question was testing knowledge on vectors and some simple ratio theorem.

Many candidates did very well this number except that some were forgetting the vector symbols.

Advice to Teachers: Students need to be taught the difference between a vector quantity and a scalar quantity by representation.

475 /2 ADDITIONAL MATHEMATICS

Introduction

The paper contains twelve extended answer questions. Six (06) questions are on Mechanics drawn from the areas of Kinematics, Dynamics and Statics. Six questions are on Statistics, drawn from the areas of Descriptive Statistics, moving averages, indices and probability. Candidates answer any eight questions

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

Question Analysis

Question 1.

The question required candidates to calculate the velocity, distance, further distance and total time before the body came to rest. This was very popular and was well done by majority.

Weakness: Failure to find the further distance

Advice: Students need a wider exposure to different situations by the Teachers.

Question 2.

Part (a) was testing about Newton's second law of motion.

Part (b) was testing about momentum and Kinetic energy loss.

Part (a) of this question was well done by majority of the students.

Part (b) was poorly done because many students failed to recognize the momentum as a vector.

Advice to Teachers:

Students need momentum cases involving bodies moving in opposite directions.

Question 3.

The question was testing equilibrium which involves Newton's 1st law of motion. This question was very easy, popular and well done by majority.

However, some candidates did not draw a correct force diagram. This affected their total score.

Teachers need to put more emphasis on force diagrams.

Question 4.

The question was testing relative motion (resultant velocity)

The question was not done by many students. The few who did it were affected by a poor vector diagram. Teachers need to put emphasis on vector diagrams.

Question 5.

Part (a) was testing about vector mechanics, which involved calculus. This part was popular but poorly done because students did not recognize time t as a variable.

Teachers need to expose candidates to more vector mechanics cases.

Part (b) of this question was testing Newton's second law of motion. This part was well done by many candidates.

Question 6.

Part (a) was testing equilibrium (Newton's 1st law of motion). This part was well done by majority of candidates.

Part (b) was testing moments and Newton's 1st law.

This part was not popular and the few who attempted it, scored very low marks.

Weakness:

Many candidates could not take moments correctly. It appeared as if this topic was not covered by many schools.

Question 7.

The question was about index numbers in statistics. This question was popular and was well done.

Question 8.

The question was testing elementary probability theory. The question was very popular and well done by majority.

Question 9.

Question required candidates to find the mean, median and number of people weighing more than 72 kgs. The question was very popular and well done by majority.

Question 10.

Part (a) was testing a general discrete probability case. It was popular and well done by many.

Part (b) was testing Binomial distribution as an example of a discrete case. Many candidates did this part very well.

Question 11.

The question was about graphing raw data, the 3-point Moving Averages and then prediction of the August expenditure.

Part (a) and (b) were done very well.

Part (c) was poorly done.

Weakness: failure to predict the next 3-point Moving Averages.

Question 12.

The question was about normal distribution.

Part (a) was well done by majority.

Part (b) was poorly done because many candidates failed to get the critical value from normal distribution table.

This part requires a wider exposure to candidates.

500/1 GENERAL SCIENCE (PHYSICS)

This paper consists of two sections **A** and **B**. Section **A** has 25 multiple choice questions. Section **B** has part **I** and part **II**. Part **I** has three structured questions out of which a candidate answers two, while part **II** has two essay questions out of which a candidate answers one.

Performance of the candidates

The overall performance of the candidates was poor. The quality of work presented by the candidates of this year is poorer compared to last year, so is the candidate's performance scores. Performance was better in Section **A** compared to Section **B** because it leaves room for guessing. In Section **B**, candidates showed lack of knowledge of most of the concepts and the few who attempted the questions found difficulty in expressing themselves clearly in English.

Analysis of Performance in Section B

Question 26.

This was the most attempted question in section B part I. The candidates were required to define uniform acceleration, describe the motion of a body under gravity, determine the mechanical advantage of a pulley system and state the principle on which the operation of the hydraulic press is based. Performance was generally poor. Many of the candidates could only attempt to calculate the mechanical advantage of the pulley system.

Weaknesses of the candidates

- Confusing acceleration with speed.
- Inability to recall that, the hydraulic press operates on the principle of transmission of pressure. i.e, Pressure is transmitted equally in all directions throughout the whole of enclosed fluid. The few who tried it were giving incomplete statements.
- Confusing motion in space with linear motion along the horizontal. They never used acceleration due to gravity, $g=10\text{ms}^{-2}$.

Advice to Teachers:

Help students learn definitions of scientific terms they are required to know in physics.

Question 27.

This was the least attempted question in section B part I. Candidates were required to define conduction and convection as applied to heat and apply this knowledge in construction of houses. They were also to explain why glass crack when heated, and compare rates of absorption of heat by a black body with that of a silvery body.

Weaknesses of the candidates

- Attaching conduction to solids only and convection to liquids only.

- Inability to apply the knowledge of convection to explain why ventilators are fixed above windows.
- Not knowing that when hot water is poured in glass, the inside is heated quickly hence expanding more than the outside thus cracking.
- Lack of the knowledge of what melts in the experiment, wax or cork.

Advice to Teachers: Demonstrate experiments.

Question 28.

This question was not very popular, save for the calculation. Candidates were required to:

- Define a wave and wavelength.
- State properties of sound waves.
- Recall applications of echoes in sound.
- Apply the knowledge of echo to find the sound in air.

Weaknesses of the candidates

- Lack knowledge of what wavelength is.
- Not knowing properties of sound waves.
- Inability to apply the knowledge about echoes.

Advice to Teachers: Experimental approach is recommended.

Question 29.

This was the most attempted question in section B part II. The candidates were required to;

- Define short sightedness
- Describe how short sightedness can be corrected.
- Compare the operation of a lens in a camera and that in a human eye.
- Explain the effect of light on the colour of an object.

Weaknesses of the candidates

- For camera and human eye comparison, candidates compared its manufacture (artificial and natural) other than operation.
- They do not know any property of the colour and appearance.

Advice to Teachers: Demonstrate the operation of a camera and the eye.

Question 30.

This was the least attempted in section B part II. The candidates were required to:

- Define magnetic field and neutral point.
- Recall how magnets can be arranged such that similar poles face the same direction.
- Describe how a magnet can be demagnetised using electrical methods.
- Explain how magnets are kept so that they do not lose their magnetism.

Weaknesses of the candidates

- Have very little knowledge in magnetism. Few candidates attempted the question and the only part passed was definition of magnetic fields.
- Total lack of knowledge of demagnetisations using electrical methods

Advice to Teachers: Teach practically all the magnetic properties.

500/2 GENERAL SCIENCE (CHEMISTRY)

This paper consists of two sections **A** and **B**. Section **A** has 25 multiple-choice questions. Section **B** has part **I** and part **II**. Part **I** has three structured questions out of which a candidate answers two, while part **II** has two essay questions out of which a candidate answers one.

Performance of the candidates

The overall performance of the candidates was poor. The quality of work presented by the candidates of this year is poorer compared to last year. The candidate's performance scores are the same as that of last year. Performance was better in Section **A** compared to Section **B** because Section A leaves room for guessing. In section B, candidates showed lack of knowledge of most of the concepts and the few who attempted the questions found difficulty in expressing themselves clearly in English.

Analysis of performance

Section A

Questions 1 to 25 required the candidates to state the correct key(option) to the question after recall of facts, interpretation, synthesis, evaluation and application of the knowledge, concepts and skills learnt.

This section remains the most popular for the very obvious reason; it gives the candidates opportunity to guess where they fail to identify the key. It was attempted by all the candidates.

Weaknesses of the candidates

The candidates do not seem to make a deliberate effort to identify the key. This is reflected in the scores they obtain in this section and section B. Most of them had no score or very low scores in section B. Some did not respond at all to any question in section B.

Advice to Teachers

To encourage the learners to try and identify the key after careful interpretation and evaluation of the demands to the question.

Section B

Question 26.

This question was popular. Tested was knowledge of the chemistry of hydrogen chloride. Candidates were required to recall the preparation of hydrogen chloride gas, properties and electrolysis.

Weaknesses of the candidates

- Failure to recall the substance used in the laboratory preparation of hydrogen chloride.
- Not understanding what is meant by condition for a reaction in chemistry.
- Failed to write balanced chemical equations using the correct symbols and conventions.

Advice to Teachers

- Teach the learners using a practical approach.
- Lay emphasis on writing chemical equations using the correct symbols/formulae and conventions or word equations.

Question 27.

This was the most popular question in section B, part I. Candidates were required to demonstrate an understanding of the laboratory preparation of carbon dioxide gas, its properties, balance in the atmosphere (carbon cycle) and industrial uses of carbon dioxide.

Weaknesses of the candidates

- Failure to name the substance formed when carbon dioxide gas is passed through lime water.
- Although they showed an understanding of the carbon dioxide chemistry, they failed to write equations of the reactions.

Advice to Teachers

Encourage the learners to write balanced equations whenever there is need for one to be written.

Question 28.

The question was not popular. It was least attempted. Candidates were required to demonstrate an understanding of the chemistry of sulphur and its compounds.

Weaknesses of the candidates

- Showed no knowledge of the meaning of 'conditions of reactions'.
- Failure to write correct equations for the reactions.
- Showed no knowledge of the chemistry of sulphur and its compounds.

Advice to Teachers:

- Teach all the topics in the syllabus.
- Guide learners on writing chemical equations whenever an opportunity arises, laying emphasis on using correct symbols/ formulae and balancing (Note that word equation is acceptable).

Question 29.

The question was very unpopular. Candidates were required to demonstrate an understanding of the methods of salt preparation based on their solubility in water.

Weaknesses of the candidates

- Not knowing the demands of the question.
- Failure to name the methods of preparing the given salts.
- Failure to give a systematic description of how to prepare the given salt by precipitation method.

Advice to the Teachers: Teach the topic using a practical approach.

Question 30.

The question was very popular. Candidates were required to:

- Demonstrate an understanding of the terms mixtures and compounds.
- Differentiate the two using the properties of a mixture of iron and sulphur and a compound formed when the two elements react together.

Weaknesses of the candidates

- Failure to state the differences between properties of mixtures and compounds; they tended to define them.
- Failure to name iron (II)sulphide, instead 'iron sulphide'.
- Inability to distinguish between 'what would happen' and 'what would be observed'.

Advice to the Teachers

- Clearly state the differences in the properties of mixtures and compounds.
- Teach this topic using a practical approach/demonstration in order to bring out the differences very clearly.

500/3 GENERAL SCIENCE (BIOLOGY)

Introduction

The paper consists of two Sections A and B. Section A contains 25 compulsory multiple-choice questions. Section B consists of two parts. Part I contains three structured questions. Candidates answer any two questions from this Part. Part II contains two essay questions. A candidate answers one question from this part.

Performance of candidates

The overall performance was poor. The quality of candidates was also poor except for a few that performed fairly well. Well-done questions were 2, 4, 5, 6, 10, 15, 17, 18, 19 and 22. Poorly done questions were 1, 11, 12, 20, 23, 24 upto 30.

Analysis of questions

Questions 1-25 (Multiple Choice Questions)

Required candidates to recall; comprehend and apply knowledge. All numbers were compulsory.

Weakness of candidates: Most candidates did not do well in Application questions.

Advice: Teachers are advised to teach and cover the syllabus adequately.

Question 26.

Required candidates to state and give reasons of parasitism and commensalism and also to outline adaptations of parasites. It was not popular.

Weaknesses of candidates:

- Candidates failed to explain the meaning though they would give correct examples.
- Had no knowledge about adaptations of parasites

Advice: Teachers are advised to cover the syllabus adequately.

Question 27.

The question required candidates to describe the relationship between enzyme activity and temperature; to relate enzyme activity with temperature and to name and state the enzymes in pancreatic juice. It was popular.

Weakness of candidates:

Candidates failed to describe and relate enzyme activity with temperature.

Advice: Teachers are advised to teach nutrition most especially enzymes adequately.

Question 28.

Required candidates to explain the importance of oxygen, water and moderate temperature in germination and also to explain why plants grow thin and tall in darkness. The question was popular.

Weaknesses of candidates

- Candidates had no knowledge of the importance of oxygen, water and moderate temperature in germination.
- Candidates did not know the importance of light in plants.

Advice to Teachers:

Teachers should teach nutrition in plants adequately with practical examples.

Question 29.

Candidates were required to define asexual reproduction and where it occurs and to outline the advantages and disadvantages of asexual reproduction. It was a popular question.

Weakness of candidates

Most candidates misinterpreted asexual to be the same as sexual reproduction.

Advice to Teachers

Teach reproduction adequately emphasizing the difference between the two forms of reproduction.

Question 30.

Required candidates to explain how blood circulation benefits the human body. It was not popular.

Weaknesses of candidates:

Candidates could not state the importance of blood circulation to human body.

Advice to Teachers: Teach transport in animals adequately.

527/1 AGRICULTURE: PRINCIPLES AND PRACTICES

Observations

Compared to 2015, the overall performance of candidates of 2016 was better.

Questions which were poorly done were:

Question 4.

Required candidates to name 4 *tillage* equipment. Candidates failed to understand the words tillage equipment. Instead they went ahead to name any farm tools e.g. wheel barrows, pangas, slashers, etc. they lacked knowledge and practical experience on tillage equipment.

Question 5.

Candidates were asked to define diversification and advantages of diversification.

Candidates could not give a proper definition instead, they referred to it as change from one enterprise to another from the word divert.

This even led to poor performance in part (b) of the question.

Question 6.

- Candidates were to explain the meaning of efficiency standards.
- Explain why efficiency standards are important.
- Explain how efficiency of a farm can be improved.
- It was the worst done question and least attempted.
- Candidates could not give the meaning this therefore affected parts (b) and (c) of the question.
- Most candidates gave answers on advantages of farm records.

Question 7.

Candidates were to suggest causes of excessive exhaust smoke and excessive fuel consumption in a tractor. Factors that lead to failure of a tractor engine to start:

- Candidates were completely ignorant.
- Completely lacked knowledge about the question.
- Instead they gave factors limiting tractor use e.g. lack of stuks, Chantal, spare parts.
- Poor teaching and limited syllabus coverage could have caused that.

Question 11.

Candidates were to describe the importance of nitrogen and phosphorous in plan nutrition.

NB: Candidates combined the importance of nitrogen and phosphorous starting each answer with "they" instead of discussing each separately since each performs a different function.

Question 12.

Candidates were to describe the care given to:

- An in calf cow from drying off to parturition.
- New-born calf.

NB Candidates did not understand the question. They confused the two areas in-calf cow and new-born calf so gave responses for a calf e.g. give/graze in good grass. If the question was a pregnant cow, yes.

When they came to a new-born calf they gave advanced responses e.g. management practices on calf, dehorning, castration, identification marks, spraying. Did not concentrate on a new-born calf.

Question 13.

Candidates were to outline the qualities of a poor layer bird.

Most candidates looked at local birds as poor layers e.g. small body, lay small eggs, not settled, sleep on trees.

527/2 AGRICULTURE: PRINCIPLES AND PRACTICES

Performance of Candidates

The overall performance of candidates in the paper was good. Few candidates scored zero (0) mark, many of the candidates scored above 20 and the higher mark of 48.

Among the questions answered by the candidates, questions one and five were well done. The observations, recordings, calculations and drawing were done well.

Questions three and four were poorly done. This was attributed to failure by some candidates to clearly describe features and handling of double answer questions. All the five questions were compulsory.

The quality of work the candidates presented in 2016 was better than that of 2015. More candidates scored above 20 and few scored zero (0) mark compared to last year.

The candidates' responses were precise and direct to the right answers than those of last year who were more wordy.

Candidates' performance scores this year were better than those of last year. The highest mark was 48 and lowest was zero (0). However, there were less zero scores.

Question Analysis

Question 1.

Candidates were required to measure the soil quantity, water, quantity and perform an experiment on the physical properties, observe and record the observations. They were also required to calculate the percentage of air in the soil; and to draw and label appearance of mixture in the measuring cylinder after settling.

To draw a conclusion on the type of soil bearing on the observations made on the soil.

Weakness of the candidates included the following:

- Some candidates failed to correctly calculate the percentage of air in the soil.
- Some candidates drew poor diagrams with spelling errors in the labels of 'bulbs', 'bibles', etc instead of bubbles.
- Some candidates failed to make proper observation of what was happening in the cylinder e.g. bubbles being given off, layers formed after soil setting.
- Some candidates were unable to relate theory with the experiment.

Advice to the Teachers

- Teachers to conduct more practical lessons with their students to improve on the skills.
- Specimens should always be availed during the teaching learning process (use reality during the process).
- Teachers should give students chance to perform experiments on their own i.e. hands on minds on, making them child learner centred.

Question 2.

Candidates were required to make critical examination/observation of the specimens provided with the help of a hand lens. Classify the specimens provided while giving a reason for the classification.

Apply knowledge i.e. control measures of the parasites and adaptation to parasite mode of life.

Weakness of the Candidates

- In question 2 some candidates failed to classify the parasites. They instead stated where they live in or on the host.
- Some candidates failed to relate the stated features to their functions.
- There was poor observation skill as some candidates were not able to state the observable features on the parasites.
- Some candidates lacked proper subject language and use of technical terms e.g. failing to distinguish between pest and parasite.
- They also failed to give specific control measures as regards to particular pests and parasites e.g. seed dressing to control ticks, de worming to control ticks, spray with pesticides to control ticks, etc.

Advice to the Teachers

- More practical skill drills to be conducted to equip the students with the practical skills.
- Teachers should involve the students more in the practical lessons i.e. learners centred lessons than teacher demonstrated/teacher centred.
- Teachers should always emphasize on the use and meaning of the relative technical terms during the teaching-learning process.
- Teachers should always try to provide the real specimens as teaching-learning aids during the teaching-learning process.

Question 3.

Candidates were required to relate the specimens to the engine systems to which they belong.

Make a relationship between the features/parts on the specimens to their functions.

To identify the defects on the specimens and give specific maintenance practices that can be carried out so as to correct the defects.

To state the impact of the effects on the usage of the specimens.

Weakness of the Candidates

- Failure to follow the instructions as directed by the questions e.g. naming the apparatus instead of the systems to which they belong.
- Poor use of appropriate subject language/technical terms relating to specimens. This also indicated inadequate subject knowledge and poor syllabus coverage.

Advice to Teachers

- Exposure of the students to practical lesson experience
- Teachers should provide appropriate specimens as required of the teaching-learning process and advance information/instructions before the examinations.
- Emphasize on the use of appropriate technical language/terms.
- Ensure adequate syllabus coverage and emphasize on the important parts of a topic or sub topic.

Question 4.

Candidates were required to state the type of mouth parts of the specimens P and Q as observed using the hand lens.

Describe the types of direct mouth part damage that each of the specimens P and Q are likely to cause on crops.

Identify observable features of pest P that allow it survive as a crop pest.

Suggest the various methods used in controlling the above pests.

Weakness of the Candidates

- Candidates described the mouth parts instead of naming the types of mouth parts of the pests.
- There was interchange of the type of mouth parts and incomplete naming of the mouth part types e.g. biting mouth parts and sucking mouth parts instead of biting and chewing, piercing and sucking mouth parts.
- Some candidates were not able to describe the damages caused but instead gave the actions e.g. destroys seeds instead of making holes in grains.
- Some candidates gave the general adaptations of pests instead of those based on the observable features.
- Some candidates gave the features but could not give their functions for adaptation as required by double answer questions.
- Some candidates failed to identify the specific parts of the crop damaged e.g. specimen P eating leaves instead of eating grains.
- Some candidates failed to distinguish between storage pests and field pests, control measures for parasites and crop pests, e.g. spraying with acaricides instead of spraying with pesticides.
- Some candidates gave non-documented traditional control methods for storage pests e.g. use of ash, red pepper, etc.

Advice to the Teachers

- Teachers should always integrate theory with practicals when teaching.
- During the practical lessons, learners should be given chance to participate in the experimental work.
- Teachers should emphasize on the proper use of technical language or terms in the subject.
- Teachers should try to avail enough appropriate teaching-learning aids (specimens) during teaching of practical lessons.

Question 5.

Candidates were required to examine specimen R over an egg candler, state its suitability for consumption and give a reason for the suitability. 5 (a) was cancelled due to inadequate instructions to the teacher.

Examine specimen S, state its suitability for consumption and give a reason for the suitability.

Examination of specimen T describe its condition and state the cause of the condition of specimen T.

State the management practices which can be carried out to avoid the condition observed in specimen.

Weakness of the Candidates

- Some candidates made poor observations of the specimens and wrong identifications e.g. rotten meat for the liver, snail for the liver fluke, bad smell of the rotten meat, etc. some candidates gave the names of the specimens instead of describing the condition of the specimen.
- Some candidates confused management practices for the control of the parasite with the preservation measures for the liver e.g. freezing, salting for the liver.

Advice to Teachers

- Teachers should always provide the right specimens during the examinations e.g. whole fresh liver, not a piece of preserved liver.
- Use real specimens during the teaching-learning process to emphasize the importance aspects of practical lessons/skills.
- Expose students to more practical lessons/examinations to become familiar and know more of the specimens.
- A complete organ (the liver) be provided instead of pieces.

535/1 PHYSICS

This paper consists of two Sections **A** and **B**. Section **A** has 40 multiple choice questions. Section **B** has ten short structured questions. All the questions are compulsory.

Performance of the candidates

The overall performance of the candidates was poor. The quality of work presented by the candidates of this year is the same as that of last year, so is the candidate's performance scores. Performance was better in Section **A** compared to Section **B** because it leaves room for guessing. High order questions are still a challenge to candidates in both Sections A and B.

Analysis of performance in Section B

Question 41 (a)(i)

Candidates were required to define the term joule.

Weaknesses of the candidates

- Confusing the definition of a joule with that of a Newton and work.
- Not knowing the correct S.I units for force and distance

Advice to Teachers

- Define clearly the S.I. units of physical quantities.
- Clearly differentiate joule, Newton and work.

Question 41(a)(ii)

Candidates were required to state Newton's second law of motion.

Weaknesses of the candidates

- Many candidates failed to include the keywords.
- Stating the law of conservation of linear momentum instead of what is required.

Advice to Teachers

State and explain laws clearly, highlighting the keywords and the differences between them.

Question 41(b)

Candidates were required to calculate the work done by friction given mass, speed, distance and time.

Weaknesses of the candidates

- Many used the formula for Power to calculate work done ie. $\text{Work done} = F \times D / \text{time}$.
- Many failed to write the correct unit of work done [Joule or J].

Advice to Teachers

- Include many numerical questions and solutions while teaching.
- Emphasize correct units of quantities.

Question 42(a)

Candidates were required to State the laws of reflection.

Weaknesses of the candidates

- Many candidates omitted key words like 'point of incidence'.
- Many candidates stated the laws of refraction instead of laws of reflection.

Advice to Teachers

- Avoid dictating these laws to candidates.
- Distinguish between 'reflection' and 'refraction'.

Question 42(b)

Candidates were required to construct a ray diagram to show the formation of an image in a mirror using of two rays.

Weaknesses of the candidates

- Many candidates lacked the knowledge about the characteristics of images formed in plane mirrors.
- Failed to differentiate between real rays and virtual rays.

Advice to Teachers

While teaching, involve learners in construction of ray diagrams and supervise the assignments given to learners.

Question 42(c)

Candidates were required to describe diffuse reflection with use of a diagram.

Weaknesses of the candidates

- Confusing diffuse and regular reflection.
- Confusing diffuse reflection with diffusion.

Advice to Teachers

- Use of straight edges while drawing ray diagrams must be emphasized.
- Emphasize the difference between similar terms.

Question 43(a)

Candidates were required to define surface tension. This is not required of by the syllabus.

Question 43(b)

Candidates were required to recall the experimental observation/evidence for the existence of surface tension

Weaknesses of the candidates

- Wrong spelling of the word 'sinks'. Many candidates wrote 'thinks',' seeks',' thicks',' sicks' with reference to the filter paper.
- Candidates lacked knowledge of the existence of surface tension in liquids.

Advice to Teachers

Existence of surface tension in liquids should be demonstrated practically in class using a needle or a pin or a razor blade.

Question 43(b)(ii)

Candidates were required to explain the effect of temperature on surface tension.

Weaknesses of the candidates

- Candidates lacked the knowledge about the effect of heating on surface tension.
- Candidates considered the relationship between temperature and density of the liquid.

Advice to Teachers

Explain clearly the factors which affect surface tension in liquids with practical evidence for the learners to master the concept thoroughly.

Question 44(a)

Candidates were required to demonstrate knowledge of changes gained by different insulators when rubbed together.

Weaknesses of the candidates:

Not knowing the charge on electrons thus giving 'positive charge'.

Advice to Teachers

Teachers should explain clearly what happens when insulators are rubbed together and the charge carried by electrons.

Question 44(b)

Candidates were required to explain what happens when a negatively charged rod is placed near the cap of an uncharged gold leaf electroscope.

Weaknesses of the candidates

- Many candidates explain charging a gold leaf electroscope positively is by induction.
- Candidates lacked knowledge of charge distribution on a gold leaf electroscope.

Advice to Teachers

Practical demonstration of experiments involving a gold leaf electroscope should be carried out.

Question 45(a)

Candidates were required to define force.

Weaknesses of the candidates:

Candidates lacked the knowledge about the qualitative meaning of force.

Advice to Teachers

Teachers should draw clear lines/distinctions between the effects of force on a body and the definition or meaning of force on a body.

Question 45(b)

Candidates were required to apply Hooke's law in solving numerical problem.

Weaknesses of the candidates

Many candidates failed to combine the two sets of values given to arrive at the mass of the pan.

Advice to Teachers

Teach Hooke's law practically and give many numerical examples on the application of the law.

Question 46(a)

Candidates were required to state the principle of moments.

Weaknesses of the candidates

- Candidates omitted key words like 'equilibrium' and 'about a point' in their statements.
- Many candidates stated the principle of conservation of momentum.

Advice to Teachers

- Distinguish between moment of a force and momentum.
- Emphasise key words in definitions.

Question 46(b)

Candidates were required to apply the principle of moments to calculate the effort required to lift the hand cart.

Weaknesses of the candidates

- Candidates failed to obtain the total load and the perpendicular distances of the load and effort from the wheel of the hand cart.
- Candidates failed to relate the knowledge of simple machines to real life situation.

Advice to Teachers: Numerical examples should include what goes on in our daily life.

Question 47(a)

Candidates were required to name some parts of the **X-ray tube**.

Weaknesses of the candidates

Not knowing what takes place in an X-ray tubes. Some candidates referred to part M which is cathode rays as a vacuum, threads or bullets and part N which is X-rays as wires and flames.

Advice to Teachers

Draw well labelled diagrams on charts and display them in labs and classes for the learners to constantly review them.

Question 47(b)(i) and (ii)

Candidates were required to state the use of high voltage and low voltage in the X-ray tube.

Weaknesses of the candidates

Many candidates explained the use of the two parts with reference to intensity and quality of X-rays which reasons are secondary. The primary role of the two is to accelerate electrons and provide filament current respectively.

Advice to Teachers: Explain the primary use of each part of the X-ray tube.

Question 48(a)(i) and (ii)

Candidates were required to sketch the wave profile of a vibrating string when it produces a fundamental note and second overtone respectively.

Weaknesses of the candidates

- Many candidates lacked the knowledge about standing waves.
- Not knowing the meaning of the word 'wave profile'. This made many candidates fail this part of the question.

Advice to Teachers

The topic wave should be covered fully as per the NCDC syllabus i.e. waves in vibrating strings and waves in open and closed pipes.

Question 48(b)

Candidates were required to calculate the speed of sound in air by resonance tube and a given tuning fork.

Weaknesses of the candidates

Candidates lacked the knowledge of resonance in closed pipes because most of them used $V=2d/t$ instead of $V=2f(L_2-L_1)$.

Advice to Teachers: Allocate enough time to numerical examples in this sub-topic.

Question 49(a)

Candidates were required to explain the effect of changing flux linking a coil on the inducing magnet (moving trolley).

Weaknesses of the candidates

- Many candidates mentioned what happens to the galvanometer pointer and movement of the trolley but failed to give the reason why.
- Candidates confused the concepts of electromagnetic induced with magnetisation by induction.

Advice to Teachers: Demonstrate Lenz's law practically.

Question 49(b)

Candidates were required to calculate current when given the emf of a battery and resistance of the external resistor.

Weaknesses of the candidates

- Many students failed to state the correct formula $V=IR$.
- Many used $R=IV$, $P=VI$, $1/R=1/R_1+1/R_2$. This is evidence of lack of mastery of the concept.

Advice to Teachers

- Teach practically Ohm's law and give many numerical examples.
- State and write S.I. units of voltage, current and resistance both in words and symbols correctly.

Question 50(a)

Candidates were required to define specific heat capacity.

Weaknesses of the candidates

- Many candidates used unit mass instead of 1kg mass.
- They failed to differentiate between specific heat capacity and latent heat and heat capacity.

Advice to Teachers

Emphasise clear definitions of similar terms like specific heat capacity, specific latent heat and heat capacity.

Question 50(b)

Candidates were required to calculate specific heat capacity using data from a cooling curve graph.

Weaknesses of candidates

Many candidates failed to:

- Interpret the graph.
- Realise that average rate of heat loss is equivalent to power.
- Write the correct the S.I. unit of specific heat capacity.

Advice given to Teachers

Expose students to different graphs and help them to learn how to interpret graphs.

535/2 PHYSICS

This paper consists of eight questions of which candidates are required to answer any five.

Performance of the candidates

The overall performance of the candidates was good compared to last year. The quality of work presented by the candidates of this year was better than that of last year and so are the performance scores.

Analysis per question

Question 1.

This was one of the most attempted questions. It tested candidates understanding of Hooke's law. Candidates performed quite well in this question.

Weaknesses of the candidates

- Defining brittle material and elastic material, instead of ductile material.
- Stating Newton's second law instead of Hooke's law especially in condition of Hooke's law.
- Making incomplete statement of Hooke's law.
- Not writing proper sequence of steps (procedure) in experiment to verify Hooke's law and poor drawing of diagrams.
- Interchanging the formula for stress with that of strain.
- Interchanging of length and extension in calculation of strain.
- Failure to interpret question (c) well and relate the values to formula used in calculation of strain and stress.
- Giving explanation to (d) in terms of tension and compression instead of expansion and contraction.

Advice to Teachers

Suitable teaching aids should be used in teaching mechanical properties of materials, and concepts required brought out well with relevant applications.

Question 2.

This was a popular question. It tested candidates understanding of the behaviour of light.

Weaknesses of the candidates

- Defining principal focus for convex mirror or lens instead of that of concave mirror .
- In 2(b), poor mastery of ray diagrams, showing lack of practice of learnt contents.
- In 2(c), failure to logically write the procedure of the experiments
- Poor command of the English language.

Advice to Teachers: Practical approach in the teaching of this topic is recommended.

Question 3.

Candidates were required to define pressure and force, describe an experiment to show that air in the atmosphere exerts pressure, apply pressure formula $P=h\rho g$ for the fluids, air and mercury, state the application of atmospheric pressure and use Pascal's principle explain why a liquid is used as fluids in hydraulic machines instead of gas.

This question was popular and candidate's performance was good.

Weaknesses of the candidates

- Missing the word **perpendicular** in the definition of pressure.
- Using the $P=\text{force}/\text{area}$, instead of a sentence in defining pressure.
- Defining force as $F=\text{mass} \times \text{acceleration}$.
- In 3(b), some described wrong experiments.
- Failure to use $P=h\rho g$.
- Interchanging the density for fluid in solving the problem in (c).

Advice to Teachers: Continuous assessment required.

Question 4.

This question was not popular. It was attempted by very few candidates. The candidates were required to describe an experiment to determine internal resistance, define joule and apply the knowledge, derive the formula $1/R=1/R_1+1/R_2$ and apply in electrical circuit calculation.

Weaknesses of the candidates

- In (a), description of the experiment to determine internal resistance was a problem to many candidates indicating lack of mastery of concept.
- Effect of current through coil could not be conceptualized by candidates (failed to relate the two).
- Few could derive the expression of effective resistance in parallel.
- Interchange of formula for effective resistance.

Advice to Teachers

- Practical approach to the teaching of this topic is recommended. Sequence of steps (procedure) and workable diagram (circuit) should be emphasised.
- Practice in electrical circuit calculation should be given to candidates.

Question 5.

This was not a popular question. Tested was candidates understanding of the behaviour of sound waves.

Weaknesses of the candidates

- Candidates did not know how to answer 'what is meant by' instead just define a wave.
- Many candidates did not know how sound is transmitted from the source to the ear. Some candidates describe the experiment to show that sound needs a material medium for transmission.
- In (d) candidates used velocity of sound instead of velocity of electromagnetic spectrum.
- No knowledge of electromagnetic spectrum and their uses.
- No knowledge of medium between the earth and the moon, and property of electromagnetic waves.

Advice to Teachers

- Teach candidates presence of air and vacuum in the path of microwave and can move both in air for vacuum.
- Help students learn the difference between longitudinal and transverse waves.
- Give student exercises involving calculations on electromagnetic waves.
- Help students learn how to manipulated large figures.

Question 6.

This was a popular question. It tested candidates understanding of Newton's laws of motion.

Weaknesses of the candidates

- Failure to convert grams to kilogram.
- Failure to interpret the graph (deceleration and acceleration part of the graph).
- Failure to describe the experiment to determine acceleration due to gravity using pendulum. Sequence of steps required where not displayed by many candidates.
- Poor command of English language.

Advice to Teachers

- Practical approach is required in the teaching of this topic.
- Expose students to many calculations involving Newton's laws and graphical interpretations.
- Emphasise conversion of units to S.I.
- Pay attention to the students English. This would help them improve in answering descriptive questions.

Question 7.

This was a popular question. It tested candidates understanding of modern physics.

Weaknesses of the candidates

- Interchanging definition of nuclear fusion and fission.
- Inappropriate definition of nuclear fusion and fission.
- Confusing **X-rays** with radioactive isotopes.
- Confusing **X-ray** tube with Cathode Rays Oscilloscope tube and cathode rays tube.

Advice to Teachers

- Display multi charts to demonstrate those diagrams.
- Use animation from computer.

Question 8.

This question was very unpopular. Candidates were required to draw and label a moving coil galvanometer, explain the mode of operation of a moving coil galvanometer, state factors that determine force on a current carrying conductor, demonstrate the understanding of the mode of transmission of electrical power and operation of a transformer.

Weaknesses of the candidates

- Not knowing what a moving galvanometer is. Some students took it a transformer, generator and other devices. It seems this was not taught.
- Lack of knowledge of the working of a moving coil galvanometer.
- Poor command of English language.
- Lack of content. Many did not know the factors that the deflection of the moving coil galvanometer depends. They were writing down all factors that affect anything they know.
- Some candidates stated the way and did not explain as required by the question. They gave ways of minimising the energy losses without causes of the energy losses. And other candidates stated the energy losses without remedies.
- Wrong substitution in transformer equation (poor interpretation of the equation).
- Inability to recall the transformer equation because some candidates did not give the equation but resorted to use the ratio method or even guess work.
- Learners thought that the thicker the wire the harder/stronger it is.

Advice to Teachers

- Follow the NCDC syllabus to the latter while teaching.
- Practical approach in the teaching is recommended.
- Connect energy losses with remedies, preferably using a table with one side having energy losses and the other side, having corresponding remedies.
- Define the terms in the transformer formula.
- Give many numerical examples on transformers.
- Emphasise the understanding of concepts.
- Do team teaching.

535/3 PHYSICS (PRACTICAL PAPER)

This paper consists of three practical questions. Question one is compulsory. Questions 2 and 3 are optional and candidates are required to answer one.

Performance of Candidates

The overall performance of the candidates was good. Question 3 was the most attempted better done compared to question 2. The quality of work of the candidates this year was better than that of last year and so was their performance scores.

Question 1.

This was a compulsory question. Candidates were required to:

- Manipulate apparatus and obtain data using a metre rule.
- Convert the measurements obtain to metres.
- Find the reciprocals of the converted measurements.
- Present data in a tabular and graphical form.

Weaknesses of the candidates

- Some candidates presented their work in pencil. **It should be noted that pencil is for only drawing. Any work presented in pencils will not be marked.**
- Failure to take measurements accurately.
- Failure to convert measurements to metres.
- Failure to find the reciprocals.
- Failure to derive the correct units.
- Rounding off of values wrongly.
- Using wrong symbols for units.
- Failure to draw proper closed tables.
- Setting their own questions i.e. $1/y$ instead of $1/y$.
- Wrong reading of the accuracy of the metre rule. i.e. to more than one place of decimal.
- Interchange of axes in plotting.
- Use of poor scale in plotting graph.
- Failure to write the origin, demarcating the axes, and writing figures in space or vertically.
- Starting with 0.50 instead of 0.050 leading to distortion.

Advice to the Teachers

- Teaching conversions of units.
- Teaching graph work.
- Give more practicals in teaching.

Question 2.

Candidates were required to:

- Manipulate apparatus and obtain data using a metre rule.
- Locate the image by no-parallax method.
- Present data in a tabular and graphical form.

Popularity of the question: Least popular question.

Weaknesses of the candidates

- Failure to manipulate the apparatus to obtain the image.
- Failure to correctly interpret instructions. Some had only one value of x .
- Most candidates changed the y values from cm to cm^3 .
- Most candidates wrote the formula for Z in the table.

Advice to Teachers: Guide candidates on how to follow instructions in the practicals.

Question 3.

Candidates were required to:

- Interpret the circuit diagram and set up the circuit.
- Take measurements using meter rule, voltmeter and ammeter.
- Present data in a tabular and graphical form.
- Manipulate the data and obtain determine the constant of the bare wire.

Popularity of the question

- It was the most 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.

Advice to Teachers

Give students opportunity to practice how to interpret circuits, connect them and take readings to the right accuracies of the instruments used.

535/4 PHYSICS

This is an alternative paper to 535/3. The paper consists of three questions. Question 1. is compulsory. Questions 2 and 3 are optional and candidates are required to answer one.

Performance

The overall performance of the candidates was better than last years. Question 2 and 3 were equally attempted. The quality of work of the candidates this year was better than that of last year, but there was **too much Pencil work**.

Question 1.

This was a compulsory question. Candidates were required to:

- Manipulate apparatus and set up the experiment.
- Take measurements using meter rule and a clock.
- Convert the measurements obtained to metres.
- Present data in a tabular and graphical form.
- Manipulate and obtain a constant Z .

Weaknesses of the candidates

- Not converting measurements for h into metres as required.
- Inaccurate measuring of times for t .
- Mixing up the calculations for T and T^2 .
- Incorrect statement of the title of the graph of T^2 against h .
- Double labelling of the axes as T^2 , as well as y -axis, and h as well as x -axis.
- Use of inconvenient scales.
- Incorrect derivation of the units of the slope.

Question 2.

Candidates were required to:

- Manipulate apparatus and set up the experiment
- Trace the path of light rays through a glass block and locate images.
- Take measurement using meter rule and a protractor.
- Present data in a tabular and graphical form.
- Manipulate the data and obtain a constant λ of the glass block.

Weaknesses of candidates

- Not measuring angles correctly.
- Incorrect drawing of the outline of the glass block.
- Not reading sines of angles correctly.
- Not submitting diagrams or tracings as required.

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 form.
- Manipulate the data and obtain the sum of the resistance of the bicycle spoke and the internal resistance of the dry cell, and the resistivity of the wire provided.

Weaknesses of candidates

- Inability to read an ammeter correctly.

535/5 PHYSICS PRACTICAL PAPER

This is an alternative paper to 535/3 and 4. The paper consists of three questions. Question 1 is compulsory. Questions 2 and 3 are optional and candidates are required to answer one.

Performance

The overall performance of the candidates was the same as that of last year and so were their performance scores. Question 2 was least attempted compared to question 3. Performance was best in question 3 and worst in question 1.

Question 1.

This was a compulsory question. Candidates were required to:

- Interpret the diagram and set up the experiment
- Take measurements using metre rule and a measuring cylinder
- Convert the measurements obtained to metres.
- Present data in a tabular and graphical form.
- Manipulate and obtain a constant β the boiling tube provided

Question 2.

Candidates were required to:

- Interpret the diagram and set up the experiment
- Trace the path of light rays and locate images.
- Take measurement using meter rule.
- Present data in a tabular and graphical form.
- Manipulate the data and obtain a constant ϕ of the lens.

Question 3.

Candidates were required to:

- Interpret the circuit diagram and set up the circuit.
- Take measurements using meter rule, voltmeter and ammeter.

- Present data in a tabular and graphical form.
- Manipulate the data and obtain the constant α of the wire provided.

Weaknesses of the candidates

- Inability to follow instructions and interpret diagrams correctly.
- Failure to convert measurements for e into metres as required.
- Allocating wrong units e.g. Giving volume and height the same units
- Violating the accuracy of the instruments used.
- Not knowing how to read ammeter and voltmeter.
- Wrong rounding off of figures.
- Use of inconvenient scales.

545/1 CHEMISTRY PAPER

This paper consists of 50 multiple-choice question. Candidates are required to answer all the questions.

Performance

The overall performance of the candidates in the paper was more or less the same as that of last year. The quality of work presented is also the same. We still have candidates who simply write their names and do not attempt any question despite the fact that there is room for guess work. There are also candidates who are still using pencil to write their answer contrary to the instruction on the question paper.

Weaknesses of the candidates

- Inability to follow instructions for questions 41-45 and 46-50
- Total lack of knowledge by some candidates that makes them not even to guess.
- Using pencil to write answers.

Advice to Teachers

- Help students learn how to respond to questions 41-45 and 46-50.
- Inform students that work done in pencil other than drawings is not marked.

545/2 CHEMISTRY PAPER

This paper consists of two sections **A** and **B**. Section **A** consists of **10** structured questions and candidates are required to answer all the questions. Section **B** consists of **four** semi-structured questions and candidates are required to answer **two** questions.

Performance

The overall performance of candidates was good. Performance was good in questions 2, 3,4,5,6,10,11,12 and14, but poor in questions 1,7,8,9 and 13.

The quality of work the candidates' presented this year was better than that of last year and so was their performance scores.

Question 1.

Required was knowledge of methods of separation of mixtures. Many candidates attempted the question.

Weakness of the candidates

- Candidates were not able to recall the correct method of separation of particular mixtures.
- They seemed not to know the principle(s) behind each method of separation of mixtures.

Advice to Teachers:

Emphasise the principle(s) behind each method of separation of mixtures.

Question 2.

Candidates were required to state group number, Valency and period of given elements in the Periodic Table. This was a very popular question.

Weakness of the candidates

- Some candidates could not tell the difference between Period and the Periodic Table, Group and Period, Valency and electronic configuration.

Advice to Teachers: Use a chart of Periodic Table as a teaching aid.

Question 3.

Required was to give conditions and write equations for the reactions of oxygen with sulphur and copper. They were also to identify which one is a basic oxide. This was a popular question.

Weakness of the candidates

Most candidates did not understand what conditions for a reaction was all about. They listed products of the reaction instead.

Advice to Teachers

Teach using practical approach and explain why a reaction cannot take place unless some conditions are provided.

Question 4.

Candidates were required to write equation for the reaction of sulphur and iron, state observation when sulphuric acid is added to the product (iron (II) sulphide),to write equation for the reaction, identify the gas evolved(hydrogen sulphide) and state why hydrogen sulphide is an air pollutant. This was a popular question.

Weaknesses of the candidates

- Failure to write balanced chemical equation.
- Little idea about the pollution effect of hydrogen sulphide.

Advice to Teachers

- Give more practice in equation writing.
- Teach the topic practically through test tube reactions.

Question 5.

Candidates were required to identify the gas produced during catalytic oxidation of ammonia and write equation leading to the formation of the gas. They were further to state the application of the catalytic oxidation of ammonia.

Weakness of the candidates

- Candidates gave no distinction between nitrogen monoxide and nitrogen dioxide.
- Could not balance equation for catalytic oxidation of ammonia.

Advice to Teachers

- Give practical demonstration lessons.
- Continuous practice in balance equations is needed.

Question 6.

Candidates were required to determine the empirical and molecular formula of an organic compound from the numerical data provided. This was a popular question.

Weakness of the candidates

- Failure to apply their mathematical knowledge to round off decimal numbers to acceptable values.
- Failure to relate molar gas volume to molar mass.

Advice to Teachers

- Give more questions to students for practice and always mark and correct their work.

Question 7.

Candidates were required to state observations and write ionic equation for the reaction that takes place when hydrogen chloride is bubbled through aqueous sodium hydrogen carbonate and silver nitrate. This was a popular question

Weakness of the candidates: Lack of practical knowledge on **ionic** chemistry.

Advice to Teachers: Teach the subject practically.

Question 8.

Candidates were required to name the process and write equation for the reaction leading to the formation of ethanol from sugar, state conditions for the dehydration of ethanol and write equation for the reaction and also to write equation for the reaction between ethene and bromine. This question was not popular.

Weaknesses of the candidates

- Failure to recall conditions for dehydration of ethanol and hence incorrect equation.
- Not knowing equation for the reaction of ethane and bromine.

Advice to Teachers: Cover the syllabus in time.

Question 9.

Candidates were required to state the meaning of enthalpy of combustion and to calculate the amount of heat evolved and volume of oxygen from data provided. This question was not popular.

Weaknesses of the candidates

- Failure to define enthalpy of combustion correctly.
- Inability to calculate the heat evolved and volume of oxygen from the given data because of poor mathematical skills.
- Failure to provide answers to the accuracy required in the question.(i.e. one decimal place.)

Advice to Teachers

- Help students appreciate the mole concept.
- Give more exercise to students on enthalpy changes.
- Emphasise accuracy required/provided in the question.

Question 10.

Candidates were required to name a reagent that can be used to distinguish between a pair of ions and stating what would be observed if the reagent is added to each of the ions, separately. This was a popular.

Weakness of the candidates: Lack of practical knowledge on **ionic** chemistry.

Advice to Teachers: Teach the subject practically.

Question 11.

Required, was the candidates understanding of the processes of electrolysis and factors affecting the products formation at the electrode. This was a popular question.

Weaknesses of the candidates

- Candidates were unable to appreciate that ions and **not** electrons are the conducting particles in copper (II) chloride (molten).
- They were not able to tell whether the reaction at electrodes was oxidation or reduction.
- Failure to state the identity of products at the electrodes.

Advice to Teachers

- Complete the syllabus in time.
- Emphasise on the nature of reactions at electrodes i.e. oxidation or reduction.

Question 12.

Candidates were required to recall the laboratory preparation of a dry sample of hydrogen, properties of hydrogen and uses of hydrogen. This question was popular.

Weaknesses of the candidates

- Some candidates did not know the reagents for the preparation of hydrogen.
- They did not apply mole concept in determining the volume of hydrogen produced at room temperature from the given data.
- They failed to give their numerical answers according to the accuracy given in the question.

Advice to Teachers

- Teach practically the preparation of gases using the common reagents.
- Give students many numerical questions.

Question 13.

Required was the definition of amphoteric oxide, examples of amphoteric oxides other than aluminium oxide, knowledge of the laboratory preparation of salts, application of mole concept to determine the number of moles of water of crystallisation in hydrated aluminium sulphate, $\text{Al}_2(\text{SO}_4)_3 \cdot n\text{H}_2\text{O}$ and knowledge of tests that can be used to distinguish between aluminium ions and Lead(II) ions.

This question was not popular.

Weakness of the candidates

Many of the candidates were not able to answer most parts of the question, including definition of amphoteric oxide displaying total lack of knowledge.

Advice to Teachers

- Let students prepare various salts in the laboratory
- Integrate mole concept into other topics.

Question 14.

Candidates were required to recall the process of extracting iron from haematite and chemical properties of iron. This question was not popular.

Weaknesses of the candidates

- Not knowing the chemical formula of haematite.
- Some candidates were not able to distinguish the reaction of iron with water from that of iron and water in the presence of air (oxygen).

Advice to Teachers

- Complete the syllabus in time.
- Teach reactions of metals with water practically.

545/3 CHEMISTRY (PRACTICAL PAPER)

This is a practical paper. The paper consists of two compulsory questions, one on quantitative analysis and the other on qualitative analysis.

Performance

The overall performance of candidates in the paper was poor. The quality of work the candidates presented this year was poorer than that of last year and so were the performance scores.

Question 1.

Candidates were required to manipulate apparatus and generate data through titration, present the data in appropriate form, manipulate the data generated and determine the concentration of the solution they had prepared.

Weaknesses of the candidates

- Most of the candidates did not obtain accurate average volume due to inaccuracy in their measurements.
- There was evidence that some candidates never had enough practical lessons.
- Quoting wrong figures for volume of pipette used e.g. 100cm^3 , 12.5cm^3 , etc.
- Filling the burette to wrong decimal places e.g. to zero, 1 or 3 decimal places instead of 2.
- Indicating burette volumes greater than 50 cm^3 .
- Writing initial burette reading greater than or equal to the final burette reading.
- Adding final burette reading to the initial burette reading to obtain titre values instead of subtracting.
- Not knowing how to choose the best two values (consistent values).
- Using ratio sign for decimal place.
- Lack of use of first principles in the calculation of concentrations e.g.:
- Using arrows, equal signs or formulae to represent statements such as 1000cm^3 of BA1 contain 2 moles; 2 moles react with; etc.
- Failure to apply the knowledge of reaction ratios.
- Use of wrong units e.g. cm for cm^3 ; m for M, grams for moles, etc.
- Poor mathematical skills.

Advice to Teachers

Integrate practical work in the teaching and endeavour to address the weaknesses above during teaching.

Question 2.

Candidates were required to **analyse** a substance and determine the cations and the anion in it. Tested was the candidate's ability to make accurate observations and make deductions based on the observations made.

Weakness of the candidates

- Many candidates got few marks at the heating stage because of use of wrong words in describing their observations. For example, describing the **evolution** of gas as **effervescence/bubbles**. For gas turning limewater milky, words such as misty, milk, cloudy, foggy or turbid were used instead of milky.
- Use of the words such as substance, particles, precipitate to mean residue.
- Failure to systematically describe the colour change.
- Poor identification (test) of the colourless condensate.
- Wrong spelling of technical terms which tend to be written as pronoun e.g. effervescence, precipitate.
- Wrong descriptions of changes that occur e.g. clear solution for colourless solution, colourless residue for white residue, and white solution for white precipitate. White precipitate turning colourless to mean white precipitate dissolving.
- Use of wrong words for precipitate such as suspension, turbid, cloudy, misty, foggy, etc.
- Deductions not corresponding to their observations.
- Poor writing of chemical formulae; mg for Mg, zn for Zn, AL for Al.
- Wrong indication of charges on ions e.g. CO_3^{2-} , Al^{2+} , Pb^+ .
- Not knowing how to wash the residue.
- Confusing cations and anions.

Advice to Teachers

- Integrate practical work in the teaching
- Thoroughly explain to learners the meaning of the simple terms used in qualitative analysis.
- Help students learn how to write sensible observations and to logically draw conclusions.

545/4 CHEMISTRY PRACTICAL PAPER

This is an alternative practical paper to 545/3. The paper consists of two compulsory questions, one on quantitative analysis and the other on qualitative analysis.

Performance

The overall performance of candidates in the paper was fairly good. The quality of work the candidates presented this year was the same as that of last year. The candidates' performance scores this year were better than that of last year.

Question 1.

Candidates were required to manipulate apparatus and generate data through titration, present the data in appropriate form, manipulate the data generated and determine relative formula mass of an organic acid.

This question was better done than question 2. Although there was an improvement in the filling of table, the candidates displayed the weaknesses below.

Weaknesses of the candidates

- Confusing initial and final burette readings.
- Failure to indicate the pipette capacity.
- Failing to accurately subtract values in the table.
- Some candidates are still failing to record results to two decimal places, while others were using ratio sign instead of decimal. I.e. Instead of 20.10 they would write 20:10.
- Not knowing how to select consistent values for use in calculating average.
- Not understanding the meaning of average volume. Some candidates were using the total of the titre volumes.
- Wrong interpretation of the mole ratio leading to interchanging of the ratios.
- Wrong interpretation of molarity leading to giving statements like; 100cm³ of NaOH reacted with 0.09moles of BA1, instead of 1000cm³ of BA1 contain 0.09moles of NaOH.
- Lack of knowledge of the mole concept made many of the candidates failed to proceed after obtaining data.
- Not knowing units for volume. Some candidates used cm instead of cm³.
- Use of Pencil.

Advice to Teachers

- Integrate practical work in the teaching.
- Give a lot of practical work and guide students on how to record results and use them in calculations.
- Inform students that pencil work is not allowed in this paper. Any work done in pencil is not marked.

Question 2.

Candidates were required to **analyse** a substance and determine the cations and the anion in it. Tested was the candidate's ability to make accurate observations and make deductions based on the observations made.

Candidates performed poorly in this question compared to question 1.

Weaknesses of the candidates

- Not following instructions carefully leading to wrong observations.
- Lack of understanding of simple technical terms like filtrate, residue, soluble, insoluble solution, precipitate, effervescence and bubbles. This led to giving contradictory statements like, a white **precipitate solution** and White precipitate **insoluble** in excess forming a colourless **solution**.
- Poor English leading to making statements like; a green precipitate was informed, bluble was involved, solution soluble, the gas forms a black residue. Many candidates also had problems with spellings.e.g. blue was written as buleorblu, black as balack, soluble as souble, precipitate as precipiate.
- Mixing up observations with deductions. Observations are recorded under deductions and vice visa.
- Poor writing of symbols and charges of ion e.g. AL for Al, CO₂⁻ for CO₂, CO₃⁴ for CO₃²⁻, Al²⁺ for Al³⁺
- Inability to logically reason during the analysis.
- Confusing cations and anions.
- Lack of knowledge of confirmatory tests for cations and anions.

Advice to Teachers

- Integrate practical work in the teaching
- Thoroughly explain to learners the meaning of the simple terms used in qualitative analysis.
- Emphasise the correct writing of chemical formulae right from the time it is introduced.

Advice to Teachers

There is need for teachers to emphasise symbols and formulae right from senior one.

545/5 CHEMISTRY PRACTICAL

This is an alternative practical paper to 545/3 &4. The paper consist of two compulsory questions, one on quantitative analysis and another on qualitative analysis.

Performance

The overall performance of candidates in the paper was poor.

The quality of work the candidates presented this year was slightly better than that of last year.

The number of candidates that scored zero reduced and also those who got the maximum score reduced compared to last year.

Question 1.

Candidates were required to manipulate apparatus and generate data through titration, present the data in appropriate form, manipulate the data generated and determine relative atomic mass of element **W** in the compound **W₂X.5H₂O**.

Weaknesses of the candidates

- Not knowing how to read the burette. Some candidates had readings above 50cm,³ the maximum burette capacity.
- Confusing initial and final burette readings.
- Failure to indicate the pipette capacity.
- Failing to accurately subtract values in the table.
- Failing to record results to two decimal places.
- Wrong recording of the burette readings e.g., recording 20.10 as 20.01. Practically it is impossible to take a reading of 20.01 with the burette.
- Failing to use calculators correctly, leading to average values higher than the respective titre values used. For example, average of 20.10 and 20.20 obtained as 30.20.
- Lack of knowledge on the mole concept.
- Confusing moles and Molar.
- Not knowing units for volume. Some candidates used °C.

Advice to Teachers: Integrate practical work in the teaching.

Question 2

Candidates were required to **analyse** a substance and determine the cations and the anion in it. Tested was the candidate's ability to make accurate observations and make deductions based on the observations.

Weakness of the candidates

- Lack of understanding of simple technical terms like filtrate, residue, soluble, insoluble solution and precipitate. This led to giving contradictory statements like, a blue **precipitate solution** and White precipitate **insoluble** in excess forming a colourless **solution**.
- Mixing up observations with deductions.
- Poor writing of symbols and charges of ions.
- Cram work rather than logical reasoning during the analysis.
- Confusing cations and anions.

Advice to Teachers

- Integrate practical work in the teaching
- Thoroughly explain to learners the meaning of the simple terms used in qualitative analysis.

553/1 BIOLOGY (THEORY)

Introduction

The paper consists of three Sections: A, B, and C. Section A is made up of 30 Multiple-Choice Questions and Section B is made up of 3 structured questions. Section A and B are compulsory. Section C is made up of four questions and a candidate answers any two questions.

Performance of candidates

Candidates performed poorly in this paper, although there was slight improvement in language they used. The well-done question was number 31 and those poorly done were questions: 32, 33, 34, 35 and 37.

Analysis of questions

Question 31.

The question required candidates to plot a graph showing how the population of prey (kobs) varied with that of predator (lion) and state other factors that affect population changes of the prey (kobs) within a habitat. It was compulsory.

Weaknesses of candidates

- Failure to follow skills involved in graph work;
- Lack of knowledge about graph work;
- Failure to identify biological concept in the literature involving wildlife
- Failure to describe how the plotted graph varied with time.

Advice to Teachers

- Have more practice on graph work with students;
- Teach ecology in time and explain concepts involved in interrelationships;
- Handle question approach and terms used such as explain, describe and describe how;
- Test candidates in all levels of learning at their level.

Question 32.

Required the candidates to mention the forms of instability in fish and to give ways how fish achieves locomotion in water from deep waters into the surface and then how forward movement occurs. It was a compulsory question and the worst done.

Weaknesses of candidates

- Lack of knowledge about locomotion in fish,
- Describing the ways of instability instead of stating;
- Failure to specify particular fins to a named form of instability
- Failure to give correct names of fins involved in activities asked in the question.

Advice to Teachers

- Teach all topics
- Relate structures of organisms to their functions and importance of such structures.

Question 33.

This question required candidates to prove that green plants also produce carbondioxide (arrow material in photosynthesis) during (aerobic) respiration.

A compulsory question with some candidates scoring very well while others only average scores.

Weaknesses of candidates

- Failure to interpret the diagram
- Lack of knowledge
- Poor language command, eg milk for milky, colourless for white, obsorb/observe for absorb;
- Writing chemical reaction between CO_2 gas and lime water;
- Lack of exposure to textbooks for revision.

Advice to Teachers

- Teach some concepts practically
- Draw illustrations for set-up of apparatus used on chalk board/charts
- Follow NCDC syllabus while teaching
- Give reference text books for further readings
- Offer remedial lessons;
- Expose learners to terms used in questions

Question 34.

Candidates were required to explain how the eye is able to see in both dull and bright light, and how some of its parts carry out their functions. It was least attempted because it required facts from own mind without any guidance.

Weaknesses of candidates

- Explaining ability of eye to see in dull and bright light in terms of behavioural activities of an organism such as faces away, opens eyes wide;
- Lack of knowledge
- Incorrect spellings eg. corns for cones, irish for iris; *deam/deem* for dim;
- Confusing controlling with accommodation;

- Misconceptions eg. ciliary for circular muscles.

Advice to Teachers

- Write biological words on chalkboard;
- Avoid dictation of notes;
- Discourage automatic promotions;
- Encourage students to do own readings; discourage of pamphlets;
- Use textbooks
- Help to identify incorrect information/relevant information from pamphlets.

Question 35.

Required candidates to define transpiration, mention how it is important to plant and to give reasons for drying up of plants in areas having a lot of water. Was the most attempted and the scores were good.

Weaknesses of candidates

- Misconception: transpiration taken to mean respiration/ transpiration/Photosynthesis/translocation/weeding/humidity/formation of non-woody plants/digestion/pollination/absorption of sunlight and water from atmosphere/cocoon/soil erosion/ germination/improving soil fertility;
- Failing to state form of water lost;
- Not giving reason for importance given,
- Answering own question.

Advice to Teachers

- Teach all sub-topics of topics;
- Relate topic contents taught to one another;
- Emphasise key words in definitions;
- Do topical testing;
- Remedial lessons/teaching;
- Relate classroom work to daily life of living organisms;
- Sensitize departmental members.

Question 36.

Candidates were required to give the differences between mitosis and meiosis, and to state, with reasons, the importance of each in living organisms. It was averagely attempted

Weaknesses of candidates

- Failure to give differences between mitosis and meiosis;
- Giving answers combining both eg "they";
- Giving details of particular stages;

- Failure to understand the demands of the questions;
- Lack of knowledge.
- Misconception for mitosis, as giving out/using up O₂, giving up water while meiosis the opposite of mitosis.

Advice to Teachers

- Carry out regular checkup of students' notes;
- Write biological terms on chalkboard;
- Teach all topics;
- Guide learners on question approach
- Encourage use of text books;
- Encourage students to read textbooks.

Question 37.

Required candidates to define/give meaning of vegetative propagation and then mention ways in which humans use this method for their benefits and the plants involved; Plus the benefits of such methods & their shortcomings. The question was most popular though also poorly scored by many.

Weaknesses of students

- Non corresponding examples for each of the different methods given.
- Mixing up advantages and disadvantages;
- Misconceptions of vegetative propagation as "mixed farming/photosynthesis/ mulching/ prevention soil erosion/improving soil fertility/ inter-cropping/ improvement of crop production planting leaves as seeds/pollination/fertilization/perennial plants/cleaning of vegetation/ differentiation in plants;
- Lack of knowledge.

Advice To Teachers

- Teach all topics following NCDC syllabus;
- Give advantages and disadvantages for both natural and artificial vegetative propagation;
- Teach students the concepts NOT just for them to pass exams;
- Avoid dictating notes.

553/2 BIOLOGY (PRACTICAL)

Introduction

The paper consists of three compulsory practical questions. Question 1 required carrying out laboratory practical procedure. Questions 2 and 3 are on interpretation of biological data.

Performance of candidates

The overall performance was poor although the quality of candidates was slightly better than those of 2015. Question 3 was well done while question 2 was poorly done.

Analysis of Questions

Question 1.

The question required knowledge of the following skills: manipulative skills, observation and recording, measurement, time management, analytical and interpretational skills.

Weaknesses of candidates

- Failure to understand and follow instructions on experimental procedure
- Failure to assemble and use the apparatus eg, using 10 cm³ measuring cylinder to measure 33cm³
- Candidates did not know how to use a visking tube

Advice to Teachers: Teachers should have hands on practical activities for each topic.

Question 2.

Required the followings skills: observational, recording and interpretation; to describe the structures and differentiate drawing skills and to relate structure to function

Weaknesses of candidates

- Lack of observational skills
- Most candidates lacked practical knowledge on flowers
- Failure to relate structure to this functions

Advice to Teachers

- Discourage students from framing biological drawings;
- Integrate practicals with theories from S1 to S.4;
- Stop teaching practicals in candidate class only.

Question 3.

Required the following skills: observational, recording, measurement and description; application of Biological knowledge to everyday life; drawing skills and to construct a dichotomous key.

Weaknesses of candidate:

- Lack of knowledge on views
- Stating the units and to calculate the ratio
- Failure to relate the ratio to its significance for the animals' habitat
- Limited vocabulary and poor communication skills

Advice to Teachers

- Expose learners to regular practicals, especially dichotomous key
- Hands on practical skills from S.1
- Discourage students from framing drawings.

553/3 BIOLOGY (PRACTICAL)

The paper consists of three compulsory practical questions. Question 1 required carrying out laboratory practical procedure. Questions 2 and 3 are on interpretation of biological data.

Performance of candidates

The overall performance was good the best done was question 2. and the poorly done was question 3. The quality of candidates was better compared to last year's

Question 1.

This physiological question required manipulation of apparatus and specimen, observation, recording of results and analysis of results.

Weaknesses of candidates

- Wrong recording of observations and deductions
- Inability to relate the following questions with the experimental results
- Responses showed lack of comprehension of the subject content.

Advice to Teachers

Expose learners to regular practical lessons with emphasis on question approach right from S.1

Question 2.

Required candidates to: state the type of fruit and reason, state structural differences between two specimens; describe dispersal of R and draw longitudinal section of specimen P (Drupe)

Weaknesses of candidates

- Writing wrong reasons for correct identity or correct reasons for wrong identity.
- Writing wrong differences and some differences did not tally
- Writing named animals for agents of dispersal.
- Poor drawing skills.

Advice to Teachers

Expose learners to regular practical lessons with emphasis on question approach right from lower classes.

Question 3.

Required candidates to: describe each specimen and adaptation to function; push specimens in water and state observations then significance; to draw specimen T (covert feather).

Weaknesses of candidates

- Listing structures on specimens without descriptions
- Structures and functions not tallying in adaptations,
- Poor drawing skills

Advice to Teachers

Should begin teaching practical lessons from S1 with emphasis also on question approach instead of waiting to teach in S.4.

553/4 BIOLOGY

Introduction

The paper consists of three compulsory practical questions. Question 1 required carrying out laboratory practical procedure. Questions 2 and 3 are on interpretation of biological data.

Performance of Candidates

The overall performance was good and the candidates' work better than that of 2015. Question 1 was well done and question 2 poorly done.

Question 1.

This question was based on soil science specifically testing the water holding capacity of sand and clay. It tested a number of scientific skills. These included measurement skills, observations, interpretation and offering explanations to what was observed and drawing of graphs, description of curves and explanation.

It was the best done question among the three questions because candidates filled the table and plotted the graph.

Weakness of candidates

The time for making observation was within one minute (60 seconds). It was difficult for candidates to record accurate results within an interval of ten seconds.

Question 2.

This question was based on plant biology. It involved classification and identification of the plant parts. The practical skills tested involved observation, drawing, measurement and interpretation and draw conclusions. It was poorly done question among the three questions.

Weaknesses of candidates

- Lack of scientific knowledge in identifying the specimen.

- Use of local names to identify specimens like sugar cane, cactus, Irish potato and bryophyllum.
- Questions on adaptation not well handled, candidates were only recording features.
- Insufficient practical skills.

Question 3.

- This question was based on animal biology, on classification. The skills tested in this question included; observation, interpretation and drawing. It was the second best done question among the three though candidates showed lack of drawing skills.

Weaknesses of Candidates

- Most candidates failed to classify the two specimens by their phylum class.
- Most candidates did not write the magnification on the drawings.

Advice to Teachers

- Teachers should expose students to the use of common apparatus like Rulers, stop clocks, measuring cylinders, thermometers and units used, beakers and filter funnels
- Teach the required practical skills starting from the lower classes.

610/1 STILL LIFE AND NATURE

This paper involves either drawing or painting.

- The paper set had 2 sections: Still life and Nature
- Still life had 2 tasks while the nature option had 3 options
- Candidates were required to select one task in all
- Most candidates attempted Alternative A in Nature (Thorny leafy branch) while very few attempted the landscape (Alternative B in Nature). "The Butterfly" in Alternative C in Nature, was the least popular and worst done.

Expectations

In still life the following attributes were expected:

- Candidates were to show a variety of texture on the basket, cabbage and other fruits.
- There was need to show the relationship between the environment and the set specimens, and hence the back, middle and foregrounds were to be treated with due importance.
- Candidates equally needed to show order in composition and arrangement and on use of the plane/surface for drawing or painting.
- There was also need to contrast the shiny objects against the rough ones by proper handling of tone and values.

In Nature, candidates were expected to show:

- The patterns of the leaves
- The textures of the thorns vs the leaves
- The structural or natural growth of the thorny branch
- The perspectives; linear and aerial, textural variations of vegetation in the landscape and a closer observation of details for the sake of the insect – Butterfly.

Candidates' Weaknesses

- Unsettled compositions in Still life option.
- Failure to foreshorten the ladle and the vegetation in the landscapes.
- Poor composition arrangement and wrong application of the rule of perspective affected the quality of work of many candidates especially in landscape studies.
- Some candidates also had problems with the natural attachment of features on the insect – Butterfly. The natural growth order and patterns were not properly attended to.

Advice to Teachers

Teachers should encourage students to do regular and varied practice with specimens of varied looks, shapes, forms, structures, both natural and artificial.

610/2 STUDY OF LIVING PERSON AND IMAGINATIVE COMPOSITION

- Two sections were set: Living Person and Original Imaginative Composition
- Two alternatives were set in study of the Living Person thus full figure and half figure (head including torso).
- In original imaginative composition, eight test items were set.
- The question paper well compared to that of 2015

What was expected: for Alternative A (human figure studies)

Candidates were expected to display their skills in showing:

- Anatomy, in drawing of forms and structures,
- Foreshortening
- Tones and textures
- Studies of pose and mood
- Composition, drapery and personal qualities

For the case of Alternative B (Original Imaginative Composition), candidates were expected to exhibit practical levels of:

- Personal interpretations, originality, composition studies
- Situational meanings of every item as attempted
- Drama, feeling, mood, creativity, composition

- Perspectives in colour and space.

Candidates' Weaknesses

- For the sake of Alternative A
- Human poses were hard to capture by some candidates.
- Pose, anatomy and studies of most of the other elements were not well executed by many candidates.

Advice to Teachers

Teachers should train students in the study of human figures using live models to train the students in observation skills.

For Alternative B, candidates had the following challenges:

- For question 1 many candidates were unable to depict an environment suitable for milking.
- In question 2, some candidates could not show the posture of people in a choir or stage thus pose needed more attention.
- Question 3, many candidates could not properly show a variety of carpenters' tools.
- Question 4 (Road construction), the environment setting was not well done in candidates' work to show road construction.
- Question 5 "in the salon" lacked necessary drama to show movements required in a salon. This was equally the same with question 6 "tug of war" and task 7 "at a picnic, everybody seems to be busy". The drama virtually needed more attention.
- Question 8 "Surprise" had several interpretation although candidates only restricted them to only human beings, yet animals and plants could make part of this interpretation.

Advice to Teachers

Teachers should encourage students to make serious observations while drawing or painting from living person and for the sake of original imaginative compositions, teachers should encourage candidates to be creative and to include the use of experiences in their work. Work should not necessarily be restricted to the literacy interpretation of the statement given.

610/3 CRAFT A

Four (4) questions were set. A candidate had to select one question to attempt. The set tasks were as follows:

- Question 1 was a poster
- Question 2 was a book cover
- Question 3 was a trademark
- Question 4 was calligraphy

The following attributes were expected:

Layout, creativity, lettering, compositions, clear interpretation, use of given dimensions adequately, organization skills, colour contrasts balance and effective distribution, emphasis purpose of design and show of individual uniqueness and competence.

Candidates' Weaknesses

- Inaccurate letter construction
- Inappropriate character use while lettering
- Some candidates wrote as if they were required to ordinarily write, instead of using well planned and constructed letter characters.
- Some candidates never minded the dimensions given in the question and therefore their work was out of scope.
- Use of inappropriate illustrations

Advice to Teachers

- Teachers should pay keen attention to the use of lettersets and creative writing to enable candidates boost their potential of personal creativity in design and character construction.
- Teachers should follow the syllabus while teaching for proper guidance on the requirement of the paper before they present candidates for final UNEB examinations.

610/4 STUDIO TECHNOLOGY

Ten numbers/questions were set and all were compulsory as required by the syllabus.

Requirements

Candidates were expected to show:

- Level of knowledge and skill attainment in the crafts making.
- The different processes required in the making of different crafts.
- The use of materials and tools.
- Application of elements of crafts
- Application of principles of craft design
- The studio practices in craft design

Weaknesses

- Some candidates could not express themselves in clear English and many were found using vernacular to express some terms that they did not know in English.
- There was evidence of lack of knowledge by many candidates in many areas of the examination.

Guidance to Teachers

- Encourage candidates to use English as it is the only acceptable medium of expression when writing examinations.
- Teachers should do extensive research to enable them have command of the content they transfers to the students.

- Teachers should strictly follow the syllabus when teaching the candidates.

610/5 HISTORY OF ART

The paper set had four sections as required by the syllabus. This paper is a theory paper and candidates answer four (4) questions drawn from any two of the following sections:

- a) Greek and Roman Art
- b) The Italian Renaissance
- c) The 19th Century France
- d) West, Central and East Africa

Three examination items were set for each section.

There was improvement in the performance compared to the past years.

Paper requirements

The examination paper required candidates to:

Display knowledge and recall by describing, analyzing concepts, explains concepts, stating facts, making judgments. The paper also evoked students' interpretations of aspects, giving stand points and making conclusions.

Candidates' weaknesses

- In some cases, there was evidence of sheer lack of knowledge and content required in the questions.
- Some candidates could not write connected essays. There was incoherence of facts by some candidates and use of inconsistent expressions due to misinterpretations.

Advice to Teachers

Teach following the syllabus and all the four sections/areas as given above. Avoid teaching one or two areas only.

612/1 IPS STUDIO TECHNOLOGY

- The paper set was a theory as expected, with ten (10) compulsory questions.
- The most well done questions were 1, 2, 3, 9 and 10.
- The poorly done questions were 4, 5, 6, and 7.

- The quality of candidates' work was similar to that of 2015 though, 2016 saw improvement in the quality of scores of those who actually excelled.

Expectations

The expectations were such that the candidates could be unable to translate the practical lessons into the theory of it such that they are actually conversant with the basic tools, techniques, materials and methods of making crafts as well as executing studio practices. Candidates were also expected to have full transfer of knowledge from the use of the basic principles and elements of design to studio practices.

Candidates' Weakness

- Some candidates did not have basic knowledge to answer questions requiring definitions of concepts.
- The use of basic principles of Art and Design in answering the questions was found lacking as many candidates could not effectively differentiate between concepts or even apply as was required in the questions.
- Wrong illustrations were used especially on question 7.
- Many candidates could not establish the requirements in the action verbs used such as elaborate, define, distinguish, describe, name, list, explain, etc.

Guidance to Teachers

- Teachers should carry out demonstrations while teaching than giving theoretical concepts which are not backed by practice and this will help the students to relate the content to the disciplines of study.
- Teachers need to refer to and explain the meanings as used differently in these action verbs and as well what they require of the candidates when answering questions in examinations.
- Teachers should explore all the possible ways of doing practical works such that candidates can transfer knowledge from the theories to the practice or the practice to the theory.

612/2 DRAWING OR PAINTING FROM STILL LIFE AND NATURE

- The questions set were appropriate to the level.
- The overall performance of the candidates was good compared to that of 2015.
- The most attempted alternative was alternative D, "the leg of a hen/cock" while the least attempted was the landscape thus alternative E.
- All alternatives were attempted by the candidates though in varying proportions.

What was required?

Candidates were required in all the alternatives to:

- Study forms and structures of the given objects/specimens
- Show different textures, tones and value
- Study arrangements and compositions and show their influence in drawing or painting
- Show colour use, variations, intensities or strengths and weaknesses practically

- Show order in both the natural and still specimens
- Show use of proportions and shapes in drawing and painting
- Apply perspectives in landscape studies
- Exhibit proper use of space and
- Generally show the use of other implicit elements and principles depending on task eg, use of lines, shades, proportions, harmony, rythms etc.

Candidates' Weaknesses

- Some candidates could not properly use the media they selected.
- Some candidates could not differentiate between elements and principles and they therefore found it difficult to follow principles of Art while applying the elements of Art and Design.

Advise to Teachers

- There is need for teachers to train students in the use of different media
- Teachers should base all their practical teaching on the use of principles and application of elements of art in drawing or painting.

612/3 LIVING PERSON

Two alternatives are set in this paper ether the full figure or the half figure (Head including torso).

The most well done option was the head including the Torso (half figure) and the full figure was least attempted, and not well done.

What was expected?

Perfect studies of:

- Anatomy
- Poses/postures
- Mood
- Drapery
- Movements of the body and proportions
- Colour, tone, texture and value
- Composition
- Methods of execution/styles
- Personal use of media and working surfaces
- Foreshortening

Candidates' Weaknesses

Some candidates could not:

- Show the different body parts in the proportions, sizes, structures, poses and could not vary textures and tones on the different parts of the body.

- Properly use of the space allowed on the paper (at least $\frac{3}{4}$ of the entire paper). Some were drawing excessively large pictures while others were drawing very small pictures in comparison to the size of paper given.
- There was also a problem of drapery and how the cloth flows onto the body, (Anatomy) where many candidates drew body parts as if they were inflated pieces of rubber while others could not show "life" by drawing/painting "wooden/metallic feelings" of their models.

Advice to Teachers

- Candidates should be given enough practice to draw naturally from models by observations other than by imagination.
- Teachers should teach the principles and elements of human figure than posing models to candidates without taking them through the principles of the paper and how they apply.

612/4 ORIGINAL IMAGINATIVE COMPOSITION IN COLOUR

This paper is concerned with Original Compositions made by candidates derived from the eight topics or statements given in the question paper as tasks or subjects.

Feeling and creativity are part of the main expectations of the paper on top of:

- Composition and arrangement
- Colour tone and value
- Perspectives
- Textures
- Interpretation and
- Mood among others, dependent on the requirements implicit in each task statement.

Eight questions were set as expected. The quality of the candidates work well compared with that of the previous year 2015.

While answering these tasks, candidates used a variety of media namely:

- (a) The dry media (colour pencils, pastels, crayons, chalk and charcoal).
- (b) Wet media (powder paints, wash water colours and egg tempera)

Candidates who used dry media were able to control colour compared to their counter parts that used the wet media.

The following were the weaknesses of candidates:

- Failure to control water colours.
- Failure to properly prepare powder colours thereby making candidates work to either stick together due to poor process mixtures of colour. Some works also had colour peeled off in transit much before the work could be marked and this distorted some candidates' compositions and originality of work.

Question 1: "Cattle in the garden feasted on every crop".

Some candidates could not show proper anatomy and physiology of the cattle thereby making them look like other wild animals. There was also lack of adequate drama in the destruction of crops by the animals. The garden was also not emphasized and instead some showed a kraal.

Question 2: "Visitors at the palace of the king".

The imagery of a palace was farfetched in the imagination of those candidates who attempted this task. Many of them could not give a distinction between a well-built home and a palace, creativity was wanting therefore.

Question 3: "Children Playing"

This was one of the most attempted tasks although most challenging in it was the anatomy of children, the playing mood was also hard to come by, body movements and drama were still wanting for many and rigid pictures formed the compositions for some candidates.

Questions 4 and 5 were least attempted.

Question 4: "A thrilling traditional dance"

In question 4 a thrilling traditional dance was misinterpreted for a "bad" or "sad" or ugly traditional dance according to some of the candidates' compositions.

Question 5: "Inspecting a guard of honour by the Chief Guest".

As for a guard of honour, some candidates also misinterpreted it for "guarding a chief guest".

Question 6: "Emphasizing a point"

Mood in the facial expression depicting emphasis (and body movements) in some works did not catch the attention and emphasis as required.

Question 7: "Oh my God, this is too good to be true."

The main weakness here was the arrangement of compositions, creativity yet it was an open question with open interpretations. There was overstaffing of the compositions by those who attempted the question.

Question 8: "A school disciplinary committee at work."

Composition arrangement and mood needed attention to quickly depict the meaning in the task. Many candidates restricted their work to mostly indoor activities yet it could also be depicted as an outdoor.

Guidance to Teachers

- Teachers should train candidates in the main principles of compositions, principles of colour, in theory and practice and should demonstrate to students how to apply all other elements of art in original imaginative composition.
- Candidates need to be trained properly on colour mixtures.

612/5 GRAPHIC DESIGN (CRAFT A)

Four questions were set as required by the syllabus and curriculum.

These were:

- Book cover
- Logo
- Trade mark
- Calligraphy

The following were the particular requirements per task as well as the weaknesses:

Book cover (Expectations)

- Layout of a book cover
- Composition to suit a book cover
- Balance of colour/tones and creating harmony
- Appropriate interpretations derived from the task
- Boldness of characters lettering and design
- Customizing illustrations and design
- Deriving purpose of design and creating appropriateness
- Precision and execution (workmanship)

Weaknesses

- Some candidates produced the still life of the book and not the cover – wrong interpretation
- Some candidates re-divided the given dimensions of 30cm x 20cm x 2cm and this gave strange versions and impressions of their book covers far from the expected.
- Some candidates produced books with paper pages glued inside the covers they designed, which was uncalled for.
- Some candidates enclosed the layout with an outer margin making the design non-functional.
- The illustrations were made by some candidates to appear rigid and for many candidates they were not conveying related information as was suggested in the wording of the question. (Un-relatedness of information)
- Some candidates traced the illustrations thereby “killing” their potential to create and produce original work and this made it difficult for some to control space and the dimensions given were not properly used; either the work spread out of the dimensions or the traced work appeared un-proportionate (by being too small) to the space allowed .

- Some candidates added information that was not required by the task.

Advice to Teachers

- Students should be taught to follow the dimensions given
- Students should be trained to select relevant information from the question tasks/texts
- Control of space. Small illustrations and letter characters got from letra sets should be redesigned to fit the requirements of the space allowed by the task dimensions.
- This can be done by the students deriving scales of enlargement or scales of reduction to enable achieve accuracy of purpose of design.
- Students should do a lot of practice in letter construction to build the potential of generating own letter designs/types.

Question 2: "Logo" and

Question 3: "Trademark"

Requirements:

- Proper task interpretation and translation into design
- Creativity and originality in candidates' work
- Appropriate execution and precision of lines, characters, designs and illustrations.
- Creating an impression for the purpose of the design
- Appropriate lettering
- Balancing of composition items with space contrasting and yet matching colour (exhibition of individual uniqueness or personal styles).

Weaknesses

- Lack of creativity and inappropriate understanding of what a logo or trade mark is
- Critical interpretation and manipulation was found lacking in some candidates' work.
- Tracing of illustrations and unrelated in meaning to the topic of study.
- Some candidates produced labels, price tags, and sign posts for trademarks.

Advice to Teachers

- Teachers should refer to the syllabus and text books to enable them command knowledge over what they teach the candidates and to be able distinguish between sign posts, trademarks, labels, price tags and logos, etc.
- Teachers should train students to develop own illustrations derived from tasks texts to suit purpose and meaning of the graphic design.

Question 4: "Calligraphy"

The following were the requirements

- Creativity constructed letter characters (free hand letter construction)
- Free style design and consistence.
- Exhibiting skills of orderliness and organization
- Creating a feeling in illustration; relevant to the title and whole text.

- Legible message with general attractive design and proper punctuations.
- Attractive border designs.
- Precision and boldness in colour and composition characters.

Candidates' Weaknesses

- Some candidates just applied their handwriting instead of free hand letter construction, with adequate precision and legibility.
- Some candidates seemed not to know when to use upper and lower cases in their sentences.
- Some candidates did not mind lay out rules, composition and arrangement as principles.
- In some candidates' work, there was no consistence of border designs, illustrations and characters of letter (or types).
- The border designs needed to be creatively designed and attractive.
- Some candidates could not comprehend the measurements in centimeters for vertical and horizontal axes estimated at least at $\frac{3}{4}$ of the total space in the case of those not given in the question.
- Some candidates wrongly copied the text and finally omitted words, which a situation not expected when directly copying from a given text. Omissions are punishable.
- There were signs of poor punctuations yet it is a major requirement in text writing and designing.
- Performance of candidates was good and well compared with that of 2015.

Guidance to Teachers:

- Introduce candidates early to letter construction, use of letter cases, measurement and how to do it in graphics (dimensions).
- Creative border designs and critical observation in reading or copying texts.

612/6 STUDIO TECHNOLOGY

This paper has three sections; A, B and C. Section A and Section B have three tasks and Section C has two tasks making a total of seven tasks from which a candidate selects only one task in all.

Requirements

Candidates were expected to:

- Practically produce a physical craft.
- Show use of principles and elements of craft design, in the craft made.
- Exhibit style and accurate craftsmanship in the craft made.
- Show proper use of materials and tools.
- Follow given dimensions when producing the craft.
- Put the theory of craft design in Studio Technology into practice (transfer knowledge).

Candidates' weaknesses

- Candidates produced majorly incomplete work meaning they were unable to properly use their time well or they lack such required skills.
- Students' plans were not properly developed leading to certainly undeveloped final work especially in terms of techniques, improper use of materials and tools.
- Some candidates had their work packed before drying. This affected the quality of the work.

Advice to Teachers

- Teachers should expose candidates to many crafts and restricted time to enable them learn proper time management/use.
- Advise candidates to produce finished plans. Finishing of plans facilitates the production of accurate final designs.

621/1 MUSIC

This paper has 6 tests. All the tests were set as required by the syllabus and the curriculum

TEST 1 – Drum Rhythm On A Mono Tone (Repetitive)

This test was fairly done by most candidates although some candidates only found problems with the last bits.

TEST 2 – Rhythm And Time Signature (Monotone) Simple Time

There was great improvement concerning this test. Most candidates got the correct time-signature as well as the correct rhythms.

TEST 3 – Rhythm And Time Signature – Compound Time

Many candidates were able to tell the difference between simple-time and compound time. This test was the most improved in 2016 examinations.

TEST 4 – Melody

The test proved challenging to many candidates. Two aspects confused the candidates namely Pitch and Rhythm.

Teachers are advised to introduce candidates to this test quite early, with regular tests being done as well as practicing sight singing.

TEST 5 – Intervals

This test was also well done by most candidates. There was evidence of concept mastery.

TEST 6 – Cadences

Cadences were understood by most candidates and the test was fairly done.

Note: The performance of 2016 was better than that of 2015.

621/2 MUSIC

Question 1: Piano Piece Analysis

- Music expressions were well done. Many candidates found problems with 'Do/cc'.
- The key was identified by almost all the candidates though some candidates could not tell the modulation and the relationship to the original key.

Advice/Guidance to Teachers

Teachers should emphasize the teaching of keys, key signatures as well as modulations. They should also emphasize key relationships in major and minor keys.

Question 2: African Melodic Analysis

Candidates were able to identify the scale and the form. However, many candidates could not work out the range and the technical name of the last note.

Advice/Guidance to Teachers

Teachers should use the existing African Melodic Analysis pieces to emphasize range, form, technical names and all that is related to this test.

Question 3 – Continuation of A Melody

This was the most well done question by the candidates. Most candidates displayed the ability to write the melody and end an answering phrase.

Question 4 – Elementary Harmony

The number was generally well done by most of the candidates. There was evidence of parallel fifths and octaves as well as overlapping of some notes by some candidates.

Advice to Teachers

- Teachers should note that Soprano, Alto and Tenor **MUST NOT** be more than the Octave apart. In this year's case, Tenor and Alto were more than an Octave apart.
- Therefore teachers should teach candidates to avoid parallel fifths, octaves and overlapping of notes.
- Candidates should also be taught how to harmonize notes in isolation, then voice leading.

Question 5: Western Prescribed Works Gioachino Rossini– Petite Messe Solennele

Either:

(a) Very few candidates attempted this task and those who did, found challenges interpreting the meaning in the term "Scalic Passage".

Or

(b) It was well done and attempted by most of the candidates.

Question 6: Ludwig Van Beethoven (Sonata in Abmajor op.26 Number 12)

Either: (a)

(i) Very few candidates could state that the main tone was in the middle.

(ii) The dynamics were ably identified

(iii) Most candidates failed to identify the perfect cadence at bar 204

(iv) The texture was well described.

Or

(b) The elements were well identified by most of the candidates.

Advice to Teachers

- For questions 5 and 6, teachers should do enough research such that they can ably transfer desired content to the learners. They should themselves (Teachers) master the content in the set works before attempting to transfer knowledge to candidates to avoid transfer of mistakes.
- Where there is a Piano solo, in the set works they should get use of a pianist to play the work very slowly in order for the candidates to follow and assimilate the Music.

Question 7: Background Questions on Prescribed Western Works and Composers

Either

(a) Many students could not give the reasons to explain Rossin's Contribution to the development of Music and they instead listed his works and compositions. Very few candidates attempted this option.

Or

(b) This was well done with some candidates finding no challenges at all.

Question 8: African Set Works

The songs were carefully chosen and thus represent all the regions of the country and therefore candidates selected tasks they were familiar with. The task was very well done.

Question 9: African General Music Knowledge

This number was done exceedingly well. The candidates exhibited acquaintance with the African Culture in the Music, (folk songs) and dances.

Question 10: Western General Music Knowledge

Either

(a) The majority of the candidates seemed not to understand Western Orchestra Music Instruments. Many instead mentioned African Instruments they are familiar with, e.g. "tube fiddle" "Adungu" etc. some candidates also never understood the meaning in the words, "woodwind".

Or

(b) Few candidates attempted and they scored highly.

Note that this year's examination paper performance overall, was better than that of 2015 in this paper.

621/3 MUSIC PRACTICALS

This paper involves sending music examiners to the schools and assessment of candidates is done in the field. Examiners noted that great improvement in all the aspects of the examination.

(a) Western solo singing and western musical instruments

Most candidates the country over sung "silent worship" and "lullaby" despite the variety of songs on the syllabus (for western solo). For western instrumental solo, there were mostly pianists and only one centre used orchestral instruments.

(b) Sight Singing

Notable improvement compared to the past years in terms of performance. However, sight singing tests still pose a big challenge to candidates.

Advice to the Teachers

Sight singing should start as early as senior one to avoid Panic in candidate classes. The practice builds the candidates knowledge and confidence.

(c) Western Music

Many candidates had problems/challenges:

- In pitching and rhythms
- Some candidates could not follow the recorded accompaniments and some showed lack of preparedness and training to do the examination.
- Some candidates could neither express themselves in English nor read the Music written in English.

Advice to Teachers

- Candidates need enough practice to develop ability in doing pitches and rhythms
- The candidates should be trained on how to use recorded accompaniments or teachers should find a way of doing live accompaniments for their candidates.
- There is need for the teachers to use and emphasize English language when teaching and learning is taking place.

(d) **African Music and dance**

This part of the examination was excellently done by most candidates. Candidates were either required to sing, or dance or both. Noted however, was the singing of particular folk songs in particular regions despite the diversity expected. For example most common folk song was "Kalemeera" and "Enfunzi" in western Uganda.

Very few candidates opted for dance.

631/1 HEALTH EDUCATION

SECTION A

Question 1.

A question set on human biology in the area of nutrition required the learners to bring out effect of bile salts on fatty food in the alimentary canal. 65% of candidates got the question correct, an indication that this area of the syllabus was well understood by the learners.

Question 2.

The question was on human blood and it required candidates to point out characteristics of red blood cells, 45% of the candidates got the answer right which showed that there was a higher rate of candidates failing. A big number of candidates were challenged by identifying what was not the right characteristic of red blood cells. Hence, teachers are encouraged to expose learners to questions of the same nature that required the learners own input.

Question 3.

It was set on diseases and it was one of the few questions related to hygiene and sanitation. It required knowledge of learners about the different ways diseases spread among communities, 65% passed the question which was an indication that this area of the syllabus was well taught.

Question 4.

Question on human biology in the area of excretion which required candidates' knowledge on the process of urine formation in the kidneys, 50% passed the question which indicated that the topic was fairly handled. The challenge remained to the learners' ability to remember which of the two convoluted parts of the enthrone was proximal or distal. Hence teachers are advised to innovate ways that the learners can always quickly remember which is which.

Question 5.

Question on food hygiene and sanitation which required candidates to point out a method of food preservation which does not involve destruction of micro-organisms. Only 40% passed this question which possibly indicates that it was not clearly understood by the learners during the course of teaching. Learners should therefore be made to know that whereas freezing is a common method of food preservation it does not necessary destroy micro-organisms but just leaves them inactive.

Question 6.

Question set on ventilation of human lungs that required candidates to distinguish changes that happen during inspiration and expiration and to specifically bring out cause of increase of volume of thoracic cavity. 50% got the answer right which showed that the topic was fairly discussed. Teachers are advised to employ all possible practical methods of demonstration of ventilation of the lungs so as to bring all the learners on board.

Question 7.

A question set on accommodation of the eye which required candidates to exhibit knowledge of changes in the eye during focusing far and near objects. 50 % passed the question. Like in question 6 a practical demonstration of accommodation while teaching is required while handling this area of the syllabus so that all learners understand it.

Question 8.

Question set on hygiene and sanitation in the area of disease control specifically controlling infestation of hookworms. 60% of candidates passed the question which showed that the area was well taught.

Question 9.

Question on human biology on the anatomy of the female reproductive system and how it works and only 40% passed the question. Majority of the learners could not remember the contribution of ciliated lining of the fallopian tube on the movement of the ovum. Teachers are advised that as much as the topic leads to excessive excitement among learners, they must internalize all areas of the topic not only the parts that excite them because any part can be examined.

Question 10.

Question set on disease handling and medical facilities in the area of record keeping. 60% were able to pass the question; this is attributed to the fact that this was a day to day experience of the learners. It was largely easy to remember what is recorded and what is not necessary to record.

SECTION B

Question 11.

Question set on teeth hygiene. It was the only question on hygiene in this section. A very high percentage passed the question scoring 4 marks and above out of the eight marks which showed that the topic was well taught and other areas asked in the question were the day to day practices done by majority of teachers.

Question 12.

Question set on the anatomy of the heart. It was the most failed question which indicated that the learners were not properly taught. Teachers should endeavour to use models of the heart and other methods to enhance learning about the structure of the heart.

Question 13.

Question set on the anatomy of respiratory surfaces in the human lungs, process of gas exchange and the characteristics of an efficient respiratory surface. It was fairly done as majority of candidates were able to point out characteristics of respiratory surfaces correctly and many did not have trouble to have answers for parts (b) of the question as the question had leading pointers in its stem.

Challenge was however, in identifying the basic components of the respiratory surface, this area may have been taught without availing the learners with drawing as it was given in the question. Teachers are advised not to make that omission in future.

Question 14 (a).

Question on blood circulatory system that required knowledge on composition of blood and functions of the circulatory systems in the body. Part (a) was done well by majority of students. However, the challenge was that some candidates were breaking blood plasma into its components that was not necessary hence; this made them leave out other key components like the blood cells and platelets.

Teachers are therefore advised to always point out the four key components ie, blood plasma, red blood cells, white blood cells and platelets.

Question 14 (b).

For this part, whereas candidates were quite knowledgeable about transport functions of the system, they could not score full marks. Their answers were only giving one part, either place from which a particular substance is picked, failing to show where it is taken or the other way round.

Question 15.

Question on respiration which demanded knowledge about anaerobic respiration and aerobic respiration. Generally the question was well done. Majority of the candidates had no problem with part (a) i.e. that is defining anaerobic respiration. However, challenges came in the remaining parts (b) and (c) that required learners to have discovered other aspects of anaerobic respiration which they had not done in the course of learning.

Teachers are advised to always encourage learners to discover various aspects pertaining to topics taught by their own.

The paper of the year 2016 and that of 2015 were of the same strength in the area of questions.

631/2 HEALTH EDUCATION

Overall Assessment of the Candidates' Performance

The performance this year is slightly better than for 2015, with many candidates scoring above 25%, implying that if we maintained the pass grade of 24%, we would get fewer failures in this paper this year.

Question 1 (a)

Candidates were required to describe the process of water purification at the water works.

The question was a challenge in that candidates' lacked knowledge of the technical process of water purification on large-scale at water works. Instead, they described ways of keeping water clean in a home, for example boil water, use water guard; together with uses of water. It was only section (b) that attracted candidates to doing this number.

Recommendations

- Teachers should teach this topic and also advocate for industrial tours in water works plants.
- More research and project work be reinforced in schools.
- Emphasis on discussion and demonstration work.
- Students be guided that they should learn to comprehend questions other than the traditional knowledge way of setting.

Question 1 (b)

Candidates were required to explain the common ways that well water is contaminated.

It was direct and had a common day-to-day life experience approach. Therefore, candidates were able to list ways that well water becomes contaminated. However, they could not explain their listed possible contamination and instead generally gave water contamination ways.

In addition, the students entirely capitalized on environmental factors instead of man's influences/activities. Hence, teachers should train learners on common commanding terms used in phrasing questions e.g. name, describe, explain, list, etc.

Question 2.

Majority of candidates understood the part (a) save for a few who related it to the garden, while (b) was taken for various diseases due to poor food hygiene. Appropriate respondents earned above 8/20 marks in the entire question.

Question 3.

The question was understood by the candidates. The responses given were okay. However, the following was observed.

- Some students/candidates mixed up signs and symptoms of other diseases with those of tuberculosis.
- Many candidates could not spell the key words in answers correctly.
- Some few candidates mixed up signs and symptoms with control measures. They consequently wrote answers for (b) in (a) and vice versa.
- Many candidates could not use proper health education terms. Many times they used similar and equivalent words.
- Some candidates could not write specific control measures for tuberculosis but used general health measures like "drinking boiled water" complemented by some words.

Question 4.

The item was understood by most of the candidates and save for their failure to separate bile from pancreatic juice as if they took the two to refer to the same.

Their failure to link the two juices to digestion process in line with part of gut, enzyme involved and products formed.

In totality, candidates demonstrated inadequate knowledge of digestion as a topic either for being untaught or revision of early work never done.

Question 5.

The question was appropriate for the level. The question was of a higher level of thinking especially part (b).

- Part (a) Very few candidates attempted this part of the question.
- This is probably due to the poor skills or absences of the drawing skill.
- Probably they considered drawing of the skin complicated.
- Those who drew had the knowledge of the structure of the skin but failed to put it in reality.
- Teachers need to emphasize the importance of drawing/making diagrams in science.
- The skill ought to be developed at an early stage.
- Some candidates attempted section (b) without attempting part (a).
- Majority of the candidates demonstrated knowledge of the function of the skin.
- However, most if not all did not show any knowledge of how these functions are carried out.

Question 6.

The question is appropriate for the level of the candidates and is on syllabus. The level of understanding to which the question was set is good.

The question is applicable in the day to day processes of individuals.

For part (a) however, most candidates did not show understanding of the two terms. This indicates that they were not taught but probably had scattered information from peers or otherwise.

Teachers need to take students through life experiences like boy, girl talks.

For part (b) the candidates understood the question and gave correct responses. As usually however, the candidates still demonstrated certain misconceptions indicating that most of the information is obtained from uninformed sources. Some of the candidates still failed to give a thorough description of the various practices.

For part (c) the candidates showed a clear understanding of the question and gave in correct responses. This part was done quite well and contributed to the passing of the question for most candidates.

Question 7 (a)

Candidates were required to describe the adaptations of a vein which enable to perform its functions. The question was not popular.

The word adaptation was a challenge to many learners/candidates. But they instead ended up stating the properties/functions of veins.

Therefore, teachers should clarify on issues of adaptations to students that these should always link functions to structure/organ in every question.

(b)Candidates were required to show how blood in the pulmonary artery differ from that in the pulmonary vein.

Candidates misinterpreted the question to mean differences between pulmonary artery and pulmonary vein.

Recommendation

Candidates need to be trained/guided on question/answer approach before rushing to write answers that are mainly crammed work.

(c) Candidates were asked to outline the differences between the blood circulating system and lymphatic system.

Candidates lacked knowledge of these two systems and could not therefore, compare them satisfactorily.

However, compared to part (b), this was a knowledge question that was direct for many students.

The question was challenging and demanding to many students

Teachers should guide learners in question approach.

Question 8.

Candidates could not respond appropriately in 8 (a) – on adaptations as to link fact/structure to function/reason while in part (b) they understood the item but could not sequence the events leading to inspiration.

In part (a), candidates could not respond appropriately on adaptations as to link fact/structure to function/reason while in part (b) they understood the item but could not sequence the events leading to inspiration.

652/1 CLOTHING AND TEXTILES (THEORY PAPER)

Work of Candidates and General Performance

The overall performance of candidates in this paper was good except for those who did not seem to have acquired knowledge. Questions 23 and 25 were the most attempted and were done very well. Candidates were very familiar with the question content.

Questions 24, 26 not very well done. Question 24, candidates did not seem to be familiar with the common terms used in the production of fabrics. They also had challenges describing the properties and care of wool. Question 24 was similar to question 26 in response assessment.

The least attempted was question 22, the candidates were expected to explain the difference between repair and renovation. They did not seem to be familiar. Most candidates are familiar with repair but not renovation.

The multiple choice section and structured question was well done with candidates attaining good scores.

652/2 CLOTHING AND TEXTILES (PRACTICAL PAPER)

Structure of the Paper: Here we have a timed practical and course work.

Work of candidates and general performance

The overall performance of candidates in this paper was good. Both papers 2A and 2B were generally well done. The quality of work of the candidates showed that they had attained very high skills during the course of learning.

662/1 FOOD AND NUTRITION

Work of candidates and general performance

- The overall performance of candidates was good.
- The well done questions were question 21, 23 and 26.
- The poorly done question was question 24.
- The most attempted questions were questions 26 and 27. Least attempted was question 24 and all questions were attempted.
- The quality of work the candidates presented this year was quite satisfactory.

Question 1 – 20.

These are objective questions. Some candidates kept giving two alternatives and others would leave the box blank. Generally, the performance was good.

Question 21.

This structured question required short and precise answers. Some candidates expressed ignorance on some questions e.g. sources of iodine, caring for the kitchen sink and general handling of leftover foods. Teachers are advised to use various sources including the internet to prepare teaching notes, set quality questions, test the learners regularly and give a feedback.

Question 22.

The candidates were required to name the dangers of excluding roughages in the diet. To state the health complications associated with being obese, causes of anemia and how to prevent it. To describe three groups of people who are at risk of suffering from anemia and to name four food sources to be included in the diet of an anemic person.

This was not a popular question; some candidates gave general problems of obese people but not health complications. Food sources of iron were mixed up with those of iodine. Teachers should give elaborate notes to the learners.

Question 23.

- a) (i) To define essential amino acids
(ii) to give examples of foods in each case that contain visible and invisible fat.
- b) Explain five ways in which fats can be used in cookery
- c) To give the nutritive value of milk or eggs

This was a popular question and candidates who attempted it, scored more than half of the marks allocated to it.

- Some candidates did not give accurate definition of amino acids, others just outlines ways in which fat is used in cookery instead of explaining. A good number of candidates missed marks because they did not differentiate the terms visible and invisible fats.
- Teachers are advised to test the learners regularly so as to improve on question approach.

Question 24.

- a) To outline four qualities of a well-made jam.
 - b) Describe the different types of food poisoning
 - c) Explain the factors that influence the rate of microbial growth
- This question was attempted by very few candidates. Candidates in some cases misunderstood the types of food poisoning for causes of bacteria food poisoning. The term microbial growth was not well understood by some candidates.
 - Teachers are advised to clearly explain the differences between food poisoning, contamination, food infestation and chemical poisoning in food.

Question 25.

- a) What effect does stewing have on meat.
 - b) (i) Describe the nutritive value of cereals.
(ii) Outline the advantages and disadvantages of whole meal flour.
- Some candidates gave the importance of nutrients in the body instead of just mentioning them. Some would even give wrong descriptions like cereals have high biological value proteins.
 - The term "whole meal flour" seemed to be new to some candidates as they could not bring out the advantages and disadvantages.

Question 26.

- a) Why is it important to give first aid to someone who has been cut by a sharp knife while preparing food in the kitchen.
 - b) To explain the common causes of accidents in the kitchen.
 - c) To give the preventive measures that should be taken to avoid the following accidents:
 - i). Falls
 - ii). Fires
- This was the most popular question in Section C and candidates passed it well, with some scoring the maximum mark.
 - A few candidates were not explaining the causes. Instead, they would just mention the accident and how to prevent it.
 - Part 'C' was so open that it attracted varied responses which were unlimited.
 - Teachers should avail the recommended text books to the learners to enable them carry out their research.

Question 27.

- a) Giving examples, state four different ways in which fish is classified.
- b) To outline the changes that occurs in fish during cooking.
- c) To state the advantages of steaming fish.

- This was also a popular question. Classification of fish was not known by a good number of candidates.
- Some mentioned procedures of preparing fish using different methods instead of giving changes in fish during cooking.
- Teachers should endeavor to teach the various classes of fish and examine such areas from time to time.

Summary of Advice to Teachers

- Encourage the learners to read widely and do research on their own.
- Use various text books and the internet to prepare teaching notes.
- Set quality questions and always discuss with the learners the corrections of the test or exam.
- Integrate theory with practical work.
- Use student – centred teaching to enable the learners improve their reasoning capacity.
- Test regularly to improve on question approach.
- Be more creative in practicals by using locally available foods.
- Teachers should give guiding revision questions at the end of every topic.
- Ensure to cover the syllabus thoroughly.
- Use internet to enrich the teaching notes and student revision discussions.

662/2 FOOD AND NUTRITION

General Performance of Candidates

Question 1.

Candidates were given left over dishes, which they had to use to prepare interesting dishes. Then using one of these dishes they prepare accompaniments to make a two course meal for a family of four elderly people.

Handling of left over dishes was incorrect in some centres. Teachers ought to emphasize this as well as making the chosen dishes INTERESTING a key element in the test question. In the reasons for choice this should come out clearly. The dishes chosen have to be suitable for the elderly people as stated in the question, yet a few candidates ignored this.

Question 2.

Using a stuffed dish, candidates were expected to prepare a nourishing lunch for newly nursing mother. Also prepare a dessert using short crust pastry.

Here the majority of candidates prepared protein stuffed dishes. Very few prepared vegetable or carbohydrate stuffed dishes. Teachers should ensure to expose their students to the varied scope of stuffed dishes. Appetizer meant a first course dish, which a few misinterpreted. The reason for choice, again for some few lacked the mention of which was the appetizer and the stress of the individual needs for this nursing mother with the chosen appropriate dishes.

Desserts were a disaster for about 1/3 of the candidates' especially those who seemed to be doing sweet short crust pastry dishes for the first time. It was clear these candidates had not practiced pastry desserts. Also an accompanying sweet-sauce for the dry pastry was left out for some of those who chose the correct pastry dish.

Question 3.

Candidates were expected to prepare five cocktail dishes using at least two cooking methods. Also to prepare an edible centre piece.

Here we got a variety of interesting centre pieces with many creative skills displayed from the majority of candidates. I commend teachers for this achievement.

Cocktail dishes were poorly chosen by a few of the candidates. Those who did not adhere to the rules and regulations of cocktail dishes, especially their sizes and ease of consumption, otherwise it was a well done test by the majority.

Question 4.

Candidates were expected to economize fuel by preparing three dishes using one method of cooking. Also to prepare a cold beverage, beef samosas and rubbed in biscuits. This was another well-done question with high scores. The majority chose steaming method for fuel economy though few used baking, pressure-cooking braising and pot roasting, deep frying tactfully. This was quite impressive.

Sambosa pastry challenged some candidates who either did not know the pastry dry-frying skill or had not practiced it well enough. Teachers should fill this gap on sambosa pastry making and folding.

Question 5.

This test was another one very well done and understood with appropriate reasons for choice. Candidates were expected to prepare a main course of a meal using a Staple food for two grandparents in addition they were to prepare ginger biscuits with lemonade and serve on a tray for their snack.

It was the lemonade that some candidates got wrong for they simply prepared lemon drink. Teachers should emphasize the difference in their teaching. We got two types of ginger biscuits, i.e. the melting method and rubbed in type. This was quite acceptable. It is only gingernut biscuits that are strictly melted method.

Question 6.

Candidates were asked to prepare three packed dishes for a mountain climbing trip by student, then prepare supper of rice, leafy vegetable, meat curry and fruit punch.

A well done test except that some candidates chose light packed dishes for those mountain climbers, who are adolescents. The packing methods and materials are still lacking for a good number of candidates. Teachers should strictly emphasize that polythene bags, the so-called "Buveera" are not good packing materials for cooked food items, especially hot food. There are plenty of acceptable packing materials and equipment which must be taught and adhered to.

Question 7.

This was the best done test. Candidates chose correct dishes for the needs of the mechanics plus good bean dishes. Cheese scones were also good though some very few centres failed to get cheese and improvise appropriately. A good number of candidates prepared coffee drink yet it was unnecessary.

Question 8.

This test was averagely done for the part of use of convenience foods. Some candidates totally failed to comprehend what convenience foods meant. There was a teaching gap. The wide range of convenience foods was not utilized well. Teachers should ensure to expose students to the various convenience food especially our local types e.g. (the sim-sim, groundnuts, soya beans) pastes, smoked (fish, chicken, meat) dried leafy vegetables like yam leaves, dried mushrooms, roasted nuts, honey, tomatoes sauce. The rest of this test was very well done.

Generally the majority of the plans of work have improved tremendously. They are very logical and systematic.

Improvement however, is expected in the reasons for choice so that the candidates indicate they have clearly understood the test with correct reasoning. They are able to back up the dishes they have chosen and mention the match to the test key words and relate to individual need if necessary. This time plans were well outlined by most candidates. The previous preparations were quite organized. The majority had complete plans of work which is a general good improvement.

672/1 HOME MANAGEMENT

Work of candidates and general performance

- Generally candidates displayed a good performance because many scores were above 55%.
- Highest score was 97%, last year 95% and lowest 11%, last year 08%.

Popularity of Questions

- Most attempted 1,3,6,7,8 & 9.
- Least attempted 5,4 & 2.

Performance of different numbers

- Most well done 1,6,8 & 9.
- Average/fairly done 7 & 11.
- Poorly done 5,4,2 & 3.

The culprits of Rubrics infringement increased, some missing out a full section.

A few candidates misinterpreted some terms e.g. expanding and extended families leading to wrong responses.

The laundry part was fairly done with some candidates scoring below 10/20.

Some candidates failed to attempt parts of particular questions meaning that the candidates lacked knowledge.

However, the majority of candidates attempted the questions they understood well and did them well.

Question 1.

What was required:

Explaining the suitability of plastics and galvanized iron as a dustbin

Procedure for cleaning a concrete floor surface.

To state factors to consider before renting a house.

This was a very popular question. It was attempted by 90% of the candidates and with scores above 15/20.

Weaknesses: A few interpreted factors for qualities of a good dustbin and cleaning a concrete floor for cleaning a room.

Advise to Teachers: clearly stress the differences in terms, e.g. factors, qualities to the candidates.

Question 2.

a) What was required by the question?

- Six ways of storing personal clothing, a part from wardrobe storage.
- Advantages of storing clothes in a personal wardrobe.
- Five factors for making flower arrangements
- Factors for choosing a cleaning agent.

b) Popularity - least attempted in the section.

Performance was not good, only part (a) was well done.

c) Weaknesses

- Confusing cleaning agent with cleaning equipment.
- Describing procedure of making flower arrangement instead of factors.

d) Advice to teachers on how to correct weaknesses

- Clearly differentiating the terms, agents and equipment and showing students the difference physically.

Question 3.

a) What was required?

- To describe procedure for sponging and natural bleaching.
- To give importance of softeners.
- Precautions for laundering a white T-shirt.

b) Popularity

- Most attempted in the section but the scores were low below 10/20, a few got between 10/20 – 15/20.
- Only the part of fabric conditions was well attempted.

Weaknesses

- Lacked knowledge on sponging and natural bleaching.
- Candidates failed to give the point of dipping cloth in water and passing it over cloth.
- Others described sponging one's body with a damp cloth. Others did not write anything at all.
- Natural bleaching those who tried described bleaching using chemicals; others did not attempt it at all.

Advice to Teachers:

Demonstrate those processes in laundry to the candidates and have them do laundry.

Question 4.

What was required

- To state causes of yellowing of household fabrics
- Describe procedure for remaining perspiration stain from a silk dress
- Laundering polyester blouse
- Special treatment for tea towels during laundry

Popularity of the question:

- Least done with scores below 10/20.
- Part (a) was more understood.

Weaknesses

- Described laundering silk dress instead of stain removal.
- Polyester blouse, no emphasis on this type of material was done.
- Tea towels ideal of special treatment was not well handled.

Note: Generally laundry part responses were not to the required and expected standards.

Advise to correct weaknesses

Demonstration of laundry processes on various types of fabrics and stain removal practiced on a variety of fabrics found in the home.

Question 5.

What was required

- To give reasons for packing meals.
- To give rules and regulations for packing meals.
- To state advantages of sandwiches in meals.
- To give guidelines for organizing a cocktail party.

Popularity: Least attempted and chosen by very few students. The scores were below 10/20.

Weaknesses of candidates

- Packing of meals was considered as packaging, storing and preservation.
- Knowledge of sandwiches was very scanty.
- Cocktail party was not well understood and some exposed total ignorance of this type of party.

Advice to teachers to correct weaknesses

Emphasis on terms which may seem to be close in meaning stressing clearly the differences.

Question 6.

What was required

- Factors for choosing a method of cooking.
- Ways of caring for cooking pans.
- Controlling spoilage of milk and fresh fish in a home.

Popularity:

- Highly attempted in the section with scores above 16/20 even up to 20/20.
- All parts of the question were clearly understood.

Weaknesses of candidates

A few wrote method for preparing pancakes instead of caring for cooking pans.

Advice to Teachers to correct weakness

Students to take time and understand question before attempting them in haste to avoid misinterpretations.

Question 7.

What was required

- Importance of a family in society.
- Challenges faced by parents with the management of an expanding family.
- Advice to a newly wedded couple on ways of ensuring a successful marriage.

Popularity

- Very popular in the section and done well, especially the last part.
- Scores were between 13/20 – 17/20.

a) Weaknesses

- Confused expanding family and extended family.
- Family role in society was also taken as functions of a family to an individual by some candidates, this affected the grades.

b) Advice to Teachers to correct weaknesses

Emphasis on teaching family life cycle and the challenges in each stage.

Question 8.

a) What was required

- To list items for arrival of a newborn baby.
- To outline fabrics suitable for a baby's night dress.
- To describe characteristics of a play room for a pre-school child.
- Measure to avoid drowning for young children in a home.

b) Popularity

- Attempted by many candidates and fairly good in performance 14/20 – 18/20.
- Part (a) and (c) well understood.

Weaknesses

- Qualities of fabrics mixed with factors for selecting baby's clothes
- Play room – good number of candidates centred on play items other than the general factors.

Advice to correct weaknesses

Question approach and emphasis on key words such as factors, qualities.

Question 9.

What was required by this question

- Requirements for medical attention during pregnancy.
- Signs and symptoms of measles.
- Importance of first aid and eight items in a first aid box.

Popularity

- Average attempt with good scores above 15/20.
- Correct interpretation of question by most candidates.

Weaknesses

Conditions which require immediate medical attention were considered as signs of pregnancy and reasons for attending antenatal clinics by some candidates.

Advice to correct weaknesses

Differentiating clearly terms in teaching and setting regular questions on them with routine testing.

672/2 HOME MANAGEMENT

General Performance of Candidates

Question 1.

Candidates were asked to thoroughly clean a wedding reception room with a special touch for the high table. Then to launder coloured cotton shirt, silk dress and the couple's foot wear. Also to prepare a main course for the reception meal.

The cleaning for the majority of candidates was very well done and the high tables were impressively well attended to. Some had excellent tables with all the prompt necessary.

Laundry was satisfactorily done expect some fail to get silk dress plus not following the rules and regulations of handling silk. Teachers should bridge this gap. Cleaning of shoes/foot wear was excellent for most candidates.

The main course was correct but some lacked the festival, bridal touch. Teachers should endeavour to emphasize key words in test questions e.g. here we had "wedding reception", "special attention to bridal high table", 'main course', 'coloured cotton', "silk dress".

Question 2.

Candidates were expected to demonstrate:

- Preparation of a sweet dish, savory dish and a drink
- Thorough cleaning of the kitchen
- Laundering of beddings of a chicken pox patient and repair a hedge tear.

This was a very well done test. The dishes were correct and most of the candidates chose skillful dishes. Very few made hot drink, the majority made fruit drinks. Laundry quite satisfactory except disinfection was weakly done by some. Various modes of disinfection and disinfestations especially the current modern insecticides were used.

Hedge tear repair teased a few who seemed not to have practiced it before. We got very thorough kitchen cleaning except that some candidates were hampered by interference with fellow candidates who were working in the same kitchen. Teachers should ensure that you capture a room, improvised as a kitchen for candidates to display their cleaning skills without fellow candidates' disruptions and interferences.

Question 3.

Candidates were required to clean a food flask, wick stove, travelling bag and muddy slippers for a retreat. Also launder a bath towel, jacket, vest and cap including a starching skill. Then prepare a hot beverage and two accompaniments for these workmates.

Most candidates did the cleaning very well except many forgot to trim the wicks of the stove and some slippers were not muddy enough.

Laundry was very well done with the starching skills displayed properly. A few forgot to use cold water starching for the cap.

The snacks were well chosen with a good variety displayed. Some of the synthetic bags were not treated appropriately e.g. drying them in direct sunshine.

Question 4.

Candidates were expected to prepare four dishes for a cocktail party and clean the party room plus making an interesting centre-piece for the service table. Also to launder a table cloth, kitchen cloth and apron.

A third of the candidates did not choose dishes suitable for a cocktail. This showed they did not know the cocktail appropriate dishes which are small pieces, non-sticky and edible in one bit. There is a gap in the teaching and learning here. Others prepared a wide variety and dishes were well served. Some centre pieces were excellent. Teachers have taught this very well. The only problem here was a few came in with already made pieces, which was incorrect.

Laundry done very well across the centre with a good number of candidates starching the table cloths and aprons.

Question 5.

Candidates were expect to prepare lunch for the weight reducing teacher. Then launder an ink strained blouse and woolen cardigan plus thoroughly cleaning a food store.

This was a well done test with high score. The majority of candidates chose correct lunch dish for the overweight, this indicating thorough teaching done by teachers on nutritional therapy. Ink strain remove was successfully done except half the cardigan used were not woolen but synthetic. So teachers endeavour to hunt for the proper material for exam use. Handling of the cardigan were exact for woolen's rules and special treatment indicating sound teaching by teacher.

Excellent cleaning for almost all food store. However, some few candidates cleaned very big stores which was exhausting and others forgot to label shelves and food item.

Question 6.

This was another test that was well done by candidate and they scored highly.

They were required to prepare a two-course meal for an elderly convalescing grandmother and also thoroughly clean her bedroom plus to launder her night dress and pair of discolored bed sheets.

The meal choice and preparation was satisfactory with the majority remembering special meal therapy for convalescents especially an old lady.

Laundry work very good and appropriate varied discoloration skills used. However, some few candidates brought in sheets that were not discolored so they lost out on discoloration done.

Question 7.

Candidates were required to clean a synthetic bag, brass trophy, ironing board, sportswear, a white shirt and trousers for a hockey team and captain. Also to prepare and pack for the coach three dishes snack using short-crust pastry in one of the dishes.

Candidates responded correctly to the test and the score were good with the exception of the brass trophy clean. Very few centres had the appropriate reagent to clean brass. The perfect one is Basso which missed out but used other metal polishes which do a fair job. The snack was well done with the majority preparing biscuits and pies for the short crust pastry dish. The majority remembered the drink as part of the snack dishes.

732/1 WOODWORK (THEORY)

This paper consists of two sections A and B.

Candidates are to answer all the questions in section A and three from section B.

The paper set covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus clearly and tested what is educationally relevant.

Time allocation was adequate. The marking scheme was provided and was satisfactory. The questions were clearly phrased and had no error. No questions gave advantage to any particular group(s) of candidates. The level of difficulty of the questions was the same as those of previous years. It was a standard paper and comparable with those of the previous years.

The skills tested included:

- Tools
- Timber technology
- Manufactured boards
- Ironmongery
- Adhesives
- Machines
- Finishes
- Joints
- Safety

The overall performance of candidates for this paper has been poor and the quality of work presented by the candidates was poorer than that of the previous year. Most attempted questions were 22, 23 and 24. Least attempted was question 21. Well done questions were 22 and 23 and poorly done ones were 21 and 25.

The highest score was 94% and lowest was 04%.

Analysis of the paper question by question.

Question 1 – 20 were compulsory (Section A) and were averagely done.

Teachers should cover the syllabus intensively.

Question 21.

Candidates were to define veneer, Blister and to describe the process of fixing veneer onto a background. They were also to sketch a flush door with part of the facing ply removed and to label the constructional details.

The question was very unpopular. Few candidates who attempted it could not describe the process of fixing veneer and could not sketch a flush door.

Teachers should cover the syllabus.

Question 22.

The question was on wood lathe tools and the operation of wood lathe machine and work involved on the lathe together with the safety precautions when operating wood lathe machine. It was a popular number and performance was good. However, some candidates could not describe the procedure of moulding of an article on a lathe machine.

Teachers should explain clearly to students the procedures of moulding articles on a wood lathe machine.

Question 23.

Candidates were expected to state types of glue and to list properties of impact glue and to explain the use of impact glue, state the materials on which impact glue can be used on.

They were also to sketch and label three boards joined on edge with the help of three sash cramps. It was a popular question and scores were good.

However, candidates did not know the properties (of impact glue) and the application of impact glue.

Teachers should teach topic on glues and should cover the entire syllabus.

Question 24.

Required candidates to list joints under widening, lengthening and framing classes and to sketch and describe the procedure to mark a dowel joint when joining two pieces of wood to make a table top. They were also to illustrate and state why chamfer and groove are made on a dowel.

It was a popular number and performance was fair. However, candidates did not know the joints under those given classes.

Teachers should classify joints when they are teaching and should cover the syllabus adequately.

Question 25.

Candidates were to name two operations used to maintain a plane cutter and to sketch, label the two angles involved when maintaining a plane cutter. They were also to explain the procedure of maintaining a blade with a gap and to state the cause of a hollow surface on an oilstone.

The question was fairly attempted. Candidates did not know the procedure for maintaining a plane cutter.

Teachers should practically demonstrate the procedure for maintaining a plane cutter.

732/2 WOODWORK DESIGN AND DRAWING

The paper consists of two questions and candidates are to answer one.

The paper set covered the important aspects of the syllabus. It clearly brought out the aims and objectives of the syllabus and tested what is educationally relevant. The time allocation for the paper was adequate and the marking scheme provided was satisfactory. The questions were clearly phrased and no error was detected. No question gave advantage to any particular group(s) of candidates. The level of difficulty of the questions was the same as those of the previous years. It was a standard paper and comparable with those of the previous years.

The skills of draughtmanship tested included:

- Freehand sketching
- Use of scale
- Drawing of front elevation
- Sectional end elevation on cutting plane
- Exploded diagrams of joints
- Methods of fixing carcass to plinth
- Drawing of joints used to make plinth
- Preparation of material list

The overall performance of this paper has been poor and the quality of work presented by candidates is poorer than that of the previous year. The highest mark was 85% and lowest was 03%.

The most attempted was question 1 and less attempted was question 2.

Questions which were well done were 1 (b) (i) & (ii) and 2 (b) (i) & (ii) on drawing of front elevations and sectional end elevations. Poorly done questions were 1 (a), (c), (d), (e), (f), (g) and 2 (a), (c), (d), (e).

Analysis of the paper question by question.

Question 1.

Required candidates to draw proportional freehand pictorial sketch of a cabinet, front elevation, sectional end elevation and method of fixing a stopper onto the shelves, exploded diagrams of joints, methods of fixing carcass on the plinth, joints used for making a plinth and preparation of material list and title block.

Part (b) of the question on front elevation and sectional end elevation was well done. Parts (a), (c), (d), (e), (f) and (g) were poorly done.

Teachers should cover the syllabus adequately and encourage students to do a lot of practice.

Question 2.

Candidates were to draw proportional freehand pictorial sketch of a cupboard, draw to scale the front elevation, sectional end elevation and to sketch exploded views of how panel, door stile and top rail are joined together and two methods of joining the top to side.

They were also to draw a freehand pictorial sketch of the drawer and to prepare a complete material list for making the cupboard.

Part (b) on front elevation and sectional end elevation was fairly attempted though they lacked the techniques of using drawing instruments and indicating the cross-section of the object.

Parts on exploded views, preparation of material list, freehand sketching were poorly done.

Teachers should guide students on the techniques of using drawing instruments and principles of drawing.

732/3 WOODWORK (PRACTICAL)

The paper consists of one practical question.

The paper set covered the important aspects of the syllabus adequately. It clearly brought out the aims and objectives of the syllabus and tested what is educationally relevant. Time allocation was adequate and the marking scheme provided was satisfactory. All the parts of the question were clearly phrased and no error was detected. No part of the question gave advantage to any particular group(s) of candidates. It was a standard paper and comparable with those of the previous years, though seemed slightly easier than that of the previous year.

The skills tested included making of:

- Through common dovetail joint
- Stopped plain housing
- Stopped barefaced mortice and tenon

These are the basic joints used in joinery work for cabinet construction.

The general performance of this paper has been very good and better than that of the previous year. The quality of work presented by candidates this year was better than that of the previous year. The highest mark was 78/80 and lowest was 40/80. However, candidates lacked skills in cutting dovetail joint and they were not accurate in cutting housing joint. They also lacked skills in marking and cutting stopped barefaced mortice and tenon joint.

Teachers should guide students on the techniques of marking and cutting various types of joint and should give them a lot of practical work.

735/1 TECHNICAL DRAWING

The paper covered most of the areas in the syllabus and the setting was good with clearly phrased questions.

The time allocation was enough. The standard of the paper was for the level and its marking guide was also detailed enough. The paper was comparable to that of last year. The candidates performance scores were better this year as compared to that of last year.

Comments on Individual Question

Question 1.

Required the candidates to construct a triangle given (a) one side, opposite angle and the ratio of other two sides, 1[b] one side and the ratio of angles as 3:4:5. Then, in this triangle, they were to construct an inscribed and described circles.

Most candidates could not construct the sides and angles in ratios. They were not able to describe the circle required. Otherwise, it was a popular number attempted by over 50% of the candidates.

Teachers are advised to cover the syllabus adequately and revise S1& S2 work.

Question 2.

The question was very popular amongst candidates. 2(a)(i) required the candidates to construct irregular convex polygon using geometrical method only when the length of sides and the angles were given. The candidates were to apply the use of scale of chords.

2(b). Required the candidates to transform the polygon given into a square of equal area. The number was well attempted although some candidates failed to get the correct answer.

Most candidates were weak in applying the scale of chords to construct the angles.

Teachers need to teach all the geometrical methods of constructing angles to include scale of chords.

Question 3.

This number was on (a) hyperbola, given the asymptotes and a certain point B on the hyperbola. (b) was on ellipse. This was also a popular question though many candidates were unable to differentiate the methods of constructing the ellipse and a parabola. Some candidates failed to get the focal points and the construction of normal and tangents.

Teachers are advised to put more emphasis on revision of S1 & S2 work.

Question 4.

This was on link mechanism, to plot the locus of a given point, then measure and state the maximum distance travelled and the angle of oscillation of the mechanism. This was the least popular number.

Most candidates failed to plot and trace the curve, measure the covered distance and measure the angle of oscillation.

Teachers should teach complex link mechanism, how to plot and trace the paths by using various methods e.g. trammel methods. Teachers need to demonstrate to students on how to determine maximum distance covered and maximum angle of oscillation.

Question 5.

It was an unpopular question and was attempted by only 40% of the candidates. Candidates were to draw the given views in first angle projection and complete the figure, then draw the auxiliary elevation of the figure in a given direction. Many candidates could not project the curve surface and they could not construct the required auxiliary elevation.

Teachers should guide students on how to project curved surfaces using different angles.

Question 6.

The candidates were to convert the given views into isometric view. It was fairly popular but those who attempted it showed poor graphic work, lacked knowledge on the principles of isometric curves and inclined angles.

Teachers need to vary the methods of drawing isometric curves and inclined angles. A lot of practice is needed in this topic.

Question 7.

It was one of the most popular numbers attempted by over 70% of the candidates. It required the candidates to complete the views given in first angle projection of a truncated rectangular pyramid and develop the frustrum using the given seam. Most candidates failed to:

- interpret the drawing,
- determine the true lengths of the edge,
- complete the sectional plan,
- develop using the seam,
- hatch the cut surface.

Teachers should handle most of the important areas in this topic.

Question 8.

It was one of the least attempted question and the performance was very poor. The question was on interpenetration of a square based pyramid and the cylinder. This topic is done poorly every year.

Teachers are advised to:

- design and make models of intersecting objects in order to enhance their teaching.
- vary methods of obtaining the curves.
- put more emphasis when teaching this topic.

735/2 TECHNICAL DRAWING AND MECHANICAL DRAWING

The paper covered the important aspects of the syllabus and it brought out the major aims and objectives of the syllabus.

Time allocated for this paper was adequate as most candidates were able to complete their required task.

All the questions in this paper were compulsory and the standard of the paper was comparable to that of last year. The quality of work of the candidates was poorer as compared to that of last year.

Comments on Individual Question

Question 1.

Required the candidates to draw in free hand and in good proportion an isometric view of a shaped block when the orthographic views are given. Many candidates failed to interpret the orthographic views given and as such could not draw the required isometric view, while others could not apply the 30 degrees as a principle of constructing an isometric projection.

Teachers are advised to guide students in interpreting the orthographic views and then apply the principles of constructing both the oblique views and isometric views.

Question 2.

(a) Required the candidates to draw the assemble parts of the front elevation given the cutting plane.

(b) The candidates were to draw an assembled end elevation and to include the hidden details in a given direction.

(c) Required the candidates to draw a plan in projection with front elevation.

Most candidates were weak in the following areas:

- assembly of parts,
- direction of projection,
- sectioning of the required part,
- construction of nuts and washers,
- showing the correct hidden lines,
- interpretation of the given views.

Teachers are advised to:

- start assembly work and sectioning methods early.
- guide students how to differentiate 1st angle from 3rd angle projections
- emphasize on dimensioning of parts
- guide students on the method of the construction of nuts
- know why hidden lines are used and when they are supposed to be applied.
- interpret the symbols used in drawing
- emphasize on use of scale in the drawing.

736/2, 745/2, 753/2. IPS TECHNICAL AND GEOMETRICAL DRAWING

The papers covered most topics in the syllabus bringing out the aims and objectives of the syllabus.

Time allocated for these papers was adequate and the examination questions were clearly phrased.

Performance of candidates this year was very poor although the questions were suitable for the level.

Question 1.

It required candidates to construct two circles. This question was the most popular amongst candidates, but some candidates failed due to lack of knowledge of the method used for construction of circles in contact when given their positions.

Question 2.

The candidates were to construct a triangle given base, vertical angles and its altitude, bisect the triangle into two equal areas. Most of the candidates were unable to construct the triangle and unable to bisect.

Question 3. This question required the candidates to construct a diagonal scale and use it to construct an irregular pentagon when given sides and two angles. It was a very popular question but the performance was poor. No candidate was able to draw the scale and therefore failed to construct the triangle.

Question 4.

The number was not popular and the performance was not good. Candidates were to construct a hyperbola when given focus, directive and eccentricity and also to construct two start right hand helix when given the diameter and the lead. There was a sign that all the candidates did not know what to do.

Question 5.

The number required the candidates to copy the given plan of a lamina and then complete the elevation when given one side. They were later to produce the Vertical trace and Horizontal trace. It was unpopular and the candidates were unable to produce any construction.

Question 6.

This was another unpopular number and the performance was very poor. Candidates were to copy the given elevation of a truncated hollow hexagonal based pyramid, complete the plan and then develop the pyramid along the given seam. The candidates were not able to copy the given views hence could not carry out the development.

Question 7.

It was fairly popular but the performance was very poor. The candidates could not go beyond mere copying of the given views i.e they could not produce the wanted auxiliary view.

Question 8.

The candidates were required to construct oblique view of the given views. It was not a popular number and the performance was poor. Candidates only copied the given views and never proceeded.

Teachers are advised to teach all the topics in the syllabus effectively. It appears there was no teaching of students at all in this subject.

742/1 METALWORK THEORY

The syllabus coverage was good and many topics including materials, properties, production, processes and both bench and machine tools were covered.

Time allocation was quite sufficient as most of the candidates were able to complete their work.

The standard of the paper compares well with that of last year and the performance was almost the same.

SECTION A

This section contains both objective and structured questions. The performance in this section was fair. Questions on materials, cast iron production, lathe turning, arc welding and brazing were poorly done.

SECTION B

Question 21.

It was on sheet metalwork requiring the candidates to: (a) sketch the common joints used in making articles from sheet metal. This was a very popular number amongst candidates, but quite a number of them mixed up the sketches, (b) required the candidates to use sketches to show similarities and differences between wire edge and beaded edge. This part was fairly scored but some candidates failed to answer it correctly.

Teachers are advised to explain with the help of sketches when teaching this topic.

Question 22.

This number required the candidates to state the characteristic features of a pattern used for casting and also the steps involved in making a mould cavity. The performance in this number was poor, most candidates gave the properties of sand instead, and some described the casting process which was not asked for.

Teachers should guide the students on the different features of a pattern, the properties of sand, and the procedures of making the mould cavity.

Question 23.

It was a very popular number and the performance was very good. The candidates were required to draw and label an outside micrometer, also to use a line diagram to show a micrometer reading of a given figure.

Question 24.

The number was very unpopular. Candidates were required to define the terms tolerance and allowance as used in limits and fits, they were also required to explain the given types of fits and to sketch a plug gauge. Those who attempted this question failed to give the required answers.

Teachers should put a lot of emphasis when teaching this topic.

Question 25

The candidates were to use sketches to show typical applications of lathe centres and to mention any five lathe work operations. It was the most popular number and the performance was fairly good. However, many candidates did not give the applications of different centres.

742/2 METALWORK DESIGN AND DRAWING

The paper covered the important aspects of the syllabus bringing out the aims and the objectives of the syllabus.

Time allocated for this paper was adequate because most candidates were able to complete the task.

The question paper was comparable to that of last year. The candidates' performance this year was good.

There were only two questions set and the candidate was to select any one of them, question 2 was more popular.

Question 1.

It required the candidates to design solutions and mechanisms on how to make a movable jaw moves to and from a fixed jaw. This was the least attempted question. Those who attempted this number had problems in giving the right design solutions for the items that would make the movable jaw move and others could not draw the required orthographic views.

Question 2.

This was the most popular number and performance scores were generally good. The task required was on design solutions and mechanisms for the lathe tool holder which would enable it hold cutting tool firmly.

Teachers are advised to:

- Let the learners have knowledge of many parts/items used in assembly work.
- Guide learners on how to assemble different parts of an article.
- Emphasize on teaching students methods used in drawing orthographic and that of isometric views.

742/3 METALWORK PRACTICAL

The paper set covered the syllabus adequately testing what is relevant in practical areas.

Time allocated for this paper was sufficient as most candidates were able to complete their work.

The paper had only one compulsory number according to the syllabus and this question was clearly phrased. It was of the same level of difficulty with that of last year and the overall performance was good.

The question was on the production of a door latch from four different pieces and the major skills tested were:

- Measurement
- Turning
- Shaping/filing
- Drilling
- Riveting
- Bending
- Knurling

Weaknesses noted

- Wrong measurement,
- Poor quality of knurled parts,
- Bending was poorly done,
- The quality of riveting was poor.

Teachers are advised to:

- Teach students in obtaining accurate measurement.
- Guide students on how to protect the knurled portion.
- Show to students the skill of bending and that of riveting.

743/1 BUILDING CONSTRUCTION (THEORY)

The paper consists of two Sections A and B. candidates are to answer all the questions in Section A and five from Section B.

The paper set covered the important aspect of the syllabus adequately. It brought out the aims and objectives of the syllabus clearly and tested what is educationally relevant. Time allocation for the paper was adequate. The marking scheme provided was satisfactory. The questions were clearly phrased and had no error. No questions gave advantage to any particular group(s) of candidates. The level of difficulty was the same as those of the previous years. It was a standard paper and comparable with those of the previous years.

The skills tested included:

- Building materials,
- Wall construction,
- Ironmongery,
- Building personnel,
- Paints,
- Sanitary fittings,
- Foundations,
- Door construction,
- Drainage system,
- Floor construction,
- Timber stud partition and its members,
- Building terminologies,
- Roof construction and joints used.

The overall performance of candidates for this paper was good and the quality of work presented by the candidates was similar to that of the previous year.

Most attempted (popular) questions were 21, 22, and 25 and least attempted were questions 24 and 27. Well done questions were 21, 22, 23 and 25 and poorly done were questions 24 and 27. The highest score was 95% and lowest was 02%.

Analysis of the paper question by question:

Question 21.

Required candidates to define the term 'Mortar' and to state qualities of a good mortar.

It was a popular number and scores were good.

Teachers are encouraged to cover the syllabus adequately.

Question 22.

Candidates were to explain the term 'bonding' in relation to brick work and to outline rules to observe when carrying out bonding.

It was a popular question and was well done. Teachers should continue to cover the syllabus adequately.

Question 23.

Expected candidates to differentiate between 'dependent' and 'independent' scaffolds and to state the requirements of a scaffold.

It was well attempted by the majority of candidates who did it.

Teachers are encouraged to continue and cover the syllabus adequately.

Question 24.

Candidates were to sketch a timber stud partition and show its members.

It was not a very popular question. Most candidates could not correctly differentiate between noggins and studs.

Teachers should teach timber partition wall and handle different types of walls.

Question 25.

Required candidates to explain terms related to cement and to state types of cement, define 'curing' as used in concrete work and to explain the ratio 1:2:4 in regards to concrete mixing.

It was well attempted by the majority of candidates.

Teachers are encouraged to cover the syllabus adequately.

Question 26.

Candidates were expected to state methods of strutting joists in timber single upper floor construction and to sketch methods of supporting the ends of joists in a single upper floor construction. They were also to explain the purpose of honey combed sleeper walls, wall plate and bridging joists in connection to suspended ground floor.

It was not well done. Candidates could not sketch methods of supporting ends of joists in a single upper floor construction and some could not explain the purpose of honey combed sleeper walls, wall plate and bridging joists.

Teachers should cover the syllabus adequately.

Question 27.

Expected candidates to sketch the joints used in timber roof construction and to state where tusk tenon, tongued and grooved, fish joint are used in the construction of a building.

It was poorly done. Most candidates could neither correctly sketch roof joints nor state where tusk tenon and fish joints are used in building construction though they got right the use of tongued and grooved joint.

Teachers should illustrate different timber joints used in roofs and doors or openings and furniture in buildings.

743/2 BUILDING CONSTRUCTION (PROJECT)

This paper consists of three assignments 1, 2, and 3.

Candidates are to answer assignment 1 (One) and either assignment 2 (Two) or 3 (Three).

The paper set covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus clearly and tested what is educationally relevant. The time allocation for the paper was adequate and the marking scheme provided was satisfactory. The questions were clearly phrased and no error was detected. No question gave advantage to any particular group(s) of candidates. The level of difficulty was the same as those of the previous years. It was a standard paper and comparable with those of the previous years.

The skills tested included the use of scale and drawing:

- Plan showing related symbols for doors, windows in their correct positions.
- Sectional end elevation on a cutting plane showing all construction details.
- Front elevation and end elevation from given directions.
- Plan to show alternate courses of part of the wall.
- Section of the eave and labelling all the members with their sizes.
- Section of the window sill constructed out of engineering bricks on edge including the window in position.
- Internal door of 30 minutes fire check and naming all constructional members.
- Suspended ground floor of the sitting room and labelling all members with their sizes.
- Timbering to trenches in firm ground and labelling all the members, specifying the spacing of vertical members used.

The general performance of candidates for this paper was good and the quality of work presented by the candidates was similar to that of the previous year. Most attempted (popular) questions were Assignment 1 (Compulsory) and Assignment 3 and least attempted one was Assignment 2. Well done question was Assignment 1 and poorly done was Assignment 3 though it was one of the popular questions.

The highest mark was 94% and lowest was 02%.

Analysis of the paper question by question

Assignment 1.

Candidates were to use the given drawing and specifications to draw to scale the plan, sectional elevation showing all construction details, front and end elevations of the building.

It was a compulsory assignment and performance was good though some candidates could not draw sectional view, end elevation and even front elevation from the given direction.

This indicated that some teachers did not cover the syllabus adequately. Syllabus should be adequately covered and administration should provide basic textbooks for Building Construction.

Assignment 2.

Required candidates to use the given drawing and specifications to draw to scale the plan of two alternating courses of part of the wall, a section of the eave and to label the members with their sizes, a section of the window sill constructed out of bricks on edge.

It was not a popular number and performance was poor.

Teachers should teach eave and windowsill construction and cover the syllabus adequately.

Assignment 3.

Expected candidates to draw to scale with the help of the given drawing and specifications, the internal door of 30 minute fire check naming all constructional members, suspended ground floor of the sitting room labeling all the members with their sizes, timbering to trenches in a firm ground labelling all the members and specifying the spacing of vertical members used.

It was a popular number and performance was good though some candidates could not differentiate between solid ground floor and suspended ground floor and also upper ground floor. Teachers should teach all types of floor, cover the syllabus adequately and encourage field trips to building sites and completed structures having those types of floor.

745/1 IPS BUILDING PRACTICE (THEORY)

This paper has three sections A, B, and C.

Sections A and B (Objectives and Structured questions) are compulsory and Section C (essay) has five questions and candidates are to answer any three.

The paper set covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus clearly and tested what is educationally relevant. Time allocation was adequate and the marking guide provided was satisfactory. The questions were clearly phrased and gave no advantage to any particular group(s) of candidates. The level of difficulty was the same as those of the previous years. It was a standard paper and comparable with those of the previous years.

The skills tested included:

- Woodwork and bricklayer's tools
- Woodwork joints
- Bonding
- Wood work finishes, wall finishes and floor finishes
- Roofs
- Walls
- Drainage system
- Cold water supply system
- Safety precautions
- Manufactured boards
- Foundation
- Materials for pipe work
- Timber technology
- Concrete production

The general performance for this paper was good and the quality of work presented by candidates was similar to that of the previous year.

Most attempted (popular) questions were 21 and 24 and least attempted were 23 and 25. Question 22 was averagely attempted. Well done questions were 21, 24 and 25. Poorly done ones were 22 and 23. The highest mark was 74% and lowest was 24%.

Analysis of the paper question by question

Question 21.

Candidates were to state the roles of wood cells, differentiate between hardwood and softwood, classify given trees into softwoods and hard woods and to illustrate given defects.

It was a popular number and performance was good though candidates' illustrations and sketches were poor.

Teachers should emphasize illustrations and good sketches and should cover the syllabus adequately.

Question 22.

Required candidates to define the term 'finish' as used in construction, give a cause of paint failure, factor which influences the choice of floor finish in given types of buildings, types of timber floor finishes and to sketch and label any one type and also to outline advantages of timber floor finish over cement screed finish.

This question was averagely attempted and performance was not good. Candidates lacked knowledge about floor finishes.

Teachers should teach floor finishes, their types, advantages and should cover the syllabus adequately.

Question 23.

Was on direct cold water supply, its advantages and disadvantages, clay drain pipe, sanitary appliances in a building, types of water closets (WCs) in toilets and the type suitable for public toilet. The question was not popular and performance was very poor.

Candidates were not familiar with this question.

Teachers should teach all the topics in the syllabus adequately.

Question 24.

Expected candidates to state functional requirements of a roof, factors that influence the choice of a roof type, classifications of roofs according to slope, examples of a single roof and to draw a section through a couple roof showing binder, hanger and ceiling joist.

It was a popular question and performance was good though some candidates had no knowledge about roofs. They had poor sketches and could not differentiate between single and double roofs.

This is an indication that some teachers had not covered the syllabus adequately.

Teachers should teach topics on roofs and should cover the syllabus adequately.

Question 25.

Candidates were to explain the ratio 1:3:6. Mix in concrete production and to state where it is suitably used. They were to give methods of mixing concrete for floor construction and to explain one of the methods given. They were also to define given terms as used in concrete production and to give methods of curing concrete. Few candidates attempted this number but their performance was good though some did not know the ratio of mixing concrete.

Teachers should teach topics on concrete and cover the syllabus adequately.

745/3 IPS BUILDING PRACTICE (DRAWING)

The paper consist of two sections I and II and both are compulsory.

The paper set covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus clearly and tested what is educationally relevant. The time allocation was adequate and the marking scheme provided was satisfactory.

The questions were clearly phrased and no error was detected. No question gave advantage to any particular group(s) of candidates. It was a standard paper and comparable with those of the previous years.

The skills tested included:

- Pictorial freehand sketching of a building
- The use of scale
- Drawing of plan showing symbols for doors, windows and sanitary fittings in their appropriate positions.
- Drawing of sectional end elevation through a cutting plane to show construction details from foundation to ridge.
- Drawing of front elevation from a given direction
- Drawing of courses 1 and 2 of portion of a wall
- Drawing the elevation of a given door (framed, ledged and battened door)
- Drawing of a title block and printing of names, random and personal numbers, title, scales and date in the block.

The general performance was good though most candidates dodged question 3. The quality of work presented by candidates was similar to that of the previous year. Well done questions were 1, 2 and 4 and poorly done was question 3. The highest mark was 84% and lowest was 32%.

Analysis of the paper question by question

Question 1.

Candidates were to use a given drawing and specifications to draw freehand, a proportional pictorial sketch of a building. It was a popular number and performance was good.

Teachers are encouraged to continue and cover the syllabus adequately.

Question 2.

Was on the use of scale to draw plan of the building showing doors, windows and sanitary fittings, drawing of sectional end elevation on a cutting plane showing construction details and the front elevation from a given direction.

It was a popular and well done question.

Teachers should continue and cover the syllabus adequately.

Question 3.

Required candidates to draw to scale the plan of courses 1 and 2 of portion of the wall and elevation of a given door, D3.

It was not popular. Most candidates dodged it though it was compulsory. The few who attempted it did very poorly, an indication that teachers did not teach types of bonding.

Teachers should teach common brick bonding, most importantly English and Flemish bond wall construction and they should cover the syllabus adequately.

Question 4.

Expected candidates to draw a title block and to print in it their names, random and personal numbers, title, scales and date.

It was well attempted and teachers should continue to guide students on the construction of title block.

751/1 ELECTRICITY AND ELECTRONICS – THEORY

The paper was set to the standard of the level covering most topics in the syllabus. It tested what was educationally relevant bringing out the aims and the objectives of the syllabus.

Time allocated for this paper was adequate and the examination questions were clearly phrased.

The paper was comparable to that of the previous year and the overall performance of candidates was quite good but poorer in comparison to that of last year.

SECTION A

This section consisted of the objective and structured questions. The objective questions were better done than the structured ones although the overall scores were generally good in this section.

SECTION B

Question 21.

Required the candidates to define three given electrical faults, state the cause of each fault, name the instrument used for identifying each fault and state the method of identifying the faults. It was average in popularity and the scores were fairly good though most candidates failed to define earth fault, its cause and the instrument used for testing.

Question 22.

It was quite popular. The candidates were supposed to mention parts of a moving coil instrument, state advantages and disadvantages of a moving iron. The number was well done.

Question 23.

This was the least popular number. The question required the candidates to draw well labelled diagram of high breaking capacity fuse[HBC] and state three advantages of the fuse. The few candidates who tried it managed to draw but failed to label the parts.

Question 24.

The candidates were required to define a cable, name three essential parts stating the use of each and to mention two types of conductors used in electrical cables. It was a very popular number and the performance was good, but some few candidates did not give the meaning of a cable.

Teachers are encouraged to keep up with the spirit

Question 25.

This was the most popular number with very good scores. Candidates were to draw the diagram to illustrate the given data, determine the supply voltage and to calculate the flow of current through given ohms.

Question 26.

The candidates were required to draw the diagram of a filament lamp. This was a compulsory question. Most candidates failed to label the parts though they were able to draw the diagram while others were drawing the florescent lamp instead.

Teachers are advised to explain the difference between the two lamps.

Question 27.

This was also compulsory with fair performance. The candidates were to draw the given types of filters. Teachers are advised to handle different types of filters well.

Question 28.

The candidates were required to draw the given electrical symbols. Most candidates performed well in this number. Teachers are encouraged to continue with the spirit and putting more effort.

751/2 ELECTRICITY AND ELECTRONICS (Practicals)

This paper had only one practical question as required by the syllabus. The syllabus coverage was good as the major areas that require testing practically were included.

Time allocated to this paper was adequate and it compares well with that of the previous year. The performance of candidates was better this year as compared to last year.

Practical skills tested include the interpretation of drawing, connections of accessories, wiring of circuit and the uses of measuring instruments.

752/1 POWER AND ENERGY

The paper was set to the required standard of the level covering the syllabus adequately.

Time allocation was adequate as most candidates were able to complete their work.

The quality of candidates' work and their performance scores were the same as those of last year.

Questions 1-10 were objective types of questions and the performance was generally good.

Questions 11-15 were structured with just fair performance.

Question 16.

Required candidates to give reasons for using servo brakes, advantages and disadvantages of hydraulic brakes then describe the differences between disc brake and drum brake. It was the most popular number with good performance, although some candidates went to the extent of drawing sketches which were not required.

Teachers did their work well in this particular area but they should advise the candidates to read and understand the questions before answering.

Question 17.

It required the candidates to state the purpose of a universal joint, mention three types of transmission joints, give causes of propeller shaft vibration and explain why propeller shafts are made from hollow materials. The question was average in popularity. Most candidates did not know the types of universal joints and others failed to mention the causes of propeller shaft vibrating while in operation. Teachers are advised to emphasize on different types of universal joints when teaching.

Question 18.

It was a very popular number. Candidates were required to give requirements for ignition in an engine, state the reason why a governor is necessary in a C.I engine, sketch a direct C.I engine chamber and then state the advantages of the C.I engine. Most candidates failed to state the reasons why a governor is required and others could not give the requirements for ignition of an engine.

Teachers are advised to teach every topic in the syllabus in detail.

Question 19.

The candidates were required to state the functions of a charging system in a vehicle, state the requirements of the vehicle charging system and give advantages of an alternator. This was a very unpopular number with poor performance. It seems the students were not taught this topic on electrical system.

Teachers should know that each topic in the syllabus is very important, therefore, they must try as much as possible to cover every topic effectively.

Question 20.

This was a very popular number also, it required candidates to give reasons why a motor vehicle cooling system is pressurized, give the disadvantages of the system and mention the function of each of the given cooling system components. The overall performance in this number was good but most of the candidates did not give the disadvantages of the system.

Teachers are advised to cover all the sub- topics in this particular topic.

Question 21.

It was a compulsory number and the performance was generally good. The candidates were required to draw three views of a given object show the main dimensions and construct a suitable title block. Some candidates could not draw the required views while others did not understand what first angle projection was.

Teachers are advised to teach how the views of parts of an object are obtained (seen) and they should ably teach the projection of views in both first and third angle projections.

752/2 POWER AND ENERGY (PRACTICAL AND SKETCHING)

The paper covered the important parts of the syllabus. It was educational and contained skills that are required for today's world of work.

Time allocation was adequate since most candidates were able to complete their work.

The paper was comparable to that of last year though this year's performance was better than that of last year. The overall performance was good.

Comments on individual questions

Question 1 was very popular. Candidates were required to give four safety precautions observed in a workshop, list precautions to be followed when using a hand file and to explain with aid of sketches the operations involved in filing.

Most candidates failed to explain the operations involved in filing. Teachers are advised to emphasize when this teaching practicals.

Question 2.

This question required candidates to state eight factors that determine engine overhaul, to describe the procedure for removing the piston and connecting rod assembly from the engine block and to show a mono-block engine construction.

It was very unpopular, majority of candidates did not know how to remove the assembly.

Teachers are advised to teach this topic properly.

Question 3.

This was the most unpopular question with very poor performance. The candidates were required to give causes of defects in an electrical fuel pump, give three precautions observe when installing the pump and the procedure of dismantling the electrical petrol pump.

Most candidates are poor in practical questions showing that the teaching was as well poor.

Teachers are encouraged to properly let students understand the practical topics and they should give assignments after each topic is covered.

Question 4.

The candidates were required to show the simple lay-out of a single cylinder fuel injection system and to explain the correct procedure of installing a new injector oil engine.

It was an unpopular question and many candidates who attempted this number did not know what to do.

Teachers are advised to teach all the topics in the syllabus.

Question 5.

This was a popular number and the scores were good. But most candidates did not answer part (C) which required them to measure the actual point gap.

Teachers should teach and emphasize all the points that are required in the topic.

Question 6.

The candidates were required to state the causes of the given brake faults and to make a neat sketch of a drum brake assembly. It was a popular question but the scores were very poor.

Teachers are advised to explain the causes of different types of brake faults.

800/1 COMMERCE

The paper had Sections A and B. Section A had 20 Multiple Choice Questions (MCQs) that were compulsory. Section B required candidates to answer any four out of seven questions. The paper was standard and comparable to that of 2015. However, there was a decline in general performance. Questions 21 and 28 were done well, while questions 22, 23 and 24(b) were poorly done.

Question Analysis

SECTION A

Was fairly done though most candidates failed questions 4, 5, 6, 9, 15 and 19.

Teach all topics in the syllabus and encourage learners to read widely and avoid "spotting". Expose learners to MCQs in each topic.

SECTION B

Question 21.

Was popular and well done. However, some candidates failed to differentiate between location and localization of Industries while others gave factors that influence location of Industries instead of advantages of localization. Teachers should clarify the issues mentioned with relevant examples. If possible, visit industrial areas and discuss the aspects of localization and location through observation, discussions and interviews.

Question 22.

Was popular but poorly done. Most candidates lacked knowledge about "limited liability", others confused liability of members with liability of a company. Some confused public limited companies with parastatals/partnerships while others gave characteristics instead of advantages of public limited companies.

Teachers should distinguish and clarify the terms mentioned and where possible carry out study tours to different companies for illustrations. Teach the topic comprehensively.

Question 23.

Was popular but many candidates failed to explain uses of documents in business transactions and to state contents of an invoice. Use business documents as teaching aids and discuss the purpose and content of each document.

Question 24.

Most candidates attempted this question and ably explained the advantages of advertising to a producer. However, many failed to articulate services of specialized advertising agents. Some mistook advertising agents to mean advertising media/firms of sales promotion.

Teach all aspects in the topic as stipulated in the syllabus and prepare learners to answer application questions.

Question 25.

Majority failed to explain the methods used by Bank of Uganda to control lending activities of commercial banks.

Teachers should clearly distinguish central banks from commercial banks and explain the role of each comprehensively with examples.

Question 26.

Though popular, many candidates confused elements of transport with forms of transport; others gave advantage of sea transport instead of containerization, while some mistook containerization for packaging.

Teach the different aspects of transport as stipulated in the syllabus and clarify the issues in question.

Question 27.

Tested candidates on different insurance policies and reasons why insurance services are unpopular in Uganda. Few candidates attempted it and gave general problems faced by insurance industry/limitations of Insurance for part (b).

Teachers should invite resource persons from Insurance companies or visit the Insurance companies to discuss the insurance concept from a practical view. Acquire and use insurance policies and other insurance documents as teaching aids.

Question 28.

Was popular. Some candidates failed to distinguish capital owned from capital employed, and assets from liabilities. Others prepared a balance sheet instead of calculating the value of fixed assets, current assets, working capital and long-term liabilities.

Teachers are advised to emphasise use of correct formulae when illustrating business calculations. Give learners similar exercises for guided discussions, revision and practice.

810/1 PRINCIPLES OF ACCOUNTS

The paper consisted of Sections A and B. Section A was compulsory and candidates were required to answer any **four** out of six questions from Section B.

The quality of candidates and performance were comparable to that of 2015. General performance was good. Questions 21, 25 and 26 were well done and questions 22, 23 and 24 were poorly done. All questions were attempted.

Question Analysis

SECTION A

It had 20 Multiple Choice Questions (MCQs) and was fairly done. However, most candidates failed application and computation questions.

Teach all topics in the syllabus, relate theory to practical aspects and discuss with learners MCQs in each topic.

SECTION B: Candidates were to:

Question 21.

State books of original entry and record transactions given in a journal. Most candidates identified books in part (a) but prepared a cash book/sales journal/purchases journal instead of a general journal. Others failed to rule the general journal and identify the accounts involved in each transaction.

Teachers should emphasise the double entry practice while guiding learners in preparing the general journal. Give learners similar exercises to practice preparing all books of original entry.

Question 22.

State causes of depreciation and prepare Provision for Depreciation Account and Profit and Loss Account. Some candidates used reducing balance method instead of straight-line method. Others prepared Depreciation Account and Motor Vehicle Account that were not asked for. Few explained causes of depreciation satisfactorily.

Teach all methods of depreciation comprehensively and guide learners to prepare all accounts related to depreciation.

Question 23.

Prepare final accounts using the vertical format. It was popular but majority used the horizontal format. Others failed to arrange the items correctly. Teach both formats of preparing final accounts. Emphasis should be put on the vertical format since it is applied in the world of work today.

Question 24.

Differentiate between direct and indirect tax, state advantages of VAT and calculate PAYE and VAT from the given data. It was unpopular and poorly done. Candidates' responses depicted lack of knowledge about taxation. Teach both the theory and computation aspects of taxation.

Question 25.

Prepare Profit and Loss Account, Profit and Loss Appropriation Account and Current Accounts of Partners. It was well done. However, some candidates included partners' salary in Profit & Loss Account, others failed to differentiate between the mentioned Accounts. Emphasise the items treated in each of the mentioned partnership accounts.

Question 26.

Prepare Sales and Purchases Ledger Control Accounts and state uses of control accounts. Some candidates failed to identify items for each of the control Accounts while others prepared a trial balance/three column cash book instead of the Sales/Purchases Ledger Control Accounts.

Teach the topic in depth and emphasise items treated in each of the control accounts

General Advice to Teachers:

- Teach all topics in the syllabus. Teach both theory and practical skills in each topic.
- Relate theory to practical skills in each topic
- Use practical approach when teaching - use teaching aids as well.
- Give learners exercises/assignments/tests at the end of each topic and address the gaps observed accordingly.
- Expose learners to MCQs in each topic

820/1 SHORT HAND

There were no candidates for this paper.

831/1 TYPEWRITING

The paper had **five** compulsory questions. General performance was good.

Question Analysis

Question 1.

A 5-minutes speed and accuracy test that required candidates to type a passage once in double line spacing using A4 plain paper. Some candidates failed to complete the work.

Teachers should give learners speed and accuracy exercises/tests for consistent practice to achieve the set target.

Question 2.

Type a letter on A4 paper using a consistent style, produce a carbon copy, address an envelope, insert a date and make necessary corrections. Some candidates did not address the envelope and others were inconsistent in style.

Help learners practice to type different styles of letters and to address envelopes regularly.

Question 3.

Type a manuscript using double spacing, make necessary corrections and type all abbreviations in full. Few candidates did not double space their work.

Encourage learners to practice all skills in manuscript typing skills.

Question 4.

Was on Tabulation. Candidates were required to centre the given table vertically and horizontally by ruling either by means of underscore or ink. There was poor ruling especially by candidates who used machines. Some candidates found difficulty in aligning figures.

Give learners exercises with figures to practice ruling using a machine and other skills related to tabulation.

Question 5.

Candidates were to type an advert using double line spacing. This question was well done though some adverts were not attractive. Expose learners to similar exercises for practice through individual/group guided discovery.

835/1 OFFICE PRACTICE

The paper had Section A and B. It was comparable to that of 2015. There was an improvement in general performance in relation to that of 2015. Questions 24, & 25 were unpopular and poorly done.

Question Analysis:

SECTION A:

Had 20 compulsory questions; 10 MCQs and 10 structured questions. Performance was average. Some candidates failed many MCQs and misinterpreted structured questions. Teach all topics in the syllabus, guide learners to analyze all options before choosing the key and train them to give precise answers for the structured questions.

SECTION B:

Question 21.

Required candidates to give uses of machines used in handling mail in office and steps followed by a mail clerk when handling outgoing mail. Some candidates failed to give the use of certain machines and mixed up the steps – not in a chronological order. Visit a standard office and discuss the uses of various mail handling machines. Discuss the steps followed handling outgoing mail in a chronological order.

Question 22.

Covered clerical activities in an office and qualities of a good worker. Some candidates gave functions of an office instead of activities. Teachers should clearly distinguish between functions and activities.

Question 23.

Asked for contents of a Curriculum Vitae (CV) and requirements of an interviewee during an interview. Few candidates were knowledgeable about the contents of a CV. Others gave requirements needed before and after an interview. Teachers should address the issues mentioned using a practical approach. Assign learners to write CVs and role-play interviewers and interviewees during an interview.

Question 24.

Wanted definitions for given terms in filing and causes of poor filing of documents in an office. It was not popular. Candidates had no grasp of the definitions and causes of poor filing.

Teach the topic comprehensively and allow learners to visit the headteacher's officer/library to acquaint themselves with good filing procedures and practices.

Question 25.

Differentiate between types of cheques and give conditions fulfilled by the drawer before the bank honours a cheque. Most candidates lacked knowledge on banking. The question was unpopular and most poorly done.

Teachers should teach the topic as articulated in the syllabus. Use teaching aids eg. various types of cheques.

Question 26.

Asked for contents of an Agenda and a Notice of a meeting, and role of a Secretary and Chairperson during a committee meeting. Some candidates mixed roles of a Secretary and Chairperson, contents of an Agenda and a Notice.

Discuss with learners the roles of the different participants in a meeting and clarify the contents of an agenda and notice with examples. Ask learners to draft an Agenda, write a Notice and role-play different roles of participants in a committee meeting.

840/1 COMPUTER STUDIES

Introduction:

The paper consists of three sections; A, B and C. Section A contains 20 compulsory Multiple Choice Questions (MCQ) drawn from the whole syllabus. Section B contains 6 compulsory structured questions drawn from the whole syllabus. Section C contains 3 theoretical practical questions drawn from the topics; Elementary Computer Programming, Trends in Computing, System Start-Up and Configuration, Computer Communication and Networking and Computer Hardware. The candidate answers only one question.

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

Question Analysis

SECTION A-MCQ

The questions required candidates to select the most appropriate answer from the given choices per question.

Popularity: All the questions were compulsory

Weaknesses of candidates: Some candidates used guesswork to pick the alternatives.

Advice to Teachers: They should guide the students on how to answer MCQs appropriately.

SECTION B- STRUCTURED QUESTIONS

Question 21.

The question tested candidate's knowledge of early computing devices and the generation of computers. The candidates were required to state the features of a modern computer.

Popularity: It was popular and attempted by majority of the candidates.

Weaknesses of candidates

- Some candidates could not relate the computing device to the inventor. Candidates just mentioned any computing device during the mechanical error and associated it with Blaisé Pascal.
- Some candidates failed to state reasons for the features given. Many learners were challenged by the meaning of modern computer as opposed to the traditional characteristic features of a computer.

Advice to Teachers

- Teachers should clearly relate the early computing devices invented to their respective inventor.
- The teachers should guide learners on explaining the reasons for the respective characteristic features in each generation of computers.
- The teachers also need to be careful in clarifying and explaining the current trends in computing world in aspects of observable changes today.

Question 22.

(a) Required candidates to give a brief description of what peripheral devices are.

Weakness of candidates

Many candidates could not draw a clear difference between peripheral devices and other parts of a computer system.

(c) Giving categories of computer hardware.

Weakness of candidates

Many candidates were giving examples instead of categories.

(c) Outlining situations under which a computer user can carry out warm booting.

The question required candidates to give the rationale or need for warm booting a computing device.

Weaknesses of candidates

Candidates lacked knowledge about warm booting while others simply tried to define it.

Popularity: Generally part (a) and (c) were not popular while part (b) was.

Advice to Teachers

Teachers should relate the technical terms to practical sessions to enable learners have a clear-cut distinction between terms.

Question 23.

The candidates were required to demonstrate their practical skills of data management using electronic spreadsheets and databases.

Weaknesses of candidates

- Candidates failed to demonstrate their practical knowledge into theory.
- Some candidates failed to write the correct spreadsheet formula syntax.

Popularity: It was popular but failed by majority.

Advice to Teachers

- Teachers should emphasize the need for proper syntax for formula and function expressions in spreadsheets and database.
- The teachers should endeavor to make learners to understand the theory behind every practical operation.
- The application and roles or functions of the various database objects must be emphasized.

Question 24. (a)

Candidates were required to define terms used in computer communication with examples.

Weakness

- Some candidates did not have knowledge of the given terms.
- Some candidates were relating the terms to non-electronic communication means.

Popularity: It was not popular. Few candidates who attempted it failed.

Advice to Teachers

- Teachers should clearly enable learners to distinguish between the technical terms used in computer communication, where possible tour or have field studies for practical experiences.
- The modes of data communication should be demonstrated clearly with practical examples.
- Teachers should avoid giving non-electronic means or data switches as examples.

Question 24. (b)

Candidates were required to state the advantages of using Internet in business transactions.

Popularity: It was popular and passed by many candidates.

Weakness

- Some candidates resorted to giving general applications of Internet in other fields other than business related advantages.
- Some candidates were simply giving advantages of computer.

Advice to Teachers

Teachers should enable learners to grasp question understanding drills by knowing where the stem of the question lies and decide on the most appropriate key.

Question 25.

Candidates were required to demonstrate knowledge of the two word processing features.

Weakness

Many candidates did not have knowledge of the given terms as applied in word processing in theory.

Popularity: Not popular and many candidates failed this question.

Advice to Teachers

Teachers should demonstrate the understanding of certain unique features practically and also have written notes for candidates as they handle practical sessions.

Candidates were required to give advantages of word processing software over a manual typewriter.

Weakness

Candidates could not clearly state the advantages of word processing software over a manual typewriter.

Advice to Teachers

Teachers should expose the learners to both word processing environments and tools for learners to demonstrate and appreciate a clear understanding.

(c), (d) and (e) Candidates were required to explain meaning of features in a presentation program and state an example of a presentation program.

Popularity : It was popular.

Weakness of Candidates

Many candidates lacked knowledge of the use of the stated features.

Advice to Teachers

Teachers should use a practical approach to enable learners understand the concepts clearly.

Question 26.

(a) and (b). Candidates were required to demonstrate understanding of utility programs.

Popularity: It was popular.

Weakness of candidates

- Some candidates lacked a clear-cut general description and examples of utility programs.
- Some candidates could have been misled by incorrect information from pamphlets on the market.

Advice to Teachers

Teachers are advised to learners to simply not photocopy information from pamphlets to learners but rather make sense out of such literature.

(c) Candidates were required to give advantages of off-shelf software.

Popularity: It was popular.

Weakness of candidates

Candidates mainly stated “uses” instead of “advantages” as required by the question.

Advice to Teachers

Teachers should clearly explain the differences between uses, functions and advantages.

(d) Candidates were required to give considerations while developing a computer program.

Popularity: It was popular

Weakness of candidates

Many candidates did not understand what the question required.

Advice to Teachers

Teachers should tell learners to be creative in their question approach.

SECTION C- Practical Theory Questions**Question 27.**

(a) Candidates were required to demonstrate an understanding of the computer configuration, system startup, repair and maintenance.

Popularity: Not popular.

Weakness of candidates: Candidates showed lack of knowledge of troubleshooting.

Advice to Teachers

- Teachers need to use practical approaches in explaining some of the technical troubleshooting terms to learners.
- The teachers need to expose learners to interfaces that portray errors or problems during use of a computer.
- Teachers should practically guide learners in maintenance and repair of computer systems.
- Encourage learners to attend maintenance sessions in the computer laboratory.

(b) Candidates were required to state signs and symptoms of a computer with hardware and software problems.

Weakness of candidates

- Some candidates merely reproduced work from their notes which was not applicable to the question.
- Many candidates misunderstood the question to mean computer crimes or security issues.

Popularity: It was not popular

Advice to Teachers

Teachers should tell learners to be creative while answering such questions which are open ended.

Question 28.

(a) Candidates were required to explain observable symptoms that can be based on to conclude that a computer has **mal-ware**.

Weakness of candidates

- The candidates had no knowledge of the term malware.
- Candidates just related the options in 27(a) as solutions in question 28(a).
- Candidates also confused the term malware for disadvantages of computers.

Popularity: Not popular.

Advice to Teachers

- Teachers should clearly explain the possible meanings of computer terminologies like computer infections.
- They should use varied terms to explain the meaning of malicious infections, which include: malware, viruses, spyware and various attacks to computer systems.

(b) The question required candidates to describe measures that can be put in place to safeguard computers against malware.

Popularity: Not popular although candidates who attempted it scored very highly.

Weakness of candidates

Candidates had no knowledge of the possible measures used to counteract/safeguard computers against malware.

Advice to Teachers

Teachers should categorize the measures used to safeguard computers to various system attacks.

Question 29.

(a) Candidates were required to explain the advantages of networking in a school setting/environment.

Popularity: It was the most popular question.

Weakness of candidates

- Candidates stated advantages of Internet instead of a network setup in a school.
- Some candidates stated benefits of using computers in a school.
- Some candidates gave shallow explanations of networking.

Advice to Teachers

Teachers should clearly distinguish the networking terms from Internet basics and the World Wide Web.

(b) Candidate were required to explain the different types of topologies.

Popularity: It was popular and attempted by most of the candidates.

Weakness of candidates

- Candidates showed lack of knowledge of what a network topology is.
- Candidates confused the network topologies for types of networks.
- Candidates also confused a server for a hub or concentrator or switch.

Advice to Teachers

Teachers should assess the learners in these concepts in aspects of definition, illustrations, explanations and descriptions.

840/2 COMPUTER STUDIES (PRACTICAL)

The paper consists of two Sections; A and B. Section A contains one compulsory question drawn from word processing and spreadsheets. Section B contains three (03) Questions drawn from Database, Web Design and Computer Presentations. The candidates answer any two questions.

The paper was easier than that of the previous year, 2015. The candidates of UCE 2016, performed better than those of the previous year.

Question Analysis

SECTION A

Question 1 (a) Word Processing

Candidates were asked to typeset a given text and later on apply general formatting including page formatting.

Since it was a compulsory question; it was attempted by most candidates.

Weakness of candidates

- The candidates had problems with inserting page numbers.
- The candidates could not easily make a heading outside the columns.

Question 1(b) Spreadsheets

Required the candidates to enter statistical data in a spreadsheet and carry out calculations. In addition, they were supposed to represent the work using a pie chart.

Popularity of the question

Being a compulsory question, it was attempted by most candidates.

Weakness of candidates

- It was hard to sort data in ascending order according to total column.
- It was hard inserting a title on the chart.

Advice to Teachers

- Teachers should emphasize good use of functions and formulas in spreadsheets.
- Teachers should emphasise qualities of a good illustration.

SECTION B

Question 2. Presentation

Required to prepare a presentation using the given data. Also to insert charts and graphics.

The question was popular; it was attempted by most candidates.

Weakness of candidates:

- They could not easily insert an organizational chart.
- They could not easily insert graphics in required locations.

Advice to Teachers

- Students need to do a lot of practice.
- Expose students to different types of charts.

Question 3. Web Designing

Required candidates to demonstrate their understanding of web designing by designing a hotel website with all the active links and pages.

It was the least attempted question.

Weaknesses of candidates:

- Candidates did not know how to link web pages.
- They never knew how to create a web banner.
- Some failed to save their work as a website

Advice to Teachers:

- Teach all the examinable applications including web designing.
- Expose students to a variety of web designing software.
- Emphasise qualities of a good website including a banner.

Question 4. Database Management System

Required candidates to prepare a database, enter data and create a form, a query and reports.

It was a popular question and most candidates attempted it.

Weaknesses

- Candidates had problems with the use of the right criteria.
- They had problems with the field properties in the table.

Advice to Teachers:

- Emphasize proper designing of the table.
- Print all the objects of the database.
- Emphasize proper use of wild cards.

845/1 ENTREPRENEURSHIP EDUCATION

It had 5 questions and candidates were required to answer any 4. General performance was better than that of 2015. Questions 1, 3, & 5 were popular and well done. Questions 2 and 4 were unpopular and poorly done.

Question Analysis**Question 1.**

Required candidates to prepare a menu card, explain methods of maintaining quality of the products, factors considered when selecting the type of packaging materials for the business products and books of accounts maintained by the business.

Some candidates confused factors of packaging materials as factors for selecting tools, equipment and machinery; others had menu cards without prices of products while others gave business documents as books of accounts.

Teachers, distinguish factors for packing materials from those for equipment and machinery, expose learners to menus for restaurants and differentiate business documents from books of accounts; describing the purpose of each of the various business documents and books of accounts in a business.

Question 2.

Prepare purchases, Sales, Purchases Returns and Sales Returns Journals and post them to their respective ledgers. It was poorly done. Majority failed to identify transaction for each type of the journals. Some used a wrong format. Teach the topic, expose learners to relevant/practical exercises/assignments /tests for practice.

Question 3.

Tested candidates on letter writing, production plan, business risks and insurance risks of a carpentry workshop. Some candidates gave principles of insurance, examples of risks and listed production items. Teach the mentioned concepts comprehensively. Consider inviting resource persons to discuss insurance issues. Ask learners to prepare and present to the class production plans for their future businesses/projects.

Question 4.

Prepare trial balance and calculate debtors' collection period. Some candidates prepared a balance sheet and others, a Trading, Profit and Loss Account. Some omitted the title, mixed items for Debit side to Credit side and vice versa. Teachers should create adequate time to teach both the theory and practical skills of bookkeeping comprehensively. Also give learners exercises/assignments and tests for revision /group discussion/practice. Furthermore, emphasise use of correct formulae, when calculating ratios.

Question 5.

It covered sources of business finance, pre-operating & Administrative expenses, measures for maintaining a natural environment and benefits of the EE business project to a school. Teachers should use the school entrepreneurship business projects to discuss all the mentioned issues practically, relate theory to practical skills and encourage learners to start business during holidays.

845/2 ENTREPRENEURSHIP EDUCATION

The paper had Sections A and B. Section A was compulsory and candidates were expected to answer any three out of five questions in Section B. The quality of candidates' work and general performance was better than that of 2015.

Question Analysis

SECTION A

Question 1.

Had ten (10) compulsory structured questions. Majority scored above 20/40 marks. Some candidates had challenges with questions 1a) ii, g (i), g(ii), (h) and (j).

Advice to Teachers

- Teach all topics in the syllabus.
- Prepare and guide learners in question approach.
- Address the issues mentioned in the question.

SECTION B

Question 2.

Some candidates failed to describe the steps followed by an entrepreneur when starting a business in a chronological order. Others gave factors considered for starting a business instead of causes of business failure in Uganda.

Teachers should describe the steps in a chronological order and distinguish between causes of business failure and factors for starting a business.

Question 3.

Candidates were knowledgeable, about requirements of opening up a current account. Majority failed part (b)-were used to circumstances for dishonouring not honoring a cheque.

Teachers should be innovative and expose learners to different question approaches.

Also emphasise parties to a cheque. Some candidates confused/mixed them up.

Question 4.

Asked candidates for direct costs and ways of reducing production costs of a maize milling business. The question was unpopular. Candidates failed to identify/give examples of direct costs. Others gave ways of improving quality instead of reduction of production costs. Teach the topic using practical approach.

Question 5.

Explain the importance of business laws in Entrepreneurship and suggest measures government should undertake to ensure entrepreneurs observe them. Majority emphasized consumer protection but failed to articulate the measures.

Teach the topic and guide learners to answer application questions when addressing issues mentioned.

Question 6.

Required candidates to describe the various components of a business plan to an entrepreneur. It was a popular question but candidates found difficulty in describing the components. Others gave general uses of a business plan without relating them to an entrepreneur.

Teachers should emphasize the technical aspects/components/elements of a business plan and relate its relevance in Entrepreneurship.