

# THE PRIME



P L E

2022

# ANALYSIS REPORT

An Expert's Report on Subject of  
**Mathematics**

Acquire modern Instructional techniques using this comprehensive look at the questions, all accepted and rejected answers, life skills and values as well as sample questions.

Organised and Published by  
**PRIME EDUCATIONAL CONSULT**



QUICK START YOUR NEW CLASS NOW  
Download the Prime Learn App Now

Prime Learn

**THE PRIME MATHEMATICS 2022 ANALYSIS REPORT.**

This is an Annual Technical Report on PLE by Prime Educational Consult with a sole aim of guiding both the Teacher and the Learner into acquiring Modern questioning and answering skills. This PLE Analysis Report has been technically compiled by Prime Experts based on a subject level where general answering guidelines are given followed by a Comprehensive marking guide showing both the accepted and rejected answers. The origin of each question from the syllabus has also been illustrated as shown below;

⇒ the level of the question i.e. Knowledge, Comprehension or Application (K C A respectively).

⇒ the class from which the question was set.

Findings, changes and recommendations made during the marking process have also been included.

Sample questions similar to those in PLE have been included. The intention is to help the teacher and the learner expound or broaden their knowledge on the different areas in the curriculum from where the PLE questions of 2022 were set.

The above will help the teacher to cover the syllabus comprehensively right from P.1 to P.7.

Overall, teachers are advised to Professionally read, Interpret and Understand the curriculum and also draw attention to the Cross-Cutting Issues as well as Life skills and Values. These are clearly outlined in the curriculum.

\* **Life skills:** A life skill is the ability to cope with any emerging situation both in happiness and difficulty. For effective instruction of this subject, you are advised to develop life skills in the learner. Life skills and Values should be incorporated in your scheme of work and lesson plan.

\* **Values:** Values are things we believe in and support openly such as orderliness, honesty, love, carefulness, respect, faithfulness, obedience, kindness and trustworthiness. For more about life skills and values please refer to the curriculums.

To achieve the desired goals of all stakeholders, the learning process should focus on implementing both;

1. *the National Aims of Education.*
2. *the Aims and Objectives of Primary Education in Uganda.*

These are clearly outlined in the curriculum.

## **GUIDELINES FOR EXCELLENT PERFORMANCE IN MATHEMATICS**

- Have thorough study of the given question.
- Correct interpretation of the content with maximum understanding of the key terms involved.
- Logical planning of the solution.
- Accurate working.
- Thorough checking of the steps to minimize errors.
- Checking of units where they were involved.
- Check if the main question has been correctly answered.
- Checking through all the calculations and any construction skills in case of geometry to maximize accuracy.

### **ADDITIONAL TIPS TO FACILITATE MAXIMUM SCORES**

- Good planning of Solution and showing all relevant steps.
- Use neat clear handwriting.
- Avoiding unnecessary crossing of work.
- Use of correct units where applicable.
- Diagrams should be drawn or constructed in pencil.
- Regular practice can improve speed and accuracy.
- Constant revision can enhance mastery of knowledge and skills.

## QUESTIONS WHICH CHALLENGED LEARNERS

4. The learners were asked to list elements in set P but some learners failed to identify the correct elements due to failure to use a Venn diagram to ease solving the problem.
6. The learners were asked to construct a parallel line through point T but instead their interpretation led them to dropping a perpendicular, which was supposed to be used to find the final answer.
16. The learners failed to use the diagram to help them determine the required bearing, majority instead gave the opposite of South East as the bearing.
17. Some learners failed to interpret the rate which was per month and went ahead to change months into years. This would be correct if the rate was also calculated for 12 months which make up a year.
20. Some learners failed to use 5cm as radius because they know 5cm was not divisible by 7 instead used 14cm as the radius hence failed to get the required volume.
21. Candidates could not ably find the value of  $y$  on the Venn diagram hence failure to find how many farmers grow sunflower.
22. Most candidates failed to use the information given to calculate the profit the trader made.
24. Most learners failed to interpret the information given in the main question so as to make connections that would enable them to calculate the required speed in part c.
26. Many candidates lacked enough knowledge and skills to manipulate the construction of the required triangle accurately.
27. Many learners confused the length with the width of the photo, they lacked competence to calculate the area of the frame not covered by the photograph.
28. Most learners failed to correctly interpret and make sense of the information given. They failed to form the correct equation that would lead them to the correct answer.
29. Learners lacked enough background knowledge on angles and angle properties thus failing to find the size of the required angles correctly.
31. Many learners failed to interpret and form correct mathematical expressions/equations hence failing to find the number of text books supplied by the company.
32. Most learners failed to find the height of the water that remained in the tank after some water had leaked.

## **MOST TESTED TOPICS**

- ↳ Length, Mass and Capacity
- ↳ Lines, Angles and Geometric figures
- ↳ Fractions
- ↳ Data handling

## **LEAST TESTED TOPICS.**

- ↳ Integers.
- ↳ Operation on whole numbers.
- ↳ Whole numbers
- ↳ Patterns and Sequence.

## **MOST TESTED NATIONAL AIM OF EDUCATION.**

*To eradicate illiteracy and equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development for better health, nutrition and family life and the capacity for continued learning.*

**SUMMARY OF HOW TOPICS WERE TESTED**

NO.	TOPIC	QUESTIONS		MARKS.
		SECTION A	SECTION B	
1.	<i>Set concepts.</i>	4	21	07
2.	<i>Whole numbers.</i>	2, 12, 14		06
3.	<i>Operation on whole numbers.</i>	3, 7		04
4.	<i>Patterns and Sequence.</i>	5	25	06
5.	<i>Fractions.</i>	1, 17	23, 31	13
6.	<i>Data handling</i>	11, 15	30	09
7.	<i>Money.</i>	13	22	07
8.	<i>Distance, time and speed</i>	18	24	08
9.	<i>Geometry. Lines, Angles and Geometric figures.</i>	6, 16	26, 29	14
10.	<i>Length, Mass and Capacity.</i>	10, 20	27, 32	16
11.	<i>Integers.</i>	8		02
12.	<i>Algebra.</i>	9, 19	28	08

**HOW EACH CLASS WAS TESTED?**

CLASS	NUMBER OF QUESTIONS.
P.1	-
P.2	01
P.3	-
P.4	02
P.5	02
P.6	17
P.7	10
<i>Total</i>	32