



UGANDA NATIONAL EXAMINATIONS BOARD

REPORT ON WORK OF CANDIDATES PLE 2020

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UGANDA NATIONAL EXAMINATIONS BOARD

VISION

**"A RECOGNIZED CENTRE OF GLOBALLY COMPETITIVE
EDUCATIONAL ASSESSMENT AND CERTIFICATION."**

MISSION

**"CONDUCT VALID, RELIABLE, EQUITABLE, AND
QUALITY ASSESSMENT OF LEARNERS'
ACHIEVEMENT IN A PROFESSIONAL AND
INNOVATIVE MANNER AND AWARD
INTERNATIONALLY RECOGNIZED CERTIFICATES."**

CORE VALUES:

- ⦿ ACCOUNTABILITY
- ⦿ CONFIDENTIALITY
- ⦿ TEAM WORK
- ⦿ INNOVATIVENESS
- ⦿ PROFESSIONALISM

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FOREWORD

FOREWORD

Every year, Uganda National Examinations Board (UNEBA) prepares a Report on the Work of Candidates as feedback to schools. During marking, examiners compile a report on questions which were challenging to most candidates; weaknesses of candidates and advice to teachers on how to prepare candidates to ably answer such questions.

The 2020 PLE Report on Work of Candidates has been compiled, comprising all the four papers. The general performance indicated that Social Studies with Religious Education was performed best, followed by Integrated Science, Mathematics and English respectively.

The Report includes statistics on performance disaggregated by district, divisional scores and gender. It also includes sample work of good, average and weak candidates in Mathematics, Social Studies with Religious Education, Integrated Science and English.

It is hoped that, as subject teachers go through this report alongside the question papers, they will identify areas where learners experience challenges that need to be addressed during teaching-learning process.

Therefore, my appeal to the education stakeholders, especially the Directorate of Education Standards (DES) and the District/Municipal/City Inspectors of Schools (DISs/MISs/CISs) is to ensure that all primary schools print out copies of this report from the UNEB portal. Head teachers should pass on the report to the subject teachers without further delay. The Coordinating Centre Tutors (CCTs) in their Peer Group Meetings (PGMs) and Continuous Professional Development Programmes (CPDs) should help teachers to utilise this report optimally for the benefit of all learners. Principals of Core PTCs are requested to give support to this noble cause.

It is my prayer that you find this document resourceful.



Dan N. Odongo
EXECUTIVE DIRECTOR

REPORT ON WORK OF CANDIDATES 2020

MATHEMATICS

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
3.	<p>To circle all the triangular numbers in the list:</p> <p>4, 5, 6, 7, 8, 9, 10</p>	<p>Some candidates failed to identify the triangular numbers from the given list.</p>	<ul style="list-style-type: none"> • Help learners understand what triangular numbers are; <ul style="list-style-type: none"> - These are numbers obtained by continuous adding of natural numbers (1, 2, 3, 4, 5, 6,...) i.e. <p style="text-align: center;"> $1 = 1$ $1+2 = 3$ $1+2+3 = 6$ $1+2+3+4 = 10$ $1+2+3+4+5 = 15$ </p> <p style="text-align: center;">The triangular numbers are: 1, 3, 6, 10, 15...</p> <ul style="list-style-type: none"> • Demonstrate how triangular numbers can be generated in form of an equilateral triangle using rows of dots, small stones or balls. <div style="text-align: center; margin-top: 20px;"> <p style="margin-left: 200px;"> • •• ••• •••• ••••• 1 3 6 10 15 </p> </div> <ul style="list-style-type: none"> • Help learners to also understand that they can get triangular numbers using the expression $\frac{n(n+1)}{2}$ where n is the position of the triangular number being found (1st, 2nd, 3rd,...). • Help learners to identify triangular numbers from any given list of numbers. • Guide learners on how to identify other types of numbers i.e. odd, even, cube, prime, etc. • Help learners to make and complete patterns using different types of numbers.

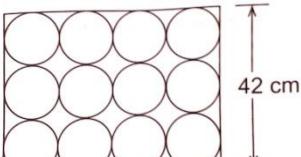
QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
6.	To find the time when a taxi that left Kampala for Gulu at 10:00 p.m. reached if the journey took 5 hours.	<p>Most candidates had difficulty in finding the time when the taxi reached Gulu.</p> <p>Some of the candidates particularly had a challenge in giving the correct unit of time after midnight.</p>	<ul style="list-style-type: none"> Help learners to understand how to read and write time in 12 hour clock. Emphasise that in 12 hour clock, the p.m. starts immediately after 12:00 noon (during day) and it stretches up to midnight. Immediately after midnight, the unit of time is a.m. and this stretches again up to 12:00 noon. Using a number line, guide learners to find the time the taxi reached Gulu. Indicate the starting time at the beginning of the number line. Learners then count the 5 hours taken by the journey on the number line as; 10pm to 11pm, 11pm to 12midnight, 12midnight to 1am, 1am to 2am, 2am to 3am. Guide learners to also use a clock face to find the time the taxi reached Gulu by counting the time from 10:00pm up to 3:00am. Emphasise the use of correct units.
11.	To solve the equation $3y = 5$ (finite 7)	Some candidates failed to solve the equation in the finite system.	<ul style="list-style-type: none"> Explain to learners that the permitted digits of any given finite do not include the finite. For example, in finite 7, the permitted digits are 0, 1, 2, 3, 4, 5 and 6. Help learners to understand that finite system is also referred to as modulo arithmetic which is shortened as <i>mod</i>. Guide learners to understand that solving finite arithmetic equations follows the same principles of solving equations in algebra. Emphasise that where the number being divided is not divisible by the coefficient of the unknown,

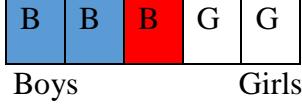
QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS																								
			<p>the finite is added to it before it is divided. i.e.</p> $3y = 5 \text{ (finite 7)}$ <p>Since 5 is not divisible by 3, so the finite, 7 is added to 5 as in</p> $3y = (5 + 7) \text{ (finite 7)}$ $3y = 12 \text{ (finite 7)}$ $\frac{3y}{3} = \frac{12}{3} \text{ (finite 7)}$ $y = 4 \text{ (finite 7)}$ <p>Or</p> <ul style="list-style-type: none"> • Explain to learners that $3y$ means $3 \times y$. To look for the value of y in finite 7, multiply the digit in finite 7 by 3 and divide the product by 7. The number with remainder 5 is the value of y as it is in the table below. <table border="1"> <thead> <tr> <th>$\times 3$</th><th>$\div 7$</th><th>Remainder</th></tr> </thead> <tbody> <tr> <td>0</td><td>0</td><td>0</td></tr> <tr> <td>1</td><td>3</td><td>-</td></tr> <tr> <td>2</td><td>6</td><td>-</td></tr> <tr> <td>3</td><td>9</td><td>2</td></tr> <tr> <td>4</td><td>12</td><td>5</td></tr> <tr> <td>5</td><td>15</td><td>1</td></tr> <tr> <td>6</td><td>18</td><td>4</td></tr> </tbody> </table> <p>The only number in the list of the digits of finite 7 when multiplied by 3 and the product divided by 7 leaves 5 as a remainder is 4. Therefore $3y=5$ (fin 7) is $3 \times 4 = 5$ (fin 7)</p> $\therefore y = 4$ <ul style="list-style-type: none"> • Give learners adequate practice in operations with finite system. 	$\times 3$	$\div 7$	Remainder	0	0	0	1	3	-	2	6	-	3	9	2	4	12	5	5	15	1	6	18	4
$\times 3$	$\div 7$	Remainder																									
0	0	0																									
1	3	-																									
2	6	-																									
3	9	2																									
4	12	5																									
5	15	1																									
6	18	4																									
19.	To find the distance a bicycle wheel of diameter 70 cm will cover in two complete revolutions.	Some candidates could not relate distance covered to circumference. They therefore failed to find the	<ul style="list-style-type: none"> • Help learners to understand the relationships between radius, diameter, circumference, revolution and distance in respect to a bicycle wheel. 																								

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
	(Use $\pi = \frac{22}{7}$).	distance the wheel covers in two complete revolutions.	<ul style="list-style-type: none"> Emphasise to learners that when a wheel makes a complete revolution or turn, it covers a distance equal to its circumference. Help learners to understand that to find the distance covered by a wheel in two complete revolutions, the number of revolutions is multiplied by the circumference (C). Thus; Using $C = \pi \times \text{diameter}$ <p>Therefore, the distance covered by the wheel in two complete revolutions(rev) is calculated as;</p> $\begin{aligned} & C \times \text{No. of rev} \\ &= \frac{22}{7} \times 70 \times 2 \text{ rev} \end{aligned}$ <p>Distance = 2×220</p> <p>Distance = 440cm.</p> <ul style="list-style-type: none"> Give the learners adequate practice on the application of circumference.
24(a)	To find the interest Kapere earned on sh 750,000 which he deposited in a bank that offers a simple interest at a rate of 18% per year given that after some time he had an amount of sh 885,000 in the bank.	Some candidates failed to find the interest Kapere earned.	<ul style="list-style-type: none"> Explain to learners that the money people deposit in a bank, or money a bank lends to its customers is referred to as principal (P). Since the bank uses the money or the borrower is to use the money the bank has lent him/her, it earns interest (I) at an agreed percentage rate (R). Help learners to understand that after some time, the interest earned plus the principal is referred to as amount (A). Guide learners to understand that interest can be calculated in two

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			<p>ways depending on what has been given:</p> <ul style="list-style-type: none"> (i) $I = A - P$ (ii) $I = P \times T \times R$ <ul style="list-style-type: none"> • In the case of the given question, $I = A - P$ $I = 885,000 - 750,000$ $= 135,000/-$
(b)	To calculate how long the money was in the bank.	<p>Some candidates failed to calculate the time the money was in the bank.</p> <p>Other candidates lacked the idea of the relationship between principal, interest and rate.</p>	<ul style="list-style-type: none"> • Help learners to interpret the information given in the question and use it together with what they have worked out in part (a) to find the time(T) using the relationship. $I = P \times R \times T$ $135,000 = 750,000 \times \frac{18}{100} \times T$ $135,000 = 7500 \times 18 \times T$ $135,000 = 135,000T$ $\frac{135,000}{135,000} = \frac{135,000T}{135,000}$ $1 \text{ year} = T$ <ul style="list-style-type: none"> • Give learners more practice on finding time, rate, principal and amount.
25(a)	To use a ruler and a pair of compasses only to construct triangle JKL where JK=6.5cm, angle LJK=30° and angle JKL=105°.	Most candidates failed to construct the triangle JKL. They had difficulty in constructing angle 105°, the angle at the base of the triangle.	<ul style="list-style-type: none"> • Help learners to master the skills of : <ul style="list-style-type: none"> - Constructing perpendicular lines. - Bisecting angles using a ruler and a pair of compasses. • Help learners to gain ability to construct angles such as; 30°, 45°, 60°, 90°, 120°, 150°, etc. • Explain to learners that the angle 105° can be constructed when we;

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			<ul style="list-style-type: none"> -bisect angle 150° to get 75° then add 30° to it i.e. $75^\circ+30^\circ$ or -construct $90^\circ + 15^\circ$ • Guide learners practically to construct the triangle JKL by following these steps: <ul style="list-style-type: none"> (i) Construct the line $JK=6.5\text{cm}$ (ii) Construct the angle $JKL=105^\circ$ (iii) Construct angle $LJK=30^\circ$ (iv) Mark the meeting point of the lines for angles JKL and LJK as L • Give learners more practice in constructing triangles and other polygons using a ruler and a pair of compasses.
25 (b)	To measure the length LK in cm.	Some candidates failed to measure the length LK in cm.	<ul style="list-style-type: none"> • Help learners to understand that most of the rulers they use have two units on them. One side measures in centimetres (cm) and the other side measures in inches (Inch). They should therefore be advised on the side to use. • Guide learners to understand that when measuring length they should always start from the zero (0) mark but not one (1). They should always keep their head directly above the ruler to avoid errors during reading (parallax). • Give learners more practice in measuring length.
27(a)	To find the length of the manilla paper from	Most candidates failed to interpret the diagram. They also failed to relate the diameter of the circular cards	<ul style="list-style-type: none"> • Practically guide learners to understand that the width of the rectangular manilla paper is a combination of the diameters of the circular cards along it and the same is for the length.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
	<p>which Lukwago cut out circular cards given</p>  <p>that the width is 42cm.</p>	<p>with the width of the manilla paper which is 42cm.</p>	<ul style="list-style-type: none"> Given that there are three circular cards along the width which is 42 cm, the diameter of one circular card = $\frac{42}{3} \text{ cm}$ = 14cm Guide learners to find the length of the manilla paper by adding the diameters of the four circular cards along the length i.e. $14+14+14+14 = 56\text{cm}$ or $14 \times 4 = 56\text{cm}$ Practice other related activities with learners. For example cutting out circular pancakes from rectangular dough.
(b)	<p>To calculate the area of the pieces of manilla paper that remained. (Use $\pi = \frac{22}{7}$)</p>	<p>Some candidates failed to calculate the area of the manilla paper that remained.</p>	<ul style="list-style-type: none"> Help learners to understand what is required by shading the area of the pieces of manilla that remained. Guide learners through the following steps: <ol style="list-style-type: none"> Calculate the area of the rectangular manila from $A = L \times W$ $= 56 \times 42$ $= 2352 \text{ cm}^2$ Find the area of the 12 circular cards from $A = \pi r^2 \times 12$ $= \frac{22}{7} \times 7 \times 7 \times 12$ $= 1848\text{cm}^2.$ Find the area of the pieces of manila that remained by subtracting area of the 12 circular cards from the area of the manilla paper i.e. $2356 \text{ cm}^2 - 1848 \text{ cm}^2$

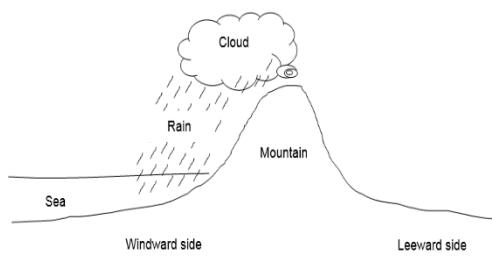
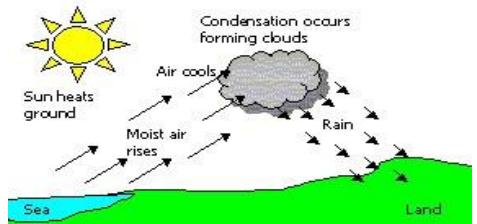
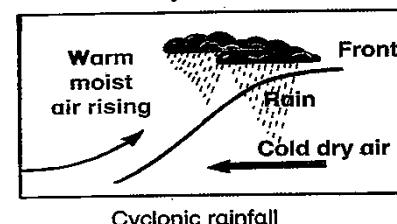
QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			<p>= 504 cm^2</p> <ul style="list-style-type: none"> Give learners more practice in related questions.
28(a)	To find the fraction of girls in the school given that the fraction of boys is $\frac{1}{5}$ more than that of girls and the school has 280 girls.	<ul style="list-style-type: none"> Some candidates had difficulty in interpreting the word problem involving fractions. Others failed to find the fraction of girls in the school. 	<ul style="list-style-type: none"> Guide learners to read and interpret word problems involving fractions. Use real objects or diagrams to explain such problems. For example in this case the fraction of girls and boys in the school can be represented on one whole object divided into five equal parts (fifths); the fraction mentioned in the equation. Since the fraction of boys is a fifth more, the total population of the school is divided into 5 equal parts of the diagram. Each part is representing $\frac{1}{5}$. Explain that since the fraction of boys is a fifth more, then the fraction of girls is $\frac{2}{5}$ as shown below.  <ul style="list-style-type: none"> Help learners to understand this concept by giving them adequate practice on fractions.
(b)	To calculate the total number of pupils in the school.	Some candidates failed to calculate the total number of pupils in the school.	<ul style="list-style-type: none"> Guide learners to understand that if the number of girls is 280 which is represented by two parts of the diagram ($\frac{2}{5}$);

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			<p>Then,</p> <p>1 part represents $\frac{280}{2}$</p> <p>5 parts represent $\frac{280}{2} \times 5 = 700$ pupils.</p> <ul style="list-style-type: none"> Give learners adequate practice on application of fractions.
30(a)	To find in litres, the amount of water which was sold if a water tank with a capacity of 4800 litres was $\frac{3}{4}$ full and that when some of the water was sold using 20-litre jerrycans for sh 200 each, $\frac{1}{6}$ of the water remained.	Most candidates failed to interpret the question. They therefore failed to find the amount of water which was sold.	<ul style="list-style-type: none"> Help learners to understand what capacity means and the common units used for measuring capacity e.g. litres, millilitres, etc. Other customary units, such as jerrycans, bottles, cups, etc can also be used to measure capacity. Guide learners to understand such questions step by step. For example in this case they should: <ul style="list-style-type: none"> First find the capacity of the water in the tank as; $\frac{3}{4} \times 4800 = 3600 \text{ litres.}$ If $\frac{1}{6}$ of this water remained, then, $\frac{1}{6} \times 3600 = 600 \text{ litres remained.}$ The sold water therefore is $3600 - 600 = 3000$ litres. <ul style="list-style-type: none"> Use similar word problems to help learners to master capacity.
(b)	To calculate the amount of money earned from the sale of the water.	Some candidates failed to calculate the amount of money that was earned from the sale of the water.	<ul style="list-style-type: none"> Help learners to understand the principles of converting smaller units of capacity to bigger units and the vice versa, i.e. <ul style="list-style-type: none"> We divide the smaller unit of capacity by the bigger unit when changing to a small unit. For example to convert 10ml to litres; $1\text{litre} = 1000\text{ml}$ $1\text{ml} = \frac{1}{1000} \text{litres}$

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS						
			$10ml = \frac{10}{1000} \text{ litres}$ $10ml = 0.001 \text{ litres}$ <p>- Multiply when changing bigger units of capacity to smaller ones. For example change 10 litres to millilitres $1\text{litre} = 1000\text{ml}$</p> $10l = 10 \times 1000$ $= 10000\text{ml}$ <ul style="list-style-type: none"> Using the same principle, guide learners to convert the 3000litres of water to 20-litre jerrycans. <p>Thus; 20litres = 1 jerrycan</p> $3000 \text{ litres} = \frac{3000}{20}$ $= 150 \text{ jerrycans}$ <p>Amount of money earned is</p> $150 \times \text{sh } 200 = \text{sh } 30,000$						
31	To find the cost of a book given that it costs three times as much as a pencil, while a pen costs sh 300 more than a pencil. A book costs as much as a pen and a pencil.	Most candidates failed to form a correct equation. They therefore failed to find the cost of a book.	<ul style="list-style-type: none"> In forming an equation for such word problems, help learners to first collect their data step by step. For example; <p>Let the cost of a pencil be p</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Book</td> <td>Pencil</td> <td>Pen</td> </tr> <tr> <td>$3p$</td> <td>p</td> <td>$p+sh300$</td> </tr> </table> <p>So if the cost of a book is as much as a pen and a pencil, it means;</p> <p>$\text{Cost of Book} = \text{cost of a pen} + \text{cost of a pencil.}$</p> <ul style="list-style-type: none"> Guide learners to form the equation and solve as follows; $3p = p + p + 300$ $3p = 2p + 300$ $3p - 2p = 2p - 2p + 300$ $p = 300$	Book	Pencil	Pen	$3p$	p	$p+sh300$
Book	Pencil	Pen							
$3p$	p	$p+sh300$							

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			<p>The cost of a book is $3 \times 300 = \text{sh } 900$</p> <ul style="list-style-type: none"> • Emphasise that to solve such equations; the unknowns should be put on one side of the equation and the known on the other side. • Give learners adequate practice on word problems related to fractions.

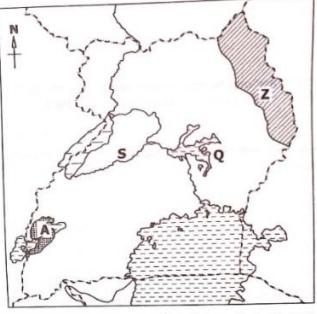
SOCIAL STUDIES WITH RELIGIOUS EDUCATION

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
1.	To name the type of rainfall received in the plain areas of Uganda.	<ul style="list-style-type: none"> - Some candidates failed to name the type of rainfall received in the plain areas of Uganda. - Other candidates named convectional rainfall instead of Cyclonic/Frontal rainfall. 	<ul style="list-style-type: none"> • Help learners to identify and explain the differences in the three types of rainfall in terms of their formation. • Use illustrations/diagrams to guide learners describe when and where each of the three types of rainfall occurs. For example; <p>-Highlands: Relief/Orographic rainfall,</p>  <p>-Water Bodies: Convectional rainfall</p>  <p>-Plain areas: Cyclonic/Frontal rainfall.</p>  <ul style="list-style-type: none"> • Help learners to relate some physical features to the types of rainfall received in order to understand why some areas receive

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			cyclonic, relief and convectional rainfall.
9.	To give the importance of Arusha town to the East African countries.	Some candidates failed to give the importance of Arusha town to the East African countries.	<ul style="list-style-type: none"> • Guide learners to identify and name the countries in East Africa that is, Uganda, Kenya and Tanzania. • With the help of a sketch map of East Africa, guide learners to identify the major cities and towns and their importance (political and economic). For example; <ul style="list-style-type: none"> - Mombasa and Dar-es-Salaam: A seaport handling imports and exports of East African countries. - Arusha: Headquarters of the EAC. • Guide learners to give the difference between East Africa as a geographical region and East Africa as an economic bloc.
10.	To give any one reason why the United Nations Organisation sends peace keeping missions to war torn areas.	Some learners failed to give any one reason why the United Nations Organisation sends peace keeping missions to war torn areas.	<ul style="list-style-type: none"> • Guide learners to discuss the political, social and economic roles and importance of the United Nations Organisation and other regional bodies. • Help learners to understand the concept of peace keeping missions and give examples.
16	To mention how the early explorers promoted the work of European traders in Africa.	<p>Some candidates failed to mention how the early explorers promoted the work of European traders in Africa.</p> <p>Some other candidates mentioned general contributions of Europeans in Africa.</p>	<ul style="list-style-type: none"> • Help learners to discuss why different foreign groups (explorers, traders, missionaries, colonialists, and settlers) came to Africa. • Help learners to link concepts of explorers, traders, missionaries, colonialists and settlers together, for example, “How the roles of explorers benefitted the traders”.

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
21	To state the major crop grown in the High Velds of South Africa.	Some candidates failed to state the major crop grown in the High Velds of South Africa.	<ul style="list-style-type: none"> With the help of a map, guide learners to identify the climatic regions in Africa. Discuss the economic activities that is carried out in each of the regions. Guide the learners to categorise crops grown in the different climatic regions of South Africa as major and minor and give reasons for such categorisation.
23	To give any one factor that brings about differences in the vegetation distribution in mountainous regions.	Most candidates failed to give any one factor that brings about differences in the vegetation distribution in mountainous regions.	<ul style="list-style-type: none"> Guide learners to identify factors that influence vegetation distribution. Using illustrations, guide learners to explain how altitude influences vegetation distribution in mountainous regions. <p>For example, vegetation grows in strips or sections according to altitude as shown in the diagram below.</p> <p>The diagram illustrates Mountain Vegetation zonation on a mountain profile. The vertical axis represents altitude in meters, ranging from 0 m at the base to 5000 m at the top. The horizontal axis represents the distance across the mountain. The mountain profile is divided into several distinct vegetation zones, each represented by a different pattern or shading:</p> <ul style="list-style-type: none"> Snow (at the very top) Bare Rock (just below Snow) Moorland (a narrow strip) Heath Zone (a narrow strip) Bamboo Forest (a narrow strip) Temperate Forest (a narrow strip) Tropical Rain Forest (the broadest zone, covering most of the middle section) Savanna Woodland (a narrow strip) Savanna Grassland (at the base)
27	To state any one social challenge that has been caused by thick forests in the Democratic Republic of Congo.	<p>Most candidates failed to state any one social challenge that has been caused by thick forests in the Democratic Republic of Congo.</p> <p>Some other candidates' responses reflected economic and political challenges that have been caused by thick</p>	<ul style="list-style-type: none"> Explain to learners the meaning of social, political and economic challenges using local context. Discuss with learners the social, political and economic challenges of thick forests in the Democratic Republic Congo. E.g. <ul style="list-style-type: none"> -Social Challenge- high prevalence diseases. - Economic- poor transport and communication

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
		forests in the Democratic Republic of Congo.	-Political- hide out for rebel activities
32	To give any one way in which the finding of the sea route to India benefitted the Portuguese.	Most candidates failed to give any one way in which the finding of the sea route to India benefitted the Portuguese.	<ul style="list-style-type: none"> Help learners to understand the term ‘sea route’. Help learners to explain why the Portuguese and other explorers wanted to find the sea route to India.
42 (b)	To state one advantage country marked C has over country marked B in terms of location. 	Majority of the candidates failed to state one advantage country marked C has over country marked B in terms of location. Some other candidates gave one-sided responses.	<ul style="list-style-type: none"> Guide learners to discuss the advantages and disadvantages of a country that has a seaport and that which is landlocked. Guide learners to compare countries in terms of, size, and economic, political and social activities. Help learners to state their responses based on comparison. For example, using words such as; ‘while’ ‘unlike’ and whereas.
44 (a)	To name the colonial power that ruled Tanganyika after the First World War.	Most candidates failed to name the colonial power that ruled Tanganyika after the First World War. Majority of the candidates named Germany which was the colonial power before First World War.	<ul style="list-style-type: none"> Help learners to identify the European countries that colonized Africa and the specific countries they colonized. Discuss with learners the First World War (1914-1918) and how Tanganyika was involved in it. Guide learners to explain how Tanganyika and other African countries that were taken over after the First World War by other colonial powers.
46 (a)	To name the system of trade John practiced when he exchanged a cock for a bunch of matoke.	Most candidates failed to name the system of trade John practiced when he exchanged a cock for a bunch of matoke.	Discuss with learners the different systems of trade for example, internal/local trade, bi-lateral trade and international trade.

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
b)	To state any one reason why the early traders used the system of trade in (a) above.	<p>Most candidates failed to state any one reason why the early traders used the system of trade in (a) above</p> <p>Some other candidates instead stated the importance of the system of trade in (a) above.</p>	<ul style="list-style-type: none"> Help learners understand the advantages and disadvantages of barter trade. Help learners to compare barter and monetary trade.
48 (a).	To give any two ways in which people acquire land in Uganda.	<p>Some candidates failed to give any two ways in which people acquire land in Uganda.</p> <p>Some other candidates' responses reflected importance of land as a resource.</p>	<ul style="list-style-type: none"> With reference to the constitution of the Republic of Uganda, discuss with learners how people/ individuals, clans, companies, and institutions acquire land, for example through inheritance, purchasing and donation. Help learners to understand the different land tenure systems in Uganda, for example, customary, mailo and lease. Encourage learners to find out how their parents acquired their land and they report to the class.
49 (d)	To give a reason why region marked Z experiences semi-arid climate.	 <p>Most candidates failed to give a reason why region marked Z experiences semi-arid climate.</p> <p>Some other candidates failed to identify region Z.</p>	<ul style="list-style-type: none"> Using maps/illustration/diagrams, guide learners to identify and discuss the different climatic regions/zones in Uganda. Discuss with learners the factors that influence climate of an area. Help learners to understand why the North-Eastern region (Z) experiences semi-arid climate and relate that knowledge to vegetation distribution. Discuss how the changes in climate in the different parts of Uganda

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			influence economic and social activities.
50 (d)	To state any one reason why area marked C is cooler than area marked B on the diagram.	Some candidates failed to state any one reason why area marked C is cooler than area marked B .	<ul style="list-style-type: none"> Guide learners to illustrate the relationship between the key terms ‘altitude’ and ‘temperature’. Help learners to identify areas/regions found at higher and lower altitudes in Uganda.
51 (b) Either	To state any one way in which the Bible is different from other books.	Most candidates failed to state any one way in which the Bible is different from other books.	<ul style="list-style-type: none"> Help learners to identify the Holy Books used in the teaching of God’s/Allah’s word. Discuss with learners how the Holy Books were written and what makes them unique. For example, the writers were inspired by the Holy Spirit and that the Holy books contain the word of God.
51 (b) Or	To state any one way in which the Qur'an is different from other books.	Most candidates failed to state any one way in which the Qur'an is different from other books.	<ul style="list-style-type: none"> Guide learners to compare how the Bible/Qur'an are different from the other books by using appropriate comparison words.
54 (b) Either/ 54 (b) Or	To state any two ways in which prophets changed the lives of people.	Some candidates failed to state the ways in which prophets changed the lives of people.	<ul style="list-style-type: none"> Discuss with learners the differences between prophets and messengers are. Guide learners to identify some of the prophets and messengers in the Bible/Qur'an and the roles they played. Guide learners to explain the different ways in which the prophets changed people’s lives.

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			<ul style="list-style-type: none"> • Help learners to link concepts to real life situations. For example, link between the roles of prophets and the physical, spiritual and emotional wellbeing of people. • Read with learners some chapters and verses where prophets brought hope and changed people's ways of life.

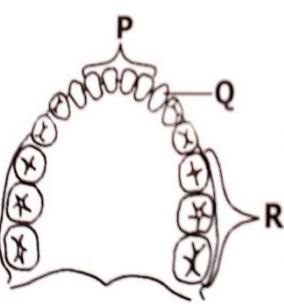
INTEGRATED SCIENCE

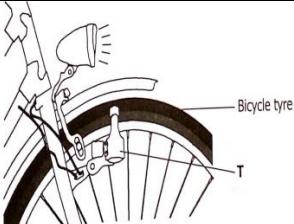
QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
1.	To name the type of cloud which is the highest in the sky.	Some candidates failed to name the type of cloud which is the highest in the sky.	<ul style="list-style-type: none"> • Practically guide learners to understand the different types of clouds and their positions in the sky. • Help learners to understand how clouds bring changes in the environment.
5.	To state the function of the endosperm of a maize grain.	Some candidates failed to state the function of the endosperm of a maize grain.	<ul style="list-style-type: none"> • Help learners to identify the different parts of a maize grain. • Help Learners to explain the function of the different parts of a maize grain. Also, guide them to distinguish between the function of the endosperm and that of the cotyledon. <ul style="list-style-type: none"> - Endosperm stores food while the cotyledon absorbs nutrients from the endosperm in a maize grain. • Help learners to explore different seeds, identify, draw and label the parts.
1. 1.	To give any one example of a non-renewable energy resource.	Some candidates failed to give any one example of a non-renewable energy resource.	<ul style="list-style-type: none"> • Help learners to understand the difference between resources and energy resources (Resources are living or non-living things that satisfy people's needs while energy resources are things that provide us with energy). • Discuss with learners the different examples of energy resources and grouped them into renewable (resources that can naturally be replaced when used up) and non-renewable (resources that cannot be replaced naturally when used up). • Discuss with learners the importance of energy resources to people and the environment.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
16.	To state how the pitch of the instrument shown can be varied. 	Some candidates failed to state how the pitch of the instrument shown can be varied.	<ul style="list-style-type: none"> Using real objects, demonstrate how pitch of various classes of musical instruments can be varied. Help learners to understand the difference factors that determine pitch of sound.
23.	To give any one life skill that children need to develop in order to safeguard themselves against drug dependence.	<p>Some candidates failed to give any one life skill that children need to develop in order to safe guard themselves against drug dependence.</p> <p>Some other candidates instead gave activities one gets involved in, to safeguard against drug dependence.</p>	<ul style="list-style-type: none"> Help learners to understand that life skills are different from activities (regular physical exercises, eating a balanced diet etc.) one gets involved in, to safeguard against drug dependence. <ul style="list-style-type: none"> Life skills are skills that enable individuals to adapt and cope with the demands and challenges of life e.g. coping with emotions, communication skills, creative thinking, critical thinking, good decision making, empathy and self-esteem. Use dramatization and role play to help learners practice and develop these life skills. Use PIASCY sessions to create awareness of life skills among learners.
28.	To name the type of lens used in a magnifying glass.	Some candidates failed to name the type of lens used in a magnifying glass.	<ul style="list-style-type: none"> Using real objects,help learners to understand different types of lenses. Perform experiments using different types of lenses to help them understand how lenses work.
30.	To give a reason why biceps and triceps muscles are referred to as voluntary muscles.	Some candidates failed to give a reason why biceps and triceps muscles are referred to as voluntary muscles.	<ul style="list-style-type: none"> Help learners to understand what voluntary muscles are (muscles that contract or relax under conscious control or will of the person).

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			<ul style="list-style-type: none"> • Help learners to understand the difference between voluntary and involuntary muscles. • Using the human arm, demonstrate the actions of the biceps and triceps muscle.
32.	To give any one characteristic of a bird of prey.	Some candidates failed to give any one characteristic of a bird of prey.	<ul style="list-style-type: none"> • Using videos, illustrations or models, help learners to understand the characteristics (adaptations) of birds of prey • Guide learners to draw and label features of the birds of prey.
38.	To give one reason why a person who has fainted should be placed in a cool and open space.	Some candidates failed to give one reason why a person who has fainted should be placed in a cool open space.	<ul style="list-style-type: none"> • Help learners to understand why persons who have fainted are placed in cool and open places. • Emphasize the conditions in cool and open places that favour quick recovery of persons who have fainted. • Use demonstrations and role plays to help learners understand the steps in giving first aid to a person who has fainted.
40.	To state the method that can be used to obtain salt that has dissolved in water.	Some candidates failed to state the method that can be used to obtain salt that has dissolved in water.	<ul style="list-style-type: none"> • Demonstrate how salt that has dissolved in water can be obtained. • Guide learners to carry out experiments on how to separate different mixtures.
41. (c)	To state any two practices carried out at home to conserve wood fuel.	<p>Some candidates failed to state any two practices carried out at home to conserve wood fuel.</p> <p>Some other candidates stated ways of conserving trees and the environment such as; agroforestry and re-afforestation.</p>	<ul style="list-style-type: none"> • Guide learners to understand what conservation is. • Help learners understand the difference between conservation of energy resources and conservation of resources in general. • Discuss with learners the different practices used to conserve wood fuel at home e.g. covering food, soaking dry beans before cooking them etc.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
43. (b)	To state any two characteristics of seeds dispersed by animals.	Some candidates failed to state any two characteristics of seeds dispersed by animals.	<ul style="list-style-type: none"> Help learners understand the concept of seed dispersal. Using real materials and videos, discuss the characteristics of different seeds and their agents of dispersal.
44. (d)	To use the given diagram to tell how many hours a patient should wait before taking the drug again if it was taken in the morning.	Some candidates failed to tell how many hours a patient should wait before taking the drug again if it was taken in the morning.	<ul style="list-style-type: none"> Help learners to understand the meaning of the prescription 2×3, where 2 refers to the number of tablets to be taken and 3 the number of times the tablets are to be taken in a day. Help learners to understand that since a day has 24 hours, and the drug has to be taken 3 times, then the drug is taken after $(24 \div 3) = 8$ hours. Use resource personnel in your area to explain to learners drug prescriptions. Relate Science to Mathematics when teaching such concepts.
45.(b)	To give any two ways in which a blacksmith uses heat.	Some candidates failed to give any two ways in which a blacksmith uses heat. Some other candidates did not know who a blacksmith is.	<ul style="list-style-type: none"> Help learners to understand who a blacksmith is. Help learners to discuss with a blacksmith about how he/she uses heat at his /her workshop.
47.(b)	To give any two ways in which simple machines make work easier.	Some candidates failed to give any two ways in which simple machines make work easier. Some other candidates gave uses of simple machines instead of how they make work easier.	<ul style="list-style-type: none"> Use experiments on different simple machines to help learners understand how they simplify work Emphasise the uses of different simple machines and their advantages.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
51. (c)	To identify any one difference between the structure of the types of teeth labelled Q and R .	<p>Some candidates failed to identify any one difference between the structure of the types of teeth labelled Q and R.</p> <p>Some other candidates gave the functional differences instead of structural differences.</p> 	<ul style="list-style-type: none"> Using models of teeth or teeth of animals, help learners to identify the different types of teeth. Help learners understand characteristics and functions of the different types of teeth.
52.(a)	To give any two reasons why farmers first plant some seeds in a nursery bed.	Some candidates failed to give any two reasons why farmers first plant some seeds in a nursery bed.	<ul style="list-style-type: none"> Help learners to identify seeds that are first planted in nursery bed and those that are planted directly in the garden. Guide learners to discuss why farmers first plant some seeds in nursery bed. Guide learners to prepare nursery beds at school/home.
54.(b)	To state any two signs of vitamin C deficiency disease in humans.	Some candidates failed to state any two signs of vitamin C deficiency disease in humans.	<ul style="list-style-type: none"> Help learners to understand what deficiency diseases are. (diseases resulting from lack of some food nutrients in the body). Using videos or pictures help learners to identify the signs of Vitamin C deficiency disease. Use a resource person such as a medical personnel or nutritionist to talk to learners about deficiency diseases.
55. (b)	To give the function of the bicycle tyre in producing the electricity.	Some candidates failed to give the function of the bicycle tyre in producing the electricity.	<ul style="list-style-type: none"> Help learners to understand that a dynamo is a simple generator. Carry out experiments to help learners observe and record their observations on how electricity is generated using a bicycle dynamo.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			<ul style="list-style-type: none"> Discuss the processes involved in generation of electricity using a dynamo. Using questions guide learners to discuss the uses of each of the parts in generating the electricity.
(c)	To state the energy change that takes place in a dynamo when it is in use.	Some candidates failed to state the energy change that takes place when the dynamo is in use.	<ul style="list-style-type: none"> Help learners to understand that energy can change from one form to another in a dynamo. Explain to learners how the kinetic energy (mechanical energy) in the dynamo is converted to light and heat energy when the dynamo is in use.

ENGLISH

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
1 to 5	<p><u>Vocabulary:</u></p> <p>To fill in the blank spaces with suitable words.</p>	<p>Some candidates failed to fill in the blank spaces with suitable words especially in Questions 2 and 4.</p>	<ul style="list-style-type: none"> • Encourage learners to use all the recommended vocabulary under every topic in the curriculum and relate them to their daily experiences. • Encourage pupils to read and understand questions before they respond to them. • Use a dictionary or dictionaries during the teaching of vocabulary to guide learners in the correct use of vocabularies.
6 to 15	<p><u>Formation and transformation of words:</u></p> <p>To use the correct forms of the words given in brackets to complete the sentences.</p>	<p>Some candidates failed to give the correct forms of words that suited the given sentences, for example Questions 7, 9 and 14.</p> <p>Some other candidates failed to write the correct spelling of some of the words, for example Questions 7, 9 and 10.</p>	<ul style="list-style-type: none"> • Help learners to understand how to change the given words to other forms which suit the given sentences, e.g. from a noun to an adjective (<i>triangle</i> → <i>triangular</i>), or from a verb to an adverb (<i>hurry</i> → <i>hurriedly</i>). • Help learners to understand the five forms of verbs: root/infinitive (<i>tie</i>), third-person singular (<i>ties</i>), present participle (<i>tying</i>), simple past (<i>tied</i>), and past participle (<i>tied</i>). • Encourage the use of both regular and irregular verbs adequately. • Guide learners to understand basic spelling rules when teaching word formation. • Develop a reading section in class with variety of reading materials so that learners can get opportunity to widen their vocabulary and improve on their reading skills.

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
16 and 17	<u>Abbreviations:</u> To write the full form of the given abbreviations.	Some candidates failed to give the full forms of the given abbreviations. Others failed to write the correct spelling of the word ‘Professor’.	<ul style="list-style-type: none"> Guide learners to understand the different abbreviations in common use e.g. Personal and professional titles (Mr. /Prof. / Dr), units of measure (km), and dates and times (Jan. & AM). Encourage learners to consult a dictionary in case they are unsure of how to write an abbreviation. Create a rich classroom environment to enhance incidental learning.
18 to 20	<u>One word for many:</u> To rewrite the sentences giving a single word for the underlined groups of words.	Some candidates failed to give a single word for the underlined group of words, as in Questions 18 and 20. Some other candidates failed to write the correct spelling of some of the words.	<ul style="list-style-type: none"> Explain to learners why it is sometimes desirable to express an idea of a phrase or of a group of words using just a single word. Give learners ample practice through doing crossword puzzles and playing dominos to expand their vocabulary.
21 and 22	<u>Number:</u> To rewrite the sentences giving the plural forms of the underlined words.	Some candidates failed to give the plural forms of the underlined words, especially Question 22.	<ul style="list-style-type: none"> Help learners to understand regular, irregular, and zero plurals well. Guide learners in some of the rules for writing plurals.
23 and 24	<u>Homophones:</u> To use each of the given words in a sentence to show that they know the difference in their meaning.	Some candidates failed to use the given words in correct sentences.	<ul style="list-style-type: none"> Help learners to understand words that sound the same by introducing them simultaneously, comparing and contrasting their meaning. Help learners to always use some of the words that qualify the meaning of each of the given homophones in sentences. Devise strategies to help learners practice use of homophones e.g. small groups discuss various

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			homophones and use them in sentences.
25 and 26	<p><u>Word order:</u></p> <p>To rearrange the given words to form correct sentences.</p>	Some candidates failed to rearrange the given words to form correct sentences.	<ul style="list-style-type: none"> Help learners to understand the different types of sentences, i.e. declarative, interrogative, exclamatory and imperative. Help learners to practice constructing different types of sentences.
27 and 28	<p><u>Alphabetical Order:</u></p> <p>To rearrange the given words in alphabetical order.</p>	Some candidates failed to rearrange the given words in alphabetical order.	<ul style="list-style-type: none"> Employ appropriate methods of teaching alphabetical order, such as the <i>Table</i> and the <i>Cancellation</i> methods. Give learners adequate practice on how to alphabetize words beginning with: <ol style="list-style-type: none"> different letters same first letters same first and second letters, etc.
29 and 30	<p><u>Opposites:</u></p> <p>To rewrite the sentences giving the opposite of the underlined words.</p>	Some candidates failed to give the opposite of the underlined words.	<ul style="list-style-type: none"> Use opposites as one of the ways of teaching vocabulary. For example, <ul style="list-style-type: none"> - arrive – depart - propose – oppose - aunt -uncle
31 to 50	<p><u>Sentence Transformation:</u></p> <p>To rewrite the sentences as instructed in brackets.</p>	<p>Some candidates failed to use some of the structures correctly. For example:</p> <ol style="list-style-type: none"> For Question 31, some candidates wrongly used the preposition ‘from’. For Question 36, some candidates did not understand the rules of using ‘while’. 	<ul style="list-style-type: none"> Encourage learners to rewrite the sentences without changing their context and meaning. Encourage learners to use the learnt structures in their day-to-day communication. Help learners to understand the use of adjective clauses. An adjective clause may begin with a relative pronoun (<i>who, whom, whose, that, or which</i>) or with the word <i>where</i> or <i>when</i>.

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
		<p>iii. For Question 42, some candidates did not understand the correct use of ‘neither’.</p> <p>iv. For Questions 43 and 44, some candidates failed to use the given relative pronouns correctly.</p> <p>v. For Question 48, some candidates failed to use the word ‘just’ correctly.</p>	<ul style="list-style-type: none"> Help learners to understand essential (<i>restrictive</i>) and nonessential (<i>non-restrictive</i>) clauses.
51 and 52	<p>Comprehension:</p> <p>To read the passage/poem and then answer the questions that follow in full sentences.</p>	<p>Some candidates failed to use correct tenses in their responses.</p> <p>Some other candidates failed to give correct synonyms, that is, a word or group of words with the same meaning especially Questions 51 (j) and 52 (h).</p>	<ul style="list-style-type: none"> Guide learners on how to approach comprehension questions, for example, by identifying the questioning words, tenses, voices and subjects. Guide learners on how to punctuate their responses because punctuation marks can change the meaning of a sentence. Help learners to give synonyms basing on the context at hand (inference). Help learners to interpret various poems and find messages the poets are trying to convey. Encourage learners to love poetry Encourage pupils to recite poetry not only as a great way to motivate them but also as a great way to improve memory. Give adequate comprehension practice related to passages and poems.
53.	Comprehension (Extract):	Some candidates failed to interpret the given extract.	<ul style="list-style-type: none"> Expose learners to a variety of extracts applicable to their everyday life and set relevant questions for practice.

QN.	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
	To study the given extract and answer the questions that follow in full sentences.	Some others failed to answer the questions about the extract in full sentences.	<ul style="list-style-type: none"> Guide learners to write their responses in full sentences.
54.	<p><u>Composition:</u></p> <p>To complete the conversation with what they thought Agero Noel said.</p>	<p>Some candidates failed to give appropriate responses of Agero Noel in the conversation.</p> <p>Some other candidates failed to punctuate the given responses correctly.</p>	<ul style="list-style-type: none"> Encourage learners to always establish the relationship between the speakers. Encourage as many learners as possible to participate in class dialogues. Guide learners to find out the topic and analyse the situation in which the speakers are placed. Guide learners to understand that tense of the dialogue should be used according to the situation. Expose learners to various responses to basic everyday language such as <i>you're welcome</i>; <i>I'm fine, thank you</i>; etc. Help learners to practice appropriate responses in conversations through role playing in situational dialogues while in class.
55.	<p><u>Letter Writing:</u></p> <p>To write an informal letter to a parent/guardian asking for permission to go for an educational tour to Queen Elizabeth National Park.</p>	<p>Some candidates failed to identify the type of letter required in the context.</p> <p>Some other candidates did not understand some of the attributes of an informal letter.</p>	<ul style="list-style-type: none"> Emphasize the attributes of the two different types of letters. Emphasise the skills of identifying and composing the content of the letter. Help learners understand that writing letters encourages good social skills, e.g. learning to say '<i>Thank you</i>' and asking for information politely. Engage learners in regular practice.

GENERAL COMMENTS

Uganda National Examinations Board appreciates the good work the teachers do in their schools. Many of them cover the contents of the syllabus in time. However, some do not. Others just drill their learners through regular tests.

In order to improve learners' performance, the following recommendations have been made:

1. Teachers are advised to always use the curriculum to prepare their schemes of work and assessment materials. This will help them know what is necessary for their classes. They should as well avoid reliance on particular text books for teaching but rather use a variety of them and other sources of information in order to keep abreast of current knowledge.
2. Teachers are encouraged to develop language competences in learners by encouraging them to read storybooks and conducting spelling games and handwriting competitions.
3. Teachers are encouraged to use the local environment as much as possible so as to enable learners to relate their classroom experience to real life. This will also help to develop in them scientific skills such as observation, recording and reporting.
4. Teachers should try as much as possible to use learner centred methods of teaching such as field or nature walk, demonstration, projects and discussions. These methods can arouse creativity, critical thinking and problem solving skills.
5. Teachers are encouraged to embrace technology during teaching by using documentaries/videos especially for resources that are extinct, dangerous or not common in a particular environment to enhance teaching and learning.
- 3 Head teachers should ensure that the teaching of Religious Education is done as recommended by the curriculum. Drilling learners with questions will not develop in them the required competences, attitudes and values.
6. Education Officers/ Inspectors of Schools, Head teachers and CCT's should try to address the knowledge gap in teachers by regularly organizing for them some need based refresher courses.
7. The Board should sensitize stakeholders on the importance of the report on work of candidates especially during the briefing of head teachers for registration of candidates.
8. The school management should ensure the availability and effective use of formal and informal teaching/ learning resources. For example:

MATHEMATICS

- Recommended textbooks
- The curriculum for each class
- Mathematical instrument sets for each child in upper class
- Chalkboard drawing sets for teachers use
- Graph and square books
- Enough notebooks for pupils and teachers

SOCIAL STUDIES WITH RELIGIOUS EDUCATION

- Recommended textbooks
- The curriculum for each class
- Atlas, Globe and Wall maps
- Teacher made charts, Models, Diorama
- Weather instruments
- Multimedia sources (radio, TV, projectors and computers)
- Regalia
- Work cards
- Ground maps
- Resource persons

INTEGRATED SCIENCE

- Recommended textbooks
- The curriculum for each class
- Simple assorted chemicals and apparatus
- Real objects in the environment such as plants, insects, animals etc.
- Teacher made charts
- Models
- Specimen
- Documentaries and online resources
- Resource persons

ENGLISH

- Recommended textbooks
- The curriculum for each class
- Class readers
- Dictionary and thesauri
- Flash cards
- Workbooks/ cards
- Audio tapes and players
- Resource persons

COMPARISON OF GOOD, AVERAGE AND WEAK CANDIDATES' WORK

MATHEMATICS

Good candidate's work shows the following points: (see Appendix i)

- Work was neat and well laid out.
- The sampled questions (24 and 25) were correctly worked out.
- Candidate's workings showed a good understanding of the concepts tested in the two questions.
- Construction of the triangle was based on a well-drawn and labelled sketch.

Average candidate's work shows the following points: (see Appendix ii)

- The candidate's work was neat
- The candidate understood the idea of interest given the principal and amount but could not use it to work out the time the money was in the bank.
- The candidate had difficulty in constructing the angle 105° at K in qn 25.
- The candidate failed to measure the length LK accurately.

Weak candidate's work shows the following points: (see Appendix iii)

- Lack of knowledge of what should be done in both qns 24 and 25.
- Wrong calculation in qn 24 and wrong construction of triangle JKL in Qn 25

SOCIAL STUDIES WITH RELIGIOUS EDUCATION

Good candidate's work reflects the following aspects: (see Appendix iv)

- Correct responses to all questions in numbers 50 and 51.
- Neat and legible writing with clear language.
- Good understanding of the diagram with appropriate responses.
- Responses met the demand of the questions especially where comparison was required.

Average candidate's work indicates the following aspects: (see Appendix v)

- Some questions had wrong responses while others had correct responses.
- Candidates had wrong spellings in some of their responses.
- Lack of understanding of the questions and interpretation of the diagram.

Weak candidate's work indicates the following aspects: (see Appendix vi)

- Wrong responses in all the questions.
- Wrong spellings of words.
- Responses do not match the questions. The candidate seems to have a problem of reading and understanding the questions.

INTEGRATED SCIENCE

Good candidate's work shows the following points: (see Appendix vii)

- All responses are correct and neatly written.
- Short responses written in clear language.
- Good understanding of classification of vertebrates and food deficiency diseases.

Average candidate's work shows the following points: (see Appendix viii)

- Responses are neatly written.
- Some of the responses are wrong.
- Lack of understanding of food deficiency diseases.

Weak candidate's work shows the following points: (see Appendix ix)

- All responses are incorrect.
- Lack of knowledge on classification of vertebrates and food deficiency diseases.

ENGLISH

Good candidate's work shows the following points: (see Appendix x)

- The given responses are correct.
- The responses are correctly spelt and neatly written.
- There is good understanding of parts of speech and word transformation.

Average candidate's work shows the following points: (see Appendix xi)

- Some responses are incorrect.
- Some of the words are incorrectly spelt.
- Neat handwriting.
- Lack of sufficient knowledge on parts of speech and word transformation.

Weak candidate's work shows the following points: (see Appendix xii)

- All responses are wrong.
- Some of the words do not exist in the English dictionary.
- Failure to read and interpret the given questions.

Appendix I: SAMPLE WORK OF GOOD CANDIDATE'S (MATHEMATICS).

24. Kapere deposited sh 750,000 in a bank. The bank offers a simple interest at a rate of 18% per year. After some time, Kapere had an amount of sh 885,000 in the bank.

- (a) Find the interest Kapere earned. (02 marks)

$$S.I = \text{Amount} - P$$

$$\text{sh. } 885,000$$

$$-\text{sh. } 750,000$$

$$\text{sh. } 135,000$$

Kapere earned sh. 135000

- (b) Calculate how long the money was in the bank. (03 marks)

$$S.I = P \times R \times T$$

$$\text{sh. } 135,000 = \text{sh. } 750,000 \times \frac{18}{100} \times T$$

$$\frac{270}{1500} = \frac{\text{sh. } 750,000 \times 18 \times T}{\text{sh. } 750,000 \times 18}$$

$$\frac{270}{1500} = \frac{T}{18}$$

$$\frac{270}{15 \times 18} = T$$

$$\frac{18}{54} = T$$

$$\frac{1}{6} = T$$

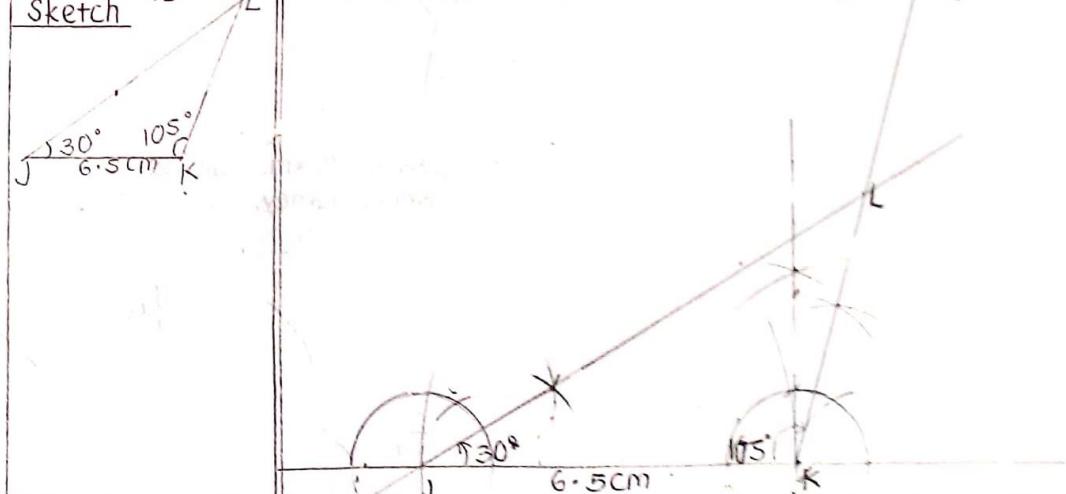
$$\therefore T = 1 \text{ year}$$



25. Using a ruler and a pair of compasses only,

- (a) Construct triangle JKL where JK = 6.5 cm, angle LJK = 30° and angle JKL = 105°. Accurate diagram (04 marks)

Sketch



- (b) Measure the length LK. 11.7 cm. (01 mark)

Appendix II: SAMPLE WORK OF AVERAGE CANDIDATE'S

24. Kapere deposited sh 750,000 in a bank. The bank offers a simple interest at a rate of 18% per year. After some time, Kapere had an amount of sh 885,000 in the bank.

- (a) Find the interest Kapere earned. (02 marks)

$$\begin{aligned} \text{Interest} &= \text{sh. } 885,000 - 750,000 \\ &= \text{sh. } 885000 \\ &\quad - \text{sh. } 750000 \\ &= \underline{\text{sh. } 135000} \end{aligned}$$

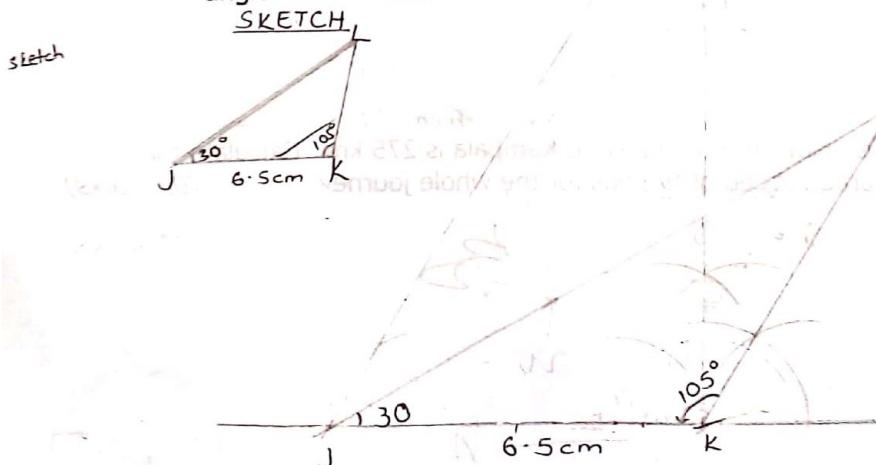
- (b) Calculate how long the money was in the bank. (03 marks)

$$\begin{aligned} T &= I \times R \\ &= \text{sh. } 135000 \times 18\% \\ &= \text{sh. } 135000 \times \frac{18}{100} \\ &= \underline{\text{sh. } 10800} \end{aligned}$$



25. Using a ruler and a pair of compasses only,

- (a) Construct triangle JKL where JK = 6.5 cm, angle LJK = 30° and angle JKL = 105°. (04 marks)



- (b) Measure the length LK. 6.6 cm. (01 mark)

(MATHEMATICS).

Appendix III: SAMPLE WORK OF WEAK CANDIDATE'S

24. Kapere deposited sh 750,000 in a bank. The bank offers a simple interest at a rate of 18% per year. After some time, Kapere had an amount of sh 885,000 in the bank.

- (a) Find the interest Kapere earned.

$$SI = 750,000$$

$$R = 18\%$$

$$T = \text{sh } 885,000$$

$$SI = P \times T \times R$$

$$\text{sh } 150,000 + \text{sh } 885,000 - \text{sh } 750,000$$

$$\text{sh } 750,000 \times 18$$

$$\underline{\text{sh } 15,695.28}$$

(02 marks)

Side work

$$\begin{array}{r} 150,000 \\ - 750,000 \\ \hline 885,000 \end{array}$$

$$\begin{array}{r} 15,695.28 \\ \times 18 \\ \hline 1569528 \\ 0000000 \\ \hline 280850 \\ 140000 \\ \hline 32000 \\ 15000 \\ \hline 1569528 \end{array}$$

25 (03 marks)

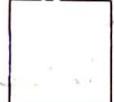
- (b) Calculate how long the money was in the bank.

$$\text{Sh } 15,695.28$$

$$\text{sh } 885,000$$

$$\underline{\text{sh } 24,545.28}$$

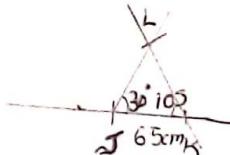
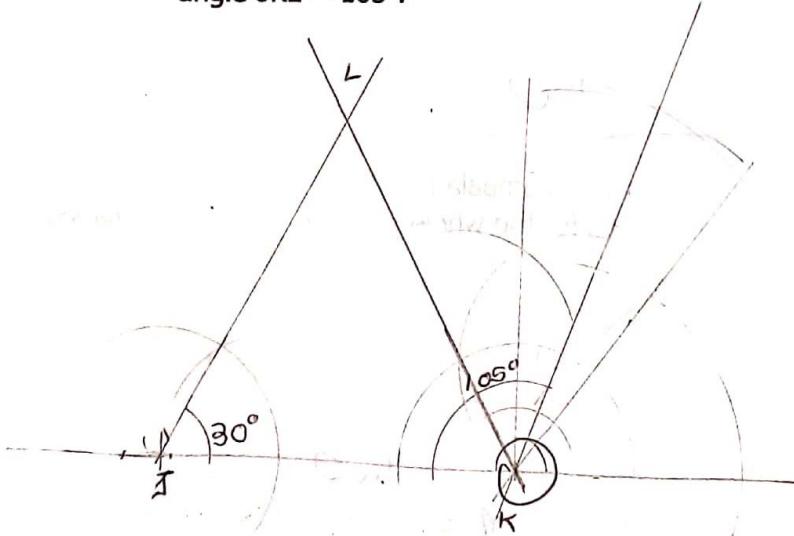
$$\underline{\underline{\text{sh } 24,545.28}}$$



25. Using a ruler and a pair of compasses only,

- (a) Construct triangle JKL where JK = 6.5 cm, angle LJK = 30° and angle JKL = 105° .

(04 marks) Sketch



- (b) Measure the length LK.

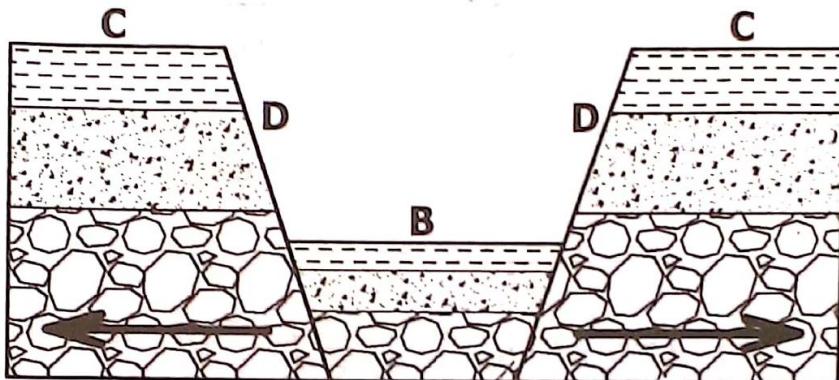
$$\underline{\underline{6}} \text{ cm.}$$

(01 mark)

$$\underline{\underline{18.4}}$$

Appendix IV: SAMPLE WORK OF GOOD CANDIDATE'S (SOCIAL STUDIES)

50. The diagram below shows a formation of a physical feature. Use it to answer the questions that follow.



- a) Name the forces shown with arrows on the diagram.

Tensional forces.....

- b) Which physical feature is formed in the area marked B?

Rift valley.....

- c) What term is used to mean the slopes marked D on the diagram above?

Escarpments.....

- d) State any one reason why area marked C is cooler than area marked B on the diagram.

Area marked C is on a higher altitude than area marked B.

For each of the questions 51 to 55, answer **EITHER** Christian **OR** Islamic questions but **not** both. **No mark** will be awarded to a candidate who attempts both alternatives in **a particular number**.

51. **EITHER:**

- a) Mention any one book in the Bible which was written by Moses.

Genesis.....

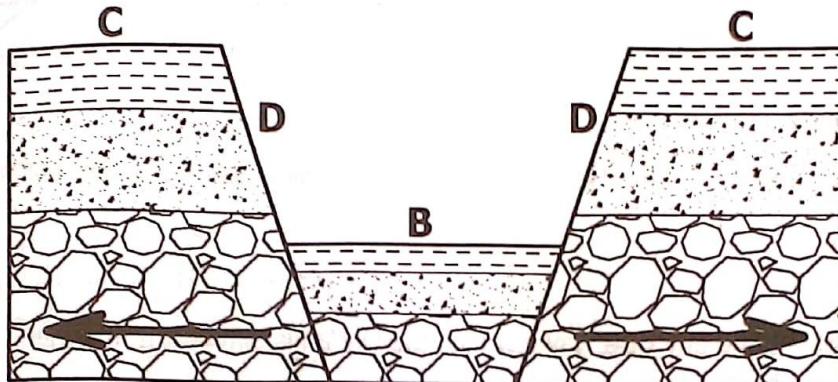
- b) State any one way in which the Bible is different from other books.

The Bible contains God's word unlike other books.....

Appendix V: SAMPLE WORK OF AVERAGE CANDIDATE'S (SOCIAL STUDIES)

50. The diagram below shows a formation of a physical feature. Use it to answer the questions that follow.

Appendix VI:



- a) Name the forces shown with arrows on the diagram.

Tensional forces.....

- b) Which physical feature is formed in the area marked B?

Rift valley.....

- c) What term is used to mean the slopes marked D on the diagram above?

Mountains.....

- d) State any one reason why area marked C is cooler than area marked B on the diagram.

Area C is in the higher altitude than area B

For each of the questions 51 to 55, answer **EITHER** Christian **OR** Islamic questions but **not** both. **No mark** will be awarded to a candidate who attempts both alternatives in a particular number.

51. **EITHER:**

- a) Mention any one book in the Bible which was written by Moses.

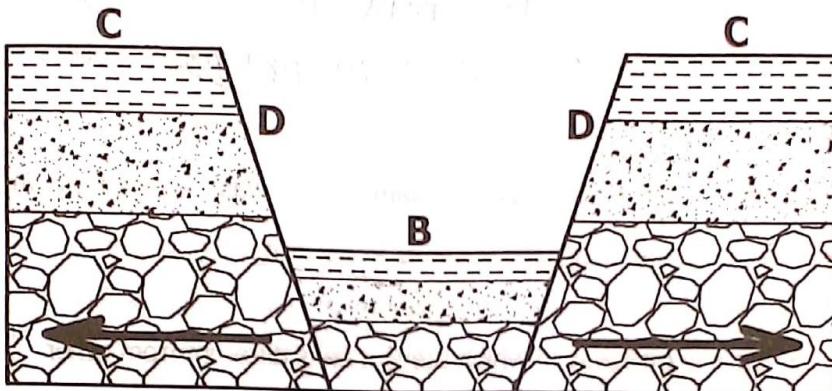
Deuteronomy.....

- b) State any one way in which the Bible is different from other books.

Bible is having a words wisdom.....

SAMPLE WORK OF WEAK CANDIDATE'S (SOCIAL STUDIES).

50. The diagram below shows a formation of a physical feature. Use it to answer the questions that follow.



- a) Name the forces shown with arrows on the diagram.

..... relief feature

- b) Which physical feature is formed in the area marked **B**?

..... cliff feature

- c) What term is used to mean the slopes marked **D** on the diagram above?

..... To show of slopes mountain

- d) State any **one** reason why area marked **C** is cooler than area marked **B** on the diagram.

..... C is the controlling salt erosion than B is controlling top soil

For each of the questions **51** to **55**, answer **EITHER** Christian **OR** Islamic questions but **not** both. **No mark** will be awarded to a candidate who attempts both alternatives in **a particular number**.

51. **EITHER:**

- a) Mention any **one** book in the Bible which was written by Moses.

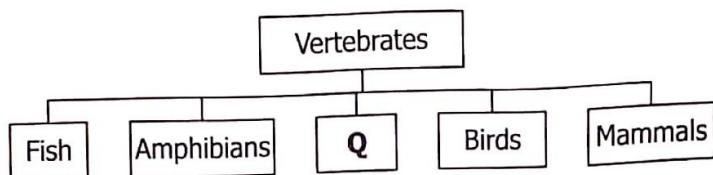
..... Gospol book

- b) State any **one** way in which the Bible is different from other books.

..... The Bible was reading in the church while books are writing at set church

Appendix VII: SAMPLE WORK OF GOOD CANDIDATE'S (INTEGRATED SCIENCE)

53. The table below shows classes of vertebrates. Study and use it to answer the questions that follow.



- (a) Name the class of vertebrates represented by **Q**.

Reptiles.....

- (b) Apart from having backbones, give **one** characteristic common to;

- (i) all fish, amphibians and vertebrates in class **Q**.

All reproduce by laying eggs.....

- (ii) birds and mammals.

Both undergo internal fertilisation.....

- (c) State the difference in reproduction between vertebrates in class **Q** and the amphibians.

Vertebrates in class Q undergo internal fertilisation....
while amphibians undergo external fertilisation.....

54. (a) Name the disease which results from the deficiency of vitamin C in human body.

Scurvy.....

- (b) State any **two** signs of the vitamin C deficiency disease in humans.

(i) Bleeding gum.....

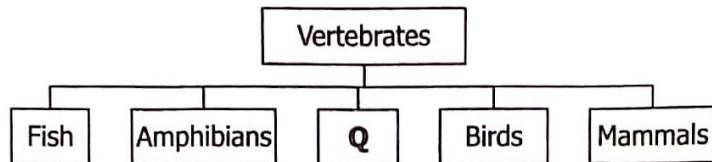
(ii) Poor healing of wounds.....

- (c) Give any **one** example of food which gives us vitamin C.

Fruits.....

Appendix VIII: SAMPLE WORK OF AVERAGE CANDIDATE'S (INTEGRATED SCIENCE)

53. The table below shows classes of vertebrates. Study and use it to answer the questions that follow.



- (a) Name the class of vertebrates represented by **Q**.

.....Reptiles.....

- (b) Apart from having backbones, give **one** characteristic common to;

- (i) all fish, amphibians and vertebrates in class **Q**.

.....They....are....cold....blooded....endothermic.....

- (ii) birds and mammals.

.....They....have....fur....on....their....body's.....

- (c) State the difference in reproduction between vertebrates in class **Q** and the amphibians.

.....Vertebrates....produce....live....young ones....while....amphibians....
.....reproduce....by....laying....eggs.....

54. (a) Name the disease which results from the deficiency of vitamin C in human body.

.....Scavery.....

- (b) State any **two** signs of the vitamin C deficiency disease in humans.

(i)diarrhoea.....Dysentery.....

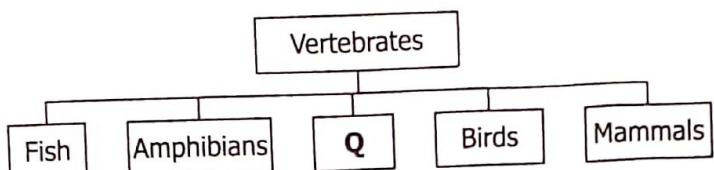
(ii)Vomiting.....

- (c) Give any **one** example of food which gives us vitamin C.

.....Fruits.....

Appendix IX: SAMPLE WORK OF WEAK CANDIDATE'S (INTEGRATED SCIENCE).

53. The table below shows classes of vertebrates. Study and use it to answer the questions that follow.



- (a) Name the class of vertebrates represented by Q.

.....Animals.....

- (b) Apart from having backbones, give one characteristic common to;

- (i) all fish, amphibians and vertebrates in class Q.

.....Vertebrates.....with.....out.....backbone.

- (ii) birds and mammals.

.....Birds.....have.....feathers.....and.....mammals.....are.....animal^s
.....mammal

- (c) State the difference in reproduction between vertebrates in class Q and the amphibians.

.....Animals.....have.....backbone.....while.....

.....Amphibians.....with.....out.....backbone.....

54. (a) Name the disease which results from the deficiency of vitamin C in human body.

.....Mamira.....disease.....

- (b) State any two signs of the vitamin C deficiency disease in humans.

.....(i).....people.....don't.....any.....food.....for.....eat.....
.....signs

.....(ii).....people.....have.....heat.....

- (c) Give any one example of food which gives us vitamin C.

.....Cavassa.....

Appendix X: SAMPLE WORK OF GOOD CANDIDATE'S (ENGLISH).

SECTION A: 50 MARKS

Sub-Section 1

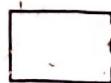
Questions 1 to 50 carry one mark each.

In each of the questions 1 to 5, fill in the blank space with a suitable word.

1. My sister satunder..... a tree after taking medicine.
2. Most people enjoylistening..... to radio talk shows.
3. ...Boath.... John and Mary are good at solving Mathematical problems.
4. Thebutcher..... in our trading centre did not sell meat yesterday.
5. Howoften..... do you visit your grandparents?

In each of the questions 6 to 15, use the correct form of the word given in brackets to complete the sentence.

6. Alito Jonah handed in her homework neatlywritten.....
(write)
7. I prefertriangular..... cakes to circular ones. (triangle)
8. Vivid Bank has a very hardworkingcashier..... (cash)
9. The hungry baby ate his porridgehurriedly..... (hurry)
10. Banana fibres can be used fortying..... firewood together. (tie)



11. Many children losetheir..... teeth because of eating a lot of sugary foods. (they)
12. Our librarianlent..... me a very interesting story book last week. (lend)
13. My classmates behaved verywell..... on our sports day. (good)
14. Of the three girls who is thelaziest.....? (lazy)
15. Nakawombe Glaura has been humble sincechildhood..... (child)

Appendix XI: SAMPLE WORK OF AVERAGE CANDIDATE'S (ENGLISH)

SECTION A: 50 MARKS

Sub-Section 1

Questions **1** to **50** carry one mark each.

In each of the questions **1** to **5**, fill in the blank space with a suitable word.

1. My sister saton..... a tree after taking medicine.
2. Most people enjoylistening..... to radio talk shows.
3. Both..... John and Mary are good at solving Mathematical problems.
4. Thebutcher..... in our trading centre did not sell meat yesterday.
5. Howlong.....often.....do you visit your grandparents?

In each of the questions **6** to **15**, use the correct form of the word given in brackets to complete the sentence.

6. Alito Jonah handed in her homework neatlywritten..... (write)
7. I prefertriangular..... cakes to circular ones. (triangle)
8. Vivid Bank has a very hardworkingcashier..... (cash)
9. The hungry baby ate his porridgehurriedly..... (hurry)
10. Banana fibres can be used fortie..... firewood together. (tie)



11. Many children losetheir..... teeth because of eating a lot of sugary foods. (they)
12. Our librarianlent..... me a very interesting story book last week. (lend)
13. My classmates behaved verywell..... on our sports day. (good)
14. Of the three girls who is thelazinessly.....? (lazy)
15. Nakawombe Glaura has been humble sincechildish..... (child)

Appendix XII: SAMPLE WORK OF WEAK CANDIDATE'S (ENGLISH).

SECTION A: 50 MARKS

Sub-Section 1

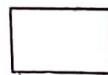
Questions 1 to 50 carry one mark each.

In each of the questions 1 to 5, fill in the blank space with a suitable word.

1. My sister satOrder..... a tree after taking medicine.
2. Most people enjoylife..... to radio talk shows.
3.Iam..... John and Mary are good at solving Mathematical problems.
4. TheSale..... in our trading centre did not sell meat yesterday.
5. Howdoes.....do you visit your grandparents?

In each of the questions 6 to 15, use the correct form of the word given in brackets to complete the sentence.

6. Alito Jonah handed in her homework neatlywritten.....
(write)
7. I prefer ..more...triangle..... cakes to circular ones. (triangle)
8. Vivid Bank has a very hardworkingcb...chashng..... (cash)
9. The hungry baby ate his porridgehurshy..... (hurry)
10. Banana fibres can be used forhy..... firewood together. (tie)



11. Many children losebles..... teeth because of eating a lot of sugary foods. (they)
12. Our librarianleadl... me a very interesting story book last week. (lend)
13. My classmates behaved verybest..... on our sports day. (good)
14. Of the three girls who is thelazyneSS.....? (lazy)
15. Nakawombe Glaura has been humble sincechildrn..... (child)

THE UGANDA NATIONAL EXAMINATIONS BOARD PLE 2020 PERFORMANCE BY DISTRICTS

	PLE 2020 DIVISIONAL SCORE DISTRIBUTION TABLE BY DISTRICT																			
	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X				
M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
ABIM	40	11	51	431	323	754	161	225	386	77	106	183	44	71	115	6	5	11	1500	
			3.4%			50.6%			25.9%			12.3%			7.7%			0.7%		
ADJUMANI	139	56	195	1457	619	2076	1102	717	1819	602	445	1047	310	342	652	27	25	52	5841	
			3.4%			35.9%			31.4%			18.1%			11.3%			0.9%		
AGAGO	51	24	75	794	361	1155	476	420	896	425	305	730	270	414	684	29	57	86	3626	
			2.1%			32.6%			25.3%			20.6%			19.3%			2.4%		
ALEBTONG	49	18	67	775	401	1176	506	541	1047	490	384	874	525	558	1083	35	22	57	4304	
			1.6%			27.7%			24.7%			20.6%			25.5%			1.3%		
AMOLATAR	73	24	97	631	378	1009	263	344	607	267	225	492	168	259	427	7	8	15	2647	
			3.7%			38.3%			23.1%			18.7%			16.2%			0.6%		
AMUDAT	3	1	4	61	40	101	38	56	94	28	35	63	27	40	67	5	3	8	337	
			1.2%			30.7%			28.6%			19.1%			20.4%			2.4%		
AMURIA	40	11	51	782	529	1311	495	598	1093	316	299	615	192	264	456	21	13	34	3560	
			1.4%			37.2%			31.0%			17.4%			12.9%			1.0%		
AMURU	49	13	62	812	350	1162	469	404	873	356	233	589	202	225	427	56	20	76	3189	
			2.0%			37.3%			28.0%			18.9%			13.7%			2.4%		
APAC	80	24	104	658	484	1142	287	352	639	174	182	356	100	189	289	13	14	27	2557	
			4.1%			45.1%			25.3%			14.1%			11.4%			1.1%		
ARUA	339	172	511	3460	2162	5622	1725	1534	3259	1243	890	2133	647	684	1331	275	166	441	13297	
			4.0%			43.7%			25.4%			16.6%			10.4%			3.3%		
BUDAKA	138	81	219	920	836	1756	652	699	1351	424	474	898	416	472	888	21	25	46	5158	
			4.3%			34.4%			26.4%			17.6%			17.4%			0.9%		
BUDUDA	61	67	128	601	610	1211	326	430	756	223	350	573	210	313	523	29	44	73	3264	
			4.0%			38.0%			23.7%			18.0%			16.4%			2.2%		
BUGIRI	130	73	203	1157	974	2131	772	1071	1843	661	733	1394	580	954	1534	35	46	81	7186	
			2.9%			30.0%			25.9%			19.6%			21.6%			1.1%		
BUGWERI	100	40	140	740	874	1614	397	538	935	334	480	814	223	430	653	26	40	66	4222	
			3.4%			38.8%			22.5%			19.6%			15.7%			1.6%		

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
BUHWEJU	103	64	167	459	622	1081	153	266	419	72	108	180	42	63	105	22	28	50	2002
			8.6%			55.4%			21.5%			9.2%			5.4%			2.5%	
BUIKWE	707	648	1355	2507	3090	5597	827	1241	2068	545	944	1489	493	627	1120	82	100	182	11811
			11.7%			48.1%			17.8%			12.8%			9.6%			1.5%	
BUKEDEA	82	48	130	1111	895	2006	607	860	1467	309	455	764	103	191	294	9	10	19	4680
			2.8%			43.0%			31.5%			16.4%			6.3%			0.4%	
BUKOMANSIMBI	177	171	348	684	916	1600	289	397	686	232	366	598	178	288	466	57	57	114	3812
			9.4%			43.3%			18.6%			16.2%			12.6%			3.0%	
BUKWО	14	2	16	288	241	529	312	369	681	352	429	781	572	824	1396	15	23	38	3441
			0.5%			15.5%			20.0%			23.0%			41.0%			1.1%	
BULAMBULI	44	17	61	497	445	942	356	432	788	277	364	641	164	256	420	25	45	70	2922
			2.1%			33.0%			27.6%			22.5%			14.7%			2.4%	
BULISA	28	9	37	386	234	620	226	213	439	119	124	243	79	85	164	15	7	22	1525
			2.5%			41.3%			29.2%			16.2%			10.9%			1.4%	
BUNDIBUGYO	289	238	527	1387	1167	2554	286	291	577	255	287	542	87	107	194	59	83	142	4536
			12.0%			58.1%			13.1%			12.3%			4.4%			3.1%	
BUNYANGABU	339	329	668	939	1115	2054	119	156	275	60	67	127	29	47	76	36	59	95	3295
			20.9%			64.2%			8.6%			4.0%			2.4%			2.9%	
BUSHENYI	776	808	1584	1443	1715	3158	282	355	637	128	154	282	60	48	108	27	42	69	5838
			27.5%			54.7%			11.0%			4.9%			1.9%			1.2%	
BUSIA	235	104	339	1811	1647	3458	665	1053	1718	425	567	992	257	441	698	32	53	85	7290
			4.7%			48.0%			23.8%			13.8%			9.7%			1.2%	
BUTALEJA	90	37	127	887	806	1693	581	727	1308	416	463	879	361	516	877	44	85	129	5013
			2.6%			34.7%			26.8%			18.0%			18.0%			2.6%	
BUTAMBALA	244	274	518	868	1185	2053	251	362	613	192	257	449	156	186	342	82	95	177	4152
			13.0%			51.6%			15.4%			10.8%			8.6%			4.3%	
BUTEBO	28	16	44	426	402	828	354	396	750	264	256	520	269	298	567	15	20	35	2744
			1.6%			30.6%			27.7%			19.0%			20.9%			1.3%	
BUVUMA	3	0	3	127	88	215	89	92	181	61	89	150	36	77	113	7	12	19	681
			0.5%			32.5%			27.3%			22.0%			17.1%			2.8%	

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	
BUYENDE	107	68	175	887	858	1745	486	564	1050	424	490	914	379	660	1039	36	46	82	5005
			3.6%			35.4%			21.3%			18.6%			21.1%			1.6%	
DOKOLO	112	51	163	736	569	1305	403	437	840	292	306	598	238	310	548	18	7	25	3479
			4.7%			37.8%			24.3%			17.3%			15.9%			0.7%	
GOMBA	190	244	434	999	1357	2356	253	366	619	267	324	591	82	120	202	193	223	416	4618
			10.3%			56.1%			14.7%			14.1%			4.8%			9.0%	
GULU	385	312	697	1538	1510	3048	447	623	1070	344	356	700	181	217	398	37	41	78	5991
			11.8%			51.5%			18.1%			11.8%			6.7%			1.3%	
HOIMA	454	321	775	1273	1399	2672	484	746	1230	286	468	754	305	439	744	59	64	123	6298
			12.6%			43.3%			19.9%			12.2%			12.0%			2.0%	
IBANDA	476	323	799	1427	1631	3058	363	572	935	141	248	389	90	174	264	65	89	154	5599
			14.7%			56.2%			17.2%			7.1%			4.8%			2.8%	
IGANGA	490	350	840	1827	2056	3883	764	1201	1965	529	807	1336	522	849	1371	49	58	107	9502
			8.9%			41.3%			20.9%			14.2%			14.6%			1.1%	
ISINGIRO	461	300	761	2045	2046	4091	780	1123	1903	438	551	989	260	469	729	188	263	451	8924
			9.0%			48.3%			22.5%			11.7%			8.6%			5.1%	
JINJA	680	439	1119	2765	3475	6240	893	1404	2297	620	922	1542	396	612	1008	66	100	166	12372
			9.2%			51.1%			18.8%			12.6%			8.3%			1.3%	
KAABONG	17	1	18	269	93	362	90	72	162	72	51	123	30	33	63	18	7	25	753
			2.5%			49.7%			22.3%			16.9%			8.7%			3.3%	
KABALE	435	364	799	1005	1242	2247	363	674	1037	168	308	476	101	181	282	29	37	66	4907
			16.5%			46.4%			21.4%			9.8%			5.8%			1.3%	
KABAROLE	883	1075	1958	1459	2019	3478	124	162	286	64	65	129	31	27	58	39	47	86	5995
			33.1%			58.9%			4.8%			2.2%			1.0%			1.4%	
KABERAMAIDO	30	6	36	493	358	851	273	368	641	226	185	411	79	131	210	4	2	6	2155
			1.7%			39.6%			29.8%			19.1%			9.8%			0.3%	
KAGADI	219	106	325	1320	1372	2692	592	828	1420	380	461	841	243	371	614	66	108	174	6066
			5.5%			45.7%			24.1%			14.3%			10.4%			2.9%	
KAKUMIRO	115	57	172	890	778	1668	446	650	1096	262	387	649	173	398	571	34	36	70	4226
			4.1%			40.1%			26.4%			15.6%			13.7%			1.7%	

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
KALAKI	19	2	21	443	339	782	260	341	601	176	208	384	75	95	170	4	0	4	1962
			1.1%			39.9%			30.7%			19.6%			8.7%			0.2%	
KALANGALA	34	24	58	164	168	332	37	54	91	17	32	49	7	15	22	3	5	8	560
			10.5%			60.1%			16.5%			8.9%			4.0%			1.4%	
KALIRO	152	99	251	799	829	1628	383	515	898	349	383	732	311	455	766	21	21	42	4317
			5.9%			38.1%			21.0%			17.1%			17.9%			1.0%	
KALUNGU	351	467	818	1095	1522	2617	337	531	868	225	373	598	173	252	425	44	51	95	5421
			15.4%			49.1%			16.3%			11.2%			8.0%			1.8%	
KAMPALA	4735	4342	9077	8335	10151	18486	1489	2067	3556	882	1342	2224	463	553	1016	127	123	250	34609
			26.4%			53.8%			10.3%			6.5%			3.0%			0.7%	
KAMULI	457	325	782	2021	2276	4297	1082	1501	2583	832	1136	1968	953	1555	2508	67	88	155	12293
			6.4%			35.4%			21.3%			16.2%			20.7%			1.3%	
KAMWENGE	204	121	325	932	819	1751	382	569	951	192	312	504	147	226	373	23	30	53	3957
			8.3%			44.9%			24.4%			12.9%			9.6%			1.3%	
KANUNGU	283	191	474	1018	1187	2205	556	807	1363	278	446	724	139	244	383	32	40	72	5221
			9.2%			42.8%			26.5%			14.1%			7.4%			1.4%	
KAPCHORWA	84	57	141	446	456	902	346	494	840	341	483	824	312	522	834	3	14	17	3558
			4.0%			25.5%			23.7%			23.3%			23.6%			0.5%	
KAPELEBYONG	9	1	10	349	229	578	248	299	547	161	176	337	122	133	255	11	14	25	1752
			0.6%			33.5%			31.7%			19.5%			14.8%			1.4%	
KARENZA	19	3	22	227	70	297	84	53	137	56	20	76	13	28	41	9	4	13	586
			3.8%			51.8%			23.9%			13.3%			7.2%			2.2%	
KASESE	950	854	1804	3467	4056	7523	993	1398	2391	543	692	1235	257	342	599	81	115	196	13748
			13.3%			55.5%			17.6%			9.1%			4.4%			1.4%	
KASSANDA	211	160	371	1113	1478	2591	322	450	772	271	348	619	137	222	359	44	67	111	4823
			7.9%			55.0%			16.4%			13.1%			7.6%			2.3%	
KATAKWI	46	15	61	617	569	1186	379	421	800	213	214	427	128	157	285	17	22	39	2798
			2.2%			43.0%			29.0%			15.5%			10.3%			1.4%	

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
KAYUNGA	336	285	621	1373	1393	2766	661	910	1571	609	789	1398	602	1014	1616	89	134	223	8195
			7.8%			34.7%			19.7%			17.5%			20.3%			2.7%	
KAZO	152	105	257	861	886	1747	254	301	555	99	116	215	37	64	101	23	31	54	2929
			8.9%			60.8%			19.3%			7.5%			3.5%			1.8%	
KIBAALE	73	62	135	438	487	925	246	371	617	127	211	338	92	178	270	2	15	17	2302
			5.9%			40.5%			27.0%			14.8%			11.8%			0.7%	
KIBOGA	91	61	152	728	804	1532	345	446	791	226	401	627	160	272	432	50	46	96	3630
			4.3%			43.4%			22.4%			17.7%			12.2%			2.6%	
KIBUKU	96	31	127	829	712	1541	561	614	1175	472	447	919	461	529	990	15	17	32	4784
			2.7%			32.4%			24.7%			19.3%			20.8%			0.7%	
KIKUUBE	111	51	162	790	623	1413	395	512	907	234	295	529	169	342	511	47	53	100	3622
			4.6%			40.1%			25.8%			15.0%			14.5%			2.8%	
KIRUHURA	216	166	382	806	938	1744	177	252	429	86	121	207	28	41	69	20	24	44	2875
			13.5%			61.6%			15.2%			7.3%			2.4%			1.5%	
KIRYANDONGO	268	122	390	1618	1096	2714	649	717	1366	383	434	817	184	246	430	28	20	48	5765
			6.8%			47.5%			23.9%			14.3%			7.5%			0.8%	
KISORO	310	192	502	1109	1054	2163	504	764	1268	260	421	681	179	373	552	43	60	103	5269
			9.7%			41.9%			24.5%			13.2%			10.7%			2.0%	
KITAGWENDA	113	86	199	606	588	1194	255	386	641	132	186	318	83	99	182	10	17	27	2561
			7.9%			47.1%			25.3%			12.5%			7.2%			1.1%	
KITGUM	168	111	279	850	734	1584	375	417	792	388	273	661	308	359	667	34	25	59	4042
			7.0%			39.8%			19.9%			16.6%			16.7%			1.5%	
KOBOKO	127	32	159	1068	727	1795	378	437	815	193	192	385	77	107	184	31	14	45	3383
			4.8%			53.8%			24.4%			11.5%			5.5%			1.3%	
KOLE	104	36	140	874	588	1462	395	419	814	253	277	530	182	237	419	12	12	24	3389
			4.2%			43.4%			24.2%			15.8%			12.5%			0.7%	
KOTIDO	60	27	87	338	178	516	76	69	145	38	40	78	11	30	41	10	10	20	887
			10.0%			59.5%			16.7%			9.0%			4.7%			2.3%	
KUMI	192	111	303	1166	1066	2232	753	892	1645	431	530	961	349	429	778	15	13	28	5947
			5.1%			37.7%			27.8%			16.2%			13.1%			0.5%	

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
KWANIA	63	21	84	663	441	1104	286	320	606	191	162	353	114	169	283	13	8	21	2451
			3.5%			45.4%			24.9%			14.5%			11.6%			0.9%	
KWEEN	25	11	36	315	261	576	269	372	641	272	412	684	214	417	631	4	7	11	2579
			1.4%			22.4%			25.0%			26.6%			24.6%			0.4%	
KYANKWANZI	135	114	249	638	735	1373	282	412	694	230	299	529	147	240	387	51	55	106	3338
			7.7%			42.5%			21.5%			16.4%			12.0%			3.2%	
KYESEGWA	200	165	365	1056	1161	2217	315	427	742	191	243	434	88	139	227	36	19	55	4040
			9.2%			55.6%			18.6%			10.9%			5.7%			1.4%	
KYENJOJO	436	459	895	1918	2291	4209	352	421	773	278	278	556	108	160	268	34	35	69	6770
			13.4%			62.8%			11.5%			8.3%			4.0%			1.0%	
KYOTERA	592	542	1134	1429	2026	3455	308	514	822	219	362	581	93	161	254	49	61	110	6356
			18.2%			55.3%			13.2%			9.3%			4.1%			1.7%	
LAMWO	40	9	49	664	390	1054	452	429	881	365	246	611	221	249	470	40	20	60	3125
			1.6%			34.4%			28.7%			19.9%			15.3%			1.9%	
LIRA	650	405	1055	2053	1817	3870	756	867	1623	536	511	1047	497	683	1180	33	48	81	8856
			12.0%			44.1%			18.5%			11.9%			13.4%			0.9%	
LUUKA	96	55	151	846	977	1823	528	861	1389	480	704	1184	479	743	1222	44	60	104	5873
			2.6%			31.6%			24.1%			20.5%			21.2%			1.8%	
LUWEERO	890	681	1571	3399	4149	7548	1036	1531	2567	700	1186	1886	501	732	1233	116	129	245	15050
			10.6%			51.0%			17.3%			12.7%			8.3%			1.6%	
LWENGU	523	434	957	1592	2085	3677	385	741	1126	302	480	782	171	261	432	90	95	185	7159
			13.7%			52.7%			16.1%			11.2%			6.2%			2.6%	
LYANTONDE	182	154	336	503	642	1145	106	165	271	49	84	133	11	35	46	22	12	34	1965
			17.4%			59.3%			14.0%			6.9%			2.4%			1.7%	
MADI OKOLLO	6	2	8	335	96	431	298	190	488	284	139	423	247	192	439	94	49	143	1932
			0.4%			24.1%			27.3%			23.6%			24.5%			7.4%	
MANAFWA	74	37	111	522	465	987	435	527	962	271	411	682	321	466	787	22	48	70	3599
			3.1%			28.0%			27.3%			19.3%			22.3%			1.9%	
MARACHA	39	9	48	829	367	1196	344	322	666	227	119	346	49	50	99	41	19	60	2415
			2.0%			50.8%			28.3%			14.7%			4.2%			2.5%	

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	TOTAL												
MASAKA	1232	1154	2386	1834	2527	4361	400	611	1011	279	409	688	182	253	435	37	62	99	8980
			26.9%			49.1%			11.4%			7.7%			4.9%			1.1%	
MASINDI	260	150	410	1329	1478	2807	435	565	1000	213	302	515	112	159	271	33	46	79	5082
			8.2%			56.1%			20.0%			10.3%			5.4%			1.6%	
MAYUGE	232	151	383	1719	1569	3288	892	1179	2071	730	998	1728	916	1293	2209	86	108	194	9873
			4.0%			34.0%			21.4%			17.9%			22.8%			2.0%	
MBALE	505	387	892	2478	2790	5268	1109	1642	2751	568	982	1550	471	749	1220	56	96	152	11833
			7.6%			45.1%			23.6%			13.3%			10.4%			1.3%	
MBARARA	1391	1185	2576	2174	2844	5018	247	460	707	113	169	282	50	64	114	61	56	117	8814
			29.6%			57.7%			8.1%			3.2%			1.3%			1.3%	
MITOOMA	504	480	984	998	1330	2328	151	275	426	65	119	184	29	40	69	29	28	57	4048
			24.7%			58.3%			10.7%			4.6%			1.7%			1.4%	
MITYANA	547	478	1025	2104	2650	4754	660	978	1638	563	795	1358	395	519	914	107	132	239	9928
			10.6%			49.1%			16.9%			14.0%			9.4%			2.4%	
MOROTO	40	9	49	251	202	453	55	58	113	26	26	52	14	7	21	9	3	12	700
			7.1%			65.8%			16.4%			7.6%			3.1%			1.7%	
MOYO	29	17	46	421	269	690	218	303	521	99	138	237	43	53	96	3	5	8	1598
			2.9%			43.4%			32.8%			14.9%			6.0%			0.5%	
MPIGI	464	404	868	1914	2463	4377	551	788	1339	407	639	1046	249	284	533	54	72	126	8289
			10.6%			53.6%			16.4%			12.8%			6.5%			1.5%	
MUBENDE	327	234	561	1433	1650	3083	516	847	1363	404	565	969	251	460	711	79	105	184	6871
			8.4%			46.1%			20.4%			14.5%			10.6%			2.7%	
MUKONO	2135	2086	4221	4600	5603	10203	1157	1942	3099	838	1332	2170	489	827	1316	153	181	334	21343
			20.1%			48.6%			14.8%			10.3%			6.3%			1.6%	
NABILATUK	5	0	5	73	30	103	29	22	51	11	5	16	6	4	10	1	4	5	190
			2.7%			55.7%			27.6%			8.6%			5.4%			2.6%	
NAKAPIRIPRIT	9	0	9	162	75	237	69	39	108	39	42	81	13	22	35	6	3	9	479
			1.9%			50.4%			23.0%			17.2%			7.4%			1.9%	
NAKASEKE	278	212	490	1310	1673	2983	311	501	812	199	319	518	88	161	249	65	63	128	5180
			9.7%			59.0%			16.1%			10.3%			4.9%			2.5%	

NAKASONGOLA	161	124	285	752	872	1624	399	564	963	299	430	729	221	381	602	48	43	91	4294
			6.8%			38.6%			22.9%			17.3%			14.3%			2.1%	
NAMAYINGO	85	46	131	694	465	1159	534	482	1016	385	350	735	340	350	690	12	14	26	3757
			3.5%			31.1%			27.2%			19.7%			18.5%			0.7%	
NAMISINDWA	65	35	100	639	629	1268	562	692	1254	348	495	843	535	808	1343	50	102	152	4960
			2.1%			26.4%			26.1%			17.5%			27.9%			3.1%	
NAMUTUMBA	136	125	261	982	1024	2006	577	703	1280	447	518	965	472	618	1090	19	33	52	5654
			4.7%			35.8%			22.8%			17.2%			19.5%			0.9%	
NAPAK	31	39	70	271	168	439	59	85	144	26	32	58	10	10	20	5	0	5	736
			9.6%			60.1%			19.7%			7.9%			2.7%			0.7%	
NEBBI	55	17	72	908	419	1327	446	284	730	276	156	432	63	47	110	34	22	56	2727
			2.7%			49.7%			27.3%			16.2%			4.1%			2.1%	
NGORA	77	35	112	683	659	1342	478	618	1096	244	365	609	190	274	464	10	10	20	3643
			3.1%			37.0%			30.3%			16.8%			12.8%			0.5%	
NTOROKO	47	30	77	372	382	754	66	99	165	32	47	79	11	16	27	24	12	36	1138
			7.0%			68.4%			15.0%			7.2%			2.5%			3.2%	
NTUNGAMO	906	710	1616	2662	3062	5724	754	1199	1953	446	623	1069	234	389	623	70	96	166	11151
			14.7%			52.1%			17.8%			9.7%			5.7%			1.5%	
NWODYA	28	8	36	470	313	783	282	303	585	261	230	491	150	194	344	17	21	38	2277
			1.6%			35.0%			26.1%			21.9%			15.4%			1.7%	
OBONGI	9	1	10	601	233	834	289	243	532	216	135	351	114	99	213	9	3	12	1952
			0.5%			43.0%			27.4%			18.1%			11.0%			0.6%	
OMORO	86	34	120	718	495	1213	332	371	703	299	278	577	132	235	367	8	20	28	3008
			4.0%			40.7%			23.6%			19.4%			12.3%			0.9%	
OTUKE	20	5	25	353	215	568	221	208	429	174	130	304	176	185	361	20	23	43	1730
			1.5%			33.7%			25.4%			18.0%			21.4%			2.5%	
OYAM	79	19	98	1286	710	1996	710	732	1442	608	504	1112	466	516	982	28	31	59	5689
			1.7%			35.5%			25.6%			19.8%			17.4%			1.0%	
PADER	47	12	59	712	434	1146	403	460	863	458	299	757	338	461	799	43	37	80	3704
			1.6%			31.6%			23.8%			20.9%			22.0%			2.2%	

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISON U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
PAKWACH	33	9	42	481	203	684	293	210	503	210	116	326	70	56	126	41	16	57	1738
			2.5%			40.7%			29.9%			19.4%			7.5%			3.3%	
PALLISA	49	20	69	986	675	1661	896	915	1811	583	717	1300	585	710	1295	29	31	60	6196
			1.1%			27.1%			29.5%			21.2%			21.1%			1.0%	
RAKAI	312	268	580	1069	1291	2360	341	545	886	238	384	622	139	244	383	169	219	388	5219
			12.0%			48.9%			18.3%			12.9%			7.9%			7.4%	
RUBANDA	119	83	202	688	825	1513	305	544	849	172	269	441	101	230	331	53	73	126	3462
			6.1%			45.4%			25.4%			13.2%			9.9%			3.6%	
RUBIRIZI	318	273	591	630	791	1421	130	194	324	42	82	124	18	19	37	12	12	24	2521
			23.7%			56.9%			13.0%			5.0%			1.5%			1.0%	
RUKIGA	100	90	190	514	598	1112	148	307	455	83	125	208	36	79	115	14	26	40	2120
			9.1%			53.5%			21.9%			10.0%			5.5%			1.9%	
RUKUNGIRI	585	558	1143	1699	1872	3571	701	1058	1759	296	419	715	126	201	327	68	80	148	7663
			15.2%			47.5%			23.4%			9.5%			4.4%			1.9%	
RWAMPARA	262	219	481	694	879	1573	123	188	311	53	77	130	17	29	46	31	35	66	2607
			18.9%			61.9%			12.2%			5.1%			1.8%			2.5%	
SERERE	48	23	71	951	709	1660	898	1039	1937	567	680	1247	444	613	1057	15	23	38	6010
			1.2%			27.8%			32.4%			20.9%			17.7%			0.6%	
SHEEMA	780	609	1389	1466	1857	3323	265	417	682	128	156	284	74	72	146	32	27	59	5883
			23.8%			57.1%			11.7%			4.9%			2.5%			1.0%	
SIRONKO	65	30	95	816	697	1513	700	931	1631	494	632	1126	410	607	1017	33	74	107	5489
			1.8%			28.1%			30.3%			20.9%			18.9%			1.9%	
SOROTI	206	168	374	1489	1447	2936	849	1058	1907	478	713	1191	282	454	736	16	23	39	7183
			5.2%			41.1%			26.7%			16.7%			10.3%			0.5%	
SSEMBAKULE	254	163	417	1012	1206	2218	372	650	1022	268	473	741	158	349	507	83	100	183	5088
			8.5%			45.2%			20.8%			15.1%			10.3%			3.6%	
TORORO	355	222	577	1818	1657	3475	1241	1360	2601	890	1241	2131	789	1019	1808	94	130	224	10816
			5.4%			32.8%			24.6%			20.1%			17.1%			2.1%	
WAKISO	8067	7382	15449	15529	19683	35212	3358	4727	8085	2041	3161	5202	1181	1297	2478	325	394	719	67145
			23.3%			53.0%			12.2%			7.8%			3.7%			1.1%	

YUMBE	80	32	112	1376	620	1996	881	647	1528	608	373	981	300	288	588	82	56	138	5343
			2.2%			38.3%			29.4%			18.8%			11.3%			2.6%	
ZOMBO	27	17	44	578	297	875	467	283	750	308	175	483	134	103	237	46	21	67	2456
			1.8%			36.6%			31.4%			20.2%			9.9%			2.7%	
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
NATIONAL TOTAL	44877	36987	81864	163973	170738	334711	63781	82361	146142	43434	53759	97193	30954	43924	74878	5936	6856	12792	747580
			11.1%			45.6%			19.9%			13.2%			10.2%			1.7%	

NB: These figures do not include candidates whose results are withheld