



2024

MOCK
REPORT

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THE E-LEARN EXAMINATIONS BOARD



I am delighted to present this report on the performance of our candidates in the recently done **NATIONAL MOCK 2024**.

This report is the culmination of all round efforts by educators, learners and the **E-Learn Examinations Board** team.

These mock examinations are a crucial assessment tool as we continue to strive for excellence in the forthcoming **PLE Exams**. They provide a baseline for candidates and teachers to set targets depending on individual capabilities and also improve their teaching techniques so that children can pass their final exams with flying colors.

I would like to thank **all school heads, teachers** and **parents** who have supported our candidates during this time. Your dedication towards education is priceless as it shapes the minds of tomorrow's leaders.

To you, my dear candidates, I appreciate your sweat and zeal. The results of these exams demonstrate your dedication towards success. Please keep in mind that these results are not the final measure of your abilities but rather a guide to help you identify areas to improve.

Use this opportunity to focus, refine your skills, and push yourself to achieve your very best in the final exams.

In advance, **WE WISH YOU SUCCESS** in your final exams.

A handwritten signature in blue ink, appearing to read 'Bwire Samuel', written over a white background.

Bwire Samuel

CEO E-Learn Examinations Board



REPORT ON CANDIDATES' WORK IN MATHEMATICS

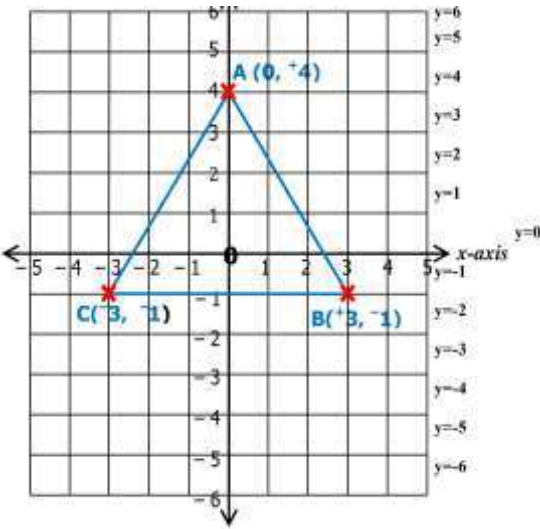
QN	WHAT WAS REQUIRED	WEAKNESSES OF THE CANDIDATES	ADVICE TO THE TEACHER
8	To get the amount of time a pupil took sleeping from 10:30 p.m. to 6:00 a.m.	<ul style="list-style-type: none"> Most candidates lacked the concept of finding duration when the beginning time is p.m. and the ending time is a.m. 98% of the candidates instead changed 11:30 p.m. to 24 hour-clock system, and then subtracted 6:00 hours from it. This is done when the beginning time is a.m. and the ending time is p.m. of the same day. 	<ul style="list-style-type: none"> In addition to finding duration when the beginning time is in a.m. and ending time is in p.m., also teach the vice versa. Let the learners know that when an activity starts in the afternoon or evening time and goes beyond the midnight, that activity would have entered another new day. Therefore, we first find the period of time it took from the beginning time to the end of the previous day which is at midnight (12:00 a.m.) by subtracting the beginning time from 12:00 hours. We then add what we have got to the ending time. <i>Since the ending time is counted from midnight, it is already in both 12-hour and 24-hour clock formats; there is no need to convert it.</i> Also, if an activity starts in the morning, i.e. time between midnight and midday and it goes up to another morning time of the following day, we subtract the beginning time from 24 hours because the activity has gone beyond the first 12 hours and entered the next 12 hours. After that, we add the ending time to the duration we got in the first calculation. <p>Example;</p> <p>An airplane departed from Airport A at 8:00 a.m. and landed at Airport B at 4:00 a.m. for how long did it fly?</p> <p>Solution Duration = End time – Start time Duration between 8:00 a.m to 12:00 a.m. (midnight)</p> $ \begin{array}{r} 24 : 00 \\ - 8 : 00 \\ \hline 16 : 00 \end{array} $ <p>Total duration</p> $ \begin{array}{r} 16 : 00 \\ + 4 : 00 \\ \hline 20 : 00 \end{array} $ <p>Therefore, the airplane flew for 20 hours.</p>

QN	WHAT WAS REQUIRED	WEAKNESSES OF THE CANDIDATES	ADVICE TO THE TEACHER
9s	To draw the pictures of flowers which represent 42 flowers.	Most candidates misused equal signs and the word flowers in their working. They were writing; <i>42 flowers = 7 flowers</i>	<ul style="list-style-type: none"> Teach the learners the correct usage of equal signs. We use equal signs to show that things, numbers or expressions are equal. In this case, 42 flowers are not equal to 7 flowers but instead they are greater than 7 flowers. Secondly, teach them to read that question correctly. Learners usually read it wrongly as; <i>Given that one flower equals to seven flowers.....</i> The correct way of reading it is, <i>Given that one picture represents 7 flowers...</i> So the learner will be looking for the number of pictures but not flowers. <p>Solution $42 \div 7 = 6$ pictures The learner then draws the 6 pictures in pencil that resemble the one given in the question.</p>
11	To measure and name the given angle.	<ul style="list-style-type: none"> 50% of the candidates were not able to measure the angle. 80% learners did not name the angle, perhaps they did not read the question to the end. It was also a sign that they didn't have any idea about types of angles. Those few who tried to name the angle, gave wrong names. 	<ul style="list-style-type: none"> Encourage your learners to always read the questions to the end. Teach learners how to use different instruments in the geometry sets. Revise the types of angles; <ul style="list-style-type: none"> a) acute angles: angles less than 90°. b) obtuse angles: angles greater than 90° but less than 180°. c) reflex angles: angles greater than 180° but less than 360°. d) complementary angles: <u>two</u> angles that add up to 90°. e) supplementary angles: <u>two</u> angles that add up to 180°. Let the learners also know how the above angles appear by using illustrations. <p>Teach everything, don't leave anything to chance!</p>

QN	WHAT WAS REQUIRED	WEAKNESSES OF THE CANDIDATES	ADVICE TO THE TEACHER
20	<ul style="list-style-type: none"> To find the number of marks that an interviewee scored having failed 6 questions out of the 20 questions that were asked. The question required the candidate to first find the number of correct responses by subtracting 6 questions that the interviewee failed from the 20 questions that were asked. The first statement that there were 6 interviewers was just a mere statement. The candidate was not going to use it anywhere in his/her working because there were no details to accompany that statement. 	Less than 1% of the candidates had an idea about the question.	<ul style="list-style-type: none"> Give enough drills about this question. Let the learners use the given formula; <p>Score = (No of correct answers × Marks awarded) – (No of wrong answers × Deducted marks)</p> <p>Solution Score = (No. of correct responses × Marks awarded) – (No. of wrong responses × Deducted marks)</p> <p>No of correct responses = $20 - 6 = 14$</p> <p>Score = $(14 \times 5) - (6 \times 2)$ $= 70 - 12$ $= 58$</p> <p>You can also twist it like this</p> <p><i>An interviewee scored 58 marks in an interview. If 5 marks were awarded for every correct response and 2 marks were deducted for very wrong response, how many correct responses did he give if he was asked 20 questions?</i></p> <p>Solution Let the correct responses be x. Wrong responses will then be $20 - x$</p> <p>Score = (No of correct responses × Marks awarded) – (No of wrong responses × Deducted marks)</p> <p>$58 = 5(x) - 2(20 - x)$ $58 = 5x - 40 + 2x$ $58 = 5x + 2x - 40$ $58 = 7x - 40$ $58 + 40 = 7x - 40 + 40$ $98 = 7x$ $98 \div 7 = 7x \div 7$ $14 = x$</p> <p>Therefore, the interviewee gave 14 correct responses.</p>

QN	WHAT WAS REQUIRED	WEAKNESSES OF THE CANDIDATES	ADVICE TO THE TEACHER														
23	<ul style="list-style-type: none">To find the fraction of the salary that the worker saves.This question required the learner, after getting the fraction for both clothing and saving, to form an equation that meets the condition that the worker spends a quarter more on clothing than saving.	<ul style="list-style-type: none">Many learners didn't attempt this question.70% of the candidates who attempted this question were able to get the fraction spent on both clothing and savings but failed to get the fraction which the worker saves.	<ul style="list-style-type: none">Do thorough revision on algebra. Emphasise to the learners that algebra enables us to solve daily life situations that have conditions.Having got the fraction for both clothing and savings, the candidate was supposed to form an equation as seen below; <table border="1"><tr><td>Food</td><td>Rem.</td><td>Transport</td><td>Clothing & savings</td></tr><tr><td>$\frac{2}{5}$</td><td>$\frac{5}{5} - \frac{2}{5} = \frac{3}{5}$</td><td>$\frac{1}{3} \times \frac{3}{5} = \frac{3}{15}$</td><td>$\frac{3}{5} - \frac{3}{15} = \frac{2}{5}$</td></tr></table> <p>Let the fraction for saving be n.</p> <table border="1"><tr><td>Saving</td><td>Clothing</td><td>Total</td></tr><tr><td>n</td><td>$\frac{1}{4} + n$</td><td>$\frac{2}{5}$</td></tr></table> $n + \frac{1}{4} + n = \frac{2}{5}$ $(n \times 4) + (4 \times \frac{1}{4}) + (4 \times n) = \frac{2}{5} \times 4$ $4n + 1 + 4n = \frac{8}{5}$ $8n + 1 = \frac{8}{5}$ $(10 \times 8n) + (1 \times 10) = \frac{8}{5} \times 10$ $80n + 10 = 16$ $80n + 10 - 10 = 16 - 10$ $80n = 6$ $n = \frac{6}{80} = \frac{3}{40}$ <p>Therefore, she saved $\frac{3}{40}$</p>	Food	Rem.	Transport	Clothing & savings	$\frac{2}{5}$	$\frac{5}{5} - \frac{2}{5} = \frac{3}{5}$	$\frac{1}{3} \times \frac{3}{5} = \frac{3}{15}$	$\frac{3}{5} - \frac{3}{15} = \frac{2}{5}$	Saving	Clothing	Total	n	$\frac{1}{4} + n$	$\frac{2}{5}$
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Saving	Clothing	Total															
n	$\frac{1}{4} + n$	$\frac{2}{5}$															
(a) To find the day of the week that was 43 days ago.	<ul style="list-style-type: none">90% of the candidates used time-consuming approach of increasing 6 by repeated addition to get the least number which is greater than 43.Others used a calendar to count backwards and made a lot of errors.	<ul style="list-style-type: none">Let them understand what finite system is.Finite system is a system of counting which is limited to certain numerals.First introduce them to tables of equivalences in finite system.Let them discover that you can get an equivalent number either by adding repeatedly or diving. Dividing is suitable when you are subtracting a very large number from a small one. Addition is suitable when you are subtracting small numbers which are close. <p>For example</p> <p>a) Work out $2 - 5 = \dots\dots$ (finite 5) Solution $(2+5) - 5 = \dots$ (finite 5) $7 - 5 = 2$ (finite 5)</p> <p>b) Work out $4 - 63 = \dots$(finite 5) $4 - (63 \div 5) = \dots$ (finite 5) $4 - (12 \text{ rem } 3)$ $4 - 3 = 1$ (finite 5)</p>															

QN	WHAT WAS REQUIRED	WEAKNESSES OF THE CANDIDATES	ADVICE TO THE TEACHER
			<p>In example (a), it is easier to get a numeral which is equivalent to 2 but greater than 5 simply by adding 2 to 5 to get 7, whereas in example (b) it is easier to get the numeral which is equivalent to 63 but smaller than 4 by simply dividing 63 by 5 and taking the remainder as the number. Increasing 4 by repeated addition will give you the number but will cost you a lot of time and space.</p> <p>Imagine it was 500, how much space would one use?</p>
	(b) To work out 3×2 using a number line.	<ul style="list-style-type: none"> 99% of the candidates failed to interpret the expression 3×2. Candidates worked it out as if it was 2×3. Making two jumps of three steps each. Due to commutative property, the product remains the same but the working is wrong since the expression is changed. 	<ul style="list-style-type: none"> Teach the learners the similarities between multiplication and repeated addition. In this case the expression was 3×2 which is interpreted as <i>three twos</i> or <i>three groups of 2</i> or <i>three jumps of 2 steps</i>. The first number represents the number of groups or jumps while the second number represents the number of items in each group or the number of steps in each jump. Draw a number line on the ground and demonstrate the concept.
28	To find the size of angle k and EFD.	<ul style="list-style-type: none"> Many candidates didn't know how to determine the angle when expressed with three letters like angle EFD, angle FDE etc. 99% of the candidates did not indicate their findings in the given figure. 	<ul style="list-style-type: none"> Give learners a lot of questions to practice. Emphasise the reading and identifying of angles when three letters are given. Most teachers simply tell learners to take the middle letter as the angle. This is not true! <p>Look at this;</p> <p>$\angle BCD$ is different from $\angle ECA$, yet in both, letter C is in the middle.</p> <ul style="list-style-type: none"> Encourage your learners to fill in the figure angles that are equal so as to reduce the number of unknowns. This also enables the examiner to follow through the learners work since there are many approaches to that question. <i>Candidates, who usually calculate the angles without indicating important details of their approaches in the figure, stand higher chances of losing marks on that number.</i>

QN	WHAT WAS REQUIRED	WEAKNESSES OF THE CANDIDATES	ADVICE TO THE TEACHER
32	To plot, join and name the formed figure.	<ul style="list-style-type: none"> 45% of the candidates were not able to plot the given points. A good number plotted correctly but didn't write the points in the graph. Some candidates used ink to plot. This is not advisable because in case of erroneous plotting, the candidate will not be able to erase their mistakes. 	<ul style="list-style-type: none"> Clearly differentiate for the learners y- axis and y lines, and x-axis and x lines. Tell them that the y-axis is the thick vertical lines through which y lines cross. Therefore, y-axis is vertical while y lines are horizontal. Tell them that the x-axis is the thick horizontal lines through which x lines cross. Therefore, x-axis is horizontal while x lines are vertical. Encourage them to write the integers through which the lines pass outside the graph and use that to locate the lines. <i>Using the middle number lines is somehow challenging to learners.</i> <p><i>For example, on the graph below, the y lines are numbered outside by the candidate, let the same be done below the graph for x lines.</i></p> <p><i>The learners can now use that to find the points. It is easier than using the numbers inside the graph.</i></p>  <ul style="list-style-type: none"> Discourage them from plotting in ink; however, they must write the points in ink. Encourage them to write the point as A (0, 4) but not just A.

REPORT ON CANDIDATES' WORK IN ENGLISH

QN	WHAT WAS REQUIRED	WEAKNESSES OF THE CANDIDATES	ADVICE TO THE TEACHER
6	<ul style="list-style-type: none"> To write the past tense of die 	<p>Most candidates didn't know the difference between die and dye</p> <ul style="list-style-type: none"> Most of them wrote <i>died</i> 	<ul style="list-style-type: none"> Teachers should put emphasis on homophones. <i>Put emphasis on spellings</i>
11	<ul style="list-style-type: none"> The past tense of seek. 	<p>Most candidates wrote <i>sseeked</i></p>	<ul style="list-style-type: none"> Guide candidates on past tenses of irregular verbs
25 and 26	<ul style="list-style-type: none"> Giving one word for a group of words 	<ul style="list-style-type: none"> Candidates failed to read and understand the instructions Most candidates were rewriting the whole sentences 	<ul style="list-style-type: none"> Guide candidates to read and understand the questions well before attempting. Instructions are crucial when answering as any mismatch may lead to a wrong response.
29 & 30	<ul style="list-style-type: none"> Opposite of compulsory Opposite of convicted 	<ul style="list-style-type: none"> Most candidates did not give the correct opposites of the underlined word 	<ul style="list-style-type: none"> Put emphasis on opposites and meaning of words.
48 & 49	<ul style="list-style-type: none"> Direct speech 	<ul style="list-style-type: none"> More candidates failed to write the sentences in direct speech. 	<ul style="list-style-type: none"> Do more revision on direct and indirect speech. Guide learners on how to quote after the speaker's words using quotation marks.
51	<ul style="list-style-type: none"> Answering comprehension questions. 	<ul style="list-style-type: none"> Some candidates wrote phrases instead of full sentences. Some candidates wrote the title using quotation marks. Some candidates wrote the title in lowercase letters. 	<ul style="list-style-type: none"> Guide learners to read instructions well. Guide candidates on when to use quotation marks. Encourage candidates to write the title in UPPERCASE letters

REPORT ON CANDIDATES' WORK IN SOCIAL STUDIES

QN	WHAT WAS REQUIRED	WEAKNESSES OF THE CANDIDATES	ADVICE TO THE TEACHER
2	<ul style="list-style-type: none"> To give a reason why coastal areas experience high temperatures. 	<p>Most candidates wrote</p> <p><i>It is on a lower altitude</i></p>	<ul style="list-style-type: none"> Guide learners to understand that the word lower is always used when comparing e.g <i>Soroti is on a lower altitude than Mbale</i> <p>In this particular number, the best answer would be: <i>coastal areas are on a low altitude.</i></p>
8	<ul style="list-style-type: none"> To suggest the tax paid by civil servants. 	<p>Most candidates wrote</p> <p><i>Pay as you earn</i></p>	<ul style="list-style-type: none"> Guide children to write Pay As You Earn <p>Emphasizing that PAYE is an abbreviation and if written in full form, it should clearly reflect the abbreviation by writing all first letters in uppercase.</p>
12	<ul style="list-style-type: none"> Why people in highland areas control soil erosion. 	<ul style="list-style-type: none"> Most candidates gave their response for HOW people in highland areas control soil erosion Eg. <i>Terracing, contour ploughing</i> <i>Strip cropping</i> 	<ul style="list-style-type: none"> Teach question approach Guide candidates on how to respond to questions of HOW, WHY, COMPARE, STATE, METION etc
23	<ul style="list-style-type: none"> To name the super power that ruled Tanganyika after the first world war. 	<ul style="list-style-type: none"> Most candidates wrote Germany which was not correct Others tried to write Britain but with a wrong spelling as <i>Britrian-Britian, British</i> 	<ul style="list-style-type: none"> European countries formed the League of Nations in 1919 to prevent outbreak of the Second World War. The League of Nations took away all colonies that belonged to Germany as a punishment for causing the World War I. The League of nations gave German East Africa (Tanganyika) to Britain to rule it as a mandate territory.
35	<ul style="list-style-type: none"> To write one cause of religious wars in Buganda between 1888 and 1894 	<ul style="list-style-type: none"> More than three quarters of the candidates failed this question 	<ul style="list-style-type: none"> Do more revision with candidates on religious wars in Buganda.
49	<ul style="list-style-type: none"> More information about the rain gauge. 	<ul style="list-style-type: none"> Most candidates did not clearly state the reason why the rain gauge is placed in an open place 	<ul style="list-style-type: none"> Revise more about the rain gauge. <i>The rain gauge is placed in an open flat place to prevent obstruction of rain drops in order to take accurate measurements.</i>
50(c)	<ul style="list-style-type: none"> Factors that favoured the establishment of Gezira irrigation Scheme. 	<ul style="list-style-type: none"> Some candidates wrote the reasons why Gezira irrigation scheme was established. 	<ul style="list-style-type: none"> Here, we look at mainly the things that were in existence that favoured the establishment of Gezira Irrigation Scheme <i>Availability of gently sloping land which favours agricultural mechanisation and the use of gravity flow method of irrigation.</i> <i>Availability of both skilled and unskilled labour force.</i> <i>Presence of the Blue Nile which supplies water for irrigation.</i> <i>Availability of a large sparsely populated land.</i> <i>Availability of capital from the government.</i>

REPORT ON CANDIDATES' WORK IN SCIENCE

QN	WHAT WAS REQUIRED	WEAKNESSES OF THE CANDIDATES	ADVICE TO THE TEACHER
2	<ul style="list-style-type: none"> To give the importance of moulting/ecdysis to insects 	<p>Most candidates failed this question. Those who tried gave responses like:</p> <p><i>To grow a new skin</i> <i>To be healthy</i> <i>To look beautiful</i></p>	<ul style="list-style-type: none"> Guide learners to understand ecdysis/moulting. Show learners guiding videos related to moulting in insects, snake and poultry.
4	<ul style="list-style-type: none"> To give the methods of preparing food 	<p>Most candidates gave the ways of preserving food. They had their response as:</p> <p><i>Salting, freezing</i></p>	<ul style="list-style-type: none"> Guide children on the different ways of preparing food(food hygiene) <i>Eg Deep frying//steaming //roasting//boiling</i> Relate to everyday life. Discuss how their family members prepare meals at home.
10	<ul style="list-style-type: none"> To give a reason why cassava is not propagated using seeds. 	<ul style="list-style-type: none"> Most candidates gave their response as <i>Cassava has no seeds.</i> 	<ul style="list-style-type: none"> Teach different ways of planting cassava Practice planting cassava seeds and stems in the school garden or elsewhere. Give them time and observe/discuss what happens. <i>Guide children to understand that cassava seeds have low viability.</i>
16 & 23	<ul style="list-style-type: none"> To name part of a joint protected by the sesamoid bones. To state the movable joint located. 	<ul style="list-style-type: none"> Most candidates gave the type of joint. <i>Most candidates gave this responses: gliding joint, plane joint</i> 	<ul style="list-style-type: none"> Guide children on parts of the joint Use diagrams, videos and models. Discuss tendons. Best answers: <i>Ball and socket joint//Hinge joint//Pivot joint</i>
19	<ul style="list-style-type: none"> To mention examples of annelids. 	<ul style="list-style-type: none"> More than three quarters of the candidates failed this question 	<ul style="list-style-type: none"> Teach: different names of segmented worms, flat worms, and round worms Use diagrams to show candidates the illustrations Best answers: <i>Earth worms/Bristle worm/Leeches</i> Use videos related to worms
32	<ul style="list-style-type: none"> To give the scientific name given to the liquid conductor of electricity in a wet cell 	<ul style="list-style-type: none"> Most candidates gave their response as <i>metals</i> Some candidates that attempted this number failed the spelling of electrolyte. 	<ul style="list-style-type: none"> You can display spellings cards possible. Give more spelling activities to candidates Discuss more about current electricity. Where there is need, use experiments.

44(b) (c)	<ul style="list-style-type: none"> To write a mixture which can be separated using a separating funnel. 	<ul style="list-style-type: none"> Most candidates wrote: <ul style="list-style-type: none"> Sand, water A few candidates attempted this number 44(c). 	<ul style="list-style-type: none"> Carryout a clear experiment on how to separate a mixture of water and paraffin. 44(c) <i>Substances have different boiling points.</i> <i>Different substances have different densities</i> <i>Magnetic substances are attracted by the magnet</i>
48	<ul style="list-style-type: none"> To write how rollers reduce friction 	<ul style="list-style-type: none"> Most candidates wrote: <ul style="list-style-type: none"> By reducing friction. 	<ul style="list-style-type: none"> Guide candidates using real life examples of ball bearings, rollers, sand paper, lubricants and their effect on friction.
51	<ul style="list-style-type: none"> To match the organs to their diseases. 	<ul style="list-style-type: none"> Some candidates did the matching using lines but failed to respond by writing the correct word. 	<ul style="list-style-type: none"> Guide children to write answers after matching

TOP THREE CANDIDATES IN MATHEMATICS

NAME	SCHOOL	MARKS	AGG
MUHEKI MARK TINDIKHAWA	BRAIN BUTTONS GRAMER SCHOOL	98	1
AYO CIARA ABALI	ADYEL PRIMARY SCHOOL - LIRA	91	1
SAMIRA NABIL MOHAMAD	BRAIN BUTTONS GRAMER SCHOOL	90	1

TOP THREE CANDIDATES IN SCIENCE

NAME	SCHOOL	MARKS	AGG
KWIKIRIZA EDITH	JULIE EDUCATION CENTRE	93	1
BIIRA JOSOLINE	NOBBLE NUR & PRI SCHOOL	89	1
BIIRA SCOVIA	NOBBLE NUR & PRI SCHOOL	86	1

TOP THREE CANDIDATES IN ENGLISH

NAME	SCHOOL	MARKS	AGG
NAMBEJJA FLAVIA	METRO JUNIOR SCHOOL	95	1
MIREMBE PROMISE	METRO JUNIOR SCHOOL	95	1
OMAGOR RALPH	BAZAAR WARD - KUUMI	94	1

TOP THREE CANDIDATES IN SOCIAL STUDIES

NAME	SCHOOL	MARKS	AGG
KATEREGA FRED	SPRINGS JUNIOR SCHOOL	98	1
KAYUMBA JUDITH JANET	METRO JUNIOR SCHOOL	96	1
LUBINGA GERALD	METRO JUNIOR SCHOOL	96	1

ENGLISH was performed best, followed by **Social Studies with Religious Education**, then **Science**, and **Mathematics** respectively.

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THE E-LEARN EXAMINATIONS BOARD

THE E-LEARN PRE PLE-ROADMAP

FILTERED ITEM ONE	NO PDF	25/08/2024
FILTERED ITEM TWO	PDF ONLY	1/09/2024
FILTERED ITEM THREE	NO PDF	8/09/2024
FILTERED ITEM FOUR	PDF ONLY	15/09/2024
FILTERED ITEM FIVE	NO PDF	22/09/2024

E-LEARN BENCHMARK ITEMS

BENCHMARK 1/5	NO PDF	6/10/2024
BENCHMARK 2/5	PDF ONLY	13/10/2024
BENCHMARK 3/5	PDF ONLY	20/10/2024
BENCHMARK 4/5	PDF ONLY	27/10/2025
E-LEARN FINAL ITEM	NO PDF	1-3/11/2024

FIVE SETS IN PDF AT 50,000/=

NORMAL PAPER: 1,500/= WHITE: 3,000/=