



UGANDA NATIONAL EXAMINATIONS BOARD

REPORT ON WORK OF CANDIDATES UCE 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

Uganda National Examinations Board is mandated to conduct summative examinations at Primary (PLE), Lower Secondary (UCE), and Upper Secondary (UACE) levels. During the marking process, examiners identify and document difficulties that some candidates faced, from the way the candidates responded to questions in the different papers. These difficulties range from inability to answer a question due to lack of knowledge or skills needed to answer a question, misunderstanding key words in a question or misconceptions. The specifics are compiled by the Board and shared with schools through this document, "Report on the Work of Candidates". Through this report the Board gives feedback on candidates' work as part of the assessment process.

The UCE 2020 report on candidates' work provides beneficial information about candidates' responses in the 115 examination papers. The report highlights questions that candidates found challenging. It also identifies the topical areas of the curriculum not covered adequately during the course of teaching, and advice to teachers on how to address the issues. It is important that heads of centres download the report and make it accessible to teachers. The Board believes that the observations made in the report will guide the teaching-learning process and hence improve performance.-

It is my prayer that you find this document resourceful.


Dan N. Odongo
EXECUTIVE DIRECTOR

1.0 INTRODUCTION

The 2020 UCE Report on Work of Candidates (RWC) analyses in detail candidates' performance in the UCE examination. The main purpose of the report is to provide feedback (backwash) on the candidates' performance in the subjects they sat during the UCE 2020 examination. It focuses on how the candidates responded to the questions set for a given paper.

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

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

2.0 CANDIDATURE

In 2020 UCE, 333,396 candidates registered for the examination, compared to 337,720 registered in 2019. Male candidates constituted 50.01% (166,744) compared to 49.99%, (166,652) of the Female candidates who registered for examination. The Male candidature surpassed that of Females by 92 candidates. USE beneficiaries were 148,128 (44.4%) of the total candidature registered. There was a decrease of -1.3% (4,324) in the candidature.

In 2020, 330,592 (165,251 males and 165,341 females) candidates appeared for examination compared to 333,060 candidates who appeared for the 2019 examination. This represented a -0.7% (2,468) decrease in candidates appearing for examination in 2020. The number of females who sat was more than that of males by 90 candidates.

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

Table 1: **Candidates registered over the last five Years (2016-2020)**

Year	Candidates registered	Candidates who sat	Absentees	% Absent
2020	333,396	330,592	2,804	0.8
2019	337,720	333,060	4,660	1.4
2018	326,212	320,119	6,093	1.9
2017	323,276	316,624	6,652	2.0
2016	313,162	306,507	6,655	2.1

Absenteeism of candidates has continued to drop for last five years.

A total of 519 Special Needs Education (SNE) candidates (267 females and 252 males) registered and sat for the UCE 2020 examination compared 358 in 2019. These candidates were; the **blind (29)**, the **deaf (78)**, the **dyslexics (43)**, the **physically handicapped (76)** and **those with low vision (104)**. There were **189 others** with different forms of disability that only needed to be given extra. The Board made adequate arrangements, which included modification of questions, provision of questions written in Braille form, providing support personnel for

the handicapped and dyslexics, and Sign language interpreters for the deaf. Candidates with low vision received question papers with enlarged print to enable them read more easily. All SNE candidates were allowed extra 45 minutes in each paper.

UNEB maintains an examination centre at Luzira Prison, to assist Uganda Prison Services in their efforts to rehabilitate inmates. The centre registered 45 candidates and all sat; Four got Division 1, while 8 obtained division 2, 15 in division 3, then 18 passed in division 4 and none failed.

3.0 COMPARISON OF GENERAL CANDIDATES' PERFORMANCE FOR 2020 AND 2019 UCE EXAMINATIONS

Performance of candidates who sat in 2020 and 2019 in terms of division passes is compared in Table 2 below.

Table 2: General Performance in 2020 Compared to 2019

Division	2020				2019			
	No. of Cands.	% age	Cumm. No. of Cands.	Cumm %	No. of Cands.	% age	Cumm. No. of Cands.	Cumm %
1	39,968	12.1	39,968	12.1	27,842	8.4	27,842	8.3
2	69,782	21.2	109,750	33.3	58,575	17.6	86,417	25.7
3	81,428	24.7	191,178	58.0	77,289	23.2	165,706	48.7
4	120,055	36.4	311,233	94.4	143,218	43.0	306,924	91.3
9	18,415	5.6	329,648		26,136	7.8	336,060	

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

The above table shows that more candidates, 311,233 passed in 2020 compared to 306,924 in 2019, a higher percentage performance (94.4%) compared to 92.2% in 2019.

3.1 COMPARISON OF PERFORMANCE OF CANDIDATES OF 2020 AND 2019 IN SELECTED SUBJECTS.

Table 3: Comparison of 2020 and 2019 performance in selected large entry subjects

SUBJECT	2020				2019			
	No. of Cands.	Percentage at			No. of Cands.	Percentage at		
		2	6	8		2	6	8
English Language (112)	329,447	1.3	42.8	78.2	330,058	0.6	36.0	77.2
Christian Rel. Educ.(223)	224,695	12.6	64.2	87.9	228,394	4.4	40.5	72.3
Islamic Rel. Educ. (225)	35,550	18.1	66.6	87.4	31,953	12.2	60.9	85.4
History (241)	328,550	7.0	53.3	73.4	329,112	2.7	37.2	67.8
Geography (273)	329,380	1.9	55.8	80.4	329,929	3.8	66.6	85.3
Mathematics (456)	329,453	3.9	37.9	67.2	330,080	3.9	32.6	60.7
Agriculture (527)	184,102	7.2	60.4	85.9	198,443	1.8	42.4	75.0
Physics (535)	329,303	1.2	19.1	53.2	329,611	0.6	14.2	46.8
Chemistry (545)	329,292	1.4	13.0	45.3	329,713	1.4	15.5	54.6
Biology (553)	332,524	0.7	28.2	64.3	329,828	0.5	31.5	70.0
Art (IPS) 612	95,588	1.7	76.1	99.7	80,109	1.0	82.7	99.9
Commerce (800)	153,577	10.9	75.5	89.0	188,185	5.5	36.1	54.9

(The figures above do not include withheld results.)

There is an overall improvement in performance in the large entry subjects except in Geography, Chemistry and Biology, although Biology showed a slight improvement at the Distinction 2 level.

Worth noting with concern is the overall pass levels for science subjects, where nearly half of the candidates have not achieved the minimum pass 8 level. Chemistry remained the worst done subject, with 45.3% of the candidates passing it.

3.2 COMPARISON OF FEMALE AND MALE CANDIDATES' PERFORMANCE IN 2020 UCE

Table 4 compares performance of female and male candidates in selected subjects expressed in terms of cumulative percentage at the indicated levels.

Table 4: Performance of Females and Males compared in selected large entry subjects

Subject	PERCENTAGE AT					
	Grade 2 (Distinction level)		Grade 6 (Credit level)		Grade 8 (Pass level)	
	Female	Male	Female	Male	Female	Male
English Language (112)	1.4	1.3	43.8	41.6	79.3	76.9
CRE (223)	11.6	13.6	63.2	65.3	87.6	88.2
IRE (225)	16.4	20.0	54.9	68.6	86.9	88.0
History (241)	5.2	8.8	47.7	59.0	69.2	77.6
Geography (273)	1.4	2.5	51.5	60.2	77.5	83.3
Mathematics (456)	2.5	5.2	32.8	43.0	64.3	70.2
Agriculture (527)	4.6	9.6	52.2	67.7	81.7	89.8
Physics (535)	0.7	1.8	14.0	24.1	47.6	58.7
Chemistry (545)	0.8	2.0	10.1	16.0	42.7	47.9
Biology (553)	0.5	1.0	23.4	32.8	61.2	67.4
Art (IPS) 612)	1.0	2.3	72.36	79.3	99.7	99.7
Commerce (800)	7.1	14.5	68.2	82.5	84.8	93.0

(The figures above do not include withheld results.)

Female candidates performed better than males in English language. In other large entry subjects, male candidates showed better performance, with the differences more marked in Mathematics and the Sciences. This trend in the disparity between the performance of male and female candidates has been observed over the years.

Percentage passes at the different divisions are compared in table 5 below

3.3 Comparison of Female and male by Divisional Passes

Table 5; Percentage Divisional Passes Compared

Gender	Division 1 (%)	Division 2 (%)	Division 3 (%)	Division 4 (%)	Division 9 (%)
Males	14.3	22.9	24.7	33.3	4.9
Females	9.9	19.4	24.7	39.7	6.3

(The figures above do not include withheld results.)

Table 5 confirms that overall, male candidates performed better at all the higher grades than their female counterparts.

4.0 PERFORMANCE OF CANDIDATES: THE CHALLENGES

The UCE examination is designed to assess the degree of acquisition of the necessary knowledge, skills and competences in the various learning areas; and to lay a foundation for specialization at higher education levels. Examination papers are carefully constructed and go through necessary stages to ensure **validity**, such that they test the candidates' knowledge, understanding, and ability to apply the knowledge acquired to solve problems in given novel situations and to show analytical skills.

In the Sciences, the papers are designed to test the candidates' ability to manipulate science apparatus while carrying out experiments, to apply the science process skills of making measurements and observations, recording observations and other data that may be required, drawing inferences or conclusions from observations, data presentation and interpretation. They are also expected to be able to apply basic scientific knowledge to solve problems in their day to day life.

The following challenges are persistent, and are responsible for poor performance by the candidates in the lower grades.

4.1 Language Deficiency

As noted earlier, performance in English language improved. However, in composition writing where candidates are expected to exhibit creativity and originality, the performance was poor. Some teachers still make students to cram passages from what they call "model composition" with unusual and difficult vocabulary. The candidates then produce crammed passages irrespective of what they have been asked to write about a particular topic.

Candidates also found difficulty in extracting appropriate information from the comprehension passage to correctly answer the question based on the passage. The essential skill of extracting main idea from a passage and writing out a coherent summary presents a major challenge to most candidates. There are also other weaknesses in using the correct grammar in sentences construction.

In Sciences, the problem has remained the same as in recent years. Candidates showed weaknesses in the handling of apparatus during the practical tests. The weaknesses were also shown in making and recording observations and drawing conclusions from those observations; tabulation of experimental results, interpretation of the results to meet the demands of the question. They also showed poor mathematical skills required in calculations, inability to write the correct symbols of elements, formulae of compounds and equations, among others. Some candidates merely forge figures of experimental results in the practical papers. Most candidates showed lack of practical experience as many schools tend to handle practical aspects of the curriculum much later in the course. As a result, Students do not develop the necessary skills.

4.2 Performance in Higher Order Questions

Higher order questions are those questions that require candidates to apply knowledge in problem solving situations, draw inferences and make predictions from observations or a set of data. Performance in these types of questions has remained poor for a large number of candidates.

4.3 Performance in Humanity Subjects

Apart from the problem of language deficiency, candidates showed evidence of spotting. Where a question is phrased differently, many candidates set their own questions and provided answers as per the spotted question. Candidates did not give relevant examples or draw sketch maps to illustrate their answers. Whereas candidates showed improvement in handling field work, map reading remains an area of serious weakness in geography.

In Christian Religious Education and Islamic Religious Education candidates display poor knowledge of the Bible and the Quran and their application to everyday life.

5.0. CANDIDATES' GRADE AWARDS

The 2020 UCE examination had the objective of testing the acquisition of knowledge and skills in the various learning areas tested. Papers were designed to test knowledge and understanding. Application and analytical skills, manipulation of scientific apparatus, science process skills of making observations, recording observations and other data, drawing inferences or conclusions from observations, data presentation and interpretation among others. Papers also tested application of knowledge in problem solving and in novel situations.

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

5.1. Examination Malpractice

Measures put in place resulted into reduction of malpractice cases. Physics, Chemistry, Biology and Mathematic have been the most affected, with external assistance, collusion among candidates, impersonation and script substitution were the common cases. A total of 1,214 results have been cancelled in accordance with Section 5(2)(b), of the UNEB Act No 1 of 2021.

112/1 ENGLISH LANGUAGE PAPER 1: COMPOSITION WRITING

The Standard of the Paper and Performance of the Candidates

The test paper adequately covered the syllabus and the time on task was also adequate for the candidates to respond to required number of questions. The two question papers of 2020 and 2019 were relatively at the same level.

The overall performance was good. The quality of work presented by the candidates of 2020 was similar in comparison to that of 2019. The candidates' performance scores compared across 2020 and 2019 were the same.

The question paper covered all aspects of Writing: Functional writing skills in Section A which is compulsory. In Section B, a range of writing skills was explored. This included descriptive, narrative, persuasive and expository compositions. The paper tested critical thinking skills, creativity, reasoning and analysis.

Question Paper Analysis

Section A

Question 1

The question tested the candidates' ability to write the appropriate official letter and formal language. Candidates were required to write an official/formal letter, using formal language in terms of appropriate register, correct punctuation, correct addresses and salutation. Candidates were required to apply the following skills: formal writing of the date, paragraphing and signing off.

This was the compulsory question in the test paper. Almost all candidates attempted the question with few evading the question.

Section B

Question 2

The question tested the candidates' ability to explain, to give advice, counsel and caution to the new student in relation to the environment. Candidates were expected to describe the environment in such a way so as to appeal to the readers' five senses.

This was one of the least attempted questions.

Question 3

The question tested the candidates' creative skills, ability to narrate a flowing story and descriptive skills to portray the events and situations. The candidates were required to write relevantly in response to a given statement in order to show the ability to link a story to a given statement.

The question was very popular.

Question 4

The question tested the candidates' ability to argue persuasively and convincingly. The candidate was required to distinguish between formal and informal education.

The question was popular.

Question 5

The question tests the candidates' ability to interpret a given saying. It tested one's ability to think critically and narrate a story based on the saying. Candidates were required to write coherently, use description and display their ability link paragraphs.

The question was popular.

Question 6

The question tested the candidates' ability to identify and describe the teacher they admire. Candidates were required to use descriptive language, apply critical thinking and also use the appropriate register in the given task. The candidate should be able to write persuasively and convincingly.

This question was not popular

Question 7

The question tested the candidate's ability to reason in response to a specific task. The candidate was expected to argue persuasively and convincingly. The candidate is expected to demonstrate the ability to understand and appreciate the value of games and sports to the individual and the community.

The question was very popular.

Candidates' Weaknesses

- Where candidates were required to write a formal letter, some wrote memos, reports and minute. Others wrote apology, complaint, application, and resignation letters instead of a letter of defence of their position.
- Candidates used a lot of repetitive phrases which affected the quality of their work and hence poor performance.
- Candidates were not able to link the stories correctly to the given statement.
- Where candidates were required to interpret the saying, several misinterpreted the saying. Others wrote stories with friendship but the element of the help offered was missing.
- Candidates misinterpreted some question for instance where they were required to describe the teacher they like, soe described the qualities of a good teacher.

Advice to Teachers

- Teachers should emphasize the correct formats for different aspects of functional writing and offer adequate exercises for practice.

- Emphasize to candidates the reading of instructions for each question carefully and answering accordingly. This can be done through regular practice. Additionally, topics of interest should be selected.
- Introduce learners to several paragraph connectors such as 'furthermore, more so, in addition.
- Teachers should encourage students to conduct research on sayings and their meanings and use this knowledge as a basis for writing tasks.

112/2 ENGLISH LANGUAGE PAPER 2: SUMMARY, COMPREHENSION & GRAMMAR

The Standard of the Paper and Performance of the Candidates

The test paper adequately covered the syllabus. The time on task was adequate for the candidates to respond to the required number of questions. The test paper of 2020 was easier in comparison to that of 2019.

The overall performance of candidates on the paper was good. The quality of work the candidates presented in 2020, was better than the work presented by the candidates of 2019. The candidates' performance scores were also better in 2020 in contrast to those of 2019.

Question Paper Analysis

All questions were compulsory.

Section A

Question 1

The question tested the skills of summary writing. The candidates were required to read a passage about poverty which was written in simple English and relevant to the learners and a familiar environment. Candidates were generally able to extract the adequate information required to respond to the question. Performance in 2020 was better in contrast the performance of 2019.

Question 2A

The question required candidates to read a given passage and respond to sub-questions based on it. The passage was based on a report and narration about of a contentious meeting. This was poorly done.

Question 2B

The question required candidates to read the passage and respond to the questions based on this. The passage was based on Education, school and parenting. This performance of theses sub-questions was fairly good.

Question 3A and 3B

These questions required knowledge in grammar in 2A and the skills of re-arranging the sentences and manipulation of the structures in 2B. The candidates' performance was fairly good.

Candidates' Weaknesses

- The candidates had shortcomings in the area of summary writing and comprehension. Some were unable to extract the required information. This could be attributed to failure to interpret the question and the poor comprehension skills.
- The candidates had shortcomings in Grammar due to inadequate knowledge and lack of exposure to the tested grammatical structures.

Advice to Teachers

- Expose learners to as a variety of texts, passages and extracts for continuous practice in order to develop the desirable comprehension skills.
- The teachers should allocate time to the teaching of grammar and also encourage learners to practice regularly.

208/1 LITERATURE IN ENGLISH

Comments on Performance of Candidates

The 2020 paper was more difficult compared to that of 2019. The quality of work of the 2020 candidates was poorer than of the 2019 candidates. The performance scores were also poorer. The general performance of the candidates of 2020 was good.

Questions 1-4

Were contextual. The popular texts in this part were, *Betrayal in the City* and *The Alien Woman*. Questions 1 and 4 were very popular while 2 and 3 were not. A candidate was required to answer only one question. Candidates were required to respond to questions on plot, theme and character. The candidates' major weaknesses were: writing mini-essays to answer context sub-questions, quoting wrong contextual facts and uncertainty of the plot. Most candidates were able to identify themes and describe characters in the given extracts.

Questions 23, 24, 25 and 26.

Candidates were required to demonstrate comprehension and interpretation skills and appreciation of basic elementary poetic appeal. Questions 24 and 25 were very popular while 23 and 26 were not. Performance in questions 25 and 26 was very good while that of 23 and 24 was just average. The candidates mainly had challenges of interpretation of the subject matter, direct lifting of phrases from the given poems as responses without interpretation and failure to handle questions on application.

Question 5, 7 and 21.

While question 5 was very popular, 7 and 21 were not. The questions required candidates to describe the given characters. Performance was average. Generally, the candidates' responses were sketchy, most candidates outlined points without ample illustrations. Their responses exhibited lack of knowledge of the characters and the texts.

Questions 8 and 12

Question 12 was more popular than 8. Candidates were required to bring out lessons from the texts in terms of themes, characters and plot. They were poorly done. The candidates' major weaknesses were failure to show understanding of lessons as a concept of literature and giving inaccurate ideas.

Questions 6, 9, 13, 17, 18 and 22.

The questions 6, 13, 17 and 18 were popular while 9 and 22 were not. Candidates' performance in question 6 was poor. It required candidates to base their responses on specific circumstances in the text. They failed to contextualize the circumstances. Questions 9, 13, 17, 18 and 22 were averagely done. Candidates were required to show clear mastery of the key issues; challenges, problems or conflicts as raised in a particular text. The candidates' weaknesses were: writing sketchy subtitles in what was meant to be essays and making monotonous repetitions with poor or lack of illustrations.

Questions 16 and 17

Required candidates to discuss meaning and relevance of text titles. They were popular. While performance in question 16 was poor, that of 17 was average. Most candidates presented shallow interpretation of meanings of titles and failed to relate them to content of texts in terms of themes, characters and plot.

Advice to Teachers

Teachers should:

- Guide learners in application of knowledge such as how lessons can be derived from situations,
- Guide learners to describe/explain themes or character in context,
- Teach learners to appreciate and describe character in a coherent, elaborate manner,
- Teach themes as life issues and not as contextual ones to just be crammed without understanding their relevance to life,
- Teach essay writing skills.

223/1: CHRISTIAN LIVING TODAY

The 2020 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocation was 2 ½ hours and adequate. There were no errors in the questions set.

The quality of work presented by the candidates was good and so were the performance scores.

Question 1

It was a comprehension question that required candidates to bring out the new way of life of the Israelites after the liberation from Egypt. It was a popular question. Part b) required candidates to identify the challenges faced by Christian missionaries in Africa.

Performance scores were low as candidates could not bring out the change from the old (Egypt) to the new. Teachers are encouraged to appreciate that change means a shift from the old life to a new life, which learners ought to be trained.

Question 2

This was an unpopular recall question that required candidates to show ways in which the Craft Guilds contributed to the effort of making people develop positive attitudes towards work. Part (b) required candidates to explain the importance of work in Traditional African society.

Candidates manifested lack of mastery of content for part a), leading to low scores. Teachers ought to cover all aspects of the syllabus.

Question 3

This was a comprehension question and very popular. It required candidates to bring out the role of leisure time in destroying morals of the people of Uganda today. Part b) required candidates to mention the acceptable ways of spending leisure time in Christianity.

It was poorly performed as candidates did not correctly interpret the word **decay**. An examination always provides for question choice. Learners ought to be trained to always pick on questions that are clear to them.

Question 4

This was a comprehension question. It called for the use of a school environment to generate ideas about injustices experienced in Ugandan schools today. Part b) required candidates to be creative and suggest ways in which justice can be promoted in schools.

It was a popular question with high scores. Some candidates gave injustices that did not relate to a school environment. Teachers are encouraged to train learners on ways of responding to questions that require application of learnt knowledge.

Question 5

This was a knowledge question that called for precise explanation of symbols of authority found in our society today / used by different people as a source of power and respect.

It was very unpopular with very low scores. Candidates manifested lack of content. Teachers ought to prepare learners on all aspects of the syllabus.

Question 6

It was a popular, knowledge question that required candidates to explain ways commitment to norms of society made life better for the people. Candidates were expected to use past tense. Part b) was on the loyalty of the Uganda Martyrs to Jesus.

Scores were generally good. Some candidates did not use past tense in part a) of the question. Teachers should train learners on the importance of being keen on tense used in the question.

Question 7

This was an unpopular question with low scores. It required that candidates bring out the teachings on life in the book of Ecclesiastes 3: 1-22. Part b) was an open ended question. Candidates were expected to mention aspects of life that make people unhappy today.

Candidates generally lacked knowledge about the biblical teachings in Ecclesiastes 3: 1-22. Teachers are encouraged to conduct Bible study lessons with learners.

Question 8

Candidates were expected to present ideas on the ways of life of the Early Christians that were aimed at leading them to heaven for everlasting life. In part b) candidates were to use their everyday environment experiences to present ideas on the ways Christians prepare for the second coming of Christ.

It was a very popular question with high scores. Some candidates used present tense in part a) instead of past tense. Teachers need to be extra keen in training learners on language and tense usage in their responses to questions.

Question 9

This was a knowledge question that required candidates to mention / outline the achievements that Moses attained with the children of Israel. Part b) called on candidates to bring out the perceptions/ views/ attitudes and beliefs of the people about success today.

It was a popular question with high scores. Responses given in the present tense for part a) were marked wrong.

Question 10

This was a comprehension question. It required explanation of ideas on the goodness of an extended family in Traditional African Society. Part b) tested candidates understanding of Bible knowledge on family life in the Old Testament.

It was a popular question with high scores. Some candidates instead gave the importance of having many children in Traditional African Society. Teachers ought to train learners to always focus responses to the subject matter of a question.

Question 11

It was a comprehension question, calling for explanation of ideas on the steps the Church has taken to uplift the status of women in Uganda. Part b) required candidates to take advantage of the experience in their environment and mention ways some women in Uganda have misused their improved status.

It was a very popular question with high scores. Candidates manifested understanding of the increasing role of women in Uganda today, and the role of the Church to this effect.

Question 12

It was a comprehension question that called upon candidates to explain reasons for great concern about barrenness in Traditional African marriages. Part b) required candidates to express free will and advice Christian couples that are childless.

The question was unpopular with very low scores. Candidates failed to correctly interpret the question. Teachers are encouraged to train learners on question interpretation by including questions that are not very straight forward in the formative assessments.

Question 13

This question was about personalities. It required candidates to present ideas on the ways St. Augustine of Hippo and Bishop Cyprian of Carthage searched for God. Part b) tasked candidates to outline ideas on ways in which God reveals Himself to man today.

It was a very popular knowledge question with high scores. Candidates manifested clear understanding of the content and presented mature responses.

Question 14

This was a knowledge question that required candidates to write ideas on ways in which the media has influenced people to turn away from God. Part b) required candidates to explain the contribution of the Early Church to the growth of faith in Christianity.

It was an unpopular comprehension question with low scores. Candidates expressed lack of ability to apply media influence to everyday life relations with God. Teachers are encouraged to train learners the skills of application of learnt knowledge to real life situations.

Question 15

This was a comprehension question. It required candidates to explain the Prophetic Ministry in Israel. Part b) called upon candidates to mention challenges faced by the Early Church Christians.

It was a popular question with low scores. Candidates manifested lack of content of the subject matter. Teachers ought to prepare candidates in all aspects of the syllabus.

224/1: ST. LUKE'S GOSPEL AND ITS RELEVANCE FOR AFRICA TODAY

The 2020 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocation was 2 hours and adequate. There were no errors in the questions set. The quality of work presented by the candidates was very good and so were the performance scores.

Question 1

This was a comprehension question that required candidates to present ideas on ways in which people in Traditional African Society expressed respect for the Ancestry Spirits. In part b) candidates were expected to identify punishments God administered on the disobedient people in Traditional African Society.

It was an unpopular question with good scores. Some candidates gave the characteristics of African Tradition Religion for part a), which was erroneous. Learners need to be prepared in question interpretation skills to avoid misinterpretation of questions in examinations.

Question 2

The question required candidates to mention ways Traditional Africans understood God. Part b) tasked candidates to identify and explain any five names of God in Traditional African Society.

It was a very popular knowledge question with high scores. Candidates however could not explain / link the attributes of God to His works in the everyday life of the people. Teachers are encouraged to engage learners through classroom discussions during the teaching – learning process, for them to conceptualize what they have studied.

Question 3

It was a knowledge question that required candidates to give reasons for the offer of libations in Traditional Africa. Part

b) Required candidates to mention the ways in which Christians offer to God today.

It was a popular question with good scores. Some candidates failed to interpret the word “libations”. Candidates ought to be exposed to all aspects of the syllabus.

Question 4

Candidates were expected to explain the roles of elders in society. Part b) required candidates to explain the roles of Jewish leaders to their people.

It was a popular comprehension question with good scores. Candidates lacked good understanding of the roles of Jewish leaders. Teachers are encouraged to teach learners about the Jewish heritage in detail.

Question 5

This was a knowledge question that required candidates to give reasons that made the Jews to be happy for being Abraham’s descendants. In part b) candidates were to identify the expected ways of life of the Jews as descendants of Abraham.

It was a popular question with good scores. Some candidates failed to figure out the meaning of the word **proud** as used in the question. Teachers are encouraged to expose learners to different terminologies that can be used to address a given challenge.

Question 6

This was a comprehension question that required candidates to describe the Purification Ceremony performed by the Jews after the birth of a child. Part b) called for the ways in which Mary the mother of Jesus performed the Purification Ceremony.

It was an unpopular question with low scores. Candidates could not chronologically describe the Purification Ceremony performed by the Jews after the birth of a child. Teachers ought to emphasize chronology in such descriptive questions.

Question 7

The question required candidates to give reasons for Jesus’ riding on a donkey while entering Jerusalem. Part b) required candidates to identify ways in which religious leaders in Uganda have manifested humility in service just like Jesus.

It was a popular comprehension question with good scores. Some candidates could not ably apply learnt knowledge for part b). Skills for application of learnt knowledge need be trained and developed among learners.

Question 8

This was a knowledge question that required candidates to describe the announcement of the birth of Jesus in Luke 1: 26-38. Part b) required candidates to outline the similarities between the announcement of the birth of John the Baptist and that of Jesus Christ.

It was a very popular question with high scores. Some candidates however were unable to chronologically describe the announcement of the birth of Jesus, something that teachers are encouraged to emphasize during the teaching – learning process.

Question 9

The question required candidates to give reasons for regarding Jesus as a breaker of the Sabbath Law by the Jewish religious leaders. In part b) candidates were expected to explain Jesus' teaching about the Sabbath Law.

This was a popular knowledge question with high scores. Some candidates however gave reasons for the rejection of Jesus. Such need to be helped do more of Bible study.

Question 10

A comprehension question, it required candidates to give a description of the miraculous catch of fish in Luke 5: 1-11. Part b) required candidates to apply learnt knowledge by giving lessons Christians can learn from the story of the miraculous catch of fish.

It was a very popular question with high scores. Some candidates still failed to give a chronological description of the miraculous catch of fish. They ought to be engaged in Bible reading and study lessons.

Question 11

This was a comprehension question. Candidates were expected to explain the meaning of the appearance of Moses and Elijah in the transfiguration event in Luke 9: 28-36. In part b) candidates were expected to give lessons that Christians can learn from the transfiguration of Jesus.

It was an unpopular question with good scores. Most candidates found it hard to explain the meaning of the appearance of Moses and Elijah in the transfiguration event. Teachers ought to train learners on interpretation of Biblical texts.

Question 12

This was a comprehension task that required candidates to narrate the story of Peter's denial of Jesus in Luke 22: 54-61. In part b) candidates were required to give reasons for Peter's denial of Jesus.

It was an unpopular question with low scores. Candidates could not provide a chronological narrative. There is need for more effort towards Bible reading and study among learners.

224/2: THE OLD TESTAMENT

The 2020 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocation was 2 hours and adequate. There were no errors in the questions set. The quality of work presented by the candidates was very good and so were the performance scores.

Question 1

This was a comprehension question that required the candidates to give reasons for Abraham's doubting of God's promises. In part b) candidates were to present ideas on ways in which Christians manifest disbelief in God.

It was an unpopular question with low scores. Some candidates instead narrated the story of Abraham's covenant with God. Teachers ought to train learners on question interpretation skills.

Question 2

A comprehension question, required candidates to give Abraham's response to God when he was told to sacrifice his only son Isaac. In part b) candidates were to give ideas on the ways in which Christians in Uganda have lived a sacrificial life.

It was a popular question with low scores. Most candidates erroneously gave reasons for Abraham's acceptance to sacrifice his son Isaac. Teachers are encouraged to guide learners on question interpretation skills.

Question 3

This was a very popular question with good scores. Candidates were expected to give reasons for Pharaoh's decision to kill all Hebrew male children in Exodus 1: 8-22. In part b) candidates were required to describe the story of Moses' survival of death through the Pharaoh's daughter.

Some candidates gave responses about the exodus event, manifesting lack of content on the subject matter. Teachers ought to teach and cover the syllabus.

Question 4

The question required candidates to give the ways in which God showed His power to the Israelites during the Exodus event. Part b) tasked candidates to explore the environment around them and show ways God reveals himself to people today.

It was a popular question with low scores. Majority candidates instead gave the miracles performed by Moses before the Pharaoh to have the Israelites released. Learners need adequate preparations for exams, including areas of mental and psychological readiness.

Question 5

This was a comprehension question that called for reasons for offering sacrifices to God in Israel. In part b) candidates were required to identify and present reasons for God's rejection of some sacrifices in the Old Testament.

It was a popular question with high scores. Some candidates gave few ideas for part b). Marks allocated to a question ought to be used to guide candidates and other learners on the expected responses.

Question 6

Candidates were expected to present ideas on the ways in which David defeated Goliath. In part b) candidates were to give lessons Christians learn from David's defeat of Goliath.

It was a popular comprehension question with low scores. Some candidates instead gave the achievements of King David. Question interpretation skills need to be emphasized among learners.

Question 7

Candidates were required to narrate the message God gave to Nathan about David's plan to construct the Temple. In part b) candidates were to give lessons religious leaders learn from this message.

Some candidates wrote about the parable Nathan told David in Samuel 12:1ff. Learners need to be trained on the importance of studying and understanding questions before attempting them.

Question 8

Expected responses were about the sins committed by the Israelites while in Canaan. In part b) candidates were to give reasons that make some Christians turn away from their faith in God today.

It was a popular knowledge question with high scores. Some candidates gave responses about the golden calf which the Israelites worshiped. That was a manifestation of lack of content and question interpretation skills, issues that teachers need to address.

Question 9

This was a popular comprehension question that required candidates to give the achievements and weaknesses of King David.

Performance scores were high and candidates manifested good understanding of the subject matter.

Question 10

The question demanded that candidates give / write the evils that God revealed to Prophet Micah about Samaria. In part b) candidates were required to point out the injustices which are experienced in Uganda today.

It was a popular question but some candidates misinterpreted the word condemn for encourage. Learners need help in interpreting words.

Question 11

This was a knowledge question that required candidates to outline the injustices which Prophet Jeremiah condemned in Jeremiah 7: 1-15. Part b) called for the forms of injustice experienced in Uganda today.

It was a popular question with high scores. Some candidates manifested lack of knowledge about Jeremiah. There is need for self-study among learners and syllabus completion by teachers.

Question 12

This was a comprehension question that called for a description of Jeremiah's message of restoration to the Israelites in Jeremiah 32: 37-41. In part b) candidates were required to give reasons for considering Jeremiah as a suffering prophet.

It was an unpopular question with low scores. Some candidates found it difficult to present a chronological description of Jeremiah's message of restoration. There is need for emphasis on Bible reading and study among learners.

224/3: THE EARLY CHURCH

The 2020 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocation was 2 - hours and adequate. There were no errors in the questions set. **Only one candidate sat for this paper.** The quality of work presented by the candidate was good and so was the performance score.

Question 1

This was a knowledge question that required candidates to show evidence that the Apostles received the Holy Spirit on the day of Pentecost. Part b) required candidates to give reasons for sending the Holy Spirit to the Apostles.
No candidate attempted this question.

Question 2

This was a comprehension question. Candidates were expected to explain the conversion of the Ethiopian Eunuch to Christianity. In part b) candidates were to give the lessons Christians learn from the above experience.
No candidate attempted the question.

Question 3

This was a comprehension question that demanded for cases of disagreement between Paul and Peter. Part b) tasked candidates to apply learnt knowledge and life experiences, and present ideas on ways in which Christians should face / respond to disagreements in the church today.
The question was not attempted.

Question 4

The question required candidates to narrate the encounter between Saul, Barnabas and Bar-Jesus. Part b) required candidates to present ideas on the role of the Holy Spirit in the spread of the Gospel in the Early Church.
No candidate attempted it.

Question 5

This was a knowledge question that tasked candidates to present ways of worship in the Early Church. Part b) called for reasons for backsliding among Christians today.
The candidates did it and scored high.

Question 6

The question called for ideas on Paul's teaching on the Gifts of the Holy Spirit. Part b) required candidates to present ideas on lessons Christians learn from the teaching.

Candidates attempted it and got low scores. The language used in the presentation of ideas on lessons was not practical. Teachers are encouraged to train the use of practical language on responses that are about lessons, such as "ought to, should, learn to"

Question 7

Candidates were to present ideas on ways in which the Early Church Apostles treated women. Part b) required candidates to present ways in which women play important roles in the Church today.
The question was attempted and the candidate got high scores.

Question 8

Required candidates to explain the kind of life Paul lived before and after his conversion. Part b) was an application task calling for the lessons Christians learn from the life lived by Paul.
The question was not attempted.

Question 9

It was a comprehension question that called for ideas on Tertullian's efforts to defend the Church against pagan attacks in the Early Church. Part b) required candidates to give lessons learnt from the Tertullians.
The question was not attempted.

Question 10

Candidates were expected to give ideas in support of Origen as a great theologian of his time. Part b) demanded for the contribution of Alexandrian Catechetical School to Christianity.
This question was not attempted.

Question 11

This was a knowledge question that called for ideas on the influence of the Apostolic Creed to Christians in the Early Church. Part b) called for ideas that show the influence of the Apostolic Creed on Christians today.
The question was not attempted.

Question 12

The question required candidates to present challenges that resulted from St. Augustine's teachings. Part b) tasked candidates to give lessons religious leaders today learn from St. Augustine's teachings. It was attempted but with low scores. The candidate manifested the lack of content. Learners ought to read ahead of the teachers so as to supplement on the efforts of the teachers.

224/4: THE CHURCH IN EAST AFRICA

The 2020 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocation was 2 hours and adequate. There were no errors in the questions set. Candidature was small. The quality of work presented by the candidates was good and so were the performance scores.

Question 1

Candidates were expected to give reasons for Christian missionary interest in overseas work. Part b) called for the reasons for the fast spread of Christianity in East Africa between 1844 and 1890. It was a popular question with high scores.

Question 2

This was a knowledge question that demanded for activities of the Church Missionary Society in Buganda, both positive and negative.

It was a popular question that candidates passed with high scores. Some candidates gave examples on the activities of other missionary organizations and not the CMS. Learners should be helped differentiate the various missionary organizations that operated in Buganda and East Africa in general.

Question 3

This was a comprehension question. It demanded for the role played by Sir John Kirk in the occupation of Moshi. No candidate attempted this question.

Question 4

Candidates were to point out ideas that show the role Bombay Africans played in the spread of Christianity in East Africa. Part b) called for the problems faced by the Bombay Africans in spreading the Church in East Africa. No candidate attempted this question.

Question 5

This was a comprehension question. It called for ideas that show the role played by Christian missionaries in the offer of health services to the people of East Africa. Part b) called for the problems faced by the Church in providing health services to the people of East Africa today.

It was a popular question with good scores. Candidates presented few ideas in part a). Teachers ought to encourage learners on the generation of many ideas in line with the marks allocated.

Question 6

The question demanded for the achievements of the Christian missionaries in the field of education in Uganda. It was a popular question with good scores. Some candidates erroneously gave the weaknesses of missionary education as well. Such should be helped with question interpretation skills.

Question 7

It called for the reasons for the Ecumenical contacts / movement in East Africa. Part b) called for the achievements of the Ecumenical movement.

No candidate attempted the question.

Question 8

This was a comprehension question. Candidates were expected to give the characteristics / features of Pentecostal Churches in East Africa.

No candidate attempted it.

Question 9

This was a comprehension question that required candidates to give the importance of circumcision as a Traditional African initiation ritual. Part b) called for reasons for Christian missionary opposition to the ritual of circumcision.

It was a very popular question with high scores.

Question 10

Candidates were tasked to write ideas on the way the church is spread today. Part b) called for the problems faced by the Church in trying to reach out to the people.

It was a popular question with high scores. Candidates were able to reflect on their environment and generate the needed ideas.

Question 11

This was a knowledge question that required candidates to identify and present activities carried out by the Church in the rural areas of Uganda. Part b) called for ideas on ways the Church can promote morality among the youth in East Africa.

It was a popular question with good scores. Candidates well reflected on their rural / surrounding areas to generate the right ideas.

Question 12

This was a comprehension question that called for the benefits and problems of using television and radios in spreading Christianity. Part b) demanded for ideas on ways Christian clubs can be used to spread the Christian Gospel.

It was a popular question with good scores. Teachers are encouraged to train learners on critical thinking skills to help them always easily handle such questions.

224/5: THE AFRICAN RELIGIOUS HERITAGE

The 2020 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocation was 2 hours and adequate. There were no errors in the questions set. The quality of work presented by the candidates was very good and so were the performance scores.

Question 1

The question required candidates to give the characteristics of African Traditional Religion. Part b) called for the factors / reasons for the weakening of African Traditional Religion.

It was a popular comprehension question with high scores. Some candidates instead concentrated on the attributes of God in the African religious experience. Teachers ought to differentiate “characteristics of African Traditional Religion from the attributes of God”.

Question 2

Candidates were required to give ideas that show the ways in which people in Traditional African Society maintained a good relationship with God, and amongst themselves.

It was a popular question with good scores. Some candidates instead gave the characteristics of God in the African religious experience. Learners need to be helped master content.

Question 3

This was a comprehension question. Candidates were expected to give the reasons for the special treatment given to expectant mothers in Traditional African Society. Part b) tasked candidates to give reasons for the rare cases of abortion in Traditional African communities.

The question was not popular. Some candidates instead gave the rules and regulations that were followed by expectant mothers. Teachers are encouraged to develop question interpretation skills among learners.

Question 4

The question demanded for the rituals that were performed when a baby was born in a Traditional African Society. Part b) required candidates to explain the importance of birth rituals.

It was a popular comprehension question with good scores. Some candidates gave the rituals performed before birth of a baby which was outside the scope of the question. Teachers ought to prepare candidates to always remain within the boundaries of the question demands.

Question 5

Candidates were expected to generate ideas on the importance of initiation rituals in Traditional African Society. In part b), candidates were required to present the weaknesses of some of the initiation rituals in Traditional Africa. It was a popular question with high scores. A few candidates instead raised few ideas. Teachers should train candidates to always be exhaustive as a way of maximizing scores.

Question 6

The question called for reasons people in Traditional African Society took great care in choosing marriage partners. Part b) required candidates to give the similarities between the traditional African and today's factors considered when choosing a marriage partner.

This was a popular comprehension question with good scores. Some candidates gave the factors that were considered when choosing marriage partners. Teachers should train question interpretation skills to the learners.

Question 7

This was a knowledge question that required candidates to give the causes of sexual immorality in Traditional African Society. Part b) called for ways in which sex abuse can be overcome in society today.

It was a popular question with good scores. Some candidates presented very few responses for part a). Learners should always be guided by marks allocation in raising responses.

Question 8

This was a comprehension question that required candidates to give reasons for introducing young people into the world of work in Traditional African Society. In part b), candidates were to show ways in which work was communal in Traditional African Society.

It was an unpopular question with low scores. Some instead presented ideas on characteristics of work. Learners should be trained to always settle and do exams while relaxed.

Question 9

Candidates were expected to give the roles played by medicine women and elders in African traditional Society. It was a popular question with high scores.

Some candidates however used the wording of **medicine men** instead of **medicine women**. Such learners should be encouraged to always maintain focus on the wording in the question.

Question 10

This was a comprehension question. Candidates were required to present ideas that show belief in life after death in Traditional African Society. For part b), candidates were required to give the factors that made the living communicate with the dead in Traditional African Society.

It was an unpopular question with low scores. Many candidates generated few ideas for part b). There is need for training of critical thinking skills among learners.

Question 11

The question called for the causes of death in Traditional African Society. Part b) called for methods believed to be used by witches to cause harm on people.

It was a popular knowledge question with low scores. Candidates manifested the lack of content for part b). Teachers are encouraged to teach and cover the syllabus.

Question 12

Candidates were required to describe practices that represented the Holiness of God in Traditional African Society. Part b) called for the ways in which Africans maintained high standards of discipline in their communities.

It was a popular question with low scores. Many candidates instead gave the attributes of God as understood in the African Traditional religious life for part a). Teachers are encouraged to train learners in question interpretation skills.

225/1 ISLAMIC RELIGIOUS EDUCATION (HISTORY OF ISLAM)

The question paper adequately covered all parts of the syllabus. The time allocated (2 hours) was adequate. There were no errors in the questions set. The quality of work that the 2020 candidates presented was poorer and the performance scores were low.

Question analysis, quality of candidate's responses and advice to the teachers.

Question 1

The question required candidates to describe the way the Jahiliyyah Arabs carried out trade and the changes Islam caused in their way of trade. It was a popular comprehension question and scores were good.

Some of the candidates failed to show the changes Islam brought in their trade. They were merely stating that Islam stopped or abolished a trade activity.

Teachers should adequately teach learners all aspects of the Jahiliyyah Arabs highlighting the changes that Islam made.

Question 2

This was a comprehension question. Candidates were required to give reasons for Prophet Muhammad's invitation to Yathrib and the preparations Prophet Muhammad made for the journey. It was a popular question with good scores.

Some candidates lacked adequate content on the reasons for the invitation of the Prophet to Yathrib and the preparations which the Prophet made for the journey.

Teachers should teach every detail of Prophet Muhammad's life chronologically and the impact of the events on that society where he lived.

Question 3

The question required candidates to describe the emergency of the hypocrite movement in Madina and the relationship between the hypocrites and the Muslims. It was an unpopular comprehension question which was poorly scored.

Some of the candidates who attempted the question failed to show the emergence of the hypocrite movement and could not make a difference between the Jews and hypocrites. Evidence in candidate's essays showed lack of knowledge and the teachers did not teach the topic well.

Teachers should adequately cover the syllabus for better performance by the learners.

Question 4

Required candidates to give an account of Prophet's farewell pilgrimage and the message contained in the farewell speech. It was a popular knowledge question and scores were good.

However, part (a) was not well done, some candidates were writing the content of the speech of the farewell pilgrimage and not describing how the Prophet carried out the farewell pilgrimage.

There was evidence from candidate's work that they were not taught well the details of the farewell pilgrimage but only knew the contents of the farewell speech.

Teachers are encouraged to adequately teach the syllabus.

Question 5

This was a comprehension question that required candidates to give reasons for electing Abubakr as a successor of the Prophet and to explain the challenges he faced as a caliph. It was a very popular question with very good scores.

The teachers are commended.

Question 6

This was a comprehension question that required candidates to give a description of Umar's conversion to Islam and to explain the contribution of Umar's conversion to the development of Islam. It was a popular question and scores were good.

However, in part (b) candidates unnecessarily gave many responses.

Candidates should be guided by marks allocation regarding the ideas to be presented for questions that are rich in responses.

Question 7

The Question required candidates to give the role that Abdallah Ibn Saba played in causing instability during Uthuman's caliphate and to give a description of the circumstances under which Uthuman died. It was a very unpopular comprehension question and the scores were poor.

In part (a) some candidates were giving the allegations that Abdallah Ibn Saba made against the Caliph Uthuman instead of the role that Abdallah Ibn Saba played in causing instability during Uthuman's caliphate.

There was evidence from candidates' essays that the topic was not well taught and they also lacked content. The teachers are reminded to ensure that they teach all parts of the syllabus instead of selecting areas of common questions, they should also encourage learners to research.

Question 8

Candidates were required to give a description of the course of the battles;

- a) Siffin
- b) Camel.

It was a good and clear popular comprehension question with good performance.

However, some candidates did not score well because there was evidence that they had spotted. They could attempt either (a) or (b) well and failed one of them.

Teachers should encourage learners to read ahead of them, pay attention to all parts of the syllabus and avoid spotting.

Question 9

The question required candidates to describe the religious life of the people of Uganda before the Coming of Islam and the ways in which Islam changed the religious life of the people. It was a very popular comprehension question with good scores.

Part (a) was well done but in part (b) some candidates failed to bring out the changes that Islam made. Teachers should emphasize to candidates the changes Islam caused on all aspects of Pre-Islamic Uganda.

Question 10

Required candidates to give an account of the Sudanese coming to Uganda and the ways in which they helped in the spread of Islam in Uganda. It was a knowledge question very unpopular and poorly done. Candidates lacked content on the question.

Teachers should research extensively on all topics especially in section c for effective preparation of candidates.

Question 11

Required candidates to give the role of Menha Munuulo and Prince Nuhu Mbogo to the development of Islam in Uganda. It was a popular comprehension question with good scores. However, some candidates lacked content on the demands of the question.

Teachers are encouraged to teach all aspects of the syllabus.

Question 12

This was a comprehension question. Candidates were required to give a description of the activities of Juma Zukuli and The African Muslim Community (Bukoto-Nateete) Muslim factions. The question was unpopular and poorly done.

Some candidates wrote what the sects did that led to their formation instead of what the factions currently do. Teachers should train learners to always focus their responses to the subject matter in the question and the marks allocation on the question should serve as a guide to the candidates on the ideas that should be presented.

225/2 ISLAMIC RELIGIOUS EDUCATION (BELIEFS AND PRACTICES OF ISLAM)

The question paper set adequately covered all aspects of the syllabus. The time allocated for the paper (2 hours) was adequate. There were no errors in the questions set. The quality of work that the 2020 candidates presented and performance scores were good.

Question 1

Required candidates to give the procedure of prayer and the don'ts during prayer. It was very popular comprehension question with good scores.

However, some candidates didn't know where prayer starts from and ends. They also took forbidden acts to be nullifiers of prayer.

Teachers should be more practical when teaching about prayer so that the learners can know all the details concerning prayers.

Question 2

Required candidates to give the beneficiaries of zakat, the two types of zakat and the way they are paid. This was a popular knowledge question with good scores.

However, some candidates were giving comparisons of the two types of zakat and didn't know exactly how zakat is paid.

Teachers should cover all aspects of the syllabus and also train learners to always focus responses to the subject matter of the question.

Question 3

This was a comprehension question which required candidates to give the optional/ Sunnah kinds / days of fasting and the value of fasting to Muslims. The question was popular with good scores.

However, some candidates didn't understand the term **voluntary** as they took it to mean the general types of fasting and classification.

Teachers should endeavour to enrich their vocabularies in order to avail learners with alternative terms that can be used in assessment.

Question 4

This was a knowledge question. Candidates were required to explain the way Muslims spend the day of Idd Al-Adhuha from the beginning to the end and the distinctions between Idd Al-Adhuha and Idd Al-Fitr. The question was popular with good scores.

However, some candidates failed to explain what happens during the day of Idd Al-Adhuha and instead gave the history of Prophet Ibrahim and the performance of Idd prayers.

Teachers should expose to the learner's various action verbs during the teaching-learning process for example **account for** and **account of** for better preparation of learners.

Question 5

This was a comprehension question that required candidates to present ideas on the experience of the day of judgement or the events of the day of judgement from the time of resurrection to the end of judgement. It was a popular question with good scores.

However, some of the candidates gave the signs for the appearance of the day of judgement instead of what will happen on the day of judgement.

Teachers should train learners in proper question interpretation skills.

Question 6

This was a comprehension question which required candidates to explain the Quranic and Prophetic teachings about angels and to give names of 10 (ten) angels with their respective duties. It was a popular question and candidate's scores were good.

However, some candidates instead of giving the teachings they gave the importance of believing in Angels. Teachers are encouraged to train learners in question approach techniques and interpretation skills.

Question 7

This was a comprehension question that required candidates to give the Islamic point of view about death and resurrection. The question was unpopular and poorly scored.

Majority o

f the candidates who attempted the question lacked knowledge about death and resurrection, instead described what is done to the dead Muslim and the events of the day of judgement.

Teachers should teach in detail about death and resurrection as embedded in the Quran and the traditions of the Prophet.

Question 8

Required candidates to explain Prophet Yusuf's historical background from his birthplace to Egypt and what Muslims learn from his experience. This was an unpopular comprehension question but performance scores were good.

However, some candidates mistook Prophet Yusuf to be Prophet Yunus.

Teachers should train learners to be calm during exams and first understand the specific question demands to avoid misfiring.

Question 9

This was a comprehension question that required the obligations/responsibilities of a husband and the wife to each other. The question was very popular and candidate's performance was good.

However, some of the candidates inter- changed the responsibilities of a husband with those of a wife. Teachers should clearly spell out the different roles of a wife and those of a husband in a family according to Islam.

Question 10

This was a comprehension question that required candidates to explain the Islamic approach on parenthood and what makes some parents to ignore their children. The question was popular and scores were good.

However, some candidates were giving the daily provisions of parents towards their children only.

Teachers should teach learners clearly the roles of a Muslim parent in child upbringing as taught in the Quran and the Prophet's traditions.

Question 11

Required candidates to explain the relationship between a Muslim with his relative and neighbour. It was a very popular knowledge question and performance was good.

The question was clearly understood by the candidates and well attempted.

The teachers are commended for this.

Question 12

The question required candidates give the lawful and unlawful jobs in Islam. It was an unpopular comprehension question and poorly done.

Some candidates mistook lawful employment to mean lawful earning and unlawful employment to mean unlawful earnings.

Teachers should adequately cover the syllabus.

241/1 HISTORY OF EAST AFRICA (c1000 to independence)

History of East Africa c1000 to independence comprised ten (10) questions from which a candidate was required to answer any four (4) in two (2) hours.

The paper was prepared from the syllabus that teachers are familiar with, covered important aspects of the syllabus adequately, clearly brought out aims and objectives of the syllabus, tested what is educationally relevant, and the two hours allocated to it was adequate.

The questions were clearly phrased and no error was detected in them. None of the questions gave advantage to any particular group of candidates over the rest.

The perceived level of difficulty of the questions varied. **Questions 2a, 3b, 4, 6b, 7a, 8a, 9a, and 10 were perceived as more difficult. 2b, 5b, 6a, 7b, 8b, and 9b, were perceived as average, and questions 1a, and 5a, were perceived as easy.** The quality of work and percentage scores of candidates were similar to that of 2019.

Question Analysis

Question 1.

The question required the candidates to explain reasons for the Arabs and the Persians coming to settle at the coast of East Africa between AD 1000 and 1500 in part (a), and part (b) required them to explain the results/ effects of their settlement on the peoples of East Africa.

Candidates' Weaknesses

- Use of wrong tenses. Many candidates answered this question in tenses other than past tense which is required in history.
- Wrong spellings.
- Mixing up the coming of the Arabs and the Persians to the coast of East Africa with the migration and settlements of the indigenous African groups like the Luo, Bantu, and Ngoni to East Africa.

Advice to Teachers

- Emphasise to students that history essay is written in past tense, and the importance of correct spellings and good sentence construction.

- Make clear distinction between the migrations and settlements of the indigenous African groups such as the Bantu, Luo, and Ngoni to East Africa and the coming of the Non-African settlers such as the Arabs and Persians, and the Portuguese to the coast of East Africa.

Question 2

The question in part (a) required the candidates to describe the steps and patterns of the Plain Nilots migration in East Africa by 1800, and part (b) required them to explain the effects/changes brought about by their coming on the peoples of East Africa.

Candidates' Weaknesses

- Many candidates mixed up the Plain Nilots with the River Lake Nilots (the Luo) and the Ngoni. Their essays randomly touched on any of those.
- Some candidates could not differentiate course from causes. They ended up presenting an essay on the causes instead of the course as demanded by the question.
- Use of wrong tenses and poor sentence construction.

Advice to Teachers

- Emphasize the differences between related words for example cause and course. The course should be emphasized with an illustration (map) where possible.
- Draw a clear boundary between different groups of migrants into East Africa for example the Plain Nilots, the river Lake Nilots, and the Bantu, etc.

Question 3

In part (a), candidates were required to explain the reasons why Buganda had a strong military (army) during the 18th and the 19th Centuries, or the advantages that the Buganda military had over their enemies during the same period. In part (b) the candidates were to explain how Buganda (with a strong army) related with her neighbors during the same period.

Candidates' Weaknesses

- Many candidates explained factors for the growth and expansion of Buganda Kingdom instead of the factors that contributed to Buganda's military strength (that the question demanded).
- Some gave general effects of the war on a state instead of focusing their responses on how the superior/strong Buganda's military influenced Buganda's relationship with the neighboring states like Bunyoro, Busoga, Ankole, etc.

Advice to Teachers

Topics should be handled in a chronological order, while giving detailed attention to every sub- topic or constituent part of the topic instead of spotting based on the frequency of the appearance of the part of the topic in the national examinations.

Question 4

Part (a) of the question required candidates to explain the causes of the conflicts between the Mazrui and the Busaidi at the coast of East Africa, while part (b) required them to describe the steps/ strategies employed by Seyyid Said to settle these conflicts.

Candidates' Weaknesses

- Many candidates explained the reasons for the Omani Arabs' occupation of East African coast instead of the factors that led to the conflict between the Mazrui and the Busaidi families in East Africa.
- In part (b) they explained the contribution of Seyyid Said to the development of the East African coast instead of how he settled the conflict between the Mazrui and the Busaidi.

Advice to Teachers

Study the topic and break it down into its constituent parts. Adequate attention should be given to teaching each constituent part in a chronological order.

Question 5

Part (a) required the candidates to explain the reasons for the Portuguese coming to the coast of East Africa during the 16th Century, and part (b) required them to explain the factors that led to the decline of the Portuguese rule in East Africa between 1600 and 1700.

Candidates' Weaknesses

Many candidates answered this question in relation to the Arabs, Christian Missionaries, and explorers instead of the Portuguese.

Advice to Teachers

Clearly distinguish between the different foreign (non-African) groups that came to East Africa. Their origins, interests, roles and time of activity which can help to create the distinction.

Question 6

Required the candidates to explain the steps in the conduct of slave trade or the way the slave trade was carried out (in part a), and a chronological order of things done to abolish slave trade (in part b).

Candidates' Weaknesses

Many candidates mixed up Slave trade with the Long Distance trade. They gave the organization of Long Distance trade in East Africa, instead of the Slave trade in part (a), and some gave reasons for the abolition of slave trade while others gave effects of the slave trade in part (b).

Advice to Teachers

Emphasize the differences between related topics for example the Slave trade in East Africa and the East African Long Distance trade.

Question 7

Candidates were required to explain the contribution of the Chartered companies to the colonization of East Africa (between 1886, and 1894) in part (a), and the challenges that those companies faced in East Africa (during the same period) in part (b).

Candidates' Weaknesses

Most of the candidates outlined the activities of the Chartered companies in East Africa without linking each of them to the colonization of East Africa.

Advice to Teachers

Do not stop at the narration of the activities of the chartered companies in East Africa. Also explain how each of the activities contributed to the colonial rule in East Africa (British rule in Uganda and Kenya and the German rule in Tanganyika).

Question 8

Part (a) of the question required the candidates to explain how the Germans administered Tanganyika before 1914, or the main feature of the German administration of Tanganyika before 1914, and how this administration affected the peoples of Tanganyika (politically, economically and socially).

Candidates' Weaknesses

Many candidates mixed up the German system of administration (the direct rule) with the British system of administration (the indirect rule). Some also mixed up the colonial systems of administration with the East African response to the establishment of colonial rule for example the Maji Maji rebellion, the He rebellion, the Abushiri uprising, etc

Advice to Teachers.

- Teach all the colonial systems of administration in East Africa (the direct and the indirect rules) with emphasis on how each one differed from the other.
- Draw a clear boundary between the different colonial systems of administration and the effects of each of the system on the people they administered.

Question 9

Part (a) required candidates to explain the reasons for Kenya developing as a White Settler colony, and the problems faced by the White Settlers in Kenya between 1900 and 1923 in part (b).

Candidates' Weaknesses

Failure to differentiate between the White Settlers and the other groups of Europeans like explorers, traders, and missionaries that operated in Kenya. Many therefore, answered this question in relation to those other groups.

Advice to Teachers

- Strive to teach all the topics in the syllabus chronologically, instead of spotting.
- Emphasize the similarities and the differences between the topics that sound similar, for example the White Settlers, the Christian Missionaries, the Explorers, Traders, etc.

Question 10

Part (a) required the candidates to explain the role played by Ignatius Kangave Musaaazi, and Dr. Apollo Milton Obote in part (b) in the attainment of the independence for Uganda.

Candidates' Weaknesses

Responses reflect insufficient knowledge of this topic.

Advice to Teachers

- Chronologically teach all the topics in the syllabus.

- Encourage learners to read widely.
- Engage learners in group discussions.

241/2 HISTORY OF WEST AFRICA (c1000 to independence)

History of West Africa c1000 to independence comprised eight (8) questions from which a candidate was required to answer any four (4) in two (2) hours.

The paper was prepared from the syllabus that teachers are familiar with, covered important aspects of the syllabus adequately, clearly brought out aims and objectives of the syllabus, tested what is educationally relevant, and the two hours allocated to it were adequate.

The questions were clearly phrased and no error was detected in any of them. None of the questions gave advantage to any particular group of candidates over the rest.

The perceived level of difficulty of the questions varied. **Questions 2, 7, and 8, were perceived as difficult. 3, 5, and 8, were perceived as average, and questions 1, and 4, were perceived as easy.** The quality of work and percentage scores of candidates were similar to that of 2019.

Question Analysis

Question 1

Required candidates to explain; the factors that led to the growth of the Trans - Saharan Trade in part (a), and the problems that were faced by the Trans Saharan - traders in part (b).

Candidates' Weaknesses

- Use of wrong tense. History requires use of the past tense, but in this case candidates used all the other tenses to answer the question.
- Some candidates mixed up factors that led to the growth of this trade with the organization of the trade.
- Many candidates could not correctly spell technical words specific to this topic, for example Sahara was spelt as sara/sarah, caravan as cavalry, camel as carmel/camol/comol, etc.
- Specific to part (b) a number of candidates mixed up the demands of the question (problems faced by the traders) with the reasons for the decline of the trade.

Advice to Teachers

- Encourage use of the right (past) tense in history since history deals with what happened in the past.
- Teach the topic of Trans - Saharan trade in a chronological order instead of spotting parts that you feel are important. This will help learners to avoid mixing up facts.
- Encourage learners to read official text books instead of pamphlets and foreign notes. This will help them learn the correct spellings.
- Train learners in question interpretation techniques.

Question 2

Required candidates to explain; the origins of the Fula state in part (a), and the political, economic, and social organization of the Fula during the 17th Century in part (b).

Candidates' Weaknesses

Most candidates had no knowledge of the Fula state. Their presentations were crafted from their general knowledge of ancient states.

Advice to Teachers

- Teach all topics in the syllabus chronologically.
- Avoid spotting for whatever reason.

Question 3

Required candidates (in part a) to explain how the Trans-Atlantic Slave trade was carried out, and (in part b) the changes brought about by this trade on the peoples of West Africa.

Candidates' Weaknesses

Many candidates mixed up the Trans - Atlantic slave trade with the Trans - Saharan trade.

Advice to Teachers

- Teach all topics in the syllabus chronologically.
- Draw clear distinction between topics that sound similar example Trans - Saharan trade and the Trans - Atlantic Slave trade.

Question 4

Part (a) required the candidates to explain the reasons for Christian missionaries coming to West Africa, while part (b) required them to explain the results/developments/changes brought to West Africa by their coming.

Candidates' Weaknesses

- Use of wrong tenses.
- Poor sentence construction/poor language usage, characterized by unclear explanations/expressions.
- Some candidates used the knowledge of Christian missionary activities in East Africa to answer the question on the missionary activity in West Africa.

Advice to Teachers

- Emphasize use of correct tenses. History essay must be written in the past tense.
- Guide learners to make clear explanation of points in the essay.
- Discourage learners from transferring their knowledge of a topic in one region to answer questions in other regions.

Question 5

Part (a) required the candidates to explain reasons for the Asante, Fante, and the British going to wars during the 19th Century and part (b) required them to explain the effect of these wars on the people of the Gold Coast.

Candidates Weaknesses

Many candidates gave general causes and effects of wars in history without being specific to the Asante, the Fante and the British.

Advice to teachers

- Teach this topic chronologically and to the required details.
- Train learners to respond as per demands of particular questions.

Question 6

Part (a) required the candidates to explain the French choice of Assimilation policy in the administration of the French West Africa, and part (b) required them to explain the effects/results of the Assimilation policy on the peoples of (French) West Africa.

Candidates' Weaknesses

- Some candidates took assimilation policy for indirect rule. They answered this question with the information on the indirect rule.
- In part (b) instead of explaining how this policy affected the peoples of (French) West Africa as demanded by the question, some explained how the assimilation policy was applied.

Advice to Teachers

- Adequately teach all topics in the syllabus.
- Clarify to learners the different colonial administrative systems in West Africa for example, the assimilation policy, direct and the indirect rule.
- Guide learners in the technique of interpreting questions.
- Engage learners in group discussions.

Question 7

Part (a) of the question required candidates to describe the developments or changes introduced in the social and economic sectors of Senegal during the colonial rule. Part (b) required them to explain how those developments affected/changed the lives of the peoples of Senegal.

Candidates' Weaknesses

Insufficient knowledge of the topic, a pointer to not learning of this topic.

Advice to Teachers

Teach all topics laid out in the syllabus.

Question 8

In part (a) the candidates were required to explain the contribution/role of Dr. Kwame Nkrumah in the struggle for independence in the Gold Coast, while part (b) required them to explain the problems/challenges Kwame Nkrumah faced in the struggle for the independence of Gold Coast.

Candidates' Weaknesses

Insufficient knowledge of the subject matter.

Advice to Teachers

Teach all the required details of each topic in the syllabus.

241/3 HISTORY OF CENTRAL AFRICA (c1000 to independence)

History of Central Africa c1000 to independence comprised eight (8) questions from which a candidate was required to answer any four (4) in two (2) hours.

The paper was prepared from the syllabus that teachers are familiar with, covered important aspects of the syllabus adequately, clearly brought out aims and objectives of the syllabus, tested what is educationally relevant, and the two hours allocated to it were adequate.

The questions were clearly phrased and no error was detected in them. None of the questions gave advantage to any particular group of candidates over the rest.

The perceived level of difficulty of the questions varied. **Questions 3, 6 and 7 were perceived as more difficult. 4 and 2, were perceived as average, and questions 8, 5, and 1, were perceived as easy.** The quality of work and percentage scores of candidates were poorer compared to that of 2019.

Question Analysis

Question 1

Part (a) required candidates to describe the political, economic, and social organization of the Bemba state during the 19th Century, while part (b) required them to explain the factors that led to the decline of this Kingdom during the 19th Century.

Candidates' Weaknesses

Many candidates that attempted this question lacked sufficient knowledge of the Bemba state.

Advice to Teachers

- Teach all topics in the syllabus.
- Expose students to relevant text books for revision.

Question 2

The question required the candidates to explain the factors that attracted the Portuguese to Angola during the 16th Century (in part a), and the effects of their settlement in Angola on the peoples of Angola (in part b).

Candidates' Weaknesses

Many candidates used a narrow approach to the question. They considered only the factors within Angola (based on assumption) that attracted the Portuguese, but ignored the factors in Portugal/Europe that propelled the Portuguese to have interest in Angola.

Advice to Teachers

Teach this topic exhaustively while considering factors both within and outside Angola that made the Portuguese to settle in Angola.

Question 3

Part (a) required the candidates to explain the methods used by Chief Sebetwane to establish Kololo rule in Bulozhi by 1840, while part (b) required them to explain the political, economic and social changes /developments/reforms that Sebetwane introduced in Bulozhi.

Candidates' Weaknesses

Candidates' work presented evidence of lack of knowledge of the topic. They did not know the methods demanded in part (a), and changes required in part (b).

Advice to Teachers

- Thoroughly teach this topic.
- Encourage learners to read widely.

Question 4

Part (a) required candidates to describe the trading activities of the Swahili/ organization of the Swahili trade in Central Africa between 1830 and 1880, and part (b) required them to explain how these activities/ trade affected the peoples of Central Africa.

Candidates' Weaknesses

Lack of knowledge of Swahili trade. Quite a number of candidates that attempted this question gambled with the knowledge of the East African Long Distance trade.

Advice to Teachers

- Teach this topic thoroughly, and highlight how it differs from other trades like the East African Long Distance trade.
- Discourage students from using knowledge of a topic in one region to answer questions in another region.

Question 5

Part (a) required candidates to explain the reasons for the Livingstonia Mission coming to Nyasaland (Malawi) in the late 19th Century, and part (b) required them to describe the obstacles/ challenges/ problems that they encountered in their mission up to 1900.

Candidates' Weaknesses

Lack of specific knowledge of the Livingstone Mission to Nysaland. Most of the candidates answered this question using the general knowledge of Christian missionary activities in Africa.

Advice to Teachers

- Teach all the topics within the syllabus, and tackle as many case studies as possible.
- Continuously assess the progress of learners in the topic.

Question 6

Part (a) required candidates to explain the reasons for Cecil Rhode's occupation/control of the Mashonaland between 1885 and 1890, and part (b) required them to describe the steps he took to occupy/gain control of the Mashonaland during this period.

Candidates' Weaknesses

Lack of knowledge of the subject matter since none of the candidates attempted this question.

Advice to Teachers

Thoroughly teach all topics in the syllabus.

Question 7

Part (a) required the candidates to describe the methods used by the British to administer Northern Rhodesia (Zimbabwe) between 1898 and 1914 and part (b) required them to explain how the British administration affected the peoples of Northern Rhodesia during this period.

Candidate' Weaknesses

Lack of knowledge of subject matter.

Advice to Teachers

- Teach all topics in the syllabus thoroughly.
- Guide learners to relevant learning materials.

Question 8

Part (a) required candidates to describe the factors that led to the growth of nationalism or the rise of national movements in Mozambique, while part (b) required them to explain the challenges/problems/obstacles that the Mozambican nationalists (movements) faced.

Candidates' Weaknesses

Insufficient knowledge of the subject matter.

Advice to Teachers

Thoroughly teach all topics in the syllabus.

241/4 HISTORY OF SOUTH AFRICA (c1000 to independence)

History of South Africa c1000 to independence comprised eight (8) questions from which a candidate was required to answer any four (4) in two (2) hours.

The paper was prepared from the syllabus that teachers are familiar with, covered important aspects of the syllabus adequately, clearly brought out aims and objectives of the syllabus, tested what is educationally relevant, and the two hours allocated to it were adequate.

The questions were clearly phrased and no error was detected in any of them. None of the questions gave advantage to any particular group of candidates over the rest.

The perceived level of difficulty of the questions varied. **Questions 7 and 8 were perceived as more difficult. 2, 3, 4, 5 and 6 were perceived as average, and questions 1 was perceived as easy.** The quality of work and percentage scores of candidates were similar to that of 2019.

Question Analysis

Question 1

Part (a) required candidates to explain the reasons for the Dutch settlement at the Cape in 1652, and part (b) required them to describe the challenges/difficulties/hardships that the (pioneer) Dutch settlers faced at the Cape.

Candidates' Weaknesses

Insufficient knowledge of the Dutch settlement at the Cape. Some candidates used the general knowledge of migrations and settlements to answer this question. Others concentrated on the later problems the Dutch faced instead of the problems faced by the early/pioneer Dutch settlers.

Advice to Teachers

- Clearly differentiate the Dutch occupation/ Settlement at the cape from migrations and settlements.
- Categories the problems faced by the Dutch settlers at the Cape into the problems faced by the pioneer settlers and the later problems.

Question 2

Part (a) required the candidates to describe the steps of Afrikaaner migration/Great Trek/Boer migration between 1836 and 1853 from Cape colony to the interior of South Africa. Part (b) required them to explain the problems faced by the Boer migrants/Trekkers during the migration.

Candidates' Weaknesses

- Inadequate understanding of technical words. For example, some gave causes instead of course as demanded by the question, and some referred to Africans instead of the Afrikaners.
- In part (a) the course was presented (randomly) without a chronological order and illustrations.

Advice to Teachers

- Teach all topics in the syllabus.
- Emphasize the importance of chronological order and illustrations for example maps when handling course of an event.
- Give clear guidance on the use of technical words for example; causes and course, Afrikaners and Africans, etc.

Question 3

Part (a) required candidates to describe the methods/strategies/ways that Shaka used/applied to build the Zulu state, and part (b) required them to explain the factors that led to the collapse/downfall of the Zulu state by 1879.

Candidates' Weaknesses

- Some candidates mixed up facts on Zulu state with that of the Sotho state.
- Failure to observe time frame. Some candidates explained problems faced by the Zulu long after 1879 (during the apartheid regime).

Advice to Teachers

- Teach all topics in the syllabus. Draw a clear boundary between related states for example the Zulu, Sotho, Tswana, etc.
- Guide the learners to understand all the details of the topic, for example factors for the growth of the state, how the state was built, organization of the state, important personalities in the state, etc.

Question 4

Part (a) required the candidates to explain the factors that led to the establishment/formation of the independent Churches in South Africa, and part (b) required them to describe the problems/ challenges/ difficulties those churches faced.

Candidates' Weaknesses

Mixing up/confusing the independent Churches in South Africa with the 19th century European Christian Missionary Churches. So candidates ended up answering this question in reference to the latter.

Advice to Teachers

Teach all the topics in the syllabus and explain the difference between the Independent Churches in Africa and the European Christian Missionary Churches in Africa.

Question 5

Part (a) required the candidates to explain the reasons for the creation/establishment of the Bantustans in South Africa, and part (b) required them to describe how this affected the peoples of Southern Africa.

Candidates' Weaknesses

- Many candidates understood Bantustans as Bantu Migrations and settlements.
- Others took it as a strategy used by Africans to fight the Apartheid.

Advice to Teachers

Thoroughly teach all the topics in the syllabus with emphasis on conceptual differences between related terms example the Bantu and the Bantustans.

Question 6

Part (a) required the candidates to explain the causes of Nama Herero rebellion between 1904 and 1907, and part (b) required them to describe the results/effects of this rebellion (on the parties involved).

Candidates Weaknesses

Many Candidates lacked knowledge of this topic. They took it as war between the British or the Boers in South Africa (the Anglo Boer wars) instead of the war by the Nama and Herero people of South West Africa against the German colonial rule.

Advice to Teachers

Emphasize the different wars fought in South Africa. Emphasize to the learners that history 241/4 is not only about the Republic of South Africa but also other countries in the Southern African region.

Question 7

Part (a) required candidates to explain the factors that led to the rise of nationalism/ demand for self-rule/ struggle for the independence in Botswana after 1920, and part (b) required them to describe the steps taken by the peoples of Botswana to attain their independence.

Candidates' Weaknesses

Lack of knowledge of the subject matter. In part (a) some candidates gave the reasons for scramble and partition of Africa.

Advice to Teachers

Teach all the topics in the syllabus.

Question 8

Part (a) required the candidates to describe the role played by the Organization of African Unity in the liberation (struggle) of South Africa, and part (b) required them to explain how this role affected the liberation struggle.

Candidates Weaknesses

Lack of knowledge of the subject matter. For example, in part (a), some candidates referred to the OAU as a political party in South Africa. And in part (b) they referred to general effects of wars in colonial Africa instead of effects of OAU's contribution to the liberation struggle in South Africa.

Advice to Teachers

- Teach all topics in the syllabus thoroughly.
- Encourage learners to follow contemporary issues.
- Encourage academic group discussions.

273/1 GEOGRAPHY

This paper consists of parts I and II. Part I has 30 compulsory multiple choice questions, and part II has sections A and B. Part II, Section A (Map Work, Photographic Interpretation and Field Work) are compulsory. Candidates were required to answer only one question from Section B of Part II.

The syllabus coverage was adequate, and most of the important aspects, aims and objectives of the syllabus were brought out. The paper tested what is educationally relevant, two hours thirty minutes allocated to it were adequate and none of the questions gave advantage to any particular group of candidates over the rest.

Compared to 2019, the quality of work presented by the candidates and their scores were poorer.

The level of difficulty of the questions varied. Question 5, was perceived as difficult, while questions 4, and 6 were average, and none was easy.

Questions 4, and 6 were well done, while 2, and 5 were poorly done. The most attempted questions were 4, and 6 while 5 was the least attempted.

Question Analysis

Question 1, Map work (Compulsory)

Required the candidates to; identify the feature located at a given grid reference, state the grid reference of a named/ identified feature, calculate the bearing of one point from another, calculate in kilometers the distance of a given road on the map extract, draw a sketch map of the area shown on the map extract showing certain identified features, describe the relationships between relief and settlement, and identify economic activities carried out in the area shown on the map with evidence.

Candidates' Weaknesses

- Inability to use the key given on the map extract.
- Inability to calculate bearings and directions.
- Inability to read contour lines. This limited them from identifying lands above 1250 feet Above Sea level.
- Inability to identify the relationship between relief and settlements.

Advice to Teachers

- Teach Map reading chronologically and give students ample opportunity to practice with maps.
- Guide learners on how to read/ use the key.

Question 2

Photographic, Interpretation (Compulsory)

Required the candidates to study the given photograph and; identify three economic activities taking place on it, draw the land scape sketch of the area showing the required features, use evidence from the photograph to explain the influence of the relief on land use in the foreground and background of the photograph, and name any one area in East Africa where the photo could have been taken.

Candidates' Weaknesses

- Inability to distinguish between economic activities and land use. For example, some referred to settlement (which is a land use) as an economic activity.
- Candidates did not understand the difference between **cross section** and **landscape sketch**. For example, some drew cross section instead of landscape sketch.
- Inability to identify and explain the relationship between relief and land use.

Advice to Teachers

- Clearly spell out the similarities and the differences between economic activities and land use.
- Teach photographic interpretation systematically with emphasis on key concepts and associated skills.
- Emphasize relationship among relief, land use, settlements, etc. on the photograph.
- Train learners in drawing accurate and relevant sketches as per the demands of the question.

Question 3, Field Work (compulsory)

Required the candidates to refer to any fieldwork study carried individually or as a group and; state the topic and objectives of the study, explain the preparations made before conducting the field work and relevance of the study or lessons learnt from the study (how the study helped one to understand the geography of the area studied).

Candidates' Weaknesses

Many candidates used general/ theoretical knowledge of field work to answer this question. Not much reference was made to any specific fieldwork study.

Advice to Teachers

- Teach Field Work thoroughly and sequentially.
- Emphasize the relevance to the topic 'Field Work' (how it enables one to understand geography of the area studied).
- Expose learners to the field and give them a lot of hands on activities. Digesting the immediate/local fields can be more important than going for a very expensive complicated field away from the school locality.

Section B: EAST AFRICA

Question 4 Statistics

Required the candidates to study the given table of tourist arrivals in Uganda from East African countries between 2010 and 2014 and; draw a line graph to show the trends of tourist arrivals in Uganda from the East African countries, calculate the percentage change and describe the trends in tourist arrivals between the same period, name any two East African countries from which tourists to Uganda come, explain factors favoring regional tourism among East African countries and state any two problems facing the tourist industry in East Africa.

Candidates' Weaknesses

- Inability to determine a suitable scale for the graph.
- Failure to correctly calculate percentage change over a given period.
- Lack of understanding of the tourist industry. Because of the word industry, most of the candidates' answers were centred on manufacturing industries in East Africa.

Advice to Teachers

- Systematically teach statistics as an integral part of every topic (where necessary).
- Guide learners to gain the skills of determining (appropriate) scale in statistics.
- Differentiate between the different types of industries to learners.

Question 5

Required candidates to; distinguish between a youthful and an old stage of a river valley using a diagram, describe the conditions which led to the formation of either a youthful or an old stage of a river valley, explain the benefits of rivers to the countries of East Africa, and suggest ways in which the countries of East Africa can increase the use of water resources.

Candidates' Weaknesses

- Many candidates could not distinguish between a youthful and an old stage of a river.
- Quite a large number of candidates could not illustrate using a diagram the two stages of a river.
- Some mistook a river valley for a rift valley.
- Many did not know the conditions that led to the formation of those stages of a river valley.

Advice to Teachers

- Chronologically teach the river systems of East Africa.

- Encourage use of published text books for your reference and students' revision.
- Emphasise the drawing of accurate diagrams.

Question 6

Required candidates to; draw a sketch map of East Africa and on it mark and name countries- Kenya and Tanzania, two Arabica and two Robusta coffee growing areas, Lake Victoria, describe the conditions favoring coffee growing in any one area marked on the map, explain the problems facing coffee production in East Africa, and outline steps being taken by any one country in East Africa to improve coffee production.

Candidates' Weaknesses

Inability to locate Robusta and Arabica coffee growing areas in East Africa on a map.

Advice to Teachers

- Encourage use of East African cash crop wall charts, maps and Atlases.
- Introduce each cash crop production (in East Africa) with an illustration map of the crop's growing areas.
- Emphasize use of relevant text books.

Question 7

Required the candidates to study the population distribution/density map of East Africa and; name the two highly populated and two sparsely populated areas marked, two mountains marked, explain the factors responsible for the high and sparse population densities in either of the places marked on the map, outline the effects of high population density on the environment in any one country in East Africa and suggest measures that could be taken by the East African countries to reduce the effects of high population density.

Candidates' Weaknesses

- Incorrect names or wrong spelling of names of places on the map that were required.
- Many candidates gave factors that favor population growth instead of factors responsible for high population density in the chosen area.
- Inability to clearly explain the points mentioned.

Advice to Teachers

- Teach this topic chronologically and comprehensively.
- Clarify all the relevant terms used in population studies.
- Encourage use of relevant text books as reference materials.

273/2: GEOGRAPHY PAPER 2

Geography 273/2 paper comprised 13 questions divided into two parts. Part I was the rest of Africa outside East Africa from which candidates were required to answer any two out of the four questions. Part II was studies in development which comprised three regions; Region I (North America), II (the Rhine lands), and III (China).

Candidates were required to answer two questions from part II, choosing only **one** question from any **one** region. Candidates were required to answer a total of **four** questions in this paper.

The paper covered the syllabus adequately, and brought out the important aspects, aims, and objectives of the syllabus. It tested what is educationally relevant, and the 2hrs 30 minutes allocated to it were adequate.

The level of difficulty of the questions varied. Questions, 3, 4, 8, and 10 were perceived as difficult, 2, 5, 7 were perceived as average, 6, 11, and 1 perceived as easy.

2020 paper was more difficult than that of 2019, and the quality and the performance scores were poorer than that of 2019.

Question Analysis

Question 1

Required the candidates to; draw a sketch map of Nigeria showing rivers Niger and Benue, the Niger Delta, the Atlantic Ocean, ports Lagos and Port Harcourt, Kainji dam and reservoir, explain reasons for the establishment of Kainji scheme, explain the benefits of Kainji multipurpose river development scheme, and outline problems that resulted from the establishment of the Kainji multipurpose river development scheme.

Candidates' Weaknesses

- Failure to draw a fair/accurate sketch map.
- Inability to locate relative positions of features on a sketch map.

Advice to Teachers

- Encourage students to practice drawing sketch maps as a required/key skill in geography.
- Encourage use of relevant text books for teacher's reference and students' revision.

Question 2

Required the candidates to study a given statistics table showing land use and population of selected Central African countries (2015) and; draw a bar graph to represent the population of those countries, calculate the density for each of the country given in the table, describe with examples factors which have influenced population distribution in the Central African region, and explain the disadvantages of having a high population density in any one of the countries shown in the table.

Candidates' Weaknesses

- Failure to determine an appropriate scale of the graph.
- Inability to calculate population density.

Advice to Teachers

- Teach statistics thoroughly.
- Emphasise to learners how to determine an appropriate scale of a graph.
- Give learners ample opportunity to practice drawing statistical diagrams using graph papers and geometrical sets.

Question 3

Required candidates to study a given map of Algeria and name the marked; towns, neighboring countries, oil fields and a water body, describe the methods used to extract oil from the oil fields in Algeria, explain the problems facing the oil mining sector in Algeria, and outline the steps that are being taken to improve the mining sector in Algeria.

Candidates' Weaknesses

- Lack of knowledge of mining areas in Algeria. Candidates failed to name the marked towns, neighboring countries, oil fields and water body.
- Inability to describe the method of extracting oil from oil fields in Algeria.

Advice to Teachers

- Teach all topics in the syllabus with coverage of a wide range of case studies.
- Encourage students to read widely, making use of relevant text books.
- Encourage use of Atlas and Wall maps.

Question 4

Required the candidates to distinguish between a delta and an estuary, describe the process of formation of a delta, explain the importance of a delta to the people of Africa, and outline problems facing people living in delta areas of Africa and the measures being taken to address those problems.

Candidates' Weaknesses

Lack of knowledge of a delta and an estuary. A few candidates could write something about delta with unsatisfactory level of explanation, but had totally no idea about an estuary.

Advice to Teachers

Teach all topics in the syllabus. Special emphasis should be put on physical geography.

Question 5

Required the candidates to study the map of British Columbia and; name the marked mountain, island, ocean current, rivers, and port, describe the factors which promoted fishing activities in British Columbia, explain the benefits of the fishing industry to the people of British Columbia, and outline the problems faced by the people carrying out fishing activities in British Columbia.

Candidates' Weaknesses

- Many candidates could not name/ identify the features marked on the map.
- Many candidates could not outline problems faced by the people carrying out fishing activities in British Columbia. They instead outlined the problems resulting from fishing industries in British Columbia.

Advice to Teachers

Encourage candidates to revise/ study maps from recommended source/text books.

Question 6

Required candidates to study a given (statistical) table showing California's share of the United States of America's exports (2015) and; draw a pie chart showing the relative importance of the different agricultural export categories,

identify the leading and the least agricultural export categories, name any two important farming areas in California, and outline the challenges facing the agricultural sector in California.

Candidates' Weaknesses

Failure to name the two farming areas in California.

Advice to Teachers

- Systematically teach the agriculture in California.
- Acquaint learners with use of both statistics and maps to address geographical questions.

Question 7

Required the candidates to draw a sketch map of the Great Lakes and St. Lawrence Seaway region showing; Lake Michigan, Atlantic Ocean, coal and iron ore mining areas, Chicago, Pittsburg, and Cleveland industrial centres, name any two types of industries found in the Great Lakes and St. Lawrence Seaway industrial region, explain factors which favored the development of industries in the Great Lakes and St. Lawrence Seaway industrial region, and outline the problems resulting from industrialization in the region and steps being taken solve those problems.

Candidates' Weaknesses

- Many candidates could not draw a fair sketch map of the Great Lakes and St. Lawrence Seaway industrial region.
- Many candidates could not outline correct problems resulting from industrialisation in the region, instead they outlined problems facing the industrial sector in the region.

Advice to Teachers

- Give learners ample opportunity to practice drawing sketch maps.
- Encourage learners to read extensively.
- Clarify the related concepts for example problems resulting from industrialisation of a region and problems facing the industrial sector in a region.

Question 8

Required candidates to draw a sketch map of Switzerland showing: Lake Geneva, river Rhone, Zurich and Bern summer resorts, St. Moritz and Zermatt winter resorts, describe the factors that have favoured the establishment of summer and winter resorts, in Switzerland, explain the problems facing the tourist industries in Switzerland, and outline steps being taken to improve the tourism sector in Switzerland.

Candidates' Weaknesses

- Many candidates could not draw a fair sketch map of Switzerland.
- Inability to label the required features in their relative positions on the map.
- Failure to distinguish between summer and winter resorts.

Advice to Teachers

- Encourage learners to study maps and practice the drawing of sketch maps.
- Systematically teach all topics while clarifying on the different concepts that appear similar.

Question 9

Required the candidates to study the given map of the Netherlands and; name the farming types carried out in each of the marked areas, any one activity carried out in the marked area, the marked water body, river, and town, describe with examples factors that have favoured different farming types in the Netherlands, explain challenges facing the agricultural sector in the Netherlands, and outline the measures being taken to improve the agricultural sector in the Netherlands.

Candidates' Weaknesses

Inability to identify the features, farming types, and activities marked on the map.

Advice to Teachers

- Teach all topics in the syllabus.
- Encourage students to revise extensively.

Question 10

Required the candidates to study a given table showing transportation of coke and petroleum products per country on the Rhine Waterway in 2016 and; draw a bar graph to represent the given information, describe with examples the factors which made the Netherlands to have the largest and Belgium the least volumes of goods on the Rhine Waterway, and explain with examples the problems faced by the countries using the Rhine Waterway.

Candidates' Weaknesses

- Inability to determine a suitable scale for the graph.
- Failure to give relevant examples.

Advice to Teachers

- Guide learners on how to determine appropriate scales for the graphs.
- Give, and encourage learners to look for more relevant examples to consolidate their points.

Question 11

Required candidates to study a given table showing the climate of Nanjing (Nankang) in China and; draw a suitable graph to show the climate, state the annual temperature range and the month with the highest rainfall total, describe the climate of Nanjing (Nankang), and explain the factors which have influenced the climate of China.

Candidates' Weaknesses

- Some candidates could not draw a climate graph.
- Inability to determine an appropriate scale for the graph.

Advice to Teachers

- Guide learners on how to draw a climate graph.
- Teach learners the skills of determining an appropriate scale for a graph.

Question 12

Required candidates to study the given map of China and; name the marked relief regions, rivers, water body, and towns, describe the characteristics of each of the marked relief regions, explain the problems faced by the people

living in relief regions of over 4000 meters above sea level, and outline the steps being taken to solve those problems.

Candidates' Weaknesses

- Failure to correctly name the required features on the map.
- Inability to correctly describe characteristics of the required relief regions.
- Lack of knowledge of the problems facing people living in the high altitude regions (4000 meters above sea level)

Advice to Teachers

Systematically teach all topics in the syllabus.

Question 13

Required the candidates to draw a sketch map of Si-Kiang province of China showing; Kwei-Kiang, and Tang-Kiang rivers, South China sea, gulf of Tong-Keng, Canton and Likeng towns, describe the steps which were taken by China to develop the Si-Kiang river basin, explain the problems faced by the people living in the Si-Kiang river basin, and outline the measures that have been taken by the government of China to solve the problems faced by the people living in Si-Kiang basin.

Candidates' Weaknesses

None of the candidates attempted this question.

Advice to Teachers

- Teach all the topics in the syllabus.
- Encourage learners to read extensively/ do research.

301/1 LATIN – PROSE TRANSLATION

Comments on Performance of Candidates

The level of difficult of the 2020 and 2019 papers was the same. The quality of work of candidates of 2020 was poorer compared to that of the 2019. The performance scores were also poorer. The performance of candidates was generally good.

Question 1A required a candidate to translate the given Biblical text from Latin language into English. It was part of a letter of St Paul to the Romans Chapter 12. It was compulsory. Some candidates found it difficult to get the meaning of some Latin vocabularies and grammatical constructions.

Question 1B required a candidate to translate the given text from Latin into English prose. It was a text from a book entitled *Latine legamus* (39). It was also compulsory. Candidates used wrong grammar, wrong vocabularies, and the sentence construction skill was wanting.

In **Pars Altera**, candidates were required to translate the 5 given sentences from English into Latin language. It was compulsory. Candidates' work exhibited poor grammatical constructions and the passive voice, cases, declensions were a challenge.

301/2 LATIN - PROSE TRANSLATION, COMPREHENSION AND COMPOSITION

Comments on Performance of Candidates

The level of difficulty of the 2020 and 2019 papers was the same.

The quality of work of the 2020 candidates was better than that of the 2019. The performance scores of the 2020 candidates were also better. The general performance of the candidates was good.

Question 1 Text A

Required a candidate to translate the given part of a passage from Latin into English, and answer comprehension questions about the *Gallic Wars* from a text prepared by Julius Caesar. The questions were set on chapters 9 and 10. It was very popular and well done. However, since the passage was from a prescribed text, some candidates' work exhibited signs of cram work. Some of them made wrong translations, used wrong grammar and had challenges in giving the principal parts especially the perfect tense.

Question 1 Text B

Required a candidate to read and translate part of the given passage from a text: *De petitione consulatus*, prepared by Cicero, from Latin into English and to answer the other questions set about the text. It was unpopular. It was not attempted at all.

Question 2

It was an unprepared passage from a book entitled *Latine Legamus*. It required a candidate to translate the text from Latin into English. It was not popular. The major weakness of candidates was limited vocabulary, and wrong grammatical usage.

Question 3 Latin Composition

It required a candidate to write a composition on any of the four given topics in 100 -150 words. Most candidates opted for topic (C). It was about teachers in school. Performance was average. Limited vocabulary/ grammar, declensions, genders affected the quality of the expressions and sentences used. Some wrote Latin prayers.

301/3 LATIN – VERSE TRANSLATION

Comments on Performance of Candidates

The level of difficulty of the 2020 paper was the same as that of 2019.

The quality of work of the 2020 candidates was poorer compared to that of the 2019 candidates. The performance scores were also poorer. The highest mark dropped from 49/50 in 2019 to 48/50 in 2020 and the lowest rose from 04/50 in 2019 to 05/50 in 2020. However, the overall performance was good.

Question 1 Text A

It was a verse passage from a poem by Vergil, *The Aeneid* book 2 verses 250 – 273. Candidates were required to: translate a portion of the given text from Latin verse into English, write down the nominative, genitive, dative and ablative singular and plural forms of the given word (Oculos), write the principal parts of the verb *iungunt* and to select 10 words from the passage and give their derivatives. It was very unpopular and poorly done.

Candidates' work exhibited poor knowledge of Latin vocabulary, poor grammar, limited knowledge of tenses and declensions. Some candidates lacked knowledge of interrogative words.

Question 1 Text B

It was a hymn from the *Hymns of the Roman Liturgy (Hymn 95)*. It required a candidate to translate the given part of the hymn from Latin into English, state when it was sung and identify the angel being referred to in the song. Candidates were also to give the principal parts of the word *continens* and the derivatives of the given vocabularies. It was very popular and well done. Most candidates were able to apply the appropriate vocabularies, gave correct derivatives and used correct tenses. However, some candidates' translations exhibited their limited vocabulary.

Question 2

It was a verse text from the poet, Vergil, *The Aeneid book 3 verses 1 – 21*. It was not a prescribed text. It required a candidate to translate from Latin into English. It was very unpopular and poorly done. Candidates' work exhibited limited Latin vocabulary and grammatical understanding.

Weaknesses of Candidates

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

Advice to Teachers

Teachers should:

- Provide a variety of Latin reading materials and encourage students to read widely.
- Encourage learners to read the Bible in Latin as often as possible.
- Give composition writing exercises.

305/1 LEB-ACOLI PAPER 1: COMPOSITION, SUMMARY AND TRANSLATION

The Standard of the Paper and Performance of the Candidates

The test paper adequately covered the syllabus. The time allocated on task was adequate for the candidates to complete the required number of questions. The test paper of 2020 was at the same standard and level of difficulty. The overall performance of candidates was good. The quality of work the candidates presented in 2020 was better than the work presented by the candidates of 2019. The performance scores in 2020 were also better than the scores in 2019.

Question Paper Analysis

Question 1(a) ii

The candidate was required to write about why it is not of advantage to be overweight. Candidates were able to draw from examples from their school and community.

This question was very popular.

Question 1(a) ii

The candidate was required to explain why there are many churches, different religions and many sects. This question was popular.

Question 1(a) iii

The candidate was required to explain why and how they have avoided hunger and starvation. This was guided by a statement.

This question was not popular.

Question 1(b) i

The candidate was required to write an advert. The candidate was to assume the position of Head teacher so as to advertise the post of School Bursar which had fallen vacant. The candidate was to respond to guided writing using the given information such as the requirements and deadline for submission of the application. The question was fairly popular.

Question 1(b) ii

The candidate was required to write about how to settle a dispute. This was a situational composition based on a theft of maize for one of the teachers in the school.

Question 1(b) iii

The candidate was required to write a will assuming the role of an elderly person. This question was fairly popular.

Question 2

Candidates were to write a summary of the given text in about 90 words. This was a popular question.

Question 3

Candidates were required to translate the given text.

Candidates' Weaknesses

Candidates' work had spelling and punctuation errors.

Candidates were not familiar with some of formats of writing. This led to their poor performance in composition writing.

Advice to Teachers

The teachers should give regular exercises to learners in creative writing as well as applying the correct structures in their compositions. This will help them build the skills and write with confidence.

305/2 LEB -ACOLI PAPER 2: COMPREHENSION, GRAMMAR, CULTURE AND POETRY

The Standard of the Paper and Performance of the Candidates

The Test paper adequately covered the syllabus. The time on task was adequate to allow the candidates attempt the required number of questions. The level of difficulty of the question paper of 2020 was the same as that of 2019.

The overall performance of candidates was generally good. The quality of the work of candidates presented in 2020 was better than the work of candidates in 2019. The performance scores of 2020 were also better than those of 2019.

Question Analysis

Question 1

Candidates were required to read the passage and respond to the given questions.

Question 2

Candidates were required to rewrite and rearrange sentences based on the instructions given.

Question 3

Candidates were required to complete the proverbs, give the meaning of proverbs, comparisons and completing of riddles.

Questions 4

Candidates were required to read the given poem and respond to the corresponding questions.

Candidates' Weaknesses

Candidates experienced difficulty in interpretation of some of words.

Candidates lacked knowledge about Acoli proverbs and riddles.

Candidates' work also exhibited problems of spelling errors.

Advice to Teachers

Expose learners to a wider range of vocabulary during teaching and testing.

Candidates should be exposed to Acoli culture through a stipulated teaching program.

Learners should be exposed to a variety of Acoli texts so that they get to read and practice to improve in the area of writing the language.

309/1 GERMAN PAPER 1: GRAMMAR AND PICTURE STORY

The Standard of the Paper and Performance of the Candidates

The test paper adequately covered the syllabus. The time allocated to the task was adequate to complete the required number of questions. The level of difficulty of the question paper of 2020 and that of 2019 was the same.

The overall performance of the candidates was good. The quality of work the candidates presented in 2020 was the same as compared to that of 2019. The candidates' performance scores were also the same.

Question Analysis

Part 1 Grammar

The paper had six well selected aspects of Grammar. These included: possessive pronouns, the definite articles in the four cases, the simple past tense, the plural form, conjugations and modal verbs which are all in line with the syllabus.

Question A

Candidates were required to complete the sentences using the correct possessive pronoun.
This question was popular.

Question B

Candidates were required to fill in the correct form of the definite article.
This question was very popular.

Question C

Candidates were required to rewrite the given text (in the present simple tense) in the simple past tense.
The question was popular.

Question D

Candidates were required to change the given sentences into the plural form.
This question was popular.

Question E

Candidates were required to join the given sentences using the most appropriate conjunctions from the ones given.
The question was very popular.

Question F

Candidates were required to fill in the most appropriate modal verb in the correct form.
The question was very popular.

Part II Picture Story

Candidates were provided with the mandatory vocabulary required for the writing of the picture story.
Candidates were required to write a story in German based on either picture A or B.

A -A boy had luck
This question was popular.

B -Ivan won a scholarship /trip to Germany.

This question was very popular.

Candidates' weaknesses

Some of the candidates mixed up the pronouns for the different persons such as 1st, 2nd and 3rd person singular and plural.

- Candidates had shortcomings in the use of the cases of Akkusativ and Dativ- .
- Candidates experienced difficulty in the conjugation of verbs in the past tense.
- Candidates in some instances would forget to change the verbs and nouns.
- Candidates failed to place the conjugated verb at the end of the sentence.
- Candidates failed to conjugate some of the modal verbs.
- Candidates failed to conjugate the given verbs and vocabulary correctly.

Advice to Teachers

- Emphasize the use of pronouns - singular and plural.
- Emphasize the differences of the two cases during teaching.
- Teachers should guide learners to practice conjugation in all tenses.
- Teachers should emphasize the change of both verbs and nouns in the plural form.
- The teachers should emphasize the use of conjugations and placement at the end.
- Teachers should emphasize the conjugation of modal verbs.
- Teachers should guide learners to expand their vocabulary through constant exposure and the conjugation of both regular and irregular verbs.

309/2 GERMAN PAPER 2: READING COMPREHENSION, LISTENING COMPREHENSION AND DICTATION.

The Standard of the Paper and Performance of the Candidates

The test paper adequately covered the syllabus. The time on task allocated to candidates, was adequate for the candidates to complete the required number of questions. The level of difficulty of the question papers of 2020 and 2019 was the same. The question paper was suitable for UCE candidates. It was to the expected standard and suitable to the level of candidates and was also in line with the requirements of the syllabus.

The overall performance of candidates on the paper was good. The quality of work the candidates presented in 2020 was the same when compared to the work presented by candidates of 2019. The candidates' performance scores were also the same. There was a remarkable improvement in Reading Comprehension followed by listening Comprehension, while Dictation was poorly done.

Question paper Analysis

The paper is composed of three different parts: Listening Comprehension, Reading Comprehension and Dictation. Various aspects of listening, reading and writing were exhibited. The syllabus requirements were thus met.

Question 1

Parts 1 and 2 Listening Comprehension

Candidates were required to listen to short dialogues and decide who was speaking. It was popular since it dealt with daily life experiences.

Part 3 Listening Comprehension

Candidates were required to listen to a dialogue twice and answer the given questions. It was popular and well done.

Question 2 Dictation

Candidates were required to fill in the blank spaces after listening to the examiner twice. They were to use the required vocabulary.

The question was fairly popular.

Question 3 Reading Comprehension

Candidates were required to read statements, sentences and passages in order to extract the information required to indicate the correct answers using objectives and written phrases.

It was very popular.

Candidates Weaknesses

- Some of the candidates lacked the required vocabulary.
- A few candidates were unable to listen effectively.
- Some Candidates failed to distinguish when to apply capital or small letters.

Advice to Teachers

Teachers should engage learners in the oral communication about daily life experiences so that they can acquire the requisite vocabulary.

Teachers should promote the learner-centred approach where they encourage practice of dialogues to enhance the listening comprehension skills.

Learners should be allocated time to practice writing as they listen to improve their dictation skills.

Learners should be exposed to a variety of reading materials and accessible text at their level in order to enhance the reading skills.

309/3 GERMAN PAPER 3: ORAL

The Standard of the Paper and Performance of the Candidates

The test paper adequately covered the syllabus. The time on task allocated to candidates, was adequate for the candidates to complete the required number of questions. The level of difficulty of the question papers of 2020 and 2019 was the same. The question paper was suitable for UCE candidates. The level of difficulty of the oral exam was suitable to the candidates and it was to the expected standard.

The overall performance of candidates on the paper was good. The quality of work the candidates presented in 2020 was the same when compared to the work presented by candidates of 2019. The candidates' performance scores were also the same.

Question paper Analysis

Part A: Oral Reading

Candidates were required to read the given text out loud and attempt 5 questions as stipulated in the rubric. The five questions were to be answered orally in reference to the text read (orally).

This question was popular

Part B: Conversation Topics

Candidates had to choose one of the five topics. They were then required to prepare to carry out a conversation on the selected topic. Candidates presented themselves to a team of examiners.

Some conversation topics were very popular.

Candidates' weaknesses

The candidates presented readings with faulty pronunciations and punctuations.

A few misunderstood the questions.

There was lack of appropriate vocabulary to use in a conversation for the chosen topic in some instances.

Advice to Teachers.

Schools should avail students with readers and teachers should encourage them to practice loud reading in class. Prepare learners through using familiar topics so that they can easily acquire the appropriate vocabulary.

314/1 FRENCH PAPER 1A/B/C: LISTENING COMPREHENSION, ORAL EXPRESSION AND DICTATION

The Standard of the Paper and Performance of the Candidates

The test paper adequately covered the syllabus. The time on task allocated to candidates, was adequate for the candidates to complete the required number of questions. The level of difficulty of the question papers of 2020 and 2019 was not the same. The test paper was more difficult than that of 2019. The listening Comprehension passage was slightly longer than the previous years. This could have hindered the candidates' performance due to their inability to retain information which they would later have to use, to answer the ten multiple choice questions.

The overall performance of candidates on the paper was poor. The quality of work the candidates presented in 2020 was poorer compared to the work presented by candidates of 2019. The candidates' performance scores were also poorer. Listening Comprehension was the worst done, followed by Dictation and Oral Expression respectively.

Question paper Analysis

Question 1A

Candidates were to listen to a passage read to them twice and then answer 10 multiple choice questions. It was a compulsory question.

Question 1B

Candidates were required to generate 10 sentences about a picture orally. This was a compulsory question.

Question 1C

Candidates were required to transcribe text from an audio cassette or CD.

Candidates' Weaknesses

- Candidates experienced difficulty to retain information that was read out to them.
- Inadequate vocabulary led candidates to repeat themselves.
- Candidates failed to correctly spell and write what was in the audio text.

Advice to Teachers

- Teachers should train the learners to listen to texts in French regularly to enhance the listening skills.
- Teachers should give students regular exercises in description using a variety of pictures.
- Teachers should avail learners with regular dictation exercises using the audio text.

314/2 GRAMMAR AND READING COMPREHENSION

The Standard of the Paper and Performance of the Candidates

The Test paper adequately covered the syllabus. The time on task was adequate to allow the candidates attempt the required number of questions. The level of difficulty of the question paper of 2020 was not the same when compared to that of 2019. The paper of 2020 was easier when compared to that of 2019.

The overall performance of the candidates was good. The quality of work the candidates presented in 2020 was better when compared to that of 2019. The candidates' performance scores were also better in 2020 in contrast to the scores of 2019.

Question Analysis

Section A Part I

Candidates were required to attempt sub-questions 1-5 by replacing the words in brackets with pronouns and also make changes where necessary.

Section A Part II

Candidates were required to rewrite questions 6-10 in indirect speech.

Section A Part III

Candidates were required to put the verbs in brackets in their correct form for questions 11-20.

Section A Part IV

Candidates were required to complete each sentence using the most suitable alternative from the choices given.

Section B

Candidates were required to read a text and then respond to the ten multiple choice questions that followed. All questions in section A and B were compulsory.

Weaknesses of the Candidates

- Candidates failed to get the correct pronouns, while others failed to make the necessary changes. Candidates also failed to position the personal pronouns correctly.
- Candidates failed to get the right tenses of some of verbs.

Advice to Candidates

- Learners should be provided with many exercises on personal pronouns in order to master their use.

- Teachers should include a variety of grammatical elements in their teaching and give regular exercises to prepare the learners.
- Teachers should provide learners with simple text to encourage them to read frequently.

314/3 FRENCH PAPER 3: WRITTEN EXPRESSION

The Standard of the Paper and Performance of the Candidates

The Test paper adequately covered the syllabus. The time on task was adequate to allow the candidates attempt the required number of questions. The level of difficulty of the question paper of 2020 was not the same when compared to that of 2019. The paper of 2020 was more difficult than that of 2019.

The overall performance of the candidates was good. The quality of work the candidates presented in 2020 was poorer when compared to that of 2019. The candidates' performance scores were also poorer in 2020 in contrast to the scores of 2019.

Question Analysis

Question 1

Candidates were required to a composition. This required them to narrate a story about an attempted robbery at the neighbour's place that had travelled to Paris for holidays. However, some candidates wrote about themselves going to Paris on holiday, while a few others wrote about a robbery in their home. This was a compulsory question.

Question 2

Candidates were required to write a letter to a young person in France who intended to travel to Uganda for holiday. They were to invite him/her to their home. They also had to mention that they had acquired the address from the teacher of French. However, some addressed the teacher instead of mentioning the teacher in their letter. This was the most popular question.

Question 3

The candidates were required to write a story about a series of pictures. This had to be presented in the past tenses.

Most candidates avoided this question, as has been the case in the previous years. This could be attributed to the inadequate preparation of the learners as the teachers avoid it during the teaching.

Questions 2 and 3 had twists to the narration. The candidate had more than one issue due to the additional information provided.

315/1: LEB LANGO COMPOSITION WRITING, SUMMARY AND TRANSLATION

The 2020 question paper was of the same level of difficulty as that of 2019. The overall performance of candidates was good. The quality of work presented by the candidates of 2020 was better compared to the quality of work of the 2019 candidates. The candidates' performance scores of the 2020 candidates were also better compared to those of 2019.

Question analysis

1. Consisted of (a) creative writing, (b) functional writing. In creative writing, some candidates who opted for a guided composition failed to end with the phrase they had been given.
In functional writing however, the most challenge was identifying and using the correct formats.
2. Required a candidate to summarize a given passage basing on the reasons why school uniforms are not emphasized in America. Some candidates just gave a summary of the text without following the instructions to look for the reasons as to why school uniforms are not emphasized in America.
3. Required a candidate to translate a given text from English to Leblango. It was fairly done.

Candidates' weaknesses

- Failure to follow instructions in composition writing.
- Using wrong formats in functional writing.
- Lack of summary writing skills.

Advice to teachers

- Guide learners on how to stick to the instructions given for every question.
- Teach different formats for functional writing.
- Guide learners on how to summarize points from a passage.

315/2: LEB LANGO COMPREHENSION, CULTURE, GRAMMAR AND ORAL LITERATURE

The 2020 question paper was at the same level of difficult as that of 2019. The structure of the paper had been changed. The overall performance of the candidates was good and the quality of work presented by the candidates of 2020 was better compared to that of 2019. The performance scores of 2020 candidates were also better.

Question analysis

1. Required a candidate to read a given passage and then respond to questions about it. Same candidates were lifting phrases as they are to answer the questions.
2. Required a candidate to respond to several questions of grammatical expressions.
3. Required a candidate to read and respond to questions about the poem. Most of the candidates performed well. However, or the graph led to new scores.
4. Interpreting a paem was a challenge to most of the candidates. Their phrases were lacking
5. Required a candidate to respond to wise sayings including; proverbs, idioms and similes.
6. Most candidates failed to explain the meaning of the proverbs.

Candidates' Weaknesses

- Poor orthography
- Lack of skills to interpret the proverbs

Advice to Teachers

- Teach grammar widely

- Expose the learners to various proverbs and teach them the skill of interpreting them.

325/1 LUGBARATI

The general performance was good. The paper covered all important aspects of the syllabus. The quality of work of candidates was better than that of the previous year.

Question 1(a):

Candidates were required to write a will. The question was not popular. On the other hand, candidates were required to write a report. A good number of them attempted this question and the performance was good.

Question 1(b):

Candidates were required to develop the arguments in clear and coherent paragraphs. The question was popular and many candidates passed well.

Question 2:

Candidates were required to translate the given passage from English language into the local (Lugbarati) language.

The question was compulsory. The question was averagely done.

Question 3

Required candidates to summarise the given passage in atleast 100 words.

It was a compulsory question and the performance was quite good.

Weaknesses of Candidates

- Many candidates failed to write a good will as required.
- Lack of skills in writing a good report as required. Some candidates wrote a letter instead of a will. Others ended up writing just a memo.
- Lack of paragraph skills many candidates failed to phrase good paragraphs.
- Lack of good translation skills. A good number of candidates did not present good translation as required the question.
- Some candidates seemed not to have comprehended the passage and could not write the summary as required.

Advice to Teachers

- Teachers should lay emphasis on the correct format to be used.
- Teachers should teach learners on how to write a report and the simplest format used.
- Learners should be taught techniques of paragraph formation so that their points are not mixed up.
- Teachers should skill themselves with good translation so that they in turn can get learners to do it better.
- Let teachers be conversant with the orthography of the language and teach them skills of summarizing.

325/2 LUGBARATI

The general performance was good.

Question 1

Section A had a compulsory question which was a comprehension. Candidates were required to read carefully and answer the given questions about the same. Many candidates attempted the question and the performance was good.

Question 2(a-f)

Required candidates to apply grammar appropriately. It was a compulsory question and it was averagely done.

Question 3(a)

Candidates were required to read the given poem and thereafter respond to the questions. It was compulsory and well done.

Question 3(b-g)

Candidates required to complete and explain meaning of the given riddles, Idioms and proverbs appropriately. It was also a compulsory question and many tried it and performed averagely.

Weaknesses of Candidates

- Misfiring and misunderstanding some of the questions which led to some of the candidates to give out wrong answers.
- Failure to understand what was required which led to wrong words used in some sentences.
- Failure to follow the given instructions for the rewrite.
- Inadequate knowledge of the family tree as well as poor knowledge of the riddles.

Advice to Teachers

- Teachers should expose a variety of reading passages for practice.
- Expose learners to more practice on use of adjectives and adverbs.
- Take the learners through the various verbs and the tenses for adequate practice.
- Expose the learners to a variety of rewrite exercises for example practice.
- Teachers should teach the learners riddle, proverbs and idioms.
- Teach learners' summary and translation skills.
- Teachers should teach learners' idioms, and proverbs thoroughly especially their meanings.

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

Comments on Performance of Candidates

The general performance was good. The 2020 paper was more difficult compared to that of 2019. The quality of work of the 2020 candidates was poorer than that of the 2019. The performance scores of the 2020 candidates were also poorer.

Question 1(a) i

Required a candidate to write a story basing on the proverb, *Ssekabwa ke weeyolera...* A candidate had to first know how to complete it, *Ssekabwa ke weeyolera ke kakuluma enteega*, then, bring out the metaphorical meaning of the proverb in his/her composition. The story would be about a person who turned against the one who took good care of them/did good things for them when they were in need. It was unpopular and poorly done. A few

candidates managed to write relevant compositions about the proverb. Some candidates wrote literally about a dog biting its master.

Question 1(a) ii

Required a candidate to write a story in support of the view that moral degeneration among children today is a result of parents' neglect of their responsibility of giving parental guidance. It was popular but performance was poor. Majority of the candidates misinterpreted the requirements of the item and instead gave detailed accounts of how the children of today are undisciplined. Some candidates gave shallow responses while others failed to use the appropriate style.

Question 1(a) iii

It required a candidate to explain the importance of land to a Muganda. *Obukulu bw'ettaka eri Omuganda*. It was unpopular and poorly done. Some candidates failed to write compositions of 400 words due to limitations in expression, while others were off topic. The candidates could barely use idioms and proverbs.

Question 1(a) iv

Required candidates to write compositions ending with the given statement. *Bwebityo okwetiriboosa n'essanyu bye baalina nga mukakitaabwe tannajja mu maka bwe byasaanirawo ddala*. Candidates were to formulate a title and write a composition about how the freedom, peace, joy and happiness the children had with their father vanished when he got another wife. It was popular and well done. Many candidates were able to bring out the happiness and love that they experienced with their fathers before and then the misery and neglect when the other woman came in their home. They wrote good compositions and scored good marks. However, there were some candidates who wrote one sided essays. They only wrote about the happiness shown in the statement but failed to show the imagined misery.

Question 1(b) i

Required a candidate to write a newspaper article about the effects of riots on people's lives and development. It was popular but poorly done. Many candidates wrote about causes of riots instead of effects. There were also those who wrote about individuals refusing to do something. Many candidates failed to use the right format of a newspaper article.

Question 1(b) ii

Required a candidate to write a letter to the Minister of Education and Sports explaining to him/her how the programme of Universal Education can be improved in Uganda. It was popular and well done. However, some candidates wrote about the achievements of the programme instead.

Question 1(b) iii

Required a candidate to imagine s/he was a grandparent and narrate to the grandchildren the key qualities a Muganda would consider when choosing a marriage partner. It was very popular but performance was poor because most of the candidates gave shallow reasons and their expressions lacked spicing up with idioms and proverbs.

Question 1(b) iv

Required a candidate to imagine s/he is the leader of the marrieds and give a speech addressing married couples as they celebrate the day of the marrieds. The theme of the occasion was: *Ebireetedde obufumbo bwa leero obutawangaala* meaning the cause of marriage break ups today. It was very popular and well done. Many candidates used the correct format and gave adequate and relevant points.

Section B

Question 2(a)

Required a candidate to summarize the given passage in 100 words. It was unpopular, however, the performance was good. There were candidates who copied the whole text as responses.

Question 2(b)

Required a candidate to translate the given passage from English into Luganda. It was very popular but candidates' performance was poor. Many candidates failed to translate some statements/words in the text. It was a long and rather high pitched text. Many candidates did not complete due to that.

Question 3(a)

Required candidates to complete the given sentences with correct idioms. It was compulsory and performance was fair. Most candidates filled in the correct idioms.

Question 3(b) i-v

Required candidates to apply their knowledge of grammar to answer the given questions. It was compulsory. Performance of candidates was poor. Many candidates failed to give the plural forms of the given nouns and pronouns. Some candidates were just adding (s) like in English.

Question 3(b) vi

Required a candidate to complete the table with appropriate collective nouns/nouns from which the given collective nouns are derived. Most candidates failed this part. A few scored above average. It was compulsory but the general performance was poor.

Weaknesses of Candidates

- The use of standard orthography is still lacking.
- Many candidates did not complete.
- Poor expressions due to limitations in language. Failure to spice up their work with appropriate idioms and proverbs.
- Failure to follow instructions. Just copying the texts instead of summarizing.
- Direct translation instead of translating meaning.

Advice to Teachers

Teachers should:

- Teach standard orthography and language usage.
- Teach all types of composition, summary and translation skills so as to equip learners with those skills.
- Encourage and allow learners to be creative. Avoid giving sample essays.
- Provide a variety of reading materials and encourage students to read widely.
- Attend refresher courses such as the annual Luganda Teachers' Association Conference.

335/2 LUGANDA - COMPREHENSION, PROVERB USE AND LITERATURE

Comment on Performance of Candidates

The performance was good. The 2020 paper was easier compared to that of 2019. The quality of work presented by the 2020 candidates was better than that of the 2019 candidates. The performance scores were also better.

Question 1.

It was a comprehension passage. It was compulsory. The performance of candidates was very good. Some candidates gave shallow responses, directly lifted phrases from the passage without paraphrasing and therefore failed to demonstrate their comprehension skills. Those who performed well were able to demonstrate their ability to comprehend, proficiency in the language, creativity and reasoning.

Question 2(a)

Required a candidate to correctly and conventionally complete the given proverbs. It was compulsory but poorly done. Most candidates gave wrong responses, used poor orthography and left blank spaces. Few performed well.

Question 2(b)

Required a candidate to explain the meaning of the given proverbs. It was compulsory. Performance was below average. Many candidates gave surface meaning, others, did not attempt the part, they just copied the proverbs. There were candidates, though few, who gave the correct explanations of meaning.

Question 3(a)

Required a candidate to explain what makes Ndikuno an admirable character. It was very popular and well done. Most candidates were able to identify those admirable qualities of Ndikuno's character.

Question 3(b)

Required a candidate to respond to the given questions basing on the given context from the text, *Mbayiwa*. It was popular but averagely done. Some candidates failed to place the context of the extract and therefore could not appropriately answer parts i, ii, iii and iv. There were also those who could not derive lessons from the chapter from which the extract was drawn. They lacked mastery of the text.

Question 4(a)

Required a candidate to explain the lessons that boys can learn from what happens to Cissy as brought out in the text, *Amaggwa n'Emitego mu Buvubuka*. It was unpopular and poorly done. The candidates' responses showed lack of mastery of the text.

Question 4(b)

Required a candidate to respond to the given questions basing on the given context. It was popular but performance was average. Some candidates failed to place the extract in its context and therefore could not appropriately answer parts i and ii. Parts iii and iv were well done. Many candidates were able to show how Nkalyantya benefited from her friendship with Cissy and they also gave the reasons Cissy had given for avoiding friendship with another person like Ntabadde.

Question 5(a)

Required a candidate to show how the playwright uses the characters in the text, *Nze Mbimaze* to bring out the theme of religion. It was unpopular and poorly done. Candidates' responses exhibited lack of mastery of the text. Candidates failed to illustrate the theme.

Question 5(b)

Required a candidate to respond to the questions basing on the given extract. It was unpopular and poorly done. Candidates were unable to identify the characters in i. they could not explain what had just happened either in ii.

Part iii was also poorly done because most candidates could not identify character number 4. Part iv which required deriving lessons was also poorly done.

Question 6(a)

Required a candidate to explain the poet's use of personification in the text *Obuwoomi bw'Ebitontome*. They were to illustrate their answers by using at least three of the poems in the text. It was unpopular and poorly done. Many candidates exhibited lack of understanding of the technique of personification. They also lacked mastery of the poems in the text and therefore could not illustrate.

Question 6(b)

Required a candidate to read the given poem and thereafter answer the given questions. It was very popular and well done. Most candidates were able to give the subject matter, mood, technique and meaning of the given expressions of the poem.

Question 7(a)

Required a candidate to explain the poet's professionalism with illustrations from the text, *Ebitontome Ebiseeneekerevu*. It was unpopular and poorly done. The candidates failed to show what makes the poet a great poet/ what makes her poems interesting. They could not even illustrate by referring to any particular poem.

Question 7(b)

Required a candidate to read the given poem and thereafter answer the given questions. It was popular but poorly done. Many candidates failed to identify the two main concerns as required in part i, show how the poet personifies Kkolera in part ii, explain the poetic devices used as required in part iii and therefore could not bring out the prose version of what they had failed to identify in part iv. Part v was well done. Candidates were able to explain the meaning of the given lines. Part vi was poorly done for candidates failed to write the stanza, neither could they write any verses/lines.

Weaknesses of Candidates

- Failure to read instructions.
- Giving outlines where one is supposed to explain and giving few points.
- Insufficient knowledge about proverbs. Giving unconventional responses to complete proverbs.
- Question misinterpretation and shallow responses.
- Wrong numbering or unnumbered work.
- Poor handwriting.
- Poor orthography.
- Poor comprehension skills. Direct lifting where one is supposed to comprehend and paraphrase.
- Mixing up of authors/texts due to lack of mastery of the texts.

Advice to Teachers

Teachers should:

- Teach comprehension skills.
- Teach proverbs.
- Provide the texts and encourage learners to read the set texts.
- Teach all aspects of literature. i.e. themes, techniques, character, lessons and plot.
- Give exercises for practice.

336/1 LUGHA YA KISWAHILI COMPOSITION WRITING, COMPREHENSION, SUMMARY WRITING, TRANSLATION AND GRAMMAR

The 2020 question paper was as difficult as that of 2019. The overall performance of the candidates was good.

The quality of work presented by the candidates of 2020 was the same as presented by the candidates of 2019. The performance scores were also the same.

Question analysis

- a. Required a candidate to write either a creative composition or do a functional writing. Topics for creative writing:
 - (i) Required a candidate to write the economic importance of tourism to the country. It was attempted by few candidates and some of these did not give relevant examples.
 - (ii) Required a candidate to interpret a proverb, "When a big tree falls, the birds are rendered homeless", and write a composition about an event where it is applicable. Some of the candidates who attempted it did not use its deeper meaning. They used its literal meaning of where the tree will fall and birds will have nowhere to stay.
 - (iii) Required a candidate to write a narrative composition about the regret one would have as to why he/she befriended somebody. It was a popular question and many did it satisfactorily.
 - (iv) Required a candidate to write an argumentative composition about the discursive topic that "money is the source of all evils". One was supposed to show how true or false the topic is through the arguments. One was supposed to give a conclusion that confirms one's side of support.
- b. Topics for functional writing:
 - (i). Required a candidate to write a speech one would present to the S.4 candidates on how to prepare themselves for the examinations. It was a popular topic and many did it well.
 - (ii). Required a candidate to write a report about the steps the Kiswahili club has put in place to improve on the Kiswahili speaking in school. It was attempted by few candidates and some of whom lacked the correct format of a report.
 - (iii). Required a candidate to write an application responding to an advert from a non-governmental organization seeking to recruit a person in charge of children's rights. Some of the candidates used a friendly letter format.
 - (iv). Required a candidate to write an announcement announcing the properties students left at his/her school after the seminar they had come to attend. Some candidates did not use the correct format of an announcement.
2. Required a candidate to read a comprehensive passage and respond to questions about it. Some candidates copied the statements as they were in the passage without paraphrasing them. Some candidates left some questions unattempted. This is an indication of lack of reading culture.
3. Required a candidate to read the passage and thereafter give a summary of;
 - (a) The different types of books as narrated in the story,

- (b) The importance of reading books as explained in the story. The questions were fairly done.
4. Required a candidate to translate a given English extract to Kiswahili.
 5. Required a candidate to respond to the grammatical expressions. This was the poorly done question. This is an indication that most candidates are still very weak at the language use.

Candidates' weaknesses

- Lack of adequate vocabulary. Some candidates would use some first language vocabulary in their essays.
- Poor reading culture. Comprehension was done poorly.
- Direct translation. Some candidates' translated work was done on word per word and therefore with distorted message.
- Use of wrong tenses, wrong interpretation of idioms and proverbs.

Advice to teachers

- Encourage learners to practice Kiswahili through debates, constant use of Kiswahili in schools.
- Guide and encourage learners to read for comprehension. Avail learners with a lot of reading materials and let them narrate the main issues thereafter.
- Teach grammar widely
- Teach idioms and proverbs and encourage learners to keep using them.

337/1 ARABIC

The overall performance was very good.

The quality of work of 2020 candidates was almost the same with that of previous year 2019.

Section A (GRAMMAR ANALYSIS)

Question 1

This section comprised of 20 structured questions concerning grammatical application on various topics.

Question 2(a)

Candidates were required to fill the gaps with suitable words for both singular and plural demonstrative nouns. The question was popular it and performance was good.

Question 3(a)

Required a candidate to identify plurals and their its types from the given sentences i.e;

- (i). Broken plural form and
- (ii). Masculine plural form

It was a very popular question and it was fairly done.

Question 4

Candidates were required to change the given verbs from past to present verbs. It was a popular question though some candidates failed to change what was required.

Question 5

The question asked the candidates to change the masculine subject into feminine. The question was largely popular and performance was good.

Question 6

This question required to change the given sentences from nominal to verbal sentence. The question was equally popular and was well done by good number of candidates.

Question 7

Candidates were required to use "Kaana" or one of its sisters in the two given sentences. The question was popular and attempted by all.

Question 8

The question required candidates to remove "inna" and its/her sisters in the given sentences and make necessary changes where applied.

Question 9

Candidates were required to remove the subject from the given sentences constructing passive voice. The question was popular and many candidates were well attempted.

Question 10

The question required to identify the adverbs and describe/give its type from the given sentence.

Question 11(a)

The question needed to change given words (singulars) to plural.

Question 12:

Candidates were required to fill in blank space with suitable prepositions in the given sentences.

Question 13

The question required candidates to set questions for the given answers using suitable interrogative pronouns i.e how, why, when and where. The question was popular and answered by all candidates.

Question 14

The question required candidates to fill in the suitable subjects in the spaces provided. The question was very popular and answered by all candidates and the performance was good.

Question 15

The question required candidates to construct sentence in which there is additional nouns. It was a popular question and done by all.

Weaknesses of Candidates

- Failure to interpret the questions.
- A few candidates could not fill with suitable nouns to match the demonstrative pronouns as required.
- Failure to identify the types of plurals.
- Failure to change the two given verbs.
- Some of the candidates could not change the masculine to feminine subject.
- Failure to follow the grammatical rules of changing the verb to singular.
- Failure to use grammatical rules governing “Kaana” and its/her sisters.
- Failure to identify the types of adverbs.
- Some candidates failed to change some given words to plural.
- Failure to fill in the suitable prepositions and subjects grammatically.
- Some candidates failed to use the required additional nouns.

Advice to Teachers

- Let the teachers give frequent and regular assessments.
- Teachers should regularly practice the usage of demonstrative pronouns.
- Teachers need to vary teaching methods e.g role play, demonstration method and learner centered method.
- Much emphasis on the usage of the verbs and different tenses.
- Use a variety of teaching method and aids e.g charts on walls.
- Give learners many exercises, mark them and do correction with learners.
- Much emphasis on grammatical rules of “inna” and its/her sisters.
- Arabic teachers need to emphasize the usage of proper interrogative pronouns, and let them clearly separate/differentiate proper nouns from additional nouns.

337/2 (ARABIC)

The overall performance was very good. The level of difficulty was almost the same. The quality of work and performance scores of 2020 candidates were the same as candidates of 2019.

Section A (Composition Writing)

Candidates were required to write a composition on one of the given topics in not less than 300 words.

Question 1(a)

Write on students' daily life at school. The question was the most popular and answered by many. The performance was very good.

Question 2

Talk about the role of a father towards his family. A good number of candidates responded to the question positively.

Question 3

Write about the importance of water in man's daily life.

Question 4

The question required candidates to write a composition on the topic "unity is power" or the importance of unity among people.

Question 5

How to spend the holidays after examinations.

Section B (Summary)

Candidates were required to make a summary of not more than 100 words from a given text bearing in mind what happened to Ahmad after the death of his father.

Weaknesses of Candidates

- Some candidates had weaknesses in expressions and the number of words required. There were many.
- Misinterpretation of some instructions.
- Lack of proper expressions in classic Arabic, use of correct tenses, poor handwriting and lack of required number of words.
- Failure to summarize within the required number of words. Other candidates failed to get clear aspects to be summarized.

Advice to Teachers

- To ensure that learners of Arabic are encouraged to read a variety of Arabic text books.
- To give learners more topics to write about, mark them and do corrections with them.
- Encouraging learners to speak Arabic language all the time at school and home.
- Discuss with learners' topical issues.
- Teachers should give more exercises mark them and give immediate feedback.

345/1: RUNYANKORE/RUKIGA COMPOSITION WRITING, SUMMARY & TRANSLATION

The 2020 question paper was at the same level of difficulty compared to that of 2019. The structure of the paper had been changed. The overall performance of the candidates was good.

The quality of work presented by the candidates of 2020 was better compared to that of the candidates of 2019, but the candidates' performance scores that year were poorer to those of 2019.

Question analysis

1. It was composition writing. A candidate was to choose a topic for creative writing and another for functional writing.
 - (a) In creative writing, the topics;

- (i) Required a candidate to write a narrative composition that would end with, "... you cannot snatch away another person's luck". One was supposed to write about an event where two people might have stayed together where one tries to compete with the lucky one. Some of the candidates who attempted this question just showed some instances where one had blessings without showing how somebody else was trying to compete with this person.
 - (ii) Required a candidate to explain why the current learners do not pay much attention to their studies. It was attempted by a few and was poorly done.
 - (iii) Required a candidate to write about the day that was so exciting in one's life. It was the most popular question and performance was good.
- (b) In functional writing, the topics were;
- (i) Required a candidate to write an advert for a newly established shop. It was the most popular item and it was well done.
 - (ii) Required a candidate to write an application letter requesting for a teaching vacancy in a primary school. It was also attempted by many. However, some of the candidates used the same address for the writer and the addressee.
 - (iii) Required a candidate to write an article that would be included in the school magazine. It was attempted by a few and some of them mistook it to be a curriculum vitae. It was poorly done.
2. Required a candidate to summarize a given text. It was poorly done. Some candidates copied the exact text leaving out some parts.
 3. Required a candidate to translate a given passage from English to Runyanokre-Rukiga. Some candidates were translating without understanding the message in the passage.

Candidates' weaknesses

- Lack of coherence in their compositions.
- Mixing the different formats for functional writing, one for the other.
- Lack of summary writing skills.

Advice to teachers

- Guide learners on how to arrange their points when writing a composition/essay.
- Teach different formats in functional writing.
- Encourage learners to read the passage to be summarized at least twice and then transfer the message to the targeted language.

345/2: RUNYANKORE/RUKIGA COMPREHENSION, CULTURE, GRAMMAR & ORAL LITERATURE

The 2020 question paper was at the same level of difficulty with that of 2019. The structure of the paper had been changed. The overall performance of the candidates was good.

The quality of work presented by the candidates of 2020 was poorer compared to that of the candidates of 2019, and the candidates' performance scores this year were better to those of 2019.

Question analysis

- 1) Required a candidate to read a comprehensive passage and respond to questions about it. Candidates' responses show lack of reading culture. Most candidates rush to attempting the questions before comprehending the passage.
- 2) Required a candidate to respond to several questions about grammatical expressions. It was well done. However, there is need to continue emphasizing the rules of orthography.
- 3) Required a candidate to respond to the questions about oral literature. Idioms was the biggest challenge to many candidates.
- 4) Required a candidate to read and respond to questions about a given poem. It was fairly done.

Candidates' weaknesses

- Failure to paraphrase statements lifted from the passage.
- Poor orthography that led to low scores on grammatical expressions.
- Poor interpretation of the poem.
- Lack of knowledge about proverbs.

Advice to teachers

- Guide learners on how to read for comprehension and paraphrasing.
- Teach grammar widely.
- Teach proverbs.
- Guide learners on how to interpret the poem.

355/1 LUSOGA COMPOSITION WRITING, SUMMARY AND TRANSLATION

Comment on Performance of Candidates

The 2020 paper was easier than that of 2019. The quality of work of the candidates of 2020 was better than that of 2019. Their performance scores were also better. The overall performance of candidates was good.

Question 1(a)

Required a candidate to write a composition about one of the given topics.

Question 1(a) i was popular and well done. It was a narrative type. Most candidates were able to write coherent compositions following the guidance to start with: *My life would have been different if...*

Question 1(a) ii was poorly done because some candidates failed to interpret the meaning of the proverb: *Ogutawuumulwa gwaita mwenegwo* meaning that one needs time to enjoy the fruits of his/her labour.

Question 1(a) iii required a candidate to write about the importance of tourist sites in Busoga. It was averagely done. Candidates had limited knowledge about the tourist sites in Busoga.

Question 1(b)

Required a candidate to write a functional composition about one of the given topics.

Question 1(b) i

Required a candidate to write an apology letter to a friend bringing out his/her failure to live up to the friend's expectations. It was popular but averagely done. Many candidates knew what to write, however, they were ignorant about the right format. Some candidates used the official letter writing format.

Question 1 (b) ii

Required a candidate to demonstrate knowledge of writing a conversation. The imagined conversation was to be between a patient's care taker and a medical personnel. It was unpopular and poorly done. Candidates did not know what to include in the conversation.

Question 1 (b) iii

Was about writing a sales agreement. Those who attempted it, lacked content. They did not seem to know the correct format and content.

Question 2

Required a candidate to translate the given text from English into Lusoga. It was compulsory. Performance was average. Some candidates exhibited lack of translation skills. They directly translated phrases from the passage and presented fragmented work which affected their scores. Other candidates used the same English words using Lusoga spelling.

Question 3

Required a candidate to summarize the given text. It was also compulsory. It was well done. However, some candidates just lifted phrases from the text instead of paraphrasing the meaning.

Weaknesses of Candidates

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

Advice to Teachers

Teachers should:

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

355/2 LUSOGA – COMPREHENSION, CULTURE, GRAMMAR AND POETRY**Comment on Performance of Candidates**

All questions were compulsory.

The 2020 paper was of the same level of difficulty compared to that of 2019. The quality of work of candidates of 2020 was better and the performance scores were also better. The performance was generally good.

Question 1

Required a candidate to read the given passage and thereafter respond to the questions that followed. Performance was good. Most candidates made correct interpretation of the questions.

Question 2

Required a candidate to answer the questions about grammar. The tested areas were: tenses, punctuation, prepositions, vocabulary, plurals, and joining sentences as instructed. It was compulsory and well done.

Question 3

Required a candidate to respond to the question about culture. They were to complete and explain the meaning of the given idioms, complete the given similes, complete the given puzzles and explain the meaning of the given proverbs. Performance of candidates was average. Some candidates failed to explain the meaning of the proverbs and idioms.

Question 4

Required a candidate to read the given poem and respond to the questions about it. Performance was good. Some candidates had challenges giving the interpretation of the given expression and in giving the lessons learnt.

Weaknesses of Candidates:

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

Advice to Teachers

Teachers should:

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

365/1 ATESO

The general performance was good. The performance score and quality of work of the 2020 were better compared to that of the previous year to make use. The paper had two sections A and B.

Section A

Question 1(a) i)

Required a candidate to write a story telling/narrative writing. It was a popular question and scored highly.

Question (ii)

It was a descriptive composition. A number of candidates attempted it, on it required a description of a traditional marriage ceremony.

Question 1(b) i)

Speech writing was focusing on sports activities. It was a popular question and fairly attempted as the task was within the candidates' exposure to leadership skills.

Question 1(b) ii)

It was report writing. It was quite popular because it was within their reach of making reports.

Question 1(b) iii)

Required candidates to write an announcement on any topic they liked. It was the most attempted and best done in section A.

Question 2

Translation. It was translation. It was compulsory but many candidates did not do well.

Weaknesses of Candidates

- Some candidates did not understand the meaning of the saying that was given hence misfired.
- Some candidates could not give a vivid description of the steps taken during a traditional marriage ceremony.
- Some candidates who attempted failed to paragraph their work but mixed up points within one paragraph.
- A number of candidates could not explicitly write a speech in the correct format.
- Some candidates failed to use the given points in laying out their reports.
- Some candidates wrote addresses for the announcement and signature.
- Some could not identify vocabulary used.

Advice to Teachers

- Teachers to expose their learners to sayings and their meanings.
- Give students more practice work on descriptive tasks.
- Teachers should teach punctuation and paragraphing.
- Teachers should be given more practice in speech writing.
- Learners should guide their learners in report writing.
- Teachers need to give more tasks for practice in translation.

365/2 (ATESO)

The performance was generally good. The quality of work the 2020 candidates presented was better compared to that of the previous year.

Section A**Question 1**

Required candidates to answer comprehension free response questions, vocabulary and sentence construction. It was a popular question and one of the best done question as most candidates scored above average.

Question 2(a)

It was testing on grammar especially on adverbs of manner. It was quite a popular question and well handled by candidates.

Question 2(b and c)

Required candidates to use prepositions in different sentence construction. It was a popular question and quite well handled.

Question 2(d)

It required candidates to construct sentences using the words given (vocabulary work). It was popular though a number of candidates did not do well.

Question 3(a)

It required candidates to complete the given proverbs. It was not very popular as a number of candidates did not score highly.

Question 3(b-e)

It required candidates to explain and use of similes and idioms in sentences. It was quite popular and fairly attempted.

Question (f)

Answering questions from a given poem. It was fairly handled as most candidates scored above average.

Weaknesses of Candidates

- Some candidates showed limited knowledge of sentence construction and word inference.
- Some candidates did not follow instructions.
- Candidates could not identify prepositions from the given sentences.
- Some candidates changed the state of the words given.
- Candidates gave unconventional expressions wrong words in completing the proverbs hence giving the wrong meanings.
- Some candidates failed to make the correct comparisons.

Advice to Teachers

- Teachers should give their learners more tasks on comprehension for practice.
- Teachers should give more practice tests on grammar.
- More practice be given on prepositions and vocabulary.
- Teachers should expose learners to proverbs, idioms and more practice on poetry in their daily tasks.

375/1 DHOPADHOLA

The performance was poor. The quality of work of candidates was poorer compared to that of the previous year.

Section A**Question 1(a) i)**

The candidates were required to write a story ending with the given clause. The question was popular though some candidates failed.

Question (ii)

Required candidates to describe the process of pot making. It was a very popular question and performance was generally good.

Question (iii)

Candidates were supposed to write about the uses or the dangers of electricity in their home.

Question 1(b) i)

Candidates were required to write an announcement particularly of their lost cow. It was the most popular question and it was fairly done.

Question (ii)

It was report writing. It was quite popular because it was within their reach of making reports.

Question (iii)

The question required candidates to write a speech on the given topics. It was a popular question and many candidates responded to it positively.

Question 2

The candidates were required to translate a given text from English to Dhopadhola. It was a compulsory question and it was averagely done.

Question 3

Summary.

Candidates were required to summarize a given passage. It was a compulsory question and performance was fair.

Weaknesses of Candidates

- Some candidates could not use figures of speech and vocabulary. Others could not end as required.
- Those who tried pot making could not describe the right materials to be used in the process.
- Some of the candidates were not explaining their points in well-developed paragraphs.
- Some candidates did not give certain required key points like the description of the lost cow and where the owner comes from.
- Lack of right format and skills of writing a good report.
- Misunderstanding and misfiring of question(s). For example, instead of a speech some candidates ended up writing minutes of a meeting.
- Most candidates did not know the right words to use for some vocabulary in the text.
- Poor response to some of the questions asked in the text.

Advice to Teachers

- Teachers should encourage the candidates to use a variety of figurative language to spice their writing.
- Teachers should guide learners on the steps involved and the materials required in the process of making a pot.
- Teachers should give learners a variety of sentence starters and encouraged them to build their paragraphs properly.
- More emphasis on the right format of writing a report and clearly differentiates between a speech and minutes because the terminologies are quite confusing.
- They should give them various texts to translate during teaching and learning to acquire enough vocabulary.

- Teachers should teach the skills of summary writing and give learners a variety of tests to summarize and much emphasis on word unit.

375/2 (DHOPADHOLA)

The overall performance was poor. The performance scores were not poor.

Section A

Question 1: Comprehension.

It was a comprehension passage. It was a compulsory question that required candidate to read the passage and answer the questions that followed;

Question 2

Various aspects of grammar were tested each having its requirements. It was not popular at all because the majority was below average.

Question 3

Candidates were required to complete the proverbs by filling in the blanks. The question was very popular and fairly done.

Question 4

Candidates were required to give the meaning of the given idioms. It was a popular question and averagely done.

Question 5

Candidates were required to complete the given similes. It was unpopular and the performance was poor.

Question 6

Candidates were required to give the meaning of the riddles. It was a very popular question and many candidates performed well.

Question 7

Candidates were required to respond to questions about a poem. It was a very popular question though some candidates failed it.

Weaknesses of Candidates

- Inability to comprehend the passage at the end affecting candidate's performance.
- A few of the candidates did not know the conventional expressions of completion of the proverbs given.
- Wrong meanings of some words.

Advice to Teachers

- Teachers should give the candidates more practice to perfect the skills.
- Teachers should teach all the aspects of grammar putting more emphasis on punctuation of sentences.

385/1 RUNYORO – RUTOORO (COMPOSITION WRITING, SUMMARY & TRANSLATION)

The 2020 question paper was more difficult compared to that of 2019. The structure of the paper had been changed. The overall performance of the candidates was poor.

The quality of work presented by the candidates of 2020 was poorer compared to that of the candidates of 2019, and their performance scores were also poorer.

Question analysis

1. It was composition writing. A candidate was to choose a topic for creative writing and another for functional writing. In creative writing, some candidates were writing very short stories. They possibly lacked enough content to write.
 - (a) The topics for creative writing;
 - (i) Required a candidate to interpret and write about the proverb, “One running after you is the one who shows you the way”. A candidate was supposed to write about the situation in which such a proverb would be applicable. It was attempted by a few and most of them did not know the deeper meaning of the proverb. They translated it literally.
 - (ii) Required a candidate to explain the reasons as to why most of the African children are on streets. It was attempted by many and they did it well.
 - (iii) Required a candidate to write what the government ought to do to develop agriculture in the country. It was attempted by a few, and some of them were not phrasing their points well to suit the topic.
 - (b) In functional writing, the topics;
 - (i). Required a candidate to write a radio announcement for somebody who has opened up a shop in the area of Bugahya. It was attempted by a few, and some of them did not present a proper format.
 - (ii). Required a candidate to write the minutes of the meeting that discussed the ways of fighting the Corona virus in their area.
 - (iii). Required a candidate to write a will that one old man Zakayo would leave to guide his people. It was a popular question and candidates performed it fairly.
2. Required a candidate to summarize a given passage. Some candidates just duplicated the exact passage and cut it short.
3. Required a candidate to translate a given text from English to Runyoro/Rutooro. Some candidates do not read and internalize the meaning of the text before starting on writing the translation. They translated word per word.

Candidates' weaknesses

- Lack of enough content to write a creative writing.

- Mixing the different formats for functional writing, one for the other.
- Lack of summary writing skills.
- Translating word per word.

Advice to teachers

- Guide learners on how to be creative. Let them keep telling stories in class.
- Teach different formats in functional writing.
- Guide learners on how to come up with a summarized story from the given passage.
- Guide learners on how to translate basing on the meaning.

385/2 RUNYORO – RUTOORO (COMPOSITION, CULTURE, GRAMMAR & ORAL LITERATURE)

The 2020 question paper was more difficult compared to that of 2019. The structure of the paper had been changed. The overall performance of the candidates was poor.

The quality of work presented by the candidates of 2020 was poorer compared to that of the candidates of 2019, and performance scores this year were also poor.

Question analysis

7. Required a candidate to read a given passage and then respond to questions about it.
8. Required a candidate to respond to several questions about grammatical expressions.
9. Required a candidate to read and respond to questions about the poem.
10. Required a candidate to respond to the questions of oral literature, such as; idioms, proverbs and similes.

Candidates' weaknesses

- Lifting statements from the passage without paraphrasing them.
- Poor orthography.
- Poor interpretation of the poem.
- Little knowledge about words of wisdom.

Advice to teachers

- Guide learners on how to read for comprehension.
- Teach grammar widely.
- Teach proverbs.
- Guide learners on how to interpret the poem.

395/1 LUMASAABA (COMPOSITION WRITING, SUMMARY & TRANSLATION)

The general performance was good.

The 2020 paper was more difficult compared to that of 2019. The structure of the paper changed and there were more questions to attempt. The quality of work of the 2020 candidates was poorer compared to that of candidates of 2019 and their performance scores were also poorer.

Question 1(a)

Required a candidate to choose one of the topics and write a composition of between 300 and 350 words. A candidate was to opt for either narrative, argumentative, or expository item. A candidate was to apply creative writing skills. It was not popular and performance of candidates was poor. Their story lines were fragmented.

Question 1(b)

Required a candidate to choose one of the given tasks and answer as instructed. It was functional writing. The tasks were about speech making, writing a sales agreement, writing a police statement and writing an official letter. The popular tasks were speech making and writing an official letter. Performance was average. Some candidates failed in style of writing a land sales agreement.

Question 2

Required a candidate to summarize the given text. It was compulsory and performance was good. Most candidates were able to write relevant summaries. Candidates' major weaknesses were poor orthography, lifting of phrases as answers and lack of coherence. They needed to summarize meaning.

Question 3

Required a candidate to translate the given text from English into Lumasaaba. It was also compulsory but performance was average. Some candidates used direct translation while others translated word for word making their work fragmented.

395/2 LUMASAABA (COMPREHENSION CULTURE, GRAMMAR & POETRY)

The level of difficulty of the 2020 paper was comparable to that of 2019. The quality of candidates' work of 2020 was comparable to that of candidates of 2019. Their performance scores were also the same. The general performance was good.
All questions were compulsory.

Question 1

Required a candidate to read the given passage and thereafter answer the questions that followed. Performance was good. Most candidates demonstrated good comprehension skills.

Question 2

Was about grammar. It tested candidates' knowledge about the different aspects of grammar. Performance was good. Most candidates were able to respond correctly.

Question 3

Required a candidate to respond to the different cultural aspects. Those included: completing the given idioms, riddles, similes and proverbs correctly, giving meaning of the given idioms and proverbs and using them in

sentences. Performance was average. Some candidates could not give the conventional answers as required. Orthography was also a challenge to some.

Question 4

Required a candidate to read the poem and thereafter answer the given questions. Performance was average.

Weaknesses of Candidates:

- Poor/lack of translation, summary and comprehension skills.
- Poor orthography amidst the challenges of differences in dialects.
- Limited expressions in composition writing.
- Lack of knowledge of the conventional completion of the proverbs.
- Lack of knowledge of the proverbs.

Advice to Teachers:

Teachers should:

- Teach comprehension, composition, summary and translation skills.
- Encourage learners to read Lumasaaba literature.
- Teach the standard orthography.

456/1 MATHEMATICS

Introduction

The paper comprised of two Sections; A and B. Section A had ten (10) compulsory short-answer questions while Section B had seven (07) extended – answer questions and a candidate answers only five questions.

The questions were drawn from the topics of Algebra, Equations, Linear Programming, Matrices, Two-Dimensional Geometry, Transformation Geometry and Statistics.

The candidates of UCE 2020 performed poorer than those of the previous year 2019. The quality of work presented by the candidates was comparable to that of the previous year. The level of difficulty of the paper was the same as that of the previous year. The time of 2½ hours allocated for the paper was adequate.

Question Analysis:

Well done questions	-	2, 7, 10, 11 and 15.
Poorly done questions	-	4, 5, 8, 12, 14, 16 and 17.
Most attempted questions	-	2, 3, 4, 5, 6, 7, 10, 11, 13, 14 and 15.
Least attempted questions	-	1, 8, 9, 12, 16 and 17.

Section A

Question 1.

This question required candidates to obtain three consecutive odd numbers. The question was not popular.

Weaknesses of Candidates:

- Failure to list consecutive odd numbers in terms of n .
- Failure to form and solve the algebraic equation.

Advice to Teachers

Emphasise and revise number patterns and sequences.

Question 2

The question required the candidates to solve simultaneous equations.
The question was very popular and well done.

Weaknesses of Candidates:

- Failure to eliminate any unknown.
- Failure to expand brackets in the substitution.
- Failure to form a matrix from the equations.

Advice to Teachers

Teachers should expose students to all methods of solving simultaneous equations.

Question 3

The candidates were required to use trigonometrical ratios of angles in different quadrants, identify the quadrant where the given angle lies and find the sine, and the use of Pythagoras theorem.
The question was popular.

Weaknesses of Candidates:

Some candidates failed to identify the correct quadrant and use Pythagoras theorem correctly.

Advice to Teachers

Teachers should ensure that students constantly practice on angles in all quadrants, use of Pythagoras theorem and trigonometrical ratios.

Question 4.

The question required candidates to use the formula of mean for individually grouped data to find n .
The question was popular but poorly done.

Weaknesses of Candidates:

- Failure to relate age and frequency.
- Failure to use the formula for mean.
- Failure to solve the equation with decimals.

Advice to Teachers

Teachers should emphasise the use of frequency table and solving algebraic equations.

Question 5

The question required candidates to express numbers as powers of 2 and apply the laws of indices to find x . This question was popular but poorly done.

Weakness of Candidates

- Some candidates failed to express numbers as powers of 2.
- Other candidates failed to open brackets correctly.

Advice to Teachers

Teachers should put more emphasis on application of laws of indices.

Question 6.

Candidates were required to solve a quadratic equation using any method. The question was very popular.

Weaknesses of Candidates:

- Some candidates failed to identify the correct factors using factorization and equate to zero.
- Other candidates could not substitute correctly in the quadratic formula.

Advice to Teachers

Teachers should teach learners all the methods of solving quadratic equations with emphasis on the factorization method.

Question 7.

This question required candidates to exhibit knowledge about matrix multiplication and solving equations. The question was very popular and well done.

Weakness of Candidates

- Candidates failed to multiply the matrices.
- Failure to solve the equations formed.

Advice to Teachers

Teachers should emphasise multiplication of matrices.

Question 8

This question required candidates' knowledge of determining the angle subtended by an arc at the centre of a circle and finding arc length. It also required candidates' knowledge of rounding off. This question was not popular and was poorly done.

Weakness of Candidates

- Failure to obtain the angle at the centre.
- Failure to calculate the arc length.
- Failure to round off.

Advice to Teachers

- Emphasise the circle and its properties.
- Teachers should discourage learners from rounding off prematurely.

Question 9.

This question required candidates to apply the relationship between the determinant of a matrix and area scale factor.

The question was not popular.

Weakness of Candidates

- Candidates failed to relate determinant of the transformation matrix and area scale factor.
- Failure to obtain the determinant.

Advice to Teachers

Teachers need to put more emphasis on the relationship between the determinant of a transformation matrix and area scale factor.

Question 10.

This question required candidates to draw a histogram and use it to estimate the mode.

The question was very popular and well done.

Weaknesses of Candidates:

- Candidates failed to identify the class boundaries.
- Failure to use an appropriate scale and label the axes.
- Failure to estimate the mode from the histogram.

Advice to Teachers

- Teachers should emphasise the use of a histogram to estimate the mode.
- Teachers should also clearly emphasise the difference between a histogram, bar graph and Ogive.

Section B**Question 11**

The question required; measuring angles from a given North line using a protractor (bearings), use of a given scale, measuring the length and calculating the time taken.

This question was very popular and well done.

Weakness of Candidates

- Failure to draw the sketch correctly.
- Failure to use the given scale.
- Failure to measure the angles from the North clockwise.
- There was also failure to calculate time.

Advice to Teachers

Teachers should emphasise correct sketch drawing, measuring angles from the North clockwise and conversion of scale.

Question 12.

The question required; correct substitution in a given formula, finding the square root, expressing in standard form, application of laws of indices, factorising a common factor and difference of two squares.

This question was not popular and was poorly done.

Weaknesses of Candidates:

- Failure to substitute correctly.
- Failure to obtain the square root and express it in standard form.
- Failure to apply the laws of indices and simplify.
- Failure to identify the common factor and factorize the difference of two squares.

Advice to Teachers:

- Teachers should put more emphasis on computation without using a calculator or tables.
- Emphasise expressing numbers in standard form, laws of indices and different ways of factorization.

Question 13.

This question required formation of matrices, correct multiplication of matrices formed and calculating profit. The question was very popular.

Weaknesses of Candidates:

- Failure to form matrices of the required order.
- Failure to multiply matrices correctly.

Advice to Teachers

- Teachers should emphasise order of a matrix.
- Emphasise compatibility of matrices for multiplication.

Question 14.

This question required candidates to copy and complete the table of values to 2 decimal places. It also required the candidates to plot and draw a smooth curve using a given scale, and read values from the drawn curve.

The question was very popular but poorly done.

Weaknesses of Candidates:

- Failure to obtain values of $\sin\theta$ and $2\sin\theta$.
- Some candidates failed to use the given scale to plot the correct values and draw a smooth curve.
- Others failed to read the required values of θ and y from the drawn graph.

Advice to Teachers

- Emphasise drawing and copying the given table of values correctly.
- Emphasise the use of tables or calculators to find trigonometrical ratios of angles.

- Emphasise the drawing of trigonometrical graphs.

Question 15.

The question required candidates to find the probability of picking fruits from a basket without replacement. It also required candidates to have knowledge of probability tree diagrams and independent events. The question was very popular and well done.

Weaknesses of Candidates

- Some candidates failed to distinguish between picking with and without replacement.
- Failure to interpret the question and draw the correct tree diagram.
- Failure to multiply and add the fractions.

Advice to Teachers

- Teachers should emphasize picking with replacement and without replacement.
- Teachers should use a practical approach to teaching probability.

Question 16.

This question required candidates to plot and draw the given triangles on a graph using the same scale, join the corresponding points and construct perpendicular bisectors, measure the angle of rotation and determine the image coordinates after a translation.

The question was not popular and was poorly done.

Weaknesses of Candidates:

- Failure to plot the given vertices and draw triangles on a graph using the same scale.
- Failure to construct the perpendicular bisectors.
- Failure to measure the angle of rotation.
- Candidates who used calculation method, failed to form compatible matrices to find the image points.

Advice to Teachers

Teachers should emphasise the graphical approach to transformations and use of the same scale for graphs on transformations.

Question 17.

This was a question on linear programming. It required formation of inequalities, representation of the inequalities on a graph to obtain a feasible region, use of a given scale on a graph and optimisation.

This question was not popular and was poorly done.

Weaknesses of Candidates:

- Candidates failed to form the correct Inequalities.
- Failure to use the given scale.
- Failure to represent the formed inequalities on a graph.
- Failure to label the axes.
- Failure to list the integral solutions

Advice to Teachers

- Teachers should teach the topic early enough to allow the students to have sufficient time to do more practice.
- Teachers should have a positive attitude towards linear programming.

456/2 MATHEMATICS

Introduction

The paper comprised of two Sections; A and B. Section A had ten (10) compulsory short-answer questions while Section B had seven (07) extended – answer questions and a candidate answers only five questions.

The questions were drawn from the topics of Numerical Concepts, Functions, Graphs, Three-Dimensional geometry, Business Mathematics, Set theory and Vectors.

The performance of UCE 2020 candidates was poorer than that of UCE 2019 candidates. The quality of work presented by the candidates was poorer than that of the previous year. The paper was of the same level of difficulty as that of the previous year. Time of 2½ hours allocated for the paper was adequate.

Question Analysis

Well done questions	-	2, 7, 12 and 16.
Poorly done questions	-	3, 4, 10, 13 and 17.
Most attempted questions	-	1, 2, 6, 7, 12, 15 and 16.
Least attempted questions	-	3, 4, 10, 11 and 17.

Section A

Question 1.

The question was from the topic numerical concepts involving both logarithms and indices. It tested candidates' skills and competences in; application of laws of logarithms and indices in solving equations with an unknown variable, and finding prime factors of numbers.

The question was unpopular and poorly done.

Weakness of Candidates

Many candidates had little knowledge of the laws of logarithms and indices, failed to manipulate them to find x.

Advice to Teachers:

Teachers should put more emphasis on the application of the laws of logarithms and indices, and encourage more practice by learners.

Question 2

The question was derived from the topic of functions and it was about relations and mappings. It required candidates to exploit their skills and competences in; substituting into a given function to find the range, locating and identifying a one-to-one and many-to-one functions, and stating the domain and range of the function in set form or using arrow diagrams.

The question was very popular and fairly well done.

Weakness of Candidates:

Many candidates failed to identify the many-to-one functions while some failed to state the range.

Advice to Teachers:

Teachers should emphasise set notation and arrow diagrams in their teaching. Special attention should be on arrow diagrams and one-to-one, many-to-one and one-to-many functions.

Question 3.

The question was on graphs and featured kinematics. It required the candidates to; use speed and time to determine the distance covered by the cyclist, form two equations using the given velocities and distance and solve the equations to find the meeting point.

The question was unpopular and poorly done.

Weakness of Candidates

Candidates had limited knowledge on calculations.

Advice to Teachers

Teachers should teach all approaches to this type of question. In kinematics, teachers tend to focus on graphical methods. Practical approaches are more relevant.

Question 4

The question was on 3-dimensional geometry. Candidates were required to; exhibit knowledge of the structure of a cone, apply Pythagoras theorem in finding the slanting height of the cone and determine the curved surface area of the cone.

The question was very popular but poorly done.

Weaknesses of Candidates

- Many candidates failed to interpret curved surface area and instead found surface area of the whole cone.
- Others confused a cone with a cylinder.

Advice to Teachers

Teachers should put more emphasis on 3-dimensional geometry by using shapes, nets and other practical means.

Question 5

The question was derived from business mathematics and featured commission. It required candidates to display skills and competences in; use of percentages, calculation of commission and finding the amount a dealer gets after commission.

The question was popular and fairly well done.

Weakness of Candidates

Some candidates did only part of the question on percentages but failed to calculate the amount.

Advice to Teachers

Teachers need to thoroughly teach other components of business mathematics such as; commission, discount, depreciation, taxation and others. There is a tendency to cover only a few subtopics.

Question 6

The question was on numerical concepts and it involved evaluation. The candidates were expected to evaluate mathematical problems without using mathematical tables or calculators and apply a difference of two squares in evaluation.

The question was very popular but poorly done.

Weaknesses of Candidates

- Many candidates used calculators.
- Others failed to apply the difference of two squares.

Advice to Teachers

Teachers should teach application of algebraic identities to simplify numerical calculations.

Question 7

The question was on sets and it featured both intersection and complement sets. It required the candidate to interpret the question into set notation or Venn diagram, apply the information to determine the regions in the Venn diagram or sets and find the intersection and complement.

The question was very popular and fairly done.

Weakness of Candidates

Some candidates failed to interpret the “neither” region of those who don’t eat any of the foods.

Advice to Teachers

- Teachers should emphasise correct interpretation and extraction of data.
- Use of Venn diagrams should continuously be tested.

Question 8.

The question was on graphs. It required candidates to; have knowledge of gradients of parallel lines, use the equation of the line $y = mx + c$, find the **y-intercept** of the straight line and form an equation of a straight line parallel to a known line.

The question was popular and well done.

Weakness of Candidates:

Some candidates could not establish that parallel lines have the same gradient. They therefore failed to form the equation.

Advice to Teachers

- Teachers should emphasis parallel and perpendicular lines.
- They should give regular exercises on equations of lines.

Question 9

The question was about vectors. It tested the candidates' skills and competences on; knowledge on displacement vectors, addition of vectors (integers) and magnitude of vectors.
The question was very popular though poorly done.

Weakness of Candidates

Some candidates could not add vectors. They could not establish routes and hence displacement.

Advice to Teachers

- Teachers should emphasise these concepts of vectors.
- More work on vectors should be given to learners for practice.

Question 10

The question was about 3-dimension geometry. It required candidates to; establish/determine the angle between the edge of a pyramid and its base, find the length of the diagonal of the base and use the trigonometrical ratios to find angles.

The question was unpopular and poorly done.

Weaknesses of Candidates:

- Some candidates had challenges in identifying the line and plane and hence determine the angle between them.
- Others failed to derive a right angled triangle from the pyramid.

Advice to Teachers

Teachers should use nets and models in teaching this topic because it looked abstract to the candidates.

Section B

Question 11

The question was from numerical concepts. It required candidates to; use volume and area ratios to find volume of a large jug, find linear scale factor and volume scale factor, form a direct proportion formula from the given information and find the constant, and determine the cost of painting the tray.

The question was popular but not well done.

Weaknesses of Candidates

- Some candidates had problems with part (a). They failed to compare linear scale factor with volume scale factor.
- Part (b) was better done although some candidates failed to form the equation $C = kl^2$.

Advice to Teachers

- Teachers should put more emphasis on linear scale factor and volume scale factor.
- More work on similar figures should be given to learners.
- Ratios and proportions also need special attention.

Question 12

The question was on sets and logic. It required candidates to display skills and competences in; reading and interpreting set notation, comprehensively filling in the given data into a suitable Venn diagram, finding the intersection of three sets and calculating the probability.

The question was very popular but not well done.

Weaknesses of Candidates

- Many candidates failed to interpret set notation.
- A few candidates could not draw a suitable Venn diagram.

Advice to Teachers

Teachers should use set notation in this topic because the mathematical language of sets is necessary in this event.

Question 13

The question was from three dimensional geometry. It involved two solids, a cylinder and a cone. It required candidates to; find the volume of a pipe (cylinder) and cone, calculate the dimensions of a cone given its volume, convert unit (centimetres to metres) and round off decimals.

The question was unpopular and poorly done.

Weaknesses of Candidates

- Candidates had challenges in converting; centimetres to metres, and diameter to radius, and using them to find the volume of the pipe.
- Some candidates failed to interpret the language in the question. For example: “Melted” and “solidified” and “height twice the base”. This made the question harder for them.

Advice to Teachers

- Teachers should emphasise the use of formulae for finding areas and volumes of solids.
- The mathematical/scientific language should be emphasised.
- More practice in 3-dimensional geometry using solid shapes should be emphasised.

Question 14.

The question was on business mathematics and it involved compound interest and import tax. It required candidates to; substitute into the compound interest formula or simple interest formula, manipulate percentages, calculate the instalments to be paid, find the import tax and convert shillings to dollars.

The question was popular but not well done.

Weakness of Candidates

- Some candidates failed to interpret the question. The word “amounting” confused some students in substituting into the formula where $A = P(1 + \frac{r}{100})^t$.
- Others failed to convert shillings to dollars.

Advice to Teachers

- Teachers should put more emphasis on the formula for compound interest and simplification. More practice will ease the language problem.

- More work on money and exchange rates should be emphasised to enable candidates to manipulate money matters.

Question 15

The question was on functions. It required the candidates to exhibit skills and competences in; formation of two equations from the given values of $f(x)$, solving the simultaneous equations, form the function $f(x)$ using the values of a and b calculated and finding the inverse function $f^{-1}(x)$ and use it to solve $f^{-1}(66)$.

The question was very popular but not well done.

Weaknesses of Candidates:

- Many candidates had challenges in forming the simultaneous equations.
- Some candidates had challenges in finding the inverse function.
- Many candidates gave $\sqrt{64} = 8$ instead of $\sqrt{64} = \pm 8$.

Advice to Teachers:

Teachers should emphasise more work in this topic. Many candidates showed lack of practice. Emphasis should also be on $\sqrt{b^2} = \pm b$ but not only $+b$.

Question 16

The question was on graphs. It required the candidates to; plot graphs using Cartesian coordinates, make a suitable scale for the graph, name the polygon/figure so formed, find the lines of symmetry and determine the lengths and midpoints of lines.

The question was very popular and fairly done.

Weaknesses of Candidates:

- Some candidates failed to make a suitable scale for the graph.
- Naming the axes and plotting the points challenged a few candidates.
- The name of the figure, Hexagon seemed new to many as they gave octagon, pentagon, etc.

Advice to Teachers:

Teachers should emphasise the use of graph books when teaching graphs. Some candidates seemed to have seen and touched graph papers only during the examination.

Question 17

The question was on vectors. It required candidates to; establish the correct routes of vectors, express given vectors in terms of \mathbf{p} and \mathbf{r} , and form equations involving \mathbf{p} , \mathbf{r} , m and n , and find values of m and n .

The question was very unpopular and poorly done.

Weaknesses of Candidates:

- Some candidates could not investigate and state correct routes of vectors.
- Many failed to establish the simultaneous equations and solve them.

Advice to Teachers:

Teachers should involve learners in practicing further vectors. There is need to teach learners to establish and investigate routes in vector algebra.

500/1 GENERAL SCIENCE (PHYSICS)**Standard of the paper**

The paper was same as that of 2019 in terms of level of difficulty. Syllabus coverage in terms of content, aims and skills was adequate. It brought out the aims and objectives of the syllabus very well. The paper tested what is educationally relevant and important. Time allocated for the paper was adequate.

Performance of Candidates

The overall performance of candidate in the paper was poor. The poorly done questions were 26, 27, 28 and 30. The most attempted questions were 27, 28 and 29 and least attempted questions were 26 and 30. The quality of work of candidates presented this year is poorer than that of last year. Candidates' performance scores were poorer.

Analysis of performance in section B.**Question 26**

Required was

To define moment of a force, state conditions of a body in mechanical equilibrium, Applications of principle of moments and numerical question on principle of moments.

The question was slightly popular and only very few candidates did not attempt it.

Weakness of candidates

- Lacked knowledge of moment of a force and this was confused with gravitational force.
- Lacked knowledge about the applications of moments.

Advice to teachers

Moments should be taught with practical demonstration where possible, and through discussions to understand the whole concept of moments and their applications.

Question 27

Required was

- Knowledge of heat transfer through different materials
- Comparison between bad and good conductors
- Physical factors and applications.

The question was fairly popular because the concept is taught in S1.

Weakness of candidates

Candidates confused conduction of heat with conduction of electricity

Advice to teachers

Give clear difference between conduction of heat and conduction of electricity.

Question 28

Required was defining period of a simple pendulum and factors affecting period, application of simple pendulum. Definition of density and its usefulness.

Part (b) was popular but Part (a) was **not** very popular.

Weaknesses of candidates

- Lacked knowledge about period
- Lacked knowledge about density.

Advice to teachers

- Simple pendulum should be physically taught with some clear demonstrations
- Density variations should be emphasized.

Question 29

Required was Knowledge to define frequency, factors affecting frequency, use of echoes by bats, measurement of velocity of sound in air using an echo.

It was a popular question because all candidates attempted it though all the responses were wrong.

Weaknesses of candidates

- Lacked knowledge about how bats find their way through obstacles.
- Failure to interpret the word navigation in a question.

Advice to teachers

- Teach the applications of echoes and ultrasounds fully.
- Explain some of the technical words used while teaching physics.

Question 30

Required was defects of a simple cell, Operation of a simple cell and a calculation of the cost of electricity in a house.

The question was **not** popular at all.

Weaknesses of candidates

Lacked knowledge about cell.

Advice to teachers

Teachers should endeavor to complete the syllabus in time

500/2 GENERAL SCIENCE (CHEMISTRY)

This paper consists of two sections **A** and **B**. Section A has 25 multiple-choice questions. Section B has **part I** and **part II**. Part I has three structured questions out of which a candidate answers two, while part II has two essay questions out of which a candidate is to answer one. The paper was rated as being of the same standard as that of 2019.

Performance of the Candidates

The overall performance of the candidates was poor. The quality of work presented by the candidates of this year is better compared to last year. The candidates' performance scores were the same as those of last year. Performance was still better in section A compared to section B because it leaves room for guessing. Candidates performed very poorly in questions 27 and 30. The most attempted questions were 26, 28 and 29 besides the multiple choice questions. The least attempted were questions 27 and 30.

Analysis of performance in questions in section A

Questions 1-25 multiple choice questions

Candidates were expected to identify a key for each question from the respective options for each of the question and write it in the box provided. This was the most popular section in the paper. This should be arising from the fact that much opportunity is offered for guessing without any much regard to the demands of the tasks there in.

Candidates' weakness

Failure to identify the keys for a number of questions.

Advice to teachers

- Cover all areas of the syllabus since the question are spread
- Encourage the candidates to first fully appreciate and understand the demands in each of the questions well done, they should be able to identify the keys to the questions.
- Encourage the candidates to answer all the questions.

Analysis of Performance in Questions in Section B

Question 26

Candidates were required to demonstrate; an understanding that the constituents in the mixture are not chemically combined and could be separated by suitable physical means depending on the properties of their constituents, solubility of salts, preparations of salts, effect of heat on salts and ability to write equations of reactions for the changes. The question was most popular in Section B because the first parts (a), (b) and (c) were very attractive since the concepts therein are very familiar and well done.

Candidates' Weaknesses

- Did not emphasize the fact that the constitutes in the mixtures are not chemically combined
- Showed little knowledge about the solubility of salts, methods of salts preparations and effect of heat on salts.
- Inability to write well balanced chemical equations or word equations for the reactions.

Advice to Teachers

- Teach most of the concepts using practical approach.
- Encourage the leaners to use the word equations.

Question 27

Candidates were required to demonstrate an understanding of; the preparation of nitric acid, its decomposition, reactions as acid and its uses. They were also required to demonstrate knowledge and understanding of the chemistry of the preparation of carbon dioxide from the reaction between carbonates and acids, the reactions of carbondioxide gas with alkalis. The question was not popular and was poorly done.

Candidates' Weaknesses

Showed little knowledge of the demands of the questions and the tasks, an indication that probably the topic had not been covered.

Advice to Teachers

- To cover all the topics in the syllabus
- Help learners to understand the demand of terms like "name" and "identify" so as to appropriately respond to the question where they are used.

Question 28

Candidates were required to demonstrate an understanding of the chemistry of carbon especially; its burning in air, classification of oxides as basic, acidic, or as amphoteric and general neutralization reactions. The question was popular especially parts (a) and (b) and well performed.

Candidates' Weaknesses

- State the conditions under which the two oxides are formed.
- Classify the two given oxides after comprehension of the descriptions.
- Show any understanding of the term neutralization.

Advice to Teachers

- Emphasize the conditions for the different reactions.
- Help learners to know the different classes of oxides but from how the oxides react with either acids or alkalis.

Question 29

Candidates were required to demonstrate understanding of the meaning of hard water, how water becomes hard and different types of water, the salts or particles that cause water hardness, methods of removing temporary hardness, reactions of hard water with soap, advantages and disadvantages of hard water. It was most attempted and well done.

Candidates' Weaknesses

- Failure to show that hard water forms lather with soap but not readily.
- Failure to recognize that dissolved calcium hydrogencarbonate causes temporary hardness and that it can be removed by boiling.
- Failure to give the disadvantages of using hard water in the context of the question.

Advice to Teachers

- Stress it to the learners that hard water forms lather with soap but not readily.

- Should help learners on how to answer questions which ask for; explanation, observations and give supporting illustrations in form of equations of reactions

Question 30

Candidates were required to demonstrate knowledge of chemistry of chlorine and its compounds, laboratory preparation of both hydrogen chloride gas and chlorine, reactions of hydrochloric acid as an acid, action of oxidizing agents on hydrochloric acid, uses of chlorine gas. This question was less popular and poorly performed.

Candidates' Weaknesses

Showed inadequate knowledge of the content required, probably as a result of the topic not been covered.

Advice to Teachers

Teach all the topics in the syllabus in time.

500/3 GENERAL SCIENCE –BIOLOGY

The paper consists of section A and B. Section A has 25 compulsory multiple choice questions. Section B has parts I and II. Part I has three structured questions out of which a candidate answers two (10 marks each), while part II has two essay questions out of which a candidate answers one (10 marks). The paper adequately covered the syllabus in terms of content, aims and objectives. The paper also tested what was educationally relevant. The paper was of the same standard as that of 2019. Time allocated was adequate.

General performance

Generally, the candidates' performance was poor. The quality of candidates' work was the same as that of 2019. Section A was the most well done part of the paper. The most attempted questions were question 26 and 27. The least attempted were questions 28 and 30.

Section A

Question 1-25

These were multiple choice questions and tested knowledge, comprehension and application of knowledge. Most candidates failed questions that required comprehension and application of knowledge hence an indicator of inadequate knowledge of content.

Advice to teachers

There is need for teachers to cover the entire syllabus in time.

Section B

Question 26

Tested knowledge, comprehension and application.

(a) Candidates were required to identify the parts/structure/components that make up the circulatory system of a mammal and also mention the roles of the parts.

(b) Basing on the functions of blood components, candidates were required to deduce the effect of reduced blood platelets, red blood cells and white blood cells.

(c) Candidates were required to relate the suitability of the structure of red blood cells to the function of the red blood cell.

Candidates Weaknesses

They had difficulty in relating the structure of red blood cells to its function.

Advice to teachers

Relate biology to daily life of the learners to foster understanding.

Question 27

Tested knowledge and comprehension.

Candidates were required to;

- Mention the function of leaves to green plants.
- State modified functions of stems and give an example of a plant for each special function performed by the stem.
- Mention functions of vascular tissues; xylem and phloem.

Candidates' Weaknesses

This was a fairly popular question. And many candidates who attempted it lacked knowledge on modified stems and even the functions of the vascular tissues.

Advice to teachers

Relate content to day to day life for easy grasp of the concepts.

Question 28

- Generally tested knowledge on ecology. And tested comprehension, application and analysis.
- Candidates were required to;
- Give the meaning of the terms food chain and food web then state the steps taken for producers to store energy obtained from an energy source.
- Give reasons for the fact that energy reduces along a food chain. Then demonstrate understanding of the role of decomposers in their habitats/ecosystem.

Candidates' Weaknesses

This was not a popular question. And generally candidates lacked knowledge on ecology.

Teachers

Teach ecology and relate the knowledge to the learners' experiences.

Section C

Question 29

Tested comprehension

- a) Required candidates to relate the mother's blood to that of the fetus and give reasons why the two should not mix. Then also state the role played by the placenta to ensure proper development of the fetus.
- b) State why it is advantageous for the union of the sperm and egg cell to occur inside the body of the female animal than to occur in the outside environment.

Candidates' Weaknesses

It was the most popular question in this paper.

Candidates lacked knowledge on internal and external fertilization.

Active to Teachers

Cover all topics of the syllabus adequately.

Question 30

Tested comprehension.

- a) Required candidates to relate the structure/features of a leaf to its function of photosynthesis.
- b) State the fate of the sugar produced during photosynthesis.

Candidates' Weaknesses

This was the least attempted question.

They demonstrated limited knowledge on nutrition in plants.

Advice to teachers

For such candidates, teaching should involve relating knowledge to day today life.

527/1 AGRICULTURE THEORY

The paper has part A and B. Part A has five compulsory questions (1 multiple choice question and 4 structured questions). Part B has three sections; each section with 3 questions thus a total of 9 questions and a candidate is required to answer 4 questions from part B, including at least one question from each of the sections. The paper covered the important aspects of the syllabus, and it brought out the aims and objectives of the syllabus. The paper tested what was educationally relevant and the allotted time was adequate.

General performance

Generally, the performance was good. The quality of candidates' work was better than that of 2019.

The questions that were well done by most candidates were questions 8, 11 and 12 and the questions which the candidates found difficult were question 6, 7, 10, 13 and 14. The most attempted questions were questions 7, 8, 10, 11, 12 and 14.

The least attempted questions were 6 and 13.

Question 1

Consisted of multiple choice questions testing knowledge, comprehension and application.

Question 2

Tested knowledge and comprehension

- a) This required candidates to list the good features/characteristics that a plant should possess in order for it to be used in a live fence
- b) List disadvantages of a live fence.

Candidates' Weaknesses

Many mistook live fences for electric fences

Also, some listed features of a barbed wire fence instead of the features of plants making the live fence.

Teachers

Expose learners to practical identification of farm structures.

Question 3

Tested knowledge and comprehension.

Required candidates to;

- State the factors that determine the speed at which top soil in an area is carried away by water.
- State how soil air is utilized.

Candidates' Weaknesses

Most candidates were able to answer the question.

Question 4

(a) Tested knowledge.

Required candidates to state the importance of record keeping on a farm.

Candidates' Weaknesses

Most candidates answered the question correctly.

Question 5

(a) Tested understanding.

Required candidates to give reasons why it is not good to use natural mating as compared to artificial insemination.

Candidates' Weaknesses

Many failed to understand the question. Some listed the differences between natural mating and artificial insemination.

Teachers

Relate taught knowledge to the day today experiences of the learners.

Part B

Question 6

(a) Tested knowledge and comprehension.

Required candidates to state the differences between a petrol engine and a diesel engine and also to state the daily practices carried out to keep a tractor in good working condition.

Candidates' Weaknesses

This was not a popular question.

Many of the candidates who attempted this question lacked knowledge of the engines. And generally failed to generate well matched differences between the two engine types.

Teacher

Ensure practical exposure of candidates to engine systems and engine parts.

Make a comparison of petrol and diesel engines.

Question 7

Tested knowledge and comprehension.

Required candidates to list requirements/features of a good calf pen and also state the factors that may make a building on a farm to suddenly fall down/collapse.

Candidates' Weaknesses

Many candidates understood the word "requirements" to mean construction materials eg cement, water etc.

Some candidates, on the collapse of farm buildings, instead gave responses for collapse of farm enterprise eg lack of capital, attack by pests etc.

Teachers

Expose learners to farm structures and the materials needed/ used for their construction.

Question 8

(a) Tested comprehension.

Required candidates to;

- Give the meaning of the term Demand.
- Give reasons/circumstances that may determine the quantity of an agricultural product bought by a population at a given time.

Candidates' Weaknesses

This was a popular question and most candidates gave appropriate responses.

Question 9

Tested comprehension and application.

(a) Required candidates to give the reasons for/benefits of modifying/improving on some crop plants before use in agriculture.

- (b) Required candidates to identify the practices that a farmer can do to ensure proper/maximum output from crop farming.

Candidates' Weaknesses

This was not a popular question.

Some candidates misunderstood crop improvement to mean crop rotation hence gave the benefits of crop rotation.

Teachers

Expose learners to practical aspects of the agricultural concepts.

Question 10

- (a) Tested comprehension.

Required candidates to state agricultural practices and how the practices prevent unwanted plants on a farm without use of chemicals.

- (b) Tested comprehension.

Required candidates to give reasons why it is a good choice to use agricultural practices (other than use of chemicals) in preventing unwanted plants on a farm.

Candidates' Weaknesses

This was a popular question.

Most candidates were able to mention the cultural methods e.g. mulching but failed to give a reason why the practice prevents weeds. Most candidates instead gave the meaning of the cultural methods.

Question 11

- (a) Tested comprehension.

Required candidates to describe the circumstances that make soil lose its ability to sustain plant growth for good yields.

- (b) Tested comprehension.

Required candidates to give reasons for choosing green manure to improve soil fertility.

Candidates' Weaknesses

It was a popular question. And most candidates who attempted it gave correct responses.

Question 12

- (a) Tested knowledge.

Required candidates to identify the bad habits that may occur in a poultry house.

- (b) Tested comprehension.

Required candidates to describe the measures that can be taken and state how each of the measures minimizes/prevents the occurrence of bad habits in a poultry house.

Candidates' Weaknesses

It was a popular question. And it was well done.

Question 13

(a) Tested knowledge.

Required the candidates to outline the series of stages that a tick goes through to complete its cycle in three hosts.

(b) Tested comprehension.

Required candidates to give reasons why parasites badly affect the health of cattle.

Candidates' Weaknesses

This was not a popular question. And the candidates who attempted the question demonstrated lack of knowledge of the life cycle of a three host tick. Most gave biological diagrams of life cycle of mosquitoes.

Teachers

Ensure adequate syllabus coverage.

Question 14

(a) Tested comprehension.

Required candidates to give reasons for choosing to rear pigs.

(b) Tested comprehension.

Required candidates to describe what should be done to piglets from the time they are born until they start surviving on other food materials other than milk.

Candidates Weaknesses

It was a popular question.

Some candidates gave general advantages of livestock rearing instead of limiting responses to pig rearing. This was an indicator of guess work.

Advice to teachers

Ensure adequate syllabus coverage.

527/2 AGRICULTURE -PRACTICAL

The paper has five compulsory questions. It adequately covered the syllabus in terms of content, aims, objectives and skills required. It tested educationally relevant content. The time allocated was adequate.

General performance

Generally, the performance was good. The quality of candidates' work and performance scores both were better compared to 2019. Generally, candidates found the paper easier than that of 2019.

Question 5 was the most well done and question 4 was the worst done.

Question 1

Candidates were provided with inorganic fertilizer and well decomposed compost manure.

Candidates were then required to observe the specimens and then describe the nature of each, state the materials used in making the specimens, state when to apply the specimens and the advantages of using the specimens.

Weakness of candidates

- Some candidates failed to describe the colours of the specimens and were instead identifying them.
- Some candidates misinterpreted the questions like in giving advantages of A1 over A2.

Teachers

Teachers should conduct practical lessons and give practical tasks to learners to further develop their practical skills.

Question 2

Candidates were provided clay soil labelled specimen B.

The question required candidates to carry out experiments on sedimentation and texture and then draw what was observed. Then they were further required to deduce the problems associated with the soil and suggest ways on how a farmer can work with the soil easily.

Weakness of candidates

- Many candidates failed to follow instructions eg some did not allow time for the particles to settle in order to observe the layers.
- Some candidates had little knowledge of the experiment hence failed to understand what was required of them.

Advice to teachers

- Teachers should use right specimens and emphasize the important technical terms when teaching.
- Most of the teaching should be hands on.

Question 3

Candidates were provided with specimens; Fresh mature whole plant of a legume before flowering and sorghum/millet mature whole plant before flowering.

Candidates were required to classify the specimens according to their crop characteristics, identify the specimen that improves soil fertility, with reasons, state when a fertilizer can be applied to the crops and then give the reasons why it is good to intercrop the specimens.

Weakness of candidates

- Some candidates emphasized comparison instead of the characteristics of each specimen.
- Some candidates presented characteristics that were not observable.
- Some candidates just stated general benefits of intercropping but not for the given specimens.

Advice to teachers

- During instruction, teachers should use real specimens not theoretical ones.
- Teachers should carry out field excursion and emphasize the use of correct terms and their spellings.

Question 4.

Candidates were provided with parts of farm engines; carburetor, dry air cleaner and ignition coil.

They were required to observe the specimens and apply knowledge in determining the type of engine where the specimen is found, the suitability of the specimen to its function, the appropriate condition for proper functioning of the specimen and finally state the maintenance practices carried out on each specimen to keep it in good working condition.

Weakness of candidates

- Candidates lacked practical knowledge about the specimens.
- Many failed to understand the questions especially the two parts; what would happen if a carburetor is not functioning properly and then the question requiring one condition necessary for proper functioning of the carburetor.

Advice to teachers

- Some lessons should be conducted in the field to increase chances of hands on and developing practical skills.
- Provide real specimens to the learners to familiarize them with engine parts to develop deeper understanding of the functions of the engine parts.

Question 5

Candidates were provided with animal parasites.

Candidates were required to observe the specimens and classify them into those which survive outside the host and those that survive inside the body of its host. Then they were required to mention the damage caused by each parasite to its host, state, using observable features how each of the parasites is able to successfully survive on/in its host. Then mention one control measure for the parasite.

Weakness of candidates

Some candidates failed to relate a specific function to features on a parasite.

Advice to teachers

Take learners for excursion /field study trips to agricultural institutions for more practical learning.

535/1 PHYSICS STANDARD OF THE PAPER

The level of difficulty of the paper was same as that of 2019. All the important aspects of the syllabus were adequately covered and measured well the objectives of teaching physics at the level. The time allocated for the paper was enough.

Performance of candidates

Overall, the performance of candidates on the paper was good. The best done questions were 43, 44 and 49. Poorly done questions included the following; 41, 42, 48 and 50. The quality of work the candidates presented this year is better than that of 2019. The candidates' performance scores this year were better than those of 2019.

Analysis of performance in some challenging Questions:

Section B.

Question 41 (a) Required was the meaning of the statement 900kgm^{-3} .

Weakness(s) of the candidates

Most candidates defined density.

Advice to teachers

- Practical examples of density of various substances should be availed to the learners.
- Give assignments and provide timely feedback to learners.

(b) Required was calculation of density using numerical values.

Weaknesses of the candidates

- Use of D or d instead of the correct symbol, ρ , for density.
- Failure to convert units from gcm^{-3} to kgm^{-3} .

Advice to teachers.

- Teachers should emphasize practical teaching of measurements and correct use of symbols in algebraic expressions with the appropriate units.

42. (a) Required was
Definition of the term heat conduction.

Weakness of candidates

- Most candidates defined conduction of electricity.
- A few candidates defined heat of conduction in terms of solid materials only.

Advice to teachers

Should teach and emphasise practical teaching of mechanism of heat transfer with reference to various substances.

(b) Required was comparison between good and bad/poor conductors of heat with reference to wood and copper.

Weaknesses of candidates

- They confused charred with charged.

Advice to teachers

- Should teach heat transfer with reference to various substances practically as the syllabus demands.

43.(a) Required was knowledge of the definition of atomic and mass number of an atom.

Weakness of candidates

- Lack of knowledge about mass number and atomic number.
- Failure to distinguish between nucleus, atom, element, molecules and isotopes

Advice to teachers

Should emphasise the area of nuclear fusion and nuclear fission.

(b) Required was to write a nuclear reaction equation.

Weaknesses of candidates

- Failure to understand the meaning of bombarding and wrote un balanced nuclear reaction equation.
- Failure to use the correct symbol for a neutron (1_0n) and alpha (4_2He) in the equation.

Advice to teachers

- Should emphasise the area of nuclear fusion and nuclear fission
- Give more practical examples of nuclear reaction equations.
- Encourage students to use recommended text books **not** pamphlets for correct information.

44.(a) Required was definition of Rectilinear propagation of light and its effects.

Weaknesses of candidates

- They confused definition of rectilinear propagation of light with that of a ray of light.
- They confused the effects of rectilinear propagation of light with the applications of rectilinear propagation of light.

Advice to teachers

- Should clearly explain the meaning of rectilinear propagation of light and its effects.
- More appropriate hands- on activities should be administered to the learners.

(b) Required was to calculate the image distance using the knowledge of magnification and ratios.

Weaknesses of candidates

Confused the magnification formula with that of the lens or mirror formula: ie

$$\frac{1}{f} = \frac{1}{u} + \frac{1}{v} \text{ instead of } M = \frac{v}{u} = \frac{h_i}{h_o}.$$

Advice to teachers

- Should give more numerical examples on magnification of images formed and more exercises on the concepts involved.
- Teachers should refer to NCDC teaching syllabus of physics.
- Emphasise on the conversion of units to the candidates.

45.(a) Required was knowledge of the definition of **Brittle materials**.

Weaknesses of candidates

Failure to differentiate between brittle and ductile stiff materials.

Advice to teachers

Should distinguish between brittle and ductile materials using available materials in a community.

(b)State the examples of brittle materials.

Weaknesses of candidates

Failure to distinguish between brittle materials and ductile materials.

Advice to teachers

- More examples of brittle and ductile materials in a community should be availed to the learner.
- Encourage more handson activities for the learners

(c) Required was an arithmetic approach of Hooke's law.

Advice to teachers

- Conversion of relevant units should be emphasized.
- Expose students to many numerical examples and assignments on Hooke's law.
- Candidates advised to possess their personal calculators.

46. (a) Required was, factors affecting the electrical resistance of a wire.

Weakness of candidates

Lacked knowledge of Ohms law.

Advice to teachers

- Should teach electricity practically in particular circuit diagrams.
- Emphasise hands - on and minds - on approach.

(b) Required was to identify the meters used in the circuit diagram and to calculate the voltage across the circuit.

Weakness

Failure to identify the position of the two meters in the circuit diagram.

Advice to teachers

- Give students many numerical examples and assignments.
- Provide proper timely feedback to students about the assignments given.

47. (a) Required was the definition of force and its effects on a body.

Weakness of candidates

- Some candidates' confused force in physics with force by security organs
- Some confused the word '**body**' in physics with the human body in biology.

Advice to teachers

- Should write all relevant definitions on the chalkboard and from standard, recommended text books for the learners.
- Hands on activities are encouraged.

(b) Required was force diagram of a body resting on a floor and calculation of the normal reaction of the floor on the body.

Weaknesses of candidates

- Presented wrong representation of the force diagram.
- Failure to properly name the forces acting on body resting on the floor.

Advice to teachers

- Should cover intensively all the aspects of the NCDC Physics teaching syllabus.
- Give students enough numerical examples and assignments.

48.(a) Required was a definition of reverberation and its importance

Weaknesses to candidates

- Lacked knowledge of reverberation.
- Few candidates' confused reverberation with echo.

Advice to teachers

Teachers should effectively cover all sections related to waves.

(b)Required was to calculate the depth of the sea in reference to echo sounding using the given numerical values.

Weakness of candidates

Failure to quote the correct formula for the distance travelled by sound in reference to echo ie, $v = \frac{2x}{t}$.

Advice to teachers

- Emphasise on all the concepts of waves.
- Effectively cover all sections related to waves.
- Apply hands- on and minds-on approach while handling waves concepts.

49.(a)Required was to Identify the two vector quantities from the list of given quantities.

Weaknesses to candidates

Failure to read the statement of the question fully and to understand the demand of the question.

Advice to teachers

- Teachers should emphasise the difference between scalar and vector quantities.
- Teachers should state clearly the difference between elastic and inelastic collisions.

(b)Required was knowledge of collision and conservation of linear momentum.

Weakness to candidates

Wrong spelling of elastic and failure to quote the expression for conservation of linear momentum during elastic collision.

Advice to teachers

- Teachers should demonstrate practically the difference between elastic and inelastic collisions.
- Teachers should give more numerical examples on elastic and inelastic collision.

50.(a) Required was to define soft magnetic materials.

Weaknesses of candidates

Most candidates' confused soft magnetic material with temporary magnets.

Advice to teachers

- Carry out demonstrations for hard and soft materials.
- Key concepts of magnetism should be clearly explained.
- Recommended text books should be encouraged.

(b) Required was, knowledge of electromagnetism.

Weaknesses to candidates

Lacked knowledge of electromagnetism.

Advice to teachers

- Teachers should teach the area of magnetism and electromagnetism extensively.
- Hands on activities be emphasized for hard and soft materials.
- Encourage students to read recommended text books but **not** pamphlets.

(c) Required was, application of electromagnets.

Weaknesses to candidates

Most candidates' gave uses of magnets and applications of electromagnets.

Advice to teachers

- Teachers should teach the area of magnetism and electromagnetism extensively.
- Hands-on and minds on should be encouraged while teaching the concepts of magnets.

535/2 PHYSICS**Standard of the paper**

The paper covered the important aspects of the syllabus adequately and brought out the aims and objectives of the syllabus. The time allocated for the paper was adequate. Where there is choice of questions, were not of equal level of difficult however questions were clearly phrased.

Performance of Candidates.

The overall performance of candidates in the paper was poor. Performance was better in question 5 and 7, and poorly done questions were 1, 2, 3 and 4. The least attempted questions were question 3 and 4 where as the most attempted questions were 1, 5, 7 and 8. The quality of work the candidates presented this year is poorer than that of 2019, translating into candidates' poor performance for this year than 2019.

Analysis per question**Question 1**

(a) Required was knowledge of differences between mass and weight.

- To explain why the variation of weight at different places can be detected by a spring balance and not a beam balance.

- To apply Newton's equations of motion to determine retardation and kinetic energy by setting up simultaneous equations.
- Knowledge of ways of reducing friction.

Weakness of candidates.

- Failure to distinguish between mass and weight
- Did not set up simultaneous equations based on equations of motion and failure to solve them, which made the question hard.
- Failure to interpret 1(b) of the question.

Advice to teacher

- Emphasise the principle of operation of a beam balance and spring balance.
- Give examples of solving simultaneous equations with two unknowns in topics where they apply.

Question 2

Required was

- Knowledge of Snell's law of refraction and to apply it in calculation of refractive index of a liquid.
- Determination of critical angle.
- Use of graphical method to find position and magnification of image
- Definition of dispersion of light and to state the colours of white light transmitted through Red and Blue.

Weakness of candidates

- Failure to state Snell's law correctly.
- Confused the correct angle of incidence to use i.e. used 41.3° instead of 48.7° .
- Lacked knowledge in using graphical method in finding the position of the image and magnification.
- Failure to define dispersion of light correctly.
- Failure to interpret the transmission of light colours in coloured lights.

Advice to teachers

- Emphasise correct statement of laws while teaching
- Use hands-on and minds-on approaches while teaching.
- More relevant examples on graphical construction of ray diagrams in determining image positions and magnification are needed.
- Demonstrate the concept of colour filters intensively.

Question 3

(a) Required was

- To draw diagrams showing shapes of the meniscus and height of water and mercury in a capillary tube and explain the behavior.
- Description of an experiment to demonstrate diffusion in gas.
- To apply the equation of heat loss / gain in a calculation of final temperature.
- To explain the concept of absolute zero.

Weakness of candidates

- Lacked knowledge of the shape of the meniscus.
- Failure to use the equation of heat loss or gain correctly in calculating the final temperature of the mixture.
- Failure to explain the concept of absolute zero temperature as applied to ideal gaseous.

- Lacked knowledge to describe an experiment to demonstrate diffusion in gases.

Advice to teachers

- Emphasise practical demonstration of rise /fall of liquids in capillary tubes and diffusion of gases.
- More numerical calculations involving heat energy be prepared.
- Detailed explanation of the concept of absolute zero in ideal gases should be given.

Question 4

(a) Required was

- Knowledge of definition of Magnetic meridian, angle of declination, magnetic field and to sketch a given magnetic field.
- Use of the domain theory to explain magnetic saturation
- To explain how an iron watch can be magnetically be shielded.
- To explain with the aid of a circuit diagram how full-wave rectification can be achieved.

Weakness of candidates

- Failure to define magnetic meridian and Angle of declination.
- Failure to draw the required domain theory to explain magnetic saturation
- Inability to explain how an iron watch can be magnetically screened and how full wave rectification of alternating can be achieved.

Advice to the teacher

- Explain the terms clearly.
- Enough examples on how different magnetic fields are drawn
- Discuss fully the domain theory as applied to magnets.
- Describe how magnetic shielding is done and how full-wave rectification can be achieved with the aid of diagrams.

Question 5

(a) Required was:

- Knowledge of properties of radioactivity, radiations and nuclear fusion.
- To use the given radioactive equation to find values of a and b.
- To state applications of nuclear fission.
- Knowledge of how a CRO works.

Weaknesses of candidates

- Confused fusion from biology with that of physics.
- Inability to use conservation of mass number and atomic number in nuclear reactions equations
- Confused the uses of a CRO with those of X-rays.
- Failure to interpret the question well i.e. drew a CRO which was not asked for.

Advice to the teacher

- Explain clearly the term fusion as used in physics.
- Give various examples on finding the mass number in radioactive equations.
- Practically handle concepts relating CRO practically.

- Give numerical examples related to CRO regularly.
- Encourage learners to read text books recommended by NCDC.

Question 6

(a) Required was

- Knowledge about defects of a simple cell
- Advantages of a lead-acid accumulator over a simple cell.
- Description of an experiment to determine resistance of a resistor and application of Ohm's law in circuit calculations.

Weakness of the Candidates

- Failure to interpret numerical calculation in part (c).
- Lacked knowledge about Ohms' law.
- Failure to set up simultaneous equations to find the value of Emf, E and internal resistance r .
- Failure to use observed values of E , V and I , to get internal resistances and instead used a standard resistor R .

Advice to teachers

- Emphasise on numerical calculations involving E , r , R , V etc.
- Emphasise on correct circuit diagrams for verifying Ohm's law.

Question 7

(a) Required was

- Knowledge of stating the principal of moments and its application in finding some forces.
- Application of inclined plane as a simple machine.
- To describe an experiment to determine the mass of a banana using a metre rule and a known mass.

Weakness of candidates

- Failure to state a complete principle of moments.
- Confused the principle of moments with momentum
- Lacked knowledge to identify the direction of force which causes the moment.
- Lacked knowledge about the formula of Velocity Ratio (VR).
- Failure to convert 20 kg to 200 N.
- Lacked knowledge about description question in determining mass of a banana.

Advice to teachers

- Use the black board and write complete laws while teaching.
- Give enough numerical examples involving principle of moments, velocity Ratio, Mechanical Advantage and efficiency.
- Give more examples of description questions and the approach to handle them.

Question 8

(a) Required

- Knowledge electromagnetic waves and sound waves.
- Derivation of the wave equation.

- Solving numerical problem using the wave equation.
- Knowledge about pitch and factors affecting frequency of vibrating string.
- Application of knowledge of factors affecting transmission of sound.

Weakness of candidates

- Failure to define electromagnetic waves.
- Defined terms like wavelength, frequency and velocity instead of deriving the equation.
- Failure to apply wave equation.

Advice to teachers

- Give correct definitions about how electromagnetic waves are produced.
- Advise learners to use recommended text books by NCDC **not** pamphlets.
- Emphasise on applications of physics concepts.

General Observations

- Most candidates showed inadequate knowledge in answering questions that demanded for explanations.
- Questions that involved explanations and descriptions on application of physics is still a challenge to many candidates.

General recommendations

- Teachers are encouraged to plan properly and cover the syllabus in time in order to leave room for revision. Timely assessment with proper feedback would enhance this.
- Hands-on and minds-on approach should be encouraged by teachers during teaching. Laboratories should be in active state.
- Assessment revision questions set by teachers should be answering all the intended objectives of the Physics curriculum/syllabus.
- Some centres performance showed evidence of inadequate, theoretical teaching or unpreparedness. Supervision roles of management at school level should be revived.
- Students should be properly guided and counselled to change their attitude towards the subject and sciences in general.

535 /3 PHYSICS

Standard of the paper

The paper covered the important aspects of the syllabus adequately and brought out the aims and objectives of the syllabus. The time allocated for the paper was adequate. Where there were choices of questions, the level of difficulty of question was not the same however questions were clearly phrased.

Performance of Candidates.

The overall performance of candidates in the paper was good. The quality of work the candidates presented this year is better than that of 2019, translating into better candidate's performance for this year than 2019. Performance was better in question one and poorly done in question two. The least attempted question was question 2 and the most attempted question was question three.

Analysis per question

Question 1

Required was the ability to;

- Manipulate of the apparatus.
- Take measurements on the meter rule.
- Present data in tabular form.
- Present data in graphical form.
- Manipulate data.

Popularity of the question

This question is compulsory so it was generally attempted by all the candidates.

Candidates' weaknesses

- Failure to draw and organize data in the table.
- Violation of the precision of the measuring instrument e.g metre rule.
- Failure to convert from one unit to another.

Advice to teachers

- Expose learners to a variety of practical work.
- Accuracy of various instruments should be emphasized.
- Revise with candidates the concept of conversion of units.
- Emphasise on drawing correct, required Table of results with appropriate units.
- Teach data manipulation using decimal place and significant figures.

Question 2

Required was the ability to;

- Measure angles using a protractor.
- Trace an outline of the glass block and tracing light ray through a glass block.
- Extend the emergence ray backwards.

Popularity of the question

This question was very popular.

Candidates' weakness

- Failure to follow the instructions
- Failure to measure angles, trace rays through the block.
- Failure to measure angle θ , α .
- Failure to manipulate data.

Advice to teachers

- Enough practice is needed for question of light (lenses, mirrors, glass block, and glass prisms)
- Guide students on how to find secondary data from the found data.
- Make emphasis on the accuracy of the instruments to use eg a protractor.

Question 3

Required was the ability to;

- Interpret circuit diagram and set up the arrangement.
- Take measurements using voltmeter.
- Recording value of the standard resistor, R .
- Present data in tabular form
- Manipulate data

Popularity of the question

This question was more popular.

Candidates' weaknesses

- Failure to read the voltmeter to the required accuracies.
- Failure to record the values of the standard resistor, R .
- Failure to write correct values of $\frac{1}{V}$ and $\frac{X}{R}$.
- Failure to present a required correct table of results.
- Lacked knowledge to present data in a graphical form.

Advice to teachers

- Expose students to various instruments and help them understand the level of accuracy of the instruments.
- Teach students the correct way of rounding off to same significant figures.
- Teach students how to label values in a table correctly.
- Teach students graph work thoroughly.

General Observations

- Poor mastery of content, inadequate practical skills and innovativeness still lacking.
- Most candidates showed inadequate manipulation of the apparatus and data.
- Theoretical, teacher-centered approach is still practiced by majority of the teachers.
- Teachers are not aware of the general objectives of teaching physics.

General recommendations

- Teachers are encouraged to plan properly and cover all the practical aspects in the syllabus and in time. Timely practical drills with proper feedback would enhance this.
- Hands-on and minds-on approach should be encouraged by teachers during teaching that is laboratories should be in active state.
- Some centres performance showed evidence of inadequate, theoretical teaching or unpreparedness. Supervision roles of management at school level should be revived.
- Students should be properly guided and counselled to change their attitude towards the subject and sciences in general.
- Make an effort to attend refresher courses organized by the MOES.

535/4 PHYSICS

Standard of the paper

The paper covered the important aspects of the syllabus adequately and brought out the aims and objectives of the syllabus. It tested what is educationally relevant. The time allocated for the paper was adequate. The choice questions were of equal level of difficulty. The paper compared to that of 2019 was more difficult.

Performance of Candidates

The overall performance of candidates in the paper was good. Performance was better in question 1 and poor in question 2. The least attempted question was question 3. The quality of work the candidates presented this year was better than that of 2019 and also their performance score.

Analysis Per question

Question 1

Required was the ability to;

- Take measurement using a stop clock or watch and a meter rule.
- Present data in tabular form.
- Present data in graphical form.
- Manipulate data.

Popularity of the question

This question is compulsory so it generally attempted by all candidates.

Candidates' weaknesses

- Failure to follow instructions i.e. inability to select apparatus.
- Violation of the precision of the measuring instrument.
- Failure to calculate correctly extensions in the table.
- Lacked knowledge on how to determine intercept.

Advice to teachers

- Expose the students to use of a meter rule and stop clocks or watches.
- Emphasise on the accuracy of various instruments in the lab.
- Expose students to a variety of practical work in various topics.
- Emphasise on correct methods of plotting graphs.
- Conversion of units from cm to m should be emphasized.

Question 2

Required was the ability to:

- Take measurement using a protractor and a ruler.
- Manipulate and obtain data using the apparatus.
- Present data in tabular form.
- Present data in graphical form.

Popularity of the question

This question was very popular.

Candidates' weaknesses

- Failure to follow instructions.
- Failure to measure accurately angles; i , r and lengths (y). Failure to trace the refracted rays through the glass block correctly/accurately.
- Failure to manipulate data
- Poor graph work.

Advice to teachers

- Emphasise on hands-on and minds-on activities.
- Emphasise on correct/accurate usage of the apparatus.
- Teach learners how to manipulate data when handling graph work.
- Design experiments for learners where curves are also involved.

Question 3

Required was the ability to

- Interpret the circuit diagram and set up the arrangement.
- Take measurement using ammeter, voltmeter and meter rule.
- Present data in tabular form.
- Present data in graphical form.
- Manipulate data.

Popularity of the question

Question 3 was not a popular question.

Candidates' weaknesses

- Inability to interpret circuit diagram.
- Failure to connect the circuit correctly.
- Inability to take measurements correctly using ruler, voltmeter and ammeter.

Advice to teachers

- Expose students to various instruments and help them understand the level of accuracy of those instruments.
- Expose the candidates to a variety of practical work.
- Emphasise on how to manipulate data with use of significant figures and decimal places in calculations.

General Observations

- Poor mastery of content, inadequate practical skills and innovativeness still lacking.
- Most candidates showed inadequate manipulation of the apparatus and data.
- Theoretical, teacher-centred approach is still practiced by majority of the teachers.
- Teachers are not aware of the general objectives of teaching physics.

General recommendations

- Teachers are encouraged to plan properly and cover all the practical aspects in the syllabus in time. Timely practical drills with proper feedback would enhance this.
- Hands-on- minds on approach should be encouraged by teacher during teaching. Laboratories should be in active state.
- Some centres performance showed evidence of inadequate, theoretical teaching or unpreparedness. Supervision roles of management at school level should be revived.
- Students should be properly guided and counselled to change their attitude towards the subject and sciences in general.
- Make an effort to attend refresher courses (SESEMAT in-service) organized by the MOES.

545/1 CHEMISTRY

This paper consists of 50 multiple-choice questions. Candidates were required to answer all the questions. The paper was rated as being easier than that of 2019. The syllabus coverage and time provided was adequate.

Performance

The overall performance of the candidates in the paper was poor. The quality of work presented by the candidates is the same as that of last year whereas the performance scores were better than those of last year. Candidates performed well in questions 6, 7, 31, 36 and 49. These questions generally required recalling of facts. Performance was poor in questions 15, 24, 25, 28, 33, 35, 40, 41 and 42

Analysis of the Poorly Done Questions

Question 15

Candidates were required to use the electronic configuration given the atomic numbers and use it to determine the group of an element and finally compare it with that of neon.

Candidates' Weaknesses

- Not knowing the group in which neon belongs.
- Lack of knowledge of electronic configuration.

Advice to Teachers

Explain clearly the number of electrons that can be accommodated in each energy level using models.

Question 24

The question was from the topic; oxygen. Candidates were required to show Knowledge and understanding of the reactivity series where some elements are more reactive than others in order to arrive at the correct answer.

Candidates' Weakness

Lack of knowledge and understanding of the order of reactivity series.

Advice to Teachers

To review the topics taught earlier in the course to remind the candidates.

Question 25

Candidates were required to know how electrons are shared in a covalent bond.

Candidates' Weakness

Lack of depth in the understanding of bonding.

Advice to Teachers

Use models and diagrams of atoms using outermost electrons to show how covalent bonding takes place and count the number of electrons shared in a covalent bond and also compare covalent bonding and valency.

Questions 28

This question required candidates to demonstrate the understanding of the gas formed when a mixture of copper (II) chloride and concentrated sulphuric acid is warmed.

Candidates' Weaknesses

- Failure to identify the gas Z formed.
- Failure to identify the products formed when gas Z reacts with the alternatives given.

Advice to Teachers

Should integrate practicals while teaching theory.

Question 33

It required candidates to demonstrate the knowledge and understanding of calculating the volume from the relationship of moles, molarity using a well balance stoichiometric equation, it was poorly done.

Candidates' Weaknesses

Failure to apply the mole concept i.e. use of stoichiometric equation to relate moles and molarity to calculate the volume.

Advice to Teachers

Use Practical approach to teach mole concept.

Question 35

The question tested the knowledge and understanding of mole concept relating the molecular mass, atomic mass and number of moles. It was less popular and not performed well.

Candidates' Weakness

Failure to relate molecular mass, atomic mass and number of moles.

Advice to Teachers

- Teach practically mole concept relating molecular mass, atomic mass and number of moles.
- Give candidates many similar questions for practice.

Question 40

The question required the candidates to; calculate the number of moles of hydrochloric acid in 20 cm³ of solution, use the ratio to calculate the number of moles of sodium carbonate in 25 cm³ of solution, calculate the concentration of sodium carbonate solution in moles per litre that reacted with 20 cm³ of 0.1M hydrochloric acid. The question was less popular and poorly performed.

Candidates' Weaknesses

- Failure to calculate the number of moles of sodium carbonate in 25 cm³ of solution using mole ratio.
- Failure to compute number of moles of sodium carbonate in one litre of solution.

Advice to Teachers

Give adequate number of practical exercises on mole concept especially those that involve the application of mole ratio.

Question 41

The candidate were expected to explain the effect of surface area on the rate of reaction by identifying whether zinc powder or zinc granules has a greater surface area given the same mass. It was poorly done.

Candidates' Weaknesses

- Failure to know that zinc granules and zinc powder of the given mass have the same number of atoms.
- Failure to know that zinc powder has a greater surface area than zinc granules.
- Failure to explain the effect of surface area on the rate of the chemical reaction.

Advice to Teachers

Use practical and graphical approaches to demonstrate the effect of surface area and other factors on the rate of a chemical reactions.

Question 42

The question required candidates to have a knowledge and understanding of effect of atomic size on the reactivity and physical properties of elements at room temperature in the Periodic Table. It was fairly performed.

Candidates' Weakness

Failure to recall the knowledge of effect of atomic size on reactivity of non-metals down the group in the Periodic Table.

Advice to Teachers

Illustrate to learners the effect of atomic size of elements down the group in the Periodic Table.

545/2 CHEMISTRY

This paper consists of two sections A and B. Section A consists of 10 structured questions and candidates are required to answer all the questions. Section B consists of four semi-structured questions and candidates are required to answer two questions.

Performance

The overall performance of candidates was poor. Performance was good in questions 1, 2, 3, 4, 5 and 6, and poor in questions 7, 8, 9, 10, 11, 12, 13, and 14. For the optional questions, the most attempted questions were 12 and 13 the least attempted was 11. The quality of work of the candidates presented this year was the same compared to that of last year, the performance scores were poorer.

Analysis of Performance per Question

Question 1

Required candidates' knowledge and understanding of suitable methods of separation of mixtures and stating the observations when a bar magnet is brought close to a mixture of iron and Sulphur or iron (II) sulphide. The question was very popular and candidates performed well in the question.

Candidates' Weaknesses

- Failure to state observations correctly.
- Failure to recall the application of a bar magnet.
- Failure to choose the correct method of separation.

Advice to Teachers

- Should relate the methods of separation of mixtures to practical application in life.
- Help students to interpret conditions under which rusting occurs.
- Emphasize to learners that the only metal that undergoes rusting is iron.

Question 2

Required the candidates' understanding of; electronic configurations of ions. Formulae of compounds formed from given atomic numbers of elements and stating the property why certain compounds conduct electricity. This was a very popular question and candidates' performance was good.

Candidates' Weaknesses

- Failure to use atomic number to write the electronic configuration of the ion instead of atom of the element with atomic number 14.
- Failure to use atomic numbers to find the valency and hence use it to write formulae.
- Lack of understanding of which type of bond conducts electricity.

Advice to Teachers

- Emphasize that atoms in group (I) to (III) ionize by electron loss while those in group (IV) to (VII) by electron gain, valency electrons are used in bonding.
- Clearly explain the relationship between bonding and electrical conductivity.

Question 3

Candidates were required to show knowledge of naming the products of complete and incomplete combustion of charcoal on a stove, stating the structural difference between graphite and charcoal and giving a chemical property in which the two allotropes resemble. This question was very popular and many candidates performed well.

Candidates' Weaknesses

- Failure to distinguish between naming and identifying.
- Failure to identify the products of combustion of charcoal in different zones of a stove.
- Failure to give the structural difference and chemical similarity of charcoal and graphite.

Advice to Teachers

Teach the combustion of charcoal in a large supply of air or limited air using a practical demonstration of a charcoal stove.

Question 4

Required candidates' the understanding of; the conditions for the reactions between magnesium and hydrochloric acid, ionic equation of the reaction, the test of water and use of hydrogen. The question was very popular and performance was fairly good.

Candidates' Weaknesses

- Failure to write ionic equation of the reaction between magnesium and hydrochloric acid.
- Failure to state the test for water and a large scale use of hydrogen.

Advice to Teachers

- Emphasize writing ionic equations early enough while teaching acids, bases and salts.
- Encourage learners to describe the test for water and state commercial uses of hydrogen.
- Practical approach to teach the concept is recommended.

Question 5

Candidates were required to; identify the cation Q that reacts with sodium hydroxide to produce ammonia gas X, write the equation of reaction between ammonia and hydrogen chloride, state observations when excess ammonia is added to a solution of zinc salt. This question was popular and candidates' performance was good.

Candidates' Weaknesses

- Failure to identify the ammonium ion and ammonia gas as Q and X respectively.
- Failure to write equations and state the observations for tests of zinc ion with aqueous ammonia added until in excess.

Advice to Teachers

- Encourage learners to practice writing equations for formation of ammonia from a reaction between an ammonium salt and a hydroxide, the test for ammonia gas and application of aqueous ammonia in qualitative analysis.
- Practical approach to the teaching of this topic is recommended.

Question 6

Candidates were required to; calculate the empirical and molecular formulae of compound Z, test for the sulphate ions using a named reagent and writing the equation for the reactions that took place. This question was very popular and well performed.

Candidates' Weaknesses

- Failure to show the division sign in calculations.
- Failure to use the masses of the elements given to calculate the empirical formula and molecular formulae.
- Inability to name the correct test reagent for a sulphate ion.
- Failure to write the ionic equation.

Advice to Teachers

- Emphasize the need to show correct working in calculations of this nature.
- Relate theory with practical.

Question 7

Candidates were required to; show knowledge of what occurs at each electrode of an electrochemical cell, reactions involved, overall cell reaction and application. The question was very unpopular and performance was poor.

Candidates' Weaknesses

- Failure to write the reactions at each electrode.
- Failure to distinguish between electrochemical cell and Daniel cell.
- Failure to identify the cathode and anode.

Advice to Teachers

- Clearly differentiate between the Daniel cell and galvanic/ voltaic cell.
- Teach learners to identify the cathode and anode.
- Teach learners to write the respective electrode reactions and the overall cell reactions.

Question 8

Candidate were required to; state the suitable method of preparation of iron(II) sulphate in the laboratory, write equation for the reaction that occurs and formula of iron(II) hydroxide, give the reason why it turns to brown on standing in air, naming another oxidizing agent. This was a popular question and performance was poor.

Candidates' Weaknesses

- Failure to state the suitable methods for the preparation of iron (II) sulphate.
- Failure to write formula of iron (II) sulphate.
- Failure to give a reason why iron (II) sulphate turned brown on standing in air.

Advice to Teachers

- Teach practically the preparation of salts using specific examples.
- Explain to learners why the green precipitate of iron (II) sulphate turns brown on standing in air and give possible substances that can oxidize iron (II) ions.

Question 9

Candidates were required to; write the equation for the reaction between chlorine and water, bleaching action of chlorine, state observations when chlorine water is exposed to sun light and displacement activity of chlorine with potassium bromide. This was a popular question but performance was poor.

Candidates' Weaknesses

- Failure to write equations for the reactions.
- Failure to state observations and give correct reasons of what happened.

Advice to Teachers

- Teach the bleaching actions of chlorine practically.

- Demonstrate the effect of sunlight on chlorine water and reactions of chlorine with bromides and iodides.

Question 10

Candidates were required to demonstrate knowledge of; writing ionic equations between an acid and a carbonate, differentiate between the reaction of strong and weak acid with carbonate from given graphs and sketch on the same axes the graph for reaction if surface area of the carbonate is increased. This question was popular but performance was poor.

Candidates' Weaknesses

- Inability to write ionic equations.
- Failure to identify a stronger acid with reasons basing on the graphs of rates of reactions.
- Failure to draw a graph of effect of surface area.

Advice to Teachers

Teach the learners factors affecting rates of reactions practically with their graphical representation.

Section B (choice questions)

Question 11

Candidates are expected to; name the source of sulphur dioxide used in the industrial preparation of sulphuric acid, describe the contact process, write equations involved when sulphuric acid reacts with Sulphur and sucrose, name a fertilizer manufactured from sulphuric acid and writing the equation for formation of fertilizer. The question was less popular and performance was poor.

Candidates' Weaknesses

- Failure to name the raw materials for production of sulphur dioxide in the contact process.
- Inability to describe with equations the contact process.
- Failure to write equations for reactions of sulphuric acid with sulphur, sucrose and ammonia.

Advice to Teachers

- Encourage learners to always write equations when describing the contact process, reactions of sulphuric acid as an oxidizing and dehydrating agent.
- State the practical applications of sulphuric acid.
- Expose learners to practical applications of sulphuric acid.

Question 12

Candidates were required to; describe the reaction of magnesium with water, oxygen and chlorine, state observations when magnesium ions are added to a solution containing hydrogen carbonate ions and then heated, differentiate between magnesium ions and lead (II) ion using a named reagent. This was a very popular question and performance was fairly good.

Candidates' Weaknesses

- Failure to describe reactions of magnesium with water under different conditions.
- Failure to write correct equations.
- Failure to explain observations of reactions of magnesium ions with hydrogen carbonate ions before and after heating.

- Lacked knowledge of suitable reagent for distinguishing between magnesium ion and lead (II) ions.

Advice to Teachers

- Demonstrate to learners the reactions of elements with water, oxygen and chlorine.
- Describe to learners the reactions of hydrogen carbonate and carbonates ions with magnesium ions.
- Practically demonstrate to learners the effect of heat on magnesium hydrogen carbonate.

Question 13

Candidates required knowledge and the understanding of naming two materials used in saponification, describing the process of preparation of soap, giving reasons for why detergents do not form scum with hard water or should not be disposed of in water bodies. This was a very popular question but performance was poor.

Candidates' Weaknesses

- Failure to fully describe the process of preparation of soap.
- Lacked sufficient knowledge to explain the cleaning actions of soap, why detergents do not form scum or should not be disposed of in water bodies.

Advice to Teachers

Teach learners to explain the cleaning action of soap, advantages and disadvantages of detergents

Question 14

Candidates were required to; explain the meaning of an expression of heat change accompanying a chemical reaction, calculate the experimental enthalpy of combustion of methanol, compare with the standard enthalpy of combustion of methanol, give reasons for low value of enthalpy change, plot a graph of enthalpies of combustion of alcohols against their molecular masses and use the graph to determine the enthalpy of an alcohol of molecular mass 116. This question was popular although performance was poor.

Candidates' Weaknesses

- Inability to choose the best scale.
- Failure to use the graph to obtain the enthalpy change.
- Lacked sufficient knowledge to explain the meaning of ΔH -726,
- Failure to calculate the enthalpy of combustion of methanol.
- Failure to calculate the molecular mass of CH_3OH .

Advice to Teachers

- Demonstrate determination of enthalpy of combustion of an alcohol.
- Teach students how to plot graphs. A graph should have a title and a well labelled axes. Scale should be suitable and convenient i.e. easy to read and to make the graph large enough (about $\frac{3}{4}$ of the graph paper).

545/3 CHEMISTRY

This is a practical paper. The paper consists of two compulsory questions, one on quantitative analysis and the other on qualitative analysis.

Performance

The overall performance of candidates in the paper was good. Performance was good in question 1 and poor in question 2. The quality of work presented by the candidates was similar to that of 2019 and so was the performance scores.

Analysis of Performance per Question

Question 1

Candidates were required to determine the percentage purity of the potassium hydrogen carbonate using an acid-base titration.

The skills tested were:

- (a) Taking measurements using pipette and burette.
- (b) Ability to accurately determine the end point of a titration.
- (c) Accurate recording of data generated.
- (d) Manipulation of data generated to obtain what is demanded by the question.

Candidates' Weaknesses

- Lack of practical experience.
- Inability to read and record results accurately. Some candidates forged results. There were candidates with the volume of BA2 used without the initial and final volume of burette readings, others had readings outside the capacity of the burette.
- Inability to record the burette readings to two decimal places.
- Failure to apply the mole concept.
- Failure to write the correct formula of potassium hydrogen carbonate hence wrong molecular mass
- Poor mathematical skills.

Advice to Teachers

- A practical approach in teaching is recommended.
- Teach measurements using all the measuring instruments in the chemistry laboratory and emphasize their level of accuracy.
- Teach the mole concept systematically from first principle early enough.
- Teachers should endeavor to learn how to prepare solutions using standard conventional procedures.

Question 2

Candidates were required to analyze substance T and determine the cations (Zn^{2+} , Ca^{2+}) and the anion (CO_3^{2-}) in it. Tested were the candidate's ability to:

- (a) Accurately follow instructions.
- (b) Make accurate observations.
- (c) Make deductions based on the observations made.

Candidates' Weaknesses

- Lack of practical experience.
- Inability to follow instructions leading to wrong observations and deductions.

- Incorrect spelling of technical terms e.g. Filtrate for filtrate, Prefipitant or presipitte or prsipitet for precipitate, solible or soluable for soluble, residue or redissue for residue, effevscence for effervescence etc.
- Inability to make accurate observations and draw correct deductions. Some candidates were making conflicting observations.
- Writing deductions under observations and vice versa
- Inability to technically report correctly i.e. powdery gas/solution e.t.c.
- Inability to write symbols, formulae and charges on ions correctly e.g. t for +
- Writing unconventional methods are used to identify ions e.g. ZAP instead of Zn^{2+} , Al^{3+} , Pb^{2+} and BCM for Ba^{2+} , Ca^{2+} , Mg^{2+} .

Advice to Teachers

- Integrate practical work in the teaching of theory, teachers should not wait to handle all these in the final year but rather begin early as they begin their ordinary chemistry course. Hands –on/ minds on approach must be encouraged.
- Explain to learners the meaning of the simple terms used in qualitative analysis and stress the importance of correct spelling of technical terms.
- Stress the importance of correct writing of chemical symbols, formulae and charges.

545/4 CHEMISTRY

This is an alternative paper to practical paper 545/3. The paper consists of two compulsory questions. One on quantitative analysis and the other on qualitative analysis.

Performance

The overall performance of candidates in the paper was good. Performance was good in question 1 and poor in question 2. The quality of work presented by the candidates was poorer to that of 2019 and so was the performance scores.

Analysis of Performance per Question

Question 1

Candidates were required to determine the reaction mole ratio between J and $\text{H}_2\text{X} \cdot 2\text{H}_2\text{O}$ and hence value of X in the formula $\text{H}_2\text{X} \cdot 2\text{H}_2\text{O}$ through acid-base titration.

The skills tested were:

- (a) Taking measurements using pipette and burette.
- (b) Ability to accurately determine the end point of a titration.
- (c) Accurate recording of data generated.
- (d) Manipulation of data generated to obtain what is demanded by the question.

Candidates' Weaknesses

- Lack of practical experience.
- Inability to read and record results accurately. The filling of the table is still a problem with some candidates creating readings and others not recording the burette reading to two decimal places.
- Failure to apply the mole concept.
- Poor mathematical skills.

Advice to Teachers

- A practical approach is recommended.
- Teach students the mole concept and its applications.
- Teach measurements using all the measuring instruments in the chemistry laboratory and emphasize their level of accuracy.

Question 2

Candidates were required to analyze substance E, and determine the cations (Zn^{2+} , Al^{3+}) and the anion (SO_4^{2-}) in it. Tested were the candidates' ability to:

- (a) Accurately follow instructions.
- (b) Make accurate observations.
- (c) Make deductions based on the observations.

Candidates' Weaknesses

- Lack of practical experience.
- Inability to accurately follow instructions resulting into wrong observations and hence deductions.
- Inability to recognize colours leading to wrong observations.
- Incorrect spelling of technical terms like precipitate, soluble etc.
- Inability to make accurate observations and draw correct deductions. Some candidates recorded that effervescence or bubbles was seen when solid substance was heated. Others gave strange observations and deductions from nowhere e.g. Spatula turns to black/ pale blue, yellow precipitate soluble to form a yellow solution.
- Inability to write symbols, formulae and charges on ions correctly.
- Not knowing the difference between cations and anions.
- Poor English language and poor hand writing.

Advice to Teachers

- Integrate practical work in the teaching of theory.
- Help students learn to accurately follow instructions because they have a great bearing onto what is got.
- Stress the importance of correct spelling of technical terms.
- Emphasize the use of correct English language and clear handwriting.

553/1 BIOLOGY

The paper consists of three sections A, B and C. Section A has 30 compulsory multiple choice questions, section B has 3 compulsory structured questions and section C has 4 essay questions out of which a candidate answers 2. The paper adequately covered the syllabus in terms of content, aims and skills required, and tested what was educationally relevant. Time allocated was adequate. There were no errors in the paper. The paper was more difficult than that of 2019.

General performance.

Generally, the performance was good. The quality of candidates' work was better than that of 2019 and the candidates' performance scores were better than those of 2019.

The most attempted questions in section C were Qn37, Qn36, Qn34 and the least attempted question was question 35.

The well done questions were 33, 34 and 37.

And the poorly done questions were 31, 32 35 and 36.

Section A

The section was balanced in terms of the cognitive levels and syllabus coverage.

Section B

Question 31

Tested comprehension, application and analysis.

(a) The candidates were required to represent the given data on a graph.

Then point out the effect of the salt concentrations of the environment to the rate at which the contractile vacuole emptied its contents. Then give reasons for the shape of the graph; that is give reasons for the observed trend of the graph.

(b) Required candidates to observe the trend of the graph and then giving reasons, deduce/predict water intake or water loss by amoeba with a surrounding of salt concentrations of 0% and also salt concentrations greater than 50%.

(c) Required candidates to give the importance of contractile vacuole to amoeba basing on the graph, and identify the process that the contractile vacuole was performing in the experiment.

Candidates' weaknesses

Many candidates did not give an appropriate graph and some used a ruler to join the plotted points.

Many had a misconception of the contractile vacuole for a cell vacuole and hence gave responses like the vacuole carries out photosynthesis. Also, there was general failure to interpret the data.

Advice to teachers

Teach the skills of representing data using graphs.

Teacher learners about the dependent and independent variables.

Encourage learners to use a free hand in drawings.

Carryout experiments that involve data collection and then use the data to answer questions. This will help relate knowledge to real life.

Question 32

Tested knowledge, comprehension and analysis.

An experimental set up was given involving an investigation on aerobic respiration in germinating seeds.

The candidates were required to state the aim of the experiment, the importance of soda lime then with a reason, state what was observed.

Also, the candidates were required to describe a control experiment for the investigation.

Candidates' weaknesses

Some candidates thought that the experiment was on conditions necessary for germination while others thought it was an experiment to show that light is necessary for photosynthesis.

Many could not state the roles of soda lime.

Advice to teachers.

Perform some experiments with more involvement of the learners.

Encourage learners to do own reading of textbooks.

Question 33

Tested knowledge and comprehension.

The candidates were required to identify parts that make up the joint in the human hand and describe muscle movements of the limb during bending and straightening. Then they were also required to identify the type of joint at X and describe how friction is reduced at X.

Weakness of the Candidates

Many did not correctly label the bones A and D.

Also, most candidates failed to name the structure P connecting a muscle to a bone.

Many interchanged the names of A and B.

Misconceptions; candidates stating bulging, expansion, tighten, thickening for contraction and relaxation.

Advice to teachers

Emphasize use of proper biological terms.

Write the biological terms on the board to ensure correct spellings.

Question 34

Tested knowledge and application.

Required candidates to give an account of the chemical digestion of proteins along the alimentary canal; therefore, they needed to state different substrates, enzymes, pH media, sites of action and the products.

Also, they were required to mention the products of starch and protein digestion then state how each of the products are utilized in the human body.

Weakness of the Candidates

Failure to state the correct sites for particular enzymes.

Some gave responses involving both physical and chemical digestion of proteins.

Others gave uses of both proteins and starch instead of the use of the products of starch digestion and protein digestion.

Some candidates were taking villi to be the same as ileum.

Advice to teachers

Train learners how to pick out the required information from the learnt knowledge.

Read the UNEB reports about examinations.

Question 35

Tested application of knowledge.

Candidates were required to: give the importance of negative and positive tropism with light as a stimulus, mention how auxins influence growth of plants and also mention how the effects of auxins are utilized in weed control.

Weakness of the Candidates

Some did not understand "phototropism" and instead mistook it for photosynthesis. And hence under importance, some stated wrong responses like "strengthening the stem and roots".

Some did not understand auxins, and hence under the effects of auxins, some candidates gave responses such as; decomposition of organic matter, using nitrogen fixing bacteria etc.

Advice to teachers

Teach all the topics in the NCDC biology syllabus.
Explain the meaning of biological terms like auxins, phototropism etc.
Encourage guided group discussions to foster peer to peer learning.

Question 36

Tested knowledge and comprehension.

Required candidates to give the meaning of the term gaseous exchange.

State the features of a respiratory surface and the importance for each feature.

Give an account of how oxygen from the atmosphere gets into the buccal cavity of a frog then eventually into the blood in the blood capillaries. Also give an account of how carbon dioxide in the blood capillaries of the buccal cavity gets out to the atmosphere.

Weakness of the Candidates

Many failed to define gaseous exchange.

Some candidates could state the feature of an efficient respiratory surface without giving the function of the feature.

Some candidates only described entry of air into the buccal cavity and out of the buccal cavity without further stating the diffusion of gases across the buccal cavity lining.

Advice to teachers

Clearly differentiate between breathing and gaseous exchange.

Question 37

Tested comprehension.

Candidates were required to state four environmental factors that affect the rate of transpiration and also describe how each named factor affects the rate of transpiration.

Also, they were required to give the uses of transpiration to plants.

Weakness of the Candidates

Some candidates wrote about “transplanting” instead of “transpiration”.

Some failed to explain how the stated environmental factors affect the rate of transpiration.

Advice to teachers

Give clear definitions of biological terms and where possible, give the importance.

553/2 BIOLOGY -PRACTICAL

The paper consists of three compulsory questions.

The paper tested educationally relevant aims, objectives and skills of the syllabus;

Question 1

Involved an investigation on the effect of high temperature on enzyme action ie, boiling yeast denatured the enzymes in yeast. The baking industry and breweries commercially utilize yeast enzymes in the production process.

Question 2

Tested fruit and seed dispersal; promotes understanding of how weeds may colonise new areas by agents of dispersal or just mode of dispersal.

Question 3

Tested how structures are suited to perform their functions ie hollow quill to reduce the weight.

The paper promoted practical skills, use of local materials and information, promoting scientific approach to solve problems and also related knowledge acquired in class to everyday life.

The time allocated was adequate and the questions were clearly phrased. The level of difficulty was comparable with that of 2019.

General performance

Generally, the performance was good. The quality of the work presented by the candidates in 2020 was same as that of the 2019 candidates. Candidates are still poor at analytical and interpretation questions.

Question 1

Candidates were required to carry out food tests on solutions K and L(K and L were carbohydrates)
Then after, investigate characteristics of enzymes.

Weakness of the Candidates

Candidates lacked analytical and interpretational skills. Many failed to state basing on their results, the characteristics of M.

Advice to teachers;

Conduct practical's that require critical thinking.

Question 2

Tested knowledge, comprehension and application.

Candidates were provided with fruits; a capsule, legume and schizocarp labelled D, E and F respectively.

Candidates were required to;

identify the fruits giving a reason in each case.

Observe the specimens and relate the features of each fruit to the mode of dispersal, and also describe the differences in seed arrangement and also differences in the pericarps.

Finally, they were required to draw the transverse section of specimen D.

Weakness of the Candidates

- Lack of observational skills.
- Poor drawing skills.

Advice to Teachers

Conduct practicals beginning from senior one.

Question 3

Tested knowledge, comprehension and analysis.

- Candidates were provided with specimen W and X which were bones and then Y which was a quill feather.
- Candidates were required to;
- Identify the parts of a bird where the specimens were picked from.
- Relate features of the specimens to their function.
- Give the characteristics of the joint formed between the provided bones.
- Make a labelled drawing of specimen Y with just one half of the vane.

Weakness of the Candidates

- Lacked drawing skills.
- Failure to follow instructions eg failure to remove one half of the vane of specimen Y.

Advice to Teachers

- Integrate practical lessons in theory to ease mastery of concepts.
- Conduct and review practical tasks with learners.

553/3 BIOLOGY –PRACTICAL

The paper consists of three compulsory questions. The paper tested educationally relevant aims and skills. The time allocated was adequate and the questions were clearly phrased. The level of difficulty was comparable with that of 2019.

General performance

Generally, the performance was good. The quality of candidates' work was better than that of 2019.

Question 1

Tested knowledge, comprehension and analysis.

Candidates were provided with food solution (protein and starch mixture) and a solution of an enzyme (amylase). They were required to carry out food tests to identify food substances in the solution.

They were required to carry out tests and record their observations and deductions in the tables.

Some tests were to be performed after incubation of the food solutions with an enzyme solution. Then candidates were required to identify the food substances in the solution and give explanations for the observations.

Weakness of the Candidates

- Some candidates still have problems of stating correct colours observed.
- Many made wrong deductions.

- Explaining the results obtained proved a challenge to many candidates.

Advice to Teachers:

Conduct more practicals regularly in all classes.

Question 2

Candidates were provided with two whole plants and a rhizome.

Candidates were required to identify the rhizome basing on observable features, state the structural differences between the plants, state the mode of reproduction for each specimen giving a reason in each case.

They were further required to give the advantages of the modes of reproduction in the rhizome and one plant, using observable features, suggest a habitat of one specimen and then give the importance of the plant in its habitat. Finally, they were required to make a labelled drawing of one specimen showing two middle nodes.

Weakness of the Candidates

- Many candidates did not know the meaning of mode as far as reproduction is concerned.
- Many failed to make an accurate drawing.

Advice to Teachers

Teach drawing skills right from senior one.

Question 3

Candidates were provided with the larval stages of amphibians and insects.

Candidates were required;

To identify the growth stage of the specimens giving a reason in each case, state the habitats of each specimen and state how each specimen suited to live in its habitat.

They were also required to draw the side view of specimen F.

Weakness of the Candidates

Many failed to identify the stages of development of the specimens.

Some gave wrong adaptations of the specimens.

Poor drawing skills especially the required view was missed by many.

Advice to Teachers:

Integrate practicals in normal lessons as topics are covered for good mastery of concepts by learners.

612/1 STUDIO TECHNOLOGY – THEORY**Introduction**

The question paper adequately brought out the aims and objectives of the curriculum and syllabus in the ten compulsory questions set. The most well done questions were 3 and 5. Questions 7 and 9 were poorly done. The total numbers of scripts marked in the 2020 examination were 97,527 compared to the 92,276 in 2019.

The quality of work of candidates presented in the 2020 examination in this paper was poorer than that of 2019. Meanwhile, the candidates' performance scores were also poorer than those of 2019.

Question Analysis

Question 1

Candidates were required to define the given terminologies (contrast, pattern, variety, unity and proportion).

Candidates' Weakness

Some of the candidates didn't know the appropriate definitions.

Advice to Teachers

Do continuous revision for all the content taught right from Senior One to Senior Four.

Question 2.

This question required candidates to explain what is meant by the following sculptural methods:

- Additive method
- Subtractive methods
- Casting methods

They were therefore required to know the different methods of making sculptures.

Candidates' Weakness

Some candidates were unable to differentiate between the methods by use of explanations.

Advice to teachers

Teach learners the different sculptural techniques/methods.

Question 3

Required candidates to define the term weaving and also explain the importance of weaving to the community.

Learners were also required to:

- Be conversant with the different weaving techniques and processes.
- Be able to effectively use the available materials and tools to create functional woven crafts.
- Create attractive patterns (in colour and composition) on the craft.
- Command accurate use of all the other elements and principles applicable in weaving.

Candidates' Weaknesses

- Some candidates made uncoordinated patterns in their weaves.
- Some candidates could not explicitly explain the importance of weaves to the community.

Advice to teachers

Endeavor to make understandable explanations of what weaves are, materials and tools used, methods and techniques involved in the making of weaves, the challenges involved in the production of the weaves and the different uses of weaves to the community.

Question 4

Candidates were required to illustrate and describe the process of clay preparation.

Candidates' Weaknesses

- Some of the illustrations made could not match with the descriptions.
- Some candidates could not follow the sequence of the required process of clay preparation for ceramic/pottery work.

Advice to teachers

- Emphasise practical learning (by doing practical lessons).
- Ensure learners know the chronological order of clay preparation; for pottery/ceramic crafts.

Question 5.

Candidates were required to explain the different ways of improving the Arts and crafts in Uganda. This means that candidates had to be aware of the different challenges that the Arts and Crafts face in Uganda.

Candidates' Weakness

Some candidates could not coherently explain the challenges that the arts and craft industry faces in Uganda especially due to the lacking in the use of language – English.

Advice to Teachers

Explain to the learners the importance of crafts in all aspects of life; socio-economic, cultural, educational, political or otherwise.

Question 6

Candidates were required to define the term “Resist Process” and then **mention** the similarities between batik and tie and dye.

Candidates' Weakness

Most candidates lost out on the definition of “resist process”.

Advice to Teachers

- Teach resist processes, tie and dye practicals, effectively involve and engage the learners. This brings learning closer to them.
- Clearly give the correct meanings of each of those crafts; Batik and tie and dye.
- Give all possible similarities and differences between batik and tie and dye.

Question 7.

Candidates were required to draw and label the diagrams of a kiln and then explain precautionary measures that need to be taken before, during and after loading a kiln and then during the firing of the green ware pieces.

Candidates' Weaknesses.

- Many candidates didn't know the precautionary measures that need to be taken before and after loading green wares in a kiln ready for firing.
- Some candidates also lacked content concerning the precautionary measures that need to be taken during firing of green ware crafts.

Advice to teachers

Fulfill the all demands of the syllabus. Cover the entire syllabus.

Question 8.

Candidates were required to define the term “Logo” and then **mention** the qualities of a good Logo.

Candidates’ Weakness

Many candidates confused a logo with a trademark and instead gave the definition of a trademark, which was wrong.

Advice to Teachers

Give the precise definition between a logo and a trademark.

Question 9.

Candidates were required to explain what screen printing is and then explain the process means and the materials and tools used in the process of making photo emulsion prints using a silk screen.

Candidates’ Weakness

Most candidates lacked adequate content concerning the topic – photo emulsion and screen-printing.

Advice to Teachers

Explore to depth the topic screen-printing to enable learners to master it.

Question 10

Candidates were required to illustrate, name and describe the tools used in carving. They were also required to give the possibilities (advantages) and limitations (disadvantages) of plaster of Paris as a sculpture material.

Candidates’ weakness

Some candidates misunderstood ‘Plaster of Paris’ to be a tool, not a material.

Advice to Teachers

Explore and expose learners to various materials and tools used in studio technology.

612/2 DRAWING OR PAINTING FROM STILL LIFE AND NATURE**Introduction**

This paper had 5 Alternatives as required by the syllabus, from which a candidate had to select and answer only one. Alternative A and Alternative B were Still-Life settings. Alternatives C, D and E were settings from nature.

The best done and most attempted alternatives were A, B and C, while Alternatives D and E were poorly done and least attempted. The quality of candidates’ work and their performance scores in the 2020 examination in this paper were the same as those of 2019.

Question Analysis

Alternative A and B

Required Candidates to observe forms, shape, structure, proportions, different tones, textures (both artificial and natural), colours, use of paper/ space (observance of the 3 grounds i.e. fore, middle and backgrounds), order of growth of natural specimens and composition.

Candidates' Weaknesses

Most candidates were challenged with forms, tones and textures and proper arrangements of compositions.

- Some candidates failed to estimate proportions and hence failed to properly manage their work on paper space - working surface.
- Some candidates used the paper size less than the one provided by UNEB. This is not allowed and it is punishable.

Advice to Teachers

- Guide the learners on the use of space. This can be achieved through constant guided practice.
- Guide learners on the use of elements and principles of art in drawing and painting.

Alternative C

Candidates were required to effectively study and draw/paint from a section of a plant in which accurate representation of natural textures, value, tones, structures, tenderness, use of space and natural growth order were key.

Candidates' Weakness

Some candidates had problems with plant structures natural tone and textural variations

Alternative D

This was a landscape scene, which the candidates were to study. Candidates were required to illustrate mastery of perspectives, both aerial and linear, pictorial composition and use of the 3 grounds (fore, middle and back - grounds), alongside other elements and principles of drawing/ painting.

Candidates' Weaknesses

- Some candidates had problems coming up with naturalistic compositions of a landscape and their compositions appeared artificial and flat.
- Some candidates had problems with showing the different forms of perspectives as they appeared in the natural landscape.

Advice to Teachers

Guide the candidates in landscape drawing or painting in as far as developing a composition is concerned, and how to work with perspectives to produce beautiful and naturally looking perspectives.

Alternative E (Insect)

Candidates were required to show structure(s), forms, textures, and tone values either in drawing or painting.

Candidates' Weaknesses

Some candidates failed to draw/paint the structure of a worker termite.

Advice to Teachers

Study various types of insects (by drawing) so that you are able to guide the learners from an informed point of view.

612/3 DRAWING OR PAINTING FROM A LIVING PERSON

Introduction

Two alternatives were set as required by the syllabus: Alternative A was the Full Figure, while Alternative B was the Head including Torso. Most attempted and well done was alternative B (Head including Torso). Least attempted and poorly done was alternative A (Full Figure). The quality of candidates' work in 2020 examination was better than that of 2019. The candidates' performance scores in 2020 were also better than those of 2019.

Requirements for both Alternative A and B

- Body structures
- Body poses
- Body anatomy
- Flow of drapery
- Foreshortening
- Artistic use of space
- Study of mood/feeling/expressions
- Application of other elements and principles.

Candidates' weaknesses:

- Some candidates failed to draw/paint correct body structures (anatomy), and they also couldn't interpret poses correctly.
- Some candidates failed to accurately represent mood/feeling as represented by the model.
- Some candidates found it difficult drawing/painting drapery.
- Poor observation drawing/painting skills and therefore could not easily foreshorten.
- Some candidates did not know the proper use of space.
- There was also ineffective execution of varied tones and textures of the different parts of the human body.

Advice to Teachers

Enable learners to study human figure drawing/painting from live models of different ages laying emphasis on the elements of human figure drawing/painting; such as critical observation, proper use of space, deeper anatomic studies, foreshortening, application of tones, textures and drapery among others.

612/4 ORIGINAL IMAGINATIVE COMPOSITION IN COLOUR

Introduction

Eight items were set as required by the syllabus. The quality of work of candidates produced in the 2020 examination (in this paper) was poorer than that of 2019. Meanwhile, the candidates' performance scores in the 2020 examination (in this paper) were better than those of 2019.

The most well done questions were 5, 6, and 7. Question 8 was poorly done. The most attempted questions were 1, 4, 5, and 7 while the least attempted were questions 2, 3, 6, and 8. The quality of work of candidates presented in 2020 was poorer than that of 2019, while candidates' performance scores in the 2020 examination were better than those of 2019.

Several media (wet and dry) were used, although crayon, powder colours, coloured pencils and tempera were common.

The following attributes were required:

- Originality and creativity and correct instruction/rubric interpretation.
- Composition arrangement.
- Organization of several items to tell a story (a pictorial story).
- Originality, interpretation and creativity.
- Expression of drama and mood.
- Candidates' degree of originality, creativity and memorization (recall).
- Movements.
- Use of space (at least $\frac{3}{4}$ of the paper given) and representing the illusion of space.
- Illustration of perspectives.
- The effective use of other elements and principles of Original Imaginative Composition.

Weaknesses of Candidates:

- Some candidates misinterpreted item instructions (e.g. question 2 received several misinterpretations).
- Drawing/painting of human/animal and bird anatomy was a problem to many candidates.
- Some candidates failed to come up with telling poses.
- Some candidates failed to artistically organize flow of their compositions.
- Many candidates had problems with effectively expressing mood/feelings, drama (excitement or sadness), and the necessary actions to illustrate their stories.
- There was evidence of traced work.
- Some learners had problems with outdoor experiences.

Note that 612/4 is Original Imaginative Composition and therefore should maximally depict one's creativity, own imagination and creativity.

Advice to Teachers:

- Teach question interpretation skills.
- Teaching imaginative composition should center on the learners' experiences if they are to easily derive utmost creativity and originality.
- Discourage learners from tracing compositions or parts of their composition because this is tantamount to plagiarism/ examination malpractice and it is punishable.
- Teach learners ways of creating "speaking compositions"
- Regular practice and teaching based on the syllabus should be encouraged.
- Expose learners to a variety of compositions such as those based on out-door, in-door, urban, rural, animals, birds and human beings. Note that not all compositions necessarily require human beings.

612/5 GRAPHIC DESIGN – CRAFT A

Introduction

Four questions were set as required by the syllabus. The paper clearly brought out the aims and objectives of the syllabus and therefore tested what was educationally relevant. The overall candidates' performance in the paper was good. The standard of the question paper well compared with that of 2019. The quality of candidates' work presented in the 2020 examination (in this paper) was the same as that of 2019.

The four questions set were used on the following topics:-

1. A label
2. A book cover
3. A poster
4. Calligraphy.

Questions 1 (label) and 3 (poster) were most attempted while question 4 (calligraphy) was least attempted.

Question Analysis

Question 1: (Label Design) and Question 3 (Poster Design)

Candidates were required to show:

- Creative and yet original works in their design.
- Ability to correctly interpret item instructions.
- Legibility of fonts and design.
- A simplified design with proper formats.
- Artistic planning of the text and illustrations to avoid congestion and yet create appealing designs.
- Proper/accurate contrasts through colour and design.
- Boldness and precision of designs.
- Effectiveness in communication by producing a functional design.

Weaknesses of Candidates:

- Most candidates lacked graphical application of colours in their work. Some candidates were actually painting instead of printing.
- Some candidates used irrelevant illustrations; that had no connections with the caption or the purpose of the design.
- Wrong interpretation of dimensions given.
- Some candidates congested the work (they were not simplistic).

Advice to Teachers:

- Emphasise simplicity and contrasts of design.
- Emphasise effective use of pen-and-ink. Candidates should not just paint, but a graphical representation of colour is required.
- Stimulate candidates' originality and creativity and how to manipulate symbols in the creation of illustrations that befit purpose.
- Train learners on skillful use of lettraset and French curves.

Question 2: Book Cover.

Candidates were required to show: clarity, legibility, in their design, portraying creative and yet illustrative texts and design of the book cover. They were also required to manipulate illustrations and colour to create speaking contrasts of design. They were also required to show the different steps taken in the design process of a book cover.

Weaknesses of Candidates:

- Wrong formats.
- Misuse of border designs

- Misplacement of information; for example, information meant to appear on the front cover was also put on the back cover, which is wrong.
- Misinterpretation of and wrong use of dimensions.
- Some candidates rewrote the whole examination instruction and could not sieve out what was required in the question statement to fit the requirements of a book cover.

Advice to Teachers:

- Expose learners to graphical approaches; in matters of dimensions, contrasts, use of colours, when, where and how to use border designs.
- Train learners to correctly interpret item instructions if they are to stop duplicating (unnecessarily) the whole question instructions and how to apply the recommended book cover formats.
- Train learners on preplanning and optimal use of space on the working surfaces.

Question 4: Calligraphy

Candidates were required to do the following:

- Consistent and skillful use of different fonts (letter rendering) to write communicative messages.
- Effective and appropriate border designs.

Weaknesses of Candidates:

- Wrong selection of colours, letters and illustrations.
- Wrong punctuations.
- Some candidates didn't observe correct space dimensions as given in the item instructions.
- Some candidates used ordinary handwriting.

Advice to Teachers:

Emphasise the principles of calligraphic writing; letter construction, legibility, contrasts, lay out, consistence, boldness, dimensions and space, use of colour and border decorations among others.

Note that:

- (a) *Some candidates continue to trace directly from lettrasetts which is not allowed and is punishable. Lettrasetts are only meant to guide students in their design formations.*
- (b) *Some candidates directly trace illustrations from already made works, which is equally an examination malpractice (plagiarism) and is also punishable. Teachers should desist from the habit of encouraging learners to reproduce traced work as it demeans the learner's potential to create their own works; which is the gist of this paper.*

612/6 STUDIO TECHNOLOGY CRAFT B – PRACTICAL

Introduction

Seven questions were set as required by the syllabus. Each candidate was required to select only one task. The examination paper tested what was educationally relevant for UCE level. The 2020 examination paper well compared with that of 2019. The quality of work presented by candidates in the 2020 examination paper was the same as that of 2019.

The candidates' performance scores in the 2020 examination were also at the same level as those of 2019.

Most well done were examination questions 1 and 2. Question 3 was poorly done. The most attempted were examination questions 1 and 2, while least attempted were examination questions 4 and 6.

Question Analysis

Question 1

The task required candidates to produce a batik piece. They were therefore required to apply the elements and principles of batik making i.e.:

- Be conversant with Batik processes and techniques.
- Produce finished sketches/plans
- Be conversant with the use of wax and dyes, apply balance in colours and be able to create artistic effects of design.
- Show personal creativity and originality in pattern development and composition.
- Produce a functional patterned batik suitable for a wall hanging in a living room made from the inspiration of any traditional activity.

Candidates' Weaknesses

Some candidates did not well execute the batik techniques and processes; some painted instead of using wax resist techniques.

Advice to Teachers:

- Practically guide the learners on batik production techniques and processes.
- While teaching, clearly differentiate between batik, painting, and tie and dye and the production techniques, tools and materials required for each of those crafts.

Question 2.

Candidates were required to:

- Produce a badge on a piece of cloth.
- Know the processes and techniques of badge production.
- Understand what a logo is and the processes of logo production.
- Integrate badges and logos.
- Know the meaning of a motif and the processes followed in the production of a motif.
- Know printing techniques, processes and techniques.
- Accurately apply the given dimensions and measurements.
- Know pattern development and continuity principles of design.
- Effectively use the materials and tools needed in fabric printing.
- Know the importance of positives and negatives in badge design and production.

Candidates' Weaknesses:

- Most of the work lacked originality. There was poor registration of work.
- Most candidates had no sketches

Advice to Teachers:

- Encourage students to make finished and yet related sketches. These have a bearing on the originality of their work.
- Give candidates practical demonstrations to enable them relate sketches to the final work.

Question 3

Candidates were required to make a mixed media collage, derived from any of the following themes; dancing, harvesting, or animals.

- Know proper use of given dimensions.
- Know the production stages of a collage design.
- Appropriately relate artistic work with the given theme.
- Effectively select relevant materials required in the production collages.

Weaknesses of Candidates:

- Poor and careless finishing of the crafts by some candidates.
- Poor and careless handling of the materials.
- Development of flowing artistic compositions in collage was a problem to some candidates.

Advice to Teachers

- Emphasise continuous practice coupled with professional guidance of learners to be able to give the learners a hands on experience.
- Some candidates' work lacked originality and some compositions were not stable.

Question 4

Candidates were required to make a wire sculpture based on the theme 'Avoid Child Labour'.

They were also required to:

- Know the principles and elements of sculpture.
- Know the processes and techniques of making sculptures.
- Know the different materials used in the making of sculptures.

Weaknesses of Candidates

- Some candidates work lacked stability
- Some candidates worked outside the given dimensions.
- Poor finish.

Advice to Teachers

- Guide the candidates on the need to work within the given dimensions. Working outside the required dimensions leads to loss of marks.
- Provide more practical lessons with different possible materials in sculpture to ensure effective apprenticeship.

Question 5.

Candidates were required to make an applique apron for a cook. They were also required to:

- Know what an applique is.
- Know all applique processes/techniques.
- Know and apply all the elements and principles of applique making.
- Know the use of materials and tools.

Weakness of Candidates

Some candidates lacked knowledge of the materials, tools, techniques and processes of applique.

Advice to Teachers

Let the learners interact with various materials, tools and techniques required in making of appliques.

Question 6.

Candidates were required to produce a basket for use in their local environment. They were therefore required to be:

Conversant with:

- The elements and principles of basketry.
- Use of the different local materials.
- Use available and necessary tools.
- The different processes and techniques of basketry.

Candidates' Weaknesses

- Some candidates made poor choice of materials.
- Some candidates did not know the processes and they were also not very conversant with the coiling.

Advice to Teachers

Expose learners to the different materials, tools, techniques and processes of basketry through continuous hands-on practice.

Question 7

Candidates were required to make a weave on a frame loom. Candidates were also required to:

- Religiously follow the given design dimensions.
- Produce a weave basing on the conventional processes and techniques. This was a very popular question.

Candidates' Challenge

Some candidates did not know what a frame loom is.

Advice to Teachers

- Explain to the learner the theory of weaving alongside the practice. This enables them to follow the techniques and processes.
- Encourage learners to do as much research as possible so as to stimulate their creativity potential while making different crafts.

612/7 HISTORY OF ART AND APPRECIATION

This paper had five sections; A, B, C, D and E as is required by the syllabus.

Fifteen questions were set in all. Each section had three questions. The sections are:

- Section A – Greek and Roman Art.
- Section B – The Italian Renaissance.
- Section C – The 19th Century in France.
- Section D – West, Central and East African.

The examination paper therefore, tested what was educationally relevant. The standard of the question paper (2020) well compared with that of 2019. Question 1 was most well done while question 10 was poorly done. Question 1 was most attempted while question 11 was least attempted. Question 6 was not attempted at all.

The quality of candidates' work, just like the candidates' performance scores in the 2020 examination were poorer than those of 2019. The candidature in this paper was lower than that of 2019 (from 15 candidates in 2019 to 08 candidates in 2020).

Question Analysis

Question 1

Required candidates to write about the sculpture '**The Seated Boxer**' in terms of: material, style, the artist and intention behind the artwork. Candidates were also expected to write about the characteristics, strengths and weaknesses of the sculpture. Examination item 1 was most attempted.

This question was highly attempted by candidates because it had an accompanying picture that stimulated memory in appraising the work - ***The Seated Boxer***'.

Candidates' Weakness.

Some candidates failed to correctly interpret the verb used; '**appraise**'. They did not understand its meaning and therefore gave responses that were not in line with the requirements of the question.

Question 2, 5 and 12 required candidates to make a genuine description of those works i.e.

Question 2 – candidates were expected to make a description of the characteristics of Colosseum Arena in Classical Rome.

Candidates' Weakness

Some candidates did not clearly understand the requirements of the question and therefore gave the functions of the '**Colosseum Arena**' instead of the characteristics.

Question 5 - candidates were expected to make a description of the characteristics of the Pazzi Chapel by Filippo Brunelleschi.

Candidates' Weakness

Most of the candidates produced wrong guesswork responses.

Question 12 – required candidates to describe the characteristics of the architectural buildings of the Mali people of West Africa.

Candidates' Weakness- some candidates had scanty information about this subject.

Question 3

required candidates to show the differences between the mosaics of Ancient Greece and Ancient Rome.

Candidates' Weaknesses

- Many candidates were unable to show the required differences.
- Most candidates lacked adequate content.

Question 4, 6 and 9 required a critical analysis of the art works respectively:

Question 4 required candidates to thoroughly analyse Michelangelo's '**Creation of Adam**' of the Italian Renaissance.

Weakness of candidates – many were citing biblical excerpts (chapters and verses) instead of analyzing the painting Michelangelo's painting '**Creation of Adam**' in terms of artistic age, inspiration, materials and tools used, style, challenges faced in production purpose/functionality and its contribution/ influence on art - painting.

Question 6 required the candidates to analyse '**Embryo in the Womb**' by Italian Renaissance artist Leonardo da Vinci. This question was not attempted at all.

Question 9 required the candidates to analyse the work of the nineteenth century in France by Edgar; '**Dancer looking at the sole of her foot**'.

Questions 7 and 11 required candidates to discuss:

- The effects of the industrial revolution on the architecture of the 19th century France (Question 7). This required both the positive and negative contributions of the industrial revolution on the 19th Century Architecture in France.
- The common characteristics of West and Central African sculpture, in terms of themes and sources of inspiration, materials used, purpose and functionality, and style of the artist.

Candidates' Weaknesses

- The candidates' responses were not related to architecture (for Question 7).
- Some candidates were not specific with responses; they gave general characteristics of sculpture and were not particular with West African sculpture (for question 11).

Question 10

Required candidates to have good knowledge of the different Art schools in East Africa. Such a background would enable them to select any four of those art schools and then write notes; including and not limited to: how they came up, who started them, where they are located, why they were started, which kind of students they were meant to train, their contributions to Art and what challenges they face to date.

General Advice to Teachers

- Teach to cover the entire UCE syllabus.
- Expose the learners to the basics of observation and appreciation in Art History.
- Expose the learners to appreciation of several visual art works such as sculptures, ceramic /pottery, architecture, paintings or their pictures, where the physical works may not be easy to find. This stimulates their levels of appreciation and critique.
- Teach the learners the meanings of the different action verbs used in the assessment of Art History. This will greatly assist them in question interpretation.
- Ensure that learners are subjected to effective continuous assessment, by way of tests, group discussions, and assignments in the line of Art History. There was evidence that most teachers do not administer continuous assessment in this paper; as was written/reported by some candidates in their answer scripts.
- Encourage learners to research as well as doing broad reading so as to update their knowledge and understanding of art appreciation. This will stimulate their degree of understanding, examination, analysis, appreciation, discussion, descriptions, comparisons, differentiations, doing critiques and above all understanding the vocabulary used in assessment of Art History.

621/1 MUSIC AURAL TESTS

The paper set covered all the important aspects of the syllabus and therefore tested what was educationally relevant. Six tests were set and recorded as required by the syllabus.

These are:

- Test 1 – Rhythm
- Test 2 – Rhythm and Time Signatures (Simple Time)
- Test 3 – Rhythm (Compound Time)
- Test 4 – Melody
- Test 5 – Intervals
- Test 6 – Cadences

TEST-BY-TEST ANALYSIS

Test 1- Drum Rhythm

- Candidates were required to write down the repetitive drum rhythm of the given passage.
- Candidates were expected to interpret Rhythms as set in the test. Many candidates did perform well in this task

Candidates' Weaknesses

Some candidates wrote different Rhythms and mixed them up with those that are not required for their level.

Advice to Teachers:

Learners should start practicing early on this task, as early as lower secondary to allow enough time for learning.

Test 2. Rhythm and Time - Simple Time

Candidates were expected to write down the rhythm of a passage on time signatures – simple time, on a monotone based on the given piano passage. This test was also well done.

Candidates' Weaknesses

- Some candidates mixed the required rhythm with the ones of compound time that were not required for this particular task.
- Some candidates had problems with the time signature and could not comprehend nor acknowledge the time signature used/given.

Advice to Teachers

- Learners should be guided well on time signatures – simple time while teaching by regularly consulting the syllabus.
- Practice in this task should also be started early so that by examination time, they are conversant with the different time signatures.

Test 3. Rhythm and Time Signature - Compound Time

Candidates were required to write the Rhythm of the passage on a monotone based on the piano passage played. The test was fairly done.

Candidates' Weakness

Some candidates mixed up simple time rhythms with the compound time rhythms

Advice to Teachers

Start teaching the different time signatures as early as senior one and pay keen interest on the differences so that learners can easily differentiate them even during examinations.

Test 4. Melody Writing

This test required the candidates to write a melody in G Major. This was the most difficult test for the candidates.

Candidates' Weakness

Some candidates managed to get the rhythm correct but majorly, most had problems with pitch.

Advice to Teachers

- Emphasise the teaching of pitch and let the candidates do enough related practice.
- Emphasise practical work by the students with regular demonstration lessons preferably as early as senior one or two, with simple intervals.

Test 5 - Intervals

Candidates were expected to describe intervals according to pitch thus; Major, Minor or Perfect. Many candidates failed to identify the second interval.

Candidates' Weakness

The major problem was with identifying the minor interval.

Advice to Teachers

- Teachers should acknowledge that pitching is a prerequisite for every musician and therefore, learners should be trained thoroughly in the concept of pitching as early as possible to allow practice and mastery.
- Thoroughly train students/candidates in the area of intervals with guided practice.

Test 6 - Cadences

This required candidates to identify and write down the cadencies in the order they happen to occur namely; perfect, imperfect, plagal or interrupted. This test was very well done.

Candidates' Weakness

Some candidates wrongly guessed the cadences and ended up confusing them.

Advice to Teachers

- Start teaching cadences and pitches early enough to allow enough practice with the learners.
- Hymns are also a good teaching tool. The candidates should listen to hymns to get enough practice.

621/2 GENERAL MUSIC KNOWLEDGE

The paper set clearly brought out the aims and objectives of the syllabus and the examination paper tested what was educationally relevant to the level of the candidates. The 2020 quality of work was better and therefore the candidates' performance scores were also better than those of 2019.

The examination paper comprised of three sections A, B and C, with 10 (ten) questions in all.

Section A: (Music Analysis and Harmony) was comprised of:

- Question 1 – Piano Piece – Trumpet Tune by Henry Purcell.
- Question 2 – Ethnic Melodic Analysis – Jita Story Song
- Question 3 – Continuation of a Melody
- Question 4 – Elementary Harmony

Section B: Prescribed Music Works

- Question 5 – French suite No. 6 in E Major by Johann Sebastian Bach
- Question 6 – Lazarus by Franz Schubert
- Question 7 – Background knowledge on prescribed western works and composers
- Question 8 – Background music knowledge on prescribed Ethnic works

Section C: Ethnic and Western Music Knowledge

- Question 9 – Ethnic Music knowledge
- Question 10 – Western music knowledge

All questions were done apart from Question 7. The best done question was 8 (Prescribed Ethnic Works).

Question By Question Analysis

SECTION A – MUSIC ANALYSIS AND HARMONY

Question 1 - Piano Piece Analysis

Trumpet Tune by Henry Purcell

Candidates were required to listen and analyze the Piano Piece and identify music terms. They were also required to analyze the given excerpts. Most candidates managed to get right most sections of the analysis.

Candidates' Weakness

Many candidates failed to answer the question part about modulations.

Advice to Teachers: Allow candidates to have enough practice on the recorded piano pieces and practically guide them in the different attributes of Piano Piece Analysis.

Question 2 - Ethnic Melodic Analysis

Required candidates to analyse “The Jita Story Song”. Many candidates were able to state the tempo and speed of the song and were also particular with the reasons that qualify and identify the song as African. There were no problems identified with this question on the side of candidates.

Question 3 – Continuation of a Melody

Candidates were required to add an answering phrase to the given phrase. Most candidates excelled at this task.

Candidates' Weakness

The candidates who failed were careless in writing their notes, had unnecessary leaps and poor endings.

Advice to Teachers

Subject candidates to as many exercises as possible for the sake of practice.

Question 4 – Elementary Harmony

The task required candidates to add alto, tenor and bass to the given soprano line. Candidates were therefore required to harmonise the given melody.

Candidates' Weakness

Candidates lacked adequate knowledge about the basic rules of harmony.

Advice to Teachers

- Endeavor to teach candidates the basic principles of harmony.
- Start teaching “harmony” as early as possible and let candidates do regular related exercises on elementary harmony.

Section B: PRESCRIBED MUSIC WORKS

Question 5 and 6

This task required candidates to do an analysis of Western Prescribed Music works. Thus on Question 5- Johann Sebastian Bach's French Suite No. 6 in E major and Question 6 - Lazarus by Franz Schubert. Many candidates did perform very well in these two questions and their work was commendable.

Advice to Teachers

- Train candidates in the requirements of analysis questions.
- Carry out thorough research on issues of prescribed music set works' analysis.

Question 7 – Background Knowledge on Prescribed Western Works and Composers

Candidates were expected to give a historical background about the composers of the set works. Many candidates had a problem interpreting the questions.

Advice to Teachers

- Train candidates on matters of question approach and interpretation.
- Train candidates in techniques of presentation of examination responses.

Question 8 – Background Music Knowledge on Prescribed Ethnic Works

Candidates were required to know background information on the ethnic set works in terms of:

- Who the author is
- When it was played
- The form of the song
- Which part of Uganda the song/piece originate
- The Techniques of instrumentation
- The instruments (and their class) used in the song/pieces
- The functions at which the song is performed and why
- The sounds evident in the song
- The music characteristics of the song
- Dance Techniques compatible with the selected songs

These tasks were well done by most of the candidates and no weaknesses were identified. Teachers are congratulated for teaching these ethnic works well.

Section C: ETHNIC AND WESTERN MUSIC KNOWLEDGE

Question 9 – Ethnic Music Knowledge

Candidates were expected to:

- Know the different African music instruments
- The materials from which the instruments are made.
- The family to which the music, dance or instruments belongs
- Know the techniques employed in playing those instruments
- Draw, illustrate and label the diagram of the instrument.
- Give the different functions of the different parts of the instruments.

Candidates answered these tasks very well and it was the best done question. There were no weaknesses seen from the candidates' work.

Question 10 –Western Music Knowledge

Candidates were required to;

- Explain the meaning of any three of Aria, Lullaby, Sonata, String quartet and a Carol.
- Define what a choir is, mention the voices in a choir and show how these voices are arranged on a musical score.

Most candidates preferred the question on a choir and performed well. The few who attempted the task on music terms also did well.

Candidates Weaknesses

Candidates failed to spell correctly words like BASS. Most wrote it as BASE.

Conclusion

Candidates of 2020 found it easier to answer the questions than the ones of 2019. The questions passed highly were those on Ethnic Music- Question 8 and 9.

There is need for teachers to expose the candidates to more Western Music.

621/3 MUSIC PRACTICAL

The paper tested what was educationally relevant and covered all the important aspects of the syllabus. This paper is examined in the individual schools of the candidates. Examiners were sent to schools to do the assessment.

Required: Candidates were required to present either two African pieces and one Western piece or one African piece and two Western pieces. Candidates were as well required to sight read and do viva voce.

There was an evident improvement in the practical examinations this year 2020 compared to last year 2019.

In Africa Vocal Solo; the requirements were tone, diction, rhythm, expression, message, pitch, interpretation, body language, theme, accuracy, intonation and articulation. The above attributes were also required in Western Vocal Solo.

For African Instrumental Solo and Western Instrumental solo, the candidates were expected to pay keen attention to:

- Pitching
- Rhythms
- Fluency in the releases
- Performance
- Tone quality of the instruments
- Plating techniques
- Use of correct keys
- Use the Stage
- Costume, accompaniment and
- Interpretation.

The following were required of the candidates in traditional dance:

- Use of accompaniments
- Mastery of dancing techniques
- Knowledge of the traditional music
- Costuming
- Proper stage use
- Interpretation of the themes
- Appearance on stage
- Flexibility
- Authenticity

For the sake of viva voce, candidates were required to:

- Be knowledgeable about the different music instruments evident in their performances.
- Exhibit musical knowledge in traditional performances.
- Exercise confidence and reasonable audibility while performing.
- Have adequate background information on the pieces they choose to present.
- Be fluent in the required language of expression.

In sight singing, candidates were required to have:

- Reasonable capacity to read notations
- Ability to read and play instruments
- Knowledge on pitching and rhythms.

Candidates' Weaknesses

In African Vocal Solo and Western Vocal Solo, candidates had the following challenges:

- Some candidates lacked confidence and authenticity.
- There were challenges with voice projections
- Many candidates had problems with interpretation.
- Many candidates had no African tones in their singing.
- Accompaniments were not followed.
- Some words and syllables were not clearly heard; end syllables were missing.
- There was a problem of breath control.
- There was also a problem of failure to do proper phrasing as well as failure to accurately follow the music expressions on the script.
- Some soloists were taking leading roles in folk songs especially for group performances.

- Lack of improvisations by some candidates
- For western vocal solo, there were problems of voice quality in terms of warmth.

For African Instrumental Solo and Western Instrumental Solo, the following were major challenges:

- Variations and dynamics were not fully exploited.
- There was no evidence of exposure to different African instrumental solo styles.
- For some candidates, African tone was lacking.
- Candidates had challenges with playing techniques.
- Brief and undeveloped pieces
- Interpretation of songs was a problem.
- Wrong keys were used.
- Some candidates had pitch inaccuracies.
- For western instrumental solo, some candidates had problems of phrasing with recorder playing, fingers and mouth positions on the recorder.

In the Traditional Dance, the following were the major challenges:

- For some dancers, movement was weak and not authentic.
- For some candidates, there was lack of clear choreography.
- Some candidates could not easily balance the stage in choreography.
- There was failure to exploit the different dance motifs easily, quickly and timely.
- Some candidates could not effectively use the stage and costumes.

Viva voce had the following challenges:

- Failure to express themselves in English
- Lack of knowledge of traditional instruments
- Many candidates lacked the background theory of the songs they performed
- Lack of confidence

These were the candidates' weaknesses in sight singing:

- Some candidates lacked the required level of fluency.
- Counting in Rhythms was common
- Weaknesses in pitching of notes and getting Rhythmic patterns
- Some candidates could not link phrases
- Some candidates lacked confidence.
- There was a problem of pitching.

Advice to Teachers

- For sight singing, let students be trained to start with crotchets and then build scope gradually
- Undertake more research on voice development, to be able to get a richer tone.
- Train the candidates to practice regularly so as to improve on diction.
- Allow the learners to perform before several audiences to enable them develop their confidence.
- Teachers should introduce reading of staff music as early as possible to enable sort the challenges in sight-reading and western music.
- Let the candidates do regular and guided sight-reading practice.
- Avail candidates with necessary instruments for practice
- Teachers should benchmark and do guided consultations/research.
- Give western pieces enough attention to enable improve on tone, accuracy of notes and dynamics.

- Exploit use of stage and costumes for dances.
- African instruments should be given enough attention than leaving candidate on their own.
- Attend in service trainings and workshops to discover changes in the syllabus and curriculum.
- Keep a practicing choir in the schools throughout the year and impress upon the head teachers to get interested in music if you are to win support of school administrators.

Note: *African pieces were the best done compared to the Western pieces.*

652/1 CLOTHING AND TEXTILES (THEORY PAPER)

General Comments on Quality of the Question Paper

The paper had Sections A, B. Section A had compulsory questions, twenty of which were multiple-choice questions of 1 marks each, and one structured question with subsections (a) to (f) for 20 marks. Section B had five essay type questions of 20 marks each. Candidates were to answer any three of those questions. The paper covered important aspects of the syllabus adequately and it brought out the aims and objectives of the syllabus.

It tested what is educationally relevant and the questions were clearly phrased. The level of difficulty of the questions and the standard of the paper were comparable to that of 2019.

No particular group of candidates were favoured and differences in performance were mainly due to individual poor question approach and expression in English language.

The time allocated for this paper was adequate.

Apart from questions 21c and d, most of the questions in section A were low order questions.

The high ability questions were in section B. They included 22c, 23c, 24a, 25c and 26b.

The rest of the parts of questions in section B were of knowledge and recall type.

The standard of this year's paper was comparable to that of last year paper.

The paper adequately covered the syllabus in terms of contents, aims and skills.

Comments on Performance of Candidates

- The overall performance was good although a few candidates performed poorly.
- The well-done question was 23.
- The poorly done questions were 22 and 24.
- The most attempted questions were 23 and 25.
- The least attempted question was 22.
- All questions were attempted.
- The quality of work the candidates presented was better with scores higher than the previous year.

Comments on individual questions

Questions 1-20

It is a compulsory part of the paper. Candidates were to select the most appropriate answers from the alternatives provided. Although they were mostly low order questions, many candidates did not respond to them appropriately. Some of the candidates were just guessing answers to fill up spaces.

Weaknesses of Candidates

Candidates failed most of the multiple-choice questions probably due to inadequate reading and less practice in procedures of garment construction.

Advice to Teachers

Teachers should encourage candidates to read widely by giving assignments tasking them to read and make their own notes other than always giving notes to copy.

Question 21

Candidates were to fill in spaces provided with the correct answers. The question was the most popular and majority of candidate scored highly.

Advice to Teachers

Teachers should give a variety of class activities over a wide range of topics in the syllabus to encourage candidates read widely.

Question 22

Candidates were required to define the term yarn, state the characteristics of Satin and Twill weave, and explain in details the advantages of bonded fabrics. This question was unpopular

Weaknesses of Candidates

Candidates could not relate theory to practical. They also had inadequate knowledge of describing the characteristics of Satin and Twill weaves.

Advice to Teachers

Teachers should avail candidates with cloth materials to practice classifying fabrics visually. Other ways of teaching such as use of video shows and use of animations could help candidates learn characteristics of various fabrics better.

Question 23

The question required giving reasons for thread breaking during machine stitching, suggesting ways of preventing thread breaking, appropriate care for sewing machine and identifying qualities of cutting table and dressing mirror. This question was very popular.

Weaknesses of Candidates

Most candidates made errors in spellings and sentence construction.

Advice to Teachers

Teachers should always be strict on spellings and sentence construction while marking candidates' course work assessments. Always correct wrong spellings and errors in sentence construction.

Question 24

The question, required candidates to explain properties of woolen fabric, describe production of wool fibres, give sources of wool and methods of identifying wool fibres.

Weaknesses of Candidates

Candidates lacked content of the subject to answer this question.

Advice to Teachers

Teachers should adequately cover all aspects of the syllabus. Encourage reading about the subject beyond lesson notes. Give well-balanced revision questions to candidates and make corrections where candidates fail to answer the questions appropriately.

Question 25

Candidates were to discuss points considered when working seams, Illustrate the procedure for working a plain seam and show the differences between an open seam and a French seam.

Part (a) of the question was popular but (b), (c) and (d), were not

Weaknesses of Candidates

Many candidates could not illustrate the procedure for working a plain seam; instead, they were just outlining parts of the procedure.

Advice to Teachers

Encourage candidates to practice different processes in garment construction frequently.

Question 26

It required candidates to illustrate a style in each case that would improve appearance of a tall slender person and a short stout person, identify qualities of a good opening and outline methods of fastenings in garments. The question was popular.

Weaknesses of Candidates

Many candidates could not clearly illustrate styles that would improve appearance of different people.

Advice to Teachers

Skills should be taught practically to enable candidates use the knowledge later to perform required tasks. Candidates should therefore, be allowed more time to try on different styles and they observe the effects of each style on different people during the course of study.

652/2 CLOTHING AND TEXTILES (PRACTICAL PAPER 2)

General Comments on Quality of the Question Paper

This paper is composed of only one practical test item in form of instructions on how to cut and make the garment in question and list of materials provided. Diagrammatic impression of the final product is also included as part of the paper. The paper covered the important aspects of the syllabus adequately and it brought out the aims and objectives of the syllabus.

It tested educationally relevant aspects and the instructions were clearly phrased. The numbers of processes were more than in previous year, making the test item more difficult than that of the previous year, 2019. The time allocated was adequate. Candidates were required to adjust the pattern provided and make a school shirt. All candidates attempted the question. The timed practical was poorly performed and the quality of work produced was poorer compared to the previous year

Weaknesses of Candidates

- Some candidates did not make cuttings for the full garment.
- Some candidates presented uncompleted work.
- Some candidates did not tack some work before machining.
- Some candidates made articles that were ill fitting.

Advice to Teachers

- Teachers need to collect instructions early enough to prepare for this exam in good time.
- Teachers should encourage candidates to practice the order of making items and the basic sawing processes.
- Teacher should emphasize correct measurements and appropriate adjustment of the pattern to fit the wearer.
- Teachers should supervise and ensure that all candidates do two articles for course work i.e one for adult with all the sawing processes e.g. fastening, collar, sleeves, controlling fullness, trimming neatening edges. The second article should be any household item or a child's garment.
- Teachers should emphasize clear labeling of practical items with candidates' name and number as they are packed.

662/1 FOODS AND NUTRITION

General Comments on Quality of the Question Paper

The paper consists of three sections A, B and C. Section A had twenty multiple-choice questions of one mark each (Total of 20 marks), and one structured question of 20 marks. All questions in section A were compulsory. Section B had two essay type questions of 20 marks each, and section C had four essay type questions of 20 marks each. Candidates were required to answer one question from section B and two questions from section C.

The paper adequately covered the syllabus in terms of contents, aims and skills. It clearly brought out the aims and objectives of the syllabus and tested what was educationally relevant. The time allocated for this paper was adequate.

No particular groups of candidates were favoured and differences in performance were mainly due to individual poor question approach and expression in English language.

Most of the questions in section A were low order questions. The high ability questions were in section B and C. They included question 22(b), (c), (d), 23(a), (cii), (d), 24(b), 25 (b), (d), and 26 (c). The rest of the parts of questions in section B and C had aspects of knowledge and recall.

The standard of this year's paper was comparable to that of last year paper.

Comments on Performance of Candidates

- The overall performance of candidates was good

- Well-done questions were 22 & 24.
- Poorly done questions were 23 & 26.
- Most attempted questions were 22 and 24
- Least attempted questions were 26 & 27.
- All questions were attempted.
- Quality of work presented by candidates was poorer than that of last year 2019.
- Candidates' performance score this year was poorer than that the previous year.

Comments on individual questions

Question 1- 20

These were compulsory multiple-choice questions.

Weaknesses of Candidates

Some candidates did not choose any of the responses provided yet others chose two of the alternatives instead of one. It was observed that in certain cases, some candidates were merely guessing the responses.

Advice to Teachers

Teachers should encourage candidates to read widely by giving assignments tasking them to read and make their own notes other than always giving notes to copy. Teachers should also advise candidates to attempt all compulsory questions.

Question 21

This structured question required short precise answers. It required candidates' knowledge about the aims of boiling food, the effects of boiling eggs, chemical raising agents, safety precautions followed while deep fat frying food, the signs and symptoms of iron deficiency, meaning of Mental retardation and catabolism and naming parts of a wheat grain as well as stating the functions of some of the named parts.

Weaknesses of Candidates

- Candidates gave advantages of boiling food instead of the safety precautions followed while deep fat frying food.
- Some candidates did not recall the signs and symptoms of iron deficiency anemia.

Advice to Teachers

Teachers should clearly specify the various contexts required for various techniques in cooking. Teachers should also teach the practical guidelines while dealing with various methods of cooking.

Question 22

Candidates were required to outline the role of fats in the diet, explain why the elderly are vulnerable to nutritional disorders, cite problems associated with over consumption of lipids and give effects of vitamin A deficiency. It was a very popular question.

Weakness of Candidates

Candidates failed to differentiate between dietetic roles of fat from culinary roles of fats.

Advice to Teachers

Teachers should emphasize the roles of nutrients in the diet and clearly state the effects of their deficiency.

Question 23

Candidates were required to; Differentiate signs from symptoms of a given disease, Give symptoms of Rickets, Scurvy and Pellagra, state meaning of obesity and how to control it, and describe the procedure used to make water safe for drinking at home.

This question was popular but poorly performed.

Weaknesses of Candidates

Most candidates could not differentiate between the symptoms and signs of the diseases they gave. Majority of candidates also lacked knowledge of the symptoms of Rickets, Pellagra and Scurvy.

Advice to Teachers

- Teachers to be categorical on the differences between signs and symptoms of a disease.
- Teachers should tell candidates that some diseases have similar symptoms so candidates should not fear giving the same symptom for different diseases as long as it is correct.

Question 24

The candidates were required to; Outline techniques for using a gas cooker to bake, explain effects of heat on beef in stewing and State the points to consider when buying good quality meat.

The question was very popular and most attempted in section C.

Weaknesses of Candidates:

- Some candidates failed to give changes that occur to beef due heat in stewing but rather generalized the effects of heat on meat.
- Some candidates did not give the techniques for using a gas cooker to bake instead they outlined the general care of the gas oven.
- Some candidates could hardly state eight points considered when choosing good quality beef.

Advice to Teachers

- Teachers should always relate the theory to practical during practical cookery lessons as candidates do the real heating of foods.
- Expose candidates to as many equipment in the laboratory as you possibly have so that they get familiar to them.
- Teachers should involve candidates in shopping food items for practical lessons so that they can observe the qualities considered when buying a particular food.

Question 25

Candidates were required to; Suggest the possible causes of poor flavour and poor consistency in a soup, give the importance of fruits in the diet, give ways of preventing oxidative enzyme browning in Irish potatoes and classify vegetables.

The question was popular.

Weakness of Candidates

- Majority of candidates could not recall the causes of faults in soups.
- Some candidates could not give the dietetic value of fruits and instead gave the physiological value of fruits.

Advice to Teachers

- Teachers should emphasize that dietetic value of a food does not only mean the importance of a food to the body but also the practical reasons for using a particular food in the diet. For example, the amount of preparation required the colour, texture and flavour of the food, all of which contribute to variety in the diet, etc.
- Teachers should always point out the faults in food preparation as they occur during practical lessons.

Question 26

The question required candidates to; Identify causes of hard pastry and crumbly pastry, Outline rules of making good quality pastry, give reasons for using eggs in cake mixtures and suggest ways of preventing curdling in cake mixtures.

The question was less popular.

Weaknesses of Candidates

- Majority of candidates could not recall the causes of faults in pastry.
- Very few candidates understood the word “curdling” and therefore could not relate their responses to it as a fault in cake making.

Advice to Teachers

- Teachers should help candidates to identify, name and discuss different faults in cake mixtures as they occur during cake making.
- Teachers should point out the cause of each fault as soon as it occurs in a pastry during practical lessons.

Question 27

Candidates were required to; Give rule for making stock, identify uses of sauces in cookery, name some sauces and describe rules for making jam.

The question was one of the least popular questions.

Weaknesses of Candidates

- Some candidates misunderstood the word “stock” as used in cookery, for stock in commerce.
- Majority of candidates thought that sauces are the same as stews.

Advice to Teachers

- Teachers should endeavor to draw distinctions in the meaning of culinary terms that have same spelling as other words. Examples of such words include; stock, cover, dish etc.
- Teachers provide a list of culinary terms to candidates and encourage them to master such terms.
- Teach candidates more practical lessons to enable them interact with different cookery products and be able to practically differentiate them.

662/ 2 FOOD AND NUTRITION

General Comments on Quality of the Question Paper

This paper consists of eight questions in form of instructions on how to prepare, cook and serve different dishes. A candidate is required to do only one of the questions chosen by ballot.

The paper adequately covered the syllabus in terms of contents, aims and skills. It clearly brought out the aims and objectives of the syllabus and tested what was educationally relevant. No particular groups of candidates were favoured and differences in performance was mainly due to individual poor interpretation of instructions or inability to perform the required skills. The time allocated for this paper was adequate.

The standard of this year's paper was comparable to that of last year.

Timing has improved tremendously and majority of candidates completed their practical within the allotted time.

Comments on Performance of Candidates

- The overall performance of candidates was better than that of the previous year
- All questions were attempted.
- Quality of work presented candidates was better than that of last year 2019.
- Candidates' performance score this year was better than that the previous year.
- Hygiene of food handling during preparations has greatly improved and the writing of time plans has equally improved for many candidates.
- Candidates still struggled to write reasons for choice of dishes. These reasons should reflect the choice of dishes that answer the test question especially if the stem requests or emphasizes something.
- Most candidates displayed practical skills adequately.

Comments on individual questions

Question 1

Candidates were required to; Prepare Jam buns and serve with tea on a tray, use a pulse, Cheese, left -over cassava and Bread crumbs to prepare an interesting dish in each case.

Weaknesses of Candidates

Most candidates did not prepare an interesting dish from leftover cassava.

Advice to Teachers

Teachers should emphasize the use of locally available traditional foods in cookery.

Question 2

Candidates were required to; Prepare, cook and serve a main course of a meal for visitors from Northern Uganda, and make cheese scones and serve them with a hot beverage.

Weaknesses of Candidates

Some candidates did not choose suitable dishes for the main course of a meal for natives of Northern Uganda.

Advice to Teachers

When conducting practical, teachers should teach candidates different specialties for people from different parts of Uganda.

Question 3

Candidates were required to; Show skills in milk cookery by preparing a sweet and savoury dish, and prepare accompaniments to the milk dishes to complete a three-course meal for a convalescent nursing mother.

Weaknesses of Candidates

Some of candidates did not know the meaning of the term savoury, which means salty. Some candidates made milk dishes that they could not combine well with other dishes to complete a three-course meal.

Advice to Teachers

Teachers should practically demonstrate how to combine dishes from different foods to make meals. Also, teach candidates dishes suitable for different courses. Give candidates a list of culinary terms and their meaning.

Question 4

Candidates were required to; Use minced meat, soya beans and pineapples to prepare an interesting dish in each case for a school on its silver Jubilee celebrations, and make other dishes to demonstrate glazing, coating and Jam making.

Weaknesses of Candidates

Some candidates did not balance the meal for the jubilee celebrations.

Advice to Teachers

Teachers should guide candidates on how to balance meals.

Question 5

Candidates were required to; Prepare grilled liver, chips, a suitable sauce vegetable salad and a drink for a midday meal, and make fancy bread rolls.

Open day reception dishes were good.

Weaknesses of Candidates

Some candidates were form between grilling and roasting. Many roasted liver instead of grilling.

Advice to Teachers

Teachers should clearly show the differences in the various methods of cooking.

Question 6

The question required candidates to; Prepare suitable lunch for a group of students going for a tour, and bake and decorate a marble cake.

Weaknesses of Candidates

Majority of candidates who did this test could not think of any creative way of decorating a cake other than icing.

Advice to Teachers

Teachers should teach candidates a variety of ways to decorate cakes e.g. using fruits such as berries, whipped cream, molten chocolate etc.

Question 7

The question required candidates to; Prepare, cook and serve traditional dishes suitable for an introduction ceremony, make an edible Centre piece for the high table, Chelsea buns and serve with coffee on a tray.

Weaknesses of Candidates

Most candidates did not follow the rules of tray service. They lacked the skill of arranging dishes on a tray.

Advice to Teachers

Teachers should demonstrate tray service practically so that candidates learn the skill through practicing what they observe the teacher do. Encourage the candidates to practice this skill whenever they make coffee, tea, soups and bread rolls.

Question 8

The question required candidates to; Prepare two dishes using chicken and sweet bananas, cook accompaniments and serve with chicken and sweet banana dishes to complete a two-course meal for two adults and three toddlers, and prepare queen cakes.

Weaknesses of Candidates

Some candidates misinterpreted the instruction and made dishes containing chicken and sweet bananas instead of a chicken dish and another dish from sweet bananas.

Advice to Teachers

Teachers should increase on the number of practical lessons with a variety of instructions.

672 /1 HOME MANAGEMENT**General Comments on Quality of the Question Paper**

The paper had two sections A and B. Section A had three parts. Part I – (House Craft) had two questions, part II (Laundry) had two questions and part III (Meal management) had two questions. Section B (Mother Care Craft) had three questions. All questions were essay type questions of 20 marks each. Candidates were required to answer one question from each parts of section A and two questions from section B.

The paper adequately covered the syllabus in terms of contents, aims and skills. It clearly brought out the aims and objectives of the syllabus and tested what was educationally relevant. The time allocated for this paper was adequate.

No particular groups of candidates were favoured and differences in performance were mainly due to individual poor question approach and expression in English language.

Questions in both section A were a mixture of low order and high ability questions
The level of difficulty of this year's paper was comparable to that of last year's paper.

Comments on Performance of Candidates

- The overall performance of candidates was good.
- Well-done questions were questions 02 & 09.
- Poorly done questions were 05 & 01.
- Most popular questions were 2,3,5,8 and 9.
- Least attempted questions were 1 & 4.
- All questions were attempted.
- Quality of work presented candidates was poorer to that of last year 2019.
- Candidates' performance score this year was poorer than that the previous year.

Comments on individual questions

Question 1

Candidates were required to outline ways one can enhance their appearance, explain care of socks and how children can be helped to avoid dental problems. Candidates also asked to outline functions of floor coverings and discuss factors that determine choice of a colour scheme.

This question was the most popular in the housecraft part of section A.

Weaknesses of Candidates

Some candidates interpreted colour scheme as general furnishings.

Advice to Teachers

Teachers should explain to candidates the differences between general furnishings and colour schemes. They should also discuss effects of different colour schemes on furnishing a home.

Question 2

Candidates were required to outline qualities of a sick room, explain the care for a child suffering from diarrhea, suggest ways of preventing infections in a home and describe ways of controlling bleeding from a deep cut.

This question was the less popular.

Weaknesses of Candidates

Some candidates did not put emphasis on deep cut but gave general first Aid for a cut.

Advice to Teachers

Teachers should clearly show the differences between the general first Aid for minor cuts and deep cuts.

Question 3

Candidates were also required to differentiate between dry cleaning and sponging, state the effects of inadequate rinsing of washed garments, outline points considered when choosing materials for under wear and describe the care for a silk scarf.

The question was very popular.

Weaknesses of Candidates

Some candidates do sponging for dry cleaning in daily life, so they thought that sponging was the same as dry cleaning. Some misunderstood choice of material for under wear as general care for under wear.

Advice to Teachers

Teachers should practically show candidates the specific methods of laundering clothes.

Question 4

Candidates were required to distinguish between pressing and ironing, give conditions that may lead to disinfection of garments, state processes carried out before a family wash and describe the care required by a permanently pleated skirt.

This question was less popular in section A.

Weaknesses of Candidates

Many candidates did not know that there is a difference between pressing and ironing. Some also failed to state processes carried out before a family wash.

Advice to Teachers

Teachers should guide the candidates on preparations done before the family wash and about the laundry processes done thereafter.

Question 5

Question required candidates to give reasons for coating food before frying, explain why poaching is suitable for the sick and explain the principles involved in freezing, salting and smoking as methods of preservation and suggest hygiene practices that cooks in a school should be encouraged to observe.

This question was the most attempted among those in meal management.

Weaknesses of Candidates

Some candidates explained the procedure in salting, freezing and smoking instead of the principles involved.

Advice to Teachers

Teachers should give a detailed explanation to candidate about the difference between procedures and principles involved in various food preservation methods.

Question 6

Candidates were required to contrast complete and incomplete proteins, give reasons for cooking food, justify the popularity of convenience foods and state rules to observe while steaming food.

It was the less popular among those on meal management.

Weaknesses of Candidates

Some candidates did not understand the different classes of proteins and their examples.

Advice to Teachers

Teachers should use real food items to show candidates the examples of complete and incomplete proteins.

Question 7

Candidates were required to define the term immunization, give reasons why some mothers do not take children for immunization, list the symptoms of pneumonia and measles and state ways of caring for a child suffering from measles.

It was of the least popular questions in section B (Mother Care Craft).

Weaknesses of Candidates

Most candidates did not know the reasons why mothers do not take their children for immunization.

Advice to Teachers

Teachers should encourage candidates to interact with mothers of babies in their community to find out why some mothers do not take their children for immunization.

Question 8

Candidates were required to give the meaning of a Layette, state points a mothers should bear in mind when choosing baby's clothes, guide expectant mothers on how to keep healthy throughout pregnancy and identify factors that promote growth and development in children.

It was one of the popular questions.

Weaknesses of Candidates

Candidates were unfamiliar with the term Layette.

Advice to Teachers

Teachers should identify all the important terms related to mother care craft and discuss their meaning with candidates.

Question 9

Candidates were required to define a nuclear family, describe the effects of family break up to the spouses and children and guide parents and children on how to maintain smooth relationship in a home.

It was one of the most attempted and well-done question in this section.

Weaknesses of Candidates

Some candidates described causes instead effects of family break up.

Advice to Teachers

Teachers should guide candidates on meaning of words used in the stems of test items.

672 /2 HOME MANAGEMENT

General Comments on Quality of the Question Paper

This paper consists of seven questions in form of instructions on how to; prepare, cook and serve different dishes, launder different garments and articles and clean different areas of the home. A candidate is required to do only one of the questions chosen by ballot.

The paper adequately covered the syllabus in terms of contents, aims and skills. It clearly brought out the aims and objectives of the syllabus and tested what was educationally relevant. No particular groups of candidates were favoured and differences in performance was mainly due to individual poor interpretation of instructions or inability to perform the required skills. The time allocated for this paper was adequate.

The standard of this year's paper was comparable to that of last year.

Timing has improved tremendously and majority of candidates completed their practical within the time allowed for paper.

Comments on Performance of Candidates

- The overall performance of candidates was better than that of the previous year
- All questions were attempted.
- Quality of work presented by candidates was better than that of last year 2019.
- Candidates' performance score this year was better than that the previous year.
- Most candidates performed practical skills adequately.

Comments on individual questions

Question 1

Candidates were required to prepare, cook and serve an attractive dessert dish in each case using; buttered sliced bread, marble cake, yoghurt, launder a school uniform for a nursery child, remove a banana sap stain from a handkerchief and thoroughly clean and arrange a refrigerator.

Weaknesses of Candidates

Some candidates used soap to wash the inside of a refrigerator. Some candidates failed to remove the stain from the handkerchief and could not make an attractive dessert dish from yoghurt.

Advice to Teachers

Teachers should teach cleaning agents with emphasis on their suitability for different equipment. For example, the use of bicarbonate of soda to clean refrigerator and cookers. They also should encourage candidates to practice removal of various stains, and to make dishes from leftover foods.

Question 2

Candidates were required to prepare a main dish using beef and serve it with suitable accompaniments to complete two-course supper meal, launder a loose coloured chair back, a napkin and food net, remove a coffee stain from a napkin and clean a wick stove and a food flask.

Weaknesses of Candidates

Some candidates failed to remove the stain from the handkerchief and could not make an attractive dessert dish from yoghurt.

Advice to Teachers

Teachers should encourage candidates to practice removal of various stains, and to make dishes from leftover foods.

Question 3

Candidates were required to clean a baby's feeding equipment, launder a discoloured white cotton bedsheets, pillowcase and handkerchief for a sister suffering from typhoid, use fresh fish to prepare a nourishing meal for the sister, self plus a suitable weaning dish for the baby and clean and lay the baby's cot.

Weaknesses of Candidates

Some candidates forgot to disinfect the handkerchief, bedsheets and pillowcase for the sick sister. Some candidates did not balance the meal to take of the baby.

Advice to Teachers

Teachers should encourage candidates to practice procedures for laundering articles for various categories of people and making balanced weaning dishes.

Question 4

Candidates were required to thoroughly clean and arrange the room for a cocktail launder the kitchen clothes used during meal preparations and prepare and serve a cocktail meal for the participants in a parents' meeting.

Weaknesses of Candidates

Some candidates lacked skills to arrange a room for a cocktail. They put many chairs in the room for the cocktail. Some of the dishes prepared by candidates were not suitable for a cocktail.

Advice to Teachers

Teachers should work with candidates to categorize dishes suitable for various style of serving such cocktail, buffet, cafeteria etc.

Question 5

Candidates were required to thoroughly clean a sitting room where their visiting teacher will be entertained, launder a selection of clothes he will use during the day and prepare a traditional meal for him.

Weaknesses of Candidates

Some candidates could not skillfully make traditional dishes such as matooke, millet bread, and traditional green vegetable dishes.

Advice to Teachers

Teachers should encourage candidates to practice preparation of various traditional dishes from locally available foods in their communities.

Question 6

Candidates were required to make a decorative stitch on a pocket of an apron, launder a synthetic bedcover and bath towel, prepare lunch using peas, potatoes and fresh milk for a student and clean canvas shoes, plastic dustbin and a dressing mirror.

Weaknesses of Candidates

Some candidates could not make a neat decorative stitch and some used rough abrasive to clean a plastic dustbin.

Advice to Teachers

Teachers should encourage candidates to practice skills of making decorative stitches. Teachers should emphasize correct choice of cleaning agent for different materials.

Question 7

Candidates were required to thoroughly clean the kitchen, prepare a two-course meal for a family of fishermen, launder a jean shirt with a grass stain and mend a side seam of a short.

Weaknesses of Candidates

Some candidates failed to remove the stain from the jean shirt and could not balance the meal

Advice to Teachers

Teachers should encourage candidates to practice removal of various stains, and to make balanced meals for people of various categories.

732/1 WOODWORK (THEORY)

The paper covered the syllabus adequately. The main aspects tested included:

- Materials
- Tools
- Machines
- Joints
- Adhesives
- Timber seasoning

It was a suitable paper for the level and time allocation was adequate. A standard paper and compared well with that of the previous year. The level of difficulty was slightly more than that of the previous year. No question gave advantage to any particular group(s) of candidates.

Performance of candidates

The performance of candidates in this paper has been good but slightly poorer than that of the previous year and the quality of their work was also slightly poorer.

Section A which consisted of objectives and structured questions was fairly attempted.

Section B

The performance of candidates in this section was generally poorer. Questions which were fairly attempted were 21, 22 and 23. Least attempted was 25.

Question Analysis:

Question 21 was on chisels and gauges and their uses.

It was a popular question but candidates presented poor sketches of chisels and gouges.

Advice to teachers

Guide learners on how to draw good freehand sketches.

Question 22 Required candidates to sketch exploded views of different types of mortise and tenon joints and to state where each type is suitably used. They were also to use sketches to describe in logical order, the procedure involved in cutting a tenon.

It was a popular question.

Candidates' weaknesses;

Candidates drew very poor sketches of joints. They also did not know the procedure of cutting tenon joints.

Advice to teachers

Teach learners more practical work and guide them on freehand sketching.

Question 23 Expected candidates to use sketches to differentiate between an oil stone and a slip stone and to explain how a hollow surface is generated in the middle of an oil stone and how an oil stone with that fault can be reconditioned. They were also to explain with sketches the process of sharpening the blade of a jack plane and how to keep an oil stone safe after use.

It was a popular question.

Candidates' weakness

They had no knowledge about an oil stone and slip stone.

Advice to teachers

Show learners physically an oil stone and slip stone and illustrate how they are practically used.

Question 24 Candidates were to illustrate planing along the grain of timber, marking the face edge and the face side and removing a nail from a piece of timber using a pair of pincers. They were also to name the two types of a spoke shave and state their uses and to draw a labelled diagram of a spoke shave.

It was not a popular question.

Candidates' weaknesses

- They could not sketch a spoke shave.
- Did not know how to use a pair of pincers to remove nail from a piece of timber.

Advice to teachers

Cover the syllabus adequately and emphasize the practical use of tools and equipment.

Question 25 Was on the use of a circular saw and the hazards or risks that are likely to occur when using the machine. They were also to explain how wood of 100 mm wide can be obtained from a wide board on a circular saw.

It was a very unpopular question.

Candidates' weakness

Candidates did not have any knowledge about circular saw machine.

Advice to teachers

- Cover the syllabus adequately especially topics on machines.
- Take learners for study tours especially to well-equipped workshops.

732/2 WOODWORK (DRAWING AND DESIGN)

The paper covered the important aspects of the syllabus adequately and clearly brought out the aims and objectives of the syllabus. The time allocation for the paper was adequate. It was a standard paper and comparable with that of the previous year. Two questions were set and candidates were to answer one. The main aspects tested included:

- Proportional freehand sketching
- Orthographic projection
- Drawing exploded views of joints
- Use of ironmongery
- Method of fixing the bottom of the cabinet
- Preparation of material list.

Performance of candidates

The overall performance of candidates on this paper was good and similar to that of the previous year and the quality of their work was also similar.

Analysis of questions

Question 1 Candidates were to draw a proportional freehand pictorial sketch of a given bed side cabinet and to use a given scale to draw the front elevation and sectional end elevation on a given cutting plane. They were also to sketch exploded views to show the joints used and the method of fitting the bottom of the cabinet and to prepare the material list for making the cabinet.

It was a popular number and the performance was good.

Candidates' weaknesses

- Candidates lacked the concepts of drawing isometric view
- They could not draw proper exploded views of joints.

Advice to teachers

Teach isometric drawing and cover the syllabus adequately.

Question 2 Required candidates to draw a proportional freehand pictorial sketch of a coffee table and to use a given scale to draw the front elevation and sectional end elevation on a given cutting plane. They were also to sketch exploded views to show the joints used between top rail and the leg and to give two alternative methods of fixing the plywood bottom onto the rails of the table. Expected them also to prepare the material list for making the table.

It was a popular question and performance was fair.

Candidates' weaknesses

- They could not draw sectional end elevation
- Drawing exploded views of joints was a challenge to candidates

- They produced incomplete material list.

Advice to teachers

Teach orthographic drawing, exploded views, material list and to cover the syllabus adequately.

732/3 WOODWORK (PRACTICAL)

There was only one compulsory practical question set as required by the syllabus. It covered the syllabus adequately and clearly brought out the aims and objectives of the syllabus. It was a standard paper and compared well with that of the previous year. The time allocation was adequate.

The basic aspects tested included:

Understanding drawings in orthographic and isometric projections and joints to be used for the construction of a trolley

- Marking of joints (Through dovetail, mortice & tenon and plain bridle)
- Cutting of joints
- Planing
- Assembling
- Understanding the proper use of tools.

Performance of candidates

The general performance of candidates was good and similar to that of the previous year. The quality of work presented by candidates and scores were also similar to that of the previous year.

Analysis of the question

Q1. (a) Candidates were to make a through dovetail joint.

It was popular number but some candidates made very poor joints.

Advice to teachers

Demonstrate the making of joints to learners.

Q1. (b) Required candidates to make a through mortice and tenon joint.

It was popular and performance was good, however, the quality of work of some candidates was not good.

Advice to teachers

Teach practical lessons effectively and illustrate the making of different types of joints.

Q1. (c) Expected candidates to make a plain bridle joint and to assemble the work.

It was a popular number and performance was also good, however, the assembly work of some candidates was not good.

Advice to teachers

Guide learners throughout the practical lessons and constantly illustrate how to make the different types of joints.

735/1 TECHNICAL DRAWING (GEOMETRICAL DRAWING)

The paper had eight questions in two sections. Section **A** had four questions and candidates were to answer two and section B also had four questions and candidates were also to answer two. The paper covered the syllabus adequately and brought out the aims and objectives of the syllabus clearly. It was a standard paper though it seemed to be more difficult compared to that of the previous year. Some questions were more demanding than those of the previous year. The time allocation for the paper was adequate. The aspects tested included:

- Plane scale
- Construction of triangles
- Dividing a triangle into equal areas
- Link mechanism and locus
- Tangency and enlargement by length of sides
- Construction of polygons and transformation to another of equal area
- Construction of a hyperbola
- Isometric projection
- Interpenetration/Intersection of solids
- Auxiliary views
- Orthographic projection and development of solids

Performance of candidates

The general performance of candidates on this paper was fairly good but poorer than that of the previous year and even the quality of their work was poorer than that of the previous year. Well done questions were 7 and 8. Poorly done were 1, 2, 5 and 6. Most attempted questions were 2, 3, 7 and 8. Least attempted were 4 and 6.

Question Analysis

Q1. Candidates were to construct a plain scale, indicate readings and to use the readings to construct a given triangle. They were to bisect the triangle and also to divide it into parts of equal areas. It was not a popular question and performance was not good.

Candidates' weaknesses

- They failed to interpret the diagram
- Candidates were unable to produce fractions of cells of the scale and therefore could not use them to construct figures.
- They failed to bisect and divide triangles.

Advice to teachers

- Emphasize knowledge of scales and their applications.
- Teach bisection and division of figures by equal areas.

Q2. Required candidates to plot a cycloid and locus of a link mechanism. It was a popular question but performance was not very good.

Candidates' weaknesses

- They failed to interpret the question.
- Candidates were unable to construct the movement of the link mechanism and therefore failed to produce the required cycloid.

Advice to teachers

Cover the syllabus adequately and integrate knowledge of different topics.

Q3. Expected candidates to enlarge a given figure by length of sides and to construct angles of a pentagon without the use of a protractor. They were also to transform the pentagon into a rectangle of equal area. It was one of the most popular questions and performance was fairly good.

Candidates' weaknesses

- They failed to enlarge the curved surfaces of the figure.
- Candidates were unable to construct some angles using pair of compasses only.
- They failed to transform the pentagon into a rectangle.

Advice to teachers

- Cover the syllabus adequately.
- Revise and give learners end of topic assessment with feedback.

Q4. Was on the construction of a hyperbola, tangent and normal to the curve under given conditions and also to determine the eccentricity of the hyperbola. They were also to construct an involute of a square. It was not a popular number and performance was not good.

Candidates' weaknesses

- They were unable to construct the curve under the given data.
- Candidates could not construct a tangent and normal to the curve.
- They failed to construct an involute of a square.

Advice to teachers

- Give adequate syllabus coverage including conic sections
- Teach tangents and normal to various curves.
- Revise and give learners constant formative assessments.

Q5. Required candidates to construct an isometric projection of a block from a given orthographic view. It was a popular number but the performance was not very good.

Candidates' weaknesses

- Inability to interpret orthographic projection of the block so as to convert it into isometric projection.
- Failure to locate the lowest reference point of the block.
- Inability to draw isometric curves and hence failure to draw the block in isometric projection.

Advice to teachers

- Emphasize orthographic and isometric projections as core in interpreting geometrical drawing.
- Use models to explain the aspects of isometric drawing
- Give learners regular practice and topical assessments with feedback.

Q6. Candidates were to complete orthographic views showing the curves of intersection between a prism and a pyramid. It was the most unpopular number. Only 10 candidates out of 2860 attempted it and their performance was not good.

Candidates' weaknesses

- Most candidates did not do the number which means they were not taught.

- The few who attempted it were unable to produce the curve of intersection.

Advice to teachers

- Cover the whole syllabus including interpenetration.
- Emphasize the importance of each topic so as to avoid spotting of questions.

Q7. Expected candidates to project an auxiliary elevation of given orthographic views in the given angle and direction of projection.

It was a very popular question and performance was good.

Candidates' weaknesses

- Inability to produce auxiliary views
- Failure to interpret and transfer dimensions.
- Failure to locate the angle of projection
- Some candidates created their own questions.

Advice to teachers

- Teach topics on auxiliary views varying angles and direction of projections.
- Emphasize the transfer of dimensions as far as topic on auxiliary projections is concerned.

Q8. Required candidates to complete the orthographic views of a truncated cone and to draw the surface development of the cone from a given seam.

It was the most popular question and performance was good.

Candidates' weaknesses

- Some were unable to project a complete plan.
- Others failed to interpret the angle of projection.
- Some failed to produce the surface development of the cone.

Advice to teachers

- Emphasise the difference between 1st angle and 3rd angle projections.
- Teach learners the development of different shapes with the use of plotting techniques.
- Teach various aspects of geometry.

735/2 TECHNICAL DRAWING (MECHANICAL DRAWING)

The paper had two compulsory questions in two sections. It covered the syllabus adequately and brought out the aims and objectives of the syllabus clearly. It was a standard paper but seemed to be slightly more difficult than that of the previous year. Question 2 was more demanding because of the hidden details required. The time allocation for the paper was adequate.

The main aspects tested included:

- Freehand sketching
- Proportionality
- Orthographic projection
- Sectional front elevation
- Hidden details

- Dimensioning
- Title block and its content.

Performance of candidates

The general performance of candidates was fairly good but poorer than that of the previous year even the quality of their work was poorer. Well done question was Q.1. on freehand sketching and poorly done was Q.2(a) (i) on cross-sectioning.

Question Analysis

Q1. Candidates were to sketch freehand an isometric view of given orthographic views of a casket. It was a well-done question.

Candidates' weaknesses

- Inability to draw curves in isometric.
- Failure to locate the lowest corner as reference point.
- Proportionality was a challenge to candidates.
- There was temptation to use drawing instruments.

Advice to teachers

- Emphasise the concepts of orthographic and isometric projections.
- Exercise freehand sketching regularly.
- Caution learners not to use drawing instruments in freehand sketching.

Q2 (a) (i). Required candidates to draw a sectional front elevation of a casting from a given cutting plane.

It was not a well-done question.

Candidates' weaknesses

- They failed to interpret the orthographic views.
- Candidates had challenges in sectioning different parts of the assembly.
- Failure to assemble the various parts of the casting.

Advice to teachers

- Teach sectioning of figures revealing many parts.
- Emphasize the concepts of orthographic projection in 1st and 3rd angles.

Q2 (a) (ii). Expected candidates to draw the end elevation of the assembled casting to include hidden details. It was not very well done.

Candidates' weaknesses

- Failure to interpret the orthographic drawings.
- Drawing circles and small arcs was a challenge to candidates.
- They failed to draw hidden details.

Advice to teachers

- Emphasise the use of different types of lines in drawing.
- Teach the drawing of various circular and curved parts.

- Let learners stick to producing correct outlines of the required parts.

Q2 (b). Candidates were to provide 6 (six) major dimensions on the views. It was well-done.

Candidates' weaknesses

- Negligence of some candidates to give dimensions.
- Inability to identify major dimensions.
- Lack of knowledge on the concepts of dimensions.

Advice to teachers

- Emphasise the teaching of dimensioning.
- Warn learners not to ignore/neglect small questions.

Q2 (c). Required candidates to draw a title block in a specified position to reveal the required information. It was fairly done.

Candidates' weaknesses

- Negligence of candidates to consider this as being very important in design.
- Use of ink in drafting.

Advice to teachers

- Teach and emphasise the drawing of title blocks.
- Warn learners not to use ink in drawing work as a standard.

735/3 TECHNICAL DRAWING (BUILDING DRAWING)

The paper set covered the important aspects of the syllabus adequately, testing what is educationally relevant. It was a standard paper and comparable with that of the previous year. The time allocation was adequate and the examination questions were clearly phrased.

The main aspects tested included:

- Freehand sketching of a building.
- Plan of a building and its related symbols for doors, windows and sanitary fittings.
- Sectional elevation.
- Isometric projection of part of the wall (a corner joint of the house) showing the bond used.
- The use of scales.
- Title block and its content.

Performance of candidates

The overall performance of candidates on this paper was good but poorer than that of the previous year and the quality of their work was also poorer. Well done question was No.2 (a) (i) the plan and poorly done was 2 (b) on English bond.

Analysis of questions

Q1 Required candidates to draw a proportional freehand pictorial sketch of a given plan of a building.

It was fairly attempted.

Candidates' weaknesses

- Inability to interpret the plan.
- Failure to apply the correct symbols of various parts.
- They could not position the drawing with lowest reference point.

Advice to teachers

Teach freehand sketching effectively using the correct symbols for all parts of a building (doors, windows, sanitary fittings etc.)

- Guide learners to practice freehand sketching to obtain smooth lines.
- Teach and emphasise different types of roofs.

Q2 (a) (i) Candidates were to use a given scale, the line diagram and specifications to draw the plan of the building showing standard symbols for doors, windows and sanitary fittings in their appropriate positions.

It was a well-done number.

Candidates' weaknesses

- Lack of knowledge of the various symbols for doors, windows and sanitary fittings.
- Failure to use the given scale.
- Directions of door opening were not followed.

Advice to teachers

Expose learners to various plans, scales and directions of opening doors.

Q2 (a) (ii) Expected candidates to draw a sectional elevation through a given cutting plane to show labelled construction details from roof to foundation.

It was fairly attempted.

Candidates' weaknesses

- Inability to interpret the drawings and to apply the knowledge to reveal the required details.
- Failure to label the details correctly.
- They failed to use the given scale.
- Poor use of the symbols.
- Poor choice of the positions of the various parts (doors, windows and sanitary fittings).

Advice to teachers

- Teach the various parts, labelling skills, correct symbols and in their appropriate positions.
- Build their imagination to interpret by visiting construction sites.

Q.2 (b) Required candidates to draw in isometric, course one and course two of the corner joint of the building using a given scale to show an English bond revealing the special bricks.

It was poorly done.

Candidates' weaknesses

- Lack of knowledge and skills of bonding bricks using different types of bonds.
- Inability to use the given scale.

Advice to teachers

- Teach and emphasise bonding as a main topic.
- Take learners to construction sites to acquaint themselves with the application of bonds.

Q.2 (c) Expected candidates to draw a title block at the bottom right-hand corner of the drawing paper to show the required data.

It was fairly done.

Candidates' weaknesses

- Poor printing skills.
- Inability to interpret the question i.e. to know the bottom right-hand corner of the paper.
- Failure to fill the required data.
- Neglecting some data and not considering it as a question.

Advice to teachers

- Teach and emphasise the details of a title block as a question that scores marks.
- Let learners practice making title blocks and printing neatly in them.

742/1 METALWORK (THEORY)

The paper consisted of two sections **A** and **B**. Section **A** had 20 compulsory questions (10 MCQs and 10 short answered questions) and section **B** had 5 (five) essay type questions and candidates were to answer any 3 (three).

The paper covered the syllabus adequately and clearly brought out the aims and objectives of the syllabus. It was a standard paper and comparable with that of the previous year even the level of difficulty of the questions was the same. The time allocation was adequate.

The main aspects tested included:

- Metallurgy.
- Joining of metals (welding, soldering).
- Beaten metalwork.
- Forging.
- Casting.
- Sheet metalwork.
- Lathe work.
- Safety precautions.
- Drilling.
- Measuring.

Performance of candidates

The general performance of candidates on this paper was good and similar to that of the previous year. The quality of their work was equally good and similar to that of the previous year. Well-done questions in section **B** were 22 and 24. Poorly done was 25. Most attempted questions were 21 and 24. Least attempted was question 23. Section **A** was fairly attempted.

Analysis of questions

Q.21 Candidates were to use a sketch to show seven key functional parts of a pair of vernier calipers and by use of a line diagram show how a vernier reading of 18.60mm is obtained. They were also to state the advantages and disadvantages of vernier calipers over micrometers.

It was one of the most attempted questions and fairly done.

Candidates' weaknesses

- Sketching vernier caliper was a challenge to most candidates.
- Showing a reading of 18.60 mm on vernier caliper was a challenge to all the candidates.

Advice to teachers

- Cover the syllabus intensively.
- Demonstrate to learners how readings on vernier calipers and micrometers are obtained.

Q.22 required candidates to state key differences between:

- (i). Cast iron and high carbon steel,
- (ii). Mild steel and wrought iron.

They were also to explain main stages of producing mild steel by the Bessemer Process.

It was fairly popular and fairly attempted.

Candidates' weakness

Most candidates did not bring out the differences between these steel products.

Advice to teachers

- Give clear structural, physical and mechanical properties and behaviors of these steel products as differences.
- Cover the syllabus adequately.

Q.23. Expected candidates to use sketches to show how the sheet metal working processes of sinking, hollowing and expanding are performed. They were also to state the tools used in each of the processes.

It was fairly popular and performance was fair.

Candidates' weakness

- Some candidates mistook tin plate for metal plate hence giving wrong tools.
- Others did not know the processes.

Advice to teachers

- Differentiate between metal work and sheet metal working processes.
- Cover the syllabus adequately.

Q.24 It was on safety precautions to observe when using off-hand grinders and characteristic features of a well assembled grinding wheel onto the machine spindle and also examples of the most commonly used abrasives.

It was very popular and well performed.

Candidates' weakness

Some candidates failed to show the required characteristic features of the assembled grinding wheel onto the machine spindle.

Advice to teachers

Cover the syllabus adequately and teach characteristic features of the assembled grinding wheel onto the machine spindle.

Q.25 Candidates were to define;

- malleability,
- ductility,
- tenacity,
- strength,
- Toughness.

They were also to describe how each of the above properties is tested.
It was one of the popular questions but poorly done.

Candidates' weakness

They failed to describe how the properties are tested.

Advice to teachers

Cover the syllabus adequately and teach properties of materials.

742/2 METALWORK (DESIGN AND DRAWING)

The paper had two questions as per the syllabus and candidates were to answer one question. The paper cover the syllabus adequately and clearly brought out the aims and objectives of the syllabus. It was a standard paper and comparable with that of the previous year. The level of difficulty of the questions was the same with that of the previous year. The time allocation was adequate.

The main aspects tested included:

- Drilling
- Threading
- Holding
- Locking device
- Screwing and adjustment mechanism
- Sectional front elevation
- Dimensioning
- Title block and the content

Performance of candidates

The general performance of candidates on this paper was good and similar to that of previous year. The quality of their work was also good and similar to that of the previous year. Well done was question 2 and poorly done was

Question 1**Question Analysis**

Q1 was on design solution involving designing features or mechanisms of fitting part **A**, the roller into part **B**, the fork and the fork into part **C**, the base in such a way that when they are assembled, the fork can be adjusted to a suitable height and it is also free to turn through 360° in the base when desired.

It was a less attempted question, only one out of 35 candidates attempted it but performed well.

Candidates' weakness

Many candidates did not do it, which means they were not taught.

Advice to teachers

Cover the syllabus adequately.

Q.2 involved designing features/mechanisms of a pulley unit in which part **A** accommodates parts **B**, **C** and **D**.

Part **D** helps to hold part **B** in part **A**.

It was a very popular question. The majority of candidates did it and performed very well.

Candidate's weakness

One candidate drew an isometric view instead of orthographic view.

Advice to teachers

Cover the syllabus adequately and teach the principles of sectioning.

742/3 METALWORK (PRACTICAL)

The paper consisted of one compulsory question as per syllabus. It was a standard paper and comparable with that of the previous year though slightly more difficult because of the tasks involved. The paper covered the syllabus adequately and clearly brought out the aims and objectives of the syllabus. The time allocation for the paper was adequate. The main aspects tested included:

- Bench work (marking out, cutting, filing, threading).
- Drilling.
- Lathe turning.
- Assembling.

Performance of candidates

The general performance of candidates was good but poorer than that of the previous year. The quality of their work was similar to that of the previous year. Well done was part (piece) No.1 and poorly done was part (piece) No. 3.

Analysis of Question

Q.1. Required candidates to make and assemble trolley wheel parts.

It was fairly done. Part 1 of the trolley roller wheel housing was well done. Part 2 was poorly done. Threading was a challenge and some candidates did not complete it. Part 3 of the housing was also poorly done. Reducing the piece to the required size/diameter was a challenge. Threading too was a challenge to candidates. Part 4 was well done.

Advice to teachers

Cover the syllabus adequately and teach topics on drilling using correct tapping size drills given the thread sizes.

743/1 BUILDING CONSTRUCTION (THEORY)

The paper set covered the syllabus adequately and clearly brought out the aims and objectives of the syllabus. The time allocation for the paper was adequate. It was a standard paper and comparable with that of the previous year. The main aspects tested included:

- Site work
- Ironmongery
- Roof covering materials
- Foundation
- Doors
- Drainage system
- Wall types and wall plastering
- Construction of ceilings
- Formwork

Performance of candidates

The general performance of candidates was good and better than that of the previous year, even the quality of their work was better. The multiple Choice Questions (MCQs) in section **A** was a challenge to most candidates to an extent of others scoring zero. The structured questions were well attempted except No.17 on ironmongery which was a challenge to most candidates. Most candidates wrote a hinge is to hang a window onto a wall instead of hanging it onto a frame. The majority of candidates wrote a stay is to make the window strong instead of holding it in an open position. Some candidates said that fastener is to lock the window instead of closing or shutting. Teachers should cover the syllabus adequately and demonstrate clearly the purpose of window/door ironmongery.

Section B

The performance of candidates on this section was generally good. Well done question was NO.27 and poorly done was No.22. Most attempted was No. 24

Question Analysis

Q.21. this was about foundation, functional requirements, the factors that determine the choice and design and the method of timbering foundation trenches in loose soils.

It was well attempted and scores were good.

Candidates' weakness

- Timbering foundation trenches in loose soils was a challenge to a good number of candidates.
- Factors that determine the choice and design of foundations were also a challenge to some candidates.

Advice to teachers

Cover the syllabus adequately and teach methods of timbering to foundation trenches in different types of soils.

Q.22 Required candidates to define drainage system in a building, explain three drainage systems and to draw a section through an inspection chamber to show; drain pipe, cast iron cover and benching.

It was a popular number and performance was fair.

Candidates' weakness

Failure to differentiate between discharge from sanitary fittings and rain water/surface water discharge.

Advice to teachers

- Teach different drainage systems.
- Explain combined, partial and separate drainage systems.
- Sketch a section through inspection chamber and label all parts.

Q.23 Required candidates to explain Efflorescence, Walt is, Jointing and pointing in relations to walls. Also differentiate between non load bearing walls and Load bearing walls
It was a popular number and performance was fair.

Candidates' weakness

Failure to explain the terms in relations to walls and also differentiate the above terms.

Advice to teachers

Teach exhaustively and show learners the different aspects of the walls of buildings Q.24 Required candidates to describe the procedure to follow when plastering a brick wall using cement mortar starting from mixing mortar and also list ways of curing cement sand screed floor
It was a popular number and performance was fair.

Candidates' weakness

Most candidates confused the question and wrote the procedure followed to make or produce clay bricks

Advice to teachers

- teach learners about plastering and other finishes
- take learners to nearby sites to see the types of finishes.

Q.25. Required candidates to define ceiling, its uses, state the type of construction and explain the construction of one type of ceiling stated.

It was a popular number and performance was fair.

Candidates' weakness

Learners failed to explain the construction of the type of ceiling they stated

Advice to teachers

- Teach ceiling as a topic stating the uses, the types and their construction thoroughly.
- Also site visits are encouraged

Q.26 Required candidates to define site investigation, mention the qualities of a good site ad descried the use of the items listed in relation to building construction.
It was a popular number and performance was fair.

Candidates' weakness

Majority of candidates took Site investigation for Site operation carried out during construction or actual building.

Advice to teachers

- Teach learners Site preliminary works and their related terms and activities.
- Teachers are also encouraged to take learners for site visits to see these stages and works physically

Q. 27 Required candidates to define formwork, mention materials used in making formwork, list the functional requirements of formwork and drawing a section through formwork for in-situ concrete lintel. It was unpopular number and performance was poor

Candidates' weakness

Candidates didn't know how to phrase functional requirements and drawing neat section through the formwork for in-situ lintel.

Advice to teachers

- Teach learners the formwork aspects exhaustively naming the formwork members.
- Site visits are also encouraged

743/2 BUILDING CONSTRUCTION (PROJECT)

The paper set covered the important aspects of the syllabus adequately. It was a standard paper and comparable with that of the previous year. The time allocation was adequate and the examination questions were clearly phrased.

The main aspects tested included assignment 1, 2 and 3 of which Assignment 1 was compulsory and the other two Assignments Optional:

Assignment one - Drawing to scale the plan, front elevation and a detailed vertical section through cutting plane Q-Q

This Assignment was compulsory and popular

Candidates' weaknesses

- Some candidates could neither draw nor insert the symbols for doors, windows and sanitary appliances in their appropriate positions.
- Candidates didn't know how to draw the vertical section of the building and even inserting in the members on the cutting plane Q-Q.

Assignment two – Constructing to scale a gauged segmental arch given the span and depth showing the arrangements of voussiors on side, drawing the back elevation of Door D1(Double leaf framed, ledged, braced and battened and naming its parts, drawing the plan of course one and course two of the wall at a corner in English bond

This Assignment was optional and popular

Candidates' weaknesses

- Candidates were challenged with drawing to scale a gauged segmental arch given the span and depth showing the arrangements of voussiors
- Candidates didn't know how to draw the plan of course one and course two of the wall at a corner in English bond.

Assignment three – drawing to scale the elevation of a window glass Louvres in metal frames fixed in wooden frames, a section of the ring beam and drawing the isometric projection of the brick pier at the verandah to a height of 5 courses in Flemish bond and a plan of course one and course two of the brick pier
This Assignment was optional and not popular

Candidates' weakness

Candidates were challenged by drawing to scale, the section of the ring beam and isometric projection of a brick pier and plan of course one and course two of the brick pier

Advice to teachers

- Teach learners building drawing emphasizing related architectural symbols for plans, sections and elevations.
- Details of building drawing should be emphasized like brick work bonding types, Doors and windows

745/1 IPS BUILDING PRACTICE (THEORY)

The paper covered the syllabus adequately. The main aspects tested included:

- Woodwork
- Building construction
- plumbing

It was an appropriate paper for the level and time allocation was adequate. A standard paper and compared well with that of the previous year. The level of difficulty was slightly more than that of the previous year. No question gave advantage to any particular group(s) of candidates.

Performance of candidates

The performance of candidates in this paper was poorer than that of the previous year and the quality of their work was also slightly poorer.

Section **A** which consisted of objectives and structured questions was fairly attempted.

Section B

The performance of candidates in this section was generally poorer. The most attempted questions were 23, 24 and 25. Least attempted was 21.

Question Analysis:

Question 21 – It was about planing timber and lengthening joints
It was not popular

Candidates' weaknesses

- Candidates found difficulty in sketching and explaining the planing methods
- Candidates could not draw proper sketches of lengthening joints.

Advice to Teachers

Teach learners sketching methods and principles

Question 22 – It was about defining shrinkage and the defects in timber.
It was not popular.

Candidates' weakness

Candidates could not differentiate the types of shrinkage and the defects in timber.

Advice to Teachers

Teach learners Timber technology aspects like shrinkage, defects and seasoning thoroughly.

Question 23 –It was about selecting a building site, requirements to be investigated in a building site and timbering (Site preliminary works)
It was a popular question

Candidates' weakness

Candidates could not draw the isometric view of timbering to trenches neatly and could name the members.

Advice to Teachers

Teach learners site preliminary works thoroughly stressing site investigations and timbering.

Question 24 –It was about roofs, selection of a roof type and eaves
It was a popular question

Candidates' weakness

Candidates could not state the roof types and the functional requirements of the roof.

Advice to Teachers

Teach learners roofs, their functional requirements and eaves thoroughly.

Question 25 –It was about water, its treatment, tapping and drain pipes.
It was a popular question

Candidates' weakness

Candidates could not draw the water tapped system and also could not state the materials used for drainage pipes.

Advice to Teachers

Teach learners water sources, tapping system and materials for water pipes and their sketches.

745/2 IPS TECHNICAL DRAWING (GEOMETRICAL DRAWING)

The paper had eight questions in two sections. Section **A** had four questions and section B also had four questions. Candidates were to answer five at least two from each section. The paper covered the syllabus satisfactorily and brought out the aims and objectives of the syllabus. It was a standard paper and the level of difficulty was the same compared to that of the previous year. The time allocation for the paper was adequate. The aspects tested included:

- Diagonal scale

- Construction of rectangles
- Reduction of figures by side
- Circle, locus and Tangency
- Polygons and Transformation by area
- Isometric projection
- Truncated solids and their development
- Lines in space (Laminas)
- Interpenetration/Intersection of solids

Performance of candidates

The general performance of candidates on this paper was poorer than that of the previous year though the quality of their work was better. Well done question was 6 and poorly done was 5. Most attempted questions were 7, 4, 2 and 6. Least attempted were 1 and 5.

Question Analysis

Q. 1 - Candidates were to construct a diagonal scale, indicate readings and to use the readings to construct a rectangle then reduce it by side ratio.

It was not a popular question and performance was not good.

Candidates' weaknesses

- Candidates failed to interpret the question and produce the diagonal scales.
- Candidates also failed to indicate the readings on the scale.

Advice to teachers

- Emphasize knowledge of scales and their applications.
- Teach reduction and enlargement of figures.

Q. 2 - Candidates were to construct a curve that was equidistant from the two circle and circles in contact finding their tangency.

It was a popular question and performance was not good.

Candidates' weaknesses

Candidates failed to draw the curve and also getting the points of tangency.

Advice to teachers

- Teach circles in contact and points of tangency thoroughly.
- Also emphasize curve drawing to satisfy the given conditions.

Q.3. Expected candidates to construct the polygon using protractor and set squares and convert it into a square of equal area.

It was a popular question.

Candidates' weakness

Some candidates failed to convert the polygon into a square of equal area.

Advice to teachers

- Cover the syllabus adequately.
- Put emphasis on plane figures with equal areas, revise and give learners end of topic assessment with feedback.

Q.4. Required candidates to draw circles in contact, clearly showing points of tangency.

It was a very popular question

Candidates' weaknesses

- Learners failed to produce the points of tangency
- Candidates were unable to interpret the question.

Advice to teachers

Teach learners circles in contact and show how to obtain points of Tangency.

Q.5. Required candidates to construct an isometric projection of a block from a given orthographic view.

It was not a popular number.

Candidates' weakness

Inability to interpret orthographic projection of the block so as to convert it into isometric projection.

Advice to teachers

Emphasize orthographic and isometric projections as core in interpreting geometrical drawing.

Q.6. Required candidates to complete a truncated cone to produce its plan, elevation, true shape and development.

It was the most popular question.

Candidates' weaknesses

- Inability to produce the true shape.
- Others lacked knowledge of orthographic interpretation.

Advice to teachers

- Emphasize orthographic interpretation both in 1st angle and 3rd angle projections.
- Teach learners the development of different shapes with the use of plotting techniques.

Q.7. Required candidates to produce true shape of a lamina and determine the angle of inclination.

It was the most popular question.

Candidates' weaknesses

Some candidates were unable to produce auxiliary views, true length of lines, true shape of the lamina and true angle of inclination

Advice to teachers

- Teach Lines in space and cover all methods of obtaining true shapes.
- Emphasize many methods of determining true lengths of lines.

Q.8. Candidates were to complete orthographic views given and produce the curves of interpenetration
It was the most unpopular number.

Candidates' Weakness

Inability to produce curves of interpenetration

Advice to teachers

Teach interpenetration thoroughly using a variety of solids objects and give learners the importance of intersecting solids.

745/3 IPS BUILDING PRACTICE (DRAWING)

There were 4 compulsory questions set as required by the syllabus. It covered the syllabus satisfactorily and clearly brought out the aims and objectives of the syllabus. It was a standard paper and compared well with that of the previous year. The time allocation was adequate.

The basic aspects tested included:

- Free hand pictorial sketch of the building with corner D in the foreground
- Plan drawing and use of related symbols for doors, windows and sanitary fittings in their appropriate positions
- Section end elevation
- Front elevation
- Door elevation and section.
- Segmental arch construction
- Title block and its content.

Performance of candidates

The general performance of candidates was poor and the level of difficulty of the paper was similar to that of the previous year. The quality of work presented by candidates and scores were poorer than that of the previous year. Well done question was 2 and poorly done was 1.

Most attempted question was 1, least attempted was 3(a) and not attempted at all was 3(b).

Analysis of the question

Q.1. Required candidates to draw a proportional freehand pictorial sketch of a given plan of a building with corner D in the foreground.

It was a popular question.

Candidates' Weaknesses

- Inability to produce the roof shape using the plan for guidance.
- They could not position the drawing with lowest reference point (corner D).

Advice to teachers

- Teach freehand sketching effectively using the specifications.
- Teach and emphasize different types of roofs.

Q.2 (a) (i) Candidates were to use a given scale, the line diagram and specifications to draw the plan of the building showing standard symbols for doors, windows and sanitary fittings in their appropriate positions.

It was least attempted and poorly done number.

Candidates' Weakness

Lack of knowledge of the various symbols for doors, windows and sanitary fittings.

Advice to teachers

Expose learners to various plans, scales and teach them how doors, windows and sanitary fittings are put in their appropriate positions.

Q.2 (b) (ii) Expected candidates to draw a sectional end elevation through a given cutting plane to show all construction details well labelled

It was fairly attempted.

Candidates' Weaknesses

- Inability to interpret the drawings and to apply the knowledge to reveal the required details in the section.
- Failure to label the details correctly.
- Poor use of the symbols.

Advice to teachers

- Teach the various parts, labeling skills, correct symbols and in their appropriate positions.
- Build their knowledge to interpret by visiting construction sites.

Q.2 (c) Required candidates to draw front elevation in a given direction.

It was poorly done.

Candidates' Weakness

Lack of knowledge and skills of projecting the front elevation

Advice to teachers

Teach and emphasize projections of elevations.

Q.3 (a) Required candidates to draw the front elevation and the vertical section of door D2

It was a popular question.

Candidates' Weakness

Lack of knowledge and skills of drawing a vertical section of the door.

Advice to teachers

Teach and emphasize details in building drawing

Q.3 (b) Required candidates to draw the centre for the segmental arch.

It was unpopular question.

Candidates' Weakness

Lack of knowledge and skills of drawing the centre of a segmental arch.

Advice to teachers

Teach and emphasize details in building drawing.

Q.4. Expected candidates to draw a title block at the bottom right-hand corner of the drawing paper to show the required data.

It was fairly done.

Candidates' Weaknesses

- Poor printing skills.
- Failure to fill the required data.
- Neglecting some data and not considering it as a question.

Advice to teachers

- Teach and emphasize the details of a title block as a question that scores marks.
- Let learners practice making title blocks and printing neatly in them.

800/1 COMMERCE

The paper consisted of Section A and B. Section A had 20 Multiple Choice Questions (MCQs) which were compulsory. Section B had seven questions from which candidates were to answer any four. Time allowed of 2 hours and 30 minutes was adequate. General performance was good. Questions 21, 23, 24 and 27 were popular and well done while questions 22 and 25 were unpopular and poorly done.

Question Analysis

Section A

It had MCQs from all topics of the syllabus. However, performance was below average. Most candidates failed questions 6, 8, 9, 10, 14, 18 and 20. This was attributed to "spotting" and inability of students to conceptualize and interpret questions. Teachers should teach all topics in the syllabus and expose learners to various MCQs from each topic and past papers of commerce.

Section B

Question 21

It required candidates to:

- a) Give any **five** reasons why most traders in Uganda prefer small-scale retailing to large-scale retailing businesses.
- b) Explain any **five** problems faced by small-scale retailing in Uganda.

Candidates Weakness

- Misinterpreted small-scale retailing as sole proprietorship/sole trade.
- Others misinterpreted small-scale retailing to mean mobile/itinerant traders, thus their points could not apply.
- Failed to contrast the advantages of small-scale retailing with disadvantages of large-scale retailing.
- Repeated points using different concepts e.g. easy to manage, easy decision-making, easy control and supervision, etc.

Advice to Teachers:

- Guide learners to interpret questions that call for prefer or advantages/disadvantages of something over the other to compare or use comparison phrases such as 'than', 'unlike', 'while', etc. to articulate the contrast.

- Note that, not all small-scale retailers are sole proprietors, some are partners. Thus, emphasise the difference between itinerant traders and small-scale retailing.
- Discuss with learners general advantages and challenges faced by small-scale retailers.

Question 22

Required candidates to:

- a) Differentiate between Memorandum of Association and Articles of Association.
- b) Give the meaning of unlimited company, company limited by guarantee and company limited by shares as used in joint stock companies.
- c) Explain any five disadvantages of a public limited company.

Candidates Weakness

- Failed to define the given terms in parts (a) and (b).
- Gave features of public limited companies instead of their disadvantages.

Advice to Teachers:

- Clearly distinguish between the key terms used in joint stock companies as stipulated in the NCDC syllabus.
- Explain formation of a joint stock company using simple and relevant examples.
- Distinguish features from advantages/disadvantages of public limited companies using relevant examples.

Question 23

Required candidates to:

- a) Name four tourist attractions in Uganda.
- b) Explain benefits and challenges of the tourist industry in Uganda.

Candidates Weakness

Repetition of examples for the different tourism attractions.

Advice to Teachers:

Teach the topic of tourism as per NCDC syllabus.

Question 24

It required candidates to:

- a) Differentiate between open cheques and crossed cheques.
- b) Explain **six** advantages and two disadvantages of using cheques as a means of payment.

Candidates Weakness

- Confused open cheques, order cheques and bearer cheques.
- Some gave disadvantages of cheques as paper rather than means of payment.
- Repetition of advantages of using cheques.

Advice to Teachers:

- Clarify the types of cheques from forms of cheques using teaching aids of cheques.
- Clearly distinguish open cheques from crossed cheques.
- Discuss other means of payment other than cheques.

Question 25

Required candidates to:

- a Give **six** sources of finance for public enterprises in Uganda.
- b Explain any **seven** challenges faced by public enterprises in Uganda.

Candidates Weakness

- Some gave sources of finance for individual/private businesses.
- Mistook public enterprises to mean public corporations.
- Gave challenges faced by individual/private businesses.

Advice to Teachers:

- Clarify the differences among public enterprises (state enterprises), public corporations, parastatals, public limited companies and public sector.
- Differentiate between private businesses and public enterprises.
- Explain the challenges faced by both private businesses and public enterprises comprehensively.

Question 26

Candidates were required to:

- a) Other than letters, mention any four forms of written communication used by traders in Uganda.
- b) Give three advantages of using letters as a form of communication in business.
- c) Explain **five** factors that should be considered by a trader when choosing a medium of communication.

Candidates Weakness

- Gave examples of adverts instead of forms of written communication.
- Gave general advantages of letters without relating how they are used in business.
- Mixed up factors considered in choice of means of transport, medium of advertising and medium of communication.

Advice to Teachers:

- Clarify factors considered by traders when choosing medium of communication, advertising and means of transport.
- Relate advantages of using letters in business.

Question 27

Candidates were to:

- a) Give examples of commodities transported by pipeline in Uganda.
- b) Explain advantages and disadvantages of using pipeline as a form of transport.

Candidates Weakness

- Gave few examples of commodities transported by pipeline.
- Compared advantages of pipeline transport to air, road and railway transport instead of explaining advantages and disadvantages of pipeline transport.

Advice to Teachers:

Discuss pipeline transport in depth using relevant examples.

Question 28

Candidates were required to:

- a) Differentiate between trade and cash discount.
- b) Calculate gross profit, turnover, net profit, margin and rate of return on capital from the given information.

Candidates Weakness

- Failed to distinguish between the discounts in part (a).
- Failed to state the formulae for part (b) correctly.
- Gave wrong units i.e. turns/times instead of percentages or shillings.
- Mistook rate of return on capital as rate of stock turnover or rate of return on capital employed.

Advice to Teachers:

- Clarify the difference between trade and cash discounts using relevant examples.
- State the formula and demonstrate computation of; gross profit, turnover, net profit, margin and rate of return on capital.
- Expose learners to similar exercises for discussion, revision and practice.
- Train learners in preparing final accounts; Income Statement and Balance Sheet to ease conceptualization of the given tasks.

810/1 PRINCIPLES OF ACCOUNTS

The paper had Section A and B. Section A had 20 compulsory Multiple Choice Questions (MCQs) while Section B had 6 questions from which candidates were to answer any four. Time allowed of 2 hours and 30 minutes was adequate. General performance was good and comparable to that of 2019. Questions 21, 22 and 23 were popular. Questions 21, 22, 24 and 25 were well done. Questions 25 and 26 were unpopular, and questions 23 and 26 were poorly done. All questions were attempted.

Question Analysis**Section A**

It had MCQs that covered all topics in the syllabus.

Candidates Weakness

- Lacked subject knowledge in most areas/topics where the questions were set.
- Majority failed computation and application questions.

Advice to Teachers:

- Expose learners to MCQs for each topic and past papers.
- Teach all topics in the syllabus and avoid spotting.
- Relate theory to practical skills using relevant examples in each topic.
- Use teaching aids e.g. business documents, financial statements, etc.

- Give learners MCQs at the end of each topic, identify the gap and address it accordingly.
- Use past papers to expose learners to different MCQs for discussion and revision.

Section B

Question 21

Required candidates to:

- Name **three** books of original entry and **three** uses of accounting information.
- Determine opening capital using a general journal and prepare a general journal from the given transactions with narrations.

Candidates Weakness

- Prepared purchase journal instead of a general journal.
- Many failed to give correct narrations.

Advice to Teachers:

- Emphasise the preparation of the General Journal as distinct from ledger accounts.
- Teach the correct format/ruling of the General Journal.
- With similar exercises, guide learners to prepare general journals and discuss narrations accordingly.

Question 22

Candidates were to:

- Define bank reconciliation.
- Prepare adjusted Cashbook and Bank Reconciliation Statement.

Candidates Weakness

- Failed to define bank reconciliation.
- Had difficulty in adjusting cashbook balance.
- Some candidates used cashbook balance for adjusting bank reconciliation statement.

Advice to Teachers:

- Demonstrate all methods of preparing Bank Reconciliation Statements.
- Teach the topic in time to allow learners adequate time to comprehend and practice.
- Give learners similar exercises for guided discussion and revision.

Question 23

Required candidates to prepare a Trading, Profit and Loss Account, and Balance Sheet using the vertical format.

Candidates Weakness

- Used the horizontal method instead of the required vertical format in preparing the final accounts.
- Some mixed both the vertical and horizontal methods in preparing the final accounts.
- Some lacked knowledge and ability to identify items for the different final accounts. They interchanged items for the trading account to Profit and Loss Account and Balance Sheet and vice-versa.

Advice to Teachers:

- Emphasise both the vertical and horizontal methods of preparing final accounts.

- Articulate the items for each final account including treatment of adjustments using relevant examples.
- Give learners similar exercises for guided discussion and revision.

Question 24

Required candidates to prepare Income and Expenditure Account from the given data.

Candidates Weakness

- Gave wrong titles of the Income and Expenditure Account.
- Interchanged the items for debit side with those of credit side and vice-versa.

Advice to Teachers:

- Clarify and guide learners to identify items for Receipts and Payments Account and Income and Expenditure Account.
- Guide learners to write titles of final accounts correctly by emphasizing “**for the period**” in the Income Statement and “**as at**” for the Balance Sheet respectively.
- Give learners similar exercises for guided discussion and practice.

Question 25

Required candidates to prepare:

- Sales Ledger Control Account.
- Purchases Ledger Control Account.

Candidates Weakness

- Interchanged items for the debit side with those of the credit side of the Sales Ledger Control Account.
- Interchanged items for the debit side with those of the credit side of the Purchases Ledger Control Account.

Advice to Teachers:

- Emphasise items that should appear in each side of the Sales and Purchases Ledger Control Accounts respectively with justification.
- Give learners similar exercises for guided discussion and practice in preparing the Sales and Purchases Ledger Control Accounts.

Question 26

Required candidates to:

- Write the abbreviations VAT and PAYE in full.
- Calculate gross income, taxable income and tax payable to Uganda Revenue Authority (URA) from the given information.

Candidates Weakness

Lacked knowledge and skills to compute the given taxes based on the Income Tax Table.

Advice to Teachers:

- Teach the topic as stipulated in the NCDC syllabus.
- Emphasise all methods of computing V.A.T, P.A.Y.E and rental tax as specified in the NCDC syllabus.

- Use the current URA Income Tax Act. VAT, PAIE
- Give learners similar exercises for guided discussion and revision.

840/1 COMPUTER STUDIES (THEORY)

Introduction

The paper consisted of three sections; A, B and C. Section A had 20 compulsory Multiple Choice Questions (MCQs) from the whole syllabus. Section B had 6 compulsory structured questions drawn from the whole syllabus. Section C had 3 theoretical practical questions drawn from the topics; Elementary Computer Programming, Computer Communication/Networking and Computer Hardware. The candidates were to answer only one question from this section.

The standard of the paper was comparable to that of the previous year 2019. The quality of the work presented by the candidates was poorer than that of the previous year. The UCE 2020 candidates' performance was poorer than that of the previous year. The time allocated for the paper was 2½ hours and was adequate.

Question Analysis:

Well done questions	-	1, 5, 9, 16, 21, 22, 26 and 28.
Poorly done questions	-	8, 11, 17, 18, 23, 24 and 29.
Most Attempted question	-	28.
Least attempted question	-	29.

Section A

Multiple Choice Questions: Qns.1-20

Required candidates to select the most appropriate choice from the four given alternatives A, B, C and D.

Popularity – This section was popular. All questions were compulsory and most candidates tried to attempt all the questions.

Candidates Weakness

- Over writing of choices in the box.
- Poor handwriting of multiple choices.
- Some candidates answered basing on guesswork.
- Writing answers in the box instead of the choices.
- Over crossing the choices in the box.
- Some candidates left blank spaces (some questions unanswered).
- Some candidates wrote outside the box contrary to the instructions.

Advice to Teachers:

- This section covers the entire syllabus and therefore teachers should cover/complete the syllabus.
- Teachers should guide learners on how to handle multiple choice questions.
- Teachers should advise learners to take notes when handling practical questions.

Section B

Question 21(a).

Required candidates to list three characteristics of the first generation computers.

Popularity - It was a very popular question.

Candidates Weakness

- Some candidates presented answers on evolution of computers.
- Other candidates failed to demonstrate knowledge of computer technological advancements.
- Some candidates could not correctly spell the technical terms.

Advice to Teachers:

Teachers should clearly demonstrate to learners the key technological advancements and features of the various computer generations.

Question 21 (b)

Required candidates to illustrate the meaning of digital and analog computers.

Popularity - The question was very popular.

Candidates Weakness

- Many candidates interchanged the meaning of the two concepts.
- Some candidates answered the question in relation to classification of computers.
- Other candidates gave responses of characteristics of computers and computer generations.
- Some candidates did not understand the meaning of certain words like discrete.

Advice to Teachers:

Teachers should clearly explain to the learners the meaning of the key concepts under introduction to computers giving alternative meaning to the key words that are used.

Question 21(c)

Required candidates to give applications of artificial intelligence in the different fields.

Popularity – It was a very popular question.

Candidates Weakness

Some candidates misinterpreted the question by giving areas where computers are applied for example schools, hospitals, etc.

Advice to Teachers

Teachers should exhaustively teach the characteristics of computers and the emerging technologies especially in artificial intelligence.

Question 22 (a)

Required candidates to identify the given output devices given the task they perform.

Popularity – The question was very popular.

Candidates Weakness

- Some candidates presented more than one answer to a single alternative.
- Other candidates failed to clearly identify the output device for a particular task.

Advice to Teachers:

Teachers should practically teach output devices to learners and let the learners have a physical fill of the several hardware devices.

Question 22 (b)

Required candidates to suggest considerations for buying a printer.

Popularity – The question was very popular.

Candidates Weakness

- Some candidates gave negative answers to the question.
- Other candidates lacked enough knowledge of the concept.

Advice to Teachers:

Teachers should teach the learners on the usage of these computer equipment in day to day life.

Question 22(c)

Required candidates to distinguish between a computer alert and an error message.

Popularity – The question was very popular.

Candidates Weakness

Most candidates did not have any knowledge of the concepts.

Advice to Teachers:

Teachers should clearly explain and demonstrate to learners the practical concepts.

Question 23 (a) (i), (ii), (iii) & (iv)

The question was extracted from computer application software, majorly from spreadsheets and databases.

It required candidates to identify the appropriate application displayed, number of columns and use of formulae.

Popularity – The question was popular.

Candidates Weakness

- Most candidates used wrong words and spellings for example axel, excel and others instead of Microsoft excel.
- Some candidates lacked knowledge in identifying the number of columns displayed in the worksheet.

Advice to Teachers:

Teachers should teach learners practical concepts with emphasis on the terms used and the structure of the different applications.

Question 23(b) (i) & (ii)

Required candidates to outline the advantages of applying a primary key in databases.

Popularity – The question was popular.

Candidates Weakness

- Some candidates did not start the formulae with the required operators for example = or +.
- Some candidates wrote formulae in performing the required operations.
- Other candidates did not use appropriate cell references especially for determining position.

Advice to Teachers:

Teachers should expose learners to the use of formulae and functions in relation to their syntax and cell referencing.

Question 23 (c)

Required candidates to distinguish between **text** and **memo** data types.

Popularity – The question was not popular.

Candidates Weakness

Candidates lacked enough knowledge about text and memo data types as used in databases.

Advice to Teachers:

Teachers should explain to learners the different data types in database applications.

Question 23(d)

The question required candidates to give the features of a good database table design.

Popularity – The question was not popular.

Candidates Weakness

Majority of the candidates lacked enough knowledge about the features of a good database table design.

Advice to Teachers:

Teachers should explain to learners the features of a database table design.

Question 24(a) (i-iii)

Required candidates to explain the terms internet, internet service provider and E-mail software as used in computer studies.

Popularity – The question was popular.

Candidates Weakness

Some candidates lacked the correct words to explain the given terms.

Advice to Teachers:

Teachers should put emphasis on the different terminologies used in internet.

Question 24(b)

Required candidates to differentiate between a website and a home page.

Popularity - The question was popular.

Candidates Weakness

Some candidates misinterpreted the term website for internet and home page as any page on the website

Advice to Teachers:

Teachers should explain to learners the different terminologies used in internet.

Question 24(c)

Required candidates to identify the protocol, domain name and path from the URL.

Popularity – It was a popular question.

Candidates Weakness

Some candidates failed to identify the protocol, domain name and path as required in the question.

Advice to Teachers:

Teachers should expose learners to different URL formats as used in internet.

Question 25(a)

Required candidates to state the uses of a ruler in word processing application.

Popularity - The question was popular.

Weakness of Candidates:

Some candidates were giving uses of geometrical set rulers which was not right. For example, they gave answers like drawing lines, underlining headings, etc.

Advice to Teachers:

Teachers should give theory notes about the different application programs.

Teachers should demonstrate the features on the applications during practical lessons.

Question 25 (b) (i & ii)

Required candidates to give the meaning of text alignment and print preview as used in word processing.

Popularity - The question was popular.

Candidates Weakness

- Some candidates interpreted text alignment as indentation, text direction, as used in other applications instead of reasoning it in line of word processing.
- Other candidates thought it means writing text in a straight line.
- Some candidates also thought it meant only centering of the text yet there are other provisions of aligning text.
- Print preview was misinterpreted as an editing and formatting feature.
- Others interpreted it as printing a document.

Advice to Teachers:

- Teachers should differentiate features used in word processing clearly from one another.
- Teachers should cover the whole syllabus.
- Teachers should demonstrate and allow learners to practice the way these features are used or work in different applications.

Question 25 (c) (i & ii)

Required candidates to explain **speaker notes** and **slide master** features as used in presentation software.

Popularity - The question was popular.

Candidates Weaknesses

- Some candidates misinterpreted speaker notes as; real speakers for audio output, real notes that the user of the presentation is to present instead of being additional notes or for reference.
- Some candidates misinterpreted slide master as; a person (master) presenting slides during a presentation, an introductory slide to the presentation, a hyperlink feature.

Advice to Teachers:

- Teachers should teach and illustrate these features.
- Teachers should do continuous assessment in both theory and practical questions.

Question 26(a)

Required candidates to explain the term computer software.

Popularity - The question was very popular.

Candidates Weakness

Some candidates called it application software, a device, a tangible or physical component, etc.

Advice to Teachers:

Teachers should choose/use the most appropriate words when defining and describing concepts.

Question 26 (b)

Required candidates to state the two main categories of computer software and give one example of each.

Popularity - The question was popular.

Candidates Weakness

- Some candidates gave examples of software as categories and vice versa.
- Some candidates could give one category while others listed examples of only one category given.

Advice to Teachers:

Teachers should clearly draw a distinction between a category and an example of computer software.

Question 26 (c)

Required candidates to give the meaning of syntax as applied in programming.

Popularity - The question was not popular.

Candidates Weakness

Some candidates called syntax an error, device, program, software and a grammar of symbols.

Advice to Teachers:

Teachers should teach elementary programming as a topic in details.

Question 26 (d)

Required candidates to differentiate between an interpreter and a compiler.

Popularity - The question was not popular.

Candidates Weakness

Candidates lacked knowledge about the question and took an interpreter to be a person.

Advice to Teachers:

Teachers should complete the syllabus.

Section C

Question 27

Required candidates to identify and explain any five computer faults (problems that may cause a computer not to operate normally) and suggest/give solutions to the mentioned faults.

Popularity – It was a popular question.

Candidates Weaknesses

- Candidates gave negative effects of computer in society for example; unemployment, cyber-crime, health complications, etc.
- Some candidates were giving causes of computer malfunction.
- Some candidates gave advantages and disadvantages of computers.
- Some candidates gave precaution measures of care for the computer.
- Other candidates could not relate solutions to faults.

Advice to Teachers:

- Teachers need to clearly differentiate for learners between computer faults/problems and related computer issues.
- Teachers should draw attention to critical analysis of system start-up and configuration as a topic and where possible they should practically show the learners some faults and illustrate the causes plus their solutions.

Question 28

Required Candidates to identify, explain and illustrate any five-network layout (topology). The question further required candidates to mention and explain any five network devices.

Popularity - It was a popular question.

Candidates Weaknesses

- Some candidates explained various topologies but did not explain the network devices.
- Some candidates just listed the network devices without any explanation.
- Some candidates were simply giving computer devices like; key board, monitor, etc.
- Some candidates managed to explain the layouts but interchanged the illustration.
- Others just drew computer setups in computer laboratories indicating positions of the servers, printers and clients.
- Candidates did not consider the seven computers layout on a given topology.
- Some candidates wrote types of networks with their respective advantages and disadvantages.

Advice to Teachers:

- Teachers should distinguish for learners between network topology and types of networks.
- Teachers should emphasise the acceptable illustrations of various network topologies.
- Teachers need to put more emphasis on labeling as they illustrate the network layouts.
- Teachers should clearly explain the various network hardware devices.

Question 29(a)

Required candidates to design an algorithm (steps) for the program that would ask the Headteacher to enter the students name and fees, compare the fees and take a decision for the output to be displayed.

Popularity – The question was not popular.

Candidates Weaknesses

- Some candidates were not familiar with flow charts or pseudo code.
- Some candidates substituted the program codes for the pseudo code.
- Some candidates did not have sequential flow of a pseudo code.
- Others did not draw appropriate flow chart shapes to represent program activity.
- Some candidates extracted details of spread sheet in question 23(a) to represent an algorithm.
- Others wrote a) i), ii) and iii) as separate questions.

Advice to Teachers:

- Teachers should practically handle basic programming as a topic.
- Teachers should also handle the steps in designing and developing of programs practically.

Question 29 (b)

Required candidates to write a program code to implement the stated algorithm in part 29(a) above.

Popularity – The question was not popular.

Candidates Weakness

- Some candidates drew access databases and spread sheets.
- Some wrote languages using HTML and python.
- Some did not know the language structure and program syntax.
- Others drew access and excel report card illustrations as program codes.

Advice to Teachers:

Teachers should put emphasis on the programming languages which are recommended in the curriculum that is; C and visual basic.

840/2 COMPUTER STUDIES (PRACTICAL)

Introduction

The paper consisted of two sections, A and B. Section A had one compulsory question from Word Processing and Spreadsheets. Section B had three (03) questions from Databases, Web designing and Computer Presentations. The candidates were required to answer any two questions from this section.

The paper was easier than that of the previous year 2019. The quality of the candidates' work was the same as that of the previous year. The UCE 2020 candidates' performance was the same as that of the previous year. Time allocated for the paper was 2 ½ hours which was adequate.

Question Analysis:

Well done question	-	4
Poorly done question	-	1(b)
Most Attempted question	-	1(a)
Least Attempted question	-	2

Section A

Question 1(a) WORD PROCESSING

This question required candidates to demonstrate their understanding of word processing by typing, formatting, saving and printing a document.

The question was very popular.

Candidates' Weaknesses:

- Some candidates failed to apply a text border.
- Others failed to expand text that is character spacing.

Advice to Teachers:

Teachers need to encourage learners to explore detailed formatting and editing features.

Question 1(b) SPREADSHEETS

This question required candidates to use formulas and functions to manipulate business data and represent data graphically using charts.

The question was popular but poorly done.

Candidates' Weaknesses:

- Some candidates had difficulties in applying chart elements like headings.
- Other candidates failed to determine monthly installments. That is; they could not apply knowledge.

Advice to Teachers:

Teachers should teach graphs with all the required features/elements.

Section B

Question 2 WEB DESIGNING

This question required candidates to design a three-page website with a marquee, tables and graphics.

The question was unpopular and least attempted.

Candidates' Weaknesses

- Some candidates failed to publish the website.
- Other candidates left the work in designing mode.

Advice to Teachers

- Teachers should teach this topic as well.
- Teachers should use a variety of web authoring programs which are user friendly.

Question 3. DATABASE MANAGEMENT SYSTEMS

This question required candidates to create a database with the given field names, assign datatypes, create a query, form and report.

The question was popular.

Candidates' Weaknesses:

- Some candidates could not easily do a calculation in a table.
- The criteria in the query was a challenge to some candidates.

Advice to Teachers

- Teachers should emphasise datatypes.
- Teachers should emphasise query criteria in databases.

Question 4. COMPUTER PRESENTATION

This question required candidates to create a six-slide presentation showing content in tabular form, enhanced with transitions, looped with headers and footers.

The question was very popular and well done.

Candidates' Weaknesses:

- Some candidates had challenges with looping and automatic date.
- Others failed to print the handouts.

Advice to Teachers:

Teachers should take learners through a series of practical exercises covering every aspect in presentation.

845/1 ENTREPRENEURSHIP EDUCATION

The paper had five questions from which candidates were required to answer any four within 2 hours and 30 minutes. The time allocated was adequate. Questions 1, 3 and 5 were popular and well done. Questions 2 and 4 were unpopular and poorly done. The general performance was good and quality of candidates' work and performance scores were better than those of 2019.

Question Analysis**Question 1**

Required candidates to:

- a) Outline pre-operating expenses for the business of a motor cycle repair workshop.
- b) Identify four sources of finance for the business.
- c) Write guidelines for proper management of finances for the business.
- d) Suggest ways of handling difficult customers of the business.

Candidates Weakness

- Confused pre-operating expenses with operating expenses and fixed assets.
- Failed to differentiate sources of finance and sources of income.
- Gave forms of sales promotion as ways of handling difficult customers.

Advice to Teachers:

- Clearly differentiate operating expenses and administrative expenses from pre-operating expenses using relevant examples.

- Invite a resource person e.g. an entrepreneur in the community or school bursar to discuss issues in question.
- Use learner-centred method of teaching.
- Use practical teaching approach

Question 2

Required candidates to prepare a Three-Column Cashbook from the given information.

Candidates Weakness

- Omitted the discount columns from the cashbook.
- Gave wrong descriptions in the details columns.
- Recorded transactions on wrong sides of the cashbook.

Advice to Teachers:

- Teach the Three Column cashbook as stipulated in the syllabus.
- Emphasise the principle of double entry when teaching.
- Give learners exercises on a Three Column Cashbook for guided discussion and practice.

Question 3

Candidates were required to:

- a) Identify raw materials for a brick making business.
- b) Explain any **five** ways of ensuring production of quality bricks.
- c) Outline any **six** negative effects of the brick business on the natural environment.
- d) Write rules that should be followed by employees to protect the natural environment.

Candidates Weakness

- Presented requirements of the business instead of raw materials.
- Confused ways of ensuring quality products with ways of promoting business products.
- Failed to distinguish negative effects from positive effects of a business on the natural environment.
- Lacked adequate knowledge and skills in writing rules to protect the natural environment.

Advice to Teachers:

- Clearly distinguish raw materials from general requirements of a business using relevant examples.
- Discuss in depth the negative and positive effects of businesses on the natural environment, giving relevant examples of each effect.
- Assign learners individually or in groups, to visit a brick making business in the community, observe all issues in parts (a)-(d), write a report and make a presentation in class.

Question 4

Required candidates to:

- a) Differentiate between tax evasion and tax avoidance.
- b) Explain three types of direct taxes paid by entrepreneurs in Uganda.
- c) Calculate gross rental income, taxable liability and net tax income from the given data.

Candidates Weakness

- Had inadequate knowledge about tax evasion and tax avoidance.
- Mixed up direct and indirect taxes paid by entrepreneurs in Uganda.
- Used wrong formulae in calculating rental income.
- Had difficulty in using the threshold concept and provision of expenses and losses.

Advice to Teachers:

- Use NCDC syllabus to teach aspects of taxation stipulated therein.
- Adopt team teaching approach to enhance theory and computation skills in taxation.
- Acquire more knowledge about taxation through reading textbooks, URA taxation manuals, the current URA Income Tax, newspapers and surfing the internet.
- Invite Technical Resource Persons to discuss and demonstrate computation of VAT, PAYE and rental tax.
- Network to get current and relevant information on taxation.
- Give learners exercises for discussion and revision.

Question 5

The question was about a goat rearing business and plan to sell some of the goats to a butcher. Candidates were required to:

- a) Prepare a contract for the sale of goats.
- b) Write a letter to the District Veterinary Officer (DVO) for permission to transport the goats to the butcher.
- c) Draft the business ethics that should be observed towards employees.
- d) State **four** ways in which the business would benefit the community.

Candidates Weakness

- Lacked adequate information on writing contracts.
- Outlined the contents of the contract instead of writing the contract.
- Omitted the address, salutation and stating the reason for writing the letter to the DVO.
- Failed to present the business ethics in document form. They just outlined them.
- Omitted the frame in cases of documents and had wrong spellings of technical terms.

Advice to Teachers:

- Use practical approach method of teaching learners to write contracts.
- Use samples of documents e.g. letters, Stationery/Food sales contract (posho, beans, rice, potatoes, etc.), and Appointment letters, Teachers code of conduct, school rules and regulations for ethics in schools.
- Assign learners individually or in groups, to visit any animal/poultry businesses (cattle, goats, sheep, rabbits, chicken, turkey, etc.) in the community, observe how they benefit the community, write a report and make a presentation in class.

845/2 ENTREPRENEURSHIP EDUCATION

The paper consisted of Section A and B. Section A was compulsory and marked out of 40 marks. Section B had five questions from which candidates were to answer any three questions for 60 marks. Time allowed of 2 hours and 30 minutes was adequate. Overall performance was good and the quality of candidates' work and performance scores were comparable to that of 2019. Questions 2, 4 and 6 were popular and well done. Question 3 was unpopular. Question 3 and 5 were poorly done. Candidates attempted all questions.

Question Analysis

Section A

Question 1

It had 10 short answer questions from different topics of the syllabus. It required candidates to give precise answers. General performance was fair.

Candidates were required to:

- (a) (i) Explain who an entrepreneur is.
- (ii) State any **three** benefits of being an entrepreneur.

Candidates Weakness

Though majority gave a standard definition, some candidates gave qualities instead of benefits of an entrepreneur.

Advice to Teachers:

Encourage learners to give standard definitions of key terms used in entrepreneurship and discuss benefits of being an entrepreneur.

- (b) Mention any four indicators of a business expansion in your community.

Candidates Weakness

Candidates responded well and no major weaknesses were observed.

Advice to Teachers:

Assign learners individually or in groups, to visit any business in their community, observe indicators of a business expansion, write a report and make a presentation in class.

- (c) (i) Differentiate between agri-business and agro-processing.
- (ii) Outline any **two** advantages of agro-processing.

Candidates Weakness

- Some candidates failed to differentiate between agri-business and agro-processing
- Others mixed up the advantages of agri-business and agro-processing.

Advice to Teachers:

- Distinguish between agri-business and agro-processing with relevant examples.
- Discuss the advantages and challenges of agri-business and agro-processing in depth giving relevant examples in each case.
- (d) State any **four** decisions that should be made by an entrepreneur as a manager of a business.

Candidates Weakness

Majority gave satisfactory responses although some gave qualities of a good entrepreneur.

Advice to Teachers:

Clarify the qualities, roles and decisions of an entrepreneur.

- (e) (i) Define the term overhead as used in production costs.
- (ii) Give three examples of overheads in a maize mill.

Candidates Weakness

Some failed to define overheads and others mixed up examples of direct costs and overheads.

Advice to Teachers:

With examples, clarify the difference between overheads and direct costs.

- (f) (i) Define a business plan.
(ii) List three elements of a business plan.

Candidates Weakness

- Majority failed to give a standard definition of a business plan.
- Some candidates gave uses instead of elements of a business plan.

Advice to Teachers:

- To avoid such careless errors, give standard definitions of key terms used in entrepreneurship.
- Clarify the difference between elements and uses of a business plan.

- (g) Calculate acid test ratio from the given data and interpret the results.

Candidates Weakness

Used wrong formula and consequently failed to interpret the results.

Advice to Teachers:

- Teach the topic as stipulated in the NCDC syllabus.
- Emphasise usage of correct formulae.
- Give learners similar exercises for discussion and revision.

- (h) (i) Define a business contract.
(ii) Give three reasons for terminating a business contract.

Candidates Weakness

Lacked knowledge about business contracts.

Advice to Teachers:

- (i) Teach the topic as stipulated in the NCDC syllabus.
(i) Define effective communication.
(ii) State three barriers to effective communication in a business.

Candidates Weakness

Most candidates defined communication in general and not effective communication.
Majority gave satisfactory responses for part (ii).

Advice to Teachers:

Clarify the difference between communication in general and effective communication.

- (j) (i) Define the term **business ethics**.
(ii) List any **three** ethical responsibilities of a business towards government of Uganda.

Candidates Weakness

This was generally well done and no major weaknesses of candidates were observed.

Advice to Teachers:

Discuss other business ethics that entrepreneurs should practice towards customers, suppliers, competitors, employees, etc.

Section B

Question 2

Required candidates to:

- a) State any **six** ways in which businesses depend on the natural environment.
- b) Explain any **seven** effects of business activities on the environment.

Part (a) was well done.

Candidates Weakness

In part (b), candidates gave only negative effects of business activities on the environment.

Advice to Teachers:

- Teach the topic of National Environment as stipulated in the NCDC syllabus.
- Discuss both negative and positive effects of business activities on the environment.
- Assign learners individually or group, to visit any business in their community, observe both negative and positive effects of business activities on the environment, write a report and make a presentation in class.

Question 3

Candidates were required to:

- a) Describe the different types of instruments used in Uganda Capital Markets.
- b) Explain the roles of Capital Markets in business.

Candidates Weakness

- Lacked knowledge about capital markets.
- Gave examples of music instrumental gadgets.

Advice to Teachers:

- Teach the topic as stipulated in the NCDC syllabus.
- Invite resource persons to discuss capital markets concept comprehensively.

Question 4

Candidates were required to:

- a) Explain any **seven** methods an entrepreneur can use to promote products.
- b) Apart from promotion, describe **three** elements of the marketing mix.

Candidates Weakness

- Listed methods of promotion instead of explaining them.
- Repeated methods of sales promotion as elements of marketing mix.

Advice to Teachers:

- Guide learners on the responses required from verbs such as list, outline, state, mention, describe and explain.
- Differentiate methods of sales promotion from elements of marketing mix.
- Discuss the methods of sales promotion and elements of marketing mix in depth.
- As individuals or group, assign learners to visit a business in their community, observe how entrepreneurs promote their products, write a report and make a presentation in class.

Question 5

Candidates were required to:

- a) Describe any **six** roles of an entrepreneur as a Personnel Manager of a business other than determining wages for workers,
 - b) Explain any **four** factors that an entrepreneur should consider when determining wages for the workers.
- Part (b) was well done.

Candidates Weakness

In part (a), candidates gave general roles of an entrepreneur instead of roles of an entrepreneur as a Personnel Manager.

Advice to Teachers:

Clarify the roles of an entrepreneur as a Personnel, Production, Financial and General Manager using relevant examples.

Question 6

Required candidates to:

- a) (i) Identify any **five** business risks faced by entrepreneurs in Uganda.
- (ii) State the insurance policy that should be undertaken for each of the business risks mentioned in 6(a) (i).
- b) Explain any **five** benefits of insurance to entrepreneurs.

Candidates Weakness

Failed to match risks with appropriate insurance policies.

Advice to Teachers:

- Discuss the insurance risks and their respective insurance policies comprehensively.
- Invite a resource person from an Insurance Company or the Insurance Regulatory Authority of Uganda (IRA) to discuss issues in question.