



UGANDA NATIONAL EXAMINATIONS BOARD

REPORT ON WORK OF CANDIDATES

**UGANDA CERTIFICATE OF EDUCATION 2023
(UCE)**

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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 exercise, Examiners identify and compile candidates' challenges based on their responses to questions in the different papers. The challenges are then compiled into a report on the candidates' work. The Board annually gives feedback to schools through this report, to complete the assessment process.

The UCE 2023 report on candidates' work provides constructive information about weakness of candidates' responses in the 107 examination papers, areas of the curriculum which were not adequately covered during the teaching-learning process (as deduced from candidates' responses) and the guidance to teachers on how to address the gaps. It is important that heads of centers download the report and make it accessible to teachers and other stakeholders. The Board believes that the report will guide the teaching-learning process and, hence, improve performance of learners in the subsequent years.

It is my hope that you find this document beneficial.


Dan N. Odongo
EXECUTIVE DIRECTOR

TOTAL CANDIDATURE

Candidature increased by **15,008 (4.3%)** from **349,459**, in 2022 to **364,469** in 2023. The candidates sat from **3,808** examination centres. Of these candidates, **118,633 (32.5%)** were USE beneficiaries. The number of male candidates registered was **180,471 (49.5%)** and that of females was **183,998 (50.5%)**. There were **3,527** more females than males who registered for the examination. A similar trend as for the PLE registration is now seen at UCE as well.

In 2023 **361,695** candidates (**179,032** males and **182,663** females) appeared for the examination compared to **345,695** candidates who appeared for the examination in 2022. This is an increase of **16,000 (4.6%)** candidates.

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

Table 1: Registration over the Last Five Years

Year	Candidates registered	Candidates who sat	Absentees	% Absent
2023	364,469	361,695	2,774	0.8
2022	349,459	345,695	3,764	1.1
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

The rate of absenteeism of candidates, has been dropping, except for 2022 when it increased.

A total of **809** Special Needs Education (SNE) candidates (368 males and 441 females) registered for the 2023 UCE examination compared to **721** in 2022. This is an increase of **12.2%** over last year. These consisted of the **blind (35)**, those with **low vision (183)**, the **deaf (71)**, the **dyslexics (90)** and **physically handicapped (79)**. There were **351 others** with other forms of disability that only needed to be given extra time. Only 12 (1.5%) candidates were absent. The Board made adequate arrangements for these candidates, 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 were given question papers with enlarged print to enable them read more easily. All SNE candidates were allowed extra 45 minutes in each paper.

Performance of the SNE candidates is reported in Table 6 on page 5.

1.0 COMPARISON OF GENERAL CANDIDATES' PERFORMANCE FOR 2023 AND 2022 UCE EXAMINATIONS

Performance of candidates who sat in 2023 is compared to those who sat in 2022 in terms of Division passes as shown in Table 2 below.

Table 2: General Performance in 2023 compared to 2022

Division	2023				2022			
	No. of Cands	% age	Cumm no. of Cands	Cumm %	No. Of Cands	% age	Cumm no. of Cands	Cumm %
1	64,782	17.9	64,782	17.9	46,667	13.5	46,667	13.5
2	85,566	23.7	150,348	41.6	76,745	22.2	123,412	35.7
3	83,545	23.1	233,893	64.7	88,690	25.7	212,102	61.4
4	112,923	31.2	346,816	95.9	117,837	34.0	329,939	95.4
9	14,879	4.1	361,695	100	15,756	4.6	345,695	100

As can be seen in Table 2, performance in the 2023 examination is significantly better than that of 2022. The failure rate has also dropped by 0.5 percent. This means that **329,939** (95.9%) of the learners who presented themselves for the 2023 examination can progress to the post-UCE level.

Table 3 below gives a comparison of candidates' performance in the 2023 and 2022 examinations in large entry subjects.

Table 3: Comparison of 2023 and 2022 Candidates' Performance in Large Entry Subjects

Subject	2023				2022			
	No. of Cands.	Percentage at			No. of Cands.	Percentage at		
		2	6	8		2	6	8
English Lang.	361,397	3.7	57.6	89.7	345,444	0.7	46.8	84.82
Christ. Rel. Ed	230,623	17.2	68.1	88.95	224,644	8.6	57.2	85.2
Islam. Rel. Ed	44,971	27.1	74.6	92.0	41,092	22.8	73.3	91.2
History	360,153	5.5	48.5	68.1	344,304	9.0	54.1	72.2
Geography	361,288	3.5	66.1	84.9	345,301	3.3	66.8	85.7
Mathematics	361,482	7.9	43.9	68.3	345,471	5.2	36.9	64.2
Agriculture	218,069	5.3	69.7	88.1	198,035	8.6	73.2	89.2
Physics	361,338	1.2	18.2	49.9	345,259	1.7	21.0	57.8
Chemistry	361,297	2.6	19.7	60.0	345,205	2.5	19.3	58.7
Biology	361,269	3.1	45.5	77.9	345,275	0.2	26.9	63.7
Art (IPS)	105,418	3.2	86.2	99.9	102,097	2.7	87.7	99.9
Commerce	123,153	6.1	60.1	74.3	137,195	6.9	55.4	74.8

The Table shows that there is a significant improvement in English Language, Religious Education, Mathematics and Biology. Noticeable drops were recorded in History, Agriculture and Physics. Performance in the other subjects have remained comparable. In English language, the presentation of crammed passages from texts in response to the question on original composition writing has greatly reduced, which may explain the significant improvement in the candidate performance.

Performance in the sciences continues to be a cause for concern, with less than 20 per cent of the candidates obtaining Credit pass levels in Physics and Chemistry, and 40 per cent or more unable to pass. It is worth noting, however, the upturn in performance in Biology, which has been recording a steady decline.

Examiners have attributed the low achievement levels in science subjects to a number of factors, main among which are inadequate teaching, manifesting in the inability of the learners to master the basic scientific concepts; lack of practical teaching, manifesting in the learners' inability to manipulate science apparatus and carry out the procedures prescribed in the examination papers and interpret any readings or observations that could have been made. There are schools that have been reported to have no science teachers, which exacerbate the problem. Most of the examination malpractice cases at this level are in the practical papers.

1.0 COMPARISON OF MALE AND FEMALE CANDIDATES' PERFORMANCE

Table 4 compares performance of male and female candidates in large entry subjects expressed in terms of cumulative percentages at the indicated levels.

Table 4: Performance of Males and Females compared

Subject	PERCENTAGE AT					
	GRADE 2 (Distinction level)		GRADE 6 (Credit level)		GRADE 8 (Pass level)	
	Male	Female	Male	Female	Male	Female
English Lang.	3.2	4.1	55.2	57.2	88.6	89.7
CRE	18.3	17.2	68.3	68.1	88.7	88.9
IRE	29.3	25.3	75.9	73.5	92.0	92.0
History	6.8	4.3	52.4	44.7	71.1	65.2
Geography	4.5	2.6	69.1	63.1	86.4	83.5
Mathematics	10.2	5.6	47.5	40.3	69.5	67.1
Agriculture	6.7	3.8	74.0	65.1	90.2	85.8
Physics	1.8	0.6	22.5	14.0	54.4	45.5
Chemistry	3.5	1.7	22.3	17.1	59.9	60.2
Biology	4.1	2.1	50.4	40.8	80.4	75.4
Art (IPS)	3.9	2.4	86.5	85.8	99.8	99.9
Commerce	16.6	10.0	66.7	53.2	80.2	69.2

2.0 COMPARISON OF MALE AND FEMALE CANDIDATES' PERFORMANCE

Table 4 compares performance of male and female candidates in large entry subjects expressed in terms of cumulative percentages at the indicated levels.

Table 4: Performance of Males and Females compared

Subject	PERCENTAGE AT					
	GRADE 2 (Distinction level)		GRADE 6 (Credit level)		GRADE 8 (Pass level)	
	Male	Female	Male	Female	Male	Female
English Lang.	3.2	4.1	55.2	57.2	88.6	89.7
CRE	18.3	17.2	68.3	68.1	88.7	88.9
IRE	29.3	25.3	75.9	73.5	92.0	92.0
History	6.8	4.3	52.4	44.7	71.1	65.2
Geography	4.5	2.6	69.1	63.1	86.4	83.5
Mathematics	10.2	5.6	47.5	40.3	69.5	67.1
Agriculture	6.7	3.8	74.0	65.1	90.2	85.8
Physics	1.8	0.6	22.5	14.0	54.4	45.5
Chemistry	3.5	1.7	22.3	17.1	59.9	60.2
Biology	4.1	2.1	50.4	40.8	80.4	75.4
Art (IPS)	3.9	2.4	86.5	85.8	99.8	99.9
Commerce	16.6	10.0	66.7	53.2	80.2	69.2

Female candidates performed better than males in English Language. In the other subjects, males perform better, with the differences being very significant in History, Geography, the Sciences and Commerce. In Chemistry, however, the male candidates show better performance in the higher grades but, overall, a slightly higher percentage of females obtained at least a Pass. This trend in the disparity in 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.

Table 5: Comparison of Percentage Divisional Passes

Gender	Division 1	Division 2	Division 3	Division 4	Division 9
Males	20.1	24.5	22.5	28.9	4.0
Females	15.8	22.9	23.7	33.4	4.2

Table 5 confirms that overall, male candidates performed better than their female counterparts, a trend that has been persistent.

3.0 PERFORMANCE OF SPECIAL GROUPS

3.1 Inmates

UNEB maintains an examination centre at Luzira Prisons for the inmates; to assist the Uganda Prison Service in their efforts at rehabilitation of offenders. The centre registered **59** candidates (51 males and 8 females) and 58 of them sat. One candidate, a female, was absent from the examination. Of those who sat, **6 (all males)** passed in Division 1; **14 (all males)** passed in Division 2; **24 (21 males, 3 females)** obtained Division 3; **13 (10 males, 3 females)** passed in Division 4 and **1 (female)** failed.

3.2 Special Needs candidates

Table 6 below shows the performance of Special Needs candidates by category

Table 6: Performance of the SNE candidates by category

Category	No sat	Div 1		Div 2		Div 3		Div 4		Div 9	
Blind	35	5	14.3%	5	14.3%	10	28.6%	13	37.1%	2	5.7%
Deaf	71	3	4.2%	3	4.2%	6	8.5%	41	57.7%	18	25.4%
Dyslexic	90	5	5.6%	19	21.1%	24	26.7%	25	27.8%	17	18.9%
Physically handicapped	79	10	12.7%	15	19.0%	19	24.1%	32	40.5%	3	3.8%
Low Vision	183	53	29.0%	40	21.9%	41	22.4%	44	24.0%	5	2.7%

The category of “Others” who only required extra time are not included in the Table.

Table 6 indicates the SNE candidates have performed quite well, especially those with low vision. However, as had been observed at the Primary Leaving Examination level, the Deaf candidates appear more disadvantaged by their disability. Of these, **57.7%** obtained Division 4 and **25.4%** failed.

4.0 EXAMINATION MALPRACTICE

Cases of examination malpractice have continued to reduce. Most of the ones reported in this examination were external assistance given in the examination rooms, and affecting mostly Physics and Chemistry practical examination, and Mathematics.

Affected schools whose results are withheld will be notified through their Portals. They will also be notified of the dates of the hearings.

112/1 ENGLISH – COMPOSITION WRITING

Comment on Performance

The overall performance of candidates was good. The candidates' quality of work and their performance scores were better than those of 2022.

In Section B, students exhibited improvement in their work presentation. Spelling errors were minimal, sentence structures improved, and there were few cases of disjointedness and minor irrelevancies.

Question Analysis, Quality of Candidates' Responses, Weaknesses and Advice to Teachers

Questions 1, 2 and 4 were the most attempted. Questions 5 and 7 were the least done. Candidates attempted questions 1 and 2 better than the other questions and, 3 and 6 were the most poorly done.

Overall, all questions were attempted by the candidates.

Question 1

This was a compulsory question. It required candidates to write a memorandum to Senior Four students advising them on effective use of the library. It was popular to all candidates.

Weaknesses of Candidates:

Some of the candidates mistook 'library' for 'laboratory'. Few others wrote the formats of minutes, reports and dialogues instead of a memo.

Advice to Teachers:

The teacher should exhaustively teach the aspects of Functional writing to give a wide range of coverage of the syllabus.

The teaching of these aspects should start in the earlier classes, that is S.1, S.2, S.3, through to S.4, but not only in S.4 like is the common practice.

Question 2

The question required writing a narrative and the candidates had to end their narrative with the given statement. It required a well-developed story that would make the statement relevant. It was moderately popular and was attempted by the good students.

Weaknesses of Candidates:

Some candidates that attempted this question failed to meaningfully connect their narratives to the given statement, showing aspects of crammed work.

Advice to Teachers

Teachers should let learners write their own creative compositions. They should discourage learners from cramming stories.

Question 3

The question required the candidates to write an expository composition showing the causes of school drop-outs in Uganda.

It was averagely attempted, and by average students.

Weaknesses of Candidates:

Some candidates wrote essays with repetition, poor paragraphing and skipped lines.

Advice to Teachers

Enough practice should be given to the learners to teach them how to write such expository pieces.

Question 4

This question required candidates to write a descriptive composition about a Geography tour or trip.

It was popularly attempted by both good and average candidates. They had the experience since Geography is a compulsory subject, and the tours are part of their school life.

Weaknesses of Candidates:

Some candidates had limited vocabulary range, and others digressed to other types of tours. Some even wrote reports!

Weak candidates could not describe. Most wrote short answers.

Advice to Teachers

Learners should be given guidance, exposure and practice to such descriptive writing.

Teachers should endeavour to always mark or assess, such that students can get the urge to write descriptive stories.

Question 5

Candidates were required to write an expository composition, identifying possible solutions from the government to curb the problem of deforestation.

The question was not popular at all. Very few candidates attempted it.

Weaknesses of Candidates:

Some of the candidates that attempted this question instead wrote narratives.

Some candidates even wrote the effects of deforestation instead of solutions to it.

Advice to Teachers

Learners should be taught to write topical, discursive and expository compositions which require giving and explaining information.

Question 6

Candidates were required to write a narrative composition based on the saying ‘kill two birds with one stone’, that is, achieve two goals at the same time.

The question was popular to good candidates and some weak ones.

Weaknesses of Candidates:

Some candidates followed the literal meaning of the saying. They described bird-hunting experiences. Some rural students saw it as their usual experience of killing birds.

Advice to Teachers

Teachers should expose their learners to idioms, sayings and proverbs, and their respective interpretations.

Question 7

The question required writing a discursive composition where candidates were required to give a stand on how street children inconvenience people.

The question was not popular and was one of the least attempted.

Weaknesses of Candidates:

Some of the candidates that attempted this question gave both sides, i.e. supporting and not supporting the view at the same time.

Advice to Teachers

Learners should be exposed to discursive writing that requires a stand to be taken. They should also be guided to avoid outlining answers, repeating points and skipping lines.

112/2 ENGLISH – SUMMARY WRITING, COMPREHENSION AND GRAMMAR

Comment on Performance of Candidates

The overall performance of the candidates in the paper was good. The quality of work of the candidates and their performance scores were better compared to those of 2022.

Question Analysis, Quality of Candidates’ Responses, Weaknesses and Advice to Teachers

Questions 2B and 3B were better done than questions 1, 2A and 3A. All questions were compulsory.

Question 1

The question required candidates to read, comprehend and summarize how parasites affect the living organisms they live on.

Weaknesses of the Candidates

Some learners failed to formulate the correct title.

Some students were unable to identify the subject in the different sentences.

Others also lost marks due to penalties on the grammar, punctuation and spellings.

Advice to teachers

Teachers are encouraged to expose their learners to a variety of reading passages and to all the aspects of summary writing to avoid loss of marks.

More emphasis should be placed on developing the skill of comprehension.

Question 2A and 2B

These were both comprehension passages. Learners were required to read the given passages and answer the given questions.

Question 2A was an extract from *Things Fall Apart* by Chinua Achebe. The candidates were required to answer the questions in the provided spaces (free-response).

Question 2B was an extract from the *New Vision* newspaper dated 23rd April, 2003. The candidates were given multiple-choice questions about the passage and required to put a ring around the letter of the most correct answer.

Weaknesses of the Candidates

A good number of candidates continue to misuse pronouns and tenses. A good number of candidates also failed to infer the contextual meanings of words as required in question 2.5.

Some continue to leave the multiple-choice questions unanswered, which shows a high degree of carelessness.

Questions 3A and 3B

These were aspects of grammar. Candidates were required to use grammatical structures and rephrase the given sentences as instructed in brackets in 3A, while maintaining the original meanings. They were also required to put a ring around the letter of the most appropriate answer to the multiple-choice grammar questions in 3B.

However, some candidates failed to follow instructions. A few candidates also exhibited lack of knowledge of the grammar aspects.

Advice to teachers

Teachers are encouraged to avail their learners with plenty of exercises to encourage practice. They should expose them to intensive reading and discussion. Learners should also be encouraged to always use English in their daily interactions.

208/1 LITERATURE IN ENGLISH

Comments on Performance of Candidates

The 2023 paper was of the same level of difficulty as that of 2022. The quality of work of the 2023 candidates was the same as that of the 2022 candidates. The performance scores were also the same. The general performance of the candidates of 2023 was good.

Questions 1-4

Were contextual. The popular texts in this part were, *The Return of Mgofu*, *Grief Child* and *The Pearl*. Questions 1, 3 and 4 were very popular. A candidate was required to answer only one question. Candidates were required to respond to questions on plot, theme, character and contextual meanings of words within the setting. Most candidates were able to identify the themes and describe the characters in the given extracts. Candidates' major weaknesses were: lack of textual knowledge, failure to adhere to the rubric and writing mini-essays to answer context sub-questions.

Questions 6 and 9

Those questions required candidates to describe character traits with clear illustrations from the texts. They were very popular and candidates' performance was good. Most candidates were able to describe and illustrate the characters. There were few candidates who presented essays that were sketchy and not focused to the tasks in question.

Questions 13 and 16

Required candidates to discuss the roles of the characters in the texts. They were fairly popular but performance of candidates was poor. They were challenging to the candidates. Candidates' responses exhibited their lack of understanding of the concept of character role, instead, they described character traits.

Question 15

Required candidates to discuss the lessons learnt from the text or the wisdom that could be learnt from it. It was fairly popular but poorly done. Many candidates' work exhibited their lack of understanding of the concept of lessons. Some candidates gave pieces of advice while others gave relevance of the texts to contemporary society.

Question 19

Required a candidate to point out Okonkwo's personality weaknesses and then show how the weaknesses lead to his downfall. It was popular but poorly done. Many candidates focused on Okonkwo's problems/challenges in general without relating his personality to some of the problems he faces.

Question 18

The candidates were required to explain how Flora causes problems to herself through her adventurous misdeeds. It was very popular and well done. A few candidates gave a narrative of the story line instead of clearly pointing out Flora's misdeeds and how they affect her.

Questions 23, 24, 25 and 26.

Those were questions on Poetry. Candidates were required to demonstrate comprehension, interpretation skills and appreciation of basic elementary poetic tools. Questions 23 and 24 were more popular compared to 25 and 26. Performance in question 24 was very good while it was poor in 25 and 26. The candidates mainly had challenges in interpretation of the subject matter, lack of knowledge of poetic devices and direct lifting of phrases from the given poems as responses.

Advice to Teachers

Teachers should:

- Teach the skills required in answering context questions i.e. conciseness and accuracy.
- Teach all the aspects of Literature i.e. themes, characterization, setting, plot and style.
- Teach learners the relevance/application of Literature in life.
- Avail the texts to learners.
- 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 2023 UCE question paper was of the ordinary level standard. It covered all aspects of the abridged syllabus. Time allocated 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

Candidates were required to explain ideas on ways in which Church leaders are agents of change in Uganda today. Part b) called for views on changes that candidates would like to make in their lives.

It was a popular question with high scores. Candidates were able to ably respond to both parts of the question. Teachers did a commendable job.

Question 2

Candidates were required to outline ideas on the similarities between work in Traditional African Society and the New Testament. In part b) candidates were to explain ideas on ways in which people's attitude towards work has changed in Uganda today.

The question was unpopular with low scores. Candidates found difficulty connecting ideas of Traditional African Society with those in the New Testament. Teachers and learners should do more in Bible study.

Question 3

This was a comprehension question that required candidates to explain ideas on the importance of leisure in Traditional African Society. Part b) called for ideas on ways in which the Old Testament guides Christians in Uganda in utilizing leisure time.

It was an unpopular question with low scores. Candidates could hardly connect the Old Testament teachings on leisure time to real life of Christians today. They stopped at teachings. Teachers should consider emphasizing skills of application of learnt knowledge when teaching.

Question. 4.

This was a comprehension question. Candidates were required to explain ideas on forms of injustice in Traditional African Society. Part b) called for ideas on ways in which the Church is fighting injustice in Uganda today.

It was a popular question with high scores. Candidates exhibited mastery of content. I commend the teachers.

Question 5

Candidates were required give ideas on the services that Apollo Kivebulaya offered to the people. Part b) called for explanation of ideas on the reasons Christians find difficulty to offer true service to God.

It was an unpopular question with low scores. The challenge was applying learnt knowledge in part b), an area teachers ought to give special consideration.

Question 6

It was a comprehension question that required candidates to explain ways in which the Uganda Martyrs expressed loyalty to the Christian faith. Part b) called for views on the ways in which a person can deal with conflicting loyalty.

The question was unpopular with low scores. Candidates could hardly raise the required responses in both parts. Teachers ought to prepare learners to understand rather than mere knowledge.

Question 7

This was a knowledge question that required candidates to give ideas on the ways in which the Holy Spirit brought happiness to the Early Christian believers. Part b) called for explanation of ideas on the causes of unhappiness among some people in society today.

It was a popular question with high scores. Students manifested understanding of the good things that came along with the Holy Spirit, in a way scoring highly. Teachers are applauded.

Question 8

Candidates were expected to explain ideas on the ways in which the believers in the Early Church prepared for life after death. Part b) called for ideas on the causes of death in Uganda today.

It was a popular question with high scores. Candidates well responded to both parts. Teachers did a good job of preparing learners.

Question 9

This was a knowledge question that required candidates to give ideas on the things that are considered as a sign of success in Uganda today. Part b) called for explanation of ideas on the ways in which the Church's mission in East Africa is a success.

It was a popular question with low scores. Some candidates wrote negative things as successes for part a), which are unacceptable for Christian living standards today. Teachers ought to guide learners accordingly.

Question 10

This was a knowledge question that required candidates to give ideas on the causes of changing family patterns in Uganda today. Part b) called for explanation of ideas on the reasons for which some Christians in Uganda today fail to uphold the practice of monogamy.

It was a popular question with high scores. Candidates raised few ideas for both parts. Teachers ought to expose learners to adequate content.

Question 11

It was a comprehension question, calling for explanation of ideas on the Traditional African understanding of gender. Part b) called for explanation of ideas on reasons for Church's position on abstinence from sex before marriage.

It was a popular question with high scores. Candidates exhibited understanding of the content. Teachers are appreciated.

Question 12

It was a knowledge question that called upon candidates to give ideas on the New Testament teaching on marriage. Part b) called for explanation of ideas on the importance of courtship before marriage today.

It was unpopular with low scores. Candidates could hardly explain Biblical teachings on marriage. Teachers and learners should do more in Bible study.

Question 13

The question called for an explanation of ideas on the ways in which the Church is promoting Ecumenism in Uganda. Part b) called for ideas on the challenges met by the Church in trying to promote Ecumenism.

It was a very unpopular with poor scores. Candidates need more training on the understanding of Ecumenism.

Question 14

This was a comprehension question that required candidates to explain ideas on the ways in which the Christians in the Middle Ages searched for God. Part b) called for ideas on events from the New Testament which can help Christians to have trust in God.

It was an unpopular question with low scores. Candidates exhibited lack of ideas for part b). Learners need to be taught to understand the Bible rather than simply know.

Question 15

This was a knowledge question that required candidates to give ideas on the ways in which the Israelites evaded God. Part b) called for ideas on what makes some people today evade God.

It was popular with high scores. Candidates exhibited mastery of the subject area. Teachers did a good job.

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

The 2023 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocated was 2 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

The question required candidates to explain ideas on the nature of God according to the Traditional African understanding. Part b) called for ideas on ways in which Jesus shows His divine power according to St. Luke's Gospel.

It was a popular question with high scores. Some candidates gave ideas on ways in which people in Traditional African Society expressed their belief in God. Teachers ought to read more to gain understanding of African Traditional Religion in order to prepare learners better.

Question 2

The question required candidates to explain ideas on practices of people in Traditional African Society that showed their belief in life after death. Part b) required candidates to list ideas on ways in which Jesus prepared the disciples for His death.

It was a popular question with low scores. Some candidates could hardly raise ideas for part b). Teachers should encourage learners to value Bible study.

Question 3

It was a knowledge question that required candidates to describe the roles of elders in the Traditional African Society. Part b) called for explanation of ideas on ways in which some Church leaders today are bad examples in society.

It was a very popular question with high scores. Some candidates gave responses about elders today instead of Traditional African Society. Teachers ought to train learners in question study and interpretation skills.

Question 4

Candidates were expected to give ideas on the reasons that made the Jews obedient followers of the laws of Moses. Part b) called for explanation of ideas on the reasons for which Jesus was regarded as a law breaker by the religious leaders of His time.

It was unpopular with low scores. Some candidates gave ideas on the reasons that made some people doubt Jesus as the Messiah. Teachers should ensure learners have and study the Bible.

Question 5

Candidates were required to explain ways in which the Jews disobeyed God at the time of Jesus. Part b) called for views on the causes of disobedience to God by some Christians today. It was popular with low scores. Some candidates gave ideas on how Christians disobey God today instead of why. Learners should be trained to always take their time to study and understand the demands of the task.

Question 6

This was a knowledge question that required candidates to give ideas on the key issues that were contained in the message that Angel Gabriel delivered to Mary. Part b) called for an explanation of the causes of fear by Mary when she heard the Angel's message.

It was popular with low scores. Some candidates failed to generate ideas that explain Mary's fear. Teachers should prepare learners to understand content rather than just knowing content.

Question 7

The question required candidates to narrate the story of Jesus being left in the Temple by His parents according to Luke 2: 41-51. Part b) called for views on lessons that Christian parents learn from the story.

It was a very popular question with high scores. Some candidates drew lessons for Christians in general without directing the responses to Christian parents. Teachers ought to train learners in question interpretation and focused responses.

Question 8

This was a knowledge question that required candidates to narrate the story of the wonderful catch of fish in Luke 5:1-11. Part b) called for views on lessons that Christians learn from the story.

It was a popular question with low scores. Some candidates could hardly draw lessons. Teachers should consider preparing learners in making meaning of Biblical teachings.

Question 9

The question required candidates to give the key issues that Jesus taught about in the Parable of the Rich Fool in Luke 12:13-21. Part b) called for views on ways in which some of the rich people exploit the poor people in society today.

This was an unpopular question with low scores. Some candidates erroneously gave a description of the Parable. Learners need a lot of training in question interpretation skills.

Question 10

This was a knowledge question that required candidates to give a description of Jesus' celebration of the Last Supper in Luke 22:14-28. Part b) called for reasons that make Christians celebrate the Lord's Supper today.

It was a popular question with low scores. Some candidates could not explain the celebration of the Lord's Supper today. High order thinking skills need to be trained through the teaching – learning process.

Question 11

This was a knowledge question. Candidates were expected to give a description of Peter's denial of Jesus in Luke 22:54-62. Part b) called for views on ways in which Christians ought to react towards people who neglect them in times of problems.

It was an unpopular question with low scores. Most candidates found it hard to raise ideas for part b). Learners should be trained to reason out ideas within Biblical context.

Question. 12

Candidates were required to narrate the story of Jesus with the two Disciples who were going to Emmaus. Part b) called for ideas on the importance of Jesus' appearance to the Disciples after His resurrection.

It was an unpopular question with low scores. Candidates could not provide a narration of the story. Learners ought to do more of Bible study.

224/2: THE OLD TESTAMENT

The 2023 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocated was 2 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

This was a knowledge question that required candidates to present a description of the nature of the Covenant that God made with Abram. Part b) called for ideas on the similarities and differences between the Abrahamic and Sinaitic Covenants.

It was a very popular question with high scores. Most candidates used a negative language for the differences. Teachers should train learners on positive presentation of differences.

Question 2

This was a comprehension question that required candidates to explain actions of Abraham that show he was a man of faith in God. Part b) called for ideas on lessons that Christians today learn from Abraham's response to God.

It was a very popular question with high scores. Some candidates drew lessons using negative language i.e. "Christians should not...". Teachers should train learners to present their responses from the positive perspective of events.

Question 3

Candidates were expected to describe the life of Moses in Exodus 2:1-10. Part b) called for explain the reasons for Moses' escape from Egypt to Median.

It was unpopular with low scores. Some candidates wrote about the call of Moses. Teachers are encouraged to teach to cover the syllabus.

Question 4

Candidates were required to describe the making of the Sinai Covenant in Exodus 19:1-25. Part b) called for ideas on the reasons for making the Golden Calf by the Israelites.

It was an unpopular question with low scores. Some candidates instead gave reasons for the making of the Sinai Covenant. Learners need training on the study and right interpretation of questions.

Question 5

Candidates were required to describe the encounter between Hannah and priest Eli at Shiloh. Part b) called for ideas on the lessons Christian families today learn from the encounter. It was a popular question with average scores. Some candidates could hardly describe the encounter. Teachers are called upon to cover the syllabus for effective preparation of candidates.

Question 6

Candidates were expected to narrate the story of the anointing of Saul as 1st King of Israel. Part b) called for ideas on lessons that political leaders learn from Saul's leadership. It was a very popular question with high scores. Some candidates presented ideas on how Saul became a King. Teachers should provide for adequate time to help weak learners.

Question 7

Candidates were required to explain the importance realized after the return of the Ark to Jerusalem by King David. Part b) called for ideas on lessons that Christians draw from the transfer of the Ark. It was an unpopular question with low scores. Some candidates wrote about the Ark of Noah. Teacher should cover the syllabus in the interest of the learners.

Question. 8

Candidates were expected to give ideas on the reasons for David's success as King of Israel. Part b) called for views as to why some leaders fail in their work today. The question was popular with low scores. Some candidates gave reasons for the anointing of David as King. Teachers should consider adequate preparation of candidates for examinations.

Question 9

The question required candidates to explain ideas as to why Elijah flee into hiding to Horeb according to 1st Kings 19:1-9. Part b) called for ideas on challenges that religious leaders today face in the effort to serve God. It was a popular question with low scores. Some candidates gave responses totally out of context of the question. Teachers should cover the syllabus.

Question 10

The question demanded that candidates give a description of the vision of Micah according to Micah 1:1-7. Part b) called for ideas on lessons that Christians learn from the vision of Micah. It was an unpopular question with low scores. Some candidates presented lessons in negative language. Teachers ought to train learners in positive presentation of lessons.

Question 11

The question required candidates to explain reasons for God's call of Jeremiah to be a Prophet. Part b) called for ideas on lessons that Christians learn from Jeremiah's Prophecy.

It was a very popular question with low scores. Majority candidates presented very few ideas. Teachers should cover the syllabus during the teaching – learning process.

Question 12

Candidates were required to present a narrative of the story of the burning of Jeremiah's scroll by King Jehoiakim in Jeremiah 36. Part b) called for a narration of Jeremiah's decision to write another scroll.

It was an unpopular question with low scores. Some candidates found it difficult to provide for the two narratives.

224/3: THE EARLY CHURCH

The 2023 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocated was 2 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

This was a knowledge question that required candidates to give a description of the miracle that was performed by Peter in Acts 3:1-10. Part b) called for ideas on indicators of God's power in the lives of people in society today.

It was very popular with high scores. In part b) majority candidates raised few responses. Teachers should put emphasis on skills of application of learnt knowledge.

Question 2

This was a comprehension question. Candidates were expected to explain the ways in which the Gospel was spread to the dispersed Jews. Part b) called for ideas on ways in which the Gospel is spread today.

It was a very popular question with high scores. Some candidates raised few responses for part a). Teachers ought to provide adequate information on content to learners.

Question 3

This was a comprehension question that demanded for ways in which the work of the Apostles in the Early Church led to their persecution. Part b) called for ideas on lessons that religious leaders learn from the work of the Apostles.

The question was not attempted by any candidate.

Question 4

The question required candidates to explain the reasons for the failure by judges in courts today to render justice. Part b) called for ideas on lessons that judges in courts learn from Gallio, the Roman Governor.

It was unpopular with low scores. Negative language was used for part b). Teachers ought to train learners to state lessons positively.

Question 5

The question required candidates to narrate the story of Ananias and Sapphira in Acts 5. Part b) called for ideas on ways in which some Church leaders misuse Church funds today.

It was a popular question with high scores. Candidates exhibited knowledge and understanding of the content. We thank the teachers for the good work.

Question 6

The question required candidates to explain ideas on ways in which the gifts of the Holy Spirit were abused in the Early Church. Part b) called for views on advice that religious leaders can give to Christians on the use of spiritual gifts.

It was unpopular with low scores. Candidates found difficulty raising ideas on advice for religious leaders. Teachers should train free reasoning among learners.

Question 7

Candidates were to present ideas on ways in which women participated in Church affairs during the Apostolic days. Part b) called for ideas on ways in which women can increasingly participate in Church activities.

It was not attempted by any candidate.

Question 8

The question required candidates to present a description of the life of Paul after conversion. Part b) called for ideas on lessons that Christians today learn from Paul's life.

It was a very popular question with low scores. Candidates raised few responses. Teachers should guide learners to always try to correspond the number of their responses with the marks indicated.

Question 9

Candidates were expected to explain ideas on the role played by Pantaeus in the development of the Catechetical school in Alexandria. Part b) called for ideas on ways in which Christians have contributed to the development of their communities in Uganda.

No candidate attempted the question.

Question 10

Candidates were expected to explain ideas on ways in which the Monks searched for holiness during the Early Church period. Part b) called for ideas on reasons for the failure by some Christians to search for holiness today.

It was a popular question with high scores. Some candidates raised few responses for part a). Teachers are encouraged to cover the syllabus.

Question 11

Candidates were required to explain the spread of Christianity to Ethiopia. Part b) called for ideas on the difficulties that Christians face in the effort to spread Christianity in Uganda.

The question was not attempted by any candidate.

Question 12

Candidates were expected to present a narrative of the life of Augustine before and after his conversion to Christianity. Part b) called for ideas on the importance of Augustine's conversion to Christianity today.

No candidate attempted the question.

224/4: THE CHURCH IN EAST AFRICA

The 2023 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocated was 2 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

Candidates were expected to give the ideas on the teachings of the Christian Church in East Africa. In part b), candidates were required to give the problems that the Christian missionaries in East Africa faced.

It was a very popular question with high scores. Students exhibited deep knowledge on the tasks. Teachers had prepared them well.

Question 2

This was a comprehension question that called for ideas on the methods which missionaries used to spread Christianity in East Africa. Part b) called for ideas on the challenges that are faced by Church leaders in the effort to spread Christianity in Uganda today.

It was a very popular question with high scores. Candidates exhibited understanding of the content.

Question 3

The question required candidates to give ideas on the reasons for missionary participation in the abolition of slave trade in East Africa. Part b) called for views on ways in which the needy people can be helped in society today.

It was a very popular question with high scores. Teachers had done well in preparing the candidates.

Question 4

Candidates were to explain ideas on the ways in which Christian missionaries contributed to the establishment of colonialism in East Africa. Part b) called for ideas on the ways in which colonialism led to the suffering of the people of East Africa.

It was unpopular with low scores. Candidates who attempted this question raised few responses. Teachers are called upon to always cover the syllabus.

Question 5

Candidates were expected to present ideas on things that the Church has done to promote girl-child education in Uganda. Part b) called for ideas on the ways in which girl-child education has improved on the position of women in Uganda.

The question was very unpopular with very low scores. Candidates exhibited lack of content. Teachers ought to train learners to understand content.

Question 6

This was a knowledge question that called for ideas on the ways in which Christian missionaries provided health services to the people of East Africa. Part b) called for ideas on the problems that the Christian missionaries faced in the effort to provide health services to the people of East Africa.

It was a very popular question with high scores. Teachers had prepared candidates well in this area.

Question 7

This was a knowledge question that required candidates to present ideas on the reasons for the rise of Independent Churches in East Africa. Part b) tasked candidates to present their views on the ways in which divisions among Christians in Uganda can be addressed.

The question was unpopular with low scores. Candidates lacked content. Teachers ought to cover the syllabus.

Question 8

Candidates were expected to explain the ideas on the western cultures that still exist in the Church in East Africa today. Part b) called for ideas on the reasons for the africanisation of Church leadership in East Africa.

It was a very unpopular question with low scores. Candidates exhibited lack of content, the reason teachers ought to always try to cover the syllabus.

Question 9

This was a knowledge question that tasked candidates to give the characteristics of Pentecostal Churches in East Africa. Part b) called for ideas on the importance of Baptism to a Christian.

It was unpopular with low scores. Some candidates presented ideas on Independent Churches. Teachers should train learners in question interpretation skills.

Question 10

Candidates were tasked to give ideas on the reasons for the death of the Uganda Martyrs. Part b) called for ideas on actions of Christians in Uganda that show their faith in God.

It was very unpopular with low scores. Candidates found difficulty raising responses for the application task in b). Teachers should train learners in skills of application in assessment.

Question 11

Candidates were required to present views on ways in which Christians ought to participate in the politics of their country. Part b) called for an explanation of ideas on ways in which politics can be dangerous to Christians.

No student attempted the question. Teachers ought to cover the syllabus.

Question 12

Candidates were required to give the factors that helped the expansion of the Church in East Africa since independence. Part b) called for ideas on the ways in which rural areas of Uganda have benefited from Christianity.

No candidate attempted the question. Teachers should cover the syllabus.

224/5: THE AFRICAN RELIGIOUS HERITAGE

The 2023 UCE question paper was of the ordinary level standard. It covered all aspects of the syllabus. Time allocated was 2 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

The question required candidates to explain ideas on the Traditional African understanding of man's responsibilities to; God and to the community. Part b) called for views on the ways in which some Christians today have abandoned their responsibilities to God.

It was unpopular with low scores. Some candidates presented ideas on the attributes of God according to Traditional African Religion. Teachers should train learners on question study and interpretation skills.

Question 2

Candidates were to explain ideas on the ways in which pregnant women were treated in Traditional African Society. Part b) called for ideas on the importance of children in Traditional African Society.

The question was very popular with high scores. Majority candidates lacked examples in their responses. Teachers ought to teach specific facts when dealing with content on Traditional African Society.

Question 3

Candidates were required to present a description of a Traditional African initiation ceremony in any society. Part b) called for ideas on reasons for the rejection of some initiation rituals in society today.

This was a popular question with low scores. Majority candidates presented ideas on the rites of passage. Teachers should emphasize skills of question interpretation among learners.

Question 4

The question required candidates to present ideas on the reasons for the low cases of divorce in Traditional African Society. Part b) called for ideas on the causes of conflicts in some marriages in society today.

It was a very popular question with high scores. Some candidates gave ideas on the reasons for divorce in Traditional African Society. Teachers should emphasize among learners the need to take time to study and understand the demands of the question.

Question 5

Candidates were expected to explain ideas on the roles of in-laws in Traditional African Society. Part b) called for ideas on the reasons for the increasing cases of single headed families in society today.

It was unpopular with low scores. Few candidates could reason out the facts about the roles of in-laws. Teachers should teach learners to understand content.

Question 6

The question required candidates to explain ideas on the Traditional African understanding of work. Part b) called for ideas on the reasons for which some people today find work unenjoyable.

This was a very popular question with high scores. Some candidates were unable to raise ideas for part b). Training free reasoning skills among learners is important in education.

Question 7

Candidates were required to give ideas on the benefits of beer parties in Traditional African Society. Part b) called for views on ways in which the youth today can overcome the problems they face in using leisure time.

It was a very popular question with high scores. Some candidates could hardly raise responses for part b). Teachers ought to train learners skills of application of learnt knowledge.

Question 8

Candidates were required to explain ideas on the characteristics of the Traditional African family. Part b) called for ideas on the ways in which families today can raise responsible children.

It was unpopular with low scores. Some candidates used negative language for part b). Teachers should skills of presenting responses from the positive perspective.

Question 9

Candidates were expected to explain ideas on the ways in which leaders in Traditional African Society met the expectations of (served) their people. Part b) called for ideas on the qualities that should be considered in selecting leaders in society today.

The question was popular with high scores. Some candidates used negative language for part b). This is an area of concern for teachers to address.

Question 10

This was a comprehension question in which Candidates were required to explain ideas on the Traditional African practices that were done to celebrate death. Part b) called for explanation of ideas on the ways in which Christians prepare for life after death.

It was a popular question with high scores. Candidates exhibited understanding of the demands of the task and the content itself. Teachers did a good job in preparing candidates.

Question 11

The question called for ideas on the importance of prayer in Traditional African Society. Part b) called for ideas on the places of prayer in Traditional African Society.

It was a popular question with high scores. Candidates made mature presentations. We appreciate the role of the teachers in this.

Question 12

Candidates were required to explain ideas on the ways in which God was a worker in the Traditional African Religious perspective. Part b) called for ideas on ways in which Christians appreciate God today.

It was unpopular with low scores. Candidates who attempted it raised few responses. Teachers ought to cover the syllabus during the teaching-learning process.

225/1 ISLAMIC RELIGIOUS EDUCATION (HISTORY OF ISLAM)

The question paper covered the scope of the syllabus, brought out the aims and objectives of the syllabus and tested what is educationally relevant. The time allocated for the paper 2 hours was adequate, the twelve (12) questions set in the paper did not give advantage to any category of candidates, were clearly phrased and had no errors. The overall performance of candidates was good.

QUESTION ANALYSIS, QUALITY OF CANDIDATE'S RESPONSES AND ADVICE TO THE TEACHERS.**Question 1**

The question required candidates to give of the political life of the Jahiliyah Arabs in part (a) and in (b) the modifications Islam made in their political life.

It was a very popular question, one of the most attempted by candidates though the scores were low.

In part (a) most of the candidates were mixing the political aspects with the religious, social and economic of the Jahiliyah Arabs.

The teachers are encouraged to teach in detail and chronologically all aspects of Jahiliyah Arabs.

Question 2

Part (a) required candidates to describe the way Prophet Muhammad (PBUH) received the first revelation and part (b) lessons that Muslims learn from the events surrounding the first revelation.

It was a very unpopular question and scores were low.

In part (a) candidates had very little content on how Prophet Muhammad (PBUH) received the first revelation and in part (b) candidates had a challenge in applying learnt knowledge to give the lessons learnt.

Teachers are advised to sequentially teach every detail of Prophet Muhammad (PBUH)'s life and guide learners on how to respond to tasks that require application of learnt knowledge.

Question 3

The question demanded candidates to give reasons for the Meccan Quraish refusal of Prophet Muhammad (PBUH)'s call to Islam in part (a) and part (b) required to explain the way Prophet Muhammad (PBUH) reacted to this refusal.

It was a popular question and scores were good.

Teachers are applauded because candidates who attempted the question did well.

Question 4

Part (a) tasked candidates to describe the way Mecca was conquered and (b) the effects of the conquest.

The question was popular and scores were good.

Teachers are commended because candidates who attempted the question responded to it very well.

Question 5

The question required candidates to describe Abubakar's conversion to Islam in part (a) and the way his companionship to Prophet Muhammad (PBUH) helped in the progress of Islam in part (b).

It was a very popular question and candidates who attempted it got good scores.

In part (a) candidates lacked adequate information on the conversion of Abubakar to Islam.

Teachers should guide learners on how to present responses that require narration and should teach all aspects of the syllabus.

Question 6

Part (a) required candidates to give details of the administrative reforms made by Umar Bin Khattab and part (b) demanded to explain the way these reforms can be useful to Muslim leaders today.

The question was unpopular and the scores were poor.

In Part (a) candidates had challenges in clarifying Umar's reforms that were administrative and in (b) candidates failed to transfer the learnt knowledge to daily life situations.

Teachers are called upon to focus on supporting learners to understand the various reforms made by Umar Bin Khattab and the relevance of these reforms for proper application of the knowledge in real life.

Question 7

The Question required candidates to give the role of Abdallah bin Saba in the murder of Caliph Uthman in part (a) and to explain the effects of Uthman's murder on the Muslim Community in part (b).

It was a very unpopular question and the scores were poor.

In part (a) basing on the candidates' presentations they lacked adequate information and it seemed like the topic was not taught comprehensively.

The teachers are reminded to teach all parts of the syllabus in order to equip learners with adequate content and should encourage students to research on such topics.

Question 8

In part (a) candidates were required to explain the way Ali bin Abutalib ascended to the Caliphate and part (b) the challenges faced by the Muslim community during the reign of Caliph Ali.

It was a popular question and scores were good.

There was evidence from candidates' work that they were not taught well the details of Caliph Ali bin Abutalib.

Teachers are encouraged to teach all Caliphs, avoiding concentrating on teaching the first two Caliphs and should encourage learners to pay attention to all Caliphs and avoid spotting.

Question 9

Required candidates to explain the role played by Kabaka Muteesa 1 in the spread of Islam in Uganda in part (a) and the ways through which Muslim leaders can promote the spread of Islam in Uganda in part (b).

It was a popular question, candidates had average scores.

In Part (b) candidates failed to apply learnt knowledge in real life situations of giving ways through which Muslim leaders can promote the spread of Islam in Uganda.

Teachers should endeavour to bring out the relevance of teaching various topics which can facilitate use of knowledge in daily life.

Question 10

Part (a) required candidates to narrate the life history of Sheikh Abdul Rahman Mivule and part (b) demanded to explain his role to the development of Islam in Uganda.

It was an unpopular question with poor scores.

Candidates lacked content.

Teachers should research comprehensively on all personalities according to the syllabus to equip learners with wide knowledge on the personalities and also encourage them to research.

Question 11

Required candidates to give the objectives of the Uganda Muslim Supreme Council in part (a) and the ways in which the Council can improve Muslims' welfare in Uganda for part (b).

It was a popular question with good scores.

In part (b) candidates misfired by giving achievements of the Council but not what it can do to improve Muslims' welfare in Uganda.

Teachers should guide learners in question interpretation, approach and meaning of action verbs used in assessment.

Question 12

Part (a) required candidates to explain the beliefs and practices of the Tabliq sect in Uganda and (b) demanded to give the ways in which the Tabliqs have contributed to the development of the Muslim community in Uganda today.

The question was very popular and candidates who attempted it got good scores.

Teachers are commended for this. However similar efforts should be exhibited when teaching all aspects of the syllabus.

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

The question paper covered the scope of the syllabus, brought out the aims and objectives of the syllabus and tested what is educationally relevant. The time allocated for the paper 2 hours was adequate, all the twelve (12) questions set in the paper did not give advantage to any category of candidates, were clearly phrased and had no errors. The overall performance of candidates was good.

Question 1

Part (a) required candidates to give the steps involved in performing ablution and part (b) the importance of purification to Muslims.

The question was very popular and scores were good.

In part (a) some candidates lacked practical knowledge about the performance of ablution because they missed out on some steps.

Teachers are encouraged to conduct practical lessons / make demonstrations which give clarity to the learners on aspects covered during the teaching and learning.

Question 2

Required candidates to give details about the teachings of Islam on Zakat in part (a) and limitations to Zakat collection in Uganda for part (b).

The question was popular and scores were average.

Some candidates in part (a) were giving the recipients, importance and items from which Zakat is paid.

Teachers should guide learners regarding question interpretations and clearly explain to them details of the subject matter.

Question 3

Part (a) required candidates to give the Sunnah practices performed by Muslims during the month of Ramadhan and part (b) the days when Muslims are not supposed to fast.

The question was popular and scores were average.

However, in part (a) some candidates concentrated more on the evil acts forbidden during Ramadhan and in (b) they instead gave the situation under which a Muslim is exempted from fast Ramadhan.

Teachers should make effort to teach all aspects of fasting in detail to give learners a clear understanding of the subject matter.

Question 4

Required candidates to give the rituals performed during Hajj in part (a) and to explain nullifiers of pilgrimage.

The question was unpopular and scores were poor.

In part (a), some of the candidates presented conditions required for one to perform pilgrimage, others gave only the compulsory rites of pilgrimage ignoring the optional rites.

Teachers should endeavour to give learners various terms used to mean similar words in order to reduce on the confusion that arises because of use of some kind of terms in assessment.

Question 5

Part (a) required the features/ characteristics of Allah's Angels and (b) demanded to explain ways in which Angel Jibril helped Prophet Muhammad (PBUH) in his mission.

It was a popular question with good scores.

Some of the candidates in part (a) mixed up the features with duties of Angels and in part (b) most lacked information on the incidents when Prophet Muhammad (PBUH) interacted with Angel Jibril.

Teachers are called upon to give learners the required content on the Angels pointing to all the details. This also necessitates integration of knowledge in both papers.

Question 6

Required candidates to present teachings about God's revealed books in part (a) and the ways through which Muslims demonstrate regard/ respect for the Quran for part (b).

It was a popular question with average scores.

Candidates in part (a) concentrated on the Quran alone, others handled each book independently not giving the general teachings.

Teachers are encouraged to teach in detail about all the Holy books of God and also encourage learners to research more for better responses.

Question 7

Part (a) required candidates to describe the life, mission of Prophet Ibrahim and (b) lessons Muslims learn from his life and mission.

It was an unpopular question but scores were good.

In part (a) some candidates diverted away from the teachings of the Quran about Prophet Ibrahim to the biblical, they also confused Ismail with Isaac.

Teachers should teach stories of all the Prophets exhaustively.

Question 8

Part (a) required candidates to give the nature and experiences in hell and (b) the way such knowledge influences a Muslim's behaviour.

The question was unpopular and poorly scored.

However, some candidates in part (a) gave events of the day of judgement, sinful acts that lead people into hell and others mistook hell for paradise.

Teachers are called upon to teach comprehensively about hell focusing on all the Islamic teachings.

Question 9

Part (a) called for the treatment of relatives according to the teachings of Islam and (b) the various ways through which some Muslims in Uganda fail to implement these teachings.

The question was very popular and scores were good.

Some candidates in part (b) gave the importance of the relationship and others reasons why Muslims fail to relate well with their relatives.

Teachers should make effort to support learners with question interpretation skills and also expose learners to various application questions to gain mastery of applying knowledge than cramming it.

Question 10

In part (a) required candidates to give the precautionary measures that promote good health of women and part (b) ways in which Muslim parents should take care (take charge) of their children.

The question was popular with good scores.

Candidates in part (a) presented ways of promoting personal hygiene and others gave duties of husband to wife.

Teachers should give a clear distinction between aspects of personal hygiene and health. This can be done through research and providing adequate content.

Question 11

It called for the features/ qualities of foods and drinks allowed in Islam in part (a) and the negative effects of consuming prohibited foods and drinks in part (b).

It was an unpopular question with poor scores.

Basing on the presentations majority of the candidates who attempted the question lacked adequate knowledge on the subject matter.

Teachers are called upon to adequately teach both the permitted and prohibited foods and their characteristics.

Question 12

The question required candidates to give details of the acceptable ways of earning wealth in part (a) and the benefits of earning wealth legally to the Muslims for part (b).

The question was popular and averagely scored.

In part (a) some of the candidates who attempted the question concentrated on the prohibited ways of earning wealth and the different lawful economic activities in Islam.

Teachers should widen on the students' knowledge about earning of wealth according to Islam through providing adequate content and covering all aspects of the syllabus.

241/1(History of East Africa from c1000 to independence).

The paper's duration was two hours and the candidates were required to answer four questions. All questions carried equal marks.

EXAMINERS' OBSERVATION OF THE QUALITY OF THE PAPER

The paper was prepared from the examination syllabus that examiners were familiar with.

The paper brought out the aims and objectives of the syllabus and tested what is educationally relevant/important and the time allocated to it was adequate.

The examination questions were clearly phrased, had no errors, and did not give an advantage to any particular group of candidates over others.

The questions varied in level of difficulty to cater for all the categories of learners. Questions; 2a, 3a, 4, 5b, 7, 9, and 10 were perceived as difficult, and 3b, 5a, 6, and 8 were considered as average, 1, and 2b were considered as difficult.

Compared to 2022, this paper was more difficult and its coverage of the syllabus in terms of contents, aims and skills was adequate.

OVERVIEW OF CANDIDATES' PERFORMANCE

The overall performance of the candidates was good.

Questions 1, and 2b, were well done while 2a, 3b, 4, 5b, 7, 9, and 10 were poorly done.

The most attempted questions were 1, 2, 3, 5, 6, 7, 8, 9 and 10 while 4, was the least attempted.

None of the questions remained un attempted.

The quality of work and performance scores of 2023 candidates were worse than that of 2022.

QUESTION ANALYSIS

Question 1 a)

Required the candidates to describe factors that led to the development of the Coastal States of East Africa by AD 1300. Those factors included effects of expansion of trade (Indian Ocean trade and East African trades in that region) and natural factors such as the monsoon winds, favorable climate of the coast and productive hinterlands, etc. A good essay mentions each of these factors and briefly state how it led to the growth of the East African coastal states.

b) Required them to explain the factors that led to the decline of these states after 1500. These factors include interstate rivalries, Portuguese arrival, insecurity and decline of the lucrative trades on which the states depended. A good answer mentions each of individual factors in each category and explains how and why it led to the decline of this trade.

This was a very popular question.

Candidates' weaknesses

- Failed to put the answers within the required time frame. So their answers were majorly guesswork.
- Some candidates mistook the Coastal city states for Indian Ocean trade, Long distance trade and Slave trade.

Advice to teachers

Emphasise the importance of time context of each topic and factor in history.

Clearly distinguish between the topics that are related either by region, time frame or concepts to avoid candidates taking one topic for another.

Question 2 a)

Required the candidates to explain where the Luo ethnic group of East Africa came from and how they settled in different parts of East Africa. A good answer recognizes Bar el Gazel as the main origin, and also recognizes the points of separation of different sub groups like the Alur and Acholi (Pubungu), the Kumam, the Luo in Northern Busoga, the Luo in Budama, and the Luo in Western Kenya.

b) Required candidates to describe the factors that led to the migration of Luo from Bar el Gazel to East Africa. A good essay categorises these factors in to natural, political, economic and social. Each factor in the category is mentioned and briefly stated how it led to the migration and settlement in to different areas of East Africa.

It was a popular question among the candidates.

Candidates' weaknesses

- Inadequate knowledge of the subject matter.
- Some candidates mistook the Luo for the Plain Nilotes.

Advice to teachers

Consistently distinguish between the River Lake Nilotes and Plain Nilotes.

Question 3a)

Required the candidate to explain the factors that made the Nyamwezi to get involved in the East African Long Distance Trade during the 19th Century. A good answer needed to have these factors; natural advantages, social advantages, economic, and external factors. Each of the factors under the category is outlined and explained in relation to Nyamwezi's participation in this trade.

b) Required them to explain the effects of this trade on the peoples of East Africa up to 1890. The candidate should outline and explain each of these effects.

It was a popular question among the candidates.

Candidates' weaknesses

Inability to identify and explain the reasons for Nyamwezi's involvement in the Long Distance trade. Some explained the role of Nyamwezi in the Long Distance Trade, while in b, quite a number wrote about the effects of this trade.

Advice to teachers

Teach all the aspects of this topic, making a clear distinction of one aspect from another.

Question 4a)

The question required the candidates to explain the causes of the 19th century Masai civil wars/ internal conflicts. A good answer recognizes that the Masai were divided in to two sections; The Purko who were nomadic pastoralists and their livelihood was purely dependent on livestock and rangeland and the Kwavi who were both crop cultivators and animal keepers so they led a more settled life with controlled animal movement. The conflicts therefore came as a result of competition for land. The role of each section should be out lined and explained in line with the conflict.

b) Required the candidates to outline and explain the effects of these conflicts on the Masai (Purko and Kwavi) people.

It was a popular question among the candidates.

Candidates' weakness

Lacked of knowledge of the subject matter. Many candidates thought it was one of the anti-colonial wars especially Nandi rebellion.

Advice to the teacher

Teach all aspects of the syllabus.

Question 5a)

Required the candidates to identify and explain Christian missionaries' interests in East Africa (during the 19th century). A good response would categorise the missionary interests into religious and humanitarian, political, and economic then outline and explain each interest under the categories.

b) Required them to explain why the missionaries were able to achieve these interests. A good response would outline and explain each of the factors that favoured missionaries to achieve their interests in East Africa.

It was a very popular question among candidates.

Candidates' weaknesses

Some candidates wrote about general reasons for the coming of Europeans to East Africa. Some candidates gave the activities and effects of missionaries in East Africa instead of factors that favoured them in achieving their interests.

Advice to teachers

Teach every aspect of Christian Missionary activity in East Africa emphasising the similarities and differences among them.

Question 6a)

Required candidates to explain the reasons behind the British's choice of indirect rule in Uganda. A good answer outlines those reasons and explain how it would make administration of a colony easy.

b) Required them to explain how the Indirect rule policy was applied in the political, social and economic sectors of Uganda.

It was a popular question among candidates.

Candidates' weaknesses

Lacked knowledge of Indirect rule. Some candidates gave reasons for Direct rule while others were not able to give sufficient responses about Indirect rule.

In (b), some candidates gave methods used by the colonialists in acquiring territories in Africa.

Advice to teachers

Teach all aspects of this topic and clearly differentiate all aspects.

Question 7a)

Required candidates to explain the reasons for the Kabalega resisting the British. A good answer recognizes that Kabalega was the King of Bunyoro from 1870 to 1899 and outlines and explains the reasons for Kabalega resisting the British rule from 1872 to 1899.

b) required them to outline and describe the factors that led to Kabalega's defeat in this war by 1899.

It was a popular question.

Weaknesses of candidates

Lacked subject matter. Many candidates answered this question with the general knowledge of African resistance to colonial rule (without any particular reference to Bunyoro or Kabalega.)

Advice to teachers

Teach all the cases of resistance and collaboration, and clearly distinguish each particular case from another.

Question 8a)

Required candidates to outline and describe factors/ situations/ conditions that led to signing of the 1900 Buganda Agreement.

b) required candidates to outline and explain the results/ effects of this agreement on the peoples of Uganda up to the independence.

It was a popular question among the candidates.

Candidates weaknesses

Candidates who did not answer well did not have an idea of Buganda Agreement of 1900.

Advice to teachers

Teach all topics in the syllabus, and emphasise use of the correct tense.

Question 9a)

Required candidates to give a brief description of World War II, outline and explain the factors that made East African countries to get involved in it.

b) required candidates to outline and describe the effects of this war on the peoples of East Africa.

It was a popular question among candidates.

Weaknesses of candidates

Candidates who did not answer well did not have sufficient knowledge of the World War II and its effects on East Africa.

Advice to teachers

Teach all topics in the syllabus.

Question 10a)

Required candidates to give a brief description of nationalism with reference to Uganda and explain the factors that led to the growth of nationalism in Uganda between 1939 and 1962.

b) required candidates to explain the problems that the peoples of Uganda faced during that period.

It was a very unpopular question.

Weaknesses of candidates

Lacked content knowledge about the topic.

Advice to teachers

Teach all topics in the syllabus, including those towards the end.

241/2 (History of West Africa from c1000 to independence).

The paper's duration was two hours and the candidates were required to answer four questions. All questions carried equal marks.

EXAMINERS' OBSERVATION OF THE QUALITY OF THE PAPER

The paper was prepared from the examination syllabus which the examiners were familiar with. The paper brought out the aims and objectives of the syllabus and tested what is educationally relevant/important and the time allocated to it was adequate.

The examination questions were clearly phrased, had no errors, and did not give advantage to any particular group of candidates over others.

The questions had the same level of difficulty.

Compared to 2022, this paper's level of difficulty was the same. Its coverage of the syllabus in terms of contents, aims and skills was adequate.

OVERVIEW OF CANDIDATES' PERFORMANCE

The overall performance of the candidates was good.

Questions 1, 2, 4a, 5 were well done, and 3, 6, 7, 8 were poorly done.

The most attempted questions were 1, 3, 5, 6, while 7, and 8 were the least attempted.

None of the questions remained un attempted.

The quality of work and performance scores of 2023 candidates was better than that of 2022.

The performance score of 2023 candidates was the same as that of 2022.

QUESTION ANALYSIS

Question 1a)

Required candidates to explain the factors that led to the rise of the Ancient Empire of Ghana. A good response had to bring out the background to Ancient Ghana (where it was located, the people who founded it, its nucleus and its territorial expanse at its peak) in the introduction, and had to identify and explain factors that led to its growth and expansion in the body.

b) required candidates to outline and describe the main features of political, economic and social organization of Ancient Ghana.

A good response describes these features in their respective categories.

It was a very popular question among the candidates.

Weaknesses of candidates

Use of wrong tenses. History is supposed to be written in past tense however in this case some candidates wrote in other tenses.

Advice to teachers

Emphasise use of past tense in writing history essays.

Question 2a)

Required candidates to describe the stages/ steps in the coming into existence of the Yoruba state of Oyo.

A good essay gives when the empire was founded (1300's), the people who founded it (the Yoruba), the person who founded it (Oranmiyan), its nucleus and the capital city (Oyo-Ile), its progressive expansions under various leaders, and the territorial extent at its peak by 1500.

b) Candidates were required to outline and explain the conditions/ factors that made Oyo empire to last or survive for so long.

It was a popular question among the candidates especially part (b).

Weaknesses of candidates

Many candidates did not understand the background of Oyo. They did not understand that Oyo was one of the Yoruba states.

Advice to teachers

Teach all topics and sub topics in the syllabus to the required details.

Encourage students to do library research.

Question 3a)

Required candidates to explain how legitimate trade came about. A good essay had to bring out the role of slave trade, its abolition clearly, and changing world trade in the rise of legitimate trade in West Africa.

b) Required candidates to outline and explain the effects of the legitimate trade on the peoples of West Africa.

It was not a popular question among the candidates.

Candidates' weaknesses

Inadequate knowledge of the subject matter of the legitimate trade.

Advice to teachers

Teach all topics and sub topics in the syllabus to the required details.

Encourage students to do library research.

Question 4a)

Required candidates to describe the contribution of Creoles to the development of Sierra Leone.

b) Required candidates to explain reasons for the decline of the Creoles' influence in Sierra Leone by the 19th century.

Part (a) was popular while part (b) was not popular.

Weaknesses of candidates

Inadequate knowledge of the subject matter

Advice to teachers

Teach all the topics as prescribed in the syllabus.

Question 5a)

Required candidates to explain the factors that made Europeans to scramble for and partition West Africa among themselves during the 19th century. A good essay recognised that these factors were both in Europe and within West Africa, and they were economic, political and social in nature.

b) Required candidates to explain changes that took place in West Africa as a result of the scramble and partition of West Africa.

It was a very popular question.

Weaknesses of candidates

Very limited factors were raised and explained in part (b).

Advice to teachers

Teach all the topics as prescribed in the syllabus.

Question 6a)

Required the candidates to compare the similarities between the Indirect Rule (British System) and Assimilation (French system) policies as used in colonial West Africa.

b) Required candidates to differentiate between the Indirect Rule and the Assimilation policies. It was not a popular question.

Weaknesses of candidates

Lack of knowledge of the two colonial systems of administration among most candidates who attempted the question.

Advice to teachers

Thoroughly teach all the colonial systems of administration in West Africa with emphasis on similarities and differences.

Question 7a)

Required candidates to describe how the colonialists developed the agricultural sector in Guinea Bisau.

b) Require candidates to explain how the colonialists developed the educational sector in Guinea Bisau.

It was not popular among the candidates.

Weaknesses of the candidates

Inadequate knowledge of the subject matter.

Advice to teachers

Teach all topics in the syllabus.

Question 8a)

Required candidates to explain the role played by the Ressemblent Democratique Africain (RDA) in the struggle for independence in French West Africa.

b) Required candidates to explain the problems faced by the RDA in the struggle for independence in French West Africa.

It was **not** a popular question.

Weaknesses of candidates

Lacked adequate knowledge of subject matter of the RDA

Advice to teachers

Teach all the topics as prescribed in the syllabus.

241/3 (History of Central Africa from c1000 to independence).

The paper's duration was two hours and the candidates were required to answer four questions. All questions carried equal marks.

EXAMINERS' OBSERVATION OF THE QUALITY OF THE PAPER

The paper was prepared from the examination syllabus that the examiners were familiar with. The paper brought out the aims and objectives of the syllabus and tested what is educationally relevant/important and the time allocated to it was adequate.

The examination questions were clearly phrased, had no errors, and did not give advantage to any particular group of candidates over others.

The questions had the same level of difficulty.

Compared to 2022, this paper was the same. Its coverage of the syllabus in terms of contents, aims and skills was adequate.

OVERVIEW OF CANDIDATES' PERFORMANCE

The overall performance of the candidates was poor.

Questions, 5 and 7 were well done, and 2, and 3 were poorly done.

The most attempted questions were 2 and 7, while 4, 6 and 8 were the least attempted.

None of the questions was not attempted.

The quality of work of 2023 candidates was the same as that of 2022, and the performance scores was the same.

QUESTION ANALYSIS

Question 1a)

Required candidates to describe the origins of Kongo Kingdom. A good essay had to bring out the location of Kongo Kingdom geographically, when it was founded, who founded it, stages through its growth, its nucleus, its boundary at its peak and when it reached the peak.

b) Required candidates to describe the political, social and economic organisation of the kingdom during the 16th century.

It was a popular question among the candidates.

Weaknesses of candidates

Many candidates did not understand the meaning of origins. Some wrote about the factors for its rise while others wrote about its organisation.

Poor writing skills example bulleting points instead of paragraphing, poor phrasing, wrong tenses and wrong spellings, and not following the structure of an essay.

Advice to teachers

Teach all aspects of this topic and make each very distinct from another.

Encourage use of various text books.

Question 2a)

Required the candidates to explain reasons for the Portuguese coming to Mozambique during the 16th century.

b) Candidates were required to describe the methods used by the Portuguese to establish their rule in/ conquer Mozambique.

It was a popular question among the candidates.

Weaknesses of candidates

Inadequate knowledge of the topic.

Use of wrong tenses.

Advice to teachers

Teach all aspects of the topic and clarify their differences.

Question 3a)

Required candidates to explain the steps in the migration and settlements of the Kololo into Bulozhi during the 19th century.

b) Required candidates to explain the effects of Kololo's settlement in Bulozhi on the people of Lozi.

It was a popular question among the candidates.

Candidates' weaknesses

Inadequate knowledge of the subject matter. Candidates could not answer part **a)** well and they used general knowledge of effects of migrations and settlements to answer part **b)**

Advice to teachers

Teach all aspects of the topics laid out in the syllabus.

Discourage candidates from applying general knowledge to answer specific questions.

Question 4a)

Required candidates to describe origins of the Bisa Chiefdom. This demanded statement of how the chiefdom came into existence, who founded it and what was its territorial expanses at its peak.

b) Required candidates to describe social, political and economic organization of the chiefdom during the 19th century.

It was not a popular question.

Weaknesses of candidates

Inadequate knowledge of subject matter.

Advice to teachers

Teach all the topics prescribed in the syllabus.

Question 5a)

Required candidates to explain factors that made the Europeans to scramble for and partition Central Africa among themselves. A good essay recognized that the factors were both within Central Africa and in Europe, and they were economic, political and social in nature.

b) Required candidates to explain how the peoples of Central Africa were affected by this scramble and partition.

It was a very popular question.

Weaknesses of candidate.

Many candidates gave general causes and effects of scramble and partition of Africa without specific reference to Central Africa.

Advice to teachers

Give specifics of the topic. Let the students understand the general causes and effects of scramble and partition of Africa as well as causes and effects that are particular to each region.

Question 6a)

Required candidates to explain how the colonialists changed the education sector of Southern Rhodesia (Zimbabwe).

b) required candidates to explain how the colonialists changed the agricultural sector of Southern Rhodesia (Zimbabwe)

It was not a popular question.

Weaknesses of candidates

Lack of knowledge of colonial economy in Southern Rhodesia.

Advice to teachers

Teach all the topics in the syllabus.

Question 7a)

Required candidates to explain the methods used by the British to acquire/ conquer Northern Rhodesia (Zambia) by 1893.

b) Require candidates to explain the effects of the British rule on the peoples of Northern Rhodesia/ Zambia.

It was not popular among the candidates.

Weaknesses of the candidates

Inadequate knowledge of the subject matter.

Advice to teachers

Teach all topics as prescribed in the syllabus.

Question 8a)

Required candidates to describe the role played by Front for the Liberation of Mozambique (FRELIMO) in the struggle for the independence of Mozambique.

b) Required candidates to explain the problems faced by the FRELIMO in the struggle for the independence of Mozambique.

It was not a popular question among the candidates.

Weaknesses of candidates

Inadequate knowledge of subject matter.

Advice to teachers

Teach all topics as prescribed in the syllabus.

241/4 (History of South Africa from c1000 to independence).

The paper's duration was two hours and the candidates were required to answer four questions. All questions carried equal marks.

EXAMINERS' OBSERVATION OF THE QUALITY OF THE PAPER

The paper was prepared from the examination syllabus that the examiners were familiar with. The paper brought out the aims and objectives of the syllabus and tested what is educationally relevant/important and the time allocated to it was adequate.

The examination questions were clearly phrased, had no errors, and did not give advantage to any particular group of candidates over others.

The questions had the same level of difficulty.

Compared to 2022, this paper was the more difficult. Its coverage of the syllabus in terms of contents, aims and skills was adequate.

OVERVIEW OF CANDIDATES' PERFORMANCE

The overall performance of the candidates was poor.

Questions, 1 a), 2 and 7 were well done, and 1b) 5, 6, and 8 were poorly done.

The most attempted questions were 1, 2, 3, 4, and 7, while 6 and 8 were the least attempted.

None of the questions was not attempted.

The quality of work and performance scores of 2023 candidates was poorer than that of 2022.

QUESTION ANALYSIS

Question 1a)

Required candidates to describe political, economic and social organization of the San between AD 1000 and 1500.

b) Required candidates to describe how the San related with other peoples of Southern Africa during the same period.

It was a very popular question among the candidates.

Weaknesses of candidates

Inadequate knowledge of the topic.

Lack of understanding of the San's affairs during the time frame.

Advice to teachers

Teach all aspects of this topic and make each very distinct from another.

Encourage use of various text books.

Make clear distinctions of changes according to timeframe.

Question 2a)

Required candidates to describe the things done by the Dutch settlers at the Cape before the year 1800.

b) Candidates were required to explain the problems faced by the Dutch settlers at the Cape. It was a popular question among the candidates.

Weaknesses of candidates

limited knowledge of the topic.

Advice to teachers

Teach all aspects of the topic and clarify their differences.

Question 3a)

Required candidates to explain the factors that contributed to the rise/ founding or growth and expansion of Zulu state.

b) Required candidates to explain the effects of Zulu's expansion on the neighboring peoples. It was a popular question among the candidates.

Candidates' weaknesses

Failed to distinguish between the rise and survival of Zulu state. Some candidates explained the survival of Zulu state instead of its rise.

Advice to teachers

Teach all aspects of the topics as prescribed in the syllabus.

Make each subtopic as discrete as possible to avoid confusing students.

Discourage candidates from applying general knowledge to answer specific questions.

Question 4a)

Required candidates to explain the reasons for the British annexation of Natal in 1843.

b) required candidates to explain the effects of this annexation on the relationship between the British and the Boers.

It was a popular question.

Weaknesses of candidates

Inadequate knowledge of subject matter.

Advice to teachers

Teach all the topics in the syllabus.

Question 5a)

Required candidates to explain reasons for the failure of 1895 Jameson raid.

b) Required candidates to explain how this raid affected the peoples of South Africa.

It was an averagely popular question.

Weaknesses of candidate.

Inadequate knowledge of the topic.

Advice to teachers

Give specifics of the topic such as Jameson raid, causes, failure and effects. Let it be known that it wasn't an all blast war between the British and the Boers but a botched raid against the South African Republic carried out by British colonial administrator Leander Starr Jameson, under the employment of Cecil Rhodes.

Question 6a)

Required candidates to explain reasons for the passing of the 1910 Act of Union.

b) Required candidates to explain the terms of the act.

It was not a popular question.

Weaknesses of candidates

Lack of knowledge of 1910 Act of Union.

Advice to teachers

Teach all the topics in the syllabus giving due attention to all the subtopics.

Question 7a)

Required candidates to explain the causes of the War of the Guns.

b) Require candidates to explain the effects of this war on the Basuto.

It was very popular among the candidates.

Weaknesses of the candidates

Lack of knowledge of the War of the Guns.

Advice to teachers

Teach all topics in the syllabus.

Question 8a)

Required candidates to explain factors that made it difficult for the peoples of South West Africa (Namibia) to attain their independence.

b) Required candidates to explain how those problems were solved by 1990.

It was not a popular question among the candidates.

Weaknesses of candidates

Inadequate and in some cases lack of knowledge of subject matter.

Advice to teachers

Teach all topics in the syllabus and teach thoroughly.

273/1 GEOGRAPHY

This paper consisted of parts **I** and **II**. Part **I** was compulsory 30 multiple choice questions. Part **II** had sections **A** and **B**. Section **A** had **three compulsory questions** (1. Map work, 2. Photographic interpretation, 3. Field work). Section **B** (geography of East Africa) had four questions from which a candidate was required to answer **only one**.

QUALITY OF THE PAPER

The paper; was prepared from the examinations syllabus that teachers were conversant with, clearly brought out the aims and objectives of the syllabus, and tested what is educationally relevant/ important.

2 hours 30 minutes allocated to the paper was adequate. The examination questions were clearly phrased and no error was detected in the question paper. None of the questions gave advantage to any group of candidates over the rest.

The level of difficulty of the elective questions varied. Questions; 5, and 7 were considered difficult, 4 average and 6 easy.

2023 paper was considered easier than that of 2022, and its syllabus coverage in terms of content, aims and skills was adequate.

PERFORMANCE OF CANDIDATES

The overall performance of candidates in the paper was rated as good, Question 6 was well done, and 5 and 7 were poorly done.

Questions 4 and 6 were most attempted and question 5 and 7 were least attempted. None of the questions remained un attempted.

Compared to 2022, the quality of work and performance scores of 2023 candidates was better.

QUESTION ANALYSIS

Section A had 30 compulsory objective type questions, covering the tire syllabus.

Question 1.

Was a compulsory map reading question requiring candidates to use a 1:50,000 survey map of Lukaaya to establish the grid reference of antiquity at Lukaaya, name the manmade feature found at a given grid reference, state the bearing of a given church from a given borehole, measure in kilometres the distance of a given road, draw sketch map of area shown on the map and locate certain stated features, describe the relations between relief and drainage in the area stated in the map and explain the environmental problems facing people living in the area.

Since it was a compulsory question, all candidates had to attempt it.

Candidates' weaknesses:

Most candidates who did not perform well in this question failed to state the correct grid references and bearing, others could not draw the sketch map of the specified portion of the map, and some failed to identify nature of relief and its relationship with the drainage.

Advice to teachers:

Thoroughly explain to students the main concepts of map work/ studies and engage them in a lot of hands on with map work.

Question 2

Required candidates to study a land use ground photograph and identify the economic activity taking place in it, state the number of people in the photograph; draw its land scape sketch specifying certain features, describe the problems facing people carrying out the activity in the photograph, and explain the effect of the economic activity on the environment.

It was compulsory and all candidates were required to answer it.

Candidates' weaknesses

Many candidates who did not perform well in this question did not; identify the correct economic activity taking place in the photograph, identify problems facing people carrying out the economic activity and effects of the activity on the environment.

Advice to teachers:

Teach photograph interpretation skills as a topic with all its principles and concepts to the learners instead of following sample questions from the past examination papers. Use a variety of photographs to develop in to the learners the concepts of photograph study skills.

Question 3

Required candidates to reflect on the field work they did either individually or in a group and report on; the topic, objectives, draw a sketch map of the area studied the methods that were used to collect the information, and the new knowledge gained about the geography of the area from the study.

It was a compulsory question so all candidates were required to answer it.

Candidates Weaknesses

Most candidates who did not perform well in this question failed to state the topic of the study, describe the methods used to collect the data, and report on the new knowledge gained about the geography of the area from the study.

Advice to teachers

Emphasise to students that Field work is done in themes, and each theme has aspects.

Expose learners to many field work studies. All these can be done around the school (bearing in mind that fieldwork must be cost effective).

Question 4

Required candidates to distinguish between **intrusive** and **extrusive** volcanic landforms, name any two volcanic mountains in East Africa, describe the process of the formation of volcanic mountains in East Africa, explain the benefits and problems of living in volcanic areas (in East Africa).

It was a popular question.

Candidates' weaknesses:

Many candidates who did not perform well in this question failed to distinguish between intrusive and extrusive volcanic landforms and failed to describe the process of the formation of volcanic mountains (they instead described the process of faulting).

Advice to teachers:

Teach volcanicity thoroughly and emphasise how it differs from other landform formation processes.

Question 5:

Required candidates to study a given rainfall distribution map of East Africa and describe the characteristics of rainfall received in two distinct areas, name the selected latitude, water bodies, and highlands, explain factors affecting rainfall distribution in East Africa and describe the effect of climate on the way of life of the people of East Africa.

It was not a popular question.

Candidates Weaknesses:

Failed to describe the characteristics of rainfall received in different areas, failed to name the located highlands, failed to explain factors affecting rainfall distribution in East Africa and inability to relate different climate types to the peoples 'ways of life.

Advice to teachers:

Thoroughly teach about climate and its influence on the ways of life of people (in East Africa).

Question 6:

Required candidates to study a given table showing areas of East Africa under forest cover (in 2020) and represent it in a pie chart, identify the country with the largest and a country with the smallest areas under forest cover, described the contribution of forest to the development of any one country in East Africa, and explain steps being taken to conserve forests in East Africa.

It was a very popular question.

Weaknesses of the candidates:

Candidates who performed poorly in this question failed to; draw precise pie chart (i.e., the measured angles did not represent the drawn/ labelled angles).

Incorrect conversion of volumes of forests in hectares to degrees.

Advice to teachers:

Thoroughly teach the skills of pie-chart drawing.

Question 7:

Required candidates to draw a sketch map of East Africa showing population densities patterns, given transport routes, explain factors that influence population density patterns in East Africa, describe effects of high population density distribution in East Africa, and explain steps being taken by any one country in East Africa to solve the problems being faced by people living in densely populated areas of East Africa.

It was not a popular question.

Weaknesses of candidates:

Most of the candidates who did not perform well in this question; did not draw the required transport routes correctly, failed to distinguish between factors for high population density and factors for high population growth.

Advice to teachers:

Avoid selective teaching. Teach all topics as prescribed in the syllabus and thoroughly. Use and encourage students to use a variety of sources to access a diverse and up-to-date geographical information.

273/ 2 GEOGRAPHY

This paper consisted of part **I** (the rest of Africa outside East Africa) with four questions and part **II** (studies in development) with nine questions. The candidates were required to answer two questions from part **I** and two questions in part **II**.

Part **II** comprise three regions (Region **I**–North America, Region **II** –Rhine lands, and Region **III**–China). The candidates were required to answer only one question from one region.

QUALITY OF THE PAPER

The paper; was prepared from the examinations syllabus that teachers were conversant with, clearly brought out the aims and objectives of the syllabus, and tested what is educationally relevant/ important.

2 hours 30 minutes allocated to the paper was adequate. The examination questions were clearly phrased and no error that could affect the performance of candidates was detected in the question paper.

The level of difficulty of the elective questions varied. Questions;1, 4, 8, 9,11, 12 were considered difficult, 2, 5 average and 3, 6,7, 10, 13 easy.

2023 paper was considered more difficult than that of 2022, and the syllabus coverage in terms of content, aims and skills was adequate.

PERFORMANCE OF CANDIDATES

The overall performance of candidates in the paper was rated as poor, Questions 3, 6, 7, 10, 13 were well done, and 1, 4, 8, 9, 11, 12 were poorly done.

Questions 1, 4, 9, 11 were most attempted and questions 2, 5,8, 12, 13 were least attempted. None of the questions remained un attempted.

Compared to 2022, the quality of work and performance scores of 2023 candidates were poorer.

QUESTION ANALYSIS

Question 1:

Required candidates to study the merchandise trade statistics table for selected African countries (2021) provided and differentiate between import and export trade, describe the characteristics of merchandise trade in anyone selected African country, name any two commodities imported by any one country shown in the table, draw a pie chart to represent the information shown in the table, identify a country with the highest and a country with the lowest volumes of export trade, explain the challenges facing export trade in Africa, and suggest any three ways of improving export trade in Africa.

It was a very popular question.

Weaknesses of candidates:

Lacked knowledge of import and export trade.

Insufficient skills of drawing pie chart.

Advice to teachers:

Teach all topics in the syllabus.

Emphasise the skills of drawing pie chart.

Question 2

Required candidates to study a given map of Tema port and name selected water bodies, industrial areas and a selected railway line, describe the factors that have led to the development of Tema port, explain the challenges facing Tema port, and outline functions of urban centres in Africa.

It was not a popular question.

Weaknesses of candidates:

Many candidates considered factors that have led to the growth of industrial centres and factors that have favoured dam construction instead of factors that led to development of Tema port.

Failed to differentiate between the importance of an urban centre from the functions of an urban centre.

Advice to teachers:

Teach all topics in the syllabus and guide learners to differentiate between and among related concepts.

Question 3

Required candidates to draw a sketch map of Egypt showing selected industrial cities, water bodies and Aswan dam, explain the factors that led to growth of lower Egypt industrial complex, explain problems resulting from industrial development on the physical environment of Egypt, and outline any three steps being taken to solve the problems resulting from industrial development on the physical environment of Egypt.

It was a very popular question.

Weaknesses of candidates:

Insufficient skills of map drawing.

Inability to distinguish between physical and human environment.

Inability to distinguish between problems resulting from industrial development and problems facing industries.

Advice to teachers:

Teach all topics in the syllabus to the required details.

Question 4

Required candidates to show the difference between nomadic pastoralism and cattle ranching with examples, explain the factors that have favoured cattle ranching in Africa, describe steps being taken by governments to promote cattle ranching in Africa, and name any one country where nomadic pastoralism and any two countries where cattle ranching are being practiced in Africa.

It was a very popular question.

Weaknesses of candidates:

Most candidates who did not perform well in this question gave examples from East Africa instead of the rest of Africa outside East Africa, did not give the correct characteristics of nomadic pastoralism and cattle ranching, did not give the correct steps being taken by governments to promote cattle ranching in Africa.

Advice to teachers:

Thoroughly teach all topics in the syllabus to the required details.

Question 5

Required candidates to draw a sketch map of Tennessee Valley Authority area showing selected rivers, states, and urban centres, describe the steps that were taken to construct the Tennessee Valley multipurpose project, explain the importance of Tennessee valley project, and outline the problems that are still being faced in the Tennessee valley region.

It was not a popular question.

Weaknesses of candidates:

Insufficient skills of map drawing.

Inadequate knowledge of Tennessee valley authority.

Advice to teachers:

Teach all topics in the syllabus comprehensively.

Question 6

Required candidates to study a given map of Canadian Prairies and name selected wheat growing areas, wheat collecting centre, type of farming in a selected area, define extensive farming, describe factors that favoured extensive wheat farming in the Canadian prairies, explain challenges facing wheat farmers in Canadian prairies, outline any four steps that are being taken to improve agricultural production in Canadian Prairies.

It was a popular question.

Weaknesses of candidates:

Many candidates who did not perform well on this question were not able to spell names of important places and other key words satisfactorily.

Advice to teachers:

Emphasise the spellings of place names and other key words.

Question 7

Required candidates to study a provided map of New England and name selected states, industrial centres and an ocean, name any two industries found in New England, describe factors that have favoured industrial development in the New England states, explain the contribution of the industrial sector to the development of New England and outline problems resulting from the industrialisation of New England.

It was a popular question.

Weaknesses of candidates:

Inadequate knowledge about the map of New England.

Advice to teachers:

Teach all aspects of the topics in the syllabus, and give a lot of attention to candidates' drawings and understanding of maps.

Question 8

Required candidates to study a provided map of the Rhineland and name; selected water bodies, a region, countries and a town, identify landlocked countries in the Rhineland, explain problems facing landlocked countries in the Rhineland region, describe the role of the Rhine river in the development of the Rhineland region, and outline the steps being taken to improve the use of Rhine river.

It was not a popular question.

Weaknesses of candidates:

Lacked sufficient knowledge of land locked countries in the Rhineland region.

Advice to teachers:

Teach all topics in the syllabus to the required details.

Question 9

Required candidates to study some given climate statistics of Davos (1991-2021) and draw a climate graph, calculate the annual temperature, temperature range, and mean rainfall, describe the characteristics of the climate of Davos, explain the influence of the climate on the economic activity carried out in the region where Davos is found, outline the challenges facing people living in the area where Davos is found and the steps being taken to address them.

It was a very popular question.

Weaknesses of candidates:

Candidates who did not performed well in this question failed to determine the right scale and draw a meaningful climate graph.

Inability to relate climate to economic activity in Switzerland.

Advice to teachers:

Teach all aspects of this topic/ climate of Switzerland and its influence on land use and economic activity.

Question 10

Required candidates to draw a sketch map of the Netherlands showing any two dairy farming regions, dairy collecting centres; Amsterdam, Rotterdam, and The Hague, and water bodies; Lake IJsselmeer and North Sea, explain the factors favouring dairy farming in the Netherlands, describe the contribution of dairy farming to the development of the Netherlands, and outline the challenges facing the agricultural sector in the Netherlands.

It was a popular question.

Weaknesses of candidates:

Most of the candidates who did not perform well in this question had poorly drawn maps, wrongly spelt names of places and features required, and used wrong tenses.

Advice to teachers:

Teach the skills of map drawing.

Encourage candidates to revise from published text books and atlases.

Question 11

Required the candidates to study a given population statistical table of China (1995 to 2020) and draw a line graph to represent it, calculate China's population change between 1995 and 2020, explain factors that led to rapid population growth in China, describe the benefits of a large population to China, and outlines the measures being taken by China to control the population growth.

It was a popular question.

Weaknesses of the candidates:

Using wrong scales of the graph.

Poor plotting of the graph.

Advice to teachers:

Teach skills of drawing graphs.

Question 12

Required candidates to study a provided map of China and name; the given latitude, water body, current, wind, and climate types in selected areas, describe the characteristics of any one climate type shown on the map, explain factors affecting climate of China, and outline the environmental problems resulting from the climate of China.

It was not a popular question.

Weaknesses of candidates:

Many candidates who did not perform well in this question lacked adequate knowledge of geography of China.

Advice to teachers:

Discourage candidates from answering questions from a region which they are not taught, and teach all the topics in the syllabus (in the selected region).

Question 13

Required candidates to draw a sketch map of North Eastern China (Manchuria) and on it mark and name; rivers Shonghua and Liao, North Korea, mining centres Benxi and Toughua, iron and steel centres; Qiqihar, and Harbin. Describe the factors influencing the development of iron and steel industry in North Eastern China, explain the contribution of iron and steel industry to the development of China, and outline the challenges facing industrial development in China.

It was not a popular question.

Weaknesses of the candidates:

Majority of the candidates who did not perform well in this question failed to draw a correct sketch map, and could not locate the required features in their approximate areas.

Advice to teacher:

- Teach the candidates the skills of drawing sketch maps.
- Encourage use of text books and atlases among students and teachers.

301/1 LATIN – TRANSLATION

Comment on Performance

The overall performance of candidates was good. The candidates' quality of work and their performance scores were comparable to those of 2022.

The paper consisted of two compulsory questions and Pars Altera with five questions.

Question Analysis, Quality of Candidates' Responses, Weaknesses and Advice to Teachers

Question 1 had two passages and a candidate had to translate both from Latin to English Language.

Texts A and B were better attempted than Pars Altera.

All questions were compulsory.

Textus A

Passage A was from the Bible Ephesians 5:22-31, mutual obligation of husbands and wives. Candidates were required to translate it from Latin to English Language. It was a compulsory question.

Weaknesses of Candidates:

The text was well-done. However, some of the candidates could not use proper Bible vocabulary.

Advice to Teachers:

The teacher should encourage students to always read and translate Biblical texts in both English and Latin.

Textus B

Passage B was from *Ecce Romani* Book 4. Candidates were supposed to translate the text from Latin to English. The topic was 'patriotism'.

This was also a compulsory question.

Weaknesses of Candidates:

Some of the candidates did not follow the Latin grammatical rules.

Advice to Teachers:

The teacher should emphasize grammar and the rules governing Latin language.

Question 2

Pars Altera had five questions / sentences to be translated into Latin from English Language. These were intended to test a candidate's knowledge of Latin Grammar.

It was also compulsory.

Weaknesses of Candidates:

Some of the candidates exhibited poor grammatical knowledge, use of wrong vocabulary and disorganized order of words. Some even used English words!

Advice to Teachers:

The teachers should help learners to acquire more Latin vocabulary and learn grammatical rules through constant practice.

301/2 LATIN – PROSE TRANSLATION AND COMPOSITION

Comment on Performance

The overall performance of candidates was good. The candidates' quality of work and their performance scores were better than those of 2022.

Question Analysis, Quality of Candidates' Responses, Weaknesses and Advice to Teachers

Textus A was the best done question. It was also the most attempted question. Textus B was the least attempted question. Overall, all questions were attempted by the candidates.

Question 1

Textus A

Candidates were required to read the given Latin text and respond to the five questions set from it. A candidate was required to demonstrate his/her ability to comprehend, appreciate and understand the grammar and syntax used in the text. It was from CAESAR, *De bello Gallico* IV, 11. It was very popular because it was a prescribed text.

Weaknesses of Candidates:

Some of the candidates could not decline, conjugate and give derivatives as prescribed by the rubric.

Advice to Teachers:

The teacher should help learners understand how to form derivatives and to follow the rubric.

Textus B

Candidates were required to read the given Latin text and respond to the five questions set from it. A candidate was required to demonstrate his/her ability to comprehend, appreciate and understand the grammar and syntax used in the text. It was from *CICERO, Oratio in Catilinam* 4;3. It was less popular because it was not a prescribed text.

Weaknesses of Candidates:

Some of the candidates could not conjugate and give derivatives as prescribed by the rubric.

Advice to Teachers:

The teacher should encourage learners to read other text books, or books of other authors that are not prescribed.

Question 2

Candidates were required to read the given Latin text entitled *A Tribute to Scipio* and translate it to English from Latin. It was from *CICERO, De amicitia XI*. It was not popular.

Section B

Candidates were given four topics to choose from. All topics were attempted by the different candidates. However, topic A was the most popular.

Weaknesses of Candidates:

Some of the candidates wrote disjointed Latin sentences. Others wasted time on lengthy introductions and wrote irrelevantly on the chosen topic.

Advice to Teachers:

The teacher should encourage learners to practice writing on a variety of topics.

301/3 LATIN – VERSE TRANSLATION

Comment on Performance

The overall performance of candidates was good. The candidates' quality of work and their performance scores were better than those of 2022.

Question Analysis, Quality of Candidates' Responses, Weaknesses and Advice to Teachers

Text B of question 1 was the most attempted and best done, and question 2, *Textus in Poemate* was the worst done. Text A, *Vergil, the Aeneid II: 176-188*, was the least attempted.

Weaknesses of Candidates:

Some of the candidates did not follow the rubric. They attempted more than one passage. Comprehension is still a problem to many learners. They hardly understand Latin instructions. Conjugation is also still wanting.

Advice to Teachers:

The teacher should emphasize grammatical structures and also encourage learners to practice derivatives.

305/1 LEB ACOLI

Introduction

The examination adequately brought out the aims and objectives of the curriculum and syllabus. The paper had two sections; Section **A and B**. Section A consisted of composition writing i.e. creative and functional writing. Section B consisted of summary writing and translation.

The most well-done questions were **1(a) (i)** and **(iii)**. Questions **1b (ii)** was poorly done. The total number of scripts marked in the 2023 examinations was **813**.

The quality of work the candidates presented in the 2023 examination in this paper was better than that of 2022 and the scores too were better. The level of difficulty of the paper was the same as that of last year and the overall performance of the candidates was good.

QUESTION ANALYSIS

Question 1(a) (i)

Candidates were required to write a story about a marriage ceremony that ended in chaos. They were supposed to narrate how events unfolded from the beginning to the end in various paragraphs. The required words were 300-350. The question was unpopular.

Candidates' Weakness

Some candidates could not use appropriate narrative techniques

Some were listing points instead of writing in paragraphs.

Advice to teachers

Guide the learners on how to write narrative compositions.

Question 1(a) (ii)

Candidates were required to write a story beginning with a given clause. They were supposed to build on that beginning statement and write coherently in 300 to 350 words. This question was popular.

Candidates' Weakness

The candidates listed the points instead of writing in paragraphs.

Advice to teachers

Teach the learners the requirements of writing narrative compositions.

Question 1(a) (iii).

Candidates were required to write an argumentative composition based on the statement "Girls should have equal educational opportunities as boys". Their views were to be written in paragraphs and clearly explained. Each point was to be in a paragraph. A conclusion was supposed to affirm their view point. This question was popular.

Candidates Weakness

- Some candidates were unable to explain their points.
- They had monotonous beginnings of their paragraphs.
- Some candidates outlined their points instead of writing in paragraphs.
- Some could not show their side of the argument.

Advice to teachers

Guide the learners on how to present argumentative writing.

Guide them on the use of sentence starters to avoid monotony.

Question 1(b) (i).

Candidates were required to write an informal letter reminding the father about the school dues. They were to observe the informal letter format thus an address, the date, the salutation, the contents and the name of the writer.

Question 1(b) (ii).

Candidates were required to write an advert. This question was not popular.

Question 1(b) (iii).

Candidates were required to write a dialogue between them and their contemporaries. This question was popular.

Candidates' weakness

- Some candidates mixed elements of formal with informal letters.
- Some did not observe the format of those functional writing aspects.

Advice to teachers

Expose learners to different formats of functional writing.

Give the learners more tasks for practice so as to deepen their understanding.

Question 2

Candidates were required to translate a two-paragraph text from English to Leb Acoli. They were required to translate ideas not individual words. They were also expected to use correct Leb Acoli orthography in their translation. They were to punctuate the translated piece properly and write coherently. This question was popular.

Candidates' weakness

Some candidates were unable to translate key phrases correctly and they were doing direct translation.

Advice to teachers

Give them more work for practice

Question 3.

Candidates were required to summarise a passage about the dangers of smoking, in 100 words. They were required to write the title of their summary then write the answers in correct sentences. The first sentence was to bear the key noun in the task not a pronoun. They were also expected to punctuate their sentences properly. This question was popular

Candidates' weakness

They identified only a few points from the text.

Advice to teachers

Encourage them to read as they underline the points that will enable them to answer the question.

305/2 LEB ACOLI

Introduction

The examination adequately brought out the aims and objectives of the curriculum and syllabus. The paper had three sections; Section **A**, **B** and **C**. The whole paper was compulsory. Section A consisted of a comprehension passage. Section B consisted of grammar and section C culture.

The most well done question was question **1**. Question **4** was poorly done. The total number of scripts marked in 2023 examinations was **813**.

The quality of work the candidates presented in the 2023 examination in this paper was better than that of 2022 and the scores too were better. The level of difficulty of the paper was the same as that of last year and the overall performance of the candidates was good

QUESTION ANALYSIS

Question 1.

Candidates were required to read a given passage and answer questions that followed. It comprised of free response questions. The responses were expected to be precise and concise sentences.

Candidates' Weakness

Some candidates presented incomplete sentences in their responses

Advice to teachers

Do more revision with the learners and teach comprehension skills.

Question 2.

Candidates were required to answer questions on grammar ranging from rewriting sentences as instructed to plural formation. They included completing sentences, rewriting sentences as instructed and giving the meaning of certain parts of speech among others.

Candidates' Weakness

Some candidates were not following instructions.

They had inadequate knowledge of grammatical aspects.

Advice to teachers

Give the learners a lot of grammatical tasks to enable them practice.

Question 3.

Candidates were required to complete and give the meaning of certain proverbs/sayings, riddles, similes, and idioms. The question was compulsory

Candidates' Weakness

Some candidates had inadequate knowledge of the Oral Literature aspects.

Advice to teachers

Give the learners to research about those Oral Literature aspects.

Give more tasks to the learners.

Question 4.

Candidates were required to read a given poem and answer the questions asked. The questions were about subject matter, tone, poetic devices among others.

Candidates' weakness

Candidates had inadequate knowledge of some elements of poetry such as poetic devices and subject matter.

Advice to teachers

Teach all the aspects of poetry and expose learners to more practice.

309/1 GERMAN

Candidature was 364. This paper tested the candidates on their grammar and writing skills. The examination paper covered the important aspects of the syllabus adequately. It brought out the aims and objectives of the syllabus and tested the candidates on relevant aspects thereof. The time allocated for the paper was adequate and questions were clearly phrased, correctly typed and presented without error. The questions did not give undue advantage to any particular group of candidates.

COMMENTS ON THE PERFORMANCE OF CANDIDATES

The exam of 2023 was comparatively more difficult than the 2022 exam, and the quality of the work presented by the candidates was poorer. Best done parts of the examination were 1A 1B and 1C while, 1D, 1E and 1F were quite poorly done.

QUESTION ANALYSIS

1A: Candidates were expected to rewrite the sentences in present perfect tense. This required knowledge of participles and proper verb position in the German language sentence. Some candidates were challenged because of poor word order. Teachers should emphasize word order in sentence construction.

1B: Candidates were expected to complete sentences in this section by supplying the opposite of the adjective used. Some candidates did not know the opposites. Teachers are advised to include more adjectives in the vocabulary they teach.

1C: Candidates were required to rewrite the sentences using the imperative form. So candidates seemed to have no knowledge on this grammatical form. Teachers are advised to exhaustively cover all the topics on the syllabus.

1D: This question tested the candidates on the knowledge of conjugation of separable verbs, that would enable them to complete the short passage on someone's daily routine. Some of the responses given by the candidates had the prefix wrongly positioned, therefore teachers are encouraged to ensure learners understand even the simple topics such as separable verb conjugation and use.

1E: Candidates were expected to call on their knowledge of the provided prepositions to complete the given sentences. Many candidates used the prepositions in the wrong places. Students need to study more diligently and pay attention to detail.

1F: This question tested the candidates on the proper use of relative pronouns. Some candidates did not seem to have any knowledge about relative pronouns. Teachers are advised to teach and give regular exercises on relative pronouns.

PART 2

For this part, candidates were required to write a story from the pictures provided. Some candidates had insufficient vocabulary for the task. Teachers should provide a lot of diverse reading material so as to expose the candidates to vocabulary from different areas. There should be deliberate emphasis on training vocabulary use.

309/2 GERMAN

The paper tested the candidates on their reading and listening comprehension. It covered the important aspects of the syllabus and brought out its aims and objectives. The examination questions were phrased clearly.

COMMENTS ON THE PERFORMANCE OF CANDIDATES

The level of difficulty of this examination paper was the same as that of the 2022 examination and the overall performance of the candidates was generally good.

QUESTION ANALYSIS

The paper is made up of a total of 3 Parts, Listening Comprehension, Dictation and Reading Comprehension. Listening Comprehension is subdivided into 3 parts, and it tested the candidates on their ability to make out and respond appropriately to audio communication. Dictation required that candidates listen and write the words that had been omitted from a text. The third part tested the candidates on their reading comprehension skills.

LISTENING COMPREHENSION

PART 1 and 2

Candidates were required to listen to short dialogues and decide who was speaking, from the given 4 alternatives to choose from. This was a very popular section as it covered current issues, however candidates exhibited limited vocabulary, which made some miss the correct answers. Teachers need to encourage the students to read and listen to a wide range of texts to improve on their vocabulary.

PART 3

Candidates were required to listen to a fairly lengthy dialogue twice, and answer questions by choosing the best of the alternatives provided. Candidates exhibited limited vocabulary which affected their ability to successfully answer this section. Teachers are encouraged to focus on training the students using lengthy texts and dialogues and encourage them to practice in German.

DICTATION

Candidates were required to complete a text by filling in the missing words as the text was being read to them by the examiner. However, a number of students failed to differentiate between nouns, verbs, adjectives and compound nouns. Teachers should carry out more practice with the learners in listening and writing.

READING COMPREHENSION

Candidates were required to read statements or phrases and indicate the correct responses or endings from the alternatives provided. Many candidates failed to comprehend the given text. More practice is required in reading lengthy passages of different categories to acquire more vocabulary and sharpen comprehension skills.

309/3 GERMAN

The examination tested the candidates on their reading ability in German, reading comprehension, and their fluency in the language, as tested through the conversation section of this paper. The standard of examination questions from this year's paper was the same and syllabus coverage was adequate, in terms of aims and objectives therein.

COMMENTS ON THE PERFORMANCE OF CANDIDATES

The candidates' performance and the quality of work they presented this year was the same as that of 2022.

QUESTION ANALYSIS

Part 1: Reading text out loud

Candidates were required to read aloud to the examiners from the text provided. This is a compulsory section. Good pronunciation, pacing and clarity were key aspects evaluated. It was noted that many candidates do not have good reading skills of fluency, expression and clarity. Continuous practice is advised whereby students read out loud regularly for improvement. Pronunciation should be emphatically taught.

Part 2: Questions on the Text.

Candidates were required to orally answer questions about the given text. The questions were compulsory. A number of students did not understand the text so they did not answer the questions right. Teachers should provide a wide variety of texts for practice

Part 3: Conversation Topics

Candidates were required to choose one topic out of 5 and talk about it. The topics were all within the same range of level of difficulty. Nevertheless, some topics were more popular than others. Some candidates chose topics that seemed easy to them but they lacked sufficient vocabulary to express themselves. Students should be encouraged to widen their vocabulary base through wide reading and to continually practice oral expression by using German even outside of the classroom.

314/1 FRENCH

Introduction

The question paper adequately brought out the aims and objectives of the curriculum and syllabus. The paper had three sections; Section **A**, **B** and **C**. All the sections were compulsory. Section A was about Listening Comprehension, Section B was about Spoken Expression and Section C was about Dictation

The quality of work the candidates presented in the 2023 examination in this paper was better than that of the previous year 2022 and the scores too were better. The level of difficulty of the paper was the same as that of last year and the overall performance of the candidates was comparative.

QUESTION ANALYSIS

SECTION A

Candidates were required to listen to a text read to them twice and answer the multiple-choice questions which were also read to them twice in order to assess their listening comprehension skills. All the tasks were compulsory.

Candidates' Weakness

Some candidates answered wrongly probably due to guessing, associated with lack of practice.

Advice to teachers

Give learners more practice on listening comprehension activities in class so as to get familiar with new words and equip them with listening comprehension skills.

SECTION B

Candidates were required to study a picture for 10 minutes then describe it for 10 minutes by constructing 10 phrases as they are being marked by an examiner.

Candidates' Weakness

Some candidates were failing to express themselves in French. This could have been due to lack of practice in spoken expression in French in the school.

Advice to teachers

Teachers should encourage the students to interact through debates and role-plays in class as much as possible to enhance their spoken expression skills.

SECTION C

Candidates were required to listen to a recorded text on a CD or Flash disk for 4 times. During the 2nd and 3rd reading, they were required to write down what was dictated.

Candidates' weakness

Some candidates could not write what was dictated to them.

Advice to teachers

Help the learners to do more practice.

Guide the learners on how to write dictation activities.

314/2 FRENCH

Introduction

The question paper adequately brought out the aims and objectives of the curriculum and syllabus. The paper had two sections; Section **A**, and **B**. All the sections were compulsory. Section A was Grammar; Section B consisted of Reading Comprehension.

The quality of work the candidates presented in the 2023 examination in this paper was poorer than that of 2022 and the scores too were poorer. The level of difficulty of the paper was the same as that of last year and the overall performance of the candidates was poor.

QUESTION ANALYSIS

SECTION A-PART 1

Candidates were required to answer questions 1-5 by replacing the words in the brackets with pronouns and make any necessary changes. They were expected to do this in French and use the correct grammar to bring out the right meaning of the sentences.

Candidates' Weakness

Some candidates did not know which personal pronouns to use and others failed to make the changes required.

Some had spelling errors.

Advice to teachers

Guide learners to research on grammatical elements in books and on the internet.

Part 2

Candidates were required to re-write the questions 6-10 in indirect speech.

Candidates' Weakness

Some candidates did not know the key words like *<que, de, si,>*, words which needed to be used in reporting and others failed to change from the first person to the third person.

Limited vocabulary

Advice to teachers

Give them continuous practice on reported speech and continuous guidance on reporting information.

Part 3

Candidates were required to answer questions by putting the verbs in brackets in their right form.

They were expected to answer those questions using the ideas from the phrases given. The sentences were supposed to be grammatically correct.

Candidates' Weakness

Some candidates could not comprehend the phrases.

They could not get the required form of the verbs in question.

Advice to teachers

Expose learners to as many tenses as possible.

Guide learners to discover many tenses they can use in their daily work.

Part 4

Candidates were required to complete the sentences by encircling the letter that matches with the most suitable alternative.

The letters chosen were supposed to be the most appropriate ones in this case.

Candidates' weakness

They could not identify the most appropriate words.

Limited vocabulary.

Advice to teachers

Help the learners to do more practice.

Expose the learners to different grammatical elements.

SECTION B

The candidates were required to read a passage/text, and then answer the questions about it by demonstrating their comprehension skills.

Candidates' weakness

- Some candidates could not answer the questions correctly.
- They did not seem to have understood the text.
- Limited vocabulary.

Advice to Teachers

Encourage the learners to practise through variety of passages to widen understanding and vocabulary. This also helps to expose them to diversity.

314/3 French

The question paper adequately brought out the aims and objectives of the curriculum and syllabus. The paper had three questions. The Candidates were required to answer 2 where question 1 was compulsory.

Question 1 was the best done, and question 2 was poorly done. The quality of work the candidates presented in the 2023 examination in this paper was poorer than that of 2022 and the scores too were poor. The level of difficulty of the paper was the same as that of last year and the overall performance of the candidates was poorer.

QUESTION ANALYSIS

Question 1

The candidates were required to write about an outing they organised for a French club and show how it was spent. They were supposed to write 120 words expressing their ideas in French. Use of varied vocabulary and linguistic features was checked.

Candidates' weaknesses

Failure to abide by the subject given, possibly due to misinterpretation of the questions

Advice to teachers

Give learners various exercises to practice writing to widen vocabulary.

Question 2

They were required to write a letter to their correspondent from Benin informing them how the beginning of term in their country is conducted.

They are supposed to follow the processes of an informal letter and use as varied vocabulary as possible in the target language.

Candidates' weaknesses

- Some did not respond in regards to the subject matter, they were confused by the word "la rentrée".
- Limited vocabulary.
- Limited practice.

Advice to teachers

More practice in composition writing on various topics.

Question 3

Candidates were to study the picture and write a story depicting what is taking place in the picture.

They were supposed to use appropriate language and tense. They needed to narrate the story step by step.

Candidates' weaknesses

Limited vocabulary

Advice to teachers

Encourage learners to write descriptive compositions and narrations as much as possible to widen their vocabulary.

Introduction

The examination adequately brought out the aims and objectives of the curriculum and syllabus. The paper had two sections; Section **A and B**. Section A consisted of composition writing that is to say, creative and functional writing. Section B consisted of summary writing and translation.

The most well done questions were **1(a) (ii)**. Questions **1(b) (ii)** and **(iii)** were poorly done. The total number of scripts marked in 2023 examinations were **5737** a remarkable increase from **4589** of 2022.

The quality of work the candidates presented in the 2023 examination in this paper was better than that of 2022 and the scores too were better. The level of difficulty of the paper was the same as that of last year and the overall performance of the candidates was good.

QUESTION ANALYSIS

Question 1(a) (i)

Candidates were required to write an expository composition explaining the benefits of teaching Leblango in schools. The question was popular and it required 300-350 words.

Candidates' Weakness

The candidates were giving the general value of speaking their local language.

Advice to teachers

Guide the learners on how to respond to such questions.

Question 1(a) (ii)

Candidates were required to write a story beginning with a given clause. They were supposed to build on that beginning statement and write coherently in 300 to 350 words. This question was very popular.

Candidates' Weakness

Some candidates were using adverbs and adjectives inappropriately.

Advice to teachers

Give the learners regular practice.

Guide them on how to write coherently.

Guide the learners on how to write stories based on beginning clauses.

Question 1(a) (iii).

Candidates were required to describe the process of growing crops of their choice from preparing the garden, planting to harvesting. Their views were to be written in paragraphs and clearly explained. Each point was to be in a paragraph. This question was not popular.

Candidates Weakness

Some candidates were just listing the process instead of writing in paragraphs.

Advice to teachers

Guide the learners on how to present their ideas in paragraphs.

Question 1(b) (i).

Candidates were required to write a speech to be presented in an LC1 council meeting on the dangers of street children. It was supposed to be 150 to 200 words. They were to write the title of the speech, the protocol in descending order, greet according to the time of the day, introduce themselves and go straight to the subject of discussion. This question was popular.

Question 1(b) (ii).

Candidates were required to write a radio announcement inviting a certain youth group for a meeting to discuss how they can support the elderly in their community. This question was very popular.

Question 1(b) (iii).

Candidates were required to write minutes of a meeting. They were supposed to include the format – members present, agenda, proceeds of the meeting and so on. This question too was popular.

Candidates' weakness

Some candidates did not use the correct format for the different functional aspects.

Advice to teachers

Guide candidates on interpretation of questions.

Expose learners to different formats of functional writing.

Give the learners more tasks for practice so as to deepen their understanding.

Question 2

Candidates were required to translate a four-paragraph text from English to Leblango. They were required to translate ideas not individual words. They were also expected to use correct Leblango orthography in their translation. They were to punctuate the translated piece properly write it coherently.

Candidates' weakness

Some candidates were unable to translate key phrases correctly and they were doing direct translation.

Advice to teachers

Give them more work for practice

Question 3

Candidates were required to summarise a passage in 100 words focusing on what causes infertility in women. They were required to write the title of their summary then write the answers in correct sentences. The first sentence was to bear the key noun in the task not a pronoun. They were also expected to punctuate their sentences properly and write coherently.

Candidates' weakness

They identified only a few points from the text.

Some of them simply listed the causes of barrenness instead of writing in a paragraph.

Advice to teachers

Encourage them to read as they underline the points that will enable them to answer the question.

315/2 LEBLANGO

Introduction

The examination adequately brought out the aims and objectives of the curriculum and syllabus. The paper had three sections; Section **A**, **B** and **C**. The whole paper was compulsory. Section A consisted of a comprehension passage. Section B consisted of grammar and section C culture.

The most well done questions were **1** and **2**. Question **3** was poorly done. The total number of scripts marked in 2023 examinations was **5845** a significant increase compared to **4481** of 2022.

The quality of work the candidates presented in the 2023 examination in this paper was comparable to that of 2022 and the scores too were comparable. The level of difficulty of the paper was the same as that of last year and the overall performance of the candidates was good

QUESTION ANALYSIS

Question 1.

Candidates were required to read a given passage and answer questions that followed. It comprised free response questions. The responses were expected to be precise and concise sentences.

Candidates' Weakness

Some candidates presented incomplete sentences in their responses

Advice to teachers

Do more revision with the learners and teach comprehension skills.

Question 2.

Candidates were required to answer questions on grammar ranging from rewriting of sentences to giving opposites of certain words.

Candidates' Weakness

Some candidates were not following instructions.
They had inadequate knowledge of grammatical aspects.

Advice to teachers

Give the learners a lot of grammatical tasks to enable them practice.

Question 3.

Candidates were required to complete and give the meaning of certain proverbs/ sayings, similes and idioms. The question was compulsory

Candidates' Weakness

Some candidates had inadequate knowledge of Oral Literature.

Advice to teachers

Encourage the learners to research about those figures of speech.
Give more tasks to the learners.

Question 4.

Candidates were required to read a given poem written by Okaka Opio Dokotum. They were required to identify the persona, tone and answer other questions about the poem.

Candidates' weakness

Candidates could not differentiate between tone and mood.

Advice to teachers

Teach all the aspects of poetry and expose learners to more practice.

325/1 Lugbarati

Introduction

The question paper adequately brought out the aims and objectives of the curriculum and syllabus. The paper had two sections; A and B. Section A consisted of composition writing - creative and functional writing. Section B consisted of summary writing and translation. The quality of work the candidates presented in 2023 was the same as that of 2022, and the level of difficulty of the 2023 examination paper was comparable to the 2022 examination paper.

QUESTION ANALYSIS

Question 1(a) (i)

Candidates were required to write their views about the problems brought by HIV/AIDS in Uganda, and suggest the changes one would bring to improve the lives of Ugandans if he/she would be elected the president of Uganda.

Candidates' Weakness

The candidates listed the points instead of writing in paragraphs.

Advice to teachers

Teach the learners essay writing skills.

Question 1(a) (ii)

Candidates were required to write their views about bride price.

Candidates' Weakness

- Had challenges with expressing views.
- Limitations with vocabulary and orthography
- They were writing official letters
- Address written in English, instead of target language

Advice to teachers

Teach the learners how to write narratives.

Guide them on different writing styles

Question 1a (iii)

Write what they would do to improve the lives of the citizens if they were elected president of Uganda. Each point was supposed to be written in a paragraph and explained thoroughly with examples where necessary.

Candidates' weaknesses

Limited exposure to different writing styles.

Limited vocabulary.

Advice to Teachers

Guide the learners on writing different kinds of narratives

Question 1b (i)- (iii).

Candidates were required to write a friendly letter to one who lives in Kenya expressing the hardships faced in their area. A speech to people in your area as the LC 1 chairperson, a dialogue between a husband and his wife. They were expected to use some figures of speech in their story. They were supposed to observe the format of each functional aspect and the task required by the question. They were supposed to write a composition of 150 to 200 words. (i and ii) were popular but (iii) was not.

Candidates' Weakness

- Candidates were listing points instead of writing in paragraphs.
- For minute writing, many candidates had more members absent than present.
- Some did not have sub-titles in minutes of a meeting.
- Some candidates had problems with the formats of functional aspects.
- They also had grammatical errors.

Advice to teachers

- Encourage the learners to write in paragraphs.
- Emphasise the format of those functional aspects.
- Give the learners more practice.

Question 2

Candidates were required to translate a three-paragraph text from English to Lugbarati. They were expected to transfer ideas not translating individual words. They were also expected to use correct Lugbarati vocabulary in their translation. They were to punctuate the translated piece properly. This question was compulsory.

Candidates' weakness

- They had challenges of choosing the right vocabulary to use.
- Some were engaged in direct translation of words rather than ideas.

Advice to teachers

- Expose the learners to a wide range of Lugbarati vocabulary.
- Give learners more practice.

Question 3

Candidates were required to summarise a text in 120 words about the importance of cassava. They were required to write the title of their summary then write the answers in correct sentences. The first sentence was supposed to bear the key noun in the task not a pronoun. They were also expected to punctuate their sentences properly.

Candidates' weakness

- Word limit was not observed by many.
- They included examples which made the words too many.
- Some could not pick the right responses from the passage.

Advice to teachers

- Encourage learners to read as they underline the points that will enable them to answer the question.
- Encourage the learners to follow instructions

325/2 LUGBARATI

Introduction

The quality of work the candidates presented in the 2023 examination in this paper was better than that of 2022 and the scores too were better. The level of difficulty of the paper was the same as that of the previous year and the overall performance of the candidates was better.

The question paper adequately brought out the aims and objectives of the curriculum and syllabus. The paper had three sections. Section **A, B** and **C**. The whole paper was compulsory. Section A consisted of a comprehension passage. Section B consisted of grammar. Section C culture.

QUESTION ANALYSIS

Question 1

Candidates were required to read a given passage and answer questions ranging from free response to inference. The passage was about the value of a woman in society. They were required to answer various comprehension tasks. The vocabulary tasks required the candidates to give the meaning according to the context.

Candidates' Weakness

Some could not use the context to give the right response to vocabulary.

Advice to teachers

Expose the learners to different types of passages.

Question 2

Candidates were required to answer questions on grammar. They included aspects of parts of speech, direct speech, passive voice and others. They were supposed to maintain the meaning of the sentences they were rewriting. They were also required to write correct spellings and to punctuate their sentences accordingly.

Candidates' Weakness

The candidates had problems with tenses, punctuation and vocabulary usage.

Advice to teachers

Teach parts of speech thoroughly.

Question 3

Candidates were required to complete idioms given and explain their meaning.

Give meaning of proverbs given

Give appropriate adjectives, comparatives and similes

Candidates Weakness

They had inadequate knowledge of some idioms in the language.

Responses did not reflect knowledge of the proverbs.

Gave literal meaning of adjectives, comparatives and similes

Advice to teachers

- Encourage the learners to collect as many idioms as possible in the target language
- Expose learners to many proverbs possible
- Give many tasks for practice.

Question 4

Candidates were required to read a poem about a drunkard and answer questions about it. Three out of five of the questions required the candidates to comprehend and two of the tasks required their knowledge on figures of speech and inference.

Candidates' weakness

The candidates failed to interpret the poem, possibly because they did not have enough practice during class time.

Advice to teachers

Give the learners more practice on poetry.

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

COMMENTS ON PERFORMANCE OF CANDIDATES

The overall performance was good. The 2023 paper was at the same level of difficulty as that of 2022. The quality of work of the 2023 candidates was the same as that of the 2022. Their performance scores were also the same.

Question 1(a) i

Required a candidate to write a story basing on the given statement; *Teyandibadde kitange*, meaning "It wouldn't have been my father." It was very popular and well done. Most of the candidates made the correct interpretation but their essays were flat. Many of them failed to apply relevant idioms, sayings or proverbs which affected their scores.

Question 1(a) ii

Required a candidate to discuss the view that *enhancing salaries for medical workers would improve the health standards in the country*. It was unpopular and poorly done. Majority of the candidates failed to discuss while others misinterpreted the question and instead wrote about roles of medical workers.

Question 1(a) iii

It required a candidate to write a story about the proverb: *Okalya dda kadda dda ejjobyo liddira mu mutwe oba envunyu ogiriira mu katiko n'ekuliira mu ttaka*. The metaphorical meaning is; what goes around comes around. It was difficult, unpopular and poorly done. Most of those candidates that opted for the question failed to complete and interpret it and therefore got low scores.

Question 1(a) iv

Required candidates to write compositions about the importance of grass/weeds in Buganda. *Emigaso gy'omuddo mu Buganda*. It was very popular but poorly done. Most candidates explained the importance of herbs instead of grass as a whole. Others wrote about *omuddu*, servant and therefore were off topic. Some candidates' essays were shallow and lacked application of idioms and proverbs.

Question 1(b) i

Was about speech writing. It required a candidate to imagine s/he was a UNEB Officer and address/inform teachers and candidates about the dangers of involving themselves in examination malpractice. It was very popular and well done. Majority of the candidates applied the appropriate format of speech/letter writing.

Question 1(b) ii

Required a candidate to imagine s/he was the chief news editor and write an opinion or editorial in a newspaper. It was unpopular and poorly done. Most of the candidates failed to apply the appropriate format but wrote articles as news reporters. Some of them failed to interpret the word *endagabutonde* meaning DNA but instead took it to mean sexual organs and so wrote about rape/defilement.

Question 1(b) iii

Required a candidate to write a report on the findings about a research that they carried out in Kasaari Sub-county on the causes of diseases that affect the people in that area. It was popular but performance was average. Most of the candidates gave relevant responses, however, they were shallow.

Question 1(b) iv

Required a candidate to imagine that s/he was the head teacher of Kikaabya SS and write to the parents of that school requesting them to support the project of installing electricity in the school. It was popular and well done. Most of the candidates used the appropriate format of an official letter. However, there were few candidates who misread the word *okuyingiza* (installing) and instead wrote about *okuyigiriza* (training/skilling. Those were off topic.

SECTION B**Question 2(a)**

Required a candidate to summarize the given message in 80 words. It was un-popular, however, the performance was good. Most candidates presented relevant responses. However, some candidates copied the whole text while others wrote down a few of the key words of the main points making their presentations disjointed.

Question 2(b)

Required a candidate to translate the given passage from English into Luganda. It was very popular but candidates' performance was just average. Many candidates used direct translation while others made some English words look like Luganda. For example, *okusevinga*. Such weaknesses negatively affected candidates' scores.

Question 3(a)

Required candidates to complete the given sentences with correct idioms. It was compulsory but performance was fair. Most candidates lacked knowledge of the given idioms.

Question 3(b) i-iii

Required candidates to apply their knowledge of grammar to answer the given questions. It was about vocabulary, extension verbs, plurals and collective nouns. It was compulsory but performance of candidates was poor. Many candidates failed to give the correct terminologies for the underlined words in (a) i and the correct extensions to the given verbs in (a) ii.

Weaknesses of Candidates

- Lack/poor question interpretation skills. Poor comprehension skills.
- The use of standard orthography was still lacking.
- Failure to follow instructions. Rubric offences.
- Failure to present work in reasonable paragraphs and instead giving outlines even where explanations were needed.
- Poor expressions due to limitations in language. Failure to spice up their work with appropriate idioms and proverbs.
- Lack/poor translation skills. Copying the text 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 writing, summary, comprehension and translation skills so as to equip learners with those skills.
- Encourage learners to carry out research, make presentations for them to learn from each other. Give descriptive feedback to the learners.
- Do team teaching so as to learn from each other.
- Provide a variety of reading materials and encourage students to read widely.
- Attend workshops and refresher courses in Luganda.

335/2 LUGANDA - COMPREHENSION, PROVERB USE AND LITERATURE

COMMENT ON PERFORMANCE OF CANDIDATES

The overall performance was good. The 2023 paper was at the same level of difficulty as that of 2022. The quality of work presented by the 2023 candidates was the same as that of the 2022 candidates. The performance scores were also the same.

Question 1

It was a comprehension passage. It was compulsory. The performance of candidates was very good. However, some candidates gave shallow responses, directly lifted phrases from the

passage without paraphrasing, failed to explain word usage and therefore failed to demonstrate their comprehension skills. Those who performed well were able to demonstrate their ability to comprehend.

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 poor. Many candidates were unable to give the correct meaning of the proverbs. Most of them misinterpreted the proverbs while some did not attempt some questions.

Question 3(a)

Was a context question. It required a candidate to place the extract in context, identify the characters in the play, explain the cause of one of the character's death and show the extent to which that character was responsible for the death. It was very popular and well done. Most candidates were able to place the extract in context and to identify and illustrate the weaknesses of the tragic character that resulted into death.

Question 3(b)

Required a candidate to describe the men's undesirable behavior. It was popular and well done. Most candidates were able to identify and illustrate such undesirable behavior.

Question 4(a)

Required a candidate to respond to the given questions basing on the given context. Candidates were to place the extract in context by mentioning the chapter from which it was drawn and to describe the character of Ndibasa. It was popular but performance was average. The candidates who had knowledge of the text answered all the questions correctly, however, some candidates failed to place the extract in its context.

Question 4(b)

Required a candidate to explain the goodness in the given characters. It was popular and well done. The candidates were able to adequately describe the characters.

Question 5(a)

Required a candidate to respond to the questions basing on the given extract. The candidates were to identify the character in the text, explain the fortunes and misfortunes experienced by Namukasa in the play. It was popular and well done. Most candidates were able to place the extract in context and to adequately show Namukasa's fortunes on the one hand and the misfortunes on the other.

Question 5(b)

Required a candidate to explain the lessons that could be drawn from the conversation between Saamu and Jemusi. It was unpopular and poorly done. Most candidates gave irrelevant points. They did not base their answers on that particular conversation.

Question 6(a)

Required a candidate to read the given poem and thereafter answer the given questions. The questions were about the structure of the poem, what the reader benefits/learns from the poem and to explain the contextual meaning of the given words. It was popular but averagely done. Most candidates were able to describe the structure of the poem and to explain the meanings of the given words but had challenges in giving the messages that they learn.

Question 6(b)

Required a candidate to show how the poet has used her poetry/talent to give guidance to Ugandans about various aspects of life including development. It was unpopular and poorly done. Many candidates exhibited lack of mastery of the poems in the text and gave sketchy responses. They could not amply illustrate their points.

Question 7(a)

Required a candidate to read the given poem and thereafter answer the given questions. The candidates were to identify the speaker in the poem, explain the advice the poet gives those he is appealing to, the techniques used by the poet and to explain the contextual meanings of the given words. It was popular and well done. Many candidates were able to answer the given questions correctly.

Question 7(b)

Required a candidate to explain what attracts readers/the audience to *Obuwoomi bw'Ekitontome*. It was unpopular and poorly done. The candidates failed to identify possible areas of interest in the poems. They could not even illustrate by referring to any particular poem. They lacked mastery of the text.

Weaknesses of Candidates

- Failure to follow instructions leading to rubric offences.
- Giving outlines where one is supposed to explain.
- Question misinterpretation and shallow responses.
- Poor orthography.
- Poor comprehension skills. Direct lifting where one is supposed to comprehend and paraphrase.

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 2023 examination paper was at the same level of difficulty as that of 2022.

The overall performance of the candidates was good.

The quality of work presented by the candidates of 2023 was better compared to that of the 2022 candidates, and their performance scores were also better.

QUESTION ANALYSIS

1. Required a candidate to write either a creative composition or a functional piece.

(a) Topics for creative writing:

- Required a candidate to write an expository composition. A candidate was supposed to write about the use of religion in the current society. One was supposed to show religion being used in both positive and negative ways.
- Required a candidate to write a narrative composition. It had a phrase one would end with “.. kila aliyesikia habari hizo shuleni mwetu, alifurahi na kushangilia kwa shangwe na nderemo” (Whoever heard that in our school, had great joy and excitement).
- Required a candidate to use the proverb “Kidole kimoja hakivunji chawa” to write a composition. One was supposed to interpret this proverb and bring it to real life situation. Most of the candidates who attempted this item failed to relate the proverb to real life situation.
- Required a candidate to write an argumentative composition. One was supposed to discuss that technology has brought more harm than good. It was un popular item. Some of the candidates who attempted it could not argue in relation to the side they were supporting.

(b) Topics for functional writing:

- Required a candidate to write a speech that he/she would present encouraging the students of a school from where she had studied and excelled. It was popular. Most of the candidates who attempted it performed well.
- Required a candidate to write minutes of the meeting that discussed the breaking of rules and regulations. It was also popular.
- Required a candidate to write a friendly letter to the parent requesting for fees balance payments since the end of year examinations are about. It was also popular though some candidates wrote it as an official letter.
- Required a candidate to write a report about the genesis of strikes in schools after the thorough investigations.

2. Required a candidate to read a comprehension passage and respond to questions about it. Most candidates performed well. However, some lifted statements as they are in the passage without paraphrasing.
3. Required a candidate to read the passage and use eighty words to summarise the causes of road accidents and solutions recommended to avoid those accidents.
4. Required a candidate to translate a given text from English to Kiswahili. The candidates' weaknesses were the mother tongue influence, direct translation and limited vocabulary.
5. Required a candidate to respond to the variety grammatical expressions. This was the most un popular item.

Candidates' weaknesses

- Failure to connect arguments to the demands of the question in the composition writing.
- Failure to apply the proverb in a real-life situation.
- Failure to distinguish different formats for functional writing.

Advice to teachers

- Guide learners on how to connect their arguments to the demands of the questions.
- Encourage learners to keep practising speaking of Kiswahili especially in debates and in dialogues.
- Expose learners to a wide range of proverbs and guide them on how to apply them in real life.
- Teach different formats for functional writing.
- Expose learners to paraphrasing techniques.
- Guide learners on translation. Encourage them to aim at transferring the message from language one to another and not looking for meaning of mere words.

337/1 ARABIC

The paper covered all the important aspects of the syllabus and it brought out all the aims and objectives of the syllabus. Time allocated was adequate and the paper tested what was educationally relevant. All questions were clearly phrased and the quality of work of candidates was better compared to that of 2022. Generally, the performance was very good.

SECTION A

Question 1 – 20

It required candidates to answer all the questions about the application of grammar.

All questions were popular and all were attempted though some candidates gave out wrong examples which affected their performance.

Question 1

Required candidates to construct two sentences (nominal and verbal sentences). It was a popular question and candidates performed well.

Question 2

The question required candidates to identify the masculine and feminine from the given nouns. The question was popular and the performance was fair.

Question 3

This question required candidates to use prepositions in two different sentences. It was a popular question though some candidates failed to use them appropriately.

Question 4

It required candidates to identify the objectives and the nouns described by that adjective. The question was popular and a majority of candidates managed to perform well.

Question 5

Candidates were required to give an example of an object in a sentence. It was a popular question though some failed to use appropriate objects as it was required.

Question 6

Candidates were required to fill the gap with past tense. It was a popular question but still some candidates failed to use suitable tenses.

Question 7

The question required candidates to identify attached pronouns from the given sentences. The question was popular and the performance was good.

Question 8

The question required to fill interrogative nouns in the blank spaces provided in the given sentences. It was a popular question though some candidates used wrong interrogative nouns.

Question 9

It required candidates to rewrite the two given sentences without "inna and Kaana". The question was popular and the performance was generally good.

Question 10

Construction of two sentences using adverb of time and place. It was a popular question and many tried it.

Question 11

Candidates were required to exemption article "illa" in the sentences given. It was a popular question though a majority of candidates failed it.

Question 12

Required candidates to use "kaana and its sisters" to the given sentences. It was a popular question though some candidates failed it.

Question 13

The candidates were required to fill in the blank spaces with suitable demonstrative nouns. It was a popular question and the performance was good.

Question 14

It required candidates to change the two words to superlative. The question was popular and many candidates performed well.

Question 15

Required candidates to join the two sentences using a relative noun.

Question 16

Required candidates to identify possessive nouns from the given sentences. It was a popular question though performance was poor.

Question 17

It required candidates to give an article that makes a verb vowel less "jaazim" at the end.

Question 18

Required candidates to give an example of assertive particles at the end of present tense, by giving two examples. The question was not popular and the performance was poor.

Question 19

Candidates were required to use calling particles in two sentences. The question was not popular and the majority of candidates failed it.

Question 20

Required candidates to change the passive verbs to objective noun and use them in two sentences. It was a popular question though a majority of candidates failed it.

SECTION B (COMPREHENSION)

Candidates were given a passage to read, comprehend then answer the 10 given questions that follow. It was a popular question though some candidates failed to give expected responses.

SECTION C

Required candidates to either translate a given passage from Arabic into English or from English into Arabic. It was fairly done. Especially from Arabic into English.

Weaknesses of candidates:

- Some candidates failed to use proper tenses as required.
- Some candidates only mentioned nouns and verbs without using them in sentences, as it was required.
- Some candidates could not differentiate between the feminine subject from the masculine subject.
- Some failed to identify masculine and feminine from the given nouns.

- Some candidates failed to apply the demonstrative nouns correctly.
- Wrong spellings by candidates in some of the words.
- Lack of proper arrangement of candidates' work more especially in translation whereby some candidates translating word-by-word (literal translation).
- Failure to express themselves following grammatical principles.
- Limited vocabulary because of less practice of Arabic language.
- Failure to use appropriate objects.
- Some candidates gave wrong interrogative nouns.

Advice to teachers

- Teachers should give variety of masculine and feminine nouns.
- Teachers should encourage learners to use correct sentences.
- More exercises are still required and make necessary corrections.
- More application and practice of adjectives needed.
- Teachers need to improve on the speaking skills of the language.
- More practice of tenses needed.
- Teachers need to teach proper usage of sisters of “Kaana”
- Teachers should give examples of adverbs of place and adverbs of time to the learners.
- Teaching learners the entire syllabus.

337/2 ARABIC

The paper covered what was required from the syllabus and it brought out all the aims and objectives of the syllabus. Time allocated was adequate and all questions were balanced without giving any advantage or disadvantage to any group whatsoever.

The quality of work of candidates was good and the level of difficulty was more-less the same compared to that of 2022. However, the general performance was good.

SECTION A (COMPOSITION WRITING)

A candidate was required to write a composition on one of the given topics not less than 300 words in Arabic language.

Question 1

Required a candidate to write about a school function conducted at school. It was a popular question and many candidates responded to it though some of failed because of grammatical aspects.

Question 2

Required candidates to write on how they were going to spend their holidays. The question was popular and many candidates attempted it.

Question 3

Required candidate to write a letter to their parents informing them about their school fees. It was a popular question and the performance was good.

Question 4

Required candidates to write about the importance of water in one's life. The question was very popular and many candidates performed very well.

Question 5

The question required a candidate to write about advantages and importance of Education in one's life and society. It was a popular question and the performance was good.

SECTION B (SUMMARY WRITING)

Candidates were required to make a summary of not more than 100 words from a given text. The candidates were to observe some of the aspects in their summary like; the words to be between 95 to 105 words; flowing of ideas, good handwriting, following of grammatical expressions, spellings, to stick to original meaning and key points. The question was not so popular though compulsory. It was averagely done.

Weaknesses of candidates

- Some candidates misinterpreted some questions.
- Spelling mistakes and grammatical errors still found.
- Some questions were one-sided discussion by candidates.
- Lack of expression in classic Arabic.
- Some candidates failed to summarize within required number of words.
- Failure by some candidates to identify the flow of original ideas.
- Lack of paragraphing their work.

Advice to teachers

- Teachers of Arabic need to encourage learners to read variety of text books.
- Give more exercises in variety and mark them.
- More discussion and debate activities in Arabic language should be emphasized.
- Much emphasis on use of Arabic language at school at school and home. between those concepts and give regular exercise.

345/1 RUNYANKORE/RUKIGA

COMPOSITION WRITING, SUMMARY AND TRANSLATION

The 2023 question paper was at the same level of difficulty as that of 2022. The overall performance of the candidates was good.

The quality of work presented by the candidates of 2023 was the same as that of the candidates of 2022, and their performance scores were also good.

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 were:

- (i) Required a candidate to write a narrative composition about an unexpected incident which would end with the given words “..... ku naamurebeire nti, nkaba ndi haihi kugwa kihuumura.” (Immediately I saw him/her, I almost fainted!) It was attempted by most of the candidates.
- (ii) Required a candidate to write a composition showing how farmers can improve on agricultural productivity. It was not popular. Some of the candidates who attempted it misinterpreted it by writing about what causes famine.
- (iii) Required a candidate to explain why over drinking causes poverty. It was also attempted by few. Most of those who attempted it failed to give facts about over drinking.

(b) In functional writing, the topics were;

- i. Required a candidate to write a dialogue that would take place between the headteacher and the parent who had come to request for allowance of the child to do examinations before completing payments of school fees.
 - ii. Required a candidate to write curriculum vitae. It was also attempted by many. However, some wrote an application letter instead of curriculum vitae.
 - iii. Required a candidate to write a report to the headteacher about the recently completed tour. It was misinterpreted by some of the candidates who answered it as an informal letter.
2. Required a candidate to summarise a given text. It was a compulsory question. However, some candidates copied part of the text as it was.
 3. Required a candidate to translate a given text from English to Runyankore-Rukiga. It was a compulsory question. However, some candidates did direct translation of words. This ended up distorting the intended message.

Candidates' weaknesses

- Poor orthography.
- Lack of comprehension skills.
- Lack of mastery of functional writing formats.

Advice to teachers

- Teach orthography.
- Teach comprehension.
- Teach different functional pieces.

345/2 COMPREHENSION, CULTURE, GRAMMAR AND ORAL LITERATURE

The 2023 question paper was a bit harder compared to the 2022. However, the overall performance of the candidates was good.

The quality of work presented by the candidates of 2023 was poorer than that of 2022, and their performance scores were also poorer compared to the 2022.

QUESTION ANALYSIS

1. It was a comprehension passage. The questions about it were fairly attempted. However, some candidates' responses reflected their inability to read and comprehend texts.
2. It consisted of variety aspects of grammar. It was well attempted though with some orthography weaknesses.
3. It was about oral literature.
 - (a) Required a candidate to complete the given proverbs with the suitable phrase.
 - (b) Required a candidate to give meaning of the given proverbs.
 - (c) Required a candidate to complete the sayings with the required phrase.
 - (d) Required a candidate to interpret the given idioms.

These were the most poorly done items. Learners seem to be losing interest in words of wisdom.

4. Required a candidate to read and respond to questions about the given poem. It was the most well attempted and performed question. Apart from part (c) which required a candidate to give the poetic devices used in poetry, candidates were able to respond to questions well.

Candidates' weaknesses

- Poor reading culture. Candidates find challenges in attempting comprehension because they fail to read and comprehend the text.
- Poor orthography.
- Poor interpretation of the proverbs.
- Poor interpretation of poetry.

Advice to teachers

- Encourage learners to read Runyankore-Rukiga materials.
- Guide learners on the orthography rules governing the language.
- Teach and emphasise on the usage of words of wisdom.
- Teach poetic devices.

355/1 LUSOGA

The examination contains 2 sections, A and B testing the candidates on the skills of composition, translation and summary writing. Section A has numbers 1(a) and 1(b) that have different tasks in continuous composition writing and functional writing respectively. Candidates are required to choose one task from both 1(a) and 1(b) and write according to instructions given.

The paper covered the important aspects of the syllabus and brought out the aims and objectives thereof. It also tested the candidates on what was educationally relevant and important and the time allocated for the paper was adequate.

The examination questions were clearly phrased without any errors. In terms of difficulty with comparison to 2022 paper, this year's examination paper was easier.

COMMENTS ON THE PERFORMANCE OF CANDIDATES

The overall performance of the candidates was good, with questions 1(a) (i) and 3 being the best done and most attempted. Question 2 was the worst done and 1 (b) (iv) which should have been numbered 1 (b) (iii) was the least attempted overall. The quality of work presented by the candidates this year was better than that of 2022, and so were the candidates' overall performance scores.

QUESTION ANALYSIS

Questions 1 (a) and (b)

Question 1 as a whole was generally popular. Candidates had to attempt one question out of the three topics given in each of two parts 1(a) and 1(b). They were required to write an essay of 300-350 words for the former. For the latter, candidates were to write either a 150-200word essay (1(b) (i) and (ii)) or 50word essay 1(b) (iii), depending on what topic they chose from 1 (b).

Questions 2 and 3

These were both compulsory examination questions on this paper. In question 2, candidates were required to translate the given passage from English to Lusoga, and in question 3, they were required to summarize the given passage, in Lusoga

Candidates' Weaknesses

- Lack of paragraphing skills
- Very poor orthography
- Functional writing was a problem to most of the candidates who attempted numbers in 1(b)
- Lack of translation skills. Most candidates used word-for-word translation
- Lack of Summary skills
- Poor Handwriting

- Some candidates misunderstood some questions, specifically question 3 where they translated the text to English.
- In the summary section, there was a failure to present key issues.

Advice to Teachers

- Educate learners on prose composition and functional writing.
- Encourage learners to consistently paragraph their work.
- Give exercises to students and assess them regularly.
- Put emphasis on orthography.
- Teach and guide learners in the proper way of translation between English and Lusoga.
- Students should regularly practice summary writing.

355/2 - LUSOGA

The examination paper contains 3 sections, A, B and C, all of which are compulsory. The paper tested the candidates on reading comprehension, grammatical knowledge and cultural knowledge and understanding of the Lusoga language, in the form of proverbs and idioms.

The paper adequately covered the important aspects of the syllabus and brought out the aims and objectives therein. It also tested the candidates on what was educationally important and relevant, and adequate time was allocated for the paper. The examination questions were clearly phrased, although there was one spelling error in **question 2b**, but this error never affected the candidates. The examination questions did not give undue advantage to any particular group of candidates. In comparison to 2022 it was an easier examination.

COMMENTS ON THE PERFORMANCE OF CANDIDATES

The overall performance of the candidates was good, with questions 1,2 and 4 being the best done and question 3 the most poorly done. In comparison, the quality of work presented by the candidates this year was better than that of 2022, but the performance scores were poorer.

QUESTION ANALYSIS

SECTION A:

Required candidates to read the passage given and answer the questions that followed. This section tested the candidates on reading comprehension.

SECTION B:

This section required the candidates to answer the given questions and it tested the students on their grammatical knowledge specifically.

SECTION C:

Candidates were required to complete the given Lusoga proverbs and this section tested them on their cultural and traditional knowledge of the language.

SECTION D:

Candidates were required to read the poem in Lusoga and answer the questions that followed. This section also tested the candidates on their reading comprehension.

Overall Candidates' Weaknesses

- Misinterpretation of questions and texts especially in sections A and D.
- Lack of proper grammatical skills and knowledge
- Exhibited a lack of knowledge on how to complete and interpret proverbs and idioms.

Overall Advice to Teachers

- Teach the students how to read and comprehend fairly long text and ensure that their learners have a lot of practice.
- Pay attention to proper teaching of different rules and aspects of grammar.
- Continually guide learners on how to draw meanings and lessons from proverbs and idioms.
- Be keen on teaching orthography and ensuring that the students practice through reading and writing.

365/1 ATESO

The paper was generally well done.

The level of difficulty of questions was the same as that of 2022.

However, the quality of the work of the candidates was better than that of 2022 and the general performance was good.

The well-done question was three (03) whereas the poorly done question was four (04). The most attempted questions were; 1a (i) and 1b (iii) and the least attempted questions were; 1a (i) and 1b (ii). However, all questions set were attempted.

SECTION A

Section A was composition writing consisting of creative and functional writing.

Question 1a (i)

It required one to write a story about how he/she was betrayed. It was a popular question.

Question 1a (iii)

It required candidates to clearly explain how a grass thatched hut is constructed.

Question 1b (i)

It required candidates to write a speech during food distribution function by an NGO. It was popular.

Question 1b (ii)

Candidates were required to write a letter of application for a job. It was fairly done.

Question 2b (ii)

It required candidates to write an announcement. It was very popular.

Question 2(b)

Required a candidate to translate the given passage from English to Ateso.
It was very popular as many candidates attempted it and performed well.

Question 3

It required candidates to summarize the benefits of eating sugar cane.
It was well done as candidates were able to identify points required by the question.

Weaknesses of candidates

- Poor punctuation and not staying focused on the question.
- Candidates who attempted question 1 (iii) missed out a logical pattern of describing.
- Some candidates failed to use the correct format.
- Some candidates did not bring out all the basics in writing announcement.
- There was failure by candidates to bring out the message and to use appropriate vocabulary.
- Some candidates copied the entire passage without considering word limits.

Advice to teachers.

- Teachers should expose students to narrative compositions.
- More and ample practice should be given to students.
- Should teach all the different types of letters.
- Students should be exposed to speech writing as well as writing letters.
- Encourage the learners to translate meaning rather than mere words.

365/2 ATESO

The paper had four sections; A, B, C and D.

The quality of work the candidates presented was the same as that of 2022 and the overall performance was good.

The level of difficulty was the same as that of 2022. All questions were attempted and the most well done was question 4 whereas question 3 was poorly done.

Question 1

Candidates were required to answer comprehension questions on free response, word inference and vocabulary. The question was popular as many candidates attempted it and performance was good.

Question 2a and 2b.

These questions required candidates to identify nouns and pronouns used in sentences
It was quite well done.

Question 2c, 2d and 2e

It required candidates to use adverbs of manner, conjunctions and prepositions. The questions were quite popular.

Question 3(a, b & c)

Candidates were required to complete idioms / proverbs and giving their appropriate meaning. They were also required to write synonymous of given words. This number was not well done.

Question 4

It required candidates to explain the message in the poem and to list down the activities done by the speakers in the poem. It was the best done question as a majority of candidates passed with above average.

Weaknesses of candidates:

- Poor comprehension, which featured in illogical responses and poor sentence construction.
- A number of candidates failed to identify nouns and pronouns as they just underlined all the words in the sentences.
- Giving wrong prepositions, conjunctions and adverbs of manner.
- The candidates gave wrong meanings implying they had limited knowledge.
- Giving incorrect responses and wrong meanings.
- Some candidates could not comprehend the message of the poem well.

Advice to teachers

- Teachers should give students more practice in comprehension.
- Teachers should guide learners in grammar work. i.e. parts of speech.
- Teachers should be exposed to proverbs and the sayings as well.
- Should teach and give more practice on idioms and proverbs of culture.
- Teachers should teach parts of speech (grammar) well.
- Teachers should teach synonyms to make students well versed.
- Teachers should teach riddles as part of culture.
- Teachers should teach learners opposites related to gender.
- More teaching to candidates on poetry.

375/1 DHOPADHOLA

Introduction

The examination adequately brought out the aims and objectives of the curriculum and syllabus. The paper had two sections; A and B. Section A consisted of composition writing - creative and functional writing. Section B consisted of summary writing and translation.

The most well done questions were **1(a) (i), (1(b) (i)**. Questions **1(b) (ii)** and **2** were poorly done. The total number of scripts marked in 2023 examinations was **938** compared to **1004** of 2022.

The quality of work the candidates presented in the 2023 examination in this paper was better than that of 2022 though the scores were poorer. The level of difficulty of the paper was more than that of last year and the overall performance of the candidates was poorer.

QUESTION ANALYSIS

Question 1(a) (i)

Candidates were required to write a story beginning with a given clause. They were supposed to build on that beginning statement and write coherently in 300 to 350 words. This question was popular.

Candidates' Weakness

The candidates listed the points instead of writing in paragraphs.

Advice to teachers

Teach the learners the requirements of writing narrative compositions.

Question 1(a) (ii)

Candidates were required to write a composition about how friendship with someone influenced them positively. They were supposed to identify that friend in their story and how their lives changed. The question was popular.

Candidates' Weakness

They just narrated instead of describing.

Advice to teachers

Teach the learners how to write different types of compositions.

Question 1(a) (iii).

Candidates were required to write an argumentative composition. They were supposed to write about either the dangers or the benefits of swimming as a sport. Each point was supposed to be written in a paragraph and explained thoroughly with examples where necessary. The question was not popular.

Candidates' Weakness

Candidates were listing points instead of writing in paragraphs.

Advice to teachers

Encourage the learners to write in paragraphs.

Question 1(b) (i)-(iii)

This sub section called for functional writing skills. Candidates were required to write (i) a letter to a friend who went abroad two years ago (ii) an advert for a soap making company called Mukwano and (iii) a conversation between the candidate and the teacher after being caught doing something wrong. Questions 1(b) (i and iii) were popular but (ii) was not.

Candidates' weakness

For letter writing, some candidates used the formal letter format.

Some were writing an announcement instead of an advert.

Some candidates were not writing a conversation but instead reporting what transpired.

They also had grammatical errors.

Advice to teachers

Teach the learners how to write different functional aspects.

Question 2

Candidates were required to translate a four-paragraph text from English to Dhopadhola. They were expected to translate ideas not individual words. They were also expected to use correct. Dhopadhola vocabulary in their translation. They were to punctuate the translated piece properly and to write it coherently. This question was compulsory.

Candidates' weakness

They had challenges of choosing the right vocabulary to use.

Some translated word for word instead of the whole idea.

Advice to teachers

Expose the learners to a wide range of Dhopadhola vocabulary.

Give them more practice.

Question 3

Candidates were required to summarise a text about the benefits and dangers of back nestling in 120 words. They were required to write the title of their summary then write the answers in correct sentences. The first sentence was supposed to bear the key noun in the task not a pronoun. They were also expected to punctuate their sentences properly and write coherently.

Candidates' weakness

Some could not pick the right responses from the passage.

Some had run-on sentences.

Advice to teachers

Encourage them to read as they underline the points that will enable them to answer the question.

375/2 DHOPADHOLA

Introduction

The question paper adequately brought out the aims and objectives of the curriculum and syllabus. The paper had three sections. Section **A**, **B** and **C**. The whole paper was compulsory. Section A consisted of a comprehension passage. Section B consisted of grammar. Section C culture.

The most well done question was **1**. Question **2** was poorly done. The total number of scripts marked in 2023 examinations was 938 a significant drop from **1004** of 2022.

The quality of work the candidates presented in the 2023 examination in this paper was poorer than that of 2022 and the scores too were poorer. The level of difficulty of the paper was more than that of last year but the overall performance of the candidates was good.

QUESTION ANALYSIS

Question 1.

Candidates were required to read a given passage and answer questions ranging from free response to inference. The passage was about living with HIV/AIDS. They were required to state the advice that the parent gave the son when he was just joining boarding school and various comprehension tasks. This question was compulsory.

Candidates' Weakness

Some could not comprehend the text hence failing to give the right responses.

Advice to teachers

Give the learners more practice on comprehension.

Question 2

Candidates were required to answer questions on grammar. They included writing plurals, tenses, sentence construction, rewriting of sentences without changing the meaning, punctuation and parts of speech. They were also required to write correct spellings and to punctuate their sentences correctly. The question was compulsory but not popular.

Candidates' Weakness

The candidates had problems with punctuation and not following instructions in the rewriting tasks.

Advice to teachers

Teach all grammar aspect thoroughly.

Question 3

Candidates were required to complete proverbs, give the meaning of idioms, complete similes and riddles. This question was popular.

Candidates Weakness

Some candidates had inadequate knowledge of these figures of speech.

Advice to teachers

Encourage the learners to collect as many figures of speech as possible.
Give many tasks for practice.

Question 4

Candidates were required to read a poem about a freedom song and answer questions about it. The candidates were required to identify the persona then two tasks on comprehension and one on comparison.

Candidates' weakness

Some candidates failed to interpret the poem possibly because they did not have enough practice during class time.

Advice to teachers

Give the learners more practice on poetry.

385/1 – RUNYORO RUTOORO - COMPOSITION, WRITING, SUMMARY AND TRANSLATION

Introduction

The 2023 question paper was standard. The content set covered all the aspects of the syllabus. It covered areas of the syllabus and time allocated was appropriate. The performance was generally good and it was at the same level of difficulty with that of 2022. The examination was adequate and covered major areas. The quality of work presented by candidates was good and the overall performance was better than that of 2022.

QUESTION ANALYSIS

1. WRITING

This question was about composition writing. A candidate was expected to choose a topic for creative writing and another for functional writing.

a) Creative writing

- i) The question required a candidate to write a narrative composition with an ending phrase 'that year was indeed of great success'. A candidate was expected to write about something very good that could have brought them joy or success during any of the past years stating the introduction, the body and conclude with an expression ... 'that year was indeed of great success'.
- ii) It required a candidate to write exposing the dangers involved in drug abuse. Discuss both alcohol and other drugs stating the introduction, body and conclusion.
- iii) It required a candidate to write a narrative about a title loosely translated, 'The millet you once ate should never be referred to as soil'. The candidate had to write an introduction, body and conclusion observing proper grammar and orthography. Had to observe a chronological order of events.

b) Functional writing

- i) Required a candidate to write a speech he would present before the District head of security during a visit to their area. In the introduction of his speech the candidate was expected to introduce himself observe protocol, greet, welcome the chief guest and the rest of the members. State the purpose for his speech which is the body and then give a conclusion.

- ii) Required a candidate to write an application letter for a job of adviser to the leader of health in his or her area. In his application, the candidate was expected to indicate two addresses, that of the writer and the recipient, observe salutations, give the introduction and in the body include the aim of the letter. The letter should have a concluding statement and signature.
- iii) The candidate was required to a statement to police narrating what happened during a strike in town that he witnessed. In this statement the candidate was supposed to mention his name, indicate when and how the incident happened, what could have caused the strike, the damages caused and many more.

Weaknesses of candidates

- Some candidates misinterpreted instructions in composition writing by doing more than the required numbers.
- For functional writing candidates failed to observe the correct formats. In some cases, instead of writing a speech, a candidate would write something else that had not been asked.

Advise to teachers.

- Guide candidates on question interpretation and let them be able to identify what exactly is being asked in the question.
- Engage candidates in various kinds of writing for them to get familiar with the different kinds of documents.
- Urge them to follow the rubrics.

2. SUMMARY

This was a compulsory question. It required a candidate to summarise the text in about 80 words explaining the reasons why animal rearing has failed to develop in the eastern part of the country. In this summary the candidate was expected to shorten and keep the meaning of the original text.

Weaknesses of candidates

Some candidates did not summarise but instead lifted the whole text. This lost meaning of what was required.

Advice to teachers

Engage candidates more into practicing summary exercises, mark and do correction with them.

3. TRANSLATION

This was a compulsory question. It required a candidate to translate a given text from English Language to Runyoro-Rutooro. The candidate was expected to first understand the text then translate the message instead of word for word translation. Word for word translation distorts meaning of the text.

Weaknesses of candidates

Many candidates applied direct word for word translation which distorted the meaning of the original passage.

Advice to teachers

Avail candidates with more passages for translation, let them attempt them, mark and do correction with them. This will help them improve their skill of translation.

385/2– RUNYORO RUTOORO - COMPREHENSION, GRAMMAR, CULTURE AND POETRY

The 2023 question paper was standard, content was adequate and it covered the important aspects of the syllabus. It was at the same level of difficulty as that of 2022. The quality of work presented by candidates was better than that of the previous year.

QUESTION ANALYSIS

The paper had four sections and all the questions in the paper were compulsory.

SECTION A: COMPREHENSION

It required candidates to read the passage, comprehend and answer questions according to the it. The passage was about the couple that had silent quarrels in the house. It involved open ended questions plus word inferences.

Weaknesses of candidates

- Some candidates failed to paraphrase answers and only lifted a full sentence or paragraph.
- Some candidates failed to relate questions to the passage and gave a totally different response to the question.

Advice to teachers

- Teachers should guide candidates on how to paraphrase answers from the passages by giving them more practicing exercises.
- Should handle more reading and writing activities with learners to acquaint them with more skills on reading comprehension.

SECTION B: GRAMMAR

This section examined many aspects of grammar like the parts of speech, direct and reported speech, conditional clauses, tenses, sentence structures among others. Candidates had to answer according to the given instructions.

Weaknesses of candidates

A majority of candidates failed the part of rewriting sentences as instructed especially that which required direct/reported speech and conditional sentences.

Advice to teachers

- Put much emphasis in teaching and practicing grammar with their candidates as it's the heart of the language.
- Give more grammatical exercises to learners.

SECTION C: CULTURE

Required knowledge of culture. Candidates were expected to give meanings of the given proverbs, meanings of the stated idioms, sayings and completing riddles. Candidates were expected to analyse this section and give a deeper meaning of what was asked not just stating the surface meaning.

Weaknesses of candidates

- Many candidates lacked knowledge of cultural aspects like idioms, proverbs and riddles. Meanings of proverbs were not related.
- Candidates could not give correct meaning of proverbs and idioms.

Advice to teachers

- Encourage learners to do more research about cultural aspects.
- Encourage learners to do more peer discussions about culture.

SECTION D: POETRY

This question required candidates to read the poem, understand and answer question after it. It was compulsory and well attempted by many candidates.

Weaknesses of candidates

Some candidates lacked the ability to answer questions correctly in poetry while others decided not to attempt it at all.

Advice to teachers

- Do more poetry practice with their candidates.

396/1 CHINESE - LISTENING AND SPEAKING

Introduction

Chinese covered a wide range of the syllabus and the expected aims and objectives. The examination paper covered two major skills of speaking and listening. The examination did not have any errors and was clearly phrased.

COMMENTS ON THE PERFORMANCE OF CANDIDATES

The exam of 2023 was comparatively easier than that of 2022, the questions were familiar and the performance of the candidates was better.

QUESTION ANALYSIS

Listening comprehension (Aural)

This was the first section of the paper. It required candidates to listen to the recorded text twice and circle the most correct response. This section was done well.

Weaknesses of the learners

- Some candidates failed to comprehend and make proper interpretation of the listening comprehension text.
- Other candidates did not listen to the instructions clearly and they kept waiting for another replay of the text after the two times.
- Some candidates were not able to make quick decisions on which was the correct answer and as result they kept lagging behind while the recorded text was playing.

Advice to teachers

- Have more listening activities with candidates to be able to acquaint them with the listening skills.
- Guide learners on instructions before they sit for the examination.

Speaking (Oral)

This was the second part of the paper. It called for oral expression and was divided into two sections **A** and **B**.

Section **A** tested the proper articulation of words. Candidates were given a list of words, phrases and sentences to read out aloud observing the proper articulation of Chinese words.

Section **B** had two alternative questions i) and ii).

- i) Required candidate's ability to construct grammatically correct sentences in 5 minutes, describing a given picture in 10 sentences. This question was attempted by few candidates. It was no very popular.
- ii) Required candidates to describe their daily routine in 10 sentences observing the correct tones. This was the most attempted question in this section.

Weaknesses of the learners

- Candidates had a challenge of choosing which was the correct Chinese tone while speaking.
- Candidates lacked confidence in expressing themselves.
- There was too much repetition of the same words while describing their daily routine and description of the picture.

Advice to teachers

- Encourage learners to speak Chinese more often.
- Engage candidates into speaking activities and role plays during lessons.

396/2 CHINESE READING AND WRITING

It covered a wide range of the syllabus and the expected aims and objectives. The examination paper covered two major skills of reading and writing. The examination was clearly phrased. The paper did not have alternative questions. All questions had to be answered.

SECTION A PART I

Required candidates to relate the statement with the most suitable picture. The question was very popular and was passed well.

Weakness of candidates

A few students failed to relate the sentences to the pictures.

Advice to teachers

Use the visual teaching aids for better learning.

SECTION A PART II

Required candidates to use the given different parts of speech to fill the blanks in the sentences.

Weakness of candidates

Some learners could not differentiate the different parts of speech and just applied guess work.

Advice to teachers

Tackle the different parts of speech while teaching, clarify them to learners and let them be applied in sentences during teaching.

SECTION A PART III AND IV

Required the candidate to comprehend the text and derive the information required.

Weakness of candidates

Some candidates could not comprehend information from the given texts.

Advice to teachers

Expose the learners to various texts for practice.

Expose the candidates to a wide range of Chinese vocabulary

SECTION B PART I AND II

Required candidates to choose the correct word and complete given sentences.

Required the ability of the candidate to write Chinese characters correctly.

Weakness of candidates

Some candidates could not complete sentences with the given words correctly.

Some candidates could not write correct Chinese characters.

Advice to teachers

Should emphasise the practice of writing Chinese characters.

SECTION B PART III

Required candidates to use grammatical and sentence structure knowledge to rearrange the sentences given.

Weakness of candidates

Inability to rearrange sentences correctly.

Use of wrong punctuation marks or no punctuation at all.

Advice to teachers

Emphasise grammatical rules of the language.

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 2023 performed better than those of the previous year 2022. The quality of work presented by the candidates was better than that of the previous year. The paper was easier than that of the previous year. The time of 2½ hours allocated for the paper was adequate.

QUESTION ANALYSIS:

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

SECTION A

Question 1

This question required candidates to apply knowledge of finding the mean.
The question was very popular and well done.

Weaknesses of Candidates:

- Failure to apply the formula for the mean.
- Failure to collect like terms.
- Mistaking the unknown value to be a unit.

Advice to Teachers

Emphasise simplification of algebraic expressions.

Question 2

The question required the candidates to apply knowledge of solving simultaneous equations.
The question was very popular and well done.

Weaknesses of Candidates:

- Failure to apply integers for the elimination method.
- Failure to substitute correctly for the substitution method.
- Failure to extract the coefficients correctly for the matrix method.

Advice to Teachers

- Teachers should teach all methods of solving simultaneous equations.
- Emphasise operation of integers.

Question 3

The candidates were required to apply knowledge of trigonometrical ratios, Pythagoras theorem and identify the correct quadrant.
The question was popular.

Weaknesses of Candidates:

- Failure to identify the right quadrant and to indicate the angle.
- Failure to use Pythagoras theorem.

Advice to Teachers

- Teachers should have more emphasis on the position of the angle.
- Teachers should ensure that students have more practice on trigonometrical ratios.

Question 4

The question required candidates to factorise linear and quadratic expressions.

The question was popular but poorly done.

Weaknesses of Candidates:

- Failure to identify the correct factors and using them correctly.
- Failure to factorise completely.

Advice to Teachers

- Teachers should emphasis the difference between quadratic expressions and quadratic equations.
- Teachers should ensure that students have more practice on factorisation of different expressions.

Question 5.

The question required candidates' knowledge of; identifying multiples of five, forming a two digit number and finding probability.

This question was popular but poorly done.

Weakness of Candidates

- Failure to form a two-digit number.
- Failure to identify the multiples of five.

Advice to Teachers

- Teachers should ensure that probability is practically taught.

Question 6.

Candidates were required to make the variable x the subject of the formula.

The question was popular.

Weaknesses of Candidates:

- Failure to cross multiply.
- Failure to open brackets.
- Failure to collect like terms.

Advice to Teachers

Teachers should ensure that students have more practice on expressions, collecting like terms and factorisation.

Question 7

This question required candidates' knowledge of angle properties of a circle.
The question was not popular and was poorly done.

Weakness of Candidates

Failure to identify the required angle properties.

Advice to Teachers

Teachers should practically teach circle properties.

Question 8

This question required candidates to find the inverse of the matrix.
This question was very popular and well done.

Weaknesses of Candidates

- Failure to obtain the correct determinant.
- Failure to obtain the correct adjunct.
- Failure to simplify the final matrix.

Advice to Teachers

Teachers should ensure that learners have more practice on matrices.

Question 9

This question required candidates to demonstrate the knowledge of determining inequalities from a graph.
The question was not popular and was poorly done.

Weaknesses of Candidates

- Failure to form the equation of the boundary line.
- Failure to test for the required region.

Advice to Teachers

- Teachers should ensure that learners have regular practice on inequalities and regions.
- Teachers should teach inequalities early in senior one and two.

Question 10

This question required candidates' knowledge of finding the image using matrix transformation.
The question was very popular and well done.

Weaknesses of Candidates:

- Failure to use the correct arrangement of the matrices.
- Failure to state the images in coordinate form.

Advice to Teachers

- Teachers should ensure that learners do more practice on matrix transformations.
- Teachers should emphasis the arrangement of matrices and writing images in coordinate form.

SECTION B

Question 11

The question required; generating coordinates, plotting and solving quadratic equations graphically.

This question was very popular and well done.

Weakness of Candidates

- Failure to generate and plot the coordinates.
- Failure to draw a smooth curve.

Advice to Teachers

Teachers should ensure that learners do more practice on solving quadratic equations graphically.

Question 12

The question required; knowledge of bearings, scale drawing, measurements and finding the ratios. This question was very popular.

Weaknesses of Candidates:

- Failure to read the bearing correctly from the North.
- Failure to measure lengths and angles correctly.

Advice to Teachers:

Teachers should put more emphasis on the direction of measuring angles in bearings.

Question 13

This question required calculating of the mean for grouped data, drawing a histogram and estimating the mode.

The question was very popular and well done.

Weaknesses of Candidates:

- Failure to obtain the correct midpoints.
- Failure to draw the histogram correctly.
- Failure to draw correct diagonals.
- Failure to read the correct mode (interpret the scale).

Advice to Teachers

- Teachers should emphasise the difference between a bar graph and a histogram.
- Teachers should emphasise the use of graph papers when drawing a histogram.
- Teachers should emphasise the use of class boundaries.

Question 14

This question required; formation and solving of simultaneous equations and also formation of linear equations.

The question was very popular.

Weaknesses of Candidates:

- Failure to interpret the information given and to form correct equations.
- Failure to solve the equations formed.

Advice to Teachers

Teachers should ensure that learners do more practice on forming and solving equations.

Question 15

The question required; formation of matrices of a given order.

The question was very popular and well done.

Weakness of Candidates

Failure to form the matrix of the required order with correct entries.

Advice to Teachers

Teachers should emphasise the compatibility of matrices for matrix multiplication.

Question 16

This question required; plotting points on the Cartesian plane using a given scale, determining images under a reflection and rotation, and stating the coordinates of the images from the graph.

The question was very popular.

Weaknesses of Candidates:

- Failure to use the given scale.
- Failure to use the graph to find the required images under reflection and rotation.

Advice to Teachers

Teachers should emphasise geometric transformations.

Question 17

This question required formation of inequalities and presenting them on the graph.

This question was not popular and was poorly done.

Weaknesses of Candidates:

- Failure to form the correct inequalities and represent them correctly on the graph.

Advice to Teachers

Teachers should teach inequalities early enough and give learners enough practice.

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 2023 candidates was better than that of UCE 2022 candidates. The quality of work presented by the candidates was better 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	-	2,3,4,7,11,12 and 16.
Poorly done questions	-	1,5,6,8,9,10,13,14,15 and 17.
Most attempted questions	-	1,2,3,4,5,7,10,11,12,15,16 and 17.
Least attempted questions	-	6,8,9,13 and 14.

SECTION A

Question 1.

The question required candidates to; factorise the expression with a common factor and apply difference of two squares to find the required value.

The question was popular and poorly done.

Weaknesses of Candidates

- Failure to identify and factorise the common factor to isolate the difference of two squares.
- Some candidates could not apply difference of two squares to find the required value.

Advice to Teachers:

Teachers should lay more emphasis on application of difference of two squares especially when the task requires a combination of competences such as common factors and difference of two squares.

Question 2

The question required candidates to; interpret set notation correctly and apply knowledge of set notation and complement of sets.

The question was very popular and well done.

Weakness of Candidates:

- Many candidates failed to correctly interpret set notation, especially complement of sets.
- Many candidates who used the Venn diagram failed to identify and place the given values in the correct regions.

Advice to Teachers:

- Teachers should emphasise set notation and language used in in sets.
- Teachers should also handle the use of Venn diagrams properly, giving enough practical work to the learners.

Question 3

The question required the candidates to; use the general equation of a straight line $y = mx + c$, the given gradient and point or otherwise to find the equation of a straight line, and find the value of x where the line cuts the x -axis.

The question was very popular and well done.

Weaknesses of Candidates

- Some candidates had challenges in getting the y -intercept c using the given gradient and point on the line.
- Some other candidates were not able to give the equation of the line using the given gradient and y -intercept or otherwise.

Advice to Teachers

- Teachers should emphasise coordinates and graphs, plotting of points and the various methods of getting equations of the straight line.
- The topic should be regularly taught.

Question 4

The question required candidates to; multiply vectors by a scalar, subtract the vectors and find the magnitude using Pythagoras theorem.

The question was very popular and well done.

Weaknesses of Candidates

- Some candidates had challenges in multiplication of a vector by a scalar.
- Others could not manipulate $(-12)^2$ correctly in the Pythagoras theorem applied.
- A good number of candidates left the final solution in surd form.

Advice to Teachers

- Teachers should properly teach vector symbols, multiplication of column vectors by a scalar and use of Pythagoras theorem to get vector magnitude.
- They should also guide learners not to leave their answers in surd form unless they are instructed to do so.

Question 5

The question required candidates to; identify all surfaces of a box and calculate the surface area of the box.

The question was popular but poorly done.

Weakness of Candidates

- Many candidates could not correctly state the formula for the surface area of a box.
- Some candidates instead used the formula for volume of a box.

Advice to Teachers

- Teachers should lay emphasis on the different formulae for surface area of solid figures.
- They should also emphasise the difference between the formulae for areas and volumes of different solids.
- Teachers should advise learners to correctly quote and use the formulae given in the mathematical tables provided by UNEB for examinations.

Question 6

The question required candidates to; find the area scale factor from the given radii and use the area scale factor and the given area of the large circle to find the area of the smaller circle.

The question was popular but poorly done.

Weaknesses of Candidates

- Some candidates were unable to get the area scale factor from the given ratio.
- Others failed to state the area scale factor from the given information and use it to find the area of the smaller circle.

Advice to Teachers

- Teachers should emphasise how to derive linear scale factors from dimensions of figures.
- They should also emphasise the relationship between linear scale factor, area scale factor and volume scale factor.

Question 7

The question required the candidates to; determine the range as a set, for every object in the given set of domain and mapping.

The question was very popular but not very well done.

Weakness of Candidates

- Some candidates could not correctly square negative values of the domain to get the corresponding range.
- A good number of candidates did not give the range as a set.

Advice to Teachers

- Teachers should properly guide the learners on manipulation of negative integers.
- They should emphasise stating both the domain and range as sets.

Question 8

The question required candidates to; find the distance between town A and town B using the given values of speed and time, and find the time Jane took to travel between town B and town C .

The question was less popular and poorly done.

Weakness of Candidates:

Many candidates failed to correctly state the formula for distance given speed and time and the formula for time given the distance and speed.

Advice to Teachers

Teachers should emphasise the relationship between distance, speed and time.

Question 9

The question required candidates to; draw and name the three dimensional figure whose net was given, and calculate the height of the solid formed using Pythagoras theorem.

The question was not popular and was poorly done.

Weakness of Candidates

- Many candidates failed to draw and name the solid.
- Some candidates could not apply Pythagoras theorem to find the height.

Advice to Teachers

- Teachers should teach three dimensional geometry (3D) using real objects as teaching aids.
- They should illustrate to learners on the formation of solids from their nets.
- They should emphasise the use of Pythagoras theorem where missing lengths are required from right angled triangles.

Question 10

The question required candidates to; use percentages to increase and decrease given values in order to find the cash price.

The question was popular but poorly done.

Weaknesses of Candidates:

- Some candidates could not find the selling price by increasing the cost price by 20% and eventually decreasing the selling price by 5% to get the cash price.
- The flow of work was a challenge to most candidates.

Advice to Teachers

- Teachers should emphasise the correct order of computation of progressive increase or decrease and vice versa.

SECTION B

Question 11

The question required candidates to; represent the given data on a Venn diagram, determine the number of members in regions where they were not given, determine members in each of the three sets A , B & C , and determine the probability of an event occurring.

This question was very popular and well done.

Weakness of Candidates

- Failure to correctly translate the given relationship between the number in set A and B only, and the number in set C only into the Venn diagram.
- Failure to correctly sum up numbers in all the regions and equate them to $n(\epsilon)$ in order to determine the number of members in different regions. In most cases, the complement was left out of the equation.
- Some candidates could not get the required probability.

Advice to Teachers

- Teachers should emphasise translation of the given information to set notation and eventually to the Venn diagram.
- Teachers should also lay emphasis on identification of regions on the Venn diagram.
- Teachers should put more emphasis on the language used in sets.
- Teachers should ensure that learners do more practice on probability.

Question 12

The question required candidates to; identify the different allowances of an employee and determine the employee's total allowances, obtain the taxable income of an employee, determine the total income tax and finally obtain the employee's net income.

This question was very popular and well done.

Weaknesses of Candidates:

- Failure to determine the taxable income from the last tax bracket.
- Failure to obtain the net income.

Advice to Teachers:

- Teachers should put more emphasis on the interpretation of tax brackets.
- Teachers should clearly define the terms used in business mathematics.

Question 13

This question required candidates to; apply laws of logarithms and indices to solve a simple linear equation in one unknown, form an equation in two unknowns and make one unknown the subject, and find the percentage profit.

The question was not popular and was poorly done.

Weaknesses of Candidates:

- Many candidates failed to apply the laws of logarithms and indices and therefore were unable to get the linear equation.
- Some candidates failed to form an equation from the given information and could not make one unknown the subject.
- Other candidates failed to get the percentage profit.

Advice to Teachers

- Teachers should emphasise the laws of logarithms and indices.
- Teachers should emphasise the formation of equations from word problems.
- Teachers should comprehensively handle percentages.

Question 14

This question required candidates to; identify vector routes, express displacement vectors in terms of vector algebra, apply vector ratios in determining displacement vectors and to deduce collinearity of vectors.

The question was not popular and was poorly done.

Weaknesses of Candidates:

- Failure to interpret vector ratios, identify vector routes and prove collinearity.

Advice to Teachers

- Teachers should guide learners on identification of vector routes using real life illustrations.
- Teachers should emphasise the interpretation of vector ratios.
- Teachers should also put emphasis on parallel vectors and collinear points.

Question 15

The question required candidates to; find the point of intersection of two lines, determine the gradient of a perpendicular bisector, obtain the midpoint of two points and find the equation of the perpendicular bisector.

The question was popular but poorly done.

Weaknesses of Candidates

- Some candidates had challenges in solving simultaneous linear equations in two unknowns.
- A good number of candidates could not state the coordinates of the point of intersection.
- Other candidates had challenges in determining the coordinates of the midpoint and the gradient of the perpendicular bisector.

Advice to Teachers

- Teachers should comprehensively handle all methods of solving simultaneous linear equations in two unknowns.
- Teachers should emphasise the relationship between the gradients of perpendicular lines and to determine coordinates of midpoints.

Question 16

This question required candidates to; form equations from the information given, find the unknowns, determine the inverse function and determine the composite functions
The question was popular and well done.

Weaknesses of Candidates:

- Failure to manipulate negative integers.
- Failure to determine the inverse function and the composite functions.

Advice to Teachers

- Teachers should emphasise manipulation of negative integers.
- Teachers should also give learners more examples on determining inverse functions and composite functions.

Question 17

This question required candidates to; find the height of the pyramid, obtain the volume of the pyramid, determine the angle between a line and a plane, and the angle between two planes.
This question was popular but poorly done.

Weaknesses of Candidates:

- Failure to identify the planes and hence the angles.
- Failure to use mathematical tables and calculators to determine the angles.

Advice to Teachers:

- Teachers should use models to clearly show learners the various lines, planes and angles in 3D geometry.
- Teacher should give learners more practical/real life examples to reinforce their understanding of the concepts.

500/1 GENERAL SCIENCE (PHYSICS)

STANDARD OF THE PAPER

The paper was same as that of 2022 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 better. The poorly done question was 27. The most attempted questions were 26 and 29 and least attempted was qn 27. The quality of work of candidates presented this year is better than that of 2022. Candidate's performance scores were better.

ANALYSIS OF PERFORMANCE IN SECTION B.

Qn. 26. Required was;

- To state three ways in which a liquid is made to evaporate faster.
- To use kinetic theory of matter to distinguish between saturated and unsaturated vapours.
- Explain why boiling point of a liquid decreases with increase in altitude

The question was very popular and all candidates attempted it.

Weakness of candidates

Lacked knowledge about explanation on why boiling point of a liquid decreases with increase in altitude.

Advice to teachers

Teach the concept of the relationship between boiling and altitude.

Qn.27. Required was;

Knowledge of gold leaf electroscope.

The question was **Not** very popular.

Weakness of candidates

Lacked knowledge about the concepts of gold leaf electroscope

Advice to teachers

Teach it if it is provided for in the NCDC syllabus.

Qn.28. Required was;

- Knowledge of principle of conservation of energy
- Numerical calculations involving kinetic energy
- Definition of linear momentum

It was a popular question and the learners scored fairly well.

Weaknesses of candidates

Lacked knowledge about the principle of conservation of energy.

Advice to teachers

Teach the whole concept of energy as stipulated in the curriculum.

Qn.29. Required was Knowledge of cells, how to charge a battery.

How a battery can stay for a longtime without losing a charge.

It was a very popular question.

Weaknesses of candidates

- Lacked knowledge about methods of charging a battery.
- Lacked knowledge about ways of prolonging the life of a battery.

Advice to teachers

Teach the whole concept of cells.

Qn.30. Required was;

Knowledge of simple machines (pulley systems) and their applications

The question was fairly popular.

Weaknesses of candidates

Lacked knowledge about application of pulley systems.

Advice to teachers

- Teachers should endeavor to complete syllabus in time.
- Teach the concept pulley systems in detail.

500/2 GENERAL SCIENCE (CHEMISTRY)

This paper consists of two sections, **A** and **B**. Section A has 25 compulsory 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 of the same standard as that of 2022.

PERFORMANCE OF THE CANDIDATES

The overall performance of the candidates was poor. The quality of work presented by the candidates and the candidates' performance scores were better than that of 2022. Performance was still better in section A compared to section B. Candidates performed poorly in questions 27, 28 and 30. The most attempted questions were 26, 28 and 30 besides the multiple choice questions. The least attempted questions were 27 and 29.

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' weaknesses

- Some candidates failed to identify the keys for most of questions.
- Some candidates did not provide responses for some questions.

Advice to teachers

- Cover all areas of the syllabus in time and adequately since the questions are spread over the entire syllabus.
- Encourage the candidates to first fully appreciate and understand the demands of the task in each of the questions and not only rely on guess work.

ANALYSIS OF PERFORMANCE OF QUESTIONS IN SECTION B

Section B has part I and II. Part I comprises of questions 26, 27, and 28.

Question 26

Candidates were required to demonstrate; an understanding of mixtures and compounds, methods of separation. The question was very popular in this section.

Candidates' Weaknesses

- Some candidates could not define the terms mixtures and compound
- Some candidates could not clearly point out the differences between mixtures and compounds.
- Some candidates showed little knowledge about the techniques or methods of separation of mixtures.

Advice to Teachers

- Teach the topic from the practical point of view, use a variety of techniques to separate different mixtures.

Question 27

Candidates were required to demonstrate an understanding of; the knowledge of what acids and bases are, their differences in physical properties and chemical properties, neutralisation reactions and writing chemical equations to explain the reactions. The question was very unpopular and was poorly done.

Candidates' Weaknesses

- Some candidates lacked knowledge about acids, bases, alkalis and neutralisation reactions.
- Some candidates could not write well balance equations of reactions.

Advice to Teachers

- Encourage the learners to write word equations for reactions.
- Engage learners in practical experiences that will help them explore the differences between acids and bases and the concept of neutralisation.

Question 28

Candidates were required to demonstrate an understanding of the knowledge of iron under different conditions, rusting, advantages and disadvantages of rusting and how it can be prevented, relative reactivity of iron and copper. The question was very popular.

Candidates' Weaknesses

- Some candidates lacked knowledge about conditions of reaction of iron with oxygen and water.
- Some candidates could not write balanced equations for the reactions.
- Most candidates; defined rust instead of rusting, think that rusting is synonymous with corrosion, think that all metals rust.
- Some candidates lacked knowledge of displacement of copper ions from a solution of its salt.

Advice to Teachers

- Clearly distinguish to learners the difference between rusting and corrosion.
- Give an opportunity to the learners to see how the different methods of prevention of rusting work.

Part II

Comprises of questions 29 and 30.

Question 29

Candidates were required to demonstrate the understanding of the chemistry of carbon and its compounds; carbon dioxide gas, its preparation and reaction with lime water; appreciation that calcium hydrogencarbonate causes hardness in water; understanding that carbon is a reducing agent that reduces hot carbon dioxide to carbon monoxide. It was unpopular and not well done.

Candidates' Weaknesses

- Some candidates could not write balanced equations for the reactions.
- Some candidates showed little understanding of the concepts of carbon and its compounds.

Advice to Teachers

Use practical approach to teach concepts of carbon and its compounds.

Question 30

Candidates were required to demonstrate an understanding that water is a very important resource both domestically and industrially; deep understanding about water hardness; types and causes of hardness; methods of removal of hardness; advantages and disadvantages of hard water. This question was very popular.

Candidates' Weaknesses

Some candidates could not;

- Clearly define hard water.
- Write the word lather correctly.
- Distinguish between temporary and permanent hardness of water.
- State the substances that cause the respective types of hardness.
- State the chemical test for water.

Advice to Teachers

- Teach all the topics in the syllabus in time.
- Provide for learners' practical experiences.

500/3 GENERAL SCIENCE -BIOLOGY

The paper consisted of sections 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. Time allocated was adequate.

Section A was the most well-done part of the paper. In section B, the most attempted question was question 26. The least attempted was question 29.

SECTION A

Question: 1-25 were multiple choice. And tested knowledge, comprehension and application of knowledge.

Candidates were Required to recall, comprehend, analyze and apply biology concepts

Weakness of Candidates Include;

- Limited knowledge on the content
- Many failed questions that required higher order thinking

Advice to the Teachers;

Teach all the topics comprehensively.

SECTION B

Question 26

Candidates Were Required

To explain biology term respiration then give the use of energy from respiration, state products of anaerobic respiration and differentiate between photosynthesis and respiration.

Weakness of Candidates

Limited knowledge on respiration and photosynthesis.

Advice to the Teachers;

Teach respiration and nutrition in plants adequately.

Question 27.

Wasn't a popular question.

Candidates Were Required

To give the functions of xylem in leaves, state how modified leaves are adapted to perform their functions and also to mention the economic importance of leaves.

Weakness of Candidates Include;

Limited knowledge on the functions of internal parts of leaves especially the xylem, modified leaves and their adaptations.

Advice to the Teacher;

Teach diversity of living things adequately.

Question 28

Candidates were Require

To name three major components of the human circulatory system, give the adaptations of red blood cells for their functions in the body then give the function of each of; valves, veins and capillaries, in the circulatory system of humans

Weakness of Candidates

inadequate knowledge on transport in animals.

Advice to the Teachers;

Cover the topic adequately especially transport in animals

Question 29

Candidates were Required

To give the role of the pancreas and the liver in digestion, to state the functions of the colon.

Weakness of Candidates

Lacked knowledge on nutrition in animals and the alimentary canal in particular

Advice to the Teachers;

- Teach nutrition with emphasis on the alimentary canal.
- Ensure deep learning of concepts.

Question 30

Candidates were Required to;

State the ways through which heat is gained and lost by the human body, and describe the processes that occur in the human body when the environmental temperature is lower than that of the body.

Weakness of Candidates Include;

Lack of knowledge on temperature regulation

Advice to the Teachers;

To teach excretion and temperature regulation with good emphasis to ensure learning occurs.

527/1 AGRICULTURE THEORY

The paper had part A and B. Part A had five compulsory questions (1 multiple choice question and 4 structured questions). Part B had three sections; each section with 3 questions thus a total of 9 questions and a candidate was 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.

The questions that were well done by most candidates were questions 2,4,9,11,12,13 and 14 the questions which the candidates found difficult were question 3,5, 6 and 7. The most attempted questions were questions 8,9,11,12,13,14

The least attempted questions were 6,7 and 10.

Question 1

consisted of multiple-choice questions testing knowledge, comprehension and application.

Question 2

Required candidates to mention importance of keeping records on a farm and reasons why some farmers do not keep records

Question 3

Required candidates to give the factors that influence the stocking rate of cattle on a pasture.

Weakness of Candidates

they failed to understand the term “stocking rate”. Many gave responses for carrying capacity.

Advice to Teachers:

- Ensure proper syllabus coverage.
- Agriculture terms/concepts should be thoroughly explained with relevant examples to ensure deep learning.

Question 4

Required candidates to list features of a good grain store.

Many candidates passed this question.

Question 5

Required candidates to state the type of damage caused by sucking pests on crops and also, the reasons why biological pest control methods may not be very effective.

Weakness of Candidates

- Some mistook sucking pests for biting pests.
- Many did not understand “biological pest control”

Advice to Teachers:

- ensure comprehensive syllabus coverage, so as to expose learners to a wide range of resources
- use a variety of terminologies in the classroom while teaching and assessing

Question 6

Candidates Were Required to;

- outline the benefits of the marketing functions of grading and processing
- give the measures that can be taken to encourage the processing of agricultural products in Uganda.

Weakness of Candidates

- Candidates demonstrated inadequate knowledge on this question, probably not well covered

Advice to Teachers:

- Encourage visits to established farms and processing sites to enhance learning.
- Teach all the key concepts of the subject.

Question 7

Candidates were Required to;

- explain the factors which affect the use of animal power on a farm and also the factors that affect the power output of farm animal.
- This was one of the most **unpopular** questions, even the few candidates who attempted it had scanty knowledge on the topic.

Advice to Teachers;

- Ensure adequate syllabus coverage to enable learners have a wide range of choices of questions to respond to.

Question 8

Required candidates to give the sources of water on a farm, explain the ways water in which water for farm use may be contaminated and finally describe how to maintain an overhead tank to ensure clean water supply.

Generally, it was a popular question, and many candidates performed well on it.

Candidates' Weaknesses

Some candidates had difficulty in the term overhead tank.

Advice to Teachers;

Explain the meaning of terms to learners.

Question 9

Required candidates to; describe the effects of diseases on plants

Explain the measures a farmer can take to control crop diseases.

This was a popular question and was understood by candidates.

Question 10

Candidates were Required to;

- Explain the factors which influence crop spacing.
- outline the benefits of planting crops according to recommended spacing.

This was not a popular question. And even those who attempted scored low marks.

Candidates' Weakness;

- Candidates showed lack of knowledge of the factors that influence, and the benefits of, crop spacing.

Advice to Teachers

- encourage critical thinking not only accumulation of raw knowledge.
- Give a detailed explanation of concepts.

Question 11

Required candidates to describe characteristics of fertile soil and explain the effects of applying excess nitrogen in the soil on crops.

It was a popular question, many candidates described the characteristics of fertile soils

Candidates' Weakness

Many candidates could not adequately give the effects of excess nitrogen in the soil

Advice to Teachers;

Ensure adequate syllabus coverage including depth of coverage.

Question 12

Required candidates to;

List the signs of ill health in farm animals and also outline the measures of controlling diseases in poultry

This was a popular question and most candidates obtained high scores.

Question 13

The question required candidates to explain the factors which influence the amount of milk produced by a cow then outline the preparations that should be carried out before milking a cow.

This was a popular question and most candidates obtained high scores.

Question 14

Required candidates to;

- give the importance of early detection of heat in a livestock farm
- give the advantages and disadvantages of artificial insemination.

Weakness of Candidates

Some candidates only gave the advantages of artificial insemination leaving out the disadvantages.

Advice to Teachers;

Teach students to thoroughly study questions and plan for the response before responding.

527/2 AGRICULTURE -PRACTICAL

The paper had 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 same as those of 2022. Best done questions were 3 and 5 while the worst done were 4.

Question 1

Candidates were provided with sand soil and clay soil, plus water.

The question required candidates to

- follow instructions and determine the volume of air in each of the soil samples provided and complete the table using experimental results. The skills required included measuring volumes of soil and water, mixing soil and water, making observations during the mixing, reading off final volumes of the mixture then deduce the suitable soil for crop growth.

Weakness of Candidates

- poor reading of volumes.
- poor calculations(subtractions)
- many relied on theory not experimental results.

Advice to Teachers;

- Expose students to more practical lessons in measurements, calculations, with hands on experiences.
- Provide students with right/ correct specimen during practical.

Question 2

Candidates were provided with parasites; bont tick and a tapeworm

Candidates were Expected to;

- name parts of the host animal where the tick is normally found, then describe how the parasites are adapted to their mode of life.
- state the effects of parasites on their hosts

Weakness of Candidates

- failure to relate features of the specimens to their functions
- spelling errors e.g. under for udder

Advice to Teachers;

- provide correct and freshly killed specimens
- teach practical skills during the teaching learning process integrating theory and practical.

Question 3

Candidates were provided with 3 samples of milk; fresh clean milk, milk left unboiled for 36 hours, and fresh milk contaminated with fur and cow dung.

Candidates were Expected to;

- observe the specimens and then describe the appearance
- boil the specimens and make their observations and give reasons for each observation.

- comment on the suitability of each of the specimen for consumption giving a reason for each comment.

Weakness of Candidates

- Some candidates used litmus paper to test pH which was not required.
- some failed to comment on the suitability instead they described appearance again.

Advice to Teachers;

- Engage students in more field practices for more practical skills and application of knowledge.
- Encourage learners to actively participate in practical lessons.

Question 4

Candidates were provided with weeds; oxalis, couch grass, wandering jew, and black jack.

Candidates were required to;

- observe the weeds and name the structure for propagation.
- base on the propagation structure and name two weed control methods for each weed.
Give a reason to support the choice of the control method

Weakness of Candidates Include;

- some candidates identified the specimen instead of the propagation structure
- many failed to give methods of control and even the reason for the method.

Advice to Teachers;

- ensure adequate syllabus coverage.
- expose learners to adequate practical experiences
- emphasize the use of correct technical terms such as herbicides, selective etc.

Question 5

Candidates were provided with workshop tools; jack plane, crosscut saw, claw hammer, and mallet.

Candidates were required to;

- identify and name the tools
- state the use of each of the tools in the construction of a feed trough.
- state the measures to be taken to keep the tools a good working condition.

Weakness of The Candidates

- failure to correctly identify the specimen, some named them in their local language only.
- some failed to interpret the question

Advice to Teachers;

- organize study tours to workshops, farm institutes, to enable learners get real life experiences with tools and how they are used.
- integrate ICT in teaching-learning (e.g. simulations) to fill the gap say of missing tools

535/1 PHYSICS

STANDARD OF THE PAPER

The level of difficulty of the paper was same as that of 2022. 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 poor. The best done questions were 41, and 45. Poorly done questions included the following; 4,19, 25, 47,48, 49 and 50. The quality of work the candidates presented this year is better than that of 2022. The candidates' performance scores this year were same as those of 2022.

ANALYSIS OF PERFORMANCE IN SOME CHALLENGING QUESTIONS

SECTION B.

Qn.41(a)Required was;

- State / give the meaning of gravitational force.
 - Give reasons why weight of a body on earth changes from place to place
 - Calculation of power.
- b) Popular because it was well done by majority.

Weaknesses of the candidates

- Most candidates confused gravitational force with weight.
- Some candidates lacked the knowledge about why weight of a body on earth varies from place to place.
- Most candidates failed to convert mass (kg) to weight (N) and others used the electrical expression of power = IV , hence failing to get the answer. The unit of power was also a problem.

Advice to teachers

- Should teach the area of gravitational force and its application thoroughly.
- Should always write the formula of work and power supply.
- Teachers should emphasize the conversions and the proper way of writing correct units.

42.(a) Required was

- List the order of occurrence of energy changes that take place when a bicycle dynamo lights a bicycle lamp.
- To give the differences between renewable and non-renewable energy and giving an example of each.

Weakness of candidates

- Most candidates lacked the knowledge of the clear order of occurrence of the energy changes.
- Most candidates did not have an idea of the renewable and non-renewable energy and could not give examples of each clearly.

Advice to teachers

- Teachers should teach students extensively the area of renewable energy, emphasizing the area of energy conservation/ changes.
- Teachers should ably teach all the energy sources (Renewable and non-renewable), giving clear examples of each category.
- Teachers should practically teach this area of energy sources using audio- visual technology

43.(a) Required was;

- To explain how; electrons are produced in a cathode ray oscilloscope (CRO); the electron beam in the CRO is made visible.
- To state one use of a CRO.

Weakness of candidates

- Most candidates lacked the knowledge of production of electrons in a CRO.
- Some candidates were only describing the working of the CRO and others simply drew the structure of a CRO.
- Some candidates failed to distinguish between the use and application of a CRO.
- Some candidates confused the CRO with a cathode ray tube.

Advice to teachers

- Teachers should emphasize the difference between the CRO and the cathode ray tube.
- Teachers should emphasise the difference between a use and an application.
- The area of production of electrons should be emphasized and taught extensively

44.(a) Required was;

- meaning of saturated vapour
- Defining; Evaporation; Melting.
- Graphical interpretation of a graph of S.V.P against temperature for a liquid.

Weaknesses of candidates

- Most candidates defined saturated vapour pressure instead of saturated vapour.
- Many candidates lacked knowledge of state of matter.
- Most candidates lacked knowledge of graphical interpretation.

Advice to teachers

- Teachers should teach extensively all the areas of the syllabus without skipping any area
- Teach students on how to interpret graphs of different types/nature

45.(a) Required was knowledge to differentiate between **scalar** and **vector** quantities, giving examples of each.

(b) To calculate acceleration given mass of 5kg and force of 10N.

Weaknesses of candidates

- Some candidates confused vector quantities in physics for vectors in biology.
- Some candidates failed to differentiate between scalars and vectors.
- Candidates confused magnitude with size.
- Failure to substitute correctly in the formula: $F = ma$.

Advice to teachers

- Teachers should emphasize the clear difference between scalars and vector quantities with clear examples.
- Many numerical examples should be given to learners for practice.
- Correct use of units should be emphasized by teachers while teaching.

46 (a) Required was the meaning of a fuse.

(b) What is the importance of earth wire?

(c) To determine whether a fuse can work an appliance of 24 V given as 200 W and a fuse of 5A.

Weakness of candidates

- Lack of knowledge about a fuse and confused it to circuit breaker.
- Most candidates lacked knowledge of domestic wiring system.
- Most candidates would calculate the current consumed by a 24 V, 200 W but would not tell whether a fuse of 5A would work on it.
- Some candidates lacked knowledge about the earth wire.

Advice to teachers

- Clearly differentiate between a fuse and a circuit breaker.
- Emphasise on hands and minds on approach and in particular on domestic wiring systems and state their uses.

Popular

47.(a) Required was to state the laws of refraction.

(b) To apply the knowledge of Snell's law to calculate the angle of incidence from the given polygon (glass block).

Weakness of candidates

- Some candidates confused laws of refraction with laws of reflection.
- Some candidates lacked knowledge about the laws of reflection of light.
- Most candidates failed to calculate angle (r) which was key in calculating the angle of incidence (i).
- Failure to write the correct expression of Snell's law: $n = \frac{\sin i}{\sin r}$ from which i would be calculated from.

Advice to teachers

- Teachers should teach the terminologies (reflection and refraction) clearly in class.
- Teachers should write clearly laws of reflection and refraction on the black board/chalk board.
- Several numerical examples should be given to learners.
- Hands on activities are encouraged.

48.(a) Required was to explain why the beaker gets stuck to the wooden block after sometime when air is blown into ether.

(b) Required was the calculation of the amount of heat needed to change 20 g of ice at 0°C to water at 100°C .

Weaknesses to candidates

- Most candidates lacked knowledge of cooling by evaporation.
- The cloudy part of the diagram above ether could have affected students' responses
- Most candidates lacked knowledge of the calculations (calorimeter).
- Failure to apply the correct formula

Advice to teachers

- Teachers should effectively and extensively handle all the areas of heat without skipping any.
- Several numerical problems to be given to the learners in order to gain confidence in calculations of heat.

49.(a) Required was calculate the frequency of the tuning fork using resonance method.

(b) Why is sound a mechanical wave?

Weaknesses to candidates

- Most candidates lacked knowledge of resonance.
- Candidates could not write the formula $V=2f(l_2-l_1)$ from which f would be calculated.
- Most candidates could not give the reasons why sound is a mechanical wave.

Advice to teachers

- Teachers should emphasise the correct formula of frequency f by resonance methods; and explore more methods of calculating frequency.
- Teachers should clearly distinguish between mechanical and electromagnetic waves in terms of definition, method of propagation and examples of each.
- Teachers should extensively teach the area of waves and sound.

50.(a) Required was what an electrical generator is?

(b) Calculation of the input current for a transformer connected to a 240 main to deliver 5.0 A at 144 V at the secondary coil.

Weaknesses of candidates

- Most candidates lacked knowledge of an electrical generator.
- Some candidates could not mention the factors that affect the electrical generator.
- Most candidates lacked knowledge about the transformer and the transformer equation ($I_p V_p = I_s V_s$)

Advice to teachers

- Teachers should teach generators and transformers early enough to allow ample time for students to revise the work efficiently.
- Teachers should extensively teach the area of electromagnetism.

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 of equal level of difficult and questions were clearly phrased.

PERFORMANCE OF CANDIDATES.

The overall performance of candidates in the paper was poor. Performance was poorer than that of 2022. Candidates performed well in question 6, and poorly done questions were 2, 5 and 8. The least attempted question were question 5 and 8 where as the most attempted questions were 1, 3, 6 and 7. The quality of work the candidates presented this year is poorer than that of 2022 translating into candidates' poorer performance for this year than 2022.

ANALYSIS PER QUESTION

Qn.1 (a) Required was;

- State the meaning of centre of gravity and a couple.
- What factors affect stability and equilibrium?
- To describe an experiment to verify principle of moments and to apply equations of motion to solve numerical problems.

Weakness of candidates.

- Failure to state the meaning of a couple.
- Could not describe the experiment to verify the principle of moments commonly changing the position of the knife-edge after first balancing.
- Failure to apply the equations of motion in solving numerical questions.

Advice to teacher

- Encourage students to carry out experiments always
- Give enough numerical problems that require application of physics concepts and problems involving the equations of motion.

Very Popular.

Qn. 2. Required was;

- To give the meaning of parallax and virtual image.
 - Describe an experiment to locate the position of an image in a plane mirror
 - To give reasons why prisms are preferred to plane mirrors in optical instruments.
 - To define critical angle and then apply Snell's law in solving numerical problems.
- popular.**

Weakness of candidates

- Failure to write the meaning of parallax.
- Failure to describe an experiment to locate an image formed in a plane mirror.
- Failure to compare images formed in prisms and plane mirrors.
- Failure to use Snell's law in solving numerical problems.

Advice to teachers

- Practically carry out experiments involving parallax
- Carry out experiments involving plane mirrors and location of images.
- Use hands-on and minds-on approaches while teaching.
- Give enough numerical questions involving the application of Snell's law.

Qn.3. (a)Required was;

- To define momentum and potential energy giving their units.
- To apply the concept of momentum, energy and force in explaining why Orange does not crush or crushes when a stone falls on it from different heights.

- To apply the laws of motion in solving numerical problems

Popular question

Weakness of candidates

- Failure to define momentum and potential energy.
- Failure to give the SI unit of momentum and potential energy.
- Failure to apply the concept of energy, momentum and force in explaining why the orange crushes
- Failure to apply equations of motion in solving numerical problems.

Advice to teachers

- Emphasis should be put on correct definitions and SI units.
- Teach extensively the concept of how energy, momentum and force can be used in different situations.
- Many numerical calculations involving use of laws of motion should be given to the learner for practice.

Qn. 4 (a) Required was;

- Knowledge and application of electrostatics.
- To explain how charging by friction takes place.
- To explain observations involving electrostatic induction.

Popular Question

Weakness of candidates

- Failure to define insulator and conductors.
- Failure to state and explain observations involving electrostatic induction.
- Lacked knowledge about the electric field formed between a positively charged point and a metal plate.

Advice to the teacher

- Teachers should demonstrate clearly the differences between conductors as insulators as applied to heat and electricity.
- Practically demonstrate experiments involving charged conductors, uncharged and neutral rod with the gold leaf electroscope.

Qn.5. (a) Required was;

- To give the meaning of conduction and convection and to explain how conduction and convection are minimized in a vacuum flask.
- Application of convection currents.
- To apply the knowledge of heat energy conservation in solving a numerical problem.

Not Popular Question

Weaknesses of candidates

- Lacked knowledge on how to minimize heat in a thermos flask by convection and conduction.
- Failure to describe how a domestic hot water system works.
- Failure to apply the equations of heat transfer in solving numerical problems.

Advice to the teacher

- Teachers should demonstrate how a vacuum flask works for keeping hot liquids hot and cold liquids cold.
- Practically demonstrate how domestic hot water system works.
- Give numerical examples related to heat energy transfer in solids, liquids and gases

Qn.6. (a)Required was;

- Knowledge about radioactivity, half-life, cathode rays and differences between cathode rays and X-rays.
- To solve a numerical problem involving radioactive decay.
- Knowledge in labelling a diagram of an X-ray tube and how X-rays are produced.

Very popular

Weakness of the Candidates

- Lacked knowledge related to half-life.
- Confused X-ray tube and cathode ray oscilloscope.

Advice to teachers

- Emphasis on the difference between X ray –tube and cathode ray oscilloscope.
- Give enough numerical examples to determine half-life and mass number of atoms.

QN.7 (a)Required was;

- Knowledge of compressions and rarefactions.
- Knowledge of the applications of wave equations.
- Ability to distinguish between the frequency of different lengths of a vibrating stretched string.
- Knowledge about practical application of an echo-sounder.

Popular

Weakness of candidates

- Failure to distinguish between compressions and rarefactions.
- Failure to apply wave equation.
- Lacked knowledge about an experiment to find the speed of sound in air.

Advice to teachers

- Demonstrate compressions and rarefactions using a long spring.
- Give many numerical examples on application of wave formula in solving numerical questions.
- Practically carry out the experiment to determine the speed of sound in air.

QN.8 (a) Required was

- Knowledge of the neutral point in a magnetic field.
- Ability to sketch a diagram showing magnetic field pattern of a bar magnet in the earth's magnetic field.
- Ability to explain magnetic saturation and using the domain theory on why a permanent magnet loses its magnetism by hammering.
- Knowledge about a d.c motor and how it works.

Not popular

Weakness of candidates

- Lacked knowledge about a neutral point.
- Wrong orientation of a permanent magnet in the earth's field, wrong pattern drawn.
- Lacked knowledge about domain theory.
- Inability to draw labelled diagram of a simple d.c motor and confusing it with d.c generator.

Advice to teachers

- Give learners a complete definition of a neutral point.
- Give enough practice of drawings of magnetic fields.
- Explain magnetic saturation and magnetization using domain theory in detail.
- 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 explanation.
- ❖ Questions that involved high order thinking skills like descriptions on application of physics concepts 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- minds on approach should be encouraged by teacher during teaching. Laboratories in schools should be functional.
- ❖ 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 of some candidates in attempting some items. Supervision roles and mentorship of management at school level should be revived.
- ❖ Students should be properly guided and counselled to change their attitude towards the physics subject and sciences in general.
- ❖ SESEMAT pedagogical approaches like active leaning, contextual learning, collaborative learning should be emphasized.

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 poor. The quality of work the candidates presented this year is poorer than that of 2022, translating into poorer candidates' performance for this year than 2022. Performance was better in question three and poorly done in question two and one. The least attempted question was question two and the most attempted question was question three.

ANALYSIS PER QUESTION

Qn.1 Required was the ability to;

- ❖ Assemble apparatus
- ❖ Measure length
- ❖ Measure mass using spring balance.
- ❖ Measure volume of liquid
- ❖ Present data in tabular form.
- ❖ Present data in graphical form.
- ❖ Manipulate data.

POPULARITY OF THE QUESTION

This question is compulsory and all the candidates who opted for this paper generally attempted it.

Candidates' weaknesses

- ❖ Failure to draw and organize data in the table.
- ❖ Failure to measure weight.
- ❖ Failure to read the spring balance correctly.
- ❖ Violation of the precision of the measuring instrument e.g. spring balance.
- ❖ Failure to plot very large values.

Advice to teachers

- ❖ Expose learners to a variety of practical work regularly with correct apparatus.
- ❖ Accuracy of various instruments should be emphasized.
- ❖ Emphasise the correct, required Table of results with appropriate units.
- ❖ Teach data manipulation using decimal place and significant figures.

Qn.2. Required was the ability to;

- ❖ To measure angles using a protractor.
- ❖ To trace light ray; assembling apparatus.
- ❖ To measure distance/length.

Popularity of the question

This question was least popular.

Candidates' weakness

- ❖ Failure to follow the instructions
- ❖ Failure to measure angles, trace the path of reflected rays, measure angles correctly using a protractor.
- ❖ Failure to manipulate $\sin^2 i$.
- ❖ Failure to manipulate data correctly.

Advice to teachers

- ❖ Enough practice is needed for the question on light (lenses, mirrors, glass block, and glass prisms)
- ❖ Guide students on how to find secondary data from the experimental data.
- ❖ Make emphasis on the accuracy when using instruments e.g. a protractor.
- ❖ Encourage students to hand in tracing paper.

Qn.3. Required was the ability to;

- ❖ Interpret circuit diagram and set up the arrangement.
- ❖ Take readings using ruler, voltmeter and Ammeter.
- ❖ Present and manipulate data in tabular form and graphically.

Popularity of the question

This question was more popular.

Candidates' weaknesses

- ❖ Failure to read the voltmeter and Ammeter to the required accuracies.
- ❖ Failure to calculate and write the results to correct significant figures and decimal places.
- ❖ Failure to present a required correct table of results.
- ❖ Lacked knowledge to present data in a graphical form.
- ❖ Failure to state the sources of errors.
- ❖ Failure to use appropriate scales of graphs.

Advice to teachers

- ❖ Expose students to various instruments and help them understand the level of accuracy of those instruments. (Regular teaching of practicals)
- ❖ 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-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 as physics teachers 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 teachers during teaching. Laboratories should be functional.
- ❖ 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.
- ❖ Try to attend refresher courses organized by the Ministry of Education and Sports (SESEMAT).
- ❖ Encourage contextual and collaborative learning in class.

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 the same level of difficulty. The paper compared to that of 2022 was of same level of difficulty.

PERFORMANCE OF CANDIDATES

The overall performance of candidates in the paper was poorer. Performance was better in question 1 and poorer in question 3. The least attempted question was question 2. The quality of work the candidates presented this year was poorer than that of 2022 and also their performance score.

ANALYSIS PER QUESTION

Qn.1 Required was the ability to;

- To determine the mass of the pendulum bob.
- 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 candidates.

Candidates' weaknesses

- Failure to follow instructions i.e. inability to select appropriate apparatus.
- Violation of the precision of the measuring instrument.
- Failure to record values of balance points to correct decimal place (many wrote 2d.p instead of 1 d.p.

Advice to teachers

- Expose the students to use of a metre rule and how to determine balance points
- 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 and recording values to the correct dps.

Qn.2. Required was the ability to

- Determine the Power, P , of the lens provided.
- Manipulate and obtain data.
- Present data in tabular form.
- Present data in graphical form.
- Manipulate data.
- Stating possible errors

Popularity of the question

This question was very popular.

Candidates' weaknesses

- Failure to follow instructions.
- Failure to use the apparatus and candidates simply used theory to get calculated values.
- Failure to manipulate data.
- Poor graph work.
- Failure to state the possible errors.

Advice to teachers

- Emphasise hands-on and minds-on activities while teaching.
- Emphasise on correct/accurate usage of the apparatus.
- Teach learners how to manipulate data when handling graph work.
- Encourage collaboration as a skill.

Qn.3. Required was the ability to

- Interpret the circuit diagram and set up the arrangement.
- Take measurement using ammeter, voltmeter and metre rule.
- Present data in tabular form.
- Present data in graphical form.
- Manipulate data.

very 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.
- Inability to state possible sources of errors.

Advice to teachers

- Expose candidates to various instruments and help them understand the level of accuracy of such 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 the lesson 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 results of center's 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 counseled to change their attitude towards the subject and sciences in general.
- ❖ Try to attend refresher courses organized by the Ministry of Education and Sports (under SESEMAT).

545/1 CHEMISTRY

This paper consists of 50 multiple-choice questions. Candidates were required to answer all the questions. The paper was easier than that of 2022. 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 and the performance scores were the same like those of 2022. Candidates performed well in questions 6, 19, 23, 25, 35, 39, 45, and 47. These questions generally required recall of facts. Performance was poor in questions 1, 14, 16, 20, 24, 30, 31, 32, 37, 40 and 50 because the questions were of higher order.

ANALYSIS OF THE POORLY DONE QUESTIONS

Question 1

Candidates were required to identify the method used to separate a mixture of copper (II) oxide and aluminium sulphate.

Candidates' Weaknesses

Candidates could not identify the method for separation of the mixture.

Advice to Teachers

Give adequate practical exposure on how different mixtures can be separated.

Question 14

Candidates were required to show knowledge and understanding of fractional distillation of a mixture containing four (4) components.

Candidates' Weaknesses

Candidates failed to relate the physical properties of substances to their method of separation.

Advice to Teachers

Practically teach physical properties of substances to explain the concepts in separation of mixtures.

Question 16

Candidates were required to calculate the heat energy produced when one mole of ethanol is burnt in air, given that 2.3g of ethanol when burnt produced 68kJ of heat energy.

Candidates' Weaknesses

- Candidates lacked mathematical skills in mole concept.
- Failure to convert the mass of ethanol given into moles.

Advice to Teachers

Early coverage of the topic of mole concept for easy mastering of the concepts.

Provide a variety of activities involving mathematical concepts.

Teach learners this topic practically and give them enough questions for practice.

Questions 20

This question required candidates to calculate the simplest formula of the oxide of X, given that 6.5g of an element X combines with oxygen to give 8.1g of the oxide.

Candidates' Weaknesses

Candidates failed to relate the masses given with the relative atomic masses to calculate the simplest formula.

Advice to Teachers

Encourage learners to know that the simplest formula is calculated using mass divided by relative atomic mass.

Question 24

It required candidates to apply stoichiometry so as to determine molar concentration of acid. using volume-mass relationship.

Candidates' Weaknesses

Candidates failed to relate the equation given to moles and mass.

Advice to Teachers

Learners should be given enough exercises on this concept to improve their understanding.

Question 30

The question tested the knowledge and understanding of molar gas volume when 2.8g of iron reacts with chlorine at standard temperature and pressure (**s.t.p.**).

Candidates' Weaknesses

Candidates failed to calculate the volume of chlorine at **s.t.p.**

Advice to Teachers

Learners should be given enough exercises concerning molar gas volume in mole concept for better comprehension.

Question 31

The question required the candidates to demonstrate the understanding of chemical properties of ammonia solution on cations and the formula of the ion formed.

Candidates' Weaknesses

- Some candidates failed to relate the observation given with the correct cation.
- Some candidates failed to identify the correct formula of the ion formed.

Advice to Teachers

- Give adequate practical exposure on chemical reaction of ammonia solution on cations.
- Encourage learners to write both molecular and ionic equations.

Question 32

The question required the candidates to demonstrate the understanding of heat of combustion of compound Q, given that 5.0 g of the compound was completely burnt and the heat produced raised the temperature of 500 g of water by 6.5 °C.

Candidates' Weaknesses

Some candidates failed to calculate the heat of combustion.

Advice to Teachers

Learners should be taught this concept practically and enough exercises given to comprehend their understanding.

Question 37

The question required the candidates to calculate; moles in 15.00 cm³ of a 0.125 M sulphuric acid, apply the mole ratio given to obtain the moles of sodium hydroxide that reacted, the concentration of sodium hydroxide in moles per litre and hence in grams per litre.

Candidates' Weaknesses

Candidates failed to; calculate moles, apply mole ratio and calculate formula mass.

Advice to Teachers

Learners should be taught this concept practically and enough exercises given to comprehend their understanding.

Question 40

The question required the candidates to; dilute 20 cm³ of a 0.1 M sodium hydroxide solution to 230 cm³ of distilled water and calculate the concentration of the resultant solution in moles per litre.

Candidates' Weaknesses

Some candidates failed to calculate the concentration of the resultant solution after the dilution.

Advice to Teachers

Give adequate practical exposure on mole concept especially on how dilution occurs and how the concentration of the resultant solution can be determined.

Question 50

The question required the candidates to demonstrate the understanding of reactivity of elements.

Candidates' Weaknesses

- Some candidates failed to identify the reddish-brown coating as rust.
- Some candidates failed to relate reactivity series of elements to sacrificial protection method of preventing rusting.

Advice to Teachers

- Emphasise to learners the concept of rusting and its prevention practically.
- Expose the learners practically to all the applications of reactivity series.

545/2 CHEMISTRY

This paper consists of two sections, A and B. Section A consists of 10 compulsory structured questions, while 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, 9, 11 and 14 while poorly done questions were 4, 6, 10 and 13. The most attempted questions were 1, 2, 9, 11 and 14. While the least attempted question was 13. The quality of work of the candidates was the same as that of 2022 but the performance scores were poorer than those of 2022.

ANALYSIS OF PERFORMANCE PER QUESTION

Question 1

Required candidates' knowledge and understanding of; naming the fundamental particles of an atom; drawing and labeling an atom indicating their location; writing the electronic configurations of Y and Z; stating the formula of the compound formed between Y and Z. The question was very popular and candidates performed well in the question.

Candidates' Weaknesses

Some candidates failed to name and locate the fundamental particles of an atom.

Advice to Teachers

- Task learners to make a model of the atoms.
- Emphasise the correct spellings of the fundamental particles.
- Encourage learners to write electronic configurations of elements and formulae of compounds formed when elements combine.

Question 2

Required the candidates to; name the alloy of magnesium used for making parts of an aircraft; name the other component of the named alloy besides magnesium; explain why magnesium is suitable for making aircrafts; state uses of steel with reasons; state the components of brass and its application. This was a very popular question and candidates' performance was good.

Candidates' Weaknesses

Some candidates failed to;

- write correct spelling of duralumin.
- name the other element in the alloy.
- state the correct use of steel and why it's better than iron.
- state the compositions of brass and its application.

Advice to Teachers

- Emphasise to learners the different alloys, their constituents and applications basing on properties of the constituents in them.
- Emphasise the correct spellings and reasons why alloys are preferred to pure metals.

Question 3

Candidates were required to; state the change in mass that would occur when magnesium, copper(II) nitrate and sodium carbonate are separately heated; Calculate the loss in mass when 3.3 g of lead(II) carbonate is strongly heated. This question was popular.

Candidates' Weaknesses

- Some candidates failed to apply knowledge of the mole concept.
- Rounding off the simplified values of fractions such as $3.3/267$ to 0.01, 0.012 and 0.01234 greatly affected the final answer.

Advice to Teachers

Guide learners not to truncate or round off simplified values of fractions unless it is the final answer.

Question 4

Required candidate to; state the changes in mass of weighed copper electrodes during electrolysis of copper(II) sulphate and to explain the changes; write equations of reactions at each electrode and give one practical application of this type of electrolysis. The question was popular but not well done.

Candidates' Weaknesses

Some candidates failed to;

- give appropriate explanations for the changes in mass at each electrode.
- write equations of reactions at the respective electrodes.
- state one application of the type of electrolysis.

Advice to Teachers

- Emphasise to learners the electrolysis of copper(II) sulphate solution practically using copper electrodes.
- Encourage learners to write equations of reactions at each electrode.

Question 5

Candidates were required to; give a reason why ethanol is used as a fuel; calculate the heat of combustion of hydrocarbon X of molecular mass 58. This question was popular and candidates' performance was good.

Candidates' Weaknesses

Some candidates lacked the knowledge of enthalpy changes.

Some candidates failed to use mole concept in calculating enthalpy of combustion of a fuel.

Advice to Teachers

- Emphasise to learners the enthalpy of combustion with a practical demonstration using methanol/ethanol to enhance comprehension.
- Emphasise correct mathematical principles in calculations.

Question 6

Candidates were required to; explain effect of temperature on the yield of sulphur dioxide in the contact process; state factors that favour yield of sulphur trioxide and give one commercial use of sulphuric acid. This question was popular but poorly done.

Candidates' Weaknesses

- Failure to identify the correct curves representing yield of sulphur dioxide at low, moderate and high temperatures.
- Misconception that a catalyst affects yield in reversible exothermic reaction.

Advice to Teachers

Emphasise to learners the rate of reactions practically to enable them comprehend the concept.

Question 7

Candidates were required to; calculate the empirical formula and molecular formula of the anhydrous form of a hydrated compound Q of the formula $C_wH_xO_y \cdot nH_2O$ and the number of molecules of water of crystallisation (n). The question was popular and performance was good.

Candidates' Weaknesses

Some candidates' failure to analyse the question and thus included $n\text{H}_2\text{O}$ in calculation of empirical and molecular formulae of anhydrous form of compound Q.

Advice to Teachers

Give learners examples of calculations on empirical and molecular formulae of hydrated compounds.

Question 8

Candidates were required to; state the observations when zinc carbonate is strongly heated and left to cool; write the equation of the reaction between aqueous ammonia and zinc sulphate to form a white precipitate; write the formula of the complex formed in excess aqueous ammonia and state the observation when sodium hydrogen carbonate solution is added to zinc sulphate solution. This was a popular question and performance was good.

Candidates' Weaknesses

- Some candidates failed to write equations of reactions, formula of complex
- Some candidates failed to write complete observations.

Advice to Teachers

- Demonstrate to learners the effect of aqueous ammonia on solutions of zinc salt.
- Emphasise to learners how to write equations for the reactions and the formulae of the complex formed.
- Emphasise to learners how to prepare zinc carbonate salt crystals.

Question 9

Candidates were required to; define the term polymer; give one example of a synthetic and natural polymer; name the monomer of polyethene and write the structural formula of ethane; state one disadvantage of polyethene. This was a very popular question and performance was good.

Candidates' Weaknesses

Some candidates failed to;

- define the term polymer.
- write structural formula of ethene.
- state the disadvantage of polyethene.

Advice to Teachers

- Encourage learners to define terms like monomer and polymer.
- Encourage learners to identify monomers from simple polymers.
- Emphasise to learners the advantages and disadvantages of synthetic and natural polymers.

Question 10

Candidates were required to demonstrate knowledge of; writing the equations for the reaction between potassium nitrate and concentrated sulphuric acid to form nitric acid, stating the observation when nitric acid is heated; naming laboratory reagents that could be used to differentiate between Nitrate ion $\text{NO}_3^- (aq)$ and hydrochloride ion/ $\text{Cl}^- (aq)$ and stating what is observed; state one industrial application of nitric acid. This question was very popular but performance was poor.

Candidates' Weaknesses

Some candidates failed to;

- distinguish between the two acids.
- write correct symbols and equations.
- give a correct application of nitric acid.

Advice to Teachers

Emphasise to learners the concept of ion chemistry bringing out its application.

SECTION B (CHOICE QUESTIONS)

Question 11

Candidates were expected to; write the equation between iron(III) oxide and carbon monoxide; state the conditions of reaction leading to the preparation of hydrogen gas using iron in the laboratory; write equation leading to the formation of hydrogen; explain the terms reversible reaction using iron and steam to form iron(II) (III) oxide; state the chemical name of rust; state one other substance with which iron and water react to form iron rust; describe an experiment to show that oxygen is necessary for rusting of iron. The question was very popular and performance was good.

Candidates' Weaknesses

- Some candidates failed to write equation of reaction between iron(III) oxide and carbon monoxide to form iron.
- Some candidates lacked the knowledge of the conditions under which equilibrium occurs when iron and steam react to form triiron tetraoxide and hydrogen or vice versa.

Advice to Teachers

- Task learners to write equations of reactions leading to the extraction of iron.
- Expose to learners the different forms of iron(II) (III) oxide names and formula as written from different text books.

Question 12

Candidates were required to; write the equation for the preparation of hydrogen from sodium chloride in the laboratory; explain how aqueous hydrogen chloride can be prepared in the laboratory; state the observation made when hydrogen chloride(aqueous) is in each case added to copper(II) oxide and lead(II) nitrate solution then warmed and write the equations for the reaction; explain why the reaction of aqueous hydrogen chloride with magnesium carbonate gives off effervescence while with methylbenzene there is no observation; write the ionic equation for the reaction between aqueous hydrogen chloride and magnesium carbonate; state one use of aqueous hydrogen chloride. This was a popular question and performance was fairly good.

Candidates' Weaknesses

Some candidates failed to write molecular and ionic equations for the reactions.

Most candidates stated that the white precipitate of lead(II) chloride disappears on warming instead of dissolves.

Some candidates failed to explain the observations between the reactions.

Advice to Teachers

- Emphasise to learners how to write both molecular and ionic equations for the reactions.
- Encourage learners to state observations and their corresponding explanations.

Question 13

Candidates were required to; write the equation leading to the formation of sodium sulphate from dilute sodium hydroxide solution and dilute sulphuric acid; describe how a dry sample of sodium sulphate can be prepared using the reagents stated; explain how sodium sulphate and sodium sulphite solutions can be distinguished using barium nitrate solution and write equations of the reactions that take place; name one reagent that can react with sodium sulphate to form lead(II) sulphate. This was a popular question but was performed poorly.

Candidates' Weaknesses

- Some candidates lacked sufficient knowledge of preparation of sodium sulphate by titration method.
- Some candidates could not write equations of reactions.
- Some candidates failed to give correct observations of effervescence of a colourless gas on addition of acidified barium nitrate solution to a solution of sodium sulphite.

Advice to Teachers

- Emphasise to learners the preparation of potassium, sodium and ammonium salts by a titration method with a practical demonstration of sodium sulphate.
- Encourage learners to write equations for reactions during salt preparations.
- Encourage learners to identify reagents for preparation of specific insoluble salts such as lead(II) sulphate by precipitation method.
- Emphasise to learner's practically; ion chemistry.

Question 14

Candidates were required to; draw well labeled setup of apparatus for the preparation of dry sample of ammonia from ammonium chloride; state the observation when an open jar of ammonia is brought close to a container of concentrated hydrochloric acid; write the equation for the reaction that takes place; write equation leading to production of ammonia from ammonium chloride, reaction of ammonia with heated lead(II) oxide and what is observed; complete combustion of ammonia in oxygen; name of catalyst used in the manufacture of nitric acid; describe how nitrogen monoxide can be converted to nitric acid during Ostwald's process and write the equations of the reactions involved. This question was very popular and was well done.

Candidates' Weaknesses

- Some candidates failed to write the correct equations taking place at respective reactions.
- Some candidates failed to include clamps or corks, hanging apparatus, collection of the dry sample in the drawing of the setup of apparatus.
- Some candidates failed to pass ammonia over water prior to collection.
- Some candidates failed to state the right reactants and catalyst to be used.
- Some candidates failed to state the correct observations.

Advice to Teachers

- Demonstrate to learner's reduction reactions of ammonia using lead(II) oxide.
- Emphasise to learners the manufacture of nitric acid by catalytic oxidation of ammonia with emphasis on the catalyst used, conditions of reactions, equations involved, test for a nitrate ion or nitric acid and application of nitric acid.
- Conduct practical lessons on preparation of ammonia including writing equations, testing for ammonia with concentrated hydrochloric acid.

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 2022 and so were the performance scores.

ANALYSIS OF PERFORMANCE PER QUESTION

Question 1

Candidates were required to determine the atomic mass of **M** in $\text{M}_2\text{CO}_3 \cdot 5\text{H}_2\text{O}$ using an acid-base titration.

The skills tested were:

- Taking measurements using pipette and burette.
- Ability to accurately determine the end point of a titration.
- Accurate recording of data generated.
- Manipulation of data generated to obtain what is demanded by the question.

Candidates' Weaknesses

- Some candidates lacked practical experience.
- Inability to read and record results accurately. Some candidates forged results. There were candidates with the volume of BA1 used without the initial and final volume of burette readings.
- Some candidates Interchanged final and initial burette readings
- Some candidates failed to record the burette readings to two decimal places.
- Some candidates failed to apply the mole concept.
- Use of arrows, equal signs, proportion symbols instead of stating the relationship using first principles.
- Some candidates still use wrong units.

Advice to Teachers

- A practical approach is recommended and integrate practical with theory.
- Emphasise the use of measurements using all the measuring instruments in the chemistry laboratory and emphasize their level of accuracy.
- Emphasise to learners the mole concept systematically from first principles early enough.
- Teachers should endeavor to learn how to prepare solutions using standard conventional procedures.
- Schools should buy reagents from trusted suppliers and teachers in charge must test whether the reagents work before candidates use them.

Question 2

Candidates were required to analyze substance Z and determine the cations (Zn^{2+} , Fe^{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 made.
- (d) Relating practical concepts to theory.

Candidates' Weaknesses

- Some candidates lacked practical experience.
- Some candidates showed inability to follow instructions leading to wrong observations and deductions.
- Some candidates' responses were based on theory rather than practical observations made during the practical.
- Some candidates used incorrect spellings of technical terms has remained a challenge e.g. Filtrate for filtrate, Prefipitant or presipitte or prsipitet for precipitate, solible or soluable for soluble, residuce or redisue for residue, effevscence for effervescence etc.
- Some candidates showed inability to make accurate observations and draw correct deductions. Some candidates were making conflicting observations.
- Some candidates were writing deductions under observations and vice versa
- Some candidates showed inability to technically report correctly i.e. powdery gas/solution, bubbles of solid etc.
- Some candidates showed inability to write symbols, formulae and charges on ions correctly e.g. t for +

Advice to Teachers

- Explain to learners the meaning of the simple terms used in qualitative analysis and emphasise the importance of correct spelling of technical terms.
- Integrate practical work in the teaching of theory, teachers should not wait to handle all these in the final year but rather begin early enough as they begin their ordinary chemistry course. Hands –on/ minds on approach must be encouraged, give ample time to learners to have a vast experience in handling science investigations.
- Emphasise the importance of correct writing of chemical symbols, formulae and charges.
- Teachers should endeavor to learn how to prepare solutions using standard conventional procedures.

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 than that of 2022 and so were the performance scores.

ANALYSIS OF PERFORMANCE PER QUESTION

Question 1

Candidates were required to prepare a 0.1 M sodium hydroxide solution then use it to determine the concentration in grams per litre of acid R 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

- Some candidates lacked 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.
- Some candidates failed to interpret the mole ratio.
- Some candidates failed to apply the mole concept from first principles.
- Some learners still write statements that distort the meaning e.g. 210g weighs 0.000175 moles per litre.
- Some learners confused the labels of BA1 with BA3 and BA1 with BA2.
- Some candidates showed poor mathematical skills e.g. they could not subtract well in the table.

Advice to Teachers

- A practical approach is recommended teachers should avoid teaching practical in isolation.
- Emphasise to learners the mole concept and its applications.
- Emphasise measurements using all the measuring instruments in the chemistry laboratory and emphasize their level of accuracy.
- Emphasise to learners' proper use of units.

Question 2

Candidates were required to analyze substance L, and determine the cations (Al^{3+} , Fe^{2+}) and the anion (SO_4^{2-}) in it. Tested was the candidates' ability to:

- (a) Accurately follow instructions.
- (b) Make accurate observations.
- (c) Make deductions based on the observations.

Candidates' Weaknesses

- Some candidates lacked practical experience.
- Some candidates failed to accurately follow instructions resulting into wrong observations and hence wrong deductions.
- Some candidates showed inability to recognize colours leading to wrong observations.
- Some candidates used incorrect spelling of technical terms like residue, precipitate, soluble etc.
- Some candidates failed to identify correct colours of solutions and precipitates.
- Some candidates failed to correctly distinguish between solutions and precipitates.
- Inability to make accurate observations and draw correct deductions. Some candidates recorded that effervescence or bubbles was seen when solid substance was heated.
- Some candidates failed to use various reagents to identify gases and ions as well as confirmatory tests for ions
- Some candidates failed to write correct symbols, formulae and charges on ions correctly.
- Some candidates failed to distinguish between cations and anions.
- Some candidates used 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.
- Emphasise the importance of correct spelling of technical terms.
- Emphasize the use of correct English language and clear handwriting.
- Teachers should endeavor to learn how to prepare solutions using standard conventional procedures.
- Schools should buy reagents from trusted suppliers and teachers in charge must test whether the reagents work before candidates use them.

553/1 BIOLOGY

The paper consisted of three sections A, B and C. Section A had 30 compulsory multiple-choice questions, section B had 3 compulsory structured questions and section C had 4 essay questions out of which a candidate was required to answer 2. Time allocated was adequate. The most attempted questions in section C was Qn. 37 and the least attempted question was Qn. 34.

The well-done questions were 33 and 37. And the poorly done questions were 32 and 34.

SECTION A

The section was balanced in terms of the cognitive levels and syllabus coverage.

SECTION B

Question 31

Candidates were required to;

- plot a graph using given data, describe the trend, give reasons for the trend, then compare drainage rates to identify soil samples.

Weakness of Candidates Include;

- failure to plot points accurately.
- inability to identify dependent and independent variables
- inability to choose and use appropriate scale.
- Failure to plot two curves using the same axes.
- Failure to read values from the graph.
- reversing the trend of the curve when describing.
- Some misinterpreted the question e.g. some were describing and explaining the curve in terms of temperature and enzymes, dryness of the soil, fertility of the soil, pH, humus etc.
- Some explained the curves using soil types (loam, clay and sand) instead of X and Y.

Advice to Teachers to;

- introduce graphical work early to students.
- carry out practical teaching and analyze graphical work.
- practice team teaching to enhance students' learning.
- Teach learners the words used to describe a curve for example gradually/slowly/moderate/rapidly/exponential.

Question 32

Candidates Were Required

- To interpret diagrams in relation to the plant cells in solutions of different concentrations then use the diagrams to identify the effect of solutions to the cells.
- To identify the relative concentrations of solutions using the conditions shown by the cells in the diagram.
- Describe, in order the events that took place, when the plant cell was placed in solution B (hypertonic solution) and also give the use of turgidity of plant cells to the plant.
- To deduce the effect of solution A (hypotonic solution) to an animal cell placed in it.

Weakness of Candidates

- many failed to identify the condition of the plant cell from solution B. (hypertonic solution)
- some gave the nature of solution in terms of pH i.e. alkaline, acidic while others just named it Hydrogen peroxide.
- Gave wrong spellings of the terms hypertonic and hypotonic.
- Many failed to interpret the condition of the plant cell from solution A.

Advice to Teachers;

- Write biological terms on chalkboard.
- Carryout practical teaching where possible to promote deeper learning.
- diagrams should have clear descriptions/explanations.

Question 33

Candidates were Required

- To name skeleton type in humans, identify the skeleton parts and the body organ they protect.
- give roles of the skeleton other than protection.
- Give the components of a joint and the role of the component.

Weakness of Candidates

- some gave the type of skeleton as appendicular/axial.
- under functions of the skeleton, some stated that human skeleton is used for study purposes.
- some considered the skin to be part of the skeleton.
- some mistook the components of a joint to mean types of joints.

Advice to Teachers;

- use models of skeletons/simulations using ICT while teaching locomotion to deepen understanding.
- cover all key concepts of the syllabus.

SECTION C

Question 34

Candidates were Required;

- To give reasons for; animals responding quickly but plants responding slowly to stimuli
- To give reasons for the difference between simple reflex and conditioned reflex with an example for each reflex

Weakness of Candidates

- Many showed inadequate knowledge about the nervous system based on the quality of work presented;
- some gave a drawing not related to the description.
 - Many did not indicate the flow of the impulse on their drawings.

Advice to Teachers;

- Teach all key concepts in the syllabus.
- Check and mark students notes to correct out mistakes.
- make clear and well labeled drawings on the chalkboard.
- Allow time to students for own revision
- Ensure learners have access to textbooks for reference not only pamphlets.

- Question 35

Candidates were Required

- To give the meaning of a parasite, an example of a parasite.
- Describe how parasites are able to survive in their different environments.
- Give control measures of endoparasites.

Weakness of Candidates

- Some assumed endoparasites can be eaten as a control measure.
- Some failed to relate features of parasites to the parasite survival

Advice to Teachers;

- Teach concepts and where possible, use real organisms/objects.
- Ensure student mastery of subject content by varying the learning experiences on the same concept.

Question 36

Candidates were Required

- To give the meaning of meiosis.
- show the results of a genetic cross between homozygous dominant and homozygous recessive genotypes in a monohybrid inheritance.
- show the results of selfing heterozygous plants
- Give the advantages of hybridization

Weakness of Candidates

- Failure to identify the dominant and recessive traits.
- Many did not define the alleles used for the traits.
- Failure to give advantages of hybridization.

Advice to Teachers;

- emphasize features of dominant/recessive traits and how they are represented in genetic crosses.
- Give clear definitions of genetic terms.

Question 37

Candidates were Required

- To give the meaning of photosynthesis, give the requirements for photosynthesis to take place, then point out how the features leaves possess make them carryout photosynthesis.

Weakness of Candidates Include;

- Many gave an incomplete definition of photosynthesis
- Some gave the factors that affect the rate of photosynthesis instead of requirements for photosynthesis to occur.

Advice to Teachers;

- when teaching, use real organisms/materials/objects where possible like leaves when teaching adaptations
- Give clear well-labeled and well explained diagrams of the internal structure of a leaf, use simulations/models where possible to teach internal structures

553/2 BIOLOGY PRACTICAL

The paper consisted of three compulsory questions. The paper tested educationally relevant aims, objectives and skills of the syllabus; it covered physiology, animal and plant structures and ecology.

Question 1

Candidates were provided with potato tuber, hydrogen peroxide solution, sodium hydroxide solution and hydrochloric acid.

- They were Required to follow instructions and perform an experiment on the potato cylinders from the tuber. And observe the difference in reaction when different number of potato cylinders are placed in hydrogen peroxide.
- The candidates were then Required to place a potato cylinder in hydrogen peroxide:
 - mixed with sodium hydroxide solution,
 - mixed with hydrochloric acid,
- Then place a boiled potato cylinder in hydrogen peroxide.

Candidates were then required to observe, make deductions and give reasons for the observations. They were then to identify the enzyme properties investigated in the experiment.

Weakness of Candidates

- failure to explain observations.

Advice to Teachers;

- conduct practicals with specified practical skills.
- allow learners to make own observations in given practical lessons.
- explain observations in practical lessons

Question 2

Candidates were provided with mature fruit of *Bidens pilosa*, bean, orange. They were Required to open the fruits and observe, then with a reason identify the type of fruit, identify the mode of dispersal of orange seeds, the adaptations of the orange to the mode of dispersal. Describe the dispersal of beans and *bidens pilosa*, finally they were to draw the transverse section of orange fruit.

Weakness of Candidates;

- failure to relate structure of orange/bean/black jack to mode of dispersal and

Advice to Teachers;

- Conduct hands on practical where learners can relate structure to function.
- To conduct practicals with specific objectives from sl.

Question 3:

Candidates were provided with a freshly killed cockroach.

Candidates were required to; To observe, record and apply knowledge.

They were required to give the phylum and class of the animal giving a reason in each case. Describe how the inner and outer wings are adapted for their function, give the functions of the hind leg other than walking, give the adaptations of the cockroach to survival in its habitat, give the importance of the cockroach in its environment and finally make a well labeled drawing of the hind leg of a cockroach stating the magnification.

Weakness of Candidates

- Inability to observe structures of the specimens hence failing to draw the correct number of segments.
- failure to relate structure to function

Advice to Teachers;

- Encourage learners to practice drawing skills
- Prepare, conduct, mark practical work and give feed back to the learners.

553/3 BIOLOGY –PRACTICAL

The paper consists of three compulsory questions. The paper tested educationally relevant aims, objectives and skills of the syllabus;

Question 1:

Candidates were provided with food extracts

Candidates were required

- To follow the instructions for food test then record observations in a table including their deductions.
- identify food substances in the extracts.

Weakness of Candidates

- failure to record the initial colour of the solutions/extracts
- correct observations written followed by incorrect deductions.

Advice to Teachers;

- Teaching of practical skills should begin early to ensure mastery.
- Attempts should be made to ensure learners explain their results.
- Also make the practical results educationally relevant.

Question 2

Candidates were provided with a stem of a passion /pumpkin /bean with a leaf having a tendril and commelina stem with two internodes.

Candidates were required to identify the specimens, state the functions of the specimens, give the adaptations of each specimen to its function, give structural differences between the specimens, describe the leaf of passion/pumpkin/bean then draw and label commelina stem stating its magnification.

Weakness of Candidates Include;

- some gave functions for passion stem as feed for animals.
- failure to state adaptations correctly i.e. naming a feature with its corresponding function

Advice to Teachers;

- Teach practical from S1.

Question 3

Candidates were provided with a cockroach.

Candidates were required to;

- Observe the antenna and describe its structure.
- Measure the length of the antenna and that of the whole body then give the reason why such antenna length is important to the life of the cockroach.
- Outline similarities and differences between the inner wing and outer wing
- State the adaptations of the hind legs to their functions.
- Draw and label the dorsal view of the head including the first segment of the thorax.
- State the magnification

Weakness of Candidates Include;

- Failure to make correct observations and also poor choice of words to use to describe what is observed.
- Poor descriptive expressions
- Poor drawing skills

Advice to Teachers;

- Begin practical lessons and assessment right from lower secondary (S1 and S2).
- Emphasize drawing skills

612/1 STUDIO TECHNOLOGY – THEORY

Introduction

The examination paper adequately covered the important aspects of the syllabus. The question paper well brought out the aims and objectives of the curriculum and assessment syllabus. Ten compulsory examination items were set as required by the syllabus. All examination items were compulsory. Examiners said the paper tested what was educationally relevant and the paper was at the level of the candidates. Candidates said that the time allocated was enough.

The standard of the question paper was comparable with that of 2022 and the candidates' performance scores were also comparable with those of 2022. The quality of work presented by the candidates in 2023 also well compared with that of 2022.

QUESTION ANALYSIS

Question 1.

Question 1(a) required candidates to define pottery, while question 1(b) required candidates to explain the different ways of decorating ceramic art work.

Candidates' Weakness

Whereas many candidates were conversant with the definition of pottery in Q1(a), some candidates confused the ways of decorating pottery work with those of decorating fabric art work.

Advice to Teachers

Clearly distinguish between the techniques/methods of decorating ceramic art work and those of decorating fabric art work.

Question 2.

Question 2(a) required candidates to explain the steps required in producing mosaic work while question 2(b) required candidates to give examples and also illustrate the forms of perspectives as a principle of art and design.

Candidates' Weakness

Some candidates failed to present the steps required by Q2 (a) in a chronological order. Whereas most candidates were able to name the types of perspective required in Q2(b), illustrating them proved difficult.

Advice to Teachers

Emphasise the chronological steps/ procedure of production of mosaic art work so as to avoid mingling production stages/steps.

Question 3.

This item required candidates to understand the principle of balance as used in Art and Design. In Q3(a) candidates needed to describe the forms of balance as used in painting, while in Q3(b) candidates were required to explain **how** balance is achieved in painting.

Candidates' Weaknesses

Some candidates failed to write a detailed description of the forms of balance while others could not easily explain the ways in which a painter can achieve balance in their art work.

Advice to teachers

Integrate theory and the practical learning. This will make description of the principle easy as well as the means to achieving the effectiveness of the principle in an art work.

Question 4.

Whereas Question 4(a) required candidates to explain the techniques used in fabric printing, question 4(b) required candidates to give a descriptive account of the procedures of fabric printing.

Candidates' Weaknesses

- Some candidates misinterpreted Q4 (b) for fabric decoration techniques instead of presenting a description of the steps required in the production of a fabric print in a chronological order.
- Some candidates were able to write a descriptive account of the procedure of producing fabric prints but the steps were not presented in the required order, much as they knew the required steps.

Advice to Teachers

- Emphasise the chronology of processes/steps of production of the art work.
- Encourage candidates to read the questions well and correctly make relevant meanings of the questions before writing responses/answers to match the requirements of the task. This will help them to avoid misinterpretations.

Question 5.

Question 5 (a) required candidates to explain the importance of lines in Art and Design. Question 5 (b) required candidates to give examples, illustrate and explain the characteristics of lines used in 2-dimensional art work.

Candidates' Weaknesses

- Some candidates were not able to explain the various uses of lines in 2-dimensional work.
- Some candidates were not able to distinguish between types of lines and characteristics of lines.
- Others were not able to name the types of lines but were able to illustrate the different forms of lines used in 2-Dimensional art work.

Advice to Teachers

- Thoroughly handle the concept of lines as an element of Art and Design, the different types of lines, and how they are used. Also, thoroughly explain to the learners the importance of lines in 2-Dimensional art work.

Question 6

Question 6(a) required candidates to differentiate between relief and sculptures in the round. Question 6(b) required candidates to explain the methods of producing sculptures

Candidates' Weaknesses

- Some candidates could not differentiate the two i.e. relief sculptures from sculptures in the round.
- Whereas some candidates were able to name the different methods used in the production of sculptures, they were unable to effectively explain these methods.

Advice to Teachers

Expedite the discipline of sculptures concerning their different types, the materials required for each, the techniques/methods used in the production of the different sculptures.

Question 7.

While question 7 (a), required candidates to explain the different aspects that an artist ought to bear in mind before embarking on a basketry project, question 7 (b) required the candidates to explain the different weaving techniques.

Candidates' Weaknesses.

There was lack of coherence by candidates in explaining the factors that determine successful production of a basketry project. Candidates were not consistent while explaining the different weaving techniques and some ended up mixing illustrations and not placing them accordingly as required. They could not differentiate well the weaving techniques.

Advice to teachers

Use educational technologies such as teaching aids while teaching the theoretical and the practical part. Practically exercise the different techniques with the suitable materials and tools and this should be done regularly.

Question 8.

Question 8(a) required candidates to differentiate between a body puppet and a sock puppet. Question 8(a) required candidates to state the functions of puppets to the communities they live in.

Candidates' Weakness

Many candidates showed lack of knowledge about the different types of puppets and let alone the functions they serve in the communities they live.

Advice to Teachers

Teachers are encouraged to introduce different physical puppets as learning aids and exhaustively guide the students on the functions of different puppets

Question 9.

Task 9 (a) required candidates to show mastery of Elements of Art in the production of graphical designs. Task 9 (b) required candidates to describe how to include textural effects on either a drawing or ceramic work.

Candidates' Weaknesses

- Most candidates most candidates defined elements of art instead of giving the reasons for their use in graphical art.
- Some candidates failed to describe the textural effects while others instead described the different forms of textures.

Advice to Teachers

Thoroughly explain to students the concept of Elements of Art and how these are applied in graphic design.

Question 10

Question 10 (a) required candidates to explain the functions of crafts to our societies. Question 10 (b) required candidates to show the challenges faced by Ugandan craft artists in the production of the various crafts.

Candidates' weakness

Candidates had problems with phraseology of responses for Question 10 (a) and Question 10 (b), coupled with grammatical and spelling errors.

Advice to Teachers

Train candidates in writing skills.

612/2 DRAWING OR PAINTING FROM STILL LIFE/NATURE

Introduction

Two sections were set with 5 Alternative tasks in all. A candidate had to select and answer only one task from the 5 given. Alternative A and Alternative B were Still-Life settings. Alternatives C, D and E were settings from nature.

Most attempted were alternatives A, B and C, while Alternatives D was least attempted. The quality of work of candidates in the 2023 examination was the same as that of 2022. Equally, the performance scores in the 2023 examination were at the same level as those of 2022.

QUESTION ANALYSIS

Alternative A and B

These two settings required a candidate to select and use appropriate materials and tools. A candidate was also expected to observe, study and draw/paint the forms, shape, structure, proportions, show variations in tones, textures (both artificial and natural), colours, and use of paper/space (observance of the 3 grounds; thus, foreground, middle ground and background).

Candidates had to also apply their understanding of what a composition should be. Candidates who painted were also expected to effectively manage their colours in creating visual harmonies and contrasts. Candidates were also required to finish their work with personal or conventional styles.

Candidates' Weaknesses

The following were the general weaknesses of candidates:

- Some candidates had problems with executing structures and forms of especially round objects. There were also challenges in the execution of textures and tones.
- Some candidates used media that they had not mastered. Pencil colours and powder were not properly blended by some candidates.
- Many candidates did not show mastery of the principle of compositions and therefore, arrangement of compositions (on working surfaces) in drawing/painting was a big challenge.
- Some candidates totally neglected the bases and backgrounds in their drawings/paintings.
- Some candidates failed to estimate proportions and hence failed to properly manage their work on paper space - working surface.
- Instructions for setting examination item specimens were not properly followed by those who set the specimens and so this made some of the candidates' compositions appear as if they were simply drawn/painted from imagination and not directly observed.
- Using paper and size of paper outside the one given and or recommended by UNEB. Some centres reduced the paper given by UNEB. Note that this is an examination malpractice as indicted in instruction 2 on the instruction page of the answer booklet.
- Substitution of specimens at some examination centres. This could have been done by the teachers in charge of setting the examination, but certainly it affected the candidates. Those in charge of setting items need to be careful while executing this duty so as not to affect the candidates.
- In painting, some candidates only used the conventional colours as they actually appeared on the objects, yet that should not be the case. Candidates are allowed to use colours and their effects for representation and expression of their ideas so long as they are able to convey the intended messages.

Advice to Teachers

- Expose candidates to regular drawing and painting exercises. These should be based on different specimens both manufactured and natural and with different sizes, shapes forms, structures, textures, tones and with other distinct attributes. However, note that the complexity of each composition depends on the level of candidates, the level of mastery of the elements and principles of art by the candidates and the curriculum requirements.
- Guide learners on how to blend colours starting from the primary to tertiary effects
- Guide the learners on the use of space through regular guided practice.
- Guide learners on the use of elements and principles of art in drawing/painting.

Alternative C, D and E

Alternative C required candidates to effectively observe, study and draw/paint from a cluster of bananas from which accurate representation of natural textures, value, tones, structures, forms tenderness, use of space and natural growth/order were key.

In Alternative D, candidates were required to study a land scape with a building in the middle ground and big trees in the background. Candidates were required to show clearly the visible perspectives both aerial and linear. Understanding of all the other attributes such as composition arrangement, textural, tonal and colour effects were crucial.

Alternative E required candidates to make a study or studies if of a soldier termite. In all these tasks, candidates were required to show their mastery in expressing textures, patterns, composition, colour, forms, structures, personal styles and finish. Application of all elements and principles was generally important.

Candidates' Weaknesses

- Candidates were stuck to the use of “conventional” green colour to represent bananas (Alternative C) and yet any other colours could still be used for representing the same. This was not any different from Alternative D (The Landscape) and Alternative E (The Soldier Termite).
- For Alternative C, D and E, the order of natural growth was a challenge to many candidates.
- For alternative D (landscape), most candidates had problems with expressing perspective both in colour and pencil. Aerial distance was the most challenging to candidates. Some candidates had problems coming up with naturalistic compositions of a landscape and their compositions appeared artificial and flat.

Advice to Teachers

- Expose learners to different natural specimens and guide them on the physically observable attributes that form compositions, using a guided step-by-step approach.
- Practically take learners through step by step guidance on the colour theory and practice.

- For Alternative E, ensure that candidates are trained to study and practically observe various types of insects as they draw/paint.
- Guide the candidates in landscape drawing or painting in as far as developing compositions is concerned, and how to work with perspectives to produce beautiful effects and patterns (for alternative D)

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 most well done was alternative B (Head including Torso). Least attempted and poorly done was alternative A (Full Figure).

The quality of work of candidates in the 2023 examination was comparable with that of 2022 and is rated as the same. The candidates' performance scores in 2023 were also the same as those of 2022.

QUESTION ANALYSIS

Requirements for both Alternative A and B

Candidates were required to:

- Study and express body poses and anatomy through drawing or painting.
- Effectively draw/paint of the compositions as observed.
- Show proper use of colours (for the painters) or any other media selected for use.
- Apply varied tones and textures as naturally seen.
- Study and express body structures, proportions and forms and drapery through drawing or painting.
- Properly illustrate (through drawing or painting) the visible forms of perspective or foreshortening.
- Properly show effective use of Artistic space through drawing or painting.
- Study mood/feeling/expressions through drawing or painting
- Properly apply all the other elements and principles through drawing or painting.

Candidates' weaknesses:

- Poor observation drawing/painting skills
- Difficulty in drawing and painting structures, poses and anatomy of human figures.
- Some candidates failed to interpret poses correctly as was required by the item instruction.
- Difficulty in expression of multiple textures and tones on the same figure.
 - Some candidates failed to accurately represent mood/feeling as represented by the model.

- Some candidates did not know the proper use of space and media/ materials selected.
- There were challenges in execution of drapery in both drawing and painting.

Advice to Teachers

- Ensure that candidates study and observe live human figures of different ages and sexes such that they draw/paint from those models regularly to actualize with poses, anatomy and execution of forms proportions and drapery.
- Lay emphasis on the elements of human figure drawing/painting; such as application of critical lines, forms, structures, mood, feeling, deeper anatomic studies, foreshortening, application of tones, textures etc.
- Emphasise proper use of space at least $\frac{3}{4}$ of the space allowed.

612/4 ORIGINAL IMAGINATIVE COMPOSITION IN COLOUR

Introduction

Eight optional items were set as required by the syllabus. A candidate was required to answer only 1 item. Examiners reported that the examination paper tested what was educationally relevant at the level of UCE and it also covered the curriculum and the aims of the syllabus.

The quality of work of candidates and quality of candidates' performance scores in the 2023 examination (in this paper) compared well with those of 2022 and they were at the same level.

The most well-done questions were;

- Question 3 – Fighting for life
- Question 5 – Excitement on meeting old friends
- Question 7 – Gods creation is beautiful

Question 4 (The Head-teacher warning late comers at the school assembly) was poorly done.

The most attempted questions were:

- Question 3 – Fighting for life
- Question 7 – Gods creation is beautiful and
- Question 8 – Survival of the fittest.

The least attempted questions were:

- Question 1 – Students viewing the final and promotional result pinned on the school notice board
- Question 2 – A music band performs at a farewell party
- Question 4 – The Head-teacher warning late comers at the school assembly
- Question 5 – Excitement on meeting old friends
- Question 6 – The road was muddy and impassable

Several media in the categories of wet and dry were used. In the category of wet media, powder colours, tempera, inks and water colours were common while in the category of dry media, coloured pencils and pastels were common.

QUESTION ANALYSIS

The following attributes were required in all the 8 tasks:

- Correct interpretation of task/question instructions.
- Deriving final work from a series of leading preliminary stages/plans/sketches through drawing and painting.
- Expression of originality and creativity in the ideas of the compositions, without copying or tracing.
- Appropriate drawing/painting of forms, shapes, and structures and proportions.
- Ability to organize different items to create properly arranged compositions on working surfaces.
- Drawing and painting of required figures in still and active postures (poses) based on imagination.
- Proper use and blend of colours.
- Ability to organize different parts of the compositions to tell a pictorial story.
- Expression of settings (time and place), feelings, drama and mood.
- Creating a personal quality in the different processes of the compositions and putting up an effective finish of the work/composition.
- Proper use of space (at least $\frac{3}{4}$ of the paper given) while expressing the illusion of space on the working surfaces.
- Ensuring that balance, contrasts and variety are applied as a way of achieving the principle of unity in the compositions.
- Respecting both natural and artificial patterns in painting.
- Showing of perspectives in its different forms as much as possible in the compositions.

Weaknesses of Candidates:

- Some candidates misinterpreted the question/task instructions and the requirements. Some candidates found difficulty in expressing figures (human, animal, and birds etc) in their paintings
- Some candidates did not show proper movements (linear and aerial).
- Many candidates were not able to express dramatic actions while expressing excitement, ecstasy or chagrin in their compositions.
- Some candidates produced disconnected scenes and the flow of some compositions was hard to come by.
- Some candidates had problems with outdoor experiences while others had problems with indoor experiences.

Advice to Teachers:

- Ensure the syllabus is well interpreted in form of teaching, learning and assessment with regular and guided exercises. This should take care of both the indoor and outdoor experiences.
- Equip candidates with question interpretation skills.

- Explain to candidates how elements and principles work in original/ imaginative compositions in Art and Design.
- Human, animal and bird anatomy (and that of other possible living organisms) should be properly taught.
- Use guided practical lessons to enable counter difficulties in figure and composition analysis; drawing and painting anatomy, placement of characters on working surfaces and use of media and other materials and tools.
- Teach and encourage candidates to freely express mood, feelings and settings (time and place) in their compositions. Discourage candidates from plagiarism e.g. copying or tracing already existent compositions. Plagiarism is tantamount to examination malpractice, and it is punishable.
- In imaginative composition the candidate should be the centre of every activity and so their experiences are crucial. Teach them the skills to work within their experiences other than influencing them to do what you want as a teacher. Creativity and originality are best achieved when one builds from the knowledge or environments they are familiar with.

Note: Not all compositions necessarily require drawing human beings. Some require pictures of animals, plants, or birds etc. as one may be creative or as the task requirements maybe.

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 standard of the question paper well compared with that of 2022.

The overall candidates' performance in this paper was good. The quality of work of candidates in the 2023 paper also compared well with that of 2022 and so were the candidates' performance scores.

The examination items set covered the following areas:

- 1. Book Cover**
- 2. Trademark**
- 3. Poster**
- 4. Calligraphic text**

Questions 1 (book cover) and question 2 (trade mark) were most attempted and most well done. The least attempted question was question 4 (the calligraphic text).

QUESTION ANALYSIS

Question 1: Book Cover

Candidates were required to show the qualities of a good book cover and signpost, thus:

- Use of leading sketches, plans or preliminary development stages.
- Create original graphical art works in design.
- Proper layout and use of space. It is recommended that candidates use at least $\frac{3}{4}$ of the total space given.
- Correct interpretation of advance and item instructions.
- Well rendered letter types/characters and styles.
- Legibility of fonts, illustrations and designs.
- Proper use of colours to create contrasts, harmony, rhythms and balance in harmony.
- Simplistic representation of ideas in design and illustrations for easy readability and conveyance of the message (effective communication).
- Boldness and precision of designs is necessary.
- Properly punctuate and paragraph the work.
- Produce neat work fit for purpose.

Weaknesses of Candidates:

Candidates for book cover and poster had the following challenges:

- Some candidates produced wrong formats of the book cover and poster work.
- Some did not systematically follow the given dimensions/measurements as was required by the item instructions leading to poor use of space.
- Some candidates unnecessarily surrounded the book cover area with border designs.
- Some candidates used illustrations that did not match with the caption / intended meaning of the book cover/poster.
- Some candidates did not vary the letter characters in terms of size and design to enhance the intended meaning.
- Some candidates reproduced the whole the item instructions as it was given in the question paper i.e. they did not comprehend the logical requirements of a book cover/poster.
- Most candidates lacked graphical application of colours in their work. Some candidates were painting instead of printing.
- Some candidates congested the work (they were not simplistic).
- There was smudging of felt pens and markers in some candidates' work.

Candidates who took the option of a **Trade Mark** faced the following challenges

- Lack of sense of design to use the caption statements in coming up with simple caption and adequate illustration.
- Some candidates reproduced the whole statement as was in the item. Simplicity and precision of design was therefore affected.
- Congested work on the working surface.

Candidates who took the option of calligraphy had the following weaknesses:

- Some candidates did not produce preliminary stages that well related to the final product.
- Smudging colour due to failure to control inks.
- Wrong selection of working materials and tools such as colours, pens etc.
- Incompetence in the development of illustrations affected many candidates.
- Wrong punctuations.
- Some candidates didn't observe correct space dimensions such as those given by the instructions of the task.
- Tracing of letters/characters and or directly copying from already done art works instead of creatively constructing them depending on the available space and item requirements.
- Some candidates used ordinary handwriting as if they were writing ordinarily while taking notes. Such work should be well printed

Advice to Teachers:

- While teaching, emphasise the qualities of a good graphical work such as; simplicity in design, sharpness of colours, fonts, precision (being straight and yet exact), contrasts and necessary variations, boldness of some parts of the design, proper lay out and legibility, operating within the restricted dimensions etc.
- Also emphasise care and effective use of pen-and-ink by exercising utmost control of such smudging or delicate colours.
- Candidates should not just paint but should put up effective graphical representation of the required messages.
- Teachers should try to stimulate candidates' levels of originality and creativity by encouraging them to manipulate what they know so as to come up with personal rather than copied or traced work. That is how they can derive effective symbols, designs and messages that serve specific demands/purposes.
- Train candidates on the skillful use of lettraset and French curves and other tools.
- Train candidates on proper selection of working materials
- Expose candidates to a variety of topics that require both restricted and free interpretation/expression of ideas.
- While teaching, ensure that the principles of calligraphic writing are adhered to; thus use of purposed letters, legibility, contrasts, lay out, consistence, boldness, dimensions and space, use of colour and border decorations among others.
- Let learners construct letters according to the available space other than tracing characters which may not be fit for purpose.

612/6 STUDIO TECHNOLOGY CRAFT B – PRACTICAL

Introduction

This paper had three sections; Sections A, B, and C. The composition of the questions was as follows:

- Section A - 2 questions
- Section B - 3 questions
- Section C - 2 questions

Seven questions were therefore set as required by the syllabus. Each candidate was required to select only one question/task to answer.

The examination paper tested what was educationally relevant at UCE level.

The overall performance in the 2023 examination in this paper was good. Questions 1,6 and 7 were well done while question 5 was poorly done. Question 21 was most attempted while questions 5 and 7 were least attempted.

The 2022 examination paper well compared with that of 2022. The quality of work presented by candidates of 2023 in this examination paper was the same as that of 2022. The candidates' performance scores in the 2023 examination also well compares with that of 2022.

QUESTION ANALYSIS

Question 1.

Required candidates to make a batik suitable for a tablecloth, using the 'pattern and crackle' technique. Candidates were also required to:

- Produce finished sketches/plans.
- Produce a batik in an area of ½ meter x 1 meter on a white piece of cloth.
- Generate the work from their own creative source of inspiration.
- Show personal creativity and originality in pattern development and composition in the batik.
- Blend colours of their choice, up to a maximum of four.

Candidates' Weaknesses

- Some candidates lacked skills in effective craftsmanship in the pattern and crackle technique while others did not know how to execute it at all.
- Some candidates lacked adequate waxing skills.

Advice to Teachers:

- Practically demonstrate to the learners the different techniques of making batiks.

Question 2

Candidates were required to produce a tie and dye fabric in an area of 65cm x 50cm, using a maximum of 3 colours. Candidates were also required to:

- Produce the tie and dye craft using only the knotting technique.

- Produce preliminary stages of development, such as source of inspiration, sketches, indicate possible materials and tools etc.
- Apply necessary finishes.

Candidates' Weaknesses:

- There was poor registration of the tie and dye work due to wrong application of dyes on the fabrics.
- Some candidates had no sketches/preliminary plans.
- Some candidates did not adhere to the technique in the item instructions and instead used other techniques which were not called for and this heavily affected their scores.
- Some candidates also used more or less of the dimensions other than what was required.

Advice to Teachers:

- Encourage candidates to begin with preliminary plans/sketches since they have a bearing on the originality of their tie and dye crafts.
- Candidates should be given practical demonstrations and guided lessons on the materials, tools and techniques used in tie and dye.

Question 3

Candidates were required to produce a collage to be displayed in a wildlife office.

Candidates were also required to:

- Execute the collage work in the given area - 30cm by 40cm.
- Follow the production stages and techniques of a collage design.
- Explore the given theme (wildlife) to produce a purposeful collage, intended for that function.
- Effectively select relevant materials and tools required in the production collage work.
- Manipulate the materials and tools to produce a collage.

Weaknesses of Candidates:

- Some candidates did not produce preliminary plans.
- Some candidates came up with forms which were not related to wildlife and as a result, they failed to create flowing artistic compositions.
- Poor craftsmanship by some candidates.
- Some candidates misinterpreted the theme and so did not use it as a source of inspiration to produce the collage required.
- Some candidates produced collage designs that were not at all related to wildlife.
- Some candidates produced mosaic work instead of collage.
- There was careless handling of materials and tools therefore some candidates registered poorly finished collage pieces.

Advice to Teachers

- Train candidates to always come up with preliminary plans as these are a clear indicator of original and creative work.
- Differentiate between collage and mosaic while teaching, this can be done by way of analysing the materials, tools, processes, techniques, and the purposes of the two crafts.
- Train students to be careful in their selection and use of materials and tools.

Question 4

Candidates were required to produce a mosaic for a wall hanging using any African Traditional Activity as the source of inspiration. Candidates were also required to:

- Select relevant materials and tools required in the production processes of mosaics.
- Produce preliminary steps leading to an original mosaic design.
- Strictly follow the given measurements of 20 cm by 40cm.
- Use a restricted source of inspiration (African Traditional Activity) to produce a design of a mosaic.

Weaknesses of Candidates:

- Some candidates produced incomplete work.
- Some candidates made a collage instead of a mosaic.
- Some candidates registered poor craftsmanship.
- Poor and careless finish of the mosaics by some candidates because of careless handling of the materials and tools.
- Some compositions did not flow at all.

Advice to Teachers

- Train candidates in the management of examination time.
- Clearly draw a difference between mosaic and collage by distinguishing between the materials, tools, techniques, processes, and functions of the two crafts.
- Encourage guided continuous practice/lessons so that candidates can know their strengths and weaknesses.
- Encourage candidates/learners to explore with the various possible materials and tools needed in the production of mosaics.

Question 5

Candidates were required to make a mould for a human figure.

Candidates were also required to:

- Generate preliminary sketches and plans.
- Apply the principles and elements of sculpture/molding.
- Follow the processes and techniques of making 3-D sculptures.

Weaknesses of Candidates

- Candidates lacked the skill of casting and only 3 candidates attempted this task.

Advice to Teachers

Use the syllabus while teaching casting techniques. Also provide hands-on lessons with different possible materials, techniques and processes required in the making of sculptures so that candidates can work with any given materials, tools and techniques in sculpture.

Question 6.

This task required candidates to make a handwoven fabric that can serve the purpose of a table mat. Candidates were also required to:

- Produce preliminary sketches/plans related to the required woven table mat.
- Select and correctly use the materials and tools necessary in weaving.
- Weave the table mat measuring 30 cm x 40 cm using a hand loom.
- Manipulate techniques of their choice so learners had to be conversant with all the weaving techniques.
- Come up with colours and patterns of their choice so candidates were therefore expected to be conversant with the colour theory and practice.
- Produce a neat, well finished and functional craft.

Candidates' Challenge

- Some candidates never accompanied their work with preliminary sketches /plans.
- Some candidates made wrong choices of materials such as palm leaves instead of using fiber materials or threads or strings.
- Some candidates found problems with making consistent patterns.

Advice to Teachers

- Encourage students to produce leading preliminary plans.
- Expose candidates to using frame looms and related materials and tools.

Question 7.

This task required candidates to produce a leather belt (for a lady) measuring 60cm long and 5cm wide. They were also required to:

- Come up with preliminary plans/sketches.
- Use any leather work technique of their choice in making belts.
- Follow the possible elements and principles of leather production.
- Manipulate leather and other possible materials and tools used in leather production.

Weakness of Candidates

- Some candidates did not produce the preliminary sketches/plans
- Some candidates found lacing techniques difficult to execute and therefore did not produce a neat belt leading to poor craftsmanship.

Advice to Teachers

- Teach candidates the skill of manipulating leather to come up with different leather products.
- Undertake regular guided practice with leather materials, tools, techniques, and processes.

612/7 HISTORY OF ART AND APPRECIATION

In the examination paper set, there were five Sections; A, B, C, D and E as is required by the assessment curriculum/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 tested what was educationally relevant at UCE level. The paper covered well the syllabus.

The overall performance in the 2023 examination in this paper was good. Questions 10 and 11 were well done while question 1 and 9 were poorly done. Most attempted was Question 21 while questions 3 and 9 were least attempted. Questions 4, 5, 7 and 8 were not attempted at all.

The quality of candidates work in the 2023 examination paper was better than that of 2022, while the candidates' performance scores in the 2023 examination were also better than those of 2022.

QUESTION ANALYSIS

Question 1

Part (a) required the candidates to explain the functions of Ancient Greek pottery. Part (b) required candidates to know the examples of Greek pottery.

Candidates' Weakness

Some candidates lacked enough content about the Ancient Greek Pottery

Advice to Teachers

Encourage students to do intensive research about Greek pottery and also purpose to cover the entire syllabus while teaching.

Question 2

Required candidates to explain the application of ancient Roman architectural innovations in Uganda's architecture.

Candidates' Weakness

It was hard for the learners to relate the Roman architectural innovations to Uganda's context

Advice to Teachers

Relate the contributions of the Romans in architecture to the development of Uganda's architecture today. Train learners to transfer learnt knowledge to their situations or those that they are familiar with. This could be done using comparative studies of the Roman architectural innovations and that in Uganda today.

Question 3

Required candidates to describe the features of relief sculptures of the Roman Trajan Column

Candidates' Weakness

Candidates lacked the required content to answer this question. It was not answered by any candidate.

Advice to Teachers

- Expose learners to how questions with support pictures can well be interpreted and therefore appreciated.
- Also cover the entire syllabus on Classical Antiquities while teaching the candidates.

Question 4

- Candidates were required to (with examples) explain the characteristics of Raphael's paintings.
- Candidates were expected to (in their essays) show that Raphael enjoyed using clear lines, balance of composition and color, created harmonious subjects preferred pyramidal compositions that would create an illusion of balance and stability in his paintings and the use of serene round faces that appear both human and divine etc.

Candidates' Weakness

It was not attempted by any candidate.

Advice to Teachers

Cover the entire syllabus while teaching.

Question 5

Candidates were required to explain Fillipo Brunelleschi's artistic style in architecture such as putting emphasis on structural forms in his buildings rather than ornamentation, vivid contrasts in the materials he used such as stones and plaster, use of simple but powerful combinations of aesthetic forms etc. Candidates were expected to give befitting examples of his architectural work and the style(s) there in.

Candidates' Weakness

No candidate attempted this question.

Advice to Teachers

Cover the entire syllabus while teaching to expose candidates to a variety of items from which they can make choices to answer.

Question 6

Required candidates to discuss the styles of production in three of Donatello's artistic work in sculpture, such as use of effective perspective and depth, realism, naturalism, contrapposto, etc.

Candidates' Weakness

The candidate who answered this question was not conversant with Donatello's sculptural works and therefore produced an insufficient discussion essay.

Advice to Teachers

- Expose candidates to Donatello's sculptural works and cover the entire teaching syllabus on **Section B** of the examination paper by encouraging research. Explain to the candidates how Donatello used realism and naturalism, perspective, depth, and contrapposto among others.
- Teach candidates the principles of appreciation of artistic work.
- Expose candidates to a variety of test items on the personality of Donatello from which they can make choices to answer.

Question 7

Required candidates to discuss the influence of the industrial revolution on the 19th century architecture styles of France.

Candidates' Weakness

No candidate answered this task/question

Advice to Teachers

Exhaust the entire syllabus while teaching candidates.

Question 8

Required candidates to discuss “Princes de Broglie” by Jean Auguste Dominique Ingress. Candidates were expected to refer to aspects like materials, style, themes, purpose for production and the general characteristics of the work.

Candidates’ Weakness

Candidates wrote insufficient discussions concerning the above aspects.

Advice to Teachers

Exhaust the syllabus while teaching about prominent artists of the 19th century in France and ensure that candidates get exposed to test items with support pictures or other such data. Ensure that very important personalities of this period are taught about.

Question 9

Candidates were required to explain the characteristics of outdoor scenes painted in the impressionist movement in France. Candidates were also expected to consider aspects such as materials, styles, themes, purpose of the paintings, the general characteristics of the paintings and citing the personalities behind this movement.

Candidates’ Weakness

Candidates wrote insufficient discussions concerning the above aspects.

Advice to Teachers

Exhaust the syllabus while teaching about prominent artists of the 19th century in France and ensure that candidates get exposed to a variety of test items with support pictures or other relevant supports.

Question 10

Candidates were required explain the characteristics of the fertility figure (Akuaba) made by the Asante people of Ghana. The candidates were expected to consider the theme used, the materials, tools, style, purpose, etc. in describing the characteristics of the fertility figure.

Candidates’ Weakness

Some candidates were not properly conversant with the characteristics of the fertility figure (Akuaba).

Advice to Teachers

When teaching, exhaust the characteristics of the African sculptures in West Africa.

Question 11

Candidates were required explain the roles played by the visual arts in Uganda. Candidates were therefore expected to know the different forms of visual arts and therefore their functions. This required candidates to know or categorise visual arts into disciplines such as painting, drawing, decorative arts, sculpture, ceramics or pottery, etc. Candidates could also categorise

them as 2Dimensional or 3 Dimensional visual arts and the mention the roles played by the different works (where it could be generalized) while citing examples of such visual arts.

Candidates' Weakness

Whereas most candidates knew and could give the roles of the visual arts, coherent explanations and relevant examples were not well articulated.

Advice to Teachers

Train candidates how to write relevant, coherent and accurate essays based on the instructions in the test items.

Question 11

Candidates were required explain the roles played by the visual arts in Uganda. Candidates were therefore expected to know the different forms of visual arts and therefore their functions. This required candidates to know or categorise visual arts into disciplines such as painting, drawing, decorative arts, sculpture, ceramics or pottery, etc. candidates could also categorise them as 2Dimensional or 3 Dimensional visual arts and the mention the roles played by the different works (where it could be generalized) while citing examples of such visual arts.

Candidates' Weakness

Whereas most candidates knew and could give the roles of the visual arts, coherent explanations and relevant examples were not well articulated.

Advice to Teachers

- Train candidates how to write relevant, coherent and accurate essays based on the instructions in the test items.
- Expose candidates by taking them to art galleries, for workshops, symposiums and seminars, in which they will discover the different art forms/ disciplines in art and the different art works. They will also be explained to the roles played by such examples of art work and the messages they convey.

Question 12

Candidates were required explain the techniques that are used in the production of central African sculptures. Candidates were therefore expected to know how materials used determine the technique, the style of the sculptor or the purpose the sculpture was intended for. Candidates were required to also know that these sculptures were either done by using additive or subtractive techniques.

Candidates' Weakness

- Some candidates did not describe and instead listed the techniques. This meant they had to lose scores for the description.

- Most candidates knew that sculptural techniques were either additive or subtractive but their major constraint was giving examples cited from central Africa. Some candidates cited examples from West and East Africa.
- There was also a problem of articulation where some candidates could not write coherent explanations.
- Some candidates could not distinguish between sculptural techniques and ceramic techniques.

Advice to Teachers

- Comprehensively teach the verbs used in examinations and how they apply. Explain to the candidates the meaning of the verb “describe” and what it calls for while responding to examination items.
- Train candidates how to write relevant, coherent and accurate essays based on the instructions in the test items.
- Expose candidates to displays, workshops, symposiums and seminars, in which they can discover the different in art forms i.e. sculpture and ceramics and the suitable techniques respectively.

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. Time allocated was adequate for the paper.

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 3 was the best done while Test 4 was poorly done.

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. Majority of the candidates performed well in this task.

Candidates’ Weaknesses

Some candidates failed to write some rhythms while others could not place them in their rightful places.

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 failed to write some rhythms.

Advice to Teachers

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 C Major. This was fairly done compared to the other tests which were performed much better

Candidates' Weakness

Some candidates managed to get the rhythm correct, others mixed them up while others had a challenge with pitch.

Advice to Teachers

- Emphasise the teaching of pitch and let the candidates do enough related practice.
- Emphasise regular practical work by the students with demonstration lessons preferably as early as senior one or two, with simple intervals.
- Learning to play an instrument, especially a western one would help the learners with pitch.

Test 5 - Intervals

Candidates were expected to describe intervals according to pitch thus; Major, Minor or Perfect. Many candidates passed this test.

Candidates' Weakness

The major problem was with identifying the different intervals for example Major 5th instead of 3rd.

Advice to Teachers

- Learners should be trained thoroughly in the concept of pitching as early as possible to allow practice and mastery.
- Train students/candidates in intervals with guided practice of songs and being deliberate on the learners' identifying them.

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.

Candidates' Weakness

Some candidates mixed up the plagal cadence with the perfect cadence.

Advice to Teachers

- Give learners sets of aurals with cadences so that they get familiar with them.
- Hymns are also a good teaching tool as they have very clear cadences. The candidates should listen to as many hymns as possible to get enough practice.

General Comments on Paper One.

1. This paper uses Manuscript paper. Candidates who draw their own lines end up having them being faint and illegible. Heads of schools should pick it as they pick stationary from the Board and avail it to candidates for use during the Music examinations.
2. The envelopes have a seal which should be sealed and not stapled or fastened with tape.

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 2023 quality of work was better and therefore the candidates' performance scores were also better than those of the previous year.

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 – Arkansas Traveller – An American Folk Tune
- Question 2 – Ethnic Melodic Analysis – Ateso Pastoral 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 well done apart from Question 4, 7 and 10(b). The most attempted question was 9(a) while the least attempted was 10(b).

QUESTION BY QUESTION ANALYSIS

SECTION A – MUSIC ANALYSIS AND HARMONY

Question 1 - Piano Piece Analysis

Candidates were required to listen and analyse the piano piece. Most candidates managed to get right most sections of the analysis.

Candidates' Weakness

- Many candidates failed to transpose the right-hand melody bars.
- Others did not place the new keys on the staff.

Advice to Teachers:

Teach piano piece analysis with a variety of pieces.

Question 2 - Ethnic Melodic Analysis

Required candidates to analyse “The Runyoro Story Song”. Candidates performed well in this question.

Candidates' Weakness

Some candidates did not show the key while others did not identify where the music stopped.

Question 3 – Continuation of a Melody

Candidates were required to add an answering phrase to the given phrase.

Candidates' Weaknesses

- The candidates failed to identify the first note.
- Some composed phrases not by note instead of an entire phrase.
- Others did not show the phrase marks for the answering phrase.

Advice to Teachers

Teach melody writing early starting with short phrases.

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.

This question was fairly done.

Candidates' Weakness

- Some candidates were mixing up notes in the chords.
- Others were writing different notes for soprano from what they had been given.
- Some overlapped the soprano with the alto or tenor.

Advice to Teachers

- Start teaching harmony early enough while emphasizing the use of primary chords.

SECTION B: PRESCRIBED MUSIC WORKS

Question 5 and 6

This task required candidates to do an analysis of Western Prescribed Music works. Question 5: Johann Sebastian Bach's French Suite No. 6 in E major.

Question 6 - Lazarus by Franz Schubert.

Question 5 - Either

There was a fair attempt to this question.

Candidates Weaknesses.

- Candidates knew the symbols but could not explain the meaning.
- **Question 5 – Or**, some candidates could not identify the sections by bar numbers.

Advice to Teachers

- Train candidates in the requirements of analysis questions.
- Teach dynamics, form and ornaments using different pieces.
- Carry out thorough research on issues of prescribed music set works' analysis.

Question 6 – Either/Or

This question was well attempted with a few candidates failing texture and instruments used in the music pieces.

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.

Question 8 – Background Knowledge on Prescribed Ethnic Works

Candidates were required to know background information on the ethnic set works in terms of:

- The Techniques of instrumentation
- The instruments (and their class) used in the song/pieces
- The class of songs and why it is classified as such
- The occasions at which the song is performed and why
- The sounds evident in the song
- The music characteristics of the song

These tasks were well done by most of the candidates. The most popular was 8(c).

Some candidates however mixed up the instruments in 8(a).

SECTION C: ETHNIC AND WESTERN MUSIC KNOWLEDGE

Question 9 – Ethnic Music Knowledge

Candidates were expected to:

- Explain the reasons why singing is important to any indigenous African society.
- Give meaning of work songs.

Candidates Weaknesses.

- Candidates failed to score full marks because they did not identify the indigenous society they were dealing with.
- Others were giving examples from a variety of indigenous societies yet the question called for one specific society.

Question 10 –Western Music Knowledge

Candidates were required to;

- Define form and give examples.
- Explain cadence, duet, sonata and binary form. Those who attempted this did very well.

Candidates Weaknesses

- Candidates failed to define form but gave examples.

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. 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 improvement in the practical examinations this year 2023 compared to the previous year.

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 well
- 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 and
- 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.
- 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.
- Candidates perform in so many dances which gets them very tired before they get to be examined.
- Some of the dances were not authentic to the areas they were presumably from.

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
- Encourage learners to present a variety of pieces instead of focusing on just one or two.
- 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 other than following obsolete syllabi.
- 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.

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 answer questions of 1marks each, and one structured question with subsections (a) to (h) for 20marks. Section B had five essay type questions of 20marks each. Candidates were required to answer any three of the questions in section B.

The paper adequately covered important aspects of the syllabus, it brought out the aims and objectives of the syllabus and covered most of the contents and skills in the syllabus. The questions were clearly phrased and tested educationally relevant aspects of the syllabus. The level of difficulty of the questions and the standard of the paper were comparable to that of the year 2022. No particular groups of candidates were favoured and differences in performance were mainly due to individual inabilities such as poor question approach and wrong expression in English language that made some responses irrelevant. The time (2hours) allocated for this paper was adequate.

Most of the questions in section A were low order questions. Section B had mostly high and medium ability questions.

Comments on Performance of Candidates

The overall performance was better than that of the previous year 2022.

The well-done questions were 21, 25 and 26.

The poorly done question was 24.

The most attempted questions were 1 -21, 25 and 26.

The least attempted question was 23.

All questions were attempted.

The quality of work the candidates presented was better than that of the previous year, 2022.

Comments on individual questions

Questions 1-20

These were compulsory multiple-choice questions that required candidates to select the most appropriate answers from the alternatives provided. Although they were mostly low order questions, many candidates did not respond to some of them appropriately. Some of the candidates were just guessing answers to fill up spaces.

Weaknesses of Candidates

Candidates failed many of the multiple-choice questions probably due to inadequate reading and less knowledge about textile science.

Advice to Teachers

Teachers should encourage candidates to read widely by giving assignments that task them to read all aspects of the syllabus. Teachers should give multiple choice typed tests and give correction to learners after marking.

Question 21

This was a structured type question that required candidates to write short responses in spaces provided. It was a low order question but candidates exhibited lack of knowledge on garment construction. The question was one of the most popular and majority of candidate scored averagely.

Advice to Teachers

Teachers should give a variety of class activities over a wide range of topics in the syllabus to encourage candidates interface with a wide range of knowledge items.

Question 22

Candidates were required to:

- (a) Define the term seam as used in garment construction.
- (b) Outline the factors that influence the choice of seams.
- (c) Outline the important points to remember when working embroidery stitches.
- (d) State four advantages of using a double-stitched seam.

Weaknesses of Candidates

Candidates could not relate theory to practical, so most of them could not answer part (b) of the question.

Advice to Teachers

Teachers should help candidates practice describing procedures of garment construction. Other ways of teaching such as use of video shows and use of animations could help candidates learn the steps in different garment construction processes. Teachers should also help learners to understand the meaning of the verbs used in test items.

Question 23

Candidates were required to:

- (a) State four characteristics of woven fabric.
- (b) Name two types of weaves used in fabric construction.
- (c) Describe the procedure of introducing colour into a fabric using the method of Tie and dye.
- (d) Explain how to care for a Tie and dye fabric.

Weaknesses of Candidates

Most candidates could not appropriately respond to part (c) which required practical understanding of the practical skills in the subject.

Advice to Teachers

Teachers should task candidates to describe procedures used in production of fabrics, such as tie and dye.

Question 24

Candidates were required to:

- (a) Outline the steps involved in the production of silk yarn.
- (b) State five characteristics of silk fabrics.
- (c) Describe the appropriate care that should be given to silk fabrics.
- (d) Name two fabrics that are made from silk yarn.

Weaknesses of Candidates

Many candidates could not describe the process for the production of silk yarn.

Advice to Teachers

More attention should be paid to textile sciences, especially to the production of fibres from their raw materials.

Question 25

Candidates were required to:

- (a) Describe the appropriate procedure of taking body measurements.
- (b) Outline the advantages of using commercial paper patterns.
- (c) Explain the factors that influence choice of children's clothes.

Weaknesses of Candidates

Some candidates could not the appropriate procedure of taking body measurements.

Advice to Teachers

More attention should be paid to doing practical activities like appropriate procedure of taking body measurements.

Question 26

It required candidates to:

- (a) State the points to consider when buying ready-made clothes.
- (b) Describe the appropriate care that should be given to personal clothing.
- (c) State the qualities of fabrics suitable for:
 - (i) Sportswear.
 - (ii) Night wear.

Weaknesses of Candidates

Many candidates could not give the appropriate care specific for sportswear and night wear.

Advice to Teachers

Teachers should make a deliberate effort to use ICT to show the learners videos of the care given to different fabrics.

652/2 CLOTHING AND TEXTILES (PRACTICAL PAPER 2)

General Comments on Quality of the Question Paper

This paper was composed of only one practical test item in form of instructions on how to cut and make a child's dress. A lay out of pattern pieces was provided showing the dress front, dress back, sleeve, York and crossway strip. A list of other materials required by the candidate to make the dress was provided. A diagrammatic impression of the final product was also included as part of the paper.

The paper adequately covered the important aspects of the syllabus and it brought out the aims and objectives of the syllabus.

It tested educationally relevant aspects of the syllabus. The instructions were clearly phrased. The time allocated was adequate and the test item did not favour any group of candidates. The number of processes and skills required in this paper similar to those previous year, 2022. The time allocated was adequate. All candidates attempted the question.

Candidates' performed and the quality of work produced in the timed practical was good and comparable to that of the previous year, 20202

Candidates were required to make half of the article from the pattern provided and following the procedures given in the test item.

Weaknesses of Candidates

- Many candidates experienced difficulty in adapting their measurement to the pattern.
- A few candidates presented uncompleted work.
- Some candidates did not tack some parts of the garment before machining.

Advice to Teachers

- Teachers need to collect instructions early enough to prepare for this examination in good time.
- Teachers should candidates past papers to ensure that candidates can properly interpret the instructions about the size of article to be made.
- 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; 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 comprised three sections A, B and C. Section A had twenty multiple-choice questions of one mark each (Total of 20marks), 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 content, 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 test items were clearly phrased. 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), 22(c) 24(a), (b), and 27(a)ii. The rest of the parts of questions in section B and C had aspects of knowledge and understanding. The standard of this year's paper was comparable to that of the previous year 2022.

Comments on Performance of Candidates

- The overall performance of candidates was good
- Well-done questions were 26 & 27.
- Poorly done questions were 22, 25 and 24
- Most attempted questions were 22, 26 and 26
- Least attempted questions were 23 and 24.
- All questions were attempted.
- Quality of work presented by candidates was comparable that of last year 2022.

Comments on individual questions

SECTION A

Question 1- 20

These were compulsory multiple-choice questions.

Weaknesses of Candidates

Some candidates did not choose any of the responses provided and yet others were merely guessing the responses for some questions.

Advice to Teachers

Teachers should encourage candidates to read widely by giving assignments that can task them to read. Teachers should also advise candidates to attempt all compulsory questions.

Question 21

This was a structured question that required short precise answers. It required candidates' knowledge about culinary terms, defrosting a freezer, protein and carbohydrates.

Weaknesses of Candidates

- Candidates failed to name the proteins in egg yolk and could not remember the reasons for defrosting a freezer.

Advice to Teachers

- Teachers should clearly specify the various components of different foods and the parts of food where these components are found.
- Teachers should always emphasize the reasons for each of the processes carried out during cleaning of equipment. For example, why defrosting a freezer is important.

SECTION B

Question 22

Candidates were required to:

- (a) Outline the properties of fats.
- (b) Explain the functions of the following in the body:
 - (i) Calcium.
 - (ii) Dietary fibre
- (c) Describe the effects of calcium in the body.

Weakness of Candidates

Candidates outlined culinary functions of fat instead of its properties.

Advice to Teachers

Teachers should emphasize the differences between the roles and properties of nutrients.

Question 23

Candidates were required to:

- (a) State the functions of Niacin (B3) in the body.
- (b) (i) Give the difference between dextrinisation and gelatinisation in carbohydrates.
 - (ii) State two uses of each of the processes in (b) (i) above in cookery.
- (c) (i) Give the meaning of anorexia nervosa?
 - (ii) State the factors which affect the energy requirements of an individual.

Weaknesses of Candidates

Most candidates gave general functions of the B-group vitamins but not specific functions of Vitamin B3.

Advice to Teachers

Teachers should inform learners that each of the vitamin in the B-group has its specific functions in the body.

SECTION C

Question 24

The candidates were required to:

- (a) Describe the structure of meat.
- (b) Explain the nutritive value of beef.
- (c) State four advantages and three disadvantages of boiling as a method of cooking.

Weaknesses of Candidates:

Most candidates could not draw and label the structure of meat well.

Advice to Teachers

Teachers should explain to candidates that describing a structure of something is made clearer by having a well labelled diagram.

Question 25

Candidates were required to:

- (a) Explain weaning.
- (b) State four advantages and three disadvantages of boiling as a method
- (c) Outline the points to bear in mind when weaning a child.
- (d) Explain the factors to consider when planning meals for a family.

Weakness of Candidates

Most of the candidates could not points to consider when weaning a child.

Advice to Teachers

Teachers should endeavor to explain the factors considered when weaning a child.

Question 26

The question required candidates to describe care of a refrigerator, know how to choose a refuse bin, know why kitchen towels are boiled and give advantages of food additives.

Weaknesses of Candidates

Some of the candidates lacked knowledge of caring for the refrigerator.

Advice to Teachers

Teachers should practically show the learners how a refrigerator is cared for in the food laboratory.

Question 27

Candidates were required to exhibit their understanding of factors that affect heat on vegetables, conservation of nutrients in food and rechauffe' cookery.

Weaknesses of Candidates

Some candidates could not explain the ways of preserving vegetables.

Advice to Teachers

Teachers emphasise the techniques of food preservation especially during food preparation.

662/ 2 FOOD AND NUTRITION

General Comments on Quality of the Question Paper

This paper consisted of eight test items. A candidate was required to do only one of the questions chosen by ballot.

The paper adequately covered the syllabus in terms of content, 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 by any of the test items, and differences in performance was mainly due to individual abilities to interpret the question in and perform the required skills. The time allocated for this paper was adequate. The standard of this year's paper was comparable to that of the previous year, 2020.

Efficiency of candidates has improved tremendously and majority of candidates completed their practical test within the allotted time.

General 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, 2020.
- Candidates' performance scores this year was higher than that the previous year, 2020.
- 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 although they could not stick to their plan of work.

Comments on individual questions

Question 1

Candidates were required to make a two-course meal for male footballers, show skills in serving meals

Weaknesses of Candidates

- Most candidates did not prepare an appropriate interesting centre piece for the occasion.
- Tray services for many candidates was wanting. The dishes and condiments were not properly placed and not neatly arranged.

Advice to Teachers

Teachers to task candidates to practice tray service during practical lessons.

Question 2

Candidates were required to show skills in sauce making, make and serve a two-course meal to teaches and use melting method of cake making.

Weaknesses of Candidates

- Some students made sauce and called it soup for first course.
- Many candidates could not make mayonnaise sauce.

Advice to Teachers

- Teachers should advise candidates to ensure that they follow the requirement of the question during practical planning session to avoid living out some dishes.
- Teachers should teach sauce making together with soups in practical so that candidates can be able to observe the differences between the two.

Question 3

Candidates were required to show understanding of methods of manipulating flour mixtures, cake decorations and snack making.

Weaknesses of Candidates

- Some of candidates failed to decorate a cake.

Advice to Teachers

Teachers should practically work with candidates to identify the various methods of decorating cakes.

Question 4

Candidates were required to know dishes suitable for evening tea made out of sweet banana, plan meal for lactating mother and dishes suitable for snacks.

Weaknesses of Candidates

- Some candidates used too much oil for frying banana fritters.
- Many candidates wrote reasons for choice not related to the question.
- Some candidates did not observe food hygiene during food preparation.

Advice to Teachers

- Teachers should guide candidates on how to measure amount of ingredients.
- Teachers should guide candidates on how to relate reasons for choice to the question.
- Teachers should remind candidates to strictly observe hygiene during meal preparation.

Question 5

Candidates were required to have knowledge of packed meals, conservative cooking and methods of staffing food.

Weaknesses of Candidates

- Conservative methods of cooking food were not used by many candidates.
- Candidates failed to staff potatoes.

Advice to Teachers

Teachers should advise candidates to practice methods of staffing different foods.

Question 6

The question required candidates to demonstrate cookery of jam, fish, Irish potatoes and bitter tomatoes in a two-course meal.

Weaknesses of Candidates

Most of the candidates did had limited skills in the cookery of bitter tomatoes.

Advice to Teachers

Teachers should guide candidates to use most of the locally available traditional food staffs in meal preparation.

Question 7

The question required candidates to show skills in preparing and serving meals for toddlers, demonstrate yeast cookery and roasting as a method of cooking.

Weaknesses of Candidates

Some of the candidates lacked the skill and knowledge of preparing and serving meals for toddlers.

Advice to Teachers

- Teachers should demonstrate to learners the preparation and serving of meals for toddlers.
- Encourage the candidates to practice this skill by making various dishes suitable for toddlers.

Question 8

The question required candidates to demonstrate skills of preparing breakfast and show skills of using various methods of cooking to make dishes.

Weaknesses of Candidates

Some candidates misinterpreted 'dry frying' for pan roasting, and they made roast ground nuts instead of dry frying a fatty food.

Advice to Teachers

Teachers should teach guide learners on the types of frying in practical lessons and distinctively show the candidates the differences between them.

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 part 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. Questions in both section A were a mixture of low order and high ability questions. All questions in the paper were clearly phrased and error free.

No question favoured a particular group of candidates and differences in performance were mainly due to individual question approach. The time allocated for this paper was adequate. The level of difficulty of this year's paper was comparable to that of the year 2022.

Comments on Performance of Candidates

- The overall performance of candidates was good.
- Well-done questions were questions were 7,8 & 9.
- Poorly done question was questions were 5 & 6.
- Most popular questions were questions were 1,4,6,8 ,7and 9.
- Least attempted questions were 2,3 & 5.
- All questions were attempted.
- Quality of work presented candidates was similar to that of last year 2022.
- Candidates' performance this year was comparable that the previous year.

Comments on individual questions

Question 1

Candidates were required to know how to maintain good health, care for the skin and take precautions with pets.

This question was the most popular among those in housecraft part of section A.

Weaknesses of Candidates

Some candidates limited knowledge of managing pimples.

Advice to Teachers

Teachers should guide candidates on how to focus their responses to the question's demands by identifying the key words in the stem of the question.

Question 2

Candidates were required to have knowledge and understanding of ventilation in a home, safety of water and care of kitchen appliances.

This question was one of the most popular questions.

Weaknesses of Candidates

Most of the candidates listed but could not explain the ways of disposing organic refuse.

Advice to Teachers

Teachers should clearly discuss with candidate the various ways of disposing different types of refuse and illustrate with examples.

Question 3

The question required candidates to have knowledge laundry processes and detergents.

The question was very popular.

Weaknesses of Candidates

Some candidates found lacked knowledge of qualities of soft water required in laundering clothes.

Advice to Teachers

Teachers should practically show candidates the specific methods of laundering clothes.

Question 4

The question required candidates to have knowledge laundry agents and their effect on fibres, and use of laundry equipment.

This question was less popular in section B.

Weaknesses of Candidates

Many candidates did not know the general rules of ironing clothes.

Advice to Teachers

Teachers should guide the candidates on the general rules of ironing clothes practically.

Question 5

The question required candidates to have an understanding of the methods of cooking and the value of backyard farming.

This question was among the least attempted among those in meal management.

Weaknesses of Candidates

Some candidates could not explain the rules of grilling.

Advice to Teachers

Teachers should demonstrate to the candidates, the various rules to observe in the different methods of cooking.

Question 6

Candidates were required exhibit their understanding of mineral elements required by the body and the vegetables as a source of micro nutrients.

It was popular and well done among those on meal management.

Weaknesses of Candidates

Many candidates lacked knowledge of the causes of iron deficiency.

Advice to Teachers

Teachers should teach rules for preparing special meals separate from the general rules followed when preparing meals. Packing should be practically demonstrated to candidates.

Question 7

Candidates were required to understand family life, the services given to pregnant mothers and danger signs of complications in pregnancy.

It was one of the most popular and well done questions in section B (Mother Care Craft).

Weaknesses of Candidates

Many candidates gave signs of pregnancy instead of danger signs of pregnancy.

Advice to Teachers

Teachers should distinctively describe danger signs of pregnancy.

Question 8

Candidates were required to apply knowledge of immunisable diseases.

It was one of the popular and well done questions.

Weaknesses of Candidates

Most candidates did not bring out the factors considered while planning meals for a child with whooping cough.

Advice to Teachers

Teachers guide learners on the factors considered when planning meals for people with different ill health.

Question 9

Candidates were required to have knowledge of adolescence, complementary feeding and importance of health facilities to expectant mothers.

It was one of the most attempted and well-done question in this section.

Weaknesses of Candidates

Most of the candidates could not explain complementary feeding.

Advice to Teachers

Teachers should guide candidates on the specific care for infants at different stages of growth.

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 previous, 2022.

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 good.
- All questions were attempted.
- Quality of work presented by candidates was poorer than that of last year 2020.
- Candidates' performance score this year was poorer 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 this with emphasis on the cleaning agents suitable for cleaning 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 forms of serving such cocktail, buffet, cafeteria etc.

Question 5

Candidates were required to thoroughly clean a sitting room where your 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, kalo, 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:

- Tools
- Timber technology
- Joints
- Adhesives
- Machines

It laid emphasis on the application aspects of the subject mainly in the field of manufacturing products to earn a living as stated in the aims and objectives of teaching the subject. It was suitable for the level and time allocation was adequate as most candidates attempted all the questions required. The questions were well phrased with no errors. A standard paper and comparable with that of the previous year. No question gave advantage to any particular group(s) of candidates. The quality of work the candidates presented and performance were the same as those of the previous year.

PERFORMANCE OF CANDIDATES

The performance of candidates in this paper was good.

Section A which consisted of objectives and structured questions was well attempted.

Section B

The performance of candidates in this section was good. Questions 21 and 23 were well attempted and question 25 was poorly done.

QUESTION ANALYSIS:

Question 21

Was on defining, sketching and explaining wood defects. It was a very popular question.

Candidates' weaknesses:

Candidates could not sketch the wood defects and explain their causes.

Advice to teachers

Teachers should cover the syllabus adequately.

Question 22

The question was about the operations on a circular saw stating the functions of parts and safety precautions.

It was not a very popular question.

Candidates' weakness:

Candidates could not state the functions of some machine parts.

Advice to teachers

Teach learners more workshop machines or take them to nearest workshops for visits to physically see the machines.

Question 23

Was about methods of cutting veneers, advantages and disadvantages of plywood, core strip manufactured boards. It was a very popular question.

Candidates' weaknesses:

They could not;

- Differentiate the two methods used in cutting veneers
- State the advantages and disadvantages of plywood.

Advice to teachers

Teachers should improvise and use local materials to demonstrate methods of cutting veneers.

Question 24.

Was about glue types, advantages and disadvantages of casein glue and characteristics of a good adhesive.

It was a popular question.

Candidates' weaknesses

- Candidates failed to state the advantages and disadvantages of casein glue.
- Candidates could not give characteristics of a good adhesive.

Advice to teachers

Teachers should teach practicals alongside theory.

Question 25

Was on polish, process of producing French polish, stages and reasons of applying polish on a wooded article. It was not a popular question.

Candidates' weaknesses:

- Candidates did not know the ingredient of French polish and stains.
- Candidates did not know the process and stages of applying polish onto the article.

Advice to teachers

Emphasis should be put on the ingredients, processes and application of polish and stains on articles.

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 well phrased standard paper and comparable with that of the previous year with no errors. The level of difficulty was the same as that of 2022 and no question gave advantage to a particular group. 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.
- Preparation of material list.

PERFORMANCE OF CANDIDATES

The overall performance of candidates on this paper was better than that of the previous year and the quality of their work was also better.

Question 2 was most attempted.

ANALYSIS OF QUESTIONS

Question 1

Candidates were to draw a proportional freehand pictorial sketch of a given writing table frame 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 prepare the material list for making the cabinet.

It was not a popular number.

Candidates' weaknesses

- Some candidates failed to interpret the drawing.
- Preparation of the material list was wanting.

Advice to teachers.

Teach and do practicals alongside design and drawing.

Question 2

Required candidates to draw a proportional freehand pictorial sketch of a storage cabinet and 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 between given sides. Expected them also to prepare the material list for making the storage cabinet.

It was a popular question.

Candidates' weaknesses

- They could not properly show the details of the section.
- Preparation of the material list was a problem.

Advice to teachers

Take students to workshops and also teach orthographic drawing with details, 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 performance and quality of work presented was better than 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 the bottle holder.
- Marking and cutting of joints (through housing, plain bridge and barefaced mortice and tenon).
- Assembling.
- Understanding the proper use of tools.

PERFORMANCE OF CANDIDATES

The overall performance of candidates and the quality of their work in this paper was better than that of the previous year.

ANALYSIS OF THE QUESTION

Question 1

Candidates were to make joints which were circled on the drawing, i.e. through housing, plain bridge and barefaced mortice and tenon.

It was a compulsory question.

Candidates' weaknesses

- Finishing part was lacking e.g. end grain planing and smoothening.
- The candidates were poor at using hand tools to make proper joints.

Advice to teachers

Teachers should give learners enough time to:

- practice how to use hand tools.
- finish articles by planing end grains, smoothening.

735/1 TECHNICAL DRAWING (GEOMETRICAL DRAWING)

The paper had eight questions in two sections. Section A (plane geometry) had four questions and section B (solid geometry) also had four questions and candidates were to answer two questions from each section. The paper covered the syllabus adequately and brought out the aims and objectives of the syllabus clearly. 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:

- Enlargement by side
- Tangential circles and arcs
- Loci i.e. Spiral and Ellipse
- Loci – Link mechanism.
- Orthographic projection and isometric drawing.
- Development of solids
- Auxiliary views
- Inclined solids.

PERFORMANCE OF CANDIDATES

The overall performance of candidates on this paper was good but the quality of their work was poorer than that of 2022. Well done question was 4 and Poorly done were 6 and 7. Most attempted questions were 4 and 8. Least attempted were 3, 5 and 7.

QUESTION ANALYSIS

Q.1. Candidates were to construct the given template and enlarge it in a given ratio.

It was a popular question.

Candidates' weaknesses

Inability to;

- locate the centre of the curves and get points of contact.
- enlarge using the given ratio.

Advice to teachers

- Teachers should emphasize blending and enlargement under given conditions.

Q.2. Required candidates to construct the given figure and then draw a circle to touch the given points. It was a popular question.

Candidates' weaknesses

Inability to;

- construct angles without a protractor.
- use a chord of scale.
- draw circles touching the given lines.

Advice to teachers

Emphasize use of chord of scales to construct angles and tangential circles.

Q.3. Expected candidates to construct an Archimedean spiral, an ellipse given the ratio of eccentricity and a tangent to the ellipse.
It was not a popular question.

Candidates' weaknesses

Inability to;

- interpret the demands of the question.
- Produce the required curve (Archimedean spiral)
- Construct a tangent to the ellipse from a point outside.

Advice to teachers

- Exhaust the topic of loci with its examples.
- Emphasize construction of normal and tangents to loci.

Q.4. Expected candidates to copy the given mechanism and then trace two different paths.
It was a very popular number.

Candidates' weaknesses

Inability to;

- interpret the term "Stroke".
- draw smooth curves.

Advice to teachers

Emphasize and explain different terminologies used in Link mechanism.

Q.5. Required candidates to draw isometric view of a block from the given orthographic view.
It was not a popular number.

Candidates' weakness

Inability to draw isometric curves and slanting surfaces.

Advice to teachers

Emphasize drawing of isometric curves and slanting surfaces and curves.

Q.6. Candidates were to copy the given surface development and use it to generate its elevation and plan.

It was a popular number.

Candidates' weaknesses

- Inability to interpret the given views.
- Lacked knowledge on isometric principles

Advice to teachers

Adequately cover solid geometry and isometric principles.

Q.7. Expected candidates to copy the given orthographic views then project the auxiliary plan.
It was a popular question.

Candidates' weaknesses

Inability to;

- Interpret the given figure
- Produce the required auxiliary view.

Advice to teachers

Cover auxiliary elevation in a deeper perspective and include curved figures.

Q.8. Required candidates to copy the inclined solid given, project the plan, end view and produce the true shape of the cut surface.

It was a very popular question.

Candidates' weaknesses

- Failure to project the plan of the inclined cut solid.
- Inability to project the end view and true shape of the cut surface.

Advice to teachers

Exhaust inclined solids cut in various positions and produce the true shapes.

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 with no errors and the quality of work was poorer than that of the previous year. The time allocation for the paper was adequate.

The main aspects tested included:

- Freehand sketching.
- Proportionality.
- Orthographic projection.
- Sectional front elevation.
- plan.
- Dimensioning.
- Title block and its content.

PERFORMANCE OF CANDIDATES

The general performance of candidates was 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 Sectional front elevation

QUESTION ANALYSIS

Q.1. Candidates were to sketch freehand an isometric view of given orthographic views of the given metal casting.

It was a well-done question.

Candidates' weaknesses

- Inability to interpret orthographic views.
- Failure to manipulate freehand curves in isometric.

Advice to teachers

Emphasize conversion of figures from Orthographic to isometric with varied surface types.

Q.2 (a) (i). Required candidates to assemble 5 components and show the sectional elevation.

It was a poorly done question.

Candidates' weaknesses

- Inability to assemble parts, hatch and dimension correctly.
- Failure to identify parts sectioned e.g. the web

Advice to teachers

Emphasize assembly work, sectioning and hatching.

Q. 2 (a) (ii). Expected candidates to project the plan with hidden details and to give dimension.

Candidates' weaknesses

Inability to;

- Project an assembled drawing and interpreting hidden details.
- show varied dimensions.

Advice to teachers

Emphasise assembly drawing, interpretation of orthographic projection and varied dimensioning.

Q.2 (b). Candidates were to provide dimensions of varied nature.

Candidates' weaknesses

Inability to identify major dimensions.

Advice to teachers

Emphasize dimensioning techniques to include curved surfaces and circles.

Q.2(c). Required candidates to draw a title block in a specified position to indicate the required information.

Candidates' weaknesses

Inability to:

- draw the projection symbols.
- identify the title and other details required.

Advice to teachers

- Teach and emphasize the importance of all details in a title block.

735/3 TECHNICAL DRAWING (BUILDING DRAWING)

The paper set covered the important aspects of the syllabus adequately. It was a standard paper with no error 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 and windows.
- Sectional elevation.
- Detail of the door.
- The use of scales.
- Title block and its content.

PERFORMANCE OF CANDIDATES

The overall performance of candidates on this paper was the same but the quality of their work was poorer than that of the previous year. Well done question was No.2 (a) (i) the plan and poorly done was 2 (b) (i) and (ii) on the door.

ANALYSIS OF QUESTIONS

Q.1. Required candidates to draw a proportional freehand pictorial sketch of a given plan of a building following the given plan and specifications.

It was a fairly attempted number.

Candidates' weaknesses

- Poor interpretation of the lowest point.
- Inability to sketch and proportion the pictorial drawing.
- Failure to apply the architectural symbols on the pictorial sketch.

Advice to teachers

Teach freehand sketching effectively emphasizing proportionality and the use of correct symbols for all members.

Q.2 (a) (i) Candidates were to use a given scale, the line diagram and specifications to draw the plan of the residential house showing standard symbols for doors and windows in their appropriate positions.

It was a well-done number.

Candidates' weaknesses

Failure to use the given scale and poor positioning of doors and windows.

Advice to teachers

Emphasize the use of scale and symbols where required.

Q.2 (a) (ii) Expected candidates to use a given scale to draw a cross section through a given cutting plane to show construction details from roof to foundation.

It was fairly attempted.

Candidates' weaknesses

- Failure to use the given scale.
- Inability to label the details correctly.
- Interpreting the door specification was a challenge.

Advice to teachers

Emphasize correct labelling of all parts of the section and teach door types in depth.

Q.2 (b)(ii) Required candidates to draw the front elevation of a ledged braced and battened door.

It was a poorly done number.

Candidates' weaknesses

- Inability to use the given scale
- Failure to name members of the door

Advice to teachers

Expose learners to different details of the building like doors, windows, floors, walls, foundations etc.

Q.3 (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' weakness

Inability to follow the instructions in the question (bottom right-hand corner of the drawing paper).

Advice to teachers

Emphasize the title block format and the details to be printed in it.

742/1 METALWORK (THEORY)

The paper consisted of two sections **A** and **B**. Section **A** had 20 compulsory questions (10 Multiple Choice Questions (**MCQs**) and 10 structured questions) and section **B** had 5 (five) essay type questions and candidates were to answer any 3 (three) from this section.

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 was the same. The time allocation was adequate.

The main aspects tested included:

- Bench tools
- Thread cutting.
- Joining (welding, riveting).
- Beaten metalwork.
- Foundry.
- Heat treatment.
- Sheet metalwork.

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** was 25. Poorly done was 22. Most attempted question was 25 and least attempted was question 24. Section **A** was fairly attempted.

ANALYSIS OF QUESTIONS

Q.21. Candidates were required to:

- define terms, holding devices as applied to drilling machines.
- Give factors considered when selecting a drilling bit.
- sketch diagram to show operation done on a drilling machine.

It was quite popular.

Candidates' weaknesses

- candidates failed to define the terms related to drilling operation.
- produced poor sketches on operation done on drilling machine.

Advice to teachers

Endeavor to explain the difference between terms associated with motion of the machines.

Q.22. Required candidates to;

- define chipping, draw chisels and state their uses.
- sketch diagram to show cutting angles of chisels and important points to note for successful chisel operations.

It was fairly popular.

Candidates' weakness

Candidates failed to connect diagrams of chisels and state their uses.

Advice to teachers

Ensure the diagrams and actual chisels are shown to students when teaching.

Q.23. Expected candidates to;

- define the terms used in metal joining processes.
- sketch two common types of soldering
- explain how tinning and sweating is carried out when joining metal pieces.
- outline the process involved in soldering.

It was fairly popular.

Candidates' weakness

Some candidates could not outline the steps of soldering in order.

Advice to teachers

Ensure students learn the sequence of the process of soldering.

Q.24. Candidates were to;

- differentiate between ferrous and nonferrous metals.
- give the composition of charge used in the blast furnace.
- state the stages in the manufacture of pig iron.
- sketch diagram of blast furnace and name six parts.

It was the least popular question.

Candidates' weakness

Some candidates failed to sketch and label the blast furnace.

Advice to teachers

Cover the syllabus adequately and teach learners furnace in details.

Q.25. Candidates were to;

- name the types of centre of the lathe headstocks and mechanism of feed motion contained in the apron on a carriage.
- sketch a diagram showing different operations on a centre lathe.
- state the functions of cutting fluids in lathe operations.

It was a very popular questions.

Candidates' weaknesses

Some candidates could not;

- identify and name the two lathe headstocks.
- name the mechanism of Feed motion.

Advice to teachers

Cover the syllabus adequately and teach how to draw clear sketches of furnace and labelling all parts.

742/2 METALWORK (DESIGN AND DRAWING)

The paper had two questions as per the syllabus and candidates were to answer one question. The paper covered the syllabus adequately and clearly brought out the aims and objectives of the syllabus. It was a standard paper with no error and similar 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.

PERFORMANCE OF CANDIDATES

The general performance of candidates on this paper was good and similar to that of the previous year. The quality of work was also good and same to that of the previous year. Most attempted and well done was question 1.

QUESTION ANALYSIS

Q.1. required candidates to generate a freehand sketch and make full size drawing of the section after assembling all parts, dimension of varied nature and a title block. It was a very popular question.

Candidates' weakness

Candidates failed to generate design solutions of the assembled vee-block and others drew isometric view instead of sectional view.

Advice to teachers

Emphasize Orthographic drawings with conventional symbols and cover the syllabus adequately.

Q.2. required candidates to generate free hand sketch solution to the design problem, make sectional front elevation after assembling all parts, indicating dimensions and the title block. It was not a popular question.

Candidate's weakness

Candidates failed to assemble some parts.

Advice to teachers

Cover the syllabus adequately and teach the principles of assembly

742/3 METALWORK (PRACTICAL)

The paper consisted of one compulsory question as per syllabus. It was a standard paper with no error and comparable with that of the previous year. 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:

cutting using hand tools, filing, drilling, turning, threading, marking out.

PERFORMANCE OF CANDIDATES

The general performance of candidates was very good and better than that of the previous year. The quality of work of candidates was similar to that of the previous year.

ANALYSIS OF QUESTION

Q.1. Required candidates to make a scribing block.

Candidates' weaknesses

- Candidates had problems in cutting threads.
- Candidates did not assemble their work and their finishing was poor.

Advice to teachers

Cover the syllabus adequately and teach learners;

- correct drilling operations
- correct clamping of work.
- filing, finishing and chamfering.

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 with no errors and comparable with that of the previous year. The main aspects tested included:

- Concrete.
- Walls and brick work bonding
- Floors
- Stairs.
- Roofs.
- Roof construction.
- Lime.
- Site preliminary works
- Arch construction.

PERFORMANCE OF CANDIDATES

The general performance of candidates was good and the quality of their work was the same as that of the previous year. The multiple-choice questions (MCQs) and the structured questions in section A were well attempted.

The performance of candidates on this section was generally good. Well done questions were 26, 21 and 23 and poorly done was 24.

QUESTION ANALYSIS

Q.21. Candidates were to explain the terms related to concrete, methods of batching and factors affecting the strength of concrete.

It was popular and scores were good.

Candidates' weakness

Some candidates could not explain the terms related to concrete.

Advice to teachers

Cover the syllabus adequately and teach terms related to concrete.

Q.22. was about walls and brick work bonding.

It was not a popular question.

Candidates' weakness

Some candidates could not differentiate between English bond and Flemish bond.

Advice to teachers

Cover the syllabus adequately and exhaust brick work bonding and walls.

Q.23. was on floors (Suspended timber and solid ground floor), ways of curing concrete and floor finishes.

It was a popular number and performance was good.

Candidates' weaknesses

Failure to give ways of curing concrete and give types of floor finish.

Advice to teachers

Teach exhaustively and show learners the different types of floor finishes and ways of curing concrete.

Q.24. Required candidates to define stairs, classify them and terms related to stairs.

It was not a popular number and performance was not good.

Candidates' weakness

Most candidates could not correctly explain stairs terms.

Advice to teachers

Teach stairs exhaustively.

Q.25. Required candidates to state the purpose of roof, give factors for choice of roof type and mention disadvantages of flat roof.

It was not a popular number.

Candidates' weakness

Candidates failed to give the required number of factors for choice of a roof type and the disadvantages of a flat roof.

Advice to teachers

Exhaustively teach roofs, their types, advantages and disadvantages.

Q.26. Required candidates to define a building site, preliminary works carried out on site, reasons to drain a site, settlement of a building.

It was popular and performance was good.

Candidates' weakness

Some candidates failed to give reasons for draining a site.

Advice to teachers

Teach site preliminary works exhaustively explaining its importance.

Q.27. was on arches, types, their purpose, materials used to construct them and sketching an arcade.

It was not a popular number.

Candidates' weakness

Some candidates didn't know the purpose of arches, and the sketch of an arcade.

Advice to teachers

Teach learners Lintels, Arches and sketches of different arches.

743/2 BUILDING CONSTRUCTION (PROJECT)

The paper set covered the important aspects of the syllabus adequately. It was a standard paper with no errors 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 (plan, section, front and rear elevations)
- Assignment 2 (closed eaves details, brick work bonding and suspended timber ground floor)
- Assignment 3 (Doors – Back elevation and isometric views)

Assignment 1 was compulsory and the other two Assignments Optional

QUESTION ANALYSIS

Assignment 1 required candidates to draw to plan, section through cutting plane X-X, front and rear elevation of the given figure.

Assignment 1 was compulsory.

Candidates' weaknesses

Some candidates didn't correctly draw the;

- Section through cutting plane **X-X** and name roof members.
- rear elevation.

Advice to teachers

Emphasize all the building drawing details like doors and windows in their appropriate positions.

The elevations of buildings should also be taught thoroughly.

Assignment 2 – required candidates to draw to scale a section through a closed eave, isometric view of Flemish bond and a section through a suspended timber ground floor.

This Assignment was optional.

Candidates' weaknesses

- Candidates did not attempt the section through the suspended timber ground floor and the closed eave.
- Few candidates could draw the Flemish bond at a T junction.

Advice to teachers

Exhaustively teach and draw to scale all building details.

Assignment 3 – required candidates to draw to scale different types of doors showing back elevation, naming its members and drawing isometric views, section through inspection chamber of a drainage channel, elevation of wall tile finish and section of a roof showing construction of the rain water pipe attached to the building.

This Assignment was optional and popular.

Candidates' weaknesses

Candidates failed to name the different parts of the given door and they mixed them.

Advice to teachers

Teach learners door types, sketches and accurately draw them on scale.

745/1 IPS BUILDING PRACTICE (THEORY)

It was an appropriate paper for the level and time allocation was adequate. A standard paper with no errors and comparable with that of the previous year. The level of difficulty of questions was the same as that of the previous year. No question gave advantage to any particular group(s) of candidates. The paper covered the syllabus adequately and tested the main aspects which included:

- Woodwork
- Building construction
- Plumbing

- **PERFORMANCE OF CANDIDATES**

The performance of candidates and the quality of the work in this paper were poorer than that of the previous year.

Section A consisted of objectives and structured questions; the performance was fair.

Section B -The most attempted questions were 23 and 24. Least attempted were 21 and 25. Well done question was 24 and poorly done was 25.

QUESTION ANALYSIS

Question 21 – It was about sketching a cross section of formwork cast-in-situ, describing how plinth wall can be built, sketching of a raking shore walls, and differentiating between DPC and DPM and common bricks and facing bricks.

It was not popular.

Candidates' weaknesses

- Candidates produced poor sketches of formwork.
- Failure to give the difference between the terms given.

Advice to Teachers

Teach learners and cover the syllabus exhaustively emphasizing sketches, and terms involved.

Question 22 – It was about functional requirements of the upper floor. Procedure for finishing concrete floor with cement sand screed and ways of allowing air circulation in a suspended timber floor.

Candidates' weaknesses

Candidates failed to:

- give functional requirements of the upper floor.
- explain the procedures of finishing concrete floor.

Advice to Teachers

Teach learners the types of floors and their requirements thoroughly.

Question 23 –It was about types of single roofs, sketches of types of eaves, concrete and timber ceiling.

It was a popular question

Candidates' weaknesses

- Candidates produced poor sketches
- Didn't know much about eave types and timber ceilings.

Advice to Teachers

Adequately cover the syllabus emphasizing eave types and try out practical in some of these areas.

Question 24 –It was about;

- Functions of a window.
- Methods of fixing a window.
- Types of glass used in window construction.
- Sketches of ironmongery used on a window.

It was a popular question

Candidates' weaknesses

Candidates had less knowledge on types of glass, methods of fixing windows and stating the types of ironmongery used.

Advice to Teachers

Exhaustively complete the syllabus and take learners to site to learn different aspects in construction.

Question 25 –It was about defining drainage terms, principles of good drainage system, position of inspection chamber and sketching a hot water supply system.

It was not a popular question.

Candidates' weaknesses

- Candidates lacked knowledge on drainage terminologies.
- Candidates had poor sketches of a hot water supply system.

Advice to Teachers

Cover water supply systems exhaustively and let learners visit sites.

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 adequately and clearly brought out the aims and objectives of the syllabus. It was a standard paper with no errors and the level of difficulty of the questions was the same compared to that of the previous year. The time allocation for the paper was adequate. The aspects tested included:

- Construction of triangles.
- Polygons and Transformation.
- Diagonal scales
- Reduction of figures by area
- Truncated pyramid
- Lines in space (lamina).
- Isometric projection.
- Development of prisms.

PERFORMANCE OF CANDIDATES

The general performance of candidates on this paper was poorer than that of the previous year and the quality of their work was also poor. Well done questions were 5, and 3. Poorly done were 1 and 7. Most attempted questions were 5 and 6. Least attempted were 7, 3, 1.

QUESTION ANALYSIS

Question 1 - Candidates were to construct;

- a triangle given the perimeter, ratio of sides.
- similar triangle but different perimeter.
- A circumscribing circle.

It was a popular question.

Candidates' weaknesses

Candidates failed to construct the first triangle.

Advice to teachers

- Teach all triangles under different conditions.
- Teach circumscribing circles.

Question 2 - Candidates were to construct a hexagon with the given data and transform it into a rectangle with equal area.

It was a very popular question.

Candidates' weaknesses

Candidates failed to construct angles of the hexagon and transform it.

Advice to teachers

Teach transformation into depth and reverse construction of angles.

Q.3. Expected candidates to construct a diagonal scale and use it to construct a quadrilateral.

It was not a popular question.

Candidates' weakness

Inability to construct the diagonal scale.

Advice to teachers

Cover Scales and their applications.

Q.4. Required candidates to construct an irregular pentagon given the data, reduce its area.

It was a very popular question

Candidates' weaknesses

Inability to accurately construct angles and reduce the figure by area.

Advice to teachers

Teach learners angle construction, measurements and area in geometry.

Q.5. Required candidates to draw a truncated solid hexagonal based pyramid then complete its plan and true shape.

It was a very popular number.

Candidates' weakness

Inability to copy the given figure, produce the plan and true shape.

Advice to teachers

Emphasize and teach solid geometry, cut surfaces to produce true shapes.

Q.6. Required candidates to copy the given views of the triangular lamina in first angle projection and determine its true angle of inclination to the horizontal plane

It was a very popular question.

Candidates' weakness

Inability to continue with the answer after copying the given view.

Advice to teachers

Teach lines in space and laminas in details.

Q.7. Required candidates to draw isometric view from the given orthographic views with a given corner in the foreground.

It was not a popular question.

Candidates' weakness

Inability to draw isometric view.

Advice to teachers

Emphasize conversion of orthographic to isometric projection.

Q.8. Candidates were to copy the given cut cylindrical pipe and develop it.

It was not a popular number.

Candidates' weakness

Inability to develop the cut cylindrical pipe.

Advice to teachers

Teach developments of surfaces in depth and include truncated pieces.

745/3 IPS BUILDING PRACTICE (DRAWING)

It covered the syllabus satisfactorily and clearly brought out the aims and objectives of the syllabus. It was a standard paper with no errors and compared well with that of the previous year. The time allocation was adequate.

The basic aspects tested included:

- Freehand pictorial sketch of the building.
- Plan drawing and use of related symbols for doors, windows, wardrobes and sanitary fittings in their appropriate positions.
- Cross section on a given cutting plane showing construction details.
- Back elevation of the door.
- Title block and its content.

PERFORMANCE OF CANDIDATES

The general performance of candidates and the level of difficulty of the paper were similar to that of the previous year. The quality of work presented by candidates and scores were the same as that of the previous year.

Well done question was 2 (a).

Most attempted question was 2(a), least attempted was 2(b).

ANALYSIS OF THE QUESTION

Q.1. Required candidates to draw a proportional freehand pictorial sketch of a building with corner **X** 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.

Advice to teachers

- Teach and emphasize freehand pictorial sketching effectively using the specifications.
- Teach and emphasize different types of roofs.

Q.2 (a) (i) Candidates were to use the line diagram and specifications to draw the plan of the building on scale showing standard symbols for doors, windows, wardrobes and sanitary fittings in their appropriate positions.

It was a popular question.

Candidates' weakness

Inability to use various symbols for doors, windows, wardrobes and sanitary fittings in their appropriate positions.

Advice to teachers

Expose learners to various plans, scales and teach them how doors, windows, wardrobes and sanitary fittings are put in their appropriate positions.

Q.2 (a) (ii) Expected candidates to draw a sectional elevation through a given cutting plane clearly showing all construction details and to label all members.

It was a popular question.

Candidates' weaknesses

- Inability of some candidates to use the cross-sectional symbols.
- Some candidates failed to put the correct roof shape.

Advice to teachers

- Teach students building drawing skills and emphasize related cross sectional symbols.
- Sketch and demonstrate roof shapes to the learners.

Q.3. Required candidates to draw the back elevation of door.

It was a popular question.

Candidates' weakness

Lacked knowledge on doors.

Advice to teachers

Teach and emphasize building detail drawing including doors.

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.
- Left out some data like title of the drawing and scales used.

Advice to teachers

Teach and emphasize the details of a title block as a question that scores marks.

745/4 IPS BUILDING PRACTICE (PRACTICAL)

There were 3 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 with no errors and compared well with that of the previous year. The time allocation was adequate.

The basic aspects tested included:

- Brickwork bonding.
- Wood work joinery.
- Plumbing.

PERFORMANCE OF CANDIDATES

The general performance of candidates was good 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 better than those of the previous year.

Well done question was 1 and poorly done was 2.

ANALYSIS OF THE QUESTIONS

Q.1. Required candidates to build up a given wall.

It was a popular question.

Candidates' weaknesses

- Poor in bonding knowledge.
- Poor in handling of tools for building construction.

Advice to teachers

Emphasize practice to acquaint the learners with tools, types of bricks etc.

Q.2. Required candidates to measure, mark, cut and make a given wood joint.

It was a popular question.

Candidates' weaknesses

- Inability to measure, mark, and cut the joint correctly.
- Poor at using tools.

Advice to teachers

- Give regular practice on the correct use of tools.
- Measure, mark and cut various joints accurately.

Q.3. Required candidates to make the given plastic pipe.

It was a popular question.

Candidates' weaknesses

- They were unable to cut to size the pipe.
- Poor use of tools.

Advice to teachers

- Train learners how to appropriately handle tools.
- Teach them how to set templates and bend pipes.

800/1 COMMERCE

The paper consisted of Sections **A** and **B**. Section **A** had 20 compulsory Multiple-Choice Questions (MCQs). 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. The quality of 2023 candidates' work and performance scores were better than those of 2022. Questions 21, 25, 26 and 28 were popular, and questions 22, 25, 26(a) and 28 were well done. Questions 23 and 27 were unpopular. Poorly done questions were 21, 23, 24 and 27.

QUESTION ANALYSIS

SECTION A

It had 20 MCQs from all topics of the syllabus. Performance was average. This was attributed to “spotting” and inability of students to conceptualize, interpret questions and apply the theory learnt. Teachers should teach all topics in the syllabus, guide learners to relate theory to real life situations and also expose learners to various MCQs from each topic and past papers of commerce.

SECTION B

Question 21

It required candidates to;

- a) give **five** roles of commerce in the production process.
- b) explain any **five** ways which have been taken to improve commercial activities in Uganda.

Weakness of Candidates

- Misinterpreted part (a) as reasons for studying commerce/ aids to trade.
- Gave scanty points for part (b).

Advice to Teachers

Guide learners to;

- differentiate roles of commerce in the production process from reasons for studying commerce/aids to trade.
- discuss in depth the activities done by government and other agencies to improve commercial activities in Uganda.
- read newspapers and research on commercial activities in Uganda.

Question 22

Required candidates to;

- a) name the types of middlemen and explain their functions in the chain of distribution.
- b) give any **five** disadvantages of middlemen to consumers.

Weakness of Candidates

- Failed to identify middlemen in the chain of distribution.
- Confused middlemen with land dealers, taxi brokers, etc.
- Gave roles of a particular type of middlemen e.g. wholesalers/retailers instead of general functions of middlemen in the chain of distribution.
- In part (b), few and scanty disadvantages of middlemen to consumers were given.

Advice to Teachers

- Task learners to visit businesses in their community to identify the various types of middlemen, discuss their respective functions in the chain of distribution.
- Ask learners to make presentations of their findings in class.
- Guide learners to discuss the general functions of middlemen in the chain of distribution.

Question 23

Required candidates to;

- a) give **five** reasons for economic integration of East Africa.
- b) explain any **five** factors limiting the effective operation of the East African Community (EAC).

Weakness of Candidates

- Lacked knowledge about the East African Community.
- Mistook East African Community for international trade thus gave reasons for international trade
- Gave factors limiting international trade instead of EAC.

Advice to Teachers

- Teach the topic of economic integration as per NCDC syllabus.
- Encourage learners to read newspapers and research on economic integration of East Africa.
- Distinguish East African Community from international trade.

Question 24

It required candidates to;

- a) explain any **five** functions of money in trade.
- b) describe tools used by the central bank to control money in circulation.

Weakness of Candidates

- Gave general uses of money without relating it to trade.
- Majority lacked knowledge about tools used by the central bank to control money in circulation.

Advice to Teachers

- Guide learners to relate functions of money to businesses in their community.
- Teach/invite a resource person to discuss tools used by the central bank to control money in circulation.

Question 25

Required candidates to;

- a) give **five** reasons why roads are preferred to other forms of transport in Uganda.
- b) explain **five** challenges experienced by traders when using road transport in Uganda.

Weakness of Candidates

- Failed to compare road transport with other forms of transport.
- Gave general advantages of road transport.
- Some candidates gave general problems of transport.

Advice to Teachers:

- Guide learners to discuss issues in the question using relevant examples.

Question 26

Candidates were required to;

- a) describe any **seven** forms of sales promotion used by traders in Uganda.
- b) state any **six** benefits of sales promotion to traders in Uganda.

Weakness of Candidates

- For part (b), some candidates gave benefits of advertising instead of sales promotion as a whole.

Advice to Teachers

- Distinguish advertising from sales promotion and discuss the benefits of sales promotion in depth using various examples.

Question 27

Candidates were to;

- a) define **tax** and list **four** taxes collected by Uganda Revenue Authority (URA).
- b) explain **seven** roles of URA in tax administration.

Weakness of Candidates

- Failed to define a tax. Some defined tax as money.
- Lacked knowledge about roles of URA in tax administration.

Advice to Teachers

- Teach the topic of taxation as stipulated in the NCDC Entrepreneurship Education Syllabus.
- Invite a resource person from URA to discuss taxation issues with learners.

Question 28

Candidates were required to calculate cost of sales, net purchases, net profit, average stock, Rate of Stock Turn-over and mark-up.

Weakness of Candidates

- Had difficulty in deriving relevant formulae from the basic standard formulae.
- Wrong substitution.
- Lack of units on figures.

Advice to Teachers:

- State the formula and demonstrate computation of cost of sales, net purchases, net profit, average stock, rate of stock turn-over and mark-up.
- Emphasize use of units.
- Expose learners to similar exercises for discussion, revision and practice.

810/1 PRINCIPLES OF ACCOUNTS

The paper had Sections **A** and **B**. Section **A** had 20 compulsory Multiple-Choice Questions (MCQs) while Section **B** had **six** 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 2022. Question 23 was most popular. Question 22 was well done. Question 26 was unpopular and poorly done. All questions were attempted.

QUESTION ANALYSIS

SECTION A

It had 20 MCQs that covered all topics in the syllabus. Performance was average.

Weakness of Candidates

- 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;

- a) post given transactions to ledger accounts.
- b) extract a balance sheet from the given information.

Weakness of Candidates

Failed to;

- open up the ledger accounts with correct balances b/d.
- deal with credit transactions.
- adjust net profit in the balance sheet.

Advice to Teachers

- Emphasise effects of transactions on the balance sheet as a foundation to posting and double entry principle.
- Emphasise use of correct ledger account titles and their respective details.
- With similar exercises, guide learners to prepare ledger accounts and balance sheet.

Question 22

Candidates were to;

- a) state the purpose of preparing a bank reconciliation statement.
- b) prepare an Adjusted Cashbook and Bank Reconciliation Statement from the given information.

Weakness of Candidates

- Had difficulty in updating the cashbook entries. Interchanged entries for debit to credit side and vice versa for the adjusted cashbook.
- Had difficulty in identifying dishonoured cheques.
- Some failed to treat the cashbook balance in the bank reconciliation statement accordingly.
- Some candidates mixed up items for the updated cashbook and bank reconciliation statement.
- Failed to distinguish between unpresented and uncredited cheques.

Advice to Teachers

- Distinguish the purpose of a bank reconciliation statement from a bank statement.
- Discuss in detail the concept of dishonoured, unpresented and uncredited cheques and illustrate how they are treated in the adjusted cashbook and bank reconciliation statement.
- Demonstrate how to prepare an updated cashbook and bank reconciliation statements.
- Illustrate the different methods of preparing a bank reconciliation statement.
- Expose learners to similar exercises for guided discussion and revision.

Question 23

Required candidates to prepare a trading, profit & loss account and balance sheet from the given trial balance and additional information.

Weakness of Candidates

- Had difficulty in adjusting final accounts especially provision for bad debts in the profit and loss account and balance sheet.

Advice to Teachers

- Emphasise treatment of adjustments in the trading, profit and loss account, and balance.
- Give learners similar exercises for guided discussion and revision.

Question 24

Required candidates to;

- a) state features of a receipts and payments account.
- b) prepare a trading account and income & expenditure account from the given receipts and payments account, and additional information.

Weakness of Candidates

Failed to;

- state features of a receipts and payments account.
- prepare a trading account and income and expenditure account

Advice to Teachers

- Teach the topic of Non-Profit making Organisations as stipulated in the NCDC Syllabus of Principles of Accounts.
- Emphasise terms used in Income Statement i.e. surplus, deficit, etc.
- Clarify the difference between Receipts and Payments Account and Income and Expenditure Account.
- Illustrate adjustments in the Subscription Account especially accrued subscriptions and subscriptions in advance.
- Give learners similar exercises for guided discussion and practice.

Question 25

Required candidates to prepare;

- a) profit and loss appropriation account.
- b) partners' fluctuating capital accounts.

Weakness of Candidates

- Mixed items for profit and loss account, and profit and loss appropriation account.
- Had difficulty in computing the partnership salary for the year.

Advice to Teachers

- Distinguish between profit & loss account and profit & loss appropriation account and emphasise items for each account.

- Emphasise the double entry concept in profit & loss appropriation account and capital/current accounts.

Question 26

Required candidates to;

- a) define tax and tax compliance.
- b) calculate; gross rental income, chargeable rental income, tax due to URA and net rental income from the given information.

Weakness of Candidates

- Failed to define the given terms.
- Lacked knowledge about computation of the taxes in part (b).

Advice to Teachers

- Teach the topic as stipulated in NCDC Principles of Accounts Curriculum.
- Give standard definitions to key terms.
- Invite a resource person to discuss taxation issues including computation of various taxes.
- Research and read widely about taxation in Uganda.

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 and the candidates were to answer only one question from this section.

The standard of the paper was comparable to that of the previous year 2022. The quality of the work presented by the candidates was the same as that of the previous year. The UCE 2023 candidates' performance was the same as that of the previous year. The time allocated for the paper was 2½ and was adequate.

QUESTION ANALYSIS:

Well done questions	-	28.
Poorly done questions	-	27.
Most Attempted question	-	28.
Least attempted question	-	27.

SECTION A

Multiple Choice Questions: Qns.1-20

Required candidates to choose the most appropriate “KEY” out of the four choices with “DISTRUCTORS”.

Popularity – This section was popular. All questions were compulsory and most candidates tried to attempt all the questions.

Weaknesses of candidates:

- Poor cancellation of choices.
- There was general lack of content mastery, as evidenced by guess work.
- Selection of several choices instead of one choice.

Advice to Teachers:

- Candidates must be prepared for MCQs as they require a lot of logic and mastery of content.
- Good results in MCQS are better obtained after proper understanding of the stem.

SECTION B

Question 21(a)

Required candidates to give one example of an analog computer.

Popularity - It was a very popular question in terms of overall attempts and passing.

Weaknesses of Candidates:

- Some candidates gave brand names which could not easily be traced.
- Other candidates misinterpreted the question to innovations in computer generations such as; transistors, vacuum tubes, Napier’s bones, the abacus, etc.
- Some learners were not including the catch word “analog”.

Advice to teachers:

- Teachers should emphasise to learners the difference between digital and analog computers.
- Teachers should identify clear examples of digital and analog computers.

Question 21 (b). (i).

The question required candidates to state one function of the UPS.

Popularity of the question:

The question was compulsory and popular.

Weakness of candidates:

- Some candidates confused it with the power supply unit in the system unit.
- Some other candidates did not know what a UPS is.
- Other candidates referred to the UPS as an input device.
- Some candidates considered the UPS as the main source of power for a computer.
- Other candidates mistook it as an inverter from AC to DC.

Advice to teachers:

- Teachers should demonstrate to learners the different tools used in the ICT laboratory and how they are used.
- Teachers should clearly explain / describe to the learners all system tools.
- Teachers should engage learners in projects that can foster quicker and better concept development.

Question 21(b). (ii).

The question required candidates to give **one function of a blower** as a system maintenance device / tool.

Popularity: It was a very popular question.

Weaknesses of candidates:

- Some candidates confused a blower with a heat sink.
- Others confused blower functions with uses.
- Some candidates considered the blower as an input device.
- Some candidates also confused it with a hair drier in a salon.
- Other candidates gave responses such as “it is used to blow off fire”.

Advice to teachers:

- Teachers should emphasise to learners that functions are by system design / primary role.
- Teachers should also demonstrate the ICT tools to learners.
- Teachers should ensure that learners cover the syllabus.

Question 21 (c):

The question required candidates to demonstrate understanding of a “firewall” concept.

Popularity of the question:

The question was not popular to candidates.

Weakness of candidates:

- Many candidates took the literally meaning of the terms “**fire**” and “**wall**”.
- Many candidates did not know the concept and instead left blank spaces.
- Some candidates indicated that a firewall is a wall to block fire.

Advice to teachers:

- Teachers should identify some good projects to demonstrate to learners the various concepts in system security.

Question 21 (d):

The question required candidates to give only three signs and symptoms demonstrated by a computer infected with a virus.

Popularity of the question:

It was a very popular question.

Weaknesses of candidates:

- Some candidates gave examples of anti – virus software.
- Some other candidates took symptoms to mean types of computers.
- other candidates drew road signs as symptoms of a virus.

Question 22 (a).

The question required candidates to give four classification of computer hardware devices.

Popularity of the question: It was a very popular question.

Weaknesses of candidates:

- some candidates confused classification with components of a computer system.
- Some other candidates mistook computer classification as generations, device drivers, application software and others considerations for buying hardware.

Advice to teachers:

- Teachers should put more emphasis on the different classifications of hardware devices.
- Teachers should guide the learners in question interpretation before attempting.

Question 22 (b):

The question required candidates to list three circumstances that would necessitate re-installation of the operating system.

Popularity of the question: It was a very popular.

Weaknesses of candidates:

- Some candidates confused re-installation for a system reboot or a booting process.
- Others confused updates for upgrades of a system.
- A few candidates confused updating of a computer for updating a software.
- Some candidates gave general reasons for re-booting a computer and others provided the boot up process.

Advise to teachers:

- Teachers should practically teach software installation.
- Teachers should expose learners to different abnormal computing environments and solutions.

Question 22 (c):

The question required candidates to give the logical steps of warm booting a computer.

Popularity of the question:

It was a popular question.

Weaknesses of candidates:

- Some candidates did not present logical steps of performing a warm boot.
- Other candidates addressed the CPU as a system unit.
- Some candidates failed to distinguish between restarting and starting a computer.

Advice to teachers:

Teachers should practically involve learners in the booting procedures of a computer.

Question 23 (a)(i):

The question required candidates to explain or give the understanding of the concept, *spreadsheet*.

Popularity of the question:

The question was not popular.

Weakness of candidates:

- Most of the candidates were not able to explain what a spreadsheet is.
- Majority of the candidates instead defined a spreadsheet application program.
- Some candidates left the space provided blank.
- Some candidates had difficulty with the spellings of the terms: grid, interface, column and a row.

Advice to the teachers:

- Teachers are encouraged to define key terms whenever they are introducing new terms to learners.
- Teachers are advised to be in charge of topical concept and vocabulary development.

- Teachers are encouraged to demonstrate to learners the difference between a spreadsheet and a spreadsheet program with relevant examples.
- Teachers should regularly check notes so as to discover wrong spellings of terms early enough and correct learners.

Question 23 (a) (ii):

The section required learners to demonstrate understanding of the concept - *worksheet*.

Popularity of the question:

The question was popular and majority of the learners were able to attempt it successfully.

Weaknesses of candidates:

- Some candidates failed to explain a *worksheet*.
- Others candidates left blank spaces.
- Some candidates explained it only in line with a spreadsheet program.

Advice to the teachers:

Teachers need to vary action verbs while assessing learners and show the boundary of the responses needed.

Question 23 (b):

The question required candidates to outline any two uses of spreadsheets in computing.

Popularity of the question:

The question was unpopular as some left gaps.

Weaknesses of the candidates:

- Some candidates presented advantages like spreadsheets help people in storing and keeping of documents.
- Many candidates could give similar answers but presented differently like spreadsheets are used for making reports.

Advice to the teachers:

- Teachers are encouraged to train learners how to present their responses in accordance to the questions set.
- Teachers need to help learners to distinguish between a benefit and an advantage much as the responses may look similar.

Question 23 (c) (i):

The question required candidates to demonstrate the ability to distinguish a database and a database management system.

Popularity of the question:

The question was not popular.

Weaknesses of candidates:

- Majority of the candidates were instead distinguishing an electronic database and a database management program.
- some candidates left a lot of gaps in the question paper indicating that this content might have been skipped by majority of the teachers.

Advice to the teachers:

- Teachers should give notes and thorough description of terms needed to enable the learners to adequately distinguish terms.
- Teachers need to give notes to the learners and always assess learners in the practical aspects in paper one.

Question 23 (ii):

The question required candidates to name two examples of database objects.

Popularity of the question:

The question was popular.

Weakness of candidates:

- Some candidates confused database objects with data types used in table design like number, Yes / No, etc.
- A few candidates were not able to state the two examples of database objects.

Advice to the teachers:

- Teachers are encouraged to emphasise database objects at the time of introducing them to the learners.
- Teachers should ensure that all topics are taught to provide the learners with the flexibility of attempting the questions.

Question 24 (a):

The question required candidates to give one use of the various networking devices i.e. network interface card, repeater, modem, switch and router.

Popularity of the question.

This question was not popular.

Weaknesses of candidates:

- Most candidates did not have clear knowledge about networking devices and were confusing them to be computer laboratory equipment and internet service providers.
- Some candidates interchanged uses for one device with those of another for example, uses of a switch to those of a router.

- Some candidates thought that the internet switch works like the electric switch at home.
- Most candidates left blank spaces.

Advice to the teachers:

Teachers are encouraged to demonstrate to learners the practical usage of each of the various networking devices.

Question 24 (b):

The question required the candidates to define the term **webpage**.

Popularity of the question:

The question was not popular.

Weaknesses of candidates:

- Many candidates' answers were not related to a webpage but rather a website.
- Some candidates pointed out that a webpage is a document on the internet.
- Many candidates left the question un attempted.

Advice to the teachers:

Teachers are advised to teach all the aspects of web publication. From the work assessed, there is remarkable evidence that this topic is not taught in many schools.

Question 24 (c):

The question required candidates to give three benefits that a school would enjoy as a result of having a website.

Popularity of the question:

The question was popular.

Weaknesses of candidates:

- Some candidates gave benefits / advantages of using the internet.
- Some candidates did not know what a website was.
- Majority were giving benefits and anchoring them to online Apps like Café Java App, Safeboda App.

Advice to teachers:

- Teachers should specify to learners how to distinguish a benefit from an advantage.
- Teachers should demonstrate to learners the benefits of the school having a website in the classroom environment.

Question 25 (a):

The question required the candidates to give two examples of a word processing program.

Popularity of the question:

This question was popular.

Weaknesses of candidates:

- Some candidates wrote wrong spellings, word order and examples of other applications. For example, some candidates wrote Word Microsoft, Word Excel, Pages Apple and others in a language not for subject instruction for example “Ms. Wadi”.

Advice to the teachers:

- Teachers should provide several examples of application programs at the time of introducing a topic.
- Teachers should put emphasis on spelling of technical terms and names.

Question 25 (b)

The question required the candidates to give two features of a word processing program.

Popularity of the question:

This question was popular.

Weakness of candidates:

Candidate gave facilities and tools residing in a word processor application for example bold, paste, cut, print, e.t.c.

Advice to teachers:

- Teachers need to describe the features of each application program to enable learners appreciate the differences and uses.
- Teachers are encouraged to give learners practical theory notes for all practical application packages.

Question 25 (c):

Required candidates to outline two uses of a presentation program.

Popularity of the question:

The question was popular.

Weaknesses of candidates:

Some candidates gave uses of the other application programs like Word processing for example; to prepare a payroll for an organisation.

Advice to the teachers:

Teachers are encouraged to share with the learners the uses of the different application programs clearly.

Question 25 (d) (i):

This question required the candidates to explain the meaning of **Notes View**.

Popularity of the question:

This question was not popular.

Weaknesses of candidates:

Some candidates presented explanation of speaker notes, handout mode, instead of notes view.

Advice to teachers:

Teachers are advice to clearly explain to the learners the terms and features in / of a presentation software.

Question 25 (d) (ii):

The question required candidates to explain an animation as used in a presentation program.

Popularity of the question:

The question was not popular.

Weaknesses of candidates:

- Majority of the candidates explained transitions as used in the presentation program.
- Some candidates presented what was not related to the question asked.

Advice to the teachers:

Teachers are encouraged to ably share with learners, aspects of each application program and as well demonstrate how each feature / facility works.

Question 26 (a):

The question required candidates to name two end user applications available on the market.

Popularity of the question:

The question was extremely popular.

Weaknesses of candidates:

- Like in question 25 (a), many candidates gave wrong spellings of end user application programs such as “Ms. Wadi”.
- Others candidates added un necessary word for example MS Word Excel.
- Some candidates gave server - side application programs like Wamp Server.

Advice to teachers:

Teachers are encouraged to emphasise to learners the difference between end user and server end programs.

Question 26 (b):

The question required candidates to give the meaning of the term **software suit**.

Popularity of the question:

This question was not popular.

Weaknesses of candidates:

- Majority of the candidates instead defined a software.
- Other candidates defined a suite instead.
- Others called it a box case container for software.

Advice to teachers:

- Teachers are encouraged to strongly teach all the concepts related to computer software to student.
- Teachers should demonstrate and describe to the learners the various ways computer software is obtained i.e. packaged vs. software suite.

Question 26 (c):

The question required candidates to state two advantages of software suite.

Popularity of the question:

The question was not popular.

Weaknesses of candidates:

- Majority of the candidates were not able to demonstrate adequate knowledge of software suite therefore, not able to write advantages of software suite.
- Some candidates defined software suite but did not ably provide advantages.

Advice to teachers:

Teachers should endeavor to teach the learners all the aspects about computer software.

Question 26 (d):

The question required the candidates to demonstrate knowledge of the various programming languages.

Popularity of the question:

It was popular and well done.

Weaknesses of candidates:

- Some candidates gave local / international communication languages like Kiswahili, Luganda, Chinese, etc.
- Some candidates provided examples of high level languages but with wrong spellings.

Advice to teachers:

Teachers should give learners adequate information related to programming languages and to write codes for a simple program.

Question 26 (e):

The question required candidates to describe the function of a compiler in relation to computer programming.

Popularity of the question.

This question was popular.

Weakness of candidates:

- Some candidates were not able to distinguish while describing a compiler. some gave a valid description of an interpreter.
- Some candidates were not able to clearly bring out the aspect of a compiler as provided for on the marking guide.

Advice to teachers:

- Teachers are encouraged to demonstrate to learners how a compiler works.
- Teachers are advised to teach learners how to write some simple codes in order to appreciate the role of a compiler in program development.

Question 27 (a):

The question required candidates to show five benefits of computers to an organization.

Popularity of the question:

The question was fairly popular.

Weaknesses of candidates:

- Some candidates failed to show the application of computers to various organisations.
- Some candidates presented advantages of the computers only, without pointing out the positive measurable output or how the organizations benefit from the use of computers.
- Candidates did not support their answers with relevant computer technologies

Advice to teachers:

- Teachers should encourage learners to always support their claims with relevant computer technologies in organizations.
- Teachers should train learners on how to present work in a compelling essay form.

Question 27 (b):

The question required candidates to write five sitting postures that should be observed when using a computer for one's health and safety.

Popularity of the question:

This question was not popular.

Weaknesses of candidates:

- Some candidates misinterpreted sitting posture to mean a safety precaution for maintaining computer's longevity.
- Some candidates provided varying sitting distances and in so doing, some gave abnormal distances for example sitting away from the monitor by 2 km or sitting by 2 cm away from the monitor.
- Some candidates provided general precautions for safeguarding systems for example need for a UPS.
- Some candidates explained this as a computer laboratory safety intervention / measure.

Advice to teachers:

- Teachers should show learners ergonomic sitting furniture for user safety.
- Teachers need to emphasize the different laboratory practices and even demonstrate the practices to the learners.

Question 28

This question required candidates to describe *five advantage of using the internet* and *five cases where the internet is abused in Uganda*.

Popularity of the question:

This question was highly attempted and well done.

Weaknesses of candidates:

- Some candidates failed to bring out the advantages by augmenting the ideas with relevant examples in line with relevant internet platforms, and, technologies.
- Some candidate prepared sketchy presentations that were not illustrative to demonstrate advantages of using the internet.
- Some candidates mixed up their responses (advantages and disadvantages) since it was a block question. Some learners were not able to demarcate where advantages ended and where the abuses start from.
- Many failed to explain how the internet is abused in Uganda today.

Advice to teachers:

Teachers are encouraged to teach learners how to build essays in a coherent logical flow and consistent manner.

Question 29 (a):

The question required candidates to describe how a printer, data projector, modem, Ethernet cable, wireless mouse and a monitor; are connected ready for use.

Popularity of the question:

The question was not popular at all.

Weaknesses of candidates:

- Candidates failed to demonstrate the ability to connect the various hardware devices and making them ready for use.
- Some candidates who attempted the question did not show how the different devices would connect to the different ports.

Advice to the teachers:

- Teachers should teach learners the real practical aspects of connecting devices to their respective ports.
- Teachers should teach learners the real step by step processes of interconnecting of basic hardware devices to the system unit.
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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, Computer Presentations and Web designing. The candidates were required to answer any two questions from this section.

The paper was easier than that of the previous year 2022. The quality of the candidates' work was better than that of the previous year. The UCE 2023 candidates' performance was better than that of the previous year. The time of 2 ½ hours allocated for the paper was adequate.

QUESTION ANALYSIS:

Well done questions	-	Databases and Presentations
Poorly done questions	-	Spreadsheets
Most Attempted questions	-	Word processing
Least Attempted question	-	Web designing

SECTION A**Question 1(a) Word Processing**

This question required candidates to typeset a given text and there after format it with font, paragraph and page formatting features.

The question was popular.

Weaknesses of Candidates:

- Some candidates considered a heading as a header.
- Other candidates were inaccurate and slow at typing.

Advice to Teachers:

- Teachers should expose the candidates to a variety of skills in different scenarios in preparation for the final examination.

Question 1(b) Spreadsheets

This question required candidates to use a spreadsheet and functions/formulas to determine the totals and assign values as well as comments.

The question was not popular and was poorly done.

Candidates' Weaknesses:

- Some candidates used wrong syntax when using formulas and functions.
- Other candidates failed to insert a bar graph and instead used a column graph due to wrong data selection for the graph.

Advice to Teachers:

- Teachers should teach learners various charts plus elements of a good chart.

SECTION B

Question 2 Web Publishing

This question required candidates to design a three-page website for a club showing hyperlinks buttons to other pages with appropriate content.

The question was not popular.

Candidates' Weaknesses:

- Some candidates failed to create hyperlinks.
- Others failed to publish the website.
- Some candidates failed to create an organisational chart.

Advice to Teachers:

Teachers should teach students using simpler web authoring software.

Question 3. Database Management Systems

This question required candidates to create a simple database with a table, data entry form, queries and a report.

The question was popular.

Candidates' Weaknesses:

- Some candidates could not assign appropriate data types.
- Other candidates misused the asterisk to the query.
- Some candidates could not determine the data source for the report.

Advice to Teachers

- Teachers should emphasise a primary key.
- Teachers should emphasise the use of criteria in a query especially asterisk and question mark.

Question 4 Presentation Software

This question required candidates to prepare a four-slide presentation with a table and a pie chart showing tea growing as well as tea exporters in the provided places.

The question was popular.

Candidates' Weaknesses

- Failure to use animations.
- Failure to use a fixed date.
- Failure to print handouts.

Advice to Teachers

- Teachers should expose learners to a variety of scenarios where presentations are used.
- Teachers should teach learners handout printing.

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, 4 and 5 were popular. Questions 2 and 4 were well-done. Question 2 and 3 were unpopular. Poorly done questions were 3 and 5. The general performance was good and the quality of candidates' work and performance scores were comparable to those of 2022.

QUESTION ANALYSIS

Question 1

Was about starting a car washing business in a home town. It required candidates to;

- a) outline any **five** requirements of the business from the natural environment.
- b) (i) explain any **four** ways in which the business may negatively affect the natural environment.
(ii) write any **six** rules that should be followed by workers to conserve the natural environment.

Weakness of Candidates

- Failed to identify requirements of the business from the natural environment.
- Had difficulty in writing rules that should be followed by workers to conserve the natural environment.
- Repeated points of negative effects of the business on the natural environment.

Advice to Teachers

- Use practical approach to teaching effects of the business on the natural environment and vice versa.
- Give learners tasks that elicit creativity and innovative skills.
- Assign learners to carry out field trips in the communities around the school to observe how different business activities affect the natural environment and how the environment affects business activities.
- Ask learners to make presentations of their findings in class for discussions.

Question 2

Required candidates to:

- a) prepare a trial balance from the given information.
- b) calculate working capital, owner's equity and capital employed from a given balance sheet.

Weakness of Candidates

- Mixed up items for Dr. and Cr. in the Trial Balance.
- Used wrong formulae for calculating working capital, owner's equity and capital employed.

Advice to Teachers

- Emphasise double entry principles and when posting entries to the debit and credit side of the Trial Balance.
- Expose learners to correct formulae for computing the different types of capital.
- Illustrate computation of the different types of capital.
- Practice team teaching.
- Give learners similar exercises on a petty cashbook for guided discussion and practice.

Question 3

It was about juice production for the local and international market. It required candidates to;

- a) state **three** taxes payable by the business.
- b) Use PAYE tax rates to calculate PAYE for each employee and PAYE paid to tax authorities from the given information.

Weakness of Candidates

- Failed to interpret income tax bracket.
- Failed to state the different formulae used to compute taxes in the different stages of production.

Advice to Teachers

- Teach the topic as stipulated in the NCDC Entrepreneurship Education Syllabus.
- Invite resource persons from URA to discuss taxation issues with the learners.
- Give learners similar exercises for guided discussion and practice.

Question 4

Was about carpentry business. Candidates were required to;

- a) draft a market survey tool for the carpentry business.
- b) prepare a budget for the business.
- c) identify products for the business and suggest ways of promoting sales of the business.

Weakness of Candidates

- Failed to draft a market survey tool for the carpentry business.
- Mixed up items that are not for a carpentry business when preparing a budget.
- Misinterpreted sales promotion as advertising.

Advice to Teachers

- Team teaching.
- Practical approach teaching.
- Give learners a sample market survey guide.
- Differentiate sales promotion from advertising and discuss how a carpentry business can promote sales.

Question 5

The question was about insurance of a poultry business. Candidates were required to;

- a) list insurable risks of a poultry business.
- b) state information to be filled in a proposal form when applying for an insurance policy.
- c) explain benefits of insuring the business.
- d) outline other ways of protecting the business against risks.

Weakness of Candidates

- Mixed insurable with non-insurable risks.
- Failed to state the information to be filled in a proposal form when applying for an insurance policy.
- Difficulty in explaining benefits of insuring the business.
- Failed to give other ways of protecting the business against risks.

Advice to Teachers

- Invite a resource person to discuss insurance issues with the learners/ take learners to an insurance company to discuss insurance issues.
- Team teaching.
- Use sample insurance documents when teaching steps followed to take up an insurance policy.

845/2 ENTREPRENEURSHIP EDUCATION

The paper consisted of Sections **A** and **B**. Section **A** had 10 compulsory questions which were 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 2022. Questions 2, 3, 4 and 6 were popular and questions 2, 4 and 6 were well-done. Question 5 was unpopular. Questions 3 and 5 were poorly done. All questions were attempted by candidates.

QUESTION ANALYSIS

SECTION A

Question 1

It had short answer questions from different topics of the syllabus. It required candidates to give precise answers. General performance was good.

Candidates were required to;

- (i) define risk assessment as used in entrepreneurship.
- (ii) give any **two** factors an entrepreneur should consider when assessing risks in business.

Weakness of Candidates

Most candidates failed to define risk assessment though part (b) was well-done.

Advice to Teachers:

- Give a standard definition of assessment risks.
- Parts (b)- (j) covered business opportunities, share certificate, how businesses in Uganda depend on each other, fixed capital, marketing activities, principles of good corporate governance, income & capital tax, benefits of business ethics and, savings & current accounts.
- These were generally well-done.

Advice to Teacher

- Continue to teach all topics in the syllabus.
- Expose learners to similar questions after coverage of each topic.

SECTION B

Question 2

Required candidates to;

- a) explain any **five** challenges faced by entrepreneurs in the service businesses in Uganda.
- b) suggest **six** ways of reducing the challenges experienced in the service businesses in Uganda.

Weakness of Candidates

- In part (b), some candidates gave challenges faced in manufacturing businesses e.g. lack of land, raw materials, etc.
- Others gave suggestions not related to service businesses.

Advice to Teachers

- Distinguish the challenges affecting service businesses from other businesses.
- Assign learners as individuals or groups, to visit businesses in their community, identify and describe the different types of businesses, find out their respective challenges, write a report and make presentations in class.
- Guide learners to relate suggestions to challenges of each type of business.

Question 3

Candidates were required to;

- a) explain any **five** factors an entrepreneur should consider when choosing a mode of transport for the business.
- b) state any **five** benefits of efficient transport in business.

Weakness of Candidates

- Some candidates gave factors considered for choosing a medium of advertising instead of a mode of transport for a business.
- Had difficulty in stating benefits of efficient transport in business.

Advice to Teachers:

- Differentiate between a medium of advertising and a mode of transport.
- Ask learners to visit businesses in their communities and identify factors considered for choosing a mode of transport for a particular business, write a report and make presentation in class.
- Guide learners to discuss the benefits of efficient transport in business.

Question 4

Candidates were required to;

- a) explain any **five** circumstances under which an entrepreneur may sell goods on credit.
- b) advise an entrepreneur on any **five** ways of managing credit sales.

Weakness of Candidates

- Scanty points given i.e. points not satisfactorily explained.

Advice to Teachers

- Guide learners to discuss in depth issues articulated in part (a) & (b).
- Invite a resource person to discuss the concept of credit sales with learners i.e. circumstances of credit sales and ways of effectively managing credit.

Question 5

Candidates were to explain any;

- a) **five** requirements of local council authorities before giving a recommendation letter to an entrepreneur applying for a trading license.
- b) benefits of a registered business to an entrepreneur.

Weakness of Candidates

- Most candidates failed to interpret and relate the question.

Advice to Teachers

- Teach the topic as stated in NCDC Entrepreneurship Curriculum.
- Guide learners on question interpretation and how to apply the theory into day-to-day situations.
- Invite a resource person from local authorities to share with learners' issues in question.

Question 6

Required candidates to;

- a) advise an entrepreneur on ways of managing quality in the different stages of production.
- b) explain the importance of packaging to an entrepreneur.

Weakness of Candidates

Some candidates just outlined points instead of explaining them.

