UGANDA NATIONAL EXAMINATIONS BOARD

REPORT ON WORK OF CANDIDATES FOR PLE 2022

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REPORT ON WORK OF CANDIDATES FOR PLE 2022

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A recognised centre of globally competitive educational assessment and certification.

MISSION:

To conduct valid, reliable, equitable, and quality assessment of learners' achievement in a professional and innovative manner and award internationally recognised certificates.

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ACCOUNTABILITY:

To be fully answerable and transparent to those we serve.

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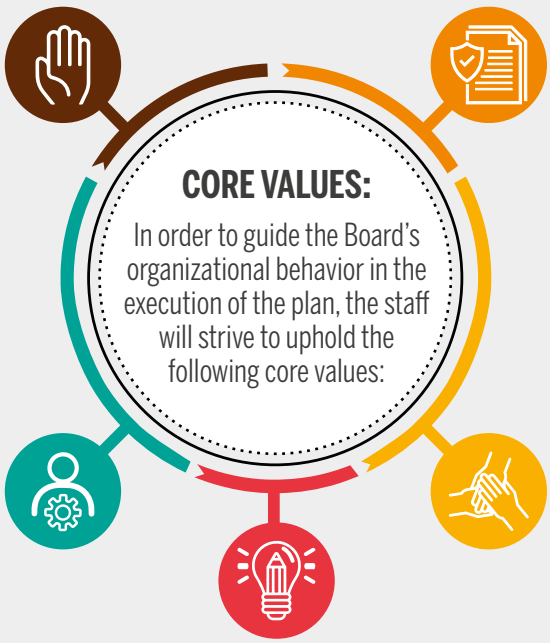

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TEAMWORK:

Combine talents and effort for excellent outcomes.

INNOVATIVENESS:

Continuously strive to better our solutions to our clients' needs in assessment through novelty

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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 marking PLE 2022 process, examiners compile subject reports on questions which were challenging to most candidates; weaknesses of candidates' responses and advice to teachers on how to guide learners in the subsequent years.

The general performance for 2022, indicated that Integrated Science was performed best, followed by Social Studies with Religious Education, then English, and Mathematics respectively. The same report provides; statistics on the performance of candidates disaggregated by districts and by gender, divisions obtained by candidates, and percentage in each division. It also includes sample work of good, average and weak candidates' work in Mathematics, Social studies with Religious Education, Integrated Science and English.

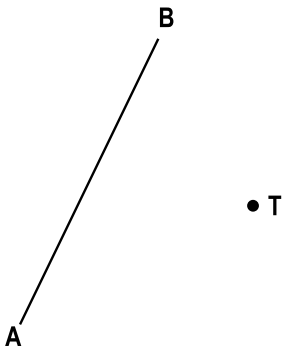
This report is expected to help subject teachers and other key stakeholders to have a deeper analysis of the topical areas in the curriculum where candidates did not perform well. Subject teachers are encouraged to go through this report alongside the question papers and the primary school curriculum so as to identify the content areas where learners experienced difficulties. All District/Municipal Education Officers (DEOs/MEOs), District/Municipal Inspector of Schools (DISs/MISs), City Education Officers(CEOs), City and Division Inspector of Schools, Education Development Partners and Heads of Schools are encouraged to support the teachers to implement the proposed recommendations for continuous school improvement. Head teachers and proprietors of private schools are further encouraged to ensure that the subject teachers get this report as soon as possible. Coordinating Centre Tutors (CCTs) are advised to organise continuous professional development (CPDs) programmes on some of the gaps identified for the benefit of the learners.

It is my prayer that you find this document useful.

Dan N. Odongo
EXECUTIVE DIRECTOR
Uganda National Examinations Board.

PLE 2022 REPORT ON WORK OF CANDIDATES

A. MATHEMATICS

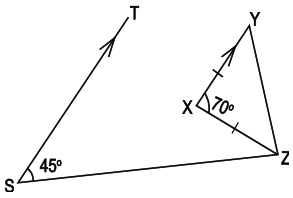
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
4.	To list the elements of set P given that PUQ = {1,2,3,4,5,6,7,8}, P∩Q = {1,4,7} and P'= {5,6,8}	■ Some candidates failed to list the elements of set P. ■ Other candidates had challenges in interpreting the set symbols.	■ Using real objects and real life experiences, help learners to understand set concepts such as Union, intersection and complement of a set. ■ Help learners to understand the different set symbols and their use in forming sets. ■ Give adequate practice on questions that enable them to analyse information where set symbols are given.
6.	To construct a line through a given point T parallel to the line AB. 	■ Many of the candidates left the space blank while other candidates drew lines which would meet when the lines are extended.	■ Help learners understand the properties of parallel lines i.e. - They are lines that do not meet even when they are extended. - The distance between them is the same at any point. - They are represented by arrows on them. ■ Help learners understand the purpose of each Mathematical instrument in a Mathematical set. ■ Guide learners in step by step construction of parallel lines. ■ Give adequate practice on construction of different lines.
7.	To write the number whose standard form is 7.43×10^2	■ A good number of candidates had difficulty in multiplying decimal numbers by powers of ten; therefore, they failed to write the number whose standard form was given.	■ Teach the concept of place value and relate it to the powers of 10 ■ Help learners understand what a number written in powers of ten means i.e. 10^2 *means* $10\times10=100$ 10^3 *means* $10\times10\times10=1000$ 10^4 *means* $10\times10\times10\times10=10000$ etc ■ Help learners understand that $7.43\times10^2 = 7.43\times10\times10$ $= 7.4^3\times100$ $= 743.00$ $= 743$ ■ Emphasize that when multiplying a decimal number by powers of 10, the decimal point shifts to the right. The number of places the decimal shifts is the number representing the power of 10. ■ Give learners adequate practice in writing numbers in standard form and vice versa.

<table>
<tr><th>QN</th><th>WHAT WAS REQUIRED</th><th>CANDIDATES' WEAKNESSES</th><th>ADVICE TO TEACHERS</th></tr>
<tr><td>11.</td><td>To find the probability that a card picked at random from a bag has a composite number given that the cards are marked with numbers 4,5, 6, 7, 8,9.</td><td>■ Many of the candidates failed to find the probability because they could not identify the composite numbers.
■ Other candidates stated the probability without showing the composite numbers.</td><td>■ Explain to learners the different types of numbers i.e., even, odd, triangular, square, cube, prime, composite etc.
■ Emphasise that composite numbers have more than two factors.
■ Guide learners to always identify the desired outcome and the sample space before stating the probability.
■ Help learners to identify composite numbers by first identifying the factors of the numbers as in;
<table><tr><th>Number</th><th>Factors</th></tr><tr><td>4</td><td>(1, 2, 4)</td></tr><tr><td>5</td><td>(1, 5)</td></tr><tr><td>6</td><td>(1, 2, 3, 6)</td></tr><tr><td>7</td><td>(1, 7)</td></tr><tr><td>8</td><td>(1, 2, 4, 8)</td></tr><tr><td>9</td><td>(1, 3, 9)</td></tr></table>.i.e composite numbers are: 4,6,8,9.
■ Create a Mathematics Learning Centre in the classroom to help learners develop practice of different concepts in mathematics and share their ideas.
■ Give adequate practice on solving problems involving probability.</td></tr>
<tr><td>15.</td><td>To calculate the total weight of pupils given that the weight of a teacher is 72 kg and the average weight of the teacher and three pupils is 50 kg.</td><td>■ Some candidates failed to calculate the total weight of the pupils. They had difficulty in relating average to total weight.</td><td>■ Help learners to understand that the term average also refers to mean. Average is got when one adds all the items given (sum) and divides it by the number of items, i.e.
$$Average = \frac{Total\ (sum)}{No.\ of\ items}$$
■ Explain that the total weight of the three pupils and the teacher can be got when their average weight is multiplied by the number of items. In this case, $\boldsymbol{50kg \times 4 = 200kg}$
■ But the teacher is 72kg, therefore the total weight of the pupils is; $\boldsymbol{200kgs - 72kg = 128kg.}$
■ Give learners adequate practice on problems involving averages.</td></tr>
</table>

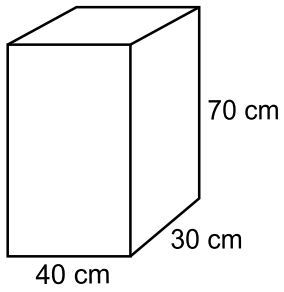
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
16.	To find the bearing of town V from town M given that town M is south East of town V.	■ A good proportion of the candidates failed to relate the compass points to the angles they form. They, therefore, could not find the bearing of town V from town M.	■ Illustrate to learners the 4 cardinal points of the compass. The 4 points between the cardinal points i.e., North East, South East, South West and North West. ■ Practically demonstrate to learners that bearing is an angle measured in a clockwise direction from a North line. ■ Use a variety of activities while teaching the principle of bearing and compass direction .e.g. timing left, right, clockwise or anticlockwise from a given point. ■ Help learners to understand the meaning of "from" and "to" as used in bearing.
22.	To calculate the profit a trader who bought 500 mangoes at sh250 each made, given that the trader sold 100 mangoes at sh350 each and the rest at sh300 each.	■ Some candidates had difficulty in interpreting the question. They did not realise that the question had two parts. ■ Other candidates failed to find the selling price of the mangoes and therefore could not find the profit that was made.	■ Use practical approaches such as role play using Ugandan currency when teaching learners selling, buying and calculating profit and loss. ■ Revise the work of P.3 and P.4 about profit and loss. ■ Help learners understand conditions that can lead to profit or loss. ■ Help learners understand that compound questions can be handled part by part. ■ Give learners adequate practice in solving problems related to money in daily life.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
24(b)	To find the time when a motorist left town, given that the motorist left home at 7:40 a.m. and travelled to town for 3 hours at an average speed of 64 km/h, stayed in town for 30 minutes and then travelled back home.	■ Many candidates could not find the time the motorist left town because they failed to add time where they are required to convert the minutes to hours (.i.e. 40 minutes + 30 minutes) ■ Some other candidates gave wrong units of the time.	■ Revise with learners the idea of; - 1 hour = 60 minutes. - 1 minute = 60 seconds. - Help them to convert minutes to hours, minutes to seconds and vice versa using these relationships. ■ Explain the concept of duration and departure/ arrival time using real life experiences such as moving from home to school. ■ Help learners to answer such question part by part. Guide them to understand addition and subtraction of time (both hours and minute). For example, in the case of this question, - Time he started the journey = 7:40 am - Time spent on journey = 3hrs - Time spent resting = 30 minutes Add: 7:40 + 3:00 10:40 am (Reached town) Then: 10:40 + 30 10:70 ■ **Note that the 70 minutes gives 1 hour 10 minutes.** So the time the motorist left town is 11:10 am ■ Emphasise the use of correct units of time. 12:00 is Noon, and one minute after noon is p.m which ends at 11:59 (pm) (in the night).

<table>
<tr><th>QN</th><th>WHAT WAS REQUIRED</th><th>CANDIDATES' WEAKNESSES</th><th>ADVICE TO TEACHERS</th></tr>
<tr><td>24(c)</td><td>To calculate the speed at which the motorist travelled back given that the motorist reached home at 3:10 p.m.</td><td>■ Some of the candidates failed to calculate the speed at which the motorist travelled back home because they could not find the time the motorist took to reach home.</td><td>■ Introduce the idea of duration by first making learners subtract time within the same phase (a.m and also within p.m).
For example;
How long is it from 8:10 a.m to 9:30 a.m?
Ending time = 9:30 a.m
Starting time = - 8:10 a.m
1:20
Duration is 1 hour and 20 minutes.
■ Then later introduce the idea of converting time from 12 hour clock system to 24-hour clock system and vice versa.
■ Help learners to identify the relationship that exists among the speed, time and distance, hence;
$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$
■ Give learners adequate practice in problems that involve distance, time and speed.
■ Emphasise the use of correct units for speed, distance and time at all times..</td></tr>
<tr><td>28.</td><td>To find the cost of an exercise book given that a mathematical set costs sh 2000 more than an exercise book and the cost of two exercise books is the same as $\frac{2}{5}$ the cost of a mathematical set.</td><td>■ A good number of the candidates failed to form correct equation in order to find the cost of an exercise book.
■ A few other candidates failed to interpret the question.</td><td>■ Guide learners to read and interpret word problems with fractions carefully. You may adopt the use of tables as shown below;
<table><tr><th>ITEM</th><th>EX. BOOK</th><th>MTC SET</th></tr><tr><td>Cost</td><td>b</td><td>b + 2000</td></tr></table>■ The cost of 2 books is the same as $\frac{2}{5}$ cost of a math set.
$2b = \frac{2}{5}(b + 2000)$
■ Help learners to formulate equations including fractions. After forming the equation, solve it carefully by first making it linear. i.e. multiplying both sides by 5 (the denominator of the fraction).
$5 \times 2b = 5 \times \frac{2}{5}(b + 2000)$
$10b = 2(b + 2000)$
$10b = 2b + 4000$
$10b - 2b = 2b - 2b + 4000$
$8b = 4000$
$\frac{8b}{8} = \frac{4000}{8}$
$b = 500$
■ Encourage learners to always form equations in terms of what they are expected to find.
■ Give learners adequate practice in word problems involving equations.</td></tr>
</table>

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
29.	To find the size of angles (a) XYZ and (b) SZX in the diagram given that line XY=XZ and line TS is parallel to line XY, angle TSZ=45° and angle YXZ =70°.  	(a) Some candidates failed to identify the triangle XYZ as an isosceles triangle. ■ Other candidates failed to apply the angle properties of an isosceles triangle.	■ Help learners identify polygons by their properties. ■ Practically, help learners investigate the properties of triangles i.e. - Length of sides - Size of angles - Total interior angle sum. ■ Emphasise that in isosceles triangle, similar symbols are used to show equal sides and the base angles are the angles formed on the third side of the triangle. ■ Give adequate practice on various polygons in relation to their properties.
		(b) Many candidates did not extend the lines XY or XZ in the diagram that could enable them see the angle properties on parallel lines. ■ Other candidates failed to use the angle properties on parallel lines to determine the size of angle SZX.	■ Help learners to understand the following angle properties on parallel lines i.e. vertically opposite angles, corresponding angles, alternate angles, co interior and co-exterior angles. ■ Practically demonstrate to learners that to find the size of angle SZX, it requires extending line XY to meet line SZ so that the type of angle formed can be seen. This helps in finding the value of the unknown angle. ■ Give learners adequate practice on problems involving multiple angle properties.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
31(a)	To find the number of text books supplied, given that a company supplied books to three schools F, G and H in the ratio 4:5:6 respectively and that school F received 72 books less than school G	■ Many candidates failed to use the difference in the ratio to determine the number of text books supplied by the company.	■ Explain to learners the concept of ratios as a form of comparing two or more quantities of the same kind. For example, ratio of girls to boys, ratio of books shared to schools etc. ■ Help learners to understand the relationship between ratios and proportions. i.e., whereas ratio compares two or more quantities of the same kind, proportion is used to represent two ratios (proportion can be used to solve problems in ratios). ■ Use real objects or diagrams to explain such problems. For example, in this case the total parts that represent books supplied is 4 + 6 +5 = 15. ■ Each of the boxes drawn below represent equal number of books that were given. ■ Thus, Red for school F, Blue for G and white for H F F F F G G G G G G H H H H H ■ Since school F received 72 books less than school G, and the boxes represent equal number of books, the difference in number of boxes is by two boxes ie 6 - 4 = 2. ■ Therefore, if 2 boxes represent 72 books, ■ Then 1 box represents 72 ÷2 = 36 books. ■ So the 15 boxes have 15× 36 = 540 books. ■ Give learners adequate practice on problems involving ratios by varying the words that represent quantities such as more and less than.
31(b)	To calculate the number of books school H got.	■ A good number of candidates failed to calculate the number of books school H got because they failed to use the information given correctly.	■ Guide learners to calculate the number of books school H got by multiplying the number of boxes representing school H by what each box represents 5 × 36 = 180 books. ■ Give learners adequate practice on problems involving ratios.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
32(a)	To find the capacity of the given tank in litres  	■ Many candidates failed to relate volume to capacity. They therefore could not find the capacity of the tank in litres.	■ Practically help learners to understand the difference between volume and capacity. ■ Volume is the amount of space a substance occupies (whether solid, liquid or gas). ■ Capacity is the ability of something to hold, receive or absorb a substance (Reference: NCDC primary Seven Curriculum). ■ Help learners to understand the relationship between the units of volume and that of capacity. Thus: 1 litre = 1000 cubic centimetres(cm^3). And 1000litres =1 m^3 ■ Forexample help learners understand that a containerwhose volume is 2500 cm^3 holds $\frac{2500}{1000}$= 2.5 litres and a containerwhose volume is 10m^3 holds; 10 x 1000 = 10,000 litres of water. ■ Guide the learners to convert volume to capacity and vice versa as in; How many litres are in 84000cm^3? Since, 1000cm^3 = 1 litre $\therefore$ 84000cm^3 = $\frac{84000}{1000}$ = 84 litres
(b)(i)	To calculate the amount of water in litres that will leak out of the tank in 12 hours given that the water leaks at a rate of 1.5 litres per hour.	■ Some candidates used wrong units yet they were advised to find the amount of water that leaked out in 12 hours in litres.	■ Emphasise the use of correct units for capacity and volume.
(b)(ii)	To calculate the height of the water that remains in the tank after the 12 hours.	■ Many of the candidates had difficulty in finding the height of the water that remained in the tank because they failed to find the amount of water that leaked out of the tank in 12 hours.	■ When teaching about volume and capacity, create situations that bring relevance in real life as is the case of water leaking out, animals drinking water from their pans, etc. ■ Integrate topics such as Proportion and Time to help learners transfer knowledge from one situation to another. ■ Give learners adequate practice on problems involving capacity and volume of different shapes/containers.

B. SOCIALSTUDIES WITH RELIGIOUS EDUCATION

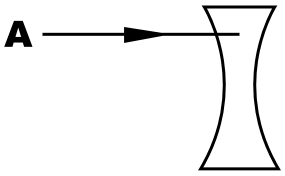
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
2.	To give the major tourist attraction in Mgahinga National Game Park.	Some candidates abbreviated mountain in Mountain Gorilla as "Mt." which made it a name of a physical feature but not an animal.	■ Help learners to realize that words that refer to physical features such as mountains, lakes and rivers when used in naming an animal are not abbreviated especially those used to differentiate animals in terms of their habitats. ■ Encourage learners to write full names of specific national parks and other features ■ Use a dictionary to bring out the meaning of unclear words/abbreviations.
3.	To state one way in which the International Monetary Fund (IMF) helps to promote development in Uganda.	Majority of the candidates misunderstood the question, and therefore mixed up the roles of IMF and those of Commercial banks.	■ Guide learners to identify the UN agencies and their roles towards the development of Uganda. ■ Guide learners to explain the functions of IMF/African Development Bank (ADB)/ International Bank for Reconstruction & Development (IBRD) and relate the activities to their contribution towards development in Uganda while giving examples of IMF/ADB/ IBRD funded projects and/or programmes. ■ Discuss with learners the entities like commercial banks through which IMF channels its funds for various development at local and national levels in order to differentiate the roles. ■ Discuss the concept of development and compare the roles of International Agencies like ADB, IBRD and commercial institutions in terms of their contribution towards the development of Uganda.
8.	To give the meaning of the term 'population density'.	Candidates mixed up the terms used in population .e.g. population growth, population distribution, over population and population structure.	■ Using illustrations, guide learners to identify and explain the meaning of different terms used in Population like population density, population census, population distribution, population growth and population structure. ■ Help learners to explain key terms used in population in reference to places that illustrate the terms in the local environment. ■ Help learners to read, spell and construct sentences using the key words used in population.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
10.	To mention any one role played by Kwame Nkrumah during the Pan African Conference of 1958.	■ Most candidates failed to differentiate the role Kwame Nkrumah played during the struggle for independence with that of Pan African Conference of 1958.	■ Guide learners to identify the key Pan-Africanists and Nationalists. ■ Discuss the contributions of key Pan-Africanists, for example; Kwame Nkrumah: - Organized/hosted/chaired the first Pan-African Conference in Africa in 1958. - As a nationalist, he mobilized the youth, primary school leavers, ex-soldiers and farmers to join the Convention Peoples Party (CPP) and started the Accra Evening News that carried CPP messages to the people. ■ Help learners to distinguish between the roles of Pan-Africanists from Nationalists. ■ Discuss the different methods used by the Pan-Africanists and nationalists in their struggle for independence like organizing conferences and specific roles they played in such methods.
15.	To give any one way in which Ugandans benefitted from the representation on the Legislative Council (LEGCO) during the struggle for independence.	A section of candidates gave the general roles of LEGCO to the people instead of linking it to the struggle for independence.	■ Help learners to explain why LEGCO was formed and identify the first Ugandan representatives on the LEGCO. ■ Guide learners to relate the roles of, and/or activities carried out by LEGCO to how they benefitted the people of Uganda during the struggle for independence. ■ Discuss with learners how LEGCO and other associations helped in the struggle for independence to ensure a peaceful way of regaining freedom.
16.	To name the line of longitude that passes through Accra in Ghana	A few candidates failed to identify the line of longitude, so they could not name the line of longitude that passes through Accra in Ghana.	■ Use atlases or wall maps to guide learners identify major towns, cities, features, districts, and countries crossed by the imaginary lines (latitudes and longitudes). ■ Guide learners to draw the map of Africa and mark the Greenwich Meridian and other imaginary lines.

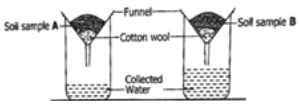
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
18.	To give any one way through which the African Union (AU) promotes peace among member countries	Most candidates gave the general objectives of AU instead of how specific objectives benefitted the member countries.	■ Guide learners to explain the objectives of international organisations like AU, UN, Commonwealth separately. ■ Discuss with learners how an organisation like AU promotes peace, security and stability. For example; organizing peace talks, sending peace keeping forces to war torn areas and promoting good governance and democracy. ■ Help learners to discuss how member countries benefit from the implementation of each objective of AU while citing local examples.
26.	To state any one reason for the signing of the Anglo-German Treaty of 1890.	Some candidates merely stated the general reasons for the signing of colonial agreements because they did not understand the term 'Treaty'.	■ Guide learners to identify different treaties and agreements signed between the European powers. For example, the Anglo-Germany treaty or Heligoland treaty. ■ Discuss reasons for signing the agreements/ treaties. For example, the Anglo-German Treaty of 1890; - Enabled Britain to acquire Uganda and Germany took over Heligoland. - Helped to end British and German conflict at the coast.
31.	To give any one reason why Uganda has less irrigation projects compared to Libya.	Many candidates could not compare Uganda's climate with that of case study country-Libya.	■ Help learners to compare Uganda's climate with that of the case study countries and also compare crop farming in Libya with crop farming in Uganda. ■ Guide learners to explain conditions that make establishment of irrigation projects inevitable while relating to different countries.
42(a)	To mention any two raw materials the Europeans received from Americas during the Trans-Atlantic Trade.	Candidates failed to identify the raw materials, hence, could not mention any two raw materials the Europeans received from Americas during the Trans-Atlantic Trade.	■ Use sketch map of the trade routes to explain the meaning of Trans-Atlantic Trade and guide learners to name the continents involved in the trade. ■ Help learners identify the various items/ commodities of trade during the Trans-Atlantic trade and categorize them according to the continents the items were destined for.

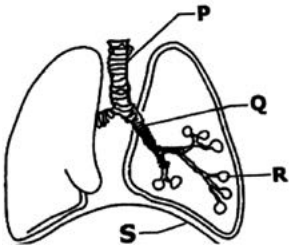
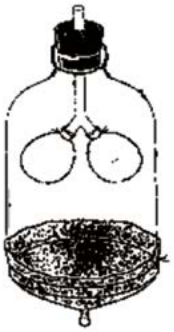
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
46(a)	To give any one other example of a primary industry apart from farming.	■ A section of candidates failed to understand the term 'primary industry', so they could not give any one other example of primary industry apart from farming.	■ Guide learners to classify industries, give their meaning, differences and relevant examples. For example: ■ Primary industry (farming, fishing, mining, lumbering), ■ Secondary industry (textile production, steel production, oil refinery, food processing) and ■ Tertiary Industry (Banking, Insurance).
47(b)	To identify the type of climate shown in the table. Months: J F M A M J J A S O N D Rainfall (mm): - - - - 20 18 22 16 - - - - Temperature (°C): 37 39 40 40 40 39 37 39 40 42 44 38	■ Many candidates failed to interprete the graph, hence could not identify the type of climate shown.	■ Using maps/charts/graphs, help learners to relate information on tables to characteristics of different climatic regions.
47(d)	To mention one factor that influences the type of climate shown in the table	■ Few candidates mentioned the general factors influencing climate instead of mentioning the specific factor.	■ Guide learners to relate climate types to corresponding factors influencing their occurrence. For example: Factors that influence desert climate are; cold ocean currents and offshore winds.
49(c)	To state how some wrong information about Africa made the work of the explorers difficult.	■ Most candidates failed to interpret the question, hence, could not state how wrong information about Africa made the work of the explorers difficult.	■ Help learners to identify the sources of information to the Europeans. ■ Help learners to categorize the information about Africa as 'accurate' and 'wrong' and challenges resulting from the wrong information. ■ Explain why some Africans gave the explorers wrong information. ■ Discuss how the wrong information about Africa made the work of explorers difficult.
52(a)	To mention any other two parts of the fruit of the Holy Spirit apart from love.	■ Candidates had mixed understanding of the Gifts and Fruit of the Holy Spirit, hence a majority mentioned the gifts of the Holy Spirit instead of the Holy Spirit.	■ With reference to the Holy Bible, discuss with learners terms used in relation to the Holy Spirit, for example, fruit, gift, power etc. ■ Guide learners to understand the parts of the fruit of the Holy Spirit using illustrations like a tree with fruits named as; love, peace, joy, gentleness, patience, self-control, kindness, faithfulness and goodness. ■ Guide learners to list the Gifts and parts of Fruit of the Holy Spirit separately in order to compare them.

C. INTEGRATED SCIENCE

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
3.	To give any one use of proteins in the human body	■ Failure to give any one use of proteins in the human body. ■ Candidates had responses like to replace body cells.	■ Use different examples of foods to guide learners to identify different classes- of food and their uses in the human body. ■ Create and use Science Centre to enhance learning about food and nutrition. ■ Invite a resource person such as a nutritionist to speak to learners about food and nutrition.
8.	To complete the path of ray A as it passes through a given lens. 	■ Some candidates failed to complete the ray of light as it passes through a concave lens correctly. ■ Some candidates drew beams instead of completing a single ray. This could have been as a result of rote learning and cram work.	■ Practically, teach the concept of refraction of light using concave and convex lenses, glass prisms and other media. ■ Help learners to differentiate between ray and beams of light. ■ Encourage learners to do more reading on light. ■ Use a variety of approved textbooks and other references when teaching this topic.
11.	To state the reason why the volume of water in a container rises when a stone is lowered in it.	■ Failure to state the reason why the volume of water in a container rises when a stone is lowered in it. ■ Most candidates had responses as "the stone is denser than water."	■ Demonstrate the concept of displacement of fluids using locally available materials such as mineral water bottles and straws. The use of Eureka Can and measuring cylinders is also highly encouraged. ■ Guide learners to make correct observations, reading, recordings and conclusions. ■ Help learners understand the relationship between the water displaced and the volume of the object by emphasising to them that the volume of the water rises because the object displaces the water equal to its volume.
15.	To state any one way of conserving fossil fuels.	■ Failure to state any one way of conserving fossil fuels. ■ Most candidates gave ways of conserving wood fuel instead.	■ Explain the meaning of fossil fuels (fuels got from the remains of plants and animals that were buried underground thousands of years ago). For examples crude oil, coal, natural gas etc. ■ Explain the various energy resources and their sources. ■ Give various ways of conserving resources and different fuels in the environment. ■ Guide learners to carry out research on conservation of resources and make presentations in the class. ■ Explain the concept of conservation and encourage learners to discuss and implement a conservation project at school or home.

<table>
<tr><th>QN</th><th>WHAT WAS REQUIRED</th><th>CANDIDATES' WEAKNESSES</th><th>ADVICE TO TEACHERS</th></tr>
<tr><td>22.</td><td>To give any one condition that may make an electric bulb fail to produce light in a complete circuit.</td><td>■ Some candidates failed to give any one condition that may make an electric bulb fail to give light.
■ Few other candidates gave the causes of short circuit.</td><td>■ Demonstrate the components of a simple circuit and explain the importance of each component
■ Help learners to relate what is learnt in class to their daily life practices.
CAUTION:
Teachers are cautioned not to expose learners to electrical experiments without guidance and supervision.</td></tr>
<tr><td>24.</td><td>To mention any one way in which you can prevent some clothes from staining others during washing.</td><td>■ Failure to mention any one way of preventing clothes from staining others during washing.
■ Most candidates had their resposnes as "use of detergents."</td><td>■ Demonstrate the steps (procedure) for washing clothes and emphasise the importance of each step.
■ Discuss each step as illustrated in the able below;
<table><tr><th>Step</th><th>Meaning</th><th>Purpose</th><th>How it is done.</th></tr><tr><td>1. sorting</td><td></td><td></td><td></td></tr></table>■ Relate what is learnt in school to what is done in daily practices by encouraging learners to practices these steps at home/school.</td></tr>
<tr><td>29.</td><td>To give the reason why sound travels fastest in solids compared to other states of matter.</td><td>■ Most candidates failed to give the reason why sound travels fastest in solids compared to other states of matter.
■ A section of camdidates gave theor repsonses in form of heat instead of relating it to sound.</td><td>■ With the help of objects, demonstrate that sound travels when vibrations of particles are transmitted to other particles.
■ Using illustrations, explain to the learners the relationship between the speed of sound and arrangement of molecules in different states of matter.
■ Use a variety of teaching methods such as role play and dramatization when teaching this topic.</td></tr>
<tr><td>33.</td><td>To state the reason why ash is usually applied around the pit hole of a latrine.</td><td>■ Failure to state the reason why ash is usually applied around the pit hole of a latrine.
■ Some other candidates had their responses as "to kill maggots."</td><td>■ Using locally available materials, demonstrate ways of cleaning and maintaining latrines.
■ Discuss with learners various materials used in cleaning and maintaining latrines and their importance.
■ Explain to the learners that ash is one of the local materials used to reduce bad smell in a pit latrine.
■ Encourage learners to clean latrines/toilets at home and school.</td></tr>
</table>

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
41(c)	To state the type of change that takes place when a fruit ripens.	■ Some candidates failed to state the type of change that takes place when a fruit ripens. ■ Candidates stated chemical change isntead of biological change.	■ Clearly explain the meaning of Biological i.e. any change in a living organism. ■ Help them to understand that biological changes are not only to do with growth. For example, ripening of a fruit is a biological change. ■ Use local examples to help learners understand different types of changes.
44(b)	To find the mass of Jjuko who sat 4 metres away from the pivot on one side of the sea-saw to balance with Okello who weighs 40kgs and sat 2.5 metres on the other side.	■ Failure to calculate the mass of the body on the opposite side of the sea-saw. ■ Some candidates mixed up the effort and effort distance with the load and load distance in their calculation of Jjuko's mass.	■ Use locally available machines to teach the principle of moments. ■ Help learners to identify parts of a lever. ■ Guide learners to understand that the longer the effort arm, the less the effort used to overcome/lift the load.
45(d)	To give one way in which the structure of capillaries enables them to exchange body materials.	■ Candidates failed to give the ways the structure of capillaries helps in exchange of body materials. ■ Most candidates instead gave the characteristics of capillaries.	■ Use clear illustrations to teach the structures of different blood vessels. ■ Explain how the structure of blood vessels helps them to carry out their functions. ■ Use video clips where possible to emphasize how different blood vessels work.
47(d)	To give any one reason why little water was collected in a container with soil sample A (clay soil) 	■ Failure to give the reason why little water was collected in soil sample A (clay soil). ■ Some candidates gave characteristics of clay soil without referring to the given information about the diagram.	■ Using soil samples help learners to understand the different types of soil. ■ Conduct experiments with learners on different types of soil to show their properties. ■ Guide learners to make correct observations, recordings, interpretations and conclusions from the experiments conducted.
48(a)	To state any two effects of chewing miraa (Khat) to the human body.	■ Most candidates failed to give the effects of miraa to the human body. ■ A section of candidates instead gave the effects of smoking to the human body.	■ Discuss the common drugs abused in different communities. ■ Guide learners to understand the effects of each of the drugs abused. ■ Encourage learners to read on drugs commonly abused and make their reports/ presentations to the class. ■ Organise role plays on effects of drugs and drug abuse. ■ Use resource persons (counsellors, police, religious leaders) to talk to learners about drugs and drug abuse

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
51(d)	To explain what happens to part S during the process of breathing in.  	■ Most candidates failed to explain what happens to part S (diaphragm) during the process of breathing in. ■ A section of candidates gave the function of the diaphragm while others gave functions of lungs.	■ Use models to help learners understand parts of the respiratory system.  ■ Demonstrate the process of breathing using the model. ■ Guide learners to carefully observe and explain what happens to the lungs and diaphragm during breathing. ■ Encourage learners to make their own models for display using locally available materials.
53(b)	To state any two characteristics of trees suitable for agroforestry.	■ Failure to give characteristics of trees for agroforestry. ■ Some candidates gave the importance of agroforestry instead of characteristics of trees for agroforestry.	■ Help learners understand what is meant by agroforestry. ■ Use excursions to expose learners to agroforestry practices. ■ Explain the characteristics of trees suitable for agroforestry. ■ Encourage learners to practice agroforestry at home and their school.
54.	To write four other steps you will take to prepare salt sugar solution (**SSS**) for treating dehydration at home after washing hands.	■ Candidates failed to write the steps for the preparation of SSS after washing hands. ■ Most candidates started with washing hands and yet it was already given. This could have been as a result of teaching this topic theoretically.	■ Demonstrate to the learners how to make **SSS** locally. ■ Emphasise to the learners that the ratio of salt to sugar used depends on the quantity of **SSS** that is to be made. e.g. 1 litre = 1:8 2 litres = 2:16 3 litres = 3:24 etc ■ Emphasize to the learners the steps sequentially and explain the importance of each. ■ Encourage learners to make and use **SSS** as first aid to prevent dehydration at home.

D. ENGLISH

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
1 to 5	**Vocabulary:** To fill in the blank spaces with suitable words.	■ Some candidates filled the blank spaces with words that were not suitable. ■ Some other candidates could not write the correct spelling of the words to be filled in.	■ Guide learners to understand the parts of speech and how they are used in sentences, for example, the use of pronouns *who*, *whose*, *whom*, etc. ■ Always use a dictionary to emphasize meaning, pronunciation and spelling of every word. ■ Where possible, use instructional resources such as ICT to teach sounds of words. ■ Organize excursions to where some activities like brickmaking, farming, vehicle maintenance and baking are carried out. ■ Invite resource persons to talk more about some topics such as *Safety on the Road, Occupations* and *Vehicle Repair and Maintenance*. ■ During lessons, engage learners in different spelling activities such as filling-in letters, jumbled letters, dictation, and spelling games. ■ Revise vocabulary taught in the previous classes.
6 to 15	**Formation and Transformation of Words:** To use the correct forms of the words given in brackets to complete the sentences.	■ Some candidates transformed the words given in brackets incorrectly. ■ Other candidates wrote the words incorrectly.	■ Help learners to practice the formation of different words from given words, for example from *enjoy* to *enjoyable* or *enjoyment*, and from *smart* to *smartly* or s*martness*.
16 and 17	**Abbreviations:** To write the short form of the given words.	■ Failure to write the correct short form of the given words.	■ Expose learners to all short forms related to the topics in the syllabus. ■ Help learners to practice writing contractions with proper positioning of apostrophes and correct spelling.
18 and 19	**Word Order:** To rearrange the given words to form a correct sentence.	■ Some candidates arranged the words incorrectly. ■ Other candidates failed to punctuate the sentences correctly. ■ Others also left out (a) word(s) and the given punctuation marks in their responses.	■ Guide learners on correct word order in sentence construction, for example SVO (Subject-Verb-Object) for declarative sentences. ■ Help learners to identify the opening words among the given jumbled words. ■ Encourage learners to use all the items given in the jumbled words. ■ Give learners regular practice on sentence construction and punctuation. ■ Guide learners to write sentences in different tenses and voices.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
20 and 21	**Alphabetical Order:** To arrange the given words in alphabetical order.	■ Some candidates arranged the given words incorrectly. ■ Other candidates separated the closed compound words. ■ Other candidates left out or added some words.	■ Help learners to understand the skills of arranging words in alphabetical order. ■ Encourage learners not to omit any of the words given or add to the ones given. ■ Encourage learners not to separate closed compound words, for example, chalkboard to chalk board
22 to 24	**One Word for Many:** To give one word for the underlined group of words.	■ Some candidates gave incorrect single words for the underlined group of words. ■ Other candidates failed to spell the single words correctly.	■ While teaching vocabulary, guide learners to identify other words that mean the same as the vocabulary. ■ Emphasize the correct spelling of words. ■ Encourage learners to practice completing cross-word puzzles. ■ Integrate some vocabulary from other curriculum subjects, for example, dentist, passenger, forest, etc.
25 and 26	**Homophones:** To use the given words in a sentence to show that you know the difference in their meaning.	■ Most candidates constructed sentences that could not bring out clear meaning of the given pair of words. ■ Other candidates defined the words instead of using them in context.	■ Give learners the opportunity to construct sentences using different homophones. ■ Encourage learners to use homophones in context instead of defining them.
27 and 28	**Number:** To give the plural form of the given words.	■ Some candidates gave incorrect plural forms of the given words.	■ Teach formation of plurals of countable nouns in their different categories, for example those ending in *-y*, *-o*, and *-x*, as seen below: country-countries, mango-mangoes and box-boxes.
29 and 30	**Opposites:** To rewrite the sentences giving the opposite of the underlined words.	■ Some candidates gave incorrect opposite of the underlined words.	■ Expose learners to opposites of different words learnt in every topic. ■ Help learners practice using opposites in sentences.
31 to 50	**Sentence Transformation:** To rewrite the sentences as instructed in brackets.	■ Some candidates used most of the given structures incorrectly.	■ Teach learners structures according to their clusters, for example *even though*, *although*, *though*, *despite*, *in spite of*, *much as* and *but*. ■ Encourage learners to practice using the different structures in class and outside class.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
51 and 53	**Comprehension (Continuous Texts):** To read the passage/ poem and then answer the questions that follow in full sentences.	■ Most candidates used inappropriate tenses and voices. ■ Some other candidates gave short responses to the questions, hence failing to follow the given instructions. ■ There was also rampant omission/ addition/ interchange of articles and lifting sentences from the texts. ■ Some candidates failed to suggest suitable titles to the texts.	■ Give learners adequate practice on reading texts. ■ Guide learners to always maintain the tense and voice used in the question. ■ Encourage learners to form their own questions for the texts they have read. ■ Encourage learners to write their responses in full sentences as instructed. ■ Allow learners to recite the poems given to aid comprehension before they answer questions related to them. ■ Guide learners to use articles appropriately. ■ Guide learners on how to extract titles from texts.
52 A and B	**Comprehension (Non-Continuous Texts):** To study the given revision timetable and notice and answer the questions that follow in full sentences.	■ Some candidates gave short responses to the questions. ■ Other candidates used wrong tenses in their responses. ■ Others also omitted articles where they were required.	■ Give learners adequate practice on interpretation of texts. ■ Guide learners on the techniques of answering questions from texts. ■ Guide learners to maintain the tenses as given in the questions.
54.	**Composition (Jumbled Story):** To rewrite the given sentences in the correct order in order to form a composition about Road Accidents.	■ Some candidates failed to connect the ideas in the jumbled story. ■ Other candidates wrote incomplete sentences. ■ Most candidates merely used letters /figures instead of rewriting the sentences.	■ Guide learners on the skills of composition writing (both guided and free writing). ■ Guide learners to identify linking words that lead to the next sentences. ■ Encourage learners to write complete sentences as opposed to merely using letters/figures.
55.	**Letter writing:** To write a formal letter to the school librarian so as to borrow a dictionary.	■ Some candidates failed to follow the given rubric. ■ Most candidates wrote informal letters instead of formal letters. ■ Other candidates failed to use the correct tense appropriate for writing the letter.	■ Guide learners on the skills of writing both formal and informal letters. ■ Encourage learners to follow the rubric given. ■ Encourage the learners to always follow the tense given in the question.

GENERAL COMMENTS

Uganda National Examinations Board appreciates teachers in their efforts to prepare learners for PLE every year. Many of them cover the contents of the syllabuses in time. However, others still do not prepare their learners adequately.

In order to prepare learners for improved performance, the following recommendations have been made to teachers, Education Officers and School Management Committees:

a) Teachers should:

(i) use learner-centred methods of teaching to enable active learner participation. Some of these methods include: group work, projects, demonstrations, role plays, dramatization, excursions, and others. These methods help learners to understand concepts they are taught easily and also enable them to put what they learn into practice.

(ii) follow the curriculum and use textbooks approved by NCDC while preparing their schemes of work and lesson plans. This will help them to know the right content for a specific class and give learners the necessary information.

(iii) embrace the use of technology during teaching so as to diversify and enhance learning.

(iv) develop language competences in the learners across all subjects. They should encourage them to read and write storybooks, participate in debates, conduct spelling games and participate in handwriting competitions.

(v) use locally available materials as much as possible to enable learners relate their classroom experiences to real life.

(vii) give learners opportunity to practice answering more questions involving 'why', and 'how' during teaching.

(viii) relate the primary seven class contents to topics taught in previous classes for better understanding.

b) Education officers should:

(i) address the knowledge gaps in teachers by regularly organising continous professional development sessions.

c) School Management Committees (SMC)

SMCs should ensure availability and effective use of formal and informal teaching/learning materials. Some of the materials in these subjects include;

Mathematics

- Assorted textbooks recommended and approved textbooks by MoES and NCDC.
- The curriculum for each class
- Mathematical instrument sets for each child in upper primary.
- Chalkboard drawing sets for teachers use and demonstrations.
- Graph and square books.
- Enough note books for pupils and teachers.

Social Studies

- Assorted recommended and approved textbooks.
- The curriculum for each class.
- Atlases, Globes and wall maps
- Teacher made charts.
- Ground maps.
- Resource persons.

Integrated Science

- Assorted recommended and approved textbooks.
- The curriculum for each class.
- Simple assorted chemicals and apparatus such as ....
- Real objects in the environment such as plants, insects, animals, soil, etc.
- Teacher made charts.
- Models
- Specimens (e.g. plants ....
- Documentaries in form of video clips
- Resource persons

English

- Assorted recommended and approved textbooks.
- The curriculum for each class.
- Class readers
- Dictionaries / thesauri
- Flash cards
- Workbooks / cards
- Audio tapes and players
- Resource persons

COMPARISON OF GOOD, AVERAGE AND WEAK CANDIDATES' WORK

Mathematics

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

- Neat and well laid out work.
- Proper understanding of the concept of angles on parallel lines and angles in isosceles triangle.
- Systematically worked out the question up to obtaining angle of 55^0 and 25^0 respectively.
- Correct units used.

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

- Neat layout of work.
- Correct working of the size of angle XYZ.
- Failure to calculate size of angle SZX.

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

- Lack of knowledge on what should be done.
- Wrong calculations on each part of the question.
- Failure to comprehend what was required.

Social Studies with Religious Education

Good candidates work shows the following points: *(see Appendix IV)*

- All answers to the questions are correct.
- The answers are neatly written and in clear language.
- Demonstrated understanding of the demand of the questions.

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

- Some of the answers to the questions are correct while others are wrong.
- Candidate had difficulty in writing correct spellings of some answers.
- Inadequate knowledge of what was required in many of the questions.

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

- Wrong answers in almost all questions.
- Lack of understanding of the questions.
- Failure to read and understand the questions.

Integrated Science

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

- All answers to the questions are correct.
- The answers are neatly written.
- The answers are expressed in clear language.
- The candidate has good understanding about seed dispersal and respiratory system.

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

- Some answers to the questions are wrong.
- Handwriting is neat and legible.
- The candidate lacks some facts on the two topics tested in the two questions shown.

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

- All answers to the questions are wrong.
- The answers written shows lack of understanding of the questions.
- The words used in answering the questions were picked from parts of other questions.
- Failure to read and understand the questions

English

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

- The responses are correctly written.
- The responses are neatly written.

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

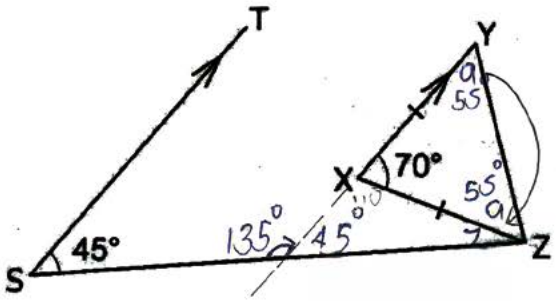
- Some responses are not grammatically correct.
- The handwriting is legible.
- Candidate's work has some crossings.

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

- Most of the responses are incorrect.
- Candidate's work has several crossings.
- Candidate's work shows the candidate failed to understand what was asked.

APPENDICES

29. **In the figure below, line XY = XZ and line TS is parallel to line XY. Angle TSZ = 45° and angle YXZ = 70°. Study the figure and use it to answer the questions that follow.**



Find the size of angle;

(a) XYZ ***(02 marks)***

Let angle Y be a

$a + a + 70^\circ = 180^\circ$

$2a + 70^\circ = 180^\circ$

$-70^\circ \quad -70^\circ$

$2a = 110^\circ$

$\frac{2a}{2} = \frac{110^\circ}{2}$

$a = 55^\circ$

angle XYZ = 55°

(b) SZX ***(03 marks)***

$180^\circ - 45^\circ = 135^\circ$

$110^\circ + 45^\circ = 155^\circ$

Let ∠SZX be z.

$z + 55^\circ + 55^\circ + 45^\circ = 180^\circ$

$z + 110^\circ + 45^\circ = 180^\circ$

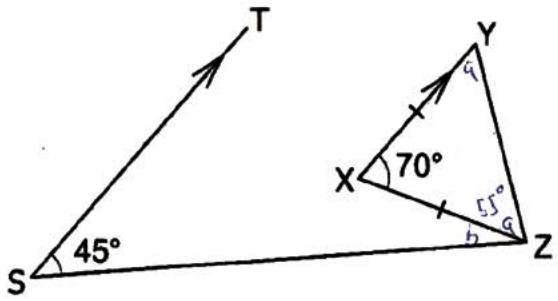
$z + 155^\circ = 180^\circ$

$-155^\circ \quad -155^\circ$

$z = 25^\circ$

angle SZX = 25°

29. In the figure below, line XY = XZ and line TS is parallel to line XY. Angle TSZ = 45° and angle YXZ = 70°. Study the figure and use it to answer the questions that follow.



Find the size of angle;

(a) XYZ *(02 marks)*

$a + a + 70^\circ = 180^\circ$

$2a + 70^\circ = 180^\circ$

$2a + 70^\circ - 70^\circ = 180^\circ - 70^\circ$

$\frac{2a}{2} = \frac{110^\circ}{2}$

$a = 55^\circ$

$\times 42 = 55^\circ$

(b) SZX *(03 marks)*

$45^\circ + 55^\circ =$

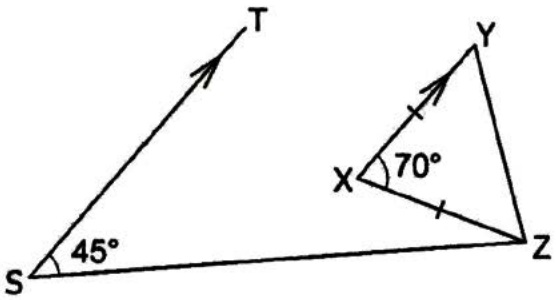
$55^\circ + b = 90^\circ$

$55 - 55 + b = 90^\circ - 55$

$0 + b = 35^\circ$

$b = 35^\circ$

29. In the figure below, line XY = XZ and line TS is parallel to line XY. Angle TSZ = 45° and angle YXZ = 70°. Study the figure and use it to answer the questions that follow.



Find the size of angle;

(a) XYZ *(02 marks)*

$70° \times 90° = 180°$

$70° + 90° - 90° = 180° - 90°$

$70° = 90°$

(b) SZX *(03 marks)*

$45° + 70° = 90°$

$115 - 90$

25

$70 + 45 = 115$

$115 - 90 = 25$

Appendix IV - SAMPLE WORK OF GOOD CANDIDATES (SST)

SECTION A: 40 MARKS

Questions **1** to **40** carry **one mark** each.

1. Mention any **one** practice that can promote order in a home.

   Respecting elders

2. What is the major tourist attraction in Mgahinga National Game Park?

   mountain gorillas

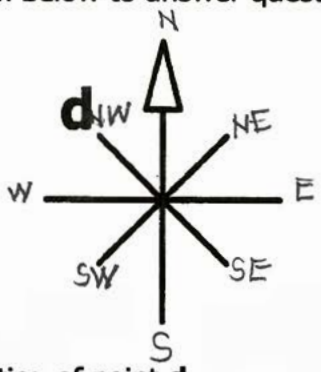
3. State **one** way in which the International Monetary Fund (IMF) helps to promote development in Uganda.

   The IMF provides loans to Uganda.

4. Give any **one** way through which the colonialists communicated with the local people in Uganda.

   By using interpreters

Use the diagram below to answer question **5**.



5. Name the direction of point **d**.

   North West

6. State any **one** way in which a community can help the police to keep law and order.

   By reporting wrongdoers

7. Mention any **one** way in which school children can misuse their right to education.

   By dropping out of school.

2

Appendix V - SAMPLE WORK OF AVERAGE CANDIDATES (SST)

SECTION A: 40 MARKS

Questions **1** to **40** carry **one mark** each.

1. Mention any **one** practice that can promote order in a home.

   Guiding and Counselling.

2. What is the major tourist attraction in Mgahinga National Game Park?

   ~~Hippopotamus~~. Crocodiles.

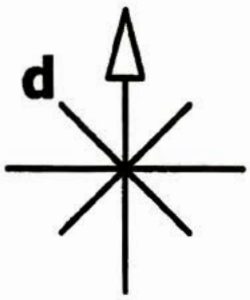
3. State **one** way in which the International Monetary Fund (IMF) helps to promote development in Uganda.

   It helps in funding projects.

4. Give any **one** way through which the colonialists communicated with the local people in Uganda.

   By using local leaders like Kings.

Use the diagram below to answer question **5**.



5. Name the direction of point **d**.

   ~~North~~ North West.

6. State any **one** way in which a community can help the police to keep law and order.

   By reporting wrong doers to the police.

7. Mention any **one** way in which school children can misuse their right to education.

   By joining bad peer groups that smoke in school.

2

Appendix VI - SAMPLE WORK OF WEAK CANDIDATES (SST)

SECTION A: 40 MARKS

Questions **1** to **40** carry **one mark** each.

1. Mention any **one** practice that can promote order in a home.

   By making laws.

2. What is the major tourist attraction in Mgahinga National Game Park?

   Gorilles.

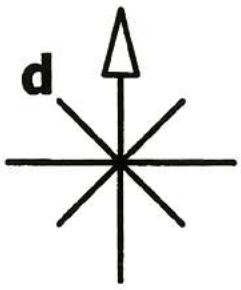
3. State **one** way in which the International Monetary Fund (IMF) helps to promote development in Uganda.

   It can help the famofang.

4. Give any **one** way through which the colonialists communicated with the local people in Uganda.

   Poor.

Use the diagram below to answer question **5**.



5. Name the direction of point **d**.

   North West.

6. State any **one** way in which a community can help the police to keep law and order.

   By reporting bad boys.

7. Mention any **one** way in which school children can misuse their right to education.

   .....

2

50. (a) Name the method of seed dispersal in;

(i) Black jack. *Animal dispersal*

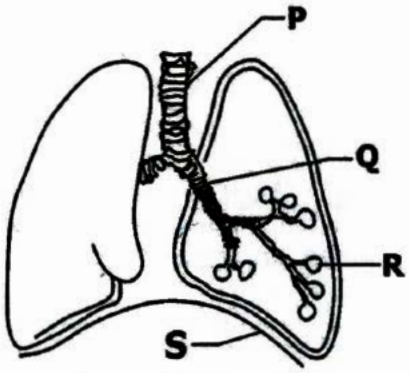
(ii) Coconut. *Water dispersal*

(b) Give any **two** ways in which seed dispersal is important to plants.

(i) *Seed dispersal helps plants to colonise new areas.*

(ii) *Seed dispersal helps to prevent over crowding of plants.*

51. The diagram below is of a human respiratory system. Study the diagram and use it to answer the questions that follow.



(a) Name the part marked **Q**.

Branchus

(b) Which substance is part **P** made of?

Rings of cartilages

(c) Give the function of the part marked **R**.

It is where gaseous exchange takes place

(d) What happens to part **S** during the process of breathing in?

It contracts and flattens

13 **Turn Over**

Appendix VIII - SAMPLE WORK OF AVERAGE CANDIDATES (INTEGRATED SCIENCE)

50. (a) Name the method of seed dispersal in;

(i) Black jack. animal seed dispersal

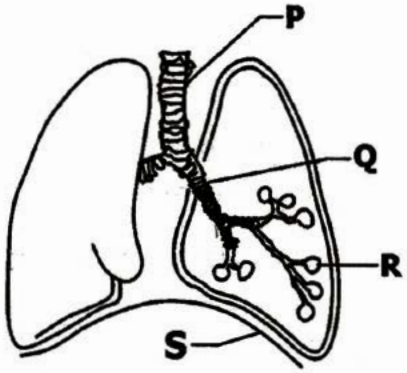
(ii) Coconut. Water seed dispersal

(b) Give any **two** ways in which seed dispersal is important to plants.

(i) It pollent other plants

(ii) .....

51. The diagram below is of a human respiratory system. Study the diagram and use it to answer the questions that follow.



(a) Name the part marked **Q**.

Branchus

(b) Which substance is part **P** made of?

Rings is cartilages.

(c) Give the function of the part marked **R**.

It is were gaseous exchange take place

(d) What happens to part **S** during the process of breathing in?

It goes out words

13 **Turn Over**

Appendix IX - SAMPLE WORK OF WEAK CANDIDATES (INTEGRATED SCIENCE)

50. (a) Name the method of seed dispersal in;

(i) Black jack. ....Weeding.....

(ii) Coconut. ....staking.....

(b) Give any **two** ways in which seed dispersal is important to plants.

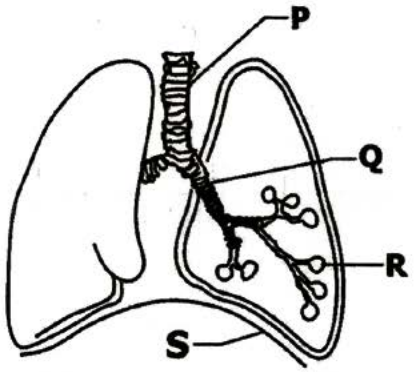
(i) ...conserves soil moisture.....

.....

(ii) ...Removes unwanted plants.....

.....

51. The diagram below is of a human respiratory system. Study the diagram and use it to answer the questions that follow.



(a) Name the part marked **Q**.

.....Black Brack.....

(b) Which substance is part **P** made of?

.....Brading skills.....

(c) Give the function of the part marked **R**.

.....Telling.....

(d) What happens to part **S** during the process of breathing in?

.....basemotion.....

Brack

13 **Turn Over**

Appendix X - SAMPLE WORK OF GOOD CANDIDATES (ENGLISH)

Sub-Section II

In each of the questions **31** to **50**, rewrite the sentences as **instructed** in brackets.

31. Namuyisa likes weaving more than knitting. (Rewrite the sentence using: ..... prefers .....)

Namuyisa prefers weaving to knitting:.....

.....

32. My uncle went to hospital. He wanted to see a dentist. (Rewrite as **one** sentence using: ..... in order to .....)

My Uncle went to hospital in order to see a dentist:.....

.....

33. Disobeying our teachers is bad. (Rewrite the sentence beginning: It .....)

It is bad to disobey our teachers:.....

34. We started learning English seven years ago. We are still learning it. (Rewrite as **one** sentence using: ..... for .....)

We have been learning English for seven years:.....

35. The boys cleaned the well. The girls cleaned the well. (Rewrite as **one** sentence using: ..... and so .....)

The boys cleaned the well and so did the girls:.....

.....

36. The teacher will not travel to Kampala next week. The school nurse will not travel to Kampala next week. (Rewrite as **one** sentence beginning: Neither .....)

Neither the teacher nor the school nurse will travel to.....

Kampala next week:.....

5 **Turn Over**

Appendix XI - SAMPLE WORK OF AVERAGE CANDIDATES (ENGLISH)

Sub-Section II

In each of the questions **31** to **50**, rewrite the sentences as **instructed** in brackets.

31. Namuyisa likes weaving more than knitting. (Rewrite the sentence using: ..... prefers .....)

Namuyisa prefers weaving to knitting.

32. My uncle went to hospital. He wanted to see a dentist. (Rewrite as **one** sentence using: ..... in order to .....)

My uncle went to hospital in order to see a dentist.

33. Disobeying our teachers is bad. (Rewrite the sentence beginning: It .....)

It is bad to disobeying ~~eat~~ our teachers.

34. We started learning English seven years ago. We are still learning it. (Rewrite as **one** sentence using: ..... for .....)

We have been learning English for seven years.

35. The boys cleaned the well. The girls cleaned the well. (Rewrite as **one** sentence using: ..... and so .....)

The boys cleaned the well and so did the girls.

36. The teacher will not travel to Kampala next week. The school nurse will not travel to Kampala next week. (Rewrite as **one** sentence beginning: Neither .....)

Neither the teacher nor the school nurse will travel to Kampala next week.

5 **Turn Over**

Appendix XII- SAMPLE WORK OF WEAK CANDIDATES (ENGLISH)

Sub-Section II

In each of the questions **31** to **50**, rewrite the sentences as **instructed** in brackets.

31. Namuyisa likes weaving more than knitting. (Rewrite the sentence using: ..... prefers .....)

Namuyisa likes prefers weaking more than knitting.

32. My uncle went to hospital. He wanted to see a dentist. (Rewrite as **one** sentence using: ..... in order to .....)

My uncle went to hospital in order to See a dentist.

33. Disobeying our teachers is bad. (Rewrite the sentence beginning: It .....)

~~It is bad~~ Disabeyng it teachers is bad.

34. We started learning English seven years ago. We are still learning it. (Rewrite as **one** sentence using: ..... for .....)

We are still learning it for started learning English seven years ago.

35. The boys cleaned the well. The girls cleaned the well. (Rewrite as **one** sentence using: ..... and so .....)

The girls cleaned the ~~well~~ and so boys cleaned the well.

36. The teacher will not travel to Kampala next week. The school nurse will not travel to Kampala next week. (Rewrite as **one** sentence beginning: Neither .....)

Neiter teachers ~~will~~ not travel kampala. next week the school nurse will not travel to

5 **Turn Over**

UGANDA NATIONAL EXAMINATIONS BOARD

PLE 2022 DIVISIONAL SCORE DISTRIBUTION TABLE BY DISTRICT/CITY/MUNICIPALITY

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
ABIM	51	25	**76**	510	328	**838**	184	173	**357**	113	110	**223**	83	83	**166**	9	18	**27**	**1687**
	-	-	**4.6%**	-	-	**50.5%**	-	-	**21.5%**	-	-	**13.4%**	-	-	**10.0%**	-	-	**1.6%**	-
ADJUMANI	149	70	**219**	1275	610	**1885**	1135	761	**1896**	662	490	**1152**	554	611	**1165**	51	53	**104**	**6421**
	-	-	**3.5%**	-	-	**29.8%**	-	-	**30.0%**	-	-	**18.2%**	-	-	**18.4%**	-	-	**1.6%**	-
AGAGO	69	37	**106**	838	430	**1268**	616	492	**1108**	466	370	**836**	832	900	**1732**	41	61	**102**	**5152**
	-	-	**2.1%**	-	-	**25.1%**	-	-	**21.9%**	-	-	**16.6%**	-	-	**34.3%**	-	-	**2.0%**	-
ALEBTONG	97	54	**151**	846	578	**1424**	458	433	**891**	396	364	**760**	621	612	**1233**	43	39	**82**	**4541**
	-	-	**3.4%**	-	-	**31.9%**	-	-	**20.0%**	-	-	**17.0%**	-	-	**27.7%**	-	-	**1.8%**	-
AMOLATAR	97	50	**147**	612	391	**1003**	331	289	**620**	230	228	**458**	456	413	**869**	20	22	**42**	**3139**
	-	-	**4.7%**	-	-	**32.4%**	-	-	**20.0%**	-	-	**14.8%**	-	-	**28.1%**	-	-	**1.3%**	-
AMUDAT	4	1	**5**	110	100	**210**	30	57	**87**	31	37	**68**	27	28	**55**	5	8	**13**	**438**
	-	-	**1.2%**	-	-	**49.4%**	-	-	**20.5%**	-	-	**16.0%**	-	-	**12.9%**	-	-	**3.0%**	-
AMURIA	65	30	**95**	834	674	**1508**	552	556	**1108**	295	344	**639**	394	411	**805**	30	44	**74**	**4229**
	-	-	**2.3%**	-	-	**36.3%**	-	-	**26.7%**	-	-	**15.4%**	-	-	**19.4%**	-	-	**1.7%**	-
AMURU	66	42	**108**	868	442	**1310**	580	421	**1001**	415	250	**665**	329	366	**695**	75	56	**131**	**3910**
	-	-	**2.9%**	-	-	**34.7%**	-	-	**26.5%**	-	-	**17.6%**			**18.4%**	-	-	**3.4%**	-
APAC M/C	45	46	**91**	234	247	**481**	61	80	**141**	49	54	**103**	43	54	**97**	3	2	**5**	**918**
	-		**10.0%**	-	-	**52.7%**	-	-	**15.4%**	-	-	**11.3%**	-	-	**10.6%**	-	-	**0.5%**	-
APAC	42	17	**59**	553	379	**932**	263	271	**534**	180	145	**325**	167	177	**344**	22	18	**40**	**2234**
	-	-	**2.7%**	-	-	**42.5%**	-	-	**24.3%**	-	-	**14.8%**	-	-	**15.7%**	-	-	**1.8%**	-

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
ARUA M/C	380	249	**629**	1579	1560	**3139**	780	865	**1645**	412	542	**954**	435	475	**910**	148	129	**277**	**7554**
	-	-	**8.6%**	-	-	**43.1%**	-	-	**22.6%**	-	-	**13.1%**	-	-	**12.5%**	-	-	**3.8%**	**-**
ARUA	9	3	**12**	401	196	**597**	315	262	**577**	198	163	**361**	213	181	**394**	52	35	**87**	**2028**
	-	-	**0.6%**	-	-	**30.8%**	-	-	**29.7%**	-	-	**18.6%**	-	-	**20.3%**	-	-	**4.3%**	**-**
BUDAKA	198	149	**347**	962	869	**1831**	570	596	**1166**	500	532	**1032**	596	594	**1190**	27	70	**97**	**5663**
	-	-	**6.2%**	-	-	**32.9%**	-	-	**20.9%**	-	-	**18.5%**	-	-	**21.4%**	-	-	**1.7%**	**-**
BUDUDA	65	53	**118**	528	667	**1195**	302	369	**671**	228	295	**523**	224	336	**560**	39	58	**97**	**3164**
	-	-	**3.8%**	-	-	**39.0%**	-	-	**21.9%**	-	-	**17.1%**	-	-	**18.3%**	-	-	**3.1%**	**-**
BUGIRI M/C	111	64	**175**	244	292	**536**	63	92	**155**	22	54	**76**	25	35	**60**	6	13	**19**	**1021**
	-	-	**17.5%**	-	-	**53.5%**	-	-	**15.5%**	-	-	**7.6%**	-	-	**6.0%**	-	-	**1.9%**	**-**
BUGIRI	142	105	**247**	1176	1155	**2331**	684	781	**1465**	488	552	**1040**	537	575	**1112**	37	55	**92**	**6287**
	-	-	**4.0%**	-	-	**37.6%**	-	-	**23.6%**	-	-	**16.8%**	-	-	**17.9%**	-	-	**1.5%**	**-**
BUGWERI	111	89	**200**	832	912	**1744**	389	464	**853**	332	374	**706**	323	346	**669**	77	91	**168**	**4340**
	-	-	**4.8%**	-	-	**41.8%**	-	-	**20.4%**	-	-	**16.9%**	-	-	**16.0%**	-	-	**3.9%**	**-**
BUHWEJU	167	142	**309**	541	687	**1228**	101	192	**293**	68	86	**154**	46	59	**105**	32	26	**58**	**2147**
	-	-	**14.8%**	-	-	**58.8%**	-	-	**14.0%**	-	-	**7.4%**	-	-	**5.0%**	-	-	**2.7%**	**-**
BUIKWE	222	271	**493**	1010	1303	**2313**	328	407	**735**	257	308	**565**	155	170	**325**	61	68	**129**	**4560**
	-	-	**11.1%**	-	-	**52.2%**	-	-	**16.6%**	-	-	**12.8%**	-	-	**7.3%**	-	-	**2.8%**	**-**
BUKEDEA	127	71	**198**	1095	1017	**2112**	760	906	**1666**	411	627	**1038**	462	658	**1120**	23	34	**57**	**6191**
	-	-	**3.2%**	-	-	**34.4%**	-	-	**27.2%**	-	-	**16.9%**	-	-	**18.3%**	-	-	**0.9%**	**-**
BUKOMANSIMBI	242	253	**495**	749	1042	**1791**	235	407	**642**	170	244	**414**	144	224	**368**	80	71	**151**	**3861**
	-	-	**13.3%**	-	-	**48.3%**	-	-	**17.3%**	-	-	**11.2%**	-	-	**9.9%**	-	-	**3.9%**	**-**
BUKWO	21	16	**37**	449	476	**925**	317	370	**687**	321	369	**690**	430	586	**1016**	7	21	**28**	**3383**
	-	-	**1.1%**	-	-	**27.6%**	-	-	**20.5%**	-	-	**20.6%**	-	-	**30.3%**	-	-	**0.8%**	**-**
BULAMBULI	60	21	**81**	512	451	**963**	412	415	**827**	245	378	**623**	455	435	**890**	49	72	**121**	**3505**
	-	-	**2.4%**	-	-	**28.5%**	-	-	**24.4%**	-	-	**18.4%**	-	-	**26.3%**	-	-	**3.5%**	**-**

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
BULIISA	57	29	**86**	489	329	**818**	252	232	**484**	152	153	**305**	167	197	**364**	26	15	**41**	**2098**
	-	-	**4.2%**	-	-	**39.8%**	-	-	**23.5%**	-	-	**14.8%**	-	-	**17.7%**	-	-	**2.0%**	**-**
BUNDIBUGYO	199	137	**336**	1239	1016	**2255**	459	415	**874**	326	263	**589**	182	172	**354**	97	94	**191**	**4599**
	-	-	**7.6%**	-	-	**51.2%**		-	**19.8%**		-	**13.4%**	-	-	**8.0%**	-	-	**4.2%**	**-**
BUNYANGABU	444	501	**945**	1048	1262	**2310**	94	120	**214**	52	47	**99**	14	11	**25**	51	51	**102**	**3695**
	-	-	**26.3%**	-	-	**64.3%**	-	-	**6.0%**	-	-	**2.8%**	-	-	**0.7%**	-	-	**2.8%**	**-**
BUSHENYI M/C	415	497	**912**	289	343	**632**	28	21	**49**	9	7	**16**	3	1	**4**	5	6	**11**	**1624**
	-	-	**56.5%**	-	-	**39.2%**		-	**3.0%**	-	-	**1.0%**	-	-	**0.2%**	-	-	**0.7%**	**-**
BUSHENYI	575	629	**1204**	1206	1597	**2803**	235	306	**541**	118	152	**270**	61	34	**95**	51	60	**111**	**5024**
	-	-	**24.5%**	-	-	**57.1%**	-	-	**11.0%**	-	-	**5.5%**	-	-	**1.9%**	-	-	**2.2%**	**-**
BUSIA M/C	158	145	**303**	380	520	**900**	47	112	**159**	34	51	**85**	22	41	**63**	22	33	**55**	**1565**
	-	-	**20.1%**	-	-	**59.6%**	-	-	**10.5%**	-	-	**5.6%**	-	-	**4.2%**	-	-	**3.6%**	**-**
BUSIA	240	173	**413**	1451	1447	**2898**	731	852	**1583**	461	530	**991**	502	529	**1031**	68	100	**168**	**7084**
	-	-	**6.0%**	-	-	**41.9%**	-	-	**22.9%**	-	-	**14.3%**	-	-	**14.9%**			**2.4%**	**-**
BUTALEJA	133	75	**208**	1022	828	**1850**	646	695	**1341**	470	588	**1058**	708	714	**1422**	116	154	**270**	**6149**
	-	-	**3.5%**	-	-	**31.5%**	-	-	**22.8%**	-	-	**18.0%**	-	-	**24.2%**			**4.4%**	**-**
BUTAMBALA	249	266	**515**	937	1187	**2124**	304	416	**720**	281	326	**607**	164	176	**340**	123	93	**216**	**4522**
	-	-	**12.0%**	-	-	**49.3%**	-	-	**16.7%**	-	-	**13.4%**	-	-	**7.9%**	-	-	**4.8%**	**-**
BUTEBO	47	17	**64**	537	445	**982**	363	337	**700**	350	324	**674**	326	321	**647**	37	46	**83**	**3150**
	-	-	**2.1%**	-	-	**32.0%**	-	-	**22.8%**	-	-	**21.4%**	-	-	**21.1%**	-	-	**2.6%**	**-**
BUVUMA	9	4	**13**	180	131	**311**	71	84	**155**	51	35	**86**	38	37	**75**	20	18	**38**	**678**
	-	-	**2.0%**	-	-	**48.6%**	-	-	**24.2%**	-	-	**12.7%**	-	-	**11.7%**	-	-	**5.6%**	**-**
BUYENDE	138	87	**225**	1134	1070	**2204**	550	556	**1106**	396	498	**894**	330	386	**716**	76	101	**177**	**5322**
	-	-	**4.4%**	-	-	**42.8%**	-	-	**21.5%**	-	-	**17.4%**	-	-	**13.9%**	-	-	**3.3%**	**-**
DOKOLO	137	66	**203**	708	490	**1198**	467	420	**887**	400	357	**757**	627	596	**1223**	21	21	**42**	**4310**
	-	-	**4.8%**	-	-	**28.1%**	-	-	**20.8%**	-	-	**17.7%**	-	-	**28.7%**	-	-	**1.0%**	**-**

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
ENTEBBE M/C	373	350	**723**	526	666	**1192**	91	115	**206**	50	81	**131**	15	29	**44**	4	8	**12**	**2308**
	-	-	**31.5%**	-	-	**51.9%**	-	-	**9.0%**	-	-	**5.7%**	-	-	**1.9%**	-	-	**0.5%**	**-**
FORTPORTAL	518	622	**1140**	873	1070	**1943**	71	89	**160**	35	36	**71**	4	4	**8**	23	36	**59**	**3381**
	-	-	**34.3%**	-	-	**58.5%**		-	**4.8%**	-	-	**2.1%**	-	-	**0.2%**	-	-	**1.8%**	**-**
GOMBA	235	258	**493**	1093	1489	**2582**	297	368	**665**	210	249	**459**	121	115	**236**	108	91	**199**	**4634**
	-	-	**11.1%**	-	-	**58.2%**	-	-	**15.0%**	-	-	**10.3%**	-	-	**5.3%**	-	-	**4.3%**	**-**
GULU CITY	540	474	**1014**	1246	1448	**2694**	265	398	**663**	177	248	**425**	122	154	**276**	48	41	**89**	**5161**
	-	-	**20.0%**	-	-	**53.1%**	-	-	**13.1%**	-	-	**8.4%**	-	-	**5.4%**	-	-	**1.8%**	**-**
GULU	43	25	**68**	532	362	**894**	299	257	**556**	165	157	**322**	160	195	**355**	26	27	**53**	**2248**
	-	-	**3.1%**	-	-	**40.7%**	-	-	**25.3%**	-	-	**14.7%**	-	-	**16.2%**	-	-	**2.4%**	
HOIMA CITY	460	427	**887**	649	888	**1537**	170	259	**429**	91	140	**231**	128	155	**283**	31	40	**71**	**3438**
	-	-	**26.3%**	-	-	**45.6%**	-	-	**12.7%**	-	-	**6.9%**		-	**8.4%**	-	-	**2.1%**	**-**
HOIMA	98	84	**182**	704	685	**1389**	301	426	**727**	212	258	**470**	429	476	**905**	90	76	**166**	**3839**
	-	-	**5.0%**	-	-	**37.8%**	-	-	**19.8%**	-	-	**12.8%**	-	-	**24.6%**	-	-	**4.3%**	**-**
IBANDA M/C	325	264	**589**	569	671	**1240**	129	187	**316**	69	112	**181**	40	29	**69**	47	30	**77**	**2472**
	-	-	**24.6%**	-	-	**51.8%**	-	-	**13.2%**	-	-	**7.6%**	-	-	**2.9%**	-	-	**3.2%**	
IBANDA	329	259	**588**	845	1100	**1945**	166	293	**459**	66	116	**182**	53	80	**133**	40	41	**81**	**3388**
	-	-	**17.8%**	-	-	**58.8%**	-	-	**13.9%**	-	-	**5.5%**	-	-	**4.0%**	-	-	**2.4%**	**-**
IGANGA M/C	172	135	**307**	404	473	**877**	56	109	**165**	39	65	**104**	29	20	**49**	6	15	**21**	**1523**
	-	-	**20.4%**	-	-	**58.4%**	-	-	**11.0%**	-	-	**6.9%**	-	-	**3.3%**	-	-	**1.4%**	**-**
IGANGA	517	467	**984**	1588	1861	**3449**	704	878	**1582**	417	617	**1034**	542	719	**1261**	100	109	**209**	**8519**
	-	-	**11.8%**	-	-	**41.5%**	-	-	**19.0%**	-	-	**12.4%**	-	-	**15.2%**	-	-	**2.5%**	**-**
ISINGIRO	712	534	**1246**	2266	2577	**4843**	773	1089	**1862**	416	596	**1012**	331	516	**847**	167	200	**367**	**10177**
	-	-	**12.7%**	-	-	**49.4%**	-	-	**19.0%**	-	-	**10.3%**	-	-	**8.6%**	-	-	**3.6%**	**-**
JINJA CITY	502	450	**952**	1569	1966	**3535**	373	550	**923**	244	320	**564**	158	193	**351**	42	55	**97**	**6422**
	-	-	**15.1%**	-	-	**55.9%**	-	-	**14.6%**	-	-	**8.9%**	-	-	**5.5%**	-	-	**1.5%**	**-**
JINJA	347	266	**613**	1404	1753	**3157**	547	746	**1293**	445	572	**1017**	335	428	**763**	97	136	**233**	**7076**
	-	**-**	**9.0%**	**-**	**-**	**46.1%**	**-**	**-**	**18.9%**	**-**	**-**	**14.9%**	**-**	**-**	**11.2%**	**-**	**-**	**3.3%**	**-**

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
KAABONG	9	1	**10**	223	71	**294**	102	48	**150**	63	51	**114**	44	45	**89**	19	2	**21**	**678**
		-	**1.5%**	-	-	**44.7%**	-	-	**22.8%**	-	-	**17.4%**	-	-	**13.5%**	-	-	**3.1%**	**-**
KABALE M/C	429	418	**847**	289	357	**646**	73	95	**168**	32	50	**82**	20	24	**44**	11	17	**28**	**1815**
	-	-	**47.4%**	-	-	**36.1%**	-	-	**9.4%**	-	-	**4.6%**	-	-	**2.5%**	-	-	**1.6%**	**-**
KABALE	123	114	**237**	844	946	**1790**	380	500	**880**	165	230	**395**	138	189	**327**	65	77	**142**	**3771**
	-	-	**6.5%**	-	-	**49.3%**	-	-	**24.2%**	-	-	**10.9%**	-	-	**9.0%**	-	-	**3.8%**	**-**
KABAROLE	407	499	**906**	1188	1380	**2568**	92	102	**194**	28	31	**59**	7	7	**14**	65	62	**127**	**3868**
	-	-	**24.2%**	-	-	**68.6%**	-	-	**5.2%**	-	-	**1.6%**	-	-	**0.4%**	-	-	**3.3%**	**-**
KABERAMAIDO	47	4	**51**	561	447	**1008**	372	322	**694**	179	161	**340**	96	128	**224**	2	3	**5**	**2322**
	-	-	**2.2%**	-	-	**43.5%**	-	-	**30.0%**	-	-	**14.7%**	-	-	**9.7%**	-	-	**0.2%**	**-**
KAGADI	367	273	**640**	1579	1690	**3269**	521	692	**1213**	296	434	**730**	184	286	**470**	143	144	**287**	**6609**
	-	-	**10.1%**	-	-	**51.7%**	-	-	**19.2%**	-	-	**11.5%**	-	-	**7.4%**	-	-	**4.3%**	**-**
KAKUMIRO	185	127	**312**	971	925	**1896**	399	549	**948**	222	326	**548**	188	310	**498**	60	74	**134**	**4336**
	-	-	**7.4%**	-	-	**45.1%**	-	-	**22.6%**	-	-	**13.0%**	-	-	**11.9%**	-	-	**3.1%**	**-**
KALAKI	21	14	**35**	459	365	**824**	395	336	**731**	216	215	**431**	182	170	**352**	2	1	**3**	**2376**
	-	-	**1.5%**	-	-	**34.7%**	-	-	**30.8%**	-	-	**18.2%**	-	-	**14.8%**	-	-	**0.1%**	**-**
KALANGALA	64	44	**108**	158	165	**323**	34	43	**77**	12	15	**27**	5	5	**10**	3	7	**10**	**555**
	-	-	**19.8%**	-	-	**59.3%**	-	-	**14.1%**	-	-	**5.0%**	-	-	**1.8%**	-	-	**1.8%**	**-**
KALIRO	172	119	**291**	927	995	**1922**	450	509	**959**	378	458	**836**	458	506	**964**	21	42	**63**	**5035**
	-	-	**5.9%**	-	-	**38.7%**	-	-	**19.3%**	-	-	**16.8%**	-	-	**19.4%**	-	-	**1.3%**	**-**
KALUNGU	390	510	**900**	1075	1541	**2616**	334	425	**759**	237	281	**518**	170	190	**360**	78	76	**154**	**5307**
	-	-	**17.5%**	-	-	**50.8%**	-	-	**14.7%**	-	-	**10.1%**	-	-	**7.0%**	-	-	**2.9%**	**-**
KAMPALA	6532	6364	**12896**	7730	9672	**17402**	1444	2007	**3451**	944	1482	**2426**	606	727	**1333**	273	324	**597**	**38105**
	-	-	**34.4%**	-	-	**46.4%**	-	-	**9.2%**	-	-	**6.5%**	-	-	**3.6%**	-	-	**1.6%**	**-**
KAMULI M/C	248	269	**517**	497	617	**1114**	133	215	**348**	95	124	**219**	86	128	**214**	12	8	**20**	**2432**
	-	-	**21.4%**	-	-	**46.2%**	-	-	**14.4%**	-	-	**9.1%**	-	-	**8.9%**	-	-	**0.8%**	**-**

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
KAMULI	344	277	**621**	1894	1995	**3889**	888	1242	**2130**	778	987	**1765**	815	1019	**1834**	92	139	**231**	**10470**
	-	-	**6.1%**	-	-	**38.0%**	-	-	**20.8%**	-	-	**17.2%**	-	-	**17.9%**	-	-	**2.2%**	**-**
KAMWENGE	262	210	**472**	1161	1198	**2359**	435	502	**937**	229	311	**540**	168	277	**445**	51	70	**121**	**4874**
	-	-	**9.9%**	-	-	**49.6%**	-	-	**19.7%**	-	-	**11.4%**	-	-	**9.4%**	-	-	**2.5%**	**-**
KANUNGU	346	317	**663**	1063	1309	**2372**	524	724	**1248**	254	386	**640**	226	327	**553**	86	104	**190**	**5666**
	-	-	**12.1%**	-	-	**43.3%**	-	-	**22.8%**	-	-	**11.7%**	-	-	**10.1%**	-	-	**3.4%**	**-**
KAPCHORWA M/C	147	100	**247**	256	291	**547**	94	128	**222**	69	124	**193**	89	121	**210**	1	5	**6**	**1425**
	-	-	**17.4%**	-	-	**38.5%**	-	-	**15.6%**	-	-	**13.6%**	-	-	**14.8%**	-	-	**0.4%**	**-**
KAPCHORWA	4	3	**7**	284	259	**543**	226	267	**493**	222	329	**551**	243	337	**580**	14	16	**30**	**2204**
	-	-	**0.3%**	-	-	**25.0%**	-	-	**22.7%**	-	-	**25.3%**	-	-	**26.7%**	-	-	**1.4%**	**-**
KAPELEBYONG	24	11	**35**	389	335	**724**	258	268	**526**	107	143	**250**	140	141	**281**	23	21	**44**	**1860**
	-	-	**1.9%**	-	-	**39.9%**	-	-	**29.0%**	-	-	**13.8%**	-	-	**15.5%**	-	-	**2.4%**	**-**
KARENGA	13	1	**14**	209	84	**293**	100	80	**180**	73	58	**131**	27	56	**83**	8	4	**12**	**713**
	-	-	**2.0%**	-	-	**41.8%**	-	-	**25.7%**	-	-	**18.7%**	-	-	**11.8%**	-	-	**1.7%**	**-**
KASESE M/C	441	447	**888**	722	965	**1687**	126	153	**279**	43	43	**86**	17	16	**33**	17	22	**39**	**3012**
	-	-	**29.9%**	-	-	**56.7%**	-	-	**9.4%**	-	-	**2.9%**	-	-	**1.1%**	-	-	**1.3%**	**-**
KASESE	407	372	**779**	3202	3340	**6542**	1386	1581	**2967**	732	822	**1554**	436	449	**885**	174	202	**376**	**13103**
	-	-	**6.1%**	-	-	**51.4%**	-	-	**23.3%**	-	-	**12.2%**	-	-	**7.0%**	-	-	**2.9%**	**-**
KASSANDA	204	177	**381**	1074	1353	**2427**	440	569	**1009**	330	446	**776**	269	372	**641**	143	153	**296**	**5530**
	-	-	**7.3%**	-	-	**46.4%**	-	-	**19.3%**	-	-	**14.8%**	-	-	**12.2%**	-	-	**5.4%**	**-**
KATAKWI	91	60	**151**	672	659	**1331**	303	342	**645**	213	213	**426**	234	236	**470**	29	31	**60**	**3083**
	-	-	**5.0%**	-	-	**44.0%**	-	-	**21.3%**	-	-	**14.1%**	-	-	**15.5%**	-	-	**1.9%**	**-**
KAYUNGA	424	487	**911**	1644	1873	**3517**	691	929	**1620**	522	720	**1242**	741	891	**1632**	213	296	**509**	**9431**
	-	-	**10.2%**	-	-	**39.4%**	-	-	**18.2%**	-	-	**13.9%**	-	-	**18.3%**	-	-	**5.4%**	**-**
KAZO	292	238	**530**	808	926	**1734**	202	267	**469**	79	99	**178**	46	56	**102**	40	42	**82**	**3095**
	-	-	**17.6%**	-	-	**57.6%**	-	-	**15.6%**	-	-	**5.9%**	-	-	**3.4%**	-	-	**2.6%**	**-**
KIBAALE	129	111	**240**	522	639	**1161**	193	271	**464**	107	142	**249**	49	105	**154**	17	17	**34**	**2302**
	-	-	**10.6%**	-	-	**51.2%**	-	-	**20.5%**	-	-	**11.0%**	-	-	**6.8%**	-	-	**1.5%**	**-**

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
KIBOGA	124	104	**228**	662	819	**1481**	279	358	**637**	209	285	**494**	142	234	**376**	66	69	**135**	**3351**
	-	-	**7.1%**	-	-	**46.1%**	-	-	**19.8%**	-	-	**15.4%**	-	-	**11.7%**	-	-	**4.0%**	**-**
KIBUKU	120	57	**177**	872	735	**1607**	540	591	**1131**	652	605	**1257**	819	696	**1515**	29	37	**66**	**5753**
	-	-	**3.1%**	-	-	**28.3%**	-	-	**19.9%**	-	-	**22.1%**	-	-	**26.6%**	-	-	**1.1%**	**-**
KIKUUBE	167	96	**263**	964	794	**1758**	386	467	**853**	214	276	**490**	299	284	**583**	100	91	**191**	**4138**
	-	-	**6.7%**	-	-	**44.5%**	-	-	**21.6%**	-	-	**12.4%**	-	-	**14.8%**	-	-	**4.6%**	**-**
KIRA M/C	1580	1821	**3401**	1481	1969	**3450**	245	382	**627**	161	274	**435**	98	119	**217**	31	62	**93**	**8223**
	-	-	**41.8%**	-	-	**42.4%**	-	-	**7.7%**	-	-	**5.4%**	-	-	**2.7%**	-	-	**1.1%**	**-**
KIRUHURA	373	323	**696**	858	1018	**1876**	126	177	**303**	48	64	**112**	24	17	**41**	39	44	**83**	**3111**
	-	-	**23.0%**	-		**62.0%**	-	-	**10.0%**	-	-	**3.7%**	-	-	**1.4%**	-	-	**2.7%**	**-**
KIRYANDONGO	349	169	**518**	1575	1171	**2746**	675	660	**1335**	385	393	**778**	235	402	**637**	55	48	**103**	**6117**
	-	-	**8.6%**	-	-	**45.7%**	-	-	**22.2%**	-	-	**12.9%**	-	-	**10.6%**	-	-	**1.7%**	**-**
KISOSO M/C	174	160	**334**	106	147	**253**	11	23	**34**	4	18	**22**	3	2	**5**	1	6	**7**	**655**
	-	-	**51.5%**	-	-	**39.0%**	-	-	**5.2%**	-	-	**3.4%**	--	-	**0.8%**	-	-	**1.1%**	**-**
KISORO	262	165	**427**	972	1017	**1989**	525	800	**1325**	266	465	**731**	291	590	**881**	109	137	**246**	**5599**
	-	-	**8.0%**	-	-	**37.2%**	-	-	**24.8%**	-	-	**13.7%**	-	-	**16.5%**	-	-	**4.4%**	**-**
KITAGWENDA	166	140	**306**	630	675	**1305**	304	356	**660**	153	182	**335**	128	152	**280**	50	43	**93**	**2979**
	-	-	**10.6%**	-	-	**45.2%**	-	-	**22.9%**	-	-	**11.6%**	-	-	**9.7%**	-	-	**3.1%**	**-**
KITGUM M/C	147	120	**267**	385	412	**797**	38	52	**90**	5	15	**20**	2	2	**4**	6	5	**11**	**1189**
	-	-	**22.7%**	-	-	**67.7%**	-	-	**7.6%**	-	-	**1.7%**	-	-	**0.3%**	-	-	**0.9%**	**-**
KITGUM	14	13	**27**	490	296	**786**	468	392	**860**	426	295	**721**	588	610	**1198**	51	52	**103**	**3695**
	-	-	**0.8%**	-	-	**21.9%**	-	-	**23.9%**	-	-	**20.1%**	-	-	**33.4%**	-	-	**2.8%**	**-**
KOBOKO M/C	96	53	**149**	543	478	**1021**	203	261	**464**	112	137	**249**	53	93	**146**	33	15	**48**	**2077**
	-	-	**7.3%**	-	-	**50.3%**	-	-	**22.9%**	-	-	**12.3%**	-	-	**7.2%**	-	-	**2.4%**	**-**
KOBOKO	66	20	**86**	495	224	**719**	362	248	**610**	187	156	**343**	136	119	**255**	60	35	**95**	**2108**
	-	-	**4.3%**	-	-	**35.7%**	-	-	**30.3%**	-	-	**17.0%**	-	-	**12.7%**	-	-	**4.5%**	**-**

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
KOLE	149	57	**206**	897	741	**1638**	418	446	864	315	273	588	457	427	884	21	34	55	4235
	-	-	**4.9%**	-	-	**39.2%**	-		20.7%	-	-	14.1%	-	-	21.1%	-	-	1.3%	-
KOTIDO M/C	64	18	**82**	181	142	**323**	30	32	62	10	22	32	11	21	32	19	6	25	556
	-	-	**15.4%**	-	-	**60.8%**	-	-	11.7%	-	-	6.0%	-	-	6.0%	-	-	4.7%	-
KOTIDO	12	2	**14**	132	42	**174**	46	33	79	25	15	40	9	11	20	16	5	21	348
	-	-	**4.3%**	-	-	**53.2%**	-	-	24.2%	-	-	12.2%	-	-	6.1%	-	-	6.0%	-
KUMI M/C	140	138	**278**	249	330	**579**	75	102	177	41	42	83	25	40	65	2	4	6	1188
	-	-	**23.5%**	-	-	**49.0%**	-	-	15.0%	-	-	7.0%	-	-	5.5%	-	-	0.5%	-
KUMI	139	77	**216**	1010	911	**1921**	684	669	1353	441	487	928	644	718	1362	23	40	63	5843
	-	-	**3.7%**	-	-	**33.2%**	-	-	23.4%	-	-	16.1%	-	-	23.6%	-	-	1.1%	-
KWANIA	126	59	**185**	684	557	**1241**	270	275	545	216	193	409	224	232	456	18	20	38	2874
	-	-	**6.5%**	-	-	**43.8%**	-	-	19.2%	-	-	14.4%	-	-	16.1%	-	-	1.3%	-
KWEEN	40	25	**65**	396	426	**822**	266	332	598	200	306	506	206	323	529	2	10	12	2532
	-	-	**2.6%**	-	-	**32.6%**	-	-	23.7%	-	-	20.1%	-	-	21.0%	-	-	0.5%	-
KYANKWANZI	217	182	**399**	778	871	**1649**	297	375	672	201	226	427	205	288	493	72	107	179	3819
	-	-	**11.0%**	-	-	**45.3%**	-	-	18.5%	-	-	11.7%	-	-	13.5%	-	-	4.7%	-
KYEGEGWA	292	262	**554**	1365	1390	**2755**	390	494	884	238	305	543	121	159	280	77	77	154	5170
	-	-	**11.0%**	-	-	**54.9%**	-	-	17.6%			10.8%	-	-	5.6%	-	-	3.0%	-
KYENJOJO	420	498	**918**	2476	2805	**5281**	504	535	1039	311	283	594	116	160	276	63	68	131	8239
	-	-	**11.3%**	-	-	**65.1%**	-	-	12.8%			7.3%	-	-	3.4%	-	-	1.6%	-
KYOTERA	824	839	**1663**	1314	1843	**3157**	291	367	658	161	238	399	81	97	178	93	95	188	6243
	-	-	**27.5%**	-	-	**52.1%**	-	-	10.9%			6.6%			2.9%	-	-	3.0%	-
LAMWO	25	17	**42**	773	443	**1216**	612	528	1140	391	334	725	420	486	906	40	34	74	4103
	-	-	**1.0%**	-	-	**30.2%**	-	-	28.3%			18.0%			22.5%	-	-	1.8%	-
LIRA M/C	795	624	**1419**	1268	1462	**2730**	299	448	747	145	252	397	194	232	426	47	49	96	5815
	-	-	**24.8%**	-	-	**47.7%**	-	-	13.1%			6.9%			7.4%	-	-	1.7%	-
LIRA	67	31	**98**	783	491	**1274**	418	359	777	262	311	573	574	592	1166	52	35	87	3975
	-	-	**2.5%**	-	-	**32.8%**	-	-	**20.0%**	-	-	**14.7%**	-	-	**30.0%**	-	-	**2.2%**	-

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
LUGAZI M/C	246	244	**490**	689	913	**1602**	216	301	**517**	131	208	**339**	154	151	**305**	33	45	**78**	**3331**
	-	-	**15.1%**	-	-	**49.2%**	-	-	**15.9%**	-	-	**10.4%**	-	-	**9.4%**	-	-	**2.4%**	-
LUUKA	134	98	**232**	976	1122	**2098**	583	792	**1375**	478	577	**1055**	585	695	**1280**	82	109	**191**	**6231**
	-	-	**3.8%**	-	-	**34.7%**	-	-	**22.8%**	-	-	**17.5%**	-	-	**21.2%**	-	-	**3.1%**	-
LUWEERO	1104	1034	**2138**	3323	4277	**7600**	1020	1424	**2444**	756	1036	**1792**	636	711	**1347**	182	203	**385**	**15706**
	-	-	**14.0%**	-	-	**49.6%**	-	-	**16.0%**	-	-	**11.7%**	-	-	**8.8%**	-	-	**2.5%**	-
LWENGO	588	584	**1172**	1468	2016	**3484**	425	724	**1149**	298	449	**747**	200	302	**502**	100	104	**204**	**7258**
	-	-	**16.6%**	-	-	**49.4%**	-	-	**16.3%**	-	-	**10.6%**	-	-	**7.1%**	-	-	**2.8%**	-
LYANTONDE	204	164	**368**	519	652	**1171**	131	208	**339**	73	110	**183**	32	55	**87**	31	35	**66**	**2214**
	-	-	**17.1%**	-	-	**54.5%**	-	-	**15.8%**	-	-	**8.5%**	-	-	**4.1%**	-	-	**3.0%**	-
MADI OKOLLO	6	1	**7**	286	100	**386**	331	193	**524**	215	126	**341**	354	264	**618**	98	54	**152**	**2028**
	-	-	**0.4%**	-	-	**20.6%**	-	-	**27.9%**	-	-	**18.2%**	-	-	**32.9%**	-	-	**7.5%**	-
MAKINDYE SSABAGABO M/C	1693	1800	**3493**	2227	2794	**5021**	341	423	**764**	201	253	**454**	78	81	**159**	79	87	**166**	**10057**
	-	-	**35.3%**	-	-	**50.8%**	-	-	**7.7%**	-	-	**4.6%**	-	-	**1.6%**	-	-	**1.7%**	-
MANAFWA	68	48	**116**	510	544	**1054**	439	514	**953**	270	374	**644**	513	488	**1001**	42	58	**100**	**3868**
	-	-	**3.1%**	-	-	**28.0%**	-	-	**25.3%**	-	-	**17.1%**	-	-	**26.6%**	-	-	**2.6%**	-
MARACHA	45	5	**50**	772	333	**1105**	457	300	**757**	176	126	**302**	142	113	**255**	83	59	**142**	**2611**
	-	-	**2.0%**	-	-	**44.8%**	-	-	**30.7%**	-	-	**12.2%**	-	-	**10.3%**	-	-	**5.4%**	-
MASAKA CITY	1402	1401	**2803**	1400	1733	**3133**	301	389	**690**	163	228	**391**	103	149	**252**	71	66	**137**	**7406**
	-	-	**38.6%**	-	-	**43.1%**	-	-	**9.5%**	-	-	**5.4%**	-	-	**3.5%**	-	-	**1.9%**	-
MASAKA	146	171	**317**	479	580	**1059**	119	201	**320**	108	155	**263**	84	101	**185**	33	45	**78**	**2222**
	-	-	**14.8%**	-	-	**49.4%**	-	-	**14.9%**			**12.3%**			**8.6%**	-	-	**3.5%**	-
MASINDI M/C	249	201	**450**	628	800	**1428**	108	165	**273**	47	102	**149**	16	28	**44**	16	20	**36**	**2380**
	-	-	**19.2%**	-	-	**60.9%**	-	-	**11.6%**	-	-	**6.4%**	-	-	**1.9%**	-	-	**1.5%**	-
MASINDI	167	102	**269**	777	808	**1585**	355	396	**751**	219	274	**493**	199	232	**431**	33	26	**59**	**3588**
	-	-	**7.6%**	-	-	**44.9%**	-	-	**21.3%**	-	-	**14.0%**	-	-	**12.2%**	-	-	**1.6%**	-

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
MAYUGE	366	216	**582**	1958	1966	**3924**	988	1089	**2077**	872	965	**1837**	978	1133	**2111**	193	222	**415**	**10946**
	-	-	**5.5%**	-	-	**37.3%**	-	-	**19.7%**	-	-	**17.4%**	-	-	**20.0%**	-	-	**3.8%**	**-**
MBALE M/C	587	502	**1089**	1547	1895	**3442**	580	790	**1370**	326	589	**915**	348	405	**753**	68	82	**150**	**7719**
	-	-	**14.4%**	-	-	**45.5%**	-	-	**18.1%**	-	-	**12.1%**	-	-	**9.9%**	-	-	**2.0%**	**-**
MBALE	143	111	**254**	947	1009	**1956**	621	751	**1372**	445	585	**1030**	508	591	**1099**	55	78	**133**	**5844**
	-	-	**4.4%**	-	-	**34.2%**	-	-	**24.0%**	-	-	**18.0%**	-	-	**19.2%**	-	-	**2.3%**	**-**
MBARARA M/C	1413	1156	**2569**	1193	1661	**2854**	149	212	**361**	62	70	**132**	25	24	**49**	48	54	**102**	**6067**
	-	-	**43.1%**	-	-	**47.8%**	-	-	**6.1%**	-	-	**2.2%**	-	-	**0.8%**	-	-	**1.7%**	**-**
MBARARA	534	533	**1067**	841	1160	**2001**	118	187	**305**	40	63	**103**	22	27	**49**	32	33	**65**	**3590**
	-	-	**30.3%**	-	-	**56.8%**	-	-	**8.7%**	-	-	**2.9%**	-	-	**1.4%**	-	-	**1.8%**	**-**
MITOOMA	701	727	**1428**	1045	1370	**2415**	188	300	**488**	78	119	**197**	35	46	**81**	52	43	**95**	**4704**
	-	-	**31.0%**	-	-	**52.4%**	-	-	**10.6%**	-	-	**4.3%**	-	-	**1.8%**	-	-	**2.0%**	**-**
MITYANA M/C	314	313	**627**	832	1021	**1853**	187	294	**481**	159	191	**350**	145	129	**274**	45	46	**91**	**3676**
	-	-	**17.5%**	-	-	**51.7%**	-	-	**13.4%**	-	-	**9.8%**	-	-	**7.6%**	-	-	**2.5%**	**-**
MITYANA	502	487	**989**	1352	1635	**2987**	401	551	**952**	285	364	**649**	263	321	**584**	109	111	**220**	**6381**
	-	-	**16.1%**	-	-	**48.5%**	-	-	**15.5%**	-	-	**10.5%**	-	-	**9.5%**	-	-	**3.4%**	**-**
MOROTO	58	32	**90**	303	241	**544**	77	82	**159**	51	36	**87**	24	14	**38**	7	3	**10**	**928**
	-	-	**9.8%**	-	-	**59.3%**	-	-	**17.3%**	-	-	**9.5%**	-	-	**4.1%**	-	-	**1.1%**	**-**
MOYO	38	16	**54**	410	363	**773**	292	299	**591**	118	144	**262**	95	120	**215**	7	9	**16**	**1911**
	-	-	**2.8%**	-	-	**40.8%**	-	-	**31.2%**	-	-	**13.8%**	-	-	**11.3%**	-	-	**0.8%**	**-**
MPIGI	831	774	**1605**	2412	2923	**5335**	582	710	**1292**	335	396	**731**	211	208	**419**	118	113	**231**	**9613**
	-	-	**17.1%**	-	-	**56.9%**	-	-	**13.8%**	-	-	**7.8%**			**4.5%**	-	-	**2.4%**	**-**
MUBENDE M/C	178	162	**340**	418	521	**939**	184	183	**367**	88	148	**236**	118	153	**271**	36	32	**68**	**2221**
	-	-	**15.8%**	-	-	**43.6%**	-	-	**17.0%**	-	-	**11.0%**			**12.6%**	-	-	**3.2%**	**-**
MUBENDE	243	191	**434**	1027	1108	**2135**	424	568	**992**	297	394	**691**	316	454	**770**	88	119	**207**	**5229**
	-	-	**8.6%**	-	-	**42.5%**	-	-	**19.8%**	-	-	**13.8%**	-	-	**15.3%**	-	-	**4.0%**	**-**

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
MUKONO M/C	1634	1385	**3019**	1629	2068	**3697**	253	347	**600**	98	187	285	68	73	**141**	39	36	**75**	**7817**
	-	-	**39.0%**	-	-	**47.8%**	-	-	**7.7%**	-	-	3.7%	-	-	**1.8%**	-	-	**1.0%**	-
MUKONO	1339	1660	**2999**	3205	4024	**7229**	920	1336	**2256**	591	889	**1480**	496	634	**1130**	218	251	**469**	**15563**
	-	-	**19.9%**	-	-	**47.9%**	-	-	**14.9%**	-	-	**9.8%**	-	-	**7.5%**	-	-	**3.0%**	-
NABILATUK	6	1	**7**	73	30	**103**	28	15	**43**	13	17	**30**	7	4	**11**	47	22	**69**	**263**
	-	-	**3.6%**	-	-	**53.1%**	-	-	**22.2%**	-	-	**15.5%**	-	-	**5.7%**	-	-	**26.2%**	-
NAKAPIRIPIRIT	26	6	**32**	193	102	**295**	63	53	**116**	36	26	**62**	15	17	**32**	13	4	**17**	**554**
	-	-	**6.0%**	-	-	**54.9%**	-	-	**21.6%**	-	-	**11.5%**	-	-	**6.0%**	-	-	**3.1%**	-
NAKASEKE	326	367	**693**	1323	1555	**2878**	318	460	**778**	196	232	**428**	81	130	**211**	82	102	**184**	**5172**
	-	-	**13.9%**	-	-	**57.7%**	-	-	**15.6%**	-	-	**8.6%**	-	-	**4.2%**	-	-	**3.6%**	-
NAKASONGOLA	208	195	**403**	782	996	**1778**	354	570	**924**	227	345	**572**	266	417	**683**	118	128	**246**	**4606**
	-	-	**9.2%**	-	-	**40.8%**	-	-	**21.2%**	-	-	**13.1%**	-	-	**15.7%**	-	-	**5.3%**	-
NAMAYINGO	167	87	**254**	892	675	**1567**	463	431	**894**	318	271	**589**	427	464	**891**	32	29	**61**	**4256**
	-	-	**6.1%**	-	-	**37.4%**	-	-	**21.3%**	-	-	**14.0%**	-	-	**21.2%**	-	-	**1.4%**	-
NAMISINDWA	83	60	**143**	709	631	**1340**	559	575	**1134**	358	453	**811**	779	852	**1631**	81	134	**215**	**5274**
	-	-	**2.8%**	-	-	**26.5%**	-	-	**22.4%**	-	-	**16.0%**	-	-	**32.2%**	-	-	**4.1%**	-
NAMUTUMBA	214	193	**407**	1304	1381	**2685**	618	670	**1288**	476	488	**964**	432	419	**851**	35	59	**94**	**6289**
	-	-	**6.6%**	-	-	**43.3%**	-	-	**20.8%**	-	-	**15.6%**	-	-	**13.7%**	-	-	**1.5%**	-
NANSANA M/C	1702	1725	**3427**	3027	3869	**6896**	648	859	**1507**	393	558	**951**	251	260	**511**	83	98	**181**	**13473**
	-	-	**25.8%**	-	-	**51.9%**	-	-	**11.3%**	-	-	**7.2%**	-	-	**3.8%**	-	-	**1.4%**	
NAPAK	36	35	**71**	256	212	**468**	94	96	**190**	44	43	**87**	23	27	**50**	11	7	**18**	**884**
	-	-	**8.2%**	-	-	**54.0%**	-	-	**21.9%**	-	-	**10.0%**	-	-	**5.8%**	-	-	**2.0%**	-
NEBBI M/C	32	11	**43**	239	185	**424**	90	98	**188**	48	57	**105**	18	21	**39**	6	4	**10**	**809**
	-	-	**5.4%**	-	-	**53.1%**	-	-	**23.5%**	-	-	**13.1%**	-	-	**4.9%**	-	-	**1.3%**	-
NEBBI	41	7	**48**	787	297	**1084**	544	313	**857**	249	147	**396**	181	110	**291**	50	30	**80**	**2756**
	-	-	**1.8%**	-	-	**40.5%**	-	-	**32.0%**	-	-	**14.8%**	-	-	**10.9%**	-	-	**2.9%**	-

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
NGORA	101	49	**150**	715	799	**1514**	446	563	**1009**	287	384	**671**	458	473	**931**	11	24	**35**	**4310**
	-	-	**3.5%**	-	-	**35.4%**	-	-	**23.6%**	-	-	**15.7%**	-	-	**21.8%**	-	-	**0.8%**	**-**
NJERU M/C	497	508	**1005**	868	1115	**1983**	258	363	**621**	207	283	**490**	216	227	**443**	53	62	**115**	**4657**
	-	-	**22.1%**	-	-	**43.7%**	-	-	**13.7%**	-	-	**10.8%**	-	-	**9.8%**	-	-	**2.5%**	**-**
NTOROKO	51	32	**83**	389	410	**799**	94	114	**208**	56	62	**118**	16	19	**35**	45	29	**74**	**1317**
	-	-	**6.7%**	-	-	**64.3%**	-	-	**16.7%**	-	-	**9.5%**	-	-	**2.8%**	-	-	**5.6%**	**-**
NTUNGAMO M/C	179	130	**309**	101	185	**286**	9	14	**23**	0	4	**4**	1	0	**1**	0	2	**2**	**625**
	-	-	**49.6%**	-	-	**45.9%**	-	-	**3.7%**	-	-	**0.6%**	-	-	**0.2%**	-	-	**0.3%**	**-**
NTUNGAMO	1040	924	**1964**	2436	3113	**5549**	803	1108	**1911**	396	538	**934**	298	420	**718**	84	114	**198**	**11274**
	-	-	**17.7%**	-	-	**50.1%**	-	-	**17.3%**	-	-	**8.4%**	-	-	**6.5%**	-	-	**1.8%**	**-**
NWOYA	29	18	**47**	551	315	**866**	369	326	**695**	231	193	**424**	255	297	**552**	40	45	**85**	**2669**
	-	-	**1.8%**	-	-	**33.5%**	-	-	**26.9%**	-	-	**16.4%**	-	-	**21.4%**	-	-	**3.2%**	**-**
OBONGI	12	1	**13**	669	348	**1017**	379	335	**714**	178	161	**339**	106	132	**238**	6	2	**8**	**2329**
	-	-	**0.6%**	-	-	**43.8%**	-	-	**30.8%**	-	-	**14.6%**	-	-	**10.3%**	-	-	**0.3%**	**-**
OMORO	94	52	**146**	814	589	**1403**	374	366	**740**	273	274	**547**	258	289	**547**	34	41	**75**	**3458**
	-	-	**4.3%**	-	-	**41.5%**	-	-	**21.9%**	-	-	**16.2%**	-	-	**16.2%**	-	-	**2.2%**	**-**
OTUKE	38	9	**47**	406	258	**664**	221	171	**392**	155	142	**297**	261	267	**528**	31	28	**59**	**1987**
	-	-	**2.4%**	-	-	**34.4%**	-	-	**20.3%**	-	-	**15.4%**	-	-	**27.4%**	-	-	**3.0%**	**-**
OYAM	121	69	**190**	1161	702	**1863**	829	716	**1545**	620	532	**1152**	1096	995	**2091**	77	96	**173**	**7014**
	-	-	**2.8%**	-	-	**27.2%**	-	-	**22.6%**	-	-	**16.8%**	-	-	**30.6%**	-	-	**2.5%**	**-**
PADER	64	30	**94**	816	461	**1277**	590	429	**1019**	420	327	**747**	601	636	**1237**	58	49	**107**	**4481**
	-	-	**2.1%**	-	-	**29.2%**	-	-	**23.3%**	-	-	**17.1%**	-	-	**28.3%**	-	-	**2.4%**	**-**
PAKWACH	58	17	**75**	631	285	**916**	350	263	**613**	236	139	**375**	171	126	**297**	47	38	**85**	**2361**
	-	-	**3.3%**	-	-	**40.2%**	-	-	**26.9%**	-	-	**16.5%**	-	-	**13.0%**	-	-	**3.6%**	**-**
PALLISA	85	44	**129**	1064	828	**1892**	941	877	**1818**	618	632	**1250**	978	1107	**2085**	107	104	**211**	**7385**
	-	-	**1.8%**	-	-	**26.4%**	-	-	**25.3%**	-	-	**17.4%**	-	-	**29.1%**	-	-	**2.9%**	**-**

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
RAKAI	392	327	**719**	1034	1459	**2493**	288	439	727	165	226	391	101	160	261	83	142	225	4816
	-	-	**15.7%**	-	-	**54.3%**	-	-	15.8%	-	-	8.5%	-	-	5.7%	-	-	4.7%	-
RUBANDA	160	132	**292**	648	862	**1510**	377	578	**955**	174	319	**493**	162	324	**486**	83	199	**282**	**4018**
	-	-	**7.8%**	-	-	**40.4%**	-	-	**25.6%**	-	-	**13.2%**	-	-	**13.0%**	-	-	**7.0%**	**-**
RUBIRIZI	372	367	**739**	784	878	**1662**	141	153	**294**	61	82	**143**	31	39	**70**	12	38	**50**	**2958**
	-	-	**25.4%**	-	-	**57.2%**	-	-	**10.1%**	-	-	**4.9%**	-	-	**2.4%**	-	-	**1.7%**	**-**
RUKIGA	124	129	**253**	569	743	**1312**	193	304	**497**	90	139	**229**	79	140	**219**	29	22	**51**	**2561**
	-	-	**10.1%**	-	-	**52.3%**	-	-	**19.8%**	-	-	**9.1%**	-	-	**8.7%**	-	-	**2.0%**	**-**
RUKUNGIRI M/C	302	227	**529**	244	305	**549**	31	45	**76**	8	9	**17**	3	6	**9**	7	7	**14**	**1194**
	-	-	**44.8%**	-	-	**46.5%**	-	-	**6.4%**	-	-	**1.4%**	-	-	**0.8%**	-	-	**1.2%**	**-**
RUKUNGIRI	559	504	**1063**	1533	1850	**3383**	573	823	**1396**	209	353	**562**	91	205	**296**	76	104	**180**	**6880**
	-	-	**15.9%**	-	-	**50.5%**	-	-	**20.8%**	-	-	**8.4%**	-	-	**4.4%**	-	-	**2.6%**	**-**
RWAMPARA	420	373	**793**	779	993	**1772**	94	218	**312**	49	83	**132**	23	29	**52**	28	34	**62**	**3123**
	-	-	**25.9%**	-	-	**57.9%**	-	-	**10.2%**	-	-	**4.3%**	-	-	**1.7%**	-	-	**2.0%**	**-**
SERERE	78	47	**125**	1071	952	**2023**	925	1033	**1958**	531	654	**1185**	800	973	**1773**	20	48	**68**	**7132**
	-	-	**1.8%**	-	-	**28.6%**	-	-	**27.7%**	-	-	**16.8%**	-	-	**25.1%**	-	-	**1.0%**	**-**
SHEEMA M/C	438	356	**794**	529	590	**1119**	96	151	**247**	47	53	**100**	33	47	**80**	18	17	**35**	**2375**
	-	-	**33.9%**	-	-	**47.8%**	-	-	**10.6%**	-	-	**4.3%**	-	-	**3.4%**	-	-	**1.5%**	**-**
SHEEMA	605	566	**1171**	926	1173	**2099**	192	205	**397**	78	102	**180**	60	44	**104**	28	34	**62**	**4013**
	-	-	**29.6%**	-	-	**53.1%**	-	-	**10.0%**	-	-	**4.6%**	-	-	**2.6%**	-	-	**1.5%**	**-**
SIRONKO	89	75	**164**	850	821	**1671**	727	855	**1582**	458	614	**1072**	770	893	**1663**	84	114	**198**	**6350**
	-	-	**2.7%**	-	-	**27.2%**	-	-	**25.7%**	-	-	**17.4%**	-	-	**27.0%**	-	-	**3.1%**	**-**
SOROTI M/C	209	206	**415**	796	919	**1715**	277	386	**663**	153	258	**411**	162	198	**360**	21	18	**39**	**3603**
	-	-	**11.6%**	-	-	**48.1%**	-	-	**18.6%**	-	-	**11.5%**	-	-	**10.1%**	-	-	**1.1%**	**-**
SOROTI	139	78	**217**	757	661	**1418**	781	862	**1643**	453	523	**976**	599	752	**1351**	21	25	**46**	**5651**
	-	-	**3.9%**	-	-	**25.3%**	-	-	**29.3%**	-	-	**17.4%**	-	-	**24.1%**	-	-	**0.8%**	**-**

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
SSEMBABULE	340	286	**626**	981	1237	**2218**	368	538	**906**	259	400	**659**	233	356	**589**	107	116	**223**	**5221**
	-	-	**12.5%**		-	**44.4%**	-	-	**18.1%**	-	-	**13.2%**	-	-	**11.8%**	-	-	**4.3%**	**-**
TEREGO	57	6	**63**	1306	482	**1788**	969	632	**1601**	469	355	**824**	520	464	**984**	152	94	**246**	**5506**
	-	-	**1.2%**	-	-	**34.0%**	-	-	**30.4%**	-	-	**15.7%**	-	-	**18.7%**	-	-	**4.5%**	**-**
TORORO M/C	148	79	**227**	422	447	**869**	179	201	**380**	108	170	**278**	120	127	**247**	6	20	**26**	**2027**
	-	-	**11.3%**	-	-	**43.4%**	-	-	**19.0%**	-	-	**13.9%**	-	-	**12.3%**	-	-	**1.3%**	**-**
TORORO	347	197	**544**	1483	1394	**2877**	1187	1116	**2303**	879	1022	**1901**	1079	1218	**2297**	89	127	**216**	**10138**
	-	-	**5.5%**	-	-	**29.0%**	-	-	**23.2%**	-	-	**19.2%**	-	-	**23.2%**	-	-	**2.1%**	**-**
WAKISO	5428	5116	**10544**	8069	10086	**18155**	1704	2300	**4004**	1088	1500	**2588**	745	854	**1599**	264	351	**615**	**37505**
	-	-	**28.6%**	-	-	**49.2%**	-	-	**10.9%**	-	-	**7.0%**	-	-	**4.3%**	-	-	**1.6%**	
YUMBE	103	36	**139**	1655	763	**2418**	1109	759	**1868**	546	445	**991**	493	471	**964**	135	119	**254**	**6634**
	-	-	**2.2%**	-	-	**37.9%**	-	-	**29.3%**	-	-	**15.5%**		-	**15.1%**	-	-	**3.8%**	**-**
ZOMBO	35	16	**51**	626	293	**919**	517	282	**799**	325	188	**513**	311	208	**519**	105	49	**154**	**2955**
	-	-	**1.7%**	-	-	**32.8%**	-	-	**28.5%**	-	-	**18.3%**	-	-	**18.5%**	-	-	**5.2%**	**-**
NATIONAL TOTAL	**60070**	**54547**	**114617**	**172827**	**184972**	**357799**	**68272**	**78311**	**146583**	**43794**	**51908**	**95702**	**45309**	**51800**	**97109**	**9833**	**11011**	**20844**	**832654**
	-	**-**	**14.1%**	**-**	**-**	**44.1%**	**-**	**-**	**18.1%**	**-**	**-**	**11.8%**	**-**	**-**	**12.0%**	**-**	**-**	**2.5%**	**-**

NOTES

UGANDA NATIONAL EXAMINATIONS BOARD

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