UGANDA NATIONAL EXAMINATIONS BOARD

2023 PLE REPORT ON WORK OF CANDIDATES

UGANDA NATIONAL EXAMINATIONS BOARD

2023 PLE REPORT ON WORK OF CANDIDATES

VISION:

A Recognized Centre of Globally Competitive Educational Assessment and Certification.

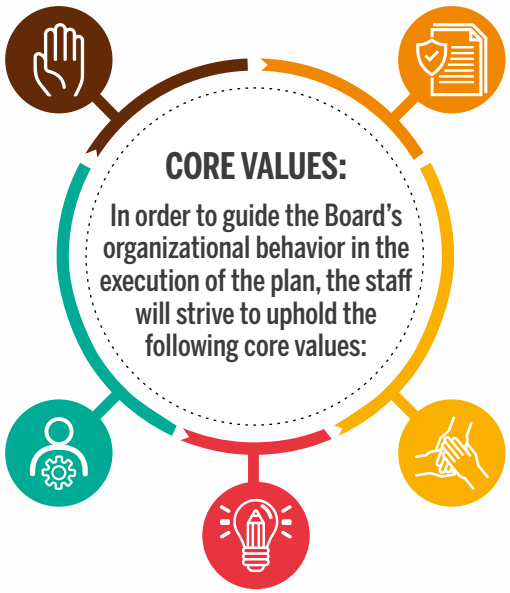
MISSION:

Conduct Valid, Reliable, Equitable and Quality Assessment of Learners' Achievement in a Professional and Innovative manner and Award Internationally Recognized Certificates.

OUR CORE VALUES

ACCOUNTABILITY:
To be fully answerable and transparent to those we serve.

CONFIDENTIALITY:
All work related to assessment is handled with utmost confidentiality.



PROFESSIONALISM:
Commitment to maintain high standards of assessment and conduct in the provision of services to our clients.

TEAMWORK:
Combine talents and effort for excellent outcomes.

INNOVATION:
Continuously strive to better our solutions to our clients' needs in assessment through our 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 the 2023 PLE marking process, examiners compiled subject reports on questions which were challenging to most candidates, weaknesses shown in candidates' responses and advice to teachers on how to guide learners in the subsequent years.

The general performance for 2023 PLE indicated that Integrated Science was performed best, followed by English, then Social Studies with Religious Education, 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 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 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 hope that you find this document useful.

Dan N. Odongo
EXECUTIVE DIRECTOR
Uganda National Examinations Board.

1.0 SAMPLING DESIGN AND SUMMARY OF FINDINGS

In addition to the scripts sampled and used by the senior examiners in generating draft report on the work of candidates during the marking exercise, the script analysis sampling frame consisted of registration data for the 2023 PLE candidates. It had 14,141 PLE Centres and 176 districts (*including Cities and Municipalities*). For each paper, scripts of 1000 candidates were randomly sampled through a *stratified one stage random sampling technique*. That is, stratified by district, probability proportional to PLE enrolment size was used to sample a proportional number of candidates (scripts) from each district.

The final list of sampled candidates showed the: District code, District name, Centre number, Centre name, Funding status (UPE/Non-UPE) and Index number of the candidate. The list was shared with the ICT Department of UNEB that was able to transform the Centre number and name into Random and Personal number (anonymous). This was done for security purpose as well as ease of script identification from the marking centres since the scripts did not bear any District name and Centre number or name.

Key findings

Key findings from the analysis of 2023 PLE Mathematics, Social Studies and Religious Education, Integrated Science and English revealed the following:

For the 2023 PLE Mathematics paper, 67.9% of the candidate failed to find the value of the numbers given in power form in question 7 and only 28% of the candidates were able to evaluate 90. In question 30(a), 72 percent of the candidates failed to apply the idea of proportions to find the number of days two workers take to dig a piece of land together. Additionally, majority of the candidates (62.7%) failed to follow the rule of BODMAS in simplifying the given fraction in question 21(a).

In Social Studies and Religious Education, 70 percent of the candidates gave the disadvantages of high population in question 16 in general but not how it may negatively affect the provision of social services. More than three quarters of the candidates (76.5%) did not understand the difference between landslides and soil erosion. 60 percent of the candidates named national symbols of Uganda instead of the symbols of authority used by the Speaker of Parliament of Uganda in question 42 (a) and 15 percent of the candidates did not attempt the question.

In the Integrated Science question number 6, 60 percent of the candidates failed to identify the activities carried out in a crush. More than three quarters of the candidates (77%) failed to draw similarities between animals and fungi in the way they feed. In question number 42(b), more than half of the candidates (59%) lacked sufficient knowledge on diseases of goats and their control measures and 11 percent of the candidates did not answer the question. For the case of question 44 (d), 81 percent of the candidates lacked knowledge on propagation of Irish potatoes and 15 percent of the candidates did not answer the question.

Considering the English subject, more than three quarters of the candidates (76.4%) constructed clumsy sentences most especially in qn. 32. Similarly, 81 percent of the candidates' misused articles in their responses in qn.35. It was also noted that 88 percent of candidates left out key words in their responses in qn. 36. Additionally, 72 percent and three quarters of the candidates omitted the key words for qn. 39 and qn.41 respectively. Further analysis indicated that 85 percent, 75 percent, 85.3 percent of the candidates did not follow the instructions given in brackets for qns. 45, 46 and 47 respectively. Furthermore, 62 percent of the candidates wrote informal letters instead of a formal one in question 55 while others wrote their letters without following the chronological order.

2.0 REPORT ON WORK OF CANDIDATES

This section presents candidates' work for the selected subject questions from Mathematics, Science, Social Studies and English accompanied with the suggested advice to the teacherS.

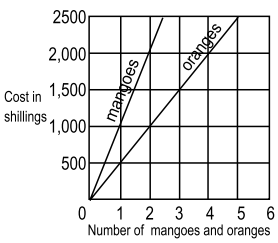
2.1 Report on Candidates' Work in Mathematics

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
5.	To find the day of the week on which a training for scouts ended given that the training started on a Wednesday and took 30 days.	▪ 85% of the candidates failed this question because they did not include the starting day (Wednesday) in their calculation/counting. ▪ Most teaching seemingly emphasizes **"after"** say 30 days where the starting day is not included.	▪ Help learners understand that the concept of finite is similar to that of number bases. It uses the concept of remainders. ▪ Emphasize that when dealing with days of the week, we use finite 7and months of the year, we use finite 12. In the finite system, the digits used are the possible remainders for that finite e.g. in finite 7 we use digits 0,1,2,3,4,5,6. ▪ While applying finite system in this question, help learners to understand that the starting day is inclusive of the 30 days. Therefore, the following approach is followed. The days of the week shall be represented as; M T W Th F S Su 1 2 3 4 5 6 0 Wednesday is represented by 3.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			Therefore, 3 + (30 – 1) = ... (fin7) 3 + 29 = ... (fin7) 32 = ... (fin7) 32 ÷ 7 = 4 remainder 4 Hence, 4 represents Thursday (the ending day). ■ Emphasise that when after is used, the starting day is excluded. ■ Give learners adequate practice in application of finite system in daily life.
7.	To find the value of $4^2 + 3^2 \times 9^0$	■ About two thirds of the candidates (67.9%) failed to find the value of the numbers given in power form. This made them fail to find the value of the given number operation. ■ Majority of the candidates had challenge in finding the value of 9^0. This made them obtain wrong result.	■ Introduce the concept of powers (indices) using simple language. Thus; it is a way of showing how many times a number is multiplied by itself. ■ Illustrate that a number in index notation is shown as 4^2. The 4 is referred to as the **base** and 2 as the **power or index**. Therefore, 4^2 means 4 is multiplied by itself two times i.e. $4^2 = 4 \times 4$ Also 2^4 means 2 is multiplied by itself 4 times. Therefore, $4^2 = 2 \times 2 \times 2 \times 2$ ■ Introduce the concept of power zero using the idea of patterns as follows: $2^4 = 2 \times 2 \times 2 \times 2$ $2^3 = 2 \times 2 \times 2$ $2^2 = 2 \times 2$ $2^1 = 2$ $2^0 = 1$

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			Note that each time you decrease the power one time, the result is halved. Therefore, the rule that a non-zero number raised to power zero is equal to 1. thus: $3^0 = 1$ $9^0 = 1$ ■ Help learners grasp the concept of indices by braking such mixed operations into manageable parts. Learners should first find the value of each expression then find the value of the operation. ■ Engage learners in activities that can help them master these concepts. ■ Give learners adequate practice in problems involving indices.
8.	To find at what time a meeting that took 2 hours and 15 minutes began given that it ended at 1:20 p.m.	■ 65% of the candidates failed to find the time the meeting started. They failed to subtract the given duration from the ending time in order to get the starting time. ■ Some of the candidates gave wrong unit of the time the meeting ended.	■ Using a clock face, help learners understand how to subtract time (moving backwards). ■ Guide learners that for 12-hour clock system, it is advisable to first subtract time within the same units (a.m. or p.m.) especially where it crosses from a.m. to p.m. or vice versa. In this case, 12:00 - 2 15 9 :45 Then add the 1hour and 20 minutes after the noon time to find the starting time. 9:45 + 1 :20 = **11:05 am**

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			Therefore, the meeting ended at 11:05 am ■ You may also guide learners to use the 24-hour clock system by first converting the ending time to 24 hours .i.e. 1:20pm + 12:00 = 13 20 hours. Then subtract the given duration from it. 13 20 hours - 2 15 11 05 Therefore, the ending time is 11:05 a.m. ■ Emphasise that in 12-hour clock, time from after midnight up to 12 00 midday use **a.m.** while that from after midday to midnight use **p.m.** ■ Give learners' adequate practice on finding duration and also using duration to find starting or ending time of activities.
9.	To write the solution set for the inequality $p \leq 3$.	59% of the candidates failed to write the solution set for the inequality since they could not interpret the inequality symbol that was used in the task given.	■ Help learners understand the difference between an equation and inequality i.e. *'an equation is a mathematical statement which shows that two quantities are equal. It is shown using an equal sign while inequalities show relationships between two quantities that are not equal.'* ■ Remind learners about the inequality signs used and their meaning: - $<$ means less than - $>$ means greater than - $\leq$ means less than or equal to. - $\geq$ means greater than or equal to.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			▪ Clearly explain to learners that a solution set is usually a set of whole numbers that makes an inequality true. ▪ Guide them in writing solution sets. Begin with simple cases and progress to compound ones. For example, the solution set for $x < 3$ {...0,1,2} ▪ Emphasise how finite and infinite solutions are written.
10.	To find the next number in the sequence: 1, 8, 27, 64, ...	▪ 58% of the candidates failed to find the next number in the given sequence. They had difficulty in identifying the type of numbers that formed the sequence.	▪ Using practical methods such as building blocks, help learners understand the types of numbers e.g. even, odd, prime, triangular, cube, square and composite numbers. ▪ Guide learners into forming number patterns using the types of numbers they have learnt. ▪ Give them adequate practice in forming number patterns and finding missing numbers in a given number pattern. ▪ Introduce games, puzzles and quizzes as a way of consolidating this concept.
12.	▪ To use the given graph below in order to find the total cost of 2 mangoes and 3 oranges.  	▪ Results of analysis indicated that more than half (58.1%) of the candidates were unable to interpret the line graph. They were therefore unable to read the cost of 2 mangoes and 3 oranges from the graph.	▪ Explain clearly to learners that a line graph is used to show how one variable changes over time. ▪ Explain the key components of a line graph i.e. the horizontal axis, vertical axis and what they represent and the scale of the graph. ▪ Help learners to interpret scales of different line graphs and the units used in the scales.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
12.			▪ Guide learners in reading/ interpreting line graphs. Start with simple questions and progressively move to complex ideas. For example, in this case; - What is the cost of 1 mango? - What is the cost of 1 orange? - How many oranges can be bought with Sh 2,000? ▪ Emphasize that the quantity on the horizontal axis that gives the cost on the vertical axis in the case of the given graph is determined at the point of convergence on the line. ▪ Give learners adequate practice on interpretation of line graphs and other graphs.
13.	▪ To find the digit represented by t which makes the three-digit number 78t divisible by 9.	▪ Most of the sampled candidates (62%) lacked understanding of the rule for divisibility test by 9 which made them fail to find the value of the digit represented by t to make 78t divisible by 9.	▪ Help learners understand that divisibility tests are quick means of knowing whether a number can be divided by another smaller numbers such as 2,3,4,5,6 etc. ▪ Explain to learners that a number is divisible by 9 only if the sum of its digit is a multiple of 9 (or is divisible by 9). ▪ Guide learners also to master the multiplication table of 9 as a way of helping them understand the multiples of 9 i.e.: 9, 18, 27, 36, 45 .... ▪ Using a variety of examples, show how the rule for divisibility by 9 is applied. For example; Which of the following numbers are divisible by 9? 75 and 504 75 = 7+5 = 12

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			Since 12 is not a multiple of 9, the number 75 is **not** divisible by 9. - 504 i.e. 5 + 0 + 4 = 9 Since 9 is a multiple of 9 (9 ÷ 9 =1), then 504 is divisible by 9. ■ In the case of the given question, guide learners to find the value of t as follows: - Find the sum of the digits in 78t i.e. 7 + 8 + t =15 + t - Now look for a number when added to 15 gives a multiple of 9. **Note:** 15 is bigger than the first multiple of 9, equate the sum to the next multiple of 9 which is 18, therefore, 15 + t = 18 15 – 15 +t = 18 - 15 t = 3 Therefore, the number is 783. ■ Reinforce learning by applying the rule to both small and large numbers. ■ Engage learners in games quizzes and puzzles that involve divisibility tests.
19.	To find the length of a minute hand of a clock given that in one hour it covers a distance of 88cm. (candidates are required to use $\pi=\frac{22}{7}$)	■ Two thirds of the candidates (66%) failed to relate the minute hand to radius and the distance covered to circumference. Therefore, they failed to calculate the length of the minute hand.	■ Help learners understand the relationship among circumference, radius and diameter in real life. Encourage learners to draw circles on the ground using strings or their foot to help them understand the relationship better.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			■ Using clock face, demonstrate the movement of the minute hand and associate this to parts of a circle learnt i.e. - the minute hand represents the radius. - the distance covered represents the circumference. ■ Using the idea that $c = 2\pi r$ since the minute hand makes one complete turn in one hour, this is equal to the circumference = $88cm$, the length of the minute hand represents the radius r $\therefore$ from $c = 2\pi r$ $88 = 2 \times \frac{22}{7} \times r$ $7 \times 88 = \frac{44}{7} \times 7$ $7 \times 88 = 44r$ $\frac{7 \times 8}{44} = \frac{44r}{44}$ $r = 14\ cm$ ■ Teach the concept of circumference in real life so that learners can relate it in their environment.
20.	To compare the performance of a pupil in two tests of mathematics given that the pupil scored $\frac{20}{25}$ in the first term test and $\frac{18}{20}$ in the second term test.	A big proportion of the candidates (63%) had difficulty in comparing fractions with different denominators. Therefore, they failed to determine in which test the pupil performed better.	■ Help learners to understand that in order to compare fractions with different denominators (names), we need to rename them i.e. make them have the same denominators then consider their numerators. (This is a process of finding equivalent fractions).

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			▪ For example, when comparing, $\frac{2}{5}$ *and* $\frac{1}{4}$, Rename the fractions by making their denominators the same .i.e. $\frac{2}{5}=\frac{4}{10}=\frac{6}{15}=\frac{\mathbf{8}}{\mathbf{20}}$ $\frac{1}{4}=\frac{2}{8}=\frac{3}{12}=\frac{4}{16}=\frac{\mathbf{5}}{\mathbf{20}}$ Therefore, the fraction $\frac{2}{5}$ is bigger than $\frac{1}{4}$ ▪ Guide learners in the same way to find which of the scores given in fraction was bigger, or .i.e. $\frac{18}{20}=\frac{36}{40}=\frac{54}{60}=\frac{72}{80}=\frac{\mathbf{90}}{\mathbf{100}}$ ▪ Emphasize that in order to determine which of the two fractions bigger, look at the value of their numerators after renaming them (equivalent fractions). The one with larger value is bigger. Therefore; $\frac{80}{100}<\frac{90}{100}$ ▪ Learners may also be guided to use the lowest common multiple (LCM) to change to equivalent fractions. ▪ Give learners adequate activities involving comparing fractions.
21 (a)	To simplify fractions in mixed operation: $\frac{1}{2}-\frac{1}{4}\div\frac{4}{5}$	▪ Majority of the candidates (62.7%) failed to follow the rule of BODMAS in simplifying the fractions.	▪ Help learners understand that where more than two operations are involved, the rule of BODMAS or DMAS must be applied.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
		They wrongly rearranged the given fractions which made them obtain wrong result.	■ In the case of the given task, the operation of division needs to be carried out before that of subtraction. i.e. $\frac{1}{2} - \left(\frac{1}{4} \div \frac{4}{5}\right)$ $\frac{1}{2} - \left(\frac{1}{4} \times \frac{5}{4}\right)$ $\frac{1}{2} - \frac{5}{16} = \frac{8 - 5}{16}$ $= \frac{3}{16}$ ■ Give learners adequate practice in simplifying fractions/numbers involving mixed operations. ■ Emphasize that altering the order can lead to incorrect solution.
24 (a)	To find the largest number of pupils that can be formed in Primary Five, Six and Seven given that equal number of pupils were to be formed in each class and the number of pupils in each class is: P5 = 126, P6 = 90 and P7 =72.	■ More than two thirds of the candidates (68.5%) had difficulty in interpreting what the question required. Some of the candidates simply multiplied the number of pupils in each class to find the number of pupils in each group.	■ Help learners understand that the principle of grouping in equal numbers uses the idea of greatest common factor (GCF). ■ Guide learners to understand how greatest common factor (GCF) is got and how it can be used in daily life. For example, if a parent has 8 apples and 12 oranges to be shared equally, the parent may choose to give it equally for 2 people. However, the largest number of people that can share the apples and oranges equally can be got as follows; 2 | 8 | 12 2 | 4 | 6 | 2 | 3

<table>
<tr><th>QN</th><th>WHAT WAS REQUIRED</th><th>WEAKNESSES OF CANDIDATES</th><th>ADVICE TO TEACHERS</th></tr>
<tr><td></td><td></td><td></td><td>The greatest common divider (GCF) = 2 × 2 = 4
■ Using the similar approach, help learners understand that the largest equal number of pupils that can be formed can be worked out using the GCF (greatest divider) as follows:
<table><tr><td>2</td><td>126</td><td>90</td><td>72</td></tr><tr><td>3</td><td>63</td><td>45</td><td>36</td></tr><tr><td>3</td><td>21</td><td>15</td><td>12</td></tr><tr><td></td><td>7</td><td>5</td><td>4</td></tr></table>
The largest number of pupils in each group = 2 × 3 × 3
= 18
■ Give learners variety of such applications on GCF and LCM</td></tr>
<tr><td>24 (b)</td><td>To find the number of groups that was formed in Primary Five.</td><td>Since this is a follow up to question to Q24(a), more than half of the candidates (58.5%) failed to find the number of groups that was formed in Primary five because they did not find the largest number of pupils in each group.
Furthermore, almost a third of the candidates (31.7%) did not attempt the question.</td><td>■ Guide learners to understand that the number of groups that can be formed in each class is then got by dividing the number of pupils in each class by the equal number of pupils in each group i.e. in primary five there will be 126 ÷ 18 = 7 groups.</td></tr>
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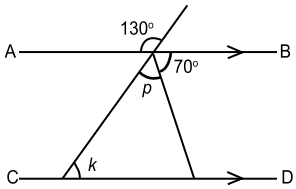
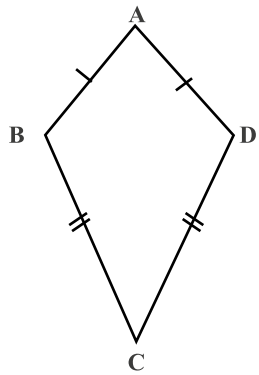
QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
25	To study the given diagram where line AB is parallel to line CD and use it to find the size of the mentioned angles:  Find the size of; (a) angle *p* (b) angle *k*	About 6 in 10 of the candidates (62%) failed to find the value of angle *p*. They had difficulty in identifying the types of angles formed on parallel lines and applying their properties to find the size of the unknown angles.	▪ Remind learners about parallel lines and their properties. ▪ Introduce learners to the types of angles that are formed when a transversal line crosses a pair of parallel lines i.e. - Vertically opposite angles - Alternate angles - Co interior angles - Corresponding angles - Supplementary angles ▪ In each case clearly explain the properties of the types of angles formed. ▪ Guide them in finding values of missing angles based on the properties of the angles. ▪ Emphasise that when using the angle properties in their solutions they should always state the type of angles in bracket. This will help them master the concepts easily. ▪ Encourage cooperative learning to help learners consolidate these concepts.
27.	To construct a kite ABCD using a ruler and a pair of compasses only, given that the diagonal of the kite AC= 6 cm and the diagonal BD bisects AC at X where BX=3 cm and DX=5 cm.	Slightly more than half of the candidates (51.9%) had little knowledge in using mathematics instruments and the properties of a kite. They therefore, failed to construct the kite that was described.	▪ Help them to understand the properties of a kite i.e. 

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			- Two pairs of adjacent sides are equal. (AB=AD and BC=CD) - One pair of the opposite angles are equal. (angle ABC=angle ADC) - The diagonals bisect at right angle. - The longer diagonal AC bisects the shorter diagonal BD. ■ Engage learners in activities such as making kites that can help them visualize the properties of a kite. Let them make paper kites of different sizes. ■ Encourage learners to always draw a sketch to guide them in their construction. ■ Emphasize accurate measurement of line. Stress that measurement of length should start from the zero mark on a ruler. ■ Emphasise Use of well sharpened pencil. ■ Encourage step by step approach while teaching construction i.e. after demonstrating a skill allow learners perform the task as you supervise. ■ Give more practice in constructing different types of quadrilaterals such as rectangles, squares parallelograms, kites etc
29 (b)	To use the given table showing the price at which a bank bought and sold foreign currencies in Uganda shillings to find the amount of Kenya shillings Moses will get from US dollars 200.	■ Encourage step by step approach while teaching construction i.e. after demonstrating a skill allow learners. Almost half of the candidates (47%) failed to interpret the table on the exchange rate.	■ Encourage step by step approach while teaching construction i.e. after demonstrating a skill allow learners Help learners understand that different countries have difference currencies with different names and values. For example,

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS

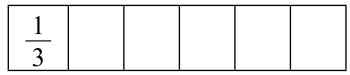
Currency	Buying in Ug.sh	Selling in Ug.sh
1Ksh1	24	26
1USD	3,900	3,950
1GBP	4,400	4,700

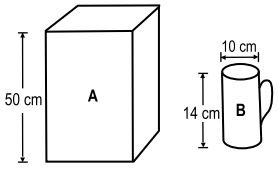
They did not know which figures in the exchange rate table to use in carrying out their conversions.

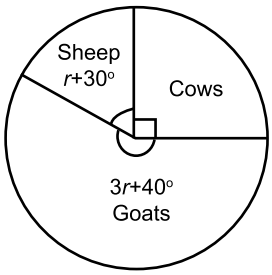
Country	Currency	Symbol
United States of America	Dollar	$ or USD
Great Britain	Pound	£ or GBP
Kenya	Shilling	Ksh
Rwanda	Franc	RF

- Help learners understand that foreign currencies are bought and also sold. The people who buy and sell foreign currencies do business for profit. Therefore, the selling rate is always higher than the buying rate.
- Emphasise that when a person wants a foreign currency, he/she is sold the currency and therefore the selling rate is used. When the person wants the local currency to be exchanged for a foreign currency, the foreign currency is bought from him/her. Therefore, the buying rate is used.
- Present to learners' exchange rates (Buying and Selling) from newspapers or prepared charts to help them understand this concept. Let them role play buying and selling foreign currencies.
- In the case of the given question,
  - The USD 200 will first be exchanged (bought) for Ug.sh since there is no direct transaction for Ksh and USD.

    200 × 3900 = 780,000
  - Then the Ksh will be sold to Moses for Ug.sh 780,000

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			The rate of Ug. Sh 26 is used. $\frac{780,000}{26}$ = Ksh 30,000. ■ Give learners adequate practice in questions wh ere buying and selling of currencies are involved.
30. (a)	To find the number of days two workers take to dig a piece of land together, given that the first worker could dig the land alone in 6 days and tahe second worker could dig the same piece of land alone in 3 days.	About 72% of the candidates failed to apply the idea of proportion to find the number of days the two workers will take together to dig the piece of land.	■ Help learners understand the concept of inverse proportion "When the number of people required to do work increases, the number of days required to do the work decreases and vice versa". Use variety of real-life situations such as filling water tanks, painting walls to introduce this idea. ■ Encourage step by step approach while teaching construction i.e. after demonstrating a skill allow learners Break down the problem into smaller steps guiding learners to find the number of days as follows: - If the first worker takes 6 days to dig the land, which means in equal proportions, in one day the worker digs $\frac{1}{6}$ of land.  - If the second worker alone takes 3 days, $\frac{1}{3}$ in one day the worker digs.  - Together in one day they dig $\frac{1}{6}+\frac{1}{3}$ $\frac{1+2}{6}=\frac{1}{2}$ the land.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			- If $\frac{1}{2}$ of the land is dug in one day by the two workers, then to complete the land they take $1 \div \frac{1}{2} = 1 \times \frac{2}{1} = 2$ days. ■ Take learners step by step in the working. ■ Give learners more of such application of fractions in daily life.
30 (b)	To calculate the amount of money the farmer spent to dig the land if the farmer paid each worker sh. 15,000 per day.	Of the sampled candidates, 71.3% could not proceed to calculate the amount of money the farmer spent to dig the land because they did not find the number of days the workers took to dig the land.	■ After finding the number of days the workers take to dig the land, help learners understand that payment to the workers is to be done per day. Therefore, - In one day, the farmer spends Sh. 15,000 x 2 = sh30,000 - In two days, the workers will be paid a total amount of Sh. 30,000 x 2 = Sh. 60,000 ■ Give learners adequate experience in problems where there is integration of topics.
31 (a)	To study the given diagrams of cup **B** and container **A** to answer the questions about them given that forty full cups of water in cup B fills container **A**.  To find the volume of cup **B**.	58% of the candidates failed this question. They were unable to identify the radius of the cylindrical cup. Some of the candidates failed to apply the correct formula for finding the volume of the cylinder.	■ Revise with your learners the relationship between diameter and radius i.e. $2r$ = d or r = d ÷ 2 ■ Introduce to learners that the cup given is an example of a cylinder with two circular ends. Therefore, its volume = Area of the circular end × the height Volume = $\pi r^2 \times h$ Volume = $\pi r^2 h$ but r = 10 ÷ 2 = 5 cm, h =14 cm V= × 5 × 5 × 14 = 22 × 5 × 5 × 2 = 1100 cm^3

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
31. (b)	To calculate the base area of container **A**.	67% of the candidates failed to find the base area of container **A**. The candidates could not relate volume of cup **B** to the volume of the container **A**.	▪ Help learners understand that the volume of container **A** is equal to the amount of water it holds when full. Since forty full cups of water in cup **B** fill it, therefore, volume of container **A** = $40 \times 1100\ cm^3$ = $44000\ cm^3$ ▪ Remember that V = A × h Therefore, base area (A) $44000\ cm^3 = A \times 50\ cm$ $\frac{44000\ cm^3}{50\ cm} = \frac{50\ cm\ A}{50\ cm}$ $880cm^2 = A$ ▪ While teaching about application of volume and capacity in real life, use practical approaches where learners participate in filling big containers using smaller ones. ▪ Give a variety of such examples to consolidate concepts learnt.
32. (b)	To study and use a given pie chart showing the number of animals reared on Amanya's farm to calculate the total number of animals on the farm given that there are 11 more goats than sheep on the farm.  	A number of candidates (57.6%) failed to calculate the value of r in part (a). 62.5% of the candidates failed to relate the difference in degrees to the animals on the farm in part (b).	▪ Help learners to understand that pie charts are also called circle graphs. They help us to organize information. The information on pie charts can be in fraction form, percentages or in degrees. ▪ Help them understand that when the information on a pie chart is in degrees, the entire circle represents 3600, when the information is in percentages, the entire circle represents 100% and when the information is in fractions, the circle represents 1 whole.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			■ Learners should be made to understand that the unknown can be got by equating the elements in the pie chart to either 360^0 or 100% or 1 depending on their representation. ■ Guide learners to correctly relate the difference in degrees to the number of animals in order to find the total number of animals on the farm i.e. - The difference between the degrees for the goats and that for sheep equals to 11 animals. - Form equation to solve for the number of animals. Encourage the use of proportions in solving such problems. ■ Expose learners to more of such problems in the course of their learning.

2.2: Report on Candidates' Work in Social Studies with Religious Education

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
4.	To state **one** reason why you would not advise fishermen to use herbs as a method of fishing.	Out of the sampled candidates, 27.2% candidates did not understand that herbs are traditional methods of fishing. They associated the use of herbs to poisoning.	▪ Guide learners to identify the different modern and traditional practices of fishing carried out in different communities. ▪ Discuss with learners the challenges faced by the fishing industry in Uganda. ▪ Discuss the negative practices carried out on the water bodies during fishing. ▪ Research widely in order to integrate fishing practices common in both rural and urban contexts.
5.	To give any **one** negative effect of the collapse of the East African Community (EAC) in 1977 on the development of East African countries.	Slightly more than half of the candidates (51.1%) were bewildering the factors that led to the collapse of the EAC with the negative effects of its collapse.	▪ Guide learners to understand the evolution of EAC and why it was formed. ▪ Discuss with learners the factors that led to the collapse of the community. ▪ Discuss with learners how the collapse of EAC in 1977 negatively affected the development of East Africa countries. For example, low market for goods, high taxation of goods among others. ▪ Discuss with learners the reasons for the revival of EAC. ▪ Explain how countries benefit from being members of EAC.
7.	To give the meaning of the word **recycling** as used in environmental protection.	More than half of the candidates (53.2%) failed to differentiate between recycling and reusing in the context of waste management.	▪ Engage learners in different activities to enhance the development of language competences as stipulated in the curriculum. For example, explaining the words related to the topics or asking learners to use them in sentences.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			▪ Discuss with learners the different types of waste in our communities.
			▪ Discuss with learners the ways in which we can manage wastes in our communities. ▪ Help learners to explain methods used in environmental protection such as; reuse, recycle, refuse, reduce, repair, dispose to help them differentiate the terminologies. ▪ Use integrated approach to expand learners' knowledge by borrowing from other subjects like Integrated Science, using resource persons and videos.
10.	To give any **one** way in which billboards promote trade in the community.	More than half (56%) of the candidates had limited knowledge of billboards. They mistook billboards to be notice boards.	▪ Guide learners to identify the different ways (both modern and traditional) in which people advertise their goods and services. ▪ Visit the nearest town to help learners observe/ describe the different designs of billboards. ▪ Guide learners to describe different media used in advertisement as a way of making their availability known. ▪ Discuss the advantages and disadvantages of different means of advertisement.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
11.	To explain how the distance of an area from large water bodies affect the climate of the surrounding land.	Two thirds of the candidates (65.8%) gave general factors that influence climate instead of being specific to large water bodies while some candidates (11%) gave importance of water bodies instead of the effects of the water bodies on the surrounding areas.	▪ Discuss with learners the different factors that affect climate of an area. ▪ Discuss with learners how each of the factors affects the climate of an area. For example, places near large water bodies receive more rainfall compared to places far away. ▪ Use demonstrations, illustrations, diagrams and videos to show learners how the different factors affect climate.
13.	To give the importance of rubber trees to the transport sector in Africa.	Almost 60% of the candidates gave the general importance of rubber instead of linking the importance to transport sector while other candidates confused rubber trees with mangrove trees.	▪ Help learners to identify different resources found in Africa. ▪ Discuss how different resources in Africa help to improve our wellbeing. ▪ Discuss with the learners how each resource is used and the products got from them, for example, latex is got from rubber trees. ▪ Guide learners to explain how rubber supports other sectors like transport, industrial and service sectors. ▪ Discuss the ways in which rubber trees are different from other trees.
14.	To give one reason why plants in desert areas have deep roots.	More than half of the candidates (52.1%) did not know how plants in desert areas adapt to climatic conditions.	▪ Discuss with learners the characteristics of desert climate. ▪ Guide learners to describe how plants in desert areas adapt to the conditions.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
16.	To state any **one** way in which a high population may negatively affect the provision of social services in an area.	A big proportion (70%) of the candidate gave the disadvantages of high population in general but not how it may negatively affect the provision of social services.	▪ Guide learners to identify the different social services provided in their districts. ▪ Discuss with learners the advantages and disadvantages of a high population in an area. For example, low population makes provision of social services easier and in better quality than high population which can lead to poor social service provision. ▪ Guide learners to explain how high population negatively affects social service delivery.
17.	To explain how the government of Uganda has helped the youths to improve their standards of living.	Almost half of the candidates (46.3%) were giving ways the government is eradicating poverty and general aspects of development instead of explaining specific interventions targeting the youths. For example, some candidates' responses were; by building schools, by building hospitals and constructing roads which are general aspects of development.	▪ Guide the learners to describe who the youths and other vulnerable groups like women, disabled, and elderly are. ▪ Guide learners to explain the term standard of living. ▪ Guide learners to identify the current programmes or interventions government has put in place to help the youths and other vulnerable groups to improve their living standards like, Youth Livelihood Programme.
19	To state any **one** way in which the national constitution guides people on the use of the Uganda National Flag.	Slightly more than half of the candidates (51.1%) had limited knowledge of how the constitution guides the use of the National Flag and hence, misinterpreted the question.	▪ Guide learners to read the National Constitution especially about the national symbols. ▪ Discuss with learners the national symbols as stipulated in the constitution. ▪ Guide learners to describe the guidance in the constitution regarding the use of the national symbols.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
21	To explain how afforestation reduces landslides on mountain slopes.	More than three quarters of the candidates (76.5%) did not understand the difference between landslides and soil erosion. As such, some wrote responses like "*it controls soil erosion*".	▪ Guide learners to differentiate the different forms of environmental degradation. ▪ Discuss how different forms of environmental degradation are managed such as; landslides, mudslide and soil erosion. ▪ Guide learners to explain why landslides are common in mountainous areas. ▪ Guide learners to describe how growing trees on mountain slopes can reduce landslides, that is, roots of trees hold the soil firmly.
23.	To give a reason why traffic police officers are encouraged to wear jackets with reflectors while on duty.	Some candidates (33.3%) mistook wearing jackets with reflectors to wearing white clothes. As such some gave reasons like "to reflect light" instead of linking it to increasing visibility and reducing accidents on the road.	▪ Guide learners to identify the duties of traffic police officers. ▪ Discuss with learners the type of jackets traffic police officers and bodabodas usually wear and other protective gears to maintain road safety. ▪ Guide learners to explain why traffic police officers wear jackets with reflectors, for example, to be easily seen.
24.	To write one factor that enables people to survive in semi-desert conditions.	Two thirds of the candidates (66%) did not understand the characteristics of semi-desert conditions and how people adapt to such conditions. They instead wrote the importance of Oases.	▪ Help learners to describe the characteristics of semi-desert areas. ▪ Guide learners to differentiate between the conditions in desert areas and those in semi-desert areas. ▪ Discuss with learners what people do in semi-desert conditions in order to survive.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
26.	To give a reason why one would encourage fellow pupils to recite their school motto at every assembly.	Half the number of candidates (50.9%) gave the importance of school symbols instead of why pupils are encouraged to recite their school motto in every assembly. For example, some wrote, for easy identification of the pupils in case of accidents on the road.	▪ Guide learners to identify the symbols that are unique to a school. ▪ Discuss with learners the importance of each school symbol to the school and learners. ▪ Help learners to give reasons why they would encourage their fellow pupils to recite the school motto in every assembly.
31.	To draw a map symbol showing an airport.	More than two thirds of the candidates (69.1%) drew pictures of airplanes instead of a map symbol showing an airport.	▪ Guide learners to describe what map symbols are. ▪ Let learners give examples of common map symbols. ▪ Guide learners to draw different map symbols.
35.	To write one challenge faced by miners who use the underground method of mining.	62% of the candidates wrote the challenges facing mining sector instead of challenge faced by miners who use the underground method of mining. For example, some wrongly wrote "low technology", shortage of funds among others.	▪ Guide learners to identify the common minerals mined in Uganda/East Africa/Africa. ▪ Discuss the importance of the mining sector to socio-economic development. ▪ Guide learners to explain the methods used in mining. ▪ Discuss with learners the challenges faced by miners in using the different methods of mining.
36.	To give **one** reason either: why Joseph or Yusuf was sold to the Midianite traders by his brothers.	More than half (60.7%) of the candidates gave the negative effects of too much love instead of giving the reasons why Joseph or Yusuf was sold by his brothers.	▪ Guide learners to read the story of Joseph and other related stories in the Holy Bible. ▪ Discuss the message in the Bible texts read to help them interpret Bible messages. ▪ Discuss with learners why the brothers of Joseph were jealous of their brother.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
		For example, some candidates presented, "Joseph was much loved by his father" as if a father loving a son is bad practice. Furthermore, 10 percent of the candidates did not answer the question.	▪ Ask learners to explain what they learn from the decision of Joseph's brothers.
42. (a)	To name **one** symbol of authority used by the Speaker of Parliament of Uganda during parliamentary sessions.	60 percent of the candidates named national symbols of Uganda instead of the symbols of authority used by the Speaker of Parliament of Uganda. Furthermore, the results of analysis indicated that 15 percent of the candidates did not attempt question 42 (a).	▪ Guide the learners to identify the roles played by different personnel in parliament such as the Clerk to Parliament, Speaker, Sergent at Arms, among others. ▪ Guide learners to identify the instruments/symbols of power/ authority for the speaker and others. For example, the constitution, mace, wig, and rules of procedure, among others. ▪ Use debate to help learners understand how the parliament operates. ▪ Where possible, visit the parliament with the learners to understand more about its functions.
42. (c)	To give the difference between a bill and a law.	Results indicated that 64 percent of the sampled candidates did not understand what a bill and a law are in context of processing a law in parliament. As such, they gave the general meaning of laws. 21 percent of the candidates did not answer question 42 (c).	▪ Guide learners to understand the process of making laws. ▪ Guide learners to relate the making of school rules and regulations to the process of making laws in the parliament. ▪ Expose learners to different terms used in parliament such as bill, law, act, rules of procedure among others to be able to differentiate them.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
44 (a)	To give the difference between donations and loans as sources of government revenue.	Almost half of the candidates (48.6%) did not have knowledge of the difference between donations and loans and 26 percent of the candidates did not answer question 44(a).	▪ Guide learners to relate how the government and family gets income. ▪ Discuss with learners the sources of government revenue and their differences. ▪ Guide learners to understand that gifts are not paid back just like the donations while loans are paid back. ▪ Explain to learners the kind of donations that government receives. ▪ Discuss the sources/ conditions of loans.
44 (b)	To give **two** reasons why the government of Uganda allocates money to Ministry of Education and Sports every financial year.	Results indicated that 30 percent of the candidates gave the importance of budgeting instead of giving specific aspects on which the Ministry of Education and Sports spends money.	▪ Discuss with learners how the government spends the money it collects. ▪ Guide learners to explain why government allocates money to different ministries/ departments. ▪ Discuss with learners the activities carried out by the MoES like training teachers, paying salaries to teachers, conducting co-curricular activities, recruiting teachers among others. ▪ Guide learners to explain different activities on which the MoES spends money.

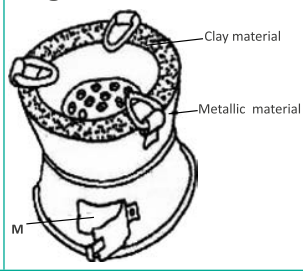
QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
46 (a)	To give any **two** reasons why Germany colonised Tanganyika.	Almost half the number of candidates (45.8%) gave reasons why Europeans colonised Africa in general instead of giving reasons why Germany colonised Tanganyika.	▪ Guide learners to identify the European powers that colonised East Africa. ▪ Discuss with learners the reasons why Europeans colonised East Africa. ▪ Guide learners to give reasons why Europeans colonised each East African country. ▪ Help learners to give reasons why Germany colonised Tanganyika.
46. (b)	To state **two** positive effects of German East Africa Company (GEACO) on the development of East Africa.	51.3% of the candidates stated the positive effects of colonial rule instead of positive effects of GEACO on the development of East Africa. ▪ Some other candidates confused the effects of GEACO and that of IBEACO while 18% did not respond to the question.	▪ Help learners to identify the trading companies in East Africa at the time of colonial rule such as, Imperial British East Africa Company and Germany East Africa Company. ▪ Discuss with learners the roles played by the trading companies in the colonisation process. ▪ Guide learners to state the positive effects of the trading companies on the development of East Africa.
49. (b)	To state the ways in which South Africa's industries are helpful to the growth of other sectors.	More than a third of the candidates (35.3%) stated the benefits of industries to people instead of relating it to other sectors like agriculture and mining. Furthermore, 13 percent of the candidates did not answer question 49 (b).	▪ Guide learners to identify some of the industries that exist in South Africa. ▪ Discuss with learners the importance of industries in the growth of a country. For example, being source of revenue, employment and supporting other sectors of the economy.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			▪ Discuss with learners the nature of industries that can help other sectors to grow. For example, tools made in industries are used in agriculture and fishing sectors. ▪ Guide learners to relate some industries to the existence of other sectors like textile, beverages, electronics, mining and agriculture, among others.
50 (b)	To state any **two** benefits Uganda can get by participating in peace keeping missions in Africa.	More than a third of the candidates (37%) mistook the aims of common market with the benefits of peace keeping mission.	▪ Explain the importance of peace. ▪ Discuss with learners situations that can disturb peace. ▪ Explain how peace can be promoted in their local areas. ▪ Discuss the ways in which peace can be promoted in Africa. ▪ Discuss how the African Union is trying to solve the issue of civil wars in Africa. ▪ Let learners identify the different Peace keeping missions that Uganda was/is involved in. ▪ Discuss how Uganda benefits from participating in the peace keeping missions. For example, getting fighting equipment, gaining experience in ensuring peace with neighbouring countries and getting international recognition.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
53 (b) EITHER/ OR	To state **two** miracles Moses or Prophet Musa performed in order to convince Pharaoh to release the children of Israel.	More than half of the candidates (51%) stated the punishments God sent to the Egyptians inform of the plagues instead of the miracles Moses performed before the plagues.	▪ Guide learners to read about from the Holy Bible the ten plagues and the miracles that Moses performed. ▪ Discuss with learners why God chose Moses to rescue the people of Israel. ▪ Guide learners to understand the punishments God sent to disobedient people. ▪ Discuss the differences and similarities between the miracles that Moses performed and the ten plagues.
54 (a) EITHER/ OR	To state any **two** ways in which the Uganda Joint Christian Council (UJCC)/ Uganda Muslim Su preme Council (UMSC) has promoted the social welfare of people.	Results indicated that 43% of the candidates gave the roles of voluntary religious organisations instead of specifically stating the ways UJCC and UMSC have promoted social welfare of people. Additionally, 13% of the candidates did not answer question 54 (a) Either/Or part.	▪ Expose learners to language competences that are specific to RE. ▪ Discuss with learners the roles of the UJCC and other religious organisations socially, politically and economically. For example, participating in the making of CRE/IRE Syllabi. ▪ Discuss the ways in which UJCC promotes social welfare of the people, for example, supporting the disabled and those hit by disasters, among others.
55. (b) EITHER/ OR	To write two conditions that can enable a Christian/ Muslim to take part in Holy Communion/ Hijjah.	Slightly more than half of the candidates (52%) wrote the importance of Holy Communion/ observing Hijjah instead of the conditions.	▪ Guide learners to identify the sacraments celebrated in their Christian faith/ Guide learners to explain the meaning of HIJJAH. ▪ Discuss why the sacraments are important in Christianity/ Hijjah is important in the life of a Muslim.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
			▪ Discuss with learners the conditions that one has to fulfil in order to take a specific sacrament such as prior preparation through repentance (Penance), confirmation, wedding and undergoing religious instructions/before performing Hijjah. ▪ Invite a resource person to explain about the sacraments/ pillars in Islam.
55 (b) OR	To write two conditions that enable a Muslim to observe Hijjah.	A sizeable proportion of the candidates (80%) wrote the importance of observing Hijjah instead of the conditions.	▪ Guide learners to explain the meaning of HIJJAH. ▪ Guide learners to explain why Hijja is important in the life of a Muslim. ▪ Discuss with learners some of the conditions one has to fulfil before performing Hijja. ▪ Invite a resource person to explain the pillars in Islam.

2.3 Report on Candidates' Work in Integrated Science

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
1.	To name the type of teeth which develops last in humans.	Slightly more than half of the candidates (54%) gave their response as Wisdom teeth. Others had permanent teeth. They failed to differentiate between types and sets of teeth.	▪ Help learners to distinguish between types and sets of teeth and the ages at which they develop. ▪ Teach concepts as stated in the curriculum and resource books. ▪ Emphasise the correct use of scientific language.
6.	To mention the activities carried out in a crush	60.1% of the Candidates failed to identify the activities carried out in a crush. They had their responses as fencing, zero grazing, paddocking, dipping.	▪ Teach the different management practices carried out on a cattle farm and the farm structures where they are carried out. ▪ Emphasise the primary use of those farm structures. ▪ Make field visits and use resource persons when handling this topic. The use of video clips can also be useful when teaching this topic.
9.	To give the similarity between fungi and animals in the way they feed.	More than three quarters of the candidates failed to draw similarities between animals and fungi in the way they feed.	▪ Teach different types of organisms, their characteristics and make comparisons on their similarities and difference such as the way they feed, reproduce, move, protection and others. ▪ Help them draw the similarities between fungi and animals in terms of feeding.
17.	To give the function of the part marked **M** on the diagram. 	Slightly more than a quarter of the Candidates (28%) did not know various parts of a charcoal stove.They had responses like; for air circulation, to let out warm air and heat.	▪ Use practical approach when teaching heat transfer. ▪ Emphasise the meaning of convection current and how it is applied in a charcoal stove. ▪ Help learners to identify the different parts on a charcoal stove and the uses with help of a real stove.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
28.	To state the way in which a child health card is important to the parent.	Almost half of the Candidates (49.5%) failed to state the importance of a child health card. They presented responses like; - it helps a parent to know the child's date of birth.	■ Help learners understand the use of a health card to the parent and to the health worker. ■ Use a resource person to teach the information on a child health card. ■ Use child health card or their photocopies to use when teaching this content for learners to see and touch.
31.	To state the importance of screws in our daily life	About half (50%) of the candidates were giving the uses of spanners and screw drivers. Their responses included, untie the bolts, and tighten the nuts and screws.	■ Teach the topic on machines using real objects' ■ Demonstrate on how different machines work as this will help learners understand different machines. ■ Expose learners to real examples of screws in their environment and practically make the learners to use them. ■ Demonstrate the use of screws and other simple machines during the lesson to help them understand.
42 (b).	A part from anthrax, to name one other disease of goats controlled by vaccination,	More than half of the candidates (58.9%) lacked sufficient knowledge on diseases of goats and their control measures and almost 11 percent did not answer the question. They had responses like foot rot, mastitis, east coast fever, heart water and tick-borne disease.	■ Teach about the animal pests and diseases using a variety of methods with more learner engagement e.g. the use of VIPP cards, field visits, use of video downloads and resource persons. ■ Teachers should teach the four caustic agents of diseases of goats and group them accordingly. ■ Discuss with learners the specific diseases of different animals, their prevention, control and treatment ■ Help them understand that some diseases are common to all animals, hence they should get the differences.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
42 (c).	To give the reason for keeping farm health records.	More than a third of the candidates (40.6%) failed to interpret the information from the table. They had some of the responses as; know the profit and loss, to be taxed fairly and to be able to get a loan from the bank.	▪ Teach different farm records and their importance where possible, make farm visits and see these records. ▪ Use resource persons such as farmers, farm managers and veterinary doctors when teaching this topic on animal keeping. ▪ Use project method to have learners develop records for their crops/animals. ▪ Help learners to interpret different farm records.
43 (c).	To explain how deforestation causes soil erosion	Almost half of the sampled candidates (47%) gave the effect of deforestation on soil. They failed to give how it causes soil erosion. Furthermore, 26% of the candidates had partial response such as it leaves soil bare.	▪ Help learners understand the cause of soil erosion and the effects. ▪ Practically use the affected environment to expose learners to evidence of soil erosion and its causes. ▪ Expose the candidates to the format of assessment like 43 (c) which requires 2 marks for a complete response.
44 (d).	To give the importance of the tuber in the propagation of Irish potato	81 percent of the candidates lacked knowledge on propagation of Irish potato. Results further indicated that 15% of the candidates did not answer question 44 (d)	▪ Demonstrate how to propagate different crops. ▪ Explain how tubers are useful in the propagation of Irish potatoes. ▪ Guide learners to always relate their responses to the demand of the question.
46 (c).	To explain how to get the volume of an irregular object using given materials.	More than half of the candidates (55%) failed to describe the procedure for finding the volume of the irregular object given a set of materials.	▪ Teach learners science practically using available resources. ▪ Help learners understand various procedures used to get results from the experiments.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		The candidates had common responses such as by using displacement method, by getting second level minus first level. Findings further indicated that 21 percent of the candidates did not answer question 46 (c).	■ Give learners sufficient practice on experiments to find volume of different objects.
49 (b).	To identify any two ways of giving health education to the community.	Results indicated that 61% of the candidates failed to present two ways of giving health education to the community. They gave responses like; going for immunisation, taking your child to the health centre, teaching people on effects of family planning.	■ Help learners participate in various ways of giving health education messages to the community. These ways include making posters, drama and talks-how. ■ Teach the details about the elements of PHC. ■ Use resource persons to give more details about health education.
52 (b).	To give ways in which information collected on human population help to address health problems in a community.	More than two third of the sampled candidates (68%) failed to mention ways how data collected on demography is useful to address health problems. They had responses such as; by using communication, helps in spread of diseases, by family planning, leads to provision of enough food to people.	■ Teach the importance of demography in relation to human health. ■ Use project method when teaching this topic. ■ Guide learners on how to collect information on health surveys, organizing, analyzing and interpreting it.
54 (b).	To explain how pouring of oil on stagnant water helps to control the spread of malaria.	About half of the candidates (47%) failed to identify the stage in life cycle of a mosquito that can be controlled by pouring oil on stagnant water. They provided responses like; it kills mosquitoes in water, it kills eggs of mosquitoes, to reduce the spread of malaria.	■ Clearly teach ways of controlling mosquitoes at different stages of their life cycle. ■ Use field visits to see the breeding places for mosquitoes and how to control them. ■ Use resource persons when handling this topic on vectors and diseases.

2.4 Report on Candidates' Work in English

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
1 to 5	**Vocabulary:** To fill in the blank spaces with suitable words.	53% of the candidates failed qn 2. Whereas many of these identified candidates did not know the form of the word bite that they were supposed to use, others wrote words which were not required. For qn 5, 51% of the candidates failed either by filling in the blank space with incorrect words such as babies, or by spelling the expected word wrongly, that is kitens for kittens. 8% of the candidates did not attempt the qn.	▪ Teach all vocabulary related to animals; their young ones, homes, sounds and gender. ▪ Put emphasis on spellings whilst teaching vocabulary. ▪ Use spelling games and other spelling strategies like 'look, cover, say, write, check' spelling strategy
6 to 15	**Formation and Transformation of Words:** To use the correct forms of the words given in brackets to complete the sentences.	▪ Some of the candidates failed qn 11. They spelt the word *carelessness* wrongly. ▪ Some other candidates failed qn 13. These candidates knew the correct form of the word but failed to spell it correctly. For example, they wrote *Egyptain* instead of *Egyptian*. Others wrote *egyptian*. ▪ 49% of the candidates failed qn 14 mainly because of the incorrect spelling of the word behaviour. 3% of the candidates did not attempt the question.	▪ Be practical when teaching in order to aid understanding. ▪ Guide learners that the first letters of proper nouns must always be in the upper case. ▪ Lay emphasis on spelling while teaching word formation.
18 to 20	**One Word for Many:** To rewrite the sentences giving one word for the underlined group of words.	▪ Half of the candidates failed qn 18. Most of these candidates wrote the spelling of the word *patients* incorrectly. 2% of the candidates did not attempt the question.	▪ Encourage learners to read and follow the given instructions carefully. ▪ Use the crossword puzzle as a game to aid mastery of vocabulary and spellings.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
		▪ 54% of the candidates failed qn 19 by writing words that did not mean the same as the underlined group of words. 4% of the candidates did not attempt the question. ▪ 54% of the candidates failed qn 20. Most of these candidates confused *open* (the adjective) which was the correct response with *opened* (the verb) which was an incorrect response for one word to mean 'not closed'. ▪ Generally, some of the candidates gave only target words that are not in sentences for these three questions.	▪ Guide learners to interpret sentences according to context. ▪ Use a dictionary and a thesaurus to help learners identify the parts of speech of different words and to understand their various usage. ▪ Guide learners that one word can belong to two or more parts of speech, for example the word well can be a N, V or Adj. ▪ Discuss with learners the relationships between parts of speech. ▪ Create opportunities for learners to carry out extensive reading.
21 and 22	**Contraction/ Abbreviation:** To give the full forms of the given short forms.	▪ Only 7 percent of the candidates wrote the full form of it's as one word (=*it is*) for qn. 21 ▪ Findings of the analysis have found out that 15% of the candidates spelt *Wednesday* wrongly (=*Wenesday/ Wednessday/ Wedensday/ wednesday*) for qn.22	▪ Emphasize proper placement of the apostrophe in contractions. ▪ Put emphasis on capitalization of proper nouns. ▪ Emphasize correct spellings in your daily instruction in class. ▪ During vocabulary lessons, guide learners to identify words which can be abbreviated. ▪ Be a role model in reading contractions. ▪ Expose learners to listening to comprehension texts that have contractions so that they can identify them and say them in full forms.

<table>
<tr><th>QN</th><th>WHAT WAS REQUIRED</th><th>WEAKNESSES OF CANDIDATES</th><th>ADVICE TO TEACHERS</th></tr>
<tr><td>23 and 24</td><td><u>Homophones:</u>
To use the given words in sentences to show that they know the difference in their meaning.</td><td>■ Almost a quarter (24.1%) of the candidates wrote clumsy sentences in qn. 23. 12% of the candidates did not punctuate or wrongly punctuated their sentences most especially qn. 24.</td><td>■ Teach meanings of words and their proper usage in sentences.
■ Give practice activities on homophones.
■ Guide learners to identify and pair up homophones during vocabulary lessons.</td></tr>
<tr><td>27 and 28</td><td><u>Opposites:</u>
To rewrite the sentences giving the opposite forms of the underlined words.</td><td>■ More than a quarter of the candidates (29%) wrote the wrong word downer as the opposite form of upper (qn. 28) while other candidates merely wrote the target words but not in sentences.</td><td>■ Carry out on-the-spot correction of mistakes made by learners during verbal communication.
■ Encourage learners to follow instructions carefully.
■ Have learners practice using words with their opposites in sentences.</td></tr>
<tr><td>29 and 30</td><td><u>Word Order:</u>
To arrange the given words to form correct sentences.</td><td>■ More than a third of the candidates (35.3%) left out the word ‘morning’ in qn. 30 while others separated the word ‘anything’.</td><td>■ Emphasize the correct use of adverbs of time in a sentence.
■ Emphasize the proper writing of compound words, for example everywhere, schoolchild, head teacher, and sister-in-law. Some compound words are closed or open, while others are hyphenated.
■ Give learners the opportunity to construct sentences orally.</td></tr>
<tr><td>31 to 50</td><td>Sentence Transformation:
To rewrite the sentences as instructed in brackets.</td><td><table><tr><th>No.</th><th>Attempted but failed (%)</th><th>Not attempted (%)</th></tr><tr><td>32</td><td>76</td><td>6</td></tr><tr><td>33</td><td>56</td><td>1</td></tr><tr><td>34</td><td>56</td><td>2</td></tr><tr><td>35</td><td>80</td><td>4</td></tr><tr><td>36</td><td>90</td><td>2</td></tr><tr><td>37</td><td>61</td><td>8</td></tr></table></td><td>■ Emphasize oral construction of sentences using the already-learnt structures.
■ Encourage learners to use articles as given in the questions.</td></tr>
</table>

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS

No.	Attempted but failed (%)	Not attempted (%)
39	72	4
41	75	3
43	58	2
44	55	1
45	85	5
46	75	3
47	85	2
48	54	1

General observation

- More than three quarters of the candidates (76.4%) constructed clumsy sentences most especially in qn. 32.
- Results of the analysis have also found out that 81 percent of the candidates misused articles in their responses in qn.35.
- Findings of the study have also found out that 88 percent of candidates left out key words in their responses in qn. 36. Similarly, 72 percent and three quarters of the candidates omitted the key words for qn. 39 and qn.41 respectively.
- More than half of the candidates (57.9%) spelt key words wrongly for qn. 43, for example they wrote *occured* instead of *occurred*.
- Findings of the analysis have indicated that 85 percent, 75 percent, 85.3 percent of the candidates did not follow the instructions given in brackets for qns. 45, 46 and 47 respectively.

- Give learners varied exercises on the use of articles, for example completing sentences and short stories with articles.
- Emphasize correct spelling of words in all lessons.
- Encourage learners to follow instructions.

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS
51, 52 and 53		**Sentence Transformation:** To rewrite the sentences as instructed in brackets. **Comprehension:** To read/study the given texts and then answer the questions that follow in full sentences.	■ Encourage learners to read texts in different tenses and then answer questions about them, making sure that they maintain the tenses used in the questions. ■ Expose learners to a variety of text types: narrative, expository and argumentative. ■ Give regular practice in comprehension in different assessments. ■ Emphasize proper spelling of names of people and places given. ■ Emphasize techniques of proper answering of comprehension questions. ■ Encourage learners to use names of people, places, etc. the same way they have been given in the texts. ■ Encourage the learners to interpret sentences according to context. ■ Emphasize to learners that the voice (active/passive) used in the response should be the same as that one used in the question. ■ Give learners daily practice of intensive and extensive reading to develop interpretation and comprehension skills.

51	Attempted but failed (%)	Not attempted (%)
	62	1
	81	5
	22	5
	61	7
	75	12
	71	13
	58	11
	32	7
	35	9
	74	10

52	Attempted but failed (%)	Not attempted (%)
	59	4
	41	2
	32	1
	48	4
	64	21
	23	5
	42	8
	87	4
	24	4
	22	8

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS

53	Attempted but failed (%)	Not attempted (%)
	95	1
	14	2
	17	1
	50	1
	12	1
	35	7
	63	10
	67	10
a (i)	44	17
(ii)	32	6

- Findings of the analysis established that 62 percent of the candidates wrote their responses using wrong tenses in qn. 51(a).
- Results also indicated that 81 percent of the candidates directly lifted information from the texts given in qn. 51 (b) while others wrote phrases that were meaningless, not related to the texts given and misspelt names of people and places used in the texts.
- Results have indicated that 60.6%, 75%, 70.8% and 73.7% of the candidates used pronouns in places of proper nouns for qns. 51 (d), (e), (f) and (j) respectively.
- More than half (59.0%), 87 percent and 95 percent of the candidates changed the voice used in the question as they wrote their responses for qns 52 (a), 52 (h) and 53 (a) respectively.

- Results also indicated that 81 percent of the candidates directly lifted information from the texts given in qn. 51 (b) while others wrote phrases that were meaningless, not related to the texts given and misspelt names of people and places used in the texts.

<table>
<tr><th>QN</th><th>WHAT WAS REQUIRED</th><th>WEAKNESSES OF CANDIDATES</th><th>ADVICE TO TEACHERS</th></tr>
<tr>
<td>54</td>
<td><u>Composition (Completing a Dialogue):</u>
To complete the dialogue by filling what Kawudha Brenda said.</td>
<td>
<table>
<tr><th>54</th><th>Attempted but failed (%)</th><th>Not attempted (%)</th></tr>
<tr><td></td><td>11</td><td>1</td></tr>
<tr><td></td><td>35</td><td>2</td></tr>
<tr><td></td><td>66</td><td>6</td></tr>
<tr><td></td><td>67</td><td>7</td></tr>
<tr><td></td><td>44</td><td>6</td></tr>
<tr><td></td><td>60</td><td>12</td></tr>
<tr><td></td><td>59</td><td>10</td></tr>
<tr><td></td><td>49</td><td>10</td></tr>
<tr><td></td><td>25</td><td>12</td></tr>
<tr><td></td><td>38</td><td>5</td></tr>
</table>

Two thirds of the candidates punctuated their sentences incorrectly in qn. 54 (c) and (d), for Instance they used full stops in places of question marks.
Results also indicate that about 60 percent of the candidates used impolite language and left out the either the title or the name of the officer in qn. 54 (f) and (h).

</td>
<td>

Emphasize proper punctuation of different types of sentences.
Encourage learners to have day-to-day practice of polite language, bearing in mind the proper construction of sentences.
Guide learners to use tenses in the context of the prompts given.
Guide learners to identify the different ways they can express themselves using polite language in their day-to-day interaction.
Guide learners on the different ways they can express polite language in their day-to-day communication.
Give learners regular practice on dialogues in different contexts so that they can act and rewrite them.

</td>
</tr>
<tr>
<td>55.</td>
<td>Composition (Letter Writing):
To write a formal letter to the head teacher, asking him/her to allow them to go and attend their uncle's wedding.</td>
<td>
<table>
<tr><th>53</th><th>Attempted but failed (%)</th><th>Not attempted (%)</th></tr>
<tr><td>Address/date</td><td>9</td><td>3</td></tr>
<tr><td>Addressee's address</td><td>56</td><td>3</td></tr>
<tr><td>Salutation</td><td>62</td><td>3</td></tr>
<tr><td>Subject</td><td>76</td><td>3</td></tr>
<tr><td>Seeking permission /date for the wedding</td><td>53</td><td>3</td></tr>
</table>
</td>
<td>

Guide learners to use tenses in the context of the prompts given.
Give regular practice on letter writing (both formal and informal).
Encourage learners to follow the instructions given so as to present their work in a chronological order.
Adequately teach all parts of both formal and informal letters correctly.

</td>
</tr>
</table>

QN	WHAT WAS REQUIRED	WEAKNESSES OF CANDIDATES	ADVICE TO TEACHERS

53	Attempted but failed (%)	Not attempted (%)
Conclusion/ complimentary close	50	3
Name/signature	44	3

- Findings of the analysis found out that more than three quarters of the candidates (76.4%) used a wrong tense to write the letter.
- Furthermore, 62 percent of the candidates wrote informal letters instead of a formal one while others wrote their letters without following any chronological order.
- Half of the candidates (50.8%) interchanged the components of an official letter.

3.0 RECOMMENDATIONS

In order to improve learners' performance,

a) Teachers are advised to:

(i) adopt learner-centred methods of teaching to promote active learner participation such as group work, projects, demonstrations, role plays, debate, dramatization, excursions and others. Guide learners to understand concepts taught and this enables learners to put what they learn into practice (application of what is learnt).

(ii) use the Uganda National Primary Schools Curriculum while preparing their schemes of work and lesson plans. This will help them to know the right content for a specific class.

(iii) embrace the use of technology during teaching such as videos, simulations and other learning resources.

(iv) develop language competences in the learners by encouraging them to read story books, participate in debates, conduct spelling games and handwriting competitions.

(v) use the environment and locally available materials as much as possible to enable learners relate their classroom experience to their real life.

(vi) carryout research and use a variety of reference books and other textbooks to enrich their content knowledge. Teachers should avoid the habit of relying only on one textbook for teaching but rather use variety of sources of information in order to remain abreast with information.

(vii) use practical approaches and activities to develop learners' competences such as use of resource persons, organising visits to important sites like tourist sites.

(viii) maximize the use of teaching and learning resources such as maps and charts and if possible involve the learners in making them.

(ix) provide assessment tasks that involve high order thinking skills instead of drilling learners to recall and/or re-produce what is learnt.

(x) engage learners in project work to elicit real life experiences like sending them to important places and they make a report. For example, when learners visit a nearby market, they develop skills such as; observation, inquiry, analysis, interpretation and reporting.

(xi) relate every topic being taught to other themes covered in previous classes given the spiral nature of subjects. Learners should be helped to understand that knowledge is not fragmented. Where possible, integrate knowledge of other subjects like Integrated Science while teaching related concepts like environmental conservation, accidents, resources among others.

(xii) endeavor to teach all the topics in the curriculum for all the classes. Skipping some topics creates content gaps hence poor understanding of concepts.

(xiii) encourage the use of mathematical set instruments as early as Primary Four. This will improve on learners' manipulative skills. It will also give them opportunity to adequately practice drawing of angles, lines and polygons.

(xiv) use variety of textbooks for a particular class. This will expose them to best alternative approaches to the topics being taught.

(xv) adopt practical or play-based teaching approaches in their teaching and relate what is taught to real life. This will make learning enjoyable and motivating.

b) Headteachers are encouraged to:

(i) initiate and promote school-based continuous professional development programs in each subject area and support each other through mentoring, coaching, and team teaching.

(ii) ensure their schools have active and functional subject clubs. Teachers and learners can support themselves through these clubs.

(iii) provide the required learning resources to the teachers and learners.

(iv) model best instructional practices and create a culture of high expectation.

c) School Management Committees (SMC) is expected to:

(i) mobilise resources to support the teaching-learning programs in the school.

(ii) monitor the teaching and learning process.

Additionally, we recommend schools to ensure the following instructional materials are provided to facilitate the teaching-learning process:

(a) 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 notebooks for pupils and teachers.

(b) Social Studies

- Assorted recommended and approved textbooks.
- The curriculum for each class.
- Atlases, globes and wall maps
- Teacher made charts.
- Ground maps.
- Use of resource persons.

(c) Integrated Science

- Assorted recommended and approved textbooks.
- The curriculum for each class.
- Simple assorted chemicals and apparatus for practical science lessons

- Real objects in the environment such as plants, insects, animals, soil, etc.
- Teacher made charts.
- Models and specimens
- Documentaries in form of video clips / instructional videos.
- Use of resource persons

(d) 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

4.0 COMPARISON OF GOOD, AVERAGE AND WEAK CANDIDATES' WORK

Mathematics

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

- The work is neat and well laid out.
- Proper understanding of the concepts about divisibility test, construction of angles, simplifying algebraic expressions and calculating averages that were tested in numbers 13 to 16 on page 5.
- All the concepts tested were correctly worked out.

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

- Neat layout of work.
- Knows how to construct angles and calculate averages.
- Lacks knowledge on some of the concepts tested on page 5 i.e. divisibility tests and simplifying algebraic expressions.

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

- Lack of knowledge on what should be done on the competences tested on page 5 (numbers 13 to 16).
- Wrong calculations on each of the questions in number 13 to 16.

Social Studies with Religious Education

Good candidates demonstrate the following qualities in their work:(see Appendix IV)

- All responses to the questions are correct.
- The responses are neatly written in legible handwriting.
- Shows understanding of the demand of the questions.
- Use clear phrased language.
- Correct spelling of words.

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

- Some of the responses to the questions are correct while others are wrong.
- Candidates had difficulty in writing correct spellings of some answers.
- Inadequate knowledge on some of the questions.
- Lack of clarity in some of the phrases due to inappropriate use of words.

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

- Wrong responses to almost all the questions.
- Lack of understanding of the questions.
- Failure to understand the demand of the questions.

- Copying some words in the question as response.
- Difficulty is spelling, for example, "Feri" instead of "Ferry".

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.
- All 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 correctly.
- 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.
- Failure to understand what was asked,

5.0 APPENDICES

Appendix I: Good candidate's work in Mathematics

13. Given that 78t is a three-digit number which is divisible by 9, find the digit represented by t.

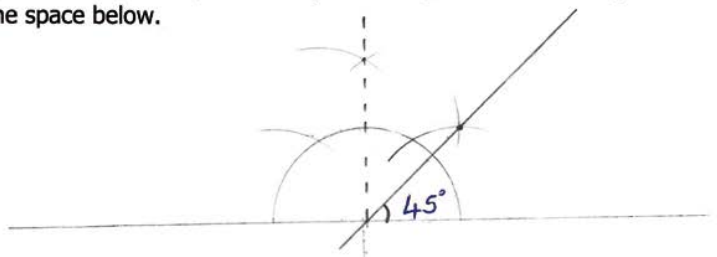
$7 + 8 + t = 18$

$15 + t = 18$

$15 - 15 + t = 18 - 15$

$t = 3$

14. Using a ruler and a pair of compasses only, construct an angle of 45° in the space below.



15. Simplify: $5q - 2r - 3q - r$.

$5q - 2r - 3q - r$

$= 5q - 3q - 2r - r$

$= 2q - 3r$

16. A farmer sold the following number of eggs in a period of three days; 62, 73 and 78. Calculate the average number of eggs the farmer sold in that period.

$A = \frac{\text{Sum of items}}{\text{Total no of items}}$

$A = \frac{62 + 73 + 78}{3}$

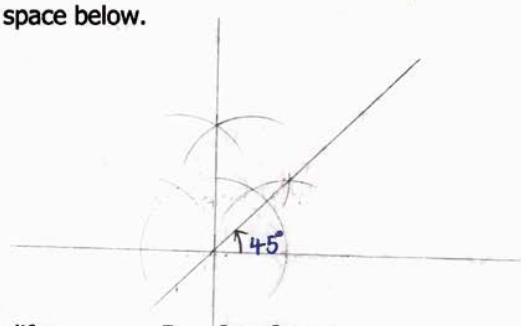
$A = \frac{213}{3}$

$A = 71$

62	
73	
+78	
213	

13. Given that 78t is a three-digit number which is divisible by 9, find the digit represented by t.

14. Using a ruler and a pair of compasses only, construct an angle of 45° in the space below.



15. Simplify: $5q - 2r - 3q - r$.

$(5q - 2r) - (3q - r)$

$5q - 2r - 3q + r$

$5q - 3q - 2r + r$

$2q - r$

16. A farmer sold the following number of eggs in a period of three days; 62, 73 and 78. Calculate the average number of eggs the farmer sold in that period.

$\text{Ave} = \frac{SD}{ND}$

$= \frac{62 + 73 + 78}{3}$

$= \frac{213}{3} = 71$

S/W

^{1}6 2

7 3

+ 7 8

2 1 3

∴ Average = 71 eggs

Turn Over

13. Given that 78t is a three-digit number which is **divisible** by 9, find the digit represented by t.

Soln

78$

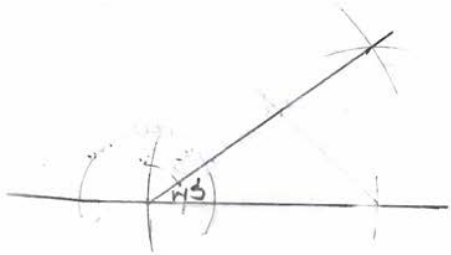
t = 879

978

897

897 divisible by 9

14. Using a ruler and a pair of compasses only, construct an angle of 45° in the space below.



15. Simplify: 5q – 2r – 3q – r.

Soln

5q-2r-3q-r

5q-3q+2r+r

= 5q+3r

16. A farmer sold the following number of eggs in a period of three days; 62, 73 and 78. Calculate the average number of eggs the farmer sold in that period.

78
62
16

Soln

average = 62+73

78-62

= 15

73
+15
88

73+15

114

88

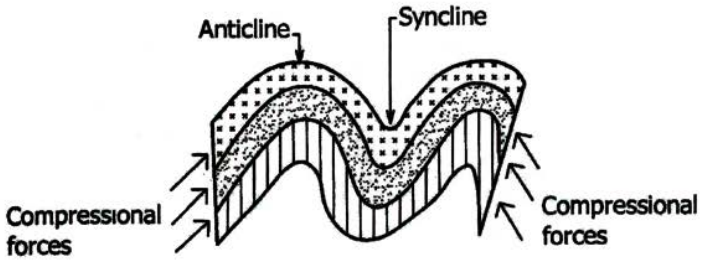
21

n

Average = 114 eggs

Turn Over

9. Name the type of mountain formed as a result of the process shown below.



Fold mountain

10. Give any **one** way in which billboards promote trade in the community.

They help in the advertisement of goods

11. How does the distance of an area from large water bodies affect the climate of the surrounding land?

Areas near large waterbodies receive reliable rainfall

12. Write any **one** contribution of United Nations Educational Scientific and Cultural Organization (UNESCO) to the development of Uganda.

It promotes cultural heritages in Uganda

13. How are rubber trees important to the transport sector in Africa?

They provide latex for making car tyres

14. Give **one** reason why plants in desert areas have deep roots.

To tap the underground water

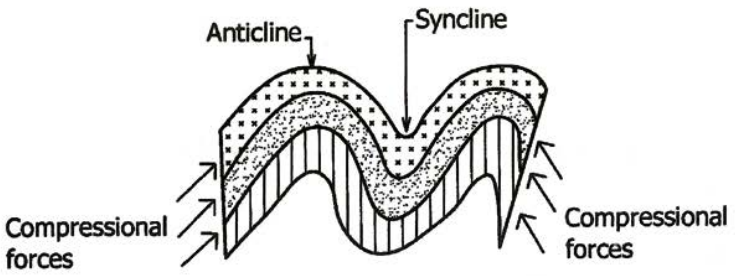
15. What role did Ludwig Krapf play towards the spread of Christianity in East Africa?

He built the first Mission station at Rabai Mpya

3 **Turn Over**

Appendix V: Average candidate's work in Social Studies

9. Name the type of mountain formed as a result of the process shown below.



Fold mountain

10. Give any **one** way in which billboards promote trade in the community.

They promote freely free movement of goods.

11. How does the distance of an area from large water bodies affect the climate of the surrounding land?

There are affected be floods

12. Write any **one** contribution of United Nations Educational Scientific and Cultural Organization (UNESCO) to the development of Uganda.

It promoted education services to people

13. How are rubber trees important to the transport sector in Africa?

Rubber trees are used to make car tries

14. Give **one** reason why plants in desert areas have deep roots.

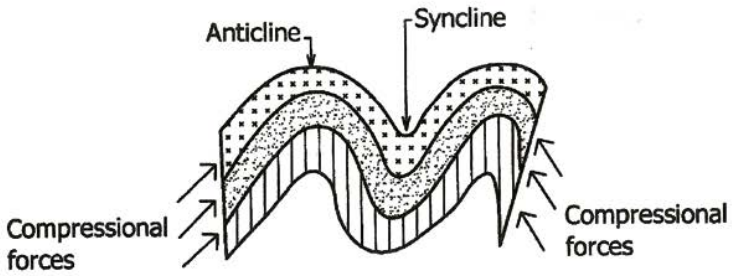
To get water for the soil To get water from the soil

15. What role did Ludwig Krapf play towards the spread of Christianity in East Africa?

Ludwig Krapf changed Egnish Bible Bible into Kiswarii

3 **Turn Over**

9. Name the type of mountain formed as a result of the process shown below.



mountain Rwenzori

10. Give any **one** way in which billboards promote trade in the community.

uganda.

11. How does the distance of an area from large water bodies affect the climate of the surrounding land?

land

12. Write any **one** contribution of United Nations Educational Scientific and Cultural Organization (UNESCO) to the development of Uganda.

African united in uganda

13. How are rubber trees important to the transport sector in Africa?

Feri

14. Give **one** reason why plants in desert areas have deep roots.

plants

15. What role did Ludwig Krapf play towards the spread of Christianity in East Africa?

Kenya.

3 **Turn Over**

52. (a) State any **two** health problems that are common in overpopulated areas.

(i) Poor sanitation

(ii) Spread of diseases

(b) Mention any **two** ways in which collecting information on human population helps to address health problems in a community.

(i) It helps the government plan for the population

(ii) It helps people improve their standards of living.

53. (a) Give any **two** ways in which plants support human life.

(i) Plants are a source of food to humans

(ii) Plants are a source of oxygen to humans

(b) Mention any **two** ways in which humans can conserve plant life.

(i) By carrying out afforestation

(ii) By discouraging bush burning

54. (a) Identify any **two** characteristics of the female anopheles mosquito that makes it a good vector for malaria.

(i) It has a probosca for sucking blood

(ii) It carries the plasmodium germ in bites

(b) How do the following methods help in controlling the spread of malaria?

(i) Pouring oil on stagnant water.

It cuts off the oxygen supply to mosquito larva.

(ii) Sleeping under a mosquito net.

It prevents mosquito bites

14

Appendix VIII: Average candidate's work in Intergrated Science

52. (a) State any **two** health problems that are common in overpopulated areas.

(i) Poor sanitation

(ii) Easy spread of diseases

(b) Mention any **two** ways in which collecting information on human population helps to address health problems in a community.

(i) The government quickly comes to help with different solutions.

(ii) Collecting information on human population helps to know the birthrates and death rates.

53. (a) Give any **two** ways in which plants support human life.

(i) Some plants are source of food to humans

(ii) Some plants are used for making herbal medicine

(b) Mention any **two** ways in which humans can conserve plant life.

(i) By planting more trees

(ii) By watering them

54. (a) Identify any **two** characteristics of the female anopheles mosquito that makes it a good vector for malaria.

(i) The female anopheles mosquito has a long proboscis

(ii) The female anopheles mosquito has blood which contains plasmodium germ.

(b) How do the following methods help in controlling the spread of malaria?

(i) Pouring oil on stagnant water.

Pouring oil on stagnant water cuts off the oxygen supply of mosquito larvae

(ii) Sleeping under a mosquito net.

Sleeping under a mosquito net helps to control mosquito bites

14

Appendix IX: Weak candidate's work in Intergrated Science

52. (a) State any **two** health problems that are common in overpopulated areas.

(i) ...animals.....

(ii) ....plants.....

(b) Mention any **two** ways in which collecting information on human population helps to address health problems in a community.

(i) The Brain.....

(ii) The values (Bria.....

53. (a) Give any **two** ways in which plants support human life.

(i) ...mango mangoes.....

(ii) .....oranges.....

(b) Mention any **two** ways in which humans can conserve plant life.

(i) ....The Sun.....

(ii) ....The water.....

54. (a) Identify any **two** characteristics of the female anopheles mosquito that makes it a good vector for malaria.

(i) ..in the water.....

(ii) ....in the swamps.....

(b) How do the following methods help in controlling the spread of malaria?

(i) Pouring oil on stagnant water.

...planting are plant which live own beant.....

.....

(ii) Sleeping under a mosquito net.

...in the water.....

.....

14

54. *One afternoon, a girl called Kawudha Brenda sought help from a traffic police officer who was at the side of a busy road. What the traffic police officer said is given below. Write,* **in the blank spaces provided**, *what the girl said.*

Girl: Good afternoon, sir.

Officer: Good afternoon, girl.

Girl: I am Kawudha Brenda.

Officer: Oh! Nice name! I am Inspector Drici Bravo. So, how can I help you, Brenda?

Girl: I want to cross the ~~wa~~ road but I fear vehicles.

Officer: Oh, no! You don't have to fear vehicles if you want to cross the road.

Girl: How can I cross the road easily?

Officer: To cross the road more easily, you use a zebra crossing.

Girl: What is a zebra crossing?

Officer: A zebra crossing is a black and white path across the road where vehicles must stop for people to walk across safely.

Girl: What should I do when I get to a zebra crossing?

Officer: When you get to a zebra crossing, stop and look right, left and right again before crossing.

Girl: Will the drivers stop, when they see me standing at the zebra crossing?

Officer: Yes, drivers will stop when they see you standing at the zebra crossing.

Girl: Is there a zebra crossing near here?

Officer: Yes, there is a zebra crossing near here. Let's go there so that I may help you cross the road.

Girl: Thank you, officer.

Officer: You're welcome. Helping young children like you is one of my duties.

Girl: Goodbye officer!

Officer: Goodbye Brenda!

14

Appendix XI: Average candidate's work in English

54. *One afternoon, a girl called Kawudha Brenda sought help from a traffic police officer who was at the side of a busy road. What the traffic police officer said is given below. Write,* **in the blank spaces provided**, *what the girl said.*

Girl: Good afternoon, officer.

Officer: Good afternoon, girl.

Girl: I am Kawudha Brenda.

Officer: Oh! Nice name! I am Inspector Drici Bravo. So, how can I help you, Brenda?

Girl: I want to cross the road but I fear vehicles.

Officer: Oh, no! You don't have to fear vehicles if you want to cross the road.

Girl: How can I cross the road easily?

Officer: To cross the road more easily, you use a zebra crossing.

Girl: What is a zebra crossing?

Officer: A zebra crossing is a black and white path across the road where vehicles must stop for people to walk across safely.

Girl: How can I use it?

Officer: When you get to a zebra crossing, stop and look right, left and right again before crossing.

Girl: Will the drivers stop when they see me standing at the zebra crossing?

Officer: Yes, drivers will stop when they see you standing at the zebra crossing.

Girl: Is there any zebra crossing near here?

Officer: Yes, there is a zebra crossing near here. Let's go there so that I may help you cross the road.

Girl: Thank you, officer.

Officer: You're welcome. Helping young children like you is one of my duties.

Girl: Goodbye officer.

Officer: Goodbye Brenda!

14

Appendix XII: Weak candidate's work in English

54. *One afternoon, a girl called Kawudha Brenda sought help from a traffic police officer who was at the side of a busy road. What the traffic police officer said is given below. Write,* **in the blank spaces provided**, *what the girl said.*

Girl: Good afternoon Officer?

Officer: Good afternoon, girl.

Girl: What is your a I am Kawudha Brenda.

Officer: Oh! Nice name! I am Inspector Drici Bravo. So, how can I help you, Brenda?

Girl: Help me Hpm I want to cross the road amfearing.

Officer: Oh, no! You don't have to fear vehicles if you want to cross the road.

Girl: How can I cross the road:

Officer: To cross the road more easily, you use a zebra crossing.

Girl: How can the cross the a zebra crossing look like.

Officer: A zebra crossing is a black and white path across the road where vehicles must stop for people to walk across safely.

Girl: .....

Officer: When you get to a zebra crossing, stop and look right, left and right again before crossing.

Girl: If I I standing at the zebra crossing they will stop

Officer: Yes, drivers will stop when they see you standing at the zebra crossing.

Girl: The bebra Coross near here:

Officer: Yes, there is a zebra crossing near here. Let's go there so that I may help you cross the road.

Girl: Thank you officer:

Officer: You're welcome. Helping young children like you is one of my duties.

Girl: Bye Bye Bye bye mr. offe officer:

Officer: Goodbye Brenda!

14

UGANDA NATIONAL EXAMINATIONS BOARD

PLE 2023 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	22	6	28	439	259	698	212	204	416	91	94	185	66	63	129	13	8	21	1477
	-	-	1.9%	-	-	47.9%	-	-	28.6%	-	-	12.7%	-	-	8.9%	-	-	1.4%	-
ADJUMANI	122	67	189	1,030	615	1645	1,088	778	1866	497	372	869	412	459	871	39	28	67	5507
	-	-	3.5%	-	-	30.2%	-	-	34.3%	-	-	16.0%	-	-	16.0%	-	-	1.2%	-
AGAGO	54	29	83	815	450	1265	596	507	1103	356	327	683	363	496	859	15	26	41	4034
	-	-	2.1%	-	-	31.7%	-	-	27.6%	-	-	17.1%	-	-	21.5%	-	-	1.0%	-
ALEBTONG	61	33	94	684	389	1073	480	458	938	323	336	659	500	533	1033	34	27	61	3858
	-	-	2.5%	-	-	28.3%	-	-	24.7%	-	-	17.4%	-	-	27.2%	-	-	1.6%	-
AMOLATAR	74	21	95	556	388	944	278	286	564	202	192	394	211	275	486	11	8	19	2502
	-	-	3.8%	-	-	38.0%	-	-	22.7%	-	-	15.9%	-	-	19.6%	-	-	0.8%	-
AMUDAT	3	3	6	88	71	159	39	70	109	24	31	55	28	54	82	8	10	18	429
	-	-	1.5%	-	-	38.7%	-	-	26.5%	-	-	13.4%	-	-	20.0%	-	-	4.2%	-
AMURIA	43	23	66	647	505	1152	594	624	1218	231	275	506	205	278	483	15	25	40	3465
	-	-	1.9%	-	-	33.6%	-	-	35.6%	-	-	14.8%	-	-	14.1%		-	1.2%	-
AMURU	60	21	81	708	360	1068	520	507	1027	354	250	604	254	355	609	38	35	73	3462
	-	-	2.4%	-	-	31.5%	-	-	30.3%	-	-	17.8%	-	-	18.0%	-	-	2.1%	-

	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
APAC M/C	35	29	64	202	186	388	64	106	170	41	56	97	27	53	80	4	2	6	805
	-	-	8.0%	-	-	48.6%	-	-	21.3%	-	-	12.1%	-	-	10.0%	-	-	0.8%	-
APAC	27	9	36	398	299	697	222	278	500	130	123	253	136	146	282	13	11	24	1792
	-	-	2.0%	-	-	39.4%	-	-	28.3%	-	-	14.3%	-	-	16.0%	-	-	1.3%	-
ARUA M/C	312	188	500	1,643	1,365	3008	775	1,035	1810	473	549	1022	399	504	903	75	68	143	7386
	-	-	6.9%	-	-	41.5%	-	-	25.0%	-	-	14.1%	-	-	12.5%	-	-	2.0%	-
ARUA	11	8	19	292	161	453	394	255	649	167	187	354	137	162	299	37	25	62	1836
	-	-	1.1%	-	-	25.5%	-	-	36.6%	-	-	20.0%	-	-	16.9%	-	-	3.4%	-
BUDAKA	158	84	242	778	623	1401	724	757	1481	435	501	936	574	615	1189	24	25	49	5298
	-	-	4.6%	-	-	26.7%	-	-	28.2%	-	-	17.8%	-	-	22.7%	-	-	0.9%	-
BUDUDA	61	40	101	511	656	1167	276	425	701	179	299	478	186	280	466	9	41	50	2963
	-	-	3.5%	-	-	40.1%	-	-	24.1%	-	-	16.4%	-	-	16.0%	-	-	1.7%	-
BUGIRI M/C	48	32	80	231	221	452	69	137	206	40	49	89	38	65	103	5	5	10	940
		-	8.6%	-	-	48.6%	-		-22.2%	-	-	9.6%	-	-	11.1%	-	-	1.1%	-
BUGIRI	107	60	167	1,125	1,043	2168	713	886	1599	391	487	878	403	564	967	15	41	56	5835
	-	-	2.9%	-	-	37.5%	-	-	27.7%	-	15.2%	-	-	16.7%	-	-	1.0%	-	-
BUGWERI	59	59	118	681	722	1403	423	571	994	253	279	532	196	288	484	27	41	68	3599
	-	-	3.3%	-	-	39.7%	-	-	28.2%	-	-	15.1%	-	-	13.7%	-	-	1.9%	-
BUHWEJU	161	107	268	548	644	1192	104	192	296	48	75	123	20	42	62	12	20	32	1973
	-	-	13.8%	-	-	61.4%	-	-	15.2%	-	-	6.3%	-	-	3.2%	-	-	1.6%	-
BUIKWE	151	166	317	843	936	1779	330	498	828	212	291	503	214	267	481	21	25	46	3954
	-	-	8.1%	-	-	45.5%	-	-	21.2%	-	-	12.9%	-	-	12.3%	-	-	1.2%	-
BUKEDEA	92	60	152	935	835	1770	717	944	1661	331	465	796	352	507	859	10	28	38	5276
	-	-	2.9%	-	-	33.8%	-	-	31.7%	-	-	15.2%	-	-	16.4%	-	-	0.7%	-

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
BUKOMANSIMBI	172	200	372	840	1,048	1888	310	425	735	186	240	426	172	206	378	46	54	100	3899
	-	-	9.8%	-	-	49.7%	-	-	19.3%	-	-	11.2%	-	-	9.9%	-	-	2.6%	-
BUKWO	16	3	19	318	244	562	383	422	805	268	305	573	425	596	1021	4	10	14	2994
	-	-	0.6%	-	-	18.9%	-	-	27.0%	-	-	19.2%	-	-	34.3%	-	-	0.5%	-
BULAMBULI	53	10	63	447	386	833	318	380	698	212	249	461	265	301	566	53	81	134	2755
	-	-	2.4%	-	-	31.8%	-	-	26.6%	-	-	17.6%	-	-	21.6%	-	-	4.9%	-
BULIISA	32	20	52	392	206	598	252	247	499	105	123	228	124	152	276	7	8	15	1668
	-	-	3.1%	-	-	36.2%	-	--	30.2%	-	-	13.8%	-	-	16.7%	-	-	0.9%	-
BUNDIBUGYO	234	189	423	1,416	1,185	2601	333	255	588	139	104	243	35	25	60	46	60	106	4021
	-	-	10.8%	-	-	66.4%	-	-	15.0%	-	-	6.2%	-	-	1.5%	-	-	2.6%	-
BUNYANGABU	316	449	765	1,071	1,260	2331	138	194	332	46	62	108	44	73	117	31	30	61	3714
		-	20.9%	-	-	63.8%	-	-	9.1%	-	-	3.0%	-	-	3.2%	-	-	1.6%	-
BUSHENYI M/C	377	394	771	294	374	668	29	34	63	14	5	19	7	7	14	9	3	12	1547
		-	50.2%	-	-	43.5%	-	-	4.1%	-	-	1.2%	-	-	0.9%	-	-	0.8%	-
BUSHENYI	478	456	934	1,265	1,597	2862	280	315	595	110	97	207	44	39	83	32	36	68	4749
	-	-	20.0%	-	-	61.1%	-	-	12.7%	-	-	4.4%	-	-	1.8%	-	-	1.4%	-
BUSIA M/C	108	77	185	376	498	874	93	123	216	42	55	97	26	44	70	7	6	13	1455
	-	-	12.8%	-	-	60.6%	-	-	15.0%	-	-	6.7%	-	-	4.9%	-	-	0.9%	-
BUSIA	155	76	231	1,224	1,222	2446	668	901	1569	324	369	693	271	390	661	34	40	74	5674
	-	-	4.1%	-	-	43.7%	-	-	28.0%	-	-	12.4%	-	-	11.8%	-	-	1.3%	-
BUTALEJA	81	43	124	921	838	1759	667	717	1384	339	504	843	374	523	897	81	93	174	5181
	-	-	2.5%	-	-	35.1%	-	-	27.6%	-	-	16.8%	-	-	17.9%	-	-	3.4%	-
BUTAMBALA	122	168	290	905	1,077	1982	301	373	674	167	206	373	111	142	253	46	45	91	3663
	-	-	8.1%	-	-	55.5%	-	-	18.9%	-	-	10.2%	-	-	7.1%	-	-	2.5%	-

	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
BUTEBO	27	11	38	408	292	700	345	391	736	216	223	439	240	278	518	17	23	40	2471
	-	-	1.6%	-	-	28.8%	-	-	30.3%	-	-	17.8%	-	-	21.3%	-	-	1.6%	-
BUVUMA	16	3	19	177	103	280	92	77	169	29	35	64	25	30	55	1	8	9	596
			3.2%	-	-	47.7%	-	-	28.8%	-	-	10.7%	-	-	9.4%	-	-	1.5%	-
BUYENDE	153	139	292	1,088	1,102	2190	567	666	1233	277	359	636	252	321	573	38	37	75	4999
			5.9%	-	-	44.5%	-	-	25.0%	-	-	12.9%	-	-	11.6%	-	-	1.5%	-
DOKOLO	125	60	185	601	415	1016	426	393	819	304	306	610	453	474	927	15	11	26	3583
	-	-	5.2%	-	-	28.6%	-	-	23.0%	-	-	17.1%	-	-	26.1%	-	-	0.7%	-
ENTEBBE M/C	268	250	518	518	697	1215	70	138	208	38	46	84	5	14	19	2	5	7	2051
	-	-	25.3%	-	-	59.4%	-	-	10.2%	-	-	4.1%	-	-	0.9%	-	-	0.3%	-
FORTPORTAL	514	584	1098	813	914	1727	49	56	105	34	17	51	7	6	13	9	13	22	3016
	-	-	36.7%	-	-	57.7%	-	-	3.5%	-	-	1.7%	-	-	0.4%	-	-	0.7%	-
GOMBA	215	199	414	1,107	1,469	2576	362	378	740	193	207	400	130	147	277	56	60	116	4523
	-	-	9.4%	-	-	58.5%	-	-	16.8%	-	-	9.1%	-	-	6.3%	-	-	2.6%	-
GULU CITY	473	417	890	1,167	1,224	2391	244	467	711	138	195	333	81	95	176	32	29	61	4562
	-	-	19.8%	-	-	53.1%	-	-	15.8%	-	-	7.4%	-	-	3.9%	-	-	1.4%	-
GULU	29	5	34	398	285	683	241	309	550	171	149	320	113	144	257	20	17	37	1881
	-	-	1.8%	-	-	37.0%	-	-	29.8%	-	-	17.4%	-	-	13.9%	-	-	2.0%	-
HOIMA CITY	372	306	678	659	895	1554	175	349	524	82	145	227	110	169	279	9	30	39	3301
	-	-	20.8%	-	-	47.6%	-	-	16.1%	-	-	7.0%	-	-	8.6%	-	-	1.2%	-
HOIMA	75	42	117	639	526	1165	347	472	819	173	288	461	229	345	574	36	38	74	3210
	-	-	3.7%	-	-	37.1%	-	-	26.1%	-	-	14.7%	-	-	18.3%	-	-	2.3%	-

	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
IBANDA M/C	222	173	395	589	647	1236	150	201	351	45	69	114	63	58	121	18	24	42	2259
	-	-	17.8%	-	-	55.8%	-	-	15.8%	-	-	5.1%	-	-	5.5%	-	-	1.9%	-
IBANDA	285	223	508	883	1,025	1908	199	288	487	58	100	158	37	85	122	12	12	24	3207
	-	-	16.0%	-	-	59.9%	-	-	15.3%	-	-	5.0%	-	-	3.8%	-	-	0.7%	-
IGANGA M/C	108	62	170	360	458	818	75	151	226	34	48	82	24	18	42	4	9	13	1351
	-	-	12.7%	-	-	61.1%	-	-	16.9%	-	-	6.1%	-	-	3.1%	-	-	1.0%	-
IGANGA	382	372	754	1,364	1,530	2894	710	1,077	1787	399	557	956	581	793	1374	54	65	119	7884
	-	-	9.7%	-	-	37.3%	-	-	23.0%	-	-	12.3%	-	-	17.7%	-	-	1.5%	-
ISINGIRO	655	424	1079	2,176	2,467	4643	910	1,262	2172	369	578	947	299	508	807	128	151	279	9927
	-	-	11.2%	-	-	48.1%	-	-	22.5%	-	-	9.8%	-	-	8.4%	-	-	2.8%	-
JINJA CITY	376	265	641	1,348	1,608	2956	366	574	940	190	289	479	147	187	334	40	32	72	5422
	-	-	12.0%	-	-	55.3%	-	-	17.6%	-	-	9.0%	-	-	6.2%	-	-	1.3%	-
JINJA	334	236	570	1,387	1,577	2964	609	796	1405	372	475	847	313	398	711	55	65	120	6617
	-	-	8.8%	-	-	45.6%	-	-	21.6%	-	-	13.0%	-	-	10.9%	-	-	1.8%	-
KAABONG	5	-	5	245	79	324	123	88	211	61	44	105	28	22	50	8	6	14	709
	-	-	0.7%	-	-	46.6%	-	-	30.4%	-	-	15.1%	-	-	7.2%	-	-	2.0%	-
KABALE M/C	347	362	709	336	417	753	70	92	162	27	42	69	12	31	43	5	6	11	1747
	-	-	40.8%	-	-	43.4%	-	-	9.3%	-	-	4.0%	-	-	2.5%	-	-	0.6%	-
KABALE	128	82	210	784	893	1677	298	493	791	102	191	293	70	110	180	16	35	51	3202
	-	-	6.7%	-	-	53.2%	-	-	25.1%	-	-	9.3%	-	-	5.7%	-	-	1.6%	-
KABAROLE	312	360	672	901	1,008	1909	151	216	367	123	139	262	71	79	150	43	34	77	3437
	-	-	20.0%	-	-	56.8%	-	-	10.9%	-	-	7.8%	-	-	4.5%	-	-	2.2%	-
KABERAMAIDO	34	6	40	489	343	832	300	323	623	115	128	243	70	71	141	-	1	1	1880
	-	-	2.1%	-	-	44.3%	-	-	33.2%	-	-	12.9%	-	-	7.5%	-	-	0.1%	-

	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
KAGADI	257	145	402	1,599	1,594	3193	695	857	1552	335	443	778	224	309	533	52	69	121	6579
	-	-	6.2%	-	-	49.4%	-	-	24.0%	-	-	12.0%	-	-	8.3%	-	-	1.8%	-
KAKUMIRO	133	60	193	978	923	1901	502	628	1130	207	288	495	196	312	508	33	43	76	4303
	-	-	4.6%	-	-	45.0%	-	-	26.7%	-	-	11.7%	-	-	12.0%	-	-	1.8%	-
KALAKI	12	5	17	443	311	754	364	409	773	173	179	352	119	155	274	-	3	3	2173
	-	-	0.8%	-	-	34.7%	-	-	35.6%	-	-	16.2%	-	-	12.6%	-	-	0.1%	-
KALANGALA	32	26	58	175	195	370	44	41	85	21	30	51	11	7	18	-	1	1	583
	-	-	10.0%	-	-	63.6%	-	-	14.6%	-	-	8.8%	-	-	3.1%	-	-	0.2%	-
KALIRO	136	91	227	737	809	1546	549	625	1174	339	390	729	358	441	799	19	29	48	4523
	-	-	5.1%	-	-	34.5%	-	-	26.2%	-	-	16.3%	-	-	17.9%	-	-	1.1%	-
KALUNGU	321	381	702	1,143	1,615	2758	353	524	877	173	278	451	136	143	279	51	38	89	5156
	-	-	13.9%	-	-	54.4%	-	-	17.3%	-	-	8.9%	-	-	5.5%	-	-	1.7%	-
KAMPALA	4,672	4,199	8871	7,387	8,712	16099	1,415	1,983	3398	716	992	1708	451	616	1067	192	189	381	31524
	-	-	28.5%	-	-	51.7%	-	-	10.9%	-	-	5.5%	-	-	3.4%	-	-	1.2%	-
KAMULI M/C	194	167	361	476	616	1092	145	197	342	68	102	170	66	85	151	8	15	23	2139
	-	-	17.1%	-	-	51.6%	-	-	16.2%	-	-	8.0%	-	-	7.1%	-	-	1.1%	-
KAMULI	335	197	532	1,825	2,186	4011	916	1,350	2266	524	706	1230	481	684	1165	66	57	123	9327
	-	-	5.8%	-	-	43.6%	-	-	24.6%	-	-	13.4%	-	-	12.7%	-	-	1.3%	-
KAMWENGE	250	172	422	1,193	1,200	2393	397	556	953	141	209	350	112	182	294	42	42	84	4496
	-	-	9.6%	-	-	54.2%	-	-	21.6%	-	-	7.9%	-	-	6.7%	-	-	1.9%	-
KANUNGU	291	240	531	1,082	1,266	2348	535	901	1436	251	373	624	183	298	481	53	35	88	5508
		-	9.8%	-	-	43.3%	-	-	26.5%	-	-	11.5%	-	-	8.9%	-	-	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
KAPCHORWA M/C	141	91	232	275	283	558	159	183	342	100	148	248	72	113	185	2	2	4	1569
		-	14.8%	-	-	35.7%	-	-	21.9%	-	-	15.8%	-	-	11.8%	-	-	0.3%	-
KAPCHORWA	7	-	7	229	211	440	259	285	544	176	245	421	215	358	573	7	13	20	2005
		-	0.4%	-	-	22.2%	-	-	27.4%	-	-	21.2%	-	-	28.9%	-	-	1.0%	-
KAPELEBYONG	14	10	24	320	233	553	208	273	481	106	101	207	76	101	177	8	6	14	1456
		-	1.7%	-	-	38.3%	-	-	33.4%	-	-	14.4%	-	-	12.3%	-	-	1.0%	-
KARENGA	11	-	11	247	66	313	116	77	193	63	60	123	14	37	51	10	3	13	704
		-	1.6%	-	-	45.3%	-	-	27.9%	-	-	17.8%	-	-	7.4%	-	-	1.8%	-
KASESE M/C	424	384	808	721	860	1581	93	128	221	33	42	75	7	15	22	5	10	15	2722
		-	29.8%	-	-	58.4%	-	-	8.2%	-	-	2.8%	-	-	0.8%	-	-	0.6%	-
KASESE	377	321	698	3,060	3,280	6340	1,200	1,434	2634	516	588	1104	250	320	570	100	128	228	11574
	-	-	6.2%	-	-	55.9%	-	-	23.2%	-	-	9.7%	-	-	5.0%	-	-	2.0%	-
KASSANDA	185	177	362	1,174	1,379	2553	501	615	1116	235	289	524	181	231	412	36	67	103	5070
	-	-	7.3%	-	-	51.4%	-	-	22.5%	-	-	10.5%	-	-	8.3%	-	-	2.0%	-
KATAKWI	59	32	91	620	656	1276	358	453	811	162	181	343	220	224	444	17	17	34	2999
	-	-	3.1%	-	-	43.0%	-	-	27.4%	-	-	11.6%	-	-	15.0%	-	-	1.1%	-
KAYUNGA	346	293	639	1,542	1,927	3469	710	932	1642	442	621	1063	537	761	1298	109	147	256	8367
	-	-	7.9%	-	-	42.8%	-	-	20.2%	-	-	13.1%	-	-	16.0%	-	-	3.1%	-
KAZO	305	253	558	847	1,005	1852	157	232	389	57	64	121	23	28	51	11	16	27	2998
	-	-	18.8%	-	-	62.3%	-	-	13.1%	-	-	4.1%	-	-	1.7%	-	-	0.9%	-
KIBAALE	77	61	138	526	519	1045	281	374	655	131	153	284	83	109	192	8	11	19	2333
	-	-	6.0%	-	-	45.2%	-	-	28.3%	-	-	12.3%	-	-	8.3%	-	-	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
KIBOGA	136	73	209	620	720	1340	294	374	668	143	210	353	150	259	409	30	45	75	3054
	-	-	7.0%	-	-	45.0%	-	-	22.4%	-	-	11.8%	-	-	13.7%	-	-	2.5%	-
KIBUKU	60	16	76	669	577	1246	731	679	1410	475	435	910	707	756	1463	23	23	46	5151
	-	-	1.5%	-	-	24.4%	-	-	27.6%	-	-	17.8%	-	-	28.7%	-	-	0.9%	-
KIKUUBE	153	68	221	895	683	1578	430	575	1005	197	271	468	194	348	542	73	83	156	3970
	-	-	5.8%	-	-	41.4%	-	-	26.4%	-	-	12.3%	-	-	14.2%	-	-	3.9%	-
KIRA M/C	1,286	1,253	2539	1,604	2,043	3647	312	442	754	133	223	356	107	124	231	34	35	69	7596
	-	-	33.7%	-	-	48.5%	-	-	10.0%	-	-	4.7%	-	-	3.1%	-	-	0.9%	-
KIRUHURA	297	223	520	904	1,100	2004	117	170	287	36	49	85	16	20	36	19	27	46	2978
	-	-	17.7%	-	-	68.3%	-	-	9.8%	-	-	2.9%	-	-	1.2%	-	-	1.5%	-
KIRYANDONGO	269	93	362	1,495	1,008	2503	652	760	1412	279	376	655	183	321	504	26	37	63	5499
		-	6.7%	-	-	46.0%	-	-	26.0%	-	-	12.0%	-	-	9.3%	-	-	1.1%	--
KISOSO M/C	143	150	293	73	121	194	10	17	27	4	7	11	6	3	9	2	4	6	540
	-	-	54.9%	-	-	36.3%	-	-	5.1%	-	-	2.1%	-	-	1.7%	-	-	1.1%	-
KISORO	184	101	285	874	946	1820	531	886	1417	219	381	600	238	594	832	59	72	131	5085
	-	-	5.8%	-	-	36.7%	-	-	28.6%	-	-	12.1%	-	-	16.8%	-	-	2.6%	-
KITAGWENDA	144	137	281	589	574	1163	320	435	755	119	183	302	125	178	303	24	25	49	2853
	-	-	10.0%	-	-	41.5%	-	-	26.9%	-	-	10.8%	-	-	10.8%	-	-	1.7%	-
KITGUM M/C	142	92	234	362	391	753	34	79	113	32	33	65	6	16	22	3	2	5	1192
	-	-	19.7%	-	-	63.4%	-	-	9.5%	-	-	5.5%	-	-	1.9%	-	-	0.4%	-
KITGUM	5	7	12	386	253	639	384	393	777	331	279	610	406	422	828	25	34	59	2925
	-	-	0.4%	-	-	22.3%	-	-	27.1%	-	-	21.3%	-	-	28.9%	-	-	2.0%	-
KOBOKO M/C	87	27	114	509	388	897	201	289	490	111	180	291	108	107	215	15	15	30	2037
	-	-	5.7%	-	-	44.7%	-	-	24.4%	-	-	14.5%	-	-	10.7%	-	-	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
KOBOKO	33	15	48	405	179	584	362	293	655	168	135	303	125	143	268	41	36	77	1935
	-	-	2.6%	-	-	31.4%	-	-	35.3%	-	-	16.3%	-	-	14.4%	-	-	4.0%	-
KOLE	99	57	156	723	596	1319	369	387	756	208	221	429	291	320	611	25	23	48	3319
	-	-	4.8%	-	-	40.3%	-	-	23.1%	-	-	13.1%	-	-	18.7%	-	-	1.4%	-
KOTIDO M/C	50	12	62	178	133	311	31	32	63	9	15	24	3	4	7	5	3	8	475
	-	-	13.3%	-	-	66.6%	-	-	13.5%	-	-	5.1%	-	-	1.5%	-	-	1.7%	-
KOTIDO	9		9	121	53	174	42	35	77	15	18	33	11	18	29	8		8	330
	-	-	2.8%	-	-	54.0%	-	-	23.9%	-	-	10.2%	-	-	9.0%	-	-	2.4%	-
KUMI M/C	103	94	197	216	294	510	76	112	188	26	42	68	31	35	66	2	3	5	1034
	-	-	19.1%	-	-	49.6%	-	-	18.3%	-	-	6.6%	-	-	6.4%	-	-	0.5%	-
KUMI	112	57	169	951	777	1728	655	719	1374	253	365	618	258	375	633	14	19	33	4555
	-	-	3.7%	-	-	38.2%	-	-	30.4%	-	-	13.7%	-	-	14.0%	-	-	0.7%	-
KWANIA	87	21	108	582	425	1007	267	305	572	151	166	317	186	220	406	15	10	25	2435
	-	-	4.5%	-	-	41.8%	-	-	23.7%	-	-	13.2%	-	-	16.8%	-	-	1.0%	-
KWEEN	45	10	55	327	273	600	292	359	651	134	204	338	186	364	550	-	4	4	2198
	-	-	2.5%	-	-	27.3%	-	-	29.7%	-	-	15.4%	-	-	25.1%	-	-	0.2%	-
KYANKWANZI	135	103	238	728	802	1530	319	450	769	225	277	502	235	352	587	42	58	100	3726
	-	-	6.6%	-	-	42.2%	-	-	21.2%	-	-	13.8%	-	-	16.2%	-	-	2.7%	-
KYEGEGWA	317	223	540	1,461	1,544	3005	346	486	832	163	194	357	50	55	105	34	44	78	4917
	-	-	11.2%	-	-	62.1%	-	-	17.2%	-	-	7.4%	-	-	2.2%	-	-	1.6%	-
KYENJOJO	275	331	606	2,295	2,667	4962	532	633	1165	265	271	536	132	149	281	38	34	72	7622
	-	-	8.0%	-	-	65.7%	-	-	15.4%	-	-	7.1%	-	-	3.7%	-	-	0.9%	-
KYOTERA	582	522	1104	1,503	1,912	3415	386	518	904	181	229	410	93	114	207	76	75	151	6191
	-	-	18.3%	-	-	56.5%	-	-	15.0%	-	-	6.8%	-	-	3.4%	-	-	2.4%	-

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
LAMWO	22	9	31	666	334	1000	505	478	983	375	333	708	311	385	696	29	24	53	3471
	-	-	0.9%	-	-	29.3%	-	-	28.8%	-	-	20.7%	-	-	20.4%	-	-	1.5%	-
LIRA M/C	633	524	1157	1,258	1,391	2649	316	483	799	140	242	382	139	193	332	34	44	78	5397
	-	-	21.8%	-	-	49.8%	-	-	15.0%		--	7.2%	-	-	6.2%	-	-	1.5%	-
LIRA	62	18	80	634	422	1056	390	394	784	208	219	427	392	467	859	20	15	35	3241
	-	-	2.5%			32.9%	-	-	24.5%	-	-	13.3%	-	-	26.8%	-	-	1.1%	-
LUGAZI M/C	210	176	386	639	768	1407	222	300	522	117	170	287	146	154	300	21	21	42	2944
	-	-	13.3%	-	-	48.5%	-	-	18.0%	-	-	9.9%	-	-	10.3%	-	-	1.4%	-
LUUKA	90	48	138	1,042	1,154	2196	616	799	1415	376	512	888	400	507	907	45	56	101	5645
	-	-	2.5%	-	-	39.6%	-	-	25.5%	-	-	16.0%	-	-	16.4%	-	-	1.8%	-
LUWEERO	897	725	1622	3,198	3,976	7174	1,140	1,599	2739	608	868	1476	544	719	1263	175	163	338	14612
	-	-	11.4%	-	-	50.3%	-	-	19.2%	-	-	10.3%	-	-	8.8%	-	-	2.3%	-
LWENGO	409	378	787	1,465	1,825	3290	531	903	1434	308	423	731	220	336	556	73	74	147	6945
	-	-	11.6%	-	-	48.4%	-	-	21.1%	-	-	10.8%	-	-	8.2%	-	-	2.1%	-
LYANTONDE	155	113	268	543	589	1132	139	227	366	72	90	162	22	37	59	14	22	36	2023
		-	13.5%	-	-	57.0%	-	-	18.4%	-	-	8.2%	-	-	3.0%	-	-	1.8%	-
MADI OKOLLO	6	1	7	247	70	317	332	163	495	207	125	332	247	207	454	57	40	97	1702
	-	-	0.4%	-	-	19.8%	-	-	30.8%	-	-	20.7%	-	-	28.3%	-	-	5.7%	-
MAKINDYE SSABAGABO M/C	1,437	1,284	2721	2,088	2,506	4594	312	413	725	191	214	405	120	108	228	43	63	106	8779
		-	31.4%	-	-	53.0%	-	-	8.4%	-	-	4.7%	-	-	2.6%	-	-	1.2%	-
MANAFWA	60	36	96	410	402	812	429	586	1015	249	302	551	400	477	877	16	37	53	3404
			2.9%	-	-	24.2%	-	-	30.3%	-	-	16.4%	-	-	26.2%	-	-	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
MARACHA	37	4	41	622	267	889	402	323	725	151	102	253	103	96	199	47	31	78	2185
			1.9%	-	-	42.2%	-	-	34.4%	-	-	12.0%	-	-	9.4%	-	-	3.6%	-
MASAKA CITY	1,115	922	2037	1,530	1,936	3466	371	522	893	161	241	402	123	96	219	52	44	96	7113
	-	-	29.0%	-	-	49.4%	-	-	12.7%	-	-	5.7%	-	-	3.1%	-	-	1.4%	-
MASAKA	105	94	199	501	615	1116	151	253	404	100	155	255	85	137	222	26	20	46	2242
	-	-	9.1%	-	-	50.8%	-	-	18.4%	-	-	11.6%	-	-	10.1%	-	-	2.1%	-
MASINDI M/C	193	116	309	586	743	1329	116	193	309	29	61	90	31	27	58	6	5	11	2106
	-	-	14.7%	-	-	63.4%	-	-	14.7%	-	-	4.3%	-	-	2.8%	-	-	0.5%	-
MASINDI	148	76	224	767	737	1504	346	379	725	132	193	325	122	163	285	13	20	33	3096
	-	-	7.3%	-	-	49.1%	-	-	23.7%	-	-	10.6%	-	-	9.3%	-	-	1.1%	-
MAYUGE	275	184	459	1,894	1,771	3665	1,039	1,247	2286	581	758	1339	671	835	1506	89	115	204	9459
	-	-	5.0%	-	-	39.6%	-	-	24.7%	-	-	14.5%	-	-	16.3%	-	-	2.2%	-
MBALE M/C		328	780	1,439	1,617	3056	503	774	1277	277	459	736	320	435	755	28	51	79	6683
	-	-	11.8%	-	-	46.3%	-	-	19.3%	-	-	11.1%	-	-	11.4%	-	-	1.2%	-
MBALE	105	62	167	865	947	1812	562	807	1369	274	371	645	217	302	519	26	49	75	4587
	-	-	3.7%	-	-	40.2%	-	-	30.3%	-	-	14.3%	-	-	11.5%	-	-	1.6%	-
MBARARA M/C	1,134	915	2049	1,271	1,799	3070	140	214	354	52	82	134	32	32	64	29	30	59	5730
	-	-	36.1%	-	-	54.1%	-	-	6.2%	-	-	2.4%	-	-	1.1%	-	-	1.0%	-
MBARARA	410	371	781	920	1,152	2072	108	206	314	32	57	89	26	29	55	13	24	37	3348
	-	-	23.6%	-	-	62.6%	-	-	9.5%	-	-	2.7%	-	-	1.7%	-	-	1.1%	-
MITOOMA	480	479	959	1,114	1,406	2520	274	370	644	110	137	247	57	80	137	27	25	52	4559
	-	-	21.3%	-	-	55.9%	-	-	14.3%	-	-	5.5%	-	-	3.0%	-	-	1.1%	-

	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
MITYANA M/C	227	190	417	749	902	1651	241	364	605	157	217	374	112	112	224	36	20	56	3327
	-	-	12.7%	-	-	50.5%	-	-	18.5%	-	-	11.4%	-	-	6.8%	-	-	1.7%	-
MITYANA	325	268	593	1,438	1,721	3159	487	623	1110	287	364	651	252	311	563	78	77	155	6231
	-	-	9.8%	-	-	52.0%	-	-	18.3%	-	-	10.7%	-	-	9.3%	-	-	2.5%	-
MOROTO	49	11	60	254	242	496	108	111	219	43	51	94	35	45	80	14	7	21	970
	-	-	6.3%	-	-	52.3%	-	-	23.1%	-	-	9.9%	-	-	8.4%	-	-	2.2%	-
MOYO	27	18	45	336	238	574	256	301	557	102	134	236	65	98	163	2	2	4	1579
	-	-	2.9%	-	-	36.4%	-	-	35.4%	-	-	15.0%	-	-	10.3%	-	-	0.3%	-
MPIGI	546	478	1024	2,248	2,742	4990	708	1,024	1732	340	444	784	283	359	642	79	101	180	9352
	-	-	11.2%	-	-	54.4%	-	-	18.9%	-	-	8.5%	-	-	7.0%	-	-	1.9%	-
MUBENDE M/C	193	118	311	1,157	1,170	2327	428	658	1086	251	350	601	209	320	529	47	53	100	4954
		-	6.4%	-	-	47.9%	-	-	22.4%	-	-	12.4%	-	-	10.9%	-	-	2.1%	-
MUBENDE	142	118	260	455	571	1026	161	262	423	72	130	202	66	102	168	16	11	27	2106
	-	-	12.5%	-	-	49.4%	-	-	20.3%	-	-	9.7%	-	-	8.1%	-	-	1.3%	-
MUKONO M/C	1,277	1,043	2320	1,563	1,904	3467	266	370	636	119	149	268	75	72	147	18	37	55	6893
	-	-	33.9%	-	-	50.7%	-	-	9.3%	-	-	3.9%	-	-	2.1%	-	-	0.8%	-
MUKONO	1,019	1,284	2303	3,088	3,520	6608	1,035	1,460	2495	587	790	1377	532	626	1158	162	175	337	14278
	-	-	16.5%	-	-	47.4%	-	-	17.9%	-	-	9.9%	-	-	8.3%	-	-	2.4%	-
NABILATUK	6	-	6	111	58	169	33	61	94	12	14	26	8	12	20	7	3	10	325
	-	-	1.9%	-	-	53.7%	-	-	29.8%	-	-	8.3%	-	-	6.3%	-	-	3.1%	-
NAKAPIRIPIRIT	15	3	18	165	90	255	80	65	145	32	30	62	20	32	52	7	7	14	546
	-	-	3.4%	-	-	47.9%	-	-	27.3%	-	-	11.7%	-	-	9.8%	-	-	2.6%	-

	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
NAKASEKE	287	317	604	1,277	1,429	2706	317	411	728	150	211	361	99	177	276	62	76	138	4813
	-	-	12.9%	-	-	57.9%	-	-	15.6%	-	-	7.7%	-	-	5.9%	-	-	2.9%	-
NAKASONGOLA	176	145	321	743	907	1650	387	571	958	184	318	502	238	395	633	64	94	158	4222
	-	-	7.9%	-	-	40.6%	-	-	23.6%	-	-	12.4%	-	-	15.6%	-	-	3.7%	-
NAMAYINGO	163	105	268	872	710	1582	476	445	921	256	259	515	229	240	469	16	16	32	3787
	-	-	7.1%	-	-	42.1%	-	-	24.5%	-	-	13.7%	-	-	12.5%	-	-	0.8%	-
NAMISINDWA	58	34	92	622	554	1176	644	760	1404	338	449	787	499	700	1199	48	63	111	4769
	-	-	2.0%	-	-	25.2%		--	30.1%	-	-	16.9%	-	-	25.7%	-	-	2.3%	-
NAMUTUMBA	117	104	221	1,046	1,028	2074	703	851	1554	382	441	823	432	524	956	20	26	46	5674
	-	-	3.9%	-	-	36.9%	-	-	27.6%	-	-	14.6%	-	-	17.0%	-	-	0.8%	-
NANSANA M/C	1,254	1,018	2272	2,966	3,571	6537	574	969	1543	309	411	720	250	267	517	64	86	150	11739
	-	-	19.6%	-	-	56.4%	-	---	13.3%	-	-	6.2%	-	-	4.5%	-	-	1.3%	-
NAPAK	12	17	29	285	201	486	99	121	220	36	39	75	23	39	62	9	5	14	886
	-	-	3.3%	-	-	55.7%	-	-	25.2%	-	-	8.6%	-	-	7.1%	-	-	1.6%	-
NEBBI M/C	23	7	30	221	131	352	60	80	140	20	30	50	7	14	21	1	5	6	599
	-	-	5.1%	-	-	59.4%	-	-	23.6%	-	-	8.4%	-	-	3.5%	-	-	1.0%	-
NEBBI	47	13	60	690	241	931	506	293	799	220	116	336	93	111	204	22	26	48	2378
	-	-	2.6%	-	-	40.0%	-	-	34.3%	-	-	14.4%	-	-	8.8%	-	-	2.0%	-
NGORA	73	44	117	599	584	1183	459	607	1066	230	348	578	240	336	576	12	14	26	3546
	-	-	3.3%	-	-	33.6%	-	-	30.3%	-	-	16.4%	-	-	16.4%	-	-	0.7%	
NJERU M/C	315	255	570	872	996	1868	331	448	779	180	229	409	234	283	517	36	37	73	4216
	-	-	13.8%	-	-	45.1%	-	-	18.8%	-	-	9.9%	-	-	12.5%	-	-	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
NTOROKO	71	53	124	453	462	915	67	68	135	11	19	30	14	13	27	12	14	26	1257
	-	-	10.1%	-	-	74.3%	-	-	11.0%	-	-	2.4%	-	-	2.2%	-	-	2.1%	
NTUNGAMO M/C	164	118	282	105	143	248	8	17	25	4	4	8	1	2	3	-	1	1	567
	-	-	49.8%	-	-	43.8%	-	-	4.4%	-	-	1.4%	-	-	0.5%	-	-	0.2%	
NTUNGAMO	806	659	1465	2,555	2,973	5528	890	1,350	2240	361	566	927	272	382	654	55	48	103	10917
	-	-	13.5%	-	-	51.1%	-	-	20.7%	-	-	8.6%	-	-	6.0%	-	-	0.9%	
NWOYA	41	16	57	546	325	871	370	444	814	201	213	414	158	246	404	26	48	74	2634
	-	-	2.2%	-	-	34.0%	-	-	31.8%	-	-	16.2%	-	-	15.8%	-	-	2.8%	
OBONGI	3	4	7	525	206	731	420	388	808	195	161	356	133	216	349	12	3	15	2266
	-	-	0.3%	-	-	32.5%	-	-	35.9%	-	-	15.8%	-	-	15.5%	-	-	0.7%	-
OMORO	72	26	98	643	492	1135	321	380	701	219	208	427	187	278	465	17	32	49	2875
	-	-	3.5%	-	-	40.2%	-	-	24.8%	-	-	15.1%	-	-	16.5%	-	-	1.7%	-
OTUKE	20	11	31	330	209	539	234	197	431	118	144	262	172	199	371	23	25	48	1682
	-	-	1.9%	-	-	33.0%	-	-	26.4%	-	-	16.0%	-	-	22.7%	-	-	2.9%	-
OYAM	119	45	164	1,121	695	1816	783	756	1539	456	414	870	558	593	1151	37	63	100	5640
	-	-	3.0%	-	-	32.8%	-	-	27.8%	-	-	15.7%	-	-	20.8%	-	-	1.8%	
PADER	60	35	95	674	429	1103	472	439	911	328	271	599	336	452	788	27	34	61	3557
	-	-	2.7%	-	-	31.6%	-	-	26.1%	-	-	17.1%	-	-	22.5%	-	-	1.7%	-
PAKWACH	50	7	57	631	282	913	359	237	596	144	112	256	79	63	142	21	11	32	1996
	-	-	2.9%	-	-	46.5%	-	-	30.3%	-	-	13.0%	-	-	7.2%	-	-	1.6%	-
PALLISA	56	29	85	873	577	1450	948	969	1917	484	562	1046	670	793	1463	36	36	72	6033
	-	-	1.4%	-	-	24.3%	-	-	32.2%	-	-	17.5%	-	-	24.5%	-	-	1.2%	-

	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
RAKAI	297	237	534	1,105	1,514	2619	277	545	822	140	231	371	51	159	210	66	113	179	4735
	-	-	11.7%	-		57.5%	-	-	18.0%	-	-	8.1%	-	-	4.6%	-	-	3.8%	-
RUBANDA	131	115	246	566	673	1239	362	576	938	164	214	378	142	263	405	35	69	104	3310
	-	-	7.7%	-	-	38.6%	-	-	29.3%	-	-	11.8%	-	-	12.6%	-	-	3.1%	-
RUBIRIZI	422	328	750	682	813	1495	159	225	384	62	83	145	19	21	40	13	11	24	2838
	-	-	26.7%	-	-	53.1%	-	-	13.6%	-		5.2%	-	-	1.4%	-	-	0.8%	-
RUKIGA	146	87	233	462	624	1086	214	301	515	74	106	180	49	108	157	13	15	28	2199
	-	-	10.7%	-	-	50.0%	-	-	23.7%	-		8.3%	-	-	7.2%	-	-	1.3%	-
RUKUNGIRI M/C	236	204	440	230	336	566	41	68	109	6	12	18	2	2	4	3	4	7	1144
	-	-	38.7%	-	-	49.8%	-	-	9.6%	-		1.6%	-	-	0.4%	-	-	0.6%	-
RUKUNGIRI	403	315	718	1,517	1,733	3250	535	919	1454	186	293	479	103	185	288	46	37	83	6272
	-	-	11.6%	-	-	52.5%	-	-	23.5%	-	-	7.7%	-	-	4.7%	-	-	1.3%	-
RWAMPARA	270	210	480	731	829	1560	145	224	369	48	80	128	31	41	72	31	32	63	2672
	-	-	18.4%	-	-	59.8%	-	-	14.1%	-	-	4.9%	-	-	2.8%	-	-	2.4%	-
SERERE	71	37	108	952	788	1740	837	1,058	1895	374	580	954	508	765	1273	25	30	55	6025
	-	-	1.8%	-	-	29.1%	-	-	31.7%	-	-	16.0%	-	-	21.3%	-	-	0.9%	
SHEEMA M/C	424	285	709	554	635	1189	112	159	271	51	58	109	37	35	72	15	9	24	2374
	-	-	30.2%	-	-	50.6%	-	-	11.5%	-	-	4.6%	-	-	3.1%	-	-	1.0%	-
SHEEMA	495	492	987	934	1,098	2032	150	264	414	77	82	159	54	48	102	24	21	45	3739
	-	-	26.7%	-	-	55.0%	-	-	11.2%	-	-	4.3%	-	-	2.8%	-	-	1.2%	-
SIRONKO	69	61	130	708	698	1406	674	855	1529	386	471	857	468	626	1094	56	61	117	5133
	-	-	2.6%	-	-	28.0%	-	-	30.5%	-	-	17.1%	-	-	21.8%	-	-	2.3%	-

	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
SOROTI M/C	208	157	365	752	812	1564	268	393	661	96	218	314	97	136	233	11	14	25	3162
	-	-	11.6%	-	-	49.9%	-	-	21.1%	-	-	10.0%	-	-	7.4%	-	-	0.8%	-
SOROTI	40	20	60	683	515	1198	748	858	1606	288	416	704	255	418	673	15	20	35	4276
	-	-	1.4%	-	-	28.2%			37.9%	-	-	16.6%	-	-	15.9%	-	-	0.8%	-
SSEMBABULE	260	186	446	1,013	1,093	2106	453	727	1180	222	357	579	238	361	599	50	78	128	5038
	-	-	9.1%	-	-	42.9%	-	-	24.0%	-	-	11.8%	-	-	12.2%	-	-	2.5%	-
TEREGO	27	5	32	1,074	320	1394	1,007	600	1607	571	319	890	500	428	928	106	65	171	5022
	-	-	0.7%	-	-	28.7%	-	-	33.1%	-	-	18.3%	-	-	19.1%	-	-	3.4%	-
TORORO M/C	115	72	187	356	411	767	138	184	322	65	79	144	44	42	86	4	6	10	1516
	-	-	12.4%	-	-	50.9%	-	-	21.4%	-	-	9.6%	-	-	5.7%	-	-	0.7%	-
TORORO	259	179	438	1,457	1,231	2688	1,137	1,237	2374	629	779	1408	699	798	1497	51	79	130	8535
			5.2%			32.0%	-	-	28.2%	-	-	16.8%	-	-	17.8%	-		-1.5%	-
WAKISO	4,118	3,409	7527	8,244	9,633	17877	1,905	2,656	4561	991	1,292	2283	729	816	1545	248	267	515	34308
	-	-	22.3%	-	-	52.9%	-	-	13.5%	-	-	6.8%	-	-	4.6%	-	-	1.5%	-
YUMBE	81	32	113	1,297	576	1873	1,069	731	1800	519	395	914	426	410	836	69	57	126	5662
	-	-	2.0%	-	-	33.8%			32.5%	-	-	16.5%	-	-	15.1%	-	-	2.2%	-
ZOMBO	29	19	48	515	277	792	418	267	685	230	122	352	166	124	290	14	12	26	2193
	-	-	2.2%	-	-	36.5%	-	-	31.6%	-	-	16.2%	-	-	13.4%	-	-	1.2%	-
NATIONAL TOTAL	46941	38607	85548	163873	170281	334154	69743	86226	155969	35883	43932	79815	33768	43733	77501	5765	6557	12322	745309
		-	11.7%	-	-	45.6%	-	-	21.3%	-	-	10.9%	-	-	10.6%	-	-	1.7%	-

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

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