NATIONAL

SPECIAL MOCK

E-LEARN
EXAMINATIONS BOARD

MOCK REPORT

"Assessing for Excellence"

"Assessing for Excellence"

22 August 2025

GENERAL PERFORMANCE REPORT – NATIONAL MOCK EXAMS 2025

ACKNOWLEDGEMENT

The E-Learn Examinations Board wishes to extend its sincere appreciation to all schools, teachers, candidates who actively participated in the National Mock Exams 2025. Your commitment and cooperation made the successful administration and evaluation of these examinations possible.

We thank our examiners, moderators and support staff for their tireless effort in ensuring quality, fairness and timely feedback.

We also acknowledge the continuous trust and support from our clients, which has enabled us to expand our services, including the establishment of the new **E-learn branch** in **Gulu District** aimed at extending our services to schools in Northern Uganda come next term.

Together, we remain committed to our vision of **Assessing for Excellence**.

SUMMARY

This report presents the overall performance of candidates who sat the National Mock Exams 2025. Performance was broadly mixed across subjects. English and Social Studies registered generally moderate outcomes, while Mathematics and Science presented notable gaps especially in multi-step problem solving, interpretation of diagrams and application of concepts in unfamiliar contexts.

The analysis covers scripts submitted by participating schools from different regions. Insights were aggregated from school-level summaries, item-level reviews by those who participated in the marking process and moderation notes from our examiners.

The results portals at www.elearnuganda.com enabled schools to access their results by simply entering their registration numbers and **SMS** notifications system enabled us to communicate to schools in real time.

OVERALL PERFORMANCE OVERVIEW

Overall, most schools clustered in the middle performance bands, with fewer at the very top. Candidates showed greater strength in recall and direct knowledge questions than in items requiring reasoning across multiple ideas or real-life application. Consistency of performance within schools varied, indicating differences in syllabus coverage and practice intensity.

SUBJECT PERFORMANCE HIGHLIGHTS
Grading Scale

F9	P8	P7	C6	C5	C4	C3	D2	D1
0 - 34	35 - 44	45 - 49	50 - 54	55 - 59	60 - 64	70 - 79	80 - 89	90 - 100

SUBJECT	D1	D2	C3	C4	C5	C6	P7	P8	F9	X	TOTAL
MATHS	03	07	44	111	434	677	728	854	1093	0	3951
ENGLISH	07	19	179	451	583	762	591	692	667	0	3951
SCIENCE	06	21	142	188	356	671	762	861	944	0	3951
SST	14	106	395	968	683	786	286	349	364	0	3951

In previous years, we would publish the names of top-performing candidates together with their marks in each subject and their respective schools. However, in line with the recent directive issued by the Ministry of Education and Sports, publicly displaying the performance of individual candidates is prohibited.

To comply with this regulation, we have therefore refrained from listing top candidates by name or school in this report. Instead, performance has been presented in aggregated form to provide a policy-compliant reflection of results.

NB: We did not register any **X**, a candidate who missed a paper was awarded **0** marks in that particular paper.

1. Social Studies (SST)

SST	D1	D2	C3	C4	C5	C6	P7	P8	F9
	0.4%	2.7%	10.0%	24.5%	17.3%	19.9%	7.2%	8.8%	9.2%

Higher concentration of pupils in top and middle ranges: **D1 = 14, D2 = 106, C3 = 395** (12.9% distinction/credit).

Failures still notable at F9 = 364 **(9.2%)**, but far lower compared to Mathematics and Science.

Strengths: Map work and location, environment, culture and citizenship.

Areas to improve: updated civics/regional bodies content (e.g. IGAD and EAC).

Map skills; reading tables and simple graphs

Conclusion: Social Studies was the best-performed subject, with more candidates in the credit range and fewer failures.

2. English

ENG	D1	D2	C3	C4	C5	C6	P7	P8	F9
	0.2%	0.5%	4.5%	11.4%	14.8%	19.3%	15.0%	17.5%	16.9%

- o Distinction passes **(D1 + D2 = 26)** slightly higher than in Mathematics**.**
- A large number of candidates in lower grades **P7–F9 (1,950 candidates = 49.4%).**
- Strengths: Reading comprehension of narrative texts; vocabulary in context; guided composition structure.
- o **Areas to improve:** Grammatical accuracy (tenses, subject-verb agreement) and punctuation.
- **Conclusion:** English shows moderate performance, but many candidates are stuck in pass and lower grades (P.7-F9).

3. Science

SCI	D1	D2	C3	C4	C5	C6	P7	P8	F9
	0.2%	0.5%	3.6%	4.8%	9.0%	17.0%	19.3%	21.8%	23.9%

Majority of pupils are still in lower passes and failures:
P7 = 762, P8 = 861, F9 = 944, which is 64% of candidates.

Science performance is **weak overall**, with too many pupils in failure bands. Strong emphasis on practical teaching and concept application is required.

4. Mathematics

MATHS	D1	D2	C3	C4	C5	C6	P7	P8	F9
	0.1%	0.2%	1.1%	2.8%	11.0%	17.1%	18.4%	21.6%	27.7%

- o Nearly **68% of candidates** scored P7–F9, showing difficulty with problem solving and multi-step reasoning.
- **Conclusion:** Mathematics remains the **most challenging subject**, requiring urgent intervention and targeted revision.

Strengths: Basic operations and simple word problems.
Major challenges: Multi-step problems, fractions/ratios/percentages, speed,distance,time, geometry.
Focus areas: Error analysis of past items; weekly mixed-topic practice.

Challenges

Challenge	Observed Impact	Way Forward
Late registrations & delayed submissions	Missed moderation Compressed marking timelines	Regular reminders via our SMS system Late fee policy Regional offices starting with Gulu to serve the northern Region.
Printing disruptions	Occasional machine faults that led to delays in delivery of examination	To be addressed by the board. We also promise to be more accurate, ensuring timely deliveries.
Data & indexing inconsistencies	Mismatched candidate names/Registration numbers on scripts	Next year, we shall introduce pre filled cover sheets with numbers starting with E-learn Uganda (**EU**…), barcode/QR labels. Pre-exam data audits
Syllabus coverage variation	Topic gaps in Maths & Science	E-Learn PRE-PLE weekly sets(10 sets)
Financial constraints for some schools	Delayed payments affecting early preparations and delivery	Flexible invoicing; We have integrated mobile money in our online payment system to enable payment for both soft and hard copies without having to send money directly to our numbers.

IMPORTANT

We sincerely apologize for the delay in delivering the mock examinations.
We understand that this caused confusion and required some schools to adjust their programs. We regret the inconvenience caused and assure you of our renewed commitment to timely and reliable deliveries moving forward.
Thanks for your support and cooperation.

NEW DEVELOPMENTS

1. Gulu District Branch

A new regional branch to serve Northern Uganda closer support on ordering of hard copies, customer care, workshops and coordinated marking.

More information about this branch will be provided on our website (LOGIN)

Other proposed regional branches: Mbale, Masaka, Ibanda and Namayingo

2. Enhanced Results Portal & SMS Alerts

Improved reliability and faster publishing of school results and sending E-learn updates. If you have not been receiving these SMS messages, ensure you have created an account at www.elearnuganda.com

3. Term III PRE-PLE Programme

Ten weekly sets released every Sunday from **24 August 2025** to support targeted revision up to PLE. **Deliveries** for hard copies will be made every **Mondays**

Term III PRE-PLE Roadmap (Weekly Sets)

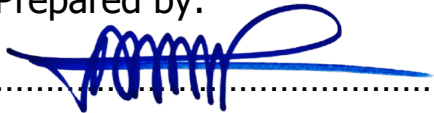| SET	RELEASE DATE (SUNDAY)
Set 1	24 August 2025
Set 2	31 August 2025
Set 3	07 September 2025
Set 4	14 September 2025
Set 5	21 September 2025
Set 6	28 September 2025
Set 7	05 October 2025
Set 8	12 October 2025
Set 9	19 October 2025
Set 10	26 October 2025

RECOMMENDATIONS AND IMMEDIATE ACTIONS

For Schools

- Adopt a two-week remediation cycle focusing on Mathematics (fractions/ratio/percentages; speed, distance, time)
- Run timed mixed-topic practice twice weekly; review errors with candidates using worked examples and '**show your reasoning'** prompts.
- Use the weekly PRE-PLE sets to structure revision.
- Hold quick assessment audits to confirm syllabus coverage, especially in weaker strands.

For Teachers

- Collect sample scripts from our weekly sets, exchange them with nearby schools for marking. This will enable you identify areas to improve.
- Integrate short practical demos in science and step-by-step problem solving in Mathematics lessons.
- Reinforce English composition planning (brainstorm → outline → write → edit) and daily grammar drills.
- In SST, emphasize map skills and interpretation of tables/graphs update content on regional bodies and ensure the books are of a latest edition.

Prepared by:

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BWIRE SAMUEL

FOR: E-Learn Examinations Board

SOCIAL STUDIES REPORT
MESSAGE FROM CEO

Dear Social Studies Teacher,

The performance of pupils in the recent Social Studies Mock paper was moderately fair. While this shows that learners have grasped some key concepts, it also highlights the need for extra effort in preparing them for the upcoming final examinations.

I encourage you to carefully reflect on the areas where pupils struggled and intensify revision in those topics.

We are here to support when it comes to assessments!

We shall release our first **Pre-PLE SET** on **24th August 2025**.

We shall then be releasing **ONE SET EVERY SUNDAY** until PLE, making a total of **10 sets**.

These sets have been carefully designed to extract the best from our candidates. Please make full use of them.

Visit our website: www.elearnuganda.com for more information

With your dedication and guidance, we are confident that the pupils can move from moderate performance to excellent results in PLE!

Let us work together to ensure that every candidate is fully prepared and motivated to achieve their best.

I WISH YOU SUCCESS IN PLE

Yours faithfully,

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BWIRE SAMUEL
CEO – E-LEARN EXAMINATIONS BOARD

NATIONAL SPECIAL MOCK SST REPORT

No	CLASS	STRENGTH	ANALYSIS & AREAS TO IMPROVE	WAY FORWARD FOR TEACHERS
2	P.4-P.6		• Concept proved difficult Understanding/Comprehension: **Ways in which wetlands affect road construction.** Address misconceptions on this question	• Teach roles of wetlands in infrastructure; link to soil drainage and culvert/ embankment design.
4	P.6		Concept proved difficult: Understanding/ Comprehension: **Why are lines of longitude that cross Uganda and Kenya numbered in degrees East.** Address misconceptions and require step-by-step reasoning.	Revise longitude/latitude numbering and hemispheres; practice locating Uganda/Kenya on grid maps.
5	P5-P7		Concept proved difficult: Understanding/ Comprehension: **Why the ministry of defense and veteran Affairs is allocated bigger budget every financial year**.	Discuss national budget priorities with examples; practice interpreting budget lines and justifications.
6	P.6		Some candidates drew arrows instead of using the given letter **y** to represent the feature that symbolises friendship and cooperation among member states in the EAC emblem	Drill map labelling and emphasize using given letters (e.g. 'Y') rather than arrows.
9	P.4	Most candidates answered correctly;		Link legends to moral lessons; ask for clear, single-sentence moral statements.

		shows solid grasp of: **Moral lessons we learn from the legend of the Spear and Bead.**		
10	P2	Most candidates answered correctly; **How family rules promote peace at home**	Understanding/ comprehension question.	Role-play conflict resolution and routines at home; connect rules to peace / harmony.
12	P6/P7	Most candidates answered correctly	Comprehension/ Understanding	Use targeted practice questions and short discussions; mark and correct common errors immediately.

13	Cross-cutting issues	Most candidates answered correctly	Remembering/ Knowledge question: **What economic challenge is the government of Uganda solving by skilling the youth.** A few pupils failed mention economic challenges Instead, they mixed **SOCIAL, ECONOMIC & POLITICAL** challenges.	Use targeted practice questions and short discussions on describing **SOCIAL, ECONOMIC & POLITICAL ASPECTS OF LIFE** Mark and correct common errors immediately.
15	P.5-P.7		Concept proved difficult: Understanding/ Comprehension question: **How do mountains help in the formation of relief rainfall.**	Model orographic rainfall with diagrams; windward/leeward concepts with labelled arrows.
16	P.7		Understanding/ Comprehension: **Why do people in deserts wear turbans on their heads?** Some pupils saw the word **TURBAN** for the first time. Address misconceptions on this question.	Link clothing to climate: sun/heat/sand protection; use Case studies from Sahara Desert
18	P.5-P.6		Understanding/ Comprehension question; **A part from eating, candidates failed to give one other social importance of fish to people.** The problem was on the word **"social"**	Brainstorm social roles of fish beyond diet (employment, culture, income, etc) Also teach explain the following to a candidate. **SOCIAL** This is about **people and how they live together**. *Example:* the way families care for children, how we help our neighbours, the songs and dances we

				share, or how we respect each other. **ECONOMIC** This is about **work, money, and how people get the things they need**. *Example:* farming to get food, selling goods in the market, jobs that give us money, or saving money in a bank. **POLITICAL** This is about **leaders and rules that guide a country or community**. *Example:* the President, Members of Parliament, local leaders, the laws they make and how people choose leaders through voting.
29	P.5-P.6		Concept proved difficult: Understanding/ Comprehension: **Why is tourism called a tertiary industry**.	Explain sectors of the economy; service industry characteristics and examples in Uganda.
31	P.5-P.6		Remembering/ Knowledge Question: **Why is a Stevenson screen made of wood.**	Revise weather station instruments; materials and design reasons (wood/white/ventilation).
33	P.5-P.7		Understanding/ Comprehension question: **Why do trees in natural forests provide hard wood.**	Contrast natural vs planted forests in growth rates, tree types, tree spacing etc.
45	P.6		Concept proved difficult: Remembering/ Knowledge Candidates failed to **state any two factors which**	Teach factors checking population growth (family planning, education, policies)

			can check / reduce population growth in an area.	**Check** can be used as **affect** emphasize that.
47	P7		Remembering/ Knowledge question. Candidates failed to **mention the regional grouping which was formed to control drought, desertification and famine among member states in Africa.** Majority of the learners wrote the former/defunct IGADD instead of the current IGAD. Address the misconceptions.	Update learners on regional blocs; IGADD is now IGAD **IGADD** • **Inter-Governmental Authority on Drought and Development**. • Formed in **1986**. **Purpose:** It was mainly created to help member states **fight drought, desertification and famine**. **IGAD** • **Inter-Governmental Authority on Development**. • Changed in **1996** (ten years later). **Purpose:** Its work became **wider**, not only drought issues but also **peace, security, trade, health and development** in the region.
53	P.7		Application qn: **EITHER** lacked **one** last response. However, The **OR** part had no issues and it was exactly the same. Those who gave clear responses were marked correct.	Teach terms: justice, creed, reconciliation, religion/Iman (matching). Encourage candidates to never skip a number even if it has an error in the setting.

ENGLISH REPORT

Message from CEO

Dear Teacher of English language,

The recent English mock results have shown that **pupils faced challenges** in several key areas of the subject.

According to the report, many learners struggled with **tenses, vocabulary, plurals, sentence construction, rewriting structures, and synonyms**.

In addition, a large number failed to interpret **picture compositions** and exhibited weaknesses in **spelling and understanding family relationships**.

These gaps reveal that while the paper was set at a level within pupils' ability, there is still much work to be done to ensure mastery of essential English skills. I urge you to:

- Provide **intensive revision on tenses, vocabulary and structures**.

- Guide learners with **practical exercises in spelling, synonyms, and plurals**.

- Strengthen pupils' ability to **construct meaningful sentences** and apply qualifiers correctly.

- Give learners regular practice in **picture composition and sentence re-arrangement** to improve interpretation skills.

- Revisit **basic foundational content** (lower class work) to bridge gaps in understanding.

Let us commit to addressing these weak points so that our pupils not only improve their English performance but also gain the confidence to excel in PLE.

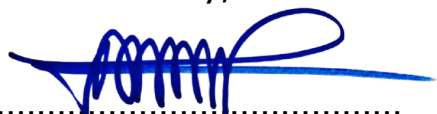I request you to guide and encourage them, give them more practice.

Its not too late. We can make it!

E-learn is preparing **10 sets** starting from **24th August 2025** with our first **Pre-PLE SET**, releasing **ONE SET EVERY SUNDAY** until PLE.

Trust me, these sets will play a vital role in the success of our candidates.

Visit our website: www.elearnuganda.com for more information

Yours faithfully,

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BWIRE SAMUEL
CEO E-LEARN EXAMINATIONS BOARD

QN	OBSERVATIONS	ADVICE TO TEACHER
No.s 1-5	• Learners failed to • give correct responses especially to question 1 and 5	• Teachers should • exhaust tenses • Teachers should explain vocabulary thoroughly
No.s 6-15	Most learners failed to give the correct spelling of words like pianos and babyish etc	• Teachers should teach plurals in their categories eg volcano - volcanoes, flamingo - flamingoes
No.s 27-28	• Most learners failed to construct meaningful sentences.	• Help learners to attach qualifiers.
No.s 31-50	• Most learners failed to rewrite the given structures accordingly	• Teachers should put more emphasis on structures, eg the use of------, would rather------- with same verbs, -----ten-man delegation, two-day workshop.
No.55	• Most learners failed to give correct synonyms for the underlined words.	• Let learners be guided well on how to use synonyms.
52.	• Most learners wrote wrong spellings eg, data bundle was written as ~~date bundle~~	• Help learners master spellings of words.
53.	• Learners don't have knowledge about family relationships	• Revise more of lower-class work
54.	• Learners failed to identify the main characters to help them re-arrange the jumbled sentences.	• Help learners to; I. Identify sentence connectors or guide words II. Help learners to separate ideas when re-arranging sentences.

55	• Learners lack knowledge about picture composition, 95% of the learners failed to interpret the pictures	• Teachers should give enough revision on picture composition. • Guide learners to allocate words in each picture basing on the topic.

General comment

The paper was relatively average and suited learners' ability.

SCIENCE REPORT
MESSAGE FROM THE CEO

Dear Science Teacher,

Looking at the recent National mock results, our pupils did not perform well in science. This is a call for us to re-examine how we are guiding learners in mastering the subject.

Science is practical and demands more than memorization. It requires understanding, experimentation and application of knowledge to real-life situations.

From the report, it is clear that pupils struggled with interpretation of questions, practical skills and application of concepts.

These are areas that must now receive our full attention.

I strongly encourage you to:

- Engage learners in more hands-on experiments.
- Simplify complex topics using real-life examples.
- Provide pupils with structured revision exercises targeting weak areas.
- Encourage learners to ask questions and think critically instead of cramming facts.
- And most importantly, ensure the curriculum demands are fully covered.

Let us utilize the remaining time to focus on what matters a lot.

We shall be releasing our first PRE PLE-SET on **24th August 2025**.

From then, we will be releasing **ONE SET EVERY SUNDAY** until PLE, making a total of **10 sets**.

These sets have been carefully crafted, focusing only on what truly matters for our candidates' success in the final examinations. Please make full use of them.

Visit our website: www.elearnuganda.com for more information

 I am confident that with focused teaching and purposeful revision, we can ensure our candidates are not just prepared, but truly confident and competent in science.

In advance, **I WISH YOU SUCCESS IN PLE**

With appreciation,

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BWIRE SAMUEL

E-Learn Examinations Board

SPECIAL MOCK SCIENCE REPORT

NO.	WHAT WAS REQUIRED	CANDIDATE'S WEAKNESS(ES)	ADVICE TO TEACHERS
3	To state **one** reason why protecting water sources contributes to the provision of quality clean water to the community.	• 59% failed. Some had their responses as: '~~They protect water sources and to get quality water~~' • Candidates failed to show how water protection promotes provision of quality water to the community.	• Help learners understand the purpose of protecting water sources in regards to enabling the community get quality and clean water. • Emphasize the link between pollution control and provision of clean water. • Help candidates understand what happens when water is exposed to poor disposal especially if not protected
17	To name any **one** substance that is a source of sugars used in alcohol formation.	• Almost 40% of candidates gave wrong responses. Many gave foodstuffs like sugarcane juice, yellow bananas instead of give the (juice) used during alcohol making.	• Help learners understand the exact substance used during alcohol making rather than plants themselves where the substances are obtained • Help learners understand the requirements for making alcohol.
19	To give the meaning of the term **wildlife**.	Almost 91% failed this question. Many said: '~~animals in the environment~~' and '~~plants and animals in the forests~~'	• Help the learner to understand the correct meaning of wildlife. **Check our science marking guide.** • Teach conservation and relevance of wildlife in the community/environment.
24	To state **one** reason to classify mosquito **K** under complete life cycle.	Almost all candidates failed to provide a correct response to this question Some gave responses like '~~it has four stages~~' '~~**K** has four stages of development~~' "~~Pupa is different from adult~~"	• Help learners understand the clear difference between complete and incomplete life cycles. • Use examples of insects under each type and why one is classified under complete or incomplete.
34	To name the class of vertebrates	48% failed this question. Some gave responses as reptiles,	• Help learners understand the characteristics of vertebrate classes. • Use diagrams to show differences.

	to which the newt belongs.	cold blooded vertebrates.	
37	To mention the term referring to introduction of harmful substances in food making it unsafe for eating.	66% failed. Many wrote smoking or food poisoning instead of contamination.	• Emphasize meaning of food contamination vs food poisoning. • Teach prevention of food contamination both at home and school. • Discus different ways of food poisoning.
41 (a&b)	To give the meaning of **velocity ratio** and the reason why it has no units.	Many confused it with mechanical advantage. The study indicated that most teachers leave out velocity ratio when teaching.	• Please discuss velocity ratio clearly. • Show why it is a ratio (no units) • Cover all deep areas of the science curriculum.
44 (b)	To describe the process of making a biogas digester.	Majority left it unanswered despite being in the curriculum.	• Teach step-by-step process of making a biogas digester. • Ensure curriculum demands are fully covered. Check the P.7 curriculum page 71 which suggests describing how to make a bio digester.
49	To briefly describe the steps taken in making local salt solution using banana peelings, water and perforated container.	A few candidates tried this number others left blank.	• Teach practical ways of making: **1. Clean water** **2. Local salt** **3. Juice from local materials**.
50	(a) State how violin produces sound. (b) State one way in which violin	The study revealed that Many confused methods of producing sound with methods of storing sound.	• Help learners to understand the difference between producing, storing and recording sound. • Relate musical instruments to daily life. • Help learners get the difference between the three concepts below:

	parts are important. (c) Give one way of storing sound produced.	Part (b), candidates gave responses like ~~playing a violin~~	**1. Methods of storing sound** **2. Process of storing sound** **3. Methods of writing music**
55 (a)	To name the substance labeled **K** in water filtration setup.	Nearly 50% failed. Responses included ~~'clean water'~~ or ~~'distillate.'~~	• Emphasize names of products from water purification methods. • Help candidates understand the ways of obtaining clean water. • Names given to clean water obtained such as; Supernatant (decante), filtrate, distillate.
55 (b)	To state uses of: (i) coarse sand & stones, (ii) fine sand & cotton wool, (iii) charcoal paste.	Some candidates mixed up uses of coarse sand and coarse stones with that of fine sand and cotton wool.	• Demonstrate roles of each filtering material. • Explain the importance of preventing pollution even after water is purified.

MATHEMATICS REPORT

MESSAGE FROM THE CEO

Dear Mathematics Teacher,

The recently released mock examination results came as a surprise to many of our schools and most especially mathematics teachers, with several pupils scoring lower marks than expected. While these results may be discouraging at first, they should serve as a powerful reflection point.

These marks are not the final measure of PLE.

Mocks are not the end, but a mirror showing us the areas where our learners still need support. This is the time to double our efforts, refine our teaching strategies, and give more attention to the weak areas revealed in the reports and candidates' scripts.

With your dedication, guidance and renewed focus, we are confident that our pupils can rise above these challenges and achieve excellent performance in the final PLE.

Let us use these results as motivation to push harder, work smarter and ensure that our candidates shine when it matters most.

We shall be setting off on **24th August 2025** with our first **Pre-PLE SET**.

From then, we will be releasing **ONE SET EVERY SUNDAY** until PLE, making a total of **10 sets**.

These sets have been carefully designed, focusing only on what truly matters for our candidates' success in the final examinations. Please make full use of them.

Visit our website: www.elearnuganda.com for more information

Together, we can transform today's setbacks into tomorrow's success.

I WISH YOU SUCCESS IN PLE

With appreciation,

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BWIRE SAMUEL

CEO – E-LEARN EXAMINATIONS BOARD

MATHEMATICS REPORT ON THE WORK OF CANDIDATES

NUMBER & TOPIC	CLASS	AREAS OF STRENGTH	AREAS TO IMPROVE	WAY FORWARD FOR TEACHERS
No. 1 – Operations on Whole Numbers	P2	Approximately 68% demonstrated operation selection or completed most steps correctly.	Many candidates were unable to apply the correct operation sign to select the correct operation.	• Emphasize identifying and writing the correct operation sign before starting any working. • From lower primary, devote time to quick oral drills on +, −, ×, ÷ selection from short word cues. • Model complete solutions showing the operation sign at each step.
No. 2 – Whole Numbers	P5	Approximately 50% demonstrated correctly identified Arabic numerals vs Roman numerals or completed most steps correctly.	A half of the candidates misinterpreted the term 'numerals' (numerical figures) and responded as if it referred to Roman numerals.	• Clarify the difference between Arabic numerals, number words, and Roman numerals with side-by-side examples. • Embed short classification tasks (e.g., 'Is this a numeral, number word, or Roman numeral?').
No. 3 – Algebra	P6	Approximately 31% demonstrated basic expansion when coefficients are positive or completed most steps correctly.	Difficulty expanding brackets with an 'invisible' negative coefficient; sign errors after distribution.	• Teach distribution explicitly with $-1 \times (\ldots)$ and use colour/tiles to track sign changes. • Daily 3–5 'sign sense' warm-ups mixing integers and brackets.

No. 4 – Set Concepts (Venn Diagrams)	P5	Approximately 36% demonstrated listing elements from simple sets or completed most steps correctly.	Failed to find the number of elements; many re-listed items instead of counting region totals.	• Teach meanings of each Venn region (A, B, A∩B, complements) with counters/beans. • Practice writing set notation and then counting elements region by region.
No. 5 – Patterns & Sequences	P5	Approximately 24% demonstrated recognising simple next-term patterns when position is obvious or completed most steps correctly.	Used a correct operation in the wrong position and failed to identify order or number type (even, odd, square, prime).	• Use practical patterns (tiles, bottle-tops) to highlight position and term rules. • Introduce puzzles/games that classify numbers (even/odd/square/prime).
No. 6 – Lines, Angles & Geometric Figures	P5	Approximately 38.3% demonstrated naming basic acute/obtuse angles or completed most steps correctly.	Limited knowledge of reflex angles and bisecting as described.	• Systematically teach angle types (acute, right, obtuse, straight, reflex). • Hands-on bisecting with protractor/compass for various angle types.
No. 7 – Fractions & Order of Operations	Not stated	Approximately 43.6% demonstrated solving single-operation fraction problems or completed most steps correctly.	Failed to apply BODMAS/PEMDAS; interchanged operation order instead of opening brackets first.	• Daily mixed practice prioritising brackets before other operations. • Bridge fractions and operations (e.g., 3/5 of … with brackets).
No. 8 – Integers (Clock Arithmetic/Number Line)	P6	Approximately 45.7% demonstrated simple forward/backward moves from zero or completed most steps correctly.	Could not identify a starting point in integer statements; confusion with clock arithmetic and directed movement.	• Use journeys on a number line/circle (clock) with clear 'start here' markers. • Emphasise direction and magnitude, then write the integer expression.

No. 9 – Patterns & Sequences (Percent to Fraction)	P6	Approximately 25% demonstrated working with simple proper fractions of money or completed most steps correctly.	Unable to convert a profit percentage to an improper fraction before proceeding with calculation.	• Step-by-step conversion chains: % → fraction → simplified/improper → application to money. • Interleave with word problems that integrate topics (fractions + money).
No. 10 – Patterns & Sequences / Integers	P6	A significant minority demonstrated identifying integers on a number line and could complete the core steps.	Many could not read/understand integers and failed to multiply a seventh by a number; median also required practical illustration.	• Use counters/strips to model 1/7 of a quantity and repeated addition for multiplication by a fraction. • Revisit median using ordered data sets and physical sorting activities.
No. 11 – Data Handling (Proportion/ Pictographs)	P4	Approximately 27.9% demonstrated reading totals when the key equals 1 or completed most steps correctly.	Failed to apply proportion to determine the correct number of picture symbols (apples).	• Teach key proportion idea: 'value per picture' and scaling up/down. • Mix pictograph questions with different keys (e.g., 1 picture = 4).
No. 12 – Algebra	P7	Approximately 40% demonstrated solving single-variable equalities without chains or completed most steps correctly.	Could not interpret relations like n = m = k/2 = 8; ~40% struggled to find square roots after prime factorisation of product/quotient.	• Build variable equality chains stepwise (start with two equalities, then extend). • Practice prime factorisation leading into √(product) and √(quotient) rules.
No. 13 – Length, Mass & Capacity (Metric Conversion)	P6	Approximately 22% demonstrated converting within the same unit	Unable to convert metres to centimetres and to recognise 0.7 m	• Use a metric ladder/chart and repeated ×10/÷10 movements between units. • Daily conversion sprints (e.g., 0.7 m ↔ 70 cm).

		family when whole numbers or completed most steps correctly.	= 70 cm (half of 140 cm) across units.	
No. 14 – Fractions (Mixed vs Improper)	P5	A significant minority demonstrated naming proper fractions and could complete the core steps.	Source text says 'convert 3/7 into a mixed number' (likely meant converting an improper fraction to a mixed number).	• Teach difference between proper, improper, and mixed numbers with visuals. • Plenty of practice converting both directions (improper ↔ mixed).
No. 15 – Operations on Whole Numbers (Division)	P3	Approximately 26% demonstrated dividing when no regrouping is needed or completed most steps correctly.	Could not divide where regrouping/borrowing is required (2–4 digit division).	• Teach long division systematically (place value → repeated subtraction → algorithm). • Strengthen multiplication facts to support division fluency.
No. 16 – Integers (Position/Movement)	P.6	Approximately 22.5% demonstrated interpreting single, short integer moves or completed most steps correctly.	Unable to read and interpret integral statements to reach a final position.	• Use number-line journeys (left/right; up/down) culminating in 'final position' questions. • Translate words to integer expressions before computing.
No. 17 – Lines, Angles & Geometric Figures (Parallel Lines)	P6	Approximately 38% demonstrated recognizing basic equal-angle pairs when marked or completed most steps correctly.	Failed to find angle m; difficulty identifying angle types on parallel lines and applying angle properties.	• Teach angle theorems (corresponding, alternate, interior) with colour-coding. • Multiple paths: algebraic angle chasing and cut-out/overlay methods.
No. 18 – Whole Numbers (Base/Abacus)	P6	Approximately 41.8% demonstrated reading base-10 abacus with	Could not determine the value represented on an abacus using	• Use beads or local materials to build abaci and practise place-value in different bases.

		simple placements or completed most steps correctly.	base-system rules.	• Drill 'what to write' rules for each base.
No. 19 – Length, Mass & Capacity (Ratio)	P6	Approximately 47% demonstrated simplifying ratios with small integers or completed most steps correctly.	Misread total parts of a ratio; treated 5 parts as the entire quantity.	• Link ratios to fractions: 'parts of a whole' and 'scaling to totals'. • Plenty of ratio partitioning tasks with bar models.
No. 20 – Time, Speed & Distance (Unit Conversion)	P6	Approximately 30% demonstrated converting between cm and m for whole numbers or completed most steps correctly.	Failed to convert distances to millimetres; unfamiliar terminology and method.	• Spiral unit-conversion practice across mm–cm–m–km; connect to real objects and rulers. • Pre-teach vocabulary and symbols (mm, cm, m, km) before solving TSD problems.

NATIONAL SPECIAL MOCK MATHEMATICS SECTION B

No.	CLASS	AREAS OF STRENGTH	AREAS TO IMPROVE	WAY FORWARD FOR TEACHERS
21 SET CONCEPT (Application)	P.6	Approximately 18.0% did not exhibit the cited weaknesses.	Majority of the candidates (82%) failed to complete the Venn diagram using the given information. • Some of the candidates failed to interpret and to understand that the region outside union of the sets should be included when the complement of a set is given. • Others totally failed to fill the necessary regions	Help learners to use the application of work covered on sets in previous work according to what they learnt in previous classes. • Help learners to relate the information on venn diagram to real life situation as well as displayed for further learning. • Help learners to differentiate between listing and giving number of

			with required information.	elements on the venn diagram. • Give learners ample time to practice variety of activities on the same concepts. • Illustrate the information to real life during teaching - learning process.
22(a) **INTEGERS** **(Knowledge question)**	P.6	Approximately 58.0% handled the concept correctly.	About 4 in 10 of the candidates (42%) failed to understand the operation to be used when all integers starting (departing) at the same point yet it was difference in movements. • Others failed to count number of steps according to (starting) from the point where it started from, they just took the ending point integer without allowing the correct order.	Help learners to be practical whereby they can present movements of two pupils taking opposite directions. • Emphasize physical counting and observation of correct integers starting from the starting point. • Help learners to apply knowledge of integers in real life.
23 **LINES, ANGLES AND GEOMETRIC FIGURES** **(Application)**	P.7		Results of the analysis showed that 89% and 92% of the candidates were unable to find the size of angles EDB	• Practically show learners how to identify angles using different letters given (three or more). For example, EDB, the

			and BKY respectively. Most of the candidates in identifying the required triangles in the given figure and applying the correct property of angle in the triangle that they have identified. It was observed that candidates were correct property.	required angle is where the middle is. • Help learners to understand the following concepts about angles in a triangle; • The total angle sum in a triangle equals to 180 degrees. • Two opposite interior angles equal to one exterior angle. • Angles on a straight line are supplementary angles. • Vertically opposite angles are equal. • Recognition of angles on parallel lines should be emphasized. • Ask them to provide reasons (communication) in their working practically in the given figure.
24 PATTERNS AND SEQUENCES (Comprehension)	P.7		More than half of the candidates (52.4%) could not comprehend and understand the requirement of the question. • Others were unable to do any reasonable working to find the group of animals depending on the	Help learners to be realistic in some application to real life situation. • Revise with learners work on patterns and sequences that was covered from P.3 to P.6 for further revision and mastery of the

			number of animals. • Some candidates failed to understand the concepts.	concepts. • Give learners mental Mathematics and ample time to explore patterns and sequences using games, quizzes among others.
25 MONEY (Comprehension)	P.6	Approximately 37.0% did not exhibit the cited weaknesses.; Roughly 40% handled the concept correctly.	About 6 in 10 of the candidates (63%) failed to get the selling price of the books instead they just stopped on the area of loss. • Others use different alternatives which were not applicable according to the question.	• Encourage learners to work out such questions step by step that is to say start with known information. • Reinforce this concept by giving learners adequate practice on real life problems involving such application. • Emphasize the reaching practice of such question for further understanding before giving out the required solution.
26 FRACTIONS (comprehension)	P.6	Approximately 50% handled the concept correctly.	About 5 in 10 of the candidates (53%) failed to understand the part covered of any item shoed the full fraction when it was not covered for any item. • Others had difficulty in finding the reminder of the covered area from the whole. • More than two	Help learners to follow step by step approach depending to the requirement of the question. • Give earners adequate practice in simplifying fractions/ numbers involving mixed/ different operations. • Emphasize that altering the order of

			thirds of the candidates (68.5%) had difficulty in interpreting what the question required. Some of the candidates simply added the total fraction.	operations (mixed) can lead to wrong solution. • Help learners understand that where more than two operations are involved, the rule of BODMAS or DMAS must be applied. • In case of the uniform denominators followed full fraction should be involved too. • Review lower work to real life situation for the concepts.
27 ALGEBRA (Application)	P.6		About 6 in 10 of the candidates (68%) could not comprehend that m=g means the same in this setting style, therefore they left it unanswered problem. • Others failed to get the correct sum of the uniform algebraic expression thus failed to get the answer. • Some integrated the knowledge they had on the concept of indices to g2+g2 and exponents were added which was	Help learners to understand that the first step to deal with in solving financial equation is to; • Identify the number of terms in the equation. • Re-write the terms as a fraction • Change the fractional equation to linear form by multiplying all terms by the lowest common, multiple of the fractures. • Guide the learners into solving the equation after changing it in linear form.

			not correct thus wrong responses were given. • Some candidates had difficulty in multiplicative inverse (reciprocal) to the algebraic information given in form of fraction.	• Emphasize proper collection of like terms. • Give learners adequate practice on solving fractional equations.
28 WHOLE NUMBERS (Application)	P.5		About 3 in 4 of the candidates (78%) failed to identify the correct number of groups in different categories (strides) according to the base numeral given in illustration form. • Others failed to use any other correct alternative to identify the base numeral illustrated. • Majority failed to get the last number of groups of the base numeral.	Give learners ample time to revise work covered in the previous classes (P.5) on bases. • Help learners with adequate activities on base numerals. • Practical work should be emphasized to ease the application of base numerals
29 MONEY (Comprehension)	P.6	Roughly 50% handled the concept correctly.	85% of the candidates failed this question because they did not read it properly and concentration for comprehension was very low. • They did not know which	• Encourage step by step approach while teaching that is after demonstrating a skill allow learners to understand that different countries have difference on currencies with

			figures in the exchange rate; intervention to use in carrying out their conversions. • Almost half of the candidates, (47%) failed to interpret the question to their understandings. • About 5 to 10 of the candidates failed to know number of days spent and nights to ibrahimovies hotel and facilitations provided to Dr. Fabiolah's family within that period thus failed to get the total amount spent when the game was played during day time at 4: 00pm.	different names and values. • Give learners adequate practice in questions where foreign exchange is involved. •Try to implement the concept using simple methods and techniques of delivering during the learning and teaching process exist.