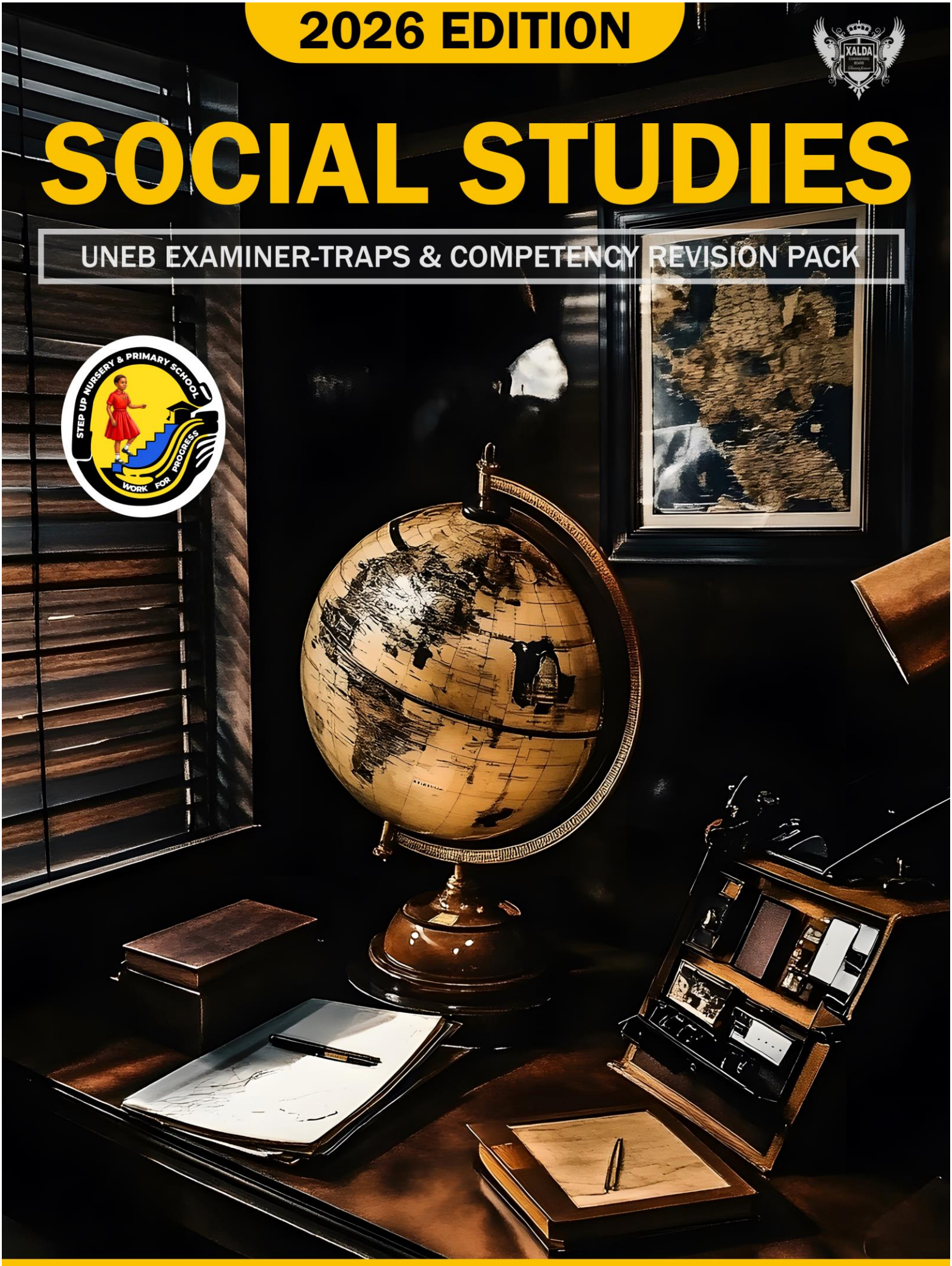
2026 EDITION

SOCIAL STUDIES

UNEB EXAMINER-TRAPS & COMPETENCY REVISION PACK



SSERUGGA ABDULGANIU

Built from the recurring patterns in the UNEB reports on candidates' work for 2023, 2024 and 2025

STEP UP PRIMARY SCHOOL

XALDA EXAMINATIONS BOARD

SOCIAL STUDIES – P.7 / PLE PREPARATIONS 2026

UNEB EXAMINER-TRAPS & COMPETENCY REVISION PACK

Built from the recurring patterns in the UNEB reports on candidates' work for 2023, 2024 and 2025

Teacher working copy – for intensive revision, question-setting and learner diagnosis

XALDA PUBLISHERS

1. PURPOSE OF THIS PACK

This pack converts the recurring weaknesses reported by UNEB in Social Studies into a practical P.7 preparation system. It is designed to help teachers train learners to answer the exact question asked, distinguish related concepts, interpret information, compare ideas and apply knowledge to unfamiliar situations.

Important: The likely questions in this pack are predictions based on patterns in the 2023–2025 reports and papers. They are not leaked questions and should not be taught as guaranteed items. The safest preparation is broad conceptual understanding plus repeated practice with different question demands.

2. THE 2023–2025 TREND IN ONE PAGE

Year	What UNEB repeatedly exposed	What teachers should do
2023	Learners knew related facts but often answered a different question. Confusion between closely related concepts was common.	Teach exact meaning of question words; contrast similar concepts; insist on relevance.
2024	Application, comparison, interpretation and context-specific answers were weak. Learners often gave a general answer where a specific one was required.	Use real-life situations, comparisons, diagrams, maps and context-based exercises.
2025	The same weakness became even stronger: many learners recalled facts but could not apply them to unfamiliar situations or answer the precise demand.	Shift revision from memorised lists to competence drills: interpret, compare, explain cause/effect, solve problems and justify choices.

3. THE GOLDEN RULE FOR P.7 LEARNERS

Before writing an answer, ask three questions: What is the topic? What exactly is the question asking me to do? What part of my knowledge answers that exact demand?

4. COMMAND-WORD DECODER

Question word / phrase	What the examiner wants	Common trap
State / Give / Mention / Name	A brief correct fact or point.	Adding long explanations while missing the required item.
Identify	Recognise the correct item from a description, picture, map or list.	Giving a related item instead of the exact one.
Define	Meaning of the term.	Giving an example, importance or effect instead of the meaning.
Give a reason / Why?	A cause, justification or explanation of why something happens/is done.	Giving a way, effect, advantage or example.
Give a way / How?	A method, action or means of achieving something.	Giving a reason why it is important.
Give an effect / consequence	The result produced by something.	Giving the cause or a measure to solve it.
Give an advantage	A benefit or positive effect.	Giving an activity, function or reason for existence.
Give a disadvantage	A negative effect or limitation.	Giving a solution to the problem.
Explain	Show how/why something happens, usually with a clear relationship.	Listing isolated words without a link.
Compare	Show similarities and/or differences as required.	Giving two separate lists without comparison.
Differentiate / Distinguish	Show how two related things differ.	Defining only one of them.
Advantage of A over B	A benefit of A that is specifically better than B.	Giving a general benefit of A that B also has.
In what way	A specific manner or link.	Giving a broad essay.
Using the information provided	Use the supplied map, graph, chart, picture or passage.	Ignoring the supplied evidence and reciting memorised facts.
From the diagram / map	Interpret what is shown.	Naming something not represented in the figure.

5. THE BIGGEST UNEB EXAMINER TRAPS

Reason vs Way: Question: Give one reason for caring for a social service centre. Trap: Cleaning the centre. Better direction: Explain why the centre should be cared for, e.g. to keep services available/usable.

Reason vs Effect: Question: Why does deforestation reduce rainfall? Trap: Drought. Better direction: Loss of vegetation reduces transpiration and moisture returned to the atmosphere.

General benefit vs advantage over B: Question: Give an advantage of tarmac roads over murram roads. Trap: They help transport. Better direction: A comparative benefit such as all-weather usability or greater durability.

Right vs Responsibility: Question: Activity children can do to promote their rights. Trap: Obey parents. Better direction: drama, poem, poster, song, debate or awareness activity about children's rights.

Service vs organisation role: Question: Service provided by an organisation. Trap: Role of the whole ministry/organisation. Better direction: identify the actual service delivered to the community.

Road sign vs road marking: Question: Draw a sign showing pedestrians crossing. Trap: Zebra crossing. Better direction: the appropriate pedestrian-crossing warning/regulatory sign, depending on the exact image demanded.

Similar concept confusion: Landslide is not the same as soil erosion; tithe is not the same as offering; zakah is not the same as sadaqah; resurrection is not the same as judgement.

Person-specific question: Question asks what a particular leader/person did. Trap: general achievements of Europeans or the entire group. Better direction: an action attributable to that named person.

Cause vs solution: Question: How does mining cause deforestation? Trap: Replant trees. Better direction: mining clears vegetation to access minerals and construct pits/roads/work areas.

Problem vs consequence: Question: Effect of shortage of funds on social services. Trap: shortage of funds. Better direction: fewer/poor-quality services, delayed construction, inadequate materials or staff.

Definition vs example: Question: What is optimum population? Trap: Uganda has many people. Better direction: population size that is in balance with available resources/level of development so resources can adequately support the people.

Activity vs importance: Question: How does a community benefit from tourism? Trap: tourists visit national parks. Better direction: income, jobs, foreign exchange, infrastructure and conservation support.

Comparison without comparison: Question: Compare two systems. Trap: write five points about A and five unrelated points about B. Better direction: pair each difference or use explicit contrast.

Source/cause vs consequence: Question: Why was X introduced? Trap: what happened after it. Keep the answer at the same logical level as the question.

Map knowledge vs map interpretation: Question: Use the map to identify a feature. Trap: naming a feature that is in the textbook but not shown on the supplied map.

Chart/pie graph interpretation: Question: Which sector contributes more? Trap: explaining why the sector is important. Better direction: read the relative size of the data first, then answer.

Traditional knowledge dismissed: Questions may test traditional ways of determining direction, weather prediction, farming or medicine. Do not assume only modern methods are examinable.

Over-answering a one-mark item: Long writing does not earn extra marks if the key point is wrong. Teach learners to protect the mark first, then add only what helps.

Keyword mismatch: The learner has a valid fact but the fact does not contain the keyword relationship required by the question. Train "topic + task + target" reading.

Unfamiliar context fear: The question may change the setting while testing a familiar concept. Teach learners to translate the new situation back to the underlying concept.

6. HIGH-PRIORITY 2026 CONTENT AREAS

Priority	Area	Content	Risk	Preparation emphasis
1	Application / exact demand	All topics	Highest	Train every topic with reason, way, effect, advantage, comparison and application variations.
2	Environment & climate	Deforestation, rainfall, soil erosion, landslides, climate change, conservation	Very high	Expect cause-effect chains, not isolated definitions.
3	Governance & political stability	Democracy, elections, independence, security, civil wars, political stability, sovereignty	Very high	Expect reasons, comparisons, consequences and practical roles.
4	Agriculture	Farming systems, mechanisation, irrigation, soil conservation, crops, processing	High	Expect development/application questions.
5	Transport & road safety	Road signs, road markings, railways, animal transport, road development	High	Expect distinction, comparison and interpretation.
6	Economic sectors	Mining, tourism, fishing, industry, trade	High	Expect contribution, problems, solutions and data interpretation.
7	Social services & child welfare	Education, health, police, water, sanitation, rights	High	Expect community-based situations.
8	Maps & visual/data interpretation	Maps, coordinates, diagrams, charts, graphs, symbols	High	Expect learners to extract evidence before recalling facts.
9	RE conceptual distinctions	Prayer/worship, tithe/offering, zakah/sadaqah, resurrection/judgement, peace teachings	Very high	Teach paired concepts and compare them.
10	Traditional knowledge	Direction, weather, farming, local practices	Medium-high	Do not omit because it looks old-fashioned.

7. WHAT THE QUESTION SETTER MAY BE TRYING TO ACHIEVE

- Use familiar topics with unfamiliar wording so memorised answers fail.
- Put a small but decisive keyword in the stem: "over", "about teenagers", "in your community", "from the graph", "for peace", "to promote rights", "how", "why".
- Use related concepts that look similar to expose weak understanding.
- Ask learners to transfer a classroom concept to a practical community problem.
- Use a map, photograph, road sign, diagram, table, chart or short passage as the starting point.
- Ask for comparison where the learner must relate A directly to B.
- Ask for the action of a named person or institution rather than a general historical fact.
- Keep some direct recall items so the paper still rewards secure subject knowledge, while using application items to separate stronger candidates.

8. PREDICTED QUESTION PATTERNS – ENVIRONMENT & CLIMATE

Q: How does deforestation lead to reduced rainfall? Teacher focus: Cause chain: loss of trees -> less transpiration/moisture recycling -> reduced atmospheric moisture -> lower rainfall in affected areas.

Q: How does mining lead to deforestation? Teacher focus: Vegetation is cleared for pits, waste areas, roads, settlements and other mining activities.

Q: Give one way deforestation contributes to climate change. Teacher focus: Fewer trees absorb carbon dioxide; released/stored carbon increases greenhouse-gas concentration.

Q: State one difference between a landslide and soil erosion. Teacher focus: Landslide is a mass movement of soil/rock down a slope; soil erosion is wearing away and removal of soil by agents such as water or wind.

Q: Give one way communities can reduce soil erosion on cultivated land. Teacher focus: Terracing, contour farming, mulching, strip cropping, planting grass or maintaining vegetation cover.

Q: Why should wetlands be conserved? Teacher focus: They store water, filter water, reduce floods, support biodiversity and provide other ecosystem services.

Q: Give one effect of climate change on agriculture. Teacher focus: Droughts, floods, changing seasons, reduced yields, pests/diseases or crop failure.

Q: How can human activities increase global warming? Teacher focus: Burning fossil fuels and clearing vegetation release/increase greenhouse gases.

9. PREDICTED QUESTION PATTERNS – AGRICULTURE & ECONOMIC SECTORS

Q: Give one advantage of mechanised farming over using simple hand tools. Teacher focus: Higher output, saves time, reduces labour burden, covers larger acreage or enables timely operations.

Q: How can irrigation promote agriculture in areas with unreliable rainfall? Teacher focus: Provides water when rainfall is insufficient, allowing crop growth beyond rainy periods.

Q: How does tourism earn foreign exchange for Uganda? Teacher focus: International visitors spend money on accommodation, transport, entry fees, food, crafts and related services.

Q: How can tourism help conserve wildlife? Teacher focus: Tourism revenue can fund protected areas, conservation staff, facilities and anti-poaching activities.

Q: Give one environmental problem caused by mining. Teacher focus: Deforestation, land degradation, water pollution, soil contamination, dust or habitat destruction.

Q: How can mining contribute to national development? Teacher focus: Government revenue, employment, exports/foreign exchange, raw materials and infrastructure.

Q: Give one way industrialisation promotes agriculture. Teacher focus: Provides processing industries, markets, tools, machinery, fertilisers, storage or value addition.

Q: Why should fishing grounds be protected? Teacher focus: To prevent overfishing and maintain fish stocks, food supply and livelihoods.

Q: What may happen to a local economy when fish stocks decline? Teacher focus: Loss of income/jobs, higher fish prices, reduced exports and hardship among fishing communities.

Q: How can vocational skills help young people? Teacher focus: Provide practical employable skills, self-employment opportunities and support for entrepreneurship.

10. PREDICTED QUESTION PATTERNS – GOVERNANCE, HISTORY & DEVELOPMENT

Q: How does political stability promote development? Teacher focus: Stable conditions encourage investment, production, service delivery, infrastructure development and long-term planning.

Q: How can civil wars slow development? Teacher focus: Destroy infrastructure, displace people, reduce investment and production, divert funds to security and disrupt services.

Q: Give one way citizens can protect national independence. Teacher focus: Respect laws, defend national sovereignty, reject external interference, participate responsibly in national affairs and promote unity.

Q: Why were some African political activities restricted during colonial rule? Teacher focus: Colonial authorities feared organised African nationalism, opposition to colonial rule and loss of control.

Q: Give one difference between collaboration and resistance. Teacher focus: Collaboration involved cooperating with colonial authorities; resistance involved opposing colonial conquest/control.

Q: Why should learners know the actions of a named historical figure? Teacher focus: UNEB may require person-specific evidence rather than a general statement about the wider group.

Q: How does democracy contribute to good governance? Teacher focus: It promotes participation, accountability, representation and peaceful selection/change of leaders.

Q: Give one role of the Electoral Commission. Teacher focus: Organise/supervise elections, register voters, conduct polling or announce results according to the law.

Q: How can national unity contribute to development? Teacher focus: Reduces conflict, promotes cooperation, supports stability and enables collective development efforts.

11. PREDICTED QUESTION PATTERNS – TRANSPORT, MAPS & DATA

Q: Give one advantage of tarmac roads over murram roads. Teacher focus: Choose a comparative advantage such as greater durability or better all-weather usability; do not give a general benefit shared by both.

Q: Why is railway transport useful for bulky goods? Teacher focus: It can move large/heavy loads over long distances efficiently.

Q: Give one problem facing railway transport in Uganda. Teacher focus: Old infrastructure, limited network, high rehabilitation costs, delays or competition from road transport.

Q: Give one way to improve railway transport. Teacher focus: Rehabilitate/expand tracks, modernise equipment, improve signalling or invest in maintenance.

Q: Distinguish a road sign from a road marking. Teacher focus: A road sign is a sign/device conveying information, warning or instruction; a road marking is a painted/marked line or symbol on the road surface.

Q: How should a learner approach a map question? Teacher focus: Read title/key/scale/direction first, locate the requested evidence, then answer only from what the map shows unless the question asks for outside knowledge.

Q: What does a pie chart show? Teacher focus: Proportions/shares of a whole; compare segment sizes before interpreting.

Q: If a question says "using the graph", what is the trap? Teacher focus: Ignoring the graph and writing a memorised general answer.

12. PREDICTED QUESTION PATTERNS – SOCIAL SERVICES & CHILD WELFARE

Q: Why should social service centres be properly cared for? Teacher focus: To keep them functional, safe, hygienic and able to provide services to the community.

Q: How does shortage of funds affect provision of social services? Teacher focus: Leads to inadequate materials/equipment, delayed projects, poor maintenance, staff shortages or reduced quality/coverage of services.

Q: Give one activity children can do to promote their rights. Teacher focus: Drama, songs, poems, posters, debates, stories, drawings or awareness campaigns.

Q: Distinguish a child's right from a child's responsibility. Teacher focus: A right is an entitlement/protection the child should enjoy; a responsibility is a duty the child is expected to perform.

Q: How can a police station benefit a community? Teacher focus: Maintains law and order, prevents/investigates crime, protects people/property and provides security services.

Q: Why is a school library important? Teacher focus: Provides learning resources, supports research, reading, self-study and wider knowledge.

Q: How can poor sanitation affect a school? Teacher focus: Increases disease, absenteeism, unpleasant conditions and contamination of water/food.

13. PREDICTED QUESTION PATTERNS – RELIGIOUS EDUCATION

Q: Distinguish worship from prayer. Teacher focus: Worship is broader devotion/service to God; prayer is communication/supplication directed to God.

Q: Distinguish tithe from offering. Teacher focus: Tithe is traditionally a tenth given to God/work of the church; an offering is a gift given voluntarily without being limited to a fixed tenth.

Q: Distinguish zakah from sadaqah. Teacher focus: Zakah is an obligatory form of almsgiving under Islamic law for eligible Muslims; sadaqah is voluntary charity.

Q: Distinguish resurrection from judgement. Teacher focus: Resurrection is being raised from the dead; judgement is the process of being judged for one's deeds.

Q: Compare Traditional African and Christian teachings about peace. Teacher focus: Look for direct similarities/differences in sources, values, methods or expected behaviour; do not merely list importance of peace.

Q: Why is precise religious terminology important in PLE? Teacher focus: Related terms may carry different meanings, obligations or events, and UNEB may deliberately test the distinction.

Q: Give one lesson Christians can learn from the Last Supper. Teacher focus: Service, remembrance, fellowship, sacrifice or obedience depending on the exact demand of the question.

Q: Give one lesson Muslims can learn from Hajj. Teacher focus: Unity, equality, obedience, sacrifice, patience or remembrance of Allah depending on the exact wording.

14. THE 5-STEP METHOD FOR UNFAMILIAR QUESTIONS

1. Circle the command word: state, reason, how, effect, advantage, compare, distinguish, explain, interpret.
2. Underline the target: person, place, group, service, resource, age group, map, graph or institution.
3. Check the relationship required: cause, effect, method, benefit, difference, comparison or application.
4. Ask whether your first answer actually contains that relationship.
5. Write the shortest correct answer that directly earns the mark; do not replace the required relationship with a related fact.

15. TEACHER DRILL: ONE TOPIC, FIVE QUESTION DEMANDS

Use this routine for every major topic. For example, do not finish "deforestation" after listing causes and effects. Make learners answer five different demands about the same content.

Demand	Example – Deforestation	What the learner must show
Define	What is deforestation?	Meaning.
Reason	Why do people cut down trees?	Causes.
Effect	How can deforestation affect rainfall?	Cause-effect link.
Way	Give one way of reducing deforestation.	Solution/action.
Application	A district is losing its forest cover. Suggest one practical measure.	Transfer knowledge to a new situation.

16. 45-TARGET QUESTION DRILL FOR CLASSROOM USE

No.	Topic	Practice question	Expected thinking
01	Population	How can a very high population affect provision of social services in an urban area?	Link the population pressure to service demand/capacity.
02	Census	How can census information about teenagers help government?	Teenage-specific planning.
03	Environment	How does cutting trees affect the water cycle?	Transpiration/moisture and runoff effects.
04	Environment	Give one way mining can cause deforestation.	Vegetation clearance for mining infrastructure.
05	Climate	Why can prolonged drought affect food security?	Crop/livestock water and production effects.
06	Soils	Distinguish soil erosion from landslides.	Two separate processes.
07	Agriculture	How can irrigation improve farming in dry periods?	Water supply/application.
08	Agriculture	Give an advantage of mechanisation over hand tools.	Comparative benefit.
09	Tourism	How does tourism contribute to employment?	Jobs created directly/indirectly.
10	Mining	Give one benefit and one environmental cost of mining.	Balanced application.
11	Industry	How can industrialisation add value to agricultural produce?	Processing/transformation.
12	Fishing	Why should fishing regulations be enforced?	Sustainability/protection.
13	Political stability	How does peace encourage investment?	Security/confidence and economic activity.
14	Civil war	Give one way civil war slows development.	Destruction/displacement/disruption.
15	Independence	How can citizens protect national independence?	Responsible citizenship/sovereignty.
16	Colonial history	Distinguish collaboration from resistance.	Direct conceptual contrast.
17	Leadership	Why must an answer about a named historical figure be person-specific?	Avoid generalised group answers.
18	Democracy	How can democratic elections promote accountability?	Citizen choice/leader responsibility.
19	Elections	Give one role of the Electoral Commission.	Institution-specific role.
20	Transport	Give one advantage of tarmac roads over murram roads.	Comparative, not general.
21	Road safety	Distinguish a road sign from a road marking.	Visual/functional difference.
22	Railway	Why is railway transport suitable for bulky goods?	Capacity/efficiency.

23	Animal transport	Give one limitation of animal transport.	Actual limitation, not transport generalities.
24	Maps	What should you inspect first before interpreting a map?	Title/key/scale/direction/context.
25	Charts	What does the largest pie-chart sector tell you?	Largest share of total.
26	Social services	Why should health centres be properly maintained?	Continued safe/effective service.
27	Finance	How can shortage of funds affect a school?	Resources/staff/projects/quality.
28	Child rights	Give one activity children can do to promote their rights.	Awareness/advocacy activity.
29	Child welfare	Distinguish a right from a responsibility.	Entitlement vs duty.
30	Police	How does a police station promote community security?	Law enforcement/protection.
31	Library	Why is a school library important to learners?	Learning/research/self-study.
32	Sanitation	How can poor sanitation affect attendance?	Disease/absenteeism link.
33	Religion	Distinguish worship from prayer.	Broad devotion vs one form of communication.
34	Religion	Distinguish tithe from offering.	Specific religious meanings.
35	Islam	Distinguish zakah from sadaqah.	Obligatory vs voluntary charity.
36	Islam	What is one lesson from Hajj about Muslims?	Unity/equality/obedience depending demand.
37	Christianity	Give one lesson from the Last Supper.	Specific lesson, not event description.
38	Religion	Distinguish resurrection from judgement.	Different events.
39	Peace	Compare Traditional African and Christian teachings about peace.	Direct comparison.
40	Direction	Give one disadvantage of using shadows to determine direction.	Specific limitation.
41	Technology	How can ICT improve access to information in a school?	Practical application.
42	Community	A village has a water shortage. Suggest one practical community response.	Problem-solving application.
43	Development	Why can a country with political stability develop faster than one in civil war?	Direct comparison using stability effects.
44	Environment	A wetland near a town is being filled. Give one likely environmental effect.	Context-specific consequence.
45	Data interpretation	A chart shows one sector has the largest income share. What should you state first?	Read the evidence before explaining causes.

17. MOCK QUESTION-SETTING BLUEPRINT FOR TEACHERS

When preparing a school mock or checkpoint, deliberately mix question types. A useful internal blueprint is:

Component	Suggested share	Purpose
Direct knowledge	25–30%	Check secure content knowledge.
Exact-demand/application	30–35%	Expose learners who memorise without understanding.
Comparison/distinction	10–15%	Test conceptual precision.
Maps/diagrams/charts/data	10–15%	Test interpretation.
Problem-solving/community situations	10–15%	Test transfer to unfamiliar contexts.

This is a teacher-training blueprint, not a claim about the exact UNEB mark distribution.

18. HOW TO MARK LEARNERS DIAGNOSTICALLY

Wrong-answer pattern	What it usually means	Teacher response
Correct fact, wrong demand	Learner knows content but not question meaning.	Teach command words and underline target words in practice.
General answer to specific question	Learner has broad recall but weak context application.	Give context-swapping drills.
Two related concepts mixed	Concept boundaries are weak.	Use compare/contrast tables and oral sorting games.
No use of map/graph	Learner relies on memory.	Train “read the evidence first”.
Good oral answer, poor written answer	Expression/compression problem.	Train one-mark answers in one precise sentence or phrase.
Long answer with little relevance	Learner thinks length earns marks.	Set timed one-mark and two-mark drills.
Fails unfamiliar question	Knowledge is not transferable.	Change location, people, data or setting while keeping the same concept.

19. A 14-DAY EXAMINER-TRAP REVISION ROUTINE

Day	Focus	Core drill
Day 1	Command words	State/reason/way/effect/advantage
Day 2	Environment	Deforestation, rainfall, climate, erosion, landslides
Day 3	Agriculture	Systems, mechanisation, irrigation, conservation
Day 4	Mining & industry	Benefits, problems, conservation, value addition
Day 5	Tourism & fishing	Contribution, problems, solutions, sustainability
Day 6	Transport	Roads, railway, animal transport, signs/markings
Day 7	Maps & data	Maps, coordinates, symbols, charts, diagrams
Day 8	Political stability	Peace, civil war, development, democracy
Day 9	History	Colonialism, resistance, collaboration, personalities
Day 10	Social services	Education, health, police, water, sanitation
Day 11	Child rights	Rights, responsibilities, promotion/protection
Day 12	Christianity	Last Supper, peace, worship, judgement, Christian practice
Day 13	Islam	Zakah, sadaqah, Hajj, prayer, judgement, Muslim practice
Day 14	Mixed examiner traps	50 short items with deliberately misleading wording

20. FINAL TEACHER CHECKLIST BEFORE PLE

- Can every learner distinguish a reason from a way, effect, advantage and solution?
- Can learners answer a question about a named person without giving the wider group’s general activities?
- Can learners compare two items directly rather than writing two unrelated lists?
- Can learners interpret a map, picture, road sign, chart or graph before using memorised facts?
- Can learners explain at least one cause-and-effect chain rather than only state isolated points?
- Can learners apply a familiar concept to a new community situation?
- Can learners distinguish major paired concepts in SST and RE?
- Can learners give a precise one-mark answer in a short form?
- Are learners still revising factual knowledge as the foundation, while practising application?
- Have mock questions been written with varied wording instead of repeating textbook headings?

21. FINAL MESSAGE TO LEARNERS

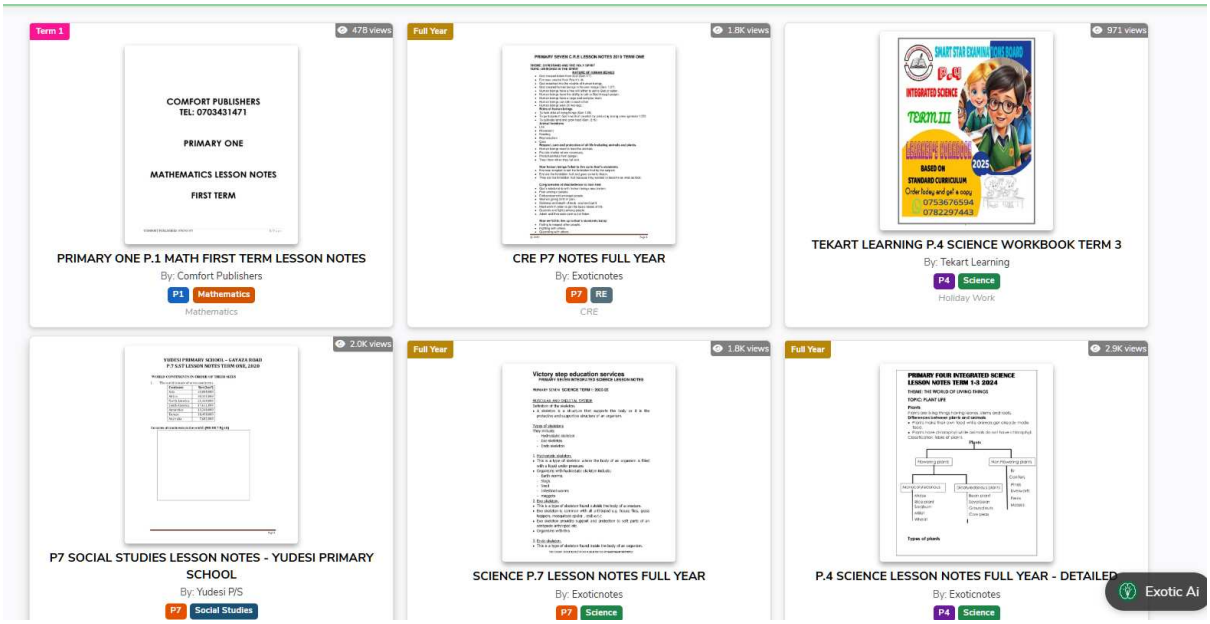
Do not fear a new-looking question. A question may change the people, place, picture, graph or situation while testing a concept you already know. First identify what the question is asking. Then connect the correct part of your knowledge to that situation.

Remember: A correct fact that does not answer the question is still a wrong answer for that mark.

22. SOURCE BASE

This pack is based on the recurring observations and recommendations in the UNEB reports on the work of PLE candidates for 2023, 2024 and 2025, together with the corresponding Social Studies examination-paper trends discussed in the teacher analysis. The exact 2026 paper cannot be known in advance; all predicted patterns are therefore to be treated as preparation priorities, not guaranteed questions.

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