UGANDA NATIONAL EXAMINATIONS BOARD

2024 PLE REPORT ON WORK OF CANDIDATES

UGANDA NATIONAL EXAMINATIONS BOARD

REPORT ON WORK OF CANDIDATES PLE 2024

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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.

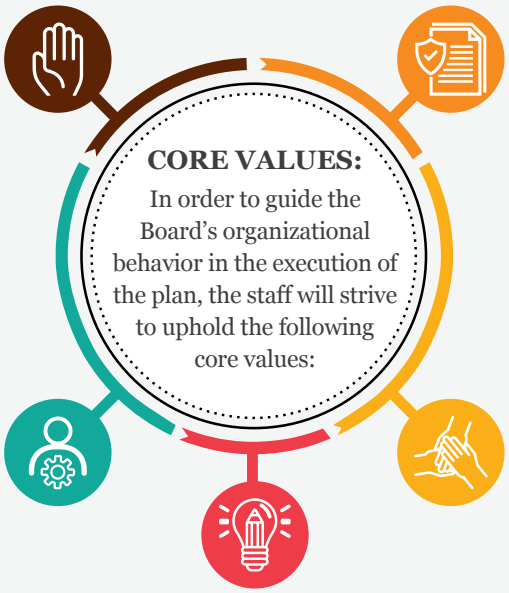
OUR CORE VALUES

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.

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Combine talents and effort for excellent outcomes.

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

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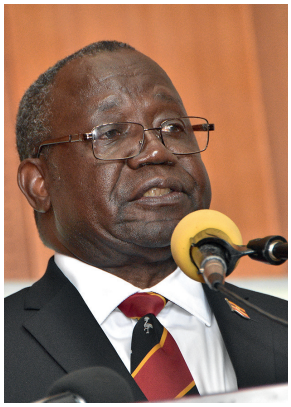


The 2024 Primary Leaving Examination (PLE) Report on the Work of Candidates was prepared through a consultative process with senior examiners, subject specialists from National Curriculum Development Centre (NCDC) and Senior Officers from the Directorate of Education Standards(DES). In preparing this report, item response analysis was conducted to provide an understanding of the candidates' competency levels in each of the four subjects, and the findings are presented for your consideration. Additionally, sample work of candidates reflecting good, average and weak candidates in Mathematics, Social Studies with Religious Education, Integrated Science and English are included.

Generally, this report is premised on the belief that subject teachers and other key stakeholders will have a deeper analysis of the topical areas in the curriculum where candidates did not perform well as a basis to improve pedagogical practices. Subject teachers are encouraged to go through this report alongside the question papers and the primary school curriculum in order 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 Inspectors of Schools, education development partners and heads of schools are encouraged to support the teachers to implement the proposed recommendations for continuous school improvement. Head teachers and proprietors of private schools are further encouraged to ensure that the subject teachers get this report as soon as possible. Coordinating Centre Tutors (CCTs) are advised to organise Continuous Professional Development (CPD) programmes on some of the gaps identified for the benefit of learners. Should you require additional learning materials to supplement classroom instruction, please reach out to our publication units in Ntinda and Communications House opposite Christ the King Catholic Church in Kampala and acquire copies of past question papers.

On behalf of the Board, I sincerely thank the Government of the Republic of Uganda through Ministry of Education and Sports and other stakeholders for the unwavering support that enables us to deliver our mandate of conducting valid, reliable, equitable and quality assessment of learners' achievements in a professional and innovative manner, and award internationally recognised certificates.

Dan N. Odongo

EXECUTIVE DIRECTOR

Uganda National Examinations Board

1.0 SAMPLING DESIGN AND SUMMARY OF FINDINGS

The sampling frame consisted of registration data for the 2024 PLE candidates. It had 797,141 registered candidates from 176 districts *(including Cities and Municipalities)*. For each subject, candidates were randomly sampled through a *stratified one stage random sampling technique* to obtain number of candidates from each district proportional to the PLE enrolment size. The final list of sampled candidates was shared with the ICT Department to transform the centre number and name into random and personal number. This was done for security purpose as well as ease of script identification from the different marking centres since the scripts do not have the district name and centre number or name.

To gain deeper understanding of the candidates' competency levels in each of the four subjects, an item response analysis was conducted. The table below presents the results of the analysis showing the percentage of the candidates that exhibited higher ability levels, medium ability levels, and lower ability levels in the mastery of the subject knowledge, skills, and values.

Table 1: Percentage of PLE 2024 Candidates by Proficiency Level and Subject

Proficiency Level	English	Mathematics	Integrated Science	Social Studies with Religious Education
Higher Ability	17.0	17.4	14.3	14.7
Medium Ability	65.8	67.9	61.8	69.5
Lower Ability	17.2	14.7	23.9	15.8
Total	100	100	100	100

Higher ability candidates can remember or recall facts, demonstrate understanding of the facts and concepts learnt, and are able to apply the knowledge and skills gained in problem solving or in new situations.

Medium ability candidates can remember or recall facts, exhibit mastery of the facts and concepts learnt, and can apply some of the knowledge and skills gained in a problem-solving situation. However, they have difficulty in applying the knowledge and skills in new situations.

Lower ability candidates can remember or recall some facts or concepts learnt, but show limited mastery and understanding of the subject content learnt.

Key findings

From the analysis, it was revealed that less than 20% of the candidates exhibited higher ability in any of the four subjects. Mathematics and English registered a greater proportion of candidates (about 17%) at higher ability levels compared to Integrated Science and Social Studies with Religious Education (about 14%). Two thirds of the candidates showed medium ability in Mathematics, English and Social Studies while about 6 in

10 candidates exhibited medium ability in Integrated Science. On the other hand, the percentage of candidates who exhibited lower ability was highest in Integrated Science (23.9%), followed by English (17.2%).

Considering the specific question items in Mathematics, findings of the study indicated that for qn. 11, most of the sampled candidates (62%) failed to list the factors of the given numbers (24 and 18) from which the largest number (common factor) that divides the given numbers leaving no remainder was to be obtained from. Almost three quarters of the candidates (75%) had difficulty in finding the perimeter of the drawn figure for qn. 14. More than two quarters of candidates (68%) failed to use the information provided to find the amount of maize flour that the cook required to feed 3 pupils for qn. 15. For qn. 32 (a), almost two thirds of the candidates (65%) failed to calculate the speed at which the motorcyclist had to ride in order to reach town at 10:00a.m.

In Social Studies and Religious Education, findings of the study further indicated that more than three quarters of the candidates (77%) did not give any **one** way in which the Uganda government can use information got from population census about teenagers. In qn. 3, 85 percent of the candidates were unable to state any **one** role in which human activity has reduced the amount of rainfall received in some parts of Uganda. For qn. 22, 81 percent of the candidates could not state any one service offered by The Aids Support Organization (TASO) to a community. For qn.27, results of analysis show that 70 percent of the candidates failed to name any one type of tree that grows in deserts.

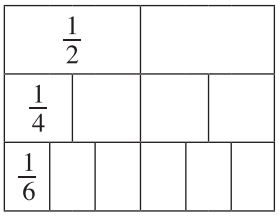
In English paper, results further indicated that 53 percent of the candidates could not construct a meaningful sentence using the word "heir" for qn. 30. More than three quarters of the candidates (75.7%) couldn't rewrite the sentence in qn. 33 using the word "...immediately.....". More than three quarters of the candidates (84%) could not correctly join sentences using .....neither...nor... for qn. 38. Almost 80 percent of the candidates could not rewrite qn. 42 ending with the word ago. More than three quarters of the candidates (86.5%) incorrectly rewrote qn. 46. For instance, majority could not properly punctuate the sentence. Results also indicated that 81 percent of the candidates failed to write what led to the accident in accordance to the passage in qn. 51 (f).

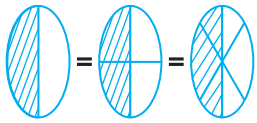
In Integrated Science, results indicated that 83 percent of the candidates could not state the function of the diaphragm during the process of breathing for qn. 3. Also, 73 percent of the candidates were unable to state the way in which paddocking method of grazing cattle helps to break the life cycle of pests on a farm for qn. 23. Majority of the candidates (71%) failed to state an appropriate reason as to why a ray of light bends as it passes through a glass block for qn. 36. The study has revealed that 93 percent of the candidates could not name any two methods of storing sound for qn. 49 (b).

In the subsequent subject specific sections of the report, you will be provided question items where the candidates demonstrated limited mastery of the facts or concepts to be learnt and suggested instructional strategies that you can employ for effective teaching and learning.

2.0 REPORT ON WORK OF CANDIDATES

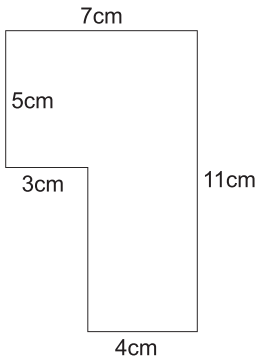
2.1 Mathematics

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
4.	To find a fraction equivalent to $\frac{4}{7}$	More than half (56%) of the candidates were unable to correctly find a fraction equivalent to the fraction $\frac{4}{7}$. Some of these candidates divided 4 by 7 to get decimal fraction while 16% of the candidates did not attempt the question.	• Derive the idea of equivalent fraction by dividing real objects such as oranges or a piece of paper as follows:  In the first case, the object is divided into two equal parts i.e. each part is $\frac{1}{2}$. In the second part, the same object is divided into four equal parts with each part as $\frac{1}{4}$. Two of the four parts are equal to a half i.e. $\frac{1}{2} = \frac{2}{4}$ In the third part, the same object is divided into six equal parts with each part as $\frac{1}{6}$. Three of the six parts equals to a half of the object.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			Or Using an orange as shown  $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$ Therefore, $\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$ are equivalent fractions. • Guide learners that in finding fractions equivalent to a given fraction, we multiply both the numerator and the denominator of the given fraction by the same number $\frac{4}{7} = \frac{4 \times 2}{7 \times 2} = \frac{8}{14}$, $\frac{4}{7} = \frac{4 \times 3}{7 \times 3} = \frac{12}{21}$ Therefore, $\frac{8}{14}$ and $\frac{12}{21}$ are equivalent fractions to $\frac{4}{7}$. • Give learners more opportunity to work out equivalent fractions.
10.	To calculate Otunu's percentage profit given that he sold a goat and made a profit of sh 18,000 and the cost price of the goat was sh 90,000.	• Results of analysis indicated that more than half (55%) of the candidates could not calculate Otunu's percentage profit given that he got a profit of sh 18,000 on the sale of a goat whose cost price was sh. 90,000.	• Help learners understand the idea of profit, loss, cost price and selling price. For example, help learners understand that an item bought at sh 4000 and sold at sh 5000 generates a profit of sh 1000.

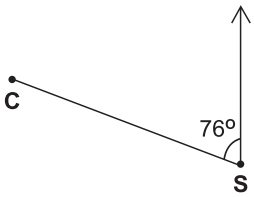
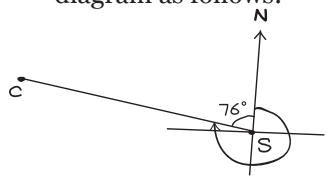
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Some of the candidates could not identify the given cost price. They again calculated a new cost price as (sh 90,000 - sh18,000) which they used for the percentage profit.	• The price at which the item was bought is the **cost price** and the price at which it was sold is the **selling price**. **In the case of the question given, the cost price and profit have been provided:** • Emphasize that the percentage profit is found by expressing the profit as a fraction of the cost price multiplied by 100 i.e. $\frac{profit}{cost\ price}$ x 100 • Give learners adequate practice in finding profit, loss, and percentage profit and loss. This can be by involving learners in role play to master these concepts.
11.	To find the largest number that divides both 24 and 18 without a remainder.	• Most of the sampled candidates (62%) failed to find the largest number that divides both 24 and 18 without a remainder. • Some of the candidates failed to interpret the question. They found LCM of the two numbers instead of the GCF.	• Help learners understand that a number that divides another number without a remainder is called a **factor**. Therefore, the following are the numbers (factors) that can divide 24 without a remainder: 1, 2, 3, 4, 6, 8, 12, 24 • Similarly, the following are the numbers that can divide 18 without remainder: 1, 2, 3, 6, 9, 18)

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Other candidates failed to list the factors of 24 and 18 from which the largest number (highest common factor) that divides the given numbers without a remainder was to be obtained.	• Help learners understand that from the list of the numbers that can divide 24 and 18, the following are common divisors to both numbers: 1, 2, 3, 6 • Therefore, the largest number that can divide both 24 and 18 is **6**. • Help learners to relate this concept to real life by relating it to grouping or sharing things. For example, the largest number of groups that can be formed from a class of 24 girls and 18 boys.
12.	To work out: $42 - 21 \div 3$	More than half of the candidates (57%) failed to utilize BODMAS to obtain a correct answer for $42 - 21 \div 3$. Some of the candidates rearranged the operation as $42 \div 3 - 21$. Others first worked out the subtraction $(42 - 2)$ hence giving them a wrong answer.	• Help learners understand that when working with problems involving two or more operations, the rule of **BODMAS** is followed. • In the case of the given number, we first work out the division followed by the operation of subtraction i.e. $(21 \div 3 = 7)$ then the operation of subtraction follows $(42 - 7 = 35)$. • Emphasize that rearrangement of the numbers usually applies where addition and subtraction are involved.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
14.	To find perimeter of the figure.  	Three quarters of the candidates (75%) had difficulty in finding the perimeter of the drawn figure. This is because most of the candidates failed to calculate the missing length in the diagram hence, obtaining the perimeter as 30cm.	• Remind learners that perimeter is the total distance around a given figure. It is got by adding each of the measures / sides of the figure. • Engage learners in measuring sides of given type of shapes on the school compound and find the perimeter. • For compound shapes such as the one given, guide learners to first of all determine the length of the missing side by completing the figure into a rectangle. Learners can then use the properties of a rectangle to determine the length of the missing side as (11 - 5= 6). Then add all the lengths to get the perimeter. • Give learners adequate practice on finding perimeter of compound figures.
15.	To find in grams, the amount of maize flour required to feed 3 pupils, given that a cook requires 24kg of the maize flour to feed 120 pupils	• More than two thirds of the candidates (68%) failed to use the information provided to find the amount of maize flour that the cook required to feed 3 pupils.	• Help learners to understand the use of simple proportion in working out such problem.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Most of the candidates did not understand that the less the number of pupils to feed, the smaller will be the quantity of maize flour, hence obtaining their answer as 15,000g.	• Emphasize to learners that in such a situation when the number of pupils to be fed reduces, the amount of maize flour also reduces and vice versa. • Encourage learners to work out such questions step by step i.e. start with the known information. Advise that what is to be found should always be on the right-hand side. Also ensure that you use common units. Thus: 120 pupils feed on 24 kg of maize flour. But 1kg =1000g 24kg = 24 x 1000 = 24000g - 120 pupils need 24,000g 1 pupil will need $\frac{24{,}000g}{120} = 200g$ Therefore, 3 pupils will need 3 x 200 = 600g. • Reinforce this concept by giving learners adequate practice on real life problems involving application proportions.
17.	To solve the inequality: $3 - 2y < 9$	More than half of the candidates (54%) had difficulty in solving the provided linear inequality.	• Learners need to understand that inequalities are ways of comparing quantities. They show that two quantities are not equal.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		They particularly had challenge in ensuring that the inequality sign changes when both sides are being divided by a negative integer.	• Demonstrate this idea using a beam balance. For example, inequalities can be represented as $x > 3$ which means x is greater than 3. So, the value of x would be 4, 5, 6, ... • Help learners to understand that inequalities are solved the same way we solve equations except that; (i) the inequality sign should not be changed to equal sign. (ii) when dividing or multiplying by a negative integer, we change the inequality sign. (This is because the negative integer makes the bigger number smaller and the smaller number big). Thus; $3 - 2y < 9$ $3 - 3 - 2y < 9 - 3$ (subtract *3 on both sides*) $-2y < 6$ $\frac{-2y}{-2} > \frac{6}{-2}$ (*Divide both sides by, reverse the inequality sign* -2). • Give learners more practice on solving such kind of inequalities.

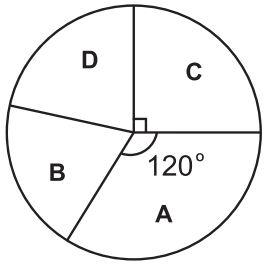
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
18	To find the bearing of the church (C) from the school (S) using the provided diagram.  	• Almost two thirds of the candidates (64%) were unable to find the correct bearing of the church from the school using the given diagram. • Some of the candidates simply added 180° + 76° and got the bearing as 256° • Furthermore, 11% of the candidates did not answer the question implying they have no idea about bearing.	• Help learners to understand that bearings are used to describe the position of one place from another. • Develop the idea of bearing from rotations and directions. • Take learners outside the classroom and ask them to find bearing of places using quarter, half and three-quarter turns. • Emphasize that: - bearings are measured from the **north** line. - the angle is measured in degrees in a **clockwise** direction. - the angles are always given as three-digit figures e.g. 090° - In the case of the given question, the learner is required to use the diagram as follows: 

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			The bearing is $360^o - 76^o = 284^o$ **or** $90^o + 90^o + 90^o + (90^o - 76^o) = 284^o$ • Help learners master such concepts by giving them adequate practice on problems involving bearings.
22b (i)	To find the value of k (number of pupils that like table tennis).	- About 6 in 10 of the candidates (63%) failed to find the value of *k*, (number of pupils that like table tennis (T). Some of the candidates failed either to complete the Venn diagram in (a) correctly or could not interpret what the regions of the Venn diagram means.	• Help learners understand what each of the regions on a Venn diagram means. For example, the region outside the intersecting sets is for those who do not like both games. • Emphasize what **only** means when used in sets. Present other alternative phrases that are also used to mean only in sets eg 'likes tennis but not volleyball' • Guide learners step by step to break the problem into parts. For example, the number of pupils who like tennis only is twice those who do not like any of the games would be (8 x 2 = 16).

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			• Explain that the n(T)=k includes the number of those who like tennis only and those who like both volleyball and tennis. Therefore, $k = 16+17=33$ • Give learners a variety of such questions relating to solving real life problems with sets.
22b (ii)	To find the probability that a pupil picked at random from the class likes both volleyball and table tennis using the information given in the Venn diagram.	61% of the candidates could not find the probability that a pupil picked at random from the class likes both volleyball and table tennis. • Most of the candidates were unable to determine the sample space / possible outcomes (total number of pupils in the class). • Some other candidates could not complete the Venn diagram in (a) correctly.	• Help learners to understand that probability is a chance and is expressed as a fraction. $Probability = \frac{No.\ of\ desirable\ outcomes}{No.\ of\ possible\ outcomes}$ • The number of desirable outcomes is that which is stated in the question (pupils who like both volleyball and tennis) =17. • In sets, the number of possible outcomes is the total out of which selection is to be made i.e. $n(\varepsilon) = 31 + 16 + 8 = 55$ • Therefore, probability of a pupil picked at random from the class who likes both volleyball and tennis is $\frac{17}{55}$ • Encourage learners to always show all their working as required.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
25(b)	To find how much money Rukia would have paid for the food stuff to a businesswoman without the discount given that Rukia had paid Sh. 46,800 (see table for Qn 25 (a). Item | Quantity | Cost per kg | Amount Rice | 4 kg | sh 3,800 | sh ..... Beans | ..... kg | sh 5,000 | sh 30,000 Irish Potatoes | 0.5 kg | sh ..... | sh 1,600 Total | sh 46,800	• Results of analysis show that more than half of the candidates (52%) failed to find the total amount that Rukia would have paid for the food stuff to the businesswoman without the discount. • The candidates failed to realize that the question required the application of the knowledge of addition. Many of them subtracted from sh. 46,800 the discount of sh. 2,200.	• Explain to learners that a discount is the amount a seller removes from an item after negotiation. It is less the amount a buyer pays. Therefore, the total amount Rukia paid for the items **did** not include the discount (sh. 2,200). Therefore, with discount, the amount Rukia would have paid would be higher ie total amount paid + discount sh 46,800 + sh. 2,200 = sh. 49,000 • Consolidate this concept using role play with your class by involving learners in buying, selling and asking for discount. • Take your class to a nearby market to see how traders carry out buying and selling.
26(b)	To measure the angle ADC after constructing trapezium ABCD using a ruler and a pair of compasses only where line AB = 8 cm, angle DAB = angle ABC = 60° and lines AD = BC = 3cm.	• The analysis showed that two thirds of the candidates (66%) failed to measure correctly the angle ADC.	• Help learners to understand the uses of the different instruments in a geometry set. • Guide the learners in the use of a protractor by emphasizing the following aspects: (i) That a protractor has two scales one is inside and the other is outside.

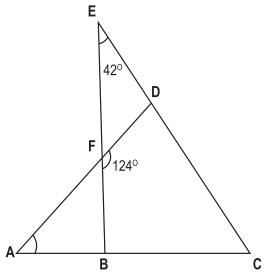
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Some of the candidates did not attempt the question while others stated length rather than an angle.	(ii) When measuring an angle, the base of the protractor should be on the line 0^{o}-180^{o} (iii) Be sure that the angle you are measuring is read from zeros (0^{o}) and read the appropriate scale. (iv) The protractor should also be placed in such a way that the line 90^{o} should be on the vertex of the angle. • Teachers are encouraged to use learner-centered approach. This should be done step by step i.e. do a step and allow learners to do the same. • Give learners adequate practice on measuring and drawing angles.
27.	To calculate the radius of the tyre given that the tyre made 40 complete turns to cover a distance of 5280 cm.	• More than half of the candidates (57%) failed to find the radius of the tyre. • They failed to relate one complete turn to the circumference of the tyre. • This also implies that candidates had challenge in applying circumference in real life.	• Help learners to understand the concept of circumference by making them measure the distance round circular objects such as bottles using string. • Using the above concept, practically demonstrate that the circumference is equal to a complete turn (revolution/rotation).

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Other candidates used the formula of area instead of that for circumference.	• Explain that if the distance of 5280 cm was covered in 40 complete turns, it means 1 complete turn of the tyre covers $\frac{5280}{40} = 132cm$. This (132 cm) is the circumference of the tyre. • Relate the circumference to the formula $C=2\pi r$ to find the radius of the tyre. • Give practical and relevant real-life examples to help learners understand this concept of revolution and circumference
28 (a) and (b)	To calculate the population of: (a) Town C (b) Town D in the pie chart shown.  Given that the population of towns A is 3,000 people and that of town B is 1,800 people.	• Analysis indicated that 64% of the candidates failed to calculate the population of Towns C and 55% failed to calculate the population of town D. • Most of the candidates could not relate the given population to the sector of the angle in the pie chart in order to determine the total population of the towns.	• Explain to learners that the sum of all degrees in a pie chart is 360°. Therefore, the degree representing each sector of the pie chart is part of the 360°. • Help learners also to relate the degrees given in the pie chart to the population that has been given so as to obtain the total population of the four towns. 120° represents 3,000 people 1° represents $\frac{3000}{120} = 25$ people ∴ 360° represents 25 x 360 = 9,000 people

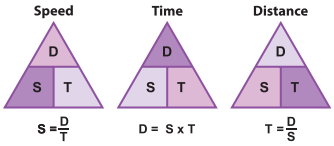
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Other candidates were unable to interpret the symbol for 90°. Consequently, they failed to calculate the population of towns C and D.	• Remind learners of the symbol of right angle that is usually used on pie charts. • Guide learners to work out the population of towns C after working out the total population of the towns. $\frac{90}{360}$ x 9,000 = 2250 *people* • Explain that the population of town D can be got by subtracting the sum of the population of towns A, B and C from the total population (9,000). • Provide learners with variety of opportunities to interpret and use pie charts in daily life.
29 (a)	To solve the equation: $\frac{5t - 6}{2} = t + 12$	6 in 10 of the candidates (63%) failed to solve the given equation correctly to find the value of *t*. Many of the candidates could not change the fractional equation to linear and collect the like terms together with their appropriate signs.	• Help learners to understand that the first thing they should do in solving fractional equation is to: (i) identify the number of terms in the equation. (ii) rewrite the terms as a fraction.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			(iii) change the fractional equation to linear form by multiplying all the terms by the lowest common multiple of the fractions. In the case of the equation given, the LCM is 2. $\frac{5t - 6}{2} = \frac{t}{1} + \frac{12}{1}$ $2 \text{ X } \frac{5t - 6}{2} = 2 \text{ X } \frac{t}{1} + 2 \text{ X } \frac{12}{1}$ $5t-6 = 2t +24$ • Guide the learners into solving the equation after changing it in linear form. • Emphasise proper collection of like terms. • Also emphasize that in solving equation, what is done on the right-hand side must also be done to the left-hand side. • Give learners adequate practice on solving fractional equations.
29(b)	To subtract $(2m - 3)$ from $(5m + 2)$	More than half of the candidates (54%) were unable to write the mathematical expression for ''subtract $(2m - 3)$ from $(5m + 2)$ The candidates could not correctly interpret what *'from'* means in the question.	• Help learners to develop language competences related to subtraction. For example, subtract 3 from 5 means 5-3. This can also be read as '5 minus 3' or '5 take away 3'.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		Others candidates failed to correctly remove the brackets even after interpreting the question correctly.	• Emphasize that the word 'from' is used to identify the number which is given to be subtracted. When such expression is used, the last term is written first followed by the second term in the order of subtraction. • Explain to learners clearly that when subtracting a group of terms, the negative (subtraction sign) between the terms affects the signs of the terms in the second brackets i.e. the $2m$ becomes $-2m$ and -3 becomes $+3$ thus: $(5m + 2) - (2m - 3) = 5m$ • Give learners more practice to enable them show mastery of the concept learnt.
30(a) and (b)	To find the size of (a) angle EBC and (b) angle DCA, given that in the diagram, angles DAC=37°, BEC=42° and BFD=124°.	• Results of the analysis showed that 67% and 69% of the candidates were unable to find the size of angles EBC and DCA respectively. Most of the candidates have challenge in identifying and applying angle properties in triangles.	• Practically show learners how to identify angles using three letters. For example, for angle EBC, the required angle is where the middle letter is. • Help learners to understand the following concepts about angles in a triangle: (i) The total angle sum in a triangle equals to 180°.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Some of the candidates also have challenges 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 using letters that would give straight line instead of angles.	(ii) Two opposite interior angles equal to one exterior angle. (iii) Angles on a straight line are supplementary angles. • From the diagram given, guide learners to identify: (i) triangles i.e. ADC, BEC, AFB, FED (ii) supplementary angles i.e. angles BFD and DFE, ABF and EBC etc. (iii) two opposite angles that are equal to one exterior angle i.e. Angles BAF and AFB = angle EBC, Angles DAB and ABF = angle AFD • Using these ideas guide learners to use the correct theorem or angle rule to find the size of the given angles.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			• Reinforce practice on the use of the angle properties by providing learners with related diagrams and asking them to find angles. • Ask them to provide reasons in their working.
32(a)	To find the distance the motorcyclist had covered before he got a flat tyre given that the motorcyclist was riding at a speed of 40km/h and got the flat tyre after 30 minutes of the journey.	• Findings of the analysis showed that more than half of the candidates (55%) could not find the distance the motorcyclist had covered before he got the flat tyre. • Some of the candidates failed to convert the 30 minutes to hours in order to find the distance covered before the flat tyre.	• Help learners to understand the relationship between Speed, Distance and Time by carrying out the following activities: (i) Ask a pupil to run or walk a given distance say 200metres as the colleagues time him/her. (ii) Divide the distance by the time taken. This will give the speed of the pupil. • Guide learners to understand that speed is expressed in the units of the distance (m, Km) per unit of time (seconds, minutes, hours). In many cases Speed is expressed in either Km/h or m/s. • Encourage learners to have a step by step approach while solving such word problems: (i) understanding that a speed of 40Km/h means the motorcyclist was covering 40 km in every one hour.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			In 2 hours, the motorcyclist will cover 80km. But the motorcyclist got a flat tyre after 30 minutes. (ii) Converting time in minutes to hours. 60 minutes make 1-hour 30minutes make $\frac{30}{60}$ *hours* ($\frac{1}{2}$ *hour*) Distance covered in 30min= 40 x $\frac{1}{2}$ = 20km. • Emphasize that where the speed is in Km/h, the time given in minutes is changed to hours. - From the above explain to learners the relationship among Speed (S), Distance (D) and time (T) as follows:  **Note***: the shaded is what is to be found.* • Emphasise correct units in each case. • Reinforce learning with practice questions by giving learners similar word problems to solve.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
32(b)	To calculate the speed at which the motorcyclist had to ride in order to reach town at 10:00a.m given that the repair of the tyre took 45 minutes and the motorcyclist left home at 8: 00 a.m.	Almost two thirds of the candidates (65%) failed to calculate the speed at which the motorcyclist had to ride in order to reach town at 10:00a.m. Many of the candidates had difficulty in finding the time that remained to reach 10:00 am after repairing the tyre.	• Encourage learners to approach such questions step by step. **Step 1:** Find the distance the motorcyclist is yet to cover. 68Km - 20Km= 48Km **Step 2:** Help learners to understand what time it will be from the starting time up to when the motorcyclist repaired the tyre. • Got flat tyre after riding for 30mins. Therefore, the time will be 8:30 am. • Repair took 45 mins. (8:30 + 45 mins) 30mins + 45 mins = 75min (1h 15mins) 8:00 +1h 15min = 9:15 am By the time the motorcyclist repaired the tyre the time was 9: 15 am **Step 3:** Finding the time left to reach 10:00 am. 10:00 - 9:15 = 45mins

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			Step 4: Find the speed at which the motorcyclist had to ride in order to reach at 10:00 am by dividing the distance remaining by the time remaining. S = D ÷ T , T = 45mins $\left(\frac{45}{60}\right)h$ S = 48Km ÷ $\frac{45}{60}$ S = 48Km ÷ $\frac{3}{4}$ S = 48Km x $\frac{4}{3}$ = 64Km/h • Give learners adequate practice on such real-life problems involving Speed, Distance and Time.

2.2 Social Studies with Religious Education

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
3	To give any **one** way in which the Uganda government can use information got from population census about teenagers.	More than three quarters of the candidates (77%) gave the general reason of conducting population census. Their responses were not specific to what the government does with information about teenagers. For example, the candidates wrote "for planning" which is a general importance of conducting population census.	• Guide learners to describe the meaning of teenagers, that is, people between 13-19 years of age. • Help learners to explain the meaning of population census and why it is conducted. • Break down the teaching from general to specific, that is, why the government needs information on different age groups during population census. For example, demands of different age groups like teenagers, the youth, and the elderly vary. • Discuss with learners how government uses different kinds of data from population census to address challenges faced by different age groups like teenagers. • Guide learners to identify some potential areas where the government of Uganda can intervene to support teenagers. • Use real life experience or scenario to guide learners reflect on their own needs as teenagers such as need

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			for good education, health care and welfare, experiences such as early marriage, pregnancy, drug abuse and challenges such as, lack of sanitary pads, scholastic materials and being child fathers/mothers.
11.	To give **one** way in which the Organisation of African Unity (OAU) helped to end apartheid in South Africa.	• More than two thirds of the candidates (69%) did not understand how OAU contributed to liberation movements in Africa,therefore, they could not give one way in which the OAU helped to end apartheid in South Africa. • Additionally, 10 percent of the candidates did not attempt the question, meaning that they did have any idea.	• Guide learners to describe the meaning of apartheid and its related practices using visual aids like pictures, images and stories. • Give learners the background of OAU, including its objectives. • Guide learners to explain activities OAU engaged in to achieve its objectives. • Let learners discuss specific methods/ actions OAU undertook to bring peace in Africa. For example, use of diplomatic pressure, organising campaigns, and raising funds. • Discuss the lessons learned from OAU's effort to end apartheid in South Africa.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
12.	To state any **one** way in which the use of a common currency can promote trade in East Africa.	Almost two thirds of the candidates (61%) stated the uses of a currency instead of the ways in which the use of a common currency promotes trade in East Africa.	• Guide learners to explain the challenges facing East African Community such as lack of common currency, and production of similar goods. • Discuss how common currency facilitates trade such as reduction of buying and selling costs, and facilitation of trade across borders. • Guide learners to explain the measures EAC members have put in place to address barriers to trade. • Research on the EAC plans for a single currency and its implications on trade and economies of EAC.
14.	To state how some of the Africans used collaboration to respond to colonial rule.	• Two thirds of the candidates (66%) stated the reasons for collaboration instead of how some Africans used it to respond to colonial rule. They had limited knowledge of what some Africans did to show their collaboration. • 15% did not attempt the question, indicating that they did not have any idea about the question.	• Use case studies to help learners explain African reactions to colonial rule. For example, while some Africans opposed the colonial rule, some collaborated with them. • Use debates to facilitate understanding on the reasons and disadvantages of collaboration/ resistance. For example, learners can debate the motion, "*African Collaboration with Colonialists Was More*

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			Beneficial than Resistance". • Guide learners to mention some examples of collaborators in Africa, their roles and how they collaborated. • Research on how Africans used collaboration to respond to colonial rule.
18.	To draw a road sign that informs drivers about **pedestrians crossing.**	Two thirds of the candidates (66%) drew zebra crossing which is a road mark instead of a road sign that informs drivers about pedestrians crossing. The candidates demonstrated limited knowledge of road signs.	• Use videos or resource persons to give clear differences between road signs and road markings. • Use visual aids or excursions to help learners see and explain what road signs are and their types. For example, warning, regulatory and informative signs. • Use visual aids or excursions to help learners see and explain what road signs are and their types. For example, warning, regulatory and informative signs. 

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			  • Display charts showing different road signs in your class and discuss their significance to drivers and pedestrians. • Take learners out to see different road signs so as to be able to differentiate them.  • Practically, guide learners to discuss the effective ways of using road signs by drivers and pedestrians. For example, reducing speed, stopping when needed among others.
19.	To write any **one** way in which Captain Frederick Lugard promoted peace and security in Buganda.	• More than two thirds of the candidates (67%) wrote the contribution of foreign groups to peace and security instead of	• Guide learners to identify the different foreign groups (missionaries, explorers, traders, colonialists) who came to Uganda, East Africa

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Candidates had limited understanding and 10% did not attempt the question, due to lack of knowledge about the question.	• Discuss the social, economic, political and civic contributions of each personality. • Use role play or dramatization to help learners act the roles of the different personalities. • Use a resource person/ guest speaker to talk about the challenges to peace and security in Buganda during Capt. Lugard's time. • Discuss the specific ways in which Capt. Fredrick Lugard addressed the challenges to peace and security in Buganda. For example, he brought the Sudanese soldiers to bring peace in Buganda, he mediated peace, fought religious wars and signed treaties with local leaders.
22.	To state any **one** way in which human activity has reduced the amount of rainfall received in some parts of Uganda.	• Majority of the candidates (85%) stated the human activities instead of stating any **one** way in which human activity has reduced the amount of rainfall received in some parts of Uganda. Some of these candidates failed to connect human activity to how it	• Guide learners to explain the importance of the components of environment such as physical environment (non-living things) , biological environment (plants and animals) and Social environment (people and things they use).

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		reduces rainfall such as by reducing transpiration. • Additional 7% did not attempt the question.	• Guide learners to identify human activities that influence climate, such as lumbering, charcoal burning, agriculture, and constructions. • Guide learners to explain the relationship between human activities and climate change. • Discuss the dangers/ effects (positive and negative) of human activities on the environment. • Use multimedia resources such as videos, images and graphs to illustrate rainfall patterns and how human activities interfere with the natural process of rain formation. • Research on human activities such as large scale cutting of trees in Uganda that reduce transpiration.
27.	To state any **one** service offered by The Aids Support Organization (TASO) to a community.	At least 8 out of 10 (81%) of the candidates stated the roles of Ministry of Health instead of the services offered by The Aids Support Organization (TASO) to a community.	• Use images, case studies, success stories or videos to explain the services of TASO to communities. • Use role play or dramatization to illustrate the impact of TASO in communities.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			• Use examples or a resource person to explain the services offered by voluntary organisations and those of Ministry of Health in order to differentiate their roles.
31.	To state any **one** reason why there are few extended families in Urban areas compared to rural areas.	Analysis indicated that 7 out of 10 (70%) candidates did not understand the difference between extended families and nuclear families, and for that reason, they mixed up their responses. Secondly, they did not bring out the comparison, between urban and rural areas in terms of cost of living.	• Use real life experiences, pictures or diagrams to describe the types of families and their composition. • Use group discussion to describe the characteristics of urban and rural areas. • Guide learners to explain the social and economic factors that determine the type of family in rural or urban areas. For example, high cost of living, and limited space/housing. • Encourage learners to have comparisons in responding to this kind of questions.
36. **Either**	• To state any **one** difference between tithe and offering	• 80% of the candidates did not understand the concepts of tithe and offering. They mixed the meanings of the terms, indicating limited knowledge.	• While teaching about the types of giving, explain in simple words the meaning of each term. For example, Tithe refers to money or items given as a religious duty, often a fixed amount while offering is voluntary gift/ money given to help someone or church.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
Or	• To state any **one** difference between Zakah and sadaqah.	• Similarly, 80% of the candidates did not undestand the meaning of Zakah and sadaqah.	• Similarly Zakah is money or items given as a religious duty, often a fixed amount while Sadaqah is voluntary gift/money given to help someone. • Use visual aids and real-life examples like pictures, flowcharts or simple tables to make comparison. • Engage learners in activities like giving scenarios and asking them to sort them accroding to the meaning of the terms. • Use group discussion and recitation to reinforce the understanding of the terms. • Guide learners to read related texts in the book for in-depth understanding. • Encourage learners to research or invite resource persons to talk about the types of giving.
38. **Either**	To state **any** one Christian teaching about sex before marriage.	• More than two thirds (67%) of candidates stated the dangers of sex before marriage instead of the Christian/Muslim teachings about sex before marriage.	• Guide learners to identify some examples of moral standards or rules emphasized in societies. • Use relevant texts from the Holy Books to highlight the religious

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
Or	To state **any** one Muslim teaching about sex before marriage	• (67%) of the candidates stated the dangers of sex before marriage instead of Muslim teachings about sex before marriage.	teaching about sex before marriage. For example, 1 Corinthians 7:2-3 teaches that sex is intended for marriage while the Qur'an and Hadith emphasize that intimacy is reserved for marriage to preserve dignity and honour. • Use a chart or table where one column lists religious teaching about sex before marriage while the other lists the dangers of sex before marriage. This helps to differentiate the religious teachings from the dangers. • Use role play or scenarios to help identify whether a given statement is a religious teaching about sex or dangers. For example, Islam teaches that 'sex is only for marriage because it is part of sacred bond'. "Sex before marriage can lead to unwanted pregnancies. • Use real-life examples to discuss with learners what other families or NGOs teach about sex before marriage.
39. **Either**	To give **one** benefit of attending group prayers to a Christian/Muslim child.	• More than half of the candidates (58.01%) had limited knowledge of group prayers.	• Guide learners to explain in simple words what group prayers, also called congregational prayers are.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
Or	To give **one** benefit of attending group prayers to a Christian/Muslim child. To give **one** benefit of attending group prayers to a Muslim child.	• They instead gave the importance of prayers instead of benefits of praying together. • More than half of the candidates (58.01%) had limited knowledge of group prayers. They instead gave the importance of prayers instead of benefits of praying together	For example, group prayers are when people gather to pray together at the same time and place. • Use a diagram or picture showing a group of people praying together and another person praying alone and let learners describe each picture. For example, community, togetherness, learning from each other, isolated, etc. • Encourage learners to role play praying together while mentioning the benefits. • Guide learners to discuss why and when congregational prayers are conducted. • Use project, resource person or relevant verses from the Holy Books to consolidate the benefits of praying together.
41(a)	To state any **two** ways in which newspapers and magazines helped Africans in their struggle for independence.	• More than half of the candidates (59%) stated the uses of newspapers and magazines instead of the ways in which newspapers and magazines helped Africans intheir struggle for independence.	• Guide learners to explain the role of newspapers and magazines in promoting social, economic, political and environmental awareness. • Guide learners to explain the role of newspapers and magazines like the New Vision, the Daily

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Some of these candidates had limited knowledge of how newspapers and magazines contributed towards African's struggle for independence.	Monitor, Toto Magazine, and the Observer in communication. • Discuss how publications in newspapers and magazines contributed to the struggle for independence, for example, uniting, mobilising and enlightening people about the evils of colonialism. • Use old newspaper articles, magazines, excerpts, podcasts, videos and documentaries to support/consolidate learning.
46 (a)	To name the country in East African Community which is a member of the Commonwealth of Nations but was **not** colonised by the British.	70 percent of the candidates did not know a country in the East African Community which is a member of the Commonwealth of Nations but was not colonised by the British. They were naming countries like Tanzania, which was ruled as a mandated territory by British.	• Let learners list the countries that make up East Africa and East African Community. • Use a table to illustrate the commonwealth countries in Africa and their former colonial powers. • Guide learners to name countries in East Africa that were colonised by the British. • Guide learners to mention countries in East Africa Community which are members of Commonwealth but were not colonised by the British such as Rwanda.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
47 (a)	To name **one** tribe of Plain Nilotes which is found in both Uganda and Kenya.	79 percent of the candidates failed to distinguish between the Plain Nilotes and the Highland Nilotes found in both Uganda and Kenya. As such, they were naming any tribe regardless of whether they are Plain Nilotes found in both Uganda and Kenya or not. They mentioned tribes like Masai, Kikuyu, Samburu, etc.	• Guide learners to identify the ethnic groups in East Africa. • Use maps, tables or diagrams to illustrate the movements and settlement of different ethnic groups and tribes in East Africa. • Guide learners to identify the plain Nilotes found in Uganda and Kenya. • Use a variety of reference materials to consolidate knowledge on the Nilotes.
47 (c)	To write **one** way in which soils influenced the settlement of the ethnic groups in East Africa.	• 69% of the candidates wrote why some ethnic groups settled in areas with fertile soils instead of the way in which soils influenced the settlement of the ethnic groups in East Africa. • Some candidates wrote about the Bantu yet the question was general to ethnic groups.	• Guide learners to identify the factors that influenced settlement patterns of the different ethnic groups. • Discuss how each factor influenced the settlement patterns of each ethnic group. • With reference to specific ethnic groups, explain the role of soil fertility in shaping the settlement patterns.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
49 (a)	To name any **one** type of tree that grows in deserts.	70% of the candidates named any tree that grows in the various vegetation zones.	• Guide learners to describe the characteristics of different climatic zones in Africa. • Use maps or diagrams to help learners identify the types of vegetation found in different regions and factors that favour their growth. • Use pictures or videos to illustrate the types of trees that grow in deserts. • Guide learners to identify the resources and human activities in the desert. • Discuss how trees and humans adapt to desert conditions.
50 (b)	To state one way in which availability of skills can make starting of an income generating activity easy.	61% of the candidates stated the general importance of skills instead of linking it to how skills facilitate the starting of an income generating activity, meaning that they did not have any idea about practices that promote the progress of an income generating activity.	• Use real life experiences/ examples to explain the types of skills. • Guide learners to explain how skills are related to what people do for survival. • Guide learners to explain what income generating activities are and how skills play a role in starting them. • Use role play, group discussion and dramatization to illustrate the relevance of skills in IGA such as agriculture, craftsmanship or services.

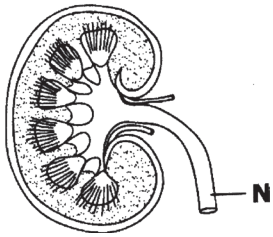
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
50 (c)	To mention any **one** practice that can promote the progress of an income generating activity.	• Almost two thirds of the candidates (65%) had limited knowledge of the good practices needed to ensure progress of an income generating activity. • Additionally, 15 percent of the candidates did not attempt the question.	• Guide learners to identify factors that contribute to the success or failure of business enterprise. • Use real life experiences to discuss obstacles and challenges that may hinder the progress of an IGA. • Use interactive activities like role play, group discussion and problem solving to help learners develop skills of managing IGA. • Guide learners to mention practices that promote the progress of IGA such as marketing, effective planning, monitoring, supervision etc.
51 (a) **Either**	To state any **two** reasons why Christians worship God.	More than half (53%) of the candidates confused reasons for worshipping God with importance of prayer.	• Use relevant examples to illustrate the difference between worship and prayer. For example, worship is showing love, respect and thankfulness to Allah/God while prayer is talking to God/Allah. • Use role play or group discussion to clarify that worship includes prayer and prayer is a component of worship.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
Or	To state any **two** reasons why Muslims worship Allah.	More than half of the candidates confused reasons for worshipping Allah with importance of prayer.	• Use a simple diagram to consolidate understanding of worship and prayer, illustrating worship and its form on one side and prayers on another. • Guide learners to discuss the reasons for worship such as to express gratitude to God/Allah, to show respect, to magnify God/Allah, etc. • Cite examples from the Holy Books and to emphasize the importance of worship. For example, how David loved to worship God.
55 (a) **Either** **Or**	• To state one Christian teaching about: (i) Resurrection. (ii) The day of judgement • To state one Islamic teaching about: (i) Resurrection (ii) The day of judegement.	More than half of the candidates (57%) were unable to state any one Christian/ Islamic teaching about Resurrection, while 62 percent were unable to state any one Christian/ Islamic teaching about the day of judgement. They could not differentiate between the concepts of resurrection and judgement.	• Introduce each concept separately and guide learners to state its meaning. For example, resurrection means that after people die, they will be brought back to life while judgement is when God decides what will happen to each person after resurrection based on their actions/deeds while alive. • Create a chart/diagram with two columns one on resurrection and the other on judgment and guide learners to write what they know under each concept.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			• Use role play or group discussion to help learners practice using and explaining the terms. They can do this in pairs or small groups. • Use specific verses from the Bible and Qua'ran or other reference books to illustrate the Christian/ Islamic teachings on resurrection and judgement. For example, 1 Corinthians 15:21-22, Qua'ran 22:7 for resurrection and Matthew 25:31-33 and Qua'ran 99:6-8 for judgement. • Use resource persons like religious leaders to help learners understand the religious teachings about resurrection and the day of judgement.

2.3 Integrated Science

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
2.	To give any **one** reason why it is dangerous to take shelter under tall trees during rain.	• 61 percent of the candidates failed to give any one reason why it is dangerous to take shelter under tall trees during rain. Some candidates had their responses as "The tree may fall down", and "Lightning can kill people". • Candidates failed to associate tall trees with the charges they emit to attract the charges of lightning.	• Help a child understand how to stay safe during lightning, teach them about dangers of lightning and what to do during thunderstorm. • Help the learner to understand how lightning is formed and how chargers are conducted to the ground. • Emphasise safety precautions against lightening.
3.	To state the function of the diaphragm during the process of breathing.	83 percent of the candidates could not state the function of the diaphragm during the process of breathing. Most of these candidates described the diaphragm, that is "A diaphragm separates a chest cavity from the abdominal cavity".	• Teach the process of breathing practically. • Use models of respiratory system to help in the teaching of the breathing process. • Help the learners to identify different parts of the respiratory system and their functions. • Use video clips (can be downloaded from YouTube) to help in the teaching of this concept.
9.	To give reason why a person suffering from bilharzia develops anaemia	• Almost two thirds of the candidates (65%) could not give the reason why a person suffering from bilharzia develops anaemia.	• Help learners to understand the lifecycle and effects of bilharzia infestation.

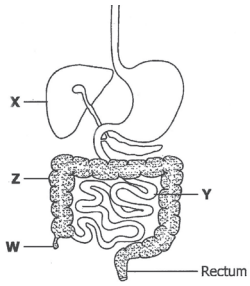
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Candidates had their response as "A person passes out a lot of blood in the urine." • Others had their response as "Due to lack of water in the body."	• Teach learners the signs and symptoms of bilharzia and other diseases.
17.	To give the function of part N (Ureter).  	Findings of the study found that 41%)did not manage to give the function of the labelled part (ureter). Some candidates had their response as "To filter blood". Others as "It helps to take out blood to the kidney".	• Teach the organs of the respiratory system and emphasize the functions of each of the parts. • Use models/visual objects to help in the teaching of this topic.
19.	To give the effect of taking drugs without the instruction of a medical worker on the family	More than two thirds of the candidates (75%) failed to give the effect of taking drugs without the prescription of a medical worker on the family. Candidates could not differentiate the effects of drugs on an individual from the family. They had responses like: - May lead to drug poisoning. - May lead to death. - It leads to overdose and underdose.	• Teach learners the effects of drugs to the individual, family and the community. • Help learners differentiate effects of drugs on individuals and the family.

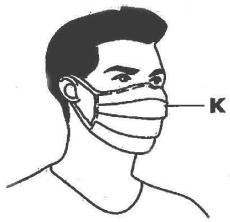
QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
20.	To give reason why harvesting of honey should be done during day.	More than two thirds of the candidates (67%) failed to provide a suitable reason as to why harvesting of honey should be done during day. They gave responses such as: - It helps the bees to get warm. - It makes the honey clean. these candidates	• Teach bee farming as a business. • Emphasis on conditions for harvesting honey. • Use field work when teaching this topic. The use of resource person will help to deliver this concept well to the learners.
23.	To state any way in which paddocking method of grazing cattle helps to break the life of pests.	Findings of the study indicated that 73 percent of the candidates were unable to state the way in which paddocking method of grazing cattle helps to break the life cycle of pests on a farm. Some candidates gave their responses such as: - Paddocking kills larva stage of pests. - Cattle are easy to control.	• Visit a nearby farm to help learners understand how paddocking method of grazing cattle works. • Use a resource person when handling this topic. This will help learners to get information from the person with expert knowledge on the topic. • Use video clips on methods of grazing animals (from YouTube) to help learners compare different methods of grazing cattle.
24.	To give one way in which rusting is important to the environment.	Results of analysis show that more than two thirds of the candidates (67%) could not give one way in which rusting is important to the environment.	• Tech learners the usefulness of rusting in the environment. • Help learners understand that some soil nutrients can be replaced from actions that take place in our daily lives.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		Candidates gave their responses in reference to conditions necessary for rusting. They could not look at the usefulness of rusting in the environment. Some gave their responses as: - It allows oxygen to take place. - It reduces metal scraps in the environment. - It helps in formation of new substances.	• Help learners understand the importance of changes that happen in the environment. • With the help of visual aids such as rusted iron metals, describe the different consequences of various changes in the environment.
31.	To give reason why the vacuum in a thermos flask prevents heat loss by conduction and convection.	Almost two thirds of the candidates (63%) failed to give the reason why the vacuum in a thermos flask prevents heat loss by conduction and convection. Some candidates gave their response as," It is because a vacuum is a space where conduction and convection occurs".	• Help learners to understand what a vacuum is and link it to the concept of matter and heat transfer analyse and process the concept. • With the help of a vacuum flask, clearly explain how each part is adapted to controlling heat loss.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
34.	To give an example of emotional change in adolescents	Findings of the study revealed that 60 percent of the candidates could not give any of the emotional changes in adolescents. Instead of emotional changes. They had responses like: - Growth of pubic hair. - Sweat glands become more active.	• Teach learners the changes experienced by adolescents. • Help learners differentiate physical changes from emotional changes during adolescence. Some candidates gave physical changes • Use a resource person when handling this topic.
36.	To state the reason why a ray of light bends as it passes through a glass block.	Majority of the candidates (71%) failed to state an appropriate reason as to why a ray of light bends as it passes through a glass block. some candidates gave responses like: - Due to the reflection of light. - Due to refraction.	• Teach learners the properties of light as it travels from one medium to another. • Use experiment activities and ray diagrams to demonstrate the effect of light rays as it passes from different media.
37.	To state any **one** way of conserving water as a resource in the environment.	Findings of the study show that more than two thirds of the candidates (68%) failed to state any one way of conserving water as a resource in the environment. Most candidates gave ways of protecting water sources. They gave the response: *Fencing water sources.*	• Help learners understand that water is a resource. • Emphasise to the learners the ways of caring for and conserving water as a resource. • Use resource person such as from NEMA to help in the teaching of this topic. • Encourage learners to participate in the environmental conservation activities.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
41 (b).	To mention challenges people who buy food from markets face.	Results of the study indicated that almost two thirds of the candidates (65%) could not mention any two challenges faced by people that buy food from markets. Most candidates gave responses like: - Buying of expired food. - Buying rotten food.	• Teach learners different sources of food in their communities. • Help learners understand different challenges people face when getting foods from different sources. • Help learners understand different challenges people face when getting foods from different sources. • Emphasise ways that people can use to solve the challenges they face when getting food from different sources. • Make an outdoor visit to the nearby markets to help learners understand challenges people buying and selling food in markets are facing. • Encourage leaners to take records and come up with possible solutions.
42 (a)	To name the germ that causes cholera.	Majority of the candidates (74%) could not give the correct name for the germ that causes cholera. For instance, *vibrio-cholerae* was mostly stated as the germ causing cholera. Candidates gave the response *Vibrio*	• Teach learners following the curriculum. Germs in the curriculum are Bacteria, Protozoa and Viruses. • Use resource persons when handling health related topics.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		Cholerae. This is the type of bacteria and the question demanded the germ.	
44a (i) and (ii)	To name the labelled parts of the human digestive system.  	More than a third of the candidates (36%) failed to correctly name the part labelled W. Candidates had their response as "Anus".	• Teach different body systems as they appear in the curriculum. • Help learners understand different parts of different body systems and their functions. • Use models, charts and if you can access these organs (of animals) during the teaching of these topics. • Use a model of digestive system to describe clearly parts of the digestive system and their functions. • Use video clips to help learners understand how different body systems work.
46 (a) and (b)	To give the meaning of the term electromagnet and describe how to make a magnet	• Findings of the study indicated that less than half of the candidates (45%) were able to give the correct meaning of the term electromagnet. some candidates gave their response as "An electromagnet is when a magnet loses its magnetism",	• Teach learners new vocabulary for every topic that you handle. • Demonstrate to the learners how electricity can be used to make magnets. • Help learners to understand how magnets can be used to produce electricity.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		others gave "an electromagnet is a magnet that attract s electricity". • Findings further indicated that 62 percent of the candidates failed to describe the process of making a magnet based on the items that were provided in qn. 46 (b). Some had their arrangement as: - By first putting iron nail. - By second putting copper wire. - By third putting dry cell and some pins. - By putting poles.	• Help learners appreciate the role of electricity and magnets in their daily life situations.
48 (c)	To use the diagram of a person wearing a protective item made of cloth to answer questions. 	62 percent of the candidates failed to mention any one good practice of using the protective item given. Some had their responses like: - It helps to prevent diseases like COVID -19. - It helps to control the spread of COVID -19. - Treating sick people.	• Demonstrate to learners the good practices of using a face mask. • Help learners understand the importance of face masks as far as diseases are concerned. • Use a resource person to help learners understand the proper use of masks, their importance and the practices for its use.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
49 (b)	To name methods of storing sound	The study has revealed that 93 percent of the candidates could not name any two methods of storing sound. Most candidates gave their responses as: - Recording - Writing - Solfa Notation	• Teach the learners the difference between methods and processes of storing sound. Processes are ways of capturing sound waves that will help in playing them back and these include digital recording. • Methods of storing sound include mechanical method (storing sound on plastic discs that are in form of grooves made on one side by physical means, for example gramophone), magnetic method (stored on objects coated with magnetic materials, for example radio cassette tapes) and electromagnetic method (using plastic discs with the use of laser light, for example hard discs, hard drives, CDs). • With the help of illustrations, clearly explain to learners the different ways of processing sound for storage and methods of storing sound.
52 (a) and (c)	To state the meaning of the term vaccine.	• Almost half of the candidates (49%) failed to state the correct meaning of the term vaccine.	• Teach vocabulary for every topic that is going to be handled.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Some candidates gave responses such as: - A vaccine is used for immunising children. - A vaccine is medicine to prevent polio. Furthermore, about two thirds of the candidates (64%) failed to state the reason vaccines should be stored in a cool place. Some candidates had their responses such as: - To prevent contamination of drugs. - To prevent them from killing the children.	• Help learners to differentiate between drugs and vaccines. • Help learners to understand different ways of storing drugs and vaccines; and why such ways are preferred. • Use a resource person such as the nurse to come and handle this aspect. This will make learners understand better. • Emphasis should be put on the conditions necessary for storage of drugs.
53 a (ii)	To name physical change leading to formation of Rainfall	More than half of the candidates (60%) could not name the physical change that leads to the formation of rainfall. Some candidates had their response as" Melting"	• Help learners understand different changes in the environment. • Teach learners to understand that physical changes happen in the environment and can happen any time. • Using an experiment, demonstrate clearly the water cycle and relate it with natural rain cycle. • Help learners understand the physical processes involved in the rain cycle.

2.4 English

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
1 to **5**	**<u>Vocabulary</u>:** To fill in the blank spaces with suitable words.	More than half (57%) of the 1,862 sampled candidates filled in the blank space of Qn. 3 incorrectly. For example, some of these candidates wrote *from* instead of *for*.	• Teach all parts of speech comprehensively, following the recommended methodology and procedures in the primary English curriculum. • Teach the different types of prepositions exhaustively, for example prepositions of time *(before*, *after*, *for* and *during*), place (*in*, *on*, *at*, *by*, *under* and *over*), and direction (*for*, *to*, *towards* and *by*). • Help learners interpret the different contexts in which prepositions are used, for example the verb 'sit' takes a number of prepositions, depending on the context: *next to*, *down*, *beside*, *on*, *in*, and *at*. • Give learners adequate practice on the use of prepositions, for example by using flash cards, games on vocabulary, quiz and word wall. • Encourage regular use of dictionaries and thesauri.

<table>
<tr><th>QN</th><th>WHAT WAS REQUIRED</th><th>CANDIDATES' WEAKNESSES</th><th>ADVICE TO TEACHERS</th></tr>
<tr>
<td>6 to 15</td>
<td><u>Formation and Transformation of Words</u>:

To use the correct forms of the words given in brackets to complete the sentences.</td>
<td>• Some candidates failed to use the given words correctly due to wrong spellings. For example, 32.4 percent of the candidates failed to write the word happiness correctly (Qn. 9).

• 11.3 percent wrote pups instead of puppies for Qn. 15.</td>
<td>• Teach inflectional and derivational morphemes adequately. An inflectional morpheme is a suffix added to the end of a word to change the word's grammatical function but without changing its meaning). Examples:
<table>
<tr><th>Suffix</th><th>Function</th></tr>
<tr><td>-s</td><td>- To make a count noun plural (dog = dogs).
- Used in third person singular verb form (sing = sings).</td></tr>
<tr><td>-ed/-en/-ing</td><td>Used for past tense, past participle and present participle verb forms (created, beaten and praying respectively).</td></tr>
<tr><td>-er/-est</td><td>To indicate comparative and superlative forms of adjectives (faster and fastest respectively).</td></tr>
</table>
</td>
</tr>
</table>

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
			• On the other hand, a derivational morpheme is an affix that is added to the beginning or end of a word to form a new word. **Affix (Prefix/ Affix)** / **Example** -y / juice = juicy (N to Adj) -ness / happy = happiness (Adj to N) -ship / friend = friendship (Different meaning) un- / lock = unlock (opposite) ir- / responsible = irresponsible (opposite) Teach noun markers (= words that indicate whether the noun is singular or plural, for example articles and quantifiers). See Qn. 15: "*One of the.....*" • Encourage learners to stick to the root word given. Compare puppies to pups that some candidates gave as their responses. • Give drill exercises on word transformation through fill-in-the-blank exercises, group work, games and puzzles.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
16 and **17**	**Short Forms:** To write the given short forms in full.	Almost a third (23%) of the candidates failed to write *kg* in full for Qn. 16. For example, the majority of these wrote the full form of *kg* as *kilo grams* (two words).	Put emphasis on full/ short forms and their correct spellings, as well as punctuation at all class levels.
20 to **21**	**Opposites**: To rewrite the sentences giving the opposites of the underlined words.	More than one third of the candidates (36.8%) could not write the correct opposite of the underlined word *forgot* for Qn. 20. Those that tried gave a wrong tense form, for instance they gave *remember* instead of *remembered*.	• Teach opposites comprehensively across parts of speech, and including common prefixes used in forming them. • Give drill exercises using stories, games, and puzzles to help learners form opposites. • Encourage learners to maintain the tenses used in the question sentence.
22 and **23**	**Jumbled Sentences:** To rearrange the given words to form correct sentences.	Nearly half (41.3%) of the candidates could not rearrange Qn. 23 correctly. Most of these candidates also failed to place a correct punctuation mark (question mark).	• Teach the different types of sentences: declarative, interrogative, exclamatory and imperative. • Explain to learners the basic sentence structures in English: Subject-Verb-Object (SVO). • Teach word order rule such as placement of adjectives, adverbs, nouns and prepositional phrases. • Provide exercises with jumbled sentences for learners to rearrange or unjumble. • Emphasize proper punctuation of sentences.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
24 and 25	**<u>Number</u>:** To write the plurals of the given words.	13 percent of the candidates wrongly wrote the plural of the word ***ox*** as ***oxes*** for Qn. 24.	• Handle number (singular and plural) systematically: regular, irregular, zero plural, etc. • Emphasize spelling rules for plural markers, for instance addition of *-s, -ies, -ves,* and *-es*. • Guide learners on exceptions such as *ox – oxen* and *goose – geese*. • Give learners exercises to construct sentences using both the singular and plural forms of nouns. • Use games to teach plurals.
26 to 28	**<u>One Word for Many</u>:** To give one word for the underlined group of words.	A third (26%) of the candidates could not give one word for the underlined word **"list of food available"** in Qn.28.	• Teach synonyms across **word classe**s, including phrasal verbs, prepositional phrases and idioms, for example: carry on – continue (phrasal verb) apart from – except (prepositional phrase) pass away – die (idiom) • Employ practical approaches with clear illustrations of group words.

<table>
<tr><th>QN</th><th>WHAT WAS REQUIRED</th><th>CANDIDATES' WEAKNESSES</th><th>ADVICE TO TEACHERS</th></tr>
<tr><td></td><td></td><td></td><td>• Use real objects in practical lessons for learners to build vocabulary.
• Make use of puzzles.</td></tr>
<tr><td>29 and 30</td><td><u>Homophones</u>:
To construct sentences using the given words to show that a learner knows the difference in their meanings.</td><td>Most of the candidates could not write correct sentences using the given words "air and heir" in Qns. 29 and 30 respectively. For instance, 53 percent of the candidates could not construct a meaningful sentence using the word "heir". Additionally, 11 percent of the candidates did not answer Qn. 30.</td><td>• As you teach vocabulary, always link the target words to their homophones or minimal pairs whenever applicable.
• Teach homophones in context, using sentences to demonstrate their meaning and usage.
• Encourage candidates to construct sentences which have qualifiers.
<table><tr><th>Without a qualifier</th><th>With a qualifier</th></tr><tr><td>We need air.</td><td>Let's open the window to let in some fresh air.</td></tr><tr><td>That is the heir.</td><td>The King left no heir when he died.</td></tr></table>Emphasize sentence construction during the teaching of vocabulary orally and in writing.
• Encourage dictionary usage in every lesson conducted.</td></tr>
</table>

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
31 to 50	**Sentence Transformation**: To rewrite the sentences as instructed in brackets.	Findings of the study revealed that: • More than half of the candidates (59%) could not rewrite Qn. 31 using: .....as..... as..... • 74 percent of the candidates incorrectly rewrote Qn. 36 using the word "... responsible...". These candidates used the prepositions 'of' and *'to'* instead of *'for'* to rewrite the given sentence. • More than three quarters of the candidates (84%) could not correctly join the given sentences using: "....neither...nor..." for Qn. 38. • Almost 80 percent of the candidates could not rewrite Qn. 42 ending with the word "ago". • More than three quarters of the candidates (86.5%) incorrectly rewrote Qn. 46. Also, the majority of these candidates could not	• Teach equative and non-equative adjectives adequately, that is "**as** + **adjective** + **as**" (equative) and "not **as** + **adjective** + **as**" (non-equative) (Qn. 31). • Help/ guide learners to use the target structures in different grammatical positions, for instance Qn. 33where ***'immediately'*** can be used at the beginning or within the sentence. • Put emphasis on the correct pattern of constructing correlative sentences. • Expose learners to specific prepositions that follow common adjectives, for example *famous for, afraid of, related to and responsible for*. **NOTE:** Use *'for'* when naming a task that a person or group has to carry out and *'to'* when naming the person or group of people to whom you have a duty. • Emphasize the importance of usingcorrect **tense when** transforming sentences.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		punctuate the sentences they had rewritten correctly. • Almost two thirds of the candidates (65%) could not correctly rewrite sentences beginning with the word "Both..."	• Guide learners to pay attention to subject-verb agreement when rewriting sentences (Qn. 41 and 49). • Encourage the use of already learnt structures. • Serve as role models in speaking English at school. • Teach related structures together or one after the other. • Expose learners to extensive reading using different reading materials.
51, **52** and **53**	**<u>Comprehension</u>:** To read/study the given texts and then answer the questions that follow in full sentences.	Findings of the analysis indicated that: • For Qn. 51(e), 85 percent of the candidates could not give the reason why Jemba, as referred to in the passage, rang the bicycle bell as he sped up. The majority wrote the wrong response "Jemba rang the bicycle bell because the road was busy". Additionally, 10 percent of the candidates did not answer the question. These candidates failed to draw their own experiences and	• Expose learners to a variety of comprehension texts. • Expose learners to different types of comprehension questions during teaching and assessments. Examples: i. Literal Comprehension: Qns that focus on facts and details that are clearly stated in the text. ii. Inferential Qns: Qns that require drawing conclusions or making inferences on information implied, but not directly stated in the text.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		understanding of the world so as to connect with the text given. • 81 percent of the candidates failed to write what led to the accident in accordance to the passage in Qn. 51 (f). • In Qn. 52(a). However, in Qn. 52 (b) more than half of the candidates (63%) could not give the reason as to why the speaker spent sleepless nights in, accordance to the poem. • Almost three quarters (72%) of the candidates could not give another word with the same meaning as the word "terrible" as used in the poem for Qn. 52 (i) (i). • Slightly more than three quarters of the candidates (76%) could not write who kept the record for Qn. 53(a). • 92 percent of the candidates could not give the correct number of people	iii. Main Idea Qns: To identify the central theme or topic of the text. iv. Prediction Qns: To ask learners to anticipate what might happen next. v. Personal Response Qns: Prompt learners to share their own thoughts and feelings about the text. • Guide and encourage learners to make **inferences** as they read texts. An inference is when we figure something out without being directly told. Making inferences involves making a guess about something, and using previous knowledge acquired, along with information from the text to draw conclusions, make judgements and interpret the text. Not all questions may require the candidate to extract information from the text.Some require them to make inferences. For Qn. 51 (e), for example, Jemba rang the bicycle bell because he wanted to clear the way but not because the road was busy.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		who supervised the cleaning of the classroom that week (53 e). • More than three quarters of the candidates (78%) could not correctly write a sentence describing the role of Acen Lisa as per the record in Qn. 53(i).	This reason was not directly stated in the text but the candidate was expected to use his/her knowledge of the world. • Equip learners with answering techniques, especially in relation to **how** and **why** questions. • Encourage learners to present responses with complete ideas. • Expose learners to simple ways of summarizing texts, so as to come upwith suitable titles, for example using the main characters and idea/ theme/message. • Familiarize your learners with the common terms used in comprehension questions about poems. • Help learners retell/ summarize or act stories and poems according to their own understanding. • Follow the proper procedures of teaching comprehension as stipulated in the curriculum, for example by having pre-reading activities, while reading strategies, post reading strategies and follow-ups.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
54.	**Picture Interpretation:** To write one sentence describing what is happening in each of the given pictures, and to answer the questions that follow.	The study revealed that: • Most of the candidates could not write correct sentences describing what is happening in the pictures. For instance, 83%, 70%, 78% and 73% of the candidates could not describe what is happening in picture B (Qn. 54 (b)), picture D (Qn. 54 (d)), picture E (Qn. 54 (e)) and picture F (Qn. 54 (f)) respectively. • For Qn. 54 (j), more than half of the candidates (53%) could not give an appropriate titles to the story portrayed in the pictures.	• Give composition due attention, as provided for in the curriculum, under suggested learning activities. • Teach all the different types of composition effectively (narrative, descriptive, expository and argumentative). • Guide learners to study different kinds of pictures and to interpret them well. • Guide learners to use the right tense in their sentences. • Emphasize coherence and logical presentation of ideas when it comes to picture composition. • Encourage learners to write stories about different pictures.
55.	**Composition (Letter Writing):** To write an informal letter to the uncle who lives in Nairobi, Kenya, thanking him for the money that was required for the tour, providing detailed information about the game park visited in Uganda, and telling him what was learnt while there.	• Only 11 percent of the candidates were able to write correctly the body of the letter. For instance, thanking the uncle, giving the name of the game park visited, the location of the game park, listing some of the animals found there and giving the kind of vegetation where the game park was.	• Make use of the guidance given in the curriculum in order to teach letter writing effectively. • Teach both informal and formal letters comprehensively. • Ensure that learners get sufficient practice in letter writing. • Encourage learners to follow the rubric as they attempt to write the required letter.

QN	WHAT WAS REQUIRED	CANDIDATES' WEAKNESSES	ADVICE TO TEACHERS
		• Nearly three quarters (73%) could not write their first name or their compound first name in the conclusion. • 38% of the candidates could not correctly show paragraphs, punctuate their sentences correctly, and give correct spellings of the words used, in the desired tense.	• Encourage learners to follow the rubric as they attempt to write the required letter. • Help your learners master the major components of both informal and formal letters. • Make use of the different contemporary sources of information so that you can teach your learners the up-to-date format and style of letter writing.

3.0 GENERAL COMMENTS

a) There is need to continuously emphasize that Mathematics should be taught practically so that learners can see its use and application in real-life situations.

b) Teachers' need to use contexts in their assessment to make Mathematics real.

c) The report on work of candidates should **not** only be a document for P7 teachers. All teachers from P1 to P7 should be encouraged to use this document because it has important information for all teachers.

d) Since the topics in the primary school curriculum are spiral in nature, teachers in all classes should ensure that there is a good link between their class and the next or the previous class. This will help to reduce the burden of uncovered content on the P7 teachers.

e) Encourage schools to be in charge of their portal so that they can receive the report as soon as it is released and begin using it.

f) Head teachers should encourage subject teachers to read and use this report.

g) Teachers must teach application of knowledge, analysis and interpretation of events/ issues/activities.

h) Teaching should be activity-based.

i) Social studies competences in lower primary, just like those of upper primary, should be emphasised. This ensures that teaching is progressive, that is, from known to unknown.

j) Teach using the environment and real-life situations.

k) Refresher courses are necessary so that teachers can be sensitised.

l) Use a variety of materials/resources during teaching.

Teaching and Learning Resources

Mathematics	***Social Studies***
• Assorted textbooks recommended and approved by MoES and NCDC. • The curriculum for each class. • Mathematical instrument sets for each child in upper primary. • Chalkboard drawing sets for teachers use and demonstrations. • Graph and square books. • Enough note books for pupils and teachers.	• Assorted recommended and approved textbooks by MoE&S. • The SST syllabus for each class. • Atlases, Globes and wall maps. • Teacher made charts. • Ground maps. • Models. • Resource persons.
Integrated Science	***English***
• Assorted recommended and approved textbooks. • The curriculum for each class. • Simple assorted chemicals and apparatus such as .... • Real objects in the environment such as plants, insects, animals, soil, etc. • Teacher made charts. • Models • Specimens (e.g. plants ....) • Documentaries in form of video clips • Resource persons	• 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)*

- Work is systematic and well laid down.
- The candidate shows good knowledge of how to convert minutes to hours.
- Calculation of distance in part (a) and speed in part (b) were accurately done.
- Correct units of time and speed were used.

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

- Good layout of working.
- Correct calculation of distance in part (a).
- Incomplete working of speed in part (b).

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

- Lack of knowledge on what should be done.
- Wrong calculations on each part of the question.

SOCIAL STUDIES WITH RELIGIOUS EDUCATION

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

- All responses to the questions are accurate.
- The responses are neatly written in legible handwriting.
- Shows understanding of the demand of the questions.
- Sentences are clearly phrased.
- 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 in 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 of the questions asked.

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

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

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

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

ENGLISH

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

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

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

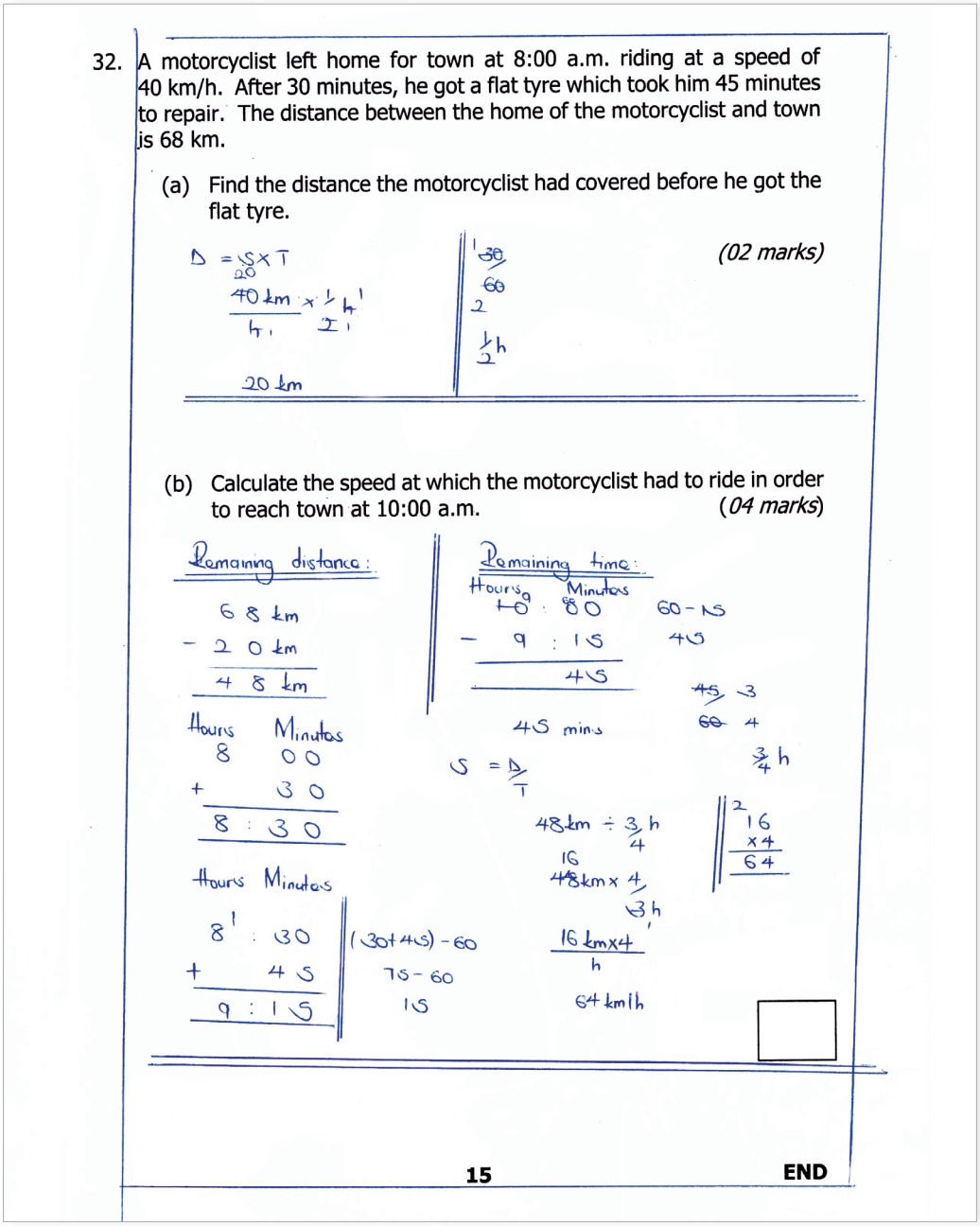
- Some responses are not grammatically correctly.
- The handwriting is legible.
- Candidate's work has some crossings.

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



32. A motorcyclist left home for town at 8:00 a.m. riding at a speed of 40 km/h. After 30 minutes, he got a flat tyre which took him 45 minutes to repair. The distance between the home of the motorcyclist and town is 68 km.

(a) Find the distance the motorcyclist had covered before he got the flat tyre. *(02 marks)*

D = S × T

40 km × ½ h

20 km

30 / 60 = ½ h

(b) Calculate the speed at which the motorcyclist had to ride in order to reach town at 10:00 a.m. *(04 marks)*

Remaining distance:

68 km − 20 km = 48 km

Hours Minutes: 8 00 + 30 = 8 : 30

Hours Minutes: 8 : 30 + 45 = 9 : 15

(30 + 45) − 60 = 75 − 60 = 15

Remaining time:

Hours Minutes: 10 : 00 − 9 : 15 = 45

45 mins

45 = 3, 60 = 4 → ¾ h

S = D / T

48 km ÷ ¾ h

48 km × 4/3 h

16 km × 4 / h

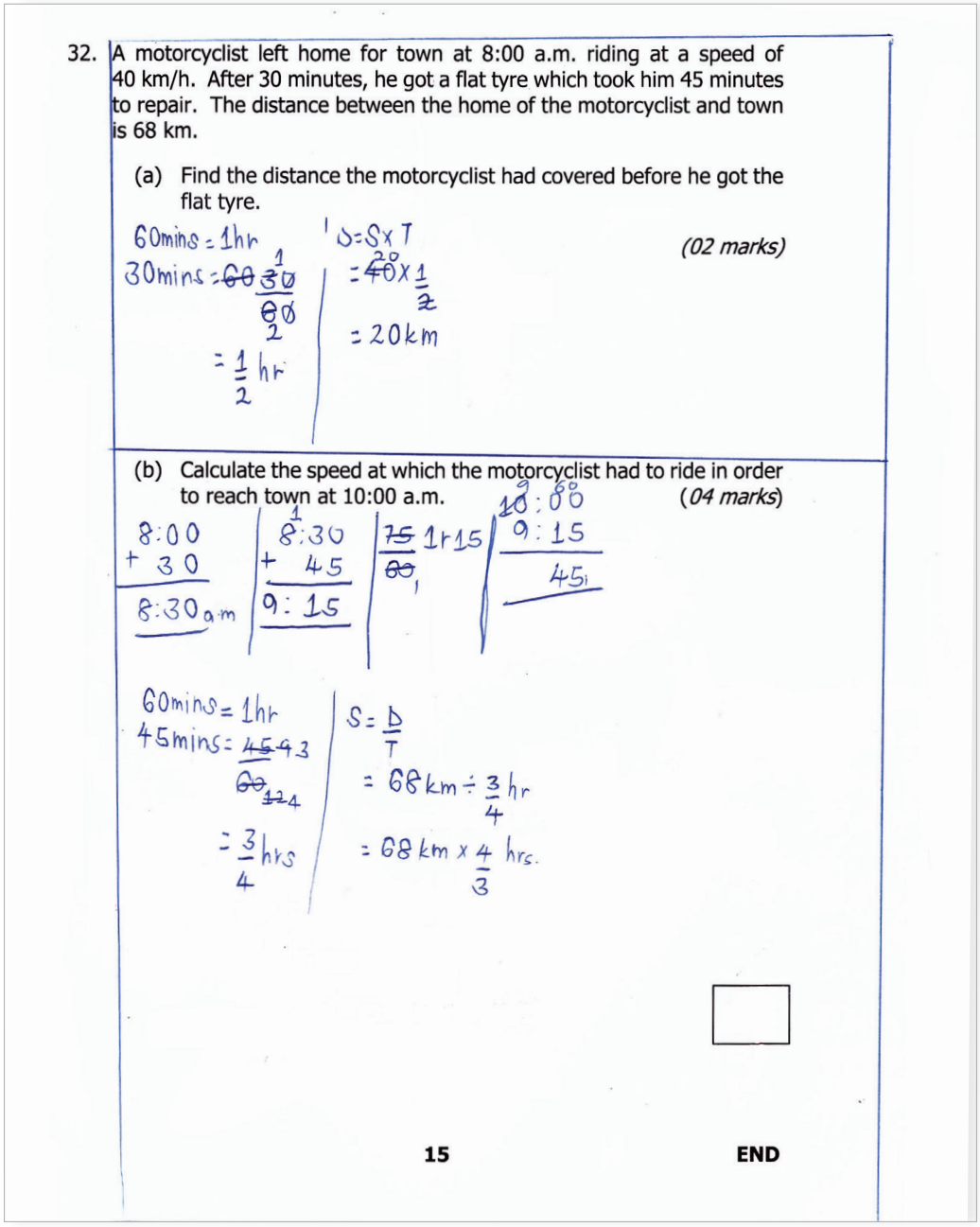
64 km/h

2 | 16 × 4 = 64

15

END

Appendix II: Average candidate's work in Mathematics



32. A motorcyclist left home for town at 8:00 a.m. riding at a speed of 40 km/h. After 30 minutes, he got a flat tyre which took him 45 minutes to repair. The distance between the home of the motorcyclist and town is 68 km.

(a) Find the distance the motorcyclist had covered before he got the flat tyre. *(02 marks)*

60mins = 1hr
30mins = 30/60
= 1/2 hr

D = S x T
= 40 x 1/2
= 20km

(b) Calculate the speed at which the motorcyclist had to ride in order to reach town at 10:00 a.m. *(04 marks)*

8:00
+ 30
8:30 a.m

8:30
+ 45
9:15

75
60
1r15

10:00
9:15
45

60mins = 1hr
45mins = 45/60
= 3/4 hrs

S = D/T
= 68km ÷ 3/4 hr
= 68km x 4/3 hrs.

15 END

Appendix III: Weak candidate's work in Mathematics

32. A motorcyclist left home for town at 8:00 a.m. riding at a speed of 40 km/h. After 30 minutes, he got a flat tyre which took him 45 minutes to repair. The distance between the home of the motorcyclist and town is 68 km.

(a) Find the distance the motorcyclist had covered before he got the flat tyre. *(02 marks)*

8:00
00 15
8:15 = 8:15 am

(b) Calculate the speed at which the motorcyclist had to reach town at 10:00 a.m. (*04 marks*)

Av.S = Total Distance Covered / Total Time Taken

* S.I = S x T

40 x 368 = 272 km/hrs

368
x 4
272

15 END

Appendix IV: Good candidate's work in Social Studies with Religious Education

16. How is the work of a banker different from that of a **shopkeeper?**
A banker works in a bank while a shopkeeper works in a shop.
17. In which **one** way is an active volcano dangerous to people **living around** it?
An active volcano can erupt which causes death to people around it.
18. Draw a road sign that informs drivers about **pedestrians crossing.**

19. Write any **one** way in which Captain Frederick Lugard promoted peace and security in Buganda.
He brought Sudanese soldiers to fight religious wars in Buganda.
20. State any **one** economic challenge African countries face as a result of refugees.
The government increases expenditure in receiving countries.
21. How can pupils ensure proper use of any money given to them?
By budgeting for it.
22. State any **one** way in which human activity has reduced the amount of rainfall received in some parts of Uganda.
Trees are cut down yet they transpire to form rain.
23. Write any **one** role that members of your community can play in **fighting** crime.
They report ~~to~~ wrong doers to the police.

4

Appendix V: Average candidate's work in Social Studies with Religious Education

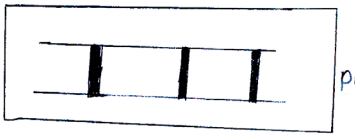
16. How is the work of a banker different from that of a shopkeeper?

A banker lends people money while a shopkeeper sells eats in the canteen.

17. In which **one** way is an active volcano dangerous to people living around it?

An active volcano lead to death of people.

18. Draw a road sign that informs drivers about **pedestrians crossing**.



pedestrians crossing.

19. Write any **one** way in which Captain Frederick Lugard promoted peace and security in Buganda.

Captain Frederick Lugard fighted against colonial rule.

20. State any **one** economic challenge African countries face as a result of refugees.

Civil wars

21. How can pupils ensure proper use of any money given to them?

By budgetig the money

22. State any **one** way in which human activity has reduced the amount of rainfall received in some parts of Uganda.

Some human activity pollute the environment.

23. Write any **one** role that members of your community can play in fighting crime.

Reporting wer wrong doers.

4

Appendix VI: Weak candidate's work in Social Studies with Religious Education

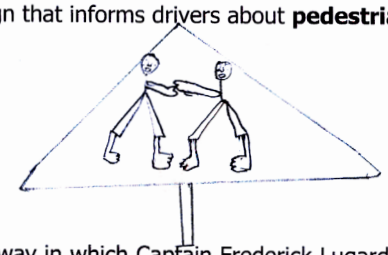
16. How is the work of a banker different from that of a shopkeeper?

Banker it is works for bank while shopkeeper it is works for shop.

17. In which **one** way is an active volcano dangerous to people living around it?

Decidvou.

18. Draw a road sign that informs drivers about **pedestrians crossing**.



19. Write any **one** way in which Captain Frederick Lugard promoted peace and security in Buganda.

Shortage of unity.

20. State any **one** economic challenge African countries face as a result of refugees.

Foulting.

21. How can pupils ensure proper use of any money given to them?

To get more jobs.

22. State any **one** way in which human activity has reduced the amount of rainfall received in some parts of Uganda.

kalangala.

23. Write any **one** role that members of your community can play in fighting crime.

Decidou Decidvou.

4

Appendix VII: Good candidate's work in Integrated Science

8. State **one** way in which bacteria are useful in the formation of soil.

Bacteria help in decomposition of organic matter

9. Give the reason why a person suffering from bilharzia develops anaemia.

Bilharzia bloodflukes feed on blood hence leading to reduction of blood in the body

10. Mention **one** way in which air circulation in a rabbit hutch can be improved.

Constructing rabbit hutch with ~~wife~~ a wire mesh

11. State the reason why the human skin develops goose pimples during cold weather.

To prevent heatloss from the body

12. Give any **one** way in which you can utilise empty plastic bottles at home.

Using empty plastic bottles to store salt

13. Mention **one** function of a bandage found in a first aid kit.

A bandage is used for tying cotton around the injured part

14. State any **one** way in which fermentation is important in our daily life.

Fermentation helps in brewing alcohal

15. State any **one** reason why a builder would prefer a pulley to an inclined plane when lifting sand from the ground to the top of a building.

Pulley lifts the sand from the ground to the top of a building faster than an inclined plane

3 **Turn Over**

Appendix VIII: Average candidate's work in Integrated Science

8. State **one** way in which bacteria are useful in the formation of soil.

Bacteria help in decomposition of organic matter.

9. Give the reason why a person suffering from bilharzia develops anaemia.

A person suffering from bilharzia loses appetite of eating food which lowers blood production.

10. Mention **one** way in which air circulation in a rabbit hutch can be improved.

By putting a wire mesh on the front part of the hutch.

11. State the reason why the human skin develops goose pimples during cold weather.

To prevent heat loss.

12. Give any **one** way in which you can utilise empty plastic bottles at home.

By re-using them.

13. Mention **one** function of a bandage found in a first aid kit.

For tying a dislocated part of the body.

14. State any **one** way in which fermentation is important in our daily life.

Fermentation enables people to make alcohol.

15. State any **one** reason why a builder would prefer a pulley to an inclined plane when lifting sand from the ground to the top of a building.

A builder applies less effort to lift sand with a pulley than an inclined plane.

3 **Turn Over**

Appendix IX: Weak candidate's work in Integrated Science

8. State **one** way in which bacteria are useful in the formation of soil.

To get manuar in the garden.

9. Give the reason why a person suffering from bilharzia develops anaemia.

He drinking herbal medicine

10. Mention **one** way in which air circulation in a rabbit hutch can be improved.

for meat

11. State the reason why the human skin develops goose pimples during cold weather.

By wearing a jackets

12. Give any **one** way in which you can utilise empty plastic bottles at home.

for puting water.

13. Mention **one** function of a bandage found in a first aid kit.

to avoid many blood

14. State any **one** way in which fermentation is important in our daily life.

eating and drinking.

15. State any **one** reason why a builder would prefer a pulley to an inclined plane when lifting sand from the ground to the top of a building.

building gates

3 **Turn Over**

Appendix X: Good candidate's work in English

55. Your school organised an educational tour to one of the national game parks in Uganda. Each pupil was asked to pay for it. Your uncle, who lives in Nairobi, Kenya, paid the money that was required. Write a letter to thank him. In your letter, give him more information about the game park you visited and tell him what you learnt while there.
Use **MUNA PRIMARY SCHOOL, PO BOX 44, MOLO** as your address.

Muna Primary School,
P.O.Box 44,
Molo.

7th November, 2024.

Dear Uncle,
I am writing this letter with great pleasure in my heart. How is your health? I hope aunt and my cousins are doing well. On my side, life is very fine.

As you know, our school organized an educational tour to Kidepo Valley national game park. Each pupil was asked to pay thirty thousand shillings and you paid it all. I would like to thank you so much. The game park is located in Moroto in North Eastern Uganda and it is famous for ostriches. While I was there, I learnt that ostriches are the fastest running birds in the world and they lay very big eggs.

I am so grateful to you for paying for my tour. May God bless you. Send my regards to aunt and everyone at home in Nairobi

Your loving nephew,
Carles

16

END

Appendix XI: Average candidate's work in English

55. Your school organised an educational tour to one of the national game parks in Uganda. Each pupil was asked to pay for it. Your uncle, who lives in Nairobi, Kenya, paid the money that was required. Write a letter to thank him. In your letter, give him more information about the game park you visited and tell him what you learnt while there.
Use **MUNA PRIMARY SCHOOL, PO BOX 44, MOLO** as your address.

MUNA ~~PRIMARY~~ PRIMARY SCHOOL
P.O Box 44
Molo (Uganda)

29th November 2024

Dear Uncle Sam;

I am writing this letter to thank you for paying for my educational tour to one of the national game parks in Uganda.

Thank you uncle Sam for paying for me. ~~May God~~ I pray that you live a long life.

May God bless you.

Your nephew;
Wassiwa Dante
WASSIWA DANTE

16

END

Appendix XII: Weak candidate's work in English

55. Your school organised an educational tour to one of the national game parks in Uganda. Each pupil was asked to pay for it. Your uncle, who lives in Nairobi, Kenya, paid the money that was required. Write a letter to thank him. In your letter, give him more information about the game park you visited and tell him what you learnt while there.
Use **MUNA PRIMARY SCHOOL, PO BOX 44, MOLO** as your address.

MUNA PRIMARY SCHOOL
PO BOX HH, MOLO

Dear kadress moser
I write this letter for you
Thank you for give me some money,
The Nairobi, kenya is ~~te~~clear or no, yes
It is clear, thank you for pay me
Sha school.

In your kenya give him more information
about the game park you visited and
tell him what you learnt while there.
I want ha see you my uncle, I will
come their in kenya yesterday
By By my uncle.

your faithfully
AKANKUNDA APOPHIA.
Akankunda Apphia.

16 END

UGANDA NATIONAL EXAMINATIONS BOARD

PLE 2024 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	10	1	**11**	411	232	643	226	225	**451**	101	74	**175**	88	122	**210**	3	7	**10**	**1500**
	-	-	**0.7%**	-	-	43.2%	-	-	**30.3%**	-	-	**11.7%**	-	-	**14.1%**	-	-	**0.7%**	-
ADJUMANI	104	43	**147**	1079	572	1651	1022	865	**1887**	575	435	**1010**	309	451	**760**	27	20	**47**	**5502**
	-	-	**2.7%**	-	-	30.3%	-	-	**34.6%**	-	-	**18.5%**	-	-	**13.9%**	-	-	**0.9%**	-
AGAGO	41	26	**67**	1002	515	1517	557	555	**1112**	381	268	**649**	240	369	**609**	15	21	**36**	**3990**
	-	-	**1.7%**	-	-	38.4%	-	-	**28.1%**	-	-	**16.4%**	-	-	**15.4%**	-	-	**0.9%**	-
ALEBTONG	38	21	**59**	773	589	1362	501	583	**1084**	287	272	**559**	432	452	**884**	24	27	**51**	**3999**
	-	-	**1.5%**	-	-	34.5%	-	-	**27.5%**	-	-	**14.2%**	-	-	**22.4%**	-	-	**1.3%**	-
AMOLATAR	41	21	**62**	620	468	1088	278	304	**582**	179	192	**371**	212	241	**453**	15	6	**21**	**2577**
	-	-	**2.4%**	-	-	42.6%	-	-	**22.8%**	-	-	**14.5%**	-	-	**17.7%**	-	-	**0.8%**	-
AMUDAT	4	5	**9**	96	105	201	45	57	**102**	13	16	**29**	20	12	**32**	3	1	**4**	**377**
	-	-	**2.4%**	-	-	53.9%	-	-	**27.3%**	-	-	**7.8%**	-	-	**8.6%**	-	-	**1.1%**	-
AMURIA	21	21	**42**	656	562	1218	532	641	**1173**	305	252	**557**	279	422	**701**	16	15	**31**	**3722**
	-	-	**1.1%**	-	-	33.0%	-	-	**31.8%**	-	-	**15.1%**	-	-	**19.0%**	-	-	**0.8%**	-
AMURU	56	17	**73**	830	410	1240	522	467	**989**	424	279	**703**	245	350	**595**	31	28	**59**	**3659**
	-	-	**2.0%**	-	-	34.4%	-	-	**27.5%**	-	-	**19.5%**	-	-	**16.5%**	-	-	**1.6%**	-
APAC M/C	44	22	**66**	207	182	389	50	104	**154**	57	31	**88**	35	39	**74**	1	2	**3**	**774**
	-	-	**8.6%**	-	-	50.5%	-	-	**20.0%**	-	-	**11.4%**	-	-	**9.6%**	-	-	**0.4%**	-
APAC	34	8	**42**	474	303	777	210	274	**484**	113	128	**241**	110	127	**237**	3	7	**10**	**1791**
	-	-	**2.4%**	-	-	43.6%	-	-	**27.2%**	-	-	**13.5%**	-	-	**13.3%**	-	-	**0.6%**	-

	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
ARUA M/C	281	154	**435**	1942	1604	3546	716	1055	**1771**	434	469	**903**	265	407	**672**	62	45	**107**	**7434**
	-	-	**5.9%**	-	-	48.4%	-	-	**24.2%**	-	-	**12.3%**	-	-	**9.2%**	-	-	**1.5%**	-
ARUA	11	6	**17**	365	192	557	302	287	**589**	202	139	**341**	92	110	**202**	18	21	**39**	**1745**
	-	-	**1.0%**	-	-	32.6%	-	-	**34.5%**	-	-	**20.0%**	-	-	**11.8%**	-	-	**2.2%**	-
BUDAKA	149	125	**274**	921	840	1761	804	977	**1781**	449	452	**901**	474	570	**1044**	31	35	**66**	**5827**
	-	-	**4.8%**	-	-	30.6%	-	-	**30.9%**	-	-	**15.6%**	-	-	**18.1%**	-	-	**1.1%**	-
BUDUDA	54	44	**98**	551	755	**1306**	402	577	**979**	231	277	**508**	212	246	**458**	20	40	**60**	**3409**
	-	-	**2.9%**	-	-	**39.0%**	-	-	**29.2%**	-	-	**15.2%**	-	-	**13.7%**	-	-	**1.8%**	-
BUGIRI M/C	36	32	**68**	238	283	**521**	75	123	**198**	32	40	**72**	21	38	**59**	5	-	**5**	**923**
		-	**7.4%**	-	-	**56.8%**	-	-	**21.6%**	-	-	**7.8%**	-	-	**6.4%**	-	-	**0.5%**	-
BUGIRI	88	46	**134**	1444	1445	**2889**	850	1041	**1891**	394	458	**852**	380	490	**870**	18	30	**48**	**6684**
	-	-	**2.0%**	-	-	**43.5%**	-	-	**28.5%**	-	-	**12.8%**	-	-	**13.1%**	-	-	**0.7%**	-
BUGWERI	69	56	**125**	764	786	**1550**	440	694	**1134**	276	352	**628**	265	373	**638**	23	46	**69**	**4144**
	-	-	**3.1%**	-	-	**38.0%**	-	-	**27.8%**	-	-	**15.4%**	-	-	**15.7%**	-	-	**1.7%**	-
BUHWEJU	186	142	**328**	675	823	**1498**	150	195	**345**	33	56	**89**	22	24	**46**	8	8	**16**	**2322**
	-	-	**14.2%**	-	-	**65.0%**	-	-	**15.0%**	-	-	**3.9%**	-	-	**2.0%**	-	-	**0.7%**	-
BUIKWE	133	168	**301**	963	1139	**2102**	446	565	**1011**	243	276	**519**	254	297	**551**	24	31	**55**	**4539**
	-	-	**6.7%**	-	-	**46.9%**	-	-	**22.5%**	-	-	**11.6%**	-	-	**12.3%**	-	-	**1.2%**	-
BUKEDEA	109	65	**174**	1070	934	**2004**	673	975	**1648**	306	350	**656**	255	376	**631**	12	12	**24**	**5137**
	-	-	**3.4%**	-	-	**39.2%**	-	-	**32.2%**	-	-	**12.8%**	-	-	**12.3%**	-	-	**0.5%**	-
BUKOMANSIMBI	188	202	**390**	1001	1275	**2276**	389	499	**888**	194	230	**424**	127	126	**253**	56	54	**110**	**4341**
	-	-	**9.2%**	-	-	**53.8%**	-	-	**21.0%**	-	-	**10.0%**	-	-	**6.0%**	-	-	**2.5%**	-
BUKWO	7	6	**13**	366	391	**757**	360	483	**843**	207	271	**478**	163	228	**391**	4	10	**14**	**2496**
	-	-	**0.5%**	-	-	**30.5%**	-	-	**34.0%**	-	-	**19.3%**	-	-	**15.8%**		-	**0.6%**	-
BULAMBULI	32	25	**57**	407	379	**786**	374	498	**872**	181	237	**418**	335	419	**754**	24	56	**80**	**2967**
	-	-	**2.0%**	-	-	**27.2%**	-	-	**30.2%**	-	-	**14.5%**	-	-	**26.1%**	-	-	**2.7%**	-

	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
BULIISA	36	13	**49**	472	272	**744**	268	237	**505**	117	118	**235**	124	184	**308**	5	6	**11**	**1852**
		-	**2.7%**	-	-	**40.4%**	-	-	**27.4%**	-	-	**12.8%**	-	-	**16.7%**		-	**0.6%**	-
BUNDIBUGYO	307	224	**531**	1700	1528	**3228**	327	313	**640**	188	169	**357**	98	53	**151**	52	53	**105**	**5012**
	-		**10.8%**	-	-	**65.8%**	-	-	**13.0%**	-	-	**7.3%**	-	-	**3.1%**	-	-	**2.1%**	-
BUNYANGABU	416	440	**856**	1217	1414	**2631**	127	149	**276**	35	45	**80**	16	10	**26**	21	30	**51**	**3920**
	-	-	**22.1%**	-	-	**68.0%**	-	-	**7.1%**	-	-	**2.1%**	-	-	**0.7%**	-	-	**1.3%**	-
BUSHENYI M/C	371	443	**814**	320	342	**662**	31	23	**54**	12	9	**21**	2	2	**4**	3	3	**6**	**1561**
	-	-	**52.3%**	-	-	**42.6%**	-	-	**3.5%**	-	-	**1.4%**	-	-	**0.3%**	-	-	**0.4%**	-
BUSHENYI	475	448	**923**	1471	1698	**3169**	270	345	**615**	113	79	**192**	38	40	**78**	37	56	**93**	**5070**
	-	-	**18.5%**	-	-	**63.7%**	-	-	**12.4%**	-	-	**3.9%**	-	-	**1.6%**	-	-	**1.8%**	-
BUSIA M/C	130	143	**273**	474	617	**1091**	65	102	**167**	42	38	**80**	22	32	**54**	14	18	**32**	**1697**
	-	-	**16.4%**	-	-	**65.5%**	-	-	**10.0%**	-	-	**4.8%**	-	-	**3.2%**	-	-	**1.9%**	-
BUSIA	155	94	**249**	1471	1492	**2963**	569	804	**1373**	246	290	**536**	138	219	**357**	23	33	**56**	**5534**
	-	-	**4.5%**	-	-	**54.1%**	-	-	**25.1%**	-	-	**9.8%**	-	-	**6.5%**	-	-	**1.0%**	-
BUTALEJA	113	60	**173**	1105	1036	**2141**	653	812	**1465**	340	389	**729**	302	377	**679**	56	88	**144**	**5331**
	-	-	**3.3%**	-	-	**41.3%**	-	-	**28.2%**	-	-	**14.1%**	-	-	**13.1%**	-	-	**2.7%**	-
BUTAMBALA	148	185	**333**	1134	1519	**2653**	336	437	**773**	223	206	**429**	111	77	**188**	50	42	**92**	**4468**
	-	-	**7.6%**	-	-	**60.6%**	-	-	**17.7%**	-	-	**9.6%**	-	-	**4.3%**	-	-	**2.1%**	-
BUTEBO	11	6	**17**	430	348	**778**	442	553	**995**	277	248	**525**	290	329	**619**	11	15	**26**	**2960**
	-	-	**0.6%**	-	-	**26.5%**	-	-	**33.9%**	-	-	**17.7%**	-	-	**21.1%**	-	-	**0.9%**	-
BUVUMA	10	6	**16**	190	155	**345**	52	94	**146**	21	26	**47**	9	15	**24**	7	10	**17**	**595**
	-	-	**2.8%**	-	-	**59.7%**	-	-	**25.3%**	-	-	**7.9%**	-	-	**4.2%**	-	-	**2.9%**	-
BUYENDE	239	204	**443**	1493	1602	**3095**	611	742	**1353**	287	339	**626**	110	176	**286**	17	46	**63**	**5866**
	-	-	**7.6%**	-	-	**53.3%**	-	-	**23.3%**	-	-	**10.8%**	-	-	**4.9%**	-	-	**1.1%**	-
DOKOLO	69	47	**116**	599	456	**1055**	473	514	**987**	283	257	**540**	331	346	**677**	10	9	**19**	**3394**
	-	-	**3.4%**		-	**31.3%**	-	-	**29.2%**	-	-	**16.0%**	-	-	**20.1%**	-	-	**0.6%**	-

	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
ENTEBBE M/C	225	227	**452**	611	777	**1388**	92	134	**226**	19	29	**48**	7	12	**19**	3	9	**12**	**2145**
	-	-	**21.2%**	-	-	**65.1%**	-	-	**10.6%**	-	-	**2.3%**	-	-	**0.9%**	-	-	**0.6%**	-
FORTPORTAL	167	212	**379**	933	1073	**2006**	181	253	**434**	87	89	**176**	96	101	**197**	14	11	**25**	**3217**
	-	-	**11.9%**	-	-	**62.8%**	-	-	**13.6%**	-	-	**5.5%**	-	-	**6.2%**	-	-	**0.8%**	**-**
GOMBA	166	134	**300**	1369	1707	**3076**	354	505	**859**	232	232	**464**	188	177	**365**	42	63	**105**	**5169**
	-	-	**5.9%**	-	-	**60.7%**	-	-	**17.0%**	-	-	**9.2%**	-	-	**7.2%**	-	-	**2.0%**	**-**
GULU CITY	453	307	**760**	1267	1327	**2594**	266	440	**706**	129	199	**328**	86	123	**209**	30	21	**51**	**4648**
	-	-	**16.5%**	-	-	**56.4%**	-	-	**15.4%**	-	-	**7.1%**	-	-	**4.5%**	-	-	**1.1%**	**-**
GULU	15	10	**25**	564	346	**910**	227	337	**564**	154	143	**297**	95	153	**248**	8	20	**28**	**2072**
	-	-	**1.2%**	-	-	**44.5%**	-	-	**27.6%**	-	-	**14.5%**	-	-	**12.1%**	-	-	**1.4%**	**-**
HOIMA CITY	344	322	**666**	819	993	**1812**	216	341	**557**	99	103	**202**	106	131	**237**	16	28	**44**	**3518**
	-	-	**19.2%**	-	-	**52.2%**	-	-	**16.0%**	-	-	**5.8%**	-	-	**6.8%**	-	-	**1.3%**	**-**
HOIMA	71	38	**109**	688	639	**1327**	386	539	**925**	177	272	**449**	222	303	**525**	38	37	**75**	**3410**
	-	-	**3.3%**	-	-	**39.8%**	-	-	**27.7%**	-	-	**13.5%**	-	-	**15.7%**	-	-	**2.2%**	**-**
IBANDA M/C	252	203	**455**	704	840	**1544**	135	213	**348**	56	73	**129**	25	43	**68**	15	24	**39**	**2583**
	-	-	**17.9%**	-	-	**60.7%**	-	-	**13.7%**	-	-	**5.1%**	-	-	**2.7%**	-	-	**1.5%**	**-**
IBANDA	315	245	**560**	1072	1351	**2423**	103	230	**333**	31	42	**73**	9	9	**18**	23	22	**45**	**3452**
	-	-	**16.4%**	-	-	**71.1%**	-	-	**9.8%**	-	-	**2.1%**	-	-	**0.5%**	-	-	**1.3%**	**-**
IGANGA M/C	71	53	**124**	385	417	**802**	71	127	**198**	32	40	**72**	27	36	**63**	9	4	**13**	**1272**
	-	-	**9.8%**	-	-	**63.7%**	-	-	**15.7%**	-	-	**5.7%**	-	-	**5.0%**	-	-	**1.0%**	**-**
IGANGA	317	289	**606**	1658	2089	**3747**	813	1145	**1958**	411	571	**982**	437	663	**1100**	41	51	**92**	**8485**
	-	-	**7.2%**	-	-	**44.6%**	-	-	**23.3%**	-	-	**11.7%**	-	-	**13.1%**	-	-	**1.1%**	**-**
ISINGIRO	767	512	**1279**	2810	3284	**6094**	744	1228	**1972**	316	465	**781**	152	267	**419**	83	115	**198**	**10743**
	-	-	**12.1%**	-	-	**57.8%**	-	-	**18.7%**	-	-	**7.4%**	-	-	**4.0%**	-	-	**1.8%**	**-**
JINJA CITY	365	317	**682**	1511	1823	**3334**	466	631	**1097**	194	268	**462**	219	265	**484**	31	33	**64**	**6123**
	-	-	**11.3%**	-	-	**55.0%**	-	-	**18.1%**	-		**7.6%**	-	-	**8.0%**	-	-	**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
JINJA	319	203	**522**	1609	1910	**3519**	734	956	**1690**	426	507	**933**	256	287	**543**	48	36	**84**	**7291**
	-	-	**7.2%**	-	-	**48.8%**	-	-	**23.4%**	-	-	**12.9%**	-	-	**7.5%**	-	-	**1.2%**	**-**
KAABONG	9	0	**9**	266	91	**357**	107	76	**183**	44	41	**85**	26	34	**60**	5	1	**6**	**700**
	-	-	**1.3%**	-	-	**51.4%**	-	-	**26.4%**	-	-	**12.2%**	-	-	**8.6%**	-	-	**0.9%**	**-**
KABALE M/C	394	328	**722**	381	498	**879**	64	86	**150**	21	35	**56**	10	24	**34**	3	3	**6**	**1847**
	-	-	**39.2%**	-	-	**47.7%**	-	-	**8.1%**	-	-	**3.0%**	-	-	**1.8%**	-	-	**0.3%**	**-**
KABALE	121	134	**255**	841	1082	**1923**	256	444	**700**	76	98	**174**	26	83	**109**	12	27	**39**	**3200**
	-	-	**8.1%**	-	-	**60.8%**	-	-	**22.1%**	-	-	**5.5%**	-	-	**3.4%**	-	-	**1.2%**	**-**
KABAROLE	44	43	**87**	899	993	**1892**	344	513	**857**	241	290	**531**	352	394	**746**	37	32	**69**	**4182**
	-	-	**2.1%**	-	-	**46.0%**	-	-	**20.8%**	-	-	**12.9%**	-	-	**18.1%**	-	-	**1.6%**	**-**
KABERAMAIDO	19	10	**29**	461	313	**774**	314	364	**678**	115	84	**199**	70	80	**150**	0	1	**1**	**1831**
	-	-	**1.6%**	-	-	**42.3%**	-	-	**37.0%**	-	-	**10.9%**	-	-	**8.2%**	-	-	**0.1%**	-
KAGADI	214	161	**375**	1804	2209	**4013**	720	924	**1644**	281	354	**635**	149	195	**344**	58	57	**115**	**7126**
	-	-	**5.3%**	-	-	**57.2%**	-	-	**23.4%**	-	-	**9.1%**	-	-	**4.9%**	-	-	**1.6%**	-
KAKUMIRO	161	100	**261**	1161	1062	**2223**	452	713	**1165**	285	347	**632**	183	300	**483**	32	28	**60**	**4824**
	-	-	**5.5%**	-	-	**46.7%**	-	-	**24.5%**	-	-	**13.3%**	-	-	**10.1%**	-	-	**1.2%**	-
KALAKI	12	9	**21**	413	306	**719**	395	427	**822**	119	136	**255**	92	114	**206**	1	0	**1**	**2024**
	-	-	**1.0%**	-	-	**35.5%**	-	-	**40.6%**	-	-	**12.6%**	-	-	**10.2%**	-	-	**0.0%**	-
KALANGALA	26	25	**51**	194	227	**421**	28	33	**61**	7	13	**20**	4	7	**11**	4	6	**10**	**574**
	-	-	**9.0%**	-	-	**74.6%**	-	-	**10.8%**	-	-	**3.5%**	-	-	**2.0%**	-	-	**1.7%**	-
KALIRO	102	84	**186**	900	914	**1814**	638	701	**1339**	306	369	**675**	347	437	**784**	11	24	**35**	**4833**
	-	-	**3.9%**	-	-	**37.8%**	-	-	**27.9%**	-	-	**14.1%**	-	-	**16.3%**	-	-	**0.7%**	-
KALUNGU	257	314	**571**	1346	1930	**3276**	472	573	**1045**	202	217	**419**	118	103	**221**	55	56	**111**	**5643**
	-	-	**10.3%**	-	-	**59.2%**	-	-	**18.9%**	-	-	**7.6%**	-	-	**4.0%**	-	-	**2.0%**	-
KAMPALA	4326	4084	**8410**	8006	9512	**17518**	1343	1958	**3301**	596	842	**1438**	519	515	**1034**	143	165	**308**	**32009**
	-	-	**26.5%**	-	-	**55.3%**	-	-	**10.4%**	-	-	**4.5%**	-	-	**3.3%**	-	-	**1.0%**	-

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
KAMULI M/C	169	190	**359**	505	632	**1137**	155	230	**385**	123	123	**246**	75	79	**154**	10	6	**16**	**2297**
	-	-	**15.7%**	-	-	**49.8%**	-	-	**16.9%**	-	-	**10.8%**	-	-	**6.8%**	-	-	**0.7%**	-
KAMULI	233	167	**400**	2285	2731	**5016**	1001	1442	**2443**	547	692	**1239**	347	455	**802**	47	57	**104**	**10004**
	-	-	**4.0%**	-	-	**50.7%**	-	-	**24.7%**		-	**12.5%**	-	-	**8.1%**	-	-	**1.0%**	-
KAMWENGE	295	195	**490**	1467	1554	**3021**	331	516	**847**	134	191	**325**	45	100	**145**	28	20	**48**	**4876**
	-	-	**10.1%**	-	-	**62.6%**	-	-	**17.5%**	-	-	**6.7%**	-	-	**3.0%**	-	-	**1.0%**	-
KANUNGU	316	258	**574**	1170	1376	**2546**	553	815	**1368**	180	297	**477**	126	217	**343**	23	40	**63**	**5371**
	-	-	**10.8%**	-	-	**48.0%**	-	-	**25.8%**	-	-	**9.0%**	-	-	**6.5%**	-	-	**1.2%**	-
KAPCHORWA M/C	101	88	**189**	350	390	**740**	141	190	**331**	77	124	**201**	56	88	**144**	2	3	**5**	**1610**
	-	-	**11.8%**	-	-	**46.1%**	-	-	**20.6%**	-	-	**12.5%**	-	-	**9.0%**	-	-	**0.3%**	-
KAPCHORWA	5	2	**7**	214	171	**385**	279	330	**609**	183	199	**382**	195	283	**478**	3	13	**16**	**1877**
	-	-	**0.4%**	-	-	**20.7%**	-	-	**32.7%**	-	-	**20.5%**	-	-	**25.7%**	-	-	**0.9%**	-
KAPELEBYONG	21	1	**22**	405	285	**690**	240	335	**575**	105	97	**202**	52	98	**150**	4	6	**10**	**1649**
	-	-	**1.3%**	-	-	**42.1%**	-	-	**35.1%**	-	-	**12.3%**	-	-	**9.2%**	-	-	**0.6%**	**-**
KARENGA	10	2	**12**	307	84	**391**	74	70	**144**	35	39	**74**	8	19	**27**	3	1	**4**	**652**
	-	-	**1.9%**	-	-	**60.3%**	-	-	**22.2%**	-	-	**11.4%**	-	-	**4.2%**	-	-	**0.6%**	**-**
KASESE M/C	391	394	**785**	769	1061	**1830**	62	74	**136**	17	22	**39**	13	15	**28**	6	8	**14**	**2832**
	-	-	**27.9%**	-	-	**64.9%**	-	-	**4.8%**	-	-	**1.4%**	-	-	**1.0%**	-	-	**0.5%**	**-**
KASESE	395	300	**695**	3706	3914	**7620**	1300	1510	**2810**	490	518	**1008**	208	243	**451**	95	76	**171**	**12755**
	-	-	**5.5%**	-	-	**60.6%**	-	-	**22.3%**	-	-	**8.0%**	-	-	**3.6%**	-	-	**1.3%**	**-**
KASSANDA	225	240	**465**	1389	1826	**3215**	497	661	**1158**	277	277	**554**	126	159	**285**	21	38	**59**	**5736**
	-	-	**8.2%**	-	-	**56.6%**	-	-	**20.4%**	-	-	**9.8%**	-	-	**5.0%**	-	-	**1.0%**	**-**
KATAKWI	85	42	**127**	759	676	**1435**	302	354	**656**	121	122	**243**	110	131	**241**	10	14	**24**	**2726**
	-	-	**4.7%**	-	-	**53.1%**	-	-	**24.3%**	-	-	**9.0%**	-	-	**8.9%**	-	-	**0.9%**	**-**
KAYUNGA	273	285	**558**	2032	2573	**4605**	764	1002	**1766**	431	494	**925**	260	421	**681**	61	91	**152**	**8687**
	-	-	**6.5%**	-	-	**54.0%**	-	-	**20.7%**	-	-	**10.8%**	-	-	**8.0%**	-	-	**1.7%**	**-**

	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
KAZO	306	333	**639**	1082	1342	**2424**	82	135	**217**	25	36	**61**	6	10	**16**	19	29	**48**	**3405**
	-	-	**19.0%**	-	-	**72.2%**	-	-	**6.5%**	-	-	**1.8%**	-	-	**0.5%**	-	-	**1.4%**	**-**
KIBAALE	102	81	**183**	611	682	**1293**	290	421	**711**	105	152	**257**	64	95	**159**	5	19	**24**	**2627**
	-	-	**7.0%**	-	-	**49.7%**	-	-	**27.3%**	-	-	**9.9%**	-	-	**6.1%**	-	-	**0.9%**	**-**
KIBOGA	109	86	**195**	679	857	**1536**	317	498	**815**	139	185	**324**	131	167	**298**	36	39	**75**	**3243**
	-	-	**6.2%**	-	-	**48.5%**	-	-	**25.7%**	-	-	**10.2%**	-	-	**9.4%**	-	-	**2.3%**	**-**
KIBUKU	58	33	**91**	797	747	**1544**	587	731	**1318**	454	401	**855**	314	379	**693**	16	20	**36**	**4537**
	-	-	**2.0%**	-	-	**34.3%**	-	-	**29.3%**	-	-	**19.0%**	-	-	**15.4%**	-	-	**0.8%**	**-**
KIKUUBE	148	102	**250**	1095	950	**2045**	447	572	**1019**	211	238	**449**	138	225	**363**	68	65	**133**	**4259**
	-	-	**6.1%**	-	-	**49.6%**	-	-	**24.7%**	-	-	**10.9%**	-	-	**8.8%**	-	-	**3.1%**	**-**
KIRA M/C	1113	1230	**2343**	1898	2311	**4209**	319	457	**776**	134	165	**299**	131	115	**246**	25	37	**62**	**7935**
	-	-	**29.8%**	-	-	**53.5%**	-	-	**9.9%**	-	-	**3.8%**	-	-	**3.1%**	-	-	**0.8%**	**-**
KIRUHURA	361	288	**649**	1005	1210	**2215**	64	103	**167**	22	36	**58**	8	13	**21**	16	31	**47**	**3157**
	-	-	**20.9%**	-	-	**71.2%**	-	-	**5.4%**	-	-	**1.9%**	-	-	**0.7%**	-	-	**1.5%**	**-**
KIRYANDONGO	250	121	**371**	1697	1130	**2827**	562	667	**1229**	214	264	**478**	141	221	**362**	15	22	**37**	**5304**
	-	-	**7.0%**	-	-	**53.7%**	-	-	**23.3%**	-	-	**9.1%**	-	-	**6.9%**	-	-	**0.7%**	**-**
KISOSO M/C	155	204	**359**	121	171	**292**	16	42	**58**	8	6	**14**	1	3	**4**	8	3	**11**	**738**
	-	-	**49.4%**	-	-	**40.2%**	-	-	**8.0%**	-	-	**1.9%**	-	-	**0.6%**	-	-	**1.5%**	**-**
KISORO	172	118	**290**	1059	1102	**2161**	538	851	**1389**	267	456	**723**	208	451	**659**	38	38	**76**	**5298**
	-	-	**5.6%**	-	-	**41.4%**	-	-	**26.6%**	-	-	**13.8%**	-	-	**12.6%**	-	-	**1.4%**	**-**
KITAGWENDA	126	96	**222**	784	864	**1648**	264	365	**629**	111	131	**242**	51	67	**118**	17	25	**42**	**2901**
	-	-	**7.8%**	-	-	**57.6%**	-	-	**22.0%**	-	-	**8.5%**	-	-	**4.1%**	-	-	**1.4%**	**-**
KITGUM M/C	168	84	**252**	345	396	**741**	28	64	**92**	11	18	**29**	0	9	**9**	2	2	**4**	**1127**
	-	-	**22.4%**	-	-	**66.0%**	-	-	**8.2%**	-	-	**2.6%**	-	-	**0.8%**	-	-	**0.4%**	**-**

	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
KITGUM	17	7	**24**	460	209	**669**	425	436	**861**	424	269	**693**	382	521	**903**	22	30	**52**	**3202**
	-	-	**0.8%**	-	-	**21.2%**	-	-	**27.3%**	-	-	**22.0%**	-	-	**28.7%**	-	-	**1.6%**	**-**
KOBOKO M/C	79	34	**113**	493	404	**897**	216	281	**497**	86	112	**198**	73	104	**177**	12	14	**26**	**1908**
	-	-	**6.0%**	-	-	**47.7%**	-	-	**26.4%**	-	-	**10.5%**	-	-	**9.4%**	-	-	**1.4%**	**-**
KOBOKO	19	8	**27**	392	179	**571**	342	352	**694**	242	181	**423**	142	173	**315**	26	20	**46**	**2076**
	-	-	**1.3%**	-	-	**28.1%**	-	-	**34.2%**	-	-	**20.8%**	-	-	**15.5%**	-	-	**2.2%**	**-**
KOLE	52	25	**77**	819	594	**1413**	372	513	**885**	269	216	**485**	244	311	**555**	16	32	**48**	**3463**
	-	-	**2.3%**	-	-	**41.4%**	-	-	**25.9%**	-	-	**14.2%**	-	-	**16.3%**	-	-	**1.4%**	**-**
KOTIDO M/C	26	6	**32**	193	158	**351**	28	43	**71**	9	6	**15**	4	8	**12**	3	2	**5**	**486**
	-	-	**6.7%**	-	-	**73.0%**	-	-	**14.8%**	-	-	**3.1%**	-	-	**2.5%**	-	-	**1.0%**	**-**
KOTIDO	7	-	**7**	128	39	**167**	48	56	**104**	24	23	**47**	4	9	**13**	9	3	**12**	**350**
	-	-	**2.1%**	-	-	**49.4%**	-	-	**30.8%**	-	-	**13.9%**	-	-	**3.8%**	-	-	**3.4%**	**-**
KUMI M/C	118	135	**253**	229	254	**483**	69	94	**163**	22	40	**62**	34	33	**67**	1	3	**4**	**1032**
	-	-	**24.6%**	-	-	**47.0%**	-	-	**15.9%**	-	-	**6.0%**	-	-	**6.5%**	-	-	**0.4%**	**-**
KUMI	92	59	**151**	1020	913	**1933**	564	761	**1325**	261	322	**583**	221	287	**508**	8	13	**21**	**4521**
	-	-	**3.4%**	-		**43.0%**	-	-	**29.4%**	-	-	**13.0%**	-	-	**11.3%**	-	-	**0.5%**	**-**
KWANIA	71	30	**101**	647	605	**1252**	274	327	**601**	136	128	**264**	112	136	**248**	17	13	**30**	**2496**
	-	-	**4.1%**	-	-	**50.8%**	-	-	**24.4%**	-	-	**10.7%**	-	-	**10.1%**	-	-	**1.2%**	**-**
KWEEN	56	34	**90**	414	395	**809**	225	327	**552**	128	149	**277**	87	150	**237**	4	8	**12**	**1977**
	-	-	**4.6%**	-	-	**41.2%**	-	-	**28.1%**	-	-	**14.1%**	-	-	**12.1%**	-	-	**0.6%**	**-**
KYANKWANZI	171	155	**326**	1156	1385	**2541**	329	404	**733**	145	202	**347**	83	106	**189**	38	58	**96**	**4232**
	-	-	**7.9%**	-	-	**61.4%**	-	-	**17.7%**	-	-	**8.4%**	-	-	**4.6%**	-	-	**2.3%**	**-**
KYEGEGWA	275	185	**460**	1828	1907	**3735**	420	559	**979**	153	213	**366**	88	152	**240**	34	38	**72**	**5852**
	-	-	**8.0%**	-	-	**64.6%**	-	-	**16.9%**	-	-	**6.3%**	-	-	**4.2%**	-	-	**1.2%**	**-**
KYENJOJO	320	341	**661**	2701	3098	**5799**	556	629	**1185**	183	205	**388**	95	115	**210**	37	42	**79**	**8322**
	-	-	**8.0%**			**70.4%**	-	-	**14.4%**	-	-	**4.7%**	-	-	**2.5%**	-	-	**0.9%**	**-**

	DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4			DIVISION U			DIVISION X			
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	TOTAL
KYOTERA	641	564	**1205**	1750	2169	**3919**	360	508	**868**	132	201	**333**	87	94	**181**	55	42	**97**	**6603**
	-	-	**18.5%**	-	-	**60.2%**	-	-	**13.3%**	-	-	**5.1%**	-	-	**2.8%**	-	-	**1.5%**	**-**
LAMWO	21	3	**24**	706	333	**1039**	465	548	**1013**	289	211	**500**	161	231	**392**	16	13	**29**	**2997**
	-	-	**0.8%**	-	-	**35.0%**		-	**34.1%**	-	-	**16.8%**	-	-	**13.2%**	-	-	**1.0%**	**-**
LIRA M/C	696	604	**1300**	1267	1535	**2802**	232	382	**614**	110	134	**244**	76	129	**205**	21	18	**39**	**5204**
	-	-	**25.2%**	-	-	**54.2%**	-	-	**11.9%**	-	-	**4.7%**	-	-	**4.0%**	-	-	**0.8%**	
LIRA	43	18	**61**	698	459	**1157**	408	463	**871**	225	201	**426**	273	339	**612**	23	13	**36**	**3163**
	-	-	**2.0%**	-	-	**37.0%**	-	-	**27.9%**	-	-	**13.6%**	-	-	**19.6%**	-	-	**1.1%**	**-**
LUGAZI M/C	237	196	**433**	763	918	**1681**	235	341	**576**	133	150	**283**	150	177	**327**	20	26	**46**	**3346**
	-	-	**13.1%**	-	-	**50.9%**	-	-	**17.5%**	-	-	**8.6%**	-	-	**9.9%**	-	-	**1.4%**	**-**
LUUKA	47	41	**88**	1114	1301	**2415**	702	1001	**1703**	342	421	**763**	273	332	**605**	40	42	**82**	**5656**
	-	-	**1.6%**	-	-	**43.3%**	-	-	**30.6%**	-	-	**13.7%**	-	-	**10.9%**	-	-	**1.4%**	**-**
LUWEERO	971	785	**1756**	4090	4887	**8977**	1111	1694	**2805**	569	681	**1250**	476	609	**1085**	133	156	**289**	**16162**
	-	-	**11.1%**	-	-	**56.6%**	-	-	**17.7%**	-	-	**7.9%**	-	-	**6.8%**	-	-	**1.8%**	**-**
LWENGO	415	392	**807**	1822	2329	**4151**	599	838	**1437**	240	390	**630**	132	191	**323**	67	79	**146**	**7494**
	-	-	**11.0%**	-	-	**56.5%**	-	-	**19.6%**	-	-	**8.6%**	-	-	**4.4%**	-	-	**1.9%**	**-**
LYANTONDE	154	149	**303**	557	721	**1278**	161	318	**479**	91	113	**204**	23	36	**59**	15	21	**36**	**2359**
	-	-	**13.0%**	-	-	**55.0%**	-	-	**20.6%**	-	-	**8.8%**	-	-	**2.5%**	-	-	**1.5%**	**-**
MADI OKOLLO	3	-	**3**	279	90	**369**	323	189	**512**	265	94	**359**	216	178	**394**	36	31	**67**	**1704**
	-	-	**0.2%**	-	-	**22.5%**	-	-	**31.3%**	-	-	**21.9%**	-	-	**24.1%**	-	-	**3.9%**	**-**
MAKINDYE SSABAGABO M/C	1182	1165	**2347**	2759	3316	**6075**	420	610	**1030**	206	244	**450**	114	107	**221**	52	55	**107**	**10230**
	-	-	**23.2%**	-	-	**60.0%**	-	-	**10.2%**	-	-	**4.4%**	-	-	**2.2%**	-	-	**1.1%**	**-**
MANAFWA	50	34	**84**	533	503	**1036**	399	548	**947**	254	281	**535**	332	436	**768**	20	37	**57**	**3427**
	-	-	**2.5%**	-	-	**30.7%**	-	-	**28.1%**	-	-	**15.9%**	-	-	**22.8%**	-	-	**1.7%**	**-**
MARACHA	34	5	**39**	710	311	**1021**	387	386	**773**	211	118	**329**	80	79	**159**	40	27	**67**	**2388**
	-	-	**1.7%**	-	-	**44.0%**	-	-	**33.3%**	-	-	**14.2%**	-	-	**6.9%**	-	-	**2.8%**	**-**

	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
MASAKA CITY	1178	1079	**2257**	1727	2180	**3907**	316	432	**748**	169	155	**324**	76	85	**161**	39	31	**70**	**7467**
	-	-	**30.5%**	-	-	**52.8%**	-	-	**10.1%**	-	-	**4.4%**	-	-	**2.2%**	-	-	**0.9%**	**-**
MASAKA	119	107	**226**	680	920	**1600**	198	233	**431**	82	100	**182**	55	65	**120**	23	24	**47**	**2606**
	-	-	**8.8%**	-	-	**62.5%**	-	-	**16.8%**	-	-	**7.1%**	-	-	**4.7%**	-	-	**1.8%**	**-**
MASINDI M/C	155	114	**269**	640	791	**1431**	123	239	**362**	48	53	**101**	23	21	**44**	4	3	**7**	**2214**
	-	-	**12.2%**	-	-	**64.8%**	-	-	**16.4%**	-	-	**4.6%**	-	-	**2.0%**	-	-	**0.3%**	
MASINDI	109	66	**175**	885	839	**1724**	278	385	**663**	103	144	**247**	97	132	**229**	8	19	**27**	**3065**
	-	-	**5.8%**	-	-	**56.7%**	-	-	**21.8%**	-	-	**8.1%**	-	-	**7.5%**	-	-	**0.9%**	**-**
MAYUGE	226	179	**405**	2261	2347	**4608**	1175	1536	**2711**	613	689	**1302**	527	651	**1178**	88	108	**196**	**10400**
	-	-	**4.0%**	-	-	**45.2%**	-	-	**26.6%**	-	-	**12.8%**	-	-	**11.5%**	-	-	**1.9%**	**-**
MBALE M/C	446	355	**801**	1613	1889	**3502**	618	936	**1554**	306	460	**766**	330	426	**756**	24	45	**69**	**7448**
	-	-	**10.9%**	-	-	**47.5%**	-	-	**21.1%**	-	-	**10.4%**	-	-	**10.2%**	-	-	**0.9%**	**-**
MBALE	95	62	**157**	986	1171	**2157**	633	871	**1504**	283	409	**692**	203	305	**508**	16	40	**56**	**5074**
	-	-	**3.1%**	-	-	**43.0%**	-	-	**30.0%**	-	-	**13.8%**	-	-	**10.1%**	-	-	**1.1%**	**-**
MBARARA M/C	1115	984	**2099**	1515	1917	**3432**	164	214	**378**	54	71	**125**	44	39	**83**	26	27	**53**	**6170**
	-	-	**34.3%**	-	-	**56.1%**	-	-	**6.2%**	-	-	**2.0%**	-	-	**1.4%**	-	-	**0.9%**	**-**
MBARARA	521	486	**1007**	933	1296	**2229**	83	116	**199**	20	24	**44**	9	12	**21**	24	23	**47**	**3547**
	-	-	**28.8%**	-	-	**63.7%**	-	-	**5.7%**	-	-	**1.3%**	-	-	**0.6%**	-	-	**1.3%**	**-**
MITOOMA	398	393	**791**	1314	1568	**2882**	332	444	**776**	120	116	**236**	58	55	**113**	28	42	**70**	**4868**
	-	-	**16.5%**	-	-	**60.1%**	-	-	**16.2%**	-	-	**4.9%**	-	-	**2.4%**	-	-	**1.4%**	**-**
MITYANA M/C	283	248	**531**	959	1193	**2152**	268	379	**647**	147	182	**329**	114	115	**229**	33	35	**68**	**3956**
	-	-	**13.7%**	-	-	**55.3%**	-	-	**16.6%**	-	-	**8.5%**	-	-	**5.9%**	-	-	**1.7%**	**-**
MITYANA	360	389	**749**	1756	2140	**3896**	522	739	**1261**	314	388	**702**	240	294	**534**	91	65	**156**	**7298**
	-	-	**10.5%**	-	-	**54.6%**	-	-	**17.7%**	-	-	**9.8%**	-	-	**7.5%**	-	-	**2.1%**	**-**
MOROTO M/C	19	8	**27**	74	76	**150**	25	35	**60**	14	21	**35**	7	12	**19**	6	2	**8**	**299**
	-	-	**9.3%**	-	-	**51.5%**	-	-	**20.6%**	-	-	**12.0%**	-	-	**6.5%**	-	-	**2.7%**	**-**

	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
MOROTO	20	12	**32**	305	222	**527**	81	78	**159**	28	27	**55**	17	10	**27**	2	2	**4**	**804**
	-	-	**4.0%**	-	-	**65.9%**	-	-	**19.9%**	-	-	**6.9%**	-	-	**3.4%**	-	-	**0.5%**	**-**
MOYO	21	8	**29**	332	286	**618**	293	363	**656**	189	157	**346**	103	127	**230**	4	4	**8**	**1887**
	-	-	**1.5%**	-	-	**32.9%**			**34.9%**	-	-	**18.4%**	-	-	**12.2%**	-	-	**0.4%**	**-**
MPIGI	643	613	**1256**	2966	3402	**6368**	630	896	**1526**	336	351	**687**	188	177	**365**	81	96	**177**	**10379**
	-	-	**12.3%**	-	-	**62.4%**	-	-	**15.0%**	-	-	**6.7%**	-	-	**3.6%**	-	-	**1.7%**	**-**
MUBENDE M/C	159	120	**279**	586	655	**1241**	167	253	**420**	73	96	**169**	65	89	**154**	10	10	**20**	**2283**
	-	-	**12.3%**	-	-	**54.8%**	-	-	**18.6%**	-	-	**7.5%**	-	-	**6.8%**	-	-	**0.9%**	**-**
MUBENDE	132	93	**225**	1317	1450	**2767**	589	809	**1398**	291	339	**630**	225	310	**535**	34	35	**69**	**5624**
	-	-	**4.1%**	-	-	**49.8%**	-	-	**25.2%**	-	-	**11.3%**	-	-	**9.6%**	-	-	**1.2%**	**-**
MUKONO M/C	1377	1013	**2390**	1741	2240	**3981**	260	384	**644**	119	147	**266**	86	74	**160**	40	29	**69**	**7510**
	-	-	**32.1%**	-	-	**53.5%**	-	-	**8.7%**	-	-	**3.6%**	-	-	**2.2%**	-	-	**0.9%**	**-**
MUKONO	1142	1354	**2496**	3776	4473	**8249**	1164	1641	**2805**	612	750	**1362**	528	680	**1208**	164	166	**330**	**16450**
	-	-	**15.5%**	-	-	**51.2%**	-	-	**17.4%**	-	-	**8.4%**	-	-	**7.5%**	-	-	**2.0%**	**-**
NABILATUK	3	1	**4**	112	43	**155**	55	54	**109**	14	19	**33**	7	18	**25**	2	0	**2**	**328**
	-	-	**1.2%**	-	-	**47.5%**	-	-	**33.4%**	-	-	**10.1%**	-	-	**7.7%**	-	-	**0.6%**	**-**
NAKAPIRIPIRIT	12	2	**14**	163	87	**250**	73	65	**138**	22	23	**45**	23	22	**45**	7	3	**10**	**502**
	-	-	**2.8%**	-	-	**50.8%**	-	-	**28.0%**	-	-	**9.1%**	-	-	**9.1%**	-	-	**2.0%**	**-**
NAKASEKE	211	179	**390**	1517	1763	**3280**	421	664	**1085**	202	235	**437**	100	153	**253**	48	54	**102**	**5547**
	-	-	**7.2%**	-	-	**60.2%**	-	-	**19.9%**	-	-	**8.0%**	-	-	**4.6%**	-	-	**1.8%**	**-**
NAKASONGOLA	148	121	**269**	882	986	**1868**	393	611	**1004**	197	269	**466**	248	357	**605**	63	74	**137**	**4349**
	-	-	**6.4%**	-	-	**44.3%**	-	-	**23.8%**	-	-	**11.1%**	-	-	**14.4%**	-	-	**3.2%**	**-**
NAMAYINGO	188	159	**347**	1180	935	**2115**	392	450	**842**	202	221	**423**	135	134	**269**	10	12	**22**	**4018**
	-	-	**8.7%**	-	-	**52.9%**	-	-	**21.1%**	-	-	**10.6%**	-	-	**6.7%**	-	-	**0.5%**	**-**
NAMISINDWA	79	50	**129**	742	796	**1538**	645	852	**1497**	344	402	**746**	371	453	**824**	25	31	**56**	**4790**
	-	-	**2.7%**	-	-	**32.5%**	-	-	**31.6%**	-	-	**15.8%**	-	-	**17.4%**	-	-	**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
NAMUTUMBA	161	130	**291**	1358	1654	**3012**	751	964	**1715**	353	369	**722**	83	122	**205**	17	21	**38**	**5983**
	-	-	**4.9%**	-	-	**50.7%**	-	-	**28.8%**	-	-	**12.1%**	-	-	**3.4%**	-	-	**0.6%**	**-**
NANSANA M/C	1233	1050	**2283**	3579	4225	**7804**	835	1163	**1998**	352	434	**786**	302	309	**611**	56	70	**126**	**13608**
	-	-	**16.9%**	-	-	**57.9%**	-	-	**14.8%**	--		**5.8%**	-	-	**4.5%**	-	-	**0.9%**	**-**
NAPAK	13	11	**24**	242	234	**476**	106	157	**263**	41	48	**89**	18	38	**56**	7	7	**14**	**922**
	-	-	**2.6%**	-	-	**52.4%**	-	-	**29.0%**	-	-	**9.8%**	-	-	**6.2%**	-	-	**1.5%**	**-**
NEBBI M/C	13	6	**19**	229	193	**422**	110	120	**230**	38	32	**70**	17	45	**62**	0	4	**4**	**807**
	-	-	**2.4%**	-	-	**52.6%**	-	-	**28.6%**	-	-	**8.7%**	-	-	**7.7%**	-	-	**0.5%**	**-**
NEBBI	26	3	**29**	698	272	**970**	558	346	**904**	255	133	**388**	90	92	**182**	17	17	**34**	**2507**
	-	-	**1.2%**	-	-	**39.2%**	-	-	**36.6%**	-	-	**15.7%**	-	-	**7.4%**	-	-	**1.4%**	**-**
NGORA	62	53	**115**	684	634	**1318**	459	693	**1152**	241	305	**546**	224	313	**537**	9	13	**22**	**3690**
			3.1%	-	-	**35.9%**	-	-	**31.4%**	-	-	**14.9%**	-	-	**14.6%**	-	-	**0.6%**	**-**
NJERU M/C	339	284	**623**	1045	1231	**2276**	318	479	**797**	157	216	**373**	225	210	**435**	30	28	**58**	**4562**
			13.8%	-	-	**50.5%**	-	-	**17.7%**	-	-	**8.3%**	-	-	**9.7%**	-	-	**1.3%**	**-**
NTOROKO	54	71	**125**	487	499	**986**	117	118	**235**	41	44	**85**	4	13	**17**	13	19	**32**	**1480**
	-	-	**8.6%**	-	-	**68.1%**	-	-	**16.2%**	-	-	**5.9%**	-	-	**1.2%**	-	-	**2.2%**	**-**
NTUNGAMO M/C	120	124	**244**	124	169	**293**	7	21	**28**	3	-	**3**	0	2	**2**	0	1	**1**	**571**
	-	-	**42.8%**	-	-	**51.4%**	-	-	**4.9%**	-	-	**0.5%**	-	-	**0.4%**	-	-	**0.2%**	**-**
NTUNGAMO	698	570	**1268**	3262	3753	**7015**	940	1391	**2331**	312	416	**728**	182	301	**483**	62	77	**139**	**11964**
	-	-	**10.7%**	-	-	**59.3%**	-	-	**19.7%**	-	-	**6.2%**	-	-	**4.1%**	-	-	**1.2%**	**-**
NWOYA	59	37	**96**	520	327	**847**	402	429	**831**	227	183	**410**	144	218	**362**	27	23	**50**	**2596**
	-	-	**3.8%**	-	-	**33.3%**	-	-	**32.6%**	-	-	**16.1%**	-	-	**14.2%**	-	-	**1.9%**	**-**
OBONGI	3	1	**4**	448	177	**625**	512	474	**986**	256	182	**438**	172	234	**406**	10	7	**17**	**2476**
	-	-	**0.2%**	-	-	**25.4%**	-	-	**40.1%**	-	-	**17.8%**	-	-	**16.5%**	-	-	**0.7%**	**-**
OMORO	64	43	**107**	740	518	**1258**	342	410	**752**	283	224	**507**	221	297	**518**	16	22	**38**	**3180**
	-	-	**3.4%**	-	-	**40.0%**	-	-	**23.9%**	-	-	**16.1%**	-	-	**16.5%**	-	-	**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
OTUKE	18	2	**20**	399	272	**671**	214	191	**405**	109	113	**222**	130	124	**254**	12	14	**26**	**1598**
	-	-	**1.3%**	-	-	**42.7%**	-	-	**25.8%**	-	-	**14.1%**	-	-	**16.2%**	-	-	**1.6%**	**-**
OYAM	108	51	**159**	1154	706	**1860**	813	833	**1646**	460	344	**804**	488	638	**1126**	30	45	**75**	**5670**
	-	-	**2.8%**	-	-	**33.2%**	-	-	**29.4%**	-	-	**14.4%**	-	-	**20.1%**	-	-	**1.3%**	**-**
PADER	53	32	**85**	717	503	**1220**	412	418	**830**	313	229	**542**	271	409	**680**	22	39	**61**	**3418**
	-	-	**2.5%**	-	-	**36.3%**	-	-	**24.7%**	-	-	**16.1%**	-	-	**20.3%**	-	-	**1.8%**	**-**
PAKWACH	42	13	**55**	662	296	**958**	389	334	**723**	153	137	**290**	84	92	**176**	23	14	**37**	**2239**
	-	-	**2.5%**	-	-	**43.5%**	-	-	**32.8%**	-	-	**13.2%**		-	**8.0%**	-	-	**1.7%**	**-**
PALLISA	50	28	**78**	1111	844	**1955**	862	1137	**1999**	465	503	**968**	462	579	**1041**	26	27	**53**	**6094**
	-	-	**1.3%**	-	-	**32.4%**	-	-	**33.1%**	-	-	**16.0%**	-	-	**17.2%**	-	-	**0.9%**	**-**
RAKAI	309	282	**591**	1534	2098	**3632**	276	425	**701**	94	143	**237**	46	75	**121**	57	65	**122**	**5404**
	-	-	**11.2%**	-	-	**68.8%**	-	-	**13.3%**	-	-	**4.5%**	-	-	**2.3%**	-	-	**2.3%**	**-**
RUBANDA	136	113	**249**	702	907	**1609**	330	602	**932**	134	182	**316**	89	189	**278**	24	52	**76**	**3460**
	-	-	**7.4%**	-	-	**47.5%**	-	-	**27.5%**	-	-	**9.3%**	-	-	**8.2%**	-	-	**2.2%**	**-**
RUBIRIZI	341	352	**693**	857	1019	**1876**	120	169	**289**	32	52	**84**	13	14	**27**	6	22	**28**	**2997**
	-	-	**23.3%**	-	-	**63.2%**	-	-	**9.7%**	-	-	**2.8%**	-	-	**0.9%**	-	-	**0.9%**	**-**
RUKIGA	130	89	**219**	581	701	**1282**	176	272	**448**	47	80	**127**	22	53	**75**	12	12	**24**	**2175**
	-	-	**10.2%**	-	-	**59.6%**	-	-	**20.8%**	-	-	**5.9%**	-	-	**3.5%**	-	-	**1.1%**	**-**
RUKUNGIRI M/C	232	203	**435**	276	362	**638**	31	56	**87**	6	11	**17**	7	4	**11**	2	2	**4**	**1192**
	-	-	**36.6%**	-	-	**53.7%**	-	-	**7.3%**	-	-	**1.4%**	-	-	**0.9%**	-	-	**0.3%**	**-**
RUKUNGIRI	392	321	**713**	1707	1982	**3689**	640	983	**1623**	161	235	**396**	74	113	**187**	35	43	**78**	**6686**
	-	-	**10.8%**	-	-	**55.8%**	-	-	**24.6%**	-	-	**6.0%**	-	-	**2.8%**	-	-	**1.2%**	**-**
RWAMPARA	343	269	**612**	786	1039	**1825**	117	186	**303**	46	66	**112**	16	21	**37**	19	16	**35**	**2924**
	-	-	**21.2%**	-	-	**63.2%**	-	-	**10.5%**	-	-	**3.9%**	-	-	**1.3%**	-	-	**1.2%**	**-**
SERERE	43	21	**64**	1067	929	**1996**	928	1259	**2187**	437	643	**1080**	536	719	**1255**	21	24	**45**	**6627**
	-	-	**1.0%**	-	-	**30.3%**	-	-	**33.2%**	-	-	**16.4%**	-	-	**19.1%**	-	-	**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
SHEEMA M/C	342	232	**574**	754	780	**1534**	87	126	**213**	38	50	**88**	28	27	**55**	12	11	**23**	**2487**
	-	-	**23.3%**	-	-	**62.3%**	-	-	**8.6%**	-	-	**3.6%**	-	-	**2.2%**	-	-	**0.9%**	**-**
SHEEMA	458	402	**860**	1053	1277	**2330**	178	253	**431**	73	65	**138**	36	41	**77**	20	13	**33**	**3869**
	-	-	**22.4%**	-	-	**60.7%**	-	-	**11.2%**	-	-	**3.6%**	-	-	**2.0%**	-	-	**0.9%**	**-**
SIRONKO	81	47	**128**	865	799	**1664**	724	1001	**1725**	380	437	**817**	378	618	**996**	30	48	**78**	**5408**
	-	-	**2.4%**	-	-	**31.2%**	-	-	**32.4%**	-	-	**15.3%**	-	-	**18.7%**	-	-	**1.4%**	**-**
SOROTI M/C	206	178	**384**	796	894	**1690**	219	387	**606**	90	129	**219**	112	133	**245**	12	15	**27**	**3171**
	-	-	**12.2%**	-	-	**53.8%**	-	-	**19.3%**	-	-	**7.0%**	-	-	**7.8%**	-	-	**0.9%**	**-**
SOROTI	24	16	**40**	703	582	**1285**	763	905	**1668**	376	378	**754**	335	517	**852**	11	12	**23**	**4622**
	-	-	**0.9%**	-	-	**27.9%**	-	-	**36.3%**	-	-	**16.4%**	-	-	**18.5%**	-	-	**0.5%**	**-**
SSEMBABULE	292	217	**509**	1311	1389	**2700**	468	762	**1230**	247	333	**580**	171	282	**453**	69	85	**154**	**5626**
	-	-	**9.3%**	-	-	**49.3%**	-	-	**22.5%**	-	-	**10.6%**	-	-	**8.3%**	-	-	**2.7%**	**-**
TEREGO	42	5	**47**	1132	335	**1467**	993	706	**1699**	575	284	**859**	323	296	**619**	45	34	**79**	**4770**
	-	-	**1.0%**	-	-	**31.3%**	-	-	**36.2%**	-	-	**18.3%**	-	-	**13.2%**	-	-	**1.7%**	**-**
TORORO M/C	86	58	**144**	429	462	**891**	142	202	**344**	36	69	**105**	30	73	**103**	6	10	**16**	**1603**
	-	-	**9.1%**	-	-	**56.1%**	-	-	**21.7%**	-	-	**6.6%**	-	-	**6.5%**	-	-	**1.0%**	**-**
TORORO	230	179	**409**	1633	1472	**3105**	1125	1272	**2397**	524	669	**1193**	571	692	**1263**	48	73	**121**	**8488**
	-	-	**4.9%**	-	-	**37.1%**	-	-	**28.6%**	-	-	**14.3%**	-	-	**15.1%**	-	-	**1.4%**	**-**
WAKISO	4032	3532	**7564**	10323	11863	**22186**	2100	3029	**5129**	895	1155	**2050**	760	797	**1557**	230	252	**482**	**38968**
	-	-	**19.7%**	-	-	**57.6%**	-	-	**13.3%**	-	-	**5.3%**	-	-	**4.0%**	-	-	**1.2%**	**-**
YUMBE	56	28	**84**	1387	691	**2078**	986	878	**1864**	567	395	**962**	370	356	**726**	39	48	**87**	**5801**
	-	-	**1.5%**	-	-	**36.4%**	-	-	**32.6%**	-	-	**16.8%**	-	-	**12.7%**	-	-	**1.5%**	**-**
ZOMBO	21	2	**23**	567	267	**834**	551	400	**951**	303	157	**460**	174	158	**332**	13	12	**25**	**2625**
	-		**0.9%**	-	-	**32.1%**	-	-	**36.6%**	-	-	**17.7%**	-	-	**12.8%**	-	-	**1.0%**	**-**
NATIONAL TOTAL	**45203**	**39098**	**84301**	**192546**	**205043**	**397589**	**71951**	**93333**	**165284**	**36049**	**39507**	**75556**	**28110**	**36141**	**64251**	**4842**	**5621**	**10463**	**797444**
	-	-	**10.7%**	**-**	**-**	**50.5%**	**-**	**-**	**21.0%**	**-**	**-**	**9.6%**	**-**	**-**	**8.2%**	-	-	**1.3%**	**-**

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