E-LEARN UGANDA

MOCK REPORT 2026



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MESSAGE FROM THE CEO

NATIONAL SPECIAL MOCK EXAMINATIONS 2026

Dear Head Teachers, Teachers and Candidates,

I thank all schools, teachers, parents and candidates who took part in the **2026 E-Learn National Special Mock Examinations**.

The results in this report give us an important picture of the candidates' present level of performance and presents the exact findings examiners identified from candidates work during the marking process. They show areas where candidates are doing well and areas that need more attention before PLE. The purpose of this mock examination is not only to give grades, but also to help teachers identify weaknesses early and guide revision properly.

I encourage teachers to use the findings in this report when planning lessons, revision work and remedial support. Candidates who need extra help should be identified and supported in the specific areas where they are losing marks.

We have prepared ten Pre-PLE sets for Term Three. The sets are well organised and focus on the most important areas that candidates need at this stage. With teamwork between schools, teachers, parents and candidates, improvement is still possible.

E-Learn Examinations Consult remains committed to supporting schools through quality assessment materials that promote better learning and performance.

Bwire Samuel

Chief Executive Officer

E-Learn Examinations Consult

Assessing for Excellence

GENERAL PERFORMANCE ANALYSIS

1.0 Overall performance overview

A total of **3,531 candidates** were included in the 2026 E-Learn National Special Mock results.

Schools that sat for our National Mock Exams and submitted scripts after the general marking were not included in this report.

The overall performance shows that many candidates still need more support before PLE. Only **50 candidates (1.4%)** obtained Division I, while **710 candidates (20.1%)** obtained Division II. A further **793 candidates (22.5%)** obtained Division III, while **1,978 candidates (56.0%)** were in Division IV and below.

This means that more than half of the candidates were in the lowest performance group.

At the same time, the **760 candidates in Divisions I and II** show that good performance is possible. Teachers should study the methods that are helping stronger candidates and apply similar approaches when supporting the rest of the class.

1.1 Division performance

Division	Number of candidates	Percentage
Division I	50	1.4%
Division II	710	20.1%
Division III	793	22.5%
Division IV & Below	1,978	56.0%
Total	**3,531**	**100%**

1.2 What the division results mean

Division I. The small number of candidates in Division I shows that relatively few candidates performed strongly across all four subjects. Teachers should therefore not concentrate only on improving a candidate's strongest subject.

A weakness in one or two subjects can greatly affect the final aggregate.

Division II. The **20.1% in Division II** provides an important group for improvement. With careful correction of mistakes, regular practice and support in weaker subjects, some of these candidates can move towards Division I.

Division III. Candidates in Division III also need close attention. They have shown that they can score marks, but they need greater consistency across subjects.

Division IV and below. The greatest concern is the **56.0% in Division IV and below**. This group requires immediate support. Teachers should first identify whether the problem is lack of knowledge, failure to understand questions, poor working methods, weak language skills, or failure to complete the paper. Revision should then be based on the actual difficulty observed.

2.0 Subject performance highlights

The results show a clear difference in performance among the four subjects. **English was the best-performed subject**, with an average of **46.0%**. It was followed by **Social Studies at 38.3%**, **Mathematics at 34.1%**, and **Science at 31.7%**.

Subject	Average score	Performance message
English	46.0%	Highest average
Social Studies	38.3%	Second highest average
Mathematics	34.1%	Major area requiring attention
Science	31.7%	Lowest average

2.1. ENGLISH

Performance analysis

Although it was the best-performed subject, the average is still below 50%. This means that many candidates are able to obtain some of the required marks but are still losing a considerable number of marks in the paper.
At an average of 46.0%, there is still a need to strengthen the language skills required to understand instructions, express ideas clearly and answer questions correctly.
Since English is also the language used in the other examination papers, improving candidates' ability to read and understand English may also help them perform better in Mathematics, Science and Social Studies.

Recommendations for teachers

- Give candidates regular practice in reading questions carefully before answering.
- Revise grammar and sentence construction using short and simple exercises.
- Give regular spelling and vocabulary practice, including common words used in examination questions.
- Use comprehension exercises and ask candidates to find evidence for their answers from the passage.
- Give regular practice in rewriting sentences without changing their meaning.
- Guide candidates in planning compositions before writing and encourage them to reread their work before submission.

Main target: English should be pushed beyond the present **46.0% average** by strengthening both accuracy and understanding.

2.2. SOCIAL STUDIES

Performance analysis

The result shows that candidates have some knowledge of the subject, but many are still unable to obtain enough marks from what they have learnt.
An average of 38.3% suggests that revision should go beyond memorising facts. Candidates should also practise using their knowledge when answering questions based on maps, pictures, tables, situations and everyday life.
Teachers should pay particular attention to the wording of questions. A candidate may know a topic but still lose marks by giving a response that does not answer what has been asked.

Recommendations for teachers

- Revise topics using questions (topical questions) rather than notes alone.
- Give regular practice in map reading and interpretation.
- Use simple tables, graphs, pictures and diagrams during revision.
- Help candidates understand question words such as **state, name, give, identify, mention** and **why**.
- Teach candidates to give responses that directly answer the question and connect content to familiar examples from Uganda, East African region and Africa.
- Mark practice work promptly and discuss common wrong responses with the class.

Main target: Candidates need to move from simply remembering Social Studies facts to **understanding and correctly using those facts when answering questions**.

2.3. MATHEMATICS

Performance analysis

At this stage, teachers should avoid spending all the available revision time teaching topics again from the beginning. Instead, candidates should be given mixed questions so that teachers can identify exactly where the difficulties are.
Teachers should also check candidates' working. A wrong answer may come from a small calculation mistake, misunderstanding the question, choosing the wrong operation, or failing to complete all the required steps.

Recommendations for teachers

- Give short Mathematics practice every day and mix questions from different topics.
- Require candidates to show their working clearly and correct frequently repeated mistakes immediately.
- Use worked examples when correcting difficult questions and give timed practice to improve both speed and accuracy.
- Encourage candidates to check calculations before moving to the next question.

Main target: Mathematics revision should concentrate on **correct working, understanding the question and reducing repeated mistakes**.

2.4. SCIENCE

Performance analysis

The Science performance requires particular attention because the low average suggests that many candidates need stronger understanding of Science concepts and more practice in applying what they learn.
Science should not be revised through memorising notes alone. Candidates need opportunities to observe, discuss, draw, label, compare, explain and apply scientific ideas to familiar situations.
Teachers should identify concepts that candidates repeatedly misunderstand and demonstrate them using simple materials whenever possible.

Recommendations for teachers

- Use simple practical activities and demonstrations during revision.
- Connect Science concepts to things candidates see and use in everyday life.
- Ask candidates to explain what they observe during simple experiments.
- Discuss wrong answers, explain why they are wrong and give extra support to struggling candidates.
  with the same concepts.

Main target: Science teaching during the remaining revision period should emphasise **understanding, practical examples and correct application of concepts**.

3.0 Overall grade distribution

Across the four subjects, there were **14,124 subject entries** from the 3,531 candidates.

Grade	Number of subject grades	Percentage
D1	81	0.6%
D2	96	0.7%
C3	696	4.9%
C4	1,432	10.1%
C5	680	4.8%
C6	1,150	8.1%
P7	2,002	14.2%
P8	2,523	17.9%
F9	5,372	38.0%
X	92	0.7%

3.1 Analysis of the grade distribution

The grade distribution gives a clearer picture of the main challenge. The largest single grade was **F9**, with **5,372 subject results**, representing about **38.0% of all subject entries**. P8 accounted for a further **17.9%**, while P7 accounted for **14.2%**.
This shows that a large share of the subject results is concentrated in the lower grades.
The immediate aim should therefore be to move candidates gradually from the lower grades into higher performance bands. Teachers should not expect every weak candidate to move directly from F9 to a distinction. A candidate who moves from **F9 to P8, from P8 to P7, or from P7 to C6** is already making important progress.

4.0 General recommendations based on the performance

The 2026 National Special Mock results should now be used as a **revision guide**. The results have shown where more work is needed before PLE.

4.1 Five priorities for teachers

1. Identify candidates according to their needs. Do not give exactly the same support to every candidate. Stronger candidates need challenging practice, while weaker candidates need help with basic skills and commonly tested concepts.
2. Give more attention to Science and Mathematics. These recorded the lowest subject averages at **31.7% and 34.1% respectively**. More revision time should be given to areas where candidates repeatedly lose marks.
3. Do not neglect English and Social Studies. Although they performed better than Science and Mathematics, their averages of **46.0% and 38.3%** still show considerable room for improvement.
4. Use candidates' mistakes to guide revision. Identify commonly missed questions, discuss why candidates got them wrong and give similar questions to check whether learning has taken place.
5. Mark and correct work promptly. Candidates should know where they went wrong while the work is still fresh in their minds.

5.0 Conclusion

The **2026 E-Learn National Special Mock** shows that there is still important work to be done before PLE.
These results should not only be used to describe performance. They should help teachers decide **what to revise, which candidates need more support, which mistakes need immediate correction and how revision time should be used**.

GRADING SCALE

The table below shows the mark range and grade point for each grade used in this report.

Grade	Minimum mark	Maximum mark	Grade point
D1	85	100	1
D2	80	84	2
C3	70	79	3
C4	60	69	4
C5	56	59	5
C6	50	55	6
P7	41	49	7
P8	30	40	8
F9	0	29	9

Top five performing schools

The table below shows the five schools with the highest recorded performance.

No.	School	Score (%)	Avg. agg.	Candidates
1	Noble Primary School - Kyesero	71.9%	12.9	30
2	Trust Primary School Bulenga Ssumbwe	67.8%	14.6	30
3	Mica Juniors Primary School	65.4%	15.7	51
4	Cornerstone Primary School	63.9%	17.3	20
5	English Medium Primary School Wakiso	61.5%	18.3	20

Top ten performing candidates

The table below shows the ten candidates with the highest total scores. Registration numbers have not been included.

No.	Candidate	School	Score	Agg.	Division
1	Nsereko Agarthone	Trust Primary School Bulenga Ssumbwe	322	7	Division I
2	Ssetuba Benjamin	Good Samaritan Primary School	321	9	Division I
3	Kalanda Timothy	Good Samaritan Primary School	321	10	Division I
4	Mumbere Francis	Noble Primary School - Kyesero	319	10	Division I
5	Ainomugisha Julian	Kabale City Preparatory School	315	10	Division I
6	Nakazibwe Martha Trinity	Greater Horizon Kalisizo Kyotera	315	10	Division I
7	Baraka Persevere	Noble Primary School - Kyesero	314	10	Division I
8	Bbaale Caesar	Greater Horizon Kalisizo Kyotera	314	10	Division I
9	Muhindo Agatha	Noble Primary School - Kyesero	313	10	Division I
10	Talisuna Devis	Cornerstone Primary School	311	10	Division I

DETAILED SUBJECT REPORTS

MATHEMATICS

Introduction

This section presents a consolidated analysis of candidates' work in Mathematics. It explains the methods used in successful responses, the errors seen in weaker scripts, and practical ways teachers can strengthen understanding and application.

Overall findings

Overall performance. Performance was average. Candidates handled familiar procedures more successfully than multi-step application tasks.

Relative strengths. Some candidates showed useful knowledge in basic subtraction, angle construction, number sequences, selected geometry, coordinate reading and recall of some formulae.

Main difficulties. Candidates had difficulty interpreting mathematical situations, choosing best methods, maintaining correct units, and completing every stage of a problem.

Section A

QUESTION 1

To subtract Sh. 7,500 from Sh. 25,000.

Candidates' approach: Most candidates understood that subtraction was required and many regrouped correctly.

Challenge observed: A number of responses omitted the shilling unit or did not show the subtraction sign clearly in the working.

Teaching approach / classroom example. Use practical money transactions to reinforce subtraction, regrouping and the correct placement of Sh. in both working and final answers. Require learners to show operation signs clearly and to check that every monetary response carries the correct unit.

QUESTION 3

To convert XCVI from Roman numerals to Hindu-Arabic numerals.

Candidates' approach: A few candidates correctly separated the Roman numeral into meaningful groups and obtained the required value.

Challenge observed: A common error was writing 906 by inserting a zero between the values represented by XC and VI. Some also inserted an addition sign into the Roman numeral itself or confused XC with XL.

Teaching approach / classroom example. Teach learners to recognise subtractive pairs such as XL and XC, then combine them with the remaining symbols without inserting place-value zeros. Revise Roman numerals systematically from I to C and include conversion in both directions.

QUESTION 5

To expand 35.68 using powers of ten.

Candidates' approach: A few candidates linked the digits to their place values and used indices in the expansion.

Challenge observed: Many did not use 10^0 for the ones place and misplaced positive and negative indices. Some extended the expansion beyond the digits given.

Teaching approach / classroom example. Use a place-value chart that links tens, ones, tenths and hundredths to 10^1, 10^0, 10^{-1} and 10^{-2} respectively. Provide practice with both whole numbers and decimals and insist that each digit is multiplied by the power matching its position.

QUESTION 6

To simplify $p^4 \times p^2 \div p^3$ using the laws of indices.

Candidates' approach: Some candidates correctly applied the index laws; others expanded the powers and cancelled common factors successfully.

Challenge observed: Several candidates cancelled the exponents themselves or subtracted where the indices in the numerator first had to be added.

Teaching approach / classroom example. Teach multiplication and division laws together, using the sequence $a^m \times a^n = a^{(m+n)}$ and $a^m \div a^n = a^{(m-n)}$. Use expanded forms to verify index-law answers before moving learners to the shorter symbolic method.

QUESTION 7

To complete a multiplication fact in finite 5 by giving the appropriate remainder.

Candidates' approach: Some candidates multiplied 4 by 3 and then related the product to the finite system.

Challenge observed: Many wrote the ordinary product rather than its remainder after division by 5. Others added instead of multiplying or confused finite systems with number bases.

Teaching approach / classroom example. Establish that finite 5 uses the elements 0, 1, 2, 3 and 4, and that products are represented by their remainders on division by 5. Contrast finite systems with bases through worked tables and practical clock-style cycles.

QUESTION 8

To determine the number of boys from their total mass and average mass.

Candidates' approach: Nearly half of the candidates recognised that the total mass should be divided by the average mass.

Challenge observed: Some introduced unnecessary algebra or used too many steps and lost the intended relationship. A few treated the final count as though it required a mass unit.

Teaching approach / classroom example. Link average, total and number of items using simple fact families: total = average × number, and number = total ÷ average. Train learners to identify what the final answer represents; in this item it is a count of boys, not a mass in kilograms.

QUESTION 9

To construct and identify an angle of 150° using a ruler and pair of compasses only.

Candidates' approach: Most candidates produced an acceptable construction and some used more than one valid method.

Challenge observed: Some labelled the supplementary angle, placed 150° in the wrong region, used blunt pencils or produced lines that were too faint. In a number of scripts, the final label was also written in pencil rather than pen.

Teaching approach / classroom example. Give regular construction practice that includes both the geometric steps and the final identification of the required angle. Require a sharp pencil for construction lines and clear pen notation for the final angle label, in line with examination instructions.

QUESTION 10

To identify the pattern in 1, 3, 6, 11, 18 and state the next term.

Candidates' approach: The majority recognised that the terms were increasing and many examined the differences between consecutive terms.

Challenge observed: Some assumed a simple odd-number pattern and gave 9, while others did not identify the consecutive prime-number differences or omitted their working.

Teaching approach / classroom example. Revise prime, odd, even, square and triangular numbers and use difference tables when a sequence is not immediately obvious. Encourage learners to show the changing differences before writing the next term.

QUESTION 11

To use the perimeter of a rectangle to determine the value of g.

Candidates' approach: Many candidates recalled the perimeter formula and formed part of the required equation.

Challenge observed: A frequent response was 5 cm instead of the value 5. This showed difficulty distinguishing the value of the variable from a measured side length. Some also handled the centimetre units inconsistently during substitution.

Teaching approach / classroom example. Use algebraic dimensions in perimeter exercises and separate the numerical value of an unknown from the unit attached to the full length expression. Guide learners to substitute all four sides or use 2(l + w), solve the equation, and check the resulting perimeter.

QUESTION 12

To find the fraction of a loaf remaining after one-third of Kato's share was given away.

Candidates' approach: Candidates generally identified Kato's initial share correctly.

Challenge observed: Many treated 'one-third of it' as simple subtraction and did not first find one-third of the two-thirds Kato had.

Teaching approach / classroom example. Use sharing activities and fraction strips to show that the word 'of' represents multiplication. Give learners multistep fraction problems in which they first determine the part removed and then subtract it from the original share.

QUESTION 13

To subtract a quantity stated in litres and millilitres from 2,300 millilitres.

Candidates' approach: Most candidates knew the relationship between litres and millilitres.

Challenge observed: Many did not convert 1 litre 400 millilitres into a single unit before subtraction or misread 2,300 millilitres as 2 litres 300 millilitres without organising the working clearly.

Teaching approach / classroom example. Teach capacity conversion practically using graduated containers, emphasising that 1 litre equals 1,000 millilitres. Require both quantities to be expressed in the same unit before addition or subtraction.

QUESTION 14

To calculate the percentage increase when enrolment rose by 240 pupils to 1,040 pupils.

Candidates' approach: Many candidates recognised that 240 pupils represented the increase.

Challenge observed: Some used the new total as the denominator because they did not first determine the original enrolment.

Teaching approach / classroom example. Use before-and-after tables to separate the original value, increase and new value. Reinforce that percentage increase is calculated from the increase divided by the original value, multiplied by 100.

QUESTION 15

To express 0.0008 in scientific notation.

Candidates' approach: Most candidates understood that scientific notation uses a number from 1 up to, but not including, 10 multiplied by a power of ten.

Challenge observed: Some moved the decimal point incorrectly or omitted the negative sign on the exponent.

Teaching approach / classroom example. Model decimal movement with place-value charts and connect movement to the exponent's sign. Contrast numbers greater than 1 with numbers between 0 and 1 so learners can justify positive and negative powers.

QUESTION 16

To calculate the area of a triangle drawn on square-ruled paper.

Candidates' approach: Most candidates identified the shape as a triangle and recalled the relevant area formula.

Challenge observed: Many miscounted the base, height, full squares or half squares. Some introduced centimetres even though no centimetre scale was provided.

Teaching approach / classroom example. Use square grids to compare counting squares with the formula ½ × base × height. Teach learners to report square units only when the drawing supplies no named unit, and never to invent a unit.

QUESTION 17

To determine the number of elements in set R from the number of subsets of set T and the stated relationship between the sets.

Candidates' approach: Most candidates used 32 subsets to determine the number of elements in set T.

Challenge observed: Many stopped after finding set T or failed to add the three extra elements required for set R. Some confused elements with subsets.

Teaching approach / classroom example. Link the rule 2^n to the number of subsets, then make learners state clearly what n represents. Use follow-up relational statements such as 'three more than' so learners complete every stage of the demand.

QUESTION 18

To determine the number of sides of a regular polygon from an interior-angle sum of 900°.

Candidates' approach: Most candidates recalled the formula $(n - 2) \times 180°$ for the sum of interior angles.

Challenge observed: Some substituted or transposed incorrectly and therefore did not obtain the number of sides.

Teaching approach / classroom example. Practise solving $(n - 2) \times 180° = S$ step by step and require learners to verify the answer by substituting the number of sides back into the formula. Relate polygon names to their numbers of sides to strengthen interpretation of the final result.

QUESTION 19

To calculate the perimeter of one quadrant cut from a circular cake of radius 14 cm.

Candidates' approach: Most candidates recognised that the item involved a circle.

Challenge observed: Many did not identify one slice as a quadrant or calculated only the curved edge. Others omitted one or both radii from the perimeter.

Teaching approach / classroom example. Use paper circles cut into equal sectors to show that the perimeter of a sector includes its arc and its straight radii. Give practical applications involving rims, slices, semicircles and quadrants so learners select the required parts before calculating.

QUESTION 20

To calculate the average speed of a taxi over a journey described by arrival and departure times.

Candidates' approach: Candidates attempted to determine the total journey time, either stage by stage or from the overall time interval.

Challenge observed: Many did not handle the stop at Busega consistently, failed to convert minutes to hours, omitted the unit km/h or did not complete the final division.

Teaching approach / classroom example. Use travel timetables to distinguish moving time, waiting time and total elapsed time, depending on the wording of the question. Practise converting minutes to fractions of an hour before applying average speed = total distance ÷ total time, and require the final unit km/h.

2.2 Section B

QUESTION 21(a)

To represent $-2 \times 3 = -6$ as repeated movement on a number line.

Candidates' approach: Candidates understood that repeated steps were required to demonstrate the product.

Challenge observed: Some did not begin at zero, moved in the wrong direction or added marks without showing three equal negative steps. Movement towards −6 was not well conceptualised.

Teaching approach / classroom example. Teach multiplication of integers through physical movement on a floor number line before moving to drawn number lines. Emphasise the starting point, direction, number of jumps and equal step size in every number-line demonstration.

QUESTION 21(b)

To identify the month occurring six months after November.

Candidates' approach: The great majority of candidates understood that the months had to be counted forward from November. Some used a calendar effectively and arrived at May.

Challenge observed: A few did not arrive at May or failed to show clearly that December was the first month counted after November.

Teaching approach / classroom example. Use real calendars and circular month charts to practise counting months before and after a given month. Accept different valid methods but require a clear starting point and direction of counting.

QUESTION 22

To form and use an increasing three-month number pattern to find the combined purchases in the second and third months.

Candidates' approach: Only a small group recognised the repeated increase of 12 chairs and represented the three monthly purchases as related terms.

Challenge observed: Most candidates did not obtain the required result. They either failed to form the sequence algebraically, did not substitute after finding the first value, or stopped before calculating the requested combined total.

Teaching approach / classroom example. Represent the purchases as x, x + 12 and x + 24, then connect their sum to 255 using a bar model or table before forming the equation. Give learners varied growing-pattern problems and train them to return to the final demand after solving for the first term.

QUESTION 23(a)

To translate algebraic information about volleyball and football into a two-set Venn diagram.

Candidates' approach: Most candidates could draw two intersecting sets and identify the intersection.

Challenge observed: Many could not place n, n − 15, the football-only group and the neither group in the correct regions. The algebraic statements were not transferred accurately to the diagram.

Teaching approach / classroom example. Begin with the intersection, then fill the 'only' regions and finally the outside region, explaining the meaning of each phrase. Allow learners to construct their own Venn diagrams from verbal and algebraic descriptions instead of copying completed diagrams.

QUESTION 23(b)

To calculate the number of pupils who play volleyball using the completed Venn diagram.

Candidates' approach: Some candidates wrote an initial equation and attempted to solve for the unknown.

Challenge observed: Most candidates failed to substitute or combine the regions correctly, often because the information entered in part (a) was incomplete.

Teaching approach / classroom example. Use the completed regions to form one total-class equation and demonstrate how the value of the unknown is checked against all given totals. Provide linked tasks where a correct diagram is deliberately used as the foundation for an algebraic calculation.

QUESTION 24

To calculate the total cost of land after including simple interest on the amount borrowed.

Candidates' approach: Most candidates showed some understanding of simple interest and identified that only part of the purchase price was borrowed.

Challenge observed: Some confused the Sh. 5,000,000 borrowed with the full price of the land or added the loan principal twice. Others calculated interest but did not connect it to the total amount spent.

Teaching approach / classroom example. Use a labelled money-flow diagram showing own money, borrowed money, interest and final expenditure. Reinforce that the total spent equals the land price plus the cost of borrowing, while simple interest is calculated only on the principal borrowed.

QUESTION 25(a)

To calculate the distance from Busega to Mityana from a speed of 40 km/h and a travel time of 1 hour 30 minutes.

Candidates' approach: Candidates generally identified that distance is obtained from speed multiplied by time and attempted the calculation.

Challenge observed: Some did not convert 1 hour 30 minutes to 1.5 hours, omitted the multiplication sign or introduced and removed zeros inaccurately.

Teaching approach / classroom example. Practise converting mixed hours and minutes to hours before using distance = speed × time. Use estimation to check multiplication involving multiples of 10 and require the final unit in kilometres.

QUESTION 25(b)

To calculate the length of time spent in Mityana before the return journey began.

Candidates' approach: Most candidates knew that they first had to establish the arrival time and then find the interval up to 5:00 p.m.

Challenge observed: Some stopped after finding the arrival time, miscounted across midday or wrote an incorrect time unit.

Teaching approach / classroom example. Use clock faces and timelines to calculate elapsed time across a.m. and p.m. Separate travel time from waiting time and insist that a duration is written in hours and minutes rather than as a clock time.

QUESTION 26(a)

To solve $3(w + 2) > 4(w + 1)$ and state the correct inequality for w.

Candidates' approach: Most candidates opened the brackets correctly and progressed through the early stages of the inequality.

Challenge observed: Many did not reverse the inequality sign after dividing by a negative value. Some calculations that should have been in pen were written in pencil.

Teaching approach / classroom example. Use paired examples to show why multiplying or dividing both sides by a negative number reverses the inequality sign. Revise solution sets and require all ordinary calculations to be completed in blue or black pen, reserving pencil for diagrams and graphs.

QUESTION 26(b)

To determine how many years ago Hassan's age was half Julius's age.

Candidates' approach: Most candidates read the age relationship and made an attempt to compare the two ages.

Challenge observed: Many lacked a workable representation of the situation and did not reduce both present ages by the same number of years.

Teaching approach / classroom example. Use age tables with columns for present age and age x years ago, then translate the relationship into an equation. Give practical algebraic age problems and require learners to check the result by substituting it into both ages.

QUESTION 27

To apply Pythagoras' theorem and the area formula for a triangle to a ladder leaning against a wall.

Candidates' approach: Some candidates recognised the right-angled triangle and selected relevant formulae.

Challenge observed: Many did not identify the ladder as the hypotenuse, failed to find the perpendicular height or did not proceed from the missing length to the area.

Teaching approach / classroom example. Use models of ladders against walls to identify the hypotenuse, base and perpendicular height before calculation. Practise multistage problems in which Pythagoras' theorem supplies a dimension needed for perimeter or area.

QUESTION 28

To use equal sides, straight-line angles and properties of isosceles triangles to calculate angle m.

Candidates' approach: Many candidates found at least one intermediate angle correctly and recognised some equal-angle relationships.

Challenge observed: Candidates often failed to justify the angle properties used, reused one unknown for different angles or carried out otherwise correct calculations in pencil.

Teaching approach / classroom example. Train learners to mark equal sides first, identify each isosceles triangle and write the reason beside every calculated angle. Use linked-angle diagrams that combine straight lines and isosceles triangles, and require all calculations to be written in pen.

QUESTION 29

To calculate the cost of several items, apply a 2% discount and determine change from Sh. 50,000.

Candidates' approach: Most candidates correctly found the cost of the three bars of soap and some organised the purchases systematically.

Challenge observed: Many did not calculate the discount from the total cost, failed to subtract the discounted amount before finding change or used monetary units inconsistently.

Teaching approach / classroom example. Use shopping tables with columns for quantity, unit price, item cost, subtotal, discount, amount paid and change. Create classroom buying-and-selling activities that require percentage discounts and correct Ugandan shilling notation.

QUESTION 30(a)

To construct parallelogram ABCD from two side lengths and the shorter diagonal using a ruler and pair of compasses.

Candidates' approach: Most candidates constructed AB accurately; some also made a useful preliminary sketch and completed the figure.

Challenge observed: Some introduced angles not given, did not use the diagonal to locate D, used blunt pencils, drew faint arcs or labelled construction points in pencil.

Teaching approach / classroom example. Teach the construction as a sequence: draw AB, use arcs for AD and BD to locate D, then complete the parallelogram using equal and parallel opposite sides. Require a labelled sketch before construction and reinforce sharp-pencil, visible-arc and final pen-labelling conventions.

QUESTION 30(b)

To measure angle BAD accurately from the completed construction.

Candidates' approach: Some candidates positioned and read a protractor correctly.

Challenge observed: Others placed the protractor incorrectly, read the wrong scale or measured an angle different from BAD.

Teaching approach / classroom example. Demonstrate how the centre, baseline and correct inner or outer scale are selected on a protractor. Give short measurement drills in which learners first name the vertex and arms of the required angle.

QUESTION 31(a)

To read and write the coordinates of points A and C from a Cartesian grid.

Candidates' approach: Most candidates located the points and gave the coordinates in the expected form.

Challenge observed: Some reversed the order to (y, x) or used inconsistent brackets and symbols when recording ordered pairs.

Teaching approach / classroom example. Use graph paper regularly and reinforce the rule 'move along x first, then move along y'. Model standard ordered-pair notation and require learners to check signs and axes before submitting an answer.

QUESTION 31(b)

To plot D(1, 3) and E(2, 5) accurately and extend the given straight line through them.

Candidates' approach: Most candidates identified the intended positions of D and E.

Challenge observed: Some wrote only a letter or made an imprecise mark instead of plotting a clear point at the grid intersection; others did not extend one straight line through C, D and E.

Teaching approach / classroom example. Require plotted points to be marked precisely at intersections, labelled neatly and joined with a ruler where instructed. Give coordinate tasks that combine reading, plotting and extending straight-line patterns.

QUESTION 32

To determine the volume transferred from a cuboid container to a cylindrical container and calculate the cylinder's radius.

Candidates' approach: A few candidates selected the correct volume formulae, attempted to account for the three pours and progressed towards finding the radius with centimetres as the final unit.

Challenge observed: Many left the item unanswered. Others confused the volumes of containers A and B, treated the 77,000 cm^3 remaining on the third pour as the amount poured, omitted cubic units or stopped before taking the square root for the radius.

Teaching approach / classroom example. Use a pour-by-pour table showing the full first and second pours and the portion transferred on the third pour before equating the total to the cylinder's volume. Strengthen measurement through practical work on cuboids, cylinders, capacity and cubic units, including rearranging $V = \pi r^2 h$ to find r.

3.0 Teaching priorities

The following actions bring together the main teaching needs shown by candidates' work in this subject.

Mathematical reading. Build a routine in which learners underline quantities, identify the required result, state the operation or formula, and check that every part of the question has been answered.

Units and notation. Assess the correct use of Sh., km, km/h, litres, millilitres, square units, cubic units, ordered pairs, operation signs and inequality symbols in every topic.

Application and modelling. Use familiar situations involving journeys, shopping, school enrolment, land, containers, calendars and construction so that learners translate words into mathematics before calculating.

Measurement. Increase practical work on length, time, mass, capacity, area and volume, with deliberate conversion between related units and careful interpretation of diagrams.
Algebra and sets. Strengthen bracket expansion, index laws, inequalities, age problems, growing patterns and algebraic Venn diagrams through visual models followed by symbolic equations.
Geometry. Continue regular construction and angle work, while requiring sharp instruments, visible arcs, correct labelling, accurate protractor use and reasons for angle properties.
Checking. Teach learners to estimate, substitute answers back into formulae, verify totals, inspect units and return to the final instruction before writing the answer.

SCIENCE

Report on candidates' work - National Special Mock 2026

1.0 Introduction

This section explains how candidates approached each Science question, the relevant scientific ideas shown in successful responses, and the misconceptions or incomplete reasoning seen in weaker responses.

1.1 Overall findings

Demonstrated strengths. Candidates generally performed better on familiar health, hygiene, agriculture and environmental items that required direct recall or identification.
Question interpretation. A recurring difficulty was responding to the exact demand, especially where a reason, comparison, explanation, relationship or stated context was required.
Scientific language. Spelling and accurate use of scientific terms affected responses in topics such as fungi, weathering, sound, legumes, optical instruments and animal breeds.
Priority approach. The examiner observations point to practical demonstrations, visual learning aids, revision of earlier work, daily-life examples and deliberate teaching of closely related concepts.

1.2 Common patterns in candidates' work

Direct-response items. Many candidates succeeded when the item required a familiar fact, name, use or practice.
Explanation and application. Performance became weaker when candidates had to connect a scientific idea to a diagram, experiment, daily-life situation or stated condition.
Precision. Several responses contained a related idea but did not state the required relationship, comparison or key scientific term precisely enough.

2.0 Detailed analysis of candidates' work

2.1 Section A

QUESTION 1

Name any one method of keeping saucepans clean.
Candidates' approach: Candidates who handled the item well named an appropriate method of keeping saucepans clean and related the method to a suitable cleaning material.
Challenge observed: Other candidates showed limited knowledge of the materials used when cleaning saucepans. Their responses did not clearly distinguish the cleaning method from the material used to carry it out.
Teaching approach / classroom example. Help learners identify the materials used in cleaning saucepans and explain how each material is used in the stated method. Guide learners to distinguish a cleaning method from the material used to carry it out.

QUESTION 2

State any one function of the leaf margin.
Candidates' approach: Most candidates correctly stated a function of the leaf margin, showing that they could identify the part named in the question.
Challenge observed: Some candidates confused the leaf margin with the leaf veins and consequently stated a function of the veins instead of the margin.
Teaching approach / classroom example. Help learners identify the parts of a leaf and state the function of each part.

QUESTION 3

State any one way of controlling stomach ulcer in humans.
Candidates' approach: Most candidates gave an appropriate way of controlling stomach ulcers and responded directly to the health practice required.
Challenge observed: A few candidates supplied unrelated dietary statements such as eating oily food, eating hot food and eating food rich in food values. These responses did not provide a suitable control measure.
Teaching approach / classroom example. Help learners understand digestive-system disorders, their causes and their control measures.

QUESTION 4

State the reason why moulting contributes to the development of mosquitoes during their life cycle.
Candidates' approach: The candidates who succeeded explained that moulting enables the mosquito larva to develop further and progress to the pupal stage.
Challenge observed: Most candidates merely stated that moulting increases the size of the mosquito or helps it to grow. They did not connect the process to progression from one stage of the life cycle to the next.
Teaching approach / classroom example. Help learners understand the stage in the mosquito life cycle at which moulting takes place and what it enables the organism to do.

QUESTION 5

Mention any one way in which planting of enough crops improves food security.

Candidates' approach: Candidates who understood the item stated a relevant way in which growing enough crops contributes to food security.

Challenge observed: Many candidates repeated the wording of the question instead of explaining the benefit of producing enough crops. Their responses therefore did not address the required outcome.

Teaching approach / classroom example. Help learners read and comprehend the demand of a question before responding. Reteach the concept of food security.

QUESTION 6

The diagram below shows part of the edible sections of a root tuberous crop. Use it to answer questions 6 and 7.

Mention any one other root tuberous crop apart from the above.

Candidates' approach: Nearly all candidates interpreted the diagram correctly and named another root tuberous crop as required.

Challenge observed: The few candidates who failed did not recognise the type of crop represented in the diagram and consequently gave examples that were not root tuberous crops.

Teaching approach / classroom example. Help learners identify the different tuber crops correctly.

QUESTION 7

Give any one method of preparing the above root tuberous crop as food at home.

Candidates' approach: Most candidates named an acceptable method of preparing the illustrated root tuberous crop for food at home.

Challenge observed: Some candidates did not interpret the required method precisely. Responses such as deep frying, slicing and cooking did not meet the recorded marking demand.

Teaching approach / classroom example. Help learners identify methods of preparing and processing tuberous crops.

QUESTION 8

State any way in which heaping of soil around plant stems controls tuber crop pests.

Candidates' approach: Many candidates linked heaping soil around the stem to protection of the underground tubers from pests.

Challenge observed: Other candidates knew the farming practice but could not explain how the heap of soil controls pests. Their responses did not show the protective role of the soil around the stem and tubers.

Teaching approach / classroom example. Help learners understand the purpose of heaping soil around plant stems and how it protects underground tubers.

QUESTION 9

Mention any one reason why it is not good to eat much oil and fatty food when caring for the circulatory system.

Candidates' approach: Many candidates stated a relevant harmful effect of eating too much oil and fatty food when caring for the circulatory system.

Challenge observed: Some candidates gave general statements about fatty food without relating excessive intake to the health of the circulatory system.

Teaching approach / classroom example. Help learners understand the components of a balanced diet and the effect of each component on the body.

QUESTION 10

Give any one characteristic of fungi.

Candidates' approach: Most candidates stated an acceptable characteristic of fungi and showed knowledge of how fungi obtain food.

Challenge observed: Some candidates lost the mark because key scientific terms were written inaccurately. Common difficulties occurred in words such as parasitically and saprophytically.

Teaching approach / classroom example. Help learners understand scientific terms and break them down so that they can form accurate responses from them.

QUESTION 11

Give any one way in which regular sweeping of the compounds prevents the spread of faecal diseases.

Candidates' approach: Nearly all candidates linked regular sweeping of the compound to prevention of faecal diseases.

Challenge observed: The few unsuccessful responses were affected mainly by inaccurate spelling of important words such as breeding and faeces, which made the intended scientific idea unclear.

Teaching approach / classroom example. Guide learners in the correct spelling of key scientific words.

QUESTION 12

Mention any one disease that is caused by parasitic worms in humans.

Candidates' approach: Many candidates named a disease associated with parasitic worms in humans.

Challenge observed: Other candidates gave responses such as bilharziasis and anaemia, which were recorded as not meeting the expected response. The scripts also showed confusion between a disease caused by a worm and a condition or effect associated with worm infestation.

Teaching approach / classroom example. Guide learners to distinguish diseases caused by parasitic worms from the signs, symptoms and effects of worm infestation.

QUESTION 13

Name the basic process involved in soil formation.

Candidates' approach: Many candidates correctly named weathering as the basic process involved in soil formation.

Challenge observed: Other candidates wrote decomposition of organic matter, while some attempted weathering but spelt it incorrectly. This showed confusion between the main process and other processes that contribute material to soil.

Teaching approach / classroom example. Emphasise that weathering is the basic process involved in soil formation.

QUESTION 14

Give any one advantage of reafforestation to the people living on the slopes of Mufaga Mountain.

Candidates' approach: Nearly all candidates stated a relevant advantage of reafforestation to people living on mountain slopes.

Challenge observed: A few candidates gave unrelated statements, for example that trees act as windbreaks to prevent rainfall. Such responses did not relate reafforestation to the conditions experienced on the slopes.

Teaching approach / classroom example. Guide learners on the advantages of reafforestation to people and the environment.

QUESTION 15

Mention any one reason why honey takes a long time to go bad.

Candidates' approach: Candidates who succeeded referred to a property of honey that enables it to remain fit for a long time.

Challenge observed: More than half of the candidates did not give the required reason. A common response was that honey contains mineral salts, which does not explain why it takes long to go bad.

Teaching approach / classroom example. Guide learners on the different ways in which foodstuffs are preserved.

QUESTION 16

Give any one way of conserving plants in the environment.

Candidates' approach: Most candidates stated an appropriate way of conserving plants in the environment.

Challenge observed: Some candidates described routine care of crops or garden plants instead of a conservation practice. They did not separate caring for an individual crop from protecting plant resources in the wider environment.

Teaching approach / classroom example. Guide learners on ways of conserving plants and distinguish them from routine care of garden plants.

QUESTION 17

Mention any one effect of drug abuse to an individual.

Candidates' approach: Many candidates stated an effect of drug abuse on an individual and responded in the form required.

Challenge observed: Some responses, including overdosing, body poisoning and addiction, were recorded as not meeting the expected wording. The scripts showed difficulty in distinguishing drug abuse, drug misuse, drug dependence and their effects.

Teaching approach / classroom example. Guide learners on drug abuse, drug misuse and drug dependence.

QUESTION 18

The diagram below shows an optical instrument. Use it to answer questions 18 and 19.
Identify the type of mirror used in the above optical instrument labelled as M.

Candidates' approach: Most candidates recognised that the optical instrument uses a plane mirror.

Challenge observed: Some candidates wrote plain instead of plane, while others named types of lenses. These responses showed both a spelling difficulty and confusion between mirrors and lenses.

Teaching approach / classroom example. Guide learners on how plane mirrors and lenses are applied in daily-life situations.

QUESTION 19

State one way in which the above optical instrument contributes to the well-being of a soldier during war.

Candidates' approach: Candidates who answered correctly explained that the instrument enables a soldier to observe while remaining concealed and less exposed to danger.

Challenge observed: Many candidates stated only the general use of a periscope. They did not relate its use to the soldier's safety and well-being during war, as required by the question.

Teaching approach / classroom example. Guide learners to answer questions according to the exact demand, including the condition that the soldier observes without being exposed or seen.

QUESTION 20

Mention any one way the proboscis in tsetse fly contributes to the spread of sleeping sickness in humans.

Candidates' approach: Most candidates related the tsetse fly's proboscis to the transfer of the organism that causes sleeping sickness during feeding.

Challenge observed: Candidates who did not obtain the mark described transmission too generally or named the proboscis without explaining its action. A complete response needed to show that the proboscis pierces or bites the skin and sucks blood, enabling the sleeping-sickness parasite to pass between the tsetse fly and a human being.

Teaching approach / classroom example. Use a labelled diagram of the tsetse fly's mouthparts and teach the transmission sequence step by step. Classroom example: A tsetse fly bites an infected person and takes in the parasite. When the fly later bites another person, the parasite may be transferred.

QUESTION 21

State any one reason for wounding the tree branch before covering it with fertile soil during marcotting.

Candidates' approach: Very few candidates distinguished the purpose of wounding the branch from the purpose of covering it with fertile soil. Those who succeeded related the wound to the development of roots during marcotting.

Challenge observed: Nearly all candidates explained why the wounded part is covered with fertile soil instead of explaining why the branch is wounded. They therefore responded to a different step in the marcotting procedure.

Teaching approach / classroom example. Emphasise and explain the activities carried out during the different artificial methods of vegetative propagation.

QUESTION 22

Give one purpose of exposing long drums in sunshine before playing them.

Candidates' approach: Candidates who answered fully explained that sunshine tightens the drum skin, enabling it to vibrate faster and produce a higher-pitched sound.

Challenge observed: Many candidates wrote only that exposure to sunshine increases the pitch. Although related to the item, the response did not explain what happens to the drum skin and was therefore incomplete.

Teaching approach / classroom example. Guide learners on ways of caring for different musical instruments and the importance of doing so.

QUESTION 23

State the reason why it is more difficult to push a wheelbarrow uphill than downhill.

Candidates' approach: Candidates who handled the item well compared the effect of gravity in the two directions: it opposes movement uphill but assists movement downhill.

Challenge observed: Many candidates named the force involved but did not make the required comparison. Their responses explained only one direction of movement or stated that uphill movement needs more force without relating this to downhill movement.

Teaching approach / classroom example. Guide learners on how to answer questions that require comparative responses.

QUESTION 24

Besides eating grass, mention one other way animals like bulls help in the control of malaria at home.

Candidates' approach: Candidates who understood the item explained that mosquitoes may feed on the bulls instead of biting people in the home.

Challenge observed: More than half of the candidates stated that bulls feed on mosquitoes. This reversed the feeding relationship and showed that the role of the animal in reducing human exposure had not been understood.

Teaching approach / classroom example. Guide learners on how different organisms help to control particular diseases.

QUESTION 25

Give the way in which food is important during breeding of organisms that reproduce by binary fission.

Candidates' approach: Very few candidates related food to the growth and multiplication of organisms that reproduce by binary fission.

Challenge observed: Most candidates ended their responses with the general statement that food provides energy, without relating that energy and nourishment to growth and division. Many candidates left the item unanswered.

Teaching approach / classroom example. Guide learners on the conditions that favour the breeding of bacteria and the importance of those conditions.

QUESTION 26

Name the biological change in arthropods similar to shedding of leaves in plants.

Candidates' approach: Candidates who interpreted the comparison correctly named moulting as the corresponding biological change in arthropods.

Challenge observed: Many candidates wrote birth. This showed that they had focused on a general life change rather than comparing the shedding process in plants with the shedding of the outer covering in arthropods.

Teaching approach / classroom example. Guide learners in question interpretation and in selecting the appropriate form of response.

QUESTION 27

Mention the component of blood affected by a protozoan disease spread by tsetse flies to humans.

Candidates' approach: Most candidates identified plasma as the component of blood affected by the protozoan disease spread by tsetse flies.

Challenge observed: Some candidates gave broad or incorrect responses such as white blood cells, blood vessels and blood cells. They did not identify the specific blood component required.

Teaching approach / classroom example. Teach the different components of blood and the diseases that affect each component.

QUESTION 28

Mention one importance of having weather chart at schools to school children during the process of learning.

Candidates' approach: Candidates who succeeded described the weather chart as a learning aid that helps school children record, observe or interpret weather information.

Challenge observed: Many candidates wrote about forecasting the weather. Their responses did not address how the chart supports children during the learning process at school.

Teaching approach / classroom example. Guide learners on the concepts associated with weather charts and their use during learning.

QUESTION 29

Give the way in which contraceptive pills prevent conception in females.

Candidates' approach: Candidates who answered correctly stated that contraceptive pills prevent conception by stopping the release of an ovum.

Challenge observed: Most candidates stated that the pills prevent sperms from reaching the ovary. This showed confusion between how pills work and the action of barrier methods of family planning.

Teaching approach / classroom example. Guide learners on the different methods of family planning and how each method prevents conception.

QUESTION 30

State the reason why heat travels fastest in gases by convection.

Candidates' approach: Candidates who understood convection explained that gas particles move freely and carry heat from one place to another.

Challenge observed: Many candidates could not relate particle movement to convection. Some stated that gas particles are closely packed, while others were unable to write molecules or particles clearly.

Teaching approach / classroom example. Guide learners on the properties of the different states of matter.

QUESTION 31

Apart from being denser, state any one other factor that makes objects sink in water.

Candidates' approach: Very few candidates stated the required relationship: an object sinks when its weight is greater than the upthrust acting on it.

Challenge observed: Most candidates merely named gravity, weight or upthrust. Naming one force did not show the comparison between the downward force and the upward force that determines whether an object sinks.

Teaching approach / classroom example. Clearly explain how weight and upthrust affect the behaviour of objects immersed in water.

QUESTION 32

Mention any one mode of reproduction common in arachnids.

Candidates' approach: Most candidates named an accepted mode of reproduction common among the arachnids covered in the primary Science syllabus.

Challenge observed: A few candidates wrote reproduction by spores or giving birth to live young ones. These responses showed confusion between arachnids and organisms that reproduce in other ways.

Teaching approach / classroom example. Help learners distinguish the modes of reproduction found among arachnids from those of other arthropods.

QUESTION 33

State any one way of caring for the muscles in humans.

Candidates' approach: Nearly all candidates stated an appropriate practice for caring for human muscles.

Challenge observed: A few candidates gave practices such as eating too much food and immunisation, which did not show direct care for the muscles.

Teaching approach / classroom example. Conduct thorough revision on ways of caring for body organs and systems.

QUESTION 34

State one reason why the presence of bilharzia worms makes water unsafe for use in the community.

Candidates' approach: Many candidates explained that water containing bilharzia worms exposes community members to infection when the water is used.

Challenge observed: Some candidates merely stated that the worms cause bilharzia or bilharziasis. They repeated the disease name without explaining why the presence of the worms makes the water unsafe.

Teaching approach / classroom example. Help learners understand how vectors spread diseases. Caution learners to follow the wording and pronouns used in the question before forming an answer.

QUESTION 35

Name any one example of a non-wood biofuel.

Candidates' approach: Many candidates gave an acceptable example of a biofuel that is not obtained from wood.

Challenge observed: Other candidates named natural gas, wood fuel, firewood and wood shavings. These examples showed difficulty distinguishing non-wood biofuels from fossil fuels and wood-based fuels.

Teaching approach / classroom example. Help learners differentiate renewable resources from renewable energy sources and give examples of each.

QUESTION 36

The diagram below shows a device commonly found in shops in our communities. Use it to answer questions 36 and 37.

Identify the device shown above.

Candidates' approach: Very few candidates used the features in the diagram to identify the device specifically as a digital scale.

Challenge observed: Most candidates supplied general or different names such as weighing scale, scale balance and spring balance. They did not use the distinguishing features of the illustrated device.

Teaching approach / classroom example. Revise thoroughly the equipment used for measuring mass and weight.

QUESTION 37

State any one way in which the above device is useful in our daily life.

Candidates' approach: Very few candidates stated that the digital scale is used to measure the mass of items in daily life.

Challenge observed: Most candidates wrote that it measures sugar or measures weight. The first response named an item rather than the quantity measured, while the second confused weight with mass.

Teaching approach / classroom example. Help learners differentiate between mass and weight.

QUESTION 38

Mention any one treatment practice of bacterial diseases in humans.

Candidates' approach: Most candidates gave a practice used in the treatment of bacterial diseases in humans.

Challenge observed: A few candidates supplied preventive or control practices such as boiling milk and regular deworming. They did not distinguish treatment of an infected person from prevention of infection.

Teaching approach / classroom example. Revise extensively the control and management of bacterial and fungal diseases.

QUESTION 39

Give any one practice of caring for the harvested cereals from the garden.

Candidates' approach: Nearly all candidates stated an appropriate post-harvest practice for caring for cereals after they had been removed from the garden.

Challenge observed: A few candidates wrote weeding and mulching. These are practices carried out while crops are growing and therefore did not address care of harvested cereals.

Teaching approach / classroom example. Help learners differentiate ways of caring for crops in the garden from ways of caring for harvested crops.

QUESTION 40

State one way through which the establishment of a woodlot can be useful to construction industries.

Candidates' approach: Most candidates explained that a woodlot supplies materials such as timber or building poles needed by construction industries.

Challenge observed: A few candidates did not relate the woodlot to the supply of construction materials. The recorded observation associated this weakness with incomplete coverage of the topic in some classes.

Teaching approach / classroom example. Explain the different uses of a woodlot to learners.

2.2 Section B

QUESTION 41

The diagram below shows a habitat of termites. Use it to answer questions that follow.

(a) Identify the name given to the constructed habitat of the above termites.

(b) Give a reason why the above termites are regarded as social insects.

(c) Mention any two ways in which the above termites benefit from working together in groups.

Candidates' approach: Candidates who handled the item well identified the constructed termite habitat, explained that termites live in organised groups and stated benefits of working together.

Challenge observed: Many candidates failed to name the habitat. In explaining why termites are social insects, some wrote only that they live, work and move together, without bringing out the organised group behaviour or sharing of duties expected in the response.

Teaching approach / classroom example. Strengthen revision of lower-primary work, especially animal habitats. Give regular spelling practice.

QUESTION 42

Snails are composed of a muscular foot and known for mucus secretion (slime) during their movement.
(a) Explain how each of the following helps a snail as it moves from one place to another.
(i) Muscular foot
(ii) Mucus secretion (slime)
(b) State any one danger of snails to humans.
(c) Give one way snails' tentacles are similar to the human ear in terms of functions.

Candidates' approach: Some candidates explained the contribution of the muscular foot and mucus to the snail's movement and attempted to relate the functions of the tentacles to a function of the human ear.

Challenge observed: Many candidates merely named bilharziasis in part (b) without stating the specific danger of snails expected in the recorded marking. Others stated that both tentacles and ears are used for hearing, showing that they had not identified the comparable function required in part (c).

Teaching approach / classroom example. Teachers should take curriculum updates into consideration. Further revise work taught in the lower primary classes.

QUESTION 43

In an experiment to find out whether air exerts pressure, a bottle with a hole, water and a nail were used. Use them to answer the questions that follow.
(a) State the reason as to why the bottle should have an opening at the top.
(b) State what happens when a bottle with a hole containing water is closed.
(c) Explain why water flows out of the hole when the bottle is opened.

Candidates' approach: Most candidates followed the experimental sequence correctly. They related the top opening to entry of air, described what happens to the water when the bottle is closed and used air pressure to explain the flow when it is opened.

Challenge observed: Some candidates described the observation in part (c) but did not explain it using air pressure. Others misread the experimental arrangement and gave responses that were not connected to the opening and closing of the bottle.

Teaching approach / classroom example. Teach Science through experiments and familiar day-to-day situations. Give more attention to questions that require explanation and reasoning.

QUESTION 44

The table below has A showing different types of generators while B showing sources of energy used by generators to produce current electricity.
Match the types of generators in column A with the correct source of energy they use to produce current electricity in column B.

Candidates' approach: Most candidates matched each type of generator to its source of energy and completed the table accurately.

Challenge observed: Some candidates mismatched geothermal and nuclear generators by copying kinetic instead of heat. The pattern of errors suggested hurried reading or inaccurate transfer of the given terms.

Teaching approach / classroom example. Advise candidates to copy the given terms carefully and work without rushing.

QUESTION 45

(a) Mention any two characteristics of legumes.
(b) Identify the form of organic manure made using legumes.
(c) State the reason as to why the above form of manure is done in legumes before flowering.

Candidates' approach: Candidates generally identified characteristics of legumes and named green manure as the organic manure made using legumes. Some also attempted to explain why the practice is carried out before flowering.

Challenge observed: Some candidates misspelt nodules by omitting the letter l. Others wrote that legumes store food in pods instead of stating that their seeds are found in pods. Green yard manure was also given in place of green manure.

Teaching approach / classroom example. Emphasise the correct spelling of nodules. Clarify that legume pods contain seeds and that food is stored in the seeds. Review examples of natural fertilisers.

QUESTION 46

(a) Identify the process that enables earthquakes to contribute in soil formation.
(b) Apart from the above process, mention any other process that helps in soil formation.
(c) Mention any one organism that contributes to soil formation.
(d) State the way through which earthquakes help in soil formation.

Candidates' approach: Most candidates named another process involved in soil formation, identified an organism that contributes to the process and explained that earthquakes break rocks into smaller pieces.

Challenge observed: Many candidates did not answer part (a) in the required form. Instead of naming weathering, they wrote a sentence describing it. Others used cracking in place of breaking and misspelt weathering as whethering or whithering.

Teaching approach / classroom example. Emphasise question interpretation and the definition of weathering as breaking down, not merely cracking. Practise the correct spelling of weathering.

QUESTION 47

The diagram below shows a graph with types of bones arranged horizontally and shape including height of bones vertically. Use it to answer questions that follow.

(a) Name the types of bones shown with letters.

(b) Mention any one example of types of bones marked letter C.

(c) State any one way in which bones shown with letter B promote the efficiency of the circulatory system.

Candidates' approach: Most candidates used the graph to identify the types of bones represented by the letters.

Challenge observed: Many candidates failed to give an acceptable example of the short bones marked C and named phalanges, ulna, metacarpals or metatarsals. In part (c), most candidates misread circulatory system and wrote about breathing or the brain instead of relating the bones marked B to protection or efficiency of the heart and blood circulation.

Teaching approach / classroom example. Explain clearly the importance of the skeleton to different body systems and use real examples for each type of bone. Use approved books and consult the curriculum so that incorrect concepts are not reinforced.

QUESTION 48

(a) State any two effects of physical changes caused by landslides in the environment.

(b) Give any one example of physical changes apart from landslides.

(c) Mention any one way of controlling the effects of physical changes caused by landslides.

Candidates' approach: A few candidates recognised the demand in part (b) and supplied relevant examples of physical changes in the environment.

Challenge observed: Many candidates gave examples of physical changes when part (a) required effects of the changes caused by landslides. The responses showed difficulty distinguishing an example of a change from its effect. Weak spelling and limited topic vocabulary further reduced clarity.

Teaching approach / classroom example. Revise related past PLE items, including effects of soil erosion, and help learners connect the concepts to daily life.

QUESTION 49

(a) Name any two exotic triangular-shaped breeds of cattle.

(b) Identify the reason as to why farmers mainly rear the exotic triangular shaped breeds of cattle.

(c) State any one way of pinpointing the exotic triangular-shaped breeds of cattle.

Candidates' approach: Candidates named recognised exotic triangular-shaped cattle breeds such as Jersey, Friesian, Guernsey and Brown Swiss. They also referred to identifying features such as a large udder and related the breeds to milk production.

Challenge observed: Some candidates misspelt breed names, particularly Friesian, Jersey and Ayrshire. Others misinterpreted pinpointing and therefore gave responses that did not describe how the breeds can be identified.

Teaching approach / classroom example. Provide continuous spelling practice through games and listen-and-write activities. Conduct general revision on cattle keeping for easier conceptualisation.

QUESTION 50

The diagram below shows a human with a chronic health condition. Use it to answer the questions that follow.

(a) Name the chronic health condition shown above.

(b) State the meaning of the above chronic health condition.

(c) Identify any one factor that leads to the above chronic health condition.

(d) Give any one way in which the above chronic health condition can properly be managed.

Candidates' approach: Candidates who interpreted the diagram correctly named obesity, defined it in terms of excessive body fat and stated suitable factors and management practices.

Challenge observed: Many candidates named goitre instead of obesity. Some described obesity simply as being overweight, which did not give the required meaning of excessive accumulation of body fat.

Teaching approach / classroom example. Teach the difference between mass and weight, including the use of body mass rather than body weight. Use visual learning aids to help learners distinguish conditions such as goitre and obesity.

QUESTION 51

(a) Apart from preparing local salt, mention any other two ways ash supports human life.

(b) Identify the method commonly used by local people when preparing local salt from ash.

(c) Mention the class of food got from eating local salt rich foods.

Candidates' approach: Most candidates stated direct ways in which ash supports human life. Many identified filtration as the method used when preparing local salt and named minerals or mineral salts as the food class obtained.

Challenge observed: Some candidates shifted the context from human life to soil and plants by writing that ash improves soil fertility or adds mineral salts to soil. Others combined decantation and evaporation instead of identifying the recorded method, while some named vitamins or another food class in part (c). The word ash was also misspelt in a number of scripts.

Teaching approach / classroom example. Emphasise the exact demand about how ash supports human life, not plants or soil, and reinforce the correct spelling of ash. Use practical demonstrations of methods for separating ash and salt mixtures. Teach the classes of food broadly enough for learners to identify each class independently.

QUESTION 52

(a) Name any one component of urine.
(b) Identify any one way through which the flow of blood to the kidneys helps support their proper functioning during excretion.
(c) Explain how each of the following practices helps in caring for the kidneys:
(i) Eating food with less sugar content.
(ii) Eating food with less salt levels.

Candidates' approach: Candidates who understood the item named a component of urine, related blood flow to proper kidney function and explained how reducing sugar and salt intake contributes to kidney care.

Challenge observed: Many candidates did not interpret expressions such as component of urine or explain the importance of blood flowing to the kidneys. Some began the item correctly but could not sustain the scientific explanation in the later parts.

Teaching approach / classroom example. Give greater attention to the composition of urine, the importance of blood supply to the kidneys, and the ways in which diet supports proper kidney function.

QUESTION 53

(a) Give the meaning of the term soil erosion.
(b) State the way in which the following methods help in controlling soil erosion:
(i) Planting short grass.
(ii) Installing gabions.
(c) Mention any one agent of soil erosion.

Candidates' approach: Many candidates defined soil erosion, explained the role of short grass and gabions in controlling it, and named an agent of erosion.

Challenge observed: Some candidates defined soil erosion only as washing or removal of soil and did not include the action of an agent. Others confused the meaning of soil erosion with its agents and failed to explain how short grass and gabions reduce the movement of soil.

Teaching approach / classroom example. Use project work to help candidates understand gabions and their importance. Carry out practical work on soil erosion and its control.

QUESTION 54

(a) State the reason why sound travels slowest in gases.
(b) Give any two devices where electromagnetic waves are used to store sound on plastic objects.
(c) State any one way in which music is different from noise.

Candidates' approach: Most candidates distinguished music from noise in part (c), although spelling of words such as regular, vibration, organised and disorganised affected some responses.

Challenge observed: Many candidates could not identify devices that use electromagnetic waves to store sound on plastic objects. They gave devices associated with mechanical or magnetic storage, including gramophones, cassette tapes and phonographs, showing that the storage methods had not been differentiated.

Teaching approach / classroom example. Emphasise the different methods of storing sound - magnetic, electromagnetic and mechanical - and the devices used for each method.

QUESTION 55

The diagram below shows a mechanical way of controlling crop pests. Use it to answer the questions that follow.
(a) Name the mechanical method of controlling crop pests shown above.
(b) State the way in which the above method helps to control crop pests in the garden.
(c) Mention the reason why the birds normally stop fearing the above method after some time.
(d) State any one advantage of using the above method.

Candidates' approach: Most candidates stated an acceptable advantage of the mechanical pest-control method, particularly that it is cheap or does not pollute the environment.

Challenge observed: Most candidates did not fully explain why birds eventually stop fearing the scarecrow. Statements such as birds become familiar with it or get used to it did not show that the birds realise, over time, that it neither moves nor harms them. Spelling of cheap and pollute also affected some responses.

Teaching approach / classroom example. Teach the different methods of controlling pests and explain how each method contributes to pest control, without concentrating only on traditional methods.

3.0 Teaching priorities

The following actions bring together the main teaching needs shown by candidates' work in this subject.

Interpretation. Train learners to identify whether an item asks for a name, reason, comparison, effect, use, method or explanation before writing the response.

Scientific vocabulary. Provide regular spelling, listening and writing practice for key scientific terms and require precise use of the terms in complete responses.

Practical learning. Use experiments, demonstrations, models, diagrams, weather charts, real objects and familiar situations to make abstract concepts observable.

Concept distinctions. Teach closely related ideas side by side, including mass and weight, conservation and crop care, treatment and prevention, mirrors and lenses, and food classes.

Cumulative revision. Revisit lower-primary content, past assessment items and incomplete syllabus areas so that later learning rests on secure earlier concepts.

Application. Connect health, agriculture, soil, sound, forces, reproduction and environmental concepts to daily life and require learners to explain each connection.

SOCIAL STUDIES WITH RELIGIOUS EDUCATION (SST)

Report on candidates' work - National Special Mock 2026

1.0 Introduction

This section explains how candidates answered the Social Studies with Religious Education paper. It keeps the supplied questions and alternatives, describes the response patterns recorded during marking, and gives practical teaching guidance. Where a separate performance comment was not recorded, the report explains the response required by the item without assigning an unsupported performance rate.

1.1 Overall findings

Demonstrated strengths. Candidates generally answered familiar and practical questions well, including road safety, basic technology, map identification, social facilities, religious values and animal care.

Understanding the question. Many candidates did not answer exactly what was asked. Some repeated words from the question, wrote about a related topic, or gave a reason when the item required a benefit, effect or significance.

Distinguishing related ideas. Some candidates confused related ideas, including URA and UWA, tribes and societies, climate and vegetation, human rights and children's rights, and traditional and modern transport.

Language and spelling. Some correct ideas were not clearly expressed because key terms, place names, institutions, prophets and historical words were misspelt or written in incomplete sentences.

1.2 Common patterns in candidates' work

Direct recall. Many candidates did well when asked to name a familiar fact, institution, place, practice or religious teaching.

Showing relationships. Responses became weaker when candidates had to compare ideas or explain a cause, effect, benefit or importance.

Maps and diagrams. Maps and diagrams supported many candidates, but some did not study all the features or could name a feature without explaining what it meant.

Controlling the response. Some candidates gave fewer points than required, wrote unnecessarily long lists or rushed items that appeared easy.

2.1 Section A

QUESTION 1

Name one aspect of wind measured at a weather station.

Candidates' approach: Candidates who answered correctly identified wind speed or wind direction as the aspect measured at a weather station.

Challenge observed: Many candidates wrote strength of wind. This showed that they had not distinguished the accepted aspects of wind measured by weather instruments.

Teaching approach / classroom example. Use practical weather activities to help learners tell the difference between wind speed and wind direction. Teach the instrument used for each measurement and explain the purpose of a wind sock. Classroom example: Take learners outside with a wind sock and an anemometer. Let them observe the direction of the wind and compare it with the speed shown by the anemometer.

QUESTION 2

In which one way are people considered a resource?

Candidates' approach: Candidates who understood the question related people to the labour, services or management they provide in meeting human needs.

Challenge observed: Most candidates who gave wrong answers wrote that people provide food to other people. Such responses did not explain why people themselves are regarded as a resource.

Teaching approach / classroom example. Teach that people are a resource because they use their knowledge, skills and labour to produce goods and provide services. Classroom example: Ask learners to name what a farmer, nurse, teacher, carpenter and driver contribute to the community.

QUESTION 3

State one way LEGCO contributed to Uganda's struggle for independence.

Candidates' approach: A few candidates connected LEGCO with the opportunity it gave African representatives to express ideas and demand self-rule.

Challenge observed: Most candidates did not know the role played by Ugandan members of LEGCO in the struggle for independence. Their responses therefore failed to show the contribution asked for.

Teaching approach / classroom example. Review the role of African representatives in LEGCO during Uganda's struggle for independence. Show how they spoke for Africans and demanded self-rule. Classroom example: Give learners role cards for LEGCO members and ask each learner to state one demand the member could present on behalf of Ugandans.

QUESTION 4

Give any one way in which people can use natural forests without destroying them.

Candidates' approach: . A complete answer needed to show responsible use, such as collecting medicinal leaves carefully, picking fruits without breaking branches, or using dry fallen wood for fuel.

Challenge observed: The key idea was sustainable use. Naming a forest product alone, or suggesting the cutting of living trees and branches, would not explain how the forest can be used without being destroyed.

Teaching approach / classroom example. Use a 'use or destroy' sorting activity. Classroom example: Learners compare picking ripe fruit, collecting dry firewood and cutting down a living tree, then explain which practices allow the forest to regenerate.

QUESTION 5

Mention any one school facility that can be used by the people in the neighbourhood.

Candidates' approach: A suitable response had to name a school facility that can serve both the school and nearby people, such as a playground, football field, volleyball court, netball court, dining hall, swimming pool, school bus, furniture or tents.

Challenge observed: The item required a facility, not a member of staff or an ordinary classroom object. The response also needed to be something that could reasonably be shared with the surrounding community.

Teaching approach / classroom example. Ask learners to identify shared facilities in and around their school. Classroom example: Draw a simple school plan and let learners circle the facilities that could host a community meeting, sports activity or emergency service.

QUESTION 6

Give any one way the establishment of a printing press by Alexander Mackay helped to promote education in East Africa.

Candidates' approach: A complete response needed to connect the printing press to the production of learning materials, for example reading books, study materials, prayer books or hymn books.

Challenge observed: General statements about missionary work would not answer the question unless they showed how the printing press made written materials available for teaching and learning.

Teaching approach / classroom example. Teach the contribution through a simple process chain. Classroom example: Explain that the printing press produced books and reading materials, and these materials helped more people to read and study.

QUESTION 7

Why are low altitude areas warmer than areas at a higher altitude?

Candidates' approach: The explanation needed to show that air at lower altitude is denser and under greater pressure, and that it receives more heat from the Earth's surface than air at higher altitude.

Challenge observed: An answer such as 'they are nearer the sun' would show a wrong understanding. The response had to relate temperature to altitude, air density and heating from the Earth's surface.

Teaching approach / classroom example. Use a labelled mountain diagram with temperature readings at the base and summit. Let learners state the pattern: as altitude increases, temperature decreases.

QUESTION 8

State the reason why introduction of beetles in water is a safe way of controlling water hyacinth in water bodies.

Candidates' approach: A suitable response needed to show that biological control avoids chemical pollution of the water; the beetles may also be eaten by fish as part of the food chain.

Challenge observed: The word 'safe' was central. Merely stating that beetles eat water hyacinth would not fully explain why the method is safer than using chemicals.

Teaching approach / classroom example. Compare biological and chemical control in a guided discussion. Classroom example: Ask which method is less likely to poison water, fish and people, and require learners to give a reason.

QUESTION 9

Give any one way in which physical features influence human activities.

Candidates' approach: A complete answer needed a clear feature-activity relationship, such as plateaus supporting settlement and farming, water bodies supporting fishing or irrigation, plains providing pasture, or mineral-rich hills supporting mining.

Challenge observed: Naming only a physical feature or only a human activity would be incomplete. The response had to state how the feature encourages or limits the activity.

Teaching approach / classroom example. Use picture or map cards showing a lake, plain, plateau and hill. Learners match each feature to a suitable activity and explain the connection in one sentence.

QUESTION 10

State any one way in which some indigenous tribes hindered the movement of early ethnic groups to East Africa.

Candidates' approach: A relevant answer needed to show direct interference with migration, such as attacking and killing migrants or blocking them from crossing tribal territories.

Challenge observed: General comments about disagreement or war would not be enough unless they showed how the action delayed, diverted or stopped the movement of the migrating groups.

Teaching approach / classroom example. Use a route map and role-play. Classroom example: One group represents migrants and another controls a territory; learners explain how blocking a route changes the direction or speed of migration.

QUESTION 11

In which way does increase in fuel prices affect trade in a country?

Candidates' approach: A complete response needed to link higher fuel prices to increased transport costs and then to higher prices of goods, reduced movement or reduced demand for expensive goods.

Challenge observed: The item tested a cause-and-effect chain. Mentioning that fuel becomes expensive without connecting this to the movement and sale of goods would not fully answer the question.

Teaching approach / classroom example. Use a familiar market example. Classroom example: Compare the selling price of a sack of produce before and after the lorry's fuel cost rises, then let learners explain why the market price changes.

QUESTION 12

Give any one reason why Ugandans need to utilize resources sparingly?

Candidates' approach: An acceptable response needed to show conservation, such as avoiding waste, keeping resources for future use or preventing their depletion or extinction.

Challenge observed: A broad answer such as 'resources are important' would not explain why they should be used sparingly. The response needed to show the danger of waste or overuse.

Teaching approach / classroom example. Use a limited-resource demonstration. Classroom example: Give each group a small number of paper counters to use for several tasks and discuss why careful use allows the supply to last longer.

QUESTION 13

State any one way the coral reefs have promoted the development of the construction industry in Africa.

Candidates' approach: . A complete response needed to connect coral reefs with limestone, which is used to make cement for construction.

Challenge observed: The answer required a full resource-use link. Naming tourism, fishing or coral alone would not show how coral reefs support the construction industry.

Teaching approach / classroom example. Build the relationship in three steps. Classroom example: Explain that coral deposits provide limestone, limestone is used to make cement, and cement is used for buildings, roads and other structures.

QUESTION 14

Name the kind of natural vegetation which grows in the salty waters at the coast of East Africa.

Candidates' approach: Many candidates knew that the vegetation described was mangrove vegetation and attempted to give the correct term.

Challenge observed: Many candidates lost the mark because they could not spell mangrove correctly, although the intended idea was evident.

Teaching approach / classroom example. Give learners regular spelling practice using important Social Studies words, especially names of vegetation types. Classroom example: Display the word 'mangrove' on a word wall, let learners copy it, pronounce it and use it in a sentence about the East African coast.

QUESTION 15

How has the construction of valley dams in pastoral communities improved the lifestyle of nomadic pastoralists?

Candidates' approach: Most candidates recognised that valley dams make water available to pastoral communities and reduce the need to move long distances in search of water for animals.

Challenge observed: A few candidates mentioned valley dams but did not explain how the dams improve the lives of nomadic pastoralists.

Teaching approach / classroom example. Emphasise how valley dams improve life in pastoral communities by providing water near homes and grazing areas. Classroom example: Draw a simple cause-and-effect chain: valley dam → water for animals → less movement → more settled life.

QUESTION 16

Give any one reason why citizens need to vote leaders of their choice.

Candidates' approach: A complete answer needed to explain why free choice matters in a democracy, for example choosing leaders who represent citizens' needs, promoting accountable leadership or exercising the right to choose.

Challenge observed: The response needed a reason for choosing leaders, not a repetition of the act of voting. A statement such as 'citizens vote to vote leaders' would not show why the freedom to choose is important.

Teaching approach / classroom example. Teach the importance of voting, including choosing responsible leaders, taking part in government and making leaders answerable to citizens. Classroom example: Hold a class election. After voting, ask learners to explain why each person should be free to choose a preferred leader.

QUESTION 17

State any one reason why the government is building more technical schools.

Candidates' approach: Most candidates understood that technical schools equip people with practical skills that support self-reliance and job creation.

Challenge observed: A few candidates misinterpreted the question and gave responses that did not explain the purpose of establishing more technical schools.

Teaching approach / classroom example. Help learners read the command words in a question before answering. Also connect technical schools to practical skills, self-employment and job creation. Classroom example: Ask learners to underline 'reason' and then complete this sentence: 'The government builds technical schools so that people can learn skills such as carpentry, tailoring or welding.'

QUESTION 18

State one reason why there is no vegetation on top of most high mountains.

Candidates' approach: Most candidates interpreted the question correctly and related the absence of vegetation to the very cold conditions, snow, bare rock or lack of soil on high mountain tops.

Challenge observed: Some candidates answered a different question about why Mount Rwenzori has snow. They did not explain why vegetation is absent from the top of most high mountains.

Teaching approach / classroom example. Teach the difference between questions about snow on Mount Rwenzori and questions about the absence of vegetation on high mountain tops. Classroom example: Use two picture cards labelled 'snow' and 'no vegetation'. Learners should match each card to its cause, such as very low temperature, bare rock or lack of soil.

QUESTION 19

Mention any one example of a centralised society in Uganda that participated in the Long Distance Trade.

Candidates' approach: Most candidates knew an appropriate example of a centralised society and named Bunyoro or Buganda.

Challenge observed: Some candidates gave the name of a tribe instead of a centralised society, showing that they could not distinguish the two terms.

Teaching approach / classroom example. Help learners distinguish a centralised society or kingdom from a tribe. Give enough examples from Uganda. Classroom example: Let learners sort cards into two groups: 'societies or kingdoms' such as Bunyoro and Buganda, and 'tribes' such as Baganda and Banyoro.

QUESTION 20

State any one way in which the European countries were able to resolve their misunderstandings over the acquisition of colonies in Africa between 1884 and 1885.

Candidates' approach: Candidates who answered the question well named the Berlin Conference as the meeting through which the European powers agreed on the sharing of African territories.

Challenge observed: Many candidates did not use the direct historical approach required and failed to identify the Berlin Conference.

Teaching approach / classroom example. Teach the Berlin Conference as the meeting where European countries agreed on rules for acquiring colonies in Africa. Place it clearly on a simple timeline. Classroom example: Write 1884-1885 on the board and ask learners to complete: 'European countries settled their disagreements by holding the Berlin Conference.'

QUESTION 21

Which structures on the Stevenson screen allow in free air circulation?

Candidates' approach: Candidates who wrote louvres correctly identified the structures that allow free circulation of air through the Stevenson screen.

Challenge observed: Spelling was the main difficulty. Several candidates knew the structure but wrote the word inaccurately and lost the mark.

Teaching approach / classroom example. Emphasise the correct names and spellings of weather instruments and their parts. Classroom example: Show a drawing or model of a Stevenson screen. Learners should point to the louvres, spell the word and state that they allow free air circulation.

QUESTION 22

Give any one way in which town dwellers can solve the problem of land shortage for construction.

Candidates' approach: Many candidates had the correct idea of constructing storeyed houses so that limited urban land can be used vertically.

Challenge observed: A number of candidates lost the mark because they could not write storeyed houses clearly or accurately.

Teaching approach / classroom example. Teach different types of houses and how storeyed buildings help people use limited urban land well. Practise the spelling of 'storeyed'. Classroom example: Show pictures of a bungalow and a storeyed building, then ask learners which one provides more rooms on a small piece of land.

QUESTION 23

Give any one reason why schoolchildren are advised to cross busy roads at the point shown in the diagram.

Candidates' approach: Most candidates observed the zebra crossing and related its use to road safety and the control of road accidents.

Challenge observed: Some candidates used the absolute word prevent. This made their responses imprecise because a zebra crossing promotes safety and helps to control or reduce accidents, but does not guarantee that accidents cannot occur.

Teaching approach / classroom example. Guide learners to use accurate words such as reduce, control and avoid in road-safety answers. Explain that a zebra crossing improves safety but cannot completely prevent every accident. Classroom example: Give the sentence frame: 'A zebra crossing helps to reduce road accidents because drivers can see where pedestrians cross.'

QUESTION 24

What did the road constructors do to control traffic jam on the road in the diagram?

Candidates' approach: Most candidates observed the diagram carefully and identified the installation of traffic lights as the measure used to control traffic congestion.

Challenge observed: Some candidates did not study the diagram closely and therefore gave responses that did not match the features shown.

Teaching approach / classroom example. Train learners to study every feature in a diagram before answering. They should mention only what is clearly shown. Classroom example: Before learners answer, ask them to list the visible features, for example traffic lights, road signs and lanes, and then select the feature that answers the question.

QUESTION 25

Give any one way in which the lifestyle of the Bantu influenced the occupation of some tribes like the Iteso.

Candidates' approach: A few candidates related the Bantu way of life to the adoption of mixed farming by the Iteso.

Challenge observed: Many candidates repeated words such as influenced from the question without stating the actual occupational change. Their responses did not show how the Bantu way of life affected the Iteso.

Teaching approach / classroom example. Teach learners to show the link between two ideas instead of repeating words from the question. Classroom example: Model this answer: 'The Bantu introduced crop growing, so some Iteso adopted mixed farming.' Then let learners write another cause-and-effect sentence.

QUESTION 26

How did indirect rule benefit traditional chiefs in Uganda?

Candidates' approach: Many candidates stated that traditional chiefs retained their powers and positions or gained leadership experience under indirect rule.

Challenge observed: Other candidates explained why the colonialists used indirect rule instead of stating how traditional chiefs benefited from it.

Teaching approach / classroom example. Revise direct and indirect rule. Clearly separate the reasons colonialists used indirect rule from the benefits traditional chiefs received. Classroom example: Make a two-column chart headed 'Benefits to colonialists' and 'Benefits to chiefs'. Place 'chiefs kept some powers and positions' in the correct column.

QUESTION 27

Give any one way the government of Uganda ensures proper spending of the revenue it collects from taxpayers.

Candidates' approach: Most candidates gave a relevant control measure, such as budgeting, planning, monitoring expenditure or auditing public offices.

Challenge observed: Some candidates wrote about the importance or uses of government revenue instead of explaining how proper spending is ensured.

Teaching approach / classroom example. Revise the sources and uses of government revenue, as well as budgeting, monitoring and auditing as ways of controlling public spending. Classroom example: Give a simple class budget and ask learners who should check whether the money was spent as planned. Link this checking to auditing.

QUESTION 28

What factor encouraged the settlement of the White settlers in Kenya highlands?

Candidates' approach: Many candidates stated a relevant attraction of the Kenya highlands, including the cool climate, fertile soils or pasture.

Challenge observed: Some candidates could not explain why the Kenya highlands attracted White settlers and gave unrelated historical facts.

Teaching approach / classroom example. Review the settlement of White settlers in the Kenya highlands and the factors that attracted them, such as cool climate, fertile soil and good pasture. Classroom example: Let learners match each factor card to its benefit, for example 'fertile soil' to 'good crop farming'.

QUESTION 29

State any one way smuggling is a threat to the developing local industries in East Africa.

Candidates' approach: Most candidates knew that smuggling is harmful and stated general dangers associated with it.

Challenge observed: Many responses did not connect smuggling to the reduced market for locally made goods. The required effect on developing local industries was therefore missing.

Teaching approach / classroom example. Teach the direct effect of smuggling on local industries. Learners should show that smuggled goods reduce the market for locally made goods and may cause local industries to close. Classroom example: Use a market example: if buyers choose cheaper smuggled soap, a local soap factory sells less, earns less money and may reduce production.

QUESTION 30

State any one way illiteracy negatively affects farming activities in East Africa.

Candidates' approach: A few candidates linked illiteracy to poor farming methods, wrong measurements or failure to use written agricultural instructions correctly.

Challenge observed: Most candidates failed to state a clear negative effect of illiteracy on farming activities.

Teaching approach / classroom example. Show how illiteracy can affect everyday farming, including reading instructions, measuring chemicals, keeping records and learning improved methods. Classroom example: Give learners a sample seed or pesticide label and ask what may happen when a farmer cannot read the instructions correctly.

QUESTION 31

Name the government body which is responsible for collecting revenue from the services given to tourists at national parks.

Candidates' approach: Candidates who answered correctly identified the Uganda Wildlife Authority as the body responsible for the services and revenue described.

Challenge observed: Many candidates wrote Uganda Revenue Authority. This showed confusion between the general tax-collection body and the body that manages wildlife and national parks.

Teaching approach / classroom example. Differentiate the work of URA, UWA and UWEC. Use full names before introducing the abbreviations. Classroom example: Prepare a matching activity: URA - collects taxes; UWA - manages wildlife and national parks; UWEC - cares for and educates people about wildlife.

QUESTION 32

How does rainy weather affect the transportation of goods on feeder roads in rural areas?

Candidates' approach: Most candidates recognised that heavy rain makes feeder roads muddy and slippery.

Challenge observed: Some responses stopped at the condition of the road and did not complete the cause-and-effect link by explaining that the roads become difficult or impossible to use, thereby delaying the transportation of goods.

Teaching approach / classroom example. Teach learners to complete the cause-and-effect link from rainy weather to the transportation of goods. Classroom example: Use this chain: heavy rain → muddy and slippery feeder road → vehicles get stuck or move slowly → goods reach the market late.

QUESTION 33

State any one way in which children can be helped to identify that their rights have been violated.

Candidates' approach: Candidates showed good general knowledge of children's rights.

Challenge observed: Many candidates gave ways of controlling abuse of children's rights instead of stating how children can be helped to know or recognise their rights.

Teaching approach / classroom example. Teach practical ways of making children aware of their rights so that they can recognise when those rights are violated. Classroom example: Use a short drama in which one child is denied schooling. Ask learners to name the right and explain how posters, school talks or a children's club can teach children about it.

QUESTION 34

Give any one reason why savanna vegetation covers most parts of Africa.

Candidates' approach: Candidates who answered correctly related the wide distribution of savanna to the position of much of Africa within the tropical region.

Challenge observed: Many candidates could not distinguish climate from vegetation or explain how climatic location influences the type of vegetation found in an area.

Teaching approach / classroom example. Strengthen the link between climate and vegetation. Also show how latitude affects temperature and rainfall. Classroom example: Draw a simple flow chart: tropical location → warm conditions with seasonal rainfall → widespread savanna vegetation.

QUESTION 35

State any one way people can locate the position of Africa on the world map.

Candidates' approach: Many candidates knew that Africa can be located by using grid references, lines of latitude and longitude, neighbouring continents or surrounding water bodies.

Challenge observed: Many candidates had difficulty with the spelling of grid reference, the method most candidates attempted to use.

Teaching approach / classroom example. Teach learners to locate Africa by using latitude, longitude, neighbouring continents and surrounding water bodies. Continue practising the spelling of geographical terms. Classroom example: Give learners an atlas and ask them to locate Africa using the Equator, Prime Meridian, Indian Ocean and Atlantic Ocean.

QUESTION 36

EITHER: How have Christians failed to live up to God's standards?
OR: How have Muslims failed to live up to the standards of Allah?

Candidates' approach: Most candidates gave a relevant example of conduct that falls below the standards of God or Allah.

Challenge observed: Some candidates had difficulty spelling key words, which made otherwise relevant responses unclear.

Teaching approach / classroom example. Use familiar examples to teach conduct that does not meet the standards of God or Allah. Continue practising the spelling of key Religious Education words. Classroom example: Learners can sort actions such as stealing, lying, helping others and forgiving into 'right conduct' and 'wrong conduct'.

QUESTION 37

EITHER: How did early Christian converts in Uganda show that they were faithful to their creator?
OR: How did early Muslim converts in Uganda show that they were faithful to their creator?

Candidates' approach: Most candidates recalled an appropriate act of faithfulness, such as preaching, teaching, building places of worship or caring for the sick.

Challenge observed: The few unsuccessful candidates appeared to rush or panic and so they wrote unrelated responses.

Teaching approach / classroom example. Encourage learners to attempt every question. Train them to pause, read the full question and identify what it asks before writing. Classroom example: Give learners thirty seconds to underline 'how' and the words 'show that they were faithful' before they answer.

QUESTION 38

EITHER: Name the prophet that foretold Jesus' triumphant entry into Jerusalem.
OR: Name the journey Prophet Muhammad made in order to save his life from pagans in Mecca.

Candidates' approach: Most candidates knew the required prophet or journey and attempted Prophet Zechariah or Hijra.

Challenge observed: Inaccurate spelling prevented many candidates from presenting the known name clearly enough to earn the mark.

Teaching approach / classroom example. Provide frequent spelling practice for Biblical and Islamic names and terms. Connect each name or term to the related event. Classroom example: Use flashcards for 'Zechariah' and 'Hijra'. Learners should read, cover, write and check each word, then explain what it refers to.

QUESTION 39

EITHER: According to the Biblical teaching, how should Christians pray?
OR: According to Islamic teachings, what can nullify a prayer?

Candidates' approach: Most candidates had some knowledge of prayer and attempted the chosen alternative.

Challenge observed: Some candidates gave general descriptions of prayer instead of responding to exactly what the question asked. In particular, responses did not always state how Christians should pray or identify an act that nullifies a Muslim prayer.

Teaching approach / classroom example. Train learners to identify the exact task in each Religious Education alternative. Separate general knowledge about prayer from the particular answer required. Classroom example: Use two headings: 'How Christians should pray' and 'Acts that nullify a Muslim prayer'. Learners place example cards under the correct heading.

QUESTION 40

EITHER: Mention any one item that can be paid as tithe by a faithful Christian.
OR: In which item can zakat be paid by faithful Muslims?

Candidates' approach: Most candidates named an acceptable item in which tithe or zakat may be paid.

Challenge observed: Some candidates wrote plants, which did not answer the question correctly.

Teaching approach / classroom example. Teach learners to give a specific acceptable item instead of a broad word such as 'plants'. Classroom example: Ask learners to name a clear item, such as money, harvested crops or livestock, and explain whether it can be used for tithe or zakat according to the teaching covered.

2.2 Section B

QUESTION 41

(a) How were the Arab traders able to cross the Indian Ocean to the coast of East Africa?
(b) State any two challenges faced when using traditional means of water transport.
(c) Give any one way road transport can be made possible across rivers in East Africa.

Candidates' approach: Most candidates remembered that Arab traders crossed the Indian Ocean in dhows. In part (b), many also gave at least one valid challenge, commonly accidents or the limited carrying capacity of traditional craft.

Challenge observed: Several candidates misspelt dhows as ***dow***, ***door*** and others replaced the specific traditional craft with ships, boats or ferries. Others confused traditional with modern water transport or failed to give the required number of challenges.

Teaching approach / classroom example. Use pictures or models to distinguish dhows and other traditional craft from modern water transport. Let learners discuss the challenges of traditional water transport and give the exact number of points asked for. Classroom example: Learners can sort pictures into 'traditional' and 'modern', then state two challenges of a dhow, such as small carrying capacity and risk of accidents.

QUESTION 42

Sugarcane growing is one of the main economic activities in Eastern Uganda. Districts like Kaliro, Mayuge and Jinja have sugarcane-processing factories, for example Kakira Sugar Works, Mayuge Sugar Industries and Kaliro Sugar Limited.

(a) State any two ways sugarcane growing has promoted the economic development of Uganda.

(b) How has sugarcane growing promoted livestock farming in East Africa?

(c) State any one way sugarcane-processing factories benefit sugarcane out-growers in regions where they are established.

Candidates' approach: Candidates who answered the question well linked sugarcane growing to employment, income, raw materials, animal feed or a market for out-growers.

Challenge observed: Many candidates mentioned sugarcane growing without clearly showing how it contributes to economic development. Weak sentence construction and incorrect use of singular and plural forms, such as it promote and they promotes, also reduced the clarity of responses.

Teaching approach / classroom example. Revise crop growing with emphasis on how it supports economic development and other activities. Also correct simple subject-verb agreement in learners' answers. Classroom example: Build a chain from sugarcane farm → factory → jobs, income, animal feed and a market for out-growers. Practise sentences such as 'It promotes' and 'They promote'.

QUESTION 43

(a) Why is tourism called an invisible export?

(b) Mention any two ways the governments of East African countries can promote tourism in the region.

(c) Give any one way tourists can be a threat to the security of a country.

Candidates' approach: Most candidates gave relevant measures for promoting tourism in part (b). A few also explained that tourism earns foreign income without the physical export of goods.

Challenge observed: Most candidates confused invisible export with invisible trade and did not explain the absence of a physical exchange of commodities. Some supplied broad or excessive lists of development activities instead of selecting the number of tourism measures required.

Teaching approach / classroom example. Differentiate an invisible export from general invisible trade. Teach learners to give only the number of responses requested. Classroom example: Explain that a tourist may pay for a hotel and a park visit in Uganda; Uganda earns foreign income even though no physical product leaves the country.

QUESTION 44

Study the map and answer the questions that follow.

(a) Name the river marked with letter G.

(b) To which region of Africa does the country marked with letter K belong?

(c) What advantage do countries S and Y have over Uganda when carrying out international trade?

(d) Give any one reason why Uganda has fewer irrigation schemes than the country marked with letter S.

Candidates' approach: Most candidates used the map to identify the region of Africa in which country K lies. Many also attempted the river-identification part correctly.

Challenge observed: Some candidates could identify places on the map but could not compare the trading advantage of the coastal countries S and Y with landlocked Uganda. The comparison required in part (c) was therefore missing.

Teaching approach / classroom example. Give learners regular map-work practice that includes both identifying features and explaining what those features mean. Teach comparisons clearly. Classroom example: Ask learners to complete: 'Countries S and Y have seaports, while Uganda is landlocked; therefore, they can trade directly by sea.'

QUESTION 45

(a) What is basic technology?

(b) Mention any two products made using the knowledge acquired from basic technology.

(c) Why do most schools in Uganda equip children with basic-technology skills?

Candidates' approach: Most candidates defined basic technology in terms of local tools, skills and materials and named products made through it.

Challenge observed: Some candidates confused basic technology with modern technology and so they gave products or explanations outside the required context.

Teaching approach / classroom example. Revise the meaning of basic technology and the products made using local skills, simple tools and local materials. Compare it with modern technology. Classroom example: Let learners make or observe a basket, clay pot or mat, then name the local material, simple tool and skill used.

QUESTION 46

(a) In which two ways are human rights abused in East Africa?

(b) How has the Uganda Human Rights Commission promoted respect for human rights in Uganda?

(c) Apart from UHRC, give any other body in Uganda that protects human rights.

Candidates' approach: Most candidates showed knowledge of human rights and attempted relevant examples of abuse, protection or responsible institutions.

Challenge observed: Many candidates confused human rights, children's rights and child abuse. Some responses therefore addressed a different idea from the one asked for.

Teaching approach / classroom example. Differentiate human rights, children's rights and child abuse by using clear examples and comparison. Classroom example: Give groups scenario cards. Learners decide whether each card shows a general human-rights issue, a children's-rights issue or child abuse, and explain why.

QUESTION 47

The diagram shows some of the activities carried out during the Trans-Saharan Trade.
(a) Give any one reason why traders preferred moving in caravans.
(b) Why were the means of transport shown in the diagram preferred by the traders?
(c) State any one tribe in West Africa that participated in the Trans-Saharan Trade.
(d) Give any one factor that led to the decline of the Trans-Saharan Trade.

Candidates' approach: Many candidates understood the main features of the Trans-Saharan Trade and explained why traders travelled in caravans.

Challenge observed: Some candidates forgot the West African groups that participated in the trade or the adaptations that make camels suitable for desert transport.

Teaching approach / classroom example. Reteach the groups that took part in the Trans-Saharan Trade, caravan movement, camel adaptations and the causes of the trade's decline. Classroom example: Use a labelled camel picture and ask learners how wide feet, long legs and the ability to go for long without water help it to cross the desert.

QUESTION 48

(a) Give any two factors that influence population distribution in an area.
(b) State any one way the government can encourage urban-rural migration.
(c) How did the migration and settlement of early migrants into East Africa lead to loss of culture?

Candidates' approach: Many candidates understood the idea of urban-rural migration and gave a relevant way of encouraging people to settle in rural areas.

Challenge observed: A number of candidates could not relate physical and human factors to population distribution. Some also confused population distribution with vegetation distribution or population growth.

Teaching approach / classroom example. Revise population distribution and distinguish it from vegetation distribution and population growth. Group the factors into physical and human factors. Classroom example: Learners can sort cards such as rainfall, relief, jobs and roads into 'physical' and 'human' factors that influence where people live.

QUESTION 49

Match List A to List B correctly: Jomo Kenyatta, Benjamin Mkapa, I. K. Musaazi and Julius Nyerere with their respective contributions.

Candidates' approach: Nearly all candidates interpreted the matching format correctly and associated the leaders with their respective contributions.

Challenge observed: The few unsuccessful candidates did not follow the matching demand and instead wrote general information about the road to independence.

Teaching approach / classroom example. Give learners more practice in reading and answering matching questions. Remind them to match each person only to the stated contribution. Classroom example: Prepare leader cards and contribution cards. Learners pair Jomo Kenyatta, Benjamin Mkapa, I. K. Musaazi and Julius Nyerere with the correct contributions.

QUESTION 50

(a) Give any two social facilities that provide social services to people.
(b) Mention any one way people take care of the facilities listed in part (a).
(c) What kind of tax is paid by people who work in the institutions mentioned above?

Candidates' approach: Most candidates understood the question and named suitable social facilities. Many also attempted a way of caring for them and identified the tax paid by employees.

Challenge observed: Spelling and sentence formation were major weaknesses. In some scripts, short responses were written so inaccurately that the intended facility, care practice or tax could not be recognised.

Teaching approach / classroom example. Emphasise correct spelling and short, complete answers. Continue guiding learners to answer every part of a structured question separately. Classroom example: Use sentence frames: 'A hospital provides health services.' 'People care for it by keeping it clean.' 'Workers may pay PAYE.'

QUESTION 51

EITHER: (a) What is success according to Christian teaching? (b) Mention any two things Christians can do to be successful in life. (c) How do some schoolchildren contribute to their poor performance?
OR: (a) What is success according to Islamic teaching? (b) Mention any two things Muslims can do to be successful in life. (c) How do some schoolchildren contribute to their poor performance in class?

Candidates' approach: Most candidates understood the idea of success and attempted the three parts. Successful responses linked achievement of goals to practices such as planning, hard work, time management, prayer and positive attitudes to work.

Challenge observed: Some candidates left the question unanswered or showed little knowledge of the topic. The recorded comments suggest that the content had not been covered adequately in some classes.

Teaching approach / classroom example. Teach the topic fully in both the Christian and Islamic alternatives. Encourage every learner to attempt the chosen Religious Education section and connect success to responsible actions. Classroom example: Let learners prepare a simple weekly plan showing study time, prayer, rest and completion of homework, then explain how the plan can improve performance.

QUESTION 52

EITHER: (a) Give any one significance of Jesus' visit to Jerusalem and Jesus' visit to Bethany. (b) Mention any two things Christians can do to live in harmony with one another in the community.
OR: (a) Give any one significance of the Miraj and Hejira journeys made by Prophet Muhammad to Muslims. (b) Mention any two things Muslims can do to live in harmony with others in the community.

Candidates' approach: Many candidates handled the part on living in harmony and gave suitable community practices.

Challenge observed: Most difficulty occurred in the word significance. Candidates knew the visit or journey but did not always state its meaning or importance to Christian or Muslim believers.

Teaching approach / classroom example. Teach the meaning of command words used in Religious Education, especially 'significance'. Give practice in explaining why a visit, journey or event is important to believers. Classroom example: Use the sentence frame: 'This journey was significant because ...' Learners complete it for the event studied.

QUESTION 53

EITHER: 'It was because you do not have enough faith,' answered Jesus. 'I assure you that if you have faith as big as a mustard seed, you can say to this hill, Go from here to there, and it will go.' (Matthew 17:20)
(a) To whom were those words said? (b) Give any two ways faith is important to Christian believers. (c) Name any one person in the Bible who showed great faith in God.
OR: 'Faith consists of more than seventy branches. The highest is the declaration that there is no god but Allah, and the lowest is removing something harmful from the road.' (Sahih al-Bukhari, Hadith 9)
(a) Which Islamic prophet taught with the above hadith? (b) Give any two ways faith is important to Muslims. (c) Name any one person in the Qur'an who showed great faith in Allah.

Candidates' approach: Most candidates showed a general understanding of faith and attempted the required importance and example from the selected tradition.

Challenge observed: Some candidates lacked secure knowledge of Biblical or Islamic persons and teachings. Others repeated the word faith in unsuitable places instead of giving the specific response, while spelling also caused loss of marks.

Teaching approach / classroom example. Give more attention to the teachings of Jesus, Islamic teachings and people who showed faith. Continue spelling practice for religious names and terms. Classroom example: Tell a short faith story, then ask learners to name the person, state the act of faith and explain one lesson believers learn from it.

QUESTION 54

EITHER: (a) Give any two similar beliefs between African Traditional Religion and Christianity. (b) Mention any two ways Traditionalists restored broken relationships among themselves.
OR: (a) Give any two similar beliefs between African Traditional Religion and Islam. (b) Mention any two ways Traditionalists restored broken relationships among themselves.

Candidates' approach: Most candidates identified relevant similarities in belief and suitable traditional ways of restoring relationships.

Challenge observed: The few unsuccessful candidates mainly had difficulty spelling the required terms clearly.

Teaching approach / classroom example. Use comparison activities to teach similar beliefs and traditional ways of restoring broken relationships. Continue spelling practice. Classroom example: Draw a Venn diagram for African Traditional Religion and Christianity or Islam. Learners place shared beliefs in the middle.

QUESTION 55

FOR BOTH: (a) Mention any one example of animal freedoms. (b) State any two ways of caring for domestic animals as God's or Allah's creatures. (c) In which one way are animal freedoms violated in our community?

Candidates' approach: Most candidates understood animal freedoms and gave relevant ways of caring for domestic animals or examples of violation.

Challenge observed: The few unsuccessful candidates appeared to rush because they considered the question simple. As a result, they did not read every part carefully before answering.

Teaching approach / classroom example. Advise learners to read every part of a structured question carefully, even when the topic looks easy. Teach animal freedoms together with proper care and common violations. Classroom example: Use an animal-care checklist: enough food, clean water, shelter, treatment and freedom from cruelty. Learners identify which freedom is violated in each short case.

3.0 Teaching priorities

The following actions bring together the main teaching needs shown by candidates' work in this subject.

Teach command words. Train learners to identify whether a question asks for a name, reason, benefit, effect, comparison, significance or explanation before they answer.

Develop complete reasoning. Require learners to connect a cause or idea to the final result, especially in transport, trade, farming, settlement and map-work questions.

Compare related concepts. Teach closely related institutions, terms and processes side by side so that learners select the correct idea in context.

Use maps and diagrams often. Give regular work that requires learners to identify a feature and explain what it means or how it affects people.

Build subject vocabulary. Keep subject word walls and give short spelling practice for geographical, historical, civic and religious words.

Practise structured answers. Teach learners to give the exact number of points requested, use short complete sentences and check every part before moving on.
Strengthen Religious Education. Teach both alternatives fully, explain command words such as significance, and revise important people, journeys, teachings and practices.

ENGLISH LANGUAGE

1.0 Introduction

This report analyses candidates' work in English Language in the E-Learn National Special Mock 2026. The supplied questions, accepted responses and examiner observations were matched carefully so that every comment addresses the language skill tested. Where an answer required a particular form, structure or presentation, the report explains that demand and gives a practical way of teaching it.

1.1 Overall findings

Language forms. Candidates handled several familiar word forms, plurals, contractions and sentence structures correctly. Performance weakened when an item required a less familiar spelling, an irregular form or a change in more than one part of the sentence.
Following instructions. Some candidates changed words that should have been retained, omitted required words, gave phrases when one word was required or left transformed sentences incomplete.
Reading and inference. Direct details in the dialogue and poem were generally easier than questions requiring inference, explanation or interpretation of the pay-in slip and picture sequence.
Presentation. Handwriting, letter formation, punctuation, hyphenation and spacing affected the clarity of otherwise relevant answers, especially in comprehension and picture-based writing.

1.2 Common patterns in candidates' work

Word formation. The required idea was sometimes known, but the response was given in the wrong part of speech, tense, number or spelling.
Sentence transformation. Candidates needed to follow the given opening or structure, preserve the original meaning and complete the whole sentence.
Full-sentence answers. In comprehension work, omitted key words and incomplete answers reduced marks even when candidates had located the correct part of the passage.
Functional English. The pay-in slip, poem, dialogue and picture story showed the need for more practical reading and writing tasks drawn from everyday life.

2.0 Detailed analysis of candidates' work

2.1 Section A - Sub-section I: Questions 1-30

QUESTION 1

Jeremiah put his five books on the shelf.
Candidates' approach: Correct responses used on to show the position of the books in relation to the shelf.
Challenge observed: Responses that omitted the preposition or used a word such as in or at did not express the required relationship correctly.
Teaching approach / classroom example. Give learners regular practice in choosing prepositions from the meaning of a complete sentence. Classroom example: Place books on, in, under and beside a shelf or desk. Learners describe each position and select the preposition that matches what they can see.

QUESTION 2

Pedestrians should always walk along pavements to avoid road accidents.
Candidates' approach: Correct responses supplied along and completed the sentence with the appropriate preposition of movement.
Challenge observed: Using on, beside or another unsuitable preposition changed the meaning of the sentence and did not meet the demand of the item.
Teaching approach / classroom example. Teach prepositions of place and movement through familiar examples drawn from the school and road environment. Classroom example: Use a simple road picture and ask learners to trace a pedestrian's movement along the pavement, across the road and towards the gate before completing sentences with the correct preposition.

QUESTION 3

John said that he didn't know what a screwdriver looked like.
Candidates' approach: Candidates who handled the item correctly used what to introduce the indirect question after didn't know.
Challenge observed: Responses which used how, that or an unnecessary question mark did not form the indirect question correctly.
Teaching approach / classroom example. Practise direct and indirect questions, paying attention to word order and the words used to introduce them. Classroom example: Write a direct question such as 'What does it look like?' and guide learners to change it to 'He asked what it looked like,' noting the changed word order and punctuation.

QUESTION 4

The dog has been gnawing the bone since morning.

Candidates' approach: Correct responses used since with the stated starting point, morning.

Challenge observed: A response using for instead of since treated morning as a period rather than the point at which the action began.

Teaching approach / classroom example. Use timelines and oral examples to help learners distinguish since from for in the present perfect continuous tense. Classroom example: Draw a timeline showing an action beginning in the morning and continuing to the present. Contrast 'since morning' with 'for three hours'.

QUESTION 5

My uncle, as well as my father, is a Rwandan.

Candidates' approach: Candidates who understood subject-verb agreement selected is because the main subject, my uncle, is singular.

Challenge observed: Using are showed that the candidate treated my uncle and my father as a compound subject, although the phrase as well as does not change the number of the main subject.

Teaching approach / classroom example. Revise agreement where the subject is followed by expressions such as as well as, together with and in addition to. Classroom example: In the sentence 'The head teacher, as well as the teachers, is present,' cover the inserted phrase so that learners can identify the main subject and choose the correct verb.

QUESTION 6

Our teacher has just gone to the staffroom. (go)

Candidates' approach: Correct responses changed go to the past participle gone after has just.

Challenge observed: Responses such as went or go did not agree with the helping verb has and therefore produced an incorrect tense form.

Teaching approach / classroom example. Revise the principal parts of common verbs and the use of past participles after has, have and had. Classroom example: Use a three-column verb chart: go, went, gone. Learners select gone after has, have or had and use it in a complete sentence.

QUESTION 7

The food prefect ordered all pupils to always have their meals from the dining hall. (dine)

Candidates' approach: Candidates who handled the item correctly formed dining from dine and used it to describe the hall.

Challenge observed: Using dine or dinner did not form the required expression dining hall.

Teaching approach / classroom example. Give focused word-formation exercises in which verbs are changed into suitable describing forms used in common school expressions. Classroom example: Build a word family from dine, dining and dinner. Learners choose the form that correctly completes expressions such as dining hall and dining table.

QUESTION 8

It was not necessary for the police officers to mercilessly punish the suspect. (mercy)

Candidates' approach: Correct responses formed the adverb mercilessly from mercy and placed it appropriately before punish.

Challenge observed: Incorrect responses either retained the noun mercy, formed the adjective merciless without the adverb ending, or misspelt mercilessly.

Teaching approach / classroom example. Teach the formation and use of nouns, adjectives and adverbs, including the spelling changes involved. Classroom example: Build the word step by step: mercy, merciless, mercilessly. Learners identify the noun, adjective and adverb and use each form in a sentence.

QUESTION 9

Candidates must make their choices themselves. (they)

Candidates' approach: Candidates who answered correctly changed they to the reflexive pronoun themselves.

Challenge observed: Forms such as theirselves, themself or their did not agree with the plural subject candidates and did not give the required emphasis.

Teaching approach / classroom example. Revise personal and reflexive pronouns and let learners use each form in meaningful sentences. Classroom example: Match subject pronouns to reflexive pronouns, for example they - themselves and we - ourselves, then complete short sentences that require emphasis.

QUESTION 10

Kalibaga couldn't catch the antelope though he was good at running. (can)

Candidates' approach: Correct responses changed can to the negative past form couldn't to agree with the past-time context.

Challenge observed: Using can't kept the verb in the present, while could changed the intended negative meaning of the sentence.

Teaching approach / classroom example. Practise modal verbs in affirmative and negative forms and relate each form to the time shown in the sentence. Classroom example: Give paired time cards marked today and yesterday. Learners change can/can't to could/couldn't and explain which form matches the time shown.

QUESTION 11

Atoke married a Spanish lady. (Spain)

Candidates' approach: A good number of candidates formed the proper adjective Spanish from Spain and used it before lady.

Challenge observed: Some candidates supplied Spaniard, which is a noun, or failed to form the required proper adjective.

Teaching approach / classroom example. Teach the difference between names of countries, nationality nouns and proper adjectives, using them in complete sentences. Classroom example: Prepare a chart with country, nationality noun and adjective, for example Spain, Spaniard and Spanish. Learners use the proper adjective before a noun.

QUESTION 12

The Nile Coach left for Arua twenty minutes ago. (leave)

Candidates' approach: Most candidates recognised the time marker ago and changed leave to the simple past form left.

Challenge observed: Some candidates confused the simple past with the past participle or retained the base form of the verb.

Teaching approach / classroom example. Revise verb forms together with time markers so that learners can select the tense required by the context. Classroom example: Sort time-marker cards such as ago, yesterday, already and since under the tense they commonly signal, then complete sentences using the correct verb form.

QUESTION 13

Our names were alphabetically arranged in the register. (alphabet)

Candidates' approach: Candidates who understood the word-formation task changed alphabet to the adverb alphabetically.

Challenge observed: Spelling alphabetically was a major difficulty. Incomplete forms and omitted letters prevented some responses from earning the mark.

Teaching approach / classroom example. Provide regular word-formation and spelling practice, especially for longer adverbs ending in -ically. Classroom example: Build alphabetically from alphabet and clap its syllables before writing it. Learners use the word in a sentence and check every letter against a word card.

QUESTION 14

Ogerwa skillfully dived into the swimming pool. (skill)

Candidates' approach: Most candidates formed and used the adverb skillfully correctly.

Challenge observed: Some candidates gave an adjective or another form of skill instead of the adverb required to describe how Ogerwa dived.

Teaching approach / classroom example. Revise the functions and formation of nouns, adjectives and adverbs, and require learners to identify the word being described. Classroom example: Compare 'a skilful diver' with 'she dived skilfully'. Learners identify whether the missing word describes a noun or an action before selecting the adjective or adverb.

QUESTION 15

Milly needs a dictionary to learn the meanings of different words. (mean)

Candidates' approach: Most candidates formed the noun meaning and recognised that the sentence referred to more than one word.

Challenge observed: The plural form meanings was a challenge to some candidates, who wrote the singular form or another unsuitable form of mean.

Teaching approach / classroom example. Give learners more practice in word formation and in using singular and plural nouns according to the context. Classroom example: Use the sequence mean, meaning, meanings in sentences about one word and several words. Learners explain why the plural is required in the given sentence.

QUESTION 16

Mr - Mister // mister

Candidates' approach: Most candidates knew that Mr is the short form of Mister and wrote it in full.

Challenge observed: Some candidates confused Mister with Master or produced an inaccurate spelling.

Teaching approach / classroom example. Revise common abbreviations and their full forms, including the difference between titles that look or sound similar. Classroom example: Match cards carrying Mr, Mrs, Dr and St to their full forms. Include Mister and Master in separate sentences so that learners distinguish the two words.

QUESTION 17

they'll - they will

Candidates' approach: Most candidates correctly expanded they'll to they will.

Challenge observed: Some candidates did not recognise the two words represented by the contraction or copied the apostrophe form instead of writing it in full.

Teaching approach / classroom example. Teach contractions alongside their complete forms and let learners practise expanding them in sentences. Classroom example: Give learners contraction cards such as they'll, we're and can't and let them pair each with its complete form before using both forms in sentences.

QUESTION 18

Smartness was also observed during the debate. Rewrite the sentence giving the opposite of the underlined word.

Candidates' approach: Candidates who answered correctly replaced Smartness with Shabbiness and retained the rest of the sentence.

Challenge observed: Many candidates had difficulty finding the opposite required by the context or changed more of the sentence than was necessary.

Teaching approach / classroom example. Develop learners' vocabulary through regular work on opposites and require them to preserve the rest of the given sentence. Classroom example: Provide sentence strips containing familiar adjectives or nouns and their opposites. Learners replace only the underlined word and read the new sentence to check the opposite meaning.

QUESTION 19

He could not make a call because he had sufficient airtime balance on his phone. Rewrite the sentence giving the opposite of the underlined word.

Candidates' approach: Correct responses used insufficient as the opposite of sufficient and copied the remaining words accurately.

Challenge observed: Some candidates failed to form the opposite with the correct prefix or changed other parts of the sentence.

Teaching approach / classroom example. Teach common negative prefixes and give sentence-based practice in replacing only the underlined word. Classroom example: Build opposites using prefixes such as in-, im-, un- and dis-. Learners form insufficient from sufficient and retain every other word in the sentence.

QUESTION 20

Give the plural of shadow.

Candidates' approach: Most candidates correctly wrote shadows by adding -s to shadow.

Challenge observed: A few responses used an unnecessary spelling change or omitted the plural ending.

Teaching approach / classroom example. Continue revising regular plural forms and relate each rule to several familiar examples. Classroom example: Sort nouns into those that take -s and those that require a spelling change. Learners place shadow under the -s group and write shadows.

QUESTION 21

Give the plural of medium.

Candidates' approach: Candidates who knew the irregular form correctly wrote media.

Challenge observed: Many candidates treated medium as a regular noun and failed to supply media.

Teaching approach / classroom example. Revise irregular plurals such as medium/media and stimulus/stimuli, and let learners use them in context. Classroom example: Use matching cards for irregular singular and plural pairs, including medium/media, child/children and tooth/teeth, then use each plural in a sentence.

QUESTION 22

Rearrange the words in alphabetical order: evening, morning, noon, day.

Candidates' approach: Most candidates arranged the four words correctly as day, evening, morning, noon.

Challenge observed: Responses that omitted a word, changed a spelling or followed the order of events in a day instead of alphabetical order did not meet the instruction.

Teaching approach / classroom example. Give regular dictionary and alphabetisation exercises and train learners to check that every given word has been retained. Classroom example: Give each group the four words on separate cards. Learners arrange them by the first letter, copy all four and check that none has been omitted.

QUESTION 23

Rearrange the words in alphabetical order: serviette, menu, service, meal.

Candidates' approach: Many candidates correctly compared the opening letters and wrote meal, menu, service, serviette.

Challenge observed: Some candidates omitted letters or changed the words while arranging them. Others did not compare the later letters in words that began similarly.

Teaching approach / classroom example. Teach learners to compare words letter by letter and to copy every word exactly before checking the final order. Classroom example: Place meal, menu, service and serviette on cards. Learners compare the words letter by letter, especially service and serviette, and explain the final order.

QUESTION 24

Stella has given birth to a single child. Rewrite the sentence giving one word to mean the same as the underlined group of words.

Candidates' approach: Some candidates replaced a single child with singleton and kept the meaning of the sentence.

Challenge observed: Many candidates repeated the underlined words or supplied a phrase instead of the one word required.

Teaching approach / classroom example. Build vocabulary for common one-word substitutions and insist that learners follow the instruction to give one word. Classroom example: Create a one-word-substitution word wall. Match 'a single child born at one birth' with singleton, then use the word in a complete sentence.

QUESTION 25

I was removing part of a chicken's beak to prevent egg eating. Rewrite the sentence giving one word to mean the same as the underlined group of words.

Candidates' approach: Candidates who knew the agricultural term rewrote the sentence using debeaking.

Challenge observed: Some candidates gave a general description instead of the single word, while others could not spell debeaking correctly.

Teaching approach / classroom example. Revise practical vocabulary from the learners' environment and use each technical word in a complete sentence. Classroom example: Show a labelled poultry-care picture or describe the removal of part of a bird's beak. Learners identify the activity as debeaking and practise its spelling.

QUESTION 26

I shall never go to the place where animals are slaughtered again because it is flooded with blood. Rewrite the sentence giving one word to mean the same as the underlined group of words.

Candidates' approach: A few candidates correctly used abattoir or slaughterhouse for the underlined group of words.

Challenge observed: Many candidates failed to give a single word, and spelling abattoir was particularly difficult.

Teaching approach / classroom example. Revise one-word substitutions and maintain a vocabulary list of commonly tested places and occupations. Classroom example: Match descriptions of places to their names, for example 'a place where animals are slaughtered' to abattoir. Use look-cover-write-check to practise the difficult spelling.

QUESTION 27

Rearrange the words to make a meaningful sentence: together flock a feather birds of.

Candidates' approach: Most candidates formed the proverb Birds of a feather flock together.

Challenge observed: Some candidates added the word same, which was not among the words provided, or altered the wording of the sentence.

Teaching approach / classroom example. Practise sentence construction and remind learners to use all and only the words supplied unless the instruction allows additions. Classroom example: Give learners the six words on separate cards and require them to form the proverb using every card once, without adding another word.

QUESTION 28

Rearrange the words to make a meaningful sentence: interested in who you swimming is among?

Candidates' approach: Candidates who succeeded formed the question Who among you is interested in swimming? and used the correct interrogative order.

Challenge observed: Some responses misplaced the helping verb, omitted a word or failed to use the question mark.

Teaching approach / classroom example. Give learners regular practice in arranging interrogative sentences and checking their punctuation. Classroom example: Learners arrange the question on word cards, then check the helping verb, subject, remaining words, capital letter and question mark in that order.

QUESTION 29

Use aloud in a sentence to show that you know its meaning.

Candidates' approach: Correct responses used aloud to mean in a voice that can be heard, within a clear and grammatically complete sentence.

Challenge observed: Many candidates did not bring out this meaning clearly or confused aloud with allowed.

Teaching approach / classroom example. Teach homophones through paired examples and require each sentence to contain enough context to show the intended meaning. Classroom example: One learner reads a notice aloud while another is allowed to leave the room. The class explains how the context shows the meaning of each homophone.

QUESTION 30

Use allowed in a sentence to show that you know its meaning.

Candidates' approach: Most candidates wrote sentences in which allowed meant permitted or given permission to do something.

Challenge observed: Some candidates used the sound-alike word aloud or wrote a sentence that did not make the meaning of allowed clear.

Teaching approach / classroom example. Revise homophones thoroughly and let learners compare their spelling, meaning and use in context. Classroom example: Use paired sentences containing aloud and allowed. Learners underline the context clue that means 'in a voice that can be heard' or 'given permission'.

2.2 Section A - Sub-section II: Questions 31-50

QUESTION 31

The bench is very dirty. We cannot sit on it. Rewrite as one sentence using: ... too ... to ...

Candidates' approach: Candidates who understood the structure combined the ideas as The bench is too dirty for us to sit on and supplied for before us.

Challenge observed: Many candidates retained the pronoun it at the end or omitted for, producing a sentence that did not fit the required too ... to structure.

Teaching approach / classroom example. Practise too ... to constructions where the subjects of the two original sentences are different. Classroom example: Display a picture of a very dirty bench and guide learners to combine 'The bench is very dirty' and 'We cannot sit on it' using too ... for us to, removing the unnecessary final pronoun.

QUESTION 32

Both my nephew and my niece are kind. Rewrite the sentence using: ... as ... as ...

Candidates' approach: Candidates who answered correctly used the adjective kind between the two parts of as ... as and compared the nephew with the niece.

Challenge observed: Some candidates confused as ... as with as well as or failed to complete both sides of the comparison.

Teaching approach / classroom example. Teach the difference between equality comparisons using as ... as and additive expressions using as well as. Classroom example: Compare two equally long pencils or two equally kind story characters and build the frame 'A is as ... as B' before rewriting the given sentence.

QUESTION 33

Do not accept answers from your friends because they may not be right. Rewrite the sentence beginning: Avoid ...

Candidates' approach: Most candidates recognised that Avoid should be followed by accepting and attempted the transformation correctly.

Challenge observed: Some candidates retained accept without the -ing form or left the sentence incomplete.

Teaching approach / classroom example. Revise verbs that are followed by gerunds and train learners to complete the whole sentence after changing its opening. Classroom example: Put verbs after Avoid on cards and let learners change each to the -ing form, for example avoid copying, avoid shouting and avoid accepting unsuitable answers.

QUESTION 34

There is great treasure in education. Rewrite the sentence beginning: Is ...?

Candidates' approach: Most candidates changed the statement to the question *Is there much treasure in education*?

Challenge observed: Some candidates did not invert is and there correctly or forgot the question mark at the end.

Teaching approach / classroom example. Revise the formation and punctuation of interrogative sentences. Classroom example: Change short there is/there are statements into questions on the board. Learners move the verb to the beginning and add the question mark.

QUESTION 35

The farmer mistreated the animals. He was blamed. Rewrite the sentence using: ... accused of ...

Candidates' approach: Most candidates used was accused of and changed mistreat to the -ing form mistreating.

Challenge observed: Some candidates did not maintain the past tense or used the base form of the verb after of.

Teaching approach / classroom example. Emphasise tense consistency and the use of a gerund after a preposition. Classroom example: Use a short classroom scenario and form 'The pupil was accused of damaging the book.' Learners identify the past helping verb and the gerund after of.

QUESTION 36

Nandutu was hurt. She did not cry. Rewrite as one sentence using: ... who ...

Candidates' approach: Some candidates correctly identified Nandutu as the noun described by the relative clause and joined the ideas using who.

Challenge observed: Many candidates failed to mark the non-defining relative clause with two commas or placed who incorrectly.

Teaching approach / classroom example. Revise relative pronouns and the punctuation of non-defining relative clauses. Classroom example: Give learners the sentence 'Nandutu, who was hurt, did not cry' on movable strips. They place commas before and after the extra information and read the sentence with pauses.

QUESTION 37

Mark is very intelligent. He will answer all the tricky questions in the test correctly. Rewrite as one sentence using: ... enough ...

Candidates' approach: Most candidates applied adjective + enough + to-infinitive correctly and preserved the main meaning.

Challenge observed: Some candidates placed enough before intelligent or failed to complete the sentence after changing its structure.

Teaching approach / classroom example. Give further practice in enough constructions and insist that candidates read the completed sentence for meaning. Classroom example: Arrange word cards in the order adjective + enough + to-infinitive, for example 'strong enough to lift'. Learners then transform the complete sentence.

QUESTION 38

Mummy, I need some tea. Rewrite the sentence ending: ... please?

Candidates' approach: Some candidates changed the demand into a polite request using may or can and placed please appropriately.

Challenge observed: Many candidates had difficulty using commas and the question mark correctly, while others retained the direct demand instead of making a polite request.

Teaching approach / classroom example. Revise the language and punctuation of polite requests through practical oral and written activities. Classroom example: Conduct a role-play in which learners change direct demands into polite requests, using may, can or could, the addressee's name, please and correct punctuation.

QUESTION 39

The committee deployed many security officers across the country. It wanted to have a peaceful election process. Rewrite as one sentence beginning: In order to ...

Candidates' approach: Most candidates used In order to to express purpose and joined the two ideas in the expected order.

Challenge observed: Some candidates left the long sentence incomplete or repeated words unnecessarily.

Teaching approach / classroom example. Practise joining sentences with purpose expressions and train learners to reread long answers before moving on. Classroom example: Join paired action-and-purpose cards, such as 'The prefect rang the bell' and 'to call the pupils', using In order to at the beginning.

QUESTION 40

The health prefect informed one of the teachers on duty as soon as he lost his tag. Rewrite the sentence using: No sooner did ... than ...

Candidates' approach: Some candidates used No sooner did ... than and correctly changed lost to the base form lose after did.

Challenge observed: Many candidates misspelt lose, wrote loose, inserted to before the verb or used as soon as together with the new structure.

Teaching approach / classroom example. Teach the complete No sooner did ... than pattern and emphasise the base form of the verb after did. Classroom example: Transform 'As soon as the bell rang, the pupils entered' into 'No sooner did the bell ring than the pupils entered.' Learners underline the base verb used after did.

QUESTION 41

The coffin is next to the bier. Rewrite the sentence using: ... beside ...

Candidates' approach: Correct responses replaced next to with beside without changing the relationship between the coffin and the bier.

Challenge observed: Some candidates confused the similar expressions or changed the sentence in a way that did not preserve its meaning.

Teaching approach / classroom example. Teach synonymous prepositions in context and require learners to compare the original and rewritten sentences. Classroom example: Place two classroom objects next to each other and ask learners to describe the relationship using both next to and beside without changing the meaning.

QUESTION 42

Tom bought a book. The book consists of ninety-six pages. Rewrite as one sentence ending: ... book.

Candidates' approach: Candidates who handled the item well formed a meaningful sentence ending with book and used ninety-six-page as a compound adjective.

Challenge observed: Some candidates omitted one or both hyphens, retained pages in the compound adjective or failed to punctuate the sentence correctly.

Teaching approach / classroom example. Teach compound adjectives, including the use of hyphens and the singular noun form before the word being described. Classroom example: Build compound-adjective cards such as a ten-page book and a five-kilometre road. Learners add hyphens and keep the unit noun singular before the final noun.

QUESTION 43

The motorist reached the garage when the mechanic had already left for home. Rewrite as one sentence beginning: By the time ...

Candidates' approach: Some candidates correctly began with By the time and retained had already left for the earlier action.

Challenge observed: Many candidates did not distinguish the earlier action from the later one and therefore used the tenses inaccurately.

Teaching approach / classroom example. Use timelines to teach the relationship between the simple past and past perfect in **By the time sentences**. Classroom example: Draw a two-action timeline and mark the action that happened first. Learners use the past perfect for the earlier action in a sentence beginning By the time.

QUESTION 44

Both the nurse and the doctor have left the ward. Rewrite the sentence using: ... like ...

Candidates' approach: Some candidates used the like structure correctly and maintained singular agreement with the first subject.

Challenge observed: Many candidates omitted the two commas required around the inserted like phrase or used the wrong helping verb.

Teaching approach / classroom example. Give more practice in punctuation and agreement when a comparison with like is inserted into a sentence. Classroom example: Insert '**like the doctor**' into a sentence about the nurse. Learners place commas around the inserted comparison and make the verb agree with the first subject.

QUESTION 45

I hope to buy a car for my parents when I get a job. Rewrite the sentence using: ... look forward ...

Candidates' approach: Most candidates used look forward to in the required sentence.

Challenge observed: Some candidates failed to change buy to the gerund buying after to.

Teaching approach / classroom example. Revise expressions in which to is a preposition and is therefore followed by a noun or gerund. Classroom example: Complete sentence frames such as '**I look forward to reading the book**.' Learners explain that to is followed by the -ing form in this expression.

QUESTION 46

Tom is not a pilot. He cannot fly a plane. Rewrite as one sentence using: ... if ...

Candidates' approach: Most candidates changed the two statements into a second conditional sentence using would and if.

Challenge observed: Some candidates failed to identify the if-clause, used unnecessary commas or mixed verb forms from different conditional patterns.

Teaching approach / classroom example. Provide guided practice on conditional clauses, especially the second conditional and the verb forms used in each clause. Classroom example: Sort condition cards into real and unreal situations. Use the frame 'If Tom were a pilot, he would fly a plane' to practise the second conditional.

QUESTION 47

That Ghanaian man is the most intelligent person in that factory. Rewrite the sentence beginning: No one ...

Candidates' approach: Candidates who handled the item correctly changed the superlative idea to a comparative structure beginning No one.

Challenge observed: Some candidates omitted or misspelt Ghanaian, while others did not complete the more ... than or as ... as comparison.

Teaching approach / classroom example. Revise transformations between superlative and comparative structures and emphasise accurate copying of key words. Classroom example: Rank three familiar objects or characters, write a superlative sentence, and then change it to 'No other ... is as ... as ...' while preserving the meaning.

QUESTION 48

Marwa did not fill the withdrawal form. He did not fill the deposit form. Rewrite as one sentence using: ... neither ... nor ...

Candidates' approach: Correct responses joined the two negative ideas with neither ... nor and used the affirmative verb filled once.

Challenge observed: Responses which retained did not created an unnecessary double negative. Others omitted nor or one of the two forms.

Teaching approach / classroom example. Practise neither ... nor structures and show learners how the paired conjunction already carries the negative meaning. Classroom example: Join two negative statements using neither ... nor. Learners cross out did not before writing the new sentence so that a double negative is avoided.

QUESTION 49

James speaks Luganda. He also speaks English. Rewrite as one sentence using: ... not only ...

Candidates' approach: Candidates who understood the paired structure wrote not only ... but also and retained the two languages in parallel positions.

Challenge observed: Incomplete responses omitted but also, repeated the subject awkwardly or changed the tense of the original sentences.

Teaching approach / classroom example. Teach paired conjunctions as complete patterns and give practice in keeping the joined parts parallel. Classroom example: Give paired idea cards and join them with the complete frame not only ... but also. Learners check that the two joined parts have the same grammatical form.

QUESTION 50

There are very few copies of Bibles in our library. Rewrite the sentence using: ... hardly ...

Candidates' approach: Correct responses used hardly any to preserve the meaning that the library had very few copies.

Challenge observed: Using hardly no produced a double negative, while hardly alone did not complete the required noun phrase.

Teaching approach / classroom example. Revise hardly any, hardly ever and related expressions through short sentence transformations. Classroom example: Use a quantity scale showing many, a few, very few and hardly any. Learners match very few with hardly any and use the expression before a noun.

2.3 Section B: Questions 51-55

QUESTION 51

Read the dialogue between Mr Hyena and the kids and answer in full sentences.

(a) Who had nothing to eat?
(b) What does Mr Hyena call the kids' father?
(c) According to the dialogue, who asked Mr Hyena to go to the kids' home?
(d) When did Mr Hyena meet the kids' father?
(e) How did the kids ask Mr Hyena to whisper the message to them?
(f) Why did the kids ask Mr Hyena to call their father?
(g) What did Mr Hyena say the kids lacked?
(h) How old is Mr Hyena according to the dialogue?
(i) Why do you think the kids were wise not to open the door for Mr Hyena?
(j) Give another word or group of words to mean "cautioned" as used in the dialogue.

Candidates' approach: Most candidates located relevant details in the dialogue, answered in full sentences and generally followed the tense used in each question. They handled the direct-recall parts better than the questions that required explanation or inference.
Challenge observed: Some candidates presented incomplete answers or omitted key words from the question. Writing the compound number forty-five with a hyphen was difficult, and poor handwriting or weak letter formation sometimes made correct ideas unclear. A few responses appeared copied rather than independently constructed.
Teaching approach / classroom example. Teach learners to turn the wording of each question into a complete answer without copying unnecessary material. Revise hyphenated compound numbers and give regular practice in inference questions. Continue improving handwriting, letter formation and independent response writing. Classroom example: Role-play the dialogue, then let pairs answer one direct question and one inference question in full sentences. Partners check the tense, key words and hyphen in forty-five.

QUESTION 52

Study the document used to pay school fees and answer in full sentences.
(a) What name is given to the above document?
(b) For which school is the document?
(c) In which bank were the school fees deposited?
(d) Whose school fees were deposited?
(e) How many one-thousand-shilling notes were deposited?
(f) Why was two thousand five hundred shillings included in the amount to be paid?
(g) How many denominations of money were used?
(h) Who was supposed to retain the copy shown?
(i) What do you think would happen if Jennifer didn't have the money for bank charges?
(j) Write a/c in full as used in the document.
Candidates' approach: Candidates who studied the pay-in slip carefully identified the bank, school, pupil, charges and other labelled details, and used the figures to answer the counting questions.
Challenge observed: Many candidates lacked familiarity with a bank pay-in slip. They had difficulty distinguishing notes from coins, identifying denominations and interpreting labels such as a/c and bank charges.
Teaching approach / classroom example. Teach functional reading through real or enlarged samples of bank slips, receipts, forms and other everyday documents. Guide learners to trace each answer to a heading, label, figure or note on the document before writing a full sentence. Classroom example: Display an enlarged sample pay-in slip. Learners point to the bank name, account, denominations and charges, calculate one amount, and then write each response as a full sentence.

QUESTION 53

The sentences are in a wrong order. Rearrange them to make a good story about "John, a Successful Farmer".
Candidates' approach: Most candidates attempted the task and presented their work in legible handwriting. Those who followed the ideas in the story linked the setting, the farm, the animals, the crops and John's success in a logical order.
Challenge observed: Some candidates did not understand how to arrange a jumbled story. Others began ordering the sentences before reading the whole passage and therefore lost the links between pronouns, repeated nouns and connecting expressions.
Teaching approach / classroom example. Teach a clear procedure for arranging a jumbled story: read all sentences, identify the opening, follow reference words and time order, then check the ending. Provide frequent jumbled-story exercises for guided practice and revision. Classroom example: Print the jumbled story on separate strips. Groups identify the opening, follow names, pronouns and connecting words, arrange the sequence, and justify the final order.
Candidates' approach: Most candidates attempted the poem questions in full sentences and used the tense of the questions appropriately. Many retrieved direct details such as the apps, the title and the users of print media.
Challenge observed: Some candidates copied from one another or lifted lines without shaping them into complete answers. Others left out key words, and poor handwriting or weak letter formation reduced clarity, especially where one letter resembled another.
Teaching approach / classroom example. Train learners to answer poem questions independently and to retain the key words needed for a complete response. Continue practising neat handwriting and correct letter formation so that answers can be read easily. Classroom example: Read one stanza aloud, underline the line containing a direct answer and discuss one inference. Learners then turn the question wording into an independent full-sentence response.

QUESTION 54

Read the poem "Communication Everywhere" and answer in full sentences.
(a) Who is talking in the first stanza?
(b) Why should one run to the mobile money or airtel money agent?
(c) Where are people's contacts saved according to the poem?
(d) Which people use print media?
(e) What kind of print media are being talked about in the second stanza?
(f) Which page should football fans hurry to whenever they buy newspapers?
(g) According to stanza three, who is the mother of communication?

(h) When do some apps function normally?
(i) Write the two apps mentioned in the poem.
(j) What is the title of the poem?

QUESTION 55

Pictures A-F tell a story about baking. Study each picture and write a meaningful sentence about what is happening. You may use the words in the box below: delivery van, baker, bread, dough, ingredients, plastic crates, shopping baskets, loading, oven, workers, packing.
(a) Picture A
(b) Picture B
(c) Picture C
(d) Picture D
(e) Picture E
(f) Picture F
(g) How many workers are shown loading bread into the van in Picture E?
(h) Where do you think the delivery van is in Picture F?
(i) How important is baking to people in your community?
(j) If you were one of the customers in the last picture, what would you do after receiving bread?

Candidates' approach: Candidates who studied the sequence identified the people and activities shown, used suitable articles and matched verb tenses to actions in progress or completed actions. Many also gave sensible answers about the importance of baking and appropriate behaviour after receiving bread.

Challenge observed: Weak responses used articles and tenses inconsistently, described details that were not visible, or failed to link the six pictures into a clear sequence. Poor punctuation, spacing, handwriting and letter formation also made some sentences difficult to read.

Teaching approach / classroom example. Give regular picture-composition activities that require learners to identify characters, observe actions, arrange ideas logically and use a consistent tense. Emphasise articles, sentence punctuation, word spacing and clear letter formation during composition practice. Encourage learners to check that each sentence describes the correct picture and contributes to the whole story. Classroom example: Give groups six mixed picture cards from a familiar process such as baking. Learners arrange them, orally describe each action in one consistent tense, and write a connected sentence for every picture.

3.0 Teaching priorities

The following actions bring together the main teaching needs shown by candidates' work in this subject.

Word forms. Teach nouns, verbs, adjectives, adverbs, participles and irregular plurals through complete sentences rather than isolated lists.

Transformations. Use short, regular drills on the exact structures tested and require learners to preserve meaning, tense, key words and punctuation.

Comprehension. Practise direct, explanatory and inference questions. Learners should identify the key words in the question and answer in a complete sentence.

Functional texts. Use real materials such as pay-in slips, receipts, notices and forms so that learners can interpret headings, figures, abbreviations and denominations.

Picture writing. Guide learners to observe characters and actions, generate ideas in sequence and use a consistent tense when writing from pictures.

Writing mechanics. Build daily routines for spelling, punctuation, hyphenation, handwriting, letter formation and spacing between words.

Examination technique. Train learners to follow every instruction, use all required words, avoid adding unprovided words, complete every part and check their work before submission.

3.1 Conclusion

Candidates showed useful knowledge of familiar vocabulary and structures, but marks were often lost when answers were incomplete, the required form was not maintained or presentation made the response unclear. Improvement will depend on careful reading, thorough teaching, practical language activities, regular exposure to inference questions, guided picture writing and consistent checking of spelling, punctuation and handwriting.

END

HARDCOPY: EVERY MONDAY - SOFT COPY: EVERY THURSDAY

NO.	SET TITLE	HARDCOPY	SOFTCOPY
10	PRE-PLE (10) FINAL ITEM	26 October 2026	29 October 2026
09	PRE-PLE (09) SUCCESS SET	19 October 2026	22 October 2026
08	PRE-PLE (08) PLE SPOT SET	12 October 2026	15 October 2026
07	PRE-PLE (07) MASTERY SET	05 October 2026	08 October 2026
06	PRE-PLE (06) LOWER WORK	28 September 2026	01 October 2026
05	PRE-PLE (05) QUALITY BENCHMARK	21 September 2026	24 September 2026
04	PRE PLE (04) ADVANCED SET	14 September 2026	17 September 2026
03	PRE PLE (03) FOCUS 2026	07 September 2026	10 September 2026
02	PRE PLE (02) PROGRESS CHECK	31 August 2026	03 September 2026
01	PRE PLE (01) STARTER SET	24 August 2026	27 August 2026

EVERY SET, RIGHT ON TIME, ALL THE WAY TO PLE!