

UNEB 2024 REPORT SUMMARIZED SCIENCE EXTRACT

Percentage of PLE 2024 candidates by proficiency level

SUBJECT	PROFICIENCY LEVEL	%
Integrated Science	Higher Ability	14.3
	Medium Ability	61.8
	Lower Ability	23.9
	Total	100

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

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

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

KEY FINDINGS

- From the analysis, it was revealed that less than 20% of the candidates exhibit higher ability in any of the four subjects.

- Higher ability levels were greater in MTC and ENG compared to SCI and SST.
- **Science had the minimum** higher ability level of 14.3%.
- **% Of candidates who exhibited lower ability** was highest in integrated science (23.9%).

Considering the specific questions in science, results indicated that:

- ❖ 83% of the candidates couldn't state the function of the diaphragm during the process of breathing (Qn.3).
- ❖ 73% of candidates were unable to state the way in which paddocking method of grazing cattle helps to break the life cycle of pests on the farm (Qn.23).
- ❖ 71% of the candidates failed to state an appropriate reason as to why a ray of light bends as it passes through a glass block for Qn. 36
- ❖ 93% of the candidates couldn't name any two methods of storing sound (Qn. 49(b)).

ADVICE TO TEACHERS IN RELATION TO PUPILS' WORK

The following areas of concern should be thoroughly taught to the learners;

1. Dangers of lightning/ how lightning is formed? / Precautions against lightning.
2. Process of breathing(practically) / model of the respiratory system.
3. Life cycle of bilharzia flukes/ effects of bilharzia infestation/ signs and symptoms of bilharzia.

4. Effects of drugs to an individual, family and community/ drug abuse, drug misuse and drug prescription.
5. Bee keeping as a business/ conditions for harvesting honey. Use field work when teaching bee keeping. (Use of a resource person will deliver this concept well).
6. Rusting/ conditions/ usefulness.
7. Importance of changes that occur in the environment.
8. Vacuum flask/ functions of parts
9. Changes experienced by adolescents. I.e., physical changes, emotional changes.
10. Properties of light/ effects of different materials on light.
11. Resources in the environment/ ways of conserving resources. / Encourage learners to participate in environmental conservation activities.
12. Sources of food include: plants, animals, fungi.
13. Places where we get food (markets, gardens, shops, supermarkets)/ challenges faced by people when getting food
14. Keeping records
15. Germs in curriculum are; Bacteria, protozoa, viruses, fungi.
16. Body systems (parts and functions)
17. New vocabulary for every topic you handle.
18. Good health practices
19. Differences between methods and processes of storing sound i.e., methods of storing sound include: mechanical method, magnetic method, electromagnetic method.

20. Drugs /vaccines /ways of storing drugs/ conditions necessary for storage of drugs.

21. Processes involved in the water cycle

General comments:

- Teachers must teach application of knowledge, analysis, and interpretation of events/activities.
- Teaching should be activity based.
- Competences should be emphasized in lower primary just like upper. This ensures that teaching is progressive i.e., from known to unknown.
- Teaching using the environment and real-life situations.
- Refresher courses are necessary so that teachers can be sensitized.
- Use variety of materials or resources during teaching

Teaching and learning resources

- Assorted recommended and approved text books
- The curriculum for each class
- Models
- Resource persons
- Real objects in the environment
- Teacher made charts
- Documentaries in video clips

Work comparison:

Good candidates work of the shows the following:

- All answers to the questions are correct

- The answers are neatly written
- The answers are expressed in clear language
- The candidate has good understanding of the questions asked.

Weak candidates work of the shows the following:

- All answers to the questions are wrong
- Answers written show lack of understanding of the questions.
- The words used to answer questions were picked from parts of the questions.
- Failure to read and understand questions.

End of the extract.

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