2023 GCE

SUBJECT REPORT

The Registrar
GCE Board
PMB 10.000 Buea

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0705-ACCOUNTING

INTRODUCTION

Accounting 0705 is made up of three papers: Paper One (MCQ), Paper Two (Cost and Management Accounting) and Paper Three (Financial Accounting). All the three papers were marked on 100 each. The three papers were weighted on 30, 30 and 40 respectively.

There was a slight increase in the number of candidates as compared to the previous year 2022. The number of candidates increased from 31 to 48. However, two candidates were absent in paper 2 while in paper 3, three candidates were absent.

1. PAPER BY PAPER ANALYSIS

1.1 PAPER ONE

This paper was marked by the computer on a total mark of 50. This paper is made up of 50 multiple choice questions for candidates to answer all. It had no errors in terms of the content of the questions. There were 25 multiple choice questions on Financial Accounting, 10 on Cost and Management Accounting and 15 on Company Accounting and Taxation. Each question had an equal mark of 1.

1.2 PAPER TWO

Paper two is made up of two sections of three questions each based on Cost and Management Accounting. Candidates were expected to answer two questions from Section A (Cost Accounting) and all from Section B (Management Accounting). At the end, each candidate was expected to answer five questions for a maximum mark of 100. Each question had an equal mark of 20.

1.3 PAPER THREE

This paper is made up of two sections: Section A and Section B. Section A is based on Financial Accounting with four questions for candidates to answer three. Section B is based on Company Accounting and Taxation with three questions for candidates to answer two. At the end, each candidate was expected to answer five questions for a maximum mark of 100. Each question had an equal mark of 20.

2. GENERAL PERFORMANCE

The overall performance increased slightly as compared to the previous year. In paper 2, about 57% scored above 40/100. In paper 3, the performance slightly dropped as 44% of candidates scored above 40/100. Merging both papers, about half of the candidates scored more than 40% on the average. A detail analysis of paper and question is presented below.

The general performance for paper 2 is shown on the following frequency table and graphically illustrated as follows:

Candidates' Performance in Paper 2

Scores	Number of Candidates
0 – 10	5
11 – 20	6
21 – 30	5
31 – 40	4
41 – 50	5
51 – 60	3
61 – 70	4
71 – 80	5
81 – 90	7
91 – 100	2
TOTAL	**46**

Source: 2023 Marking Exercise

The general performance for paper 3 is shown on the following frequency table and graphically illustrated as follows:

Candidates' Performance in Paper 3

Scores	Number of Candidates
0 – 10	7
11 – 20	6
21 – 30	3
31 – 40	10
41 – 50	8
51 – 60	4
61 – 70	7
TOTAL	**45**

Source: 2023 Marking Exercise

PAPER 2 - COST AND MANAGEMENT ACCOUNTING

This paper is a 3 hour duration paper, made up of 2 sections with 6 questions, in which candidates were expected to answer 5 questions chosen 2 from section A and all in section B.

This year's exam in terms of the content, length, printing, of the questions was as good as last year. Generally, the performance has the highest score of 93%.

QUESTION BY QUESTIONS ANALYSIS

QUESTION 1

This question is based on nature of cost. Here, candidates were expected to use the high and low method in separating cost, to calculate the total fixed cost per month for six months and thereafter was ask to estimate total cost for the two following months depending on hours worked. A good number of

candidates answered this question with an average score raging from $\frac{2}{20}$ to $\frac{20}{20}$. The difficulty level was a star 1.

QUESTION 2

This question is based on overhead and job costing. Candidates were expected to determine the overhead absorption rate based on direct labour hours and to prepare a job cost sheet with overhead absorbed on basis of direct labour hours. About 95% attempted the question with a 60% success rate and the highest score been 18/20.

QUESTION 3

This question is based on stock valuation. Candidates where expected to prepare the stock card using the FIFO and WAC method and prepare the trading account to know the profit. It was answered by all candidates and best score was 20/20 and a lowest score of 08/20. This was a star 1 question.

QUESTION 4

This question is based on standard costing, Candidates were expected to prepare a table of comparism and analyse variances. All the candidates attempted the question with a performance rate ranging between 0/20 and 13/20. This is a star 2 question.

QUESTION 5

This question is based on cash budget. Here, candidates were required to give the benefits of budget and prepare a cash budget. 40% of the candidates attempted the question with a success rate of 30%. This question among others was one of the least and poorly answered question. The highest score is 17/20 and lowest 00/20. It was a star 3 question.

QUESTION 6

This question is based on Break Even Analysis. All candidates were required to answer this question and so more than 80% attempted the question. Candidates were required to prepare a different operating table and thereafter calulate the breakeven point in value and quantity and to forcast sales in other to realised a given profit. The score range was 00 to 20. This question is star two.

3. PAPER 3- FINANCIAL ACCOUNTING

The paper was made up of 7 questions distributed into 2 sections A and B. Section A comprised of 4 questions for candidates to answer 3. Section B was made up of 3 questions for candidates to answer 2. Generally, the performance is below average with scores range from 01% to 69%.

4.1 The Strength of the Paper

The strength of the paper lies on the fact that a normal student who attended accounting classes regularly, with qualified accounting teachers could easily score 60% by answering Questions 2, 3 and 4.

4.2 The Weakness of the Paper

The weakness of paper three lies on Questions 6 and 7 which seems not to be well taught considering that it is the last topic in the program. Also question 5 where the candidates where mix up between calculating an average dividend and reserve or considering only a year.

4.3 QUESTION BY QUESTION ANALYSIS

QUESTION 1

This was based on impairment. Candidates were expected to calculate impairment and losses on doubtful customers and journalized. 99% of the candidates attempted the question with a highest score of 20/20 and the lowest score being 00/20. The success rate of this question was 45%. This is a star two question.

QUESTION 2

This question was based on ratio analysis. Candidates were required to determine the profitability, liquidity, efficiency and capital structure ratios. The attempted rate was 85% with a highest score of 19/20 and a lowest score of 0/20. The success rate of this question was 85%. This is a star two question.

QUESTION 3

This question was based on purchase and sales of goods. Candidates were required to complete two invoices and prepare the journal entries based on permanent inventory system. 99% attempted the question with the highest performance been 20/20 and lowest 00/20. This is a star one question.

QUESTION 4

This question was based on the presentation of financial statements. Candidates were required to prepare income statement and the statement of financial position using the vertical format. About 96% of the candidates attempted the question. The highest score for this question was 20/20 and the lowest score being 00/20. This is a star two question.

QUESTION 5

This question was based on valuation of shares. Candidates were expected to calculate the net assets, mathematical value, return and financial value. About 49% attempted the question with a success rate was 2%. The highest score was 12/20 and the lowest being 05/20.

QUESTION 6

This question was based on taxation. Candidates were expected to do a fiscal analysis of expenses and revenue to determine the taxable profit and calculate the income tax due. 6% of the candidates attempted the question. The highest score recorded was 05/20 and the lowest score was 00/20.

QUESTION 7

This question was based on Modification of capital. Candidates were required to calculate the mathematical value before double increase, the attribution right, subscription right and to journalized the double increase of capital. 30% of the candidates attempted the question. The highest score recorded was 12/20 and the lowest score was 01.5/20.

SUGGESTIONS/RECOMMENDATIONS

ACTORS	SUGGESTIONS/RECOMMENDATIONS
STUDENTS	- We encourage the use of recommended textbooks for the subject. - Regular class attendance. - Make effort to have the syllabus and emphasize on its coverage. - Students should not rely on speculations. - Students should NOT use pencils in answering Paper 2 and Paper 3, but a blue or black ink.
TEACHERS	- Teaching should be explicit, a kind of student based approach. - We encourage the use of recommended textbooks for the subject. - The approach, format of account should be taught. - Teachers are encouraged to cover all aspects of the syllabus and not rely on speculations. - Teachers should attend regional seminars to update and harmonize their pedagogic approach.
GCE BOARD	- Maintain the subject in General Education with its specific syllabus and its own peculiarity. - Create a special series consisting of: Accounting, Economics and Mathematics, which is vital in the training of young accountants. - Maintain the spirit of good moderation and proof-reading.
OTHER STAKEHOLDERS	- Parents should encourage their children by providing them with necessary study materials, school needs and a good follow up. - Proprietor of private institutions review the quality of teachers they employ and follow up the syllabus coverage. - Schools should encourage and assist their teachers to go for seminars. - Proprietors should motivate their teachers by providing fair remuneration. - Parents and proprietors of schools should encourage the students of General Education to take Accounting as one of their subjects, especially the students taking Economics. This will lead them to the world of business. - All the Government High Schools (both GHS and GBHS) should employ PTA teachers to teach Accounting for the interested students in Lower Sixth and Upper Sixth as well as Forms 4 and 5 while waiting on the Government to start recruiting Accounting teachers for General Education.

CONCLUSION

For the 2023 session, the questions were good and there were no typing errors. The candidate's performance was about the same like last year even though we expected better performance.

0710-BIOLOGY

INTRODUCTION

0710 Biology 2023 is made up of three papers same as in 2023 and have all maintained their format and style. Paper 1 is an MCQ test paper, Paper 2 is a theory paper and Paper 3 is the Practical test paper.

The examination questions in papers 1 and 2 were found to be within reach of the candidates as portrayed by the candidates' work. The MCQ answer sheets were marked by the technical department.

The entire examination normally tests a wide scope of the syllabus. For this report to meet the needs of teachers and students, the examination papers (papers 2 and 3) for the year 2023 should be handy.

The objectives and the weighting of the various papers are summarized by the Table of Specification (TOS) below.

PAPER	**No. of QNS**	**% Weighting**	**ASSESSMENT OBJECTIVES**					**LEVELS OF DIFFICULTY & WEIGHTINGS**		
			COMPREHENSION	**APPLICATION**	**ANALYSIS**	**SYNTHESIS**	**EVALUATION**	*****	******	*******
1	**50**	**33**	**05=10%**	**10=20%**	**15=30%**	**15=30%**	**05=10%**	**30=60%**	**15=30%**	**05=10%**
2	**8**	**33**	**-**	**04=50%**	**02=21.42%**	**01=14.28 %**	**01=14.28 %**	**06=75%**	**01=12.5 %**	**01=12.5 %**
3	**4**	**34**	**-**	**01=25%**	**02=50%**	**01=25%**	**-**	**02=50%**	**01=25%**	**01=25%**

PERFORMANCE OF QUESTIONS

***PAPER 1* was marked by the technical team.**

PAPER 2

All 8 questions for this paper carrying 20 marks. They were all attempted by the candidates. The questions arranged in declining order of preference as shown by the candidates' work are as follows;

ASPECT	QUESTION NO.	STAT. VALUE IN %
Very popular questions	6	85.14
	7	82.63
	2	68.6
	3	60.7
Popular questions	8	59.3
	4	45.4
Unpopular questions	5	26.22
	1	12.45

In terms of how the candidates performed in their answers as reflected in their work, the questions can be arranged in decreasing order of performance as follows;

ASPECT	QUESTION NO.	STAT. VALUE IN %
Very good answers	0	0
Good answers	7	38.55
Averagely good answers	8	28.5
Poor answers	1	17.3
	6	13.5
	3	11.63
	4	10.5
Very poor answers	5	9.6
	2	6.8

PAPER 3

This paper is made up of four separate practical groups each with four practical questions.

All 4 practical questions are compulsory in this paper and performance varied from question to question in all 4 groups.

COMMENTS ON EACH QUESTION

PAPER TWO

QUESTION 1

Objective Tested: Synthesis ---- ***Candidates were required to explain how the information encoded in DNA is used to make protein and to explain how the Synthesis of proteins is regulated by enzyme induction and enzyme repression*.**

This question was a star- three (***) question, proof of being the least popular question with only 12.45% of the candidates attempting it. The performance in the question was poor, with just 17.45% of candidates having scores of 10 and above on 20. The few candidates who attempted this question could not explain how the information encoded in DNA is used to make protein. Not many candidates were able to describe how the synthesis of protein is regulated by enzyme induction and repression. They were required to outline the Jacob Monod hypothesis of gene induction and repression. Despite the poor performance some rare candidates scored 20 on 20 in the question.

From every indication, candidates are having a very poor mastery of the synthesis of protein and its regulation. This might probably be due to inadequate teaching of the Advanced level biology examination with lays emphasis on explanation of life at molecular level. If teachers could teach using the synthetic approach from Atoms ➔ Biomolecules ➔ organelles ➔ cells➔ tissues ➔ organs➔ systems ➔organisms ➔ ecology, it will enable learners master how a higher level of organization of life subsumes the lower level. It is also preferable to link the teaching of Nucleic acids directly with mechanisms of protein synthesis, though they are arranged differently in our textbook creating a didactic obstacle as learners' belief the topics are not linked. When teaching allosteric enzymes, enzymes induction and repression could be stressed as good examples.

QUESTION 2

Objective tested: APPLICATION: ***The candidates were expected to apply their knowledge and understanding to distinguish between metagenesis and alternation of generations and explain the role of metamorphosis in the life cycle of organisms. They were also expected to show how the tapeworm is adapted to its parasitic mode of life, and state the features that enable goat, sheep, and man to be placed in the same group.***

This question had a one-star (*) difficulty level. It was a popular question as about 68.6% of candidates attempted it. The performance of candidates was very poor, and only about 6.8% of candidates had a pass of 10 and above on 20. In the first part of the question most candidates were unable to clearly distinguish between metagenesis and alternation of generations. Many candidates however, could name organisms with these life cycles. Many candidates were unable to explain the role of metamorphosis in the life cycle of an insect. Most were instead defining metamorphosis and explaining the types of metamorphosis, which was not the question asked.

Some candidates could show how the tapeworm is adapted to its parasitic mode of life, but most of them did not know the functions of the suckers in the tapeworm. Suckers and hooks in the tapeworm are used for attachment to the host, and not to absorb nutrients from the host. In the last part of the question, candidates were asked to give the features that enable the goat, sheep, and man to be placed in the same group. Many candidates were stating the general characteristics of chordates instead of the that of mammals that was required.

The poor performance of candidates in this question indicates that the teachers need to pay a lot of attention to this section of classification, and let the candidates know that classification is part of paper 2 and not just paper 3. Teachers should emphasis that the concept mammal is defined by characteristics they must have, and not by characteristics they might have. They should give examples of mammals (goat, man) and non-examples of mammals (bird, snakes) to illustrate the concept. Same too for the concept of Chordates. Also, in teaching metamorphosis emphasis should not be on the stages along but the reason for the existence of these stages or the problem solved by the existences of several stages in the life cycle.

QUESTION 3

Objective tested: Application – ***Candidates were expected to bring out the role played by salivary glands and oxyntic cells in digestion and also to explain how the structure of the ileum is suited to its function of absorption.***

The question was a star one question (1*) and a popular question with 60.7% of candidates attempting it. The performance was however poor, with 11.63% of the candidates scoring 10 and above on 20. In the (a) part of the question very few candidates came out with the contents and specific functions of the two glands with respect to digestion along the alimentary canal. Candidates were expected to give the functions of saliva and hydrochloric acid secreted by the salivary gland and oxyntic cells respectively. Instead of this, some candidates gave these functions as if they were performed by the glands and not their secretions, which was not acceptable. In part (b) of the question most candidates that attempted the question failed to relate the structure of the ileum to its function. Some were either stating the structure of the ileum or listing just the functions. Most candidates could not also apply their knowledge of histology in answering the question.

Candidates and teachers seem to underestimate this section of the syllabus since it was treated in the first cycle. Emphasis for advanced level should be linked to the structure, to their function and location. If ileum could be taught as an organ made up of many tissues (Epithelial, connective, nervous, muscular) it would have been easier to identify and bring out role of squamous epithelium, blood capillaries, lacteal, etc. this analytic approach is necessary when teaching organs of various systems.

It is recommended that learners and teachers should lay emphasis on this section of the syllabus (section 2) while preparing for subsequent A/L Biology exams.

QUESTION 4

OBJECTIVE TESTED: ANALYSIS- ***Candidates were required to describe the cardiac cycle with aid of a diagram and state the role played by the lymphatic system in the defense mechanisms of the body against infection.***

This question had a one-star (1*) difficulty level. This question was not a popular question as only about 45.4% of the candidates attempted it. The general performance in this question was poor with just about 10.5% of the candidates having a score of 10 and above on 20.

In part (a) of this question, majority of the candidates could draw the structure of the heart but only a few candidates had knowledge of the systolic (contraction) and diastolic (relaxation) phases of the cardiac cycle. Most of the candidates were rather explaining the flow of blood through the heart with no emphasis on systole and diastole.

In part (b) of the question, candidates were expected to state the role of the lymphatic system in the defense mechanisms of the body against infection. Majority of the candidates showed little mastery on the role of lymphocytes in the defense mechanisms of the body. Only very few of the candidates could relate the different lymphocytes to their functions.

The poor performance of candidates in this question indicates that there is lack of understanding in this area of teaching. Teachers need to emphasize the differences between the various types of B and T lymphocytes and their specific role in humoral and cell mediated immunity. They should present lymphatic system as made up of organs and Tissues involved in immunity and circulation of lymph.

Teachers are encouraged to vary teaching methods to enhance better understanding in classrooms.

QUESTION 5

OBJECTIVES TESTED: SYNTHESIS – ***candidates were expected to put together scientific concepts from cytology (the distribution of ions and charges across membranes), potential differences and all or nothing laws to form a coherent explanation of formation of nerve impulse and its transmission across a synapse. It equally required explanation of how hypothalamus controls pituitary gland in coordination.***

This was a star 2 (**) question, and was very unpopular, with only about 26.2% candidates attempted it, that is 219 candidates out of a sample size of 835. It was the second least attempted question.

In terms of performance it was also very poor as only 9.6 % of the 219 candidate who answered the question had a score above 50%. It was the second worst question out of the eight questions of paper two. Ironically it registered a maximum score of 19 and minimum score of 00 out of 20. It was a two-star (**) difficulty level question.

The first part of the question, (a), required the candidates to outline the sequence of events that occur during the formation of a nerve impulse by explaining the main events during the resting potential and focusing on the events during action potential. Part b required candidates to explain how impulses are transmitted from one neuron to another. The final part c required explanations on how the hypothalamus controls the pituitary gland in coordination.

Many candidates had difficulties to mobilize concepts of electrochemical gradients studied in chemistry and physics to explain how electrical activities are generated and measured as potential differences in biological axons. Candidates had difficulties likening the events generating electrical activities in a wire to that of an axon. Most of them, could not distinguish between action and resting potential in terms of: permeability of the membranes to ions; distribution of ions and charges; and potential difference. The misconceptions could be due to didactic obstacles originating from the way nerve impulse formation and transmission are taught and learned. Most teachers don't bother to find out if learners have the

prerequisite knowledge from biology, chemistry and physics to enhance the understanding of nerve impulse transmission.

There is need for teachers to explain the mechanism of movement of ions across membranes by active transport and link it to the concept of potential differences that generate electrical current. The use of Analogy between transmission of current in an electric cable and in a neuron could be made to ease teaching and learning. Biology teacher could also synergize with the colleagues of physics and chemistry to jointly teach these related concepts.

Most students equally had difficulty understanding the role of the neurosecretory cell which link the hypothalamus to the pituitary gland, and carries out homeostatic control of the posterior pituitary gland via releasing and inhibiting factors, and secrete hormones stored in the anterior pituitary. There is need for teachers to use this as an example to teach the concept of negative feedback mechanism in living organisms.

QUESTION 6

Objective tested: APPLICATION - ***Candidates were expected to apply their knowledge of ecology or environmental biology to state a named ecosystem, tracing the pathway through which energy flow in an ecosystem from sun to decomposer, state the role of bacteria in nitrogen cycle and bringing out the effects of excessive noise to inhabitants living in large towns and cities.***

This was a star 1 (*) question. This question was the most popular as more than 85% of the candidates attempted it. However, the general performance in the question was poor, as less than 14% of the candidates that attempted it had a pass mark of 10 and above on 20. That notwithstanding, a few candidates scored 20/20 in the question.

In the (a) part of the question as seen in the candidates work scripts, instead of tracing how energy flows in a named ecosystem to decomposers, most of them were either explaining the food web or food chain. Most candidates simply drew the food chain starting with the sun, without any annotations or explanations, which earned them only a single mark. A few others could trace the pathway but failed to state how energy is loss from one trophic level to the other. The question required candidates to name an ecosystem which earned them a mark. Many candidates did not name any ecosystem, and lost the mark. Also, some of the examples of organism listed for the different trophic levels did not reflect the named ecosystem, for example goat as herbivores and lion as carnivores.

In the (b) part of the question the candidates were required to outline the role played by bacteria in the nitrogen cycle. Many candidates drew the nitrogen cycle without annotations or explanations to show the role of bacteria. Many could name bacteria involved in the nitrogen cycle, but did not know their correct functions. e.g. *Azotobacter* in the root noodle of pants converts atmospheric nitrogen compounds. Some candidate got confused between the concept of nitrogen fixation, nitrification and denitrification, as exemplified by the type of chemical equation cited. Need for teachers to clarify these concepts during teaching.

In the (c) part of the question, where candidates were expected to apply their knowledge to state the effects of excessive noise to individuals living in large towns and cities, many rather gave the sources of noise e.g. noise from a bar, marker, etc. which gave just a single mark.

Teachers are advised to emphasized on the differences between energy flow in an ecosystem and a food chain so that candidates can improve in this area. They should equally explain reasons for energy lost from one trophic level to another. Also, while treating the nitrogen cycle, emphasis should be laid on the name of the different bacteria involved and matching them to their specific roles. This will help candidates to answer future question on nitrogen cycle. Teachers should teach the learners on the physiological and psychological effect of excessive noise to an individual so that they can know the differences between effect of excessive noise and the sources of noise

QUESTION 7

OBJECTIVE TESTED: EVALUATION. ***Candidates were required to use their knowledge in Genetics to illustrate genetic crosses, Calculate the cross over value (COV) and give the significance of Crossing over value.***

This question had a star one (*) difficulty level. This was a very popular question, with about 82.63% of the candidates attempting it. The performance in the question was however average, with just about 38.5% having a score of 10 and above on 20. Most of the candidates who attempted the question showed a poor mastery of the concept of Linkage and how to use appropriate conventional signs and symbols to represent genetic crossings involving Linkage. This could be seen as most of the candidates presented the genes as being carried on separate chromosomes (that is, not linked).

Also, many candidates do not master the appropriate choice of upper case and corresponding lower-case Letters to represent dominant and recessive alleles respectively. Rather, they used four different alphabets letters (G, S, R, T) instead of two alphabetic letters (G, g, S, and s) which is out of the Genetic Principle. Most were unable to come out with gametes that resulted from crossing over.

The (b) part of the question required candidates to calculate the recombinant frequency. Many candidates could come up with this, but some did not know that it is a percentage of individuals showing recombination, to the total number of individuals. Also, many candidates could not give the significances of recombinant frequency as asked in the (c) part of the question.

The average performance in this question by candidates implies that there are still a lot of issues to be clarified during the teaching of genetic crosses.

Teachers are encouraged to stress on how dihybrid genetic crosses are presented when genes are linked on the same chromosomes and when they are not linked. They should explain the conventional signs and symbols used and their significance, for example, a straight line representing a chromosome and the gene located at the locus. Special emphasizes should be laid on presenting linked gene with crossing over at the chiasma. Teachers should revise and mobilize concepts from cell division (meiosis, diploid, haploid etc.), probability (ratios, fractions), and reproduction (gametes, fertilization) as prerequisite to understand genetic crosses. Mathematic concept of F2 phenotypic ratios are important in indicating the types of crosses to carryout.

QUESTION 8

OBJECTIVE TESTED: **APPLICATION -** ***The candidates were expected to use knowledge of Biotechnology to distinguish culture from culture medium, batch and continuous culture, and how apply this knowledge in the production of beer and antibiotics.***

This was a star 1 (*) question. This was a popular question in that, in a sample size of 835 candidates, 495 candidates attempted the question, giving 59%. The performance in this question was below average with about 28.5% of candidates having a score of 10 and above on 20. A few candidates had a perfect score of 20/20.

The first part of the question required candidates to distinguish between a culture and a culture medium, and batch and a continuous culture. Most candidates did not know that a culture is a process by which cells, tissues organs etc. are grown under controlled conditions, while a culture medium is an environment where cells, are grown or stored, containing regulated amounts of nutrients and conditions, and thus lost the marks. Many however could distinguish between a batch and continuous culture.

The second part of the question required candidates to explain how humans have exploited microorganisms in the production of antibodies and beer. The candidates could use knowledge in the production of local beer such as *sha'a*, *bili-bili*, corn beer etc. Many candidates had the difficulty in describing coherently the traditional or modern biotechnological processes of making alcoholic beverages and antibiotics. Poor mastery was demonstrated in the screening (selecting the appropriate source of bacteria or fungi), scale-up and down streaming processes involved in the production of an antibiotic like penicillin. The required pH, temperature, [0_2], sources of Carbon and Nitrogen needed in the fed batch culture were not specified by most students.

If teachers had treated this aspect of biotechnology as a project, it would have been easier for the candidates to describe the process. As an aspect of developmental biology, a little explanation is enough to arouse interest in the traditional methods most student already know. Also, some teachers do not complete the syllabus putting the candidates at uncomfortable positions.

The recommendations are for teachers to carry out projects stated in the practical manual, complete the syllabuses or place students in grouped assignment to permit them touch all aspects of the subject.

PAPER 3

The four compulsory questions for this paper were all within the reach of the candidates. The rubrics which remained the same were clear and instructions straight forward in the exercises. The questions in all four groups were comparable and within the scope of the syllabus. The mark allocation for this paper is as follows:

Question	SBA	1	2	3	4
Total mark per question	10	20	20	25	25

Starting from 2016, the total mark on this paper was reduced to 90% to enable the inclusion of the School Based Assessment (SBA) score of 10%. The SBA in this paper has been ongoing for eight consecutive years.

Generally, the marks obtained by candidates for the SBA have proven to be encouraging with a performance rate well above 90%.

Statistical findings from the field have shown that this project has been successful and therefore will perform its rightful place in terms of validity and reliability in this examination henceforth as was envisaged.

These are the statistics regarding the SBA curled from the 2023 SBA questionnaires from the field provided by the center supervisors;

ASPECT ON QUESTIONNAIRE	ITEM	PERCENTAGE REALIZED 2020	PERCENTAGE REALIZED 2021	PERCENTAGE REALIZED 2022	PERCENTAGE REALIZED 2023
Presentation of practical workbook by candidates	-	98.3	98.8	98.9	99
Grading of practical workbook by class teacher	-	95.8	96.2	96.1	97
Nature of grading and grades by class teacher	At one sitting grading	10.6	12.6	11.4	10.5
	Periodic grading	74.24	78.26	82.1	85.6
	Perfectness in grading	16.67	20.74	22.45	28.8
	Well grading	57.58	62.45	59.62	64.2
	Hasty grading	6.06	8.62	7.43	6.8
	Generous (superfluous) grades	9.09	9.75	8.4	7.4
	Normal grades	80.3	94.63	91.6	92.6
	Miserly (stingy) grades	0	0	0	0
Grading period	Two years	89	92	86.4	88.6
	One year	27.9	13.1	13.6	11.4

The marking guides were flexible enough and to the point. In terms of performance, candidates' scripts showed that:

Group 1: Question 3 had the best performance, followed by question 1, question 2 and the least performance was in question 4.

Group 2: Question 1 had the best performance, followed by question 4, and question 2 and 3.

Group 3: Question 3 had the best performance, followed by question 1, question 2 and the least performance was in question 4.

Group 4: Question 4 had the best performance, followed by question 1, question 2, and the least performance was in question 4.

COMMENT ON EACH QUESTION FOR ALL FOUR GROUPS

GROUP 1

Question one.

This question is a star *(one) level of difficulty question with assessment objective being Analysis. In the (a) part of the question, candidates were required to apply their knowledge of the principle of taxonomy. More than 60% of the candidates were able to identify all the specimens correctly and

respected the scientific norms of writing the phylum, class, common and scientific names. However, a few candidates wrongly identified **liverwort** as **moss**. Few candidates had wrong spellings of the phylum, class, common and scientific names which earned them no mark.

In part (b) of the question, many candidates were unable to state the external visible features, characteristic of the Phylum to which the various specimens belong. Most of them wrongly stated but the characteristics of the class, indicating inability to distinguish between characteristics of class and phylum.

In part (c) of the question, many candidates were able to state the various ecological relationships between Specimen C (Hibiscus) and F (Honey bee).

The performance in this Question was above, with about 66.6% having scores of 10 and above on 20.

Question Two.

In part (a) (i) of this question, candidates were expected to draw labeled diagrams of Specimen B(Moss) and in (ii) to annotate **one** structure each concerned with Reproduction and Nutrition. Most candidates were able to come out with the drawing and annotations on the diagram. Some could not however annotate properly and stated only the functions of parts without the structures which earned them just half of the marks. Most candidates were able to give the adaptations of specimen B (Moss) to moist and dry conditions. Most Candidates were able to give the differences between specimens C (Hibiscus) and D (Cypress) and also to explain how the legs of Specimen F (Honey bee) were adapted for food collection.

The performance in this question was slightly below average with about 47.54% having scores of 10 and above on 20.

Question Three.

In this question, the candidates were required to dissect the chick to display the digestive and circulatory systems, draw and label. They were also required to annotate **four** parts concern with digestion and **two** parts concern with blood circulation. more than 65% of the candidates had good dissections, but only about 30% had good drawings of the systems to be displayed. Most could annotate the different parts concern. Few candidates only stated the functions of the parts without describing the structures while annotating. The performance for this question was above average with 67, 8% having scores of 13 and above on 25. The concept of digestion was confused with ingestion and absorption. Candidate need to understand digestion is limited to the mechanical or physical breakdown of polymers to monomers

Question 4.

This involved an experiment_to show that Hydrogen peroxide is a metabolic by product of both plant and animal tissues and that tissues contain the enzyme catalase to break down toxic hydrogen peroxide into non-toxic water and oxygen which is measured as effervescence. An average number of Candidates were able to come out with the correct Procedure, Results and Explanation of the Results.

In part (b), Candidates were expected to devise and carry out an experiment to confirm that an enzyme was involved in the experiment. About 50% of the Candidates could devise and carry out the experiment to proof that an enzyme was involved. About 50% of the Candidates had the wrong Procedure, hence earned no mark for the experiment.

The performance of this question was slightly below average with about 46.01% having scores of 13 and above on 25.

NB. Teachers are expected to drill and guide the candidates on how to report experiments in reported speech. In addition, the drawing of specimens in taxonomy should be done in the presence of the teacher, to enable candidates draw themselves and annotate, rather than asking others to draw at home or copy from text books. If this had been done, it would have helped the candidates come up with better diagrams and annotations of specimen B(moss), and the dissection diagram. Teachers also need to teach the candidates on how all organisms are adapted to their various environments and mode of life.

GROUP 2

Question 1

The candidates in this question were expected to identify and classify eight specimens in the first part of the question. The candidates' performance was above average even though some of them still showed poor mastery of the rules of classification.

The second part of this question required candidates to use external observable diagnostic features in the separation of six specimens using a dichotomous key. Some of the candidates here presented answers that showed poor mastery of the concept of dichotomous keys.

In the third part of the question the habitat and economic importance of three organisms identified in the first part of the question was required. Some candidates spent their time listing the economic values of these organisms without indicating where they could be found.

The general performance of the candidates in this question was good.

Question 2

There were three sections in this question. The first section required a fully labelled drawing of the crayfish. The diagrams presented were poor and some were not labeled or the spellings were wrong. However, some had very good drawings, labelling almost all the parts.

The second part of question involved the description of the adaptations of crayfish to feeding, gaseous exchange, swimming, defense and sensory perception. Some candidates got mixed up with the various labels and their specific functions.

In the third part of the question the similarity and differences between the Dogfish and Bony fish was averagely done. Some candidates were unable to use the characteristics of the classes to which they belong as differences.

Question 3

The candidates in this question had to dissect the bird and display the Urino-genital and respiratory systems. They were equally expected to annotate two features each concerned with reproduction, excretion and respiration. Most candidates did fairly well in presenting their annotations on the diagrams and giving a brief description of the structure and functions of the parts required. Some unfortunately were still drawing different diagrams for the different systems.

Question 4

In accordance with the requirement for this question, the candidates were expected to prepare three strips from carrot tubers and immerse them in three different solutions in order to investigate the effect of these solutions on the size and texture of the strips. most candidates showed mastery of procedures

but could not made biological inferences of the phenomenon of osmosis observed. They need to be able apply their theoretical knowledge to practice.

The second part of the question where candidates had to give reasons for the results obtained with the different solutions had poor performances as some candidates couldn't provide reasons for their various results.

NB. For questions on experiments teachers are encouraged to be very meticulous in their teaching putting a lot of emphasis on how the experiments on interpretation of biological phenomena investigated.

In the area of dissection of organisms there has been much improvement but the candidates should be taught to use a single diagram when presenting the various systems.

GROUP 3

Generally, the group was supposed to be within the reach of the candidates. The highest score was 87% and the lowest score was 19%.

QUESTION 1

In the 'a' part of this question, candidates were expected to identify and classify the specimens provided into the phylum and class to which the specimens belong to. In the 'b' part of this question, the candidates were supposed to use the external visible characteristics to construct a dichotomous key in order to separate the organisms. In the 'c' part of this question, the candidates were asked to state the habitats and ecological importance of the specimens.

Unfortunately, most of the candidates could not construct the dichotomous key appropriately and used characteristics that were not external and visible. Also, many candidates did not know the specific habitat of organisms. They gave examples of biosphere such as terrestrial, aquatic as specific habitat of organisms. Teachers should meticulously teach classification so that the students can master the spellings of the phyla and classes to which organisms belong. The performance of the candidates in this question was high with the highest score being 20 on 20 and the percentage pass 71.8%. Out of the sample size of 326, of the trial marked scripts, 234 scored 50% or above.

QUESTION 2

In the 'a' part of this question, the candidates were expected to examine, draw and label the sea anemone. In the 'b' part of this question, the candidates were expected to state the adaptations of the liverwort to its life in its environment and in the 'c' part of the question, the candidates were expected to state the differences and similarities between the tadpole and the toad, state their relationship, and the advantages of them occupying different habitats.

Many of the candidates scored good marks for the diagram of the sea anemone. The adaptations of the liverwort to its environment were not known to many. Most of the candidates referred to rhizoid as root and leaflet as leaves. Most of the candidates could not state the similarities and differences between the tadpole and the toad. A very high proportion of the candidates did not remember the term "metamorphosis" as a biological term to describe the transformation process of the tadpole to the toad.

The highest score for this question was 17/20 and the percentage pass was 42.3% which is below 50%. Teachers need to emphasize on the differences and similarities between organisms especially those of

the same class. Teachers should also endeavor to meticulously teach the transformation processes of the juvenile forms of organisms to adult forms for all organisms. The highest score on this question was 17/20. The percentage pass was 42.3% from the sample size of 326 trial marked scripts.

QUESTION 3

The candidates were expected to dissect, display, draw, label, and annotate a bony fish the digestive, excretory and respiratory systems. The highest score was 25/25 and the percentage pass was about 75.5%. The majority of candidates who annotated the organs do not understand the principle of annotation as they were stating only the functions of the organs without a description of the structure. From the sample size of the trial marked scripts of 326, 246 candidates scored 50% and above. Teachers should stress the notion of annotation to the students.

QUESTION 4

This experiment required the candidates to test for starch, reducing sugar, non-reducing sugar, protein and lipids in solution A of unknown composition, using only the reagents provided.

Some of the candidates demonstrated non mastery of the procedure to test for the various biological molecules (starch, reducing and non-reducing sugars, proteins and lipids) in a food sample. We noticed cases of using a wrong reagent for a particular test, non-mastery of when to heat or not. Non-mentioned of exact quantities of reagent used was also observed. Some did not even conduct the experiments and were trying to write the reports. The highest score for this question was 24 on 25 and the percentage pass was about 42.02% which was the lowest among all the questions for this group.

The candidates found it difficult to report experiments using the reported speech. Teachers should emphasize the use of reported speech when reporting scientific experiments and avoid the use of commands in their reports. For test that required heating the candidates were not heating and to test that did not require heating, the candidates were heating. Most of the candidates did not use stated quantities of the solution A and the reagents, the reason for their poor performance. Teachers need to emphasize during teaching the importance of stating quantities of the food samples and reagents provided and the principle of heating where appropriate and stating the time of heating. From the sample size of the trial marked scripts of 326, 137 candidates scored 50% and above in this question.

GROUP 4

Question 1

In Part (a) the candidates were expected to apply their knowledge of taxonomy/varieties of life to analyzed and classify the organisms provided into the respective phyla, class and scientific or common name. About 80% of the candidates were able to classify the organisms correctly. However, a few of them did not write the name of the Phylum or Class beginning with a capital letter. In the (b) part about 65% of the candidates were able to state the characteristics of the class to which the specimens A to H belong. A few of the candidates were rather giving the external feature seen in the different organisms that were provided and lost the marks. In part (c) candidates were expected to state the ecological relationship that exist between specimen C(leeks) and D(earthworm). Most of the candidates were very comfortable with this part as more than 90% had the right answer. The highest score for this question was 20 on 20 while the lowest score was zero.

Question 2

In part (a) the candidates were expected to draw the structure of the earthworm and label the parts, as well as annotate the part concern with reproduction and locomotion. Here, the skill of drawing tested, was below expectation. In part (b) candidates were expected to state the adaptation of specimen B(*Lycopodium*) to moist conditions, which was easy for them. In part (c), the candidates were expected to state the similarities and differences the exist between spider and grasshopper. Most candidates could not state the similarities but could come out with the differences. Some of the differences were not related to the characteristics of the different cases to which the specimen beings. The highest score was 18/20 while the lowest score was 00/20

Question 3

Here, the candidates were expected to dissect, draw, label and annotate structures concern with digestion in a mammal. Less than 50% had good dissections. Also, less than 30% of candidates could draw accurately. The performance here was far below average as most candidates least expected to be provided with a mammal for dissection. Also, some candidates annotated parts concerned with absorption of food rather than with mechanical and/or chemical breakdown of food. The highest score though, was 25/25 while the lowest score was 01/20.

Question 4

This question was an experiment on the enzyme dehydrogenase. Part (a) was to determine how long it will take for the decolorization of solution P to occur. More than 90% of the candidates had the right answer. Part (b) was for the candidates to carry out 50% dilution of solution P followed by determining how long the solution will decolorized. A 50% dilution means that the same quantities of water and solution P are mixed. This dilution reduces the enzyme concentration and decolorization time increases. Part (c) was the control experiment to prove that the decolorization was as a result of the enzyme dehydrogenase. Here, candidates were expected to use an acid to denature the enzyme so that at the end there was no decolorization. The highest score was 25/25 while the lowest score was 00/25.

We noticed that most candidates did not master how to carry out percentage dilution. The concept of control experiment was not mastered as some candidates did not know when and why to use the HCl that was provided for the control experiment to denature the enzyme.

Generally, the performance in this group is slightly below average with the highest mark being 90% and the lowest mark being 15.

POINTS TO WATCH IN A/L BIOLOGY PRACTICALS

Q. No.	Syllabus Areas to be Tested.	Level of Difficulty	Assessment Objective	Practical Skills to be Tested.
1	-1.4 – Organisms and Variety of Life. -6 – Population Biology and Ecology.			- Observe, identify and classify specimens. - Separation of specimens using biological keys. - Give ecological and economic importance of specimens. - Give ecological relationships between specimens - Create Food chains, Webs that may exist amongst

Q. No.	Syllabus Areas to be Tested.	Level of Difficulty	Assessment Objective	Practical Skills to be Tested.
		*	Analysis.	specimens. - Adaptations of organisms to mode of life environment. - Siting external visible features that can be used to place organisms into either their Phylum or Classes. - Roles played by microorganisms/Decomposers in various cycles. etc.
2	-1.4 – Organisms and Variety of Life. -6 – Population Biology and Ecology.	*	Application.	- Draw various specimens and label fully. - Annotate features concern sensory perception, locomotion, protection, nutrition etc. - Stating similarities and differences between specimens. - Explaining possible relationships between specimens. - Ecological and economical importance of various specimens in their environments. - Terms used to describe the transformation of specimens from one stage to another. - Advantages of occupying different habitats by various specimens, ETC.
3	DISSECTION. -1.3.3-Organs. -3.3.3-Digestive system -3.7.3-Circulatory system. -2.5/5-Urinigenital system. 2.3-Respiratory system 2.5.1-Excretory system.	**	Analysis.	Dissection skills to display the Digestive, Circulatory, Urinogenital, Respiratory and Excretory systems in the Chick, Fish, Toad, Mammals and any Mammalian Organ (Eye). - Drawing, Labeling and Annotation skills. The following must be taken into consideration when Dissecting**: Dissection Quality, Drawing Accuracy, Drawing Quality, Labels and Annotations.**
4	Experiments -2.1.1-Enzyme activity with Catalase -2.1.4-Enzyme			- Experimental skills of Physiology and Biochemistry. -Experimental designs or Reports and Precautions.

Q. No.	Syllabus Areas to be Tested.	Level of Difficulty	Assessment Objective	Practical Skills to be Tested.
	activity with Dehydrogenase. -Chemical Test of the following, Carbohydrates, Lipids and Proteins. -3.1-Osmosis. ETC.	***	Synthesis.	

SUGGESTIONS / RECOMMENDATIONS TO

The candidates

- Students should note that while the ordinary level Biology lays emphasis on studying life at level of organs, organ systems and organisms, emphasis for advanced level Biology stresses on studying life at molecular and cellular level, on relating structures to functions and adaptation of organisms to their environment. They will need to mobilize and use basic concepts learnt in chemistry, physics and mathematics to better understand certain biological mechanisms of action.
- They should attend theory classes and practical classes regularly if they have to imbibe most of the biological concepts at this level. This is because the practical lessons help the students to appropriate the abstract theoretical concepts better and develop the necessary competencies required. Topics are interlinked. The need to attend and participate fully in all practical classes of this subject cannot be over emphasized. A pass and a good pass for that matter in this subject is dependent on practical knowledge and skills and more so as the School Based Assessment is now an integral part of the examining process of the subject. Students should draw diagrams in class and learn to annotate each fully. Diagrams should not be given to others to draw at home for them. This affects performance, when faced with these, during examinations.
- They should draw all practical diagrams in pencil, but can label and annotate in pen, for clarity.
- Specializing and speculating in this subject by candidates can be frustrating since in this examination close to 95% of the syllabus is tested.

The teachers

- Teachers are encouraged to use a variety of didactic approaches, method and strategies to teach biological concepts. Different strategies should be used to teach abstract concepts and concrete concepts. Student centered approaches involving minds and hands on activities are necessary to get students appropriate the different biological concepts. Use of demonstrations and multimedia tools to elucidate abstract concepts are encouraged
- Teachers are encouraged to be abreast with the current syllabus in use for this subject and effectively know how to exploit it and teach. Attending seminars could be useful in this regard.

- Teachers should be resourceful as far as assessment is concerned. Trying to set questions particularly MCQs as they teach. This helps candidates to get familiarized to new and varied forms of settings.
- Teachers have to be resourceful particularly as concerns practical classes. This will also entail following up work done in the laboratory by students first hand.
- Carry out weekly drills on classification with students for better understanding and performance in that area.
- Teachers are to encourage their students to draw diagrams in the laboratory, rather than taking them to homes, and asking others to draw for them.
- Teachers are advised to teach candidates by drawing diagrams on the board for them to see and learn.
- Teachers have to be abreast with modern advances in biological sciences especially the innovations in biotechnology and genetic engineering.
- Should give notes in point form as stipulated by CBA.
- Schools should exploit the chief examiners report so that these points come to the knowledge of the candidates. This could be a valuable tool for improvement in this subject.

Other stake holders

- Related companies of the biochemical industry could encourage candidates who perform well in this subject on the examination in terms of scholarships and prizes.
- The state, communities and local school proprietors should lend a hand by investing in the infrastructure of existing schools with particular emphasis to the laboratories which are for the most part lacking in equipment and chemicals while others are becoming dilapidated.
- Parents and guardians of candidates should participate in the education of their wards by making sure school fees are paid and required text books and other valuable school needs are bought.

THE CGCE BOARD

- Should organize seminars for examiners on modern setting techniques and methods of assessment in examinations.
- Could also liaise with or assist the existing subject associations in conducting their seminars.
- Ensure that Biology Practical Examination centers be well equipped and or upgraded so as to ease the practical examination in this subject whose candidature increases geometrically each year.

CONCLUSION

The knowledge of Biology is very vital for life itself apart from the fact that man exemplifies the science of Biology. Candidates who have at one time neglected Biology as a subject have had reason to come back to it in order to enter into new job careers or simply improve their lives in self-reliant projects. Candidates are therefore encouraged to redouble their liking and their efforts in this subject.

0715–CHEMISTRY

1. Introduction:

Advanced level Chemistry syllabus requires that chemistry be taught in lower and upper sixth forms for a period of two years with five hours of teaching periods and three hours of practical per week for each level.

At the level of the GCE exams, 0715 Chemistry examination is composed of three papers. Paper 1 is the multiple choice paper; Paper 2 is a structural paper while Paper 3 is the practical paper.

A summary presentation of 0715 Advanced level Chemistry examination is as follows:

Paper		Number of questions set	Number of questions to be answered	Duration	Total no of marks		Overall weighting
1		50 MCQ	50	$1\frac{1}{2}$ hrs	50		30 %
2		6	6	3 hrs	120		35%
3	Practicals	2	2	3 hrs	90	100	35%
	SBA			undetermined	10		

There was an increase in the number of candidates who registered for 0715 Advanced level Chemistry in 2023 than in 2022. Out of the **23,511** candidates who registered for the exam, about **23,300** sat for the exam giving a percentage participation of **99.1 %.**

The 2023 Advanced Level 0715 Chemistry examination was almost of same strength as that of 2022.

2. 0715–CHEMISTRY, ADVACED LEVEL, 2023, SUBJECT REPORT FOR PAPER 1.

There were 50 Multiple Choice Questions (MCQ) out of which 36 were single response type, 9 multiple selections and 5 assertion-reason multiple choice type questions. This paper is 30% of the examination. This paper covered the entire 0715 Advanced level Chemistry syllabus.

Paper 1 had the following Test of Specification Table (TOS):

Assessment objective	**KN**	**COMP**	**APP**	**ANA**	**SYN**	**EV**	*****	******	*******
No. of questions (2023)	**15**	**10**	**16**	**06**	**01**	**01**	**25**	**23**	**2**
% on 100 (2023)	**30**	**20**	**32**	**12**	**02**	**02**	**50**	**46**	**04**
% on 30 (2023)	**09**	**06**	**09.6**	**03.6**	**0.6**	**0.6**	**15**	**13.8**	**1.2**
% (2022)	11	10	11	09	06	03	24	23	3
% (2021)	10	04	11	15	04	06	30	17	3
% (2020)	38	20	28	4	4	6	58	34	8

There were 20 questions (40 %) on physical and general chemistry, 14 questions (28 %) on inorganic chemistry and 16 questions (32 %) on organic chemistry.

Nine (09) questions (18 %) (i.e. questions 3, 4, 9, 15, 17, 20, 28, 30 and 32) required mathematical calculations.

The paper 1 had the following presentation in terms of topics:

Question	**Concept tested**
1	Crystal structure
2	Properties of the Halogens/ Descriptive inorganic chemistry

Question	Concept tested
3	Redox equilibrium: calculation of standard electrode potentials
4	Atomic structure (radioactivity and half-life)
5	Alcohols: distinguishing tests between primary and secondary alcohols
6	Group IV elements: Variation in physical properties of group IV elelments down the group.
7	S-block elements: action of heat on sodium nitrate
8	Reactions of benzene: halogenation(bromination) of benzene
9	Reaction kinetics: determination of order of reaction and rate equation
10	d-block element: determination of coordination and oxidation number.
11	Chemical bonding: covalent bond
12	Electronic structure: information obtained from successive ionisation energies
13	Qualitative organic analysis: Test for sulphur
14	Carboxylic acid and derivatives: Hydrolysis of the derivatives
15	Mole concept: calculation of the molarity of ions in solutions
16	Periodicity: variation in physical properties down the group
17	Thermochemistry: determination of enthalpy of formation
18	The halogens: Acid strength of oxoacids.
19	Alcohols: classes of alcohols
20	Acid-base equilibrium: calculating the pH of strong acids
21	Periodicity: Acid base character of periods 2 and 3 oxides
22	Environmental education: industrial manufacture of ammonia
23	Group IV elements: Acid base character of group IV oxides
24	Organic nomenclature: Naming of amides
25	Mole concept: Balancing of redox equations
26	Aldehydes and ketones: reactions of aldehydes
27	Isomerism: resolution of racemic mixtures
28	Mole concept: calculation of Empirical and molecular formulae:
29	Chemical equilibrium: factors affecting the value of Kc
30	Mole concept: Calculating the required mass to prepared a standard solution
31	Isomerism: identification of geometric isomers
32	Acid-base equilibrium: Calculating the pH of buffer solution
33	Alkenes: Reaction of alkenes with Ozone and water.
34	Nitrogen and its compounds: Different oxidation states of nitrogen
35	d-block metals: Naming of complexes
36	Carboxylic acids: preparation of carboxylic acids
37	Reaction kinetics: methods of studying rate of reaction
38	Thermochemistry: Enthalpy of reactions
39	Carboxylic acid: preparation of carboxylic acid derivatives
40	d-block elements: formation of complex ions
41	Phase equilibrium: real solution(solutions that deviate from Raoult's law)
42	Group IV elements: unique properties of carbon
43	Alcohols and phenols: distinguishing test between alcohols and phenols

Question	Concept tested
44	s-block elements: diagonal relationship between Lithium and magnesium
45	Chemical bonding and intermolecular forces
46	Phase Equilibrium: fractional distillation of real mixtures
47	Alcohols: Reactions of alcohols
48	Atomic structure: emission spectrum of hydrogen atom
49	Organic nitrogen containing compounds: reaction of amines
50	Periodicity: variation of ionisation energy down the groups

This paper was machine scored so the performance of candidates per question could not be determined at the time of this report.

2. **PAPER 2:**

The paper has 3 sections and each section has two compulsory questions of 20 marks each giving a total score of 120 marks. The sections are:

- Section A: Physical and General Chemistry
- Section B: Inorganic Chemistry
- Section C: Organic Chemistry

The Test of Specification Table (TOS) for paper 2 was as follows:

Assessment objective	KN	COMP	APP	AN	SYN	EV	*	**	***
%(2023)	15	15	30	20	10	10	57	40	3
% (2022)	31	28	18	10	07	06	61	34	5
% (2021)	32	30	15	10	6	7	43	52	5
% (2020)	31	32	19	7	7	4	51	48	1

Question By Question Performance:

Question analysis for paper 2 for 2023 is as follows:

Topic Area	Physical & General Chemistry		Inorganic Chemistry		Organic Chemistry	
Question No.	1	2	3	4	5	6
Highest score/20	20	20	20	20	20	20
Lowest score/20	0	0	0	0	0	0
% pass ≥10	24.91	11.84	26.52	45.22	11.23	17.93
Ranking	3rd	5th	2nd	1st	6th	4th
% pass ≥8	37.54	27.41	43.17	62.63	19.16	27.45
Ranking	3rd	5th	2nd	1st	6th	4th

From the above table, it shows that candidates performed best in inorganic chemistry (questions 4&3), followed by question 1 of physical and question 6 of organic chemistry and the worst performance was in questions 2 of physical and 5 organic chemistry. The lowest score recorded was 0/120.

The highest score in 2023 was 115/120 and in 2022 was 113/120. Analysis of data shows that 14.85% of the candidates scored $\geq\frac{60}{120}$ and in 2022, 12.52 % of the candidates scored $\geq\frac{60}{120}$. Although no section was avoided, the performance in the 2023 exams was average.

Questions 1 and 2 constitute Section A and cover topics in Physical and General Chemistry.

Questions 1: This question tested on chemical bonding, atomic structure mole concept and phase equilibria.

The performance in this question was fairly good. It was the 3rd best answered question with 24.91% of the sampled scripts scoring ≥ 10/20 compared to 26.14% of the sampled scripts scoring ≥ 10/20 in 2022. Most candidates missed out on, calculation of molar mass of volatile liquid, molar gas volume from chemical equation and partial pressure from mole fraction.

Question 2: This was the last but one worst answered question with only 11.84% of the sampled scripts scoring ≥ 10/20 as compared to 21.81% of the sampled scripts scoring ≥ 10/20 in 2022.

It was a question on the crystal structure, energetics, rates acid/base and chemical equilibria.

Candidates had difficulties in calculations involving energetics, pH of weak acids. Explaining the functioning of acid buffer solution and the naming of some crystal structures

Questions 3 and 4 constitute Section B and covers topics in Inorganic Chemistry.

Question 3: This question was 2nd best in terms of performance. It had a percentage of 26.52% of scripts sampled scoring ≥ 10/20 compared to 12.75% of scripts sampled scoring ≥ 10/20 in 2022.

This question was on the chemistry of Transition elements, s-block and group (IV) elements of the Periodic Table. Candidates could not explain why Fe^{2+} is readily oxidised to Fe^{3+} whereas Mn^{2+} cannot readily be oxidised to Mn^{3+}, writing balanced equations to show the amphoteric nature of beryllium oxide. They could not also explain why the solubility of sulphates of the s-block elements decreases down the group.

Question 4: This was the best answered question with a percentage of 45.22% of sampled scripts scoring

≥ 10/20 compared to 22.22 % scoring ≥10/20 in 2022. Even though writing an equation to show the disproportionation reaction of Chlorine in hot concentrated potassium hydroxide posed a problem to some candidates.

Questions 5 and 6 constitute Section C and cover topics in Organic Chemistry.

Question 5: The worst question in terms of performance was question 5 of organic chemistry. It had a percentage of 11.23% of scripts sampled scoring ≥ 10/20 compared to 13.64% of sampled scripts with the score of ≥ 10/20 in 2022.

This question was on the calculation of empirical and molecular formulae, the determination of the structure of the compound using the Hoffman's degradation reagent and the identification of nitrogen in the unknown compound X. It also included the definition of a functional group and writing the optical isomers in an amino acid, the equations and mechanism for the alkali hydrolysis of halogenoalkanes and the products of phenylethanone with $NaOH/I_2$, 2,4-DNPH and HCN.

Candidates found it difficult to come out with the expected structure of the compound X from their calculations. They equally had difficulties in the writing of the optical isomers of the amino acid and the mechanism of the alkali hydrolysis of the haloalkane. Also, most of them were unable to write the structures of the products of the reaction of phenylethanone with the reagents given.

Question 6: This question was 4th in the ranking with a performance of 17.93% of the sampled scripts scoring ≥ 10/20 as compared to 16.39% of scripts sampled scoring ≥ 10/20 in 2022.

The question tested candidates' ability to name and write the structural formulae of (isomers) of the compounds with molecular formula C_3H_8O, then establish the exact identity of C_3H_8O and also identify the products X, Y and Z from the reaction of C_3H_8O with different reagents/conditions. Most candidates found it difficult to come out with the exact identity of C_3H_8O using the reagent and reaction condition given. Consequently, they could not come out with the expected products X, Y and Z.

Define hybridisation, giving an example of an sp hybridized molecule. The question further required candidates to distinguish chemically between ethane and ethene, propanal and propanone, and finally stating the reagent and reaction conditions for the conversion of phenylamine to benzenediazonium chloride.

3. <u>PAPER 3</u>:

The practical exam which constitutes Paper 3 of 0715 Chemistry Advanced Level is made up of two questions:

-Question 1: Quantitative analysis which carries 40 marks.

-Question 2: Qualitative analysis which carries 40 marks.

Added to this paper is the School Based Assessment (SBA) which carries 20 marks. This involves evaluation of laboratory books of candidates and school-based projects/field work done in the course of the two years of High School.

The paper carries a total of 100 marks and has a weighting of 35 % of the entire examination. Candidates are assessed on their practical skills rather than their knowledge of theory.

The skills tested were the same for all the Groups (1 to 4). There was no Group 5. The exercises were selected such that the exam covered about 80% of the syllabus.

The Test of Specification Table (TOS) for paper 3 was as follows:

Assessment objective	KN	COMP	APP	AN	SYN	EV	*	**	***
% (2023)	0	10	24	55	4	7	75	24	1
% (2022)	0	12	21	53	2	12	76	23	1
% (2021)	0	11	12	53	19	6	75	23	2

The following skills were tested in all the groups:

In question 1 which is Quantitative Analysis: Setting up and manipulation of basic laboratory chemistry equipment; following instructions; collection, recording of data and calculations.

In Question 2 which is Qualitative Analysis: Observations of chemical and physical changes which involves making subtle differences in colour, sense of smell, solubility or quantity of materials during qualitative tests; making inferences and drawing conclusions.

However, some candidates had difficulties in analyzing methanoic acid and maleic acid.

Regional Pedagogic Inspectors are therefore urged to intensify in-service -training on laboratory work and schools should effectively begin Practicals in lower sixth as prescribed in the program.

The SBA carries 20 marks out of the 100 marks of paper 3 and considering the 35 % weighting of this paper, it means that SBA carries 7 % of the whole examination. It comprises two parts as follows: laboratory books evaluation (x/12) and field trip/school project report (x/8) which were scored by the center supervisors during the practical exam. This gives a total score of 20. The center supervisors were required to record the scores directly on the candidates' worked scripts at the practical center. They were equally expected to record the SBA scores on the attendance registers and hand to zonal supervisors for onward transmission to the regional supervisors. Since it is an evaluation of the practical work done during the two-year course most candidates scored between 15 and 20 marks. Some center supervisors forgot to put the SBA scores on the candidate's worked scripts. This was taken care of at the secretariat using the backup copies provided by the regional supervisors before coding. Center and Zonal supervisors should ensure that the SBA scores are recorded on the worked scripts before parceling.

In general, candidates performed better in question 2 (36.59 % scoring ≥ 20/40) than in question 1 (30.83 % scoring ≥ 20/40). In 2022, candidates performed better in question 2 (61.2 % scoring ≥23/45) than in question 1 (40.7 % scoring ≥23/45).

Performance analysis of candidates for the 2023 exam is shown in the Table below.

	Quantitative analysis	**Qualitative analysis**	
Question No.	1	2	SBA/20
% pass ≥20	30.83	36.59	Above 80%
Ranking	2nd	1st	

The highest score in this paper is 100/100 while the lowest score is 00/100.

The field trip/school project and laboratory books assessment have greatly improved candidates' performance. Generally, the teaching of chemistry as a practical subject in schools and the implementation of hands on activities during lessons are progressively improving.

3.1. For Question 1 in all the groups (quantitative analysis), candidates were required to determine the concentrations of solutions from data obtained after carrying out a redox titration. Candidates were tested on skills of weighing, measuring volumes of liquids (using burettes, pipettes, beakers, measuring cylinders), observing colour changes at end-point of titration, reading volume changes of graduated glassware, recording data and calculating concentrations from data obtained.

3.2. In Question 2, candidates were each given, two inorganic compounds and an organic compound referred to as unknowns, to identify. The skills tested were the same for all the Groups (1 to 4). There was no Group 5.

UNKNOWNS

GROUP	INORGANIC SUBSTANCE	ORGANIC SUBSTANCE
1	**C = $Na_2S_2O_3.5H_2O$** **D = $PbSO_4$**	**E = HCOOH**
2	**H = KBr** **I = $ZnSO_4$**	**J = C_6H_5COOH**
3	**M = $SrCl_2$** **N = $(NH_4)_2Fe(SO_4)_2.6H_2O$**	**O = C_2H_5OH**
4	**R = K_2CrO_4** **S = $CuCO_3$**	**T = HOOCCH=CHCOOH**

3.3 Sample Results: As part of the center report, each Center Supervisor and all the Invigilators combined are each expected to produce sample results for Question 1 of AL Chemistry Paper 3. These results are forwarded with the candidates' worked scripts to the marking center where the candidates will be scored against the results of Center Supervisors and Invigilators. Most center supervisors and invigilators worked well but for the fact that a few supervisors did not record the SBA marks on the candidates worked scripts; very few did not record their masses. However, these were corrected at the marking center using the backups from the Regional supervisors.

4. Conclusions

From the analysis made, the performance of candidates in 0715 Chemistry was not better in 2023 in paper 2 and in paper 3 than in 2022 but the examination this year was almost of same strength as in 2022.

A drop in the performance of candidates was observed in paper 3 which could be attributed to the late start of practical lessons in high school.

There was a marked increase in the number of candidates that registered for the exams though the increase was not much

From the candidates' answers, there was no evidence that they saw the questions before time.

5. Suggestions/Recommendations.

The teachers should:

- Be more methodical in treating those areas in which students continue to have difficulties like writing and balancing chemical equations, performing calculations in physical and general chemistry; writing reaction mechanisms in organic chemistry and emphasizing on reagents and reaction conditions in the conversion of one compound to another.
- Administer and discuss many more revision exercises.
- Link the practical work with the theoretical part of the course.
- Carry out many more laboratory experiments and discuss the theory with the students.
- Begin practical work in lower sixth contrary to current practice were practical begins in most schools in upper sixth.
- Adopt a more dynamic approach to the teaching of chemistry as a practical subject; not just the chalk-and-talk approach.

- Teach students how to plot graphs
- Train students on the reading of thermometers

The school authorities should:

- Equip the laboratories sufficiently and with the technical advice of the chemistry teachers.
- Encourage their teachers to work a bit harder. Vice Principals, Senior Discipline Masters and Deans of Studies should follow up syllabus coverage closely through Heads of Departments.
- Make sure that practical work in high school begins in lower sixth.
- Restrict the number of chemistry candidates they register in the center as not to go beyond the suitable capacity of their school laboratory and quantity of equipment available.

National and Regional Pedagogic Inspectors should

- Intensify In-Service training of chemistry teachers.
- Monitor the teaching of chemistry as a practical subject and make sure practical work begins in lower sixth.

0725 ECONOMICS

1. IDENTIFICATION

1.1 SUBJECT CODE: **0725**

1.2 SUBJECT: **ECONOMICS**

1.3 YEAR: **2023**

2. INTRODUCTION

The complete examination comprised of three papers. The table of specification (TOS) for the subject was suitable for assessment in terms of the stated objectives and content. Hence, the TOS was fully respected vis-à-vis the stated objectives and content. However, there is need to review some aspects of the content and include emerging concepts as well as make the Competence Based Approach (CBA) more visible.

3. PAPER BY **PAPER** ANALYSIS

3.1 Paper One

This paper has 50 multiple choice questions. It accounts for 30% of the exam. This paper respected the TOS regarding the objective and content and covered 100% of the syllabus.

There were 30 one-star questions on knowledge and comprehension, 15 two stars questions on application and analysis, and 5 three stars questions on synthesis and evaluation).

3.2 Paper Two

This paper has 8 essay questions broken down into two sections of microeconomics and macroeconomics. Candidates were expected to answer five questions choosing not more than three from each section. It accounts for 40% of the exam.

This paper, which covered about 70% of the syllabus, respected the TOS in terms of objective and content. In all, there were 5 one-star questions on knowledge, comprehension, and application, 1 two stars questions on knowledge, comprehension, application, and analysis, and 1 three stars question on knowledge, comprehension, analysis, and evaluation.

3.3 Paper Three

This paper had 5 questions for candidates to answer any three. It tests the ability of candidates to apply principles and concepts, and accounts for 30% of the exam.

This paper covered about 50% of the syllabus and equally respected the TOS in terms objective and content. In all, there were 3 one-star questions on knowledge, comprehension, and application, 1 two-star questions on knowledge, comprehension, application, and analysis, and 1 three-star question on knowledge, comprehension, analysis, and evaluation.

4. QUESTION BY QUESTION ANALYSIS

4.1 PAPER 2 QUESTION ANALYSIS

4.1.1 Popularity, performance, expectations of the questions, and shortcomings of the candidates in Paper 2

Question 1:

This question on the production possibilities curve and economics methodology was a one-star question, which tested knowledge and comprehension. It was the third most popular question and the second in terms of performance with 18.25% of candidates who attempted scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In part (a) candidates were expected to Define, sketch a PPC and use it to explain the following concepts imbedded in it:	Some candidates answered the a) part of this question correctly explaining the concepts of scarcity, choice and opportunity cost using the PPC. However, others explained these concepts without using the PPC thereby losing marks for the diagram. A few others could barely define	Teachers are encouraged to follow the Advanced Level syllabus scrupulously and illustrate the basic economic concepts using PPC curves. They should also ensure that students draw curves

-Scarcity -choice -opportunity cost. In the b) part, using a conjunction, they were expected to explain the difference between the inductive and deductive methods of testing hypotheses in economics.	the concepts. In the b) part, many candidates did not use conjunctions to distinguish between the inductive and deductive methods. Some candidates were writing on these concepts insinuating that it is not well taught. Some even saw the question as distinguishing between normative and positive statements.	correctly and give correct explanations. Teachers should drill students on the use of conjunctions in answering questions that require distinction. Teachers should not be selective in teaching.

Question 2:
This question on the income and substitution effects of a change in the price in relationship with the nature of a normal demand curve was a one-star question, which tested knowledge and comprehension. It was fourth in popularity and fourth in performance, with 17.18% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In the (a) part, candidates were expected to state how a normal demand curve slopes, illustrate it graphically and explain its shape using the income and substitution effects. In the (b) part, candidates were expected to identify and explain the factors likely to cause an increase in the supply of a good.	Candidates had difficulties explaining the shape of a normal demand curve using the income and the substitution effects in the a) part of this question insinuating that either the concepts were not taught or that the teaching was shallow or superficial. Some rather explained the substitution effect in function of shift in demand curve. Others explained income effect in terms of changes in money income not real income. In part b) of the question, many candidates explained the determinants of an increase in the supply of a good as required. Notwithstanding, while some erroneously explained the determinants of demand, others instead identified the determinants of price elasticity of supply. A few candidates did not notice that the determinants were supposed to be explained in a directional manner.	Teachers are exhorted to demystify the drawing and explaining of graphs, making these explanations simple to be comprehended by the students. They should equally involve students in the teaching/learning process, properly drill them on major economic concepts. Teachers should emphasise to learners that the determinants of demand, supply and price elasticity of demand are different. They should drill students in question interpretation to enable them know when to give directional responses.

Question 3:
This question on profit maximization and other objectives of private sector firms was a two-star question, which tested knowledge, comprehension, and analysis. It was seventh in popularity and fifth in performance, with only 16.73% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In part (a) candidates were expected to -state the main objective of private sector firms (which is to maximise profit), an objective that is attained at the output level where MC=MR. -Illustrate graphically using either a firm in perfect or	Candidates who answered this question had difficulties drawing the required diagrams in part a), Those who drew the diagrams labelled the axes wrongly and could not justify why private sector firms maximise profit at an output level where marginal cost equals marginal revenue insinuating that teachers rush in drawing diagrams and giving explanations in the teaching of this concept. The b) part of this question was well interpreted as	Teachers are exhorted to draw diagrams along with students and verify the labelling of axes ensuring that the profit maximizing output is correctly identified. Drill students on interpreting and answering past questions on this concept. Teachers

imperfect competition to buttress the profit maximizing output of MC=MR. Candidates could also use tables and figures. In part (b), they were required identify and explain other objectives of private sector firms apart from profit maximization.	many candidates identified other objectives of private sector apart from profit maximisation. Nevertheless, some merely stated the objectives without explaining them.	should demystify the drawing of diagrams. Teachers should also give short explanations to the other objectives that private sector firms pursue.

Question 4:
This question on wage differential and employment discrimination against female labour was a one-star question, which tested knowledge and comprehension. It was second in popularity and first in performance, with 41.55% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In the (a) part, candidates were expected to give and explain reasons for intra-industrial wage differentials in cement company/industry in Cameroon. In the (b) part they were expected to advance reasons why some employers discriminate against female employees.	The (a) part of this question was well understood and answered by a majority of candidates. However, while a few of them mistakenly explained reasons for inter-industry wage differentials, others simply explained the reasons for intra-industry wage differentials without making allusion to the cement industry. In the (b) part, this question was fairly understood by many candidates. A few candidates understood the question to mean wage gap between men and women thereby explaining why men earn more than women. Others explained why men discriminate against women suggesting that some teachers neglect teaching this concept.	Teachers are encouraged to make the distinction between intra and inter industry wage differentials. In addition, illustrations should be used to elucidate the two concepts. Teachers are exhorted to teach all the concepts as per the syllabus.

Question 5:
This question on the components of total final expenditure and private sector investment was two-star question, which tested knowledge, comprehension, and analysis. It was eight in popularity sixth in performance, with only 14.29% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In the (a) part, candidates were expected to identify and explain the components of total final expenditure namely: -consumption spending -Investment spending -Government spending -Export earnings. In the b) part of the question, candidates were required to identify and explain the determinants of private sector investment.	Many candidates avoided answering this question probably because of the phobia that they have for national income accounting. In the (a) part, candidates did not understand the concept of TFE and simply went ahead to give the formula for calculating GDP while others simply explained the expenditure method of measuring national income in its entirety. A few just stated the formula for calculating TFE with others including net exports. In the (b) part of the question, many candidates were able to identify the determinants of private sector investment but a good number of them gave explanations showing how each determinant will increase the level of investment.	Teachers are encouraged to demystify the teaching of national income and drill students on past questions on various concepts of national income. Teachers are exhorted to drill students on examination techniques especially question interpretation assisting them to know the difference between questions that are directional and those that need dual explanations.

Question 6:
This question on active and idle balances was a three-star question, which tested analysis and synthesis. It was the sixth in terms of popularity and worst in in terms of performance, with only 11.24% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected in the (a) part, to make a distinction between active and idle balances using conjunctions, illustrating with diagram(s). In the (b) part, they were required to explain the factors that will likely reduce the demand for active balances in an economy.	In the (a) part of the question, many candidates did not draw diagrams as explicitly required. Some merely explained the transactions, precautionary and speculative demand for money without linking then to active and idle balances. The few candidates who had diagrams in their answers poorly drew them. Worst still, few candidates used conjunctions to distinguish between the two concepts. The b) part of the question was fairly understood with many candidates identifying the determinants. However, the explanation given by some candidates was not directional as required by the question.	Teachers are urged to make an effort to in illustrate concepts taught diagrammatically, using tables etc. The use of conjunctions should be emphasized for questions that require a distinction. Proper drilling of students on examination techniques is an imperative for all teachers preparing students for end of course examinations.

Question 7:
This question on the sources of government revenue was a one-star question, which tested knowledge and comprehension. It was the first in popularity and the third in performance, with 23.91% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In the (a) part, candidates were expected to identify and explain the various sources of revenue/income to the government of Cameroon. In the (b) part, they were expected to briefly discuss the effects of increasing income taxes on: -consumption -the distribution of income -and the general price level	The (a) part of this question was fairly well attempted as the majority of candidates identified and explained the various sources of income to the government of Cameroon. However, a few candidates instead explained the uses of government revenue. In the (b) part, many candidates were unable to realise that the question was specific to the consequences of increasing income taxes on consumption, the distribution of income and the general price level. They rather interpreted the question to mean the economic consequences of taxes on the variables mentioned above, this clearly insinuates shallow teaching of the concept by some teachers. Majority failed to realise that the question called for analysis and consequently, did not write with a critical mind.	Teachers are urged to drill students on question interpretation stressing on the identification of concepts(s) tested and whether it is directional or explained in a dual manner; whether it is to be explained generally or applied to a given country or economy.

Question 8:
This question on the components of current account of the Balance of Payments was a one-star question, which tested knowledge, comprehension, and application. It was the fifth in terms of popularity and seventh in performance, with only 11.41% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In part a), candidates were expected to define the current account of the balance of payments, identify and explain its various components.	The (a) part of this question was poorly answered by candidates as many could not identify and explain the components of the current account of the balance of payments. Some merely identified the components without linking them to visible and invisible items. Worst still, a few candidates erroneously explained the balance sheet of	Teachers are encouraged to teach the theoretical aspects of each concept before illustration.

In the (b) part, they were required to give the meaning of a balance of payment surplus, then proceed to state and explain the various short term measures the government can adopt to remedy such a surplus.	commercial banks. In the (b) part, many candidates identified the measures but gave scanty explanations. Some gave both short term and long-term measures to solve a BoP surplus, indication that teachers probably forgot to teach short term measures to solve a balance of payments surplus.	Teachers are urged to teach both short- term and long-term measures of solving the BoP surplus as per the syllabus.

4.2 PAPER 3 QUESTION ANALYSIS

4.2.1 Popularity, performance, expectations of the questions, and shortcomings of the candidates in Paper 3

Question 1:

This was a one-star question, based on Price Theory. It tested knowledge and comprehension. In terms of popularity, it was the most popular question and equally the second in terms of performance with 78.01% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to: a) i. Determine and justify the market price for cocoa before the application of fertilizer from demand and supply schedules provided. ii. Determine and justify the market price for cocoa after the application of fertilizer. b) Give four other factors apart from the application of fertilizer that can increase the supply of cocoa. c) i. Briefly explain how the producers' association can stabilize the price of cocoa ii. use the information provided to determine the tons of cocoa the union must buy after the application of fertilizer in order to stabilise cocoa price. d) State two reasons why the price of cocoa is likely to fluctuate if it is not controlled e) List the limitations of the buffer stock scheme operated by cocoa farmers.	In the (a) part, most candidates stated the market price for cocoa before and after the application of fertilizer correctly even though a good number of them did not use the appropriate units as stated on the table ("000" FCFA). Some candidates justified the market price as one where demand equals to supply instead of quantity demanded equals to quantity supplied. The (b) part of the question was well understood by a majority of the candidates as being directional and specific to the supply of cocoa though some gave determinants of an increase in supply in general without linking them to cocoa. In the (c)i. part, candidates' explanations were brief and apt even though many could not spell 'buffer' correctly. A few candidates rather expantiated on buffer scheme run by the government. ii) Many candidates gave the correct answer. However, some considered the expected supply of 480 tons instead of 340 tons. The (d) part was well answered In the (e) part of the question, a majority of the candidates gave the correct limitations	Teachers are encouraged to drill students to lay emphasis on the importance of correctly reading units on tables given and use them appropriately in their answers. They should equally edify students on the differences between quantity demanded/ demand and quantity supplied/supply.

Question 2:

This was a two-star question on the paradox of thrift, which tested knowledge, comprehension and analysis. It was the 4th in terms of popularity and fourth in terms of performance, with 40.08% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to: a) Identify and state the "paradox of thrift" from the diagram given. b) Use the diagram to explain the "paradox of thrift" identified in a)	In the (a) part, many candidates identified the paradox of thrift but some of them stated it incorrectly. In the (b) part, a majority of the candidates explained the paradox of thrift generally without making reference to thee diagram given on the question paper	Teachers are exhorted to drill students on identifying and stating concepts from graphical illustration; this can be achieved by giving

above c) i. state two assumptions of the "paradox of thrift" ii. identify two other leakages apart from savings in an economy. d) Justify from the diagram given that investment is both autonomous and induced. e) State any four factors that can increase the level of household savings in Cameroon.	as required by the question. In part (ci) many stated the assumptions correctly. In ii) almost all candidates identified taxes and import payments as other leakages apart from saving. In (d) many candidates could not justify why investment as drawn on the diagram is both autonomous and income induced. This suggests that some teachers failed to justify it in the course of teaching. In the (e) part, majority of the candidates were able to state four factors that can increase household saving in Cameroon.	them accurate definitions of concepts. They should equally demystify the drawing and interpretation of diagrams both in micro and macroeconomics. Theories or concepts should be taught with assumptions where applicable. Teachers should justify explicitly why some variables are autonomous and others are induced.

Question 3:
This was a one-star question based on Economic growth. It tested knowledge, comprehension, and application. It was the third question in terms of popularity and the first in performance, with 80.11% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In this question, candidates were expected to: a) Define i. Capital deepening ii. Human capital b) i. Enumerates two advantages of' capital deepening. ii. Identify two ways by which human capital can be achieved. c) State four other factors that are a source of actual economic growth d) List four characteristics of developing countries e) Enumerate four obstacles Cameroon is facing in achieving rapid economic growth.	(ai) A majority of candidates gave the correct definition of capital deepening. iii. Human capital was aptly defined by many candidates. (bi) the advantages of capital deepening were correctly identified. ii. Ways of achieving human capital were well identified by a majority of candidates (c) The few candidates who failed in this question did not state the points in a directional manner as required. Others repeated points which were already mentioned in the passage proscribed by the question (d) Correct characteristics of developing countries were rightly stated by the majority of candidates (e) Obstacles of achieving economic growth in Cameroon were also correctly stated though most candidates stated them in a dual manner.	Teachers are encouraged to give succinct definition of economic terms/concepts. In drilling students on question interpretation, emphasis should be laid on the brief nature of answers in paper three and on the importance of respecting question tags especially concerning directional questions and question applied to a given context. Teachers should encourage candidates to avoid repeating factors/points found in the passage as economics paper three is not reading comprehension paper.

Question 4:
This was a one-star question based on the integration of firms. The question tested knowledge, comprehension and application. It was the second in terms of popularity and the third in terms of performance with 70.71% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to: a) Identify the specific forms of integration represented by letter A, B, C, D in the diagram given. b) Give three reasons for horizontal integration (A) c) Differentiate between mergers and take-overs	(a) Many of the candidates could not read the diagram well and therefore could not correctly identify the various forms of integration represented by the letters A, B, C and D. However, a few candidates correctly identified the forms of integration implied. In the (b) part, many candidates rather gave general	Teachers are encouraged to illustrate the various forms of integration with a diagram. Teachers are urged to teach the specific reasons of the various types of

d) state three other ways by which firms grow larger apart from integration e) Identify the type of integration between an oil refinery and a mobile telephone company. f) give four reasons why some firms remain perpetually small in spite of the advantages of growth	reasons for integration and not specific to horizontal integration. In the (c) part many gave the right distinction though their definitions were weak. d) A majority of candidates identified this form of integration as "conglomerates". However, they spelt it wrongly. e) Many candidates gave the right reasons why some firms remain perpetually small. However, some merely stated the factors that determine the size of a firm such as size of capital, nature of product, etc.	integration. Students should be taught correct definition of economic terms and concepts. Students should be taught on question interpretation and on answering directional questions.

Question 5:

This was a three-star question based on Theory of the firm. The question tested knowledge, comprehension, analysis, and evaluation. It was the last question in terms of popularity and the worst in terms of performance, with only 33.13% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to: a) Sketch the long-run equilibrium price and output diagrams of: i) the monopolistic competitor. ii) the perfect competitor. b) Identify three differences between a perfect competitor and a monopolistic competitor. c) Give the economic term (brand loyalty) that explains the underlined phrase in the passage. d) Identify one condition for a perfect competitive firm to operate at a loss in the short run. e) List any two ways in which a product can be differentiated.	This question was generally avoided by most candidates. (a) Many of them sketched the diagrams poorly, the labelling was incorrectly done and in some cases diagrams of loss-making firms were drawn. Others avoided drawing the diagrams and merely stated the characteristics of firms in perfect and monopolistic competition. However, a few candidates drew the correct diagrams. (b) In the (b) part, some candidates who attempted did not use conjunctions. In the (c) part, only a few candidates identified the underlined phrase to mean brand loyalty. In (d), many candidates could not identify the condition for a firm to continue to produce at a loss in the short term, suggesting that the teaching of this concept that was shallow. The (e) part of the question was poorly answered by many candidates.	Teachers are encouraged to demystify the drawing and explanation of graphs, making it student friendly. Teachers should encourage students to use conjunctions in question that require a distinction. Teachers should include the various ways of differentiating a product in teaching theory of the firm.

4.3 BEST/WORKED ANSWERS

4.3.1 Best/worked answers in paper 2

Four candidates targeted their answers in paper 2 to the demands of the examination, registering exceptional scores of between 80% and 84%. They are D221270 (84%), D696411, D298043 and D545949 (80%).

4.3.2 Best/worked answers in paper 3

The excellent candidates in paper 3 scored between 57,58 and 60 on 60. They are displayed in the table below:

Script Code	D011284	D008813	D370968	D640949	D669890	D887840
Score (%)	59	58	58	57	57	57

5. SUGGESTIONS/RECOMMENDATIONS

5.1 THE STUDENTS

The incidence of question popularity and candidates' performances suggest that candidates select topics as they prepare for the exams. For example, question 6, active and idle balances of money demand and

question 8 on the Balance of payments showed inadequate mastery of these content areas. Hence, students are advised to:

- Exploit recommended textbooks and other relevant materials and equally ensure that the entire syllabus is covered as they prepare for the examinations. They should avoid selecting topics as they prepare for the exams.
- Create time for self-learning as well as peer tutoring/learning.
- Do assignments regularly and avoid boycotting lessons.
- Desist from registering and writing the GCE in Lower Sixth given that only about 50% of the syllabus is covered by then.

5.2 THE TEACHERS

The candidates' performance in some areas suggests that there was inadequate and/or shallow coverage of the syllabus by teachers. In consequence thereof, teachers should:

- tailor teaching and learning to the CBA and therefore, adopt active and participatory teaching methods while taking conscious steps to accommodate the different learning styles of the students. let go the traditional teaching methods;
- participate in seminars and workshops organized especially by the subject associations in their respective regions of work;
- make effective use of the Internet, and update and upgrade themselves with online materials. Besides, the Internet offers platforms where alternative teaching methods can be learned;
- create and sustain collaborative learning communities as these have measured impact on the teaching-learning process.

5.3 PARENTS

As an important angle in the education triangle parents should:

- acquire necessary textbooks and useful learning materials for their children;
- supervise and support their children's learning at home;
- give enough time for their children to do homework and self-learning at home.

0730-ENGLISH LANGUAGE

INTRODUCTION

The 2023 English Language examination fulfilled the demands of the General Aims and Objectives, and the Specific Assessment Objectives as outlined by the syllabus. It tested Reading Comprehension, Grammar and Vocabulary, Summary and Text Reconstruction, Composition and Prescribed Texts.

This year, as in the previous ones, Paper 1 was scored mechanically while the testing of Paper III (A School-Based Project and Spoken English) is yet to be implemented in September 2023 as Speech Work. The proposed draft Syllabus Review of the subject, which has met the approval of the GCE Board, has taken this into consideration. This report therefore is based strictly on our examination of Paper II (Summary and Text Reconstruction, Composition and Prescribed Texts).

GENERAL REMARKS

• Examiners made conscious and commendable efforts to draw up marking guides for this year's paper and to propose quality questions and marking guides for subsequent sessions. This is so because panel officials assigned particular areas to examiners on which to set questions and propose marking guides weeks before the 2023 marking session was convened.

• Some examiners are yet to master the Prescribed Texts. The urgent need for the selected texts in this section to be reviewed has been met in the Revised Syllabus.

• Summary writing, especially General Summary, has witnessed great improvement for many examiners.

• Text Reconstruction has a variety of text types that Examiners should do well to explore.

➢ Examiners are implored to work harder in building up their capacity and equipping themselves better when they are invited for the next marking session.

➢ Examiners are equally encouraged to seriously apply themselves in setting quality questions.

➢ Each examiner is advised to be prepared intellectually, physically, emotionally and psychologically before coming into an examination marking room.

➢ The significantly reduced number of old and new examiners invited for the exercise made marking cumbersome and slow. The situation was compounded by the reduced number of ACEs as one was appointed Assessor for O/L English Language and the other was dropped by Board authorities.

➢ Teachers are advised to be honest to themselves when applying to mark the subject. Some who are invited to mark show little mastery of the subject and its syllabus specifications, particularly so be cause they do not teach and do not build their capacity.

OVERALL APPRAISAL OF THE QUESTION PAPER

- Generally, the question paper was candidate-friendly and placed within the reach of even the very average candidate. The questions offered opportunities for deserving candidates to score a good pass mark as observed during marking.
- The question paper could also be said to be friendly to both Arts and Science candidates as it offered them a wide variety of topical issues to discuss on.

- The Summary passage (The Cheetah) was easy to read and understand, and the task was clear, simple and direct for the average candidate. It was General Summary that has been in vogue for some time now.
- The Text Reconstruction task offered candidates great possibilities to excel for they were asked to fill in appropriate words in the blank spaces of a dialogue between Ngwa and Neba that was being reported. The exercise was a ***Reported Speech exercise with a twist in the tense*** (The simple Present Tense).
- The spread of the Composition topics was commendable as it gave candidates a wide variety of topics from daily life to choose from. Nevertheless, despite the challenges that go with composition writing, it was noticed this year that candidates performed far better than in previous years. It might be indicative of the fact that teachers have become more intentional in their teaching of Composition.
- Questions on Prescribed Texts were quite contextualized and within the reach of the average candidate although candidates' performance was dismal as some did not even attempt the section.

QUESTION BY QUESTION ANALYSIS

Table 1

QUESTION No.	**POPULARITY**	**PERFORMANCE**	
		Remarks	**%**
A1: Summary	Compulsory	Average	50-60
2: Text Reconstruction	Compulsory	Very Good	60-70
B: Composition a)	Very Unpopular	Poor	05-10
b)	Unpopular	Poor	10-20
c)	Popular	Average	50-60
d)	Very Popular	Above Average	60-65
e)	Unpopular	Poor	20-30
f) 1	Unpopular	Average	50-55
2	Unpopular	Average	50-55
C: 1	Unpopular	Very Poor	05-10
2	Popular	Poor	20-30
3	Very Popular	Above Average	60-65
4	Popular	Below Average	40-45

SECTION A: SUMMARY and TEXT RECONSTRUCTION

1) SUMMARY

The subject of the text chosen was informative and educative (On the nature of the Cheetah). Performance was average. This was as a result candidates'

- ability to summarize ideas found in the text.

- using their own words to summarise.
- mastery of the use of transition markers to link up ideas within the paragraph, for example, **first**, **furthermore**, **in addition**, **also**, **besides**, **etc.**
- ability to follow instructions to the letter (Summarize in one paragraph of not more than 150 words).

  However, some candidates still performed poorly because of
- inability to follow instructions (summarising in more than one paragraph and providing titles and introductory paragraphs which are paragraphs on their own).
- In trying to use their own words, many candidates adulterated the content of the given text and changed its meaning consequently losing marks on content.
- Writing in point form / fragments.

RECOMMENDATIONS

Teachers should do the following:

- Continue to teach students how to use their own words as far as possible.
- Advise students to follow to the letter the instructions given. (For example, if you are not asked to provide a title to the text/passage, do not force one in; if you are asked to write in one paragraph, do just that; etc)
- Advise learners not to write introductory paragraphs to summaries.
- Teach learners to write legibly, observing all writing conventions.
- Teach transition markers.
- Do more practice exercises on summary especially ***general summary.***
- Drill learners on drawing plans before writing. (Candidates should cross out the plan and not the written work.)

2.) TEXT RECONSTRUCTION

The task required candidates to reconstruct a mutilated text by filling in the blank spaces, appropriate words and/or expressions. The exercise was a Reported Speech exercise with a bias for the Simple Present Tense. The main concern there was on reconstructing a dialogue between Ngwa and Neba into a Reported Speech (Prose form). Candidates performed well for the following reasons:

- ability to follow instructions.
- use of the appropriate tense (Simple Present Tense)
- Providing the right option in reporting
- ability to spell words correctly and write legibly.

  However, a few performed poorly because they
- Wrote in point form/listed correct words and/or expressions instead of copying the passage and filling in the correct words and /or expressions. The candidate loses half of the marks scored here.

- Failure to use the appropriate tense and follow instructions.

RECOMMENDATIONS

- Teachers should expose their learners to different text types in different fields and different forms of Text Reconstruction.
- Teach learners to read critically and follow instructions to the letter.

SECTION B: COMPOSITION

Generally, the spread in the topics for the Composition section gave candidates a wide, familiar and interesting variety from which to choose. The general performance was exceptionally relatively good though poor mastery of language (especially writing skills), poor organization of material, failure to develop thoughts meaningfully, rambling and incoherence in the presentation of some content material played negatively on the performance of some candidates. Some candidates did not delimit their scope, especially in the open-ended and picture composition topics, while others failed to present an argument in the argumentative essay.

NB: The poor performance in the argumentative essay is becoming too worrisome as many candidates write without presenting an argument.

TOPIC BY TOPIC ANALYSIS

TOPIC A

This topic was very unpopular and performance was poor due to the following reasons:

- Poor interpretation of the proverb.
- writing stories that had no bearing on the proverb.
- Inability to narrate story and stay on track.

TOPIC B

It was an unpopular topic and those who attempted it performed poorly because of their inability to delimit the scope of the topic and the tendency to bunch. Some did not know what the topic demanded of them and simply went ahead to write a dialogue without any real story in it.

TOPIC C

The topic was very popular and performance was average. Candidates who chose this topic and performed poorly, displayed the following weaknesses:

- They could not settle on a particular incident.
- They presented a crowd that demonstrated no signs of anger.
- They brought out consequences that had no bearing with the incident.
- Some brought out consequences that were not unpleasant.
- They were not descriptive/narrative enough.

TOPIC D

This was a popular topic and performance for the candidates who attempted it was average for the following reasons:

- There was no logical continuation of the story.
- Some candidates did not follow the prescribed start.

- Others wrote stories that were disconnected from the prescribed start.
- Bunching was evident in some essays.

TOPIC E

This topic was unpopular and performance poor for the following reasons:

- Many candidates wrote essays that had no argument in them but rather presented advantages and disadvantages of Religion in Africa.
- Those who attempted an argument did not take a clear stand at the end of the argument. Some rather took a stand at the beginning and went on without putting up any argument whatsoever.
- Some of the arguments put up were incoherent as candidates mixed up the general and the integrated approaches.
- Some candidates took the term 'setback' to mean 'advantages'.

TOPIC F

Both pictures were unpopular for the candidates.

Performance for those who chose any of them was average as

- They could delimit the scope of the topic and write relevantly and coherently. Economic activities seemed to be at the centre of the themes chosen by candidates.

  However unfortunate it could be, it was observed that some candidates still described the pictures rather than being inspired by them.

SECTION C: PRESCRIBED TEXTS

Interestingly enough, candidates' performance in this section keeps on improving by the day. This year as was the case last year, their performance could still be rated as average. The questions were within the reach of the candidates and void of any ambiguities. A good number of candidates attempted questions in this section and scored encouraging marks unlike in previous years where many simply ignored the section and scored a naught. There was ample proof that the candidates had read and had been taught the texts.

Nevertheless, some candidates still presented answers which were generally shallow with little or no illustrations. They failed to cite texts and authors correctly and violated writing conventions with reckless abandon. They cited texts which were not part of the subject syllabus, nor even part of Ordinary and Advanced Levels Literature in English syllabuses. Texts like *The Great Gatsby* by Scott Fitzgerald, *To Kill a Mockingbird* by Harper Lee, *The Catcher in the Rye* by J.D Salinger, etc. were used for illustrations by a particular group of candidates which is suggestive of collusion and teaching out the of syllabus.

QUESTION BY QUESTION ANALYSIS

QUESTION 1: Extract from the text, ***Across the Mongolo by John Nkemngong Nkengasong***. It was an unpopular question that registered poor performance for those who attempted it. Candidates were unable to give the meaning of words and/or expressions in context. Some could not say what the message in the passage was. They knew very little of comparative devices and could neither identify them from the passage. It was shocking to note that some candidates could not identify verbs in the

Simple Present Tense and transform them in the Simple Past Tense. This simply betrays their poor mastery of the English Grammar. Others were unable to illustrate the notion of sacrifice in other prescribed texts thus exposing their limited knowledge of some of the prescribed texts.

QUESTION 2: It was a very popular question with poor performance from the candidates. It should be observed that some candidates brought out the selfish nature of African leaders without showing how it causes rebellion in their subjects. So, most of their answers were lopsided.

QUESTION 3: It was a very popular question and the performance was above average. However, many cited instances of violence that had nothing to do with physical violence. The answers here were usually long and generally sketchy. Some simply narrated all that they know about violence in the texts be it psychological or verbal without analysing them. Some mistook violence for violation of human rights.

QUESTION 4: This was a popular question but performance for those who answered it was below average. Most of the candidates ignored the symbols and focused on the themes. Some candidates discussed themes that were unrelated to the symbols cited. Others simply discussed themes without any mention of symbols while others discussed symbols and ignored themes. Generally, many of the candidates could use only two texts instead of the three expected for their illustrations.

Table 2

PERFORMANCE OF CANDIDATES PER QUESTION

Section	Not Attempted	Zero Score	Questions	No. of candidates	Poor (%)	Average (%)	Good (%)
SECTION A	**137 (0.50%)**	**10 (0.003 %)**	**SUMMARY**	**27053**	**9.394 (34.72)**	**16.035 (59.27)**	**1.614 (5.97)**
	131 (0.48%)	/	**TEXT RECONSTRUCTION**	27053	**8.496 (31.41)**	11.056 (40.87)	**70.370 (27.24)**
SECTION B	**288 (1.06%)**	/	**COMPOSITION**	27053	**1.1573 (42.78)**	**13.290 (49.13)**	**1.902 (7.03)**
SECTION C	**904 (03.24%)**	/	**PRESCRIBED TEXTS**	27053	**12.673 (46.85)**	**13.013 (48.10)**	463 (1.71)

Table 3

GENERAL P ERFORMANCE FOR PAPER 2

WEAK (0-24)	AVERAGE (25-39)	GOOD (40-70)
10.646 (39.35%)	**14.880 (55%)**	**1.527 (5.64%)**

Table 4

BEST AND POOR CANDIDATES

BEST CANDIDATES		POOR CANDIDATES	
CODE NO.	**SCORE/70**	**CODE NO.**	**SCORE/70**
E556415	**55**	**E388329**	**01**

E022512	**54**	**E037858**	**01**
E225398	**54**	**E117129**	**02**
E864110	**53**	**E603141**	**02**

THE VISUALLY /HEARING IMPAIRED CANDIDATES

There were five (05) students with impairment. Four (04) visually impaired candidates sat for the paper and performed quite well. Two (02) of them scored above the average mark, 35, while only two had scores below it. The student with hearing impairment had more challenges than the visually impaired candidates. Their scripts were marked by Examiners who attended the seminar on inclusive education organized by the GCE Board in March 2022.

GENERAL RECOMMENDATIONS/SUGGESTIONS

➢ **TEACHERS**

- Drill students on the structure of the examination paper.
- Drill students on planning their topics before writing.
- Keep themselves abreast with the examination syllabus.
- Encourage students to read widely by assigning to them meaningful tasks and providing guide questions.
- Teach paragraph development, especially the use of cohesive devices.
- Pay attention to open-ended, proverb/idiomatic-based and argumentative essays.
- Procure and make use of subject syllabus and schemes of work.
- Encourage students to buy and read the prescribed texts.
- Read and teach the prescribed texts.
- Give students regular assignments and correct them.
- Vary test items and drill students on answering context questions.
- Encourage students to work in groups.
- Teach all aspects of Grammar and Vocabulary.
- Enable learners to acquire the necessary language skills and competences since the English Language is a skilled-based subject.
- Encourage students to do research (use the Internet and the library) and carry out projects.
- Provide psycho-social support to learners.
- Learn to teach in a crisis situation.
- Get a copy of the revised syllabus, master it and begin teaching it thoroughly this September 2023.
- Recognise students with hearing impairment in your classrooms and pay special attention to their needs. Most of them are not identified in class and this affects their performance a lot.

➢ **STUDENTS**

- **Get a copy of the syllabus, read it and master the different rubrics.**
- Do assignments regularly and get them corrected by their teachers.

- Read extensively and ask questions for clarifications.
- Procure copies of the official textbooks and read them thoroughly (even out of classroom setting).
- Carry out research with the necessary ICT tools available.
- Revise their Grammar and Vocabulary lessons regularly.
- Make conscious efforts to improve their writing/lettering.
- Read, understand and follow instructions.
- Avoid obscene language and desist in all circumstances from disclosing their identity especially in composition writing.
- Avoid using pencils to answer questions in Paper 2.

➢ **PARENTS**

- Provide basic pedagogic/didactic materials for their children and ensure adequate follow-up.
- Assist the children at home (morally and financially).
- Provide a conducive learning environment at home.
- Collaborate with teachers and school authorities in the follow-up of their children.
- Provide psycho-social support to their children.
- Cater for the welfare of the children ensuring that they eat well, rest well and remain healthy.

➢ **EXAMINERS**

- Improve on time management from the first day of marking.
- Prepare intellectually, physically, psychologically, financially and materially for the marking exercise.
- Invest themselves in mastering the subject matter.
- Get a copy of the syllabus, master it and effectively teach it.
- Be respectable, responsible, humble, and collaborative.
- Be open to learning.
- Attend capacity building seminars.
- Be meticulous and honest especially.

0735-LITERATURE IN ENGLISH

INTRODUCTION

The subject maintained its traditional structure of Papers I, II and III; however, the fact that it was a threshold year, with candidates/worked scripts across two syllabus – the old that was phasing out and a new that was being ushered in in 2023 – meant that oscillation perspectives had to double. So Paper One had ten (10) literary appreciation questions common to all candidates and forty (40) questions each on the old and the new syllabuses respectively. The Context Question section of Paper Three equally had questions on the old and new syllabuses respectively, while candidates were expected to do the same Prose and Poetry Appreciation task. Thus each of these papers respected their standard forms/compositions for each candidate in function of their syllabus as follows: **fifty multiple choice questions (MCQs) for Paper I; sixteen essay questions for Paper II; and structural (context and appreciation) questions for Paper III**.

The fifty MCQs in Paper I tested the basic literary notions on both major and sub-genres of Literature; while ten tested general literary appreciation concepts, the remaining 40 questions both of the Old and the New syllabuses respectively tested a spread of considerations in all ten text books tested context and essay style (thus 4 questions per text). Paper II, based on set books, was as was the wont sub-divided into Sections A, B & C corresponding to drama, prose and poetry. Two questions were set on diverse aspects on each of the eight drama, prose and poetry set texts, **giving a total of sixteen questions for four to be chosen: one question from each of the sections, and a fourth from any of the sections but from a different text.** Paper III, the practical paper, was composed of two context questions on the Old Syllabus and two on the new, as well as on the Literary Appreciation facets (Prose and Poetry), which were common for both syllabuses. Each of the four compulsory questions on this practical paper was divided into sub-tasks, numbered **a** – **e (with some of the subs having sub-parts),** and designed to cover the spectrum/spread of critical literary concepts, techniques, language skills, stage craft elements and creativity which constitute the assessment objectives of the examination syllabus, as well as the variety of competences and cognitive skills expected of the level.

The basic cognitive skills of **knowledge and comprehension** are often subsumed in all the tasks on the prescribed texts. However, each of the questions is normally pitched at two or more of the higher skills – **Application, Analysis**, **Synthesis** and **Evaluation** – given that they tend to overlap inextricably when it concerns tasks in Literature in English. This time, questions 2, 3, 5, 7 and 11 of the new syllabus (like 4, 6, and 16 of the old) were **application**-type questions, even though the higher skill of analysis was sometimes required. Questions 1, 6, 9, 10, 13, and 15 of the new (and 1, 2, 3, 5, 11, 12, 14, 15 and 16 of the old) targeted the skill of **analysis**, even if most of them required a display of the superior skills of **synthesis** and **evaluation**, and questions 4. 8, 12, 14 and 16 of the new (and 7, 8, 9, 10 and 13) targeted **evaluation** skills, but in all these apparently sturdy/robust questions, all the five antecedent skills were subsumed, with the implication that as far as Literature in English is concerned, the evaluation strands on Bloom's taxonomy may not be employed clinically or exclusively but must always invariably be fused/interlaced. The ratio of one, two and three-star questions for both syllabuses fell within the range of the prescribed norm**: 9:6:1** for the old syllabus and **10:5:1** for the new – thus rendering the examination exceedingly candidate friendly.

Suffice it to note that all the tasks and sub tasks in Paper III called for a combination of all six skills. These cognitive referents are indispensable in conferring appropriateness, balance, standard quality and reliability to assessment instruments, be they formative or summative. **Hence a carefully drawn-up Table of Specification (TOS) should be the first step in the construction of any such assessment instrument**. Teachers are thus duty-bound to acquaint themselves with, and always make use of Bloom's Taxonomy and the Table of Specifications (TOS) in order to sharpen their skills in standard question setting and in drilling their students in the mastery of essential examination techniques.

PAPER BY PAPER ANALYSIS

Paper I (MCQs).

For this paper, the first ten questions tagged "**General Literary Appreciation**" focused on basic literary notions and essential language awareness, while questions 11 to 50 of both old and new syllabuses, were drawn from the ten pairs of prescribed texts, with exactly four questions set per text. As concerns literary notions/concepts, the tasks were set from the following: the raison d'être of literary criticism, realism in art, structure and type of drama, clues for identifying a novelist's purpose, types of oral prose forms, tone and its corollaries and metrical patterns. The two language tasks were on grammar – pronoun type and function of sentence parts. As usual, the forty text-bound questions were naturally on the canonical considerations drawn from the assessment objectives spelled out by the current revised syllabus published by the GCE Board. These include relevant background information, setting, plot, structure, style, thematic concerns, characterisation, stagecraft, mood, and basics of creativity.

Papers II & III were based on the same assessment objectives but with the traditional essay format for the former, while the latter also maintained its structural orientation suitable for testing the range of micro-skills and competences appropriate for Advanced Level.

In Paper II where the traditional essay type tasks were the mode, candidates were expected to initiate and sustain fluent and convincing discussions based on the content, style or even context of the set texts. This involved discussing, commenting on, illustrating, showing the extent (argument), making critical assessment of the validity of assertions and opinions touching on characters, settings, and thematic concerns as well as judging the of stagecraft elements as in questions 1, 3, 4, 5, 10, 12, 15 and 15 of the new syllabus (and 1, 2, 3, 4, 7, 8, 9, 10, 11, and 13 of the old syllabus); commenting on the effective use and dramatic effectiveness of stylistic devices, narrative techniques or of dramatic episodes and/or journeys (Gnome's descent into the cave of spleen) as in questions 2, 6, 8, 11 and 13 of the new syllabus (and 5, 12, 14 and 16 of the old); reflecting, on select works, the tenets of given literary period/conventions/ philosophies like medieval appeal and (image of the) 18th Century in 11 and 13 of the old syllabus and Romantic (Earth) Poetry in question 14; socio-cultural elements focused on in question 16 of new (and 15 of old); and as in the case of question 7 of new (and 6 of old), writing short notes on select literary signposts/aspects/elements.

Paper III on its part, was composed of four compulsory questions each divided into five sub-questions (a – e) suitable for testing the target micro-skills and competences in relation to the content

and style of two of the prescribed drama texts of the new syllabus (***Coriolanus*** and ***A Dance of the Forests***) and the two of the old, (***Hamlet*** and ***The Way of the World***), and the unseen poetry and prose passages. Sub-questions (1a), (2a), (3a), and (4b) featured the traditional language skills. Sub-questions b, c and d for the paired questions 1, 2, and 3 variedly focused on content, style, plot/plot development, character, ethos of an era, moods/attitude/tone and/or stagecraft ("c" of ***A Dance of the Forests***) while all the 'e' sub-questions were based on either stagecraft (production, gestures, features, realism of action, …) or on real life situation tasks or creativity reflecting the demands of the Competency Based Approach – the new teaching/learning paradigm – writing a report, eliciting efficient conflict resolutions skills, writing a one stanza poem of six lines…).

Teachers and candidates, as is the wont, are reminded that this subject has an inclusive and interdisciplinary orientation. This means that it goes beyond the mere intensive study of prescribed texts and requires a lot of extensive reading into related disciplines and the use of initiative through research on content and teaching methodology. The texts and chosen content are expected to serve as departure points or stimulus for sharpening essential life skills and competences in our learners. Equally, colleagues on the field are enjoined to be sensitive to the shared aspects and possible intersection points or links between the three genres (drama, prose and poetry), to always explore the relevance of text content to contemporary life, and consciously integrate these in their teaching/learning – **because if literature fails to teach about life, then it is not literature**.

In the next part, a question-by-question analysis will be attempted by the various Chief Examiners and Lead Examiners who led the discussions in the various texts and facets of the examinations. Their analyses are expected to be presented in the light of the following considerations/… are expected to be presented in the following parts:

- *The demands of the question.*
- *Illustrations of the expectations of the answer.*
- *The popularity ratings of the various questions.*
- *Description of trends in the weak (0 – 3), average (4 – 6) and good (7 – 10) answers – that is, the reasons for these answers meriting to be in those brackets.*
- *The performance ratings of the questions – how each question performed vis-à-vis the other questions.*
- *Suggested remedial/pedagogic strategies for classroom washback – what teachers need to do in the classroom to surmount the difficulties evinced in the candidates' performance.*

N.B.: Some aspects are repeated over and over, even *ad nauseam*, especially in the suggested remedial strategies section after most, if not all, of the question analyses. Take note that these are the aspects that need to be emphasised in the classroom if we must collectively reverse the poor performance trends so that Literature in English can rise to take its place in the pantheon of disciplines with constant excellent results.

PAPER II: SET BOOKS

SECTION A: DRAMA

ARTHUR MILLER: *Death of a Salesman* (1 & 2) & LORRAINE HANSBERRY: *A Raisin in the Sun* (1 and 2)

Question 1

On the old syllabus text which was Arthur Miller's ***Death of a Salesman***, candidates were expected in this **one-star** question 1 to show awareness of the difficulties Willy encounters in the play and to judge whether these are caused by his illusive life and the fact of refusing to be true to himself or not. Most of the candidates failed to understand the demands of the question. The majority of them tended to jot down irrelevancies. A few of them managed to interpret the question correctly but failed to present a full answer as many of them left out the critical perspective which expected them to give the contributions of other characters and external forces that pushed Willy to his failure. This question ranked **4th** in popularity and **10th** in performance.

New Syllabus candidates were expected in **two-star** question 1 to identify characters who either conform to the white world or agitate against it and equally to illustrate how they do so with evidence from the text. Out of the **2907** candidates who attempted this question, **1451** scored between **0 - 3** marks on 10, scoring **49.91%.** The reason for this poor performance is due to gross misinterpretation of the question, leading to *unadapted* and fragmented answers. Others saw characters like Mama and Ruth, who are servants to rich whites, as conforming to the white world. Beneatha's ambition to become a medical doctor was confused for her desire to give in to the dictates of the whites.

Candidates who scored **4-6** on 10 understood the terms of the question by identifying appropriate characters with few moderately apt illustrations, thereby placing them just below or at the upper average score of 6 on a total of 10. However, the lower limit of 4 on 10 in this range registered candidates who mixed the right characters with the irrelevant ones, showing how they accommodate or agitate against the white world. Out of **2907** candidates, a total of **1356** fell within this range giving a percentage of **46.64%**.

A few candidates scored **7-10** in this question – **93** of them fell in this range out of **2907** making a percentage of **03.19%.** This group of candidates interpreted the question correctly and used appropriate characters to lucidly illustrate the different views of the question. Their language was apt. Question one occupied the **6th** position in popularity and **9th** in terms of performance out of the 16 questions of the new syllabus.

The following suggestions, will go a long way to enhance candidate performance in future (the remedial strategies are amplified in these first answers and may not necessarily be repeated to the same full measure in the other texts, because what applies for ***A Raisin in the Sun*** as a work of art will of course apply for all the other works of art on the programme). Therefore, teachers should:

- Take time to plan the teaching of the text and teach it seriously and make sure to complete it so as not to leave learners traumatised because they got into the examination room and were not able to answer accessible questions, or had very few facts for illustrations because the text was not completed in class!
- Teach learners to interpret questions early in the course of the year, to avoid last minute rush on the eve of the examination. They should be taught to understand the meanings and implications of the

different common tags popular in examination questions like *examine, how far, do you agree, to what extent, how true, justify, discuss,* etc.

- Teach learners how to organize their essays: focused introduction, body that amply develops the terms of the question and conclusions with an air of logical finality.
- Teach them to develop ideas in paragraphs that begin with good topic sentences, followed by **supporting sentences** with apt, full and focused illustrations from the text and with concluding sentences. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a skimpy mark, but that the more the illustrations in each paragraph, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).
- Teach learners appropriate linking words or expressions and teach them how to use them to ensure a free flow of ideas throughout the essay to a logical conclusion.
- Lay emphasis on the historical and socio-cultural contexts against which ***A Raisin in the Sun*** was written for a proper digestion of the play and ensure to amply discuss the literary considerations that are made manifest in the text – plot, character/character types and roles, themes, style, structure, etc – and to what use they have been put.
- Teach learners to always come up with effectiveness and dramatic significance, especially of literary/stylistic/ dramatic devices in literature and to how to weave these appropriately into their answers. A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other literary elements are enhanced.
- Lay emphasis on the age-old practice of drawing up a good plan of the chosen question as a time effective strategy, which helps to better structure the answer.
- Teachers on the field must emphasize to their learners the necessity of presenting their answers in clear handwriting and acceptable English.

Question 2

Candidates of the old syllabus were expected, in a **one-star** question, to show a clear awareness of the notion of setting (physical) in ***Death of a Salesman*** and convincingly comment on how the author employs the various settings for symbolic effects in the play. Although this question was popular among candidates, performance in it was very poor. A majority of candidates who attempted this question ignored its terms. Rather they discussed symbolism in general without tying them to any physical settings. Some of them simply rambled and stumbled on implicit relevance. It ranked 5th and 8th in terms of popularity and performance respectively.

In this second question, candidates of the new syllabus on their part were expected, in another **one-star** question, to identify aspects of suspense in ***A Raisin in the Sun*** and show how they develop relevant literary elements of the play. The question was very popular among candidates but performance was barely average. Out of the **3145** candidates who attempted the question, **1575** candidates found themselves within the range of **0-3** over 10. A total of **1509** scored **4-6** and **61** scored between **7 - 10**.

Most of the candidates who scored 0-3 simply narrated the plot of the play as best as they could and stumbled on some points that were implicitly relevant to Hansberry's use of suspense. Others outrightly ignored the terms of the question. In addition, serious language lapses aggravated their poor performances.

Candidates who scored between **4 - 6 on 10** mostly focused on identifying instances of suspense in the play with very few illustrations and without a corresponding discussion of their effectiveness in enhancing the considerations of the play as a whole.

The candidates who scored **7 and above** were able to clearly pick out and discuss instances of the use of suspense lucidly, with ample illustrations, showing how they affect other literary elements of the play. Questions 2, on its part, occupied **4th** position in terms of popularity and **7th** in performance. The following strategies, if consciously and consistently employed in class, will impact positively on performance:

- Teachers should teach learners to interpret questions early in the course of the year, to avoid last minute rush on the eve of the examination. They should be taught to understand the meanings and implications of the different common tags popular in examination questions like *examine, how far, do you agree, to what extent, how true, justify, discuss,* etc.
- Learners must be taught how to organize their essays by constructing solid and focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by apt illustrations from the text. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a skimpy mark, but that the more the illustrations in each paragraph, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).
    - Teachers must teach the appropriate use of linking words or expressions to ensure a free flow of ideas throughout the essay to a logical conclusion.
    - Teachers should lay emphasis on teaching their learners the age-old practice of drawing up a good plan of the chosen question. This is time effective and also helps to present a better structure of the answer.
    - Teachers should lay emphasis on the historical and socio-cultural contexts against which ***A Raisin in the Sun*** was written for a proper digestion of the play.
    - Teachers on the field must emphasize to their learners the necessity of presenting their answers in clear handwriting and acceptable English.
    - Teach learners how to come up with effectiveness in literature and to apply them appropriately in answering their questions.

OLA ROTIMI: *Our Husband Has Gone Mad Again* (3 & 4) & BOLE BUTAKE: *And Palm-Wine Will Flow* (3 & 4)

Question 3

Question three of the old syllabus was **one-star,** and it expected candidates to demonstrate Lizzy's contributions in transforming the fortunes of some characters and the entire society. This

question on role play had a specific orientation. Unfortunately, most candidates discussed role play without focus on the specific demands of the question. It ranked 2nd in popularity and 4th in performance.

In **one-star** question three of the new syllabus, that probed the merits and demerits of ***And Palm-Wine Will Flow*** as a stage play, candidates were expected to identify and exploit elements that would facilitate the production of ***And Palm-Wine Will Flow***, together with those that could pose production difficulties. Unfortunately, most answers focused on audience appeal, ignoring the expected production facilities and hurdles. Candidates were actually expected to acknowledge the familiar nature of the costumes of actors and actresses, their familiarity and affordability.

- With regard to stage props, these are available and affordable, thus they pose no problem of/in acquisition.
- The limited cast of the play ***And Palm-Wine Will Flow*** facilitates casting of characters into roles and enables easy production/management by the producer or stage director.
- Easy display of scenarios and settings because of their not so elaborate furnishings – the sacred shrine, the Fon's palace, etc. These can be set up/realised with few or no obstacles
- Daylight performance renders it easier as there will be no need for manipulation of light gadgets needed for night scenes…

Conversely, difficult aspects could include:

- The ritual of naked women at the twin streams. Stripping women naked and/or creating the illusion of real streams flowing on stage are difficult to enact if not practically impossible.
- Farmlands of Shey Ngong's wives and their destruction could also be difficult to realise on stage.
- The earth goddess's proclamations of farmlands disappearing can only be evoked because they will be very challenging to realise on stage.

With the above expectations, the mark range, popularity rate and performance stood as follows for the new syllabus:

Q No	**Below Average**					**Average**				**Good**			**Popularity**		**Performance**	
	0+	1+	2+	3+	**Tot**	4+	5+	6+	**Tot**	7+	8+	Tot	**Grand Tot**	Rank	%	Rank
3	525	419	133	522	1599	537	563	379	1479	84	02	86	3164	3rd	49.45	11th

To improve on performance, teachers should:

- Ensure to focus on aspects of stage craft in drama;
- Insist on the facets of production difficulties as well as audience appeal.
- Avail students of the various interpretations to apparently similar questions – for example production difficulties, audience appeal/interest – as slight nuances change the approach.
- Teach learners how to organize their essays, constructing focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as

illustration in a paragraph merits/will earn just a skimpy mark, but that the more the illustrations in each paragraph, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score)

Question Four

In **two-star** question four of the old syllabus, candidates were expected to discuss the use of costuming and stage properties and how they enhance the work from perspectives of stage craft, audience appeal and literary elements like plot, themes, characterisation, style, dramatic intensity, etc. Some candidates discussed these elements without focus, thus rendering their answers narrative and even at times sketchy. Question 4 of the old syllabus was 7th in popularity and 9th in performance.

In question four of the new syllabus, which was also a **two-star** thrust, candidates were expected to illustrate with textual evidence the different attitudes Butake adopts in his portrayal of women from the perspective of their varying roles. Attitude here is a concept which must express the playwright's satirical, admirable contemptuous, etc presentation of women. Here, the use of adjectives (contemptuous, satirical, humorous, etc) or noun phrases (attitude of contempt, attitude of braise/blame, etc.) is paramount. Some issues relevant to the answer include:

- Butake's sympathy with these women who are the life-giving force, but who are treated with scorn and little significance – with textual illustration. Butake's appreciation of these resilient mothers, who sacrifice enormously for the society working on farms to sustain their families, yet are deprived of their land by the Fon who seizes them and re-allocates them to his fawns and cronies.
- The women are presented as patriotic and hardworking folk who continue to advocate for a better community despite their poor treatment.
- Butake's attitude is one of admiration towards their collective responsibility towards redeeming the people from intimidation, injustice and the tyranny of the Fon.
- Butake hails women as revolutionaries, as advocates of democracy who fight for sustainable change as they become pacesetters advocating the idea of a Council of elders.

The above expectations were not fulfilled by majority of the candidates. Some instead confused attitude with role play. The mark range, popularity rate and performance stood as follows for the new syllabus:

Q	**Below Average**					**Average**				**Good**			**Popularity**		**Performance**	
No	0+	1+	2+	3+	**Tot**	4+	5+	6+	**Tot**	7+	8+	Tot	**Grand Tot**	Rank	%	Rank
4	353	454	462	462	1731	505	325	150	980	30	2	32	2743	7th	36.9	15th

To improve on performance, teachers are encouraged:

- To lay emphasis on topical concepts in their teaching.
- Pay appropriate attention to relevant background context and issues which informed the writing of ***And Palm-Wine Will Flow,*** and ensure to amply discuss the literary considerations that are made manifest in the text – plot, character/character types and roles, themes, style, structure, etc – and to what use they have been put.

- Teach learners to always come up with effectiveness and dramatic significance, especially of literary/stylistic/dramatic devices in literature and to how to weave this appropriately in answering their questions. A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.
- Teach learners how to organize their essays, constructing focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a skimpy mark, but that the more the illustrations in each paragraph, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score)

SECTION B: PROSE

CHARLES DICKENS: *Hard Times* (5 & 6) and GEORGE ORWELL: *Nineteen Eighty-Four* (5 & 6)

Question 5

In **one-star** question 5 of the old syllabus, candidates were expected to identify incidents of coincidence and to show how these contribute to plot development. The relevant thrust of the question was on coincidence and plot development. Most candidates identified relevant instances of coincidence but failed to illustrate them with plot development. Some other candidates did not understand the concept of coincidence – the device that is manifest when two or more incidents occur as if they had been naturally planned to occur thus. The question was not very popular but performance was average. Teachers should teach this aspect of narrative techniques in our classrooms. Charles Dickens demonstrates a high sense and aptitude in the use of coincidence in ***Hard Times***. Examples abound to back up this question which unfortunately came **12th** in popularity and **15th** in performance.

Concerning question 5 of the new syllabus, equally a **one-star** question, candidates were expected to identify any three significant settings in Orwell's ***Nineteen Eighty-Four*** and show how these settings develop plot, delineate character, highlight thematic concerns and enhance style, etc. The thrust in this question was on setting and its importance in developing the literariness of the novel. A total of **1321** candidates chose this question and could identify the various settings in the novel but could not bring out the literariness of the various settings. Many of them could not illustrate different levels of significance of the expected literariness. This explains why most of the answers were relevant in terms of identifying the setting but sketchy and lacking in depth, especially in terms of plot development, thematic illustrations, character delineation and style. The table below portrays a statistical analysis of performance in terms of below average, average and good:

Q No	**Below Average**					**Average**				**Good**			**Popularity**		**Performance**	
	0+	1+	2+	3+	**Tot**	4+	5+	6+	**Tot**	7+	8+	Tot	**Tot N°**	Rank	%	Rank
5	72	98	133	176	477	231	362	209	802	40	02	42	1321	10th	63.9%	3rd

The statistics table above indicates that of the **1321** candidates who chose this question, **844** of them scored above average; that is, **4 and above**. The bulk of the candidate – **802 –** scored average. Only **42** candidates came up with good answers. Nevertheless, out of the 16 questions in this paper, this question occupied the **3rd** position in performance with an average of **63.9%,** even though in popularity, it was **10th**.

Remedial pedagogic strategies to be taken back to the classroom could include:

- Teaching the concept of setting in all its ramifications.
- Teaching candidates how to bring out the literariness of settings in a novel
- Give assignments to students to motivate them to develop the culture of studying and develop love of perusing novels of any size.
- Lay emphasis on background issues (the historical and socio-cultural contexts) which informed the writing of ***Nineteen Eighty-Four***, for a proper digestion of the novel and ensure to amply discuss the literary considerations that are made manifest in the text – plot, character/character types and roles, themes, style, structure, etc. – and to what use they have been put.
- Teach learners to always come up with effectiveness and dramatic significance, especially of literary/stylistic/narrative devices in literature and to how to weave this appropriately into their answer they appropriately in answering their questions. A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.
- Teach learners how to organize their essays, constructing focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a skimpy mark, but that the more the illustrations in each paragraph, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).
- Dedicate extra time with students if periods on the official time-table are insufficient.
- Take time to give/provide and sacrifice time to mark assignments and group exposés.
- Practicalize literature and let students know that literature is life and those who do literature have a bright career and future.
- The ELT Department should keep exploring all means possible to ignite love for the subject in the junior classes.

The surprising **63.9%** could soar up to over 90% in subsequent years if the pedagogic strategies suggested above and more are applied all over the national territory, wherever prospective Literature in English candidates are found.

QUESTION SIX

In question 6 in ***Hard Times*** (Old Syllabus), which was a **one-star** question, candidates were expected to choose 3 aspects from the novel and write short notes on them. Generally, candidates understand the terms of the question and selected the 3 aspects while others took upon themselves to write on all five aspects. A cursory look at each of the aspects follows:

i) Mr Sleary: This aspect dealt with characterisation. Many candidates chose develop a sketchy answer on Sleary's traits and failed to tag them on the literariness of the text. Performance in it was average.

ii) The Old Hell Shaft: Candidates were expected to identify, describe and illustrate on this aspect of setting, but illustrations lacked depth. Candidates did not delve into symbolic significance of this aspect as one of the heinous leftovers of the Industrial Revolution and a dead trap for the vulnerable hands; performance here was dismal.

iii) The Nine Oils: Candidates could identify the Nine Oils and tag them to Sissy and to her fated attachment to her father Signor Jupe. Performance was above average in this aspect.

iv) The Stair Case: This aspect of psychological setting engraved in Mrs Sparsit's cynical psyche is born of her jealous and sadistic mind that wants to see Louisa, wife of Bounderby, descend into the pit infamy in an adulterous relationship with James Harthouse. But things boomerang and she is the one who finally lands on the pedestal of infamy. Candidates understood this question but could not bring out the literary gains of the Stair Case.

Performance in this short notes rubric, which ranked **14th** in popularity and **6th** in performance, was average.

In the new syllabus, candidates were expected to comment on George Orwell's **use** of descriptive details in ***Nineteen Eighty-Four,*** a **two-star** question. This meant that candidates had to identify instances of vivid descriptions and make realistic the chosen descriptions using adjectives or adjectival noun phrases that appeal to the readers sense of sight and which went a long way to painting a mental picture in the mind's eye of the reader, as well as to enhance senses of touch/feeling, smell, etc.

A descriptive detail is a narrative technique that exposes the expertise and craftsmanship of a successful novelist. Candidates were expected show how descriptive details bring out aspects of themes, character delineation, plot development and style.

Many candidates could not identify descriptive details and many incidents in the novel passed for descriptive details. There was a lot of aimless and unfocused narration. This betrayed the fact that the literary concept and technique of descriptive details had not been not taught in the classroom.

Other candidates chose settings but failed to bring out the colour or sensual feeling embedded in describing them – for instance the hallway in Victory Mansions, smelling of boiled cabbage and sewage disposals, old rag mats, etc. At the level of characters, candidate chose characters like Winston, Big Brother, Mr. Parson, etc, but could not bring out anything vivid about them. This was the case for dramatic vivid incidents like those in Room 101. Therefore, many answers that broached relevant scenes or incidents were rather sketchy.

From the statistical analysis in the 2023 session, this was not a popular question. Only **768** candidates chose it and it ranked **14th** on the popularity scale and **6th** in the performance rating. Strangely enough, they grappled with the terms of the question but literary illustrations were sketchy. Performance was above average, as the statistical table below show:

Qstn No	Below average					Average				Good			Popularity		Performance	
6	0+	1+	2+	3+	Tot	4+	5+	6+	Tot	7+	8+	Tot	Tot No	Rank	%	Rank
	74	97	82	91	344	89	153	67	309	114	01	115	768	14th	52.2%	6th

The statistical survey above betrays this question as one of the most unpopular, but the ironic twist is the **52.2%** success in its performance. This is a positive indicator that if teachers focused or put more efforts in the teaching of this literary skill, it would go a long way to ameliorate performance in future. Some remedial pedagogic strategies that could be implemented on the field may include:

- Lay emphasis on background issues which informed the writing of ***Nineteen Eighty-Four***, for a proper understanding of the novel and ensure to amply discuss the literary considerations that are made manifest in the text – plot, character/character types and roles, themes, style, structure, etc – and to what use they have been put.
- Teach learners to always come up with effectiveness and dramatic significance, especially of literary/stylistic/narrative devices in literature and to how to weave this appropriately into their answer they appropriately in answering their questions. A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.
- Groom learners to organize their essays, constructing focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a skimpy mark, but that the more the illustrations in each paragraph, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).
- Dedicate extra time with students if periods on the official time-table are insufficient.
- Teachers giving assignments in the teaching of novels on vivid and detailed description.
- During workshops in class or group discussions, teachers asking students to present exposes on descriptive details actually choosing places, character and episodes where the novelist uses descriptive details in *Nineteen Eighty-Four*
  and read them aloud.
- Such practical studies and reading would tickle students' sense of sight, smell, taste, feeling, hearing, etc.
- Teachers should motivate students to buy and peruse the text.
- Make the teaching of the novel interesting by plotting out a scheme of teachable portions of the story and sharing to students to work dramatic actions, suspense, contrast, coincidence, symbolism etc.
- Teaching should be student centred and not teacher centred.
- Avoid reading the story in class or failing to plan the lessons you intend to teach.

TSITSI DANGAREMBGA: *Nervous Conditions* (7 & 8) and CHINUA ACHEBE: *Anthills of the Savannah* (7 & 8)

Question 7:

In the Old Syllabus, candidates were expected in **two-star** question 7, to illustrate with the use of three characters how their situations in ***Nervous Conditions*** became better due movements or change of places. This question was not a very popular one as just 417 candidates attempted it, and it ranked **11th** in popularity but surprisingly **2nd** in performance. Those who performed picked out the three relevant characters and substantiated their improved lifestyle as a result of change of location or journey. Answers with poor performance could merely identify characters but failed to aptly justify how their better conditions were as a result of movement. The very poor candidates merely rambled in uncorrelated narration of the story.

The focus in **one-star** question 7 of the New Syllabus on ***Anthills of the Savannah*** was on the writing of short notes. Candidates were expected to write short notes on three out of the five items indicated in the question: **Abazon Drought; The Great North Road; The Naming Ceremony of Amaechina; Abichi Guest House; The Killing of Chris**. This question was popular as **2132 candidates** attempted it, scoring slightly above average in the performance. The points to note were as follows: the candidates were expected to briefly present what the text portrayed of these aspects, identifying them and going ahead to illustrate each, with two or more vivid illustrations while bringing out their significance or relevance to the text – the literary gains that the aspect in question brought to the text.

Of the **2132 candidates** who attempted this question, **877** scored between **0 – 3** marks on 10, estimated at **41.13%**. The reason for this poor performance was probably due to the following reasons:

- Some candidates attempted all five points on short notes and thus were bound to be very sketchy.
- Some candidates could barely identify the elements and/or failed to raise illustrations to support answers.
- Some had no knowledge of some of the aspects and tended to ramble in pointless narration.
- Some candidates could identify some of these aspects but lacked apt textual evidence to substantiate their answers.
- Others indulged in a story telling structure, ignoring the numbering and dwelling generally on irrelevancies.

Candidates who scored **4 – 6** on 10 amounted to **1169, with a percentage of 54.83%.** These candidates interpreted the question correctly. They were able to select the 3 aspects, identify them correctly and raise one or two sign posts to illustrate their answers. These candidates also respected the numbering and could clearly raise some significance, but their attempts at best were only moderately full. Those who scored the upper range expressed their ideas in acceptable expression and fairly commendable style.

A few candidates – about **86** of them – scored **7** and above giving a percentage of **3.98%**. The candidates in this category showed mastery of text and language. They were able to identify and

illustrate with textual evidence in elevated style. They did correct numbering, identified the aspects, raised two or more sign posts and gave ample significance.

In all, **1255** candidates recorded a pass in this question scoring a percentage of **58.86%**, above average, and ranking the **8th** in popularity and **5th** in performance. Notwithstanding, the following remedial drills are suggested for the teacher in the classroom, which should go a long way to improve on results in similar question structures in the future:

- Teachers should drill candidates on how to answer questions which require short notes, paying attention to numbering, but especially to fullness and focus.
- Teachers should teach learners to respect the instructions so they do not waste valuable time attempting all the aspects.
- Teachers should practise with learners so they nurture the habit of particular attention to salient aspects like characters, settings and events – which are usually foregrounded in short notes rubrics – while treating the text.
- Teachers should encourage students to read their texts in their entirety.
- Teachers should lay emphasis on background issues which informed the writing of ***Anthills of the Savannah***, which can also be set as a short notes rubric and ensure to fully discuss the literary considerations that are made manifest in the text – plot, character/character types and roles, themes, style, structure, etc – and to what use they have been put.
- Teachers should drill learners to always come up with effectiveness and dramatic significance, especially of literary/stylistic/narrative devices in literature and how to weave these appropriately into their answers. A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.
- Teach learners how to organize their essays, constructing focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a skimpy mark, but that the more the illustrations in each paragraph, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).

Question 8.

In the Old Syllabus, **one-star** question 8 expected candidates to examine the effects of the environment on three characters in ***Nervous Conditions***. This question was very popular as **2056** attempted and it ranked **1st** in performance and **3rd** in popularity. Candidates who performed above average were able to identify the characters and illustrated with apt examples how environment affected their behaviour, both positively and negatively in commendable style. Those who performed poorly indulged in pointless narration of the story while those in the average bracket picked relevant characters but merely stumbled on some aspects of significance**.**

The expectations of **one-star** question 8 in the New Syllabus, on the text ***Anthills of the Savannah,*** were for the candidates to select 3 dramatic episodes in the text and comment on their effectiveness. Candidates were therefore expected to select any three dramatic episodes in the text, illustrate them briefly and explain their dramatic significance in each case. These candidates were further supposed to give ample illustrations of the dramatic episodes or incidents chosen before going on to bring out their effectiveness in relation to plot development, thematic and stylistic enhancement as well as in character delineation, etc. This question was not very popular as just **1224** candidates attempted it, ranking it **11th** in popularity and **10th** in performance. Some of the expected relevant dramatic episodes include:

- The first cabinet meeting that brought together His Excellency and the Commissioners.
- The storming of the presidential palace by the Abazon delegation.
- The quarrel between Ikem and Elewa his girlfriend.
- The social gathering at Mad Medico's residence.
- The party at Abichi Guest House.
- The love making scene between Chris and Beatrice in Briamoh's home.
- The killing of Chris.
- Ikem's lecture at the University of Bassa.
- The naming ceremony of Ameachina, etc.

Of the **1224** candidate who answered, **615** candidates scored **0 – 3** on **10** which was above **51% failure rate**. Even though this question was not very popular, it was seemingly deceptive as most candidates took any action and situation in the text to be a dramatic episode. Characteristics of answers between 0-3 were as follows:

- Sketchy and poorly developed episodes.
- Inability, by most candidates, to relate dramatic significance to the tenets of literature.
- Tedious rambling due to poor or no knowledge of the text.
- Mere or pointless narration of the story.

Some **589** candidates scored in the range of **4 – 6** on **10**, giving a **48.12%** pass. The trend in this bracket was that these candidates could identify some of the relevant dramatic episodes, illustrate them with moderately full textual evidence but discussion on effectiveness was immature; those scripts that scored the upper range of marks in the average bracket presented their ideas in fairly readable language.

No candidate scored **7** and above in this question which calls for the following urgent need for a serious drilling on questions of this nature:

- Teachers encouraging students to own and working out strategies to lead them on into reading the texts under study.
- Students being made to focus on dramatic techniques in literary texts and being taught the techniques of answering questions of this nature – identifying the dramatic episodes and full discussing their dramatic significance.
- Teachers laying emphasis on background issues which informed the writing of ***Anthills of the Savannah*** and ensuring to adequately discuss the literary considerations – plot,

character/character types and roles, themes, style, structure, etc. – that feature in the text and to what use they have been put.

- Teachers drilling learners to always come up with effectiveness and dramatic significance, especially of literary/stylistic/narrative devices in literature and how to weave these convincingly in their answers. A/L answers will always be highly rewarded when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.
- Teaching learners how to organize their essays, constructing focused introductions, developing ideas in fluent paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a skimpy mark, but that the more the illustrations in each paragraph, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).
- Teachers are also to cause the students to specially focus on certain potions in the text which are highly emotional in action, in order to better understand them.

JOHN NKEMNGONG NKENGASONG: *Across the Mongolo* (9 & 10) and ALOBWED'EPIE: *The Lady With a Beard* (9 & 10)

Question 9

Question nine of the old syllabus, which was **two-star**, was a very popular question. Candidates were expected to focus on love experiences in the novel, ***Across the Mongolo*** and show how relieving or destructive they were. Most answers on this question were lopsided, void of the expected balance of two relieving love experiences and two destructive love experiences. A few succeeded to implicitly show how destructive or relieving love experiences were. Most of the answers were narrative and sketchy in nature as most candidates were unable to discern the relieving or destructive elements palpable in the relationships. The question ended up being ranked 1st in the popularity and fifth in the performance gamuts.

In question nine of the new syllabus, this time a **one-star** question, candidates were expected to display the various Bakossi traditional values in the text, ***The Lady With A Beard***, and illustrate them as a microcosm of the macrocosm that is African traditional society. This was a very popular question and many of the candidates who answered this question were able to identify Bakossi traditional values and illustrate them with textual evidence.

Weak answers were mixed up and candidates had difficulties in delineating traditional values peculiar to Bakossi, the writer's environment, and discussing them as aspects of African tradition as well.

From the popularity perspective, it should be said that this was the most popular question with **4499** candidates answering it. In terms of performance it ranked 2nd: **1588** of the candidates who attempted this question scored below between **0 – 3**; **2693** fell between **4 - 6** while **218** excelled in the **7 – 10** mark brackets. A remarkable **2911** of the **4499** candidates who answered this question scored

above four, giving it a **64,7 %** success rate. In terms of popularity, it was rated 1st and in performance and occupied the second position.

As recommendation for better performance with questions of this nature, candidates should be:

- drilled in question interpretation and slanting;
- advised on paying equal attention to two sided questions or questions that require them to extrapolate – stretch to thrusts at times covert;
- helped to master the text;
- nurtured to be critical and analytical in their answers;
- drilled on background issues which informed the writing of ***The Lady With A Beard,*** with ample discussion of the literary considerations manifest in the text – plot, character/character types and roles, themes, style, structure, etc – and to what use they have been put;
- taught to always come up with effectiveness and dramatic significance, especially of literary/stylistic/narrative devices in literature and to how to weave this appropriately into their answers given that A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.
- drilled on how to organize their essays, constructing focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a skimpy mark, but that the more the illustrations in each paragraph, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).

Question 10

Two-star question 10 of the old syllabus was one of the most unpopular questions of the paper, ranking **13th** in popularity and **12th** in performance. Candidates were expected to express their sensitivity to environmental issues, notably the beauty of the natural landscape and other elements of attraction. In this light, candidates were to clearly identify the prominent environmental features and underline the attractiveness in them. Unfortunately, very few candidates attempted this question and performance was very poor. Those who attempted the question could not properly interpret the terms of the question and barely grappled with unconvincing notions of environmental attractions in the text.

On the contrary, question 10 of the new syllabus – another **two-star** thrust, was very popular as it was rated the **5th** most popular question of the paper and ranked **1st** in performance. Candidates were expected to pick out gender sensitive events in the text and show how the woman is either poorly treated and/or her rights trampled upon in each of the identified events.

Most candidates who chose this question understood the terms of the question and clearly picked out instances in the text that bring out gender inequality where the woman's rights are undermined or trampled upon. Instances of discrimination against the womenfolk were quite evident in the good answers.

However, the weak answers had a recurrent trend of poorly focused discussions. The few who derailed and went out of focus were those who engaged in bare narration of what to them was gender inequality.

Overall, the performance in this question was very good, with **2933** of the **12 877** candidates answering it. Of this number, **1027** scored between **0 - 3**, **1815** between 4 - 6 and **91** between 7-8. A remarkable **1906** candidates scored above 4, giving it a **64, 98%** rate in performance.

To maintain and even improve on results in questions of this nature, the following pedagogic tips are necessary:

- Concepts, thematic and otherwise, on which texts are based, should be well taught.
- Critical and analytical skills should be developed in learners.
- Learners should be encouraged to improve on their language power.
- Candidates should adequately be drilled in answering various types of A/L questions, with rigid instructions of structure and length of answers/paragraphs (introduction, body, conclusion; topic sentence supporting sentences, concluding sentence, etc.)

SECTION C: POETRY

Geoffrey Chaucer: *The Gen. Prologue* and *The Franklin's Prologue and Tale* and Geoffrey Chaucer: *The General Prologue* and *The Merchant's Prologue and Tale,*

Questions 11 and 12 (OLD SYLLABUS)

Two questions were set from ***The General Prologue*** and ***The Franklin's Prologue and Tale*** which were essentially on the universality of setting in the poem and on literary techniques employed to attain verisimilitude in the poem. Unfortunately, these were not popular questions with the candidates. The few who attempted were oblivious of the *universal* twist and narrated isolated aspects on some physical locations. Meanwhile, elements of style like the writer's use of vivid descriptions, contrasting types(characters), use of third person narrative technique, use of real physical settings, etc, to give cinematographic images to the reader were not addressed in most cases. The poor performance underscores the fact that elements of literary criticism should be taught with greater precision and regularity to students from lower sixth classes. Question 11 of the old syllabus, a **one-star** question, ranked **9th** in popularity and **14th** in performance, while question 12 of the old, a **two-star** perspective, ranked **6th** and **11th** in popularity and performance respectively.

As concerns question **11** of the New Syllabus, which was **one-star**, ***The General Prologue*** and ***The Merchant's Prologue and Tale*** candidates were expected to discuss Chaucer's use of allusions – illustrate instances, explain them amply, bring out their effectiveness in terms of how they foreground and enhance other literary elements. Some of these expectations included:

- Classical allusion in ***The General Prologue***, when Chaucer mentions a Greek god called Zephyrus who is generally depicted as a handsome youth carrying a basket of fruits as he ushers in the warm season of spring. This classical allusion helps to build the optimism that characterized the period of pilgrimage and brings in the theme of hope…

- We also have historical allusion – the reference to the shrine of Thomas Becket, killed by men loyal to king Henry II in the Canterbury Cathedral 1170 – with Becket described as the 'holy blissful martyr'. The pilgrimage is to his shrine. It highlights the common practice of the period.
- We also have the literary allusion to the handbook for monastic life, *The Rule of St Benet*, by St Benet/Benedict, important as it shows the unworthiness of the Monk who fails to live up to the dictates of his calling, as well as the failure of the church to uphold and/or enforce the morality it preaches, with contrast and irony gains.
- We also have allusions to great Greek classical figures like Rufus and Hippocrates who excelled in the field of medicine. The Doctor of Physic being compared to these figures is a clear instance of hyperbole.
- In the Tale, Chaucer brings in Pluto and Persephone who are mythological deities to discuss May's infidelity. Pluto alludes to King Solomon in the Bible who said he was able to find one worthy male on earth, but not even one worthy woman. This highlights the fact that there was no morally upright woman from creation.
- The Merchant however, identifies Judith and some other good women in the Bible who stand out for the good of the community. Judith helped the Israelites defeat their invaders. This biblical allusion is used to contrast/oppose the idea that all women are worthless.
- The use of a classical allusion to illustrate the danger of falling for the charms of a lady in marriage is highlighted in the argument made by Justinus, referencing Seneca. It goes that January would be making an error to marry for the pleasure of it, without thinking deeply about the options. This brings out the moral in the tale; marriage is not an institution to be taken as a trifling matter; that it should not be trivialised.
- Pluto also quotes Jesus from the Book of Sirach in the Bible who concluded that there is no goodness in women. These allusions also reveal Pluto as a patriarchal figure.
- Chaucer makes literary allusion to the ***Rape of Proserpina*** which brings out the irony in the very state of Pluto and Persephone considered unbiased judges.
- We have a host of other allusions in the poem and candidates were expected to explore any four, while highlighting their importance/effectiveness.

Unfortunately, this question was not very popular with the candidates as it occupied the 12th position in terms of popularity. There were only **975** candidates who attempted it. Of that number, **649** candidates fell within the poor **(0-3)** range, representing **66.5%** of the sample. These candidates mostly:

- Did not understand the demands of the question;
- Showed poor mastery of the poem;
- Limited their illustrations to ***The General Prologue***;
- Gave vague narrations about some pilgrims;
- Provided one type of allusion,
- Ignored the literary importance of allusions

Meanwhile, **319** candidates performed fairly well, scoring between **4 - 6** on 10 – **32.7%**. Their answers demonstrated that

- They understood the demands of the question;
- They gave at least two types of allusions with clear but just moderately full illustrations
- They made attempts to highlight literary importance.
- They showed a fairly good mastery of the poem through apt illustrations drawn from both texts.
- Their language was acceptable.

Finally, **07** candidates scored within the range of good performance **(7-10)** and these represent just **0.71%** of the sample population. These candidates did not just understand the terms of the question, but also:

- Showed good mastery of the poem through apt illustrations;
- Went above three types of allusions;
- Explored the significance embedded in the various allusions chosen;
- Gave apt illustrations across both texts;
- Employed fluent language and neat presentation.

Looking at the overall performance, it stands out that this was a particularly pernicious attempt by the candidates. Although it was 12th in terms of popularity with candidates for the examination, it recorded the worst performance for Paper II, occupying **16th** position in terms of performance, a dismal **33.43%** total performance rate.

Consequently, it is recommended that teachers:

- Should nurture and hone the interest of students in the reading and study of narrative poetry – with dramatic readings, for example – that will capture their attention and keep it focused on this brand of poetry throughout the course.
- Should treat elements of style in the classrooms with an eye for/on details.
- Should emphasise the different types of allusions, (myths, biblical, historical, literary …) and corresponding literary significance for each of them.
- Continuously reiterate the fact that candidates who speculate or limit themselves to just ***The General Prologue*** cannot perform well.
- Continuously drill on background issues which informed the writing of ***The General Prologue*** and ***The Merchant's Prologue and Tale,*** with ample discussion of the literary considerations manifest in the text – plot, character/character types and roles, themes, style, structure, etc – and to what use they have been put.
- Should teach learners to always come up with effectiveness and dramatic significance, especially of literary/stylistic/poetic devices in literature and to how to weave this appropriately into their answer they appropriately in answering their questions. A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.
- Should ever teach learners to organize their essays, constructing focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of

evidence as illustration in a paragraph merits/will earn just a poor mark, but that the more the illustrations for each point, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).

Question 12

In this other **one-star** question on the new syllabus, which sought to probe Chaucer as a social critic, candidates were expected to comb the poem and bring out the different areas of life that have come under Chaucer's criticism – what he criticizes, to what effect and how. It was a question on satire which called for a mastery of the instruments/vehicles of satire (exaggeration, reversal, incongruity, irony, metaphor, etc). The candidates were expected to raise at least **four** areas of criticism in a question that was particularly popular with the candidates. As many as **4134** candidates attempted it, making it the **2nd** most popular question for Paper II this session. Some of the expectations for this question included:

- Chaucer's spotlight on the Church, with his criticism of its corruption and hypocrisy in pilgrims the likes of the Monk, Prioress, Friar etc, and with undiluted irony, sarcasm and hyperbole among others in presenting them to condemn and reform.
- The medieval business world also comes under attack/scrutiny for dishonesty and wanton exploitation of customers as seen through the dubious dealings of the Shipman and the Miller.
- The absence of love as the true motivation for marriage is also condemned by Chaucer. He castigates material craving in the Wife of Bath, the wives of the aldermen, the arranged marriages of the Friar, the lying testimony of the Summoner on adulterous living, etc, like he does January's infatuation and May's infidelity in the tale.
- Some pilgrims are derided to expose some particular vices like the Franklin's exaggerated/excessive home carnivals that tempt into binging and so dampen the virtue in his generosity; the Squire's handsomeness, dampened by the tendency towards infatuation and promiscuity; the exploitative tendencies of the medieval Reeve, etc.
- Exemplary candidates would go the extra mile to show that Chaucer showers praises on some pilgrims as a way to recommend sound and proper decorum for the society as seen in the case of the Knight, Parson and even Plowman.

As earlier stated, this was a very popular question with the candidates. However, performance for this question was not the best. Out of the huge number of candidates who attempted this question, a sizeable chunk of **2,195** scored between **0 – 3** on **10** poor bracket, representing **53%** of the sample population, answers which displayed the following setbacks:

- Poor interpretation of the terms of the question.
- *Unadapted* answers (elements unrelated to question).
- Crass display of poor mastery of content.
- Illustrations limited to ***The General Prologue*** only.
- Vague narrations on themes.

- Inability to identify any tool of satire.
- Repeated illustrations for the same point.

Meanwhile, **1913** candidates fell within the average performance bracket, scoring **4 - 6** on **10** and representing **46.2%** of the total performance by candidates for this question. These answers brought to light candidates with the following common characteristics:

- They grasped the notion of satire in the poem but their illustrations and amplification of effectiveness were thin.
- They supplied apt but insufficient illustrations from both **The General Prologue** and ***The Merchants' Prologue and Tale.***
- They showed a fairly good mastery of the poem through apt illustrations drawn from both the General Prologue and Tale but answers were only moderately full.
- The attempted to highlight some tools of satire in illustrations but did not go far enough.
- Their language was just ordinary and acceptable.

The last category on the performance chat was the candidates who scored **7+** thus falling in the good category. Here we had **26** candidates representing **0.6%** of the total sample population. These answers demonstrated that the candidates:

- had a good mastery of the poem;
- understood the demands of the question;
- highlighted reason, manner and outcome of the criticisms with apt illustrations;
- gave at least four criticisms drawn from the sections expected;
- wrote in fluent, lucid, even elegant language.

Although this question was particularly popular, the performance overall did not impress. In terms of performance for this paper, this question was ranked in the **13th** position with an overall pass of **46.9%.** From every indication, candidates ostensibly chose their 4th question from this poetry section – what candidates had hitherto dreaded.

For classroom remediation, the following suggestion would be helpful:

- The interest of students in the reading and study of narrative poetry should be honed – with dramatic readings, for example – that will capture their attention and keep it focused on this brand of poetry throughout the course.
- Students should be exposed to a wide range of literary skills in the classroom, especially on stylistic devices and narrative techniques.
- They should be made to know that repeating similar illustrations to buttress different points will not score good marks.
- It stands out clear that performance would have been better for this question if most of the candidates were knowledgeable on the tools of satire. Satire is used to address an issue (a vice in society) in a particular manner (irony, humour, hyperbole, etc.) to get a positive change or sustain the good. If students are not specifically made aware of these tools in the classroom, the tendency to merely narrate vaguely in their answers will remain the trend.

- Teachers should continuously reiterate the fact that candidates who speculate or limit themselves to just ***The General Prologue*** cannot perform well.
- Teacher should continuously drill on background issues which informed the writing of ***The General Prologue*** and ***The Merchant's Prologue and Tale,*** with ample discussion of the literary considerations manifest in the text – plot, character/character types and roles, themes, style, structure, etc – and to what use they have been put.
- Teacher should teach learners always come up with effectiveness and dramatic significance, especially of literary/stylistic/poetic devices in literature and to how to weave this appropriately into answering their questions. A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.
- Teacher should always teach learners to organize their essays, constructing focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a poor mark, but that the more the illustrations for each point, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).

Alexander Pope: *The Rape of the Lock* and **John Keats: *Selected Poems***

Question 13

In this question of the Old Syllabus which was **one-star**, candidates were expected to describe the 18th century woman as seen in ***The Rape of the Lock*** by exploring the following:

- Belinda as a centre of attraction having all men worshipping her.
- The heroine, Belinda, as an enchantress, who puts on a cup-shaped brooch which seductively hangs on her white breast.
- Women are presented as self-indulging and are more concerned with her outward beauty. In fact, Belinda builds an altar so that she could comfortably do her make up. Her guardian sylph, Ariel, ensures that all is well before Belinda embarks on her journey to Hampton Court.
- The woman is an object of worship by the men like the Baron who adores her. Being the centre of admiration, the Baron takes her as a goddess and erects an altar to worship her.
- The women are proud and seek public recognition at all cost. In the game of Ombre, Belinda attempts to challenge and humiliate the Baron.

Candidates were expected to give five relevant points for a maximum of 10 marks. About 25% of the Old Syllabus candidates attempted this question but with very poor performance: just 10% scored 4 marks and above while 15% scored zero and above.

This thirteenth question of the new syllabus, also a **one-star** question, required that candidates justify the assertion that "symbolism is the hall mark of Keats Poetry". They were to use any three poems of their choice. The expectations were thus couched on the following perspective – that

candidates were to show how Keats uses symbols at the level of objects, characters and setting, etc. Symbolism could be seen in the following poems:

- "Ode on the Grecian Urn" which symbolizes ancient classic history and art, to show engravings at the concept of romantic folklore and the concept of immortality.
- Also, in "To Autumn", the season symbolizes the abundances in harvest and natural melody. The rising sun blends with the season of Autumn to produce so much fruit.
- The locale of the sea in "On the Sea" symbolizes freedom and solace for those suffering from various forms of bondage in life.
- In "The Eve of St Agnes" characters like Madeline and Porphyro are symbolic of romantic love in the challenges they face against villainous opponents like Hildebrand and Lord Maurice.
- Hyperion books I, II, and III symbolize the mythical epic and ancient world of the gods and their struggle for superiority and authority. The Titans represented by Saturn and his cohorts are overthrown by the Olympians; the Titans symbolize the old order, while the Olympians symbolize the new order.

This question, like most questions on style, was not popular. It ranked **12th** in performance with **814** attempts and a percentage of **47.8 %,** and was 13th in popularity. Some 425 scored between **0 – 3,** constituting **52.21%** of the population that attempted the question**.** A non-negligible **378** candidates scored between **4 - 6** with an average performance of **46.43%**, while only **11** candidates scored **06** and above**,** representing a meagre **01.35%** of the sample population.

The poor performance answers exhibited the following lapses:

- Poor knowledge of the text, with clear signs that candidates were not taught the poems.
- Inability by some candidates to select poems with significant symbolic implications, hence they tended to narrate.
- Clumsy and ungrammatical narration of the poems, with no clear focus on the demands of the questions.

The average candidates stumbled on the most obvious symbolic poems but merely narrated and inadvertently and only through implicit relevance did they throw some shade in symbolism.

Good answers revealed those who understood the question, selected relevant poems and understood the notion of symbolism with sufficient examples.

Poor performance in this question could be handled with a conscious attention to the following in the field/classroom:

- Keats's biography and background issues related to Romantic Poetry – background issues which informed the era/his writing of the poems in the selection; the characteristics of Romantic Poetry with visible knowledge and love for poetry and with evident passion/zeal for transmitting it to the learners**;** Keats as a Romantic Poet.
- Full treatment of the peculiarities of Keats's ***Selected Poems*** with rote memorisation of memorable sections/poems.

- Ample discussion of the literary considerations manifest in the text – meaning (tone), themes, style (sense and sound), form and structure, diction and syntax, language, etc – and to what use they have been put; the use of some of the selected poems for poetry appreciation, etc.
- Effectiveness and dramatic significance, especially of literary/stylistic/poetic devices in literature and to how to weave this appropriately into their answers. A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.
- Organisation of essays, the construction of focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a poor mark, but that the more the illustrations for each point, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).

Question 14

This **two-star** question of the Old Syllabus expected candidates to examine the significance of the descent of Umbriel into the Cave of Spleen. To achieve this, they were to give a brief description of the physical journey of the gnome and emphasize his mission of getting weapons for Belinda's battle with the Baron by highlighting the following:

-Upon the return of Umbriel, he comes with a bag containing the force of female lung (sighs, sobs, passions and war of tortures) as well as the vial containing fainting fears, softs sorrows, melting griefs and flowing tears.

Highlighting the significance of the journey to the Cave of Spleen would focus on its relevance in developing plot, themes, character, style and setting as emphasized below:

- The return of Umbriel ignites the anger of Belinda against the Baron. The resulting battles generates supporters on both sides with Belinda getting more sympathisers and it elevates their battle to epic proportions.
- The main characters are revealed in clear terms.
- The physical expansion and varying of the physical setting that is artistically dragged to an infernal region with all its frightful spectres and weird obstacles intensifying the mood.

Candidates were expected to give **5** points for **10** marks. The performance of the attempted percentage is horrible. Most candidates rather mistook Ariel for Umbriel, and the few who understood the question were handicapped by a lot of narration with implicit relevance which of course justifies their poor performance

With regards to the fourteenth question on the New Syllabus, the lone **three-star** question in this set, candidates were expected to discuss with apt illustrations the validity of the statement "the poetry of

the earth never dies" by using any three poems from Keats Selections. The expectations were therefore to match up with the following poems and facts.

- "On the Grasshopper and the Cricket" – the Poetry of the earth refers to music from nature. To the speaker the natural world is characterized by continuous joy and excitement from elements of nature such as the grasshopper's music during summer and during the cold winter the cricket takes over. These emphasize the completeness of nature.
- Also "Ode to Nightingale" the poem celebrates nature's abundance through the beautiful music produced by the nightingale. The beauty of the music separates the beauty of nature.
- "To Autumn" captures the season of fruitfulness and great abundance. Heat and light help fruits to ripen and vegetables to grow. It's a season full of variety that keeps the world alive. The crickets sing in the bushes, the lambs bleat, the gnats hum among the willows and the flock of swallows sing together against the dark sky. All these keep animating the earth, thereby confirming that poetry of the earth never dies.
- Other poems with nature glimpses that could have been exploited are "On the Sea", "Old Meg", etc.

On the whole this question was unpopular, like its number **13** counterpart. It ranked 15th in popularity with barely **662** candidates who attempted it, 14th in terms of performance with a below average percentage of **45.01%** of the **662** candidates who attempted the question. More than half the number, **364** fell in the **0 - 3** on **10** poor performance bracket, giving a percentage of **54.98%.** Those in the average bracket, **4 - 6** on **10** were **281**, a percentage of **42.44%** and lastly, a mere 16 candidates scored **6**$^{+}$ on 10, giving a meagre **2.41%.**

The poor performance brought to light the following weaknesses:

- Poor interpretation of question;
- Shallow knowledge of text;
- Inability to choose/identify the poems that chant "the music of the earth"

The average answers identified the poems but were equally unable to bring out the expected music in them. They ended up giving the examiners the prerogative and pains to sort out implicit relevance. Only 16 candidates successfully brought out the musical qualities of Keats' poetry.

Remediation towards poor performance in the field should also go in similar direction as suggested in question 13 above:

- Keats's biography and background issues related to Romantic Poetry – background issues which informed the era/his writing of the poems in the selection, the characteristics of Romantic Poetry, Keats as a Romantic Poet, etc.
- Full treatment of the peculiarities of Keats's ***Selected Poems*** with rote memorisation of memorable sections/poems
- Teachers themselves having a deep knowledge/zeal for poetry and transmitting it to the learners.
- The use of some of the selected poems for poetry appreciation, etc.

- Ample discussion of the literary considerations manifest in the text – meaning (tone), themes, style (sense and sound), form and structure, diction and syntax, language, etc – and to what use they have been put.
- Effectiveness and dramatic significance, especially of literary/stylistic/poetic devices in literature and to how to weave this appropriately into their answers. A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.
- Organisation of essays, the construction of focused introductions, developing ideas in paragraphs that begin with good topic sentences, followed by supporting sentences with apt illustrations from the text and by concluding sentences which convey an air of finality. (It is important for teachers to get their learners to know that just one sketchy bit of evidence as illustration in a paragraph merits/will earn just a poor mark, but that the more the illustrations for each point, the fuller and more focused that paragraph becomes, the better the impression it leaves in the mind of the marker and consequently, the higher the final mark the answer will score).

WOLE SOYINKA: *Poems of Black Africa* (Old Syllabus) and *Poems of Black Africa* (New Syllabus).

QUESTION 15 (New syllabus)

The Advanced Level Literature in English Syllabus for Poems of Black Africa Section in Paper Two, offers the candidate a wide range of poems from different regions – West, East and South Africa, with different exciting backgrounds, all aimed at reflecting various thematic concerns, and rich stylistic approaches intended to bring to the fore the rich aspects of the African identity and personality. The candidates are expected to be at home with the various experiences which should encourage or entice them in studying the text. The nature of the questions set is usually so candidate friendly as not to tie down the candidates to particular poems. But curiously enough their performance in this section usually leaves much to be desired – similar trend this year.

This question in the old syllabus, **a one-star** question, called on candidates to show an awareness of the belief/view that "the dead are not dead" is sustained in three poems of their choice in ***Poems of Black Africa***. This belief system of communion with the dead for benevolence, protection and propitiation could be demonstrated with poems like Birago Diop's "Breath" and "Vanity", with Richard Ntiru's "To the Living", or Wole Soyinka's "Dedication", or Ismael Hurreh's "Pardon Me", etc. Generally, this not so popular question (**10th**) however was **3rd** in performance, **57.7%** of the sample population having attempted it, clear sign that more than half the number of candidates who attempted it understood its terms of reference and applied themselves appropriately, answering the question to the best of their ability.

Question 15 of the new syllabus was equally a **one-star** question. It expected the candidates to explore relevant poems in the selection that reflect the traditional African mind set or beliefs, precisely the African concept of the realities of his natural and supernatural worlds, and their influences on his existence. The expectations were thus to be couched in the following or similar perspectives:

- In “The Bond” by Mazisi Kunene, the African belief in the protective powers of the ancestors over the living is enhanced. Traditional Africans believe that the dead are not altogether dead and should be revered by safeguarding their valued icons which not only maintain a bond between ancestors and their progenies but guarantee the living of their blessings and protection. If such icons are defiled by the living, the ancestors will vent their anger with curse on the perpetrators and/or the whole family. This is the case of Masilela’s grinding stone in the poem, being handed over to her successor – Gumede, in a succession ritual. He is warned to keep it sacred and unadulterated given that it was so much cherished by her. If it is carelessly preserved in Mpebeni house and is defiled by vermin or stolen by a deceitful spirit, Masilela will rain curses on the living for failing to live up to expectation as her children, who ought to respect, revere, cherish and preserve her legacy.
- In “Olokun” by Pepper Clark, the poet explores the myth about Olokun, the sea goddess in his Ijaw tradition, revered for her bewitching beauty and hypnotic prowess, her ability to cast spell on her throngs of admirers – spells that charm them into drowsiness. The poet-speaker thus warns against human folly of striving/contending with gods, as the speaker-lover of Olokun and other admirers who yearn for her love, end up crumbling like ancient walls about her feet. Since she is a benevolent goddess, Olokun in compassion, still raises the fallen lovers to feel her warm embrace. The poem thus enhances the African belief that their gods remain supernatural and all-powerful beings that mortals should not rival with or create relationships with, otherwise, they pave the way for their doom. It also vindicates the concept of the duality of African gods who can be benevolent and malevolent.
- Furthermore, in “If” by Jared Angira, the poet-speaker thrusts uphold and/or propound many African beliefs – the transmutation of the spirits of the ancestors in creatures of nature and their daily occurrences in life, to warn the living against certain eventualities and caution against falling victim, or to assure them of their providence. The persona in the poem thus believes that when he is going on a journey and a squirrel crosses his path, it is a sign of good luck. On the contrary if it is a cheetah or a wild cat, he must go back because it is a sign of ill luck. Besides, if he dreams that his relative is dead, he will get up from bed excited because this rather points to the fact that the relative will be overfed, etc.
- Lastly in “Agony” by Tchicaya U’Tam’si, the poet believes that non-human creations like stars, trees, plants, rivers and rocks are endowed with souls that tend to affect the lives of the living. In the poem, the boatman’s quest is to restore to health those people who are plagued by leprosy. The boatman is a dreamer, a star-gazer who “claimed to know the stars” in hope that he could cure others of their leprosy. His claims are compared to the miracle of Jesus who restored sight to a blind man using spittle mixed with mud. The poet goes on to introduce a bird as the potential healer and source of his power, especially when the bird tells him that his name is the key to dreams, he is not leprous. He them requests the boatman to take him across the river and he will unloose his arms. The imagery of the bird is the key to the boatman’s dreams. If he can take the bird across the lake of blood, then his arms will be unloosed as though by a miracle and cure his suffering people.

The question ranked **9th** in the popularity rating, having registered **1964** attempts. Of this number, **985** scored between **0 – 3** registering a poor performance of **50.1%**; **910** scored between **4**

– **6** rated as average performance with **46.3%**. Barely **69** entered or crossed the 6+ threshold, a limping **03.51%**

The poor performance laid bare the following lapses:

- Poor knowledge of the poems, with clear signs that the candidates were not taught them.
- Shallow content, lax in application and unfocused material.
- Vague and irrelevant account of the poems that ignored the terms of the question.
- Clumsy and ungrammatical narration with no sense of purpose and sometimes non-existent ideas.
- Barely implicit relevance, with plodding material.

The average answers on the other hand showed the following trends:

- Grappling with the terms of the question, raised moderate points but these were not forceful and well-focused enough to go beyond the average threshold;
- Plodding in presentation with loose essay structures;
- Acceptable language, though with noticeable language flaws.

Good answers revealed that the candidates really understood the terms of the question, selected the relevant poems and underscored the relevant facts with sufficient points in neat and coherent structure and polished language. The facts were well tailored to meet up with the terms and demands of the topic.

The poor performance in this question could be checked with the following remediation in the field.

- Thorough background to African Literature to be taught right from lower sixth, which should take into consideration the history of African Literature, forms of the oral tradition and their reflections in modern African Literature; evolution periods of African Literature and the thematic concerns of African poets.
- Thorough analysis of the poems according to their regional classification, underscoring the background of the poets and their thematic concerns and stylistic traits.
- Dramatization and rote memorisation of the teaching aspects to enable students grasp the dramatic qualities of the poems, identify with the African cultural settings, the African mind and atmosphere/the local colour. These will enable them have a good mastery of the poem.
- Use some of the poems as practice exercise for poetry appreciation lessons.
- Sustained emphasis on group work and exposes.

QUESTION 16

Question 16 of the old syllabus was **the one three-star** question among the old syllabus examination questions, with candidates expected to comment on the use of apostrophe in any three poems of their choice in ***Poems of Black Africa***. This literary device which candidates were expected to show mastery of, is one in which a speaker abruptly addresses an absent, abstract or dead person or an inanimate object as if they were present. It is often employed for emotional effect and is a prominent trait in poems like Birago Diop's "Vanity", Lenrie Peters's "It is time for reckoning, Africa", Mbella

Sone Dipoko's "Rulers", Wole Soyinka's "Dedication", Ismael Hurreh's "Pardon Me", or Jared Angira's "My Mother who art", among others.

This was the most unpopular question, ranking last/**16th** in the popularity rating. In performance, however, it was **7th**, with a **49.5%** pass among the sample population that attempted it, still indicative of the fact that just below half of the number of candidates who attempted it understood its terms of reference to good measure and made (fairly) commendable attempts in answering it.

The 16th question of the new syllabus, on its part a **two-star-question**, expected the candidates to select relevant poems that show that Black African poets are dissatisfied with the prevailing ills in their societies, and consequently adopt a satirical attitude of lashing out bitterly against them with the aim of redressing them. Candidates were therefore expected to broach issues like the poor governance of African politicians, the horrors of war politics, the inhumanity of the apartheid system of government, moral decadence amongst African youths, horrible prison experiences, etc. Good candidates would be expected however to argue on the other hand that despite and even in the midst of such pervasive disillusionment, Black African poets still sustain hope in the suffering masses with positive glimpses, as well as celebrate their cultural identity, beliefs and vitalities. The expectations were therefore to match up with the following relevant poems and facts:

- In Dipoko's 'Rulers' for instance, the poet presents us with the hopeless condition of a nation in total wretchedness. Instead of listening to cries of the suffering masses, the egocentric and unfeeling monster-rulers rather boast, drink and dance in their gorgeous palaces, extravaganzas that enable them to squander embezzled state funds. The poet's disillusionment is accentuated in 'Upheaval' in which he denounces the intransigence of African rulers who prefer to plunge their nations in bloody civil wars than hand over power to new actors promising change. This is the case of the ruler in the poem who, in the face of an uprising that has forced his henchmen to seek the fastest means of escape, sits on a sinking thrown waiting his turn to die, like the countless sit-tight dictators who have invariably ended up losing their lives in bloody coups.
- In "The Sounds Begin Again", Brutus exposes the torture of blacks during the regime of apartheid – the constant police raids of homes, the violation and breaks into their residences, followed by torture that left them wailing in pains with their faces split, the result of brutal beatings with truncheons etc.
- In 'Cold' Brutus further takes us to a prison yard where inmates, mostly freedom fighters, are subjected to inhuman conditions and treatment – the clammy cells, with no ventilation; their being forced to get up at dawn when there is biting cold; their poor meals of sugarless pap; their being manacled and forced to walk through the frosty weather, the grass around soaked with 3 o'clock dew and the denigrating comment of the warden about them: "Things like these / I have no time for/ they are worse than rats/you can only shoot them".
- On his part, Tchicaya U Tamsi in "Agony" captures his suffering under the mental weight of colonialism and racism. It is significant to note that the bird that directs the boatman (the poet) across a lake of blood symbolizes the human suffering and disillusionment of his people. It is through an exploration of his own and his people's suffering and sadness that the poet (boatman) will come to his true identity.

- In “Phlora”, the poet presents an ugly picture of moral decadence, the canker worm of prostitution that has eaten deep into the fabric of our African young girls, who batter love for material acquisition, destroy their natural beauty and end up in frustration.
- Black African poetry is not totally marked by disillusionment. Even in the midst of hopelessness the poets still stand by the suffering masses an instigate them to revolt in hope for a better future. Dipoko hopes that the reticent sea gull which is the future hope of the nation will not be drowned; it must be sought before it is mourned by stray crows who symbolize the hopeless masses. He thus prophecies a revolution in “Upheaval” that has overthrown the heartless squander maniac and tyrannical ruler.
- In “The Right Road”, David Diop exposes the true nature of the traitor-leaders who betray their people and their collective dreams and aspirations – those lying political leaders who betray the values of love, truth, beauty; the yes-men imitating only foreign values and trends, and using artificial, cosmetic facades to hide their foulness and pretend they are who they are not. The life of carnality and adventure that they pursue can only but lead to destruction. Thus the persona, in the second thrust, appeals to the youth not to emulate such hollowness because they too will end up only in destruction; he encourages them to pursue genuine truth, beauty and love. It can be said therefore that the poem at once blends despair and hope; that it is hinged on a thesis-antithesis pattern of sorts.
- Elsewhere in ‘Olokun’, ‘The Bond’ and ‘If’ the poets celebrate the authenticity of African cultural identity, their beliefs, vitalities and spirituality.

On the whole, this was a very unpopular question, pushed to the **16th** position in terms of popularity ranking, with just **532** attempts. It however ranked **4th** in terms of performance, with a percentage of **52.82%** - meaning that the few candidates who attempted it handled it commendably. Of the 532 attempts, **251** of them scored within the poor performance range of **0 – 3**, registering a percentage of **47.7%,** while **268** scored between **4** – **6**, an average percentage performance of **50.3%**; barely **13** samples hit the **7 – 10**-mark gamut, a limping percentage **02.44%**.

The poor performance answers showed the following pitfalls.

- Poor interpretation of the pivotal term “disillusionment” which plunged many of the attempts to un-adapted/ill-adapted and irrelevant narration of irrelevant poems.
- Poor knowledge of the texts – clumsy and none existent ideas.
- Ungrammatical, sketchy and barely implicit relevant material at times.

On the other hand, the average performance scripts exhibited the following characteristics:

- The candidates understood the terms of the question; grappled with them, selected the relevant poems and some relevant points from them, but were not very focused.
- Some tended to narrate, plod and were lax in application, their structures turning out to be loose and exhibiting noticeable language lapses even if the language could qualify as readable and acceptable.

The **7**$^{+}$ answers demonstrated that the candidates understood the terms of the question, selected the relevant poems and raised very lofty and relevant facts, which they sustained in well focused thrusts and were couched in neat structure and polished, elegant language.

Remediation towards the above poor performance in the field should proceed as suggested in 15:

- Thorough background to African Literature to be taught right from Lower Six, which should take into consideration the history of African Literature, forms of the oral tradition and their reflections in modern African Literature; evolution periods of African Literature and the thematic concerns of African poets.
- Thorough analysis of the poems according to their regional classification, underscoring the background of the poets and their thematic and stylistic concerns.
- Dramatization and rote memorisation of the teaching aspects to enable students grasp the dramatic qualities of the poems, identify with the cultural African settings the African mind and atmosphere-the local colour. These will enable them have a good mastery of the poem.
- Use some of the selected poems as practice exercise for poetry appreciation lessons.
- Sustained continuous emphasis on group work and exposes.

Table I: Text/Genre popularity and performance in Paper 11 (OLD)

Genre	Text	Question numbers	Total no. of essays	Popularity		Performance		
				Rate %	Posi-tion	No. of passes	Rate %	Posi-Tion
Drama	***Death of a Salesman***	1 & 2	1591	**14.8%**	**3rd**	711	44.68%	6th
	Our Husband Has Gone Mad Again	3 & 4	2209	**20.66%**	**1st**	1128	51.06%	4th
Prose	***Hard Times***	5 & 6	583	5.45%	8th	347	**59.52%**	**2nd**
	Nervous Conditions	**7 & 8**	1473	13.77%	4th	**933**	**63.34%**	**1st**
	Across the Mongolo	9 & 10	2064	**19.3%**	**2nd**	1021	49.47%	5th
Poetry	***The General Prologue & The Franklin's Prologue & Tale***	11 & 12	1344	12.57%	5th	485	36.08%	7th
	The Rape of the Lock	13 & 14	808	7.55%	6th	253	31.31%	8th
	Poems of Black Africa	15 & 16	*620*	5.8%	7th	334	**53.87%**	**3rd**
			10,692			**5,212**		

Table II: Text/Genre popularity and performance in Paper 11/New Syllabus

Genre	Text	Question numbers	Total no. of essays	Popularity		Performance		
				Rate %	Posi-tion	No. of passes	Rate %	Posi-Tion
Drama	***A Raisin in the Sun***	1 & 2	6059	17.86%	**2nd**	3,026	49.94%	5th
	And Palm Wine Will Flow	3 & 4	5907	17,41%	**3rd**	2,577	43.62%	8th
P	***Nineteen Eighty-Four***	5 & 6	2089	6.15%	7th	1,268	**60.69%**	2nd

	Anthills of the Savannah	**7 & 8**	3356	9.9%	5th	1,864	**55.54%**	**3rd**
	The Lady with a Beard	10 & 10	7432	**21.9%**	**1st**	**4,817**	**64.92%**	1st
Poetry	***The General Prologue & The Merchant's Tale***	11 & 12	5109	15.06%	4th	2,265	44.33%	7th
	Selected Poems of John Keats	13 & 14	1476	4.35%	8th	687	46.54%	6th
	Poems of Black Africa	15 & 16	*2496*	7.35%	6th	1,260	**50.48%**	4th
			33,924			**17,764**	**52.37%**	

As per Tables I and II above, at the level of the individual texts, three of them stand out commendably among the old syllabus texts – ***Hard Times***, ***Nervous Conditions*** and ***Poems of Black Africa***, respectively with **59.52%, 63.34%** and **53.87%**; these texts respectively are 8th, 4th and 7th in popularity but feature in **2nd**, **1st** and **3rd** positions in the chart of performance. Meanwhile, with regard to the new texts, four of them score above the average percentage – ***The Lady With A Beard*** toping the chart in 1st position **64.92%**, followed in **2nd** position by ***Nineteen Eighty-Four*** with **60.69%,** in **3rd** position by ***Anthills of the Savannah*** with **55.54%** and in the **4th** position was ***Poems of Black Africa*** with **50.48%**. The remaining four texts scored percentages that were just slightly below the average: ***A Raisin in the Sun*** 5th with 49.94%; ***Selected Poems*** of John Keats, 6th with 46.54%; ***The General Prologue and the Merchant's Prologue and Tale*** in 7th position with 44.33% and ***And Palm-Wine Will Flow*** in the **8th** position with **43.62%**. Tables I and II above provide all other necessary information that give further

It is unequivocally clear therefore, and surprising too for that matter, that the performance in the new syllabus texts for Paper II was by far better than the performance in the Paper II texts for the old syllabus. While four texts scored above 50%, the remaining four texts each had a score above 43.62%, the best Paper II results for ages, without exaggeration. Had the performance in some aspects of Paper III not been appallingly, disconcertingly low, certainly 0735, Literature in English would have gone for gold in 2023. While we regret the opportunity missed, we nurture a lot of hope – hope for better performances in these new texts in future. The panel can only wish the actors on the field more power to their elbows as they settle down to begin work for the new year.

Note should be taken of the fact that many questions of both the old and new syllabuses did not have a single focus, but expected candidates to show their ability to coalesce considerations, to fuse elements in their discussion. For example, while question 3 of the old expected them to bring elements of plot, character and theme into their answer, question 11 expected an answer that fused setting and theme. In the same vein, while question 1of the new called for an answer the coalescence of aspects of character and theme, question five called for a blend of setting and style (significance); question 8 a fusion of plot/story (episodes) and style (effectiveness), question 9 was supposed to be a blend of setting/background (for ethos) and thematic concerns. It is therefore necessary at this point that attempt be made to point out some of the reasons why performance usually plummets in Literature in English – reasons which should turn out to be motivational rungs or stepping stones on which ELT practitioners can anchor and build for better results for posterity:

- poor mastery of the relevant content and method in the set texts, as well as ignorance of the basic assessment objectives in focus, notably thematic concerns as in questions 3, 8, 9. 11 and 13 of the old and 1, 10, 12, 14 and 16 of the new;
- inability to analyse the relevance/impact of stylistic devices – coincidence, techniques to achieve realism, dramatic significance and apostrophe in questions 5, 12, 14 and 16 of the old syllabus and suspense, significance, descriptive details, significance of dramatic episode, allusions and symbolism in questions 2, 5, 6, 8, 11 and 13.
- failure to appropriately evaluate the role and impact of characters as in questions 1,3, 6, 7, 8, and 14 (old) and 1, 3 and 7 (new);
- vague knowledge of significant background issues in questions 13 and 15 (of the old) and 9, 14 and 15 (of the new);
- feeble hold on language and inattention that prevents focus on the all strands of a question – this constitutes another major drawback to performance because it impedes appropriate question interpretation (as poor understanding of the operative terms/expressions in a question becomes clearly visible) and consequently detracts from the quality of answers – see questions. 1, 3, 7 and 9 of the old and 1, 14, and 16 of the new.

It is therefore necessary for teaching on the field to take in its stride the entire scope of assessment objectives outlined in the syllabus, and for enough emphasis to be laid on all important literary notions and concepts to give our learners adequate exposure if we are to guarantee acceptable performance at standard assessments. In addition, enough attention should be paid to all the texts so as to increase the chances of better performance for the learners. The element of expression should equally be given proper attention to minimise its negative impact on performance in quantity and quality.

Table III: Mark Range, Popularity Rate and Performance in Paper II / Old Syllabus

Q No.s	Below Average					Average				Good			Popularity		Performance	
	0+	**1+**	**2+**	**3+**	**TOT.**	**4+**	**5+**	**6+**	**TOT**	**7+**	**8+**	**Tot.**	**Total No.**	**Rank**	**%**	**Rank**
1	92	121	68	172	***453***	149	117	58	***324***	29	0	***29***	**806**	4th	43.8%	10th
2	89	90	140	108	***427***	141	116	79	***336***	22	0	***22***	**785**	5th	45.6%	8th
3	121	127	164	286	***698***	302	400	140	***842***	34	0	***34***	**1574**	2nd	**55.65%**	4th
4	68	91	97	109	***365***	122	79	68	***269***	01	0	***01***	**635**	7th	45.52%	9th
					1,943				***1771***			***86***				
	1,943 = 51.13 %					***1771 = 46.6%***				86 = 2.26%			**3,800**		*48.86%*	
5	64	40	51	64	***219***	43	46	16	***105***	03	0	***03***	**327**	12th	30.02%	15th
6	31	26	27	41	***125***	42	56	22	***120***	11	0	***11***	**256**	14th	**51.2%**	6th
7	34	39	49	43	***165***	92	93	45	***230***	22	0	***22***	**417**	11th	**60.43%**	2nd
8	57	92	102	124	***375***	225	234	195	***654***	27	0	***27***	**1056**	3rd	**64.5%**	1st

9	89	237	209	335	***870***	409	295	184	***888***	34	0	***34***	**1792**	1st	**51.45%**	5th
10	38	36	39	60	***173***	36	34	20	***90***	09	0	***09***	**272**	13th	36.4%	12th
					1,927				***2,087***			***106***				
	1,927 = 46.7%					***2,087= 50.65%***				***106 = 1.57%***			**4,120**		***52.2%***	
11	115	103	82	75	***375***	60	88	26	***174***	04	0	***04***	**553**	9th	32.18%	14th
12	129	127	97	131	***484***	134	86	72	***292***	15	0	***15***	**791**	6th	38.81%	11th
13	105	121	88	91	***405***	74	68	29	***171***	27	0	***27***	**603**	8th	32.83%	13th
14	44	42	34	30	***150***	19	32	04	***55***	00	0	***00***	**205**	15th	26.82%	16th
15	69	46	51	66	***232***	87	109	79	***275***	06	0	***06***	**513**	10th	**57.7%**	3rd
16	12	07	31	04	***54***	08	25	13	***46***	07	0	***07***	**107**	16th	49.5%	7th
					1,700				***1,013***			***59***				
	1,700 = %					***1,013 = %***				***59 = %***			**2,772**		*38.67%*	
Total																
	5,570 = %					**4,871 = %**				**251 = %**			**10,692**		**47.9%**	

Table IV: Mark Range, Popularity Rate and Performance in Paper II / New Syllabus

Q No.	Below Average					Average				Good			Popularity		Performance	
	0+	1+	2+	3+	TOT.	4+	5+	6+	TOT	7+	8+	Tot.	Total No.	Rank	%	Rank
1	349	418	400	384	***1451***	506	483	367	***1356***	97	3	***100***	**2907**	6th	50.08%	9th
2	233	419	402	521	***1575***	573	626	310	***1509***	60	1	***61***	**3145**	4th	49.92%	7th
3	525	419	133	522	***1599***	537	563	379	***1479***	84	2	***86***	**3164**	3rd	49.45%	11th
4	353	454	462	462	***1731***	505	325	150	***980***	30	2	***32***	**2743**	7th	36.9%	15th
	1460	1710	1397	1889	***6356***	2121	1997	1206	***5324***	271	8	***279***	***11,966***			
	6356 = 53.15%					***5324 = 44.52%***				***286 = 2.33%***			***35.26%***		**46.85%**	
5	72	96	133	176	***477***	231	362	209	***802***	40	2	***42***	**1321**	10th	**63.9%**	3rd
6	74	97	82	91	***344***	89	153	67	***309***	114	1	***115***	**768**	14th	**52.2%**	6th
7	139	157	241	340	***877***	357	469	343	***1169***	85	1	***86***	**2132**	8th	**58.86%**	5th
8	115	174	177	149	***615***	214	224	151	***589***	20	0	***20***	**1224**	11th	49.75%	10th
9	164	332	458	634	***1588***	918	1020	755	***2693***	212	6	***218***	**4499**	1st	**64.7%**	2nd
10	124	217	243	443	***1027***	581	754	480	***1815***	88	3	***91***	**2933**	5th	**64.98%**	1st
	688	1073	1334	1833	***4928***	2390	2982	2005	***7377***	559	13	***572***	***12,877***			

	4928 = 38.26%					***7377 = 57.28 %***				***572 = 4.46%***			***37.96%***		**61.74%**	
11	246	167	143	93	***649***	129	136	54	***319***	6	1	***7***	**975**	12th	33.43%	16th
12	437	445	615	698	***2195***	735	811	367	***1913***	24	2	***26***	**4134**	2nd	46.9%	13th
13	103	108	97	117	***425***	129	154	95	***378***	11	0	***11***	**814**	13th	47.8%	12th
14	48	63	66	187	***364***	86	127	68	***281***	16	1	***17***	**662**	15th	45.01%	14th
15	256	188	259	282	***985***	294	340	276	***910***	67	2	***69***	**1964**	9th	49.85%	8th
16	69	38	64	80	***251***	117	97	54	***268***	13	0	***13***	**532**	16th	**52.82%**	5th
	1159	1009	1244	1457	4869	1490	1665	914	4069	137	6	***143***	***9,081***			
	4869 = ***53.62%***					4069 = ***44.81%***				***143 = 1.57%***			***26.77%***		**46.38%**	
Total																
	16,153= 47.63%					**16,770 = 49.44%**				**994 = 2.93%**			**33,924**		**52.37%**	

There is need for teaching on the field to always shed ample light on the whole gamut of aspects that the syllabus earmarks for teaching, beginning from the significance/ relevance of titles of all set texts, to the perspectives of content and all the background, setting, characterisation, stylistic and structural perspectives manifest in the texts – aspects that are all testable - and to prepare learners to approach tasks on these considerations with confidence.

In the same vein, enough attention should be paid to the relevant philosophies or conventions that underpin specific texts like the American Dream, Class Consciousness and Identity Quest in ***A Raisin in the Sun***; Dystopic perspectives in ***Nineteen Eighty-Four***, Romanticism/Romantic conventions in ***Selected Poems of John Keats,*** Feudalism, Religion, Chivalry, Love, Medieval scholarship and medicine, etc in ***The General Prologue*** and ***The Merchant's Prologue and Tale;***, Background issues (e.g. The African Personality, Colonialism, Assimilation, Negritude, Apartheid, Neo-colonialism, alongside the content themes) for ***Poems of Black Africa***, etc.

Similarly, adequate and appropriate emphasis should be laid on teaching conventional stylistic devices – Narrative/Dramatic techniques or Poetic devices, the dramatic significance of, etc, – with a bias to their effectiveness in set texts and specific contexts.

PAPER THREE: CONTEXT QUESTIONS AND LITERARY (PROSE AND POETRY) APPRECIATION

Paper 3 of the 735, Literature in English A/L Examination is a practical paper aimed at training and/or sharpening in learners a variety of micro-skills and competences. All the questions – usually four in number – are compulsory except when there is a transition year, permitting the old syllabus to be set for the last time and the new to be set for the first time. This school year 2022/2023 was a transition year.

Consequently, because of the double syllabuses – the old and the new – the examination was composed of four (instead of the usual two) context questions, plus the one question for prose appreciation and one for poetry appreciation. Thus question 1 and 2 of the old were set on ***Hamlet*** and ***The Way of the World*** respectively, while question one and two of the new syllabus were set on ***Coriolanus*** and ***A Dance of the Forests***. And the prose and poetry appreciation rubrics had one question each, which candidates of the old syllabus and candidates of the new were all supposed to answer.

SECTION A: CONTEXT QUESTIONS

QUESTION ONE: WILLIAM SHAKESPEARE *Hamlet* and WILLIAM SHAKESPEARE *Coriolanus*

Being a transition year in which the old syllabus was tested (for the last time) concomitantly with the new, candidates were evaluated, in this section, on both the old and new texts as follows:

- William Shakespeare – ***Hamlet*** (Old)
- William Congreve – ***The Way of the World*** (Old)
- William Shakespeare – ***Coriolanus*** (New)
- Wole Soyinka – ***A Dance in the Forest*** (New)

Expectations were same from both sets of texts. Candidates were treated to extracts and assigned varied tasks numbered **a – e**. The questions were weighted same and intended to test their micro skills and competences on various aspects of the current syllabus. Considering the emphasis on the new texts (syllabus) our report will be focused on them (the new text). Suffice it to simply point out that performance in question one of the old syllabus (***Hamlet***) was a dismal 13.08%. Since candidates of the old syllabus were required to do the same prose and poetry appreciation tasks, the performance indicators tabulated below include performance in both the old and the new, which means the general performance rate for paper 3 is judged by a fusion of both old and new. Nevertheless, analysis hereafter will be based especially on the new syllabus.

Question 1: Candidates were treated to an extract from William Shakespeare's ***Coriolanus*** and addressed a number of tasks numbered **a - e** designed to test their micro-skills and competences in language, background, style, plot, theme, character, stagecraft, etc:

a. Language – putting italicised words into good modern English prose (in two *sub subs*);
b. Background – identifying an aspect of Elizabethan funeral rite in the text and commenting on use of irony in passage (in two *sub subs*);
c. Citing two lines/phrases to show that the killing of Coriolanus is a tragic loss;
d. Character analysis – Arguing the contention that Aufidius is not the only one responsible for the death of Coriolanus (reasoned judgment);
e. Stagecraft – naming the most significant stage prop(s) needed in the scene and getting into the mould of a producer to explain how the killing of Coriolanus can be acted with realism/verisimilitude.

Q 1a (I & ii) This was designed to probe candidates' understanding of content and context; to evaluate their ability to express chosen lines from the extract in good modern English prose. They had

to ensure that utterances proposed were relevant and meaningful in context; that the options could fit into the context and replace the original word without a hitch; and that the candidates' answers were grammatically valid and were factored in direct speech only. Although some good candidates mastered the tasks as could be seen in their neatly expressed lines in limpid modern English prose, and appropriate tenses, content and vocabulary, the majority of answers which fell below average were either paraphrased, incomplete or simply expressed in inappropriate syntax and tense.

Q 1 b i) The question, which tested candidates' knowledge of background called on them to identify an aspect of Elizabethan funeral rite from those found in the extract. Very few candidates could come up with any convincing aspects of Elizabethan funeral rite. The bulk fell in the pitfall of either associating general funeral issues to the Elizabethan context and/or naming issues not found in the extract.

Q 1 b ii) This question was intended to test candidates' ability to discern the use of irony in the extract. A good number of the candidates impressed in this question, citing and illustrating examples of irony with convincing relevance. Answers which fell in the weak bracket were characterized by inaccurate illustrations or barely ignored the relevance of the examples of irony identified.

Q 1 d) This question was designed to test candidates' ability to judge given situations. They were expected to examine the circumstances of Coriolanus death and determine who, apart from Tullus Aufidus, also contributes to it. Evidence exists to the effect, such as the fact that he blames of the Roman Tribunes (Brutus and Sicinius); that his filial and social attachments were to some extent responsible because they could have influenced things otherwise (Volumnia his mother, Virgilia his wife, Young Martius his son and his friend); equally his volatile passion, his impatience and lack of tact/diplomacy towards the Plebeians – all of these are some of the many plausible arguments that could have come in handy. A good number of candidates were convincing in argument and illustration. Poor or weak answers were either a mere narration or ramble!

Q 1c) The task here was for candidates to discern and accurately cite two utterances in the extract which show that the killing of Coriolanus is a tragic loss. Any two utterances, either indicating remorse or hailing Coriolanus's highly/widely acclaimed military prowess and patriotism were expected. **Being a skill-based task, candidates were expected to present these utterances in quotation marks. Most answers betrayed lapses of inaccuracy and the non-respect of expected conventional markers. Regrettably, some candidates did not attempt the question at all**.

Q1e (i) This was a question on stagecraft, intended to test candidate's knowledge on/of stage props. They were to identify the most significant stage prop used/needed in the (murder) scene. The task was impressively handled. More than 90% of the responses identified 'the sword' or its synonym (dagger). Regrettably 10% of the candidates ignored the emphasis on "most significant" and went on naming other stage props which could not be seen as "most significant".

Q1 e (ii) Here was a task on creativity, again based on stagecraft! In the guise of a play producer, candidates were expected to illustrate what methods they would use if they were to render realistic the killing on stage of Coriolanus. Most candidates presented interesting and convincing explanations based on methods which were/could be handier and more cost free! Regrettably a majority failed to be

suggestive and innovative in the steps and actions, even the mood that would normally be prerequisites for a realistic presentation of such action.

Statistics reveal that **8438** candidates attempted this question, falling in a general performance rate presented below:

Mark Range						**Success rate**
0-3(poor)	Percentage	4-6(average)	Percentage	7-10(good)	Percentage	
6364	75.43%	2003	23.73%	71	0.84%	**24.57%**

The success rate for the performance on the ***Coriolanus*** tasks was just **24.57%,** meaning that **2074** of the **8438** fell in the average and good margins, **2003** in the poor brackets and **71** in the good. Considering the abysmal performance of candidates in this question, the following remedial strategies should be emphasized during teaching:

- The teaching of the Shakespearean text, in this case ***Coriolanus,*** should be commenced in Lower Six to give both the teacher and the learner's ample time to cover and internalize the essentials before official exams in Upper Six; and even after it has been officially completed, teachers should ensure that their learners are continually performing tasks and carrying out activities that will keep them familiar with the text.
- Teaching should take off with introductory concerns like biographical information and background issues, dramatic forms and techniques and Elizabethan world view, etc, that are likely to inform an understanding of the text.
- While recommending the teaching of this text in manageable segments or teachable units, it would be profitable to guide learners through regular drills and tasks in order to emphasize the connectivity with previous scenes; so as to keep them conversant with plots highpoints and abreast of characterisation and thematic sign posts, etc.
- Emphasis should be placed on language drills and students drilled on the essence of rendering lines drawn from the extract, into modern English prose, with its rubrics respected: use of direct speech (only); grammatical accuracy; no switching of person nor of voice; respect for the different sense components.
- Emphasis should be laid on stagecraft elements and learners drilled on the dual perspectives, that is, **production possibilities** and **audience appeal**.
- Making teaching more practical, with learners being made to act extracts and text units during lessons, in order to have a better feel on the content and other essential elements of stagecraft. This will be more realistic and thrilling.

QUESTION TWO: WILLIAM CONGREVE *The Way of the World* and WOLE SOYINKA *A Dance of the Forests*

Suffice it, again, to simply point out that performance in question two of the old syllabus (***Death of a Salesman***) equally struck an appalling 15.12 % low. It is necessary to equally repeat here that since

candidates of the old syllabus were required to do the same prose and poetry appreciation tasks, the performance indicators tabulated below include performance in both the old and the new, which means the general performance rate for paper 3 is judged by a fusion of both old and new.

Candidates were expected to read and understand an extract from Wole Soyinka's ***A Dance in the Forest*** and use the content to answer questions (a - e). The demands were beautifully crafted to test their skills and competences in:

a. The meaning of language snippets (in four sub-subs);
b. Incident/occurrence and sociological/thematic concern – state what happened to "the seventy …" and identify any associated societal vice;
c. Two aspects of stage direction in the extract;
d. Impressions formed of the character of Adenebi in the extract;
e. Creativity – writing a one-paragraph report (actually article) giving four reasons why bribe takers should be punished.

2. a (i, ii, iii and iv). Here, candidates were expected to use their own words to provide, meaning in context. It warranted them to explain chosen textual expressions in their own words. The noticeable trend was a mere recopying of same expressions, unconvincing/unfocused or farfetched explanations, inappropriate paraphrasing, clumsy expressions and incomplete answers. Very few answers, informed by precise/accurate and relevant expressions, were credited.

Q 2b) It was a question on knowledge. Candidates were expected to say what happened to the famous "70" highlighted in the extract and to name any societal ill associated with their demise. Although a comfortable number of the candidate impressed through concise, accurate and correct responses, some were caught in the web of misunderstanding between the number 70 who boarded the bus that was designed for 40 and the 65 who actually perished. They were however appropriate as they were able to identify bribery and corruption as the implied societal ill.

Q 2c) The focus here was for candidates to illustrate their awareness of the use of stage directions and the expected convention, the use of brackets […], in naming them. **They were expected to identify the stage directions in their brackets – since playwrights usually put them in brackets – and comment on their use and significance the extract.** Quite a good proportion fell in the trap of just identifying a stage direction without putting them in brackets, while many were unable to convince with what they presented as the significance/relevance of the stage directions.

Q 2 d) This "d" question was on character and candidates were expected to evaluate Adenebi's utterances in the extract and state their impression of him. Some utterances from the extract/passage pointed to his sensitivity to accusations, to his hypocritical/pretentious nature; the extract also painted him as discreet and cautious. Although a good number of candidates showed an acceptable knowledge of Adenebi and presented plausibles impressions of him, most failed to provide **convincing adjectives/noun phrases with logical illustrations** of what was said/implied about Adenebi in the extract.

Q 2e) Candidates were expected to show their creative abilities by adopting the posture of a reporter and in a paragraph state four reasons why they thought bribe takers should be punished. Most candidates recorded impressive performances because they presented logical convincing contents and

respected the convention of a report and paragraph. Some candidates deviated from the expectations either by disrespecting the paragraph limits or by weak expressions and grammatical flaws. Yet others failed to provide a caption for their report.

By way of statistics, a sample of **8206** candidates attempted these questions in/of the new syllabus, recording a performance which ranged from the poor through average to good gamut as follows:

Mark Range						**Success rate**
0-3 (poor)	Percentage	4-6(average)	Percentage	7-10(good)	Percentage	
4696	75.43%	2986	36.38%	524	6.38	42.77%

The general success rate was (a dismal **15.12%** for the old syllabus and) **42.77%** for the new syllabus that is **3510** candidates passed on the total of **8206** sampled. The general performance was encouraging, but could be improved through a vigorous emphasis on the following remedial pedagogic strategies:

- Drilling and getting learners to respect context, accuracy, precision, and tense in providing meaning and context of given words and expressions.
- Drilling learners to have a firm grip of the context of the text. This could be done by assisting them to study texts in segments, emphasizing all expectations of the syllabus objectives.
- Drilling them in the skill of identifying and presenting stage directions correctly, as well as on commenting on their use and effectiveness.
- Find-tuning learners' skills in the exploitation of textual details/evidence and through regular drills and practice with standard extracts in illustrating relevant facts to render them more dynamic/convincing in the tasks.
- Encouraging creative writing through past-reading tasks on various types of writing. Get learners to be open minded and flexible and be ready to pose in any role for task on creative writing.
- Encourage extensive reading and the use of dictionaries, which will enable candidates enrich their stock of vocabulary. This will also be edifying in their understanding while reading given texts/extracts.

SECTION B: PROSE APPRECIATION

QUESTION 3

This question was attempted by almost all the candidates since it was compulsory and candidate-friendly. It required the candidates to read and understand an unseen passage and use the content to answer sub questions (a - e) set on it, with the following specifications:

a. Give the meaning in context of words and expressions (in four *sub-subs*).
b. Cite evidence from the passage to defend an argument.
c. Substantiate the view that the community in the passage is an admirable one.
d. Pick out two phrases that reveal attitude and describe the attitude in each case (in two *sub-subs*).

e. Identify and explain two efficient conflict-resolution skills found in the passage.

Out of a total sample of **10,947** scripts, **7279,** which constituted **66.49%** recorded poor performances, while **3335 scripts,** constituting **30.46%** performed averagely; only a small number of scripts, just **333** – **03.04%** achieved the distinction of good scripts. The success rate in the Prose Appreciation rubric was **33.5%**

Question (3a) i-iv expected candidates to give meaning in context of words and expressions. Many of the expressions were poorly supplied, giving that candidates failed to spell correctly, to use the proper terms/the appropriate words or expressions.

b) This question expected candidates to justify by citing two pieces of evidence in the passage to back the argument that "girls are worth more than repaying debts as wives or child bearers, home keepers, and instruments of pleasure." This question posed a huge challenge to candidates given that a large number of them lost sight of the word 'cite' and went uplifting chunks of material from the passage indiscriminately and without citing **(that should go with quote marks)**.

c) Candidates were expected to bring out the admirable nature of Chefwa community, substantiating with at least two bits of evidence from the passage. This was the most candidate friendly as a good number of them were able to give convincing answers.

d) Question d(i) expected candidates to cite two phrases of not more than two words each to highlight the attitude of elders towards women. Many candidates encountered difficulties in handling this question because they couldn't cite two phrases but rather went ahead copying out whole sentences relating to the conversation of the elders and without citation or quotation marks.

d(ii). This was a sequel to d (i) and so failing to cite the correct two phrases of not more than two words led to their inability to comment on the attitude of elders.

e) This question expected candidates to explain any two efficient conflict-resolution skills they learnt from the passage. This posed a real challenge because candidates were unable to overtly state appropriate strategies in problem solving. For the most part, they rambled and stumbled on implicit relevance.

An overall view of this question still leaves much to be desired as candidates still lack the basic concepts of Prose Appreciation. By way of statistics, **10947** candidates attempted question three. The table below shows the performance of candidates in terms of poor, average and good:

Mark Range						**Success rate**
0-3 (poor)	Percentage	4-6 (average)	Percentage	7-10 (good)	Percentage	
7279 candidates	67.71%	3335 candidates	30.46%	333 candidates	03.04%	33.5%

Considering the performance of candidates in question three, a great majority of the candidates fell between 0-3/10 mark. This analysis was quite shocking because it simply presented a picture of our teaching in the classrooms. Therefore, the following strategies if properly implemented could improve performance in the future.

- Prose Appreciation should be taught in Lower Sixth with the teacher teaching carefully and seriously all aspects of appreciation laid down in the syllabus and its practice being made a regular feature throughout the two-year course.
- Learners must be exposed to a lot of drilling using past GCE questions in order to equip them with examination techniques to answering prose appreciation questions.
- Focus should be placed every now and then on the "meaning in context" / "paraphrase" subskill.
- Teachers should take the pains to always indicate/remind students what it means to "cite" – **to pick out and present using/inside quotation marks**!
- Learners should, throughout the course, be taxed to search for target/relevant from various texts that should be used for their practice.
- They should be subjected to attitude-discerning exercises – given passage-snippets to read and asked to say what they suggest about the characters in question or what they convey of the writer's attitude towards the characters.
- Learners should also be given tasks that expect them to read texts and respond beyond the lines – react to the texts playing one role or the other, the kind of exercises that take classroom work into the realm of the CBA.
- Learners must be encouraged to read extensively covering various cultural backgrounds.

SECTION C: POETRY APPRECIATION By Lead Examiner Azeh David Mofor

QUESTION 4

The question required the candidate to read and understand an unseen poem and use the content to answer sub questions **(a-e)** set on it, with the following specifications:

- Give in 150 words what they considered to be the meaning of the poem.
- Giving the meanings of some words and expressions (in four *sub subs*)
- Commenting on the use and relevance of one sound device and explaining the metaphor in "*Until it is our lives we wish to spend"* (in two *sub subs*)
- Establish the rhyme scheme of the poem and comment on effectiveness.
- Writing a six-line (06) stanza poem conveying your thoughts and feelings, given that you found yourself in a similar situation.

Out of a total sample of **10,184** scripts, **9258** that is a staggering **90.9%** recorded poor performances, while a meagre **906 scripts,** constituting a negligible **08.89%** performed averagely; only an infinitesimally small number of scripts, just **20** – **0.196%** – were graded good. The success rate on this question was a mere **09.09%, rather disquieting!**

(a) Candidates were expected to read the poem and give the meaning in 150 words. The second part of this very question expected candidates to show how tone contributes to the meaning of the poem. Candidates were bound to attempt this question since it is compulsory. Many candidates gave a poor interpretation of the question. They were carried away and/or deceived by the word "draught" to mean dryness and went on to focus irreverently on dry weather and its consequences. Many did not equally come up with any relevant issues on tone. Few candidates gave the correct interpretation of the poem: *a*

patient in hospital expecting an operation/surgery; his thoughts about drugs, injections, comfort from loved ones, the possibility of failure; feeling of resignation; the abrupt arrival of the surgeon.

(b) Candidates were expected to give the meaning of the words context. Most of them could not come up with the correct meanings. Performance was very poor.

(c) i Candidates could not identify any correct sound device in the poem. There is a problem of identification, quotation and effectiveness. Many vaguely mention "alliteration", “assonance", “onomatopoeia”, etc, without focus on the poem, and without consciousness of what to do about effectiveness, a clear indication that sound devices are not properly taught or at the worse are ignored in the classroom.

ii Candidates could not give the correct interpretation of the metaphor. No effectiveness was brought out given that the interpretation was not correct in the first place.

(d) Many attempted a correct rhyme scheme but could not comment on its effectiveness. This poor performance was a clear sign that the concept of scansion remains a problem or is ignored at the level of teaching.

(e) This was a question on creativity and imagination. Many candidates could not come up with relevant poetic pieces in six lines. Others, on their part, mostly churned our continuous prose phrases, instead of poetry, jagged as it always is on the right side of the page. Just a few candidates respected form, structure, poetic/sound effects and style and so merited excellent scores in this question. Nevertheless, the general performance in this area was below average. Therefore, the following strategies if properly implemented could improve performance of poetry appreciation in future:

- Poetry should be taught right from Lower Six and a lot of practical work done by the teachers and the students in the classroom.
- More time should be allocated in the teaching of poetry appreciation. This should even begin as early as form one.
- Learners should constantly be drilled on the basics in the interpretation of meaning in poetry.
- Learners should be drilled constantly to identify the poet’s attitude via diction.
- Learners should be drilled every now and then in sound (and sense) devices and the corollary effectiveness that gives A/L answers their critical bent.
- Learners should now and then be confronted with poems of diverse regular rhymes and metrical patterns, alongside the poems of free verse they constantly appreciate, and drilled in matters of scansion and prosody – *the analysis of the metrical patterns of a poem by organising its lines into feet of stressed and unstressed syllables, the description of its form and structure (stanzaic patterning/arrangement and organisation) and the plotting of its rhyme scheme.*
- The grammar and vocabulary component of poetry appreciation should be emphasized in our teaching.
- Drilling learners on creative writing in the teaching of poetry – especially in the domain of writing poems.
- Teachers should get students to memorise and dramatize poetry in order to demystify the classroom bugbear.

Table V: Mark Range, Popularity Rate and Performance in Paper III

Question No.	Mark Ranges													Popu-larity	Performance				
	Below Average					Average				Good				Total	Av.	Good	Total	% pass	Rank
	0+	1+	2+	3+	Tot.	4+	5+	6+	Tot	7+	8+	9+	Tot						
OS 1	620	765	585	336	***2,304***	186	90	46	***322***	***20***	***03***	02	*25*	***2651***	322	25	*347*	**13.08%**	
NS 1	1857	1540	1828	1139	***6364***	1437	397	169	***2003***	***46***	***22***	3	*71*	***8438***	2003	41	*2074*	**24.57%**	3rd
OS 2	724	615	559	328	***2226***	238	112	54	***404***	***27***	***10***	4	*41*	***2671***	404	41	*445*	**15.12%**	
NS 2	584	998	1551	1563	***4696***	1385	949	652	***2986***	***346***	***141***	37	*524*	***8206***	2986	524	*3510*	**42.7%**	1st
3	1107	1722	2275	2175	***7279***	1617	1135	583	***3335***	***259***	***62***	12	*333*	***10947***	3335	333	*3668*	**33.5%**	2nd
4	3795	2677	1627	1158	***9258***	592	225	89	***906***	***16***	***04***	00	*20*	***10184***	906	20	*926*	**09.09%**	4th
Total	**8687**	**8317**	**8423**	**6699**		**5455**	**2908**	**1593**	***9,956***	***714***	***242***	**58**	**1,014**	**43,097**	**9,956**	**1,014**	**10,970**	**25.45%**	

These statistics were gathered from a total of **43,097** answers from **10,775** worked scripts of Paper 3 marked by **98** Examiners. They bring to light a disquieting performance trend: based on the lowest average mark line of **4** on **10** or **16** on **40**, the overall performance in Paper III is at a mediocre **25.45%,** far below expectation though it is just at the same level of the 2022 session which stood at about the same mark.

Performance in the new texts – ***Coriolanus*** 24.57% and ***A Dance of the Forests*** 42.7% – is remarkably better than the scores obtained in the old texts – ***Hamlet*** 13.08% and ***The Way of the World*** 15.12%. This last text had elected itself a graveyard for performance in this paper throughout its eight-year tenure on the syllabus. Its replacement appears to be more teacher and learner-friendly by the encouraging performance. Even the new Shakespearean text seems inviting to both the teacher and learner by virtue of its linear plot and less philosophical depth than ***Hamlet***.

Prose Appreciation is encouraging but still far below expectation. The cliff fall back to its traditional dismal one-digit scores (**09.9%**), down from the record **41.6%** of the previous session, has made Poetry Appreciation the loadstone to the general performance in this paper. In all, there is need for a more systematic grounding of learners in Drama, Prose and Poetry Appreciations if performance in Paper 3 is to be lifted from its present abyss.

Table VI: Comparative Analysis of Performance over the years (Paper III)

Q'n. No.	Text	2016	2017	2018	2019	2020	2021	**2022**	**2023**		Comment
1	***Hamlet***	**48.86 %**	*33.9 %*	45.06 %	21.09 %	18.5%	*19.4%*	11.6%	**13.08 %**	**18.82%**	*Overall performance is at a low stagnation point compared to the previous session. This is largely due to the free fall of Poetry from an encouraging 41.6% in 2022 to the abyss of 9.09% this session. The quintuple leap in Prose Appreciation from the dismal 7.9% in 2022 to 33.5% this session, as well as the positive take-off of* ***A Dance of the Forests*** *are wasted by the spectacular drop decried above, compounded by the poor scores in the old texts –* ***Hamlet*** *and* ***The Way of the World****. This accounts for the overall mediocre performance of* ***25.45%*** *in this paper.*
1	***Coriolanus***	-	-	-	-	-	-	-	**24.57 %**		
2	***The Way of the World***	13.34%	25.4 %	*12%*	17.4%	17.6	*25.7%*	**42.6%**	**15.12 %**	**36.36%**	
2	***A Dance of the Forests***	-	-	-	-	-	-	-	**42.7%**		
3	**Prose Apprecia-tion**	42.95%	17.2 %	*38.8%*	32.7%	**54.7%**	*36.3%*	07.9%	**33.5%**		
4	**Poetry Apprecia-tion**	18.44%	**28.7 %**	*14.15 %*	09.2%	07.6%	*24.4%*	41.6%	**09.09%**		
General Average		**31%**	**26.7 %**	**27.6%**	**20.19 %**	***25.6%***	***26.3%***	**25.69 %**	*25.45%*		

From the different statistical tables supra, beginning with those on text/genre performance in Paper 11, it is clear that Prose generally remains the most accessible and the most candidate-friendly genre in both the old and new syllabuses, followed by Drama (even if performance in Drama in the old syllabus ended up being the poorest, shockingly with **30.98%**!) and then by Poetry in last position. Generally, the Poetry genre in the old syllabus (with all facets considered) performed also really badly with **32.57%**, and in the new syllabus, the genre scored **37.61%** - still low but not disconcertingly low. And so in overall performance as per the table below, the trend is confirmed as Prose was overall best of the genres with 51.45% in the old and 53.66% in the new syllabuses, followed by Drama with **30.98%** for the old and **40.2%** for the new. Poetry came in the last position with a dismal score of **32.57%** for the old syllabus and **37.61%** for the new.

Table VII: Overall Genre performance in Paper 11 and III/Old and New Syllabuses

DRAMA / Old	*Death of a Salesman*	*Our Husband Has Gone Mad Again*	*Hamlet*	*The Way of the World*	*Overall genre performance*	*Remarks*
	44.68%	51.06%	13.08%	15.12%	30.98%	
DRAMA / New	*A Raisin in the Sun*	*And Palm-Wine Will Flow*	*Coriolanus*	*A Dance of the Forests*	40.2%	
	49.94%	43.62%	24.57%	42.7%		
PROSE/Old	*Hard Times*	*Nervous Conditions*	*Across the Mongolo*	*Prose Appreciation*	51.45%	
	59.52%	63.34%	49.47%	33.5%		
PROSE/New	*Nineteen Eighty-Four*	*Anthills of the Savannah*	*The Lady With A Beard*	*Prose Appreciation*	53.66%	
	60.69%	55.54%	64.92%	33.5%		
POETRY/Old	*The Gen Prol & The Franklin's Prol & Tale*	*The Rape of the Lock*	*Poems of Black Africa*	*Poetry Appreciation*	32.57%	
	36.08%	31.31%	53.87%	09.09%		
POETRY/New	*The Gen Prol & The Merchant's Pro & Tale*	*Selected Poems of John Keats*	*Poems of Black Africa*	*Poetry Appreciation*	37.61%	
	44.33%	46.54%	50.48%	09.09%		

GENERAL RECOMMENDATIONS

TO TEACHERS & LEARNERS

1. A copy of the current edition of the official syllabus published by the Board is indispensable to both teachers and students. They should be abreast with the "Assessment Objectives" section which makes clear the elements on which questions are set. They should equally pay much attention to the section on "Prerequisites" which highlights the areas beyond "texts" that underlie the overall framework of the subject matter, notably language aspects as well as useful novel trends/perspectives that are making inroads into the syllabus on the wings of the new teaching/learning paradigm.

2. Teachers need to make a conscious effort to have a firmer grip on all the important concepts/notions and literary terms of the discipline and transmit same to the learners through engaging classwork and take-home assignments. This will enable the learners to have a confident hold on these key concepts/aspects and demonstrate a mature approach to discussions on the texts.

3. Relevant background information needs to be given appropriate foregrounding to constitute part of the foundation and backdrop on which the manner and matter of the set texts can be built with greater efficiently to ensure better output.

4. Both teachers and learners are enjoined to avoid speculative or selective teaching/reading of the set texts or portions of the syllabus so that learners are spared embarrassments.

5. The genres in Literature are not mutually exclusive or hermetic. Thus, there is need to explore and make available to learners the transversal nature or inter-connectedness between the genres in Literature as provided for by the syllabus. On the merit of such a clearer field perception of the discipline, learners will be better prepared to approach tasks designed from such trendy angles or novel perspectives.

6. Our learners need to be trained to master the structure of an essay focusing on coherence and relevance. Many potential good answers still betray negligence or ignorance about an introduction, a body and a conclusion that should be fluid. Each of these three parts needs careful and regular practice.

7. Consistent attention still needs to be paid to conventions that have to do with spellings, subject-verb agreement, putting titles of poems in quotes, underlining titles of collections of poems, novels and plays, and indenting or centralizing quotations that exceed four lines, identifying poems with their rightful authors.

8. Instructions or rubrics are increasingly being ignored especially in Paper II as a significant number of candidates, misled by the erroneous information that all will be marked and the best chosen, deliberately answer more than the stipulated number of questions or items in questions that call for short notes. By so doing, they gloss over or produce very sketchy/shallow answers throwing away valuable marks. Equally on the rise is the number of candidates who intentionally flout the instructions by attempting more than two questions from the same section or even selecting two questions from the same text. They need to be sensitized against these counter-productive strategies.

9. Literary Appreciation in general and Prose and Poetry Appreciation particularly deserve to be given more and appropriate attention if the abysmal performances, especially in Q.1, Q2, and Q4, are to be reversed. Candidates have to be given the opportunity to practice with as many unseen prose passages and poems as possible. It is advisable to also exploit material from the prescribed prose and poetry texts for this exercise. This technique will certainly ease and reinforce even the mastery of these prescribed texts.

10. The introduction of aspects on creativity, stagecraft and genres-interconnectedness in the syllabus, alongside conventional Literary Appreciation, stretches the teaching/learning of Literature into a practicum. This calls for periods which might be termed “periods for practical or hands-on exercises”. During such periods the basics of creative writing, stagecraft (production and audience appeal) and the shared technical strands that link the genres need to be identified and given adequate attention, especially through appropriate individual and group work within and out of the classroom.

TO SCHOOL ADMINISTRATIONS

1. School heads and collaborators should lay more emphasis on pedagogy in all internal and inter-school forums.

2. They should equip libraries and ensure the regular functioning of these structures for the profit of the learners and teachers.

3. Current GCE Board subject reports should be a “must” on school library lists and teachers should be compelled to make their contents the focus of seminal departmental pedagogic forums at the beginning of the school year.

TO PARENTS

1. They need to be more conscious about the invaluable importance of textbooks in the mastery of content and techniques of the discipline as a prerequisite for good performance. They should therefore endeavour to equip their kids and wards with the prescribed texts and additional resource material.

2. They are called upon to ensure consistent parental follow-up and to provide necessary material and moral motivation to their kids and wards.

0740-FOOD SCIENCE AND NUTRITION

INTRODUCTION

Food science and nutrition is made up of three papers; paper one (MCQs), paper two (ESSAY TYPE) and paper three (PRACTICALS). Paper one and two covers the entire syllabus; while paper three consist mainly of two parts; food test and cookery.

The total numbers of examiners invited were 6 officials, 36 old examiners and 21 new examiners making a total of 63 panel members who marked and controlled 7576 candidates' scripts. A total of 15152 for paper 2 and 3 were marked by this panel while paper 1 was marked electronically.

The examination was within the scope of the syllabus. The rubrics questions were clear and unambiguous. The mark guides were flexible and very adaptive by examiners. All aspects of the table of specification (TOS) were achieved in the entire examination. The performance of the candidates in the examination was good since 68% of candidates scored above average.

The marking exercise took place from Friday 30th June to Tuesday 11th July 2023.

ANALYSIS OF DIFFERENT PAPERS

Table 1: General paper Analysis

PAPER NUMBER	STRUCTURE	TOTAL MARKS	WEIGHTING %	TIMING
1	Multiple choice question	50	35	1hr 30
2	Essay–type question	100	40	3hrs
3	Practical	150	25	2hs

An overview of the table of specification (TOS) presented in the different papers

Table 2: Analysis of TOS

Paper	Kn/Comp	Application	Analysis	Synthesis	Evaluation	*	**	***
1	15	15	10	5	5	30	15	5
2	1b,1c, 2ai,2b,3d,5a,6a ,8a	1a,1c, 2aii,2c,3c,4c,5 b,6c,6d,7a,7b	1d,2d,3b, 4d,6b,7d, 8b,8c,8d	4a,5c	3a,4b,5c,5d,7 c	4	3	1
3	Part 1: Q2b G1: Q2a G2:Q2a G3: Q2a	Part1: Q1a,2a and Q2c G2: Q2b,Q2c,2d G3: Q2b,	Part1: Q1b G3: Q2c	Part 1: Q2b	Part 1: Q1, & Q2a Part 2: G1:Q1 G2:Q1 G3 :Q1			

GENERAL IMPRESSION

Generally, paper 2 covered 100% of the syllabus. No question was totally avoided by candidates but for questions 5 and 7 which were attempted by few candidates. From the analysis below notwithstanding the questions were within reach from candidates responses which were rated at 70% an indication that

the syllabus was not fully covered. The question on this paper covered all aspect on the table of specification (TOS).

QUESTION-BY-QUESTION ANALYSIS

Paper 1 (Multiple Choice Question) marked electronically and analysis will be given during grading.

QUESTION BY QUESTION ANALYSIS (TOS) ON PAPER2

POPULARITY, EXPECTATIONS OF THE QUESTIONS AND SHORT COMINGS, BEST/WORK ANSWERED

QUESTION ONE

The question was averagely answered except for 1c and 1d where the candidates did not understand Basal Metabolic Rate (BMR) and components of food composition table respectively. Highest marks 25/25 and lowest mark was 00/25.

QUESTION TWO

The question was within reach for most candidates and most of them attempted the question. However, some candidates failed to properly answered 2b and 2d which were on High Biological Value and Low Biological Protein (HBV and LBV) and also Basal Metabolic Rate (BMR). This lapse could be due to limited syllabus coverage by the candidates and some teachers. Highest marks was 25/25 and lowest 00/25.

QUESTION THREE

This question was attempted by most candidates but for 3a which was to 'Assess the role of insulin and glucagon in the regulation of blood glucose levels' and 3b which was to 'Explain the four dimensions of food security' posed some issues which can be attributed to improper coverage of the syllabus. Highest marks was 25/25 and Lowest 00/25.

QUESTION FOUR

Most candidates answered this question. However, 4a which was to differentiate between Atherosclerosis and Arteriosclerosis was not properly answered by candidates, reason could be due to limited syllabus coverage. Highest marks was 25/25 and Lowest 00/25.

QUESTION FIVE

The question was within reach for most candidates except for 5aii) which was to 'define rancidity and propose measures to prevent rancidity' and 5b on flow diagram for the manufacturing of margarine which were poorly answered. A reason could be because candidates did not cover the syllabus or some teachers did not teach all aspects of the syllabus, highest marks was 25/25 and lowest was on 00/25.

QUESTION SIX

This was a very popular question, however, regarding question 6b) on enzyme selectivity, where some candidates' couldn't differentiate between enzymes selectivity and catalytic function of the enzymes, because their answer was on catalytic function, instead of selectivity. Highest marks was 25/25 and lowest 00/25.

QUESTION SEVEN

This question was not answered by most candidates, however, among the few who attempted, the majority performed well. Moreover, candidates preferred to answer question 8 which was the most popular question. Also, question 7d) was poorly answered because most candidates mixed up different aspects of food habits, e.g. food fad, food taboo and food fallacy. The highest marks was 25/25 and lowest 00/25.

QUESTION EIGHT

- This was the most attempted and most popular question as most candidates attempted and answered properly.
- However, some candidates were confused between food fallacy and food fad. The highest score was 25/25 and lowest 00/25.

Table 3: Analysis of paper 2

Sections	Question	Frequency of question	Percentage attempt of question	Highest score	Lowest score	Question analysis	Problems encountered	Rank
Section A (Application of nutritional science)	1	4924	65.72%	25	00	Very Popular	No major difficulty	3
	2	2568	34.28%	25	00	Not popular	Inability to different between High biological and Low Biological Protein and Basal Metabolic rate was poorly answered	6
Section B (food consumption and health)	3	2698	36.02%	25	00	Not popular	Most candidates couldn't state the role of insulin and glucagon in the regulation of blood glucose levels'	5
	4	4794	63.98%	25	00	Very popular	No major difficulty	4
Section C	5	1091	14. 62	25	00	Least popular	Most candidates could not define rancidity and propose measures to prevent rancidity, also flow diagram in the manufacturing of margarine was mixed up with that of cheese	8
(Food science)	6	6397	85.38%	25	00	Most Popular	It was a popular question but enzymes selectivity was poorly answered.	1
Section D (Community health and nutrition)	7	1814	24.24%	25	00	Not popular	Most candidates mixed up different aspects of food habits, e.g. food fad, food taboo and food fallacy	7
	8	5676	75.76%	25	00	Very popular	No major difficulty	2
Total	8	7492	100%	200	00	-	-	-

*A total of 7492 candidates attempted the 8 questions in this paper.

*percentages = frequency /total scripts marked x100.

Table 4**: Total frequency of Attempt/Scores per Question on paper 2**

Ranking	**Score frequency**	**Q1**	**Q2**	**Q3**	**Q4**	**Q5**	**Q6**	**Q7**	**Q8**
Below Average	12 and below	2163	1393	1482	1634	267	1034	178	764
Average	13-15	764	455	418	835	119	2699	140	581
Above Average	16-20	731	535	404	1131	253	3797	411	1965
Good/Excellent	21-25	322	271	104	411	93	994	506	1540

Table 5**: Script Performance**

DESCRIPTION	**SCRIPT SCORES ON (100)**					**Total(a)-(e)**	**Highest score**	**Lowest score**
	(a)0-39	(b)40-49	(c)50-59	(d)60-69	(e)≥ 70			
No. of Candidates	2582	1011	1247	1259	1393	7492	98	00

Table 6: Analysis of paper 3 (PRACTICAL)

Part	**Question**	**Frequency passed >12,25**	**Percentage passed >12,25**	**Frequency failed <12,25**	**Percentage failed <12,25**	**Question analysis**	**Problem encountered**
Part 1 (Food Test)	Q1	3078	59.03	2163	60.84%	Most candidates could actually identify the food samples using the reagents provided	Candidates had difficulty in reporting as most of them neglected and did not report the negative results
	Q2	1261	40.97%	1392	39.16%	Candidates faced difficulty with the calculations in Q2 a	Difficulty in mastering the use of the food composition table
Part 2 (Cookery)	Group 1	2179	39.62%	29	39.73%	Candidate's performance was above average and the weighting of the three groups was balance	No major problem encountered
	Group 2	2333	42.42%	21	28.77%		
	Group 3	988	17.96%	23	31.51%		
Total	**5**	**-**	**100%**		**100%**		

*percentages = frequency /total scripts marked x100.

SUGGESTIONS/RECOMMENDATIONS

A, Students

- Students are advised to start the subject from form 5 in order to have a better mastery and foundation.
- Students should read all aspects of their syllabus.
- Students should follow instructions on the question paper strictly (some candidates answered two questions from one section, instead of one).
- Students should get their text books and practical manual early enough in order to cover the syllabus from lower sixth to upper sixth.
- Students should increase their research using internet and text books to increase their knowledge.
- The food composition table should be made compulsory to students. Students should also ensure that the food composition table is well studied.
- Students should be able to match questions with marks allocation.
- Students should make sure that they begin in the subject in lower sixth and not in upper sixth as it's the case with some students
- Students should endeavor to attend all their practical sessions.

B. TEACHERS

- Practical should be covered well ahead of time.
- Endeavor to improve on their knowledge of the subject matter by going to school and through seminars.
- Teachers should teach the syllabus extensively and cover all the practical's lessons.
- Teachers should do the science of theory involved in cookery practical.
- Teachers should endeavor to have coverage of the manual, do revision and corrections before the exams.
- Teachers should orientate students with past questions.
- Carryout more research on the topic especially with the use of the internet.
- Give remedial exercises frequently.
- Sensitize their communities about the subject and its importance.
- Field trips should be carried out to visit places like food processing industries,
  Bakeries etc.
- Teachers should endeavor to follow the practical syllabus as in the manual, in this light they should respect the lower =sixth and upper sixth sections.
- Teachers should also buy the recommended text books as well as attend seminars.
- Teachers should cooperate during practical sessions, both during cookery and food test
- The teachers should make sure only the Food Composition Table (FCT) provided by the board is used for their lessons.

- The teachers are expected to teach all the aspects of the subject, for instance both the food test and the cookery sections.

C. SCHOOL ADMINISTRATORS

- Principals should endeavor to construct and upgrade food science laboratories and make budget available for practical.
- More candidates should be encouraged to study the subject considering its entrepreneurial advantages.
- Principals should endeavor to recruit qualified PTA teachers to teach the subject in case of deficiency.
- Principals should encourage field trips
- They should encourage their teachers to attend seminars.
- Principals should ensure that the timetables are flexible, by ensuring that the subject does not clash with other subjects.

D. STAKEHOLDERS

- PARENTS should endeavor to provide the necessary financial, material and moral supports for the students to improve on their performance.

CONCLUSION

Generally, the performance this year was above average but lower than that of last year. The questions were within reach to most candidates. The performance was between 70-75% syllabus coverage based on the candidate's scripts and the mark guides were flexible. The coordination of the exercise was near perfection though more demanding due to an increased in the numbers of candidates this year. Above all the exercise was a success. Teachers are advised to cover the syllabus for this subject, do revision with students, before examination period in order to improve on their results.

0745-FRENCH

INTRODUCTION

The four main aims of the testing syllabus were covered by the examination. These aims are imbedded in the production skills of reading and writing. From the general formulation of the stems of the question, we imagine that the facility index would be low while the discrimination index would be high.

The questions in general laid emphases on instructions that bore on life situations, adaptability of knowledge to society, cognitive and real life competences. Candidates were thus exposed to a variety of contexts in which they had to use the French language.

Paper one (MCQ) is not marked by the panel and consequently the success rate cannot be included in this report.

The performance of candidates in paper two - Literature, as per the sampled scripts, has dropped significantly (**09.19)** as compared to that of the previous years: 22.75% in 2019, 16.48% in 2020, 12.78 % in 2021; but compared to 2022 (08.93 %), the performance of candidates this year recorded a negligible increase in paper 2 which stands at 09.19%.

It was learnt in the marking room that some candidates who are not of the A1 series are not offered the opportunity to attend French classes because of time table constraints. Yet they register and write. Some others do not attend literature classes, with the belief that they can write Papers one and three and pass. Many do not have the textbooks; those who even have them do not bother to read their content.

On the contrary, in Paper three (Essay Writing and Translation), there is an improvement. This could partly be owed to the life situations from which the essay topics were drawn and from the general awareness of the French language in the Republic.

A loose calculation of the three percentages would give a general percentage pass of **35.94**%

PAPER BY PAPER OBJECTIVES

Paper one (MCQ)

The paper is intended to test the candidates' ability to recall, apply, analyse, synthesise and assess literary concepts and notions, grammar items, vocabulary and expressions.

Paper two – Literature

This paper is intended to test the candidates' abilities to recall and apply, analyse, synthesize and give judgment to literary techniques, literary concepts, themes and perspectives, points of view, characters and their portraiture, setting and the organization of ideas in view of communicating literary knowledge. The competences were tested as indicated below.

Competences tested in paper two were worked out as in the table that follows.

Skill	**Recall**	**Comp**	**Application**	**Analyses**				**Syntheses**	**Evaluation**	
Question No			2	1	3	6	7	5	4	
Diff level			**	**	*	*	*	* *	* **	

Paper three – Essay writing and Translation

This paper is basically intended to test the candidate's ability to communicate in writing. It thus requires both linguistic and communicative competences. Opportunities are offered to candidates to write French, by proposing four life situations from which they could choose one.

In this 2023 session, life areas offered to candidates were:

- For or against ordinary textbooks or digital ones
- The consequences of climate change on the environment
- Prevention and treatment of pandemics.
- Actions to be taken by leaders to fight against underdevelopment.

The translation texts were on:

- The impact of Immigration and migration
- Birth control
- The use of electrical equipment in households
- Famine as a major problem in the world

Cognitive and affective skills tested were as per the table below.

Skill	Rappel	Comprehension	Application	Analyses			Syntheses	Evaluation
Question No		2.0	2.0	1.1	1.4		1.3	1.2
Difficulty level		* *	* *	***	*		**	* *

QUESTION BY QUESTION ANALYSES

Paper Two - Literature

Synoptic view of the performance

There were 7235 candidates sampled (75.31%) out of 9606

Question	1	2	3	4	5	6	7	**Whole paper**
Sampled	729	6097	5186	1555	798	2361	3873	**7235**
Passed	145	1325	544	152	190	188	863	**665**
Percentage	19.89	21.73	10.48	09.77	23.80	07.96	22.28	**09.19**

Average pass = 09.19

Observations

- The best performance of 23.80% is recorded in question 5: *Le Dernier Jour d'un Condamné*.
- Question 6 : *L'enfant de la Révolte Muette has* recorded the poorest performance : 07.96 %

Question popularity and performance of candidates

Section / sampled scripts	**A = Poetry (6826)**		**B = Drama (6741)**		**C = Prose (7032)**		
Question No.	1	2	3	4	5	6	7
Literary Area	***Thème :*** *L'amour comme source d'inspiration principale des poètes*	*Etude d'un poème*	***Thème :*** *L'amour inconditionnel d'une mère pour sa fille*	***Milieu :*** *Le milieu et le comportement des acteurs politiques*	***Style :*** *technique de narration, de description et les flashbacks.*	***Thème :*** *L'égalité homme-femme :*	***Les personnages :*** *La pression des parents sur les enfants (Fanny, Mbenda…)*
Popularity of questions Per section	729/**6826**	6097/**6826**	5186/6741	1555/**6741**	798/**7032**	2361/**7032**	3873/**7032**
	2nd	1st	1st	2nd	3rd	2nd	1st
	10.67%	90.44%	76.93%	23.06%	11.34%	33.57%	55.07%
Performance/ Success rate	19.89%	21.73 %	10.48%	09.77 %	23.80%	07.96 %	22.28%

Remarks

- Question 2, the more popular in Section A: **6097** out of **6826** or **90.44** %, and the most popular in the whole paper (**6826** out of a total of **7235**) but only **21.73**% of the candidates passed.
- In Section B – Drama, question 3 on Marivaux attracted candidates up to **76.93** % (**5186** out of **7235**), but only **10.48** % of them passed.
- In Section C – Prose. question 7 on Francis Bebey had the highest number of candidates (3873 out of **7032**) in that section i.e. 55.07%, but scored only **22.28** %. The least popular question was Question 1 (section A), **729** out of **7235**. Question 6 had the worst performance (**07.96**%) in the whole of Paper two. This is due to the candidates' poor understanding of the question. They were unable to substantiate their analyses with concrete examples/facts from the text.

QUESTION BY QUESTION ANALYSES IN LITERATURE

Question 1: Baudelaire	**Skill**	**Appraisal of the performance**
Tendre un piège aux poètes sur le thème de l'amour c'est les ramasser tous comme des gibiers. Ceci est-il votre avis quant aux poètes de nos jours ? Inspirez-vous d'au moins deux des poèmes de Baudelaire que vous avez étudiés pour justifier votre point de vue.	**Analyses** of the themes (Love as the only source of inspiration)	This question is the least attempted; **729** candidates out of the sampled **7235** attempted the question and only **145** of them scored a pass mark, which gave **19.89** % Less popular in section A.

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Expected of the candidates

Candidates are expected to prove that the assumption is valid or not. Those who admit that poets essentially compose love poems would have shown their limitations. They are expected to analyse the richness of thematic diversity in poetry and highlight some of the themes easily found in poetry nowadays

Their limitations

Some candidates only admit that poets essentially compose love poems. Others could not identify pertinent points from the selected poems to substantiate their arguments.

Question 2: The unseen poem	Skill	Appraisal of the performance
Un poème à analyser	**Analyse** poétique	The most popular question in the whole paper (**6097** out of **7235**) but only **21.73%** made it.

Expected of the candidates

i. Structure externe du poème : l'aspect physique du poème ; disposition des rimes, le nombre de pieds par vers, le nombre de strophes etc.

Structure interne du poème : le sens du poème strophe par strophe.

ii. : Le rôle du futur. Ce temps annonce la mort du poète, la vieillesse difficile de celle qu'il admire ainsi que les regrets qui vont avec.

iii. Les candidats à travers un champ lexical approprié doivent dire si le poète est optimiste ou pessimiste.

iv. Les candidats doivent déceler les conseils qui se cachent derrière le vers suivant : « cueillez dès aujourd'hui les roses de la vie »

v. Les candidats doivent dire de quoi le poète parle dans son poème : -profiter de la vie pour ne pas regretter dans la vieillesse ; autrement dit, il demande à sa bien-aimée de tomber amoureuse de lui afin qu'ils cueillent les roses de la vie.

Question 3: Marivaux	Skill	Appraisal of the performance
Aucune mère ne peut être contre sa fille. Telle est la conclusion que tire un lecteur de <u>Les Fausses Confidences</u> de Marivaux. Imaginez-vous du côté de ceux qui soutiennent cette thèse. Quels arguments de la vie réelle avanceriez-vous pour convaincre votre auditoire ?	**Analyses** Mothers who defend their daughter's interests.at all costs	This question on Marivaux attracted up to **5186** candidates, but only **10.48%** passed.

Expected of the candidates:

Candidates are expected to highlight the place occupied by mothers (parents) in the life and affairs of their children. They should bring out the efforts of mothers to protect the interest of their children. They should further point out that though opinions and approaches may be divergent, mothers and children are definitely working towards the same goals which are the happiness and

Question 3: Marivaux	Skill	Appraisal of the performance
well-being of the daughter. **Their limitations** Some candidates failed to show that Argante is actually defending her daughter's interests They even tried to show that she is totally against her Interests.		

Question 4: Cesaire	Skill	Appraisal of the performance
On le sait bien que chaque milieu influence ses acteurs politiques. En quoi peut-on dire que cette pensée est applicable dans votre pays ? Servez-vous des exemples tirés de votre société de même que de La Tragédie du Roi Christophe pour examiner ce propos	**Analyses** The influence of environment on politicians/political leaders	This question on Césaire was among the least popular questions. Only **1555**/ **7235** with **09.77%** success rate.
Expected of the candidates Candidates are expected to examine the role of the environment in molding behavior of politicians/ people in society. They should show that the professional, social, economic, political environment contribute in shaping the mindset of politicians. They should draw inspiration from the text to substantiate the claim. The actions of some characters are conditioned by the context they find themselves working and not personal convictions or popular interests. **Their limitations** Some candidates did not show the link between environment and the attitude of politicians. They could not establish a direct link between the question and the text and therefore could not provide relevant answers.		

Question 5: Victor Hugo	Skill	Appraisal of the performance
Beaucoup de romanciers utilisent les techniques de narration, de description et flashback… dans leurs romans. En tant qu'écrivain en herbe, montrez que ces techniques sont efficacement utilisées par Victor Hugo dans son roman Le Dernier Jour d'un Condamné.	**Evaluating** Evaluating the effectiveness of literary techniques i.e. narration, description and flashbacks in the text.	This was the least attempted in the section and the second least attempted in the whole paper. **798** candidates out of **7235.**
Expected of the candidates Candidates are expected to say what they understand by such techniques as narration, description and flashback. They should proceed to show how useful such devices are in literary works. Such importance could include the facilitation of understanding, the revelation of characters, the sharpening of the reader's interest. While so doing they should use the text to demonstrate how effective and functional these techniques are. **Their limitations:** Most candidates failed to show how effective the different literary techniques are in *Le dernier Jour d'un Condamné.* They only bring out examples of narrations, descriptions and flashbacks.		

Question 6: Nkoa Atenga	Skill	Appraisal of the performance
Un adage dit souvent : « Ce que l'homme peut faire, la femme peut le faire, et même mieux. Donc la femme est égale à l'homme ». Est-ce que cet adage peut s'appliquer dans votre localité ? Faites votre analyse en vous basant sur Nathalie et Jean-Marie dans L'Enfant de la Révolte Muette.	Evaluation To evaluate gender equality with facts from the text.	This was the question with the worst performance for the candidates; Out of **2361** who attempted the question, only **188** secured a pass mark giving a percentage of **07.96.**

Expected of the candidates

Candidates are expected to analyze this popular saying which highlights the fight for gender equality in society. They should point out areas where this equality is applied as well as indicate the limitations to the claim. They should proceed to show how this expression is applicable to the couple in the text. The various domains in which the couple can be compared would include: education, work life, responsibility towards the family and even infidelity.

Their limitations:

Most of the candidates could not use facts from the text to substantiate their answers and therefore proposed generalized answers not related to the text.

Question 7 : Francis Bebey	Skill	Appraisal of the performance
Dans la société africaine, les parents exercent trop d'autorité sur les enfants, au point où ces derniers deviennent de simples exécutants de leurs vœux. Comment une telle affirmation s'illustre-t-elle dans Le fils d'Agatha Moudio de Francis Bebey ?	**Analyses**. Candidates were to analyse parent's authority/influence and the consequences on the children.	This question was the second best in terms of performance behind Q5, **22.28%**.

Expected of the candidates:

Candidates are expected to illustrate the bond between parents and their children in African society. They should show how parental influence is a key factor in determining the action of their children. They should use the text to bring out instances where such authority is exercised and to what effect.

Their limitations: Many candidates did not understand that "parents" could be extended to elders in the village; consequently, most of them came out with very sketchy work.

PAPER THREE – ESSAY WRITING AND TRANSLATION

Performance of candidates on sampled scripts

Question .No	1.1 (Essay)	1.2 (Essay)	1.3 (Essay)	1.4 (Essay)	Total of Q.1	2.0 (Translation)	Total
Sampled	**1478**	**936**	**1710**	**1646**	**5770**	**5802**	**11572**
Passed	**516**	**378**	**829**	**799**	**2522**	**2713**	**5235**
Percentage pass	**34.44**	**40.38**	**48.47**	**48.54**	**42.95**	**52.31**	**47.63**
Popularity	**3rd**	**4th**	**1st**	**2rd**			
Performance ranking	**4th**	**3rd**	**2nd**	**1st**			

Observations

- The most popular essay question was question 1.3 (1710), **prevention and treatment of pandemics** It was the second best performance (48.54).
  - The least popular one was question 1.2 on **the consequences of climate change** with 936 candidates who attempted it**.** But the question ranked 3rd in terms of performance (40.38).
  - Question 1.1 on **the digitalization of textbooks**, 3rd in terms of popularity, had the worst performance (34.44).

Question by question analyses

Question 1	**Compétences**	**Appreciation des performances**
Pendant la semaine du bilinguisme dans votre établissement, un débat est organisé autour de la technologie qui devient banale et on pense qu'il serait bénéfique de remplacer les livres traditionnels par des appareils numériques. Etes-vous pour ou contre cette proposition ?	**Analyse :** le livre numérique peut-il remplacer le livre traditionnel ?	Le pourcentage de réussite est **34.44**
Expected of the candidates Compte tenu du fait que le candidat participe à un débat, il devra indiquer s'il est pour ou contre cette déclaration et ensuite aborder le sujet en démontrant s'il serait bénéfique ou non de remplacer les livres traditionnels par les appareils numériques. S'il est contre cette proposition, il évoquera pourquoi il n'est pas nécessaire de remplacer les livres traditionnels. S'il est pour la proposition il nous dira pourquoi il serait bénéfique de remplacer les livres traditionnels par des appareils numériques. **Limitations**: Many candidates did not understand the question; some talk about tradition and others about ICT in general; no link with the question asked.		

Question 2	**Compétences**	**Appreciation des performances**
Texte *Quand on parle de changement climatique d'aucuns pensent que c'est de l'utopie. C'est un fait réel qui se traduit par le dessèchement des cours d'eau, un véritable problème pour l'agriculture. Si vous n'avez pas d'eau vous ne pouvez pas pratiquer l'agriculture et les conditions de vie deviennent difficiles.* *Cameroon Tribune No 9957/6158 du 27 octobre 2011* ***Question** :* *En vous inspirant du texte ci-dessus, vous évaluerez les conséquences du changement climatique dans la société.*	**Analyse** Analyser les conséquences du réchauffement climatique dans la société.	Le pourcentage de réussite est **40.38** .
Attendu des candidats Le candidat devra démontrer que le changement climatique est un sujet d'actualité qui semble être négligé à tort car il a des conséquences existentielles sur une échelle locale et globale. La survie de l'homme sur terre va bientôt être déterminée par les dispositions que l'on prend pour gérer les dangers que pose le changement climatique. Le candidat doit ressortir les conséquences du changement (les dangers associés à ces changements.) Elles pourraient être économique, sociale,		

nutritionnelle, culturelle, démographique, biologique et même politique.

Les difficultés des candidats:

Many candidates understood the question but did not have the appropriate vocabulary to handle it. The difficulty is more of language than understanding.

Question 3	Compétences	Appréciation des performances
La population mondiale est victime de plusieurs pandémies. Lors d'une conférence publique, vous avez sensibilisé la population de votre localité sur les mesures préventives, mais surtout sur ce qu'il faut faire lorsque quelqu'un contracte une pandémie. Faites-nous part de votre rapport.	**Evaluation** : Evaluer les mesures préventives et curatives pour les prescrire à la population	Le pourcentage de réussite est **48.47** .

Attendu des candidats :

Le candidat devra démontrer que les pandémies sont des menaces qui surgissent de manière imprévisible le plus souvent et qui surprennent le monde médical. Il est attendu des candidats de présenter les mesures générales de prévention des pandémies pour la sensibilisation. Ensuite, il dira les dispositions à prendre lorsqu'on a déjà attrapé une pandémie quelconque. Puisque les mesures varient en fonction de la pandémie, le candidat est libre de présenter les mesures à prendre quand on est atteint par une pandémie de son choix

Les difficultés des candidats :

Candidates could not make a difference between epidemics and pandemics. They lack appropriate vocabulary to answer the question.

Question 4	Compétences	Appreciation des performances
Texte *Dans de nombreux pays du continent africain, le niveau de vie est bas car la population vit dans une pauvreté abjecte, parfois en deçà du seuil de la pauvreté (deux dollars par jour) selon les nations Unies. Le mauvais état des routes et l'absence de l'énergie électrique viennent empirer cette situation dans les pays sous-développés.* ***Question :*** *D'après vous, que doivent faire les leaders africains pour sortir leurs pays du sous-développement ?*	**Analyse :** Analyser les mesures à prendre par les leaders africains pour sortir leurs pays du sous-développement...	Le pourcentage de réussite est de **48.54**

Attendu des candidats

Il est attendu du candidat d'identifier les indicateurs du sous-développement et de proposer aux leaders africains les mesures qu'ils doivent prendre pour chasser la pauvreté et rehausser le niveau de vie de tous les citoyens. Il doit tenir compte des solutions sur le plan politique, économique, social, culturel et surtout l'éducation.

Les difficultés des candidats :

The candidates understood the question. But language remains the main preoccupation: vocabulary, grammar, sentence construction…

TRADUCTIONS	Compétences	LES PERFORMANCES
Immigration and migration	**Compréhension, connaissance et application**	The acceptable performance in question two **52.31%** (Translation) was largely owed to: the vocabulary of the texts that were within their reach; the simple structures of the sentences; and the life situations from which the passages were drawn. The translation from French into English helped in improving the candidates' performance.
Birth control		
La généralisation de l'utilisation des équipements électriques.		
La famine en tant que problème majeur dans le monde.		

SUGGESTIONS AND RECOMMENDATIONS

The following recommendations are made to the various partners of the Board:

Sn	Recommended to	Recommendations / Suggestions
1.	The students	1. They should be encouraged to do more practical than theoretical work during classes: writing (for content and methodology) 2. They should develop reading skills, do intensive reading of the set literature texts so as to be full and focused in their answers. 3. They should be encouraged for programmed group work focused on the exchange of ideas. Discussions should be done in either the French or English languages. (Not in pidgin)
2.	The teachers	1. They should take the teaching of methodology more seriously, and practice it frequently with their students, right from the beginning of the year. 2. They should cover all aspects of literature (characters, literary techniques, setting, themes and plot) and cover as many literary notions as possible in their classes. 3. They should organize pedagogic forums or obligatorily attend seminars organized by MINESEC and /or Subject Associations. 4. Teachers are advised to focus on teaching selected poems of Baudelaire. Most of them avoid doing so and focus on the unseen poem.
3.	Other stake holders	1. Parents should equip their children with necessary didactic material; follow them up after school and during holiday. 2. Principals of schools and colleges should lay much emphasis on pedagogic meetings and exchanges, equip libraries and open them up to students; and oblige teachers to attend pedagogic seminars. 3. The school timetable should offer the opportunity to those studying Economics to offer French at the Advanced level.

CONCLUSION

The current cognitive and affective skills are vital for the competencies of the candidates to be well assessed. It is hoped that once teachers learn to teach and assess in this approach, successful candidates at the GCE would be reflected in their usefulness in society.

0746-SBE FRENCH

I. INTRODUCTION

The Special Bilingual Education French (0746) is in its eight year of evaluation this 2023. The examination covered all the four aims of the testing syllabus. Following the way Paper 1 was set, the facility index was relatively lower than the discrimination index. We therefore imagine that average candidates would perform well.

The performance of candidates in Paper 2 is far below expectation though in comparative terms, it has experienced a slight increase this year, moving from 14% in 2022 to 16.94% (i.e. considering that a pass is 40/80), while that of Paper 3 stands at 49.15%, up from 05% last year (considering that 50/100 is a pass). It is worth noting that candidates performed best in Oral Communication as usual, scoring an impressive **100%**. The overall performance this year has improved tremendously, hitting 55.63% up from 14% last year.

II. PAPER BY PAPER ANALYSIS

Paper 1 (MCQs)

The intention of this paper is to test candidates' ability to recall, apply, analyse, synthesise and assess concepts in grammar, vocabulary and expressions, translation and literary texts as well as on the content subjects: *Education à la Citoyenneté et à la Morale(ECM)* and *Education Physique et Sportive (EPS).*

Paper 2 : ***Littérature/ Education Physique et Sportive /Education à la Citoyenneté et à la Morale***

The objective of this paper is to assess the candidates' ability to recall, apply, analyse, synthesise and make judgments on literary techniques, concepts, themes, points of view, characters and their portraiture, plot, setting and organisation of ideas in view of communicating and using literary knowledge. It equally assesses the candidates' ability to show understanding and demonstrate skills which can enable them to deal with citizenship, sports and physical education issues.

Table of specification for Paper 2

Question	SKILL TESTED					
	RECALL	COMP.	APPLIC.	ANALYSIS	SYS	EVALUATION
1**	x	x	x	x		
2***	x	x	x	x	x	x
3**	x	x	x	x	x	
4**	x	x		x	x	
5**	x	x	x	x		
6**	x	x	x	x		
7**	x	x		x		
8**	x	x		x		x
9***	x	x		x	x	x

Question	SKILL TESTED					
	RECALL	COMP.	APPLIC.	ANALYSIS	SYS	EVALUATION
10*	x	x	x			

CANDIDATES' PERFORMANCE IN PAPER 2

	Marks Range					
	00/80	01-19/80	20-39/80	40-50/80	51-65/80	66-80/80
No. of candidates	00	05	44	07	03	00
Percentage		08.47%	74.57%	11.86%	05.08%	00

- 49 candidates were below average;
- 10 candidates actually had 40 and above on 80;
- No candidates distinguished themselves to the cream level.

III. PAPER 3 : REDACTION ET TRADUCTION

This paper has two sections. Section one, essay writing, proposes three (3) questions and the candidate is expected to answer just one. The basis of this paper is to assess the candidate's ability to communicate in writing. The candidate is thus given the opportunity to express themself in French on one of three life situation contexts. Hence, topics like living together, economic and political independence as well as the public service mentality were presented to the candidates for discussion.

Section two is made up of two passages for translation, one from English into French and the other from French into English. The objective here is to assess not only the candidates' ability to express themselves in French, but also the ability to understand meaning in one language and transferring it to the other.

Table of specification for Paper 3

Question	SKILLS TESTED					
	RECALL	COMP.	APPLIC.	ANALYSIS	SYS	EVAL
Essay i**		x	x	x	x	x
Essay ii***		x	x	x	x	x
Essay iii**		x	x	x	x	x
Tra 1**	x	x	x	x	x	x
Tra 2***	x	x	x	x	x	x

IV. CANDIDATES' PERFORMANCE IN PAPER 3

	MARKS RANGE					
	00/100	**01-25/100**	**26-39/100**	**40-54/100**	**55-69/100**	**70-100/100**
No. of candidate	00	01	09	29	17	02
percentage	00%	14.12%	15,25%	49.15%	28.81%	38/38%

- 10 candidates were below average;
- 49 candidates performed satisfactorily with two of them distinguishing themselves as cream candidates.

V. PRACTICAL: *COMMUNICATION ORALE*

This is the oral part of 0746. The basis of this part of the examination is to assess the candidate's ability to read and understand, listen and discuss orally on a given topic in French. The candidate chooses one of four topics (drawn from practical life situations), takes ten minutes to prepare themselves and then discusses with a jury for about ten minutes.

VI. CANDIDATES' PERFORMANCE IN *COMMUNICATION ORALE*

	MARKS RANGE				
	0-9/20	**10-12/20**	**13-14/20**	**15-17/20**	**18-20/20**
No. of candidate	00	06	14	25	07
percentage	00	11.53%	26.92%	48.07%	13.46%

- Everybody passed! 07 of the 13.46 candidates, i.e., 21% fall in the cream category.
- Candidates did exceptionally well with everybody having a pass mark. This lends credence to the fact that a candidate may perform poorly in the written part of the exams, yet perform well in the oral part, or vice versa. Language is first of all spoken before it is written.

VII. QUESTION-BY-QUESTION ANALYSIS (Papers 2 & 3)

QUESTION	**attempted**	**No. passed**	**% passed**	**Marks range**	**REMARKS**
Paper 2					
1	32	06	18.75	00-13	Very popular question, very poor.
2	09	00	00	01-08	Popular question, very poor performance.
T0TAL	**41**	**06**	**14.63**		**Far below average (Alarming).**
3	31	10	32.25	05-18	Unpopular, below average performance.
4	11	03	27.27	03-13	Popular, below average.
T0TAL	**42**	**13**	**30.95**		**Below average.**
5	13	06	46.15	02-17	Popular, below average performance.
6	13	02	15.38	02-14	Popular, very poor performance.
T0TAL	**26**	**08**	**30.76**		**Below average performance.**
TOTAL LIT	**109**	**27**	**25.44**		**Below average performance.**
7	07	02	28.57	00-12	Very unpopular, Below average.
8	43	10	23.25	00-15	Very popular, Below average.
T0TAL	**50**	**12**	**24**		**Below average performance.**
9	03	01	33.33	03-10	Very unpopular, below average.
10	57	52	91.22	06-18	Very popular, excellent performance!
T0TAL	**60**	**53**	**88.33**		**Excellent performance.**

QUESTION	attempted	No. passed	% passed	Marks range	REMARKS
Paper 3					
Essay i	24	07	29.16	04-26/40	Popular, Below average performance.
Essay ii	19	04	21.05	02-29/40	Unpopular, Below average performance.
Essay iii	16	03	18.75	04-24/40	Unpopular/ Below very performance.
T0TAL	**59**	**14**	**23.72**		**Poor performance**
Trans1	59	49	83.05	32-86	Excellent performance.
Trans2	59	48	81.35		Excellent performance.
T0TAL	**118**	**97**	**82.20**		**Excellent performance.**

SUMMARY

QUESTION	attempted	No. passed	% passed	REMARKS
Literature	109	27	25.44	Below average.
EPS	50	12	24	Below average performance
ECM	60	53	88.33	Excellent performance.
Essay	59	14	23.72	Below average performance
Translation	118	97	82.20	Excellent performance.

Concluding Remarks

From the above analysis we can conclude that:

- Candidates performed slightly above average in all the components put together, compared to last year which recorded a far below average performance (see comparative table below).

VIII. SHORTCOMINGS OF CANDIDATES

a) Shallow knowledge of texts and literary notions;
b) Some candidates did not study the texts at all;
c) Poor mastery of grammar, tenses, spellings, vocabulary, expressions and syntax;
d) Poor introductions and conclusions;
e) Inability to organise ideas and points;
f) Aimless narration and irrelevant material,
g) Poor presentation of material,
h) Poor mastery of the literature syllabus,
i) Scanty and sketchy answers/essays,
j) Botched up essays (inappropriate use of memorised phrases, expressions, etc).

IX. SUGGESTIONS AND RECOMMENDATIONS

To students:

a) Advised to buy and study the texts;
b) Attend classes regularly and do assignments;
c) Practice using the language orally and in writing as often as possible;
d) Encouraged to do extensive reading;
e) Watch and listen to educative programmes over TV and radio;

To school authorities

a) Register only students who did the SBE French O/L in the second cycle and subsequently, for the SBE French A/L exams.

To teachers of the programme

a) Master and cover the syllabus;
b) Strongly advised to use the CBA in teaching (exposés, debates, discussions, dramatization, projects, etc;
c) Counsel and orientate students (explain the difference between 0745 French Advanced Level and 0746 Special Bilingual Education French Advanced Level, for example);
d) Motivate students;
e) Systematically follow up students' work.
f) encourage students of all the series to offer the Special Bilingual Education French including A1.

To the parents of our learners

a) Parents should supply prescribed and other necessary text books, check their children's work and follow up at home, counsel and orientate them, and also motivate them;

X. CONCLUSION

Marking of the 2023 GCE examinations was smooth. The decrease in number of candidates from 100 to 59 this year leaves this panel wondering about the future of this subject if something is not done fast at the level of MINESEC and its various Pedagogic Inspectorates. However, we continue to hope that a return to normalcy in the restive Regions of the NW and SW will lead to more candidates coming back to the fold in the nearest future.

0750 GEOGRAPHY

GENERAL OVERVIEW

As revealed by statistics collected from Papers Two and Three, which were marked by the Examiners, the overall performance of candidates in this year's examination was better and above average compared to that of last year (2022). Syllabus coverage as seen in the questions set can be estimated at 100% (same as 2022). In all the papers, the questions were highly structured and spread out to cover all the syllabus areas, with emphasis laid on problem-solving and knowledge application. As seen in the candidates' work, syllabus coverage could be rated at about 90% (higher than that of last year - 2022). The average suitability of the whole examination was estimated at 67.33%, higher than that of last year which was 60.73%. This means that, it was a better 2023 0750 Geography Examination. The table below shows suitability of examination and candidates' performance compared to those of previous years.

Table 1: Suitability of exam and candidates performance in 2023 ccompared to previous years

Paper	P1	P2	P3	**AVERAGE**	**Candidates performance estimated from P2 & P3 statistics**
Suitability 2023	73.5%	71.4%	57.1%	**67.33%**	**54.81**%
Suitability 2022	82%	42.85%	57.1%	**60.73%**	**48.26**%
Suitability 2021	74%	42.9%	57.1%	**58%**	**41.5%**
Suitability 2020	82%	71.1%	57.1%	**70.1%**	**53.50%**
Suitability 2019	76%	57.1%	71.4%	**68.16%**	**53.50%**
Suitability 2018	74%	57.1%	71.4%	**67.5%**	**53.34%**
Suitability 2017	74	26.84	71.40	**57.41**	**19.86%**

From the table, the overall performance this year is below average, a significant drop from that of 2020.

PART ONE: PAPER ONE

As in previous years, Paper One was scored by the 'machine'. However, from questions set/syllabus coverage and skills tested, the suitability of the questions was rated at 73.5% as compared to 82% last year (2022). This means that it was a relatively more demanding paper for the candidates. The paper had fifty questions (as stipulated in the syllabus) divided into two sections A and B of 25 questions each as shown in table 2.

Table 2: Number of questions per syllabus area in Paper one as in TOS

Syllabus Area	**No. of question**	**Percentage**
SECTION A: PYSICAL		
Meteo, Climatology Hydrology	8	16
Geomorphology	7	14
Biogeography	7	14
Environmental Issues	3	06
SECTION B: HUMAN		
Population	7	14
Economic activity	8	16
Settlement	7	14
Development issues	3	06
Total	**50**	**100**

PART TWO: PAPER TWO

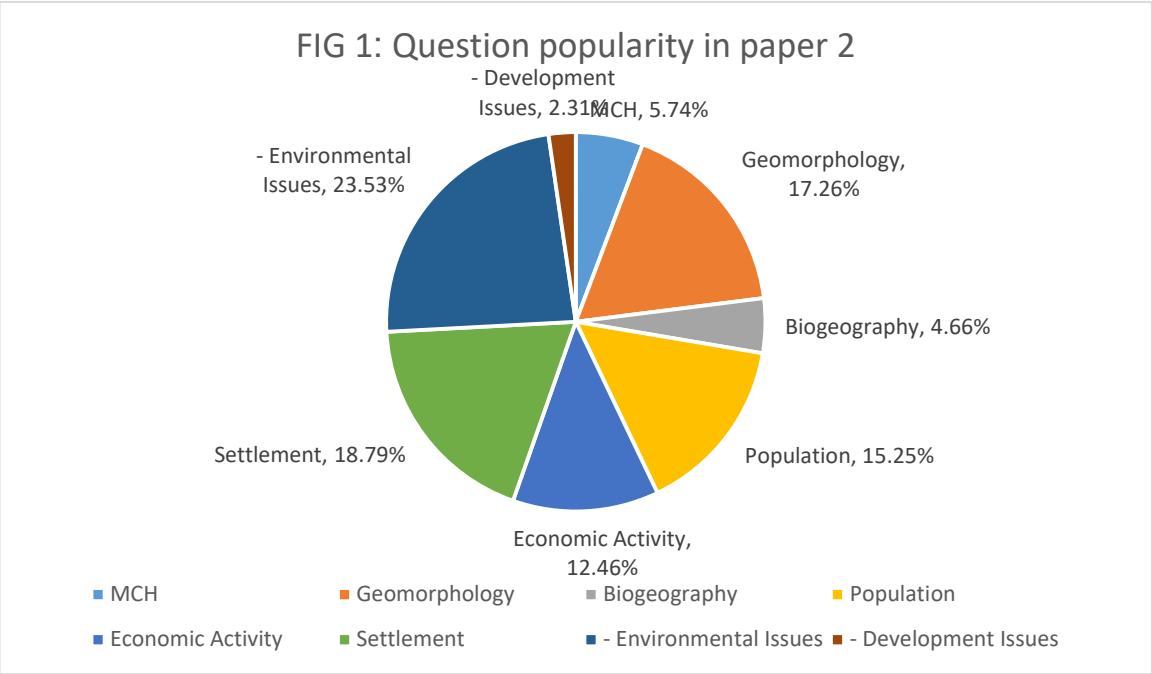
I. OVERVIEW

Paper II on concepts/theories in Physical and Human Geography comprises of a total of 7 questions. These are divided into three sections, namely; Section A- Physical Geography, Section B - Human Geography and Section C - Contemporary Environmental and Development Issues (CEDI). The paper was well structured and spread across the syllabus areas as in the Table of Specification. From questions set, the exam was less demanding, but from candidates' work, this paper was less demanding than that of 2022 with a suitability of questions rated at 71.4% (compared to 70% last year). The performance of candidates in this paper was above average compared to that of last year - 2022.

From the candidates' work, the overall classification of questions in terms of popularity in this paper was as follows (see ranking on the last column):

Table 3: Popularity of questions in paper 2

Syllabus Area	Question number	No of candidates who attempted	% Attempted	Rank against last year
Section A: Physical Geography				
MCH (Meteorology, Climatology, Hydrology)	1	4,599	05.74%	6th/5th
Geomorphology	2	13,820	17.26%	3rd/4th
Biogeography	3	3,731	04.66%	7th/6th
Section B: Human Geography				
Population	4	12,206	15.25%	4th/2nd
Economic Activity	5	9,977	12.46%	5th/3rd
Settlement	6	15,040	18.79%	2nd/7th
Section C: CEDI				
- Environmental Issues	7 Either	18,839	23.53%	1st/ 1st
- Development Issues	7 Or	1,853	02.31%	8th/8th
Total	**07 questions**	**80,065**	**100**	**8/8**



From table 3 and Fig 1 (pie chart), the most popular syllabus area this year was *Contemporary Environmental Issues (like* last year 2022), followed by settlement and surprisingly, Geomorphology, a traditionally repulsive area over the years. Population Geography and Economic Activity come in the 4th and 5th positions respectively. Like last year, *Development Issues on Globalisation and Foreign Aid was the least popular (02.31%) area followed by* Meteorology, climatology/hydrology (05.74%).

QUESTION BY QUESTION ANALYSIS ACCORDING TO SECTIONS

SECTION A: PHYSICAL GEOGRAPHY

General overview

This section was within the reach of average candidates and suitability of questions can be rated at 70%. The paper was well structured and spread across the syllabus areas. The performance of candidates in this section this year 2023 was below average (percentage success below 50%.). The most popular question in this section was Q2 on mass movement and the benefits/measures to offset the negative effects of volcanism. A total of 13,820 candidates attempted (17.26 percent). This was followed by Q1 on precipitation pattern, urban heat island and interception. A total of 4,599 candidates attempted giving (5.74 percent). The third and least popular in this section was Q3 on Ecosystem Management based on model of nutrient cycling and was attempted by just 3,731 candidates (4.6%).

QUESTION BY QUESTION ANALYSIS

Question No/sub part	Syllabus area	Skills tested	Level of difficulty	Question popularity	Expectation (s)/tasks	Nature of answers and inadequacies in the work of candidates	Reasons	Recommendations
Q1. (a)	Meteorology - MCH	Analysis	**	Unpopular and poorly answered	Candidates expected to illustrate with graph or map and to describe and explain the latitudinal distribution of precipitation	- Some candidates could describe pattern. - Many did not illustrate as partly required. - Others digressed to other factors that influence precipitation like altitude. - A few got it right and scored at least 6/9.	- Candidates don't master topic and section - Section or branch generally neglected. - When taught students seem not to find it easy as compared to other branches of Geography.	- Candidates should be taught how to answer questions with the command words 'illustrate and explain'. - Make efforts to teach said branch.
1 (b)	Climatology -MCH	Application	*	Popular and fairly answered	Expected to examine TWO ways in which man is responsible for the higher temperatures in urban areas (Urban Heat Island) than in its surrounding rural areas.	- Some gave the right actions like industrial activities and nature of buildings etc but others digressed to other elements of climate like precipitation and humidity.	- Fairly answered because it is an area than has been tested regularly. - Digression due to misinterpretation of urban heat island to mean urban climate. - It is also a repulsive branch of Geography to many.	- Candidates should be taught to reason the expectation of a question beyond a phrase like urban heat island.
1(C)	Hydrology-MCH	Analysis	* *	Un popular and poorly answered.	Expected to explain the influence of the form and intensity of precipitation on interception rate.	- Many digressed to factors that hinder infiltration like nature of relief, and of soil in addition to nature of vegetation.	- Candidates not used to questions limited to an aspect of a main topic like precipitation.	- Keep up improving on the teaching of the branch.
Q2(ai)	Geomorphol	Comprehens	*	Popular	Expected to	- A good number gave	- Good knowledge	- Continuous efforts to

	ogy	ion		well answered.	briefly explain any three causes of sudden movement of weathered material and soils, which is fast mass movement; passive or active causes	the factors and explained as required. - Some digressed to other natural hazards like volcanic eruption and earthquakes. -Few others mistook the phenomenon to soil erosion.	of mass movement since the first cycle. - Question well set to reflect reality (CBA-LIKE)	teach topic better.
2 (aii)	Geomorphology	Knowledge	**	Popular and fairly well answered.	Expected to propose any measures to reduce the negative impacts of mass movements.	- Many candidates proposed required number of measures. - A few others digressed to proposals towards earthquake and volcanic eruption. - A few others proposed measures to reduce soil erosion	- Good knowledge of mass movement at first cycle. - Similarity of measures to reduce negative impacts of most environmental hazards.	- Continuous efforts to teach topic better.
Q 2 (bi)	Geomorphology	Knowledge	*	Popular averagely well answered	Expected to explain benefits that attract people in volcanic regions, despite the risk in the area	- Many could explain at least two benefits notably fertile volcanic soil and tourism attraction, but neglected the risk involved.	- Candidates have knowledge of topic at the First Cycle. - However, topic always taught with emphasis on its negative impacts.	- Solutions should always be linked to problems identified during teaching.

Q2 (bii)	Geomorphology	Knowledge	*	Unpopular averagely well answered	Candidates expected to examine various mitigation and adaptation measures to reduce or cope with volcanic hazards.	- Many could explain at least two mitigation and adaptation measures scoring about 5/7.	Candidates have knowledge of topic at the First Cycle.	- Continuous efforts to teach topic better.
Q3a	Biogeography	Knowledge	*	Averagely popular and poorly answered	Expected to identify problems of ferralitic soil and to suggest measures that can be adopted by farmers to overcome problems.	- Many digressed to problems of agriculture faced by farmers like lack of capital and over cultivation.	-Teaching of soils not focused on how the different soils can be sustainably managed.	-In teaching the topic, emphasis should be made on the new method of teaching and setting geared towards problem solving (CBA).
3bi	Biogeography	Application	**	Unpopular and not well answered	Candidates expected to show how, knowledge of nutrient cycle can help in the better management of the selva ecosystem.	- Many wrongfully considered the soil store rather than the biomass as the most fragile store in the selva and went further to give reasons. - Many digressed to describing the nutrient cycle of the selva.	- Concept of ecosystem management hardly taught by many teachers in relation to nutrient model.	- The topic ecosystem management should be taught and linked to model of nutrient cycling. This should be done immediately after treating models of nutrient cycling as prescribed in the syllabus.

bii	Biogeography	Application	*	Popular and poorly answered	Candidates expected to explain any three strategies related to the preservation or conservation of vegetation and fauna in the selva.	- Many digressed to the conservation measures of rather soil since the wrong interpretation had been made in 3bi.	- Continuation of the misintepretation of the question in 3bi.	Continuous efforts to teach and test all topics of the section.

SECTION B (PAPER 2): HUMAN GEOGRAPHY

GENERAL OVERVIEW

This section comprises three questions (4, 5 and 6), drawn from Population Geography, Economic Activity and Settlement Geography, respectively. The questions cut across all the syllabus areas of Human Geography, hence had a suitability rate of over 90%. The performance of candidates is slightly above average and slightly higher than that of last year (2022).`

QUESTION BY QUESTION ANALYSIS

The most popular question in this section was Q6 (Settlement Geography) on three factors influencing the site of early rural settlements, two reasons responsible the increasing rate of sub-urbanization in the developed countries, and two measures of redressing the problems of traffic congestion and waste disposal. This was followed by Q5 (Economic Activity), with questions on the reasons why a distant farmer adopts a more extensive farming system than one closer to the market; two merits and demerits of industrial agglomeration, and three factors influencing transport network connectivity in a region. The least popular question of this section was Q4 on Population Geography, with questions on the measures to solve the problems associated with ageing population, how and why migration is sex selective, and significance of the Demographic Transition Model. The table below summarizes the question popularity and performances:

Table 4; Question Popularity and candidates performance in Section B

Question Number	% of candidates who attempted
4	15.25
5	12.46
6	18.79

QUESTION BY QUESTION ANALYSIS

Quest No/sub part	Syllabus area	Skills tested	Level of difficulty	Question popularity	Expectation (s)/tasks	Nature of answers and inadequacies in the work of candidates	Reasons	Recommendations
4 a)	Population Geography	Synthesis	**	Most popular but poorly answered.	Candidates were expected to examine four measures to solve the problems associated with ageing population.	- Most Candidates presented weak definitions of ageing population - Many limited their answers only to problems rather than solutions. - Others gave only measures without identifying the problems. - Some were able to advanced less than 4 measures and barely listed. - few digressed to age-sex pyramids	- Solutions to problems of ageing are hardly taught by teachers.	- Candidates should be orientated to know that bald definitions are not acceptable at the Advanced Level. - Focus in teaching should be on problem-solving - Solutions should be tied to specific problems
4 b)	Population Geography	Knowledge	*	Fairly popular and fairly answered	Candidates were expected to briefly explain how and why migration is sex selective.	- The reasons why migration is sex selective was well explained by few candidates. But the how part could not be brought out. - Some candidates digressed to other elements of migration selectivity like age, marital status and occupation selectivity	- Poorly taught by teachers - Weak mastery of the concept by candidates	- When treating migration, the various aspects of migration selectivity should be meticulously treated separately. - When teaching sex selectivity, the two patterns of sex selectivity of migration should be clearly stated and reasons should be emphasized.
4 c)	Population Geography	Evaluation	**	Unpopular and poorly answered.	Discuss three significance of the Demographic Transition Model.	Many candidates did not know what the DTM was all about, those who attempted gave but the characteristics. Others digressed to Rostow's Economic Development Model.	- Candidates were unable to bring out clearly the significance of DTM - Most teachers fail to state the significance of the DTM to	- The significance of the DTM should be stated and well emphasised when teaching the model

							students in the course of treating the model	
5 a)	Economic Activity	Comprehension	*	Most popular but poorly answered	Expected candidates to explain the reasons why a distant farmer adopt a more extensive farming system than one closer to the market as postulated in Von Thunen's Model.	- A majority of candidates could not identify it to be Von Thunen's model. - Some, however, could explain the reasons why a farmer would adopt extensive farming system - Others limited the answers to the characteristics of extensive farming - yet others completely digressed to the Sinclair's Model	- Inability of candidates to interpret the question rightly and link to real world situations.	- When teaching models, emphasis should be laid on the the application of the model and its significance in understanding real world patterns.
b)	Economic Activity	Analysis	***	Not popular, averagely answered.	Candidates were expected to explain two merits and demerits of industrial agglomeration.	- Bald definitions of Industrial Agglomeration, and inadequate merits and demerits of agglomeration - Some digressed to industrial linkages instead of industrial agglomeration	- Poor understanding of the concept	-When treating the concept teachers must completely differentiate it from industrial functional linkages.
5 c)	Economic Activity	Analysis	***	Fairly popular and fairly well answered	Candidates were expected to explain three factors influencing the degree of transport network connectivity.	- Candidate could not define transport network connectivity - Some were able to advance the physical and human factors influencing transport connectivity. - Others presented one sided explanations (negative effects) of factors. - Few candidates digressed to transport deviation	- definition of connectivity not always taught though topic fairly treated by teachers	- Teachers should always endeavour to give precise definition of connectivity and insist on two-sided explanations of factors.
6 a)	Settlement Geography	Synthesis	**	Fairly popular and fairly well answered	Discuss factors that influence the site of early rural settlements.	- Most candidates had a good mastery of the factors.	- Topic is amongst the first to be taught in the	- Continue teaching the area for better performance

							syllabus area.	
b	Settlement Geography	Analysis	***	Not popular and very poorly answered	Candidates were expected to examine two reasons responsible for the increasing rate of suburbanization in the developed countries.	- Most Candidates had no knowledge of the concept of sub-urbanization. - Some digressed to urbanization. - Others digressed to reasons for rural-urban migration.	- Concept may not have been taught by most teachers.	- Teachers should ensure a complete coverage of the syllabuses, especially for final year classes. - The difference between urbanization and suburbanization should be clearly brought out during teaching, and the associated factors.
C	Settlement Geography	Comprehens ion	*	Very popular and well answered	Candidates were expected to discuss two measures of redressing the problems of traffic congestion and waste disposal.	- Both concepts were fairly well defined, and measures to redress them brought out.	- Common concepts used daily - Also well treated at OL	- Continue to improve on the teaching of urban problems and solutions.

SECTION C (PAPER TWO): CONTEMPORARY ENVIRONMENTAL AND DEVELOPMENT ISSUES

GENERAL OVERVIEW

This section comprises of two questions with an option (**7 EITHER** and **7 OR**), drawn from **Contemporary Environmental** and **Developmental Issues,** respectively. The questions were set within the current syllabus area and were highly suitable for candidates. The general suitability rate was above 80%. The general performance of candidates for this Section was slightly below average (about 49.6%) but slightly higher than that of last year (2022). The table below summarizes the question popularity, performances.

Question Number	Question Popularity	Success Rate (If the Pass mark to be considered is ≥ 10)		
	% of candidates who attempted	*% of Candidates with Marks < 10 per question*	*% of Candidates with Marks ≥ 10 per question*	*Total % per question*
7 EITHER	86.9	33.0	67.0	**100**
7 OR	13.1	29.3	70.7	**100**
TOTAL	**100**	/	/	/

QUESTION BY QUESTION ANALYSIS

Question	Syllabus area	Skills tested	Level of Difficulty	Question popularity	Expectation/tasks	Nature of answers/ inadequacies	Possible reasons	Recommendations
7 EITHER (a)	CEDIs: Environmental Issues	Analysis	**	Popular but poorly answered (marks ranged mostly between 2 to 4 on 8.	-Candidates were expected to differentiate between Droughts and Desertification	- Few candidates could actually differentiate the two terms. - Most candidates presented weak separate accounts as differences. - Some candidates considered desertification to be deforestation.	- Many candidates would have considered drought to be so similar to desertification, hence difficulty to differentiate.	- Similar or related concepts should be differentiated at times, to empower candidate's reasoning skills. - Emphasis should be made on the use of an integrated approach to bring out differences.
(b)	CEDIs: Environmental Issues	Comprehension	*	Popular and fairly answered (Most marks range between 4 to 7 on 9	-Candidates were expected to discuss the causes and effects of droughts.	- Most candidates were able to bring out full range (2) human induced causes and 2(full range) effects of droughts, though with inadequate or weak substantiation.	Full range causes and effects had inadequate or weak elaborations.	- Teachers might have taught the causes and effects of desertification, neglecting the causes and effects of drought.
(c)	CEDIs: Environmental Issues	Application	**	Popular but not well answered (most marks	-Candidates were expected to show the effects of deforestation on local communities.	- Most candidates were unable to link or relate the effects of deforestation on local communities, but	-Most teachers might have taught the generalised effects of deforestation, without	- Teachers should endeavour to relate the effects of environmental hazards

				b/w 3 to 4 on 8.		presented generalised effects of deforestation. - Some candidates digressed to the positive effects of deforestation.	mentioning the effects on the local community.	or issues to the local communities, so as to build the competencies of candidates. -Teachers should adopt the CBA in the teaching/ learning process.
7 OR (a)	CEDIs: Developmental Issues	Analysis	**	Un popular but fairly answered (most marks ranged b/w 4 to 6 on 8.	Candidates were expected to examine 3 factors that promote the process of globalization.	-Most candidates were able to define globalisation and explain inadequately the factors that promote it.	-fairly answered because it is human Geo and concept is better understood by candidates. -topic was probably treated in Economics too. -Unpopular because it is one of the last topics to be taught, hence most teachers did not teach it.	- Teachers should ensure complete syllabus coverage and students avoid speculative reading.
(bi)	CEDIs: Developmental Issues	Analysis	**	Un popular but fairly answered	Candidates were expected to examine the argument for (advantages of) Foreign Aid	Most candidates were able to examine at least 2 or 3 (full range) advantages of Foreign Aid, with not enough substantiation, hence earning marks ranging between 4 to 7 on 9 -Few candidates misinterpreted Foreign Aid to be Foreign Trade.	-fairly answered because it is human Geo and concept is better understood by candidates. -topic was probably treated in Economics too. -Subject content was evaluated last year, though with a different question phraseology. -Unpopular because it is one of the last topics to be taught, hence	- Teachers should ensure complete syllabus coverage and students avoid speculative reading.

							most teachers did not teach it	
(bii)	CEDIs: Developmental Issues	Analysis	**	Un popular but fairly answered	Candidates were expected to examine the argument for (disadvantages of) Foreign Aid	Most candidates were able to examine at least 2 or 3 (full range) disadvantages of Foreign Aid, with not enough substantiation, hence earning marks ranging between 4 to 6 on 8 -Few candidates misinterpreted Foreign Aid to be Foreign Trade.	-fairly answered because it is human Geo and concept is better understood by candidates. -topic was probably treated in Economics too. -Subject content was evaluated last year, though with a different question phraseology. -Unpopular because it is one of the last topics to be taught, hence most teachers did not teach it	- Teachers should ensure complete syllabus coverage and students avoid speculative reading.

Question **7 EITHER**, testing Environmental Issues of Drought and Desertification was the most popular question of this section, attempted by about 22.3 % of the candidates. The least popular or most unpopular question for this section was question **7 OR**, testing Developmental Issues of Globalisation and Foreign Aid attempted by 02.1% of candidates. Though unpopular, this question was fairly well answered with 64 percent of candidates scoring above 9/25.

PART THREE

GEOGRAPHY PAPER 3

OVERVIEW

Unlike Paper 2 which tests concepts, paper 3 is on **application of knowledge.** This comprises a total of 7 questions, which are divided into three sections namely; Section A on **Map work,** which is compulsory; Section B on **Fieldwork and Techniques (2 questions)**; and Section C on **Cameroon Geography** (4 questions).

From the candidates' work, the overall classification of questions in terms of popularity in this paper (paper 3) was as follows (see last column for the ranks in Table 5):

Table 5: Popularity of questions in paper 3

Syllabus Area	Question	No of candidates who attempted	% Attempted	Rank
Section A: Mapwork				
Physical and human aspects	1	21,116	26%	1st
Sec B: Fieldwork & Techniques				
Fieldwork	2	15,047	18%	2nd
Statistics (Interquartile range and choropleth)	3	5,194	06%	7th
Section C: Cameroon Geography				
Phy (relief of Cam) + Agriculture (plantation)	4	7,118	12.1%	5th
Phy (Vegetation) + tourism	5	13,675	16%	4th
Phy (Climate) + industrial devt	6	6,296	08%	6th
Phy (soils of SCLP) + Population + Flood measures	7	13,927	17%	3rd
Total	**07 questions**	**82,373**	**100**	**7**

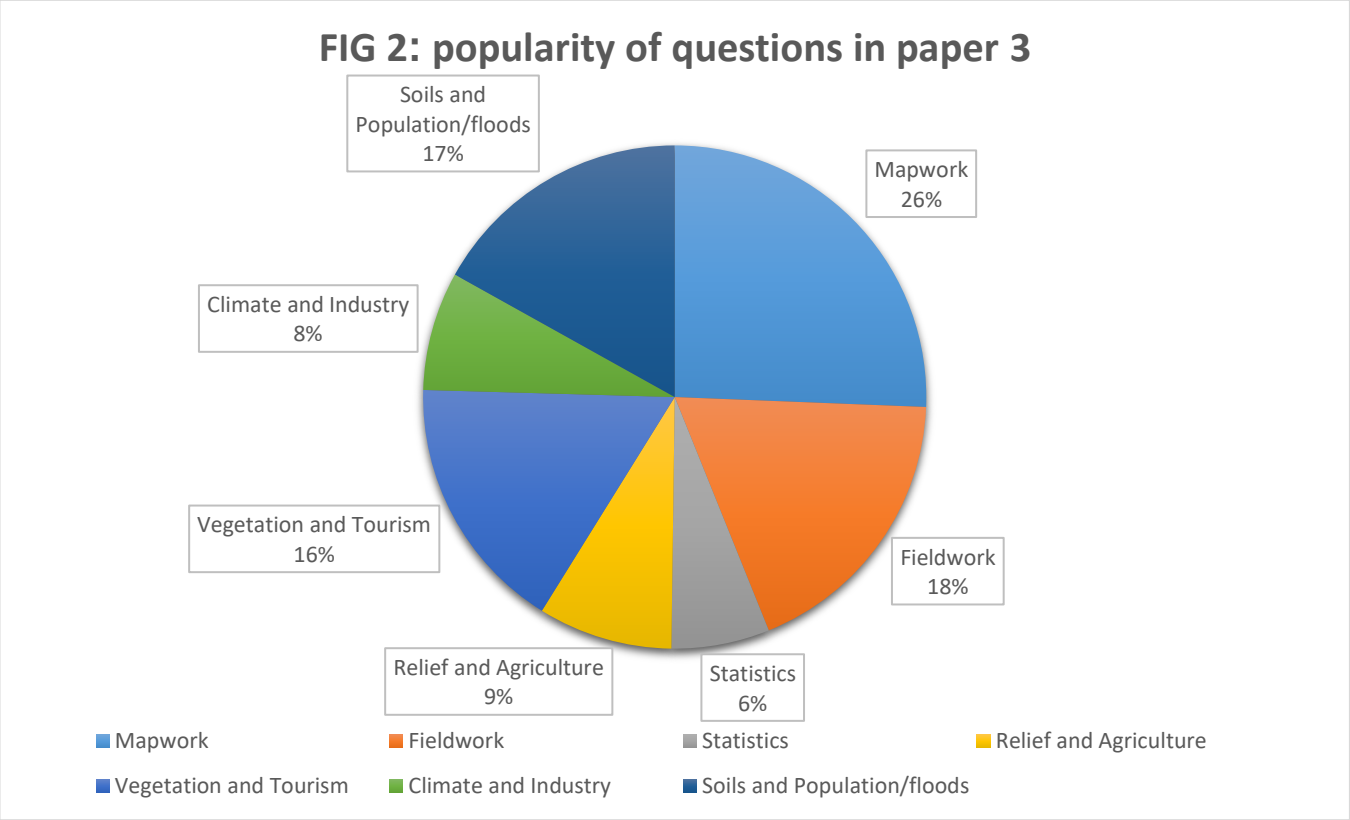


Table 5 and Fig 2 (pie chart) show that the most popular syllabus area in Paper 3 is Mapwork as was the case last year 20222. This is because it is a compulsory question. This is followed by Fieldwork which is fast gaining grounds and a variety of topics are given for a choice and statistics which is an option is avoided.

Statistics occupied the last position and therefore the most unpopular syllabus area from the candidates' work this year. This is avoided by most teachers and students in favour of fieldwork, which is an alternative option. This is closely followed by climate and industrial development in the 6th position partly because climatology is a dreaded syllabus area in general to most candidates.

SECTION A: MAP WORK

GENERAL OVERVIEW:

This compulsory question was well structured, well phrased and fairly balanced, cutting across the stipulated syllabus area of Physical and Human Geography. The suitability and popularity could be rated at over 95%. Generally, questions were averagely answered compared to the previous years. Marks ranged between 06/31 and 26/31, giving an average score of 16/31. However, not all the sub parts were well answered as revealed in the table/analysis below:

QUESTION BY QUESTION ANALYSIS

Ques No.	Syllabus Area	Skills Tested	Level of difficulty	Question Popularity	Expectation/Tasks	Nature of answers/Inadequacies	Possible Reasons	Recommendations
Q1. (a)i	MAPWORK Geomorphology and Hydrology (relief &Drainage)	Comprehension.	**	Compulsory Most Popular 99% and fairly answered	Candidates expected to briefly contrast the relief and drainage characteristics east of west of Easting 56 of the Ndop Topo Map	Most candidates could identify highland and lowland but unable to link it to the West or East. Others simply talk of close contours.	Little knowledge on how to divide the map into sections using Eastings. This is done at O/L and hardly emphasised at A/L.	Need to review and include the division of the map into sections using gridlines, latitudes/longitudes, cardinal directions and relief regions in the teaching of map work at AL.
a(ii)	Geomorphology and Hydrology (relief & Drainage)	Application.	***	99% Popular and fairly answered	To identify and explain the difficulties posed by the relief and drainage characteristics in road network development	Candidates digressed to influence of the presence of trees and settlement. Except for some few who linked to relief without really bringing out the reason.	Inability to bring out the relationship between features on the map.	In the teaching of map work, stress should be laid on the relationship between mapped features using map evidence.
a (iii)	Geomorphology and Economic Activity (Relief & Trans)	Application	**	99% Popular poorly answered	To suggest two strategies to overcome physical challenges of road network development in the map area.	Answers here were really speculative for strategies. Candidates brought out the use of modern machines, construction of tarred not relevant to the demands of the question.	Little knowledge of initiatives of candidates to solving problems.	More practical exercises on problem-solving questions in mapwork.
b(i)	Economic Activity in map work	Application.	**	Most Popular (99%) and fairly answered	To describe the possibility of practising irrigation and HEP generation in the area using map evidence only.	Fairly well answered. As most candidates could link irrigation to the swamps and HEP to river Nun to be harnessed.	This is because irrigation and HEP are linked to water and these are evident on the Map.	More practical exercises and teaching should be integrated for better performance.
b(ii)	Economic Activity	Application	**	Popular but poorly answered	From map evidence only, expected to suggest 2 physical problems faced by rice farmers and 2 possible solutions.	Poorly answered as many candidates digressed to human problems such as poor roads, inadequate capital and others.	Negligence and inadequate practical exercises and assignments.	Candiates should be advised to read questions carefully. - More practical lessons in map work geared towards problem solving.

Ques No.	Syllabus Area	Skills Tested	Level of difficulty	Question Popularity	Expectation/Tasks	Nature of answers/Inadequacies	Possible Reasons	Recommendations
c(i)	Hydrology	Application	**	Popular fairly answered	Expected to calculate the sinuosity of River Noun between two specified points.	Fairly well answered. Many candidates could bring out formula, substitute and calculate. Hoever, some because of wrong measurements had wrong answers.	Calculation less demanding as formulae is straight forward. Also regularly tested.	In teaching, more practical exercises should be given for better performance.
c(ii)	Hydrology	Comprehension.	*	Unpopular and poorly answered	To state the significance of the sinuosity value obtained in c(i) above.	Poorly answered. Because candidates could not interpret results based on the value of the answer. Most answers were off course.	Inability to interprete value	Emphasise the significance of values after calculations during teaching.

SECTION B: FIELD WORK AND TECHNIQUES

GENERAL REVIEW:

The questions in this section were well structured and well phrased with a syllabus coverage rating of 95%. The field work topics were broad base enough to give the candidates alternative choices so as to avoid desperation. Performance in this section was better than that of last year. While the Question on geographical technique was unpopular and attempted by 5.5% of the candidates and ranked 6th position, that of fieldwork was second most popular question in Paper 3 after the compulsory Questions 1 on Mapwork. The choice of the question on field work has experience a steadily increasing trend since 2019 (i.e. rising from 12.78% in 2019, 13.1% in 2020, 16.46% in 2021 to 17.73% in the 2022 session) and 22.3% this year, 2023.

The popularity ranking of the field work questions in descending order were:

1) Stream channel flow/Characteristic
2) **Functional segregation**
3) Urban land use/ Characteristics
4) Vegetation characteristics
5) Rural land use characteristics
6) Coastal processes

The most attempted were taken from very popular syllabus areas **(1) Stream channel flow/Characteristic in Hydrology)** the least attempted and poorly answered is coastal geomorphology taken from geomorphology because many schools do not undertake field work on coastal processes.

Table 1: Fieldwork topics in descending order of Popularity

Ranking	Topic	Average score	Subject area
1	Stream channel flow/Characteristics	Fair AL+	Hydrology
2	Functional segregation	Bare AL Pass	Settlement
3	Urban land use/ Characteristics	O/L Pass	settlement
4	Vegetation characteristics	Bare A/LPass	Biogeography
5	Rural land use characteristics	Below OL Pass	Settlement
6	Coastal processes	Below O/L Level	Geomorphology

QUESTION BY QUESTION ANALYSIS

This is summarised in the table below:

Ques No	Syllabus Area	Skill tested	Level of difficulty	Question popularity	Expectation / task	Nature of answers / inadequacies	Possible reasons	Recommendation
2	Field Work and Techniques (Phys. and Human)	Knowledge Application Analysis Evaluation	**	Very popular (2nd position)	Brief report of field work carried out	Answers were average with scores of Bare Advanced Level Pass Some desperate students digressed to locational factors of some economic activities including tea cultivation and oil mill though the topics were very broad base enough to avoid digression. However, such cases were very few	- Poor location of field work site - Sketch maps without the norms of cartography - Memorized statistics - Analysis speculated - Untitled tables and graphs (axis not labelled)	
a)	Fieldwork	Knowledge	*	Very popular	Locate area of field work	More than 50% earned marks of 2+/4 However some fail to respect the norms of map making & ended up with poor marks -Poor description of the study area	Inadequate teaching/drilling	Students should be adequately drilled on basic norms of map making
b)	Fieldwork	Knowledge	*	Very popular	State objectives & hypothesis of study	Generally, they were well stated. More than 60% did it correctly. - However a few got confused between hypothesis and objectives - Few others stated only one, either the objective or the hypothesis.	Inadequate drilling	Insist on the difference between objective and hypothesis
c)	Fieldwork	Knowledge	*	Very popular	State significance of tools used in the investigation	Many understood the relevant data collection tools and their uses. However some strayed into pedagogic materials	Inadequate drilling	Insist on the difference between pedagogic materials and relevant data collection tools
d)	Fieldwork	Analysis	**	Very	How data was	- Most candidates barely stated the	Inadequate teaching	Students should be

Ques No	Syllabus Area	Skill tested	Level of difficulty	Question popularity	Expectation / task	Nature of answers / inadequacies	Possible reasons	Recommendation
				popular	collected (procedure of data collection)	data collection tools and their uses. Some digressed to analysis Speculative/guess work	/Drilling	adequately taught the techniques of data collection, processing & presentation
e)	Fieldwork	Analysis	**	Very popular	Explain how data was analysed & presented	Many candidates digressed to data collection. Many presented vague tables with falsified figures, formulae and calculations as in stream velocity - Graphs with no titles, units of measurement &appropriate labelling of vertical &horizontal scales etc Most candidates earned marks between 2-3/5	Statistical techniques hardly taught in schools before taking out students for field work. Class or theoretical and arm – chair field work	Statistical Techniques must be taught before fieldwork. Candidates be advised not to attempt the question on field work if it were not carried out.
f)	Fieldwork	Evaluation	***	Very popular	To state the findings in relation to the hypothesis and conclusion	About 50% did not link the results to the hypothesis.	Inadequate drilling/teaching Class or theoretical and arm – chair field work	Students should be adequately taught e.g Teach students to link results to hypothesis.
g)	Fieldwork	Knowledge	*	Very popular	Explain the importance of the field work to the community	Not attempted by many. A majority of those who attempted digressed to personal importance of field work	Newly tested And hardly integrated in teaching.	Students should be adequately taught Avoid speculative teaching
3a.	**Statistical Techniques**	Application and synthesis	**	Unpopular	Represent temperature and rainfall data using a bar and a line graph (climograph)	Weak performance was generally weak with few isolated cases scoring excellent marks. Poorly labelled axis Many diagrams had no titles.	Inadequate teaching of graphical techniques in schools Teachers avoid teaching statistical techniques Speculative teaching	Every aspect of statistical techniques should be taken seriously Avoid speculations statistical techniques should be taught in Lower Sixth where students cannot avoid as they seek for promotion to Upper Sixth.

Ques No	Syllabus Area	Skill tested	Level of difficulty	Question popularity	Expectation / task	Nature of answers / inadequacies	Possible reasons	Recommendation
b.	Statistical techniques	Application	**	popular	State the advantages of using the graphical technique	Well answered	Easy section to capture and required little embellishment	Continue to improve on the teaching of geographical techniques.
C	Statistical techniques	Comprehension	*	Very popular	Explain why the climatic station experiences two distinct rainfall maxima within the year	Very poorly answered by about 99% of the candidates .Those who attempted it scored 0/5	It's from an unfriendly syllabus area (climatology)	Adequate teaching of students/Avoid speculative teaching Insist on relevant books
d)	Statistical techniques	Comprehension	*	Very popular	Why is temperature fairly constant throughout the year	Very poorly answered by about 99% of the candidates. Those who attempted it scored 0/3	It's from an unfriendly syllabus area (climatology)	Adequate teaching of students/Avoid speculative teaching

SECTION C (PAPER 3): CAMEROON

GENERAL OVERVIEW

Globally over 95% of the subject area was tested, all questions structured, giving a suitability rating of over 90%.

QUESTION BY QUESTION ANALYSIS

Quest no	Syllabus area	Skill tested	Level of difficult y	Question popularity	Expectation/ Task	Nature of answers/ adequacies	Possible reasons	Recommendations
4(a)	Physical geography of Cameroon- **Relief**	Knowledge	*	unpopular Fairly answered	- To identify one lowland and one highland crossed by the Cameroon Volcanic Line and to explain the characteristics of the lowland region.	- Candidates could identify the relevant relief regions. - However, many of them could not elaborate on the characteristics	- Poor mastery of relief characteristics	- More emphasis should be laid on the characteristics of relief regions in tems of height, gradient, landforms etc
4b)	Human Geography of Cameroon - **Agriculture in**	Application	**	unpopular poorly answered	- To illustrate how the physical environment has influenced the spatial pattern of food crop farming systems	- Could not identify any farming system. - Concentrated on how natural environment	Only bare knowledge on spatial patterns of crops, not linked to systems in Cameroon	- The teaching of crops should be linked to to the various agricultural systems.

Quest no	Syllabus area	Skill tested	Level of difficult y	Question popularity	Expectation/ Task	Nature of answers/ adequacies	Possible reasons	Recommendations
	Cameroon				in Cameroon	influences food crop distribution. - Could not identify relevant food crop farming systems		
4c)	Human Geography of Cameroon - **Agriculture in Cameroon**	Analysis	**	unpopular Fairly answered	-To discuss 2 socio-economic factors that hinder agricultural development in Cameroon and bring out the respective measures that have been put in place to solve the problems.	- Most candidates could identify relevant socio-economic factors, but could not relate them to concrete examples	- The difference between the concepts and application not well understood	- Notion of areal studies be emphasised in the teaching of geography of Cameroon
5a)	Physical geography of Cameroon - **Vegetation of Cameroon**	Application	**	popular Fairly answered	- To locate the different vegetation types in Cameroon and analyse their resources.	- Most candidates could give the relevant vegetation types, - but a few could identify or explain the resources	- Emphasis is usually laid on the study of vegetation and not the resources	- Emphasis should be laid on resources when teaching vegetations
5bi)	Human Geography of Cameroon – **Tourism**	Knowledge	*	popular well answered	- To describe 02 main natural and 02 man-made tourist resources in Cameroon	- Mainly touristic resources could be given, without their attractions (tourist activities).	- Popular subject area, usually well taught	- Emphasis should be given on resources and their attractions
5bii)	Human Geography of Cameroon – **Tourism**	Knowledge	*	popular well answered	- To briefly state 03 hindrances to tourism development in Cameroon	- The 3 hindrances could be easily be stated	- Popular subject area, usually well taught	
5c)	Human Geography of Cameroon – **Tourism**	Analysis	**	Popular well answered	- To explain 03 socio-economic importance of the tourist industry in the economy of Cameroon.	- Most candidates could give the importance, but failed to substantiate with examples	Popular subject area, usually well taught	-
6a)	Physical Geography of Cameroon **Climates of Cameroon**	Analysis	**	unpopular poorly answered	- To contrast the climatic characteristics of south Cameroon Low Plateau and that of the Adamawa plateau.	- Generalised on major climates of Cameroon. The specific nature of the climates of the 02 given regions could not be assessed.	- Very poor knowledge on the sub climates of Cameroon illustrated	- Emphasis should be laid on the major as well as sub climates of Cameroon

Quest no	Syllabus area	Skill tested	Level of difficult y	Question popularity	Expectation/ Task	Nature of answers/ adequacies	Possible reasons	Recommendations
						- Digressed to other aspects like soils and vegetations		
6 b)	Human Geography of Cameroon **Industrial Development in Cameroon**	Comprehe nsion	*	unpopular poorly answered	- To discuss agricultural and energy resources as bases for industrialisation in Cameroon.	- On agricultural bases, a few raw materials given, but not linked to particular industries - On energy, mostly HEP was given as a source but not with concrete examples	- Speculative reading	- Advised for holistic approach in the study of geography
6c)	Human Geography of Cameroon **Industrial Development in Cameroon**	Analysis	**	unpopular poorly answered	- To explain 03 efforts that have been made to promote industrial growth in Cameroon	- Relevant efforts were given, but again short of examples	- Notion of case study in the study of Cameroon geography not taken seriously.	- Notion of areal studies be emphasised in the teaching of Geography of Cameroon
7a)	Physical geography of Cameroon – **Soils**	Knowledg e	*	Very popular question well answered	- To examine the characteristics of the zonal soil type of the South Cameroon Low plateau - .	- Most candidates identified the ferralitic soils and gave their soil characteristics	- Soils have been a regular area in the testing of Cameroon geography and interest stemming from biogeography	-
7b)	Human Geography of Cameroon **Population studies – Migration**	Analysis	**	Popular but poorly answered	- To briefly explain 03 measures adopted by the government of Cameroon to combat rural exodus	- Relevant measures could be given, but again short of examples	- Notion of case study not considered - Candidates took conceptual approach	- The study of any topic of Cameroon should always be associated with concrete examples
7c)	Environmental Management in Cameroon	Applicatio n	**	Popular question Well answered	- To suggest 03 ways that the government and local population can adopt to manage floods in Cameroon	- Most answers were able to bring out the concrete examples of fighting floods	- A very popular topic in environmental studies - Also CBA in action	- Reinforce the notion of environmental studies laying emphasis on concrete actions

GENERAL RECOMMENDATIONS

A) TO STUDENTS

- Should take their studies seriously and avoid speculative preparation for exams.
- Should make efforts to attend classes until they start writing the exams.
- Should engage in an activity related to **Project-Based Learning**
- Advised to allocate sufficient time to practicing Map work.
- Are strongly advised to study for two years after the Ordinary Level before writing the Advanced Level.
- Should be encouraged to buy recent and recommended textbooks and to avoid books on Questions and Answers, which limit their scope.
- Should make efforts to speak and write in good English always.
- Should make efforts to improve on their handwriting.

B) TO TEACHERS

(I) To respect scrupulously the New Examination Stucture for 0750 Geography by integrating Cameroon Geography in concepts formerly limited to P2 and including the basics of modern cartography in Map work and Project-Based Learning

(II) Recommendations on the unpopular syllabus areas

- Teachers should intensify the teaching of MCH and Statistics. This should start in Lower Sixth, where the students are more committed and non-selective in the choice of syllabus areas, to gain promotion to Upper Sixth.
- In teaching Geomorphology, emphasis should also be on the challenges (hazards) and opportunities (resources e.g weathering as a resource) offered by the various landforms and geomorphic processes.

(III) Recommendations on CEDI

- Teachers are advised to start teaching the section on CEDI from Lower Sixth, so that students can have enough time to familiarize themselves with the materials before the GCE.
- Teachers and students should buy recent publications in this section and make more use of the internet.
- Topics which fall under **Development Issues** such as Foreign aid, sustainable development, globalization, and international trade should be adequately taught. These areas have been neglected over the years as reflected in candidates' choice of question.
- Teachers and students should make adequate research from existing current books and internet facilities

(IV) Recommendations on Mapwork

- Teaching of mapwork should be tailored or geared towards problem-solving
- Teaching of map work should be focused on evidences on the map
- Teachers of Geography in our different schools should swap the different areas of Geography so that each teacher can also teach map work
- More exercises should be carried out in map work especially with the use of coloured maps

- Every teacher teaching an element related to map work, should carry out practical exercises on map work to re-enforce the map interpretation skills. However, it is imperative for each school to have a teacher who would make a general summary and revision of mapwork.
- More than ever before, relationships between mapped features should be emphasised. This should take into consideration the challenges posed to the development of the areas and proposed solutions.
- Special attention should be devoted to the teaching of relief and drainage features in mapwork at the A level and their links to development challenges in the areas covered by the maps. This should include the identification of the basic elements used in describing relief such as *height, nature of slope, major landforms* and *the orientation of the land*.
- Basic location and measurement skills required in Mapwork, which have been treated at the O level should be reviewed so as to give a solid foundation for the understanding of mapwork at the A level.
- The teaching of mapwork should commence in Lower Sixth so as to guarantee enough time for application exercises for the students.
- Teachers should endeavour to teach students how to draw simple sketch maps to show different physical and human aspects such as relief units, site and situation of settlements.
- In-house seminars should be organized at the level of departments in all schools. This is in order to diffuse what the examiners acquired during marking to non-examiners.
- Variety of maps should be used in teaching.
- Teachers should endeavour to use updated Topographic maps when teaching

(V) Recommendations on Fieldwork and statistical techniques

- Field work should commence in Lower sixth after statistical techniques has been taught since it is needed for better analysis and presentation.
- Offer Pre-fieldwork and Post- fieldwork lessons/guides to students
- Conduct data analysis and presentation with students upon return from the field
- Teachers are encouraged to work as a team.
- Cartographic techniques should be taught alongside statistical techniques
- Statistics must be taught to the end before students are taken out for fieldwork. This is because; statistical techniques are the tools to be employed in the field.
- A variety of fieldwork topics should be investigated, where possible, to give the candidates a wider option from which to choose. This would also give room for a variety of aspects and objectives to be covered. However, *only one topic objective should be investigated in each case.*
- Questions requiring candidates to draw diagrams should have commensurate mark allocations OR better still the sketches like outline maps, ternary diagrams, could be made available to save time.
- Teachers are strongly advised to be quite specific in their objective during each field work exercise and not to handle several related topics on one outing. The generalised approach witnessed in the question on soil and modern farm and industries was a reflection of our field work approaches.
- Specification should be made on the type of data needed to test the hypothesis.

- Aside the traditional focus on aim, hypothesis, tools used, data processing and presentation techniques, other aspects should be included such as *reasons or explanation of the results obtained, problems encountered* and *significance* of the fieldwork exercises carried out.
- Teachers should buy official books for themselves and encourage candidates to equally procure theirs.

(VI) Recommendations on the teaching of Cameroon Geography (no longer as a separate branch)

- As per the new syllabus, Cameroon geography should henceforth be taught as an integral part of paper 2. Hence, the teachers handling the different branches should integrate the aspects of Cameroon Geography related to the branches e.g. the relief of Cameroon should be treated in Geomorphology; soils and vegetation of Cameroon be treated in Biogeography etc
- The teachers should always use maps to illustrate the distribution pattern of both physical and human elements in Cameroon.
- In teaching Cameroon Geography in general, emphasis should also be laid on problems and solutions
- In teaching solutions to various problems raised, a distinction should be made between *proposed measures* and *actual measures* undertaken.

(VII) General Recommendations

- Teachers should acquire the new syllabus and revised scheme of work.
- Teachers should attend seminars to update their knowledge.
- Field work should be organized regularly, early enough and not far from their institutions.
- Statistical techniques should be taught before taking out students for fieldwork
- Teachers should prepare their lesson following the sub – headings as specified in the schemes of work. Should devote more time to mapwork in their respective schools.
- Teachers should emphasis on the concept of 'Regions' in Cameroon and the Physical background.
- Maps that are well illustrated and updated should be used.
- Teachers should endeavour to be current especially with statistics and recent or current modern teaching facilities or tools

0755-GEOLOGY

INTRODUCTION

Overview

- The 2023 examination was within the scope of the syllabus.
- All rubrics were clear.
- Generally, the questions were clear and unambiguous.
- The mark schemes were flexible and easy to apply by examiners thus the objectives were met.

Generalities

The 0755 Advanced level geology 2023 examination consisted of three papers;

- Paper one: Multiple choice question paper consisted of 50 questions. weighting 30%
- Paper two: Essay paper consisted of six questions. Weighting 35%
- Paper three: Practical paper and consisted of five compulsory questions. Weighting 25%. Candidates were also assessed on school-based assessment carried out on the two years of study in school and fieldwork. Weighting 5% each.
- There was a **DECREASE** in the number of candidates as compared to the previous year 2022. The number of candidates dropped from **3216** to **3014**.
- 47 candidates were absent. Generally, the performance of candidates DROPPED this year as compared to 2022.

PAPER BY PAPER ANALYSIS

1.1 PAPER ONE:

There were 50 multiple choice questions covering the entire 0755 Advanced level geology syllabus. This paper was marked electronically and each question had an equal mark of 1.

Assessment Objective	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Percentage	40	24	13	08	09	6

TOS FOR PAPER ONE

1.2 PAPER TWO:

This paper had six questions carrying 25 marks each. Candidates were expected to answer any four questions giving a total score of 100 marks.

The performance **DROPPED** as compared to the previous year with many candidates scoring **very low** marks and **BELOW AVERAGE.**

Assessment Objective	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Percentage	37.5	25	12.5	6.25	12.5	6.25

TOS FOR PAPER TWO

The questions arranged in declining order of preference as shown by the candidates are as follows:

Question Number	Popularity	Percentage who attempted
2	Very Popular	80
1		70
4		60
5	Popular	50
3	Unpopular	20
6		15

In terms of how the candidates performed in their answers as reflected in their work, the questions can be arranged in decreasing order of performance as follows:

Aspect	Question Number
Very good answers	2
Good answers	5
Averagely good answers	1
Poor answers	4
Very poor answers	3 and 6

QUESTION BY QUESTION ANALYSIS

QUESTION ONE It was a star two and second most popular question.

- Performance was very poor with about 12% pass.

1a Tested on knowledge.

- Many candidates could not differentiate between a lava flow and a sill.
- Most gave sill as plutonic and lava flow formed by eruption or rising magma.
- Some gave lava flow cuts horizontally across while sills are vertical structures.
- Which was:

Lava flow	**Sill**
Irregular and cindery top OR irregular upper surface	Regular and uniform top OR regular upper surface
Fine grained to glassy	Medium to fine grained
May show weathering of upper surfaces	Does not show weathering of upper surfaces
Commonly vesicular or amygdaloidal or flow banded	Rarely vesicular or amygdaloidal or flow banded
Baking of rocks is restricted at the bottom OR has one baked margin and one chilled margin	Roof and floor rocks surrounding sill show baked margins and sill chilled margins OR has two baked margins and 2 chilled margins
Fragments may occur in overlying rocks as xenoliths or pebbles	No fragments in adjoining sediments
Veinlets (small veins) occur only in the underlying rocks	Small veins may occur both in overlying and underlying rocks
No xenoliths from above but some from below	Have xenoliths above and below the sill

Lava flow	Sill
Lava flow cools at the Earth's surface	Sill cools below the Earth's surface or at shallow depth or hypabyssal
Most common rock types are basalts/ rhyolites	Most common rock type is dolerite

1b Tested analysis.

- Many candidates were unable to correctly draw and describe Bowen's reaction series.
- Some mistook it for the rock cycle.
- Most mixed up the discontinuous and continuous series.
- Many mixed up the ferromagnesian minerals and the plagioclase feldspar minerals as well as the felsic eutectic minerals.
- Many stated magmatic differentiation but could not give the order of crystallization of the minerals.
- Most candidates misspelled many plagioclase feldspar minerals e.g. byetowrite for bytownite etc.
- The question required as follows:

➢ Diagram

➢ Bowen's reaction series is a proposed sequence of mineral crystallization from basaltic magma as cooling occurs.

➢ During magmatic differentiation early formed minerals crystallize out at high temperature and late formed minerals crystallize at low temperature

➢ The Bowen's reaction series has two branches or arms: the discontinuous branch to the left and the continuous branch to the right. The two series are independent of each other.

➢ The discontinuous series consists of ferromagnesian minerals or olivine, pyroxene, amphibole, biotite and each step is separate from the other or is a distinct phase

➢ The continuous series consists of the plagioclase feldspars or anorthite , bytownite, labradorite, andesine , oligoclase and albite forming a progressive graduation in composition between the calcium end member(anorthite) and the sodium rich end member(albite)

➢ The discontinuous and continuous series combine at low temperature crystallizing out minerals of the eutectic point (orthoclase, muscovite and quartz).

1c Tested comprehension.

- About 85% of candidates who attempted this question could not describe and account for the formation of three major structures associated with folds.
- Rather they described and explained the formation of folds such as anticlines, synclines etc.
- Some were describing minor structures associated with folds e.g. boudinage, tension gashes.
- Others described unconformities, inliers, outliers, dykes, sills, batholiths.
- Major structures associated with folds are:

➢ Salt domes

➢ Gravity collapse structures

➢ Nappe folds or thrust sheets

➢ Valley bulges and cambering

- Periclines(domes and basins)

QUESTION TWO

- It was a one star question, testing mostly knowledge.
- The question was the most popular. Candidates who attempted performed below average, about 20% pass.

2a Many candidates could not define planet, asteroids and solar system as the question demanded.

- The few who could define failed to use appropriate words or phrases e.g. most were using rotate instead of revolve. which was:
- Planet: A large body that revolves around a star (sun) and incapable of generating light internally. OR a celestial body moving in an elliptical orbit round a star (sun) OR a non-luminous celestial body illuminated by light from the sun, around which it revolves.
- Asteroids: Rocky objects found in the solar system between the orbits of Mars and Jupiter OR Small rocky solid bodies orbiting the sun between the orbits of Mars and Jupiter.
- Solar system: A system in the universe consisting of the sun, planets, satellites (moons), asteroids, comets, meteoroids, meteorites, etc.

2b Most candidates were unable to bring out differences between the continental and oceanic lithospheres.

- Some stated that the continental lithosphere is solid while the oceanic lithosphere is liquid.
- Others said the oceanic lithosphere is created while the continental lithosphere is destroyed.etc
- The differences between the oceanic and continental lithospheres are:
- Oceanic lithosphere is thinner while the continental lithosphere is thicker.
- Oceanic lithosphere is denser(3.0 – 3.2g/cm^3) while continental lithosphere is less dense(2.6 – 2.7g/cm^3)
- Oceanic rocks are more homogeneous whereas continental rocks are heterogeneous, consisting of granites and metamorphic rocks
- Oceanic lithosphere is made up of SIMA no SIALwhile the continental lithosphere is made up of SIAL and SIMA
- Oceanic basalts are poor in silica, and potassium and rich in aluminium than the continental lithosphere
- The Conrad discontinuity is absent in the oceanic lithosphere but present in the continental lithosphere
- Ocean basins have magnetic stripes which define a series of N- S stripes offset by transverse faults .These are absent on the continents
- Oceanic crustal rocks are younger (not older than 200million years) than continental crustal rocks (about 3500million years)
- Temperature at the base of the continental lithosphere is higher than at the base of the oceanic lithosphere
- Oceanic basins are characterized by constructive plate boundaries while the continent has mostly destructive plate boundaries (except rift systems)
- Transform faults and fracture zones are prominent features of ocean basins where rift systems are extensive but these are absent in the continental areas
- Oceanic basins are characterized by shallow and intermediate earthquakes while continental areas are characterized by shallow, intermediate and deep earthquakes

2c (i) Many candidates could only give volcanic eruptions, plate tectonics and mining as the possible causes of earthquakes.

- Some stated from rainfall, deforestation , global warming etc.
- Possible causes of earthquakes are:

➢ Sudden slippage or movement along faults or fault zones or elastic rebound
➢ Volcanic activities or eruptions
➢ Tectonic movement or tectonic forces
➢ Undersea landslides
➢ Impacts of meteorites
➢ Explosions of nuclear bombs
➢ Human activities such as mining, tunnel construction, filling reservoirs, hydraulic fracturing (hydraulic frackings), hydrocarbon extraction and storage, waste disposal wells, ground water extraction, movement of heavy automobiles etc.

(ii) Most candidates were unable to give the properties of transverse waves.

- Many were describing body waves (P & S waves).
- Some gave the characteristics of both body and surface waves while others considered secondary waves as the only transverse waves.
- Which was:

➢ Transverse waves are secondary (S) waves and love (L) Waves.

QUESTION THREE

- It was a two star and unpopular question.
- The performance of candidates was about 8%. Many gave very poor responses.

3a Tested on synthesis.

- Many candidates who attempted this question described the different stages of a river.
- Most could not relate processes of river erosion and transportation to river Mungo.
- The few who were able to name the processes could not distinguish processes of erosion and those of transportation.
- Some were describing marine transgression and regression.
- Others described processes of chemical weathering.
- Those who were able to describe the processes did not state the particle types being eroded and transported by the different processes.
- The erosional processes of river Mungo are:

➢ Abrasion(corrasion
➢ Attrition
➢ Hydraulic action
➢ Cavitation
➢ Corrosion (solution)

- Transportation processes of river Mungo are:

➢ Traction

- Saltation
- Suspension
- Solution

3b Tested comprehension.

- Many candidates who attempted this question failed to identify the different rock types that can be found in piedmont, deep marine and transgressive shoreline environments.
- Some stated general characteristics of rocks while others gave a mixed description of different rock types.
- For **3b (iii)** Most drew a transgressive facies.
- Many gave textures of igneous rocks instead of sedimentary textures. Those who could give the correct textures failed to write grain with ed. They rather gave coarse grain instead of coarse grained etc.
- Some mistook minerals for rocks. E.g. rock type in a piedmont environment is muscovite etc.
- The question required as follows:

i. Piedmont environment: Arkoses Or Red sandstone (ferruginous sandstone) Or breccia Or polymict conglomerate.

Arkoses

- Composition: Feldspar, Quartz, micas, rock fragments, iron oxide / calcite cement, clay matrix
- Texture: Grain size - medium to coarse grained

  Grain shape - sub rounded OR Angular to sub rounded

  Sorting - moderately sorted OR poorly sorted to well sorted

  Maturity - Mature /sub mature
- Structure: cross or current bedding, ripple marks OR

Red sandstone

- Composition: Quartz, haematite(iron oxide) cement)
- Texture: Grain size – medium grained

  Grain shape – rounded grains

  Sorting - well sorted

  Maturity – mature / supermature
- Structure: cross(current) bedding, ripple marks OR

Breccia

- Composition : angular fragments of different rock types , fine grained matrix, iron oxide/ calcite/ silica cement
- Texture: Grain size – coarse grained or 2mm and above

  Grain shape – angular to sub angular

  Sorting - Poorly sorted

  Maturity - immature
- Structure: Massive, bedding not common

(ii) Deep marine environment : Greywacke or Black shale

Greywacke

- Composition : Quartz, feldspars , rock fragments, fine grained(clayey) matrix
- Texture: Grain size – fine to coarse

  Grain shape – angular to sub angular

  Sorting - Poorly sorted

  Maturity - immature
- Structure: graded bedding, slump structure, sole structures or marking, flame structures, internal laminations OR

  Black shale
- Composition: clay minerals, quartz, feldspars, iron oxides, muscovite, chlorite, sericite, pyrite, organic matter.
- Texture: Grain size – fine grained

  Grain shape – rounded

  Sorting - well sorted

  Maturity - mature
- Structure: laminations

(iii) Transgressive shorelines: Oligomict conglomerate or orthoquartzite

Oligomict conglomerate

- Composition: Pebbles or boulders or cobbles of resistant minerals like quartz, chert, iron oxides, silica or calcite cement
- Texture: Grain size – coarse grained or 2mm and above

  Grain shape – well rounded

  Sorting - well sorted

  Maturity - supermature
- Structure: imbricate structure, / mostly massive / bedding is poorly developed / bedding is absent

  OR

  - Orthoquartzite or Siliceous sandstone or quartz arenite
- Composition: predominantly quartz grains, silica / iron oxide cement
- Texture: Grain size – Medium grained or 2 – 1/16 mm

  Grain shape – well rounded

  Sorting - well sorted

  Maturity - super mature
- Structure: cross stratification, ripple marks, regular bedding

QUESTION FOUR

- Third most popular and two star question.
- Candidates who attempted this question performed very poor about 9% pass.

4a Tested comprehension.

(i) Many candidates could not name and describe processes associated with contact metamorphism

- Most were describing contact metamorphism as a whole, others factors that control metamorphism.
- Some explained metasomatism, pneumatolysis, and isochemical metamorphism.

- The poor answers as reflected in the candidates work is a pointer that metamorphism is poorly taught in many schools.
- Processes associated with contact metamorphism are:

➢ Tourmalinisation: It involves the action of boron bearing vapours or volatiles with some fluorine on a country rock to form tourmaline. When boron bearing vapour gets into a limestone or calcium rich rock, axinite which is a calcium boron silicate is formed.

➢ Greisening: A process which gives rise to mica rich pneumatolytic rocks which sometimes contain topaz and or tourmaline.

They result from the action of fluorine rich vapours on granitic rocks. Under certain conditions, topaz may develop as an end product of a quartz- topaz rich rock called topazfels. This is mostly common in pelitic rocks.

➢ Ore mineralization: Certain elements such as tin and wolfram are concentrated and deposited as a result of pneumatolytic action. They are transported as fluorides which react with water to give oxides. Wolfram reacts with iron and manganese to give wolframite and calcium to give scheelite.

(ii) Most candidates were able to discuss the composition and texture of foliated metamorphic rocks but could not account for their formation.

- Some stated formation from cooling of magma. Some were unable to state whether low grade or high grade. Parent rock shale was not mentioned.
- Some listed foliated and non-foliated rocks.
- Others gave granite as a foliated metamorphic rock.

For mineralogy, some considered mica and biotite as two different minerals instead of one.

- The question required as follows:

➢ Slate

Mineral composition: biotite (mica), chlorite, sericite,

Texture : fine gained, slaty texture, foliated

Mode of formation : Low grade (low temperature and low pressure) regional metamorphism of shale or pelitic or argillaceous rock.

➢ Phyllite

Mineral composition: biotite, muscovite, chlorite, sericite, epidote, small quartz and feldspar

Texture : fine gained, phyllitic texture, foliated

Mode of formation : Low grade (low temperature and low pressure) regional metamorphism of shale or pelitic or argillaceous rocks.

➢ Schist

Mineral composition: Micas, chlorite, garnet, quartz and feldspar, hornblende, kyanite

Texture : medium gained / medium to coarse grained, schistose texture, foliated

Mode of formation : medium grade (moderate temperature and moderate pressure) regional metamorphism of shale or pelitic or argillaceous rocks

➢ Gneiss

Mineral composition: Quartz, feldspar, hornblende, biotite, garnet, pyroxene

Texture : Coarse grained, gneissose texture, porphyroblastic, foliated

Mode of formation : High grade (high temperature and high pressure) regional metamorphism of shale or pelitic or argillaceous rocks.

- Migmatite

Mineral composition: Quartz, feldspar, hornblende, mica, garnet

Texture : Coarse grained, migmatitic texture, foliated

Mode of formation : Formed by anatexis during very high temperature regional metamorphism of shale OR Formed under extreme temperature and pressure conditions during prograde metamorphism of shale when partial melting occurs.

4b Tested comprehension.

- Many candidates could not explain sea floor topography and palaeomagnetic stripes evidences in support seafloor spreading.
- Most were explaining the theory of sea floor spreading and changing magnetic poles of the Earth.
- Some stated topographic features of the seafloor.
- Some explained how fossils acquired magnetism
- Others described evidences of continental drift.
- Which was:

i) Sea-floor topography: The sea floor is steep at the ridge crest because the temperature of the rocks there is high and for this reason the rocks are less dense. Because of the less dense nature of the rocks, they can be easily raised. The sea floor is gentle towards the trenches. This is because the rocks here have a low temperature, is cold and dense and so sinks at the subduction zone. The height of sea mounts and guyots reduces towards the trenches which is strong evidence that the sea floor splits and gets older as it spreads.

ii) Palaeomagnetic stripes: There are symmetrical parallel bands of strong and weak magnetism in the ocean floor on both sides of the ridge crest. This is because new basalt cooling at the ridge crest acquires magnetism in the same polarity as that of the Earth's magnetic field at the time of formation. As rifting occurs this basalt is split and drifted on both sides of the ridge crest. The most recent reversals occur at the mid ocean ridge and progressively older ones are found towards the flanks of the ocean basins. This is an indication that each segment of the ocean's crust was originally formed at the ridge crest and has been moved gradually away from it.

4c Tested knowledge.

- Most candidates who attempted this question could state factors that influence the location of a quarry.
- A few gave the disadvantages of location of a quarry, others effects of quarrying such as landslides being a danger to the community, economic importance of a quarry to the community as a means of employment, some stated disadvantages of the presence of a quarry in an area.

QUESTION FIVE

- It was a popular and two star question but the general performance was poor.

5a Tested application

- A few candidates about 10% were able to state the crystallographic axes and axial angles of the various systems correctly.

- Only about 5% could bring out the diagnostic symmetry elements of the various crystal systems.
- Some labelled crystallographic axes in capital letters.
- About 50% of the candidates could not write the symbols for axial angles correctly. Alpha was written as "a" instead α and gamma as y instead of γ.
- Many gave 1^{vi} for tetragonal system and 1^{iv} for hexagonal systems which was wrong.
- Some gave the diagnostic symmetry elements for the cubic system as 3^{iv} instead of 4^{iii}, or four of three fold in words.
- Some candidates drew crystal models belonging to the different systems but failed in labelling the crystallographic axes correctly.
- Some gave * none * as diagnostic symmetry elements for the triclinic system instead of no plane, no axes and a centre of symmetry.
- Most of them were listing all the symmetry elements of the various systems.
- Some misunderstood the question to mean definition of crystallographic axes and axial angles.
- which was:

i) Crystallographic axes and axial angles

Crystallographic axes and axial angles	**Crystal system**
Three equal axes at 90^o(orthogonal) OR $a_1 = a_2 = a_3$, $\alpha = \beta = \gamma = 90^o$	Cubic
Three axes , two equal horizontal axes and a third either longer or shorter all at 90° (orthogonal) OR $a_1 = a_2 \neq c$, $\alpha = \beta = \gamma = 90^o$	Tetragonal
Four axes, three equal horizontal at an angle of 120° to each other and the vertical at right angles to the plane containing the horizontal axes OR $a_1\ a_2\ a_3\ c$, $\alpha = \beta = 90^o$, $\gamma = 120^o$	Hexagonal
Four axes, three equal horizontal at an angle of 120° to each other and the vertical at right angles to the plane containing the horizontal axes OR $a_1\ a_2\ a_3\ c$, $\alpha = \beta = 90,^o$ $\gamma = 120^o$	Trigonal
Three unequal axes, all at 90° (Orthogonal) OR $a \neq b \neq c$, $\alpha = \beta = \gamma = 90^o$	Orthorhombic
Three unequal axes, two at right angles(b and c) and a third (a) at an oblique angle containing the other two OR $a \neq b \neq c$, $\alpha = \gamma = 90^o$, $\beta \neq 90^o$	Monoclinic
Three unequal axes meeting at oblique angles (none at 90° OR $a \neq b \neq c$, $\alpha \neq \beta \neq \gamma \neq 90^o$	Triclinic

ii) Diagnostic symmetry elements

Diagnostic symmetry elements	Crystal system
4^{iii} fold axes of symmetry	Cubic
1^{iv} fold axis of symmetry	Tetragonal
1^{vi} fold axis of symmetry	Hexagonal
1^{iii} fold axis of symmetry	Trigonal
1^{ii} fold axis OR 3^{ii} fold axes and at least 2 planes of symmetry	Orthorhombic
1^{ii} fold axis of symmetry	Monoclinic
No plane, no axes, a Centre of symmetry	Triclinic

5b – Tested comprehension.

- About 10% of the candidates could describe the pyroxene group of minerals correctly.
- Many failed to state the crystal systems into which pyroxenes crystallize.
- Some describe pyroxene as a rock
- A few of them gave the forms and diagnostic physical properties of pyroxenes.
- Some misunderstood diagnostic properties to mean symmetry elements.
- The question required as follows:

➢ (i) Structure: Continuous single chain of tetrahedral each sharing two oxygen atoms with its neighbours. Chains are linked by cations like $Mg^{2+,}$ Fe^{2+} and $Ca^{2+.}$The unit formula is Si_2O_6 OR silicon – Oxygen ratio of 1: 3.

OR

➢ Structure in which the SiO_4 tetrahedral are linked by sharing two oxygen atoms each with the neighbouring tetrahedral forming a single continuous chain. The chains are linked by cations of $Mg^{2+,}$ Fe^{2+} and $Ca^{2+.}$Unit formula is Si_2O_6.

➢ Crystallography:

- Crystal system: Monoclinic e.g. Augite,
  Orthorhombic e.g. Enstatite and hypersthene
- Forms: Prisms, Pinacoids (clinopinacoid, orthopinacoid), pyramid (hemi – pyramid), hemi – orthodome

➢ Diagnostic physical properties

- Cleavage: Prismatic or 2 directions of cleavage which intersect at 90° or almost or nearly at 90°
- Hardness: 5 – 6 or 6
- Colour: black or greenish black, dark or dark green
- Lustre: vitreous or glassy

Question 6

- It was the least attempted and three star question.

a) Tested on synthesis.

- Very few candidates less than 8% could discuss the preservation potential of Cardium, Paradoxides and Spirifer correctly.
- Some were able to give reasons why Cardium, Paradoxides and Spirifer are preserved as fossils without stating whether they had a high or low preservation potential.
- Many could not relate the preservation potential of bivalves, trilobites, and brachiopods to cardium, paradoxides and spirifer respectively.
- Generally, candidates did not understand the meaning of preservation potential.
- The question required as follows:

Cardium:

- High preservation potential because they are common and abundant as fossils.
- Cardium has a calcareous shell which is relatively resistant to decay.
- It lived mainly in a shallow marine environment where it can be quickly buried as a result of rapid deposition.

i) Paradoxides :

- It has a high preservation potential because of its chitinous skeleton which is highly resistant thus easily preserved.
- Paradoxides lived in shallow marine environments where it is quickly buried as a result of rapid deposition.

ii) Spirifer:

- Has a high preservation potential because the shell is calcareous or chitinous thus can be easily preserved. Spirifer has a good attachment mechanism and cannot be destroyed by waves

b) Tested application.

- Generally, the question was poorly interpreted. Only about 10% of those who attempted could show how fossils are valuable in the reconstruction of the conditions and palaeo- environments under which sedimentary rocks containing them were formed.

- Which was**:**
- Corals indicate a warm shallow marine environment
- Fossils preserved as mammoths indicate a glacial environment
- Insects preserved in amber indicate a temperate environment
- Pyritised fossils indicate a reducing or deep marine environment
- Mummified fossils indicate desert or arid environment
- Plants with sunken stomata and heavy cuticle indicate desert environment
- Presence of a variety of fossils indicate a continental shelf environment
- Fossil horses indicate grassland environment
- Fossil trees with growth rings indicate a temperate environment while those without growth rings are indicative of a tropical environment
- Fossil lung fish indicate areas of seasonal drought which is a hot or arid environment

- Vertebrate foot prints and bones indicate aeolian environment
- Fossil reptiles indicate warm temperate areas.

c) i) Tested knowledge.

- Very few could define radiometric dating.
- Which was:
- Radiometric dating is a method of dating that gives the exact ages of rocks in number of years using radioactive isotopes.

OR

A method of absolute dating based on the measurements of half-lives of radioactive isotopes found in rocks.

ii) Tested evaluation.

- Many were unable to state and describe two radiometric methods that can be used to date granites rocks found in Cameroon.
- Which was:
- Uranium – Lead method

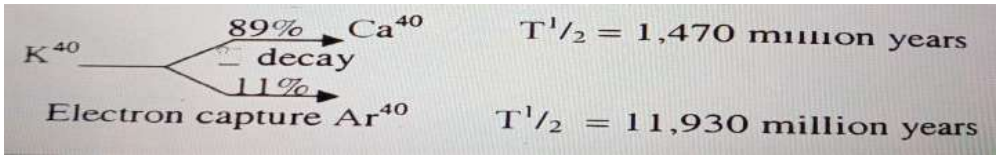
The parent element uranium consists of two isotopes U^{238} and U^{235} both of them undergo a series of alpha decay to produce the end products helium and lead with half-lives of 4.467 and 704 million years respectively.

$U^{238} \longrightarrow {}^{206}Pb + 8He^{4}$ half-life 4,467million years

$U^{238} \longrightarrow {}^{207}Pb + 7He^{4}$ half-life 704 million years

- Potassium – Argon method

Potassium - 40 (K^{40}) decays in two different ways, with 89 % of the atoms to calcium -40 (Ca40) by beta decay with half-life of 1,470 million years and the remaining 11% go to Argon- 40 (Ar40) by electron capture with half-life of 11,930 million years The branch potassium - 40 to Calcium - 40 is not useful in dating because calcium is extremely abundant and widespread. The potassium 40 to argon 40 branches is useful provided the materials are carefully chosen.



- Rubidium - Strontium method

Rubidium - 87(Rb^{87}) decays in a single beta step to Strontium - 87(Sr^{87}) with a half-life of 48,800 million years. The ages are determined from their ratio in rubidium bearing minerals such mica and K- feldspars.

$Rb^{87} \longrightarrow Sr^{87} + \beta$ half-life 48,800 million years

1.3. PAPER THREE

This paper was a practical paper and consisted of five compulsory questions. Candidates were also assessed on SBA and field work giving a total score of 95 marks.

Assessment objective	knowledge	Comprehension	application	Analysis	synthesis	evaluation
percentage	-	-	70	20	10	-

TOS FOR PAPER 3

The Percentage pass for paper 3 this year was 45, a slight increase as compared to that of last year which was 40%.

SECTION A

Q1. (a)

- Most candidates were unable to locate the folds on the map using grid references. Those who were able gave four grid references instead of six. Those that could give six grid references started with the northings instead of the eastings.
- Some identified the folds as antiform and synform instead of anticline and syncline.
- Most candidates could not state the core beds of the folds which were shale for the anticline and chalky limestone (bed L) for the syncline.
- Some candidates gave beds moving away as one of the evidences for the fold being an anticline. instead of dip arrows dipping away
- Some candidates spelt "dip" as "deep" which was wrong.
- Most candidates could not follow the steps in describing folds on a map.

(b)

- Most candidates were unable to locate and describe the faults.
- Some candidates were unable to locate the faults using cardinal points. Some used W – E instead of E – W, S – N instead of N – S etc.
- Some could not give the trend of the faults. The few who gave could not mention from one direction to another for example NS instead of North – South or N – S.
- Most candidates were describing folds in the place of faults.

(d)

- Most candidates were unable to identify and give evidence(s) for the feature found at grid reference 817055
- Those that could identify gave out layer. Some candidates identified the feature as a rock found in the area while others identified it as an angular unconformity or inlier
    - The feature was an outlier.
    - Evidence(s): limited outcrop of chalky limestone (bed L) which is younger is completely surrounded by older rock sandstone.

- Most candidates could not account for the formation of the outlier.
- Many candidates attributed its formation to deposition, lava flow volcanic eruption, and weathering.

- Formation of outlier: erosion and folding

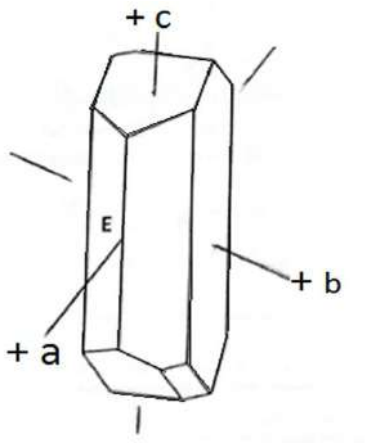
- Most candidates were unable to draw a section across the line X – Y
- Some redraw the map and labelled.
- Many did not insert the beds, fold axes and core beds. Some draw the topographic profile and some others added a key.

SECTION B

Q2 This question was poorly answered.

(a) i)

- Majority of the candidates were unable to insert and label the crystallographic axes. Those who could insert, labelled them as a+, b+ and c+ instead of +a +b and +c
- Those who could, inserted the 'a' and 'b' axes horizontal instead of being inclined.
  - The question required as follows:



ii)

- A few candidates could list the elements of symmetry present.
- Most candidates gave symmetry elements of the monoclinic system.
- Some stated that there were 'no' or 'none' symmetry elements present.
- Which was:
  - No plane of symmetry
  - No axes of symmetry
  - A centre of symmetry

(b)

- Some gave answers like side pinacoid, front pinacoid, basal pinacoid or dome.
- Most candidates were confused with forms in the orthorhombic system.
  - The form E is a prism or hemi prism or third order pinacoid or pinacoid.

(c) Most candidates could not state with reason(s) the crystal system to which the crystal belongs. Instead they were stating the orthorhombic and monoclinic systems.

- The crystal model belongs to the triclinic system.

- Reason(s): No plane of symmetry, no axes of symmetry and a centre of symmetry.

(d) Many candidates were unable to give an example of a mineral the crystallizes in such a habit. Some gave axinite and orthoclase.

- Mineral that crystallizes in such a habit is albite.

(3) (a) Most candidates could identify with reason(s) fossils B and C

(b) Most could not give the age range of fossil B. Some gave ages as Cambrian to Recent, Mesozoic etc.

- Age range of fossil B : Pliocene – Recent Or Recent

(c) Many candidates were unable to state the environmental significance of fossil C. Some gave shallow marine omitting the word **warm**.

- Environmental significance of fossil C is **warm shallow marine** environment.

(c) Very few candidates could state with reason(s) the mode of life of fossil B. Few candidates were confused between the word borrower and burrower.

- The mode of life of fossil B is burrower
- Reason: presence of siphonal canal

  OR
- Mode of life: ploughs through soft sediments
- Reason: presence of muscular foot.

Q4 This question was poorly answered.

(a) Many candidates were unable to give the name of the structure in the photograph. Some gave pillow lavas, columnar basalts, tors, joint, mud cracks and colonial basalts

- Name of structure: columnar structure or polygonal joints or columnar joints

Most could not give the description of the structure.

- Description: closely packed series or vertical columns mostly five or six sided. OR a geological structure where sets of intersecting closely spaced fractures called joints result in the formation of a regular array of polygonal prisms or columns.

Many could not account for the formation of the structure in 4 (a) above.

- Formation of structure: Formed by contraction during cooling of lava where a pattern of tensional forces act towards a number of centres. These forces pull open a series of joints causing the rock to separate into a large number of vertical columns usually six sided or five sided.

Q5 The performance for this section was better than that of section A and C with a percentage of about 55%.

(a) Most candidates identified and described specimens E, F, G, H, J, K, L and M. Few were confused between specimens M which was marble. They mistook it for calcite or quartz.

The diagnostic properties of specimens E, F, G, H, J, K, L and M are as follows:

Specimen E

- Description: coarse grained,

  Light coloured or leucocratic or pink coloured.

  Composed of Quartz, feldspars and micas

- Identification: Granite

Specimen F

- Description: Fine grained/ porphyritic (phenocrysts of quartz)
  Light colored or leucocratic,
  Flow banding.
- Identification: Rhyolite

Specimen G

- Description: Composed of calcite
  Reacts with dilute HCl,
  Fine grained
- Identification: Limestone

Specimen H

- Description: medium grained or medium – coarse grained or coarse grained
  Iron oxide (haematite) cement,
  Contains quartz,
  Well sorted,
  Rounded grains and mature.
- Identification: Red or ferruginous sandstone

Specimen J

- Description: Red or cherry red streak or reddish brown or red brown,
  Metallic lustre
  High specific gravity or heavy.
- Identification: Haematite

Specimen K

- Description: Hardness of 6,
  Pink colour,
  Two directional cleavage at 90° or prismatic,
  Vitreous or glassy lustre
- Identification: Orthoclase

Specimen L

- Description: coarse grained, gneissose texture, foliated, porphyroblastic,
  Banded,
  Composed of quartz, feldspar, hornblende, biotite, pyroxene, garnet.
- Identification: Gneiss

Specimen M

- Description: Reacts with dilute HCl,
  Granular, sugary, saccharoidal,
  Composed of calcite

- Identification: Marble

(b) Most candidates could not give the modes of formation of specimens E and M.

- Mode of formation of specimen E: slow cooling of acid or granitic magma in the plutonic environment
- Mode of formation of specimen M: contact metamorphism of pure limestone.

(c) Many candidates could not give the environment that generally favours the formation of specimen H

- Environment of formation of H: Arid or desert or piedmont or intermontane environment.

(d) i) Few candidates gave the relationship between E and F. Their relationship is

- Both are acid igneous rocks.
- Both have the same mineralogy or composition (i.e. contain quartz, feldspar and micas)
- Specimen E is the plutonic equivalent of specimen F OR specimen F is the volcanic equivalent of specimen E

ii) Many candidates could not give the relationship between specimens G and M which is:

- G is the parent rock or protolith of M or M is formed from G
- G was metamorphosed to M
- Both contain calcite
- Both react with dilute HCl

RECOMMENDATIONS

❖ **TO STUDENTS**

- Attend theory and practical classes regularly.
- Own a copy of the syllabus.
- Strongly advised to avoid speculative learning where by some areas of the syllabus are avoided.
- Avoid using abbreviations and short – hand writing when answering questions.
- Buy prescribed text books and laboratory manuals.
- Avoid memorizing answers from pamphlets.
- Candidates should take time to study the key words and phrases used in questions.

❖ **TO TEACHERS**

- Should obligatorily own a copy of the teaching and assessment syllabuses.
- Be more methodical in treating those topics in which the students have difficulties such as metamorphism, astrogeology, crystallography, surface processes, stratigraphy, paleontology, map work etc.
- Heads of departments should follow up colleagues regularly to ensure they do their work correctly.
- Master and cover the syllabus in time.
- Should upgrade lesson notes yearly.
- Seminar attendance should be compulsory.
- Adopt a more dynamic approach to teach geology.
- Do practical at the end of each theory topic in Lower Sixth.
- Teachers should lay more emphasis on revision before end of course examination.

- Discuss the syllabus during departmental meetings so that new colleagues in the field can understand and know how to interpret it.
- Examiners should look for every opportunity to share their experiences obtained during marking with their colleagues in their respective areas
- Field work should be done within the **region or division of the school** and the amount for field work **should not exceed 12,000 FRS**.
- Heads of departments should ensure their laboratories are well equipped with appropriate materials e.g. rocks, minerals specimens, crystal models, and maps.
- Teachers should regularly evaluate student's manuals after every practical session.
- Experience teachers should present difficult topics during seminars.
- Enough time should be allocated to discuss the subject report during departmental meetings and seminars.
- Understand how to interpret and set standard questions.
- Photocopy and download geologic photographs online and revise with the students.
- Write difficult words on the chalkboard and avoid using abbreviations and short-hand in order that students can learn correct spellings of terms.
- Heads of departments should ensure teachers cover much work during the first term of upper sixth and do more practical work and revision in the following terms.

❖ **OTHER STAKEHOLDERS**

- Parents should provide prescribed text books and laboratory needs to their children.
- School authorities should allow the possibility on the time table for many students to have access to geology lessons.
- Discourage the use of unscientific and uncertified handouts by teachers and students.
- School authorities should furnish geology laboratories with minerals, fossils, maps, crystal models etc.
- Pedagogic days should be organized at lower levels (Forms 3, 4, and 5) during which students will be educated more about the subject and encouraged to offer the subject.
- National and Regional inspectors should monitor the teaching of geology throughout the nation and regions respectively.

0760-HISTORY

PERFORMANCE AND SUITABILITY

The overall performance of candidates in the 2023 examination is rated at above 55%. The syllabus coverage was 72.6% about the same as that of last year (2022). As was the case in 2022, there was a reduction in the number of questions in History Paper 2 and Paper 3. The reduction in the number of questions is intended to curb speculative teaching and learning. History Paper I is not affected by this reduction because it had the usual 50 questions set on the entire syllabus. The suitability of the whole examination this year is 96%, about the same like last year (2022). All aspects of History were tested (political, socio-cultural, economic and diplomatic).

TABLE 1: ABILITIES TESTED USING BLOOMS TAXONOMY AND LEVEL OF DIFFICULTIES

PAPER	No. of Questions	Percentage		KN	CO	AP	AN	SY	EV	X	XX	XXX	Comment
		Marks	Weighted										
P I	50	50	40	/	/	/	12	24	14	34	14	2	Balanced Paper
				/	/		24%	48%	28%	68%	28%	04%	
P II	12	100	30	/	/	/	09	00	03	06	06	00	Balanced Paper
				/	/	/	75%	00%	25%	50%	50%	00%	
P III	12	100	30	/	/	/	04	01	07	07	05	00	Balanced Paper
				/	/	/	33%	08%	58%	58%	42%	00%	

TABLE 2: THE ATTAINMENT OF SYLLABUS AIMS (OBJECTIVES) FOR THE 2023 EXAMINATION SESSION

SYLLABUS AIMS	SECTION	PAPER 1 QUESTIONS	%	PAPER 2 QUESTIONS	%	PAPER 3 QUESTIONS	%
Restoration of Cameroon's historical and cultural past	A	1 to 20	40	1 to 12	100	/	/
Restoration of Africa's historical past, dignity, authenticity and originality.	B	21 to 35	30	/	/	1,2,3,4,5,6	50
Integrate African and World History. Interactions and independence	C	36 to 50	30	/	/	7,8,9,10,11,12	50
Inculcate in the candidates the love for history, prepare them for further studies.	D	All the questions (1 to 50)	100	All the questions (1 to 12)	100	All the questions (1 to 12)	100

PAPER TWO

CAMEROON SINCE 1800 MARKING REPORT

OVERVIEW OF PAPER TWO

The 2023 marking exercise for 0760 History began with the arrival of the subject panelists on Thursday the 29thJune. The other examiners joined the exercise the next day on Friday the 30th of June at 8.00am. The Chief Examiner gave a brief welcome speech and the examiners were later handed down the outcome of the meeting which the subject panelists had with the Secretary General at the Governor's Office and the Registrar of the GCE Board. This was followed by the discussion and adoption of the marking guides for 0760 History 2 and 3. Trial marking and harmonization of scores was done on Friday 30th June and Saturday 1st July 2023. Effecting marking began on the Saturday 1st July in the afternoon.

PERFORMANCE AND SUITABILITY

The overall performance of the candidates in History 2 in the 2023 examination is rated at above 60%. The syllabus coverage for the paper is about 63%. This was due to the reduction in the number of questions in History Paper 2 intended to curb speculative teaching and learning. The suitability of the whole examination this year is about 95%. All aspects of History were tested (political, socio-cultural, economic and diplomatic). Generally, the questions were of A/L standard. All the "A" Level objectives and skills namely Analysis, Synthesis and Evaluation were tested. The sequencing of the paper was 100%. All 12 questions in the paper were in their appropriate sections.

TABLE 3

QUESTION BY QUESTION ANALYSIS FOR HISTORY 2

Qn No.	% Attempted	Candidate's Interpretation of the questions					Performance	Mark Range	Phraseology	Overall actual Performance	Level of difficulty
		Good	Fair	Av	Poor	V.P					
1	**95%**			✓			**Average**	**13-14**	**Ok**	**65%**	*
2	**30%**				✓		**Poor**	**07-08**	**OK**	**15%**	**
3	**85%**	✓					**Average**	**13-14**	**Ok**	**60%**	*
4	**90%**	✓					**Good**	**15-16**	**Ok**	**70%**	**
5	**90%**	✓					**Good**	**15-16**	**Ok**	**75%**	*
6	**25%**	✓					**Average**	**13-14**	**Ok**	**55%**	**
7	**5%**	✓					**Average**	**13-14**	**Ok**	**40%**	*
8	**5%**				✓		**Poor**	**07-08**	**Ok**	**30%**	*
9	**95%**		✓				**Average**	**13-14**	**Ok**	**70%**	**
10	**40%**				✓		**Poor**	**09-10**	**Ok**	**30%**	**
11	**45%**				✓		**Poor**	**09-10**	**Ok**	**25%**	*
12	**25%**		✓			`	**Poor**	**09-10**	**Ok**	**25%**	*

From the table above, it can be deduced that:

1. General performance would be about 60%.
2. The question interpretation was average.
3. Phraseology was good.

TABLE 4

THE SYLLABUS COVERAGE OF TOPICS IN HISTORY 2

S/N	TOPICS IN THE SYLLABUS	TOPIC NUMBER	QUESTION NUMBER	%
1	Population Movements (Causes and Consequences)	1	1	5.2
2	States and Kingdoms	2	-	00
3	Islamisation of North Cameroon	3	-	00
4	Christians Missions in Cameroon	4	2	5.2
5	Scramble and Annexation of Cameroon	5	3	5.2
6	German "Kamerun"	6	-	00
7	"Kamerun" and World War I	7	4	5.2
8	British Mandate to 1945	8	5	5.2
9	French Mandate to 1945	9	-	00
10	Trusteeship in French Cameroon	10	6	5.2
11	Trusteeship in British Cameroon	11	7	5.2
12	The road to Independence in French Cameroon	12	8	5.2
13	The road to Independence in British Southern Cameroon	13	-	00
14	The Federal Constitution	14	9	5.2
15	The Federal Republic of Cameroon: the State of West Cameroon	15	10	5.2
16	The Federal Republic of Cameroon: the State of East Cameroon 1961-1972	16	-	00
17	Political Developments in the Federal Republic of Cameroon, 1961-1972	17	-	00
18	The Unitary State: The Ahidjo Regime, 1972-1982	18	11	5.2
19	Cameroon Since 1982: The Biya Regime	19	12	5.2

$$\frac{12}{19} \times \frac{100}{1} = 63.2\% \text{ syllabus coverage}$$

From the table above, the syllabus coverage for History Paper 2 is about 63.2% considering the fact that questions for History Paper 2 have been reduced from 18 to 12.

TABLE 5: QUESTION EXPECTATIONS AND CANDIDATES' RESPONSES FOR HISTORY 2

No	QUESTION	EXPECTATIONS/ DEMANDS	CANDIDATES' RESPONSES	CANDIDATES' PERFORMANCE					
				V. Poor	Poor	B. Av	Av	Good	Excellent
1	With reference to specific examples, account for migrations in the Western Grasslands in the 19th century.	Emphasis is on the **reasons** for migrations or population movements in the Western Grasslands during the 19th century. Answers must be illustrated with examples in the Western Grasslands.	Answers presented by candidates show an understanding of the reasons for migrations but the examples were not limited to the Western Grasslands.				✓		
2	To what do you attribute the ease with which the London Baptist Missionaries introduced Christianity along the coast of Cameroon before 1884?	A **one part question** with focus on the **reasons for missionary success** along the coast of Cameroon.	- Most candidates presented answers which focused on the achievements. - Others wrote on motives and activities. - Some brought out problems faced by the missionaries in place of reasons for their success.		✓				
3	Why and with what consequences did European powers scramble for Cameroon during the last quarter of the 19th century? .	A two part question centered on the **reasons** for the European scramble for Cameroon in part one and **consequences** of the scramble in part two.	- Most candidates were able to give the reasons for the European scramble for Cameroon but lacked illustrations. - Part II impact of annexation not impact of scramble.				✓		
4	Account for Allied extension of the First World War to Cameroon in 1914 and for the prolonged German resistance during the war.	A **double focus** question on the **reasons** why the First World War was extended to Cameroon in the first part and **reasons** for the prolonged German resistance during the war for part two.	- Most candidates focused on the question properly but the answers lacked sufficient or in-depth analysis. - Some brought up irrelevant facts on reasons for the Condominium. - Some added reasons for German defeat.					✓	
5	Why did the British decide to administer the Southern Cameroons as an integral part of Nigeria during the Mandate period?	Focus is on the **reasons** for British administration of Southern Cameroons as part of Nigeria during the Mandate era.	- Answers show an understanding of the reasons for the joined administration. - Some candidates went off because they wrote on reasons for Indirect Rule and British neglect.					✓	
6	To what extent did internal factors accelerate the pace of nationalism in French Cameroon after 1945?	A **double focus** question on the **internal factors** of nationalism in French Cameroon for the first part and **other factors** for the second part.	- The majority of candidates presented the general factors for the rise of nationalism in French Cameroon without separating the internal factors from other factors of nationalism. - General reasons given without attaching them to French Cameroon.				✓		

No	QUESTION	EXPECTATIONS/ DEMANDS	CANDIDATES' RESPONSES	CANDIDATES' PERFORMANCE					
				V. Poor	Poor	B. Av	Av	Good	Excellent
7	Discuss the significance of the Eastern Regional Crisis of 1953 in the struggle for self-government in the Southern Cameroons.	A **single focus** question on the **significance/impact** of the Eastern Regional Crisis of 1953 in the struggle for self-government in the Southern Cameroons.	- An average understanding of the question but the facts presented were void of appropriate illustrations.				✓		
8	Analyse the process of decolonisation in French Cameroon between 1946 and 1960.	Emphasis is on the **process / stages** of decolonisation in French Cameroon between 1946 and 1960.	- Answers presented show very little mastery of the processes or stages of decolonization in French Cameroon.		✓				
9	To what extent did the Federal Constitution reflect the aspirations of Southern Cameroonians?	A **two part** question on the **aspirations of Southern Cameroons reflected** in the Federal Constitution for the first part and **aspirations not reflected** in the second part.	- Many candidates dwelled on the general decisions of the Foumban Conference of 1961. - Some brought up reasons for Southern Cameroon failure at Foumban.				✓		
10	Under what circumstances was A. N. Jua appointed Prime Minister of West Cameroon in 1965 and why was he dropped a few years later?	A **two-part** question on Augustine Ngom Jua. Part one centres on the **circumstances** of Jua's rise to power and part two is on the **reasons** why Jua was dropped in 1968.	- Reasons for Jua's rise instead of circumstances. - The worst answers were those presented by candidates who tackled but the causes and consequences of the KNDP Crisis of 1963-65.		✓				
11	What efforts were made by Ahmadou Ahidjo to improve on the economy of Cameroon between 1972 and 1982?	Focus is on the **efforts** made by Ahidjo's regime to improve on the economy of Cameroon between 1972 and 1982.	- Most candidates were not able to present the efforts by Ahidjo's regime to improve on the economy of Cameroon. - Most of the answers were on the general achievements of Ahidjo in the economic, social and political domains.		✓				
12	Assess the impact of the economic crisis in Cameroon since 1986.	Focus is on the **positive impact** of economic crisis in Cameroon for the first part and **negative impact** of the crisis in the second part.	- Answers were not focused because they were based on the causes of the economic crisis. - Some candidates went off and dwelled on the impact of the Anglophone Crisis. - Some equally went off and tackled measures to curb the economic crisis.		✓				

TABLE 6: PERFORMANCE RATING PER QUESTION OR CANDIDATES-QUESTION RELATIONSHIP FOR HISTORY PAPER 2

	QUESTION	SKILL	APPRAISAL OF THE PERFORMANCE
1	With reference to specific examples, account for migrations in the Western Grasslands in the 19th century.	Analysis	An fair performance in interpretation with mark range of 10-18 and an overall success rate of 80%.
2	To what do you attribute the ease with which the London Baptist Missionaries introduced Christianity along the coast of Cameroon before 1884?	Evaluation	A below average performance in interpretation with mark range of 11-12 and an overall success rate of 45%.
3	Why and with what consequences did European powers scramble for Cameroon during the last quarter of the 19th century?	Synthesis	An average performance in interpretation with a mark range of 14-18 and an overall success rate of 70%.
4	Account for Allied extension of the First World War to Cameroon in 1914 and for the prolonged German resistance during the war. .	Analysis	An average performance in interpretation with a mark range of 10-16and an overall success rate of 50%.
5	Why did the British decide to administer the Southern Cameroons as an integral part of Nigeria during the Mandate period?	Analysis	An average performance in interpretation with a mark range of 10-16 and an overall success rate of 45%.
6	To what extent did internal factors accelerate the pace of nationalism in French Cameroon after 1945?	Evaluation	A poor performance in interpretation with a mark range of 07-08 and an overall success rate of 50%.
7	Discuss the significance of the Eastern Regional Crisis of 1953 in the struggle for self-government in the Southern Cameroons.	Evaluation	An average performance in interpretation with mark range of 13-14 and an overall success rate of 65%.
8	Analyse the process of decolonisation in French Cameroon between 1946 and 1960.	Analysis	A poor performance in interpretation with a mark range of 07-12 and an overall success rate of 20%.
9	To what extent did the Federal Constitution reflect the aspirations of Southern Cameroonians?	Evaluation	A below average performance in interpretation with a mark range of 10-16 and an overall success rate of 45%.
10	Under what circumstances was A. N. Jua appointed Prime Minister of West Cameroon in 1965 and why was he dropped a few years later?	Evaluation	A below average performance in interpretation with a mark range of 09-15 and an overall success rate of 40%.
11	What efforts were made by Ahmadou Ahidjo to improve on the economy of Cameroon between 1972 and 1982?	Evaluation	A good performance in interpretation with a mark range of 15-16 and an overall success rate of 55%.
12	Assess the impact of the economic crisis in Cameroon since 1986.	Evaluation	An average performance in interpretation with a mark rang of 10-16 and an overall success rate of 50%.

Outstanding Performances

The outstanding score of 72% was recorded by one script. Five other scripts recorded good scores of 70% each. Two scripts scored 69% and 68% respectively.

Worst Performances

The **lowest score** of 00% was recorded by ten scripts. The candidate hopelessly recopied the questions. Ten other scripts recorded very poor scores ranging between01%,and 03%. These candidates presented the most reckless answers and were unable to interpret the questions. This could be attributed to gambling and over dependence on social media questions.

760 HISTORY PAPER 3

AFRICA AND WORLD HISTORY

AN OVERVIEW OF THE PAPER

The 2023 marking exercise started with the discussion and adoption of the marking schemes on Friday 30th July 2023. Trial marking and harmonization of scores was done on 30th and 1st July 2023 followed by effective marking. In all, there were twelve questions divided into four sections (A, B, C and D) and candidates were expected to answer four questions choosing one from each section. In the course of marking, it was observed that some candidates did not respect the rubrics of the paper. It was also observed that the language of some of the candidates was horrible. The paper was balanced in terms of syllabus coverage.

Generally, the questions were of "A" Level standards. All the "A" Level objectives and skills tested based on Bloom's Taxonomy namely: Analysis, Synthesis and Evaluation were tested.

Sequencing of the paper was 100%. All twelve questions in the paper were in their appropriate sections.

The syllabus coverage for History 3 was 55% and the projected percentage pass for history paper 3 this year could be above 45%.

SUITABILITY OF QUESTIONS

The questions were suitable and were of "A" Level standard. The percentage of suitability stood at 98%. The projected performance for History Paper 3 this year may witness a decrease from 55% last year to about 45%. This can be attributed to the fact that some questions were set on topics not often taught by teachers and always avoided by students (speculative teaching and learning).

TABLE 7: QUESTION BY QUESTION ANALYSIS FOR HISTORY 3

Question No	% Attempted	Candidate's Interpretation of the questions					Performance	Mark Range	Phraseology	Overall actual Performance	Level of difficulty
		Good	Fair	Av	Poor	V.P					
1	**60%**			✓			**Average**	**12-16**	**Ok**	**50%**	*
2	**25%**			✓			**Average**	**12-16**	**Ok**	**50%**	*
3	**15%**	✓					**Average**	**08-13**	**Ok**	**40%**	**
4	**90%**	✓					**Fair**	**14-18**	**Ok**	**60%**	*
5	**05%**					✓	**Poor**	**04-10**	**Ok**	**05%**	*
6	**05%**					✓	**Poor**	**04-10**	**Ok**	**05%**	**
7	**40%**		✓				**Fair**	**14-18**	**Ok**	**60%**	**
8	**05%**				✓		**Poor**	**07-11**	**Ok**	**25%**	*
9	**55%**		✓				**Fair**	**14-18**	**Ok**	**60%**	**
10	**90%**		✓				**Average**	**12-16**	**Ok**	**55%**	**
11	**07%**				✓		**Poor**	**07-12**	**Ok**	**25%**	*
12	**03%**					✓	**V.Poor**	**04-10**	**Ok**	**10%**	**

TABLE 8: THE SYLLABUS COVERAGE OF TOPICS IN HISTORY 3

S/N	TOPIC IN THE SYLLABUS	TOPIC NUMBER	QUESTION NUMBER	%
1	The Slave Trade in West Africa	1	1	04.3
2	Christian Missions in West Africa- Sierra Leone, Nigeria	2	2	04.3
3	Islamic Revolutions in 19th century West Africa	3	-	00
4	European Scramble and colonization of Africa	4	-	00
5	African Reaction to European occupation (African Resistance)	5	-	00
6	European Colonial Rule in Africa - Indirect Rule and Assimilation.	6	3	04.3
7	World War II in Africa and African Nationalism	7	4	04.3

8	Decolonization (Gold Coast, Kenya, Algeria, Angola, etc.	8	-	00
9	Neo-colonialism in former French Equatorial Africa	9	-	00
10	Military interventions in African Politics	10	-	00
11	Race Relations: Apartheid in South Africa	11	5	04.3
12	Post-Independence Problems in Africa: Civil Wars and Refugee Crisis	12	6	04.3
13	The English Revolution of 1688	13	-	00
14	The American War of Independence (Causes and Effects)	14	7	04.3
15	Congress System and Bismarckian Diplomacy	15	8	04.3
16	The First World War, 1914-1918 (Causes and Effects)	16	9	04.3
17	The Paris Peace Conference	17	-	00
18	The League of Nations & Failure of Collective Security	18	10	04.3
19	The Second World War, 1939-1945 (Causes and Effects)	19	-	00
20	The Cold War in Europe, Asia and Latin America	20	-	00
21	International Organizations- UNO, Commonwealth, etc.	21	11	04.3
22	The Arab-Israeli Conflicts	22	12	04.3
23	China in Word Politics	23	-	00

$\frac{12}{23} \times \frac{100}{1} =$ 52.2% syllabus coverage

From the table above, the syllabus coverage for History Paper 3 was about 52.2%. Considering the fact that questions for History Paper 3 have been reduced from 20 to 12, there is the need to streamline some topics in the syllabus in a bid to step up the percentage of the syllabus coverage.

TABLE 9: QUESTION EXPECTATIONS AND CANDIDATES' RESPONSES FOR HISTORY 3

No	QUESTION	EXPECTATIONS/ DEMANDS	CANDIDATES' RESPONSES	CANDIDATES' PERFORMANCE					
				V. Poor	Poor	B. Av	Av	Good	Excellent
1	Examine the challenges faced and the effects of the abolition of slave trade in West Africa in the 19th century.	A **two-part** question centered on the **challenges** faced in the abolition of slave trade in West Africa for the first part and the **effects** of abolition for the second part.	Part one was understood by candidates. Part two was misunderstood because the candidates wrote mostly on the effects of slave trade instead of the effects of abolition.				✓		
2	Christian missionary successes in West Africa were largely religious. Do you agree?	A **double focus** question requesting the **religious successes** of Christian missionary societies in the first part and **other successes** in the second part as well as a stand in the conclusion by candidates.	Candidates, for the most part, generalized the achievements while others wrote on limitations or problems faced by missionaries.			✓			
3	Compare and contrast the British policy of Indirect Rule with the French policy of Assimilation in West Africa.	A **two-part** question based on the **similarities and differences** between the British colonial policy of Indirect Rule and the French policy of Assimilation.	Question understood by the vast majority of candidates but lack adequate material to illustrate the facts.				✓		
4	Examine the view that the growth of African nationalism was influenced more by internal factors than the Second World War.	A **two part argumentative question** on the **internal factors** that influenced the growth of African nationalism for the first part and **the role of the Second World War** as part two.	Question understood as most candidates brought out the internal factors but generalized external factors instead of focusing on the contribution of World War II in the second part.					✓	
5	Discuss the repercussions of Apartheid in South Africa between 1948 and 1994.	Emphasis in this question is on the **repercussions of Apartheid in South Africa** between 1948 and 1994.	Poor interpretation as candidates focused on the reasons for Apartheid instead of its repercussions.		✓				
6	With reference to specific examples, examine the extent to which civil wars in Africa were a product of colonial heritage.	A **double focus** question on causes of civil war in Africa. Part one requires the **role of colonial heritage** as a cause of civil wars in Africa. Part two should dwell on **other causes** of civil wars. Examples are mandatory.	Question very poorly interpreted with focus on general causes of civil wars and not illustrations.		✓				
7	What justifications are there for the opinion that the American War of Independence was a logical	A two part question focused on the causes of the American Revolution. The **first part** requires the **contribution of economic grievances**	Question understood with candidates fairly attempting both parts of the question.					✓	

No	QUESTION	EXPECTATIONS/ DEMANDS	CANDIDATES' RESPONSES	CANDIDATES' PERFORMANCE					
				V. Poor	Poor	B. Av	Av	Good	Excellent
	outcome of economic grievances?	and the **second part** should dwell on the **other causes** of the war.							
8	Carefully examine the merits and demerits of the Concert of Europe.	A double focus question centred on the **merits** (achievements) of the Concert of Europe for the first part and the **demerits** (failures) for the second part.	Question equally understood but candidates lacked relevant materials to elaborate the merits and demerits of the Concert of Europe. The worst answers were presented by candidates who completely went off and wrote on the Congress of Vienna.			✓			
9	How far was Germany responsible for the outbreak of the First World War?	A two sided question on the responsibility for the outbreak of the First World War. The first part should examine **German responsibility** and the second part should treat the **responsibility of other powers.**	Question understood by those who attempted it. Material on the first part was available but most candidates wrote on the causes of World War I in the second part instead of role of other powers.				✓		
10	"The League of Nations was unable to check aggression in the 1930s because of its structural weaknesses." Discuss.	A two part question centered on the contributions of the **structural weaknesses of the League of Nations** to its inability to check aggressions in the 1930s for the first part and **other factors /reasons** for the failure of the League in the second part.	Question fairly understood but answers lacked sufficient materials to substantiate the structural weaknesses of the League and other reasons of the failure.				✓		
11	How useful is "*La Francophonie"* to member states in the Developing World?	A two sided question on the usefulness of *La Francophonie* for the first part and its **limitations or failures** for the second part.	Question equally understood but the answers presented by candidates lacked sufficient illustrations on both parts.		✓				
12	To what extent was Israeli occupation of Arab lands the main cause of the Arab-Israeli Conflicts in the Middle East?	Focus is on the **causes** of the Arab-Israeli Conflict in the Middle East. **Israeli occupation of Arab lands** for the first part and **other causes** for the second part. The definition of the Arab-Israeli Conflict could be an acceptable start.	Question was very poorly interpreted. Candidates could not identify the land issue as a cause of the Arab-Israeli Conflict. Most answers were based on the general causes of the conflict.		✓				

TABLE 10: PERFORMANCE RATING PER QUESTION OR CANDIDATES–QUESTION RELATIONSHIP FOR HISTORY PAPER 3

QUESTION		SKILL	APPRAISAL OF THE PERFORMANCE
1	Examine the challenges faced and the effects of the abolition of slave trade in West Africa in the 19th century.	Evaluation	A two part question on challenges and effects of the abolition of slave trade. The question was very popular with about 80% of candidates attempting it. The success rate in this question was 45%. Candidates identified the challenges but they were unable to identify the effects of abolition. Rather, they dwelt on effects of the slave trade.
2	Christian missionary successes in West Africa were largely religious. Do you agree?	Evaluation	A two part question on the religious and other achievements of Christian missions in West Africa. The success rate in this question was above 50%. Candidates generally gave a generalized narration of the achievements of missionaries. About 50% of candidates attempted the question.
3	Compare and contrast the British policy of Indirect Rule with the French policy of Assimilation in West Africa.	Analysis	A straight forward two-part question on the similarities and differences between Indirect Rule and Assimilation West Africa. Nigeria. The question was relatively popular with about 25% of candidates attempting it. Success rate is above 60%. Though properly interpreted, answers lacked A/Level skills.
4	Examine the view that the growth of African nationalism was influenced more by internal factors than the Second World War.	Analysis	A two part question with focus on the internal factors and the role of World War II. A very popular question with about 80% of candidates attempting it. Success rate was about 65% but the role of World War II was poorly tackled as the external reasons for nationalism.
5	Discuss the repercussions of Apartheid in South Africa between 1948 and 1994.	Analysis	An unpopular question with about 20% of candidates attempting it. Success rate was about 25%. The question was generally poorly interpreted as candidates focused rather on the reasons why Apartheid was adopted and not the repercussions.
6	With reference to specific examples, examine the extent to which civil wars in Africa were a product of colonial heritage.	Evaluation	A two part question based on colonial heritage in the outbreak of civil wars for the first part and other factors in the second part. Another very unpopular question with about 10% of candidates attempting it. Success was about 20%. Answers were generally barren of facts relating colonial heritage as well as other factors. Most candidates presented the general causes civil wars.
7	What justifications are there for the opinion that the American War of Independence was a logical outcome of economic grievances?	Evaluation	A two part question with focus on economic grievances of the colonists in the first part and other causes of the American War of Independence in the second part. A very popular question with about 70% of candidates attempting it. Answers were generalized on the causes of the American War of Independence without separating economic grievances from other causes of the war. Success rate was about 55%.
8	Carefully examine the merits and demerits of the Concert of Europe.	Evaluation	A two part question centered on the merits and demerits the Concert of Europe. A very unpopular question with only about 20% of candidates attempting it. Success rate is about 25%, as candidates' responses were void of appropriate illustrations. Some candidates rather focused on the Congress of Vienna.
9	How far was Germany responsible for the outbreak of the First World War?	Evaluation	A double focus question on the contribution of Germany and other nations in the outbreak of the First World War. A popular question with about 55% of the candidates attempting

QUESTION		SKILL	APPRAISAL OF THE PERFORMANCE
			it. Success rate stands at about 50%. Some poor answers were presented by candidates who brought out causes of the war instead of the responsibilities of nations.
10	"The League of Nations was unable to check aggression in the 1930s because of its structural weaknesses." Discuss.	Evaluation	A two part question on the structural weakness of the League in the first part and other reasons for the failure of the League for the second part. A very popular question with about 80% of candidates attempting it. Success rate is about 60%. Structural weaknesses were not adequately identified. The worst answers were presented by some candidates who rather focused on the successes and failure of the League.
11	How useful is "*La Francophonie"* to member states in the Developing World?	Evaluation	Another double focus question on the usefulness of La Francophonie and its failures. An unpopular question attempted by about 25% of the candidates. Success rate is barely 20%. Answers were generally very scanty.
12	To what extent was Israeli occupation of Arab lands the main cause of the Arab-Israeli Conflicts in the Middle East?	Analysis	A straight forward question on causes of the Arab-Israeli Conflicts. This was the most unpopular question, attempted by less than 05% of the candidates. The success rate for the question is less than 10%. Candidates did not even understand the notion of land issue. The answers were mostly on the general causes of the Arab-Israeli Conflicts.

Outstanding Performances

The highest score of 80% was awarded to one script. Two other scripts recorded very good scores of 75% and five scripts were awarded 68% each.

Worst Performances

The **worst score** of 00% was recorded by eight scripts (all scored 00% each). Three of these candidates recopied the questions. Two others submitted completely empty/blank scripts an indication that they did not attempt any question.

RECOMMENDATIONS

A. To the Students and/or candidates

- The study of English language should be taken seriously by prospective Advanced Level History candidates.
- Own a clean photocopy of the Advanced Level History syllabus because an obvious requirement for success in any subject is familiarity with the syllabus.
- Do everything possible to acquire the prescribed text books.
- Participate actively in the teaching-learning process i.e. Make an effort to attend classes regularly.
- Create a file containing past questions in Advanced Level History because another requirement for success in any subject is familiarity with past examination papersor the format of the examination.
- Do not depend on speculative studies and avoid social media GCE questions.
- Participate in the writing of tests, Pre-Mock and Mock GCE Examinations.
- Attempt the required number of questions and respect all examination rubrics.
- Take part in all pre-mock GCE and mock GCE revision classes.

- Do not list points when answering questions in History at the Advanced Level.
- Avoid memorizing answers in "Model Questions and Answers" Publications.
- Be focused during the preparation for the GCE and thoroughly master the material taught by teachers or material found inside the recommended text books.
- Avoid registering for many subjects with funny or bad combinations at the Advanced Level.
- Do not attend tollgate classes.
- Look carefully at the context of the questions and tailor the responses accordingly.

B. To the Teachers

- Teach the entire syllabus to avoid speculative studies i.e. ensure effective syllabus coverage.
- Give equal weighting to all sections and all topics in the syllabus when teaching.
- Give regular assignments to students.
- Revise Pre-Mock and Mock GCE exams with students.
- Attend all regular periodic seminars and workshops in a bid to update your teaching and evaluation skills.
- Teach the students the various "A" Level skills needed for the answering of questions and avoid the 'question and answer approach.'
- Keep abreast with the current trends in the teaching-learning process. Encourage students to follow online platform teaching via the website of MINESEC.
- Avoid the use of vulgar expressions and illustrations while teaching history.
- Encourage team work for teachers in the same locality.
- Acquire the relevant didactic materials especially textbooks, syllabuses, schemes of work, maps and charts.
- Do not organize tollgate classes.
- Organize end-of-course revision classes for the students.
- Teach across i.e. Cameroon, Africa and World History as a whole.

C. **To the Schools and other Stake Holders**

- Principals and PTA should equip the school library with recommended textbooks.
- The school administrators should facilitate teacher's participation in periodic seminars and workshops.
- The school administration should enforce compulsory prep classes for students in the examination classes.
- Parents should acquire the necessary school needs for their children like textbooks, pens, exercise books, pencils and uniforms.
- Parents should ensure that their children attend classes regularly and they should follow up their children's school work at home.
- Parents should psychologically encourage their children during the preparation phase and the writing phase of the exam.
- Above all, parents should provide an enabling environment for their children to study at home after school and during the holidays.

- The school administration should provide the necessary enabling environment for effective teaching-learning to take place.
- The school administration should organize counseling sessions for students of examination classes.
- The school administration should prevent Lower Sixth Arts students from writing Advanced Level History. Most of them gamble because of poor syllabus coverage.
- Principals should make subject evaluation reports of the GCE available to all the teachers of the examination and non-examination classes.

0765-PURE MATHEMATICS WITH MECHANICS

I. OVERVIEW

A. Introduction

The examination of this subject is presented in *three* papers (Papers 1, 2 and 3). In Paper 1, the whole syllabus is examined (i.e. pure mathematics, mechanics and probability), in Paper 2, pure mathematics only is examined and in Paper 3, Mechanics and Probability are examined. Paper 1 comprises fifty (50) Multiple Choice Questions (MCQ's) styled in *two* Sections A and B. **Section A** comprises thirty-five (35) questions of ***pure mathematics*** only while **Section B** comprises fifteen (15) questions of ***mechanics and probability***. A candidate is expected to answer *ALL* questions in both sections in **one and half hours**. Paper 2 comprises ten (10) Essay-type Questions and a candidate is expected to answer *ALL* the questions in **three hours**. Paper 3 consists of eight (8) Essay-type Questions and a candidate is expected equally to answer *ALL* questions in **three hours.**

Paper 1 (the MCQ's) could not be rated by us because it was marked by the machines at the GCE Board. However, the Panel established the suitability of the questions at 99 % which indicates a good examination for the candidates.

Questions 34 had omission on the stem and could not be answered, so this paper was rated over 49.

B. General Performance

This year, the general performance of the candidates is classified as **average** (this is the view of the Examiners together with the Panel Officials). The reason behind this performance may be attributed to the fact that many students were on effective teaching/learning process seeming to have taken place this academic year. In effect, the normal classroom interaction was kind of present this time to a little extent. It would appear many topics have equally been taught this time compared with last year.

II. PERFORMANCE OF CANDIDATES

Paper 1

C. Introduction

In general, this paper was good as it examined about 98% of all the areas designed for the whole syllabus in pure mathematics, mechanics and probability. ***The examination is about the same strength as the one of last year***. The questions and the rubrics were very clear. In fact, no question was thought-provoking, but question (Q34) have an omission of a table on the stem such that the candidates could not answer the question; as a result the candidates were rated over 49 (instead over 50 as last year). **The Examiners could not declare the general performance of the candidates since they did not mark this paper.**

III. PERFORMANCE OF CANDIDATES

Paper 2

D. Introduction

In general, this paper was good and suitable as it examined about 98% of all the areas designed for Pure Mathematics section of the syllabus. ***The general consensus of the Examiners is that this examination is the same in strength as the one of last year***. The questions and the rubrics were very clear. The paper registered no typing error. The questions were straight forward for the candidates. In fact, no question was thought-provoking but some candidates' performance show that they did not fully prepare for the paper. Qs 6 were very unpopular to the candidates and a good attempt to the solutions was made by 37% of them.

The Examiners declared that the general performance of the candidates is slightly below average.

The table below illustrates the general appraisal of this paper in terms of candidates' work.

Question	1	2	3	4	5	6	7	8	9	10
Topics	Polynomials & logarithms	Reduction to linear form	Complex Numbers & Proof by induction	Integration & Differentiation	Trigonometry	Differential Equation & Binary Relations	Functions & Curve Sketching	Vectors	Geometric progression& Matrices	Permutation ,combination & Location of Roots
Attempted Rate	99%	99%	95%	80%	90%	70%	90%	70%	98%	85%
Success Rate	55%	75%	45%	35%	45%	30%	35%	25%	40%	15%

N.B.: Sampling during Trial Marking showed 34.91 % pass while general consensus predicted, from the table above, 40 % pass for this Paper 2. Last year, it was 54.4% and 55% respectively.

E. Question By Question Analysis – *Level Of Difficulty*

Q.1 Many candidates attempted this question and did well by using the methods available but some took long division twice instead of using the product of the factors $x-1$ and $x+1$.

Q.2 Many candidates attempted this question and did well by using the methods available.

Q.3 (i) (a). Most candidates could express the complex number in the form $r(\cos\theta + i\sin\theta)$ because they could not realize that r and θ are magnitude and argument of the complex number respectively.

(b) The concept of finding the argument of complex numbers was not understood.

(ii) Some candidates could not conclude or follow the concept of proof by induction.

Q.4 (i) Many candidates chose this question but could not get the derivative of $ln(tanx)$. Most of them took the derivative as $\frac{1}{tanx}$ instead of $\frac{\sec^2 x}{\tan x}$.

(ii) some candidates was unable to change the variable from x to u.

Q. 5. (i) A good number of candidates were dividing both sides of $\cos x = \sin 2x$ by $\cos x$ rather than using the transformation of $sin2x$.

(ii) A good number of candidates attempted the question but did not understand the concept of absolute value.

Q. 6 (ii) (a) candidates could not use the concept of ordered pairs to define relations.

Q. 7 (i) (a) some candidates found it difficult to investigate continuity at a point and were investigating without using limits.

(c) Some candidates could not sketch the curve of the periodic function.

Q. 8 (a) some candidates were unable to show that the point lies on a plane so abandoned this part (a)

and moved to the second part (b) and (c) of the question.

Q. 9 (i) (a) Many candidates showed lack of knowledge of identifying convergence geometric series.

(ii) the compatibility of matrix multiplication was a problem to some of the candidates.

Q. 10 (i) some candidates was using numbers to show the expression $x^2 + 2x + 6$ is positive for all real values and consequently could not solve the inequality by identifying the numerator to be positive for all x. Some were cross multiplying the inequality.

(ii) the terminology of cards was or not understood by most candidates.

Paper 3

F. Introduction

The paper was equally a good one as it cut across 99% of the syllabus stipulated for Applied Mathematics (Mechanics and Probability). The questions and the rubrics were very clear. ***The general consensus of the Examiners is that this examination is of the same strength that of last year.*** The paper was well printed. The questions were straight forward for the candidates. No question registered a typing error which could affect a candidate's

understanding of the question. Q 2, 3, and 5 were very popularly chosen by the candidates and a good attempt to the solutions was made by the few candidates.

The Examiners declared that the general performance of the candidates is slightly below average.

The table below shows the general appraisal of the paper in terms of candidates' performance.

Question	1	2	3	4	5	6	7	8
Topics	Differentiation of displacement vector	Newton's laws of motion: Connected particles	Collisions involving Impulse and loss of k.e.	Newton laws of motion & Work, Energy and Power	Projectiles & Relative velocity	Application of calculus & Variable motion	Center of gravity of plane lamina	Elementary and Conditional probabilities
Attempted Rate	97%	90%	95%	96%	90%	95%	70%	95%
Success Rate	48%	70%	52%	40%	70%	45%	40%	45%

N.B.: Sampling during Trial Marking showed 44 % pass while general consensus predicted, from the table above, 51 % pass for this Paper 3. Last year, it was 20.6% and 37% respectively.

G. **Question By Question Analysis – *Level Of Difficulty***

Q.1 (c) Many candidates lack the knowledge of using the product and chain rule, some could see π as a.

Q.2 (i) (c) Majority of the candidates did no use the angle at the pulley to calculate the force exerted by

the string on the pulley. They were using the mass of Q and the acceleration of the system, i.e.

they used the Newton's law $F = ma$.

Q.3 (a) some candidates could not get or use idea of collusion with the wall.

(b) some candidates were making wrong of the kinetic energy formula rather than getting the kinetic energy from definition.

Q.4 (i) some candidates did not have the notion in calculating the notion of working rate of the engine decreased.

Q.5 Many candidates could not deduce the relative velocity.

Q.6 (i) some were using $\mathrm{F} \times r$ instead of $r \times \mathrm{F}$ to find moment..

Q.7 Some few candidates who attempted this question did it well.

Q.8 (i) Many candidates were unable to use the idea of independent and mutually exclusive events.

(ii) Some candidates could not apply the use of conditional probability.

RECOMMENDATIONS TO IMPROVE PERFORMANCE

A. To Students:

- Should buy and own textbooks to supplement the lectures acquired in classroom,
- Should be able to own copies of the syllabus produced by the CGCE Board,
- Should be able to have a collection of past questions,
- Should be able to know the various sub-headings of every topic,
- Should be able to have a desire for problem solving in order to know and understand the concepts under the sub-headings advised above,
- Should endeavor to form meaningful study groups,
- Should contact and believe in their teachers in times of certain areas of difficulty,
- Should attend all lectures,
- Should improve on their handwritings,
- Should withdraw totally from speculative studies whereby some areas of the syllabus are avoided,
- Should study the topics **trigonometry, coordinate geometry** and (**differential and integral**) **calculus** in that order, these topics form the basis of the study of our A/L syllabus,
- English Language as a subsidiary subject in High Schools should be taken very serious, as a real subject, not just as a subject for communication,
- Should belong to a particular stream (or Series) in the High School,
- Should adapt themselves to the improved and modern pedagogic approaches which will give them room to better master and understand their lessons.

B. To Teachers:

- Should lay more emphasis on methodology as well as Competence Base Approach (CBA),
- Have a serious need to have many resource materials as much as possible, e.g. recommended and standard text-books,

- Require to have collection of past questions from many Examination Boards,
- Need to read widely to keep abreast of new pedagogic and methodological innovations, i.e. the teachers should always attend Subjects Association Meetings and Seminars which the surest places for them to overcome pedagogic and academic difficulties witnessed in the course of teaching certain areas,
- Should encourage students to know and understand the **sub-headings** of topics and teach them how to appeal to and appreciate concepts under such headings,
- Should teach the students **functions** adequately with the mentioning of technical terms and where the functions do not exist and how they can be plotted on graphs,
- Should teach the students validities of expansions adequately,
- Should encourage students to study **trigonometry** and ranges (or intervals) in which their functions lie,
- Should teach the students ***vectors***, **implicit differentiation**, logarithms, logarithmic functions, exponential functions, permutations and combinations, distinguishing between them.
- Should train the students and bring them up to the level where they are able to evaluate and draw conclusions,
- Should not shy away from teaching certain classes,
- Should orientate the teaching/learning process to real life situations,
- Should avoid selective, spotted and speculative teaching which would destroy the students given the fact that MCQ's embody the whole syllabus.
- Should solicit the expertise of the Inspectors and their fellow colleagues in areas where they little mastery.

C. To the School Administrators

- Should recruit qualified and experienced Mathematics teachers in order to enhance the teaching of the subject so as to improve results,
- Should respect the '8 *hours per week'* allotted for Mathematics on the time-table, with at least two Mathematics teachers per stream,
- Should always sponsor their Mathematics teachers to attend Divisional, Regional and National Seminars in order to master basic methodological and pedagogic skills as well as innovations,
- Should equip adequately the school libraries with the relevant and up-to-date mathematics books and didactic materials,
- Should make the (this) subject (report)s readily available to the Mathematics teachers in order to use it correct and adjust some of the ideas and facts in the teaching process.

D. To Stakeholders

- Should take the teaching/learning process, assessment and evaluation at heart so that they could sponsor such cases for seminars and refresher courses home and away.

0770-PURE MATHEMATICS WITH STATISTICS

PAPER ONE

OVERVIEW

The rubrics of this paper were satisfactory and there were no problem with the traditional front page draft.

The examiners appreciated the fact that the first few beginning questions were candidates' friendly but for question 2 which had a problem. They examiners also observed that there were some few questions which consumed more than1.8 minutes, the maximum time required to spend on a question.

The printing was clear but unfortunately questions 2, 12, 30, 40, 43 and 50 had some technical and typographical errors.

Q2: No Key

Q12: Not well defined and thus had no key.

Q30: No Key

Q40: $(X) = 1.6$ was printed instead of $Var(X) = 1.6$

Q43: No options for candidates to select the key.

These errors left the examiners wondering aloud about the production procedures of examination questions papers, whether printing is done from hard or soft saved copies.

These bring the total score of this paper down to 44.

In this paper, candidates are to answer all 50 questions.

PAPER 2

OVERVIEW

In the examiners' opinion, this paper is about the same strength as the paper of 2022 but candidates' weak abilities seem to give the impression that the paper is more difficult.

The rubrics of the paper are satisfactory and the printing very clear.

There was no typing error in any of the questions.

Candidates attempted all the questions but hardly do they get to the expected results. The examiners observed that most candidates had a wrong approach to question 9 on vectors and linear transformation.

From the scripts, the examiners estimate that about 20% - 25% of the candidates will score above average in this paper.

In this paper, candidates are to answer all ten questions.

The question by question performance of the candidates, and the difficulties observed are summarized in the table below.

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	DIFFICULTIES OBSERVED
1.	97%	40%	(i) Some candidates were unable to factorize a third degree polynomial while many could not distinguish between factors and roots of a polynomial.

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	DIFFICULTIES OBSERVED
			(ii) Arranging $\left(2\alpha + \frac{1}{\beta}\right) + \left(2\beta + \frac{1}{\alpha}\right)$ in terms of $\alpha + \beta$ and $\alpha\beta$ appeared difficult to many candidates.
2.	85%	35%	(i) Most candidates could not apply the basic concept of logarithm and so equations like $\log_2 x(x-2) = 2 \implies x(x-2) = 2$ were common. (ii) Candidates readily obtained the equations $r\cos\lambda = \frac{\sqrt{3}}{2}$ and $r\sin\lambda = \frac{1}{2}$ either by expansion and equating parts or short cuts and subsequently getting r and λ but failed to correctly find the maximum value of $\frac{2}{4 + \mathrm{f}(\theta)}$
3.	75%	15%	(i) The candidates demonstrated a fair understanding of the concept of injectivity but almost always failed in making the conclusion. The notion of monotonic function seems to be very strange to our candidates. Teachers are strongly advised to deep into this area quickly. (ii) Most candidates could not arrange the given equation into the suitable quadratic form and so it was difficult to understand how to apply conditions for real roots here.
4.	65%	35%	Most candidates could not transform the equation $y = ax^2 + bx$ into the required linear form. Rather some took the logarithms of both sides and failed to make any progress. Some of them who approached the transformation well failed to extend the line so obtained to cut the vertical axis and thus could not read the intercept.
5.	65%	25%	(i) The algebra of complex numbers appeared to be a major challenge with most candidates, especially working in the $(r,\ \theta)$ form. (ii) Coordinate geometry especially that of a circle clearly is not candidates' friendly. Most candidates who attempted this part of the question do not understand what it means for a given line to be a tangent to a circle with a given centre.
6.	85%	20%	(i) The examiners were really baffled in the ways that candidates approached the differentiation of the simple quadratic function $\frac{1}{3}(x^2 - 4)$. Instead of seeing the function as $\frac{1}{3}x^3 - \frac{4}{3}x$ for a simple differentiation to give $x^2 - \frac{4}{3}$, candidates prefer to treat as $\frac{x^3 - 4x}{3}$ and to subsequently use quotient rule differentiation which was very poorly applied. Obtaining the value of the gradient at a point too strangely appeared to be an issue as most candidates found it quite difficult to evaluate. (ii) Partial fraction for $\mathrm{f}(x)$ fairly well handled but many candidates failed to recognize that $\int \mathrm{f}(x)\,dx$ simply requires integrating the partial fraction obtained above. They were instead seen struggling to integrate $\mathrm{f}(x)$ as an independent function.
7.	65%	15%	(i) The algebra of sigma notation stood out clearly as a big challenge to most

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	DIFFICULTIES OBSERVED
			of the candidates. The error commonly seen in the scripts was: $\sum_{r=0}^{40}(3r+1) = \sum_{r=0}^{40}(3(0)+1)\sum_{r=0}^{40}(3(40)+1) = 1+120+1 = 122$ (ii) Candidates strongly demonstrated that they do not know when to carry out selections and when to carry out arrangements. This is even made worse when a little condition is required.
8	60%	20%	(i) Most candidates found it really difficult to $e^x - \ln(1+x^2)$ and so could not actually apply the Newton's procedure precisely. (ii) Most candidates do not have a mastery of the steps involve in inductive proofs and also what it means for a digit to be even. The major challenge of some few who mastered the inductive procedures could not manage the algebra at the level of $n = k + 1$ and the conclusion phraseology.
9.	40%	5%	(i) Surprisingly, many candidates were unable to identify the direction vectors of a line and a plane. Could it be that this topic was poorly handled by most teachers? (ii) This part of the question dealing with linear transformation turned out to be very highly avoided in this paper. This could probably be for the reason questions have rarely come from there.
10.	40%	15%	(i) Most of our candidates demonstrated a very poor idea of the concept of implicit differentiation and so the given result was really being forced out. (ii) Most candidates could barely obtain the vertical asymptote and the intercepts. Transferring of these results to the coordinate axes and eventually sketching the curve appeared to be very difficult.

PAPER 3

OVERVIEW

Paper rubrics satisfactory and printing clear

The examiners' are of the opinion that this paper is about the same strength as that of 2022.

All the questions were error free.

Unfortunately, the candidates' performance is far below average, with about 25% - 30% of the candidates estimated to score above average.

In this paper, candidates are to answer all eight questions.

The estimated performance of the candidates and the difficulties observed per question are summarized in the table below.

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	DIFFICULTIES OBSERVED
1.	95%	30%	(i) (a) Many candidates started off well with the correct formula $P(A \cup B) = P(A) + P(B) - P(A \cap B)$ but embarrassingly were unable to make $P(B)$ the subject, while some treated events A and B as independent and others as mutually exclusive. (b) Candidates failed to recognize that $P(B \cap A')$ is same as $P(B) - P(A \cap B)$ or $P(A \cup B) - P(A)$. Rather, many wrongly expresses it as $P(B) - P(A')$ or as $P(B)$ x $P(A')$. (ii) Many candidates misinterpreted the question as selection of two items or phones one at a time without replacement and thus obtained the probability in (d) from $\frac{2}{10}$ x $\frac{1}{9}$ instead from $\frac{2}{10}$ x $\frac{2}{10}$. Some candidates who recognized that the problem can correctly be approached from a binomial concept, failed to locate n as 2.
2.	95%	35%	Most of the candidates displayed a fair but insufficient knowledge of descriptive statistics, especially in parts (c), (d) and (e). Candidates were frequently using *mid class values* or *upper class limits* instead of *upper class boundaries* to sketch their cumulative frequency graphs or ogives. It was very common to find candidates using frequencies and not cumulative frequencies to draw their ogives. Some who got the graph correct had difficulties in extrapolation to obtain the require Q_1, Q_2 and Q_3 values needed for the estimation of median and quartile deviation. Candidates interpreted quartile deviation to mean the quartile range, $Q_3 - Q_1$, instead of $\frac{1}{2}(Q_3 - Q_1)$, the semi interquartile range.
3	70%	25%	(i) In this part of the problem, most candidates took the Poisson parameter λ as 0.1 instead of 0.1 x $1000 = 1.0$ The probability of more than 2, $P(X > 2)$, often was complemented as $1 - P(X = 2)$ or $1 - P(X < 2)$ instead of $1 - P(X \leq 2)$. (ii) Candidates often obtained and used the probability of success as 0.6 instead of 0.06. The idea of compliment used by some candidates in calculating $P(Y > 7)$ in part (e) only made the calculation herculean and thus answers were frequently forced.
4.	90%	55%	Many of the candidates treated the continuous random variable as discrete and as such missed out on all the marks. A significant number of those who treated the variable correctly falsely defined $Var(X)$ as $E(X^2)$ instead of $E(X^2) - E^2(X)$ and of course this affected the subsequent parts of the solution.

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	DIFFICULTIES OBSERVED
5.	80%	25%	Candidates failed to see that $\frac{1}{16}x(kx+12)$ can easily be integrated after arranging it as $\frac{1}{16}(kx^2+12x)$ and thus most were unable to integrate correctly and consequently forcing a wrong value for k. This definitely affected the entire solution. Further, the concept of median requiring that $\int_0^m \mathrm{f}(x)\,dx = \frac{1}{2}$ was poorly demonstrated and so most candidates could not arrived at the given expression $m^3 - 6m^2 + 8 = 0$.
6	45%	10%	(ii) Candidates were unable to state precisely the conditions under which the normal distribution can be used as an approximation to the binomial distribution. Most just ended at p is small and n being large. Examiners expected precise responds as $np > 5,\ nq > 5, p < 0.5$ (ii) The fact that the probability of success $p = \frac{1}{2}$ was remote to candidates and this generated wrong values for $E(X)$ and $Var(X)$. Candidates frequently failed to make use of continuity correction in the approximation of the binomial distribution by the normal distribution.
7.	30%	8%	(i) Candidates recognized that the distribution of the sample mean is normal but were unable to state the correct parameters $\bar{X} \sim N\left(74, \frac{36}{n}\right)$ from $\bar{X} \sim N\left(\mu, \frac{\sigma^2}{n}\right)$. (b) Candidates failed to recognized that the required procedure here was that of standardization. (ii) Candidates were frequently using the sample mean instead of the population mean in stating the null hypothesis. Also the alternative hypothesis was

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	DIFFICULTIES OBSERVED
			commonly stated as $\mu \neq 145\text{g}$ instead of $\mu < 145\text{g}$ which wrongly led to the use of Two – Tailed Test by most candidate. Failure in stating the rejection criterion resulted in the inability of most candidates to draw a conclusion.
8.	85%	45%	Candidates were mostly seen using the given values $\sum x^2, \sum y^2$ and $\sum xy$ for $Var(X)$, $Var(Y)$ and $Cov(x, y)$, which greatly affected the results. Some candidates who used the alternative method with formula for $pmcc = \frac{n\sum xy - \sum x \sum y}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$ encountered a lot of difficulties in managing the algebra that ensued. Regression lines $y\ on\ x$ and $x\ on\ y$ were occasionally taken a for b and b for a.

SOME POSSIBLE REASONS ADVANCED BY THE EXAMINERS FOR THE MEDIOCRE PERFORMANCE IN THIS EXAMINATION

1. Syllabus coverage below average
2. Bulky syllabus to be covered in two years with limited hours provided on the time table
3. Insufficient number of Mathematics teachers and consequently there could have been have been too much work for the few available teachers.
4. Lack of interest in learning, huge number of absences recorded by students and lack of determination to work hard.
5. Poor and unethical use of phones and the social media by the students, teachers and parents.
6. Lack of the appropriate text books by students and even teachers.

GENERAL REMARKS

The examiners observed that:

1. The setting of the examination covered about 95% of the syllabus.
2. In-depth coverage of the examination syllabus for this paper by the candidates is estimated at about 30%.

3. In-depth coverage of the examination syllabus for this paper by the teachers is estimated at about 65%.
4. There has been very little improvement in teaching and learning in some traditionally avoided topics.
5. Candidates' arithmetic abilities still not good enough, far below the expectation from Advanced Level Mathematics learners.

WAY FORWARD:

A) To candidates, teachers, parents and school administrators:

1. Basic and complementary Texts:
   Teachers and students must obtain personal basic texts for themselves, while school administration must support the department with some necessary didactic materials.
2. Teachers who have difficulties teaching certain topics should solicit assistance from their colleagues.
3. Teachers must constantly attend seminars to improve on their methodology. In fact, any teacher who stops attending seminars must also stop teaching.
4. Examiners of the GCE Board are called upon to share their experiences with other teachers, be it at departmental or seminar levels, especially on some of those avoided areas of the syllabus.
5. Parents should encourage their children by providing them with the basic text books.
6. School administrators are advised to provide enough guidance to students on the choice of subjects or series relative to careers as in the national syllabus. There is a strong feeling that most students find themselves into LA4 or LS3 series by accident and that is probably why results in 770 Pure Mathematics with Statistics have hardly been good.

0775-FURTHER MATHEMATICS

INTRODUCTION: The paper was generally very good although they were few questions like question 7 that was not understood by many of the candidates. The strength of the paper was slightly lower than that of 2022. The rubrics were very clear.

SYLLABUS COVERAGE: The syllabus coverage was close to 100%.

PERFORMANCES: Some candidates scored very high marks but a majority of the candidates scored below 50%. The scores ranged from 00% to 100%.

TABLE OF SPECIFICATIONS:

SKILLS	QUESTIONS AND LEVEL OF DIFFICULTY
Knowledge and Comprehension	2a(*),3(*),8i,ii,iii(*)
Application	4(**),
Analysis	6i,ii(**),
Synthesis	1(**),2b(**),5(**)6iii,iv(**),8last part(***)
Evaluation	7(***)

QUESTION BY QUESTION ANALYSIS:

QUESTION 1: Almost all the candidates attempted this question and scored more than half of the marks. Some candidates were unable to obtain $\mathbf{F_1}$ in vector form. Some took the change in displacement for $\mathbf{F_1}$.

QUESTION 2: The question was attempted by at least 90% of the candidates and most of them scored more than half of the marks. Some of the candidates were unable to distinguish between the Simpson's rule from the Trapezium rule. There was a challenge of getting the correct value of the step length and correctly applying Simpson's rule. Also, some of the candidates were using the Maclaurin series instead of the Taylor series expansion.

QUESTION 3: Above 80% of the candidates attempted this question with majority of them scoring more than half of the marks. The acceleration and displacement were given and instead of candidates using $a = -w^2x$ to find the angular acceleration they resorted to using $v = w\sqrt{a^2 - x^2}$ and $T = 2p\sqrt{\frac{l}{g}}$.

QUESTION 4: At least 80% of the candidates attempted this question, most of them scoring just about half of the marks. Some were unable to decipher that the acceleration in this case was variable rather than constant.

QUESTION 5: This question was attempted by almost all the candidates and most of them scored above halve of the marks. Most candidates mistook the components of velocity for speed. The idea of deflection was not also well understood.

QUESTION 6: More than 70% of the candidates attempted this question. Most of them scored less than half of the marks. Most of them simply recopied what they were asked to prove.

QUESTION 7: This was the least attempted and most challenging question. Most of the candidates scored fewer than one-third of the marks.

QUESTION 8: This question was attempted by almost all the candidates and most of them scored more than half of the marks. They were many candidates that did not recognize the distribution as binomial. Some saw it as a geometric distribution and others tried to use a Poisson approximation even when "n" was small. The idea of continuity correction was not used by most of the candidates.

SUGESTIONS AND RECOMENBDATIONS:

- TO STUDENTS:
  - Students should use the examination syllabus and recommended textbooks.
  - Students should learn how to research online.
  - Students should avoid speculative learning.
  - Students should read their questions carefully from start to finish to be sure that they understand all that is needed for the question.
  - Students should try to understand the main concept of every topic so as to better equip themselves.
- TO TEACHERS:
  - Teachers should use recommended textbooks to prepare lessons.
  - Teachers should cover the entire syllabus, to avoid speculations from students.
  - Teachers should have copies of the GCE board syllabus and complete the coverage of this syllabus.
  - Teachers should endeavor to attend seminars regularly to improve on themselves.
- OTHER STAKE HOLDERS:
  - Parents should counsel their children rather than forcing and intimidating them to study this subject.
  - Parents should provide their children with relevant didactic materials like textbooks, work books, calculators, formula booklets, mathematical set of instruments.
  - School authorities are urged to ensure that the report received from the GCE board reaches the teachers.
- CONCLUSION: To ensure the growth of the subject, we encourage anyone who reads this report to give it the widest publicity within the educational milieu.

0780-PHYSICS

I. INTRODUCTION:

THE OVERALL PRESENTATION OF THE EXAMINATION SYNOPSIS

The candidates for June 2023 0780 Physics Advanced Level are the ninth batch to be evaluated on the syllabus that was reviewed in Limbe in 2011. The subject respected the tradition of three papers in its evaluation as in the previous years. After a careful study of the process of evaluation and the candidates' performance, it can rightly be concluded that the abilities and skills tested in 2023 met with the aims and objectives as indicated in the syllabus. The 2023 examination was a little more demanding in strength as compared to the examination of last year though the candidates for 2023 had 30 minutes added for each of papers 2 and 3 compared to candidates who wrote in the past sessions. Examiners were of the opinion that if the 2021/2022, 2022/2023 academic years had not been affected by the Covid-19 pandemic and insecurity threats on schools in the North West and South West Regions of Cameroon there would have been an improvement in candidates' performance. The two-shift system which allowed candidates in schools either only from 8 am to midday or from midday to about 5 pm in a large majority of schools particularly reduced the number of hours of effective teaching. The exclusion of Mondays and Saturdays as school days in the North West and South West regions also has contributed to a huge loss in the hours of teaching. Too many new subjects in the present syllabus leaving school administrators no choice but to reduce the number of teaching hours usually allocated for subjects, hence reducing the number of effective teaching hours.

There was a decrease in performance of the outstanding candidates and a decrease in the number of candidates with mediocre performance compared to previous years. In the practical paper it could be noticed that for candidates who scored high on the School Based Assessment their performance was generally above average on the main stream and stations. Those with low School Based Assessment scores generally had low scores in the practical paper. As it has been said above the pandemic and social unrest which affected the North West and South West Regions of Cameroon affected the performance of candidates in the practical paper most. Analysis of the School Based Assessment even in the centres where there were high School Based Assessment scores, worked scripts revealed that some of the topics in the syllabus were shallowly covered by some candidates e.g simple harmonic motion, LASERS, and analyses of electrical circuits. Examiners were of the opinion that, the options help the candidates and teachers to have a deeper understanding of Physics concepts and the application of local materials in the teaching and learning of the subject. Performance of the candidates in general showed a fair in-depth coverage of both the syllabus and the questions. The fair in-depth coverage of the syllabus reflects the quality of the teachers in the field and the challenges during this covid-19 pandemic. Examiners expressed the opinion that programming of the Physics practical examination should not coincide with Geology as some candidates go in for Physics and geology and some schools use the same multipurpose laboratories for all their subjects.

1. GENERAL OBSERVATIONS ON THE QUESTION PAPERS

1.1 Suitability

The 2023 Advanced Level Physics examination was in line with the syllabus requirements and accurately assessed the necessary abilities according to Bloom's Taxonomy. The 2023 examination was slightly more challenging than the 2022 examination but showed improvement in almost all areas. Despite some printing errors on the question papers, the 2023 examination had a very high suitability rate of 99%, as noted in Table 1. The examiners rated the 2023 examination as "very good," indicating that it was well-received by the candidates. It is hoped that the high standard set by the 2023 examination will continue to motivate and challenge candidates in future sessions.

Aspect	Low			Average			High/Good		
Year	2021	2022	2023	2021	2022	2023	2021	2022	2023
Level of difficulties	4	4	4	56.2	56.2	56.2	39.8	39.8	39.8
Coverage of syllabus	0	10	0	6	10	5	94	80	95
Language used by examiners	0	0	0	0	0	0	100	100	100
Clarity of questions	1	1	1	2	2	2	97	97	97
Involvement of Math	2	2	2	8	8	8	90	90	90
Flexibility of marking schemes	0	0	00	0	0	0	100	100	100
Timing	30	30	30	40	40	40	30	30	30
Clarity of Rubric	0	0	0	1	1	1	99	99	99

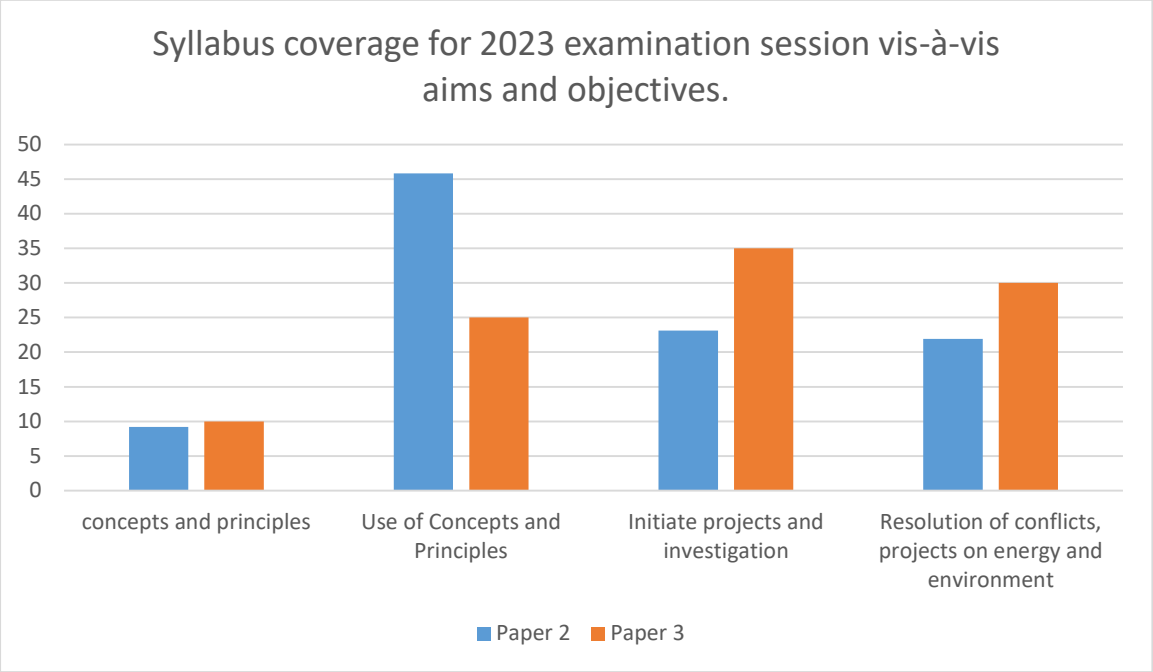
TABLE 1

1.2 Syllabus coverage for 2023 Examination session vis-à-vis Aims and Objectives

Table 2 shows the syllabus coverage for 2023 examination session vis-à-vis aims and objectives.

Syllabus Aim	Number	Paper 2		Paper 3	
		Marks	%	Marks	%
Concepts and principles	A	12	9.2	10	10
Use of concepts and principles	B	69.5	45.8	25	25
Initiate projects and investigation	C	30.0	23.1	35	35
Resolution of conflicts, project on energy and environment	D	38.5	21.9	30	30
Total		150	100	100	100

TABLE 2



Topics tested in the 2023 Examination for paper 2 and 3.

Syllabus description	Topic number	Paper 2			Paper 3		
		Question number	Marks	%	Question number	Marks	%
Physical quantities and experimental physics	1.2	1	6	3			
Thermodynamics	9.0	2	6	3			
Superposition of EM Waves Atomic spectra	10.3 12.2	3	6	3			
Simple Harmonic Motion and waves	3.0	4	5	2.5			
Capacitors	6.3	5	7	3.5			
Energetics: Electrical energy	7.0	6-Either	20	10	Station 2	10	2
Mechanics Motion in fields	2.0 8.1	6 OR	20	10	Station 1	10	2
Wave phenomena	10.3	7	20	10	Station 4	10	2
Solids and Liquids					Mainstream Station 1	40 10	8 2
Energy sources and environmental physics	8	8	15	7.5			
Communication	9	9	15	7.5			
Electronics	10	10	15	7.5			
Medical physics	11	11	15	7.5			
					SBA	20	
TOTAL			150	75		100	20

TABLE 3

NB: The syllabus coverage can broadly be put at about 95 %

Abilities tested using Bloom's taxonomy and levels of difficulty.

Paper	Number of questions	Kn	Co	Ap	An	Sy	Ev	*	**	***	
2	11	28.5	29.2	2.3	26.9	2.3	10.8	32.3	62.3	5.4	Good for average candidates
3	Mainstream, stations and SBA	5.5	20.5	25	17	15	11	70	25	5	95% of process skills were tested

TABLE 4

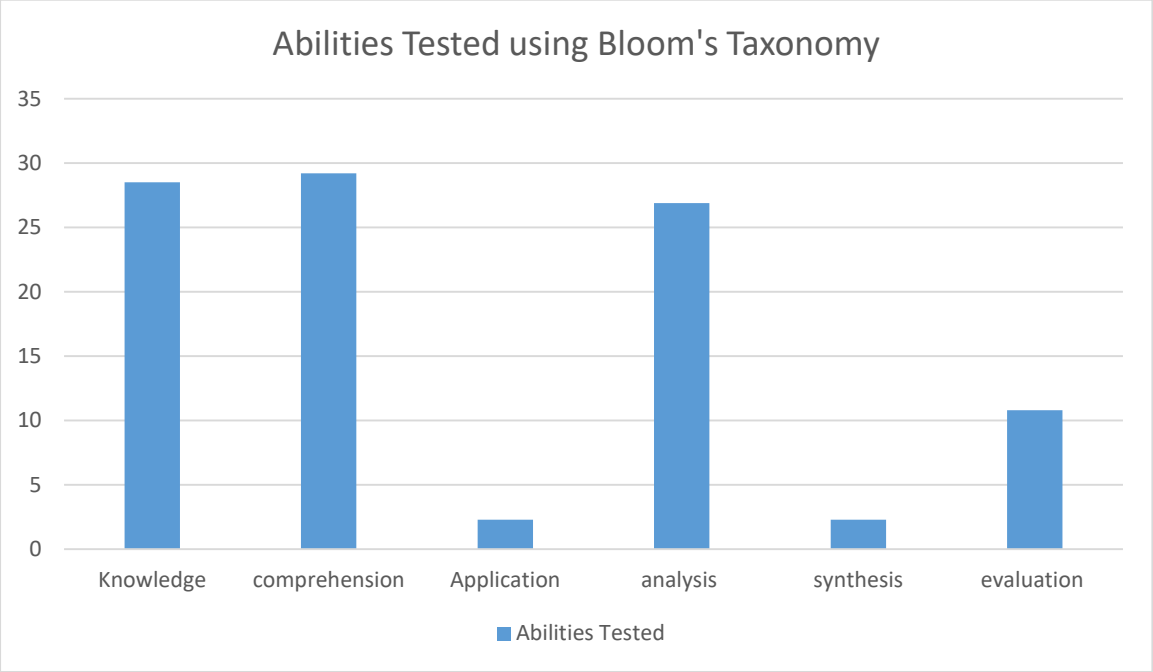


Table 4. Shows the marks allocated per ability tested and the level of difficulty.

The Candidates

The performance of candidates in the 2023 examination was lower compared to the 2022 session. The coverage rate, as evidenced by the worked scripts submitted by candidates, was 60% in 2023, which is a decrease from the 80% coverage rate seen in 2022. Additionally, there was a higher number of zero scores and blank answer booklets in 2023 compared to the previous year.

For a more detailed breakdown of the candidates' performance, we have provided the percentage scores by paper.

Paper no	Score/%											
	Highest			Most probable			Average			Lowest		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
Paper 1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Paper 2	90	87	89		26	21	23.9	22.8	21.1	0	00	00
Paper 3	93	98	95		48	58	37.2	50.3	54.5	0	0	0

TABLE 5

Information deduced from candidate's work scripts

The following are notable observations regarding the 2023 Advanced Level Physics examination:

There was some improvement in the mastery of subject matter, especially in the area of graphical analysis. However,

i) The examination revealed an inadequate in-depth coverage of the syllabus, which is a cause for concern.
ii) There was also a poor interpretation of the syllabus requirement in some instances, indicating a need for more clarity and guidance.
iii) Candidates struggled with the interpretation of words such as inference, observation, method, conclusion, and procedure as used in the Mainstream and Stations.
iv) Poor use of language by some candidates impeded their communication of knowledge to the examiners and also hindered their comprehension and understanding of questions.
v) Weak knowledge in scientific language resulted in poor interpretation of questions by some candidates.
vi) Some candidates demonstrated a poor understanding and statement of basic physical laws, which is a fundamental aspect of the subject.
vii) Poor teaching practices influenced by teachers teaching in multiple schools, who do not pay adequate attention to their students in their main schools, may have contributed to the inadequate coverage of the syllabus.
viii) Delay in the teaching of options is a recurring problem, with some teachers introducing options as late as April in the Upper Sixth Form, which may not give students enough time to prepare.
ix) Teachers do not mark and make corrections of manuals during practical lessons, limiting the effectiveness of this aspect of the curriculum.
x) The majority of the teachers handling A Level Physics are first cycle teachers who may benefit from upgrading their status and knowledge by returning to the university for further studies or engage in Continuous Professional Development (CPD). This could lead to an improvement in the quality of teaching.
xi) It is encouraging to note that some examiners are currently upgrading their knowledge in either the University of Buea or Bamenda, which could lead to improved examination standards in the future.
xii) Topics that cut across the entire syllabus, such as Physical Quantities and Base Units, are taught as one unit in the Lower Sixth Form instead of a series of sub-units progressively as the syllabus is covered. This could be addressed by a more structured approach to the curriculum.
xiii) Delay in the start of practical work in Lower Sixth by some teachers, and the accumulation of too much work in Upper Sixth, can lead to difficulties in effectively teaching and marking practical work in schools.

It is evident that there are several areas for improvement in the teaching and learning of Advanced Level Physics in this context. These issues should be addressed with urgency to ensure that candidates are adequately prepared for the examination and to enhance the quality of education in this subject.

Tables 6 and 7 show examiners' evaluation of candidates' performance on different aspects of the examinations. Evaluation of candidates' abilities by percentage

Objectives: ability to	Low			Average			High		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Recall knowledge or basic facts	8.4	6.0	8	28	42	40	63.6	52	52
Understand principles, facts and concepts	30.8	24	40	58.7	38	35	10.5	38	25
Applying knowledge in familiar situation	20.6	18	20	61	60	60	18.4	22	20
Applying knowledge in novel situation	53.5	58	60	30.3	32	30	16.2	10	10
Analyze and evaluate information	38.3	36	40	50	52	50	11.7	12	10

TABLE 6

A good percentage of marks are lost by candidates who neglect certain aspects of the examination as shown in table 7 below. The aspects indicated below are as observed by examiners. Evaluation of candidates' performance on aspects of the examination by percentage

Aspect	Low			Average			High		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Understanding terminology used by examiners		9.5	52		80	80		10.5	10.5
Use of English in written answers		35	35		20	20		45	45
Accuracy and labelling of diagrams		20	20		20	20		60	60
Accuracy in plotting and labelling graphs		10	10		10	10		80	10
Use of algebra in answers		12	12		40	40		48	48
Use of units		00	00		2	2		98	98
Significant figure/accuracy		10	10		28	28		62	62
Respect of rubrics		10	15		10	10		80	75

TABLE 7

2. PAPER BY PAPER ANALYSIS

PAPER 1

General observations on the question paper:

The examination panel, in collaboration with the examiners, have thoroughly evaluated the 2023 Paper 1 for the Cameroon GCE Advanced Level Physics Examination. After careful consideration, it was unanimously agreed that the paper was of good quality and adequately met the required standard. The rubrics were clear, and the layout of the paper was well-organized, with few typographical errors. The

broad coverage of the syllabus was rated at approximately 95%, indicating that the examination tested a wide range of topics.

Paper 1 is typically divided into three sections:

- Section I: Consists of 35 questions or incomplete statements followed by four suggested answers, with a total of 35 marks.
- Section II: Consists of 10 questions, with three responses provided for each question, of which one or two of the responses are correct.
- Section III: Consists of 5 questions, each followed by four suggested graphs, of which only one is correct.

Candidates are expected to answer 50 questions in a time frame of one hour thirty minutes, with an average of 1.8 minutes per question.

The abilities tested, according to Bloom's taxonomy of educational objectives, were rated as shown in table 8 below. Four questions had no correct answers, question 29 had only 3 choices instead of 4 due to some typing errors.

Overall, the examination effectively tested the candidates' knowledge and understanding of the subject matter, with an appropriate level of difficulty. However, there is always room for improvement, and we will continue to strive for excellence in the development and administration of the Advanced Level Physics Examination.

ABILITIES TESTED ACCORDING TO BLOOMS TAXANOMY FOR PAPER 1.

SN	Ability	Number of questions	% coverage
1	Knowledge	8	16
2	Comprehension	10	20
3	Application	14	28
4	Analysis	10	20
5	Synthesis	4	8
6	Evaluation	4	8
	Total	50	100

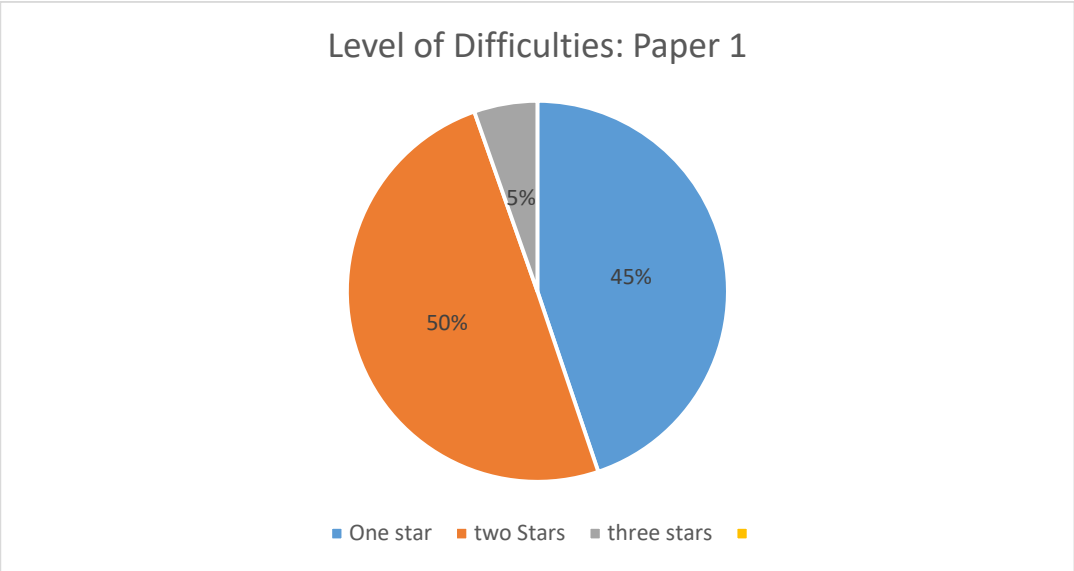
TABLE 8

Table 8 4.2.1 The questions were categorized into three levels of difficulty in percentages as follows.

Level of difficulty for paper 1

SN	DESCRIPTION	% rating
1	One star question	45
2	Two star question	50
3	Three star question	5
	Total	100

TABLE 9



CONCLUSION: The Physics paper one examination in 2022 was good and met A/L standards and the candidates‟ performance is unknown as it is computer marked.

PAPER 2

General observations on the question paper

After reviewing the question paper, the examiners unanimously agreed that the 2023 Paper 2 for the GCE Advanced Level Physics Examination was slightly more challenging compared to last year's paper, but it adequately met the required standards. The rubrics were clear, the layout was good, and the print quality was excellent. The examiners rated the broad coverage of the syllabus at about 95%, indicating that the paper covered a wide range of topics. However, the in-depth coverage of the syllabus, as reflected in the candidates' scripts, was rated at about 60%.

Paper II adhered to the prescribed format outlined in the syllabus. It comprised three sections as follows:

- Section I contained six questions, with Questions 1 to 5 being short compulsory questions worth 30 marks in total. Question 6 consisted of a pair of long questions, and candidates were expected to choose only one. Each question carried 20 marks.
- Section II consisted of one compulsory question on data analysis, which carried 20 marks.
- Section III comprised four options, with each option carrying 15 marks. Option 1 covered Energy Resources and Environmental Physics, Option 2 focused on Communication, Option 3 covered Electronics, and Option 4 delved into Medical Physics.

Overall, the examiners found the paper to be well-structured and challenging, with a good balance between breadth and depth of coverage.

Abilities Tested and the Difficulty Levels

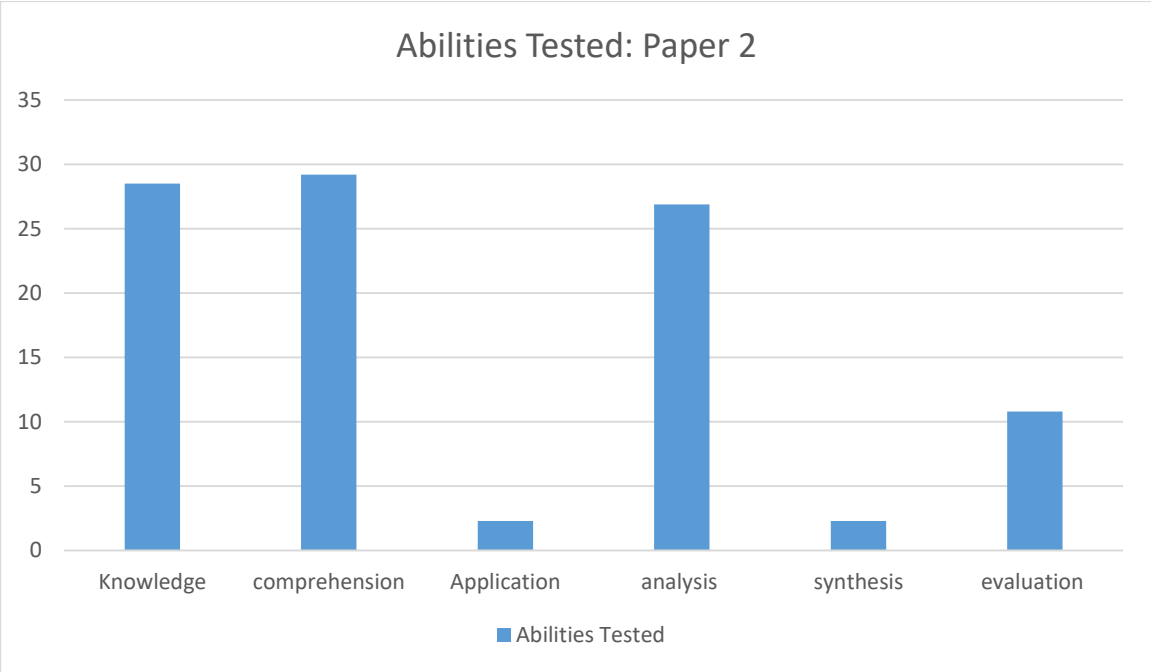
The abilities tested according to Bloom's taxonomy of education objectives, were rated as follows:

ABILITIES TESTED AS A PERCENTAGE FOR PAPER II

SN	Ability	% coverage
1	Knowledge	28.5
2	Comprehension	29.2

3	Application	2.3
4	Analysis	26.9
5	Synthesis	2.3
6	Evaluation	10.8
	Total	100

TABLE 10



QUESTION BY QUESTION ANALYSIS

Question		Topic(s)	Ability tested	Level of difficulty	Marks
1	a) b) c) and d)	Physical quantities	Knowledge Comprehension Analysis	*	1 1 4
2	a) b) (i) b) (ii)	Gases	Evaluation Comprehension Application	*	2 3 1
3	a) b) c)	Electromagnetic waves and Atomic Spectra	Knowledge Knowledge Comprehension	**	1 1 4
4	a) b)	Simple Harmonic motion	Analysis Synthesis	**	2 3
5	a) b)	Capacitors	Application Analysis	**	5
6 either	a)	Current electricity	Knowledge Comprehension Knowledge Comprehension Analysis Synthesis	**	2 2 8

Question		Topic(s)	Ability tested	Level of difficulty	Marks
			Evaluation		
	b)	Current electricity	Evaluation	**	4
	c)	Current electricity	Analysis	**	4
6 Or	d) (i) d) (ii)	Mechanics	Knowledge Comprehension	**	2 2
	d) (iii)	Mechanics	Knowledge Comprehension Analysis Synthesis Evaluation	**	8
	e)	Mechanics	Evaluation	**	4
	f)	Motion in fields	Evaluation	**	4
7	a) and b)	Wave phenomena: Geometric optics	Analysis and Synthesis	**	13
	c)		Evaluation and application	**	7
8	a), b) and c)	Energy sources and environmental physics	Knowledge	*	8
			Comprehension	*	7
9	a)	Communication	Knowledge Knowledge Comprehension	* * *	1 2 3
	b)		Knowledge Comprehension	* *	2 3
	c)		Comprehension Application	* *	2 3
10	a)	Electronics	Knowledge Comprehension Knowledge	** *** *	1 2 2
	b)		Comprehension Knowledge Application	** ** **	1 2 2
	c)		Comprehension Comprehension Knowledge	** ** **	2 2 1
11	a)	Medical physics	Comprehension Comprehension Knowledge	** ** **	1 2 4
	b)		Comprehension	**	6
	c)		Comprehension	**	2

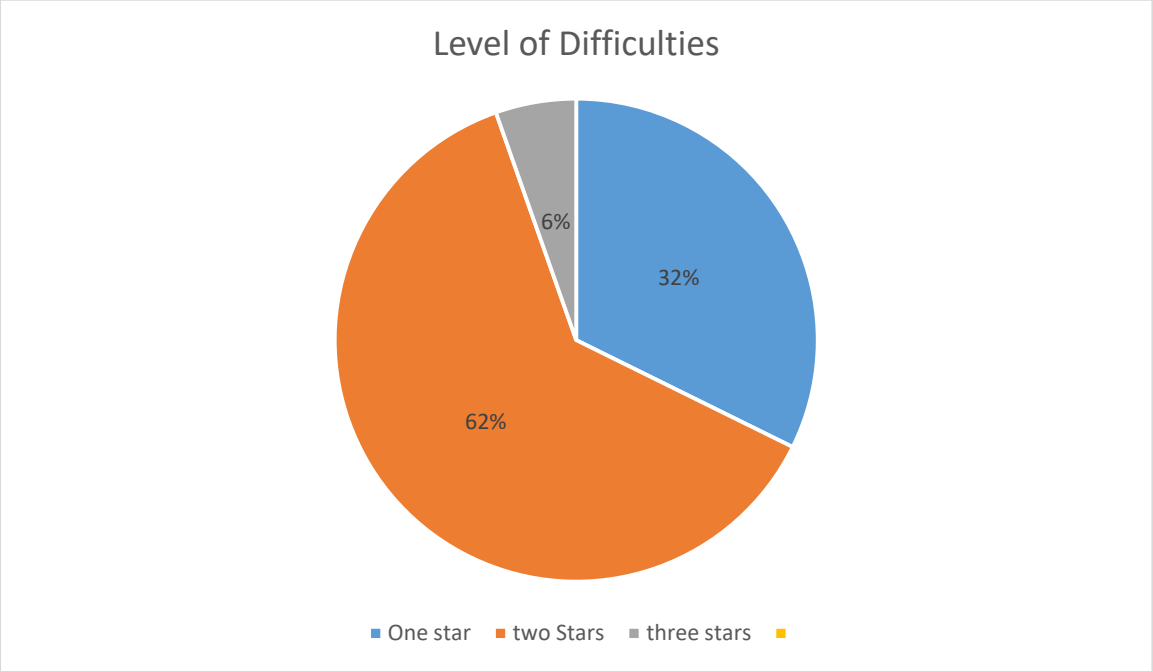
TABLE 11

The examiners further categorized the questions into three levels of difficulty in percentages as follows.

Level of difficulty for paper 2

SN	DESCRIPTION	% rating
1	One star question	32.2
2	Two star question	62.3
3	Three star question	5.4
	Total	100

TABLE 12



3. TRIAL MARKING REPORT

On June 30th, 2023, 118 examiners gathered at Baptist Comprehensive High School in Great Soppo Buea to mark the GCE Advanced level physics paper 2 and 3 for the 2023 session. The Chief examiner welcomed everyone and emphasized the importance of ensuring fair and accurate grading of the candidates, in accordance with the board's motto of measuring learning with honesty.

After collecting the marking guides prepared by individual examiners, the panel handed out their own guides. The examiners then discussed the marking guide, with everyone contributing to make the session successful. The marking guide for paper 2 was eventually harmonized after a full day of intellectual exchanges. 140 paper 2 scripts were selected and made available to the marking rooms for dummy marking, which took up most of Saturday. Once the session was brought to a close, some scripts were selected for collective marking, with the effective participation of 11 panel members, 99 old or experienced examiners and 08 new examiners.

During the collective marking exercise, the chief examiner gave six scripts to six different assistant chief examiners. The panel and examiners collectively agreed on the answers provided by the candidates and the marks they deserved, using the harmonized marking guide. This process helped to

identify and accommodate other correct approaches that were consistent but not explicitly written in the marking guide, resulting in a solid and flexible marking scheme.

On July 6th and 7th, the examiners dedicated their time to harmonizing the marking guide, trialling and collectively marking paper 3. Paper three is a practical paper, hence there are rooms for diverse answers provided by the candidates. This makes the harmonization process of paper three marking guide a tedious one. The examiners were very knowledgeable about the diversity in the answers expected and they made invaluable contributions to the development of the guide. First, the schemes prepared by each examiner were collected and then the marking guide provided by the board was distributed to each examiner. A question by question, group by group analysis of the paper was done headed by the chief examiner. Qualitative and quantitative points were raised about the interpretation of some questions by candidates from different accommodation centres. In order to make the guide inclusive, the diversity was taken into consideration provided it was consistent with the marking guide. All was well at the end when the finalized, harmonized guide was made. It was flexible, considerate, inclusive but the standard of the exam and the board was upheld with great pride as reflected by the guide.

140 scripts were used for this purpose, with 4 scripts marked collectively; two group 1, 1 group two and 1 group 3.

The trial marking is the most important exercise of the marking process. It gives stamina to the marking process and establishes a standard that all examiners must adhere to. The exercise was carried out with utmost professionalism and strict respect of the board's guidelines. The marking schemes that were stabilized and then used by the examiners for proper marking was not imposed on the examiners, it was collectively developed by the panel and the school of highly experienced examiners invited by the board. The guides were transformed to schemes at the end of each trial marking session and all the examiners had to adhere to the scheme for fairness and consistency. Overall, the trial marking session was a success thanks to the dedication and hard work of all involved.

4. MARKING PROPER

The Chief Examiner emphasized the importance of adhering to the marking rules and cautioned all examiners against rushing through the process. Each examiner was assigned eighty worked scripts, and the marking exercise began. To ensure consistency in the process, some randomly selected scripts marked by the examiners were checked.

Upon completing the marking exercise, each examiner submitted statistics on each question in relation to the marked scripts. These statistics were later analyzed, and the results are presented in this subject report.

The examiners evaluated the 2023 Paper II in comparison to previous years and their initial projected pass percentage dropped to 15%. This evaluation is summarized in Table 13.

Overall, the marking exercise was conducted with care and attention to detail, and the results reflect a fair and accurate assessment of the candidates' performance. The Chief Examiner's caution and guidance to the examiners contributed significantly to maintaining consistency and fairness in the marking process.

Examiners' Evaluation of some aspects of the examination by percentage.

Aspect	Low			Average			High		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Understanding terminology used by examiners		9.5	52		80	80		10.5	10.5
Use of English in written answers		35	35		20	20		45	45
Accuracy and labelling of diagrams		20	20		20	20		60	60
Accuracy in plotting and labelling graphs		10	10		10	10		80	10
Use of algebra in answers		12	12		40	40		48	48
Use of units		00	00		2	2		98	98
Significant figure/accuracy		10	10		28	28		62	62
Respect of rubrics		10	15		10	10		80	75

TABLE 13

Candidate's performance per question

Question no	1	2	3	4	5	6E	6O	7	8	9	10	11	Total
Highest score	6	6	6	5	5	20	20	20	15	13	13	14	89
Most probable	0	0	0	0	2	3	2	11	3	2	6	4	21
Average score													21.1
Lowest score	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE 14

Table 15 shows the popularity of the options as selected by the candidates in descending order.

POPULARITY OF OPTIONS

SN	
1st	Option I:
2nd	Option II
3rd	Option IV
4th	Option III

TABLE 15

Judging from the candidates worked scripts after the marking, the examiners made the following comments and observations.

a) That broadly the candidates did not have a good mastery of subject matter just like last year going by the average score of 22.8 against 23.9 last year even though the highest score dropped from 90% last year to 87%.

b) The in-depth coverage of syllabus was 60 % as portrayed by the candidate's worked scripts.

c) The broad coverage of the syllabus was 95 %

Question Number Topic Attempt Performance Possible Reason

1 QUESTION BY QUESTION ANALYSES

Question Number	Topic	Attempt	Performance	Possible reasons
1	Physical quantities	Highly attempted	Average	• Candidates equate physical quantities to units. • Poor language used by candidates
2	Gases	Not many attempted	Poor	No possible reasons Not familiar
3	Lasers	Poorly attempted	Very poor	Poor teaching
4	Simple harmonic motion	Very few attempted	Very poor	Poor teaching
5	Capacitors	Highly attempted	Very poor	Poor understanding of question by candidates
6 EITHER	Current electricity	Not as popular as (OR)	Poor	Poor analysis of electrical circuit, wrong language in describing experiments
6 OR	Mechanics	Highly attempted	Very poor	Lack of in-depth coverage of concepts back in schools.
7	wave phenomena (geometrical optics)	Highly attempted	Very good	Continuously taught in the schools and candidates have a lot of practice exercises before the exam
8	Energy sources and environmental physics	Highly attempted	Average	Though performance was above average many candidates still had difficulties in using mole concept
9	Communication	Highly attempted	Average	Language not clear Use of many bandwidths Poor mastery of basic concepts and interpretation of questions
10	Electronics	Poorly attempted	Poor	Poor mastery of basic concepts and interpretation of questions.
11	Medical physics	Poorly attempted	Average	Poor mastery of basic concepts and inability to apply acquired knowledge to novel situations.

TABLE 16

RATING OF OPTIONS IN TERMS OF PERFORMANCE

1st	Option I
2nd	Option III
3rd	Option II
4th	Option IV

TABLE 17

CONCLUSION Table VII can be used as a guide as to show which of the options are popular amongst candidates. Teachers should carefully study the table and come out with teaching strategies and styles to improve on pedagogy given the way these options can contribute to National Development and the Emergence of Cameroon by 2035. In addition, teachers are encouraged to use the internet as much as possible to make up for any deficiencies they might be encountering in these areas.

5. PAPER 3

1 General observations on the question paper.

All examiners were unanimous that in all respects the practical exam met A Level standard and was about the same strength as the exam of 2023. They also observed that there was no negative supervisor effect on the candidates. The paper followed the prescribed format. The question paper was divided into two sections as follows with a School Based Assessment:

- Section I: The Mainstream experiment which has a total of 40 marks.
- Section II This section is made up of four stations with a total of 40 marks. Each station has a total of 10 marks.
- School Base Assessment of 20 marks.

The paper was good and adequately met the required standard of the GCE Advanced Level Physics Examination. The rubrics were quite clear and the lay out was also good. The performance of candidates in this paper was slightly higher than those of the previous year.

Evaluation of various aspects of the examination as percentages

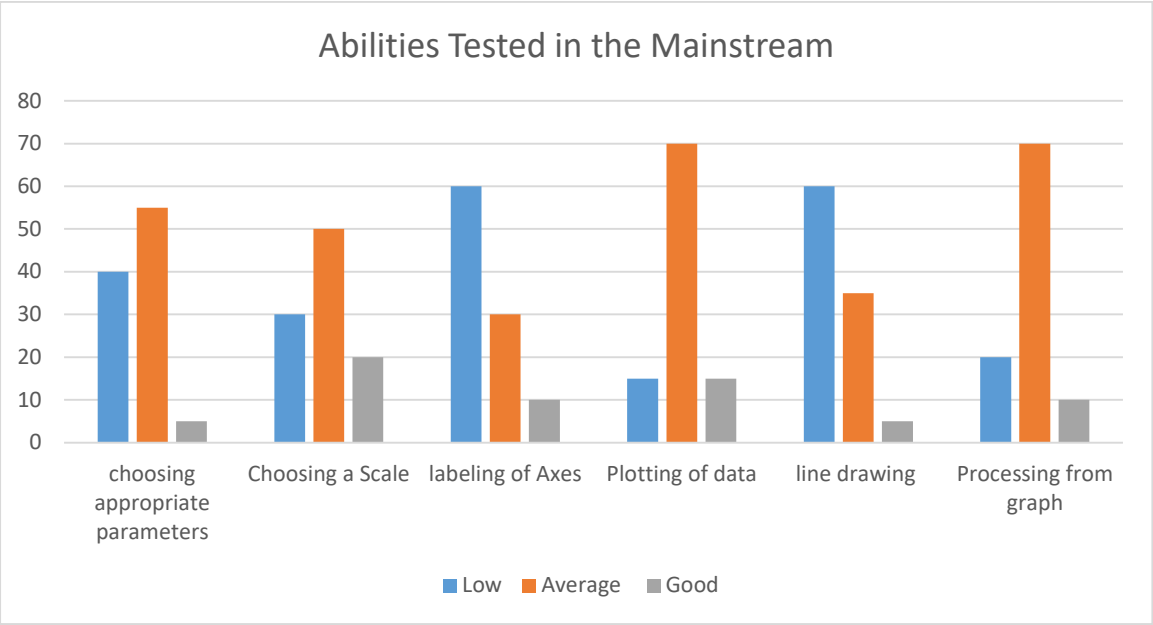
Aspect	**Low**	**Average**	**Good**
Level of difficulties	15	45	40
Coverage of syllabus	0	5	95
Language used by examiners	0	20	80
Clarity of questions	0	5	95
Involvement of Math	0	5	95
Flexibility of marking schemes	0	0	100
Timing	0	50	50
Clarity of Rubric	0	2	98

TABLE 18

In the main stream the following abilities were tested giving the following results expressed as a percentage:

Aspect	Low	Average	Good
Choosing appropriate parameters	40	55	5
Choosing a scale	30	50	20
Labeling of axes	60	30	10
Plotting of data	15	70	15
Line drawing	60	35	5
Processing from graph	20	70	10

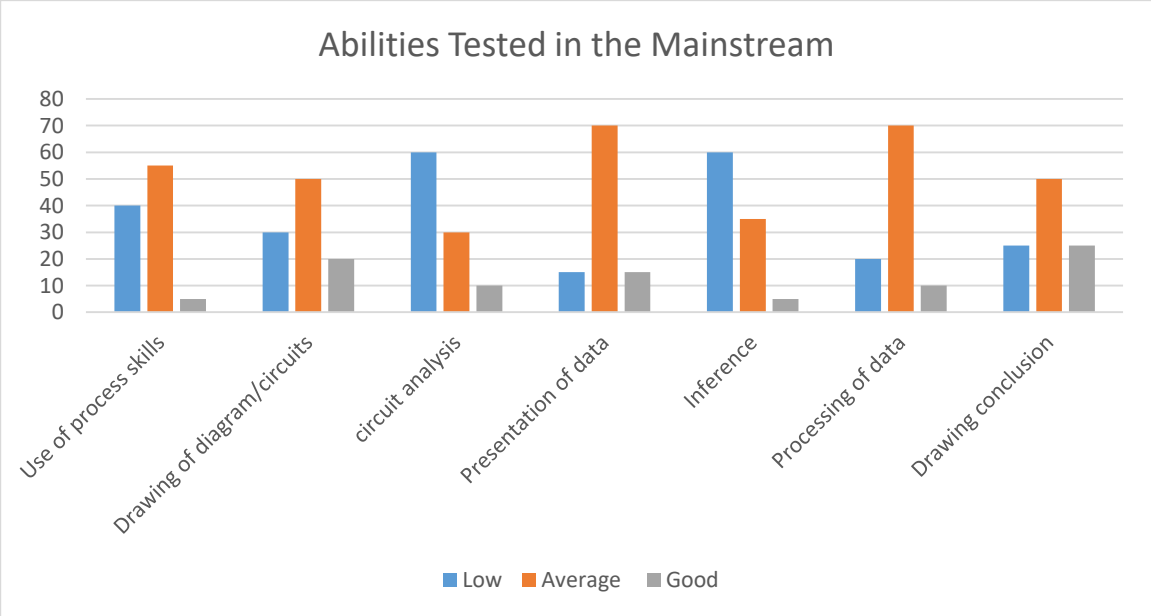
TABLE 19



The following abilities were tested in stations with the following results:

Aspect	Low	Average	Good
Use of process skills	40	55	5
Drawing of diagram/circuits	30	50	20
Circuit analysis	60	30	10
Presentation of data	15	70	15
Inference	60	35	5
Processing of data	20	70	10
Drawing conclusion	25	50	25

TABLE 20



Candidates' performance:

	Highest	Most probable	Average	Lowest
Mainstream	40	23	23.3	0
Station 1	10	0	4.5	0
Station 2	10	0	4.2	0

Station 3	10	0	4.18	0
Station 4	10	0	4.11	0
Overall	95		54.5	0

TABLE 21

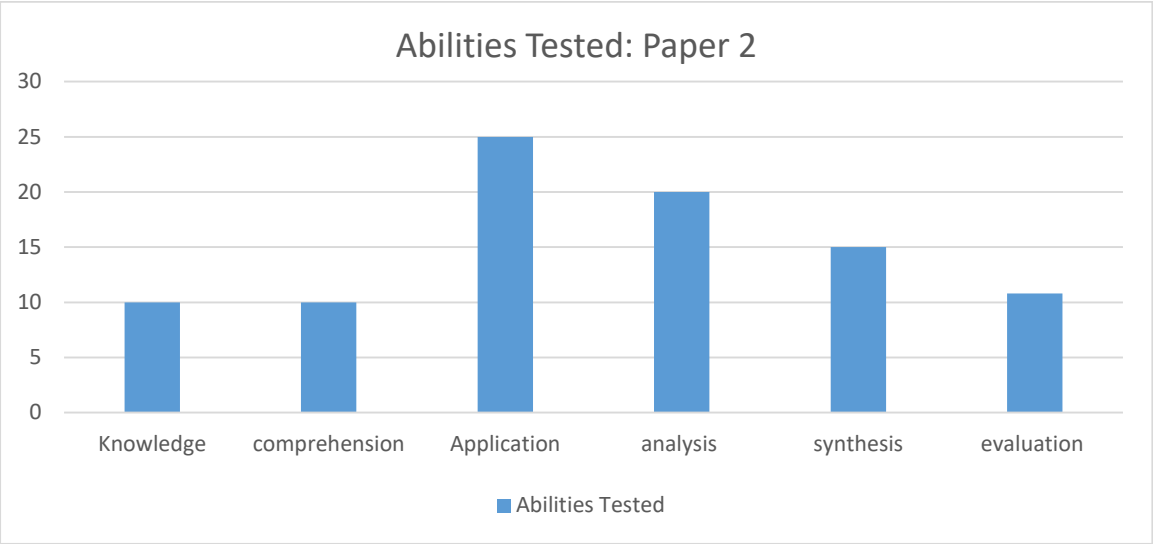
The general impressions:

- It was a good paper in terms of topics, spread and syllabus coverage.
- Examiners also judged that the skills tested helped both the teachers and candidates to better understand theory.
- The examiners saw a positive correlation between the schools-based assessment and the candidates' performance for those schools that presented their practical manuals for assessment. Examiners were satisfied with the use of local material.

Abilities tested following Bloom's taxonomy for paper 3 were as follows: -

SN	Ability	% coverage
1	Knowledge	10
2	Comprehension	10
3	Application	25
4	Analysis	20
5	Synthesis	15
6	Evaluation	5

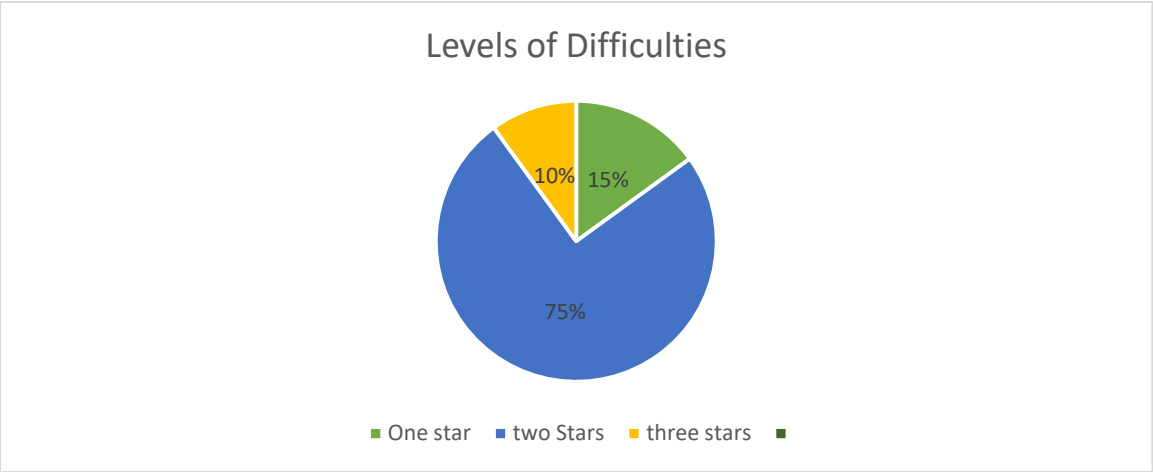
TABLE 22



Level of difficulty for paper 3

SN	DESCRIPTION	% rating
1	One star question	15
2	Two star question	75
3	Three star question	10
	Total	100

TABLE 23



Syllabus coverage: -

- Broad coverage of syllabus by candidates 90 %,
- Best answered topic – Thermal conduction
- Most poorly done topic – Optics.
- The performance of candidates was seen to be higher than last year and there were less zeroes recorded and low absentee rate noticed compared to previous years.

QUESTION BY QUESTION ANALYSIS

i) **Mainstream**: The candidates showed a good knowledge of the use of measuring instruments in general. Most candidates obtained data that were generally presented in a vertical table. Candidates found stating the precautions taken to ensure accuracy difficult. Few candidates still presented three dimensional diagrams. In graph plotting, candidates showed mastery of the following skills;

- Determination of the slope of a graph
- Choosing the correct coordinates and substitution.
- Drawing the best straight lines through the plotted points.

ii) Stations In order of decreasing popularity:

STATION 1, STATION 2, STATION 4, STATION 3

6. SUGGESTIONS/RECOMMENDATIONS

To students

- It is recommended that students acquire a copy of the new syllabus and familiarize themselves with the structure and format of each question paper.
- Practical work in the Lower Sixth is highly beneficial as it enhances understanding of theoretical concepts and develops skills that are essential for life.
- Candidates are advised to carefully study the key words used in questions to ensure that they understand what is being asked of them.
- Collaborative efforts between the English and Mathematics departments are necessary to help science students improve their language and mathematical skills.

- Students should prioritize improving their handwriting and communication skills, as poor handwriting can result in lost marks.

Overall, it is essential that students approach their studies with diligence and dedication, utilizing all available resources to achieve success in their exams.

To teachers

Here are some suggestions to make the text more professional and add more points to support the professional development of teachers:

- It is imperative that each teacher has access to and thoroughly understands the current syllabus for the subject.
- In addition to syllabus interpretation, teachers should also be adept at setting standard questions that align with the syllabus.
- Practical work should be integrated throughout the course, with teachers incorporating experiments at the end of each theory topic from Lower Sixth.
- Teachers should make use of available materials and resources in the field of practical work to enhance students' learning experiences.
- To improve students' ability to report, draw graphs, and draw conclusions from experiments, teachers should correct and sign off on all practical exercises.
- All options should be covered and taught starting from Lower Sixth, rather than being left solely for upper sixth classes.
- Examiners should seek out opportunities to share their experiences and insights gained during marking with their colleagues in their respective localities.
- Teachers should strive to stay up-to-date with current developments in the field by utilizing the internet and other modern methods of obtaining knowledge.
- Professional development opportunities, such as workshops, seminars, and conferences, should be sought out and attended by teachers to enhance their skills and knowledge.
- Teachers should also participate in peer review and feedback sessions to improve their teaching practices and student outcomes.
- Collaborative efforts with other subject teachers and departments can facilitate interdisciplinary learning and enhance students' overall educational experience.
- Teachers should encourage and facilitate student-centered learning, which promotes active engagement and fosters critical thinking skills.

To Other stakeholders

Parents should provide basic support to their children such as textbooks, laboratory needs and parental counseling to keep them comfortable and focused to accompany the work done by the schools and teachers.

7. Conclusion

A thorough review of this subject report by all stakeholders would provide valuable insights for the development of teaching strategies and pedagogical styles that can enhance the teaching and learning of Physics. Principals are urged to prioritize the provision of laboratory equipment to facilitate the teaching and learning process. Where equipment is already available, teachers should maximize its use during practical periods and integrate it into regular lessons.

Although this report is primarily aimed at Physics teachers, pedagogical offices can also utilize its findings to improve the teaching and learning of science in general. By implementing the recommendations outlined in this report, educators can work together to enhance students' knowledge and understanding of the subject matter.

Overall, the marking session was conducted with care and diligence, and the results accurately reflect the candidates' performance. The recommendations and insights provided in this report can serve as a valuable resource for teachers and educational institutions seeking to improve the quality of science education.

0785-RELIGIOUS STUDIES

INTRODUCTION:

The 2023 Advanced Level Religious Knowledge examination was structured to project the same traditional format and appearance of the entire paper. 0785 Paper I was made up of 50 Multipled Choice Questions. These questions were geared at testing the the candidates abilities on the fundermental concepts of the five World Religions as indubitably fixed by the current Subject Syllabus.

Paper II examined some 18 questions cutting across some three sections of the Religious Studies Syllabus. These are; (Sec. 1.1),The Old Teatament; (Sec. 5.3), Islam and (Sec. 5.5), Africn Tradtional Religious Beleifs and Practices. Instructions clearly restricted candidates to answering only **four questions;** choosing all from any one section. Again, it should be noted that 6 questions make up each section of the paper.

Paper III had 36 structural questions. Again each section contained 06 questions where all the candidates attempting the exams were strictly instructed to only answer 04 suitable questions from a section of their choice. These were; the Gospel of Luke (Sec. 2.1), John, the Fourth Gospel (Sec. 2.2), The Early Church as reflected in the Acts of the Apostles and First Corinthians (Sec. 2.3), Philosophy of Religion (Sec. 4.1), Ethics and Morality (Sec. 4.2), and the Historical Development of Islam(Sec. 6.0).
To display the Advanced level standards at this exams, the required skills to be be tested were application and analysis; up to the higher skills of synthesis and evaluation according to Benjamin Blooms Taxonomy.

Paper No.	Number of Questions	Maximum Raw Mark	Weighting
1	50	50	**34%**
2	18	100	**33%**
3	36	100	**33%**

Syllabus Coverage:

From all observations, the 2023 GCE questions for this subject were rated as averaged; meaning that the questions were assessed as meeting the strength of the candidates. Examining all the questions set and looking at their flow or sequence, it was thoughtful to conclude that the syllabus coverage could be rated at 100%. The questions met our expectations. They were well set and touching on every aspect of the entire subject syllabus. There was a significant improvement in the responses from the candidates as seen from the corrected scripts. It was equally observed that the questions were void of aspects of vagueness, omissions and wrong spellings. In fact, the setting followed the required standard and the specificities of the syllabus.

QUESTION BY QUESTION ANALYSIS

PAPER II

Section 1.1 The Patriarchs to David

Q1.

This was a good question. It was popular. The question reqired candidates to examine the religious beliefs of the Israelites strictlly in light with the life of the Patriarchs. Commenting the role played by each of them or a harmony in their character. A good number of them interpreted the question well, responded well by bringing out the unique aspects of their positive lifestlyes. However, 123 candidates attempted this question; making a 43.3% and scored markes ranging from 05 to 18 on 25.

Q2.

This was a popular question, centered on the character of Jacob as an incarnate of conflicts within his time, leading to both his rejection and at the same time being chosen by God. The other part of the question had to do with the initial rejection which was strictly as a divine plan and part two had to bring out Jacob as the chosen father of the eventual twelve tribes of Israel. Candidates interpreted this question well and were able to clearly state that the choices were all as a decision from God. However, those who attempted this question were 1,237, making a percentage of 58.5 and scoring markes between 11 to 24 on 25.

Q3.

This was a very popular question. It's focus was on the centrality of the very popular event in the lives of the Israelites known as the Exodus. Candidates were expected to underscore the fact that once the Israelites were in bondage for over 430 years under Pharoah. But a time of deliverance came whch history qualified it as the Exodus. The even became so central in their lives because it marked the programmed journey Yahweh has propmised to the Land of Promise. Howewe, 592 candidates attempted this question but were not able to put emphasis on the importance of this event as such. Many narrated the story and still were unable to put a finger on its significance in the life of the Israelites. They constituted 27.9% and earned markes ranging beteen 05 to 15 on 25.

Q4.

This was not really a popular question in this section. It has to do with the role of the Judges in Israel, a period which many candidates do not enagsge in studying the leaders who managed Israel within that period, However the demands of the question were on the religious and political roles of the leaders at the time. This was in relation to their focus on Yahweh and the geographical protection of the land and the security of the Israelites from the other neighbours at the time. However, 406 candidates attempted this question, scoring a 19.2% and registering poor marks that ranged between 06 to 14 on 25. This was because many ended up confused, not able to identify the leaders of the time and were unable to bring out their political strengths.

Q5.

This was also another familiar question. The emphasis was on the confideracy; maning the bonding of the tribes of Israel and constituting a form of government. Its transition with king Saul at the healm and his eventual rejection by Yahweh. Though a popular question, 672 number of candidates attempted it, earning a percentage of 31.8; scoring marks between 06 to 17 on 25 because they were not able to clearly bring out the dynamics of the confideracy. Many commented only on the rejection of Saul because of his outstanding weaknesses.

Q6.

This was the third most popular question in this section according to the responses received from the candidates. It was well interpreted. The question had David at the center as the second annointed King in Israel. The emphasis were on his outstanding weakness as king and a man after God's heart. Candidates were expected to identify the glaring weakness of David and to justify the claim that he was still counted worthy in the eyes of God after everything. He regained restoration and surpassed in his achievements as compared to his predecessor. Nevertheless, 933 from the total the number of candidates attempted this question, constituting 44.1% and earned marks fluctuating between 12 and 20 on 25.

Section 5.3: Islam.

Q7.

This was a popular question in this section. The centrality of the question was on the concept of the Islamic feast known as the Ramadan. Candidates were expected to proof or justify the importance this feast upholds. On the calendar, it is the ninth month; is pregnananrt with acts of forgiveness, charitable gifts retreats and prayers. The peak of celebrations marking the religious life of every Muslim. Because of the relevance of the feast, the month is regarded as a month among all months. 137 candidates attempted this question, earning a 0.65% and registering marks between 07 to 18 on 25. This is hugely because many only tried to narrate the feast with emphasis on how it makes the month important and the rest of the months.

Q8.

This was one of the most popular questions in this section. The question required candidates to examine the relevance of the prophets in the Islamic religion. Indicating their roles in upholding the tenets of the religion, Beleive in them as created human beings, brought messages to the people and Muhammad bringing the Qur'an. However, 74 candidates attempted it, scoring 3.5%. They ended up with marks ranging beteen 07 to 20 on 25 hugely becaue they were unable to bring out the relevance of the prophets.

Q9.

This was another popular question in this section. About 54 candidates went in for this question; constituting 02.6%. The focus of this question was on the centrality or the importance of Id-ul-Adha as another very imnportant feast in Islam. Candidates were expected to identify the feast as that of Tabaski, characterised with the sacrefice f animals, and acts of submission to Allah for blessings. Those wjo

attempted however ended up with marks ranging between 10 to 20 on 25 because they kept making reference to other feasts and narrating the processes involved in their celebrtions.

Q10

This was a popular question strictly on the role women play in Isalm as a religion. About 77 candidates attempted this question, registering a percentage of 2.69, and scoring marks ranging between 10 to 22 on 25. This is because they were able to spot out some relevant aspects in line with the different activities carried out by women, upholding the integrity of the belife systrem of the Muslims. Rights to aducation, rights to charity, rights to buy and sell etc.

Q11.

This was a popular question. It required candidates to bring out the numerous ways Muslins could be merciful to others, in line with the instruction from the holy book. Treating the orpharns well, treating parents well, the poor and releasing forgiveness where necessary. 69 candidates attempted this question, scored a percentage of 3.6 and had marks ranging between 08 to 20 on a global score of 25. They related the mercies of Allah as required justice to be done to all other adherants to the faith.

Q12.

This was a popular question, set on one of the fundermental pillars in Islam. It required candidates to identify and comment on the relevance of the Hajj; meaning the pilgrim to the Holy Land. Candidates were able to define the Hajj and to comment of the imporatance as a requirement and also as a spiritual benefit to all practicing faithfuls. It's a religious duty, strengthens the faith of committed faithfuls etc. 97 candidates attempted this question; making a 54% and scoring marks which ranged between 11 to 23 on 25.

Section 5.5: African Traditional Religious Beliefs and Practices.

Q13.

This was the most popular question in this section. It had it's focus on the religious festevals in African Traditional Reglion. They bring about reconcilliation, and strengthen unity among the people. Those who attempted the question were 201; with 9.5%, and scored marks ranging from 08 to 19 on 25. The simply highlight some festivals and commented on their relevance withjin their settings, upholding their belife systems.

Q14.

This question was popular as it was specific. It required candidates to proof their exposure to the concept of sacred places in ATR. Many interpreted the questiuon well but were unable to point out the sacred places. There was a mixed up between social and sacred places and this earned them some low marks. However, 223 candidates went in for this question, registering a 10.5% and scoring marks between 08 to 19 on 25. These sacred places icluded traditional spots like caves, hills, lakes

Q15.

This was a good question with emphasis on the concept of the here – after. This refering the life lived now and the importance attributed to the life after in the ancestral lines. About 105 candidates attempted

this question and brought out some relevant points to justify the fact that a good like in the present, prepares one for a greater life after. This is typically the belief in the living dead. Candidates registered a 0.5% and scored marks between 10 to 20 on 25.

Q16.

This question was not unpopular. It had to do with the concept of witchcraft in ATR. The question was well understood by 222 number of candidates who attempted it, registering a 10.05%. Responses were in line with the demands of the question and these candidates scored marks between 12 and 19 on 25. Many were unable to relate the concept with its influnce in a typical African society. Candidates were expected to proof that magic is the pricipal cuse of deaths and retarding progress in most societies.

Q17.

This was a good question. It required candidates to simply bring out clearly the concept of human existence in the typical Traditional Setting. This existence must be in synergy with the existence of the suprime; the creator of the world. It requred them to indicate proof of communal life, in good times and bad times as well. 71 candidates atempted the question, making up 3.4% of the total number of candidates and scored markes ranging from 08 to 19 on 25.

Q18.

This question was not really popular as such though its demands were on the existence of human authority. The adherance to the mechanism that regulates every existeing setting as afar as Africans are concerned. However, it was well understood but the responses were not satisfactory and many just kept narrating what they believed authorities like offices of prists, magicians and so on. About 122 candidates attempted this question and scored marks ranging between 05 to 17 on 25. It coud have been very appreciative if they went ahead to talk about good leadership, obedience, and disobedience to costituted authority can attract banishment.

PAPER III

Section 2.1: The Gospel Accoring to St Luke

Q1.

This was a popular question with demands on the authorship of the gospel of Luke. Interestingly, those candidates who attempted it were 921, consisting 54.1% but could not vividly bring out points to justify Luke as the author of the third gospel. However, those who made efforts ended up with marks ranging from 12 to 21 on 25. Luke and Acts are written by Luke; the same author.

Q2.

This was another question that appeared popular to the candidates. About 971 of them attempted this question and tried to bring out aspects of Jesus intensions of sending out his disciples of mission. Many were able to comment of its sisgnificance; which was purely on the bases of evangelism and relaying it as the stretegy to reach out to the lost in our contemporary socirity. Those who attempted the question as seen above gave had 49.9% and earned marks that ranged between 11 to 19 on 25.

Q3.

This was familiar question. It required candidates to bring out Jesus approach to the attitude of the those he was ministering to in Palestine. About 645 of the total number of candidates attempted this question. They interpreted it but failed to situate their answers within the Palestininan context. Other simply went ahead to commenting on the attidude of the Pharisees towards Jesus's actions. However the percentage scaored was 31.6 and many ened up with m,arks ranging between 13 to 23 on 25.

Q4.

This was also a popular question but trickish in its demands. It had to do with the miracles which Jesus performed. But the emphasis were weather the recipints believed in them as geniuine or not. However, 1287 candidates attempted this question making a 63.1% and scroring marks between 12 to 23 on 25. They used specific miracle to project the power of God in them.

Q5.

This was a popular question which was well interpreted by those who went in for it. It had to do with one of the outstanding parables of Jesus Christ. It was that of the Good Samarithan 1323 candidates attempted it; constituting a 64.8 %, but had challenges because their concentration was not squarely on love and discipliship. They ended up with a lot of narration. In all of Jesus' teaching, his emphasis was on love. However, they registered marks ranging from 12 to 22 on 25.

Q6.

It was a familiar question. But a good number of candidates that attempted it brought out relevant information about the Emmaus experience. They brought out exciting revelations on the happeniungs at the time; issues that projected the accomplishment of Jesus' mission on earth. The risen Jesus becomes the sign of new hope and faith. Some were clear on the converstion Jesus had with his disciples and a few took Emmaus as a human being being. About 775 candidates answered this question and . They constituted 40.56% and scored marks ranging from as low as 07; others, 07 up to 19 on a scale of 25.

Section 2.2 John: The Fourth Gospel

Q7.

Question 7 was popular. It was to identify the purposes of Johns Gospel and his possible audicenc. Cndidates who attempted this question were unable to being out information liked to john as the author but acknnowledged his followers as both Jews and Gentles. About 31 candidates attempted this question, constituting 09.48% and were unable to bring out relevant facts to justify his authorship. They scored marks ranging from 02 to 15 on a scale of 25.

Q8.

This question was familiar and popular with demands on the personality of Jesus at the beginning of his ministry. The concept of his identity gave candidates a hard time factoring it withy facts from the gospel. A few answered with a lot of narrations. John actually refused to be called Christ. He called Jesus "the Son of God". However, about 26 candidates attempted this question and registered a 01.34%, scoring marks ranging from 02 to 12 on 25.

Q9.

It was a popular question. It was simply on the concept of Jesus as the light of the world as presented by John. It had to do with highlighting the theme of spiritual blindness. Jesus was seen as a sinner who could not perform miracles. The Pharasees according to Jesus, were suffering from spiritual blindness.Those who attempted this question were 19, constituting 0.90% and just narrated aspects of blind people who were heald in Johns gospel. They had marks ranging from just 02 to 13 on a scale of 25.

Q10.

It was a popular question with straight forward demands. It was on the concept of resurrection with Lazarus as a case study. \this act was to the glory of God. His own resurrection would be the frist fruit of the eternal resurection. However, 83 candidates attempted this question, scoring a 04% with markes ranging from 07 to 17 on 25. Many were unable to vividly bring out the significance of Lazarus' resurection.

Q11.

This was an unfamiliar question. It required that candidates should bring out the personality of Christ and relate it to his mission as projected by John. Candidates were expeted to present him as the Messiah, the son of God and to point it to his salvific mission on earth. Christ is presented as Gods message. Nevertheless, 36 candidates answered this question, registering 01.70% and scoring marks between 13 to 19 on 25.

Q12.

This question had emphasis on Jesus' trials and crucifixion. Was he really the Messiah? Many wrote extensively on the trials of Jesus and ended with the cricifixion without a projection of his activities as the Saviour that was Promised. Candidates were expected to come out unique trial scenes. This explains why about 23 candidates attempted it, registering a 01.10%. They however ended up with average marks, ranging from 06 to 12 on 25

Section 2.3: The Acts of the Apostle and I Corinthians.

Q13.

It was popular and fairly understood by many and they interpreted it correctly. Candidates were expected to comment on the spiritual significance of the pentecost. An event that saw the coming down of power to invigorate the disciplles of Jesus Christ for missions. It announced the presence of the Holy Spirit, with vivids signs. It was the springboard for the birth of an institutional church. About 17 candidates attempted this question, scoring a 3.9%. They had marks ranging from 10 to 20 on 25.

Q14.

This was a trickish question. It basically required candidates to acknowlege the leadership positions of Peter and Paul with the era of the early Church in Jerusalame. Both had opportunities to speak out to the masses and present the word. The impact was the bith and the eventual growth of the Church in Jerudsalem. About 12 candidates attempted this question, constituting a 02% and understood its requirements. Their responses were good and many ended up with marks ranging from 12 to 24 on 25.

Q15.

It was also a popular question and well understood by those who attempted it. The focus was on the strength and the verdict of the Jerusalem Council. Candidates were to explain how the decisions from this council favoured the spread of the word among the Gentles. About 51 candidates went in for it, constituting a 02.42% and were able to identify the decision and how the impact was felt through the aggressive evangelical spirit in the apostles of Jesus Christ.The missionsry journes were an evidence of the fruit of the council's decision. They scored good marks ranging between 13 and 20 on 25.

Q16.

This was not a popular question. It had to do with the persecution of believers in Jerusalem. It was staight to the point and candidates were expected to show how this act became rather a blessing to the growth of the church. 61 candidates attempted the question and were not able to point out clearly the positive aspect of this calmity on the Church. However, the few candidates who constituted 3% scored marks which ranged from 10 to 21 on a scale of 25.

Q17.

This was a very popular question in this section. It had emphasis on Pauls approach to the concept of marriage in the Church in Corinth. Candidates were to identify the immoral challneges the church was facing before bringin in Pauls teaching on the probity of the institution. However, 70 candidates attempted this question, registering a 03.4% and had marks ranging from 12 and 19 on 25 because many ended up just narrating what they thought the ills of marriage were all about. They failed to link it with the practices in the Corintinain Church at the time. .

Q18.

This question was popular. It had emphasis on food offered to idols in Corinth, at the time. Paul was reacting to a crisis situation and candidates were expected to know the ills that were prevalent in the church at the time especailly with the aspect of idol worship. About 67 candidates attempted this question, registering a 3.3%. They ended up with marks ranging from 12 to about 22 on 25.

Section 4.1 : Philosophy of Religion

Q19.

This was a very popular question and was clearly interpreted. Candidates were expected to clearly define and comment elaborately on the the attributes of God from a philosophical perspective. God as onipotent, omnisience, omnipresent etc. About 110 candidates attempted this question; constituting 5.4% and they were able to bring out these facts scoring marks ranging from 11 to 22 on 25.

Q20.

It was a popular question and understood by candidates. Candidates were to talk on the views of God as projected by Kant. 33 candidates attempted it, constituting a 1.6% and ended up with marks ranging from 07 to 12 on 25. They were unable to clearly identify the facts which augmented the view of God from Kant's perspective. They wrote what was a perception out of the context of the demands of the question. This made them not to earn high marks.

Q21.

It was a popular question but misunderstood by many who attempted it. Candidates were to discuss the concept revolving around the goodness of God. The greatness of God, the goodness of God as revealed in the person of Christ. It was well understood and facts a little convincing as required. However, 99 candidates attempted this question; constituting 4.9% and scored marks ranging from 11 to 23 on 25.

Q22.

The question was unpopular as per it's setting and had a challenge in the interpretation as was seen in the responses. The emphasis was on Aristotle's influnce on Christianimnty and the understanding of God. Candidates were to show God as eternal, beyound time and space and capable of change. To see God as the cause of existence. However, only 30 candidates attempted this question; constituting a 1.5% and ended up scoring marks from 05 to 12 on a scale of 25.

Q23.

It was popular question. It was undestood by candidates. Candidates were to comment on the concept of death as a huge challenge on humanity. To say that everything has a beginning and has an end. That death is inevitable, and all life ends in death. Most especially to acknowledge its existence. 93 candidates went in for this question and constituted a 4.9%. Nevertheless, they ended up with marks ranging from 12 to 24 on 25.

Q24.

It was a popular question but misunderstood as usual. It required that candidates should comment on the concept of Quinque wine. This simnply as a proof of the existence of God. There are argument from motion, argu,ment from active efficient causes, argument from contingency etc. However, 66 candidates went in for this question, constituting a percentage of 1.6%. The had marks ranging from 07 to 15 on 25.

Section 4.2: Ethics and Morality

Q25.

This was actually a popular question. It required candidates to explain the concept of untilitarianism strictly in relation to human happiness. The best action minimizes utility. 33 candidates answered this question, constituting a percentage of 1.6% and ended up with marks which ranged from 04 to 11 on a scale of 25. This was because they were really unable to justify human choices to human happiness.

Q26.

This question was unfamiliar and challenging because it had to do with human freedom and the place of the law. Morality obliges everyone to do good in obedience to the law. In fact, ethical decisions should follow flexible guidelines rather than absolute rules. However, 41 candidates attempted the question, registering a 2% and scoring a mark range of 05 to 14 on 25.

Q27.

This was a popular question. It had its emphasis on the aspect of evil and suffering. As a matter of fact, evil is not from God, suffering comes as a result of lifes retribution. Sufferiong is likely to be avoided if one shuns evil. About 46 candidates attempted this question; recording a 2.3%. They ended up with marks ranging from 12 to 20 on 25.

Q28.

It was an unpopular question and misinterpreted by candidates in their responses. 17 candidates attempted this question; constituting 1%. Those who answered this question scored marks ranging from 05 to 10 on 25.

Q29.

This qustion was popular but not very well understood by the candidates. It was about John Hick's argument for the soul. About 07 candidates attempted this question and constituted a 0.3%. They ended up with marks ranging from 02 to 07 on 25.

Q30

It was a popular question. It required that candidates to comment on the aspect of falsification principle. However, 17 candidates attempted this question, recording 04.12% and they eneded up scoring markes between 02 to 07 on 25.

Section 6.0: The Historical Development of Islam.

Q31.

It was a popular question. It had emphasis on the the aspects on the jahaliaha bringin out social ignorance and babarism. Within the period, men worshipped stars, stones, idols. It was charaterised by aspects of injustice. Women became sexual objects. Nevertheless, 32 candidates went in for the question; constituting 1.6% and scored marks ranging from 09 to 21 on 25.

Q32

It was a popular question and well understood. It was about the experice of the Prophet during nthe Miraji. The experiences were many like riding on a golden horse, prayers in Jerusalem, meeting with the fomer peophets, and various intercessions. In fact, 40 candidates went in for the question; recording a 2% and scored marks ranging from 08 to 20 on 25.

Q33.

This question was fairly popular. It had to do with the circumstances which led to the putting together of the holy Qur'an. Other circumstances were the death of the Prophet, wars and death of many reciters of the Qur'an, need for uniformity and unity among the Caliphs. 39 candidates went in for the question and constituted 1.9%. They advanced good points for ther trip and ended up with marks ranging from 07 up to 18 on a scale 25.

Q34.

This was a faily popular question with its requrements on the content of the sermon on mount Arafat. Inspiration on how to treat the down trodden, especially women, teaching our descendants Islam. Reminding them of the major pillars, letting them know that Islam is a perfect and final religion. 28 candidates went in for this question; constituting 1.4% and eneded up with marks ranging from 06 to 14 on 25.

Q35.

This was equally a popuar question. It was well understood and required candidates to comment on the death of Prophet Mohammad. His death led to the period of the Caliphate, proved that Mohammad was

human and not God, led to the complilation of the Qur'an, and above all the expansion of Islam. 36 candidates attempted this question; constituting 1.8% and scored marks ranging from 06 to 13 on 25.

Q36.

It was a very popuar question and very specific with emphasis on the life and reign of Abu Bakr. He was a successful Caliph, his role of instilling nthe law, expansion of Islam, Complilation of the Qur'an. However, 42 candidates attempted it; constituting 2.1%, ending up with marks ranging from 12 to 23 on 25.

SUGGESTIONS/RECOMMENDATIONS

Our desire is to see the subject maintain its academic credibility. We strongly encourage students to study, read extensively and try to do comparative studies; approaching Religious Studies. To take delight in understanding the dynamics and practices of the main world religions. This approach will give them a greater chance to answer questions from Paper I.

We equally encourage teachers to read extensively; to upgrade so as to be able to teach effectively. To read books on religious beliefs, to work within the specification of the syllabus when teaching and to be familiar with the traditional setting pattern of this Subject. It's very important for all teachers to be masters of the subject and there is an added advantage when they are current teachers and classroom examiners of this subject. They should make an effort to go through the syllabus in terms of 'teaching coverage'. To equally delight in readying the subject report when it is published by the GCE Board after each examination session.

We encourage other stakeholders like proprietors of private schools to open their doors to the teaching and examination of this subject. Those in Government schools are equally encouraged to do so by creating time to slot religious studies on the approved Time Tables for their schools. Trained teachers should be recruited; if possible, those who are experienced examiners or those who have been attaining and participating actively in religious studies seminars.

Conclusion:

As a panel, our ultimate desire is to see this subject grow to accomplish the desired moral impact in the lives of young people who are ready to uphold the moral integrity of our society and nation today. We see it as a firm foundation to curbing moral and spiritual decadence in our community today.

0790-PHILOSOPHY

I - INTRODUCTION

OVERALL PERFORMANCE OF THE CANDIDATES

1. CANDIDATE ASSIDUITY

The following table exhibits candidate assiduity measured in terms of presence and absence at exam sessions for the various papers of 0790 Philosophy. The table includes the average number of scripts marked per examiner of the sixty (47) marking: averagely 278 scripts per examiner. The ACEs are excluded from the calculations.

PAPER NO.	CAND. PRES.	CAND. ABS.	SCRIPTS / EXAMINER
2	6 567	168	139
3	6 529	200	139

The table indicates an increase of 32 candidates absent in Paper 3 compared to the 168 candidates absent in Paper 2.

2. CANDIDATE OUTPUT APPRAISAL

From the overall performance of the candidates in this year's examination, the actual performance in the result will most probably witness an increase, as compared to that of last year 2022. This is evidently as a result of a more objective assessment approach, a broken-down approach in assessing essay type questions that went operational since 2020 and already in its fourth (4th) year of application. This approach ensures objectivity and reliability in marking such that different examiners at different times using the said criteria would arrive at the same mark for the script (c.f. Marking criteria and essay writing methods in the appendix). In fact, the registration of candidates for the 0790 Philosophy witnessed a slight significant increase of **149** candidates representing an increase of **298** scripts.

- CANDIDATES' OVERALL PERFORMANCE. After marking papers 2 and 3 the overall performance of the candidates was projected at 70%. These results are based on examiners statistics gathered during the marking exercise. (Frequency of Questions answered and that of the marks recorded). A sample of 9 examiners was taken out of 47 examiners, giving 19.19%. Since the sample is intended to be indicative rather than representative results based on it could be considered plausible.
- SYLLABUS COVERAGE IN THE QUESTIONS SET: Questions covered most of the syllabus 98%. Paper 1 covered the entire syllabus. Medieval Philosophy was not covered in Paper 2, with the result that Modern Philosophy was tested twice, cf.,

Questions 2 and 5. Paper three covered all the sections in Logic: Traditional Logic, Propositional Calculus, First order Predicate Calculus; and all the three sections in Systematic Philosophy.

- AS SEEN IN THE CANDIDATES' WORK: Candidates' performance showed approximately 70% coverage judging from the popularity of questions as answered by the candidates.

REASONS FOR THE OVERALL PROJECTED OUTCOME

Key Note: There is a projected increase both qualitative and quantitative in candidates' performances. Two major factors account for the qualitative increase, namely, an objective criteria-based appreciation of essay-type questions and the existence of the MINESEC distance learning platform wherein candidates all over the Republic can access quality lessons with the result that there is fairly a harmonization of material and lesson-building nation-wide.

1- Candidates are getting a better grip on methodology. This has improved performance.

2- Segmented item-, task- and skill-based marking for both essays and Logic questions. This has standardized as well as increased the reliability of the grading (scoring) and makes it possible for candidates to be credited objectively for any noteworthy attempt at an answer. Crediting every worthy attempt improves candidate scores.

3- It may sound trivial but it is noteworthy that the printing and type-setting was of good quality making the questions legible and pleasant.

4- Better question interpretation by candidates as has been the case in the previous three years due to novel exam and evaluation structure;

5- The scope expected from candidates is commensurate with their cognitive level;

6- Instructions on question papers provided rubrics guiding students on what is expected from them; (c.f. Marking criteria and essay writing methods in the appendix);

7- Over and above all, more focus is based on creativity than rote learning and candidates have demonstrated their ability to be more performing in such activities than those necessitating mere recall.

RESPECT OF TEST OF SPECIFICATION - BLOOM'S TAXONOMY

KNOWLEDGE	**10%**	SYNTHESIS	**20%**
UNDERSTANDING	**10%**	EVALUATION	**15%.**
APPLICATION	**20%**	CREATION	Applicable to all for it subsumes all the lower abilities tested
ANALYSIS	**25%**		

LEVELS OF DIFFICULTY

ONE STAR	TWO STAR	THREE STAR
60%	**35%**	**5%.**

This made the examination highly accessible to all the candidates regardless of the achievement levels as well as inclusiveness.

II – QUESTION BY QUESTION ANALYSIS

PAPER N^{O}	SECTION	QUESTIONS	QUESTION POPULARITY	% CANDIDATES WHO ATTEMPTED	MARK RANGE	OVERALL PERFORMANCE	REASONS /SUGGESTIONS/ RECOMMENDATIONS
P 1	Whole Syllabus			100	15-40/50	72%	Respect scientific and linguistic orthodoxy
P 2	Section 1	1,2	1	≥90	5-24	70%	Evaluate on individual philosophers, not groups
	Section 2	3,4	4	≥80	5-24	**70%**	Follow given orientation for teaching African Philosophy
	Section 3	5,6	5	≥85	5-23	**70%**	Select clear argumentative passages
P 3	Section 1	1,2,3	1,2	≥85	3-25	82**%**	More careful teaching and question-setting for Propositional / Predicate Calculus
	Section 2	4,5,6	4,6	≥90	5-24	**82%**	Contextualize the teaching of systematic philosophy

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT

DETAILED ANALYSIS

A- PAPER ONE MCQ

- **SUITABILITY RATE**: The suitability rate can be placed at 70%.
- **Syllabus coverage is 100%**
- Suitability is evaluated in terms of diction, scientificity and functionality.
- In terms of diction, the questions were generally good but understanding could be marred by instances of misleading instruction, loose, imprecise constructions.

1	Which of the following is Oppositional inference?	A.Contrariety. B.Conversion. C.Contraposition. D.Inversion	A	Conversion, contraposition and inversion are all eductive (equivalence) inferences	Knowledge/ knows	SCA model. Almost 100% chance of getting correct key.
2	Identify the form of eduction in which given (S is P), the derived becomes (non-P is non-S).	A.Inversion B.Conversion C.Obversion D.Contraposition	D	Complementary classes as well conversion techniques are combined in both inversion and contraposition, but conversion is used once here.	Understandin g/ knows how	SBA model. 25% chance for correct key.
3	Which fallacy is most clearly committed in the following argument: ***All teachers are politicians, All politicians are rebels. Therefore, all rebels are teachers.***	A.Undistributed middle B.Illicit minor C.Illicit major D.Excluded middle	B	The minor term 'rebels' is distributed in the conclusion but undistributed in the minor premise.	Understandin g / knows-how	SBA model. 25% chance for correct key.
4	Identify the fallacy in the following syllogism: ***All neutrons are sub-atomic particles; all neutrons are protons. Therefore all protons are sub-atomic particles.***	A.Illicit process of the minor term B.Illicit process of the major term C.Undistributed middle term D.Exclusive premises	A	The minor term 'protons' is distributed in the conclusion but distributed in the minor premise	Understandin g / knows-how	SBA model. Repeat of question 3. 25% chance for correct key
5	Identify the fallacy most clearly committed in the following argument: ***Adamu is an excellent driver because he has never had an accident.***	A.Missing the point B.Begging the question C.False **clause** D.Sequential false **clause**	C	Not having had an accident could be a necessary but is not sufficient to claim that Adamu is a excellent driver.	Understandin g / knows-how	SCA model. Typographical error ('clause' in lieu of 'cause') not serious enough to affect answer. 50% chance for correct key.
6	Given the premise: ***Either this exam is difficult or the candidates are lazy,*** identify the	A.The exam is not difficult B.The candidates are not lazy C.The candidates are	C	Since the alternatives are not exclusive, the MTP is the only possibility.	Understandin g/knows-how	SBA model in context. 33.3% chance for correct key, since D is

	conclusion of a valid syllogism	lazy D.The exam is difficult and the candidates are lazy				obviously out of touch.
7	Identify the order of enthymeme in the following: ***All humans are fallible and all popes are human.***	A.Second order B.Third order C.First order D.A and B	B	Since the relation between premises is conjunctive, and the propositions are conjoined, it follows that the conclusion has been omitted.	Knowledge / knows	SBA, but for D. 'human' in option D is adjectival, ie syncategorematic. But error is not as serious as to affect answer. 33.3% chance for correct key, since D is obviously incorrect.
8	A sorites is considered Aristotelian because it is in	A. Figure 1 B. Figure 2 C. Figure 3 D. Figure 4	D	Though the operative figure of the Aristotelian sorites is figure 1, the apparent figure is four. The demarcation criterion in the question is the figure, and the figure of a sorites is the apparent, visible.	Knowledge / knows	SBA. 25% chance for correct key.
9	The procedure of the dilemma which denies the first premise is	A.Rebutting a dilemma B.Grasping the horns of a dilemma C.Escaping between the horns of a dilemma D.Refuting the dilemma	B	Theoretically, rebuttal may result in negative conjunctive premise (**assuming it is the first**) but the negation of the conjunctive premise is not directly intended as in grasping the horns.	Understanding / knows how	SBA model. 33.3% chance for correct answer, since D is obviously out of the case.
10	The relation of the statement from p⊃~q on the truth-table below is: p q ~q T T F T F T F T F	A.Contingent B.Contradictory C.Tautologous D.Equivalent	A	Since the matriciel for the statement shows that it has false and true instances, it is contingent.	Understanding / knows-how	SBA model. 25% chance for correct key. Typographical error: 'from' in lieu of 'form' has almost zero

	F F T T					incidence on the answer.
10 alte rnat ive	A contingent compound statement means that	A.It is always true B.It is necessarily false C.It is sometimes true, sometimes false D.It must not be true	C	Idem	Idem	SBA model. 25% chance for correct key.
11	The statement **(AvB)≡~(A.~B)** can be adequately applicable to which rule of inference?	A.Associativity B.DeMorgan's theorem C.Tautology D.Commutativity	**Indul gence**	-Wrong formulation of DeMorgan's principle -Used a full stop, not dot.		
11. alte rnat ive	DeMorgan's theorem establishes a rule for:	A.The equivalence of conjunction and implication B.The equivalence of disjunction and conjunction C.The equivalence of disjunction and negation D.The equivalence of negation and implication	**B**			
12	The following: "***Only women are traders***" (Wx: x is a woman); (Tx: x is a trader) is symbolized in predicate logic as	A. (x)(Wx ⊃ Tx) B. (∃x)(Wx .Tx) C. (x)(Tx ⊃ Wx) D. (∃x)Tx . Wx)	**C**	The logical rendition of propositions containing 'only' involves swapping the S- and P-terms; and the proposition is universal affirmative, requiring interpretation as hypothetical in the Boolean system.	Understandin g / knows how	SBA model. 25% chance for correct answer. However, there is a typographical error which consists in using the full stop in place of a dot.
12. alte rnat ive	In predicate logic symbolization, parentheses around propositional functions means:	**A. Variations** are bound B. Constants are free C. Variables are free D.Connectives are bound	**A**	The use of parentheses in quantified sentences indicate free and bound variables.	Knowledge / knows	SBA model. 25% chance of correct key. 'Variations' used in place of 'variables. Conceptually, the error has little incidence on the answer,

						should candidates understand that it is called a variable because it varies; it is in variation.
13.	Which of these is a religious function of myth?	A. Provides norms plus standards B. Teaches religious values C. Elevates man's intellect D. Prescribes social reality	**B**	Myth instills a religious sentiment and values as well as modes of worship.	Knowledge / knows	SCA model. 100% chance for correct answer since correct option has a clue from the stem.
14	Monism is considered as a characteristic of the Pre-Socratics mainly because they:	A. Consider one substance as the "Arche" B. Rejected mythological speculation C. Speculated about the universe D. Sought for the primary stuff of the universe	**A**	The concept of monism (from Greek *monos* = one, single) refers to the notion of 'one'.	Knowledge / knows	SCA model. A and D are functional distracters, 50% chance for correct key
15.	Which of these doctrines is attributed to Protagoras?	A."Man is the measure of all things…" D."Logos is a powerful master… accomplishes most divine deeds" C."Justice is a matter of not transgressing what the law prescribes" D."The man neither exists nothingness"	**A**	Protagoras preaches relativism and option A is the only relativistic option. And it is also true of Protagoras.	Knowledge / knows	SCA model. The errors in options B and D limit the chance for correct key at 50%.
16	Knowledge according to Socrates is by a process of rational conversation known as the:	A. Maieutic B. Dialectic C. Socratic Irony D. Elenchus	**B**	The enactment of the quest for truth is embodied in conversation, dialectic. The ironic and elenchtic moment are incorporated within the dialectic.	Analysis / knows-how	SBA model with 25% chance for correct key
17.	In Plato's analogy of	A.Belief and thinking	**C**	The lowest level of	Understandin	SBA model

	the divided line, which modes of thoughts are related respectively to images and forms?	**B.Imaging** and thinking **C.Imaging** and perfect intelligence D.Belief and perfect intelligence		realty is the image while the highest level of reality (in order of ontological richness) is the Forms corresponding to the mental activities of imagining and perfect intelligence.	g / knows	with 25% chance for correct key. -the mental activity written as "imaging" corr4sponds to "imagining" which functionally is the image-producing faculty in Plato. So the error may not influence the candidate's answer.
18.	The being of a thing according to Aristotle is:	A. Matter B. Form C. Metaphysics D. Substance	**D**	Matter and form are metaphysical co-principles lodged within composed substance.	Knowledge / knows	SBA with 33.3% chance for correct key, since option C is not an effective distracter.
19.	For Aquinas, Faith and Reason are:	A.Mutually dependent B.Hierarchically dependent C.Mutually exclusive D.Independent of each other	**B**	Philosophy (reason) is understood as *ancilla theologiae*, though complementary to the latter. Hence the dependence is hierarchical.	Analysis / knows how	SBA model with A being the strongest distracter. 25% chance for correct key
20.	According to Locke, the forms of experience are	A.Demonstrative and intuitive B.Primary and secondary C.Sensation and intuition D.Sensation and reflection	**D**	For Locke, the object of knowledge, ideas, are furnished by the senses; the mind processes these ideas in reflection.	Knowledge / knows	SBA model with 25% chance for correct key
21.	The first indubitable truth discovered by Descartes' methodic doubt is:	A.I am B.Material things exist C.God exists D.I think, therefore I am	**A**	Meditation One discovers that "I am, I exist" is necessarily every time it is uttered and that is the very first truth arrived at.	Understandin g / knows how	SBA model with 25% chance for correct key.

22.	Anaximenes, insight is that:	A. Differences in the quality of **our** account for the different kinds of things b. Differences in the quality of **our** account for the **money** existing things C. Evaporation and condensation are cyclic D. Air can change its state	**Indulgence**	A would have been correct key if it read "Differences in the quantity of air account for the different kinds of things"		
23.	With Pythagoras, number is the "Arche" because:	A. All things are made of numbers B. Harmony results from numerical ratios C. There are numbers in everything D. There is harmony in the universe	**B**	The qualities of number, viz., proportion and polarity incorporated in harmony, are archetypal principles that underlie physical manifestation. Number, (not numbers) is the archetype of all things through its principle of harmony.	Analysis / knows how	SBA model with 25% chance of correct answer.
24.	Zeno's Achilles argument presupposes:	A. An infinite divisibility of space and limitations of time B. An infinite divisibility of time and limitation of space C. That space and time are infinite D. That space and time are finite	**A**	The paradoxical character of the Achilles argument is because theoretically, it is impossible to cover an infinite distance in finite amount of time.	Understanding / knows how	SBA model with 25% chance for correct key.
25.	The shifting focus of the discourse of Philosophy in Africa was prompted by:	A. Placide Tempels' Bantu Philosophy. B. Hegel's Philosophy of History. C. Paulin Hountondji's African. Philosophy: Myth or Reality. D. Eboussi Boulaga's Problematique Bantu.	**A**	Tempels' Bantu Philosophy, published in 1945 set the pace for the debate on the foundation, content and nature of African Philosophy. It is the credo of the first trend of African Philosophy; that is, the ethno-philosophical trend.		SBA model with 25% chance for correct key
26.	The thought pattern	A. African Philosophy.	**B**	Ethno-philosophy was		SBA model

	of particular African communities considered as Philosophy can best be described as:	**B. Ethno-philosophy.** C. African sagacity. D. Professional philosophy.		coined or conceived by Kwame Nkrumah to as a qualification of the world view of a particular community or ethnic group.		with 33.33% chance for correct key. D distances itself very much
27.	Which of Oruka's sages describes his notion of African wisdom?	A. The folk sage. **B. The philosophic sage.** C. The ethnic sage. D. The cultural sage.	**B**	Oruka's intention in sage Philosophy is to demonstrate even though the African world view is communal, there are individual African sages who produce individual and critical thinking. While a folk sage is exemplary in morality and embodies communal wisdom, the philosophic sage goes beyond communal wisdom and produce individual and critical thinking.		SBA model with 50% chance for correct key. C and D Distance themselves very much
28.	Which of the following is critical of the nationalistic ideological trend of African philosophy?	**A. It has a strictly political orientation** B. It focuses on the valorisation of Africans C. It asserts the existence of a strictly African philosophy D. It strives to promote African liberation.	**A**	The nationalistic ideological trend of African philosophy goes beyond the question of the nature of African philosophy to question the usefulness of philosophy in the political emergence of Africa. Thus, it is limited only to the African political world view		SBA model with 33.33% chance for correct key. C is rather too remote as a distracter
29.	Which of the following pairs were proponents of Pan-Africanism?	A. Kwasi Wiredu and William Du Dois B. Marcus Garvey and Paulin Houtondji C. Kwasi Wiredu and Marcus Garvey **D. William Du Bois and Kwame Nkrumah**	**D**	William Du Bois' pan-Afircan ideas are summarised in his "back-to-Africa" Principle and Nkrumah's Pan-African ideas are in his ideology of		SBA model with 25% chance for correct key.

				consciencism.		
30.	Which of Cameroonian philosophers is an ardent critic of ethno-philosophy?	A. Eboussi Boulaga. **B. Marcien Towa.** C. Njoh Mouelle. D. Juleat Basil Fouda.	**B**	Towa's book, *Essay on the Philosophic Problematic of Actual Africa*, constructs arguments against ethno-philosophy and setting the bases for the professional trend in Cameroon Philosophy.		SBA model with 25% chance for correct key.
31.	By asserting that, "Africans are notoriously religious, Mbiti meant that:	A. They are essentially monotheist. **B. Their world view completely immersed in religious thinking.** C. They believe in the existence of the supreme being. D. They are pantheists	**B**	The continuation of the citation by Mbiti in his book, African Religions and Philosophy, justifies the first part. He asserts that, "Africans people are notoriously religious (and)religion permeates into all the department of life so that it is not easy or possible to isolate it". While Kagame uses language, Mbiti uses religion to illustrate how Africans build philosophy on cultural forms. (ethno-philosophy)		SBA model with 25% chance for correct key.
32	Critics of witchcraft generally focus their arguments on the fact that:	**A. It is not based on empirical evidence.** B. It is not based on universal principles. C. It is open only to the initiated. D. It is more psychological than real.	**A**	The philosophical problematic of witchcraft is to find out if it can be justified scientifically. Science seeks for empirical evidence (it is factual)		SBA model with 25% chance for correct key.
33.	Which of the following is false about African epistemology?	A. Specific epistemology. B. Indigenous epistemology. C. Social epistemology. **D. Normative epistemology.**	**D**	In normative epistemology, knowledge and the truth are established and proven using laid down logical rules and arguments. However, in indigenous African epistemology		SBA model with 25% chance for correct key.

				knowledge is a 'force' and runs from the ancestors (roots), through the adults (trunk) and down to the children (branches) {*Hamminga's tree of knowlegde}*. Argumentation is a sign of weakness.		
34.	One of the distinguishing elements African indigenous democracy is:	**A. Consensual deliberation** B. The winner takes it all C. Experience of checks and balances D. Absence of political parties	**A**	Indigenous African democracy also called monarchical democracy, democracy by consensus or consensual democracy on an all-inclusive and integrating method of free deliberation and dialogue in which everyone opinions count.		SBA model with 33.33% chance for correct key. Distracter B is rather remote
35.	One of the main distinction between the African and Western conceptions of personhood is:	A. Individualistic versus relational B. Hierarchical versus relational **C. Plural versus dual** D. Communitarian versus authoritarian	**C**	The African conception of personhood is plural as seen in the triadic conception of the components of a person by Leke Adeofe (Body, mind, inner Head) and Meinrab Hebga (The body, the breath and the shadow).		SBA model with 25% chance for correct key.
36.	What is the relevance of African Philosophy?	A. It has rejected eurocentrism B. It has led to conceptual decolonisation C. It has led to nationalistic ideological thinking **D. It has promoted African indigenous thinking.**	**D**			SBA model with 25% chance for correct key.
37.	Two determinants of a moral act are:	A. Knowledge and volition B. Volition and	**A**	An act is ethically constituted by freedom, knowledge and will	Knowledge / knows	SBA model with 25% chance for

		responsibility C. Freedom and responsibility D. Willingness and volition				correct key
38.	When ignorance cannot be overcome, it is called:	A.Vincible B.Consequent C.Invincible D.Antecedent	**C**	Understanding of the concept of vincible as vanquishable is sufficient.	Knowledge / knows	SCA model with almost 100% chance for correct key, for candidates with good knowledge of English language.
39.	Which of these is a weak argument against violence?	A. The slippery slope argument B. Violence leads to the destruction of the fabric of society C. Violence destroys the **sanity** of life principles. D. Violence checks off tyrannical system	**A**	The slippery slope, by definition is a defeasible argument from consequence with the specificity recursively and catastrophic inevitable consequences. Is it true that every case of violence would inevitably end in catastrophe?	Analysis / knows -how	Unsuitable as MCQ because framed in negative terms.
40.	Which if the following is a negative function of the state?	A. The state is a control valve of uncontrollable action B. The state exacts obedience and unconditional subordination C.The state defines the human framework leading to human wellbeing D.The state guarantees the thriving of individual liberty	**A**	If one has in mind the state of nature where no action is controlled, we can see that the state limits freedom in so far as it provides conditions for all to exercise their freedoms such that some do not override others.	Understandin g / knowledge	Phraseology of question unclear,, so not suitable as MCQ item.
41.	The characteristics of Aristocracy and Tyranny respectively are:	A. Freedom for all and wealthy few B. Private interest and excellence C.Excellence and one-	**C**	The very concepts of aristocracy (rule of the excellent) and tyranny (rule by a tyrant, dictator) are embodied	Knowledge / knows	SCA model. Mere understanding of the words in cause lead to

		man rule D.Freedom and wealthy few		in the option.		an answer.
42.	Codified laws governing societies adequately refers to	A.National law B.External law C.Human law D.Positive law	**D / C**	Observed from the point of view of legitimacy, D would be correct. But from the point of view of origin, C would be correct.	Knowledge / knows	SBA model with 33.3% chance for correct key. Option B is extraneous.
43.	The assertion that everything in the universe has a soul is:	A. Animism B. Agnosticism C. Pantheism D. Deism	**A**	From Latin word for soul, '*anima, animus*'.	Knowledge / knows	SCA model with 100% chance for correct key, should the candidate know the etymology.
44.	The causal and design arguments for God's existence are described as:	A. Cosmological and teleological arguments D.Teleological and ontological argument C.Cosmological and ontological arguments D.Teleological and cosmological argument	**A**	The cosmological arguments are deeply causal and design is purposeful.	Analysis / knows how	SBA model with 25% chance for correct key.
45.	Moral evil is rooted in:	A. Man's exercise of his free will D.Man's exercise of his responsibility C.God's goodness D.God's abandonment of the universe	**A**	Cf. St Augustine. Moral evil refers to man's deeds whose ethical component is free-will.	Knowledge / knows	SBA model with 33.3% chance for correct key, since option C is obviously false.
46.	Which doctrine holds that after the death of the body, the soul is not certain to survive?	A. Immortality B. Beatific vision C. Transfiguration D. Metempsychosis	**B. indulgence**	From a biblical view, destruction of the souls is synonymous to damnation, while the beatific vision stands as survival. But the question is utterly theological.		
47.	To Peirce, the method by which thought can fix beliefs is the:	A. Method of tenacity B. Method of authority C. Method of metaphysics	**C**	In Collected Papers (1934), Peirce describes the a priori method of "settling opinion" or resolving doubt also known as the	Analysis / knows how	CBA question 25% chance for correct key.

		D. Method of science		metaphysical method. The characteristic is that it is more thought-based individually than tenacity, authority or science (which is more objective-based).		
48.	To say that the law is an impediment to human freedom means	A. The law promotes human freedom B. Man is free in the presence of the law C.The law is an obstacle to human freedom D.The law enhances one's freedom	**C**	Impediment = obstacle, so C is obviously the answer.	Understanding / knows	SCA model with almost 100% chance to have correct key if the candidate understands English.
49.	To say that philosophy makes an inquiry into all fundamental issues and questions will most correctly mean philosophy is:	A. Analytical B. Critical C. Skeptical D. Rational	**B**	As critical, philosophy is the use of critical thinking to clarify issues and concepts, whereas being analytical refers to analysis of language and logical analysis to seek truth, rather than provide a proptrepsis.	Analysis / knows how	SBA model with 25% chance for correct key.
50.	One of the fundamental values of philosophy is that:	A.It liberates the mind from prejudice B.It liberates the body from physical imprisonment C.It permits us to have informed religious beliefs D.It creates a spirit of subversion in the individual	**A**	By Plato's cave allegory, learning philosophize is to liberated oneself from false opinions and prejudice.	Knowledge / knows	SBA with 33.3% chance for correct key, since D is obviously false

- Scientifically, a few questions could be seen to be inspired by faulty theory, giving rise to multiple correct answers or absence of correct answers altogether.
- In terms of functionality, the questions were generally within the syllabus.
- ESTIMATED OVERALL PERFORMANCE; 65**%**

B- PAPER TWO: PHILOSOPHICAL CULTURE/WRITING

KEY NOTE: Questions 100% functional**.**

- SUITABILITY RATE: 70%. This percentage is justified by the question analysis below.

- SYLLABUS COVERAGE: 95% satisfactory
- ESTIMATED OVERALL PERFORMANCE: 70%

SECTION ONE: WESTERN PHILOSOPHY 70%

Question1: Functional question requiring synthesis, evaluation on Bloom's scale. However, the broadness in scope of the question makes it look more like a historical preoccupation than philosophical, such that candidates answering such broad questions do little more than narration in their essays. Should we move to the possibility of testing individual philosophers, the candidates would be led to philosophize more than they presently do with such broad questions. It was observed the term "Cosmogony" had not been used by a good number of teachers in their teaching/learning process. They were entreated to expose learners to a variety of concepts from the very Introductory lesson. This is a follow up of the Limbe 2021 post marking seminar where emphases were to be laid on the thematic teaching of Western Philosophy et al. Moreover emphases should equally be laid on internal critic of a philosopher rather than external critic.

The mark guide was enriched with footnotes to empower the teachers exploit it as a pedagogic document.

Most popular question. 98% of the candidates attempted this question.

Question 2: Question functional and quite focused. Another approach was adopted whereby emphasis could be laid rather on the use of method in the attainment of truth. Henceforth elements that could serve as a clue to the answer should be avoided as much as possible.

SECTION TWO: AFRICAN PHILOSOPHY -70% performance.

Question 3: Question within the scope of African Philosophy. The main critics of this question are:

- ✓ The communal status;
- ✓ The oral status;
- ✓ The uniqueness of African Philosophy;
- ✓ The myth of unanimity; All of these fully elaborated in the mark guide. N.B. African Philosophy could better approached from the conditions of its emergence and a thorough examination of the various trends.

Question 4: More popular question. Noteworthy that candidates did not tackle it from the intent, that is, to focus their answers on vital force/force being. They treated the question from the perspective of the existence of witchcraft. Such an orientation was considered. But what was actually required is the connection with the 'vital force', force being (a force that animates all being).

According to Tempels the vital force is the inherently dynamic energy or life force in the African theory of being or metaphysics.

This force is hierarchical, flowing from God, who is the origin of this force, sub gods, ancestors, humans and the rest of nature. All of nature participates in this great Chain of Being which is active, dynamic unlike the Western conception of being that is static.

This force can be found in the social institutions, moral and religious lives of the people.

Candidates to be encouraged to talk of Africa in the first person, from a participatory and involved standpoint.

SECTION THREE: TEXTUAL ANALYSIS 70% performance.

Both texts were functional, and within the reach of the greater number of candidates.

Question 5: popular question.

Functional. However, the fact that it stems from Modern Philosophy together with question 2 of the same paper means that Medieval philosophy was under-tested. Questions c,d and e served as clues.

Question 6: more popular question.

C- PAPER THREE: CRITICAL THINKING-(PROBLEM-SOLVING/ ANALYSIS)

SECTION ONE: LOGIC 80% performance.

OVERALL STATEMENT: Logic exercises were largely functional and within reach of the students, with accommodating levels of difficulty.

Question1: most popular question. Conceptual issues in (a, iii) warranted indulgence. Learners should be taught how to break down solutions into sub-parts. The paraphrasing of a solution is an added advantage to the candidates and is most challenging as an accomplishment exercise.

Question 2: more popular. Non respect of Compositionality in conception of question. Imprecision in (b ii). The fallacy most be explained in context of the question rather than just talking in generalities.

Moreover, the mere construction of the truth table should be credited for it is already an acquired skill.

Question 3. Students to be taught that the answer to symbolisation begins with the paraphrase or analysis before building back up (symbolizing) in the object-language.

SECTION TWO: PHILOSOPHICAL PROBLEMS 85% performance.

KEYNOTE STATEMENT: Questions very functional and largely accessible to students.

Question 4. Most popular

Question 5. Least popular

Question 6. More popular

ENGAGEMENTS / SUGGESTIONS

I- SUGGESTIONS TO THE MINISTRY

1. Commendation to the Ministry for the Distance learning platform. The plea is to ensure nation-wide coverage as some enclaved zones in the Republic are not covered by network and so do not have access to the lessons.
2. Review series structure such that Philosophy be made a fundamental discipline for all series. Given that it is the key discipline that instills critical thinking in the citizens operative for real life and functional in all academic endeavours.
3. Ensure proper diffusion and interpretation of the syllabus to all teachers nationwide. This may take the form of a national seminar for regional inspectors and regional seminars by

regional inspectors. Discordant voices on the same issue have been noted between inspectors.

4. Enforce the syllabus for science students in the Republic, failing which the syllabus for the arts classes be implemented and enforced for all students willing to offer philosophy, both science and arts.
5. Organize and direct school orientation so as to eliminate negative prejudice engineered against Logic in the First Cycle and Philosophy in the Second cycle by teachers of other disciplines as well as school administrators.
6. Liaise with MINESUP to create faculties or departments of Philosophy especially in the University of Buea, as well the Teacher training colleges to ensure proper teaching of Philosophical didactics.
7. Review of teacher training curriculum to meet the demands of the present dispensation.

II- SUGGESTIONS TO THE GCE BOARD

1. Ensure that examination questions respect scientific orthodoxy both in technical concepts of the field and in language.
2. Maintain the spread-out time table for the Philosophy exam. This year the timetable was spacious enough to make candidates write in a more relaxed manner. (A contributive factor for the very good results recorded.)

III- **RECOMMENDATIONS TO SCHOOL ADMINISTRATIONS**

1. Allow the possibility on the timetable for as many students to have access to philosophy lessons.
2. Discourage negative campaigns orchestrated by teachers of other disciplines against Philosophy and Logic.
3. Discourage the use of and imposition of unscientific and uncertified hand-outs by teachers as much as possible
4. Supervise the effective functioning of the Philosophy departmental councils.
5. Cajole students into studying philosophy upon admission.

IV- **TEACHER ENGAGEMENTS**

1. Consult scientific texts in generating lesson notes.
2. Every module has to be taught in its entirety before the next module. No two modules should be taken simultaneously. For instance, the module for Logic once commenced, must be carried to its end before another module can be taken, one teacher at a time for six weeks in the high school.
3. Use ordinary language sentences and arguments pertaining to lived experiences as exercises to be analyzed by students. Evaluation and lessons must be built from problem situations.
4. Teaching of Systematic Philosophy and all Philosophy must be contextualised.
5. None who sends in less than 50 candidates will be invited to the marking session next year.

6. Make use of intellectual exchanges on relevant media especially MINESEC Distance Education Program.
7. Ensure the effective functioning of the various departmental councils (research, collaboration).
8. Take time to select argumentative texts for analysis in class work as well as guided work. Guides to that exercise have been prepared and made available.
9. Procure resources in inclusive education and make sure that all students have fair treatment in lesson assimilation and grading at exams.
10. Encourage exchange and collective research.
11. Create academic blogs online to ensure continuous work with students.
12. Interdisciplinary collaboration. This is crucial. The students we teach also learn some of our concepts in other disciplines. This is most clear in symbolic logic which is taught in Maths and Computer science. Teachers have to concert with the colleagues teaching these disciplines in order to that students get a comprehensive approach to it.
13. Seminar attendance is obligatory.
14. Work hand in glove with Regional Pedagogic Inspectors.
15. Desist from relying solely on pamphlets as resource material.

V- ADVICE TO STUDENTS

1. Desist from relying solely on pamphlets as resource material.
2. Research online on technical, relevant websites as directed by teacher.
3. Follow the distance-learning platform provided by the MINESEC
4. Meticulous and scrupulous respect of methodology for essay writing and textual analysis.
5. As far as possible, be encouraged to be creative and constantly questioning.
6. They are strongly advised to avoid speculative learning, whereby some areas of the syllabus are avoided.
7. They are also called upon to get acquainted with the improved and modern pedagogic approaches, which will go a long way to permit them to better master and understand their lessons.
8. Students are strongly called upon to do more exercises and homework, in order to facilitate their understanding in areas where they have an a priori and prejudiced phobia (notably in Classical and Symbolic Logic).

APPENDIX

I.

MARKING CRITERIA AND MARKS ALLOCATION FOR A PHILOSOPHICAL ESSAY

S/N	DOMAIN	DESCRIPTIONS	APPRECIATION	MARK ALLOCATION	TOTAL
	INTRODUCTION	**BACKGROUND IDEA**	**Apt; Appropriate; Suitable; Correct;**	**--/01**	**05**

S/N	DOMAIN	DESCRIPTIONS	APPRECIATION	MARK ALLOCATION	TOTAL
01	*MAXIMUM TEN (10) LINES*	DEFINITION OF CONCEPTS(KEY)	Pertinent; Accurate; Inaccurate; Relevant; Irrelevant; Inappropriate; incorrect; Wrong; Erroneous.	--/02	MARKS
		PROBLEM		--/01	
		PROBLEMATIC		--/01	
At the end the paragraph		Coherent; Incoherent; Consistent; Inconsistent; Valid; Invalid; Sound; Unsound; Disjointed; Confused; Logical; Illogical;			--/05
02	THESIS *MAXIMUM TEN (10) LINES*	THESIS/TOPIC STATEMENT	Same as in the "Introduction".	--/02	07 MARKS
		EXPLANATION		--/1.5	
		JUSTIFICATION		--/1.5	
		REFERENCE/EXAMPLE/ILLUSTRATION		--/01	
		CLINCHER /CONCLUDING STATEMENT		--/01	
At the end the paragraph		Coherent; Incoherent; Consistent; Inconsistent; Valid; Invalid; Sound; Unsound; Disjointed; Confused; Logical; Illogical;			--/07
03	ANTITHESIS *MAXIMUM TEN (10) LINES*	THESIS/ TOPIC STATEMENT	Same as in the "Thesis".	--/01	06 MARKS
		EXPLANATION		--/1.5	
		JUSTIFICATION		--/1.5	
		REFERENCE/EXAMPLE		--/01	
		CLINCHER /CONCLUDING STATEMENT		--/01	
At the end of the paragraph		Coherent; Incoherent; Consistent; Inconsistent; Valid; Invalid; Sound; Unsound; Disjointed; Confused; Logical; Illogical;			--/06
04	SYNTHESIS *MAXIMUM TEN (10)LINES*	THESIS STATEMENT	Same as in the "Antithe-sis".	--/01	O4 MARKS
		EXPLANATION		--/01	
		JUSTIFICATION		--/01	
		REFERENCE/EXAMPLE		--/0.5	
		CLINCHER /CONCLUDING STATEMENT		--/0.5	
At the end of the paragraph		*Coherent; Incoherent; Consistent; Inconsistent; Valid; Invalid; Sound; Unsound; Disjointed; Confused; Logical; Illogical;*			--/04
05	CONCLUSION *MAXIMUM TEN (10) LINES*	RECALL/	Same as in the "Synthe-sis".	.5	03 MARKS
		RECAPITULATION		.5	
		PERSONAL JUDGEMENT		--/01	
		SIGNIFICANCE/ IMPLICATIONS		.5	
		PERSPECTIVE(S)/ OPENING		.5	
At the end of the paragraph		*Coherent; Incoherent; Consistent; Inconsistent; Valid; Invalid; Sound; Unsound; Disjointed; Confused; Logical; Illogical;*			--/03
TOTAL	FIVE PARAGRAPHS	MAXIMUM TWO (02) PAGES OF CGCE ANSWER BOOKLET		25 MARKS	25 MARKS
	Overall Comment/ appreciation / Remark for	*Excellent /Outstanding*	Corres-ponding	18/25= 72% and above	
		Very Good		16 to 17/25= 64 to 71%	
		Good		14 to15=56 to 60 %	

S/N	DOMAIN	DESCRIPTIONS	APPRECIATION	MARK ALLOCATION	TOTAL
	the questions as well as for the scripts	***Fair/ Average***	**marks**	**12 to 13.9= 48 to 55%**	
		Below Average		**10 to 11.9= 40 to 47%**	
		Weak achiever		**07 to 09.9= 28 to 39%**	
		Poor Performance		**06 to 00= Below 28%**	

795 COMPUTER SCIENCE

An Overview of the 2023 Evaluation

795 Computer Science is examined in three papers (1, 2 and 3). Paper 1 had 50 multiple choice questions (MCQs) which the candidates should attempt within 1 hour 30 minutes.

Paper 2 had 8 essay-type questions and candidates were expected to provide answers to 6 of them within a time frame of 2 hours 30 minutes. Answering 6 out of 8 questions ensured that the students attempted essentially the same questions thereby avoiding a situation where candidates could be considered to be writing two parallel examinations as there will be an overlap on average of at least 4 questions. The duration of 2 hours 30 minutes implies that candidates will have on average 25 minutes per question which is about the standard for advanced level questions.

Paper 3 had two compulsory questions in the form of tasks (task1 to task5) to which is added a school based assessment (SBA) mark. Each task was subdivided into multiple correlated activities. Candidates were expected to attempt answers to all the tasks within a time frame of 2 hours.

Paper 1 was marked by an OCR reader as usual. The chief examiner alongside the Assessor and Assistant chiefs verified to confirm the correct answers on the OMR form before the scanning process started. The relative weightings of the examination papers are given in the table below.

Paper No	Number of questions	Maximum Raw Mark	Weighting
1	50	50	30%
2	08	100	40%
3	02	60	30%

Syllabus Coverage

The 2023 questions were within reach of the candidates. The questions set for the examination covered more than 95% of the syllabus. The questions were clear, and free from all forms of ambiguity and omissions. It had a few typographic errors which did not adversely affect interpretation and answers to questions. An analysis of 2 of the 3 papers in the examination gives the following table of specification:

LIST OF SKILLS BEING TESTED IN THE VARIOUS PAPERS

PAPER 2			PAPER 3	
Skills tested	**Question No**	**Skills tested**	**Question No**	**Skills tested**
Understanding and application	1.	**Understanding and application a**. computer organization, logic gates and logic circuits.	section A	**Understanding, analysis and application** of the use of procedures, different types of variables, function calls, control structures, initializing arrays.
Understanding and analysis	2.	**Understanding, application and analysis.** Data representation, memory addressing and processor architecture (RISC and Flynn taxonomy).	section B	**Understanding, application and analysis** of the mastery of database concepts and expression of skills in using DML and DDL commands in carrying out task.
Understanding and application	3.	**Understanding, application** of analysis of operating systems in the aspect of process management, precisely scheduling strategies.		
Understanding, application and evaluation	4.	U**nderstanding, application, evaluation** of networks and networking concepts.		
Application and analysis	5.	**Understanding**, **application and analysis** of data base design, manipulation and database concepts.		
Understanding, Application, analysis and evaluation	6.	- **Understanding, Application, analysis and evaluation** of data structures and algorithm		
Application, analysis and evaluation	7.	**Application, analysis and evaluation** of algorithms and programming.		
Evaluation, analysis and application	8.	**Evaluation, application and analysis** of information systems and software development.		
TOTAL	8			

***General* Comments on Candidates' Performance**

The marking schemes were finalized after detailed discussion by all the examiners involved in the assessment. Marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to teachers but it is recognized at the same time that, without the benefit of participation in the marking, teachers may have different views on certain matters of detail and interpretation.

The level of attempted answers increased slightly in some questions during the 2023 examination evaluation. Unlike the previous sessions, many candidates wrote sufficiently in-depth answers to some questions, an indication that some parts of the syllabuses are treated better than others by teachers and students. No question was completely avoided by candidates in this year's examinations. However some questions were very poorly answered like the case of question two (ii).

Below are suggested pointers to answers of each question. Full marks were awarded for alternatively valid answers.

Question by Question Analysis

PAPER 2

Question 1

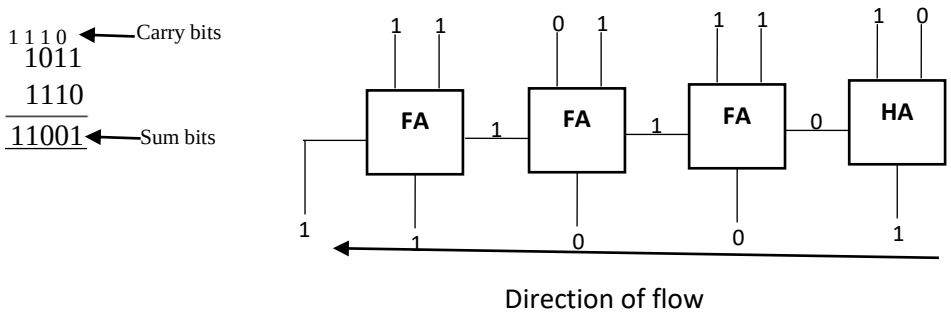
About 90% of the candidates who sat for this exam attempted this question with more than 70% obtaining pass marks with some few candidates obtaining full marks.

In part 1 (a) whose answer was Sequential Access; many could explain well what was Sequential access but failed to do comparative analysis at the end by saying "Direct Access goes to the required Data immediately.

In part (b) (i) most candidates answered this question with majority using standard converting units of 1 GB = 1024MB. However, the few of them used 1GB = 1000MB which is an indication that the notion was not well taught.

In (ii) (a), all candidates who attempted the question with more than 80% obtaining the marks. However, some just gave the definition of Half and Full adders.

Less than 20% of candidates attempted this part of the question with very few recording pass mark because very few could draw the expected diagram. The expected diagram is as given below;



In (b) (iii) most candidates answered this section correctly using appropriate key terms or words, and just about 20% could explain the concepts without stating the appropriate terms like **Clock Speed, Cache Size, Number of registers, Cores etc**.

Question 2

Most candidates who sat for this exam attempted this question with few of them obtaining a pass mark. However, about 5% of the candidates had full marks.

(i) More than 95% attempted (i) and about 75% had the correct answer for Questions (a) and (b), whereas 95% failed (c) because they did not understand the concept of most signification bit where the outermost bit after addition gave 1 indicating that the final result will be negative. So it was converted directly to give 224 instead of finding the 2's complement to give -12. Also, most candidates could not give a reason for the erroneous result obtained.

(ii) Less than 20% of the candidates, who attempted question 2, did not attempt this part of the question. About 80% of those that attempted it did not provide the correct answer.

(a) From the number of instructions for the Opcode, candidates where expected to deduce the minimum number of bits required for the Opcode field.

45 = number of instructions, 45 = 101101_2 resulting in 6 bits number of opcode

(b) Candidates where expected to deduce the minimum number of bits required for each register operand from the number of registers available in this architecture.

Number of registers = 64

64 = 100000_2, resulting in number of registers = 6 bits

(c) Most candidates who attempted this question knew they had to subtract the sum of the results obtained in (a) and (b) from the 32 bits which corresponds to the length of a register. Some failed because they had already failed (a) and (b). Others failed because they omitted to consider that there were two register operands.

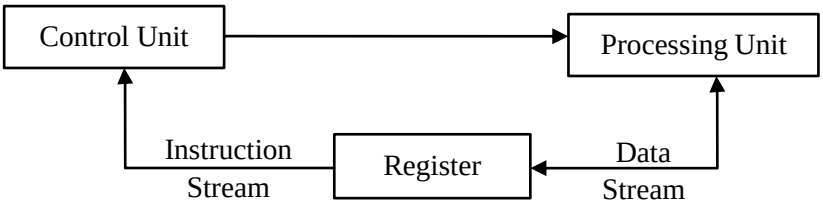
Size of instruction = 32 bits.

Number of immediate operand = 32 – (6+12) = 14 bits

(d) More than 80% of the candidates that attempted this question obtained full marks

(iii) (a) More than 90% of those who attempted this question obtained full marks.

(b) Many candidates who did this question attempted to draw the SISD machine architecture but few succeeded. Most of the candidates omitted the Control unit in their drawing. More over majority of the candidates did not know the direction of the instruction stream and the data stream.



Question 3

About 90% of the candidates attempted this question, with more than 40% of them scoring a pass mark.

(i) (a) Most of the candidates understood that for paging the memory is to be divided into fixed sizes and for segmentation in to varying sizes, thus most of them attempted it correctly. Concept Taught.

(b) About 70% of the candidates were able to establish a relationship between the operating system and its hardware

(c) The concept of real time processing and batch processing was grasp by majority of the candidates, though some of their examples were not related to Information Processing. Basically, their examples revealed the concepts but not computer science related.

(ii) (a) With respect to the Gantt chart, about 60% of the candidates were able to represent processes with respect their shortest remaining time first scheduling. Though the rest tried to bring the processes in correct order but their time (waiting and turnaround) were wrong.

(b) About 60% of candidates who attempted question have a proper knowledge on how the average waiting and average turnaround is to be calculated, but due the wrong values they acquire from the previous question makes them to lost some marks for this question.

(c) Approximately 30% of candidates attempted this question, though just a few got the formula correct leading to less than 5% of candidates scoring the 1 mark.

The Formula for calculating Throughput is

(Number of Processes) / (Time Taken) = 4/16 = 0.25

It should be noted that most teachers did not teach this aspect of throughput time.

Question 4

About 99.9% of the candidates attempted this question, and approximately 60% obtained a score above 10.

(i) (a) Many candidates correctly gave the definition of a computer network.

(b) While many candidates could enumerate the advantages and disadvantages of networks, about 40% of these were (incorrectly) related to the internet – such as considering online research as an advantage. The disadvantages were better understood. However, some of the candidates who missed out on marks had repeated the same points in different ways.

(ii) (a) This part of the question was correctly answered by most candidates. A few candidates however, failed to understand that coaxial cables use copper wires, and incorrectly mentioned answers like LAN, and types of network topologies. The expected answers were twisted pair, coaxial cables and optical fibres.

(b) The factors to consider when choosing cabling were mostly correct.

(ii) (a) Most of the candidates got the types of wireless networks correctly.

(b) Most candidates correctly answered this question.

(c) The majority of candidates equally gave correct responses to this part of the question.

Question 5

This question was attempted by about 90% of the candidates.

(i) About 95% of the candidates who attempted, about 85% could obtain some marks or all marks by providing the right anomalies and their examples.

(ii) (a) About 80% who attempted this question had all the marks.

(b) About 90% of the candidates attempted this question with majority say 70% scoring all the marks. About 30% of the candidates were not able to identify the right relationship which was many-to-many.

(c) About 80% of the candidates attempted this question. About 30% scored all the marks, while the majority provided answers based on the INSERT and CREATE clauses, instead of the SELECT clause. One of the expected answers is:

```
SELECT TripID COUNT(*) AS Number_of_Payments

FROM Payment

GROUP BY TripID;
```

Question 6

(i) Generally, most candidates who attempted this question had above-average. The only challenge they had was deriving the formulas for the nth term of the Fibonacci series. So, teachers are to revisit recursion and recursive functions thoroughly for candidates to understand the concepts. And also,

some candidates are facing some difficulties in analyzing a trace table, then, explaining what the trace table does.

(a) Most candidates who answered this question answered it correctly. Though, some gave inappropriate terms. In a nutshell, they had a good sense of infixes, prefixes, and postfixes.

(b) Most candidates did not understand this question correctly. None gave a correct tree as stipulated by the question stem. Most of them were able to draw the leftmost tree but as for the right, none drew it correctly. Hence, they could not obtain full marks. So, more emphasis must be put into expression trees and binary search trees when teaching because it shows that most candidates have difficulties in drawing expression trees from an expression.

(c) Most of the candidates were able to derive the postfix expression from their respective trees. But only about 10% were able to explain the steps taken to derive the postfix in words. Hence, just few of them obtained full marks.

(ii) (a) Most candidates were able to grab at least four out of five allocated for this question. Some candidates lost one mark just because they could not identify the variable that was the output.

(b) Few candidates were able to identify that the trace table was describing the nth term of the Fibonacci series. Hence, they couldn't derive the formulas. Those who attempted gave only one of the conditions correctly:

$f_n = f_{n-1} + f_{n-2}, thatiswhenn \geq 2.$

But this was the correct formula:

$$f_n = \begin{cases} 1 for n = 0, \\ 1 for n = 1, \\ f_{n-1} + f_{n-2} for n \geq 1 \end{cases}$$

Most candidates didn't answer this question correctly. This is because they could not derive (b). Hence, could not calculate the time complexity.

Question 7

General overview: About 85% attempted this question. Of those who attempted most of them provided the expected answer.

(i) (a) Candidates were expected to define a program control construct (control structure). Most candidates clearly defined it.

(b) Candidates were expected to differentiate loops using flow diagrams. Most candidates who attempted this question gave the expected answer. Those who did not give the expected answer described pre-test and post-test loops instead of illustrating with flow diagrams as required.

(c) Candidates were expected to state one example each for pre-test loop and post-test loop. Almost all the candidates who attempted gave the expected answer.

(ii) In this question, candidates were expected to dry run functions, and state their differences in terms of efficiency. Answers from candidates showed a good mastery in dry running functions/algorithms.

(a) Most candidates who attempted this question gave the expected answer. Most candidates did a dry run of the iterative function. Few who did not score all the marks, did dry run and could not arrive at the final answer.

(b) Most candidates gave the expected answer. Those who did not score the total marks, either only stated the most efficient function, or their description was not based on time and space complexities, used by stacks during recursive calls.

(c) On Differentiating between an argument and a parameter. Few candidates of those who attempted provided the expected answer. Most candidates, who attempted question 7, did not give the expected answer. However, few of them could refer to a parameter as a variable, and an argument as a value. Some interpreted an argument to mean parameter and parameter to mean an argument. The expected answer is, a parameter is variable used to pass information to a function during its definition while an argument is the actual value passed to a function during its call.

Question 8

About 30% of candidates attempted this question. This question was poorly answered by those who attempted.

(i) Amongst all the candidates who answered this question, only about 40% gave the expected answer. Most candidates stated the tasks of the design phase but failed to describe. The concept tested is the identification of tasks in the stages of the SDLC. Emphasis should be laid on identifying each stage and tasks performed in the SDLC.

(ii) About 20% of the candidates who answered this question had it correct. The question was largely misunderstood by the majority of candidates because they failed to identify the concept being tested: **integration testing**. The expected answer was: *Unit testing may have been successful but combining the individual modules and their interaction may produce unexpected results*.

(iii) (a), (b), (c) More than 90% of the candidates who answered this question gave descriptions of the different changeover methods rather than stating the most appropriate application for each changeover method.

(iv) (a) More than 70% answered this question correctly, getting more than half of the total marks for this question. The concept tested was explaining the difference between white box testing and black box testing.

(b) About 10% of all those who attempted this question obtained about half of the total marks for this question. Candidates could not identify the classes of test data required because of poor mastery of test concepts. The expected answer was:

Type of test data	**Example of test value**	**Explanation**	**Expected result**
Normal	12 21	12 is equivalent to age range 0 – 17 21 is equivalent to age range >18	Cannot vote Can vote
Abnormal	Non-integer data, negative values	Any number that is not an integer Characters and even special symbols	Invalid input Runtime error
Boundary	0 18	Test boundary values	Cannot vote Can vote

PAPER THREE

SECTION A: PROGRAMMING (A Plotting Program)

Task 1: Problem Understanding

About 50% of the candidates who wrote this paper answered this question. Few candidates could score all the marks.

(i). More than 95% of candidates who attempted this question gave the expected answer. Those who did not provide the expected answer instead gave the total number of stars in the pyramid, or the number of stars for the first line (at the top of the pyramid).

(ii). About 98% of candidates who attempted this question provided the expected answer. Those who did not provide the expected answer considered the spaces before and after the star (whereas spaces after the stars were not important for this exercise as stated in the question. So those candidates had 10 as answer for initial number of spaces instead of 5.

(iii). Most candidates who attempted this question gave what was expected. Just as in Task1(ii), some candidates gave 8 as number of leading spaces for the second line instead of 4.

(iv). About 60% of those who attempted this question provided the expected answer. In this question, candidates were expected to state how the number of stars and the number of spaces are being modified before printing the next line. The expected answer was: number of spaces decreases by 1 and the number of stars increases by 2.

Task 2: Program Development

(i) About 95% of the candidates attempted this question. Candidates were expected to write procedures initialize with parameters as MaxNoStars, NoOfSpaces, NoOfStars, initializing the different parameters. Most of the candidates understood this concept and actually implemented the knowledge from the problem synthesis.

(ii) About 80% of candidates attempted this question. Most candidates who answered this question correctly stated the loop and defined the procedure with the correct parameters. Most candidates did forget to insert the printf(" ") statement which actually printed out the leading spaces.

(iii) About 70% of the candidates provided the expected answer. However, we noticed that they used the printf statement without including a loop in their procedure.

(iv) About 80% of candidates answered this question. Most of the candidates who answered this question could not increment the variable NoOfStars by 2 and decrement NoOfSpaces by 1.

3. About 75% of the candidates attempted this question. About 60% of the candidates who attempted this question could not call the functions in the correct order. About 20% who attempted instead used simple printf commands to print the pyramid of stars with base 9.

Task 3: Program Execution

4. (i) About 20% of candidates had the pyramid with the required base.

Others had a pyramid with base 11 as in the problem description. They directly initialized MaxNoStars instead of permitting the user to give a value.

About 10% used printf function to produce the pyramid directly without the use of the given procedures.

Task 4: Modifying the Program

About 20% of the candidates attempted this question. From the 20% about 5% had it correctly, in which less than 2% of the 5% gave the expected. Others just simply edited their existing codes to provide answers to this task, which was accepted as long as the changes were implemented.

SECTION B: DATABASE (School Trip)

Task 5: School Trips

About 98% of candidates attempted this section of the paper.

(i) About 78% of candidates could not differentiate between an E-R and relationship diagrams. Others used notations such as MERISE. However, they were expected to draw E-R diagrams in **Crow's foot** or **Chen** notation whereas some mixed up the different methods together. Moreover, there was also the problem of placement of cardinality. Teachers are recommended to use the GCE syllabus for better comprehension of this concept.

(ii) (a) About 60% of candidates did not write the SQL statements to create the database. Rather, they created the database visually using Microsoft Office Access. More emphasis should be made regarding writing SQL statements using MySQL, any server DBMS, or stacks such as WAMP server, XAMPP, etc.

(b) About 60% of the candidates created the relations using the design view in Access. Nevertheless, they were expected to write SQL commands to create the relations as below.

```
CREATE TABLE TEACHER(

TeacherID VARCHAR PRIMARY KEY,

Title VARCHAR,

FirstName VARCHAR,

Surname VARCHAR

);
```

(iii) (a) About 70% of candidates could use SQL commands to populate the table. However, the rest of them did not use SQL commands but rather populated the tables using the datasheet view in Microsoft Office Access. Teachers are advised to train students to populate tables using SQL commands via MySQL, WAMP Server, XAMP etc.

A good example of the correct insertion SQL command can be seen below:

```
INSERT INTO TEACHER (TeacherID, Title, FirstName, Surname)

VALUES('T1', 'Mr.', 'John', 'Book');
```

(b) Here, all who attempted this part inserted the values as required. Though, about 50% used the datasheet view in Microsoft Office Access. Below is an example of the expected SQL commands candidates were expected to write;

```
INSERT INTO TRIP (TripID, StartDate, EndDate, Destination, TeacherID)

VALUES( "TR002", #12/07/2023#, #13/07/2023#, "Douala", "T1" );
```

(c) Candidates were expected to do as in (b) above.

(d) Candidates were expected to do as in (b) and (c) above.

(iv) (a) About 60% of candidates wrote the queries correctly. Just about 30% used Access to create the queries and 10% did not even attempt this part of the question. However, they were expected to write the queries as shown below;

```
SELECT TripID, StartDate, EndDate, Destination

FROM TRIP
```

WHERE TeacherID = "T1";

(b) About 60% of candidates wrote the queries correctly. Just about 30% used Access to create the queries and 10% did not even attempt this part of the question. However, they were expected to write the queries as shown below;

```
SELECT PUPIL.PupilSurname, PUPIL.PupilFirstname, TEACHER.TeacherID, TRIP.TripID

FROM TEACHER INNER JOIN (TRIP INNER JOIN (PUPIL INNER JOIN PUPILTRIP

ON PUPIL.PupilID = PUPILTRIP.PupilID)

ON TRIP.TripID = PUPILTRIP.TripID)

ON TEACHER.TeacherId = TRIP.TeacherID

WHERE (((PUPILTRIP.PupilID)=[PUPIL].[PupilID])

AND ((TEACHER.TeacherID)="T1")

AND ((TRIP.TripID)=[PUPILTRIP].[TripID]));
```

Conclusively, Section-B of this paper was the most attempted though not done literally as expected. Most Candidates who attempted this section, had difficulty in interpreting the question. However, most candidates got their highest marks from this section.

Overall Performance of Candidates

The analysis of the performances of the candidates is presented in the tables below:

Overall Performance of Candidates in Computer Science Paper 2				
Score	**Frequency**	**Cumulative Freq.**	**Percentage (%)**	**Cumulative Freq.(%)**
70+	56	56	1.55	1.55
60-69	99	155	2.74	4.30
55-59	71	226	1.97	6.26
46-54	296	522	8.20	14.47
38-45	415	937	11.50	25.97
0-37	2671	3608	74.03	100.00

Table 1 : **Overall Performance of Candidates in Computer Science Paper 2**

Overall Performance of Candidates in Computer Science Paper 3				
Score	**Frequency**	**Cumulative Freq.**	**Percentage (%)**	**Cumulative Freq.(50%)**
70+	349	349	9.82	9.82
60-69	308	657	8.66	18.48
55-59	415	1072	11.67	30.15
46-54	634	1706	17.83	47.99
38-45	822	2528	23.12	71.11
0-37	1027	3555	28.89	100.00

Table 2: **Overall Performance of Candidates in Computer Science Paper 3**

Overall Performance of Candidates in Papers 2 and 3				
Score	%Pass P2	%Pass P3	Average Pass (%)	%Cumulative Pass
70+	1.55	9.82	5.68	5.68
60-69	2.74	8.66	5.70	11.39
55-59	1.97	11.67	6.82	18.21
46-54	8.20	17.83	13.02	31.23
38-45	11.50	23.12	17.31	48.54
0-37	74.03	28.89	51.46	100.00

Table 3: **Overall Performance of Candidates in Papers 2 and 3**

Suggestions/ Recommendations to

The Students

Candidates preparing for 0795 Computer Science should lay emphases on:

- Reading question paper instructions.
- Question interpretation.
- Interpretation of algorithms.
- Translating an algorithm (pseudo code, flow chart) into a program.
- How subprograms (functions and procedures) are defined and called in a main program.
- Manipulating data types such as integers, floats and strings, and data structures such as records, arrays, and arrays of records.
- Structured Query Language (SQL) in areas requiring database implementation.
- Must read instructions; understand the problem before attempting answers to questions.

- Must read questions attentively before attempting any answers to them.
- Should study using the revised syllabus in order to understand the depth and breadth of answers expected.
- Carry out practical sessions starting from lower sixth.
- Candidates should carry out enough practical exercises from the manuals.

The Teachers

- **Must begin Lab activities from the beginning of lower sixth**.
- Must ensure that students carry out small and big projects in order to find out whether students have effectively developed skills in software development and programming.
- Should emphasize understanding of algorithmic thinking as this is prerequisite knowledge for programming lessons.
- Should teach using the revised syllabus in order to give candidates the right contents in quality and depth.
- Are expected to attend regional seminars in order to master pedagogic and/ or methodological innovations in the discipline, whose lack has been perceived as a reason for poor performances in certain aspects of the subject.
- Reinforce mastery of computing skills applicable in more professional and industrial settings.
- Reinforce the impact of school based assessments (SBAs) across the Computer Science syllabus.
- **Advise a key science subject of the series, such as Physics, to be paired [in timetabling] with ICT to discourage pure science student from running away from computer science.**
- **Insist on the normal quota of hours for computer science on the time table.**
- Teachers should ensure that they teach all the topics in the GCE syllabus.
- Teachers' associations should collaborate and come up with the scheme of work.
- During GCE practical sessions, source code should be printed from within the IDE or text editor.

Other Stake-holders

- The ministry of higher education should ensure that the candidates sitting the competitive examination into the department of computer science and ICT of our different teacher training colleges have obtained the required AL subjects that would enable them teach the subject with ease upon completion from these teacher training colleges.
- School authorities must recruit qualified computer science teachers who are ready to put in the necessary effort required to teach the subject, which effort is generally higher than what they put in for ICT.

- School authorities are requested to send and sponsor their teachers to regional seminars in order to master pedagogic and methodological innovations in the discipline, whose lack has been perceived as one of the reasons for poor performances in certain aspects of the subject.
- **Strongly encouraged to allocate the correct number of periods required for Advance Level Computer Science.**
- Ensure that the required resources (computers, projectors,…) needed to teach A/L Computer Science are available.

Conclusion

Advanced Level 795 Computer Science is a continuously evolving discipline. As such, the subject panel is continually in search of ways of setting meaningful questions and presenting projects that are potentially useful to society. It is with these ideas in mind that the panel, working together with the examiners, has come out with the following templates for setting questions in papers one, two and three, which are consistent with the June 2015 syllabus.

Papers 1 and 2

Syllabus Part	**Description**	**No. of topics**	**No. of Question(s) allocated to:**		**Percentage of Syllabus (%)**	**Level of Difficulty**
			Paper 1	**Paper 2**		
1.	Computer Organization	7	10	2	20	**Paper 1** 30 one star (*) questions, 15 two star (**) questions & 5 triple star(***) questions.
2.	Systems Software	3	7	1	14	
3.	Communication and Information Systems	3	7	1	14	
4.	Database Design and modelling	2	7	1	14	**Papers 2 & 3** 60% one star (*) questions, 30% two star (**)questions & 10% triple star (***) questions.
5.	Algorithm and Data Structures	4	10	2 (or 1)	20	
6.	Software Development	3	9	1 (or 2)	18	
Total		22	50	8	100	

NB. The notion of (*) will be explained in your subject seminars

Paper 3 (Structure of AL 795 Computer Science paper 3)

The paper typically has a problem or problem statement on which tasks are based. The tasks can be from any application domain (where the benefits of solutions are felt) and, in carrying them out, would often demonstrate mastery of other learning outcomes and skills sets captured throughout the syllabus. They are typically partitioned into units corresponding to phases in traditional systems and software development and use, some of which may be coalesced or omitted, as convenient, for examination purposes.

Software development tasks typically include:

1. Problem understanding, where the candidate demonstrates an understanding of the problem being solved, plausible ways of solving the problem, and expected or desired outcomes. He/she should also be able to plan for such outcomes and establish criteria for success.
2. Solution design: The candidate identifies possible ways of solving the problem, including resources such as possible software tools and personnel to use.
3. Implementation: The candidate produces a solution from the design, i.e. an artifact (products or services) which, if used, will solve the problem.
4. Installation and Use: The candidate should be able to set up the artifact constructed, and use it (e.g. execute a software package, follow a protocol or verify a plan) to solve a problem.
5. Maintenance: The candidate should be able to modify existing artifacts or their construction processes. This may be to correct for errors, add new features, or adapt to changing environments in artifact use.

Throughout these tasks, the candidates should be able to describe what they have done, how they attempted to address tasks, including options considered and relevant reasoning to correctly and relatively solve problems. He/she should also demonstrate the ability to follow or give instructions. However, sophistication of artifact delivered, formality of reasoning, or cleverness (subtlety) in following/giving instructions are not tested.

Systems development phases, where applicable, include feasibility studies and systems requirements, systems design and systems implementation and exploitation, which correspond to those of software development, but at the systems level. They are however restricted to activities and outcomes prescribed in the syllabus.

Sample tasks allocation for software development related to programming and databases are given below. Candidates should be aware that the precise allocation and interleave of tasks will vary with problems solved. More specifically, the thematic areas highlighted in the syllabus may prescribe methods, tools and approaches consistent with their traditions, and compatible with the above task partitioning.

Typically, a problem statement is followed by multiple tasks that are expected to be carried out by candidates.

Task 1: Problem Understanding

Candidates should identify the possibility of breaking down a problem into sub-tasks, describe the desired outcomes and establish criteria for success.

Task 2: Design and Planning of Solutions

Candidates are expected to identify possible ways of solving the problem, indicating what software is available for their use. If they have a choice of suitable software, they should justify their choice. The primary objective at this stage should be to identify appropriate data types to represent data relating to the problem and to design a simple algorithms and procedures that solve the problem.

Where a program is to be written:

a. State the language used;
b. Produce an algorithm (or design) for their intended solution;
c. Describe the files and data structures used in the program;
d. Describe how the inputs to the program are validated;
e. Explain the test data used and state the results expected.

Where a Database is created:

a. State the software to be used;

b. Produce an Entity Relationship Diagram, ERD (design) for the solution;
c. Produce Normalized tables (design) for their solution;
d. Produce relations (logical model) for their solution;
e. Describe the type of data that can be expected.

Task 3: Implementing the Design

Candidates should describe their attempt to solve the problem and must provide suitable evidence of their attempts. Emphasis is on the ability to think or reason correctly and/or creatively, and not on the sophistication of the product delivered or formality of such reasoning. The primary objective here is to use software to implement the algorithm that was developed in the previous section.

Where a program is to be written, candidates should:

a. Produce a clearly annotated listing of the program;
b. Produce annotated output that covers all aspects of the solution;
c. Describe any amendments made to the original design plan.

Where a database is to be created:

a. Write DDL queries to create the database described in the design;
b. Produce clearly annotated output that is relevant to the problem (e.g. SQL, DDL queries, not ERD diagrams), etc.

Task 4: Testing the Solution

Candidates should provide evidence that they have tested their solution to the problem. Evidence of testing should be clearly linked to test plans described earlier. All results should be saved in the hard disk, flash disk, or any other storage media specified in the question paper.

Where a Database is to be created:

a. Write DML (select) queries;
b. Produce clearly annotated output that is relevant to the problem.

The practical work would be based on the following areas:

1. **Programming**

   Candidates are required to use standard C or Pascal programming languages to write or modify programs.

2. **Databases**

a. Use relational database management systems to create tables, queries using SQL;
b. Populate tables with data using SQL;
c. Display competencies in the use of a database management system such as MySQL, etc.
d. Write select queries in the chosen system.

0796 INFORMATION AND COMMUNICATION TECHNOLOGIES

INTRODUCTION

This subject evaluates candidates in three papers: Paper 1: 50 MCQs (30%), Paper 2: Essay (40%) and Paper 3: Practical (30%). The candidates' work showed **75%** syllabus coverage.

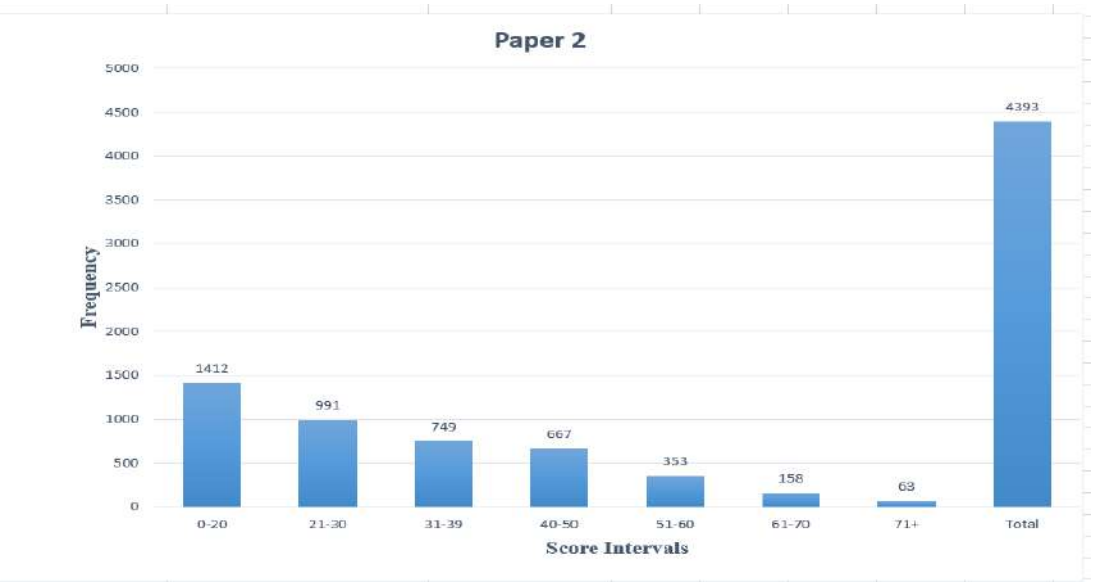
The performance of the candidates dropped, especially in paper 2, when compared to the previous years. The drop in performance is due to lack of mastery of concepts in the subject domains. Most candidates are unable to use the subject language to express themselves in a way to distinguish between issues relating to the real world and to technology.

Generally, the candidates performed better in paper 3 than in paper 2. The performance of certain packs of scripts showed that there has been some upgrading at the level of the teachers as well as the training given to the candidates both in theory and practice.

There were about **18,000** candidates who offered this subject this year against **14,800** candidates of last year; an indication that the subject is gaining popularity and cutting across both general and technical education.

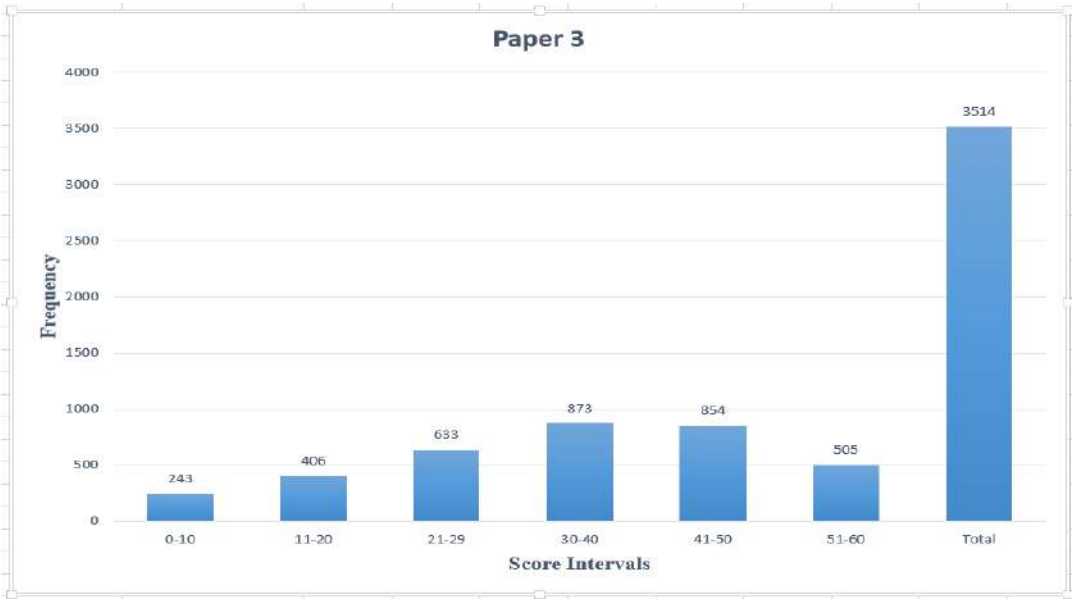
Tally of the scores of over 4000 randomly selected scripts of paper 2 and paper 3 was carried out. The scores were counted under different ranges and the outcome is shown in the charts below:

Figure 1: Histogram showing statistics of a sample of 4393 paper 2 scripts



3152 (71.8%) out of 4393 scored below 40 marks. 3919 (86.9%) out of 4393 scored below 50 marks.

Figure 2: Histogram showing statistics of a sample of 3514 paper 3 (practical) scripts



A good performance in paper 3 (practical). 2,232 (63%) candidates out of 3,514 scored over 30 marks on 60.

The above histograms suggest that the performance of candidates is just not good. More attention should be given to the essay paper which involve concepts and syllabus coverage.

PAPER 1

This paper was made up of 50 MCQs. The evaluation of this paper was done by the machine.

PAPER 2 QUESTION BY QUESTION ANALYSIS

This paper is marked on 100. Candidates were expected to answer six questions out of eight. In the cases where candidates attempted more than six questions the best six where considered. The rubric was found to conform to the syllabus. The level of difficulty was balanced in all questions ensuring that no question is lesser in strength than others. Each question was made up of several sub questions assessing from the first level to the third level of difficulty.

The performance of candidates in this paper is generally poor. Candidates could not make good scores because of poor communication skills. Most candidates could not explain or describe concepts in more than one sentence leading to poor scores. When the language of the subject is interchanged with that of everyday life, the meaning is confused. Thus, candidates are expected to get closer to the language of technology in order to perform better in this subject.

QUESTION 1

It was one of the most attempted questions. The performance of candidates was good. The topics evaluated here include information systems (IS), computer hardware and evolution of computers.

(i) This section tested knowledge on components of TPS, its limitation and school information system. Most candidates understood that a TPS is an IS and stated the components of IS which was well accepted. The examiner also accepted the major provisions of a TPS which are Input, output, processing

and storage. Some candidates erroneously replaced the limitations of TPS with the disadvantages of TPS. The limitations of TPS can be taken from the design and functional point of view. For example, a TPS is design only for small and specific operations. It was seen that the purpose and the goal of school information system was confusing, so the candidates who gave the functions of a school information system were well rewarded.

(ii) This section was testing knowledge on types of printer. In attempting to state two characteristics of each of impact printer and laser printers, candidates missed their way by comparing both. A misleads response is: impact printer is slow while laser printer is faster. A simple response as the following would have earned two marks: an impact printer uses ribbon to print; laser printer uses toner and light rays (laser) to print.

The second part of this section was on advantages of the above printer. Most candidates could state advantages without being explicit. It was expected that the advantages are stated in relation to others. It is vague to say laser printer is fast. A better way of saying it is: laser printers are generally faster than other types of printers. Where the candidates were asked to state another type of printer, some instead stated an example. HpJet is an example of type inkjet.

(iii) This section tested knowledge on the characteristics of generation of computers and computer performance. Some candidates did not know the difference the first part and the second part. Those who didn't cover the topic state the components of the computer. A good number of candidates mentioned the vacuum tube and resistors. On the part required that tested on the components that influence the power of a laptop, some candidates only stated the characteristics without explanation on how the characteristics can influence the power of a laptop.

QUESTION 2

This question tested knowledge on hardware components and system software. It was highly attempted but the performance was generally poor.

(i) This section tested knowledge on hardware components in the system unit.

In most cases, many could correctly describe the motherboard as a circuit board used to interconnect or hold other components in the computer. Those who said it is the main board of the computer scored no mark.

Candidates show limited knowledge on the functions of visual graphic card which is on the production output in the monitor. Other functions that were not seen in the scripts include: video decoding, role on the quality of images, connectivity between VDU and system unit, inbuilt sound card to produces sound and video.

Unable to give the functions of the RAM some candidates stated the meaning as random access memory. Although not very accepted, some candidates were awarded for describing the RAM as the main memory; which would have been explained further. A small number of candidates correctly stated the function as the component that temporally holds data/programs that the CPU needs during processing.

(ii) This section tested knowledge on classification of software. Where candidates did not achieve full marks, it was simply because they state instances of software instead of types of software. For example, the type software that is used to organize files in the computer is utility software or disk defragmenter. Windows explorer is not correct because it is an example of utility software.

(iii) This section was focus on memory; permanent and temporal. A good number of candidates scored all the marks for differentiating between the RAM and the ROM. For those who got it right stated that RAM is write/read while ROM is read only. Most candidates were not able to state the functions of the ROM. Few candidates stated that it contains routines needed for boot-up. Most candidates could give the full meaning of BIOS but did not know the components therein. Other components of BIOS are CMOS, Routines, drivers, POST, boot traps.

QUESTION 3

This was one of the most attempted question with most candidates scoring 8 marks and above.

(i) This section tested knowledge on system software and their roles in a computer system.

(a) Few candidates could properly state the role of device drivers. In stating an example of device drivers some candidates could not earn the mark because they named the device instead of the driver. Printer driver is accepted instead of printer.

(b) In attempting to give the function of a language translator, some candidate misconstrued it to a system that translates human language to another such as from French to English. However, most candidates receive full marks for stating that it converts codes in HLL into machine code.

(c) Beside the above two types of software, candidates were only left with operating system and utility software. A few candidates instead gave examples like Windows OS, and antivirus software which were not accepted.

(ii) This section tested knowledge on the function of multiplexer, router and Ethernet card. Except for Ethernet card, most candidates obtained full marks for multiplexer and router. Most candidates inferred that Ethernet card is linked only to the Internet whereas it provides the means for connectivity between the network and the computer.

(iii) Most of the marks for this section was achieved as most of the candidates stated that data in the computer can be secured by use of physical security, use of antivirus software etc.

QUESTION 4

This question tested on concepts in DBMS, project management, computer ergonomics and information systems

(i) This section was to evaluate knowledge on data capture devices. Most candidates could not describe data capture, but could explain at least one data capture device. It was difficult for them to explain how these devices could be connected to the PC since they could not describe the data capture devices. They were required to state the type of cable and the ports involved. For example, keyboard is connected through USB cable and USB ports on the motherboard.

Most of those who could identify a health related problem could not use the right subject language to describe them. The accepted technical name for eye related problems include eye strain and headache. Eye pain or watery eyes were not accepted because they are the cause of eye strain.

(ii) This section evaluated knowledge on database. Most candidates showed knowledge on data redundancy and resulting problems caused by data redundancy. However, a good number of these candidates could not properly state how it can be resolved. We can resolve this problem by use of rules to split large tables into smaller related tables.

(iii) This section tested the understanding of candidates on project management and its application. Most of the candidates that attempted this section answered it poorly indicating that this section of the syllabus was not well handled.

Most candidates could describe critical task and slack task but failed to show knowledge on lead task. Instead of describing the terms which are related to tasks some candidates tuned it to time.

QUESTION 5

It was one of the most attempted questions and some very good marks were achieved for this question by candidates.

(i) Most candidates could define ergonomics and give some ergonomic advices on how to design a school computer laboratory. However apart from a very small number of cases, few candidates gave exact health problems that could be caused by prolong eye to monitor contact such as eye strain. In a few cases, candidates were using wrong terms such as redness of eye and dry eye as a health problem.

(ii) This question was answered well. Many candidates achieved more than half of the total marks with few achieving full marks. Majority of the candidates defined data encryption though most of them could not make good use of key terms like cypher text, plain text, key or algorithm. Also, some candidates interchanged definition of data verification for data validation and scamming for hacking.

(iii) This was a question that required a technical understanding. Many candidates' answers were centered around a particular component such as RAM that influences the processing power of a computer but very few could explain how this component influences the processing power of a computer. Occasionally, some candidates stated and explained how the type of hard disk drive (SSD or HDD) can influence processing power of a computer but such responses were infrequent.

QUESTION 6

Candidates generally did below average on this question as some did show some minor lack of understanding.

(i) Many candidates achieved at least 2 marks for this question with some getting full marks. Where candidates did not achieve full marks, this was typically because they gave the definition of E-governance but failed to mention a domain/platform or mentioned a wrong platform such as CRTV.

(ii) This question focused on computer memories. A disappointingly large number of candidates simply did not know which memories were volatile and which were non-volatile as they wrongly classified them.

Many candidates did not know where the various memories were located precisely as they gave answers such as system unit or some other wrong guesses.

(iii) This question was intended as a low demand question which most candidates would answer well as any three of the six components of an information system were accepted including network/connectivity. However, most candidates only stated the factors that determine the reliability of an information system with just some few candidates being able to expatiate more as required by the question. While some candidates were able to give an advantage of an expert system, other candidates gave the feature like knowledge base which was not accepted.

QUESTION 7

This question was attempted by most of the candidates and the performance was good. The question was tested on social media, robotics, computer security, information system.

(i) The stem of the question "explain" expected the candidates to give clarity of what each of the terms is, its use and then state the example where applicable.

Social media: candidates were expected to state that, it is an online platform, for file sharing and exchange of information, example: Facebook, Twitter, Instagram etc. The question was well answered as most candidates got it right

Robotics: candidates expected to state that "it is a science/ technology of building robot". Candidates gave answers that did not fit what was expected of them. Due to poor interpretation of question, majority of the candidates instead explained a robot in the place of robotics and earned no mark.

Hacking: An average number of candidates could describe hacking. It must be noted that any description that did not make it clear that it happens in a network did not attract any mark.

(ii) This section tested on the synthesis, analysis and application of the expert systems.

(a) This question required that candidates discussed two factors that determine the reliability of an expert system. Candidate needed to first understand the term reliability. Aligning candidates' responses to the stem "discuss", candidates were expected to state each factor and the implication of such factor to an expert system. Factors such as responsiveness, results quality, security etc. were expected of the candidates. Candidates' answers revealed there was no clear understanding of the question. Majority of the candidates instead stated and explained the components of an expert system: knowledge base, inference engine and user interface. A few candidates stated the factors expected but without explaining their implications to an expert system and gained partial marks.

(b) Here, most candidates scored good marks by explaining the uses of an expert system as they launched into real-life domains such as health diagnosis, exploration of outer space, industrial processes etc.

(c) Here candidates were expected to give two limitations of an expert system. Understanding the dream of making expert system to play the role of humans, candidates should have been able to explain the limitation of such systems. Satisfactorily, a few candidates could explain that it is limited to the

operations of the domain in which it was designed whereas humans could easily adapt to different activities as need be. Other candidates pointed out that expert systems are limited in intuition/feelings. Disappointedly, the majority of candidates who lack the knowledge and the interpretation of the question stated the disadvantages of expert systems.

(iii) (a) This part of the question intended to test understanding of the main difference between simulation and prototyping which are closely related terms. The responses of most candidates aligned with the expectations of the examiners. Thus, the question was properly answered despite some few poor responses

(b) Here, the candidates were expected to name or state the stages in prototyping. However, the question was poorly answered. Many candidates stated the stages of SDLC rather than stages in prototyping.

(c) Here, the advantages of prototyping were required. Candidates approached it from either the system's perspective (reduced development errors) or users' perspective (reduced cost and understanding of the system). Most of the candidates scored the mark.

QUESTION 8

This question was the least attempted questions probably because of the PERT chart of the first section. The performance of candidates was poor. The topics evaluated here include project management, database and algorithm.

(i) This section tested candidate's knowledge of project management and understanding of PERT diagrams. Almost all the candidates could write out the full meaning of PERT. Where candidates were expected to resolve a PERT diagram, many of them had difficulties in identifying two critical paths. The given chart had two critical paths and this could be deduced by carrying out simple addition of duration of each path. The arithmetic showed that two paths had equal and longest duration but most candidates indicated only one path as the critical path. For the fact that B, F and E appeared in both critical paths, the slack time of these tasks are 0. The performance of candidates in this section shows that the syllabus was not well covered.

(ii) This section focused on database: how to restrict access to a database, how to collect data from a database and advantages of database over flat file system. Most candidates who attempted this question, had difficulties describing elements that can be used to collect data in a database. Most candidates gave responses like questionnaires, interviews whereas they were expected to give responses like forms, queries and tables.

(iii) This section tested knowledge on algorithm where candidates were required to write an pseudocode of a given scenario. A few candidates instead gave a flowchart. It was also known that others did not master the language of pseudocode and copied the entire scenario. However, a handful of candidates had a pass mark in this section.

PAPER 3: PRACTICAL ANALYSIS

This paper was programmed for two days. Group 1 and Group 2. The tasks for both groups were similar except that the expected reports were different. Candidates were expected to carry out tasks on

PowerPoint, spreadsheet and programming. Candidates work showed that they covered most of the competency in PowerPoint and spreadsheet while performance in programming is still low.

TASKS A: POWERPOINT

In this task, candidates were expected to carry out activities in power point presentation. At least one slide was provided in a presentation supplied by the examiner. The candidates were expected to reproduce slides that were found in the question paper and also follow given instructions to create other slides with given content. In content creation they were also expected to select specific layouts and insert graphics.

The performance was generally good as most candidates scored most of the marks. A few candidates seems not to have carried out projects on PowerPoint and so did not show meaningful skills.

TASKS B: SPREADSHEET

In this task candidates were expected to carry out some activities on a workbook containing a single worksheet. Most candidates are skillful in inserting boarders, selecting specific font, and cell formatting. However, the skills of the candidates varied greatly in the use of spreadsheet functions to carryout calculation. Most candidates could use the SUM function and perform other simple arithmetic on cells but had difficulties on the use of conditional functions.

A few cases were reported of candidates who wrote down spreadsheet formulae without the equality sign (=) before it. This caused them to loose marks. Some candidates performed the arithmetic manually and inserted the result in the spreadsheet but received no mark since the marks were awarded on the formulae in the answer booklet or question paper.

TASK C: PROGRAMMING

This task tested the ability of a candidate to convert a given algorithm into a code written in either Pascal or C programming language. Many candidates did not do well in this task probably because they did not carry out projects in programming.

Few candidates presented codes in C++ which is out of requirement of the paper. Although the code was to be printed, candidates were expected to copy the code in the space provided in the answer booklet. Those who did not copy the code in the provided space but had a printed copy lost two marks. Instructions are to be well followed.

RECOMMENDATIONS

A. To Students

Students should

- ✓ Be encouraged to buy the recommended textbooks.
- ✓ Cover the syllabus
- ✓ Avoid speculations as all sections of the syllabus would always be tested every year
- ✓ Be encouraged to look carefully at the context of a question and tailor their responses accordingly.

B. To Teachers

Teachers should:

- ✓ Endeavor to cover the whole syllabus with emphasis on project management and operating systems.
- ✓ Work closely with the syllabus (0796 Information and Communication Technology) produced by the GCE board
- ✓ Encourage students to effectively satisfy the demands of the SBA

C. To Schools

Educational administrator should

- ✓ Ensure that sufficient hours are allocated to cover the syllabus.
- ✓ Build modern computer laboratories.
- ✓ Ensure that teachers for the subject are qualified.

D. To Parents

Parents should

- ✓ Buy the recommended textbooks, manuals and other necessary materials to facilitate students learning.
- ✓ Expose and orientate their children on the proper use of ICT tools.

We sincerely hope that these recommendations would be taken seriously by all the concerned, so as to completely transform the conduct of ICT at the advanced level at subsequent examination sessions.