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0705-ACCOUNTING

INTRODUCTION

Accounting 705 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 decrease in the number of candidates as compared to the previous year 2023. The number of candidates decreased from 47 to 44, with two (2) absences making an effective total of 42 candidates.

1. PAPER BY PAPER ANALYSIS

1.1 PAPER ONE

This paper was marked by the computer on a total mark of 100. 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 2.

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

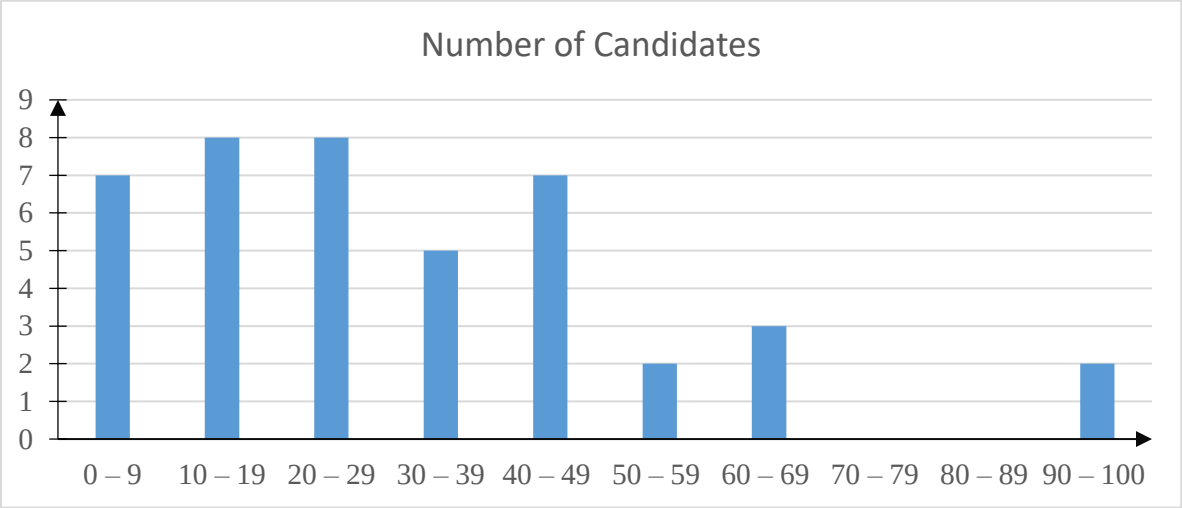
The overall performance dropped as compared to the previous year. In paper 2, about 17% scored above 50%. In paper 3, the performance is very poor as many candidates scored below 50% with 69% as the highest. In both paper, about 69% of candidates scored less than 40%. A detail analysis of paper and question 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 – 9	7
10 – 19	8
20 – 29	8
30 – 39	5
40 – 49	7
50 – 59	2
60 – 69	3
70 – 79	0
80 – 89	0
90 – 100	2
TOTAL	42

Source: 2024 Marking Exercise

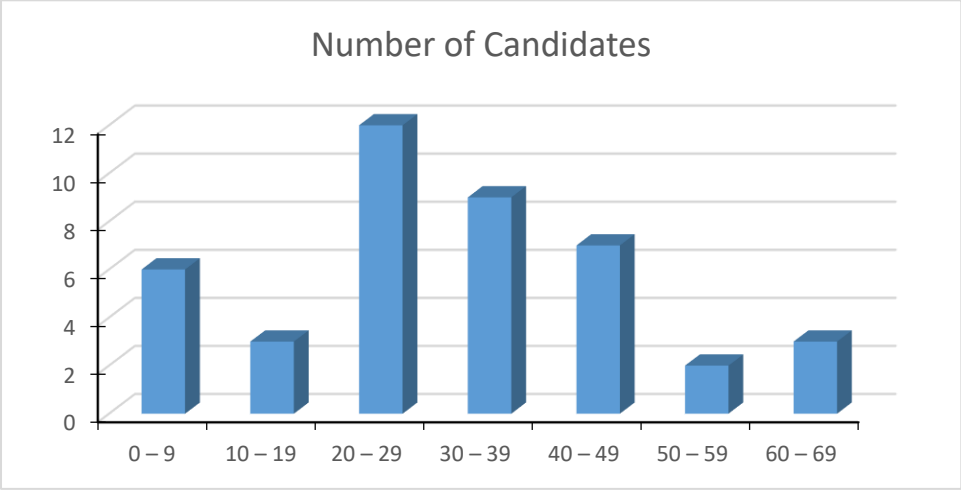


The general performance for paper 3 is shown on the following frequency table and graphically illustrated as follows:

Candidates' Performance in Paper 3

Scores	Number of Candidates
0 – 9	6
10 – 19	3
20 – 29	12
30 – 39	9
40 – 49	7
50 – 59	2
60 – 69	3
TOTAL	42

Source: 2024 Marking Exercise



QUESTION BY QUESTIONS ANALYSIS

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 97%.

QUESTION 1

This question is based on material costing. Here, candidates were expected to determine the Economic Order Quantity, Number of Optimal Orders and the total cost. It was a star one question with an attempt rate of 100% with scores ranging from $\frac{0}{20}$ to $\frac{5}{20}$. The poor performance can be attributed to concept not understood and the inability of candidates to apply the formula.

QUESTION 2

This question is based on Overhead and Batch costing. Candidates were expected to complete the overhead distribution table and determine the cost accounting profit (Loss) using Batch costing statement. It was a star one question and about 90% of candidates attempted the question with a 70% success rate and the highest score been 16/20.

QUESTION 3

This question is based on Job and Batch costing. Candidates where expected to determine prime cost, production cost, total cost and profit (loss) on a batch.It was a star one question with an attempt rate of 5%. The success rate was 50%. The best score was 10/20 and the lowest score of 00/20.

QUESTION 4

This question is based on Break-Even Analysis, Candidates were expected to prepare the differential income statement, calculate the BEP in quantity and in value and the required sales (units). All the candidates attempted the question with a success rate of 90% with scores ranging between 0/20 and 18/20. This is a star 2 question and very popular.

QUESTION 5

This question is based on standard costing. Here, candidates were required to establish a standard cost card, table of comparison between actual cost and predetermined (standard) cost and analyse labour cost variance and material cost variance. 70% of the candidates attempted the question with a success rate of 10%. This question among others was one of the least and poorly answered question. The highest score is 10.5/20 and lowest 05/20. It was a star 2 question. The poor performance is attributed to poor question interpretation.

QUESTION 6

This question is based on the cash budget. Candidates were required to prepare the cash budget. The attempt rate stood at 65%. The score range was 01.5 to 06. This question is star two. The poor performance was due to the inability of the candidates to distribute cash sales and cash payments(purchases) following the appropriate periods.

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%.

QUESTION 1

This question was based on Bank Reconciliation. Candidates were expected to complete the bank reconciliation statement and journalize. 60% of the candidates attempted the question with a highest score of 11/20 and the lowest score being 00/20. This is a star two question.

QUESTION 2

This question was based on personnel expenses. Candidates were required to determine basic weekly wage earned, weekly overtime, and gross weekly wages The attempt rate was 85%. It was a star 2 question.

QUESTION 3

This question was based on the financial statement of a sole proprietor. Candidates were required to prepare the trading profit & loss account and the statement of financial position. 76% attempted the question with a success rate of 66%. The highest performance been 20/20 and lowest 00/20. This is a star one question.

QUESTION 4

This question was based on ratio analysis. Candidates were required to the gross profit to sales ratio, return on capital employed, current ratio, acid test ratio, stock turnover period and debtors' collection period. Later the candidates were required to compare the ratios for the two entities. About 60% of the candidates attempted the question. The success rate stood at 16%. The highest score for this question was 14/20 and the lowest score being 00/20. This is a star two question.

QUESTION 5

This question was based on the formation of commercial companies. Candidates were expected to calculate the nominal value per share, the value of contributions in cash, the share

capital and journalise formation entries. 50% of candidates attempted the question with a success rate below 40%. The highest score was 15/20 and the lowest being 00/20. It was a star one question.

QUESTION 6

This question was based on profit appropriation. Candidates were expected to determine the profit for appropriation, prepare the profit appropriation table and then journalise. 40% of the candidates attempted the question, with a success rate of 18%. The highest score recorded was 11/20 and the lowest score was 00/20. It was a star 2 question.

QUESTION 7

This question was based on company tax. Candidates were required to calculate the taxable profit, make a tax analysis of income and expenses, determine the company tax due for the year attribution right. 21% of the candidates attempted the question, with a success rate of 0%. The highest score recorded was 09/20 and the lowest score was 01/20. It was a star two question.

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

ACTORS	SUGGESTIONS/RECOMMENDATIONS
	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 2024 session, the questions were good and there were no typing errors. Performance was poor.

0710-BIOLOGY

INTRODUCTION

A/L 0710 Biology 2024 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 2 and 3 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 2024 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 assessed for this paper was evaluated on 20 marks. Candidates attempted all the questions. 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	5	89.6
	6	72.8
	1	69.3
Popular questions	8	52.2
	2	51.8
	4	41.4
Unpopular questions	7	31.1
	3	13.4

With respect to the performance of candidates regarding the questions answered, it can be arranged in decreasing order of performance as follows, taking into consideration scores with ≥50%.

Aspect	*Question Number.*	*Stat. Value in %*
Very good answers	5	67.6
Good answers	1	38.5
Averagely good answers	6	23.5
	2	22.9
Poor answers	8	19.5
	7	17.9
	3	14.5
Very poor answers	4	8.3

COMMENTS ON EACH QUESTION

QUESTION 1

Objective Tested: APPLICATION- ***Candidates were required to express their understanding of enzymes with respect to: activation energy, enzyme active site and enzyme specificity, to describe the mechanisms of enzyme action and to discuss factors affecting the rate of enzyme catalyzed reactions.***

This question had a one-star (1*) difficulty level. The question was a very popular question as about 69.3% of the candidates attempted it. Base on the general performance on this question, 38.5% of the sampled candidates had a score of 10 and above on 20.

In part (a) of this question, majority of the candidates had a sound understanding of the meaning of activation energy and active site. However, many of them had difficulties expressing their understanding of enzyme specificity.

In part (b) and (c) of the question, above 70% of candidates who attempted these questions had good knowledge on the mechanisms of enzyme action as well as the factors that affect the rate of enzyme catalyzed reactions. Nevertheless, some candidates didn't quite understand how pH affect the rate of enzyme reaction as they lacked the understanding that enzymes work within narrow pH limits and each enzyme has a specific pH at which its action is optimum. Teachers should stress these points when teaching. Overall, this question was within the reach of candidates as some candidates had scores of 20 on 20.

QUESTION TWO

Objectives Tested: APPLICATION– ***Candidates were expected to apply the mechanisms of the dark phase of photosynthesis in a C4 Monocot plant such as sugar cane. It equally required comparison, to bring out the advantages of these events in monocot over dicot plant.***

This question was a two-star (**) difficulty level question. It was not a popular question as only about 51.8% attempted the question.

The performance on this question was below average as only 22.9 % candidate who answered the question had a score above 50%. Nevertheless, some candidates recorded a maximum score of 20 while some others recorded a score of 00 out of 20.

The first part of the question, (a), required the candidates to explain the meaning of photoautotrophic nutrition, Part b, required them to describe the events of the light independent reactions that occur in a monocot such as the sugar cane plant. The final part c, required the advantages of this events in monocot over dicot plants.

Many candidates had difficulties to bring out the role of light in photoautotrophs in terms of photolysis of water and photophosphorylation to produce ATP and NADPH2 to be used in the dark phase. Most candidates limited their answers to plants and only a few mentioned algae and some bacteria as examples. The popular definition that came up was that of photosynthesis a specific process to convert light energy to chemical energy, rather the expected broader nutrition strategy of these organisms that encompasses the entire lifestyle

and ecological role of these organisms, including their interaction with the environment and other organisms.

There is need for teachers to bring out this subtle detail when teaching as the two concepts are very closely related but not exactly the same.

For the events of the dark reaction in a monocot, most candidates could not clearly relate the activities of the hatch slack pathway and Calvin pathway to their specific types of cells (mesophyll and bundle sheath cell). Some laid emphasis only on the activities of the hatch slack pathway in the mesophyll and did not emphasis those of the Calvin cycle. This could be as a result of a didactic obstacle in the didactic transposition process where most textbooks treat the Calvin cycle (C3) and later treat hatch slack pathway (C4) separate. Thus, some candidates could not effectively link the two.

As for, the advantages of C4 plant over C3 plants, most candidates correctly compared productivity, CO2 acceptors and enzymes involved. Most could not bring out the environment adaptation of this pathway to low CO2 concentration as well as to dry and hot environment which lead to the development of this pathways in addition to the Calvin cycle. Some student rather tabulated the differences between C3 and C4 pathways, indicating problems of question interpretation. Teacher are advised to emphasize on the mechanisms of these two pathways when teaching photosynthesis.

QUESTION 3

O**bjective Tested.** ***APPLICATION: Candidates were expected to define; filter feeding, fluid feeding, detrital feeding as well as to state the role of; parietal, chief, parieth and goblet cells in digestion.***

The question was a star one (1*) question. It was however not popular with only 13.4% of the candidates attempting it. The performance was poor with only 14.5 % of the candidates scoring 10 and above on 20.

In part(a) of the question, most candidates only gave examples of organisms carrying out the feeding methods, without defining them. Candidates were also expected to state the structures

used in the different feeding methods, relate those structures to their functions and give examples of organisms associated to each feeding methods. In part (b) of the question, candidates were expected to name the secretions produced by the cells and the role played by these secretions in digestion. Many candidates were unable to come up with the specific types of secretions secreted by these specialized cells. However, most candidates correctly stated the functions of Hydrochloric acid and mucus.

Candidates and teachers seem to pay little attention on to this part of the syllabus since they assume it was taught in the first cycle. Teachers and learners should lay emphasis on how structures are related to their functions.

QUESTION 4

Objective Tested: ANALYSIS ---- ***Candidates were required to explain the process of fermentation, state the advantages of fed batch culture and describe the application of genetic engineering in the production of growth hormone.***

This question had a star- two (**) level of difficulty. It was a popular question as about 41.1% of candidates attempted it. The performance of candidates however, was very poor, and only about 8.3% of candidates had a pass of 10 and above on 20. In the first part of this question many candidates were unable to clearly explain fermentation as a process in biotechnology. Most candidates who attempted this question could not clearly state the advantages of Fed batch fermentation. In the second part of the question, very few candidates were able to describe the steps involved in the production of growth hormone by genetic engineering, even though some candidates scored 20 on 20.

From every indication, candidates have a poor mastery of fermentation as a process in biotechnology and steps of genetic engineering. More emphasis should be laid on fermentation and steps of genetic engineering during the teaching of biotechnology. Teachers are advised to use practical examples during teaching of biotechnology and if possible, organize field trips to industries for a better understanding of this concept of biotechnology by students.

QUESTION 5

Objective Tested: SYNTHESIS --- ***Candidates were expected to come out with scientific concepts to define biological conservation, citing reasons for conserving biodiversity, stating the precise and scientific facts on the measures that the government of Cameroon should employ to efficiently conserved the forest in Cameroon and stating how deforestation could affect the environment.***

This was a star 1(*) question and was very popular with about 89.9% of the candidates attempted the question. Here, 1013 candidates out of a sample size of 1130 attempted the question.

In terms of performance, it was noted to be the best of the eight questions, with 67.6% of the 1013 candidates who attempted the question having a score of 10 and above on 20. In this question, several candidates had the score of 20 on the scale of 20.

In the first part, (a) of the question, candidates were required to define the term Biological conservation, with focus on the **biotic** and **abiotic** environment. In part **(b)** candidates were expected to cite reasons for conservation of biodiversity. In part **(c),** candidates were expected to synthesized the biological reasoning to point out the biological measures that can be implemented by the Cameroon government in order to conserve the forest and finally in part (d) candidates were expected to bring out the effects of deforestation on the environment.

Many candidates were able to define biological conservation. However, some of them were defining conservation of wild life which was not the case. Candidates were expected to define biological conservation, while referring to the biotic and abiotic environment. In the second part of the question, most candidates gave the correct response as to why conservation of biodiversity is necessary.

A greater majority of candidates could state measures that can be used to efficiently conserve forests in Cameroon, asked in the third part of the question. These measures did not include creation of game reserves and zoos, as well as preventing poaching and hunting given by some candidates, since they have to do with animals and not forests.

Many candidates could state the effects of deforestation to the environment. A few candidates however, gave the positive effects of deforestation to humans, which was not the environment, and could not earn marks.

As seen in answers of the candidates, the teachers have done their best in this area of the syllabus. However, emphasis needs to be made on biological conservation. Practical competence-based approach should be taught on the ways of conserving the forest and both the negative effects of deforestation on the environment should be stressed.

QUESTION 6

Objective Tested: EVALUATION: ***The candidates were required to define Lethal genes, Co-dominance and Incomplete Dominance. They were also required to give a comprehensive evaluation of how lethal genes work and why the results of the crosses deviate from the normal Mendelian ratio.***

The question was a Star 3 (***) question although it was a very popular question with 72.8% of the candidates attempting it.

Only 23.5% of the candidates scored 10 and above on 20. Most candidates could not define Co-dominance and Incomplete dominance properly and gave wrong examples. An example of co-dominance is the ABO blood group system in humans, while an example of incomplete dominance is the case of a plant with red flowers and that with white flowers giving rise to a plant with pink flowers.

Most of the candidates could come up with the crosses to show what the outcome would be between two frizzled Birds. Some candidates could come up with the reasons why the above gene interactions deviated from the normal Mendalian ratio, from 3:1 to 2:1, i.e. it is as a result of lethal genes. Despite these, some candidates scored 20 on 20 in this question.

The popularity of the question showed that most of the candidates had a mastery of gene interactions and were familiar with genetics. Some candidates however, did not understand which type of gene interaction was asked, which is lethal genes.

When teaching Genetics, teachers should lay more emphasis on letter used to represent alleles of genes, probability, phenotypic and genotypic ratios as well as the different types gene interactions.

QUESTION 7

Objective Tested: SYNTHESIS ---- ***The candidates were required to give a whole synthesis of Tissue Respiration by explaining tissue Respiration, stating the major phases of respiration, where they occur, the products of each of the phases and the net ATP produced in each of the stages. They were also required to explain the fate of pyruvate in anaerobic respiration.***

This question was a star Two (**) question and was not popular amongst the questions with only 31.1% of the candidates attempting the question and 17.9% having scores of 10 and above on 20.

In the first part of the question, the candidates were asked to give their understanding of tissue respiration. In the second part of the question, they were asked to state the major phases of tissue respiration, where these phases occur, the respective products of each of the major phases, and the net ATP produced in each of them. In the third part of the question, candidates were asked to outline the fate of pyruvate in anaerobic respiration.

The few candidates who attempted this question could not explain tissue respiration and the fate of pyruvate in anaerobic respiration. Very few candidates were able to state the phases of tissue respiration, where in the cell the phases occurred, and the respective products of each phase.

From every indication, candidates had a very poor mastery of the fate of pyruvate in anaerobic respiration.

The teachers and candidates are advised to lay more emphasis on the fate of pyruvate in anaerobic respiration, the products in each phase and the net ATP produced in each stage of tissue respiration.

QUESTION 8

Objective Tested: **ANALYSIS** --- ***Candidates were required to use their Knowledge in homeostasis to describe how the blood glucose concentration in mammals is regulated by insulin and glucagon.***

This question had a star one (*) difficulty level. This was a popular question with about 52.2% of candidates attempted it. The performance in this question was poor with only about 19.5% of candidates scoring 10 and above on 20.

In the (a) part of the question, candidates were asked to define homeostasis and explain the process of negative feedback in living things. In the (b) part of the question, they were asked to describe how insulin and glucagon regulate the blood glucose concentration in mammals.

Most of the candidates who attempted the question could not describe the process of negative feedback and the regulation of blood glucose concentration by insulin and glucagon in mammals. Despite the poor performance, some candidates still scored 20/20 in this question,

The poor performance of candidates in this question indicates that there is a lack of understanding of this area of the syllabus, especially looking at the way the answers were presented by the candidates.

Teachers are encouraged to emphasize on the role played by the alpha and beta cells of the islet of Langerhans in the pancreas and also the liver in the regulation of blood glucose concentration and also how the negative feedback of mechanism is applied in this regulation. They should use analogies to teach the negative feedback process to enhance understanding.

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.

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 2024 SBA questionnaires from the field provided by the center supervisors;

Aspect on Questionnaire	***Item***	***Percentage Realized 2021***	***Percentage Realized 2022***	***Percentage Realized 2023***	***Percentage Realized 2024***
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	80.3	94.63	91.6	92.6

Aspect on Questionnaire	*Item*	*Percentage Realized 2021*	*Percentage Realized 2022*	*Percentage Realized 2023*	*Percentage Realized 2024*
	grades				
	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 1.

Objective Tested---- ANALYSIS and a star one (*) level of difficulty.

In part (a), the candidates were expected to apply their knowledge of taxonomy and varieties of life to analyze and classify the organisms provided into the respective phyla, class and scientific or common name. From the statistics, an average number of candidates were able to classify the organisms correctly. Most candidates didn't write the name of the phylum or class beginning with a Capital letter nor had spellings in the classification.

In part (b), about 60% of the candidates were able to state an describe the modes of nutrition of Fern, Ginger plant, and the Crab.

In part(c), candidates were expected to state the diagnostic features of the phyla to which the fern and the earthworm belong respectively. Most candidates were unable to state characteristics of the phyla, but could instead state those of the organisms themselves. The highest score for this question was 18/20 while the lowest score was 00/20. The performance of this question was below average with about 35.2% scoring 10 and above on 20.

QUESTION 2.

Objective Tested ---- APPLICATION and a star one (*) level of difficulty.

In part (a), the candidates were expected to draw a large fully labeled diagram of specimen G (garden snail) as well as annotating one feature each concerned with Sensitivity and movement. Most candidates drew good diagrams, but labelling and annotating was the main issue, as some candidates did not know the position of the anus. Most candidates considered annotations to be only functions without brief description of the structure.

In the (b) part, candidates were expected to state the feeding mode of the mushroom, this was also a difficulty to them. Many candidates did not successfully describe this mode of feeding.

In part (c), they were required to compare specimen F (Spider) and H (Crab). Most could not state the similarities but could come up with the differences. However, the highest score was 19 on 20 while the lowest was zero. The performance of this question was poor with about 25.3% scoring 10 and above on 20.

QUESTION 3.

Objective Tested. ----- ANALYSIS and a star two (**) level of difficulty.

Here the candidates are expected to dissect, draw, label and annotate structures concerned with respiration and digestion of a chick. An average number of candidates could dissect and draw accurately. Most candidates could annotate parts concerned with respiration and digestion as the highest score was 25 on 25 while the lowest 0 on 25. The performance of this question slightly below average with about 46.3% scoring 13 and above on 25.

QUESTION 4

Objective Tested ------ SYNTHESIS and a star three (***) level of difficulty.

This question is demanded an experiment to investigate the action of reductase in a yeast solution, and at different percentages of dilutions.

In the (a) part of the question, the candidates were asked to investigate the action of the enzyme reductase in yeast solution. Many candidates came up with the procedure and observation, but could not give a reasonable explanation of results. In the part (b), candidates were asked to make percentage dilutions and carry out the same experiment. Many of them were unable to come up with the correct procedure for dilutions, thus had wrong results and could not also explain the results, thus scoring low marks.

The performance of this question was poor with about 21.1% scoring 13 and above on 25. The highest mark being 91% and lowest 008%.

N.B. Teachers are expected to drill and guide the candidates on how to carry out percentage dilutions, to report experiment in reported speech, and to always indicate the quantities of solutions used, as well as the timing. 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 textbooks. If these had been done, it would have helped the candidates come up with better diagrams, labels and annotations of specimens, better dissection diagrams and annotations as well as better reports on experiments. Teachers also need to teach the candidates on how all organisms are adapted to their various environments, the roles they play in the environment and their mode of feeding.

GROUP 2

In this group, the order of performance of the candidates in the different questions was as follows: Question 1 had the best performance followed by question 2 and 3 and question 4.

On the whole, the highest score for this group was 97% while the lowest score was 21%. This question showed an overall percentage pass of 59.9%.

QUESTION 1.

This was a star one (*) and assessment objective was Analysis.

In part (a), candidates were required to apply their knowledge of the principle of taxonomy. More than 50% of the candidates were able to identify the organisms correctly and respected the scientific norms of writing the phylum, class, common names and/or scientific names. Some of the candidates identified specimen A (Spirogyra) as worm while a few of them identify specimen B (Liverwort) as moss plant.

In part (b) of the question, many candidates were unable to construct a good dichotomous key to separate the specimen A to G. Most of them failed to bring out the diagnostic features in order to separate the organisms while others did it by grouping organisms.

In part (c), most candidates could barely state the mode of nutrition of the Cypress (specimen C) and the Toad (specimen G) but were not able to describe how these actually occurs. On the whole, the average performance in this question was 41.9% for candidates that had 10 and above on the scale of 20. In this question the highest score was 20 on 20, while the lowest score was 00 on 20.

QUESTION 2.

This was a star one (*) and assessment objective was Application.

In part (a), most candidates could draw and label the sea anemone (specimen E) but could not adequately annotate the parts concerned with feeding.

In part (b), most candidates actually brought out the similarities and differences between the toad (specimen G) and the tadpole (specimen H). Most candidates could actually use the external features to come out with the answers. In this question the overall performance was 50.0% for candidates that had 10 and above on the scale of 20. In this question the highest score was 20 on 20, while the lowest score was zero on 20.

QUESTION 3.

This was a star two (**) and assessment objective was Analysis.

In this question, the candidates had to dissect a chick to display the circulatory and urinogenital systems. In part (a), the dissections were above average, as most candidates

scored good, and average for the dissection quality and fairly accurate for the drawing accuracy. Most candidates could actually identify the different parts. However, most could barely give the functions of some of the parts without being able to describe the structures. Another point to note was that a handful of the candidates included some organs not concerned with the questions. In this question the overall performance was 41.9% for candidates that had 13 and above on the scale of 25. In this question the highest score was 25 on 25, while the lowest score was 00 on 25.

QUESTION 4

This was a star three (***) and assessment objective was Synthesis.

In this question candidates were required to investigate the effects of three different solutions A, B and C on potato strips by applying their knowledge of osmosis. The highest score was 25/25 while the lowest score was 00/25. However, the average pass in this question was 65.9%, making it the best in terms of performance.

In part (a) and (b) of this question, most candidates could describe the procedure for the preparation of the strips of equal dimension and immersion in same quantity of the solutions A, B and C. Most of the candidates however, were unable to explain the physiological process responsible for the results.

In part (c), a great majority of the Candidates were able to come out with at least 2 precautions taken during the experiment.

GROUP 3

QUESTION 1.

Objective Tested---- Analysis and a star one (*) level of difficulty.

In part (a), the candidates were expected to apply their knowledge of taxonomy and varieties of life to analyze and classify the organisms provided into the respective phyla, class and scientific or common name. From the statistics, more than average numbers of candidates (about 54%) were able to classify the organisms correctly. However, a good number of candidates (about 46%) either had difficulties in writing and spelling the phyla and classes or beginning the names with a lowercase letter.

In part (b), about 60% of the candidates were able to state the trophic levels of specimens A (Spirogyra), B (Moss plant), D (Hydra), E (Earthworm), G (Honey Bee) and H (chick). Some candidates were not able to differentiate between primary, secondary and tertiary consumers.

In part(c), candidates were expected to give the ecological importance of specimens E (Earthworm) and G (Honey Bee). Most candidates presented very good answers in this part. The highest score for this question was 20 on 20 while the lowest score was 00 on 20. The performance of this question was very good with about 71.1% scoring 13 and above on 20.

QUESTION 2.

Objective tested ---- Application and a star one (*) level of difficulty.

In part (a), the candidates were expected to draw a large fully labeled diagram of specimen H (Chick) and annotate one structure each concerned with movement and nutrition. A good number of candidates (about 67%) were able to draw good diagrams and label them. Some candidates (about 32%) considered annotations to be only functions without a brief description of the structure while about 1% did not annotate at all.

In the (b) part, candidates were expected to give the differences between specimens E (Earthworm) and F (millipede). Most candidates could come up with the differences.

In part (c) candidates were expected to state the specific habitats of specimen A (Spirogyra), D (Hydra), E(Earthworm), F(Millipede) and G(Honey Bee). Most candidates (about 60%) did not give habitats specific to the specimens that were presented. The highest score was 20 on 20 while the lowest was 00 on 20. The performance of this question was good with about 67.8 % scoring 13 and above on 20.

QUESTION 3.

Objective tested. ----- Analysis and a star two (**) level of difficulty.

Here the candidates are expected to dissect a Fish, draw, and label and annotate structures concerned with reproduction and excretion of nitrogenous waste and gaseous exchange. Some candidates could dissect, draw and annotate accurately. The highest score was 25 on 25 while the lowest 01 on 25. The performance of this question was slightly below average with about 46.9% scoring 13 and above on 25.

QUESTION 4.

Objective tested ------ Synthesis and a star three (***) level of difficulty.

This question is dealing with an experiment on food test (nutrients identification). Candidates were expected to use Iodine solution, Benedict's reagent, Sodium hydroxide and Copper II sulphate, Sudan III and 1% Hydrochloric acid to test for (i) starch (ii) reducing sugars (iii) Non-reducing sugars (iv) protein and (v)lipids. Most candidates were able to come up with the correct procedures, observations and conclusions of all the experiments. Some answers from candidates were lacking in colour appreciation at end point and coherent procedures. The performance of this question was good with about 65.9 % scoring 13 and above on 25, the highest mark being 24 on 25 and the lowest 00 on 25. The performance of candidates for this group was very good (about 72.0%), with a highest score 91% and a lowest score of 002%.

REMARKS. Candidates are expected to take their practical lessons seriously and attend classes to be acquainted with paper 3. They are expected to work in close collaboration with their mates under the supervision of their class teachers to complete the work in their biology practical workbook for the 2 years in high school. Furthermore, candidates should practice how to draw, label and annotate all the diagrams in their laboratory manual progressively and not waiting for the final period close to their exams. Teachers are expected to drill and guide candidates on how to classify all organisms, state ecological importance, habitat and trophic levels of organisms. In addition, dissections should be incorporated with knowledge gained in theory, and experimental procedures should be carefully emphasized to enhance performance of candidates. Lastly, school administrators should make the materials required for practical early enough in order to give maximum opportunity to the class teacher to prepare the candidates.

GROUP 4

QUESTION 1.

Objective Tested---- Analysis and a star one (*) level of difficulty.

In part (a), the candidates were expected to apply their knowledge of taxonomy and varieties of life to analyze and classify the organisms provided into their respective phyla, class and scientific or common name. From the statistics, an average number of candidates were able to classify the organisms correctly. Most candidates didn't write the name of the phylum or class beginning with a Capital letter nor had correct spellings in the classification.

In part (b), about 50% of the candidates were able to state visible characteristics of specimens B (Selaginella), C (Maize plant) and H (Star fish) which makes them belong to their various classes. Some candidates however, were instead stating characteristics which make them belong to their various phyla.

In part(c), candidates were expected to give the roles of specimens B (Selaginella) and G (Grasshopper) in their respective environments. Most candidates were comfortable with this part as most had good answers. The highest score for this question was 18 on 20 while the lowest score was 00 on 20. The performance of this question was below average with about 40.50% scoring 10 and above on 20.

QUESTION 2.

Objective tested ---- Application and a star one (*) level of difficulty.

In part (a), the candidates were expected to draw a large fully labeled diagram of specimen E (Crayfish), as well as annotate one structure each concerned with locomotion and defense. Very few candidates were able to draw good diagrams, label and annotate. Most candidates considered annotations to be only functions without brief description of the structure.

In the (b) part, candidates were expected to give the similarities and differences between specimens F (Spider) and H (Grasshopper). Most could not state the similarities but could come up with the differences. Notwithstanding, the highest score was 18 on 20 while the lowest was zero. The performance of this question was far below average with about 25.1% scoring 10 and above on 20.

QUESTION 3.

Objective tested. ----- Analysis and a star two (**) level of difficulty.

Here the candidates are expected to dissect, draw, label and annotate structures concerned with reproduction and excretion in a mammal. An average number of candidates could dissect and draw accurately. Most candidates could annotate parts concerned with reproduction and excretion as the highest score was 24 on 25 while the lowest 00 on 25. The performance of this question slightly below average with about 35.2% scoring 13 and above on 25.

QUESTION 4.

Objective tested ------ Synthesis and a star three (***) level of difficulty.

This question is dealing with an experiment to show that hydrogen peroxide is a metabolic product of both plants and animal tissues. This shows that various tissues contain the enzyme catalase which breaks down toxic hydrogen peroxide into non- toxic water and oxygen. Oxygen given off as effervescence is seen, and the length can be measured.

In the part (a), most candidates were able to come up with the correct result.

In the part (b), an average number of candidates were able to come up with the correct a procedure and the explanation of the results.

In part (c), candidates were expected to devise and carry out an experiment to confirm that an enzyme is involved in the experiment. An average number of candidates could devise and carry out the experiment correctly. Some however, went through the wrong procedure hence earned no mark for the experiment.

The performance in this question was below average, with about 33.9% scoring 13 and above on 25, the highest mark being 91% and lowest 005%.

N.B. Generally, teachers are expected to drill and guide the candidates on how to report experiments using 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 textbooks. If this had been done, it would have helped the candidates come up with better diagrams, labels and annotations of specimen E(Cray fish) and also the diagram of the dissection. Teachers also need to teach the candidates on how all organisms are adapted to their various environments, the roles they play in the environment, and their mode of feeding.

POINTS TO WATCH IN A/L BIOLOGY PRACTICALS FOR 2024.

TABLE OF SPECIFICATION (TOS) FOR 0710 BIOLOGY PAPER 3 AND PRACTICAL SKILLS TESTED FOR GCE 2024.

Q. No	SYLLABUS AREA TESTED	MARKS	LEVEL OF DIFFICULTY	ASSESSMENT OBJEVTIVE	PRACTICAL SKILLS TESTED.
1	General diagnostic feature. 1.4.5 (c) Basidiomycota. 1.4.6 (b) Filicinophyta. 1.4.6 (e) Angiospermophyta. 1.4.7 (d) Annelida. 1.4.7 (e) Arthropoda. 1.4.7 (f) Mollusca. 1.4.4 (a) Chlorophyta (Algae). 1.4.6 (a) Bryophyta. 1.4.6 (d) Coniferophyta. 1.4.7 (a) Cnidaria. 1.4.7 (h) Chordata. 1.4.4 (b) Ciliophora (Protozoan). 1.4.6 (c) Lycopodophyta. 1.4.7 (g) Echinodermata. School Based Assessment (SBA)	20 10	*	Analysis	-General diagnostic features in the identification of live or preserved specimens. -Principles of classification of specimens. - Mode of nutrition of various specimens. - Diagnostic features of class and Phylum of various specimens. - Construction of Dichotomous key using various organisms. - Ecological importance of various specimens. - Stating the various Trophic levels of various specimens. - The roles of various specimens in their respective environments.
2	1.4.7 (f) Mollusca. 1.4.7 (a) Cnidaria. 1.4.7 (h) Chordata 1.4.7 (e) Arthropoda.	20	*	Application	-Drawing, labelling and Annotation skills. -Stating how various specimens feed and also their specific habitats. - Stating structural similarities and differences between various specimens.
3	1.3.3 Dissections to display various organs. 3.3.3 Digestive. 2.3 Respiratory. 3.7.3 Circulatory. 2.5/5.3 Urinogenital.	25	**	Analysis	-Dissection skills to display the Digestive, Respiratory, Circulatory and Urinogenital systems in the Chicken, Fish and Mammals. -Drawing, Labeling and Annotation Skills.
4	Physiological Experiment. -2.1.4-Investigating the action of the enzyme Reductase/Dehydrogenase on yeast solution -3.1-Exchange of water, ions and large molecules by cells (Osmosis). -1.1.3-Chemical tests of the following: Starch, Reducing sugar, Non-reducing sugar, proteins and Lipid.	25	***	Synthesis	-Experimental skills of physiology and Biochemistry. -Experimental designs or Reports and Precautions.

*= 2 = 50%
**= 1 = 25%
***= 1 = 25%

Application = 1 = 25%
Analysis = 2 = 50%
Synthesis = 1 = 25%

SUGGESTIONS / RECOMMENDATIONS TO

The candidates

- Students should note that while the ordinary level Biology lays emphasis on studying life at the 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 theorical concepts better and develop the necessary competencies required since 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.

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 interests and their efforts in this subject.

0715–CHEMISTRY

1. Introduction:

Advanced level Chemistry syllabus is taught for two years in lower and upper sixth forms 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 (MCQ); 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	80	100	35%
	SBA			undetermined	20		

There was an increase in the number of candidates who registered for 0715 Advanced level Chemistry in 2024 compared to 2023. In 2023, about **23,300** candidates wrote the exams meanwhile in 2024, **29,610** wrote. This gives an increase of **6,310** candidates.

Out of the **29,791** candidates who registered for the exam, **29,610** sat for the exam giving a percentage participation of **99.4 %.**

The 2024 Advanced Level 0715 Chemistry examination was almost of same strength as that of 2023.

1. **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
No of questions(2024)	16	11	13	05	02	03	25	22	3
% on 100(2024)	32	22	26	10	2	6	50	44	6
% on 30(2024)	9.6	13.2	15.6	6	1.2	3.6	15	13.2	1.8

There were 22 questions (44 %) on physical and general chemistry, 14 questions (28 %) on inorganic chemistry and 14 questions (28 %) on organic chemistry.

Nine (04) questions (8 %) (i.e., questions 4, 7, 8 and 32) required mathematical calculations.

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

Question	**Concept tested**
1	Mole concept (definition of molar mass)
2	Mole concept(definition of mole concept
3	Energetics(solubility of ionic compounds
4	Mole concept(calculation of the mass of one atom of Calcium)
5	Benzene: reagents for nitration
6	Esterification of an alcohol
7	Mole concept(calculation of molecular formula)
8	Reaction kinetics: determination rate of reaction from an equation
9	Energetics : identification of energy changes in a reaction
10	Crystal structure(Bragg's equation).
11	Group IV oxides(Identification of a solid acidic oxide)
12	S-block(diagonal relationship)
13	Isomerism(definition of isomers)
14	Group IV- catenation
15	Atomic structure- electronic configuration by spdf notation
16	Redox equilibria-writing of cell diagrams
17	Types of organic reactions
18	S-block-solubility of sulphates of group II
19	Phase equilibria-definition of Raoult's law

Question	Concept tested
20	Atomic structure- Ionization energy
21	d-block elements; nomenclature of complexes
22	Chemistry of Functional groups- reagents for Hoffmann's degradation
23	d-block elements-properties
24	Chemistry of Functional groups-Electrophilic addition of Ethene
25	Acid/Base equilibria- Bronsted-lowry theory
26	Halogens; Variation of bond strength down the group
27	Isomerism: Type of isomers
28	Atomic structure; deduction of formula of a compound from successive ionization energies
29	Spectroscopic methods
30	Chemical equilibria-factors affecting equilibrium constant
31	Electrophilic substitution of benzene- effect of substituent groups on the benzene ring
32	Reaction kinetics – determination of order of reaction
33	Aldehydes-deducing structure from a systematic name.
34	Atomic structure- definition of atomic radius
35	Periodicity of chemical properties-Hydrolysis of the chlorides of period 3
36	S-block elements-Variation of physical properties down the groups
37	Halogens-Acidity of hydrogen halides
38	Halogeno-alkanes: nucleophilic substitution reaction
39	Oxidation reactions of alcohols and aldehydes
40	Mole concept- Use of glass ware in the lab
41	Group IV element - Unique properties of carbon
42	Mole concept-definition of RMM
43	Intermolecular forces-formation of hydrogen bonding
44	Chemistry of sulphur-The contact process
45	Chemistry of sulphur and its compounds
46	Intermolecular forces- effects of H-bond on boiling point of alcohols and amines
47	Halogens-Variation of oxidising power and van-der-Waals forces
48	Carbonyl compounds- Iodo-form test
49	Bonding- Solubility of polar and non-polar molecules.
50	Isomerism-Optical isomerism.

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**	*****	******	*******
%(2024)	**12**	**20**	**30**	**18**	**10**	**10**	**60**	**37**	**3**
%(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

Question By Question Performance:

Question analysis for paper 2 for 2024 is as follows:

Topic Area	**Physical & General Chemistry**		**Inorganic Chemistry**		**Organic Chemistry**	
Question No.	1	2	3	4	5	6
Highest score/20	20	19	19	20	20	17
Lowest score/20	0	0	0	0	0	0
% pass ≥10	13.43	20.49	23.97	31.08	15.07	16.73
Ranking	6th	3rd	2nd	1st	5th	4th
% pass ≥8	24.29	31.30	39.33	49.81	27.07	29.88
Ranking	6th	3rd	2nd	1st	5th	4th

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

The highest score in 2024 was 116 /120 and in 2023 was 115/120. Analysis of data shows that 14.43% of the candidates scored $\geq\frac{60}{120}$ and in 2023, 14.85% of the candidates scored $\geq\frac{60}{120}$. Although no section was avoided, the performance in the 2024 exams was average.

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

Questions 1: This question tested on atomic structure, rate of chemical reaction, acid/base equilibria and redox equilibria.

The performance in this question was fairly good. It was the 6th and worst answered question with 13.43 % of the sampled scripts scoring ≥ 10/20 compared to 24.91 % of the sampled scripts scoring ≥ 10/20 in 2023.

Most candidates missed out on, calculation on radioactive decay, pH of strong acid and emf of cell.

Question 2: This question tested on the mole concept, chemical bonding, thermochemistry, crystal structure and phase equilibria.

This was the third best answered question with 20.49% of the sampled scripts scoring ≥ 10/20 as compared to 11.84% of the sampled scripts scoring ≥ 10/20 in 2023.

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 23.97% of scripts sampled scoring ≥ 10/20 compared to 26.52% of scripts sampled scoring ≥ 10/20 in 2023.

This question was on the chemistry of Period 2 elements, s-block and group (VII) elements of the Periodic Table. Candidates could not write balanced equations to show the amphoteric nature of aluminium oxide. They could not also explain why the second ionization energy of Li is higher than that of Be.

Question 4: This was the best answered question with a percentage of 31.08 % of sampled scripts scoring

≥ 10/20 compared to 45.22% scoring ≥10/20 in 2023. This question was on Transition metal, nitrogen and sulphur and the Group IV elements. Even though differentiating a transition element and a d-block element, writing the main equation, indicating the conditions for the manufacture of ammonia posed a problem to some candidates many were able to attempt this question

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

Question 5: The second worst question in terms of performance was question 5 of organic chemistry. It had a percentage of 15.07% of scripts sampled scoring ≥ 10/20 compared to 11.23% of sampled scripts with the score of ≥ 10/20 in 2023.

This question was on the calculation of empirical and molecular formulae, the determination of the structure of the compound and. the identification of nitrogen in the unknown compound the chemistry of amino acids, giving the systematic names of organic compounds and stating specific type of organic reactions for some given organic reactions.

Candidates found it difficult to calculate the empirical formula of the compound and to come out with the expected structure of the compound from their calculations. They equally had difficulties in describing the test for nitrogen in the organic compound. Also, most of them were unable to explain what a zwitter ion was and to give structures of the amino acid in acid, base and neutral mediums. They could not also draw the structure of the product formed when two amino acids react and the name of the reaction.

Question 6: This question was 4th in the ranking with a performance of **16.73%** of the sampled scripts scoring ≥ 10/20 as compared to 17.93% of scripts sampled scoring ≥ 10/20 in 2023.

The question tested candidates' ability to state reagents / reaction conditions of specific reactions and identifying and giving structures of products formed on a synthetic route in organic chemistry. Also define isomerism and write the structural formulae of (Position isomers) of the compounds with molecular formula $C_4H_{10}O$ and distinguishing these isomers

chemically. Most candidates found it difficult to come out with the exact position isomers of $C_4H_{10}O$ and to arrange and explain the trend in their boiling points

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 guided by some 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	*	**	***
% (2024)	0	13	09	46	05	07	59	17	04
% (2023)	0	10	24	55	4	7	75	24	1
% (2022)	0	12	21	53	2	12	76	23	1

The following skills were tested in all the groups:

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

In Question 2 (Qualitative Analysis): Observations of chemical and physical changes which involve making subtle differences in colours, sense of smell, solubility of quantity of materials during qualitative tests; making inferences and drawing conclusions.

However, some candidates had difficulties in analyzing methanoic acid, Strontium nitrate, Sodium nitrite and oxalic acid.

Regional Pedagogic Inspectors are therefore urged to intensify in-service -training on laboratory work and schools should effectively begin Practical 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 of two parts:

* Laboratory books evaluation (x/12)

* Field trip/school project report (x/8);

These were scored by the center supervisors during the practical examination. 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 record 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 (in red ink) before parceling. Some centre supervisors used fractions instead of rounding up to the nearest whole number; this was taken care of by the panel.

In general, candidates performed better in question 1 (75.43 % scoring ≥ 20/40) than in question 2 (53.69 % scoring ≥ 20/40). The performance for SBA 94.22 % (scoring ≥ 10/20). In 2023, candidates performed better in question 2 (36.59 % scoring ≥ 20/40) than in question 1 (30.83 % scoring ≥ 20/40). Performance analysis of candidates for the 2024 exam is shown in the Table below.

	Quantitative analysis	**Qualitative analysis**	
Question No.	1	2	SBA/20
% pass ≥20	75.43	53.69	About 94.22%
Ranking	1st	2nd	

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 especially with the introduction the Harmonized Chemistry Laboratory Manual.

3.1. For Question 1 in all the groups (quantitative analysis), candidates were required to determine the temperature change of a mixture of solutions or a mixture of a solution and a solid. They were tested on skills of weighing, measuring volumes of liquids (using burettes, measuring cylinders), measuring temperatures (using thermometers) and time intervals (using stop watches). They recorded data, calculated temperature changes, plotted graphs, determined temperature changes from the graphs, calculated concentrations and enthalpy changes.

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.

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 were 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. However, these were corrected at the marking center using the backups from the Regional supervisors.

.UNKNOWNS

GROUP	INORGANIC SUBSTANCE	ORGANIC SUBSTANCE
1	C = $CuCl_2$ D = $Sr(NO_3)_2$	E = HCOOH
2	H = $FeCl_3$ I = Na_2CO_3	J = $(COOH)_2$
3	M = NaCl N = $MgSO_4$	O = $C_6H_4(OH)COOH$
4	R = $NaNO_2$ S = $ZnCO_3$	T = $CH_3CH(OH)CH_3$

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. 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 2024 in paper 2 but better in paper 3 than in 2023 though the examination this year was almost of same strength as in 2023.

There was a marked increase in the number of candidates that registered for the exams.

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 where practical begins in most schools in upper sixth.
- Use the teaching and examination syllabuses to plan and teach the various topics in the syllabus.
- 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 with the technical advice of the chemistry teachers and Pedagogic Inspectors.
- 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: 2024

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 with syllabus coverage rate of 100%.

There were 30 one-star questions on knowledge and comprehension, 15 two-star questions on application and analysis, and 5 three-star 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 71% of the syllabus, respected the TOS in terms of objectives and content. In all, there were 5 one-star questions on knowledge, comprehension, and application, two-star questions on knowledge, comprehension, application, and analysis, and 1 three-star 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 67.5% 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 question 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 positive and normative statements and reasons why economists disagree was a one-star question, which tested knowledge and comprehension. It was the fourth most popular question and the first in terms of performance with 28.86% 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 Distinguish between positive and normative statements as used in economics with the use of examples. In the b) part, using a conjunction, they were expected to advance reasons why economists disagree.	Many candidates who answered the a) part of this question gave the correct definition of positive and normative statements but were unable to cite the right economic examples. Worst still some failed to use a conjunction to differentiate between the two terms. Others misconstrued positive statements for true statements and normative statements for false statements. In the b) part of the question, a majority of candidates identified reasons why economists disagree but many presented skeletal answers while others could not advance the required number of reasons.	Teachers are encouraged to drill students on the use of concrete economic examples to illustrated concepts. In addition, they are exhorted to develop their notes to enable students to understand the various explanation of different concepts taught in economics. Furthermore, they should be drilled on writing weighty essays in Paper 2.

Question 2:

This question on how a firm in monopolistic competition will determine its price and output in the short and long runs and characteristics of monopolistic competition was a two-star question, which tested knowledge, comprehension and analysis. It was sixth in popularity and second in performance, with 21.34% 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 show how a firm in monopolistic competition will determine its price and output in the short run and long run using appropriate diagrams. In the (b) part, candidates were expected to identify and explain the features of monopolistic competition.	A majority of candidates who answered this question drew poor diagrams. The few who drew the right diagrams could not identify the condition for the determination of price and output in the market form (MC=MR) in both the short run and long run. Others understood the question to mean price and output determination in monopoly. Many candidates in part b) of the question merely listed the features of monopolistic competition. Candidates also face difficulty explaining the transition between the short run and long run.	Teachers are urged to demystify the drawing of diagrams and in this case, insist that students must label axis, identify profit maximizing output and price (MC=MR), indicate the existence of spare capacity, and that MC cuts the AC from the latter's minimum point. Teachers should drill students on question interpretation, especially questions that require directional answers. They should also be patient and tactful to drive through the candidates the difference between monopoly and monopolistic competition as market forms.

Question 3:

This question on distinction with separate diagrams between an extension and an increase in quantity demanded and the factors likely to cause an increase in the demand for a product was a one-star question, which tested knowledge, comprehension. It was second in popularity and third in performance, with 19.47% 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 -use separate well-labelled diagrams to distinguish between as extension and an increase in quantity demanded.	The a) part of this question was fairly well understood. However, some candidates got mixed up explaining an extension in demand as an increase in demand. Worst still, some failed to understand that the question was directional and hence provided a dual answer in each case including a contraction in demand which was immaterial thereby scoring low marks.	Teachers need to sufficiently drill students on question interpretation to enable them to be familiar with questions that require directional answers.

Expectations of the question	Observations on Candidates' approach	Recommendations
In part (b), they were expected explain the factors likely to cause an increase in the demand for a product.	The b) part of this question was understood by many candidates. Yet some went ahead to explain the determinants of price elasticity of demand. A few candidates who identified the factors explained them in a dual directional manner.	

Question 4:

This question on the advantages and disadvantages of government intervention in the location of industries and the disadvantages that sole proprietors face in Cameroon was a one-star question, which tested knowledge and comprehension. It was first in popularity and fourth in performance, with 13.03% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
candidates were required in the a) part of this question to identify and explain the advantages and disadvantages of government intervention in the location of industries. In the (b) part they were expected to explain the disadvantages that sole proprietors face in Cameroon.	Many candidates who answered this question interpreted it correctly. However, in the a) part some candidates misunderstood the question to mean reasons for government intervention in the location of industries instead of advantages. The second part of this question was well understood and answered. The challenges faced by a few candidates was to identify and explain the required number of disadvantages. Some took it to mean the general problems faced by sole proprietors in Cameroon.	Teachers are encouraged to make more research and provide students with an exhaustive list of advantages and disadvantages, causes and effects of various concepts taught in economics. They should also be maximally interpreting questions or familiar concepts as they are easily misinterpreted.

Question 5:

This question on the differences between nominal national income and real national income and the identification of other indicators of increase in living standards was two-star question, which tested knowledge, comprehension, and analysis. It was eighth in popularity and worst in performance, with only 04.72% 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 of the question to use conjunctions to explain any difference between nominal national income and real national income. In b) part of the question, candidates were expected to affirm and state how a rise in real national per head serves as an indicator of improvement in living standards, then proceed to identify other indicators of improvement in living standards.	This question was avoided by many candidates insinuating the phobia for the topic national income. A majority of candidates who attempted it could not distinguish between nominal and real national income. The few candidates who gave the correct distinction failed to use a conjunction. The formula distinction was jumbled up by many. The affirmation of the statement was equally avoided. In the (b) part, some candidates erroneously explained the factors that determine the level of national income in a country. Worst still, others simply explained the shortcomings of using national income per capita as an indicator of improvement in living standards as they are more familiar with this.	Teachers are encouraged to demystify the teaching of national income. They should equally drill students on question interpretation progressively from lower sixth. Besides, they should give many assignments and correct in class to facilitate the understanding of certain concepts considered by students to be difficult. Care should equally be taken with the familiar question syndrome.

Question 6:

This question on the assets and liabilities of a typical commercial bank's balance sheet and the factors that influence or account for the composition of the assets of a commercial bank was a one-star question, which tested knowledge and comprehension. It was the seventh in terms of popularity and sixth in in terms of performance, with only 06.95% 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 balance sheet of a commercial bank giving meanings of assets and liabilities, then go ahead to identify and outline the assets and liabilities of a typical commercial bank's balance sheet. In the (b) part, candidates were required to identify and explain the factors that influence or account for the composition of the assets of a commercial bank-liquidity, profitability and security.	Many candidates shun this question. The few that answered it could not define the balance sheet of a commercial bank and identify the various assets and liabilities. Others simply presented the balance sheet of companies not typical commercial bank as the question specified. Some took assets for liabilities and vice versa while others put them together. In the b) part of the question a majority of candidates merely explained the different assets and liabilities without explicitly identifying the factors responsible for the composition of the assets.	This poor performance could be attributed to the fact that some teachers treat this topic superficially and some students neglect it. Teachers should emphasize on the distinction between assets and liabilities.

Expectations of the question	Observations on Candidates' approach	Recommendations
	Worst still almost all explained security factor to mean collateral securities instead of balanced asset portfolio.	

Question 7:

This question on terms of trade and disadvantages of tariffs as a means of trade protection was a one-star question, which tested knowledge and comprehension. It was the third in popularity and the fifth in performance, with 08.79% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected in part (a) to define terms of trade, state its formula, indicate when it is favorable and unfavorable and, in each case, indicating possible conditions. In the (b) part, candidates were required to identify and explain the likely disadvantages of tariffs as a means of trade protection.	Many candidates attempted this question and it was fairly understood. However, the challenges faced by the candidates in the a) part include the inability to state the right formula for terms of trade, indicate when terms of trade are favourable and unfavourabe. Some candidates even understood the question to mean balance of trade. In part b) a majority of candidates identified and explained the disadvantages of tariffs as a means of trade protection. However, a few explained fewer disadvantages than required while others merely stated them without explanations. Others were advancing the disadvantages of protectionism in general not relating to tariffs.	Teachers should emphasize on the distinction between terms of trade and balance of trade. Teachers are equally encouraged to develop their notes and avoid sketchy notes. They are also exhorted to relate concepts taught in economics to real world situations. They should give assignments on the relative advantages and disadvantages of each trade protection measure.

Question 8:

This question on how direct taxes can be used to reduce income inequality in a country and the disadvantages of Value Added Tax (VAT) to an economy was a three-star question, which tested knowledge, comprehension, analysis, and evaluation. It was the fifth in terms of popularity and seventh in performance, with only 04.94% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In part a), candidates were	Candidates who attempted this	Teachers are encouraged to give

Expectations of the question	Observations on Candidates' approach	Recommendations
expected to define direct taxes and show how they can be used to reduce income inequality in a country by explaining how revenue from progressive taxes taken proportionally more from the rich will be used to provide public goods and services the poor could not otherwise have had access to. In part (b) candidates were required to identify and explain the disadvantages of Value Added Tax (VAT) to an economy which are generally disadvantages of indirect taxes.	question interpreted the a) part poorly while some explained the tax structure (progressive, proportional and regressive), others merely explained the canons of taxation. Candidates had shallow knowledge in part b) of the question advancing very few points which were not well explained.	precise definitions and explanations of concepts taught in economics. They should equally distinguish between terms that appear similar and confusing to students. Besides, they should drill students on question interpretation in both Lower and Upper Sixth classes.

4.2 PAPER 3 QUESTION ANALYSES

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

Question 1:

This question on the determination of Consumer's Equilibrium using the utility approach, factors that can cause the budget line to change and the characteristics of indifference curves was a one-star question testing knowledge and comprehension. In terms of popularity, it was 4th and 5th in terms of performance, with only 17.0% 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. Define consumer surplus. ii. Determine the quantity of ice cream the individual consumes to attain satiety if only ice cream is available and justify.	In the (a) part, most candidates could not give the correct definition of consumer surplus. Many guessed the value of the units consumed by the individual to attain satiety forgetting to calculate the marginal utility of the good and the fact that where there is only one good the consumer will only stop consuming before the point where marginal utility is negative. Those who calculated	Teachers are encouraged to teach this concept fully, making a difference with what is taught in the first cycle. In addition, they should do practical exercises with students. Besides,

Expectations of the question	Observations on Candidates' approach	Recommendations
b) Determine the consumer's equilibrium given that all goods are now available. c) List two factors that can cause the budget line to change. d) List two characteristics of indifference curves.	the marginal utilities of the goods in the b) part of the question either put the value of marginal utility of the first unit as zero or dash. Parts c) and d) were fairly well understood and answered.	teachers are expected to give the students dictionary definitions and concrete examples of concepts.

Question 2:

This question aimed at testing candidates' ability to define, identify and calculate explicit and implicit cost as well as calculating both accounting and economic profits was a two-star question testing application. It was the 3rd in terms of popularity and 3rd in terms of performance, with 22.8% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to: a) Define i. explicit costs. ii. implicit costs. b) calculate the lady's explicit and implicit cost. c) calculate the i. accounting profit ii. Economic profit d) Determine the minimum income the lady needs to make to operate in the short run.	A majority of candidates who answered this question gave the right definitions of explicit and implicit cost but few were unable to identify and calculate them as required insinuating the shallow treatment of the topic by some teachers and the phobia figure by students. Many candidates stated the formulas for the calculation of accounting and economic profits but did poor substitution with figures due to their inability to identify explicit and implicit costs. The last part of this question on minimum income needed by the lady to continue to operate in the short run was misunderstood by a majority of candidates to mean explicit cost rather than income that can at least cover variable cost.	Teachers are encouraged to demystify the teaching of concepts in economics that require illustration with figures. They should equally relate concepts taught with real world examples to facilitate understanding by students. In addition, they should drill students on questions interpretation by identifying the concept(s) tested in each question.

Question 3:

This question was the least in terms of popularity and second in performance, with 35.7% of candidates who attempted, scoring 10 and above on 20. It tested candidates' ability to identify the components of aggregate demand in a 3-sector open economy, identify the deflationary

gap from the diagram given and suggest measures to close the gap then proceed to calculating the multiplier and MPS in this economy. It was a one-star question testing knowledge and comprehension.

Expectations of the question	Observations on Candidates' approach	Recommendations
In this question, candidates were expected to: a) Identify the components of aggregate demand in a three-sector open economy. b) i. Identify the gap cd in the diagram as deflationary gap. ii. list two ways the gap in b(i) can be closed. c) Enumerate the various injections and leakages in a 3-sector open economy without government. d) i. Calculate the value of the multiplier for this economy. iii. Determine the value of its marginal propensity to save.	The question was well understood and answered by a majority of the candidates who attempted it. However, a few candidates misunderstood this economy to include the government and therefore listed leakages and injections including taxes and government spending. Worst still, the few candidates who performed poorly in this question stated measures to close the deflationary gap in dual directional manner. Yet some candidates could not calculate the multiplier and marginal propensity to save correctly due to the figure phobia.	Teachers are encouraged to make clear distinction of a 3-sector open economy with government and without government, identifying the components of aggregate demand, injections and leakages of each. They should equally drill candidates on answering questions as required by the question empasises i.e. if question requires points to be stated in a directional manner or not. Finally, they should demystify the teaching of national income.

Question 4:

This was the second most popular question and the fourth in terms of performance with 20.2% of candidates who attempted, scoring 10 and above on 20. It was a star-three question based on calculation of dependency ratios and population growth rates within a given time period drawing a conclusion on the situation of the standard of living on the basis of the dependency ratios calculated, explaining why such a conclusion may be wrong and moving on to explain the benefits of an increase in the size of population.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to: a) i. Complete the table by calculating dependency ratio and population growth rate. i. From the dependency ratio calculated in a (i) what conclusion can be made about the standard of living? b) State two reasons why the conclusion in a(ii) above may be wrong.	Candidates who answered this question understood a majority of the parts. However, a few of them failed to state the benefits of an increase in the size of population in a directional manner, while some erroneously explained that there is a direct relationship between the dependency ratio and standard of living. Besides, instead of identifying migration	Teachers should emphasise on the inverse relationship between the dependency ratio and the standard of living. They should equally drill students on explaining points in the direction as required by the question

Expectations of the question	Observations on Candidates' approach	Recommendations
c) Apart from the evidence in the table, state one other factor that may affect the actual population growth rate. d) Outline four benefits of an increase in the size of the population. e) Identify the economic theory Rev. Thomas Malthus based his population theory on.	as the other factor that may affect the actual population growth rate, a few candidates rather explained the determinants of birth rate. Many candidates could not identify the economic theory on which Rev. Thomas Malthus based his population theory.	and not regurgitate them as in their notes.

Question 5:

This question was the most popular question and first in performance with 56.6% of candidates who attempted, scoring 10 and above on 20. It was a one-star question based on ways and reasons for government intervention in an economy, the undesirable consequences of an attempt to achieve economic growth and policies used by the government to attain the economic objectives.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to: a) Enumerate four direct ways and three indirect ways the government of Cameroon can intervene in her economy. b) List any five reasons why the Cameroon government may deem it necessary to intervene in her economy. c) Identify any four undesirable consequences as government attempts to achieve economic growth. d) State any two policies used by the government to attain her economic objectives. e) Give an alternative name for a liberal economy.	A majority of the candidates who answered the question understood most aspects of it. However, a few of them were confused between direct and indirect methods of government intervention. Some instead of explaining the undesirable consequences of economic growth rather gave the advantages of economic growth. Candidates easily identified the policies used by the government to attain her economic objectives and the alternative name for a liberal economy.	Teachers should make a clear distinction between direct and indirect methods of government intervention in an economy. They should drill students on how to explain points in the direction as required by the question.

4.3 BEST ANSWERS

4.3.1 Best Answers in Paper 2

Eleven candidates targeted their answers in paper 2 to the demands of the examination, registering exceptional scores of between 80% and 85%. They are: D306518 (85), D477662

(85), D015762(82), D509728 (82), D329814 (81), D070487 (81), D946381 (81), D565737 (81), D853855 (81), D162373 (80), and D171026 (80)

4.3.2 Best 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	D573278	D672939	D054471	D070487	D112830	D163922	D323760
Score	60	58	58	58	58	58	58

Script Code	D455887	D618662	D716230
Score	58	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.

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.
- Should not be derailed and rely on social media propaganda to leal questions and answers which some use as an asset.

5.2 THE TEACHERS

The candidates' performance in some areas suggest 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.
- Devise strategies on drilling candidates to write weighty essays by grouping them in small numbers, giving assignments and correcting them.

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.
- Discourage children from believing and investing on social media propaganda on leakage of exam questions that they will use to succeed in exams.

6. CONCLUSION / WAY FORWARD

- There is need for deep reflection on the content and ways that 0725 Advanced level Economics is taught and evaluated. Paper 3 should be restructured; separating the questions into two sections; Section A for Micro Economics and section B for Macro Economics with the number of questions raised from 5 to 6 for candidates to choose at most two from each section. This will better focus candidates on preparation, step up content validity and improve on performance.
- The syllabus should be reviewed to give more focus on Cameroon Economy and the CBA. Emphasis should be laid on growing Micro Finance Sector in Cameroon and others to contextualise the teaching of the subject.

0730-ENGLISH LANGUAGE

INTRODUCTION

The 2024 English Language examination satisfactorily met 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 years, Paper 1 was scored mechanically while the testing of Paper III will be effective from the 2025 examination session as outlined in the approved reviewed syllabus of the subject. So, this report is based strictly on our examination of Paper II (Summary and Text Reconstruction, Composition and Prescribed Texts).

GENERAL REMARKS

- Examiners made commendable efforts to draw up marking guides for this year's paper and to propose quality questions and marking guides for the approved reviewed syllabus. This is so because panel officials instructed examiners to set questions and propose marking guides weeks before the 2024 marking session was convened.
- Many examiners are yet to master the Prescribed Texts. There is urgent need for examiners to make conscious efforts to read and study the selected texts.
- Summary writing, especially *General Summary*, remains a problem area to many candidates and 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, most especially because the reviewed syllabus will be tested for the first time in 2025.
- ➢ Examiners are equally encouraged to seriously apply themselves in setting quality questions.
- ➢ Examiners are advised to prepare themselves intellectually, physically, emotionally and psychologically before coming into an examination marking room.

OVERALL APPRAISAL OF THE QUESTION PAPER

- The question paper was generally good and within the reach of the average candidate. The questions offered opportunities for deserving candidates to score good pass marks.
- There were no technical features (formatting, spellings, rubrics, etc.) on the question paper that could influence performance.
- The question paper was friendly to both Arts and Science candidates as it offered them a wide variety of topics that were trendy.
- The Summary passage was topical (Immunization) and task was within the reach of the candidates. It was general summary.
- The Text Reconstruction task offered candidates great possibilities to excel for they were asked to identify any thirty (30) out of thirty-four (34) errors in a given text on examinations and correct them.
- The spread of the Composition topics was commendable as it gave candidates a wide variety of topics from daily life to choose from. However, composition continues to be a pedagogic hassle for teachers who have to research and dig deep into the dynamics of essay writing, especially the argumentative type, in order to enhance the performances of candidates.
- Questions on the Prescribed Texts were quite contextualized and within the reach of the average candidate.

QUESTION BY QUESTION ANALYSIS

Table 1

QUESTION No.	POPULARITY	PERFORMANCE	
		Remarks	%
A1: Summary	Compulsory	Average	55
2: Text Reconstruction	Compulsory	Poor	30
B: a)	Unpopular	Poor	30
b)	Unpopular	Average	54
c)	Very Popular	Above average	65
d)	Very Unpopular	Very Poor	25
e)	Popular	Average	53
f) A	Unpopular	Average	56

QUESTION No.	POPULARITY	PERFORMANCE	
		Remarks	%
B	Unpopular	Average	52
C: 1	Very unpopular	Very Poor	24
2	Popular	Below Average	46
3	Popular	Average	54
4	Very Popular	Poor	35

SECTION A: SUMMARY and TEXT RECONSTRUCTION

1) SUMMARY

It was a compulsory question. The subject of the text chosen was informative and educative (Immunization). It was topical and relevant. Performance was average. However, for candidates who performed poorly, the following reasons are advanced:

- Inability to summarize ideas found in the text.
- Indiscriminate copying of the text (uplifting).
- Poor mastery of the use of transition markers to link up ideas within the paragraph; for example, **first of all**, **furthermore**, **in addition**, **also**, **besides**, **etc.**
- Failure to follow instructions (Summarize in one paragraph of not more than 150 words).
- Providing an introduction for the summary which constitutes a paragraph in itself.
- Writing in many paragraphs and not respecting word limit.
- Providing titles for the summary.
- Inclusion of extraneous material to the text given the fact that it was a popular topic. A good number of candidates said what they knew about vaccines instead of actually summarizing the text given to them.
- 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:

- Teach students how to use their own words as far as possible (Train them in paraphrasing).
- 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 summary.
- Teach learners to write legibly, observing all writing conventions.
- Teach transition markers.
- Drill learners on the techniques of summary writing.
- 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

It was a compulsory question. The task required candidates to identify errors in a given text and correct them. The text was on examinations and the ability to pass them. The errors covered a broad spectrum of English Language Grammar and Vocabulary. Performance was generally poor. The following reasons account for the poor performance:

- Failure to follow instructions.
- Inability to identify errors.
- Jumbling up the text.
- Omitting some portions of the text.
- Creating and correcting their own errors.
- Poor mastery of grammar and vocabulary rules.
- Providing more than one option for the examiner to choose the correct one (In such a case, only the first is marked).
- Inability to spell words correctly and write legibly.
- Writing in point form/listing correct words and/or expressions instead of copying the passage, identifying the errors, correcting and underlining them. The candidates who simply listed the right answers lost half of the mark scored here.

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.
- Teach grammar, especially concord, and vocabulary in context with emphasis.
- Do vocabulary drills laying emphasis on registers for particular fields.

SECTION B: COMPOSITION

Generally, the spread in the topics for the Composition section gave candidates a wide, familiar and interesting variety to choose from. The general performance was average 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 against the efforts put in by the candidates. Some candidates also demonstrated shallow understanding and knowledge in some chosen topics like the proverb and presented sketchy answers. Some candidates did not delimit their scope especially in the open-ended and picture composition topics. They were therefore marked down for bunching. Others failed to present an argument in the argumentative essay.

TOPIC BY TOPIC ANALYSIS

TOPIC A

This topic was unpopular and the performance was poor. For those who performed poorly, the following reasons account for it:

- Poor interpretation of the meaning of the idiomatic expression.
- A good number of candidates wrote stories that had no bearing on the idiom.
- Essays were far above the 550word limit and it was only at the end, after the oblique lines, that many candidates tried to relate their narratives to the proverb.
- Inability to narrate story and stay on track.

TOPIC B

It was an unpopular topic and those who attempted it performed poorly. The poor performance was as a result of their inability to delimit the scope of the topic and the tendency to bunch. Some just wrote generally on violence. Essays were either very short or scanty.

TOPIC C

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

- They showed little understanding of the demands of the question.
- They wrote about different holiday experiences without talking about the disaster in detail.
- Some did not just bring out the disaster.
- Others brought out many disasters.
- Some wrote on experiences out of the holiday period.
- They presented a rambling account of their holiday experiences.

TOPIC D

This was a very unpopular topic and performance for the candidates who attempted it was very poor for the following reasons:

- There was unnecessary definition of the keywords *war, poverty, peace* and *riches.* The definitions, most often, were incorrect.
- Most of the candidates failed to put up an argument. They simply presented the advantages and disadvantages of living in peace and living in a situation of war.
- Many candidates 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.
- Others took a stance at the beginning of the essay but could not defend the stand.
- Some candidates, instead of putting up an argument narrated stories.
- Those who attempted to put up an argument were incoherent as they mixed up the eclectic approach and the integrated approach.

TOPIC E

This topic was popular and performance average but for the following weaknesses that were observed:

- Many candidates focused on the causes and effects of road accidents and ignored the focus of the question which was on measures that could be implemented to reduce the amount of road accidents in the country.
- Some wrote on measures only in the conclusion.
- Some candidates spent time narrating some incidents of war.
- Some rather brought out measures already taken.
- Other candidates revealed their identity in talking about the road accidents in Cameroon.

TOPIC F

Both pictures were unpopular for the candidates but performance for those who attempted them was average as

- They could delimit the scope of the topic and write relevantly and coherently on marriages and wars.
- Some described the pictures.

NB/ Those who performed poorly were guilty of either describing the pictures or bunching.

SECTION C: PRESCRIBED TEXTS

Performance of candidates was average in this section. The questions were very candidate friendly and it was remarkable that the vast majority of candidates attempted questions in this section and scored reasonable marks unlike in previous years where many simply ignored the section and scored a naught. Candidates showed proof of having read the texts.

However, some candidates still presented answers which were generally shallow. Their answers were sketchy/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. Curiously, some candidates used the newly selected texts of the reviewed syllabus to answer the questions.

QUESTION BY QUESTION ANALYSIS

QUESTION 1: Extract from a text, ***A Walk in the Night*** by Edgar Allan Poe. 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 present the image of Joe as portrayed in the extract. Most shockingly, candidates were unable to change a sentence from the simple past tense to the past perfect tense. This simply betrays their poor mastery of the English Grammar. Many could not illustrate the theme of poverty using any two prescribed texts of their choice.

QUESTION 2: It was a popular question and performance was below average for those who attempted it. It should be observed that some candidates failed to follow the instructions as they rather went ahead to select Cameroonian texts instead of non-Cameroonian texts. So, most of their answers were irrelevant.

QUESTION 3: It was a popular question and the performance was average. However, the answers were generally sketchy. Some were giving their own impressions and not those of the writers. Some simply narrated all that they knew about women without analysing them, showing their importance or role and concluding with the writer's impression or opinion about them.

QUESTION 4: This was a very popular question and performance for those who answered it was poor. The candidates could talk about the characters in a manner for one to conclude that they had actually read the texts. However, some poor answers were the result of

- Shallow knowledge of the text.
- Unfocused narration. (Story telling.)
- Confusion in the names and roles of characters.
- Candidates wrote on other aspects of style like irony and pathos instead of humour.

Table 2

PERFORMANCE OF CANDIDATES PER QUESTION

Section	Not Attempted	Zero Score	Questions	No. of candidates	Poor (%)	Average (%)	Good (%)
SECTION A	**43 (0.16%)**	**/**	**SUMMARY**	**27440**	**11.043 (40.24 %)**	**15.772 (57.29%)**	**675 (02.45 %)**
	36 (0.13%)	**05 (0.018%)**	**TEXT RECONSTRUCTION**	**27447**	**16.834 (61.33 %)**	**10208 (37.19 %)**	**405 (01.47 %)**
SECTION B	**21 (0.076%)**	**03 (0.010%)**	**COMPOSITION**	**27462**	**11.135 (40.54 %)**	**15.618 (56.87%)**	**709 (02.58%)**
SECTION C	**216 (0.78%)**	**10 (0.036%)**	**PRESCRIBED TEXTS**	**27267**	**12.693 (46.55 %)**	**14.091 (51.60 %)**	**483 (01.77%)**

Table 3

GENERAL PERFORMANCE FOR PAPER 2

WEAK (0-24)	AVERAGE (25-39)	GOOD (40-70)
15.847 (57.66 %)	**11.003 (40.03%)**	**633 (02.30%)**

Table 4

BEST AND POOR CANDIDATES

BEST CANDIDATES		POOR CANDIDATES	
CODE NO.	**SCORE/70**	**CODE NO.**	**SCORE/70**
E149645	**52**	**E543690**	**00**
E370022	**51**	**E737240**	**01**

THE IMPAIRED CANDIDATES

Ten (10) impaired candidates sat for the paper and performed averagely. Six of them were visually impaired and four were hearing impaired. Five (05) of them scored above the average mark, 35, while five had scores below it. 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.
- Teachers should drill students on planning their topics before writing.
- Teachers should also keep themselves abreast with the examination syllabus.
- They should encourage students to read widely by assigning to them meaningful tasks and providing guide questions.
- Teachers should teach paragraph development, especially the use of cohesive devices.
- They should pay attention to open-ended, proverb/idiomatic-based and argument essays.
- Procure and make use of subject syllabus and schemes of work.
- Encourage their students to buy and read the prescribed texts.
- Teachers should also read and teach the prescribed texts.
- Give students regular assignments and practice exercises in class and correct them.
- Students should be drilled on how to respect examination instructions.
- Teachers should vary their test items and drill students on answering context questions.
- Encourage students to work in groups.
- Teachers should also teach all aspects of grammar and vocabulary.

- English Language is a skilled-based subject, so teachers should enable their learners to acquire the necessary language skills and competences.
- Encourage students to do research (use the Internet and the library) and carry out projects.
- Provide psycho-social support to their learners.
- Teachers should learn to teach in a crisis situation.

➢ **STUDENTS**

- Do assignments regularly and get them corrected by their teachers.
- Should read extensively and ask questions for clarifications.
- Procure copies of their 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.
- Make a conscious effort 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.

➢ **PARENTS**

- Provide basic pedagogic material for their children and ensure adequate follow-up especially on assignments.
- Assist their children at home (morally and financially).
- Provide a conducive learning environment at home.
- Collaborate with teachers and school authorities.
- Provide psychosocial support to their children.

➢ **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.
- Be respectable, responsible, humble, and collaborative.
- Be open to learning.
- Attend capacity building seminars.

0735-LITERATURE IN ENGLISH

INTRODUCTION

In 2024, Literature in English, 0735, as a discipline taught in the English-speaking subsystem of education in Cameroon and evaluated by the GCE Board maintained its traditional structure of Papers I, II and III. Paper One had ten (10) literary questions and four questions each on all the set texts. Paper Two had two questions per text for the 8 texts set in that rubric. Finally, Paper Three had two context questions on the two drama texts in use, one Shakespearean and the other African, which candidates were expected to answer, alongside the Prose and Poetry Appreciation task – in all four compulsory questions. Thus, it should be reiterated out that all appreciation questions and forty (40) questions on the eight (8) set texts. The Context Question section of Paper Three had three papers respected their standard forms/compositions 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, with Paper Three being the practical thrust of the discipline.

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 tested a spread of syllabus considerations in all ten text books tested (for both Papers 2 and 3) with stems and distracters that had been tested and re-tested to check all forms of ambiguity and with varying ranges of facility index; as is the wont with the present GCE Board format, 4 questions were set per text for Paper 1. The difficulty-level analysis for the fifty questions of Paper I indicated a 31:16:3 ratio of stars 1, 2 and 3 questions, a clear sign that the examination was candidate-friendly.

As for Paper II, based on set books, the questions were 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 set texts – drama (2), prose (3) and poetry (3) – 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 – veritably a candidate-friendly orientation, given that candidates had a maximum of two years to prepare and write this discipline in the GCE. For Paper II, the analysis of difficulty level showed a 9:5:2 ratio for stars 1, 2 and 3 questions respectively, another candidate-friendly ratio.

On its part, Paper III, the practical paper, was composed of two context questions on the two drama texts, as well as on the Literary Appreciation facets (Prose and Poetry). 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 the whole examination was 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. Paper III, which is constructed in parts and sub-parts, displayed an 11½:6½:2 difficulty ratio for the one-star, two-star and three-star, indicative of the fact that in this paper, there were also more candidate-friendly questions

The cognitive skills – guided by Bloom's Taxonomy – consisting of the basic skills, knowledge and comprehension, were as usual often subsumed in all the tasks on the prescribed texts. However, each of the questions was normally pitched at two or more of the higher skills – application, analysis, synthesis and evaluation. As constituted common practice in the preparation of examinations in the discipline; it is noteworthy that that these skills tend to overlap inextricably when it concerns tasks in Literature in English. The following table in three parts exhaustively classifies the questions of all three papers of the 0735, Literature in English discipline, that were fielded in the 2024 GCE Examination according to cognitive skill (CS) and difficulty level (DL).

Table showing cognitive skills and level of difficulty for Papers I, II and III

PAPER ONE											
QN	**CS**	**DL**	**QN**	**CS**	**DL**	**QN**	**CS**	**DL**	**QN**	**CS**	**DL**
1	**Knowledge**	*	**14**	**Evaluation**	**	**27**	**Knowledge**	*	**40**	**Comprehension**	*
2	**Evaluation**	**	**15**	**Analysis**	*	**28**	**Evaluation**	**	**41**	**Analysis**	*
3	**Application**	*	**16**	**Analysis**	**	**29**	**Knowledge**	*	**42**	**Evaluation**	**
4	**Application**	*	**17**	**Synthesis**	***	**30**	**Synthesis**	**	**43**	**Knowledge**	*
5	**Analysis**	*	**18**	**Evaluation**	*	**31**	**Knowledge**	*	**44**	**Application**	*
6	**Knowledge**	*	**19**	**Comprehension**	*	**32**	**Evaluation**	**	**45**	**Synthesis**	**
7	**Evaluation**	**	**20**	**Analysis**	**	**33**	**Comprehension**	*	**46**	**Application**	*
8	**Application**	*	**21**	**Synthesis**	***	**34**	**Evaluation**	**	**47**	**Knowledge**	*
9	**Analysis**	*	**22**	**Application**	*	**35**	**Knowledge**	*	**48**	**Analysis**	**
10	**Analysis**	*	**23**	**Knowledge**	**	**36**	**Knowledge**	**	**49**	**Analysis**	*
11	**Analysis**	**	**24**	**Analysis**	*	**37**	**Comprehension**	*	**50**	**Knowledge**	*
12	**Knowledge**	*	**25**	**Comprehension**	*	**38**	**Analysis**	***			
13	**Comprehension**	*	**26**	**Analysis**	*	**39**	**Application**	**			
Summarily, there were 31 one-star MCQs (62%), like there were 16 two-star MCQs (32%) and three three-star question (6%).											
PAPER TWO											
QN	**CS**	**DL**	**QN**	**CS**	**DL**	**QN**	**CS**	**DL**	**QN**	**CS**	**DL**
1	**Analysis**	*	**5**	**Evaluation**	***	**9**	**Application**	*	**13**	**Application**	*
2	**Analysis**	*	**6**	**Application**	*	**10**	**Application**	*	**14**	**Analysis**	***
3	**Analysis**	*	**7**	**Analysis**	**	**11**	**Evaluation**	**	**15**	**Analysis**	*

4	**Application**	******	**8**	**Evaluation**	******	**12**	**Analysis**	*****	**16**	**Application**	******
Summarily in Paper 2 there were 9 one-star Essay Questions (56.25%), like there were 5 two-star questions (31.25%) and two three-star question (12.5%).											
PAPER THREE											
QN	**CS**	**DL**	**QN**	**CS**	**DL**	**QN**	**CS**	**DL**	**QN**	**CS**	**DL**
1 a	**i & ii Comprehension**	*****	**2 a**	**i – iv Comprehension**	*****	**3 a**	**i – iv Comprehension**	*****	**4 a**	**Evaluation**	******
1 b	**Application**	*****	**2 b**	**Evaluation**	*****	**3 b**	**Analysis**	*****	**4 b**	**i – iv Comprehension**	*****
1 c	**Analysis**	******	**2 c**	**Analysis**	******	**3 c**	**Evaluation**	******	**4 c**	**i Comprehension**	*****
										ii Application	*****
1 d	**Comprehension**	*****	**2 d**	**i Comprehension**	*****	**3 d**	**Analysis**	*****	**4 d**	**i Comprehension**	*****
				ii Analysis	*****					**ii Synthesis**	******
1 e	**Synthesis**	******	**2 e**	**Evaluation**	******	**3 e**	**Synthesis**	*******	**4 e**	**Synthesis**	*******
In Paper 3 summarily, there were 11 ½ questions of one-star ilk (57.5%), like there were 6 ½ of two-star (32.5) and just two of three-star ilk (10%)											

Each of the three papers (I, II and III) respected the recommended spread and proportion of the cognitive skills of Bloom's Taxonomy appropriate for the level. The lower skills of Knowledge, Comprehension and Application featured proportionately in Paper I and the practical Paper III, but the higher skills of Analysis, Synthesis and Evaluation were also dominant as expected for the level. Paper II, the essay task types, were all pitched at the median and higher skills of Application, Analysis, Synthesis and Evaluation, of course with the lower skills subsumed in all – a clear indication that as far as Literature in English is concerned, the evaluation strands of Bloom's Taxonomy will not always be employed as discrete test items, but will in most instances be fused/interlaced/interwoven/integrated. The ratio of one, two and three-star questions for all three papers fell within the range of the prescribed norm: 9:6:1 – which thus rendered the examination exceedingly candidate friendly.

Suffice it to note that as usual, all the tasks and sub tasks in Paper III called for a combination of all six skills, cognitive referents which are indispensable in conferring appropriateness, balance, standard quality and reliability to assessment instruments, be they formative or summative. It is for this reason that we have always insisted on a carefully drawn-up Table of Specification (TOS) as the vital first step in the construction of this evaluation instrument. Teachers are thus duty-bound to acquaint themselves with, and always make use of Bloom's Taxonomy as well as prepare their Table of Specifications (TOS) with a range of objectives to test that span the syllabus gamut, a way of sharpening their skills in standard question setting and in drilling their students in the mastery of essential examination techniques.

PAPER BY PAPER ANALYSIS

For Paper One, the first ten questions tagged "**General Literary Appreciation**" focused on basic literary notions and essential language awareness, while questions 11 to 50 were drawn from the ten prescribed texts, with exactly four questions set per text. As concerns literary notions/concepts, the tasks were set from the following: *literary periods and elements, stage directions, the elements of drama, sound devices, the structure of poetry types, awareness of the dynamics of plot in a story* and *types of prose forms*. The two language tasks were on vocabulary in context (contextual clueing) and grammar – identifying nouns in a sentence. As usual, the forty text-bound questions were naturally on the canonical considerations drawn from the assessment objectives as spelled out in the current revised syllabus, published by the GCE Board. These elements, tested in diverse sub-facets, include relevant background information, setting, plot, structure, style, thematic concerns, characterisation, stagecraft, mood, and the 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 sub-skills and vast gamut of micro-skills and competences appropriate for A/L Literature in English.

In Paper II with the traditional essay type tasks as 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 exploring different ways, discussing, examining, showing the relevance, judging the of stagecraft elements, commenting on, illustrating, showing the extent (argument), making critical assessment of the validity of assertions and opinions touching on characters, settings, and thematic concerns, writing of short notes on select story events/situations/themes, etc.

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 the two prescribed drama texts (***Coriolanus*** and ***A Dance of the Forests***) and the unseen poetry and prose passages. Sub-questions 1a, 2a, 3a, and 4b featured the traditional language skills (general meaning and meaning in context). Sub-questions b, c and d for questions 1, 2, 3 and 4 variedly focused on content, theme, style,

stagecraft, plot/character, feeling and intention, listing and citing, tense, rhyme and effectiveness, take home/writer's intention… On their part, all the 'e' sub-questions were based on either stagecraft (production, gestures, features, realism of action, as in 1 e i and ii and in 2 e) or on real life situation tasks or creativity reflecting the demands of the competency-based approach – the new teaching/learning paradigm – writing a six-lined, one-stanza tribute to Martin Luther King Jr, inspired by information provided in a text, providing a suitable title for a poem, providing possible missing lines of a poem, with respect for content, tense, line length and rhyme scheme…).

In wonted manner, teachers and candidates are reminded that this subject has an inclusive and interdisciplinary, cross-genre 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. We therefore take this opportunity to emphasise that colleagues on the field should be sensitive to the shared aspects and possible intersection points or links between the three genres (drama, prose and poetry – see question 3 e, which came up with some of the most amazing responses). We encourage them to always explore the relevance of text content to contemporary life, and to always consciously integrate this in their teaching/learning – because literature is life; because if literature fails to teach about life, then it is no longer literature.

The next part of this Subject Panel Report attempts a question-by-question analysis by the various ACEs and AACE 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;***
- ***Some unfortunate (popular?) "misreadings" found in the answers;***
- ***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 wash back – what teachers need to do in the classroom to surmount the difficulties evinced in the candidates' performance.***

N.B.: When some aspects are repeated over and over in the suggested remedial/pedagogic strategies, it should be noted that these are the aspects that need to be emphasised in the classroom if we must continue to 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

LORRAINE HANSBERRY: *A Raisin in the Sun*

QUESTION ONE

In this one-star question, candidates were expected to justify that Lorraine Hansberry was inspired by her years of growing up in the segregated South Side of Chicago to write the play. They were supposed to identify parallel situations and experiences in her life as in the lives and experiences of characters in the play.

Some key indicators should have been:

- The image of the struggling Black family weighed down by ills of slavery and subjected to perennial poverty.
- Beneatha's determination, hard work, resilience and vision to sail through school and the militating racial ethos as a reflection of Hansberry's determination to assert herself despite odds from the racial community.
- The strife to procure better accommodation in the white neighbourhood of Clybourne Park as a reflection of the Hansberry's struggles to move to neighbourhoods reserved for whites only.
- Hansberry's deep-felt black identity and race consciousness, which she exploited as a source of pride and confidence, reflected in Beneatha's bold rejection of Murchison in preference for her Nigerian suitor, Asagai.

- Painful racial experiences, characterised by heightened hatred for Blacks which is very visible in the constant frustrations (despite protests), which the Hansberrys experienced in their rejection to live in white residential areas, being a reflection of the effort of the Youngers to move to Clybourne Park and the subsequent temptation-deal from Karl Lindner asking them to re-consider their planned move.
- Both the author and the Youngers as middle class families whose members embraced the civil rights consciousness. (ref: Montgomery)

Out of the **1,667** candidates who attempted this question, an appalling majority, **1351** ranged between **0 – 3** marks out of 10, a whopping **81.04 %!** The main reason for this poor performance was discerned to be gross misinterpretation of the question, with undesirable trends such as un-adapted and fragmented answers. Some of these candidate within the poor answer bracket attempted few indicators of her autobiography but failed to parallel same in/with the text. Others simply elaborated on one illustration of the life of the author in scanty/skimpy and rambling narratives.

Candidates whose marks ranged between the averages of **4–6** on **10** understood the terms of the question. They justified their claims with some textual illustrations. However, the lower limit of 4 on 10 in this range registered candidates whose answers were flawed by jumbled textual evidence, inadequate or thin illustration, repetition and faulty expression. Out of the **1667** candidates who attempted the question, a total of **302** fell within this range giving a poor percentage pass of **18.12%.**

An insignificant few scored **7–10**; they were **14**, out of the **1667** with a dismal percentage pass of **0.84%.** This group impressed with plausible interpretations of the question, drawing parallels from the author's background and the experiences of the Youngers in obviously well expressed and readable English.

Most candidates did not attempt the question, placing it the **10th in terms of popularity ranking,** with a deplorable pass percentage of **18.96%** and ranking 16th out of 16 in the performance ratings! This mediocre performance could be improved if back in the classroom, the following remedial pedagogic strategies are emphasized:

- Before embarking on textual analysis, drill learners on background information with special emphasis on the author's life and experiences, the author's contemporaries and other works of both.
- Teach the students the historical and socio-political context in/against which the text (play ***A Raisin in the Sun,*** in this case**)** was written. Don't ignore parallels as these may constitute fertile ground for the Chief Examiner's focus.
- Attune them to do varied drills on the author's background and other life's experiences through guide questions for research. They should present their findings through short classroom presentations.
- Teach and coach students on question expectation and meaning of the various question tags. For example; i***n what ways, discuss, comment, justify, do you agree, etc.***
- Lay emphasis on the necessity for well-planned work, with the essay's structure of three major parts (introduction, body and conclusion) visited and re-visited in class, with similar emphasis on the structure of the paragraph (topic sentence, supporting sentences and conclusion).
- Incorporate grammar and vocabulary drills in literature classes to help learners improve their vocabulary and expressions. This will greatly impact their skills in question interpretation and response.
- Highlight take home assignments as these would facilitate the exploration of tasks (such as the case is) which are not directly content based.
- Train learners to always go for the question they can handle better, so that they avoid getting into the examination room and answering questions which they misinterpret. Any A/L candidate who has prepared adequately for the examination should be able to have at least 4 questions (out of 16) which they can tackle, providing at the worst average answers and at the best, good or very good responses.

QUESTION TWO

Candidates were expected in this one-star question on the text ***A Raisin in the Sun*** to identify its varied symbols while in each case bringing out significance. They were expected to show awareness of the various levels of symbols in the text – that is, to go beyond one level and show mastery of symbolism at varied levels – characters, objects, ideas, settings etc.

The following illustrations could be explored:

- The Younger family with their limited and crowded apartment characterized by visible wear and tear through many years of use, as a symbol of a struggling black race in the face of racism in America.
- Walter Lee as a symbol of hope and ambition, dreams and the desires of the average black man in America.
- Mama (Lena) as a symbol of steadfastness, order/discipline, morality, determination, quests for freedom and loyalty to one's dreams.
- Mama's fragile plant which she tends to with unreserved passion as a symbol of her dreams and hope for a better future.
- The cheque from the insurance company as symbolic of hope for the Youngers, (false though) because it almost tears the family apart.
- Clybourne Park and the new Younger home epitomizing the realization of Lena's most important personal dream.
- Beneatha's natural hair which symbolizes her pride in the African heritage – her detachment and escape from the oppressive and discriminating white dominance and her projection of African identity.

This was the most popular question, **1st** in popularity and 2nd in performance rankings, and it was attempted by **58.76%** of the whole total of candidates whose responses were presented for assessment, that is, **6,817** out of a sample of **11,869**.

Of these **6817** candidates who answered the question, **2840** scored between **0-3 on 10**, that is, 41.67%. Answers which were found in the **0 – 3** bracket betrayed erroneous interpretation of the question, un-adapted and fragmented answers. Regrettably, others saw symbolism from only from one perspective and delved *ad nauseam* into repetitive illustrations of characters and/or object symbols.

The average candidates who scored **4-6 on10** understood the terms of the question. However, their ability to identify appropriate symbols with few apt and moderate illustrations placed them between the lower and upper levels of the average scores. However, the lower limit of 4 on 10 in this range registered candidates whose answers had confused illustrations, jumbling the relevant and irrelevant symbols, with thin textual relevance (significance). Of the 6817 scripts sampled, **3,767** fell within this gamut, giving a percentage pass of **55.2%.**

A few candidates, who numbered **210** of the 6,817 responses scored **7-10**, scoring a percentage of **03.08**. This group of candidates interpreted the question correctly and used varied and appropriate symbols to lucidly and forcefully illustrate the significance of symbolism in the text. Their expressions were lucid, fluid and even at times elegant.

Notwithstanding, the following remedial/pedagogic strategies, if consciously and consistently employed in class, will impact positively on performance in future examinations. Teachers should:

- Drill learners on the different stylistic devices.
- Emphasize the classification of symbols (get learners to see and present symbols at different levels – characters, ideas, objects, setting, etc) for better and precise exploitation in given tasks.
- Teach them to be more critical in their approach to questions through a relevant exploration of the literariness/relevance, especially of stylistic devices
- Remind learners of the essence of proper structural presentation of their answers through drills on essay writing (sentence types, paragraphing, etc.)
- Highlight question interpretation and approach through regular classroom or take-home tasks on sample standard questions
- Train learners in the strict respect of language rules and proper usage with special attention to spelling, grammar and punctuation, which were grossly violated.

BOLE BUTAKE: *And Palm-Wine Will Flow*

QUESTION THREE

Question 3, **a one-star** question, was a very popular question. Of the **11,869** candidates who wrote this paper, **4,833** attempted this question and it was ranked the 3rd most popular question of the 2024 Paper II rubric. Candidates were expected to bring out the part played by the supernatural elements in the play ***And Palm-Wine Will Flow*** and state their significance. Some of the elements expected in the role of these mystical bodies imbued with cultural or spiritual powers which influence the events in the play included:

- The earth goddess's pronouncement of curses on the land in anger against the excesses of the Fon and his notables, which greatly affects the lives of the people of Ewawa.
- Shey Ngong's rituals, traditional prayers (incantations) and pouring of libations at the shrine for strength, wisdom and courage to be able to withstand the Fon's tyranny and find solutions to the problems of the land – all revelatory of culture and traditions of the people, with oral tradition benefits for the play.
- The angry gods/goddesses constantly invoked in the grove and represented by several masks, the lesson they deal on Gwei, arresting and forcing him to confess the atrocities of the Fon and his notables, the torture and summary execution of those with any opposition trends in Ekpang (the bad bush), with thematic, character and other gains.
- The Kibarankoh which executes the orders of the gods and which is directly controlled and empowered by Shey Ngong does a lot of devastation in its salutary bid to end the dictatorial reign of Fon Chilla Kintasi, devastation which climaxes in the setting ablaze of the fire.
- The female folk in the play, bonded in their cult phalanx, go naked, put their urine together in a pot and come up with the powerful concoction that terrorises and annihilates the Fon…

Though a popular question, performance was poor as seen from the following statistics: from **0 – 3,** there were **2961 responses (61.3%);** from **4 – 6,** there were **1790 responses (37.04%);** and from **7 – 10 (**an infinitesimal **01.7%),** there were just **82**.

For the weak answers that scored between **0 – 3**, the terms of the questions were generally ignored or were poorly interpreted. Many took "supernatural" for "culture" and focused on highlighting cultural aspects in the play instead. Some grappled with the terms of the question without making valid points to earn marks. Others touched on a few relevant points but lacked textual evidence to illustrate their points. There was visible evidence of language lapses that rendered obscure and/or inexpressive the sketchy answers developed. Some responses tended to be unfocused narration.

For the responses that scored between **4 – 6**, the terms of the question were understood and there was evidence that the candidates mastered the text and could bring out the elements of the supernatural. However, the analyses were not very forceful for some and the points

were relevant but sketchily developed with illustration lacunae, while many simply did not attempt to give the significance of these supernatural elements (how they enhance the different literary considerations), which is the crux of the A/L approach that examiners at this level insist on.

For the good answers that scored 7 and above, the question was well interpreted, evidence of mastery of text was exhibited, the significance of supernatural elements was brought out, and the answers were well-structured and presented in good, at times elegant language. This question ranked **3rd** and **11th** in popularity and performance ratings respectively.

For better performance in questions of this nature in future, it is recommended that in class:

- Learners should be goaded, even followed up meticulously, to read the text and master its content.
- Teachers should drill learners in techniques of question interpretation.
- Practical steps should be demonstrated to learners on how to develop and present answers.
- The concept of "role play/role played" should be re-enforced in the course of teaching.
- The language component should not be ignored in the course of teaching.
- Tips should be shared on how to develop a good introduction, body and conclusion when writing answers in essay form.
- Unfocused narration should be discouraged and learners constantly confronted with the fact that good answers focus on the subject under examination and constantly make reference (especially in the conclusions of the essays' body paragraphs) to the terms of the question to show that it remains (has remained) focused.

QUESTION FOUR

Question four, **a two-star** question, expected the candidates to discuss how the play, ***And Palm-Wine Will Flow***, will thrill and instruct any audience. This was a two-sided question that called on the candidates to bring out the merits of the play in production, focusing on the aspects that would excite or thrill the audience on the one hand and that which would educate or instruct the audience on the other hand.

Though considered an easy question, it was not very popular, with only **1446** of the **11869** candidates attempting it. It was the **12th** in terms of popularity among the 16 questions and **9th** in the performance ranking. In terms of what would thrill any audience, the candidates where expected to highlight aspects such as:

- The traditional costumes used by the actors like those of Shey Ngong, the Fon, his notables and those of Kibarankoh
- Stage props like the mask, gourd, decorated pots and the gong that attract attention of audience
- Sound effects like the sound of the bugle, the howling and keening of Kibarankoh and Earth goddess and the singing of the women that make the play lively.
- Action and spectacle in the action-packed scenes such as the displays of Kibarankoh and the women's revolution.

On the other hand, elements that would educate or instruct would include:

- Preaching against corruption and tyranny.
- Fighting against injustice and clamouring for democracy and the role of the people.
- Advocating for gender equity and the involvement of women in politics.
- Laying importance on preserving the culture and traditions of a people.

Performance in this question was equally not good, as justified by the following statistics: from **0 – 3**, there were **880** responses (**58.1%**), from **4 – 6**, there were **610** responses (**40.26%**); and from **7 and beyond**, there were just **25** responses (a mere **01.65%).**

For the candidate who scored between **0 – 3**, there was clear evidence that the notion of stage craft was not understood and the question was poorly interpreted or tackled. Some answers were one-sided, others very sketchy and yet others tilted towards irrelevant narration. Some other quirky candidates just ignored and abandoned the question or simply recopied it out in two lines in their answer booklet.

For the scores that fell between **4 – 6**, the question was understood and a balanced view given, but answer was sketchy and/or uncritical.

The good answers that scored from **7 and above**, balanced their presentation with relevant points for thrilling and instructing. Points were forceful and well tied to terms of questions. The language was good and the structural presentation commendable.

Recommendations for future better performance in questions of this nature:

- Teachers should actively teach/test aspects of stagecraft over and over to students throughout the two-year course.
- The teacher should prepare stage performances of the play or of portions of it and gauge the learners' appraisal of the performance from point of view of excitement, didacticism, even production hurdles and overcoming them.
- Constant revisiting of stagecraft perspectives so students should become acquainted with its jargon and implications.
- Teachers should test questions of similar nature in class (in pre-mock and mock examinations).
- Learners should be encouraged to watch films of the plays in their syllabus or other plays and make an appraisal of them in class.

SECTION B: PROSE

GEORGE ORWELL: *Nineteen Eighty-Four*

QUESTION FIVE

The focus of this **three-star** question was on the ways in which Orwell's ***Nine Eighty – Four*** can be considered an indictment on totalitarianism, thus thematic in thrust. It required that candidates should display an understanding of the term totalitarianism as a form of government that theoretically permits no individual freedom and that seeks to subordinate all aspects of the individual's life to the authority of the government. They were expected to argue that Orwell's ***Nineteen Eighty-Four*** is a warning against totalitarian systems of government. Candidates were expected to show how Orwell exposes the ills of totalitarianism, and the following points could be advanced:

- The institution of telescreens everywhere to monitor the citizens against their wishes.

- The use of thought police and human monitors to monitor people and even their minds and the fact that citizens are under total surveillance 24 on 7.
- The fact that total allegiance to Big Brother is expected of all citizens, as well as the use of threats/intimidation on citizens in a context of strict, nononsense censorship.
- The fact that this is a system that suppresses and inhibits love and sex.
- The distortion/falsification of information by party hierarchy is the order of the day.
- Incarceration, torture and "vapourization" (or killing) of citizens through use of deadly machinery is common practice.
- The oppression of the proles is another trait of this totalitarian government

Of the **1811** candidates who attempted this question, **733 candidates** scored between **0 - 3** with a percentage of **40.48%.** The reasons for these dismal performances were discerned to be the following:

- Some candidates understood the concept but did not raise enough points to cover the demands of the question.
- Some candidates barely narrated the characteristics of totalitarianism.
- A percentage of the candidates could explain the concept and illustrate it in their clumsy manner, but were unable to show how the novel was an indictment of that form of government.
- Some candidates gave implicit ideas on totalitarianism while others identified without apt illustrations from text.
- Some candidates went off topic by either narrating the storyline of the text or explaining aspects unrelated to the question in answers that were at best judged to be sketchy.
- Some candidates got mixed up with textual evidence and brought aspects from other texts, while others had no knowledge of the text at all.
- Most of the candidates in this performance bracket did not implement the different tools of satire.

On their part, the candidates who scored between **4 – 6** on **10** numbered up to **1008** with a percentage of **55.66%**. This average performance resulted from the fact that the candidates in this mark gamut understood the thematic concept and could interpret the question, but illustrated with just two of so illustrations which were not well situated/explained and in style

and language that left to be desired. While some candidates gave three relevant points with minimal illustrations, yet others failed to bring out significance/relevance, a weakness that was their Achilles's heel.

Finally, a handful of candidates – just about **70** of them – scored **7 and above** with a percentage of **03.86%.** The few candidates in this range from all indications interpreted the question correctly, understood its implications and developed good argumentation with apt examples and succinct illustrations. They showed mastery of the text and language and quite some few of them gave more than the required number of points expected by the guide.

This question ranked **9th** in the popularity classification and **1st** in terms of performance. Those who score from 4 and above were **1078** in number, a **59.5%** performance.

The following recommendations are deemed necessary for constant classroom activity if better results in questions of this nature are expected in future examinations:

- Teachers should actually teach the entire text in class.
- They should drill the learners to identify and discuss the different thematic concerns as they teach.
- They should school their learners on how to properly structure their answers.
- Teachers should train learners **to raise enough points** when answering A/L questions.
- They should always lay emphasis on the right question-attack approaches (depending on the question tags), so as to ensure that A/L learners avoid only narrating stories in such questions.
- Questions of similar nature should be broached and discussed in class and during revision lessons, as well as tested in tests and school examinations and revised process learning style, for the training of learners' examination reflexes.

QUESTION SIX

This one-star question was on style in which candidates were called upon to examine instances of irony in George Orwell's ***Nineteen Eighty-Four*** and underscore the significance

of each in enhancing the writer's purposes – in developing plot, projecting themes, exposing character, enhancing stylistic and other satirical intention.

The expectations of the question were for candidate to highlight some of the following ironic instances in the novel, clearly bringing out their effectiveness:

- The love relationship between Winston and Julia begins as real "hate at first sight"
- The effect that the two-minutes hate speech produces on characters like Julia and Winston is a kind of reverse effect, with irony gains.
- The anti-sex sash Julia wears is at odds with her sex life within the party, and thus ironical.
- The three political slogans of the party – "War is Peace"; "Freedom is Slavery"; "Ignorance is Strength" are ironical.
- The appellations of the four principal ministries in Oceania and the duties they engage in are in discrepancy and thus is ironical.
- The fact is ironical – of Oceania citizens, these wretched of the earth masses who suffer all indignities at the hands of Big Brother and his minions, taking pleasure in viewing in war movies with horror scenes.
- The claim that Oceania has always been allied with Eastacia against Eurasia is controversial and ironical; Winston soon discovers its phoniness when he realises it is mere propagandist agenda giving excuse to perpetrate war against Eurasia, ironically a long-time ally of Oceania.

In each selected instance, candidates were expected to show how the ironical situations help to develop the plot; to highlight the central themes of deceit, appearance and reality, totalitarianism/oppression, violence, man's inhumanity to man, pain, suffering, etc; to bring out the character types of actors, the wily and cunning on the one hand and the gullible and foolish on the other; etc.

A total of **2250** candidates attempted this question, revealing that it was quite popular, and it ranked **7th** position in the popularity ranks and **4th** as far as performance went. Candidates were obviously lured by the seemingly obvious terms of the question. The performance was

however average as statistics showed **1,159** scoring **4** and above, with an above average performance percentage of **52%.**

A not-so-negligible 1091 candidates fell in the poor, **0 – 3 mark** range and so had a percentage of **48.48%.** The following trends were observed in their answers.

- Some candidates could not identify ironic situations, while those who did vaguely narrated with implicit relevance.
- Some highlighted ironic instances without bringing out effectiveness/significance.
- Others had hazy, at times erroneous textual evidence to substantiate one or two aspects of irony.
- Some either took every aspect to be ironic or considered symbolism as irony.
- Some barely cited implicit illustrations, picked on one aspect, abandoned or got into textual mixups.

Some **1080** candidates scored between **4 – 6** marks in this question with a percentage of 4**8%.** The characteristics of their answers showed that the candidates understood question and could raise **3 or 4** examples of irony but with quite some noticeable lapses like just barely moderate evidence with few or no textual illustrations; some shifts of focus or mere implicit relevance; full illustration of ironical instances with no significance/effectiveness or with these very weakly stated in answers that were not so controlled or that were not as forceful in application as expected; some were rather colourless in style, etc.

The few candidates who scored **7** and above – just **79** in number bagged a percentage of **3.51%**. They demonstrated an understanding of the terms of the question. These candidates raised about 5 points on irony with succinct illustrations. The analyses were focussed with some aspects of effectiveness. Some had engaging illustrations in colourful language.

In regard to the average performances cited above, it is primordial that the suggested recommendations be implemented in school:

- Teachers should encourage learners to own/possess copies of the text and study them well in order that during examinations, these latter should be able to illustrate answers with factual, not imagined, textual evidence.
- They should take time to teach learners how to tackle questions on stylistic devices to keep their reflexes alert so they can better handle questions on these literary tools during examinations; in other words, they should teach learners to identify techniques and train them to critically discuss them, with proper illustrations and relevance/significance.
- Teachers should emphasise on learners stating the use and effectiveness, the relevance, the literary importance or significance when answering questions on literary techniques.
- They should always reinforce the English lessons for lucid presentations.
- Teachers should remember that literature is life, and so slant their teaching as far as the weapons of satire are concerned towards debunking the ills satirised in the novel like those evident in the society in measured critical tones.

CHINUA ACHEBE: ***Anthills of the Savannah***

QUESTION SEVEN

This was a two-star question which expected candidates to bring out the metaphor and symbolic relevance of the title ***Anthills of the Savannah***. It is worthy of note that an anthill is a nest in the form of a mound built by a colony of ants comprising a massive network of subterranean passages that is habitat for the colony. For the ant, it is a symbol of strength, a source of protection, a home and a collective space representing community life and effort at its best.

Candidates were expected to highlight the fact that the society painted in the novel is like the anthill, in terms of the strength and collective will of the people against the suffering they have had to endure throughout their history. They were equally expected to argue that those anthills mirror the oppressive socio-economic and political conditions of the nation, Kangan where multitudes of suffering masses toil without appreciation especially from the privileged handful, living off their toil and in provocative affluence. Furthermore, candidates could have used the metaphor of the anthills to highlight the endurance of the oppressed masses; to emphasise the protection the people are supposed to have from the homeland and the need for collaborative effort (typical of anthills), which ironically isn't the case as

homeland lacks the spirit of cooperation and communalism naturally found in the anthills; to see Ikem's poem as calling up that spirit of resistance to colonial and neo-colonial vestiges that a colony bonded together with a common purpose will stand up and resist; finally, to see the anthill as signifying unity and strength, as promoting a context where there is no ethnic or politico-social domination against the people, and where the mix of highly educated citizen like Chris, Ikem and Beatrice, together with unskilled workers like Elewa and the driver play their various roles just like ants do in a colony.

However, the general trend was that for candidates to merely narrate the story without actually justifying the title. Quite a good number of candidates rambled and failed to highlight the metaphorical and symbolic significance of the anthill strand in the title. This question was indeed unpopular as many candidates failed to provide any textual illustrations for whatever claims they made while a good number wrote extensively on the characteristics of an anthill. This question was marginally popular, with **1079** candidates attempting it and the majority of the falling very short in their responses.

Of the huge total of **1079** answers that answered this question and were marked, a huge cross-section of **823** responses fell within the **0 – 3 (76.3%!)** murky bracket with the following characteristics:

- The candidates misinterpreted the terms of the question or generally ignored them and engaged in mere rambling, with little or nothing of significance;
- They simply narrated snatches of the story in a disjointed/uncoordinated manner;
- The responses were at times fragmentary and so incomplete;
- The candidates stumbled on a link between the anthill and the community of disparate human beings with diverse drives, but the attempts at linking were not sustained and the responses were at best sketchy.
- The language left really much to be desired.

In the moderately full answers, which came up to a total of **242,** a percentage score of **22.43%**, the candidates stumbled on at least two points of significance that established the link between the community portrayed in the novel and the anthill colonies, but their

illustrations were skimpy, their arguments at times lame and uncritical and their language barely readable.

The good answers were only **14** in number and just **01.3%** as far as performance went – answers that were full and focused, that had ample illustration and that were expressed in good, even at times elegant language. This question was **14th in popularity** and **15th in performance**.

The following pedagogic strategies may help teachers in classrooms to address the demands/expectations, which the scripts so woefully failed to:

- Teachers should **always** take time to get learners probe the significance/relevance of every text on the syllabus being treated in class.
- They should always plan their lessons well and ensure to complete all selected texts with the learners in class.
- Once in a while, teachers should do classroom modelling of answers, which of course will train the reflexes of the learners in the skills of selection and organisation, which are so vital in A/L responses.
- They should insist on the proper structure of an answer, the one that enables learners to score high marks: introduction, body, conclusion; thesis statement, supporting sentences (with ample illustration) and concluding sentence (statement with an air of finality) for each paragraph.

QUESTION EIGHT

This two-star question on characterisation was two-sided. It expected candidates to show that Sam was at once a villain as well as a human being with some redeeming traits. Yes, candidates were expected to bring out the positive and negative traits of Sam, even though the truism was acknowledged that Sam was more despicable than pleasant. Among the despicable qualities, the following could have been broached:

- On the one hand, Sam's craving for power forces him to do everything including seeking to be president for life, which transforms him into a monster.

- He becomes increasingly paranoid and authoritarian as the novel progresses, giving orders for the execution of whoever he suspects to be in opposition to him, viewing even his childhood friends, Chris and Ikem, as those who can cause him the greatest harm because they know him best, and sending his sanguinary officers after these hapless "brothers" without any qualms. He accuses his friend Ikem of harbouring thoughts of regicide and orders for his arrest and execution by the dreaded military
- His temperamental nature makes him to be feared by this cabinet member who must constantly flatter him to avoid attracting his wrath and censure.
- Furthermore, it can be said he is rancorous, spiteful and vengeful, as seen when he ignores a delegation from Abazon just because the people of Abazon did not vote for his life-presidency project.
- On the other hand however, though an evil man, he can be said to possess some good traits as seen in his earlier recognition of the friendship he shared with Chris and Ikem during the school days in Lord Lugard College and his awarding them positions in this cabinet; other points that can be raised to show his redeeming qualities are his sociability and his infectious humour when he is in good mood; his willingness to learn about leadership when his reign began; his enterprising nature (even if that could be read as welling up from inner springs of selfishness and self-interest, etc.

Poor answers within the **0 – 3** score range, **941** of them in all, dismal score constituting a more-than-average **50.8%** tended to have the following characteristics:

- They were clearly indicative of lack of mastery of the content of the novel.
- Some simply rambled about Sam's actions without bringing out the polarising traits.
- In some cases, the textual evidence was non-existent or the attempts were at best sketchy.
- Most of the answers attempted to bring out only Sam's despicable nature, with very skimpy illustration, failing to see the hidden "other side of the question's expectations – Sam's redeeming qualities.
- The recurrent problem of language inaccuracies marred almost all answers of these answers.

A considerable number of **899** answers fell within the **4 – 6** average gamut, a 48.49% score, and showed that the candidates in this bracket:

- Understood the demands of the question but rather opted for implicitly relevant comments that failed to overtly address Sam's dual nature.
- They attempted one or two expected characteristics but the illustrations to flesh up their answer were just moderately full and so the response was equally judged to be only but moderately full.
- They showed a fairly good mastery of the novel's content with some illustrations drawn from the text, but their answers lacked mention of the character traits being probed, as well as lacked critical commentary.
- Their language was considered to be barely acceptable.

A few answers were seen to be good – again **14** in number and constituting **00.75% -** were for the most part full and focused because they broached at least five points (three showing Sam's despicable nature and 2 his redeeming side), developed them adequately with at least two well situated and amply developed illustrations, brought in cogent critical comments and used good language that was characterised at times by elegant turn of phrase and poignant, relevant idiomatic expression. This other question was **8th in popularity** and **5th in performance**.

In order to address the poor handling of such types of questions in future, the teacher must do the following with his learners in classroom before they ever get to the threshold of the examinations:

- Teach the novel and its considerations in full; there should be no short cuts, and if teaching time is the impediment, candidates should always be engaged during their free time.
- Ensure to thoroughly teach characterisation and role play, and in the case of each character, to ensure to always teach the positive and negative traits, as a way of training and arming them beforehand to be able to answer such questions.
- Teach them the various question tags – discuss, examine, comment on, how far is it true/to what extent.do you agree/in what ways, etc?
- Especially, hone their discernment skills so they can gauge each question's expectations – know which questions expect a full exploration of the item/character being probed and which expect a tow-sided answer.

- Continue enhancing their essay-writing skills, training them in selection and organisation; in content, accuracy and expression; in writing an introduction, the body paragraphs and the concluding paragraph; in writing a topic or thesis statement, supporting sentences and a concluding sentence for each body paragraph, etc.

ALOBWED'EPIE: *The Lady With A Beard*

QUESTION NINE

This was a **one-star** question were candidates were expected to identify and illustrate the literary devices that the novelist employs to make his novel interesting and captivating to the reader, sustaining his/her interest till the end. Some of these captivating examples:

- Alobwede's use of suspense to keep the reader glued to the story,
- The anxiety generated by Emade's search for a soothsayer,
- The several dramatic episodes in the novel highten reader interest,
- The many ironic situations mostly derived from Emade taking up male roles are thrilling,
- The use of songs, variety in language and themes all appear palatable to the reader.

This question was popular with **3109** candidates attempting it. It occupied the **6th** position of the 16 questions for this paper. Of this number, **2353** candidates fell within the poor **(0-3)** range, representing **75.68%** of the sample. These candidates mostly:

- Did not understand the demands of the question;
- Showed poor mastery of the novel;
- Narrated vaguely with very little implicit relevance;
- Took the key word "sustain" for suspense.
- Identified just one exciting actions/dramatic episode or theme with apt illustration;
- Wrote their answers in exceedingly poor language.

Meanwhile, just **725** candidates performed fairly well, scoring between **4 – 6** on10 – **23.32%**. These are those who fall within the **average** bracket. Their answers demonstrated that:

- They understood the demands of the question;
- They gave at least two devices used to sustain readers' interest with moderately full illustrations
- They made attempts to highlight literary importance.
- They showed a fairly good mastery of the novel through apt illustrations drawn from the text.
- Their language was acceptable.
- Identified dramatic incidents but discussed them moderately alongside themes.

Finally, just **31** candidates scored within the range of **good** performance **(7-10)** and these represent just **00.99%** of the sample candidates. These candidates did not just understand the terms of the question, but also:

- Showed good mastery of the novel through apt illustrations;
- Went above three varieties/devices to sustain interest;
- Explored the significance embedded in the apt illustrations provided;
- Employed fluent language and neat presentation.

Looking at the overall performance, it stands out that this was a particularly pernicious attempt by the candidates. This question ranked **6th** in the popularity classification but was **14st** in terms of performance.

Consequently, it is recommended that teachers:

- Should nurture and hone the interest of students in the reading and study of narrative shills ,
- Should treat elements of style in the classrooms with an eye for/on details.
- Make learners have an awareness of some of the key words and expressions used in framing questions such as *suspense, sustain reader's interest, dramatic episodes, contrast, symbolism* etc and make them know what is expected of them when such words/expressions are found in questions.

- Should equally lay emphasis on the teaching of language rules as most candidates presented fragmented answers that violated these rules.
- Should teach the text in its entirety so as to ensure that learners have a mastery of the text.

QUESTION TEN

This was a **one-star** question from Alobwede'Epie's ***The Lady with a Beard*** eliciting from candidates the ability to write short notes on specific given items of the novel**.** Candidates were expected to write short notes on three out of the five items indicated in the question:

- **The Naming Ceremony of Kodmin;**
- **Emade's visit to the Female soothsayer;**
- **The Brook-of-the-Serpent;**
- **Mechane;**
- **Christianity**.

This question was the **2nd** most popular of the 16 as well as **3rd** in performance ratings. Basically, for this question candidates were expected:

- To write concise notes on any three of the five items;
- To situate and briefly describe the chosen item;
- To provide literary significance in items chosen in terms of plot, themes, setting etc.

We had **5557** candidates who attempted this question with **1126** of this number scoring within the poor, **0 – 3** bracket, constituting **20.26%** of the population that failed outright.

Those whose performances fall within this bracket exhibited similar traits:

- They attempted all five items on short notes and thus were 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 novel – a lot of rambling and unfocussed narration.
- Some candidates could identify some of these aspects but lacked apt textual evidence to substantiate their answers.
- Answers on *The Naming Ceremony* were the worst attempted;

Meanwhile, **3068** candidates of the 5557 candidates who attempted this very popular question fell within the average bracket, scoring between (**4 – 6**) on 10 and representing **55.21%** for those who fell in this range. As evident from the scripts, most of such candidates were able to:

- Situate the chosen items within the novel;
- Write three short notes with moderately full apt illustration;
- Highlight some themes, characters and to an extent, some elements of style.
- Show a fairly good mastery of all three or of only two short notes, though with language lapses

Finally, we have the good candidates – **158** of them, constituting **02.83%** of all who attempted the question – who fell within the bracket of **7 – 10**. These candidates presented answers with common features:

- They understood the terms of the question and effectively picked three items;
- They were able to situate the items chosen for the short notes,
- They provided focussed and precise illustrations,
- They brought out the importance of each item chosen,
- Wrote in an acceptable language and very neat presentation.

For remedial strategies,

- ✓ Teachers should caution learners not to take the expression “short notes” sketchy notes, thereby producing very brief and sketchy answers.
- ✓ Secondly, they should make the learners know the expectations of short notes with respect to situating them, illustrating fully and examining the significance of each with reference to plot, themes, setting, characterization, style etc.

- ✓ Also, teachers should drill candidates on how to answer questions which require short notes, paying attention to numbering, fullness of illustrations and focus.
- ✓ Teachers should teach learners to respect the instructions so they do not waste valuable time attempting all the aspects.
- ✓ It is recommended that teachers engage the learners in practice drills on these types of writing regularly on different prose texts so they nurture the habit of relevant and focussed writing.
- ✓ More critical attention be given to all analysis in class as A/L answers will always score better marks when they adopt **the critical perspective** – that is, when they show how other elements are enhanced.

SECTION C: POETRY

Geoffrey Chaucer: *The General Prologue* and *The Merchant's Prologue and Tale*

QUESTION ELEVEN

On this **two-star** question, candidates were expected to show that Chaucer's female characters are women of double standards, that is, they are not true to their callings or professions with a focus on the texts under study, ***The General Prologue*** and ***The Merchant's Prologue and Tale***. The following points were in the spotlight.

- ➢ In ***The General Prologue,*** the prioress is the first female character presented, as a religious personality, and by her calling is supposed to uphold the vows of poverty and chastity, on the contrary she is seen practising courtly tradition and showing off in her fastidious table manners, intoning songs through her nose and exhibiting a generally sensual disposition. We expect her as a nun to spend most of her time in seclusion and prayer. Instead, she is guilty of swearing, keeping pets, fashionable pins and attracting a nickname. In fact, she is a total disgrace to her calling and an outright hypocrite. She strives more for earthly things than the spiritual ones.
- ➢ The Wife of Bath

  She is regular church goer and a devout Christian who is also in Christian matrimony. We tend to question her intentions for going to church when she gets very angry if another lady goes to offertory before her. She is promiscuous an

d unfaithful having married five times all at the church door. She remains seductive by dressing flamboyantly and exposing her huge hips with all this, she falls short of her marriage vocations thus, living a double standard life.

- The wives of the Guildsmen knowing fully well that they do not belong to the aristocracy; desiring to be treated as royalty with a servant carrying their mantles while they walk along majestically as queens to church.

- In ***The Merchant's Tale***, May is portrayed as a scheming, manipulative and unfaithful young lady who marries the old man January not for love but for materialistic reasons. She professes true love for him but uses the first opportunity that comes her way to cheat on him with Damian, taking advantage of his blindness and naivety.

- May's double standards are emphasized by the fact that Domain is the closest servant to January and the Latter is so unsuspicious of any foul play.

- Worse still May uses him as a ladder to climb up to her lover on the tree where January is cuckolded.
- In **The Merchant's Prologue**, we also learn of double standards of women from the negative portrayal of the merchant's wife. He laments that he has been married just for two months but he has suffered so much grief than someone pierced in the heart with a knife. He describes his wife as malicious and worse than a fiend.
- Proserpina plays a double standard in the sense that as a goddess she is expected to guide and judge righteously instead she gives May a ready lie in order to help her escape from her shameful open sin.

Candidates were expected to present at least three women drawing illustrations from both parts of the text.

Candidates with poor, **0 – 3** answers, who were a huge **2231** in number, and a huge **57.32%** tended to do the following:

- They simply discussed the portraits of three or less than three female characters in sketchy responses without bringing out the fact that they failed to stand tall in their callings.

- Sometimes the textual evidence was non-existent. Some of them raised and discussed male characters too, glaring shift of focus perspectives that of course ignored the terms of the question.
- Most of these candidates spent time rambling around and clumsily narrating the content of both texts.
- Others concentrated only on either ***The General Prologue*** or ***The Merchant's Prologue and Tale.***
- The perennial problem of language inaccuracies marred the answers of these candidates.

Candidates who fell between **4 to 6** on 10, **1551** in number, and constituting **39.85%** of the population that answered the questions, were able to do the following:

- They selected three relevant female characters' female characters with moderate discussions with a clear understanding of the question.
- They drew logical illustrations from both parts of the text, but sometimes plodded.
- They showed a mastery of the structure of an essay to a fair degree
- Their expression was average/readable.

A few candidates who scored from **7 to 10** on 10 (**02.83%**) were able to:

- Select appropriate female characters and discuss them fully in clear language.
- The ideas were logically connected from the introduction to the developing paragraphs, right through to an acceptable conclusion.

This question was the **4th** out of 16 in terms of popularity and ranked **8th** in terms of performance.

Suggestions to improve performance

- Teachers must teach learners to focus on characterization and especially on classifying the different character types used by characters in his work.
- Feminism being an important trend in literature must be handled in the study of Chaucer's work.
- In short, emphasis should be laid on teaching and analysing Chaucer's poetry using the cardinal points of literature such as setting, themes, characterization, plot and style.
- Teachers must avoid spawning fallacies about some of Chaucer's characters, especially the Wife of Bath (for example, she has divorced five husbands – her tale tells us her

husbands died). They should stick to what the text says about the character, with no myths, no constructivism.

- Teachers should avoid rushing over the study of ***The General Prologue*** and ***The Merchant's Prologue and Tale*** and always take time to teach them properly.

QUESTION TWELVE

This **one-star** question expected candidates to explore the different realms of contrast used by Chaucer in both parts of the text; underscoring their effectiveness in conveying the writer's ideas, characters, plot and so on. The following points, expected from the candidates, would serve as guides or signposts for this question:

- There is a temperamental contrast between the sacred and solemn mood that ought to characterise the pilgrims as they prepare to set out for the journey to Canterbury, and the gaiety, high spiritedness and delight in worldly comforts that they manifest at the Tabard inn. This irony highlights Chaucer's satire on religious hypocrisy.
- There is an ironic twist in the setting. The characters gather at the Tabard Inn and exhibit total debauchery as against their destination which is a place of piety and holiness – the shrine of Saint Thomas Becket at Canterbury.
- At the level of characterization, the patient devotion of the Knight and his servant, the Yeoman to duty is contrasted with the zest dalliance and consequent negligence of duty of their youthful counterpart, the Squire. The contrast also lies in the Knight's humble dressing and the Squire's sophisticated and fashionable jacket decorated like a meadow in spring.
- At the thematic level, the moral uprightness exemplified by the Poor Parson in his vocation sharply contrasts with the hypocrisy exhibited by his ecclesiastical counterparts like the Monk, the Friar, the Prioress, the Pardoner and the Summoner.
- In ***The Merchant's Tale***, there is contrast between January's illusions about marriage as a paradise on earth and the reality of the purgatory that marriage actually offers him at the end, though he remains too gullible to realize it. His cuckoldry on the pear tree by his beautiful, fresh, cherished wife – a wife he considered the best treasure of his life – is the greatest humiliation that any married man can bear.

- The flattering, pleasing and all-rosy view of marriage up held by Placebo is a contrast to the objective and realistic perception of marriage presented by Justinus. This contrast brings out January's character as gullible and naive.
- Furthermore, there is a contrast between age and youth. May on the one hand, is symbolic of youthful exuberance, beauty, vitality and high spiritedness. On the other hand, January epitomizes age, withering, weakness, drabness and impotence. This underscores the incompatibility in the couple and foreshadows the unfaithfulness of May.

Candidates were expected to bring out three examples of contrast from the two texts. This particular question ranked **5th in popularity**, with a total of **3686** candidates attempting it but unfortunately, it was 12th in performance. The responses of candidates who scored between **0 to 3**, **2475** in number and constituting **67.15**% of the sample percentage, had the following characteristics:

- Poor interpretation of the question.
- A few of them who seemed to understand the terms of question discussed the contents of the work generally.
- Others went ahead to contrast wrong pairs of characters.
- The general tendency with these candidates was that they picked on one level of contrast which is characterization with some faulty illustrations.
- They practically ignored other levels of contrast such as setting and themes.
- Language was largely incomprehensible.

Candidates who were judged as belonging to the **4 – 6** average gamut, a below-average **32.04%** of those who attempted the question, focused on the following:

- They were able to bring out at least two levels of contrast and illustrate them moderately.
- They observed in an average manner the structure of an essay.
- Their language was ordinary.

Very few candidates (**30** out of 3684) scored **7 and above** (just **00.81%)** were those of the candidates:

- Who understood the terms of the question and brought them out clearly, with apt illustrations and convincing arguments.
- Who displayed a visibly good understanding of text, an unquestionable mastery of its contents, while their answers demonstrated depth of analysis.
- Whose answers were judged to be really full and focused.
- Who showed a great mastery of at least three levels of contrast as were expected, the expected material presented in lucid expression.
- Who displayed a good understanding of a structure of an essay.

As suggestions to improve performance in these types of questions in future,

- Teachers must do all within their reach to teach all the texts that are laid down in the syllabus.
- Before teaching the text proper, teachers should make sure background knowledge is given the learners with emphasis on biography of the writer, characteristics of the period during which the work was written and the other works of the writer
- Students must be drilled on question interpretation – especially the interpretation of questions that probe stylistic devices.
- Modelling of answers on stylistic devices should be a regular classroom practice, **with focus on the critical approach that forms the crux, nay, the pith of this type of answer**.
- Teachers must take time to teach the structure of an essay to their learners very carefully.
- Pamphlets must only be used as a revision tool and must never replace text books. Therefore, learners and their parents must be encouraged to buy the books previewed in the syllabus and study them closely.
- Teachers of Literature in English must teach/revise the operational language, because literature and language are inseparable – like Siamese twins; literature, we all know, is language in use.

John Keats: *Selected Poems*

QUESTION THIRTEEN

Question 13 was on John Keats' **Selected Poems**. This was **a one-star** question, with focus on Romanticism. Candidates were asked to use any three poems from the selection and

discuss Keats as a romantic poet. Candidates were expected to identify features or characteristics of romantic poetry and show how Keats uses each of these features in developing his poems.

Some salient factors of romantic poetry are pure poetry, the quest for beauty (aesthetics), love for the past, pastoral life, escapism, focus on self or autobiography, vivid and sensory description, the mystical and the supernatural etc. Candidates were expected to choose poems like "Keen, Fitful Gusts" to illustrate aspects of pastoral life, "Ode to the Grecian Urn" to illustrate Keats's love for artistic beauty, love for the past and classicism; "Ode to the Nightingale" to buttress Keats's love for the imagination, pleasure and escapism etc.

Unfortunately, candidates could not identify aspects of romantic poetry. They tended to randomly pick any poem from the *Keatsian* selection and develop an unfocused narration on each without fusing or integrating into their answers elements of romantic poetry. In actual fact most candidates failed to come out with features of romanticism in their illustrations.

In the whole sample population under consideration, the whole lot of candidates who answered the question (**1415** in number), was proof enough that it was not a very popular question. To make matters worse, **834** of them (a discomforting **58.94%** of the whole lot) scored below average (**0 – 3**). These candidates who scored thus poorly had answers with the following characteristics:

- They simply selected any poem of Keats' in the selection and developed irrelevant/unfocused answers with no proper or appropriate illustrations.
- These answers had no link with neither did they bring out any characteristics of romantic poetry – they failed to discuss Keats as a romantic poet.
- They mixed titles and contents, with very poor mastery of the mixed up poems.
- Their language left a lot to be desired.

Those who fell in the middle bracket, 4 – 6, were 547 in number and constituting 38.66% of the whole lot that answered the question, had the following characteristics:

- They identified relevant poems, identified some aspects of romantic poetry but their illustrations lack depth.
- Their answers lacked real convincing argumentation.
- Their language was barely readable and just acceptable.

The **34** candidates who scored **7**$^{+}$, **02.4%** of those who attempted the question, had the following characteristics:

- They came out with three relevant poems from Keats' selection;
- They identified aspects of romantic poetry in each.
- They went beyond the terms of the question to give a critical perspective of each.
- They did so in incisive language and well organized structure.

Question 13 came **13**th in popularity and was **10**th in performance.

The following might be helpful remedial pedagogic strategies that might come handy in class for future enhanced performance in this type of question:

- The unpopular nature of this question is proof that candidates still consider poetry as a myth. Teachers should ensure that learners purchase their poetry texts and do all to ignite and inculcate in their students real love for poetry.
- The teaching of prose and poetry appreciation must begin in Lower sixth.
- Teachers should teach aspects of romantic poetry in class and show how Keats developed these fundamental features of romanticism in his poetry.
- They should ensure to teach all the selected poems as well as the fundamentals of these poems, so that their learners will feel comfortable as they get into the examination room.
- Teachers should demystify the teaching of poetry through dramatization of poetry in the classrooms.
- The Arts Department can form a Poetry Club and launch competition with prizes and literature teachers should do all within their power to make students develop love for poetry as well as encourage them to write poetry of their own; the teacher should drum it in learners that they can build a career in poetry and poetic productions.

- Teachers should form study groups and give assigned task on poetry and poetry appreciation.
- Teachers must attend seminars and develop the culture of buying and studying poetic works. They should encourage their students to do same.
- Those who have the opportunity to mark, should go back and organize seminars within their departments and share their experiences and materials therein.

QUESTION FOURTEEN

Question 14 was on John Keats' ***Selected Poems***. This was a **three-star** question with focus on Keats' use of imagery. Candidates were expected to use three poems to show Keats use of imagery. This was the most unpopular of the 16 questions – **16**th in the popularity ranking, but curiously, it came **6**th in performance!

Candidates were expected to have done the following:

- show how Keats uses concrete and sensual images in a poem like: "To Autumn" through the use of personification of the season of Autumn; equally capture the vivid description of the beauty, the sight, sounds, smell and sweet songs and sounds of birds.
- Candidates could also use "Ode to a Grecian Urn" to depict vivid pictures of a classic Greek past, images of lovers chasing around, sounds of music and pastoral life – images of heifer - The priest and a whole procession for sacrifice evacuating a whole town, …
- In the Poem "La Belle Dame Sans Merci" candidates could exploit imagery at the level of a desolate knight at a lake side where the "sedge" has withered from the lake and no birds sing: a haggard knight so woe-begone loitering in a season where the squirrel's granary is full, a beautiful faery with long hair and light foot.

Candidates were exposed to a wide range of poems through which they could exploit Keats' use of imagery. Unfortunately quite a good number of them showed a crass lack of understanding of the word "imagery" and therefore could not select relevant poems in which Keats uses imagery.

From the answers, only **664** candidates in the whole population of **11,869** who finally wrote literature attempted this question. Of this nearly insignificant 664 whole, **375** of the

candidates scored below average, within the **0 – 3** range, with **56.48%; 285** of them scored in the average, 4 – 6 range, with a percentage of **42.92%.** A paltry number of 4 candidates scored **7**$^{+}$ – an insignificant **00.6%**

The candidates who scored 0 – 3

- Randomly identified any of Keats' poems and developed a vague narration without bringing out any aspects of imagery.

Those with average, **4 – 6** answers

- Identified relevant poems and came up with relevant aspects of imagery on each but failed to substantiate in depth.

The few in the good **(7 +)** category

- Selected 3 relevant poems and treated them in full and focused manner, with good commentary, critical analysis and commendable expression.

The following can also be helpful remedial pedagogic strategies that can be used in class for future enhanced performance in this type of question:

- Teachers should teach style in poetry classes. Stylistic features like imagery, symbolism, vivid description, rhetorical questions etc should be taught during poetry lessons.
- Teachers should educate the students of literature to understand that imagery can be developed through the use of simile, metaphor, personification, symbolisms, rhetorical questions, vivid description and much more.
- Teachers must participate in workshops at School, Divisional, Regional and National Levels.
- Teachers should through study groups organise exposés on assigned tasks – make the teaching of poetry practical and interesting.

- Teachers should teach all genres of this discipline as a way of demystifying poetry as a genre.

WOLE SOYINKA: *Poems of Black Africa*.

QUESTION FIFTEEN

This was a **one-star** question, which expected the candidates to show how the ideals of Negritude are upheld in African poetry. They were supposed to show their knowledge of the concept of Negritude and how it contributes to African poetry. They were supposed to display the understanding that Negritude has to do with the assertion and re-assertion of one's black identity; that this concept upholds the dignity of African values and is meant to bring out the glory and beauty of Africa; finally, that through this concept, Africa is idealized.

Candidates were expected to show all these in some of these poems.

- In J.P Clark's "Olokun" the speaker idealizes the beauty of a goddess's long, dark hair; he falls in love with her and his love is so intense that he sees himself unworthy as a mortal to love her. He ends up making his mind to join other men to kneel down and worship this enchanting African beauty.
- Another poem that upholds the ideals of African culture is Mazisi Kunene's "The Bond". In this poem, Kunene shows himself as an exponent of African culture when he calls on Africans to keep the bond with their ancestors alive. Africans believe that there is an unbreakable bond between the living and the dead. So he invites the African representative named Gumede not to allow themselves to be deceived by the man with a thousand ribs, from every indication, the white man. The speaker emphasises that the stone that is symbolic of the attachment between the living and their ancestors, should be jealously guarded. The speaker goes ahead to warn that if this store is not well preserved in Mpembeni house and if it is defiled or stolen by a deceitful spirit, Masilela will rain curses on the living for failing to respect their bond/expectations as her children.
- Also David Diop in "Listen Comrades" the poet celebrates African legendary martyrs like Mamba and the Seven of Martinsville. He idealizes their bravery and optimism even in the face of death and appreciates the bouquet of hope they left for Africans to thrive on.

This question is ranked the **11th** on popularity rating having registered **1598** attempts. Out of this number **907** scored between **0 – 3**, registering a poor performance with a percentage of **56.76**, while an equally non-negligible **654** responses scored between **4 – 6**, bagging a percentage of **40.93**. Barely 37 candidates fell in the good – very good bracket of 7 on 10 and beyond – a limping **02.32%**.

The poor performance responses had the following characteristics:

- Poor knowledge of the poems, a clear indication that the candidates were not taught these poems.
- Shallow content of the poem, with unfocused material supposedly drawn from the poems.
- Clumsy and ungrammatical narration with far-fetched ideas.
- Sometimes some sketchy implicit relevance to the demand of the question.

The average answers, on their part, showed the following trends:

- Grappling with the terms of the questions.
- Points moderately raised but not forcefully supported.
- Candidates barely could go beyond the terms of the question.
- Language is acceptable but was characterised by noticeable flaws.

Finally, the few good answers showed that the candidates had really understood the terms of the question, had selected relevant poems, had raised/presented sufficient points, with essay structures and language that were commendable. In fact, these responses were well tailored to meet demands of the question.

The pedagogic strategies to remedy the sad reality of poor performance in examinations could be remedied in the field through:

- A study of background in African Literature, preferably to be started in Lower Sixth. This should take into consideration the history of African Literature, important concepts like the African Personality, colonialism, assimilation, Negritude, neo-colonialism, Apartheid etc.

- A thorough analysis of the poems according to regions, including the background of some of the poets and their favourite themes should be done in every classroom where A/L Literature in English is being taught.
- Teachers should use some of the poems in class for practical exercises like poetry appreciation lessons.
- Teacher should group the learners and give them tasks to dramatize some of the poems in class.

QUESTION SIXTEEN

This was a **two-star** questions which expected the candidates to show how African poets celebrate nature and beauty. This question expected the candidates to show that African poets show admiration for beauty and the natural environment. The expectations were supposed to be matched with relevant poems, some of which are:

- J.P Clark's "Olokun"**,** in which the poet celebrates natural and feminine beauty in the goddess. The poet explores the beauty of the sea goddess, her bewitching beauty and the hypnotic prowess and her ability to cast a spell on her numerous admirers. The speaker is full of admiration for her dark strands of hair and her dreamy eyes and he is moved to compare his love for her to that of Jehovah God towards His people.
- Jared Angira's "Phlora"**,** highlights the beauty of an African woman. She is pretty in her multi-coloured dress, bangles and curled hair which makes men easily fall for her. Phlora is a moral hollow, no doubt, playing the prostitute with countless men as she does and depreciating as is to be expected, but the speaker's voice conveys admiration for the physical beauty that Phlora initially exudes.
- Mazcelino Dos Santos's "Here we were born" I, II, III and IV", which shows much love for the beauty of Mozambique and Africa. It is a land of hot sun, green land and fertile fields. Despite all the hardships, the love for Africa surpasses all the challenges.
- Lubega's "Evening", in which the poet paints a picture of the activities that come after a hot sunny day. The evening gives life to the society from the aridity day, with its withering sunlight.
- This question is ranked the **15th** in terms of popularity rating, having registered **895** attempts. Out of this number, a total of **634** candidates scored between **0 – 3**, a huge **70.84%** of failed candidates! Some 254 candidates were classified within the average

bracket, with scores ranging between **4** and **6**, a meagre percentage of **28.38%**; dishearteningly, only an insignificant number of **07** candidates in this whole lot of **895** had scores in the **7 and above**, an infinitesimal **00.78%** of the whole! The question was ranked **13th** on the performance scale.

The poor, **0 – 3** responses, had the following trends:

- Poor choice of poems.
- Shallow knowledge of appropriate poems.
- A good number ended up giving very clumsy, apparently detailed accounts of the poems (sometimes irrelevant) they selected, thus ignoring the term of the question.
- A lot of language problems evident in the essays.

The average answers, between **4** and **6,** on the other hand, showed the following peculiarities:

- Grappling with the terms of the question, some moderates points raised but not well-focused
- Plodding in presentation with loose essay structure
- Acceptable language, with some faulty grammatical items and tenses.

The few good answers revealed that:

- The candidates understood the terms of the questions.
- That they selected relevant poems.
- That they raised relevant facts that met the demands of the question.
- That the structures of their answers were neat and coherent.
- That these demands of the question were expressed in beautiful language and style. If candidates take poetry seriously, they can do better in the results in general.

The pedagogic strategies to remedy the sad reality of poor performance in examinations could be remedied in the field through:

- A study of background in African Literature, preferably to be started in Lower Sixth.
- Such teaching should always foreground the entertainment, the special language/special effects and the teaching functions of literature.
- A thorough analysis of the poems according to regions, including the background of some of the poets and their favourite themes should be done in every classroom where A/L

Literature in English is being taught, to ensure that learners are comfortable manipulating the content of each poem.

- Teachers should use some of the poems in class for practical exercises like poetry appreciation lessons.
- Teacher should group the learners and give them tasks to dramatize some of the poems in class.

A BIRD'S EYE VIEW OF THE RESULTS PER SET TEXT.

Text/Genre popularity and performance in Paper 11

Genre	Text	Question numbers	Total no. of essays	Popularity		Performance			Genre Pop & Perf
				Rate in %	Position	No. of passes	Rate in %	Position	
Drama	***A Raisin in the Sun***	1 & 2	8,646	20.55 %	2nd	4,293	38.6%	5th	
	And Palm-Wine Will Flow	3 & 4	6,195	14.73 %	4th	2,508	40.3%	4th	
	Total for Drama	**1, 2, 3 & 4**	**14,841**	**35.27 %**		**6,801**	**45.83 %**		**2nd / 3rd**
Prose	***Nineteen Eighty-Four***	5 & 6	3,961	09.41 %	5th	2,007	55.5%	1st	
	Anthills of the Savannah	7 & 8	2,828	06.72 %	6th	1,169	36,5%	7th	
	The Lady with A Beard	10 & 10	8,577	21.9%	1st	3,992	41.5%	3rd	
	Total for Prose	**5, 6, 7, 8, 9, 10**	**15,366**	**36.52 %**		**7,168**	**46.65 %**		**1st / 2nd**
Poetry	***The General Prologue & The Merchant's Tale***	11 & 12	7,648	18.18 %	3rd	4,002	37.8%	6th	
	Selected Poems of John Keats	13 & 14	1,864	04.43 %	8th	868	42.%	2nd	
	Poems of Black Africa	15 & 16	2,357	05.6%	7th	769	36.2%	8th	
	Total for Poetry	**11, 12, 13, 14, 15 & 16**	**11,869**	**28.21 %**		**5,639**	**47.51 %**		**3rd / 1st**
			42,076			19,608			

Note that when the performance percentages of the two questions in each set text are added and divided by tw for the text performance, the picture changes. This is just to indicate that as you go through the variables, be sure to take special note of which specific variable you are examining.

As per the table above, at the level of the individual texts, one text stands out in performance, commendably scoring above 50% – ***Nineteen Eighty-Four*** on the other, with **55.5%**; this text is **1st** in performance. Four other texts fall within the just below average bracket – ***And Palm-Wine Will Flow*** which is **4th** in performance with **40.3%; *Selected Poems*** of John Keats which curiously comes in **2nd** position in performance with **42%** and ***The Lady with A Beard*** in **3rd** place with **41.5%.**

Curiously, it is Chaucer (***The General Prologue*** and ***The Merchant's Prologue and Tale***) and the collection ***Poems of Black Africa*** which have been longest on the A/L programme (even if the poems change **but repeat themselves** over the seasons) that occupy the **6th** and **8th** positions (on a scale of 8 texts judged), with ignoble percentages of **37.8** and **36.2**!!! Looking at the numbers of candidates who failed outright in the two Chaucer questions, **2,231 in Question 11** and **2,475 in Question 12**, one cannot but conclude that the teaching of the Chaucer texts on the programme is taken for granted and treated with levity. Imagine that those numbers of candidates who so flopped fell even just within the average bracket!!! What do we think would have been the performance of 735, Literature in English? Please go back, do the calculations and let us know. This may sound like sentimental claptrap, but it serves to show that we have in our hands the opportunities to make our discipline shine.

It is unequivocally clear therefore, and worrisome too for that matter, that the performance in the set texts (Paper II) rather dropped from what obtained in 2023. While four texts scored above 50% in 2023, only one scored above 50% this year. Thank God the performance in some aspects of Paper III was remarkable, else our usual reliance on Paper II would have failed us woefully this time and caused the results for 0735, Literature in English A/L to drop to a disconcerting low, with devastating consequences for the discipline, since many students who might have opted for it would surely have migrated to more auspicious climes. **We continue to nurture a lot of hope – hope for better performances in the texts as well as in all the other rubrics 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 2024/2025**.

Of course the questions that candidates were called upon to answer were spread across the syllabus, expecting candidates to show their ability to coalesce considerations, to fuse elements in their discussion. In Paper II, they ranged from a coalescence of art and

background (Q 1); through the use of symbolism (Q 2), irony (Q6), contrast (Q12), imagery (Q 14);through the traditional stagecraft perspective that probed production and appeal (Q 4); through a probe of the relevance of the title of a novel (Q 7); through thematic explorations (Qs 5, 10, 13, 15 & 16); and of course character and role play concerns (Qs 3, 8, part of 10, 11). It is therefore necessary at this point that attempt be made to revisit 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 – setting and background, character, thematic, stylistic, structure, stagecraft issues, …
- inability to analyse the relevance/impact of stylistic devices.
- failure to appropriately evaluate the role and impact of characters as in questions .
- vague knowledge of significant background issues in questions .
- feeble mastery of 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.

It is 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.

Mark Range, Popularity Rate and Performance – Paper II, 2024

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	387	415	335	214	*1,351*	169	88	45	*302*	11	03	*14*	1,667	10th	18.9%	16th
2	268	509	945	1,118	*2,840*	1,412	1,498	857	*3,767*	192	18	*210*	6,817	1st	58.3%	2nd
3	565	722	732	942	*2,961*	725	715	350	*1,790*	76	06	*82*	4,833	3rd	38.7%	11th
4	190	213	219	258	*880*	309	222	79	*610*	22	03	*25*	1,515	12th	41.9%	9th
	1,410	1,859	2,231	2,532	*8,032*	2,615	2,523	1,331	*6,469*	301	30	*331*	*14,832*			
	8,032 = …%					*6,469 = …%*				*331 = …%*			14,832		…%	
5	82	186	169	296	*733*	319	478	211	*1,008*	64	06	*70*	1,811	9th	59.5%	1st
6	203	211	285	392	*1,091*	422	352	306	*1,080*	77	02	*79*	2,250	7th	51.5%	4th
7	268	236	172	147	*823*	113	86	43	*242*	13	01	*14*	1,079	14th	23.7%	15th
8	102	166	272	401	*941*	452	305	142	*899*	14	-	*14*	1,854	8th	49.2%	5th
9	372	644	731	606	*2,353*	342	282	101	*725*	30	01	*31*	3,109	6th	24.3%	14th
10	275	352	498	1,226	*2,351*	1223	1223	622	*3,068*	151	07	*158*	5,577	2nd	57.8%	3rd
	1,302	1,795	2,127	3,068	*8,292*	2,871	2,726	1,425	*7,022*	349	17	*366*	*15,680*		47.1%	
	8,292 = …%					*7,022 = … %*				*366 = …%*					…%	
11	392	391	520	928	*2,231*	750	747	54	*1,551*	106	04	*110*	3,892	4th	42.67%	8th
12	536	589	791	559	*2,475*	412	402	367	*1,181*	29	01	*30*	3,686	5th	32.85%	12th
13	156	136	296	246	*834*	230	222	95	*547*	32	02	*34*	1,415	13th	41.0%	10th
14	64	87	79	145	*375*	104	113	68	*285*	04	-	*04*	664	16th	43.52%	6th
15	348	218	201	140	*907*	178	200	276	*654*	36	01	*37*	1598	11th	43.24%	7th
16	223	142	169	100	*634*	109	91	54	*254*	07	-	*07*	895	15th	29.16%	13th
	1,719	1,563	2,056	2,118	7,456	1,783	1,775	914	4,472	214	08	*222*	*12,150*			
	7456 = …%					*4,472 = …%*				*222 = …%*			*…%*		…%	
Total																
	23,780 = 55.74%					17,963 = …42.11%				919 = 02.15%			42,662			

It is still very disheartening that the bulk of candidates – **23,780** – scored marks ranging from 0 to 3, and just a paltry, inconsequential number – **919** of them – scored 7 and above! Let us allow ourselves to dream that some day, even next year, that huge pyramidal base of poor marks rather becomes the top and we have that huge number of candidates rather

in the 7 and above bracket! Is that possible? Yes, it is! We can reverse the trend of results so that our pyramid with its huge base of poor marks and dismal results becomes the top, those huge numbers falling within the 7 and above bracket. Yes we can – if we always teach our learners that good marks will be attributed to well-structured answers:

- answers that respect the canons of the operational language, English and that use linking word and expressions to give the reader the drift;
- answers that are relevant in content, rich in illustrations and if possible, laced with relevant quotations;
- answers each of which has a focused introduction, a well-developed body and a conclusion with an air of finality;
- answers with body paragraphs that each have a topic sentence, **supporting sentences** and a concluding sentence that makes reference to the terms of the question…

This may seem difficult; it is not impossible. Permit us to bring in the table with that which we drew after last year's analyses and another here for comparative purposes, so we can make certain observations.

Mark Range, Popularity Rate and Performance – Paper II, 2023 (with comparative designs)

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

Q No.	Below Average					Average				Good			Popularity		Performance	
	0+	**1+**	**2+**	**3+**	**TOT.**	**4+**	**5+**	**6+**	**TOT**	**7+**	**8+**	**Tot.**	**Total No.**	**Rank**	**%**	**Rank**
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**			

Permit us again at this juncture, to revisit the table above that rated the selected texts (not their separate questions), this time fusing the indicators for this year with those of last year for a comparative appraisal.

Text/Genre popularity and performance, Paper 11, 2023 and 2024, fused; each first figure is the figure of 2023, and the next, of 2024

Genre	**Text**	**Question numbers**	**Total no. of essays - '23 & '24**	**Popularity, '23 & 24**		**Performance '23 & 24**			**Genre Pop & Perf for '23 & 24**
				Rate in %	**Positº**	**No. of passes**	**Rate in %**	**Positº**	
Drama	***A Raisin in the Sun***	**1 & 2**	**6,059 8,646**	**17.86% 20.55%**	**2nd 2nd**	**3,026 4,293**	**49.94% 38.6%**	**5th 5th**	
	And Palm-Wine Will Flow	**3 & 4**	**5,907 6,195**	**17.41% 14.73%**	**3rd 4th**	**2,577 2,508**	**43.62% 40.3%**	**8th 4th**	
	Total for Drama	**1, 2, 3 & 4**	**14,841**	**35.27%**		**6,801**	**45.83%**		**2nd / 3rd**
Pro	***Nineteen Eighty-Four***	**5 & 6**	**2,089 3,961**	**06.15% 09.41%**	**7th 5th**	**1,268 2,007**	**60.69% 55.5%**	**2nd 1st**	

Genre	Text	Question numbers	Total no. of essays - '23 & '24	Popularity, '23 & 24		Performance '23 & 24			Genre Pop & Perf for '23 & 24
				Rate in %	Posit°	No. of passes	Rate in %	Posit°	
	Anthills of the Savannah	**7 & 8**	**3,356 2,828**	**09.9% 06.72%**	**5th 6th**	**1,864 1,169**	**55.54% 36.5%**	**3rd 7th**	
	The Lady With A Beard	**10 & 10**	**7,432 8,577**	**21.9% 21.9%**	**1st 1st**	**4,817 3,992**	**64.92% 41.5%**	**1st 3rd**	
	Total for Prose	**5, 6, 7, 8, 9, 10**	**15,366**	**36.52%**		**7,168**	**46.65%**		**1st / 2nd**
Poetry	***The General Prologue & The Merchant's Tale***	**11 & 12**	**5,109 7,648**	**15.06% 18.18%**	**4th 3rd**	**2,265 4,002**	**43.33% 37.8%**	**7th 6th**	
	Selected Poems of John Keats	**13 & 14**	**1,479 1,864**	**04.35% 04.43%**	**9th 8th**	**687 868**	**46.54% 42.3%**	**6th 2nd**	
	Poems of Black Africa	**15 & 16**	**2,496 2,357**	**07.3% 05.6%**	**8th 7th**	**1,260 769**	**50.48% 36.2%**	**4th 8th**	
	Total for Poetry	**11, 12, 13, 14, 15 & 16**	**11,869**	**28.21%**		**5,639**	**47.51%**		**3rd / 1st**
			33,924 42,076			**17,764 19,608**			

Only the indicators that were thought to be most telling have been calculated and compared; if the reader wishes to gauge any other rates not calculated, they can calculate them.

A few comments, especially comments in guise of comparison, should be made at this juncture; permit me to itemise them:

- It is indeed sad to realise that performance in all the texts rather dropped, instead of increase, with a longer stay on the programme and supposedly more familiarity!!! If Literature in English made some performance strides this year, it was thanks to the performance of the candidates in Paper III which shone distinct in 2024 and so raised many candidates who were tottering under the collapse of Paper II. This dismal performance in Paper I is attributable to the fact that many teachers do not take time to teach the selected texts. We have to work out strategies to use in teaching the texts – how much work to do in class, how much to assign as work to be done beyond the walls of the classroom, etc. And this must go with planning – yes, planning every lesson we teach. Every lesson planned will succeed to good measure, but every unplanned lesson will never succeed like it would have had it been planned even just for 5, 10, 15 … minutes.
- It can be observed, curiously, that some texts have for two years running maintained the same position in terms of popularity and performance. ***A Raisin in the Sun*** and ***The Lady With A Beard*** are 2nd and 1st respectively in the popularity rankings since 2023, while

Nineteen Eighty-Four has oscillated within the enviable top gamut – 2nd position last year and 1st this year – from point of view of performance.

- From perspective of popularity, the novel carried the day last year, followed by drama and tailed by poetry, like has happened this year. Poetry apparently continues to be the classroom bugbear – surprisingly the shorter poems in **Poems of Black Africa** and **Selected Poems of John Keats**, since Geoffrey Chaucer's lengthy narrative verses had the one of the best performances in 2023; unfortunately, it has slumped to 6th position in 2024.
- The question with the highest number of attempts in 2024 were question 2 (***A Raisin in the Sun*** a drama text and incidentally Black American Literature), followed by question 10 (***The Lady With A Beard***, a novel whose popularity and performance last year were remarkable). However, note that when the performance of the two questions are fused, the picture becomes different, really bleak – take for example ***The Lady With A Beard*** that has the best performance in question 10, but that becomes 3rd overall when performance in the two questions, Q 9 and 10, is fused for text (not question) average.
- Last year, four texts had above 50% score in performance, with ***The Lady With A Beard*** topping the quartet (followed by ***Nineteen Eighty-Four, Anthills of the Savannah*** and ***Poems of Black Africa***). This year, unfortunately, only one texts had above 50% pass, **Nineteen Eighty-Four** with 55.5%, down from 60.69% last year. Just three (3) of the seven (&) remaining texts scored 40 and above, while the remaining four (4) texts scored murky percentages ranging from 38.6%, through 37.8% and 35.5% down to 36.2%!!! This gives the impression that after the successes of last year, we teachers opted to rest on our laurels; to take things for granted! We must continue to work hard to merit remaining at the threshold of shine that once upon a time was ours or even going beyond that effulgence. With more effort and consistency, the performance in these texts could rise in future. The gusto and éclat which greeted performance in these texts when they premiered in the programme in 2023 has to be revived, necessarily.
- ***Poems of Black Africa*** has been on the programmes longest, as the poems and authors keep changing, but performance in the poems does not always show the "familiarity" that teachers (and consequently their students who ultimately become candidates) should already have with that seminal text, a text we can describe as "homely" and familiar because its poems are about our own very African lives, about our African culture, ethos, philosophies, about happenings in Africa, etc. The score for performance in the text this

year stood at a dismal 32.62%, down from 49.85% last year. Performance in ***Poems of Black Africa*** undoubtedly has to improve.

- 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.
- Finally, adequate and appropriate emphasis should be laid on teaching conventional stylistic devices – narrative/dramatic techniques, poetic devices, the dramatic significance of/the relevance of, to what use, etc, – with a bias to their effectiveness in set texts and specific contexts.

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

In guise of usual introductory pleasantries here, it should be said that Paper III 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 four questions are compulsory since the 2023/2024 school year was not a transition year.

Consequently, the examination was composed two context questions, plus the one question for prose appreciation and one for poetry appreciation. Thus question 1 and 2 were set on ***Coriolanus*** and ***A Dance of the Forests***. And the prose and poetry appreciation rubrics had one question each, which candidates all candidates were supposed to answer.

SECTION A: CONTEXT QUESTIONS

QUESTION ONE: WILLIAM SHAKESPEARE *Coriolanus*

The texts on which candidates were tested were the following:

- William Shakespeare – ***Coriolanus***
- Wole Soyinka – ***A Dance in the Forest***

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.

QUESTION 1

In this context question task, candidates were called upon to read an extract from the Shakespearean text on the programme, ***Coriolanus***, and answer questions ("a" – "e"), with demands crafted to test learners' skills and competences:

- The meanings of language bits (in two sub parts).
- Thematic concerns – identify and illustrate any two central themes developed in the extract.
- Style – commenting on the author's effective use of two figures of speech in the extract.
- Plot evolution – how accurate is Coriolanus' predictions about his future, expressed in line 33-35 (of the extract).
- Stagecraft in two sub-questions – one stage prop that Coiolanus, explaining the reason or necessity for it and an appropriate colour of dress for Volumnia and Virgilia, explaining the choice (of that colour).

1. a) Candidates were expected to render lines of Shakespearean verse into good modern English prose.

i & ii A comprehension strand, difficulty level, one-star

Nature of answers:

For the good answers: about 30% of the answers were good with marks ranging between 7 and above. The general trends of these answers were full, with arguments well discussed, relevant, critical and incisive; with pertinent ideas, were well-structured and in fluent English.

For average answers: Interpretations were generally partial and answers were not critical and just moderately full. Expressions comprehensible though less controlled.

For weak answers: Understanding of question inadequate, fragmented and unfocused attempts in sloppy English.

1. b) **An application strand, with difficulty level, just one-star.** Candidates were expected to identify central themes from extract.

General trends:
For good answers: Answers were well discussed with some complexity, full and critically illustrated ideas with evidence from text.

For average answers: Terms of question embraced rather uncritically; its content inadequate and not full; the arguments not very evident and in ordinary expressions.

For weak answers, they were characterised by the inability to raise any theme; the inability to adapt issues; sketchy and irrelevant ideas; language marred by poor expressions.

1. c) This was **a two-star, analysis perspective,** which expected candidates to comment on effective use of figures of speech.

The general trends:
For good answers, there was clear and adequate identification of figures of speech in quotations, progressive illustration of relevance in clear and incisive language.

For the average answers, there was identification of figures of speech though not very clear and sometimes not quoted; illustrations were of modicum relevance, argumentation was uncritical and often lopsided and discussion generally was in weak expressions and not very purposeful.

For the weak answers, attempts failed to identify figures of speech and/or there was lack of awareness of figures of speech and irrelevant and confused narration.

1. d) **Another one-star comprehension strand** which expected candidates to show knowledge of plot in Coriolanus' prediction about his future.

General trends

The good answers showed clear evidence of full knowledge of storyline in the text; the answers were precise and had pertinent arguments with some subtleties, as well as with elegant expression.

The average answers simply accepted the terms of the question in relaxed manner and with uncritical arguments. In some cases, relevance was implicit and/or were marred by shallow application and unfocused narration, in language that was barely readable.

The weak answers displayed no knowledge of plot, were confused and churned out inappropriate narrations with incomplete ideas and in poor language.

1. e) **Another two-star, but this time a synthesis perspective** which called on candidates to demonstrate awareness of stage craft.

General trends of this question which was a challenge:

Good answers: There were appropriate stage props suggested for Coriolanus on the one hand and for Volumnia and Virgilia on the other, with adequate illustrations.

Average answers – the expected suitable props were shallowly illustrated, the arguments were not clearly backed with evidence and the language was barely comprehensible.

Weak Answers – there was the inability to suggest appropriate props and confused narrations with and of non-existent ideas; at time, the suggestions were irrelevant and couched in scanty/sketchy outlines.

This table presents a picture of the performance in this first question of Paper III

Question No.	Mark Ranges													Pop't y & Rank	Performance				
	Below Average					Average				Good				Total	Av.	Good	Total	% pass	Rank
	0+	1+	2+	3+	Tot.	4+	5+	6+	Tot	7+	8+	9+	Tot						
1	1,035	1,871	1,966	1,859	***6.731***	1,414	987	516	***2,917***	***237***	***89***	25	***351***	***9,999/ 3rd***	**2,917**	**351**	***3,268***	**32.7 %**	**4th**

The general success rate was a below average **32.7%**, which of course was classified as poor even though it was a laudable rise from what obtained with the Shakespearean text in quite a number of years in the past – **48.86%** in 2016; **33.9%** in 2017; **45.06%** in 2018; **21.09%** in 2019; **18.5%** in 2020; **19.4%** in 2021; **11.6** % in 2022; and **24.57%** in 2023. These figures are clearly indicative of the fact that the Shakespearean text is a veritable graveyard for A/L Literature in English students. We cannot be content with 32.7% even if it is a rise; we must target 50% and beyond in this particular rubric of our examination. Yes, we firmly believe today that performance in Question 1 of Paper III can be improved through a vigorous emphasis on some of these remedial pedagogic blueprints:

- 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: WOLE SOYINKA *A Dance of the Forests*

In this other context question task, candidates were called upon to read another extract from the African drama text on the programme, ***A Dance of the Forests***, and answer questions ("a" – "e"), with demands in like manner crafted to test learners' skills and competences:

- The meanings of extracts of language drawn from the text (in four sub parts).
- Character and theme – the picture of the court of Mata Kharibu presented in the extract.
- Style – use two examples to comment on the author's use of two dramatic techniques in the extract.
- Plot evolution in two sub-questions – give reasons why Warrior strongly refuses to obey the command of Mata Kharibu and how this affects him and his family.
- Stagecraft – were this scene to b put on stage, give two reasons why it would excite the audience.

2. a) **i, ii, iii & iv Comprehension strands, of one-star difficulty level** in which candidates were expected to give meaning of words in context.

General trends

The good answers gave synonymous expressions that were appropriately adapted to the context.

The average answers came up with arguments that were not very appropriate and evident, answers most of which were just approximations and inappropriate paraphrases.

The weak answers supplied no appropriate synonyms and/or displayed lack of knowledge of text. At times, they were Irrelevant and strange words.

2. b) **This was a one-star evaluation perspective** which expected candidates to give a descriptive picture of the court of Mata Kharibu.

General trends

The good answers gave clear descriptions of court of this dictator, with appropriate arguments backed by facts from text.

The average answers were presented in acceptable terms but gave uncritical arguments, with illustrations that were not forceful.

The weak answers used an approach which ignored terms and narrated or fielded issues that were *unadapted*. Yet others were fragmented/fragmentary, incomplete and indicative of confused writer mind-sets.

2. c) **This other question was a two-star analysis perspective** which called on candidates to comment on any dramatic techniques in the extract.

Its general trends

The good answers identified appropriate techniques and gave adequate, relevant illustrations in clear and incisive expressions.

The average answers had some appropriate identification but were uncritical and inadequately illustrated. Relevance in most cases was barely implicit, application shallow and/or language just readable.

Most of **the weak answers** had nothing of relevance, and raised inappropriate issues and unfocused arguments in poor language.

2. d) i (Was a **one-star comprehension strand**) and ii (was a **one-star analysis strand**). These two respectively called on candidates to demonstrate awareness of plot in Warrior's refusal to obey Mata Kharibu's command and to show how its consequences (how Warrior and his family were affected by the disobedience/refusal).

General trends

The good answers gave good (clear and precise) reasons and/or postulations for Warrior's refusal and ensuing consequences. They raised pertinent arguments and adequately illustrated what they wrote in elegant expressions.

The average answers were presented with arguments that were weak and content that was judged to just be moderately full; the language in which they were presented was barely readable.

The weak answers showed inadequate knowledge of text and were at times incomprehensible. The ideas were inappropriate in fragmented and generally irrelevant narration with incorrect and sloppy expressions.

2. e) This was **a two-star evaluation perspective** stagecraft question which expected candidates to show how the scene would excite an audience if put on stage.

General trends

The good answers displayed clear awareness of qualities of excitement and presented them with adequate and incisive arguments in fluid, fluent expression.

On their part, **the average answers** were marginal in presentation of possible aspects that would excite and reasons for the excitement, and the explanations were generally lame. The answers were marginally full, and were generally in barely readable language.

The weak answers here made unsubstantiated claims, displayed no knowledge of elements of stage craft, interpreted the question poorly, and presented issues that were not in focus/that were inappropriate in language that was poor.

The general success rate was still below average and poor – **38.1% -** even though it was also a laudable rise from the 24.57% that was obtained last year when an African drama text replaced the European/Victorian text that had been the testing instrument for quite a while. The table snippet below gives a picture of the performance in Question 2 of Paper III

Question No.	Mark Ranges													Pop't y & Rank	Performance				
	Below Average					Average				Good				Total	Av.	Good	Total	% pass	Rank
	0+	1+	2+	3+	Tot.	4+	5+	6+	Tot	7+	8+	9+	Tot						
2	857	1,193	1,674	1,799	***5,523***	1,655	1323	931	***3,909***	***545***	***248***	38	***831***	***10,263rd***	**3,909**	**831**	***4,740***	**38.1%**	**3rd**

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.
- Drilling them in the stagecraft perspective – seeing reality through the eyes of the producer who must put the pay on stage successfully and through the eyes of the audience that must be entertained, thrilled and edified.
- 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

In this task on a prose passage, Candidates were expected to read and understand Alice Walker's speech, "Choice: **A Tribute to Martin Luther King Jr."** and its content to answer questions ("a"- "e"). The demands of the various questions were adroitly/skilfully crafted to test their skills and competences in:

- The meanings of language snippets (in four sub questions);
- Incidence, sociological concerns or themes – list four ways in which Martin Luther King Jr. positively impacted the lives of the people in his community;
- Writer's attitude – bring out Alice Walker's feelings towards (i)Martin Luther King Jr. (ii) her ancestors;
- Style – commenting on the writer's effective use of two different stylistic devices; and
- Creativity – writing a one-stanza poem of six lines as a tribute to the great achievements or accomplishments of Martin Luther King Jr.

Q3 a i, ii, iii & iv Comprehension strands, pitched at one-star difficulty level in which candidates were expected to use their own words to provide contextual meanings of words and expressions. It warranted them to either provide synonyms of selected words or explain chosen textual expressions in their own words. The dominant trend was the mere recopying of the same words and/or expressions, implausible, befuddled or improbable explanations, unsuitable rewordings, clumsy expressions and incomplete answers. There were also candidates who resorted to writing brief paragraph-like explanations of the various words and/or expressions. Yet, some, (few anyway) of the answers were informed by precise/accurate and relevant expressions.

Q3b). **This was a one-star analysis** perspective which called on candidates to identify the ways in which Martin Luther King Jr. positively impacted his community. Even though a commendable number of candidates impressed through concise, accurate and correct listings, a handful of them did not understand the conventions of listing, that is, either through numbering, use of bullets or simply writing on straight lines. Thus, some were caught in the web of either misunderstanding the idea of positive impact or indiscriminately copying large

chunks of the passage, especially sections that said or implied anything positive about Martin Luther King Jr. However, globally, this was a fairly simple question and popular question.

Q3c (i and ii, both of them two-star evaluation questions). The focus here was on bringing out the speaker's (Alice Walker's) feelings/attitudes towards two characters (individual and group) evoked in her speech (Martin Luther King Jr. and her ancestors). Even though a sizeable proportion of the candidates were able to identify Walker's feelings towards the two components, very few of them were able to couch them in proper expressions which convey attitude such as: "a feeling of admiration, appreciation, esteem, estimation, regard, respect, etc.", "a feeling of great admiration", "a feeling of adoration, acclamation, adulation, approbation, homage, reverence, etc." Some resorted to the use of rather trite, banal and inexpressive tags like "positive and negative" to intermittently describe Walker's feelings.

Q3d). **A one-star analysis** question which called on candidates to comment of the writer's effective use of any two different stylistic devices, it was a fairly-within-reach question whose expectations the candidates grappled with fairly commendably. Many candidates were able to cite and explain stylistic devices such as contrast, irony, and retrospection. However, they were generally unable to clearly elucidate why and how they considered effective, the writer's use of such stylistic devices. Thus, most of the answers tended to be declarative narratives imbued with the arguments of force rather than the expected logic.

Q3e). This was **a three-star, synthesis** question of cross-genre nature, in which candidates were expected to draw from their creative abilities, adopt the posture of a poet and in a poem of six lines, write a tribute/commendation to the great achievements of the activist Martin Luther King Jr. A commendable proportion of the candidates recorded creditable poem-tributes Martin Luther King Jr.'s prowess. However, there were still lingering indications that some candidates still do not know the difference between a stanza and a paragraph and these misguided ones thus lost the mark for form.

The general success rate was an astonishing **55.2%** average, a performance which though average, was but another laudable rise from what obtained in quite a number of past years and a dramatic rise from 2022's murky showing (**42.95%** in 2016; **17.2%** in 2017; **38.8%** in 2018; **32.7%** in 2019; **54.7%** in 2020; **36.3%** in 2021; **07.9** % in 2022; and **33.5%** in 2023).

By way of statistics, the question garnered a success rate/ performance which ranged from the poor through the average to the good gamut as is seen here below:

Question No.	Mark Ranges													Pop'ty & Rank	Performance				
	Below Average					Average				Good				Total	Av.	Good	Total	% pass	Rank
	0+	1+	2+	3+	Tot.	4+	5+	6+	Tot	7+	8+	9+	Tot						
3	578	986	1,365	1,902	***4,831***	1,867	1,607	1,160	***4,634***	***602***	***240***	37	***879***	***10,344/1st***	**4,831**	**879**	***5,710***	**55.2 %**	**1st**

The general success rate 55.2% was encouraging, but could be improved through a vigorous emphasis on some of these remedial pedagogic blueprints:

- Drilling and getting learners to respect context, accuracy, precision, and tense in providing meaning and context of given words and/or expressions.
- Bedding learners to have a firm grip of the context of a passage. This could be done by assisting them to study texts in segments while emphasizing all the expectations of the syllabus objectives.
- Seeding them in the skill of identifying, explaining and determining the effectiveness and/or ineffectiveness of stylistic devices as the various occasions may demand.
- Attuning learners' skills in the exploitation of textual details/evidence and through regular drills and practice with passages in illustrating relevant facts to render them more dynamic/convincing in the tasks.
- Highlighting drills and tasks on creative writing through reading tasks on various types of writing. Get learners to be open-minded and flexible and be ever-ready to pose in any role for tasks on creative writing, especially poetry that is still considered by many candidates as the bête noir genre of Advanced Level Literature in English.
- Encouraging relatively guided extensive reading and the use of standardized dictionaries (especially dictionaries of synonyms and antonyms and those of idiomatic expressions and phrasal verbs) as an enabler for the beefing up of candidates' dormant and active vocabulary banks.
- Nurturing learners on/in the dynamics of literary analysis or prose appreciation, that is, making them always be conscious of the interconnectivity of form and content. In other words, we must continuously teach that form and content are *Siamese twins* of sorts.

SECTION C: POETRY APPRECIATION

QUESTION 4

Question 4 expected candidates to read an unseen poem and answer questions from the following areas:

- Meaning of the poem.
- Giving meaning in context of words and expressions.
- Identification of the use of a dominant tense and its effectiveness in the poem.
- Establishing the rhyme scheme of the poem and to commenting on its effectiveness.
- Citation of one line from the poem summing up the poet's piece of advice.
- Providing a suitable title for the poem.
- On creativity.

a. This was **an evaluation** question, judged to be of **two-star** difficulty. In it, candidates as usual were expected to give meaning of the poem in not more than 150 words. This two-star question for the first time in so many years was satisfactorily attempted by the majority of candidates.

b. **i, ii, iii & iv Comprehension strands, of one-star difficulty level** in which candidates were expected to give meaning of some words and expressions in the context of the poem. Many candidates rather delved into lengthy explanations and paraphrases, with others reporting, instead of simply providing synonyms to the given words and expressions. However, some of them were able to come up with appropriate meanings in context of the selected test items.

C .i) This **one-star comprehension** question expected candidates to identify the dominant tense used in the poem and determine its appropriateness. It was quite embarrassing to find out that Advanced Level candidates on a general note were unable to pick out the simple present tense which was the dominant tense in the poem, talk less of giving its effectiveness to the overall meaning of the poem. Nevertheless, many came up with average and good responses.

ii) This had a **one-star, application** thrust and candidates were expected to use the first stanza of the poem as a sample to establish the rhyme scheme of the poem, bringing out its

effectiveness. Quite a good number of candidates established the rhyme scheme well but some, unfortunately, were unable to comment on its relevance.

d.i) This next question was **a one-star, comprehension** thrust and candidates were expected to cite one line from the poem among many that summed up the poet's message or moral. A large number of candidates got one it right.

ii) In this **two-star, synthesis** question, candidates were expected to provide a suitable title to the poem. Interestingly, a good proportion to them provided suitable/appropriate titles to the poem.

e) This was **a three-star, synthesis** question. Here, candidates were expected to fill in line 22 and line 23 in the poem paying attention to content, tense, length of lines and rhyme scheme (**later moderated during the plenary before marking to just two expectations – content and tense**). It still turned out to be the waterloo of the entire Poetry Appreciation rubric. There were hardly any candidates that got the correct response in full. A majority of them filled in just anything.

The general success rate was an equally astonishing, but unfortunately just-below-average **49.14%**, a performance though it was but another laudable rise from what obtained in quite a number of past years and a dramatic rise from 2022's murky showing (**18.44%** in 2016; **28.7%** in 2017; **14.15%** in 2018; **09.2%** in 2019; **07.6%** in 2020; **24.4%** in 2021; **41.6** % in 2022; and **09.9%** last year). Below is a table that shows candidates performance in terms of poor, average and good answers. 9834 candidates attempted this question making it the last in ranking for paper three.

Question No.	Mark Ranges													Pop'ty & Rank	Performance				
	Below Average					Average				Good				Total	Av.	Good	Total	% pass	Rank
	0+	1+	2+	3+	Tot.	4+	5+	6+	Tot	7+	8+	9+	Tot						
4	532	981	1,500	1,989	***5,002***	2,102	1,439	736	***4,277***	***421***	***117***	18	***556***	***9.835/ 4th***	**4,277**	**556**	***4,833***	**49.14 %**	**2nd**

From the above table, it is important to note that a great work still has to be done in teaching poetry appreciation in our schools, given that a whooping number of learners still cannot handle this exercise acceptably.

Suggestions for better performance

- It's imperative that teachers include lessons on creativity as they handle the teaching of poetry so that learners can come up with their own poems.
- Teachers should lay more emphasis on the teaching of the language elements stated in the syllabus.
- Teachers should equally teach meter in their poetry lessons.
- More seminars should be organized in the field so that teachers who do not take part in marking exercise can have the opportunity to be abreast with what is needed for excellent result.
- Poetry Appreciation should be taught in Lower Sixth in order to better equip learners with the necessary skills to understand poetry in general.

Mark Range, Popularity Rate and Performance in Paper III, 2024

Question No.	Mark Ranges													Pop'ty & Rank	Performance				
	Below Average					Average				Good				Total	Av.	Good	Total	% pass	Rank
	0+	1+	2+	3+	Tot.	4+	5+	6+	Tot	7+	8+	9+	Tot						
1	1,035	1,871	1,966	1,859	***6.731***	1,414	987	516	***2,917***	***237***	***89***	25	***351***	***9,999/ 3rd***	**2,917**	**351**	***3,268***	**32.7 %**	**4th**
2	857	1,193	1,674	1,799	***5,523***	1,655	1323	931	***3,909***	***545***	***248***	38	***831***	***10,26 3/2nd***	**3,909**	**831**	***4,740***	**38.1 %**	**3rd**
3	578	986	1,365	1,902	***4,831***	1,867	1,607	1,160	***4,634***	***602***	***240***	37	***879***	***10,34 4/1st***	**4,831**	**879**	***5,710***	**55.2 %**	**1st**
4	532	981	1,500	1,989	***5,002***	2,102	1,439	736	***4,277***	***421***	***117***	18	***556***	***9.835/ 4th***	**4,277**	**556**	***4,833***	**49.14 %**	**2nd**
Total	**3,002**	**5,031**	**6505**	**7,549**	**22,087**	**7,037**	**5,356**	**3,395**	***15,737***	***1,805***	***694***	**118**	**2,617**	**43,097**	**9,956**	**1,014**	**10,970**	**25.45%**	
					22,087				***15,737***				**2,617**	**TOTAL: 40,441 answers sampled**					

These statistics were gathered from a total of **40,441** answers from **11,869** worked scripts of Paper 3 marked by **102** Examiners. The general performance show that though average, there impressive improvement compared to previous session. Apart from Prose Appreciation that has sometimes in the past score in the average mark range, and even beyond, none among the other three has hardly neighboured the average mark range since the introduction of the current syllabus structure and format. Most notably, performance in Poetry Appreciation has re-invented itself by proudly strutting to the threshold of the average mark range and frog-leaping over the tasks on drama texts – really record-breaking performance! Equally, worthy of note is the impressive number of quality scores, totalling 2,617, about 06.47% of the total sample – **real feats which we must collectively work hard to maintain and better**!

Yes, for the first time, Paper III brought consolation to the 735, Literature in English family. For the first time, it gave hope that there is a future for the discipline after all – if we all ply our trade with the enthusiasm it takes to convince and bring along learners on this exciting roller-coaster ride that is Literature in English teaching. For the first time, the appreciation rubrics majored, prose coming first with **55.2%** success and poetry taking second position with a remarkable thought average **49.14%**! For poetry, we say remarkable because it has always been thought of as arcane and not for the average mind and teaching it has always been left for a few by the majority of ELT specialists. Scores as high as nine on ten were indicators of the fact that for once, the practical paper, with its wonted discrete items, could be *banalized* and brought down from its rostrum that was generally (but erroneously) seen as esoteric.

Performance in Shakespeare's ***Coriolanus*** unfortunately continues to appal, though its 32.7% meant a noticeable rise from the 24.57% of last year (see comparative table below). ***A Dance of the Forests*** rather dropped in performance from 42.7% last year to 38.1% this year. These two texts must needs be exploited with learners in the classroom – for meaning in context strands (synonyms for paraphrase especially, but at times also antonyms); for plot and storyline understanding; for dramatic techniques and devices; for character and role play perspectives; for exploitation of thematic indicators; for stagecraft power-points (always for audience appeal and production possibilities); etc. It is only when we constantly get learners to exploring the language and literary riches of these drama texts that the syllabus allows for them to be tested context style that we shall keep them ever ready to answer the discrete-point questions in this rubric that test only distinct entities and not wholes

Prose Appreciation won the day in the Paper III rubric, but its performance can continue to improve if teachers make it a point of duty to teach it well in advance and to always practise it with the learners **at least every two weeks or every month**. On its part, Poetry Appreciation catapulted itself from a shameful 09.09% last year to a remarkable 49.14% in 2024. Despite this unprecedented performance, there is always the need for a more systematic grounding of learners in Drama, Prose and Poetry Appreciations so that performance in Paper III continues in this upward trend.

For comparative purposes, we juxtapose the results of two years – 2023 and 2024 – in the next table.

Mark Range, Popularity Rate and Performance in Paper III (2023 and 2024 compared)

Question No.	Mark Ranges													Popularity	Performance				
	Below Average					Average				Good				Total	Av.	Good	Total	% pass	Rank
	0+	1+	2+	3+	Tot.	4+	5+	6+	Tot	7+	8+	9+	Tot						
1	1,857 1,035	1,540 1,871	1,828 1,966	1,139 1,859	***6364/6731***	1437 1,414	397 987	169 416	***2003/2,917***	***46*** ***237***	***22*** ***89***	3 25	***71*** ***351***	***8438/9,999***	**2003**	**41** **351**	***2074*** ***3,268***	**24.57%/ 32.7%**	**3rd**
2	584 857	998 1,193	1551 1,674	1563 1,799	***4696/4,831***	1385 1,655	949 1,323	652 931	***2986/3,909***	***346*** ***545***	***141*** ***248***	37 38	***524*** ***831***	***8206/10,263***	**2986**	**524** **831**	***3510*** ***4,740***	**42.7%** **38.1%**	**1st**
3	1107 578	1722 986	2275 1,365	2175 1,902	***7279/4,831***	1617 1,867	1135 1,607	583 1,160	***3335/4,634***	***259*** ***602***	***62*** ***240***	12 37	***333*** ***879***	***10947/10,344***	**3335**	**333** **879**	***3668*** ***5,710***	**33.5%** **55.2%**	**2nd**
4	3795 532	2677 981	1627 1,500	1158 1,989	***9258/5,002***	592 2,101	225 1,439	89 736	***906/4,277***	***16*** ***421***	***04*** ***117***	00 18	***20*** ***556***	***10184/9,835***	**906**	**20** **556**	***926*** ***4,833***	**09.09%** **49.14%**	**4th**

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, followed by Drama in Paper II and surprisingly, by Poetry in

Paper III. However, for Paper II, the performance in Poetry still leaves a lot to be desired. And so in overall performance as per the table below, we note, in the different performances of the different genres, especially in the different texts and paper rubrics, that there is still a lot of work to be done. We all know what to do, so there is no longer any need for more explanations after all the explanations above; indeed, we think all lessons have been driven home and there is no longer need to continue belabouring issues here.

Overall Genre performance in Paper 11 and III, 2024

DRAMA	***A Raisin in the Sun***	***And Palm-Wine Will Flow***	***Coriolanus***	***A Dance of the Forests***	***Overall genre performance***	***Remarks***
	36.6%	**40.3%**	**32.7%**	**38.1%**	**36.93%**	**Poor**
PROSE	***Nineteen Eighty-Four***	***Anthills of the Savannah***	***The Lady With A Beard***	***Prose Appreciation***	**47.18%**	**Average**
	55.5%	**36.5%**	**41.5%**	**55.2%**		
POETRY	***The Gen Prol & The Merchant's Pro & Tale***	***Selected Poems of John Keats***	***Poems of Black Africa***	***Poetry Appreciation***	**41.36%**	**Average**
	37.8%	**42.3%**	**36.2%**	**49.14**		

The marking and A-Checking were done by 102 Examiners, 8 ACEs and 1 AACE, under the supervision of the Chief Examiner, **Tameh Valentine Nfon** and the Assessor, **Professor Eunice Kwansuh Ngong Kum**.

GENERAL RECOMMENDATIONS

This last section of the Subject Panel Report makes the same recommendations, with just one or two additions, year in, year out. There is no gainsaying the fact that when these proposals are heeded by the targeted stakeholders, results will invariably improve. We take the pains again, here below, to remind the stakeholders concerned of their bounden responsibilities.

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 continue to be given more and appropriate attention if we hope to continue improving. 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

11. School heads and collaborators should lay more emphasis on pedagogy in all internal and inter-school forums.
12. They should equip libraries and ensure the regular functioning of these structures for the profit of the learners and teachers.
13. Current GCE Board subject reports should be a "must" on school library lists and a must among teachers' classroom companions.
14. Teachers should be compelled to make the contents of these Subject Panel Reports 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 103, 3 were absent, giving a total of 96, of which 8 were officials, 53 were examiners and 32 Assistant Examiners. Who marked and controlled 10,741candidates' scripts. A total of 10,741 for paper 2 and 3 respectively 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 70% of candidates scored above average.

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	3hrs

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	1a, 1c, 2ai, 2c, 3a, 4a, 5b, 6d, 8a	1a, 2aii,2b,3b,3c,3d,4d,5a,5c,5d, 6a,6b,6c,7a,7b ,7c,8c,8d	1d, 2b, 2c, 2d, 3b, 4b, 6a, 6c, 7a, 7b, 7c, 8b	1d,2d,	1d,2d,7a,7b	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 3 and 5 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

This question was a very popular question, as it was answered by many candidates who generally scored above average with a highest score of 25/25. However, most students faced a challenged in doing basic calculations involving the Body Mass Index (BMI).

QUESTION TWO

This question was unpopular, majority of the candidates who attempted the question had scores below average. Candidates had difficulty in defining RDA as well as stating the factors that affect RDA. Also, most candidates also had difficulties in calculating energy values of food.

QUESTION THREE

This question was very unpopular as the few candidates who attempted it scored below average. Most candidates were unable to explain digestive processes. Candidates faced a challenged in describing the absorption of lipids in the body.

QUESTION FOUR

It was a popular question as most candidates who attempted the question scored above average, with the highest score of 25/25.

QUESTION FIVE

This was the most unpopular questions as most of the candidates found it challenging to answer questions 5a, c and d. They were unable to differentiate between preference test and discrimination test. Moreover, students faced a major challenge regarding classification and importance of enzymes. The candidates were also very unfamiliar with the term glycolysis as well as explaining its role in alcohol fermentation. The lowest scores were recorded from this question as most scored below average.

QUESTION SIX

This was the most popular question, as most of the candidates who attempted scored above average. However, some of the candidates were challenged in answering question 6c) which was on uses of enzymes in the food industry.

QUESTION SEVEN

This was a popular question, this is partly because the question was very open, and required application of food science knowledge. Most of the candidates who attempted had good scores.

QUESTION EIGHT

This question was attempted by many candidates, however a few candidates faced challenges with question 8b) in which they were expected to differentiate between hard and soft water.

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	6,151	84.77%	25	00	Very Popular	Very popular question, However, most students faced a challenged in doing basic calculations involving the Body Mass Index (BMI).	3
	2	1,105	15.23%	25	00	Not popular	Majority of the candidates had scores below average. Candidates had difficulty in defining RDA as well as stating the factors that affect RDA. They also faced difficulties calculating energy values of food.	6
Section B (food consumption and health)	3	445	6.13%	25	00	Not popular	This question was very unpopular as the few candidates who attempted it scored below average. Most candidates were unable to explain digestive processes. Candidates faced a challenged in describing the absorption of lipids in the body.	5
	4	6,811	93.87%	25	00	Very popular	No major difficulty	4
Section C	5	614	8.46%	25	00	Least Popular	This was the most unpopular questions as most of the candidates found it challenging to answer questions 5a, c and d.	8
(Food science)	6	6,642	91.54%	25	00	Most Popular	Most of the candidates who attempted scored above average. However, some of the candidates were challenged in answering question 6c) which was on uses of enzymes in the food industry.	1
Section D (Community health and nutrition)	7	4,082	56.26%	25	00	Very Popular	No major difficulty	7
	8	3,174	43.74%	25	00	Popular	This question was attempted by many candidates,	2

Sections	Question	Frequency of question	Percentage attempt of question	Highest score	Lowest score	Question analysis	Problems encountered	Rank
							however a few candidates faced challenges with question 8b) in which they were expected to differentiate between hard and soft water.	
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	2,144	1164	389	2712	284	3451	307	747
Average	13-15	1,651	371	167	1621	50	1579	324	468
Above Average	16-20	2,055	331	122	2287	71	1872	1074	1128
Good/Excellent	21-25	918	257	28	1115	29	1141	2843	1712

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	1,104	1,270	1,048	1,244	2,590	7,256	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	6,626	91.32%	630	8.68%	Most candidates could actually identify the food samples using the reagents provided	No major difficulties
	Q2	7,124	98.18%	132	1.82%	Candidates faced difficulty with the calculations in Q2 a	No Major problem
Part 2 (Cookery)	Group 1	2,613	36.01%	59	0.81%	Candidate's performance was above average and the weighting of the three groups was balance	No major problem encountered
	Group 2	3,312	45.64%	37	0.51%		
	Group 3	1,217	16.77%	18	0.25%		
Total	**5**	**-**	**100%**		**100%**		

*percentages = frequency /total scripts marked x100.

SUGGESTIONS/RECOMMENDATIONS

A, Students

- Students are advised to start the subject from the first cycle 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.
- Teachers should endeavor to introduce the subject to the Arts students as well, this is because the subject is comprehensive and can embrace both the science and arts students.

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 is good and similar to the performance 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 witnessed a slight increase (**15.78%**) as compared to that of the previous year: **09.19%** in 2023, **08.93** % in 2022 and **12.78** % in 2021, but still far from the **22.75%** recorded in 2019.

It was learnt in the marking room that some candidates who are not of the A3 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 our country.

A loose calculation of the three percentages would give a general percentage pass of **25.43** %

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	5	6	7	4	3	
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 2024 session, life areas offered to candidates were:

Advantages and disadvantages of internet

- Actions to be taken to improve on medical services in government hospitals
- Actions to be taken as the president elect to achieve the set objectives
- Domestic violence and harmonious marital life.

The translation texts were on:

- Investigative journalism.
- Sports and leisure
- The significance of inheriting a woman
- Terrorism and its consequences

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 7040 candidates sampled (74.27%) out of 9478

Question	1	2	3	4	5	6	7	**Whole paper**
Sampled	677	6296	4642	2027	1339	3494	2311	**7040**
Passed	98	2367	749	337	185	1063	442	**1111**
Percentage	14.47	37.59	16.13	16.62	13.81	30.42	19.12	**15.78**

Average pass = 15.78

Observations

- The best performance of 37.59% is recorded in question 2: *unseen poem*.
- Question 5: *Le dernier jour d'un condamné has* recorded the poorest performance : 13.81 %

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	***Style** : Le paradoxe et le symbolisme comme source de beauté de la poésie*	*Etude d'un poème*	***Thème** : La satisfaction d'un ami comme source de dégâts dans son entourage*	***Personnage :** Les personnages vertueux, hypocrites et traitres.*	***Thème :** Souffrance et sensibilisation de la masse.*	***Thème :** Des conseils pour un mariage réussi.:*	***Le milieu :** Les milieux professionnel , social et culturel qui peuvent être hostiles ou bénéfiques à un individu*
Popularity of questions Per section	677/**6973**	6296/**6973**	4642/**6669**	2027/**6669**	1339/**7144**	3494/**7144**	2311/**7144**
	7th	1st	2nd	5th	6th	3rd	4th
	9.70%	90.29%	69.60%	30.39%	18.74%	48.90%	32.34%
Performance/ Success rate	14.47%	37.59 %	16.13%	16.62 %	13.81%	30.42 %	19.12%

Remarks

- Question 2, the more popular in Section A: **6296** out of **6973** or **90.29** %, and the most popular in the whole paper but only **37.59** % of the candidates passed.
- In Section B – Drama, question 3 on Marivaux attracted candidates up to **69.60** % (**4642** out of **6669**), but only **16.13** % of them passed.
- In Section C – Prose. question 6 on *l'enfant de la révolte muette* had the highest number of candidates (**3494** out of **7144**) in that section i.e. 48.90%, but scored only **30.42**%.

- The least popular question was Question 1 (section A), **677** out of **6973**. Question 5 had the worst performance (**13.81**%) in the whole of Paper two. This is due to the fact that many candidates' did not understand the meaning of "**victimes des circonstances**". Moreover, those who understood the question 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**
Lors d'une séance d'étude, l'un de vos camarades de classe déclare que le paradoxe et le symbolisme sont à la base de la beauté de la poésie. En vous basant sur au moins deux poèmes étudiés.	**Style** paradox, symbolism and beauty in poetry.	This question is the least attempted; 677 candidates out of the sampled **6973** attempted the question and only **98** of them scored a pass mark, which gave **14.47**% Less popular in section A.

Expected of the candidates

Candidates are expected to define paradox and symbolism and thereafter, show that they are at the heart of beauty in poetry. Nevertheless, candidates are free to prove that other stylistic devices (simile, metaphor…) are equally elements of beauty in poetry.

Their limitations

Some candidates after defining symbolism and paradox show how the two stylistic devices are used by the poet. Most of them fail to show how they are at the heart of beauty in poetry.

Question 2: The unseen poem	**Skill**	**Appraisal of the performance**
Un poème à analyser	**Application** connaissance poétique	The most popular question in the whole paper (6296 out of 6973) but only **37.59 %** made it.

Expected of the candidates

i. La forme poétique du poème : Le rondeau : nombre de strophes, disposition des rimes, présence des refrains, le nombre de pieds par vers etc.
ii. : Structure externe du poème. Nombre de strophes (quatre strophes de 16 vers), rimes embrassées, rimes croisées ou alternées, octosyllabes, des refrains.
iii. La principale figure d'analogie : la personnification ; indices : premier vers, troisième vers, huitième, neuvième et douzième vers.
iv. Les mots du champ lexical de la nature : vent, pluie, soleil, froidure, ruisseaux, oiseaux …
Les mots du champ lexical de la beauté : broderies, clair, beau, jolie, argent, orfèvrerie…
v. *Les candidats doivent dire de quoi le poète parle dans son poème : le renouveau de la nature, la nouvelle saison, le printemps. Cette saison contrairement à l'hiver, rend heureux tous les éléments de la nature.*

Le candidat donne ses sentiments par rapport au poème.

Question 3: Marivaux	**Skill**	**Appraisal of the performance**
Dans un débat de société, un paneliste déclare : « La satisfaction d'un ami peut être source de gros dégâts dans son entourage ». Partagez-vous l'avis selon lequel en voulant satisfaire une personne on peut créer de sérieux problèmes autour d'elle ? Votre réponse à cette question se fondera sur votre expérience de la vie et sur Les Fausses confidences de Marivaux.	**Theme** To satisfy a friend can cause significant damage in his surroundings	This question on Marivaux attracted up to **4642** candidates, but only 16.13**%** passed.

Question 1: Baudelaire	Skill	Appraisal of the performance
Expected of the candidates: Candidates are expected to prove that on trying to satisfy a friend, one can cause significant damage in his surroundings. He should therefore come out with various types of damage: hatred, jealousy, frustration, tension… He must prove this with cogent facts from society and from the play Les Fausses Confidences. **Their limitations** Some candidates failed to show the link between satisfaction and problems caused. They instead narrate all they know about the characters and the plot.		
Question 4: Cesaire	**Skill**	**Appraisal of the performance**
Lors d'un débat dans votre établissement sur le thème « Dans la vie, il y a des hommes qui sont vertueux, d'autres qui sont hypocrites sans oublier les traitres ». Vous êtes appelé à examiner ce point de vue en partant de votre expérience et de quelques personnages de la Tragédie du Roi Christophe d'Aimé Césaire.	**Characterisation** There are characters who are hypocrites, some who are virtuous, and other who are traitors.	This question on Césaire attracted up to **2027** candidates, but only 16.62**%** passed.
Expected of the candidates Candidates are expected to say what they understand by being a hypocrite, traitor and virtuous person. Thereafter, they should draw examples from society and *La Tragédie du Roi Christophe* to show that there are people who fall under the three categories mentioned above. Some characters like Christophe, Pétion, Madame Christophe, Corneille Brelle, Metellus etc. will help as examples to substantiate the answer. **Their limitations** Some candidates fail to analyse the various points with appropriate characters. Points were mixed up and confusing and the work poorly organised.		
Question 5: Victor Hugo	**Skill**	**Appraisal of the performance**
On se moque toujours des victimes des circonstances jusqu'au jour où on se retrouve soi-même dans la même situation. A partir de votre expérience de la vie et votre connaissance de Le Dernier Jour d'un Condamné, dites pourquoi la masse doit être sensibilisée par rapport à la souffrance de l'homme.	**Theme** The population needs to know that it is needless to mock at those who are victims of circumstances for nobody is completely safe.	This was the least attempted in the section and the second least attempted in the whole paper. **1330** candidates out of **7144** giving a percentage of 13.81.
Expected of the candidates Candidates are expected to say from their experience and from their knowledge of the text that, not only people are abandoned when they have problems, but they are also mocked at. They must identify in the text those who adopt such behaviour towards prisoners. Thereafter they must say why the population needs to be sensitized. **Their limitations:** Most candidates failed to understand the meaning of "**victims of circumstances**". Consequently, their analysis of the question remains shallow with narrative work.		
Question 6: Nkoa Atenga	**Skill**	**Appraisal of the performance**
Vous êtes appelé à donner des conseils à un couple qui est sur le point de s'unir pour la vie. En vous servant de votre expérience et des faits tirés de L'Enfant de la Révolte Muette, aidez ces futurs mariés à comprendre que le mariage n'est pas une mince affaire.	**Theme** Pieces of advice on marriage to a young couple about to get wedded.	This question on Nkoa Atenga attracted up to **3494** candidates, with **30.42%** passed. (Second best performance)
Expected of the candidates Candidates are expected to give pieces of advice to two people about to get married so that they should understand that marriage		

Question 1: Baudelaire	Skill	Appraisal of the performance
is not a simple affair. He must draw facts from the text and from his own experience to present the difficulties that any couple may face in marriage. **Their limitations:** Instead of using cogent facts drawn from the text and from society to answer the question, most of the candidates only talk about what happens to Jean Marie and Nathalie, without relating it to the subject matter.		
Question 7 : Francis Bebey	**Skill**	**Appraisal of the performance**
Le milieu social, culturel et professionnel peut être bénéfique ou hostile à un individu. A partir de votre expérience et des évènements dans Le Fils d'Agatha Moudio, Justifiez cette affirmation.	**Milieu** The influence of social, professional and cultural milieu on an individual**.** .	This question on Francis Bebey attracted up to **2311** candidates, with **19.12%** passed.
Expected of the candidates: Candidates are expected to show their understanding of "milieu". Thereafter they will use their knowledge of the text and their personal experience to show how the professional, cultural and social milieu can be hostile or beneficial to a character. They must use cogent facts in order to substantiate their viewpoint. **Their limitations:** Many candidates limited their analysis to social milieu, making the work partial. Professional and cultural milieu are ignored. Some consider social and cultural as the same thing.		

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	**4444**	**191**	**588**	**1012**	**6235**	**6199**	**6302**
Passed	**2286**	**76**	**220**	**434**	**3016**	**1877**	**2211**
Percentage pass	**51.44**	**39.79**	**37.41**	**42.88**	**48.37**	**30.27**	**35.08**
Popularity	**1st**	**4th**	**3rd**	**2nd**			
Performance ranking	**1st**	**3rd**	**4th**	**2nd**			

Observations

- The most popular essay question was question 1.1 (**4444**), **advantages and disadvantages of internet;** It scored the best performance (**51.44**).
  - The least popular one was question 1.2 on **How to improve on medical services in public hospitals** with **191** candidates who attempted it**.** The question ranked 3rd in terms of performance **(39.79).**
  - Question 1.3 on **the strategies of a president elect**, came 3rd in terms of popularity, had the worst performance (**37.41**).

Question by question analyses

Question 1	Compétences	Appreciation des performances
L'internet reste l'une des merveilles des techniques de l'information. Il suffit de cliquer une ou deux fois pour recevoir des informations de partout dans le monde. D'après vous, l'internet n'a-t-il que des avantages ?	**Analyse :** L'internet n'a-t-il que d'avantages ?	Le pourcentage de réussite est **51.44**

Expected of the candidates

Les candidats doivent parler de l'internet comme l'une des grandes inventions de ce siècle avec les facilités qu'elle offre pour la diffusion de l'information sur tous les supports en temps réel. Cependant ils doivent en même temps parler des inconvénients de cette nouvelle technologie.

Difficultés de certains candidats:

Somes candidates only talked about the advantages of internet, making their answers partial.

Question 2	Compétences	Appreciation des performances
Texte *- Lorsque le malade arrive, je prends les paramètres : la température, la tension, le pouls et le sang pour l'analyse (pour le cas de paludisme), en attendant que le médecin arrive.* *- C'est tout ce que vous les infirmières, vous pouvez faire pour un cas d'urgence du palu ?* *- Si le docteur n'est pas disponible, je prescris des médicaments pour qu'on achète…* *Pendant ce temps, l'état du malade s'empire.* ***Question :*** Que faire pour rendre plus efficaces les services médicaux dans les centres hospitaliers de santé publique au Cameroun ?	**Analyse** Que faire pour rendre plus efficaces les services médicaux dans les centres hospitaliers ?	Le pourcentage de réussite est **39.79** .

Attendu des candidats

Les candidats sont appelés à dire ce qu'il faut faire pour améliorer les services médicaux au Cameroun. Ils doivent le faire en donnant des exemples concrets : comment les patients sont-ils reçus, traités, hospitalisés… ? A partir des manquements observés ils diront comment rendre le service dans les hôpitaux publics plus efficaces.

Les difficultés de certains 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
Vous venez d'être élu Président de la république de votre pays. Quelles sont les stratégies que vous allez mettre sur pied pour atteindre les objectifs que vous vous êtes fixés ?	**Synthèse** : Synthèse des stratégies à mettre sur pied pour atteindre les objectifs fixés.	Le pourcentage de réussite est **37.41** .

Attendu des candidats :

Les candidats sont appelés à jouer le rôle du président élu. Ainsi, ils doivent dévoiler les stratégies à mettre sur pied pour atteindre les objectifs fixés pendant la campagne électorale. Ceci peut concerner la santé, les infrastructures, les emplois …

Les difficultés des candidats :

Many candidates still talked in terms of what they will do whereas they were supposed to say how they will implement their policy as president elect.

Question 4	Compétences	Appreciation des performances
Texte ***Lucie*** *: Nous ne bénéficions pas de ce revenu pour la famille car tu préfères le dilapider sur les femmes, donc je préfère mourir entre tes mains que de te laisser sortir.* ***Octave :*** *Laisse-moi sortir sinon tu t'exposes à la violence.* ***Question :*** *Dans beaucoup de foyers, les femmes font face à la violence conjugale. Après avoir présenté les manifestations de ce phénomène, vous direz ce qu'il y a lieu de faire pour mener une vie familiale harmonieuse.*	**Evaluation :** Evaluer les manifestations de la violence conjugale et dire comment bâtir une famille harmonieuse	Le pourcentage de réussite est de **42.88**

Attendu des candidats

Les candidats doivent démontrer que les femmes sont exposées à la violence conjugale ; ensuite ils devront parler des manifestations de la violence conjugale dans les foyers : insultes, bastonnade, privation de moyens de survie… Ils diront ensuite ce qu'il y a lieu de faire pour une vie familiale harmonieuse c''est a dire un mariage sans violence.

Les difficultés des candidats : Many candidates did not talk about the manifestation of domestic violence. Instead they talked about its causes.		
TRADUCTIONS	Compétences	LES PERFORMANCES
Journalism and investigation	**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.
Sports and leisure		
L'héritage d'un défunt.		
Le terrorisme et les conséquences sociales		

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

INTRODUCTION

The Special Bilingual Education French (0746) was in its ninth year of evaluation this 2024. 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, though below average, has improved to **45%** compared to last year's **16.94%** (considering that a pass is **40/80**) while that of Paper 3 has dropped significantly to **36.66%** this year from **49.15%** last year (considering that **50/100** is a pass). It is worth noting that candidates performed best in Oral Communication remains the best paper where candidates scored **98.27%** as opposed to **100%** last year. The overall performance this year has moved to **59.97%** this year, up from **55.63%** last year.

I. 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		

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

ANDIDATES' 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: 60	00	07	26	21	06	00
Percentage	00	01.16%	43.33%	35%	10%	00
Overall percentage	**27/60 = 45%**					

- 33 candidates were below average (55%);
- 27 candidates had 40 and above on 80 (45%);
- No candidates distinguished themselves to the cream level (00%).

IV. 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**	
Essay ii**		**x**	**x**	**x**	**x**	
Essay iii**		**x**	**x**	**x**	**x**	
Tra 1**	**x**	**x**	**x**	**x**	**x**	**x**
Tra 2***	**x**	**x**	**x**	**x**	**x**	**x**

V. 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 candidates: 60	00	02	17	25	12	04
percentage	00%	03.33%	28.33%	41.66%	20%	06.66%
Overall percentage	**22/60 = 36.66%**					

- 19 candidates were below average;
- 41 candidates performed satisfactorily with four of them distinguishing themselves as cream candidates.

VI. PRACTICAL: *COMMUNICATION ORALE (PRACTICALS)*

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 and then discusses with a jury for about ten minutes. He/she is then assessed following set criteria on fluency and aptness to communicate orally.

VII. CANDIDATES' PERFORMANCE IN *COMMUNICATION ORALE*

	MARKS RANGE				
	0-9/20	**10-12/20**	**13-14/20**	**15-17/20**	**18-20/20**
No. of candidates: 60	01	03	14	30	20
percentage	1.72%	5.17%	24.13%	51.72%	17.24%
Overall percentage	**59/60 = 98.33%**				

- Candidates did very well (98.27%), though the percentage fell slightly short of the 100% of last year, with everybody having a pass mark except for one candidate who had below average while 20 of them distinguished themselves as cream candidates. 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.

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

QUESTION	attempted	No. passed	% passed	Marks range	REMARKS
Paper 2					
1	41	13	31.70	00-14	Popular question, below average performance.
2	10	02	20	00-12	Unpopular question, very poor performance.
T0TAL	**51**	**15**	**29.41**		**Below average.**
3	11	04	36.36	03-15	Unpopular, below average performance.

QUESTION	attempted	No. passed	% passed	Marks range	REMARKS
4	51	21	41.17	00-18	Most popular, slightly below average.
T0TAL	**62**	**25**	**40.32**		**Below average.**
5	01	01	100	13	Very unpopular, excellent performance!
6	14	02	14.28	00-11	Unpopular, very poor performance.
T0TAL	**15**	**03**	**20**		**Below average performance.**
TOTAL LIT	**128**	**43**	**33.59**		**Below average performance.**
7	16	05	31.25	00-16	Averagely popular, Below average.
8	48	27	56.25	00-15	Very popular, Above average.
T0TAL	**64**	**32**	**50**		**Average performance.**
9	11	06	54.54	12-15	Unpopular, below average.
10	49	28	57.14	03-16	Very popular, above average performance!
T0TAL	**60**	**34**	**56.66**		**Above average.**
Paper 3					
Essay i	20	07	35	04-30/40	Popular, Below average performance.
Essay ii	36	10	27.77	09-34/40	Unpopular, Below average performance.
Essay iii	05	01	20	10-29/40	Unpopular/ Below very performance.
T0TAL	**61**	**18**	**29.50**		**Poor performance.**
Trans1	60	15	25	12-83	Poor performance.
Trans2	60	19	31.66	24-96	Poor performance.
T0TAL ESS	**120**	**34**	**28.33**		**Far below average.**
T0TAL	**181**	**52**	**28.72**		**Far below average.**

SUMMARY

QUESTION	attempted	No. passed	% passed	REMARKS
Literature	128	43	33.59	Below average.
EPS	64	32	50	Average performance
ECM	60	34	56.66	Above average performance.
Essay	61	18	29.50	Below average performance.
Translation	181	52	28.72	Dismal performance!
Oral Communication	60	59	98.33	Excellent performance.

- From the above analysis we can conclude that candidates' performance was above average in all the components put together, slightly better than last year by a few points (see comparative table below).

IX. SHORTCOMINGS OF CANDIDATES

- Shallow knowledge of texts and literary notions;
- Some candidates did not study the texts at all;
- Poor mastery of grammar, tenses, spellings, vocabulary, expressions and syntax;
- Poor introductions and conclusions;
- Inability to organise ideas and points;

- Aimless narration and irrelevant material,
- Poor presentation of material,
- Poor mastery of the literature syllabus,
- Scanty and sketchy answers/essays,
- Botched up essays (inappropriate use of memorised phrases, expressions, etc).
- Outright copy work by a few candidates (in Papers 02 and 03)

X. SUGGESTIONS AND RECOMMENDATIONS

To students:

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

To school authorities

- 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

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

To the parents

- 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;

To the Ministry of Secondary Education

- The Ministry of Secondary Education should ensure close supervision and follow-up of the implementation of this Programme, recruit teachers for the Programme, make the necessary financial and material needs available for its success. And above all, a comprehensive evaluation of the Programme should be carried out to get the challenges and shortcomings so as to chart a better way forward.
- We are also strongly suggesting that the Programme be given a **professional orientation** in the second cycle: The Intensive French component should be transformed into **French for Specific Purposes (FSP)**, or Français sur Objcetifs spécifiques (FOS) in French. Similarly, learners in the francophone sub-system should do **English for Specific Purposes (ESP**); Anglais sur Objectifs Spécifiques (AOS). This will address the specific needs of each **Series** and make it more appealing to the learners who are abandoning it at this level because they do not see its relevance to their fields of study. The present content of the course is more favourable to literary students! This orientation will necessarily lead to a syllabus review.

Comparative statistics from 2017 to 2024.

PAPER N0	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**
PAPER 2	15.55%	15.94%	40%	30.55%	28.16%	14%	16.94%	45%
PAPER 3	66.66%	73.91%	80%	56.41%	33.08%	24%	49.15%	36.66%
PAPER 4	100%	100%	100%	100%	100%	100%	100%	98.27%
TOTALS	**60.73%**	**63.28%**	**73.33%**	**62.32%**	**53.74%**	**46%**	**53.36%**	**59.97%**

XI. CONCLUSION

Marking of the 2024 GCE examinations was smooth. The number of candidates (62) was about the same as last year. The panel is still 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 pilot schools giving us more candidates in the nearest future.

0750-GEOGRAPHY

GENERAL OVERVIEW

The 2024 examination session marked the first testing of the New Examination Structure for 0750 Geography as per Circular No.2022/GCEB/R/DRE/EO-AL of 12th September, 2022, to bear on the Modification of Question Structure for 0750 Geography Papers Two and Three. In this new structure, Paper One remains the same as in the previous dispensation with 50 MCQs; Paper 2 is re-structured to incorporate Cameroon Geography in the last part of all the seven questions; while Paper Three is reserved purely for Practical Geography comprising three compulsory questions with an option in third question (Mapwork & Modern Cartography, Statistical Techniques, Fieldwork or Project-Based Learning).

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 below average compared to that of last year (2023), which stood at 54.81%. This is probably linked to transition from the old to the New Examination Structure, tested for the first time this year.

- Syllabus coverage as seen in the questions set can be estimated at 100% (same as 2023). 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 only about 60% (lower than that of last year – 2023), evidenced by the fact that very few attempted question on **PBL**, and the **graphical technique** (population pyramid) in statistics was poorly answered. This suggests non-coverage of that syllabus area by candidates.

- The average suitability of the whole examination was estimated at 56.7%. This is lower than that of last year which was 67.33%. This means that, it was a difficult 2024 0750 Geography Examination (by candidates' performance). Table 1below shows suitability of examination and candidates' performance this year 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 2024	80%	57.1%	33%	**56.7**%	**41.97**%
Suitability 2023	73.5%	71.4%	57.1%	**67.33%**	**54.81**%
Suitability 2022	82%	42.85%	57.1%	**60.73%**	**48.26**%

Paper	P1	P2	P3	AVERAGE	Candidates performance estimated from P2 & P3 statistics
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%**

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 80% as compared to 73.5% last year (2023). This means that it was a relatively less 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	7	14
Geomorphology	8	16
Biogeography	8	16
Environmental Issues	2	04
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, as per the New Examination Structure, is on **general concepts/theories** in Physical and Human Geography and their **application to Cameroon**. This comprises of a total of 7 questions with the last part of each question on the Geography of Cameroon at a regional level. The questions are divided into three sections, namely; Section A- Physical Geography, Section B - Human Geography and Section C - Contemporary Environmental and Development Issues (CEDI).

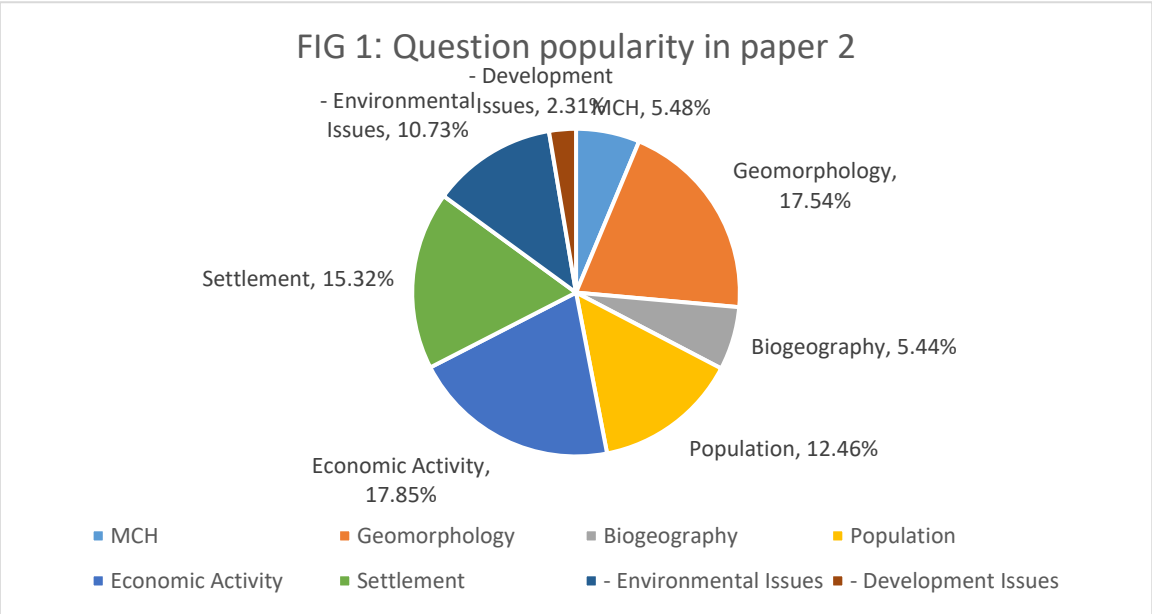
The paper was well structured and spread across the syllabus areas as in the Table of Specification. From questions set, the exam was about the same last year, but from candidates' work, this

paper was average with a suitability of questions rated at 57.1% compared to 71.4% last year 2023). The performance of candidates in this paper was above average compared as that of last year - 2023.

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 two years	Remarks (Trends over the past 3 years – 2022 to 2024
Section A: Physical Geography					
MCH (Meteorology, Climatology, Hydrology)	1	4,592	05.48%	7th/6th/5th	Decreasing in popularity
Geomorphology	2	14,689	17.54%	2nd/3rd/4th	Increasingly popular
Biogeography	3	4,556	05.44%	8th/7th/6th	Decreasing in popularity
Section B: Human Geography					
Population	4	10,434	12.46%	5th/4th/2nd	Becoming unpopular over the years
Economic Activity	5	14,948	17.85%	1st/5th/3rd	Increasingly popular over the years
Settlement	6	12,835	15.32%	3rd/2nd/7th	Increasingly popular over the years
Section C: CEDI					
- Environmental Issues	7 Either	8,984	10.73%	6th/1st/ 1st	Unpopular for the first time
- Development Issues	7 Or	12,726	15.19%	4th/8th/8th	Becomes popular when trade is tested
Total	**07 ques**	**80,065**	**100**	**8/8**	



From table 3 and Fig 1 (pie chart), the most popular syllabus area in paper 2 this year was Economic activity, followed surprisingly, by Geomorphology, a traditionally repulsive area over the years, and settlement. *Contemporary Development Issues* and Population Geography come in the 4th and 5th positions respectively. Surprisingly this year, *Environmental Issues on global warming, drought* and *floods* came in 6th position, while Biogeography, a former attractive syllabus area, shifted to the last position after MCH.

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 75%. The paper was well structured and spread across the syllabus areas. The performance of candidates in this section this year 2024 was below average (below 50). The most popular question in this section was question 2, where 14.689 candidates attempted making 17.54%. This was followed by Q1 where 4,592 candidates attempted with a percentage of 05.48 and the last was Q3 where 4,556 candidates attempted with a percentage of 05,44%.

Question By Question Analysis

Ques No./ sub-part	Syllabus Area	Skills Tested	Level of Difficulty	Question Popularity	Expectations/ Tasks	Nature of Answers and inadequacies in the work of candidates	Reasons	Recommendation
1a(i)	Meteorology/ MCH	Comprehension	**	Unpopular	To differentiate convection and conduction as processes of energy transfer from the eatrth's surface to the atmosphere	Many were unable to identify nature of transfer and atmospheric elements involved	- A repulsive syllabus area, hardly taught by teachers - Non-mastery of section and topic	Section should be taught and revised using simplified prescribed textbooks among others.
1a(ii)	Climatology/HCM	Comprehension	**	Popular	To distinguish between Tropical Continental (Aw) and Tropical Monsoon (Am) climates	Many could bring out at least 2 differences	Mastery of climate types from first cycle and familiarity with the question	Continuous efforts to keep topic interesting
1b	Hydrology/ MCH	Comprehension	**	Popular	To explain how human activities affect the hydrological cycle	Many were able to identify at least 2 human activities but unable to explain effects on the hydrological cycle	Candidates are used to the hydrological topic from the 1st cycle but not used to making linkages with human activities.	More emphasis on the links between human influences on the hydrological cycle during teaching.
1c	Climate and drainage of Cameroon	Comprehension	**	Popular	To explain how the climate of Cameroon affects river regimes	Many were able to bring out the two main climates but unable to show their effects on rivers regimes	Non-mastery of linkages of topics	Integrated approach in teaching the topic
2a	Geomorphology	Comprehension	*	Popular	To describe and explain 2 major landforms at constructive plate	Many were able to identify 2 out of the many landforms but unable to describe	Inability to describe and explain	Teachers should stress basic elements of describing relief such as height, shape or form and gradient during teaching.

Ques No./ sub-part	Syllabus Area	Skills Tested	Level of Difficulty	Question Popularity	Expectations/ Tasks	Nature of Answers and inadequacies in the work of candidates	Reasons	Recommendation
					margins	and explain them		
2b	Geomorphology	Comprehension	*	Popular	To describe any two hazards caused by Weathering and suggest 2 measures to cope with them	Many were unable to identify the hazards and some digressed to volcanic or tectonic hazards. Consequently, gave wrong measures to cope with them	Teachers hardly extend to weathering hazards and measures to cope with them in their teachings.	- Integrate the aspects in the teaching of weathering - This should include weathering-induced mass movement hazards such as rock falls caused by freeze thaw, as well as minerals released via chemical weathering which contaminate ground water.
2c	Relief of Cameroon	Knowledge	*	Unpopular	To identify at least 3 different landforms with examples in the Western Highlands	Many were unable to identify the landforms with the exception of mountains	Variety of landforms and examples not emphasised during teaching	Need to identify variety of landforms and examples in different relief regions of Cameroon during teaching, in addition to heights and location. E.g plains, plateaux, valleys, mountains and peaks etc
3a	Biogeography	Application	**	Popular	To explain any 3 differences between Ferralitisation and Calcification pedogenic processes	Many were able to explain at least 2 out of the 3 differences expected	Section and topic always well taught	More efforts to keep section interesting to candidates. - To further simplify, emphasis should be on the location of the process, direction of movement, minerals involved and the resultant soil type.
3b	Biogeography	Application	**	Unpopular	To explain why the food chain occurs as a pyramid and its implication in the sustainability of ecosystems	Many digressed to the description of energy flow in ecosystem, without the aspect of 10% energy loss, the reasons and impacts on ecosystem's equilibrium.	Candidates more used to energy flow and the less teaching of the implications of the food chain in the sustainability of the ecosystem	In teaching the topic **Functioning of ecosystems**, emphasis should be laid on how the equilibrium of the system is maintained via the flow and loss of energy which imposes a limit to number of organisms and competition at each trophic level. This, in addition to

Ques No./ sub-part	Syllabus Area	Skills Tested	Level of Difficulty	Question Popularity	Expectations/ Tasks	Nature of Answers and inadequacies in the work of candidates	Reasons	Recommendation
								material cycling etc.
3c (i)	Vegetation of Cameroon	Application	*	Popular	To illustrate the major grassland and forest biomes south of the Adamawa Plateau	A good number could illustrate at least 3 of the expected Biomes. However, some candidates digressed to the illustration of vegetation biomes in the Cameroon as a whole without limiting to south of the Adamawa plateau	Candidates are versed with vegetation biomes of Cameroon from 1st cycle - Those who never paid attention to the area delimited shaded for the whole country.	Emphasis on key words in questions like South of the Adamawa plateau
3c (ii)	Vegetation of Cameroon	Application	**	Popular	Expected to account for 2 characteristics of the forest biomes South of the Adamawa plateau	Many limited their answers to listing of the characteristics without explaining the reasons	Candidates are used to mere stating op f the characteristics from 1st cycle	Teaching should go further to explain reasons of characteristics as required at advanced level

SECTION B: HUMAN GEOGRAPHY

GENERAL OVERVIEW

This section comprises three questions (4, 5 and 6)), drawn from general concepts in Population Geography, Economic Activity and Settlement Geography, and their application to Cameroon. The questions cut across all the syllabus areas of Human Geography, hence had a suitability rate of over 90%. The performance of candidates was slightly above average and slightly higher than that of last year (2023).

QUESTION BY QUESTION ANALYSIS

The most popular question in this section was Q5 (Economic Activity) on measures a farmer would adopt in areas of land scarcity, advantages of railway transport over road transport and links between industries and the sources of raw materials in the Northern Lowlands. This was followed by Q6 on (Settlement Geography), with questions on ways in which technological innovations is changing the influence of early siting factors, ways of solving problems of inner city decay, and description of two urban problems facing cities in Cameroon and their measures. The least popular question of this section was Q4 (Population Geography) on the measures to check population growth, weighing problems of population decline and growth; and physical factors influencing population distribution in the Western Highlands of Cameroon. Table 4 below summarizes the question popularity and performances:

Table 4; Question Popularity and candidates performance in Section B

Question Number	Number of candidates who attempted	% of candidates who attempted
5	14,948	17.85
6	12,835	15.32
4	10,434	12.46

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	comprehension	*	Most popular but fairly answered.	Candidates were expected to discuss measures to check rapid population growth	- Few brought out the population checks - Others barely listed the checks. - Few digressed to causes of population growth and theories of Malthus and Boserup	- Popular syllabus area for teachers and students - misinterpretation of question to the Malthusian theory -Others gave the problems/solutions in a haphazard manner	- Integrate the concept to real life situation as expected in CBA - Candidates should be oriented to know that barely listed answers would not earn them more than OL or Bare AL pass. -Solutions should be tied to specific problems - Focus in teaching should be on problem-solving - Distinguish between population checks and theories
4 b)	Population Geography	Evaluation	***	Less popular and poorly answered	Candidates were expected to bring out the problems of population growth as typical of LDCs and population decline peculiar with DW	- Some gave mere definition of population growth and decline - others digressed to causes of population decline and population increase - State the problems of population increase without those of population decline	- Teachers assumed, wrongly, that double-sided questions are no longer set. - More emphasis on population increase than population decline - Weak mastery of the concept by candidates	- Teachers should integrate double-sided questions during school evaluation. - Avoid speculative teaching - Lay emphasis on population decline as an upcoming problem in the world -Drill candidates on the different command words in questions
4 c)	Population Geography	Analysis	**	Popular and poorly answered.	Candidates were expected to explain THREE physical factors of population	- many gave general factors of population distribution - Most candidates	- Poor integration of Population of Cameroon with Population	- Teachers should integrate Cameroon geography when teaching this section

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
					distribution in the Western Highlands of Cameroon	could not identify the fact that the Western Highlands is a densely populated area before advancing reasons. Hence, just listed the physical factors without linking them to high density. - Other advanced human factors of population distribution in Cameroon	Geography as expected by syllabus	
5 a)	Economic Activity	Application	**	Popular but fairly answered	Expected candidates to explain measures adopted by a farmer to solve the problem of land scarcity	- A majority of candidates were able to state the measures of intensive farming but could not explain - Yet others completely digressed to the extensive farming methods like shifting cultivation and rotational bush fallowing.	- This syllabus area was treated in Form 5 and students know them already.	- Emphasis during teaching of all syllabus area should be on application of knowledge to solve problems.
b)	Economic Activity	Understanding	*	Very popular, well answered.	Candidates were expected to discuss reasons why an economic operator dealing with timber will prefer railway	- The advantages were well given - Others barely listed the advantages but could not explain -Some instead	- Straight forward question -This area of syllabus is well taught and liked by both teachers and	- Reinforce relative importance of various transport modes during teaching and links with real life situations

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
					over road transport.	distinguish between the two transport systems	students - also applicable to daily life situations	
5 c)	Economic Activity	Understanding	*	Less popular and poorly answered	Candidates were expected to identify the industries linking them to their raw materials sources and location in the Northern Lowlands (Northern industrial region)	- Candidate could identify the raw materials - Most were unable to link the industries to their raw material sources and locations. - Others digressed to general factors of industrial location	- Speculative teaching -Teachers neglect the teaching of the Northern Industrial region	- Integrate Cameroon geography to this area of the syllabus - Emphasis on links between industries and their raw materials sources and locations in Cameroon when teaching. This, in addition to other bases of industrial development such as energy sources, labour etc
6 a)	Settlement Geography	Understanding	*	Popular and fairly well answered	Candidates were expected to describe THREE ways in which technological innovations or changes have reduced the importance of the factors that influence the location of early settlements.	- Most candidates could advance the technological innovations but could not explain - Others could advance the early sitting factors but could not link it to any technological change - Others digressed to factors of settlement dispersion and nucleation	- Topic is amongst the first to be taught in the syllabus area. -Many candidates bear witness to technological changes affecting early settlement location factors.	- Continue teaching the area for better performance - Teachers should teach the early sitting factors and state how technological changes have affected their influence in the sitting of settlements (revolutionary approach)
b	Settlement Geography	Analysis	**	Not popular and very poorly answered	Candidates were expected to examine THREE ways of solving the problems of inner city decay	- Most Candidates had no knowledge of the concept of inner city decay - Some digressed to	- Concept hardly treated by most teachers since it comes towards the end of the syllabus.	- Teachers should ensure a complete coverage of the syllabuses, especially for final year classes. - Avoid speculative teaching

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
						general urban problems. - Others who attempted barely stated the solutions	-Neglected area of syllabus	-Each problem of urban centres should be well treated -The difference between inner city decay and urbanization problems should be made clear to candidates
C	Settlement Geography	Understanding	*	Very popular and well answered	Candidates were expected to describe TWO urban problems facing towns and cities in Cameroon today and explain measures	- Problems were well advanced but solutions vaguely explained. - Others advanced problems without solutions - Some gave measures not related to the problems cited - Some candidates generalized the problems/solutions without examples of towns and cities	- Syllabus area treated by most teachers - Also well treated at OL - Common concepts used daily	- Continue to improve on the teaching of urban problems and solutions, drawing examples from Cameroon, for charity they say begins at home. - Integrate Cameroon Geography while teaching Urban settlements

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 at a global scale and their application to Cameroon,** respectively. The questions were set within the current syllabus area and were highly suitable for candidates. The general suitability rate was above 90%. Question 7 EITHER was ranked 6th and question 7OR ranked 4th in terms of the general popularity of questions for the entire PAPER II. The general performance of candidates for this Section was below average (about 45.9%) and lower than that of last year (2023). This Section had a modification with an integration of Environmental and Developmental aspects of Cameroon. The table below summarizes the question popularity and performance.

Table 5: Popularity of questions IN p2 and performance in CEDI

Question Number	**Number of candidates who attempted**	***% of candidates who attempted* Question in P2**	***% of Candidates with Marks < 12 per question***	***% of Candidates with Marks ≥ 12 per question***
7 EITHER	8,984	10.73*%*	68.2	31.8
7 OR	12,726	15.19*%*	40.0	60.0
TOTAL		**100**	/	/

QUESTION BY QUESTION ANALYSIS

Question **7 EITHER**, testing Environmental Issues of Global Warming, Land Pollution, Droughts at a global scale and Urban Floods in Cameroon, was the least popular question of this section (attempted by about 10.73% of the candidates). The most popular question for this section was question **7 OR**, testing Developmental Issues of International and Bilateral Trade, Globalization and strategies for Cameroon to emerge by 2035, attempted by 15.20% of candidates. The least popular question was averagely answered, while the most popular question was fairly answered. Generally, the sub parts of the questions can be classified based on the order of their popularity as follows: 7 EITHER; (b),(c)and(a) and 7OR: (a),(c)and (b).

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	Comprehension	*	Less Popular and poorly answered (Marks ranged mostly between 2-3 on 9	-Candidates were expected to discuss three evidences of Global Warming.	- Few candidates could actually bring out the evidences of Global Warming. (Recent Climate Change). - Most candidates digressed to causes of global warming and globalisation. - Some digressed to geological, historical and biological evidences of Past Climate Change. - Some candidates considered Global warming to be Globalisation.	- The question might have been misinterpreted by candidates because of the use of the phrase "Quaternary Period or since late 19th century" -Most teachers probably teach the Causes of global warming, neglecting the evidence. -Many Candidates least expected questions from this area.	- Question phraseology should be simple. -Teachers should always include manifestation of environmental problems outlined in syllabus. - Follow schemes of work meticulously. - Students should avoid speculative reading.
(b)	CEDIs: Environmental Issues	Comprehension	*	Popular and bi) poorly answered while bii) fairly answered (Most marks range between 4 to 6 on 8	- Candidates were expected to suggest two measures that could be taken to minimise the negative effects of i)land pollution and ii)droughts.	-bi) Most candidates gave measures of generalised pollution and not land pollution. - Candidates who brought measures for land pollution barely stated them or catalogued bii) Most candidates were able to bring out measures to minimise the negative effects of droughts, though with	Question was generally popular because it is taught at O/L. bi) was poorly answered because of speculation by students. bii) was fairly answered because the effects of droughts were tested last year, hence learners who study past questions	- Students should avoid speculative reading. -Teachers should ensure complete syllabus coverage. -CBA be intensely adopted and implemented by teachers with greater emphasis on problem solving. - Teachers should teach types of pollution and their mitigation measures.

Question	Syllabus area	Skills tested	Level of Difficulty	Question popularity	Expectation/tasks	Nature of answers/ inadequacies	Possible reasons	Recommendations
						not enough substantiation,	would have read the syllabus area. - land pollution is not taught by teachers. - students pay less attention to land pollution	
(c)	CEDIs: Environmental Issues	Application	**	Fairly Popular but not well answered (most Marks ranged from 3- 5 on 8.	- Candidates were expected to consider any three major reasons for occurrence of urban floods in Cameroon.	- Most candidates presented generalised causes of floods not linked to any towns of Cameroon. - Some candidates digressed to general urban problems.	- Inadequate knowledge of the Geography of Cameroon. - Knowledge drawn from O/L	- The Geography of Cameroon should be integrated into all the branches by teachers and not taught in isolation.. - Teachers are encourages to use videos during the teaching of aspects in Cameroon, to enable learners have a good mastery of the geography of their country.
7 OR (a)	CEDIs: Development Issues	Comprehension	*	Popular and fairly answered (most marks ranged from 3 to 4 on 6.	Candidates were expected to explain 3 measures that promote International and Bilateral trade..	-Most candidates identified full range measures but with weak or not enough substantiation. -few candidates digressed to factors of globalisation.	- Fairly answered because it is human Geo and concept is better understood by candidates. -topic was probably treated in Economics too and some lessons at the O/L. -few digressions to globalisation probably because the (b) part of the question was evaluating globalisation.	- Teachers should teach both Environmental and Developmental issues. -Teachers should orientate students on new examination structure, making them know that a question with sub parts can be derived from different topics and not necessarily from one topic.
(b)	CEDIs: Development	Comprehension	*	Very popular and fairly well answered.	Candidates were expected to discuss	Most candidates were able to discuss 3 (full	- Fairly answered because the topic	- Teachers should drill students more on substantiating answers

Question	Syllabus area	Skills tested	Level of Difficulty	Question popularity	Expectation/tasks	Nature of answers/ inadequacies	Possible reasons	Recommendations
	Issues			Most marks ranged from 5-8 on 10	THREE factors and TWO impacts of Globalisation.	range) factors and 2(full range) impacts of globalisation, with not enough substantiation. - Few candidates however digressed to ways of promoting trade.	was probably treated in Economics too. - Factors of Globalisation have been tested over the years. - However, few digressed to trade (confused between globalisation and trade).	to questions, based on mark allocations. - Teachers should constantly and frequently evaluate students. - A clear distinction should be made when teaching various concepts or topics.
(c)	CEDIs: Development Issues	Comprehension	*	Very Popular and fairly well answered Most marks ranged from 5-7 on 9	Candidates were expected to explain three strategies that can be adopted by Cameroon to become a Newly Industrialised Country.	Most candidates were able to explain 3 strategies with fair or not enough substantiation. -Few candidates could not apply the concept in the context of Cameroon.	- Fairly well answered because topic is treated at OL and in Economics.	-Students should be taught how to relate concepts to their own context. - The Geography of Cameroon should be integrated into all the branches by teachers and not taught in isolation..

PART THREE

OVERVIEW

Unlike the old structure where Cameroon Geography was tested in Paper 3, the new examination structure shifts this to Paper 2 and focuses on Practical Geography**.** This comprises a total of 3 questions, which are compulsory, down from 7 questions in the old setting. Paper three is divided into three sections namely; Section A on **Map work and Modern cartography**; Section B on **Statistical Techniques)**; and Section C on **Fieldwork and Project-Based Learning (with an option to choose one)**. From the candidates' work and though all compulsory, 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 Number	No of candidates who attempted	% Attempted	Rank
Section A: Mapwork	1	20,832	33.27%	2nd
Sec B: Statistical Techniques	2	20,952	33.47%	1st
Section C: Fieldwork & PBL	3 ***either***	19,395	30.98%	3rd
	3 ***or***	1,427	02.28%	4th
TOTAL	4	62,606	100	4

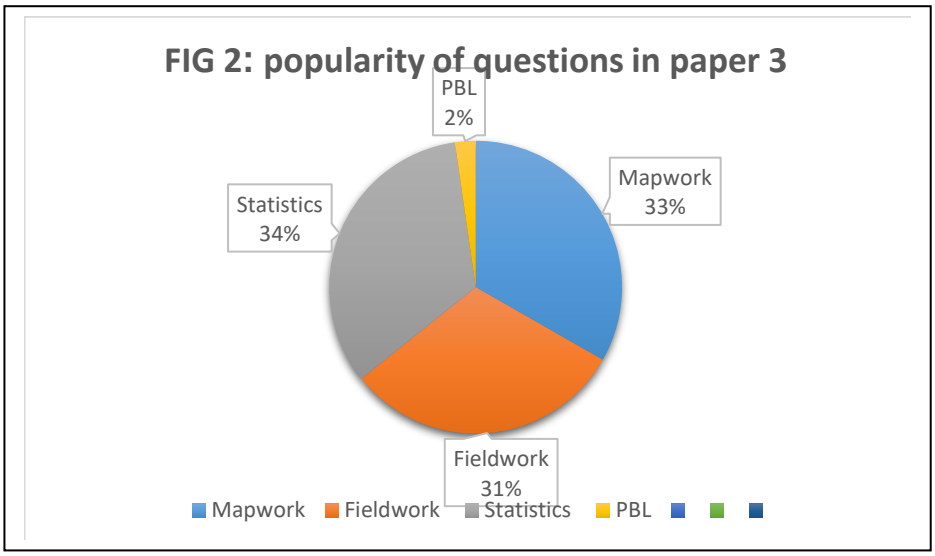


Table 5 and Fig 2 (pie chart) show that the most popular syllabus area in Paper 3 was Statistics, followed by Mapwork. Fieldwork came in third position, while the newly introduced **Project-Based Learning** as an option to Fieldwork was the least attempted.

SECTION A: MAP WORK AND MODERN CARTOGRAPHY

GENERAL OVERVIEW

This compulsory question was well structured, well phrased and fairly balanced, cutting across the stipulated syllabus area of Physical, Human Geography, Contemporary Environmental Issues (water scarcity), including the newly introduced aspects on Photo/Image interpretation (on floods in Bamenda). The questions were mostly *on application on real life situations and problem-solving oriented*, based on map/photo evidence.

The suitability and popularity could be rated at over 95%. Generally, questions were averagely answered compared to the previous years. Marks ranged between 08/33 and 25/33, giving an average score of 16/33. However, not all the sub parts were well answered as revealed in the table/analysis below:

QUESTION BY QUESTION ANALYSIS

Ques	SYLLABUS AREA	SKILLS TESTED	LEVEL OF DIFFICULTY	QUESTION POPULARITY	EXPECTATION/ TASKS	NATURE OF ANSWERS / INADEQUACIES	POSSIBLE REASONS	RECOMMENDATIONS
a.i	Hydrology	Application	***	Compulsory	Expected to sketch and rank Mezam River network within defined limits.	Answers digressed to beyond the area asked and some were inadequate.	- Inability to delimit area or portion of Mezam River network to be drawn using grid lines (Eastings and Northings limits).	Map work teaching should emphasized on the location of areas with the use of grid reference values.
a.ii	Hydrology	Application	***	Compulsory and very popular	Candidates to calculate the bifurcation ratio	Most candidates made wrong substitutions and hence wrong bifurcation ratio	Chain question to ai. Since ai was wrongly sketched.	More practical exercises in map work.
b	Economic activities	Comprehension	**	Compulsory	Describe and account for the distribution of the road network east of eastings 04 and south of northings	Most answers here digressed to the reasons for network without making reference to area asked.	Poor knowledge of description and delimitation of area on maps using grid lines or references.	Need to drill students on how to locate and delimit areas on maps using grid references. More practical exercises on this during teaching.
c.i	Settlement	Application	**	Compulsory and popular	Identification of the function of Bamenda town	Fairly well answered	Candidates could identify the functions of Bamenda. However, many did so without bringing out map evidence required..	More practical work
c.ii	Settlement	Knowledge	*	Popular	Reasons why south East of map has scanty vegetation	Fairly well answered	Candidates could locate the south east and also noticed that the area is hilly due to closeness of contours	more practical work
d.i	Economic activity	Application	**	Popular	Expected to sketch route axes to link Bamenda from Akum, Bambui, Bafut and Mamfe.	Candidate drew route axes without showing the direction of convergence. The built-up area (Bamenda) was not	Negligence on the part of candidates.	Need to drill students on how to draw sketch maps. More practical exercises on this.

Ques	SYLLABUS AREA	SKILLS TESTED	LEVEL OF DIFFICULTY	QUESTION POPULARITY	EXPECTATION/ TASKS	NATURE OF ANSWERS / INADEQUACIES	POSSIBLE REASONS	RECOMMENDATIONS
						shown in most cases.		
d.ii	Economic Activities	Knowledge	**	Popular	Candidates were expected to identify the type of road network from the sketch, based on Bunge's model.	Speculative and off course answers	Model hardly integrated in teaching of Map Work.	Types of transport network be included when teaching topological diagram (bringing out the nodes and links). More practical exercises needed.
e.	Economic Activities	Application	**	Popular	Candidate to state causes of water scarcity in Bamenda using map evidence only.	Mainly general causes of water scarcity were given without map evidence.	Negligence on the part of candidates. Poor knowledge of map evidences	More practical work to deduce map evidence from symbols and features on map.
f.i	CEDI	Application	*	Popular	Candidate to identify problem on the photo	Well answered as candidates could identify flood but many could not describe as expected. Some gave but the definition.	Water and flood issues are easily seen.	Encourage photo interpretation
f.ii	CEDI	Knowledge	**	Popular	Candidates to state two causes of floods	Candidate could state the causes	Floods is a topic easily understood by candidate	Encourage photo interpretation
f. iii	CEDI	Application	**	Popular	Candidates to suggest-measures to solve flood	Fairly well answered	Topic treated at secondary and High school levels	more practical work

SECTION B: STATISTICAL TECHNIQUES

GENERAL OVERVIEW

The lone question in this section was well structured and comprised three main sections; a,b & c and three sub-sections in sections a & b with varying marks allocation. This was a three-star question on data processing and presentation which focused on population structure and with a suitability rate of above 95%. The question was set following the prescribed syllabus and the table of specification (TOS) was fully observed in terms of the assessment objectives and content. However, the question was not within the reach of most candidates as portrayed by the candidates work (probably due to inadequate syllabus coverage). The average score could be estimated within the range of **0- 7/ 33.** Only very few deserving candidates scored up to average and slightly average marks. Generally, most candidates performed very poor and compared to last year.

QUESTION BY QUESTION ANALYSIS

Question Popularity

Popularity ranking of the sections of the statistical techniques question in a descending order

Question	Popularity Rank per section	**% of candidates who attempted (estimate from candidates work)**	**Scores (estimate of the scores from candidates work)**
ai)	1	85	Very poor
ii)	2	80	Very poor
bi)	3	75	Very poor
bii)	4	45	Very poor
Iii	4	45	Very poor
aiii)	5	40	Very poor
C	6	25	Good

Note: The relatively least attempted section (section C) had the best performance

Ques	Syllabus area	Skills tested	Level of Difficulty	Question popularity	Expectation/tasks	Nature of answers/ inadequacies	Possible reasons	Recommendations
2 (a)i	Statistical techniques	Synthesis	xxx	Popular poorly answered	Candidates expected to complete the blank spaces in the table by calculating and filling percentage of male and female.	The question proved very challenging for candidates with scores ranging from 0 to 6.5. Some used the population of each cohort and divided by the total population of that cohort, which is not conventional. However, few isolated cases who did the calculations using the total population of the country earned very good marks.	Students have phobia for statistics/calculations. Inadequate teaching and drilling	Steps in drawing population pyramid should be taught as an example of bar graph. This includes calculation of percentages.
a) ii	Statistical techniques	Application	Xxx	Popular poorly answered	To use a population pyramid to present the male and female data calculated in percentages	The section also proved very challenging for candidates. Many were unable to draw the population pyramid. Even those who did the calculation well could not draw the pyramid. For those who attempted it, the limitations of the answers were many; Some did it without an appropriate scale, title, and units of measurements. Some drew separate pyramids for the male and female populations. Some interchanged the positioning of the male and female populations on the pyramid. Others inverted the age groups in the pyramid placing the old age group at the base and young at the top. Many	- Sampling from examiners showed that this technique was neglected and not taught by many teachers. Thus, candidates engaged in speculative work.. - Question 1 ai and aii were chained therefore candidates who did wrong calculations obviously could not draw the right pyramid that was expected. - The mark allocation for this section ai and aii were high so that those who could not do the calculations and draw the pyramids had slim chances to pass.	Steps in drawing population pyramid should be taught as an example of bar graph. In future such chain questions could be avoided.

Ques	Syllabus area	Skills tested	Level of Difficulty	Question popularity	Expectation/tasks	Nature of answers/ inadequacies	Possible reasons	Recommendations
						digressed to drawing the ternary graph and the stationary pyramid due the wrong calculations they did in section ai). Few candidates who drew the pyramid used the wrongly calculated data and ended up with a pyramid which did not reflect the progressive type pyramid of Cameroon. Some speculated the pyramid without using the data. However, the few isolated cases who did the right thing earned very good marks.		
a)iii)	Statistical techniques	Comprehension	X	Popular fairly answered	To state one advantage and one demerit of the population pyramid	Fairly answered with scores generally between average and above average. Most candidates could state an advantage and a disadvantage of the population pyramid and earn marks above1/3. However, some digressed to stating the general advantages of population pyramids rather than the specific advantage of pyramid as technique. Some candidates didn't attempt the section.	Generally Candidates understood the demands of the Question and it was easy because it was merely to state	Continue to emphasise the merits and demerits for better results. Constantly drilling of leaners on practical exercises

Ques	Syllabus area	Skills tested	Level of Difficulty	Question popularity	Expectation/tasks	Nature of answers/ inadequacies	Possible reasons	Recommendations
b) I)	Statistical techniques	Application	Xx	Popular and poorly answered	To calculate the dependency ratio for the population	Most candidates were unable to calculate the dependency because they didn't know the right formula to use and ended up with speculative formulae and did wrong calculations. *e.g Young+old/ total* population For those who knew the formula, they could not substitute the formula with the data presented. Many could not even copy the right figures from the question paper consequently they could not achieve beyond the formula earned only 1 out of the 4 marks. However, there were some few isolated cases who knew the correct formula and presented very impressive answers.	Failure in this section could be attributed to negligence on the part of both teachers and students as this well treated in population geography at both levels. Candidates are weak	Constantly drilling of leaners on practical exercises Need to include formula to facilitate substitution in subsequent settings. Encourage leaners to learn basic calculations
ii)	Statistical techniques	Analysis	xx	Popular and poorly answered	To explain why the actual dependency ratio might be higher than the result calculated	The scores in this section were generally very poor. Most candidates scored zero. Some digressed to irrelevance such as sources of population data. Very few candidates understood the question and scored very good marks.	- The question appeared technical and was either not answered or poorly interpreted by candidates - most candidates did not understand the question	Need to underscore the importance and weaknesses of the dependency ratio during teaching.
III)	Statistical techniques	Analysis	Xx	Popular and fairly answered	To explain how immigration influences dependency ratio	The scores in this section were generally below average. Many candidates did not understand the meaning of the word "influence" and presented vague answers. Others	The word **influence** was a big problem for candidates consequently they presented vague e.g. if the immigrants are made up of old people it will greatly influence the	Guide students to underline key words before answering a question.

Ques	Syllabus area	Skills tested	Level of Difficulty	Question popularity	Expectation/tasks	Nature of answers/ inadequacies	Possible reasons	Recommendations
						digressed to irrelevance e.g. presenting the meaning of migration, the effects of migration etc However few of them understood the question and performed	dependency ratio.	
C)	Statistical techniques	Comprehension	X	Popular and well answered	To identify two problems associated with youthful population and state two measures to overcome these problems associated with youthful population and state two measures to overcome these problems	Most candidates scored very good to excellent marks in this section.. The challenges few candidates faced in this section included the fact that some could not match specific measures to the specific problems they presented. Others did not know the subject matter at all.	Good performance in this section could be attributed to: Candidates themselves constitute part of the youthful population and could easily know the challenges associated within their age. - The implementation of the CBA in teaching and learning	More efforts to improve understanding.

SECTION B: FIELD WORK AND PROJECT-BASED LEARNING

GENERAL REVIEW

This section comprised of a total of 2 questions, which were divided into questions **3 Either for fieldwork** and **3Or for Project-Based Learning (PBL**). From the candidates' work, the overall classification of questions in terms of popularity in this section was as follows:

Table I. Popularity of questions in Section C

Syllabus Area	Question	No of candidates who attempted	% Attempted	Rank
Field work	**3Either**		93%	1st
PBL	**3OR**		07%	2nd

The questions were 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 well answered compared to the previous years for the case of Field Work. The average score could be estimated around of 20/33 for field work and 12/33 for PBL. However, not all the sub parts were well answered as revealed in the table/analysis below:

QUESTION BY QUESTION ANALYSIS

1. FIELD WORK

The popularity ranking of the Field Work topics in descending order were:

Table II: Fieldwork topics in descending order of Popularity

Ranking	Topic	Average score	Subject area
1	***- Stream characteristics***	Fair A/L+	Hydrology
2	***- Soil characteristics***	Fair A/L	Biogeography
3	***- Vegetation characteristics***	Bare A/L	Biogeography
4	***- CBD characteristics***	Fair A/L	Settlement
5	***- Rural\Urban land uses***	Fair A/L	Settlement
6	***- Sphere of influence of a shopping centre***	Bare A/L	Economic Activity

Table III. Section by Sections Analysis

Ques No	Syllabus Area	Skill tested	Level of difficulty	Question popularity	Expectation / task	Nature of answers / inadequacies	Possible reasons	Recommendation
3(i)	Field Work	Knowledge Application	**	Very popular (1st position)	To locate the fieldwork site	Many candidates could describe and locate the fieldwork sites with average scores of about 6/8mks. However the main difficulty for a few was the failure to include; title, key or frame.	- Notion of location of field work site well reinforced - Ignorance on the importance of basic cartographic techniques	Reinforce the teaching of the basic cartographic techniques in the presentation of sketch maps
3ii)	Fieldwork	Knowledge	*	Very popular	To state the objectives and hypothesis of fieldwork	More than 80% were able to state the objectives and hypothesis correctly and earned marks of 2-4mks. However a few used vague verbs like to see, to know for objectives. While for hypothesis the variables were not well established	Very obvious aspects usually addressed in class.	Continue emphasising on the setting of objectives/hypotheses for any field work topic
3iii)	Fieldwork	Knowledge	*	Very popular	To give materials or tools used in carrying out the fieldwork	Many understood and gave the relevant tools and scored 4/4. However a few strayed into didactic materials like pens, books, pencils, calculators etc,	Obvious aspect usually addressed during field work studies	Insist on the various tools and their uses
3iv)	Fieldwork	Knowledge	*	Very popular	To describe how the tools or materials were used to obtain the data for the investigation	The usages of the tools were not tied to any method of obtaining data.	Candidates misunderstood the question to mean simply listing tools and their purposes.	Candidates should be taught on linking tools and methods of collecting data
3v)	Fieldwork	Analysis	**	Very popular	To describe how the data were processed and presented	Most candidates could give the methods of processing and presentation of data. However, a few simply presented a processed data and diagrams not explained.	Inadequate teaching /Drilling	Students should be adequately taught the techniques of data processing & presentation
3vi)	Fieldwork	Analysis	**	Very	To explain their	Most candidates were able to relate	The question was direct	.

Ques No	Syllabus Area	Skill tested	Level of difficulty	Question popularity	Expectation / task	Nature of answers / inadequacies	Possible reasons	Recommendation
				popular	findings and relate to the hypothesis	their results on the stated hypothesis and could end up all the marks (3/3)	and an aspect well taken care of during	
3vii)	Fieldwork	Evaluation	***	Very popular	To explain the findings that is reasons for the situation observed.	Very poorly answered. Digressed to conclusions without reasons.	Inadequate drilling/teaching On the reasons for the outcome of field work results	Teachers should always explain the outcome of their results.
3vii)	Fieldwork	Synthesis	***	Very popular	To present lessons learned from the field work exercise.	Poorly answered. Most candidates digressed into findings instead of lessons or experience acquired.	Newly tested And hardly integrated in teaching.	Students should be adequately taught
3viii)	Fieldwork				To explain the lesson learned from carrying out the fieldwork		Newly tested And hardly integrated in teaching.	

3OR PROJECT-BASED LEARNING

This question was based on evaluating an aspects of the competency based approach (CBA) of learning that has been taught for awhile, but being testedfor the first time.
It was very unpopular but fairly answered. Most of the candidates that actually carried the project could get good marks of above 17/33. However, a few who just ventured had very low marks below 12/33.

Section by Section Analysis

3i)	**PBL**	Application	**	Unpopular and fairly answered	To State the topic of the project and the duration of their study	Most candidates could state the topic and duration. However a few that merely ventured gave durations lasting for hours a day.	For those that answered well indicates school were PBL is actually being taught.	PBL is an aspect of CBA that has come to stay and must be encouraged.
3ii)	**PBL**	Application	**	Unpopular question, fairly answered	To locate the area where the project was carried out	Most candidates could describe and sketch the location of project area.	Could easily draw inspiration from field work.	
3iii)	**PBL**	Application	**	Unpopular question poorly	To state the objective and possible outcome (hypothesis)	Most candidates could give the objectives but not the possible outcome	The reason for not being able to give the possible come was simply	Teachers are encouraged to use synonyms or

Ques No	Syllabus Area	Skill tested	Level of difficulty	Question popularity	Expectation / task	Nature of answers / inadequacies	Possible reasons	Recommendation
				answered			because they not understand the meaning.	alternative words to acquaint the students.
3iv)	**PBL**	Application	**	Unpopular	To describe the problem they identified and state why it was necessary to investigate	A few could identify the problems but could not relate why it was necessary to investigate.	Candidates could not appreciate the two aspects differently.	Students should be made to clearly distinguish between problems and reasons for investigation
3v)	**PBL**	Knowledge	*	Unpopular Well answered	To describe the materials/equipment and methods used for the investigation	Candidates could well identify the materials as well the methods of investigations.	They simply drew inspiration from field work	Reinforce the teaching of tools and their uses.
3vi)	**PBL**	Analysis	**	Unpopular poorly answered	To explain how the data was analyzed and the results.	Data analysis was poor and results were largely speculative	Weak statistical knowledge	Reinforce the teaching of statistical techniques on the analysis and representation of data.
3vii)	**PBL**	Synthesis	***	Unpopular fairly answered	To explain what can be done to solve the problem	Candidates could identify and proposed plausible solution to problems raised.	They could easily bring solutions because the problems were real and local.	Encourage students to open their minds to the local environmental challenges.

GENERAL RECOMMENDATIONS

A) TO STUDENTS

- Students are advised to avoid speculative reading and elaborate their answers, stating relevant examples, when answering questions.
- Students should be advised to focus on subject content and not to rely on pamphlets that have past questions and answers
- Students should be discouraged from registering and sitting for GCE exams in LOWER Sixth i.e are strongly advised to study for two years after the Ordinary Level before writing the Advanced Level.
- 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.
- 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

To respect scrupulously the New Examination Stucture for 0750 Geography.

- Should include the basics of modern cartography in Map work and Project-Based Learning
- Teachers are encouraged to teach all syllabus areas and integrate the Geography of Cameroon in all the branches taught.
- Teachers incorporate digital and video lessons, especially when teaching aspects of Cameroon Geography.
- Teachers continue to educate and sensitize students on the new examination structure for A/L Geography.

C) Recommendations on the unpopular syllabus areas

- Teachers should intensify the teaching of **Statistics**, which is now compulsory, PBL and MCH. 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.

D) 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

E) 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

F) 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.

G) Recommendations on Project-Based Learning

- As per the new syllabus, PBL is an integral part of Practical Geography, tested in Paper Three, as an option to Fieldwork. It must therefore be encouraged in schools.
- The teachers should guide students to select problems from any of the syllabus areas and to investigate following the scientific approach.. they should be able to describe the problem within their community, give reasons for why it should be investigated, state the objectives, hypothesis, use approptria;l tools and methods to investigate and to propose solutions.
- The teacher remains a facilitator.

H) 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

Overview

- The 2024 examination was within the scope of the syllabus.
- All rubrics were clear.
- Generally, the questions were clear and unambiguous.
- The mark guides were flexible and easy to apply by examiners thus the objectives were met.

Generalities

A summary of the 0755 Advanced level geology examination is as follows:

- Paper one: Multiple choice question paper consisting of 50 questions, duration 1 ½ hours, total number of marks 50, weighting 30%
- Paper two: Essay paper consisting of six questions, duration 3 hours, total number of marks 100, weighting 35%
- Paper three: Practical paper, consisting of five compulsory questions, duration 3 hours, total number of marks 75, weighting 25%.
- Candidates are also assessed on the following:
    - School-based assessment carried out on the two years of study in school. Total number of marks 10, weighting 5%.
    - Fieldwork, total number of marks 10, weighting 5%
- There was a slight **INCREASE** in the number of candidates from 3014 in 2023 to 3504.
- The overall performance improved slightly as compared to the previous year.

PAPER BY PAPER ANALYSIS

1.1 PAPER ONE:

This paper was marked electronically and each question had an equal mark of 1. There were 50 multiple choice questions covering the entire 0755 Advanced level geology syllabus. It had no errors in terms of the content of the questions.

Assessment Objective	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Percentage	35	20	25	15	3	2

TOS FOR PAPER ONE

1.2 PAPER TWO:

Paper two had six essay questions carrying 25 marks each. Candidates were expected to answer any four questions for a maximum of 100 marks.

The performance this year was **slightly better** than last year though many candidates still scored BELOW **AVERAGE.**

Assessment Objective	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Percentage	25	25	20	12	10	8

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
6	Most popular	75
1		70
3		65
2	Popular	50
4		40
5	Unpopular	5

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	6
Good answers	1 and 2
Averagely good answers	3 and 4
Poor answers	5

QUESTION BY QUESTION ANALYSIS

QUESTION ONE

- Question one was the second most popular question. Performance was poor with about 15% pass.
- a. (i) and (ii) which tested on knowledge were one star questions, b and c testing on comprehension and analysis two star questions.
- a (i): Most candidates were unable to describe the atmosphere of the planets Venus, Earth and Mars.
- Some grouped all the three planets and describe as one.
- Some candidates gave the characteristics of terrestrial planets and their relative position to the sun.
- Many could not list the different atmospheric layers of the Earth.
- Most went out of topic as they were describing the surface and not the atmosphere of these planets which was:

Venus:

- Venus has a very thick or extremely dense atmosphere
- The atmosphere is composed primarily of carbon dioxide
- Thick clouds of sulphuric acid
- High atmospheric pressure
- Extremely high temperature
- It also contains small or trace amounts of nitrogen, water vapour, sulphur dioxide, argon, carbon monoxide, hydrogen sulphide and neon etc.

Earth:

- The Earth's atmosphere is divided into several distinct layers: troposphere, stratosphere, mesosphere, thermosphere / ionosphere and exosphere.
- Earth's atmosphere is composed primarily of nitrogen and oxygen
- It also contains minor gaseous components such as: carbon dioxide, argon, water vapour, methane, nitrous oxide, sulphur dioxide, carbon monoxide, ozone, neon, chlorine formaldehyde etc.

Mars:

- Mars has a very thin or extremely thin atmosphere
- The martian atmosphere is primarily composed of carbon dioxide
- Low atmospheric pressure
- Very cold atmosphere
- Other trace gases present include: nitrogen, argon, oxygen, carbon monoxide, water vapour, nitrogen oxide, methane, hydrogen, neon, formaldehyde, sulphur dioxide and hydrogen sulphide etc.

(ii) About 85% of candidates who attempted this question failed to clearly bring out the definition of meteorites.

- Some candidates defined meteorites as:
- Meteors or asteroid bodies which burn with high vapour when entering the earth's crust
- Extra-terrestrial bodies that fall on the Earth's atmosphere.
- Frozen snow balls.
- Shooting stars.
- Planetary, heavenly, large or small bodies.

- Some did not understand the key word define. They were outlining the different types of meteorites.
- Meteorites are:

➢ Extra – terrestrial materials which fall to the surface of the Earth when captured by the Earth's gravitational field.

OR

➢ Meteoroids (pieces of rocks) found between planets which hit the surface of the Earth when captured by the Earth's gravitational field.

OR

➢ Extraterrestrial rocks that have made their way to Earth when captured by the Earth's gravitational field.

OR

➢ Fragments of rocks, metal and other materials that have fallen to the Earth's surface from outer space when captured by the Earth's gravitational field

b) Most candidates could not discuss the changes in the velocity of body waves as they are

transmitted through the Earth.

- Most were listing the characteristics of body waves(P and S waves)
- Many drew a diagram showing the Earth's internal structure
- Others were attributing the changes in the velocities of body waves to refraction and reflection of the outer core
- Those who interpreted the question well could not give the name of the layer(s) or depth(s) in km associated with the increase or decrease in body wave velocity as well as the reason
- This question required as follows:

➢ The velocity of body waves (p and s waves) generally increases as they pass from the Earth's surface to a depth of about 35km. This is because the rocks are rigid and solid.

➢ From 100km to about 350km marking the low velocity zone or asthenosphere, there is a slight drop in the velocity of body waves because this zone or area is in a semi solid state and is less rigid

- After the asthenosphere i.e. within the lower mantle the velocity of body waves increases steadily (step like increase) until at a depth of 2900km. This is because the rigidity and compressibility increase with depth into the Earth.
- At 2900km, that is the mantle - core boundary or the Gutenberg's discontinuity, there is a drop in the velocity of P waves while the S waves cease to be transmitted because the mantle rocks become less rigid as they approach the liquid outer core.
- At 5144km or 5150km or Lehmann's discontinuity or the outer core/ inner core boundary, there is a slight increase in the velocity of p waves indicating a solid and rigid

C (i). Many candidates were unable to explain what they understand by isostasy.

- Many gave the definition of isostasy and failed to explain as the question demanded
- Most could not define isostasy. They gave unimaginable definitions such as:
- Isostasy is the tendency of the Earth to maintain a state of equilibrium.
- Isostasy deals with the identification of rocks and how coastal landforms are being form.
- Isostasy is the tendency of the vertical lithosphere moving over the horizontal asthenosphere
- Which was:
- The tendency of the Earth's lithosphere or crust to maintain a state of near equilibrium or balance or gravitational balance.

OR

- A state of balance between topographical masses and the underlying supporting material

OR

- A geological principle that describes the equilibrium between the Earth's crust and the underlying mantle.

OR

- Isostasy states that the Earth's outer shell, the crust is in a state of gravitational equilibrium with the denser underlying mantle.

  i.e. if anything occurs to modify the existing state, a compensating change will occur to maintain a balance. The concept of isostasy depends upon on the model of the Earth's crust in which lighter continental masses 'float' on a denser substratum.

- (ii). Many candidates could not state and explain the processes or mechanisms of isostatic adjustments on Earth.

- Those that could state them failed to explain how these processes or mechanisms bring about isostatic adjustments on Earth.
- Some were describing Pratt and Airy theories of isostasy
- Most did not understand the question
- This question required as follows:

➢ Sediment unloading and loading: The erosion and removal of sediments can lead to the uplift of the crust as the weight is reduced. On the other hand, the accumulation of sediments in basins such as river deltas or ocean floors can cause the crust to subside under the additional weight.

OR

Isostatic adjustment due to erosion and deposition of sediment: Erosion from mountains and deposition in adjacent plains. The decrease in weight from the mountain causes it to rise while the deposition on the plains causes it to sink.

➢ Glacial isostatic adjustment: When large ice sheets accumulate on the Earth's surface, they exert a significant weight on the underlying crust causing it to deform and subside. As the ice melts and the weight is removed, the crust rebounds upwards. This can result in changes in relative sea level as well as the uplift or subsidence of land masses.

OR

The weight of thick ice sheets causes the crust to be depressed beneath the ice. After the melting of the ice, the crust rose back upward. This crustal rebound produces raised beaches.

➢ Tectonic plate movements: The movement of tectonic plates can cause changes in the thickness and density of the Earth's crust, leading to isostatic adjustments. e.g. the subduction of the oceanic plate can cause the continental crust to uplift, while the oceanic crust may subside

OR

Crustal rocks weigh less than mantle rocks, therefore the crust floats on the mantle. Crustal rocks tend to rise or sink gradually until they are balanced by the weight of the displaced mantle material.

➢ Volcanic and plutonic processes: The intrusion of magma into the crust either through volcanic activity or the emplacement of plutons can cause localized uplift of the surface. Conversely, the removal of magma such as volcanic eruptions can lead to subsidence.

OR

The eruption of molten lava to the surface will add the weight and height forming a volcanic mountain which will compensate its height by sinking into the mantle.

QUESTION TWO

It was a popular question with about 25% pass

a) Testing knowledge was a one star question.

- Some candidates did not respect the command of the question which said **in a tabular fom….**
- A few could not clearly give the axial angles for both crystal systems.
- Some gave all the symmetry elements including centre of symmetry as one of the differences which made the answer wrong
- Others gave wrong crystallographic axes (a b c) for trigonal system and a_1 a_2 a_3 for tetragonal system
- For holosymmetric classes most gave zircon instead of zircon type and calcite instead of calcite type
- Some candidates interchanged the differences.
- The essential differences between the tetragonal and trigonal crystal systems are:

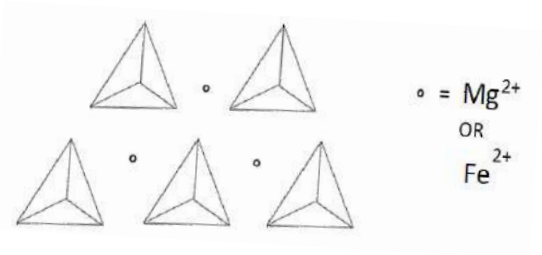
Tetragonal system	Trigonal system
Three crystallographic axes; a_1 a_2 c	Four crystallographic axes; a_1 a_2 a_3 c
Crystallographic axes are orthogonal	Crystallographic axes are special set of axes
Axial angle; $\alpha = \beta = \gamma = 90^o$	Axial angle; $\alpha = \beta = 90^o, \gamma = 120^o$
Holosymmetric class is zircon type	Holosymmetric class is calcite type
Has 5 planes of symmetry	Has 3 planes of symmetry
5 axes of symmetry	4 axes of symmetry
Diagnostic 1^{iv} fold axis of symmetry	Diagnostic 1^{iii} fold axis of symmetry
2 diagonal planes present	3 diagonal planes present
Has 4^{ii} fold axes of symmetry	Has 3^{ii} fold axes of symmetry
Has 3 axial planes	No axial planes
Forms : • First order tetragonal bipyramid or tetragonal bipyramid • Second order tetragonal bipyramid or tetragonal bipyramid • First order tetragonal prism or tetragonal prism • Second order tetragonal prism or tetragonal prism • Ditetragonal prism • Tetragonal bipyramid	Forms: • Rhombohedron • Scalenohedron • Hexagonal prism or prism first order • Hexagonal prism or prism of second order • Trigonal trapezohedron • Dihexagonal prism • Hexagonal bipyramid of second order

b) Tested on knowledge and application two star question

- Some candidates did not respect the command of the question and the rubrics.
- Most were unable to discuss the structure of the olivine group of minerals.
- Some wrote the structure is nesosilicate , tectosilicate, inosilicate
- Those that could failed to give the cations(Fe^{2+} and Mg^{2+}) linking the structure
- Some drew the structure without linking it with the cations.
- Many were unable to give the composition of the olivine group of minerals.

- A few were unable to state the crystal system. Most gave the tetragonal, hexagonal and trigonal crystal systems
- Some could not clearly state the diagnostic physical properties of the olivine group of minerals
- This question required as follows:

➢ Structure: Isolated or independent or separate or island SiO_4 tetrahedra in which none of its oxygen is shared. The structure is linked by metallic cations such as Fe^{2+} and Mg^{2+} which lie between them.



➢ Composition: Silicate of iron and magnesium **OR** Magnesium iron silicate
OR Mg, Fe, Si and O_2 **OR (**Mg, Fe)$_2$ SiO_4

ii.Crystallography:

➢ Crystal system → Orthorhombic
➢ Crystallographic axes → three unequal axes i.e. a b c at right angles or orthogonal
➢ Symmetry elements → 3 planes , 3 axes(3^{ii}), a centre of symmetry
➢ Forms → Prisms, domes, pyramids, pinacoids(side , front, basal)

iii. Diagnostic physical properties:

➢ Colour → Green, pale green, olive or olive green, yellowish green or yellow green, dark green, greenish yellow, greyish green, bright green, green to brown
➢ Hardness → 6 – 7
➢ Lustre→ vitreous or glassy
➢ Fracture →Conchoidal

c) Mostly on knowledge, one star question.

- Instead of writing the correct differentiation processes that occur in a primary basaltic magma, most candidates gave all the processes that act on a primary basaltic magma such as granitisation, hybridization, assimilation and contamination
- The differentiation processes that occur in a primary basaltic magma are:

- Fractional crystallization which occurs as a result of : gravity settling, mechanical filter pressing, action of convection currents, flow segregation
- Liquid immiscibility
- Thermal diffusion
- Gas streaming or transport of materials in solution by a gas streaming through the melt.

QUESTION THREE

- Generally question 3 was the third most popular question but poorly attempted with more than 80% of the candidates scoring below average.

a) It was a three star question, testing on comprehension and analysis

- Most candidates could not interpret the question well.
- Rather than explaining the changes from low grade to high grade metamorphism with increasing temperature and pressure conditions on argillaceous rocks, most candidates described contact metamorphism using temperature changes only.
- A few candidates spelt grained as 'grain' without adding ed. N/B Teachers should lay emphasis on grain size description of texture instead of fine grained candidates are always writing fine grain which is wrong
- Those who understood the question failed to bring out the lithological, mineralogical, textural and structural changes.
- Which was:

- Lithological changes (changes in rock type):

  - Change from argillaceous rock to slate under low temperature and pressure conditions.
  - Slate later converted to phyllite with increase in metamorphism still under low grade.
  - Schist is formed at medium grade metamorphism(moderate temperature and moderate pressure conditions)
  - Gneiss formed at high grade metamorphism (high temperature and high pressure conditions)
  - Migmatite at the highest grade of metamorphism (extreme temperature and pressure conditions)

- Mineralogical changes:
  - Biotite , chlorite, sericite → slates
  - Micas, chlorite, sericite, epidote → phyllite
  - Mica, garnet, quartz , kyanite , hornblende, chlorite, feldspar →schist
  - Quartz , feldspars, biotite, hornblende, pyroxene, garnet , sillimanite → gneiss
  - Quartz, feldspar,hornblende,mica,garnet, sillimanite → Migmatite

- Textural and structural changes:
  - Fine grained, slaty texture/ slaty cleavage, foliated, with smooth surfaces → slate
  - Fine grained, phyllitic texture, foliated, crenulation cleavage, / crinkled (undulating surfaces) →phyllite
  - Medium or medium to coarse grained , schistose texture/ schistosity ,porphyroblastic / foliated →Schist
  - Coarse grained ,gneissose texture / porphyroblastic / banding →Gneiss
  - Coarse grained ,migmatitic texture, banded →Migmatite

  OR
- Under low temperature and low pressure conditions, an argillaceous rock such as shale is transformed into slate. The shale has a fine grained texture and is foliated. The original clay minerals in the shale partially recrystallize into equally fine grained platy minerals. Under differential stress, the old and new minerals are aligned creating a slaty cleavage in the rock. These minerals include biotite, chlorite and sericite.
- With increase in metamorphism, slate is converted to phyllite. The phyllite is fine grained, displays a phyllitic texture and foliated. It contains minerals such as micas, chlorite, sericite and epidote.
- At medium grade metamorphism (moderate temperature and pressure conditions), schist is formed. The schist is medium grained or medium to coarse grained, shows a schistose texture and is foliated. Micas, garnet, chlorite, quartz, hornblende, kyanite, and feldspars are minerals found in the schist.
- With increase in grade of metamorphism i.e. high temperature and pressure conditions, gneiss is formed. It is coarse grained, with a gneissose texture and banded. The minerals present are quartz, feldspar, biotite, garnet, hornblende, pyroxene and sillimanite.
- With continuous increase in metamorphism (highest grade of metamorphism), partial melting leads to the formation of migmatites which is coarse grained, with a migmatitic texture and banded. This rock contains quartz, feldspar, hornblende, pyroxene,biotite, garnet, pyroxene and sillimanite.

b) It was a two star question. Testing knowledge and comprehension

- Most candidates could state the various types of plate boundaries but did not know the features, rock types and most especially seismic activities that occur the various plate boundaries.
- Most candidates instead of outlining the features were outlining processes
- N/B When treating the different types of plate boundaries, teachers should distinguish between features, processes, rock types and seismic activities of each plate boundary

- Some candidates were rather describing the Earth's internal structure using the behaviour of seismic waves.
- The question required as follows:

i. Divergent or constructive plate boundary

- **Features**
  - Seamounts or submarine volcanoes or submarine mountains or submarine volcanic peaks.
  - Guyots or table mounts
  - Block faulting / normal faults
  - Transform or transcurrent faults
  - Mid oceanic ridges or undersea mountain ranges
  - Rift valleys
  - Pillow structures or pillow lavas
  - Symmetrical magnetic stripes
- **Rock types:**
  - Basalts, Gabbro, Peridotite
  - Deep sea clays, biogenic oozes,
  - Green schist, serpentinite
- **Seismic activities**:
  - Shallow focus earthquakes

ii. Convergent or destructive plate boundary

- **Features:**
  - Oceanic trenches
  - Island arcs
  - Volcanic mountains
  - Marginal seas
  - Fore arc basins
  - back arc basins
  - Fold mountains
  - Subduction zones
  - Faults(reverse and thrust faults)
  - Folds(tight , isoclinal, overturned)

- Suture zones
- Mountain ranges

➢ **Rock types:**

- Igneous rocks such as: Andesite ,Rhyolite ,Granite ,Diorite ,Dacite , basalt, obsidian
- Sedimentary rocks such as : Sandstone, shales, conglomerate, chemical limestone/ dolostone, chert,siltstones,
- Metamorphic rocks such as: Slate, phyllite,schist,gneiss, green schist, blue schist, amphibolite,granulite,hornfels, marble

➢ **Seismic activities:**

- shallow , intermediate and deep focus earthquakes

iii. Transform or conservative plate boundary:

➢ **Features:**

- Major strike slip faults
- Offset ridges and valleys
- Long narrow fractures

➢ **Rock types:**

- Breccia
- Mylonite
- Cataclasite

➢ **Seismic activity:** shallow focus earthquakes

c) It was a one star question. Testing knowledge

- Candidates understood the question well but only a few could state five field evidences of faulting
- A majority of the candidates could state just one field evidence which was displacement of beds.
- The field evidences of faulting are:

➢ Discontinuity of structures as seen by the abrupt termination of strata against each other, displacement of strata, veins, dykes

➢ Slickensides (grooves or striations on fault planes)

➢ Faults may cause repetition or omission of strata in folded or tilted beds

➢ offsetting and duplication of features such as escarpments, ridges, rift valleys

➢ Anomalous dips are displayed by the beds

➢ Smashed zones can be noticed. Rocks crushed to produce crush breccias, fault gouges, mylonites, fault breccias

➢ Strata strike at one another

➢ Fracture cleavage, minor drag folds, tension gashes

- Change in vegetation

QUESTION FOUR

- Question 4 was the second popular question attempted by most candidates but was poorly interpreted and answered with more than 90% scoring below average.

a) It was a three star question testing on analysis and synthesis

- Most candidates were describing the different arenaceous rocks independently instead of giving the general characteristics of arenaceous rocks
- Some described the diagenesis of sandstones
- A few mixed up arenaceous with rudaceous (conglomerates) and argillaceous rocks like shale and siltstone.
- Candidates who interpreted the question could barely give the appropriate answer
- Which was:

- Colour → Light colour or white dark, grey, pink, red, reddish brown
- Texture:
  - Grain size → very coarse grained, coarse grained, medium grained, fine grained, very fine grained
  - Grain shape → angular, sub angular, sub rounded, rounded
  - Sorting → poorly sorted, moderately sorted, well sorted
  - Maturity→ immature, sub mature, mature, supermature
- Composition → the dominant mineral is quartz. Sandstones also contain feldspars, mica (muscovite), rock fragments, glauconite, iron oxides such as magnetite and ilmenite, calcite, silica, haematite and argillaceous cement.
- Structures→ cross bedding, ripple marks, slump structures, graded bedding, regular bedding, flame structures, sole structures
- Environment:
  - Deep marine / geosynclines/ unstable environments →greywackes
  - Shallow marine → Calcareous sandstone
  - Piedmont /lacustrine /intermontane / alluvial fans / stream channels (fluvial environment)/shallow marine adjacent to a granite coast →Arkoses
  - Deserts/ arid →Ferruginous sandstones/siliceous sandstones/ arkoses
  - Shallow marine (beaches) → siliceous sandstone
  - War shallow marine → Glauconitic sandstone

Stream channels/ flood plains / geosynclines → lithic sandstone or lithic arenite

b) Question 3b was a three star question testing on analysis and synthesis

- Most candidates could not bring out the weathering processes most likely to affect rocks in deserts and tropical regions
- Many were describing the different types of weathering and not weathering processes as the question demanded.
- A few thought the question was asking them to discuss processes of aeolian erosion
- Others drew features like yardangs, rock pedestals, zeugens etc.
- Some candidates described processes of transportation and erosion like attrition, abrasion, solution etc.
- The question required as follows:

➢ **Deserts:** Physical weathering processes are dominant:

- Exfoliation → Rocks break into curved parallel slabs in response to temperature changes OR the stripping or flaking of a rock body in concentric layers.
- Insolation or thermal weathering (thermal stress weathering) →Temperature variations cause fluctuations in surface temperature which can lead to thermal expansion and contraction rocks. This repeated expansion and contraction can cause the rock to crack, flake leading to physical weathering.
- Salt weathering → Fractures and pore spaces allow water to trickle through the rock. As the water evaporates, minute salt crystals are precipitated. As the crystals grow larger, salts in rocks expand due to thermal action, force apart sand grains and widen fractures. Eventually, larger fragments and blocks of rocks are wedged loose.

➢ **Tropical regions:** Chemical weathering processes are dominant.eg.

- Hydration: Reaction of water and rocks. This brings about expansion with accompanying stresses within the rock leading to disintegration
- Hydrolysis: The chemical weathering process including the action of water on ions. These ions react with the ions of the minerals with carbon dioxide serving as a good catalyst
- Oxidation: It involves the addition of oxygen to a mineral which are often iron minerals. The oxygen combines with the mineral to form oxides.
- Desolution, solution: A process where minerals and rocks are dissolved in water. Or the dissolving of rock or mineral materials. It is common in limestone and dolomite terrains.
- Carbonation: The reaction of carbon dioxide with minerals forming a suitable carbonate. Carbon dioxide present in air and soil dissolve in water to form weak carbonic acid which attacks carbonate rocks especially limestone.

- Chelation: It occurs when organic acids produced by the decomposition of organic matter react with the metal ions present in the rocks or minerals leading to their gradual breakdown and dissolution**.**

C) It was a one star question testing knowledge

- A few candidates could state all the coastal sedimentary basins in Cameroon correctly
- Many candidates mixed up coastal basins with continental or inland basins
- Most of them could not distinguish between Douala basin and kribi- campo
- Some could not spell Rio del Rey correctly
- The coastal sedimentary basins in Cameroon are:

➢ Rio del Rey Basin
➢ Douala Basin
➢ Kribi – Campo Basin

QUESTION FIVE

It was the most unpopular question. Most candidates did not answer this question. A few who attempted, answered only the (b) and (C) parts, leaving the (a) part unanswered.

(a) This was a two star question testing knowledge, comprehension and analysis.

- A few candidates who attempted this part could only give the variations in the suture lines of ammonoids scoring only 3 marks out of 12.
- Some candidates preferred drawing and in most cases, the diagrams were either wrong or not labelled.
- Some were describing the evolutionary changes undergone by graptolites and others dwelling on trilobites.
- The question required as follows:

➢ Septal neck: The septal neck in early cephalopods (nautilods) was retrosiphonate i.e. septal neck pointing backwards while in later more advanced forms (ammonoids) it was prosiphonate i.e. projecting forward.
➢ Siphuncle: The siphuncle in early cephalopods (nautiloids) was centrally placed while in later forms such as ammonoids it was located close to the ventral margin or shifted towards the ventral margin of the shell.
➢ Suture lines: Early cephalopods had simple suture lines that were either straight or curved.e.g nautiloids .In the later forms (ammonoids), the suture became complex e.g. goniatitic in goniatites, ceratitic in ceratites, ammonitic in ammonites

(b). Two star question testing comprehension and analysis

- Many candidates failed to give clear differences between the pairs
- They were either defining one correctly and failing the other or unable to give a correct defining of all.
- A few candidates did not follow the command of the question which said "Distinguish", candidates did not tabulate nor use "while" or whereas in linking the two definitions.
- Most candidates only gave the correct definition of marker bed and were lacking for the definition of diachronous beds
- Most did not know that another name for parallel unconformity is a disconformity
- Many had never heard the word diastem. Teachers should always use alternative names and words when teaching.
- Question 5b required as follows:

➢ A diachronous bed is a lithologic unit or rock unit which appears to be a continuous bed but which represents the same facies produced at different places at different times.ie the lithologic unit transgresses the absolute time planes.

OR

Beds that are not deposited at the same time across a geographic region i.e. the deposition of these beds happens at different times in different locations.

While

➢ A marker bed is a relatively thin layer of rocks (usually sediment but occasionally a pyroclastic or lava layer) which because of some peculiarity of lithology, structure or faunal content is easily recognized.

OR

A bed of rock strata that are easily distinguished by reason of physical characteristics and are traceable over a long horizontal distance.

OR

A thin bed of a distinctive character, often widely distributed and capable of being recognized and traced over a large geographical area.

ii.Diastem and disconformity:

➢ A term for an unconformity produced by a period of non -deposition which is localized and /or short in duration.

OR

A relatively short interruption in sedimentation, involving only a brief interval of time, with little or no erosion before deposition is resumed.

OR

A short or minor interruption in sedimentation with little or no erosion before resumption of sedimentation. **While**

- Disconformity is an unconformity in which the lower (older series) and the upper (younger series) of beds dip at the same amount and in the same direction.

  OR

  A type of unconformity that represents a gap in the geological record, where erosion or non-deposition has occurred between two parallel or sub parallel sedimentary rock layers.

  OR

- An unconformity between parallel layers of sedimentary rocks which represents a period of erosion or non- deposition.

c) This was the most popular part of question 5, testing on application and evaluation

- It was a two star question
- Many candidates who answered this part did not earn all the marks.
- Most candidates were confused between methods of predicting earthquakes and mitigation of earthquakes.
- Some candidates gave methods of predicting earthquake. Some went as far as listing the consequences of earthquakes while others went completely off outlining methods prevention of landslides.
- Which was:

- Land use planning → restricting settlements in areas that are prone to earthquake zones such as active fault lines, or areas prone to liquefaction
- Infrastructure Resilience i.e. designing infrastructure such as roads, bridges, water systems etc. to withstand earthquakes
- Earthquake - resistant construction → building using earthquake resistant designs techniques and materials can significantly reduce the damage caused by earthquakes
- Emergency/ disaster preparedness → Educating the public on earthquake preparedness
- Practicing evacuation drills can help reduce the injuries and loss of life when an earthquake strikes.
- Early warning systems / Seismographs →Earthquake early warning systems use sensor networks to detect the initial seismic waves from an earthquake and provide alerts to nearby areas before the damaging waves arrive. This can give people time to take protective actions

<u>QUESTION SIX</u>

- This was the most popular question with most of the candidates beginning with it. Almost all the candidates answered this question and scored their highest marks. Generally it was a two star question.

a) i. This question tested mostly knowledge and comprehension

- Many candidates answered this question correctly
- A few gave the factors only without discussing them.
- Some candidates could not give the factors correctly. For example, instead of pressure in the magma chamber, they talked only of pressure.
- Most candidates included temperature as one of the factors that influence the nature of a volcanic eruption.
- Instead of nature of exit channel most were writing exist channel which is wrong
- Factors that control the nature of a volcanic eruption are:

➢ Viscosity of magma
➢ Type / composition of magma
➢ Presence of volatile components
➢ Pressure in magma chamber
➢ Nature of the vent or nature of exit channel
➢ Ascent rate of magma

(ii) This part of question 6 tested knowledge.

- Candidates who attempted this part did not score all the marks.
- Some candidates drifted away from the question and were outlining methods of predicting earthquakes while others gave methods of prevention of earthquakes.
- Which was:

➢ Determining the eruption frequency by dating volcanic materials deposited on the flanks of a volcano
➢ Note changes in related igneous activity e.g. geysers,hotsprings,fumeroles(gas vents) in the area
➢ Frequency and intensity of small earthquakes(microseisms) around a volcano increase
➢ Rise in ground surface temperature is experienced when magma is close to the surface and about to break.
➢ Surface of volcano may be tilted, bulged, or uplifted indicating rising magma and pressure build up
➢ Plants sometimes exhibit changes in colour prior to a volcanic eruption
➢ Anomalous or unusual behaviour of animals
➢ Increase release or emission of certain volcanic gases like sulphur dioxide, carbon dioxide and hydrogen sulphide can be an early sign of a pending eruption as rising

b) Tested on knowledge, comprehension and analysis.

- Most candidates answered this question but did not fully understand the rubrics of the question.
- Most gave only the properties of the rocks but failed to explain and link the properties to the various uses of the rock. For example, instead of saying basalt has a fine grained texture which makes it resistant to weathering hence good for building material; most of them just said basalt has a fine grained texture.
- A few candidates could not give the texture of the rocks correctly. They said fine or coarse grain without an "ed" at the end for basalt and granite respectively.
- Others could not give the correct textures of basalt and granite
- This question required as follows:

i. **Granite:**

- Has high compressive strength which means it can support heavy loads(load bearing)
- Granite is an extremely hard and durable rock making it highly resistant to wear, tear and weathering.
- It has suitable spaced joints which can be easily quarried and split to required sizes
- Their beautiful colour enables it to be used for decoration when polished
- It is fire resistant and can withstand high temperatures without degrading. This makes it a good choice for building materials in areas prone to fires or high heat
- It has relatively low thermal conductivity, which allows it to provide good thermal insulation properties. This can help regulate temperature in buildings and improve energy efficiency.

ii. **Basalt:**

- Has high compressive strength .this allows it to withstand heavy loads (load bearing)
- It is fine grained therefore highly resistant to chemical weathering and erosion
- It is jointed which makes it easily quarried
- Basalt is highly resistant to chemical weathering and erosion
- It is fire resistant and can withstand high temperatures without degrading. This makes it a good choice for building materials in areas prone to fires or high heat
- Basalt has relatively low thermal conductivity, which allows it to provide good thermal insulation properties. This can help regulate temperature in buildings and improve energy efficiency.

- Basalt has a distinctive and attractive appearance with a dark grey or black colour. This makes it good for decoration purposes.

c) This question is under economic geology and testing on knowledge and comprehension

- This part of the question was poorly interpreted by candidates.

- Many candidates failed to give the basic definition of source rock and reservoir rock.
- The most frequent definition of source rock given by candidates was "A source rock is a rock from which other rocks are formed and some mentioned that it is the mother rock or the grandfather rock".
- Some candidates gave the properties. Such as fine grained impermeable and coarse grained permeable for source rock and reservoir rock respectively.
- Which was:

➢ Source rocks: Rocks from which petroleum is originally produced e.g. oil shale , limestone, organic rich mudstone, marlstone, organic rich chert

While

➢ Reservoir rocks are porous and permeable rocks capable of storing and transmitting petroleum into traps e.g. beach sandstones, fragmented limestones, and reef deposits, fractured igneous and metamorphic rocks

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 above 50, a slight increase as compared to that of the previous year.

<u>QUESTION ONE</u>

Q1. (a)

- There was a general improvement in the approach of this question with about 45% scoring above average.
- Some candidates identified the folds but could not locate them.
- Some described the folds without stating the core beds which were Lower Cretaceous Shale for the syncline and Lower Cretaceous Conglomerate for the anticline
- Most candidates were giving trend in one direction instead of two and plunge in two directions instead of one.
- Some candidates reversed the trend of the fold as S- N and others just gave as NS

- This question required as follows:

➢ **Fold 1:**

- Location: Centre of the map
- Type of fold: Syncline
- Reason(s): Younger rock Lower Cretaceous Shale (L.C.SH) in the core surrounded by older Marl (M.ST.)

  Dip arrows dipping towards each other
- Symmetry: Asymmetrical
- Reason(s): Dip arrow values vary greatly on the limbs of both sides of the fold

  The western sandstone limb is thicker or wider than the eastern sandstone limb.
- Trend of the fold: North – South
- Plunge: Fold plunges to the North, evident by closure of the limbs to the South
- Tightness: Gentle / Closed
- Age of the fold: older than the fault or Post Cretaceous or Post Lower Cretaceous Shale (L.C.SH) or the fold is younger than the sedimentary beds.

➢ **Fold 2:**

- Location: North West OR West of the map
- Type of fold: Anticline
- Reason(s): Older rock Lower Cretaceous Conglomerate I (L.C.C) in the core surrounded by younger rocks

  Dip arrows dipping away each other
- Symmetry: Asymmetrical
- Reason(s): Dip arrow values vary on both sides of the fold limb

  The width of outcrop on the western limb of the marl bed is smaller than that on the eastern limb.
- Trend of the fold: North – South
- Tightness: Open fold
- Age of the fold: older than the fault or Post Cretaceous or fold is younger than the sedimentary beds

➢ Faulting

- Many candidates could state the type of fault.
- Some could not bring out the reason for the type of fault
- Most failed to give the trend and age of the fault.
- Some reversed the trend as SE- NW instead of NW- SE

- A few said the fault plunges and has a core bed which was wrong.
- This question required as follows:
    - Type of fault: Dip slip fault
    - Reason(s): Larger width of outcrop of the Lower Cretaceous Shale (L.C.SH) bed is the down thrown side which is the North, fold axis not displaced
    - Trend: North West to South East (NW- SE)
    - Age: Fault is younger than the fold because it displaces the fold or the fault is younger than the beds it has affected or the fault is post cretaceous

b. (i) Many candidates could identify the intrusion as a sill; a few identified it as a dyke, others as lava flow.

- Most were unable to give the reason why the intrusion was a sill.
- Some gave reasons for the intrusion being a sill as: the intrusion came before the beds.
- Some spelt sill as silt.
- The type of intrusion was : sill
- Reason(s): Concordant with the beds **OR** lies parallel to the beds **OR** it conforms to bedding or other structural planes.

ii. Most candidates were unable to state the environmental conditions that led to the deposition of limestone and old red sandstone

- Limestone: warm shallow marine or warm clear water, abundant calcium carbonate, low energy conditions.
- Old red sandstone : Arid or semi-arid or desert or oxidizing/ aerobic conditions

iii. Almost all candidates failed to explain why the intrusion has not affected the surrounding rocks

- Some candidates wrote limestone was formed under slow and fast cooling of magma and old red sandstone was formed by erosion and deposition.
- Which was:
- The temperature increase associated with a minor intrusion is relatively small and dissipates quickly into the surrounding country rocks. The heat transfer is limited and therefore thermal impact on the surrounding rocks is minimal OR the size of the intrusion is small, so its heat effect is also small.

d) Most candidates were able to outline the geologic events that occurred in the area.

- A few reversed the order of deposition of the beds.

- Which was as follows:
- ➢ Deposition of the Lower Cretaceous Conglomerate
- ➢ Deposition of Old red Sandstone
- ➢ Deposition Marl
- ➢ Deposition of Limestone,
- ➢ Deposition of Lower Cretaceous shale
- ➢ Intrusion of sill
- ➢ Folding
- ➢ Faulting
- ➢ Upliftment and erosion leading to present day topography.

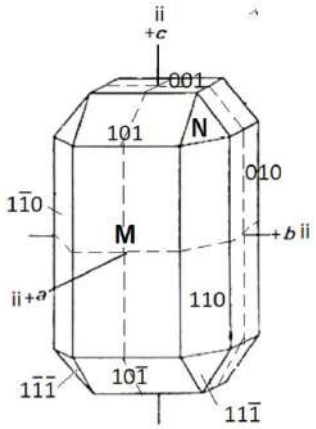
QUESTION TWO

Q2 This question was poorly attempted. Percentage pass was 30.

- Most candidates were inserting the crystallographic axes as a_1, a_2, and c instead of a, b, c
- Some wrote a+, b+ c+ instead of $^{+}$a +b +c or a b c
- Those who could correctly insert a, b, c failed to position them in the right positions. See model below.

ii) Most candidates inserted more than 3 planes instead of the 3 axial planes.

- Some inserted the 3 planes but the positions were not correct or the planes did not divide the crystal into mirror halves.
- This question required as follows:



b) Some candidates could not index the faces M and N which were:

- M = 100
- N = 111

c) Some candidates could not give the name of the represented by letter N.

- Which was pyramid or bipyramid

d) A few candidates could not state the crystal system to which the model belongs.

- Some wrote tetragonal, others monoclinic hexagonal.
- Candidates who stated the system could not give the reason(s)

- Which was:
- Crystal system: Orthorhombic
- Reason(s) : 3 planes ,3ii fold axes, a centre of symmetry

e) Most candidates could give the name of the mineral represented by the model

- A few could not give the name.
- Some wrote albite, idocrase, barytes
- Name of the mineral is olivine.

QUESTION THREE

3. The percentage pass was 40. The question was averagely attempted.

a) Most candidates could not describe fossil A

- They gave decriptions like tube- like, collumns, rings etc.
- Most of them could identify the coral.
- A few could not identify. They called it graptolites, cephalopods, mushroom, remains of plants, brachiopods, bivalve. etc.
- Description of fossil A:
- Phaceloid corallum
- Slightly compressed corallites
- Horizontal tabulae or presence of tabulae
- Compound or colonial coral
- Chain -like or ladder -like structure or has a branching series of chains or a series of meandering walls
- Identifiction of s fossil A: Coral **OR** Halysite **OR** Tabulate coral **OR** chain Coral.
- Description of fossil B:
- Spindle shaped shell or elongated ,fusiform in shape
- Long narrow siphonal canal or presence of a siphonal canal
- Dextrally coiled shell or aperture opens to the right or spirally coiled shell
- Has an aperture
- Many whorls or has whorls
- Has an apex
- Consist of spiral and transverse ribs
- Identifiction of fossil: Gastropod or Fusinus.

b) Most candidates could label X and Y on fossil B

- Some could not spell siphonal canal.
- Wrong spellings were given such as; cyphonal, sephonal, ciphonal etc.

- Some interchanged the labels and put X as aperture and Y as siphonal canal.
- Others labelled X as inner lip and outer lip respectively.
- A few equally labelled X as siphon.

➢ X: Siphonal canal , Y: Aperture

c) Some candidates could not give the mode of life and reason(s) of fossil B

- Some spelled burrower with o (i.e. borrower) which was wrong
- Some wrote fossil B is a crawler, benthos, herbivore etc.
- Which was:

➢ Mode of life of B: Burrower

Reason: Presence of siphonal canal

OR

Mode of life: Ploughs through soft sediments

OR Reason: Presence of muscular foot or elongated tapered nature of shell

d) Most candidates could not give the environmental significance of fossil A.

- Some gave marine, some shallow marine.

➢ The environmental significance of fossil A is **warm shallow marine or warm clear water environment.**

e) They could not give the age range of the fossils A and B.

➢ Age range of fossil A: Ordovician to Silurian

➢ Age range of fossil B: Cretaceous to Recent **OR** Recent

<u>QUESTION FOUR</u>

4. The question was poorly answered with a percentage pass of 10.

- Many candidates could not identify the geological feature shown on the photograph.
- Most were identifying it as folding (antiform and synform), pillow lava, blocky lava unconformity, joints etc.
- Most identified it simply as lava flow.
- Some gave the wrong spelling of lava as larva.

➢ Identification: Ropy or pahoehoe lava flow or structure

➢ Description: Basaltic lava flow that has a smooth, ropy or billowy surface **OR** smooth undulating lava flow that resembles coils or ropes.

QUESTION FIVE

5. This question was the most popular question in paper three with all candidates attempting it and scoring marks ranging from 5 to 23 on a total of 25 marks.

- Many candidates could describe and identify specimens E, F, G, H, J, K, L and M.
- However, a few candidates mistook quartz for quartzite, Schist or phyllite, granite for gabbro and limestone for rhyolite
- Some candidates said specimen L reacts with HCl instead of dilute HCl. Some went as far as disagreeing with the order of the question by saying that it does not react with dilute HCl.
- The description and identification of specimens E, F, G, H, J, K, L and M are as follows:

➢ Description of specimen E:
  - Fine grained or aphanitic, vesicular, porphyritic
  - Dark coloured or melanocratic
  - Heavy

➢ Identification of specimen E: Basalt

➢ Description of specimen F:
  - Coarse grained or phaneritic
  - Light coloured or leucocratic
  - Composed of quartz, plagioclase feldspars, micas

➢ Identification of specimen F: Granite

➢ Description of specimen G:
  - Hardness of 7
  - Vitreous or glassy lustre
  - Conchoidal fracture

➢ Identification of specimen G: Quartz

➢ Description of specimen H:
  - Silvery grey or lead grey colour
  - Silvery grey or lead grey streak
  - Metallic Lustre
  - Three cleavage planes or 3 perfect cleavage at 90^0 or cubic cleavage
  - heavy or high specific gravity

➢ Identification of specimen H: Galena

➢ Description of specimen J:
  - Medium grained or medium to coarse grained
  - schistose texture, foliated

- contains micas, quartz, chlorite

- Identification of specimen J: Schist
- Description of specimen K:
  - Coarse grained, gneissose texture, porphyroblastic
  - Banded
  - Contains quartz, feldspar, biotite, hornblende, pyroxene,garnet,kyanite
- Identification of specimen K: Garnet gneiss
- Description of specimen L:
  - Reacts with dilute Hcl
  - Fine grained
  - Contains calcite
  - Light/ grey colour
  - Fossiliferous
- Identification of specimen L: Limestone
- Description of specimen M:
  - Dark or black colour
  - Fine grained
  - Laminated or fissile
  - Identification of specimen M: Shale

(b) How are the textures in specimen E and F formed?

- Many candidates were unable to explain how the textures in specimens E and F are formed.
- Some wrote the texture in E (basalt) was formed as a result of rapid cooling of magma in the volcanic environment without stating the type of lava or rapid cooling of basic "larva" instead of lava
- Some also said acid magma in the volcanic environment.
- Most candidates said specimen F was formed as result of slow cooling of acid lava in the volcanic environment and also slow cooling of basic magma in the plutonic environment
- Which was:

- Specimen E: Fast cooling of basic lava in a volcanic environment
- Specimen F: Slow cooling of acid magma in a plutonic environment

(c) State two possible modes of occurrence of specimen F

- A good number of candidates were able to give the mode of occurrence of specimen F. However, a few gave the occurrence to be either an intrusion, lava flow or igneous intrusion (minor and major)

- Which was:
- ➢ Batholiths, bosses, stocks, sills, dykes, laccoliths and phacoliths

(d) i. Account for the colour of specimen M:

- Most candidates failed to answer this question but a few attempted by mentioning that specimen M is dark in colour but could not give the reason.
- The question required as follows:
- ➢ Specimen M is dark or black in colour due to a high percentage of organic matter.

ii. Outline the conditions that favour the formation of specimen M.

- This was the most challenging question in this section for the candidates.
- Even though a few attempted many could not give the correct answer.
- Most of the candidates talked of M being formed as a result of slow cooling in the volcanic environment, cooling of magma in the plutonic environment and that M is formed under high temperatures and pressures.
- The conditions that favour the formation of specimen M are:
- ➢ Low/slow sedimentation (deposition), low energy, anoxic or reducing or anaerobic conditions, quiet environment, tectonic stability.

(e) Most candidates identified the specimens that can serve as source rocks and building material which are:

- ➢ Source rock: Specimens M and L.
- ➢ Building material : specimens E, F, L, K, and J

f) A good number of candidates said M is the mother of J,

- J is the protolith of M reversing the answer,
- M is the grandfather of J,
- They all have the same colour or minerals,
- All are sedimentary rocks etc.
- The relationship between specimen J and M is:
- ➢ Specimen M is the parent rock or protolith of specimen J
- ➢ M was metamorphosed under moderate temperature and pressure conditions to form J.
- ➢ J was formed from the regional metamorphism of M

RECOMMENDATIONS

❖ TO STUDENTS / CANDIDATES

- Attend theory and practical classes regularly.
- To properly interpret advanced level geology essay questions, the following must be strictly adhered to:
- Read through the questions carefully then identify and interpret the **KEY WORDS.**
- Adhere to the demand / command of the question.
- Check whether you are in possession of material for all the parts of the question before you start answering.
- Always study with past questions.
- The length of the write up does not necessarily determine the marks to be awarded.
- Avoid reproducing notes; materials required for a question must be carefully selected to meet the demand of the question.
- Language is a pre requisite for the advanced level candidate without which question interpretation, meaning of words used in the question will be a set back to the student / candidate performance.
- Master the subject content
- Avoid selective / speculative reading
- Match questions with mark allocations
- Advised to stop memorizing answers from pamphlets.

❖ TO TEACHERS

- Should obligatorily own a copy of the teaching, assessment syllabuses and the advanced level geology topics and guidelines.
- 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.
- Experienced 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.
- All the specimens should be labelled and put in separate packs.
- Practical should be reinforced especially in lower sixth

❖ **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 , sieves and petrological microscopes
- 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

GENERAL OVERVIEW

PERFORMANCE AND SUITABILITY

The overall performance of candidates in the 2024 examination is rated at above 55%. The syllabus coverage was 71.6% about the same as that of last year (2023). As was the case in 2023, 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 97%, about the same like last year (2023). 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	/	/	/	14	24	12	34	14	2	Balanced Paper
				/	/		28%	48%	24%	68%	28%	04%	
P II	12	100	30	/	/	/	09	00	03	07	05	00	Balanced Paper
				/	/	/	75%	00%	25%	58%	42%	00%	
P III	12	100	30	/	/	/	08	01	03	08	03	01	Balanced Paper
				/	/	/	66%	08%	25%	67%	25%	08%	

TABLE 2: THE ATTAINMENT OF SYLLABUS AIMS (OBJECTIVES) FOR THE 2024 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 2024 marking exercise for 0760 History began with the arrival of the subject panelists on Thursday the 28th June. Trial marking and harmonization of scores was done on Friday 29th June and Saturday 30th June 2024. Effecting marking began on the Saturday 30th June in the afternoon.

PERFORMANCE AND SUITABILITY

The overall performance of the candidates in History 2 in the 2024 examination is rated at above 60%. The syllabus coverage for the paper is about 65%. 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 96%. 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	25%				✓		Poor	07-08	Ok	25%	**
2	90%	✓					Good	15-16	OK	65%	*
3	80%	✓					Good	15-16	Ok	70%	*
4	75%			✓			Average	13-14	Ok	60%	*
5	75%			✓			Below Av	11-12	Ok	45%	*
6	50%	✓					Average	13-14	Ok	60%	*
7	20%				✓		Poor	07-08	Ok	30%	**
8	10%					✓	Poor	07-08	Ok	20%	**
9	40%			✓			Below Av	11-12	Ok	20%	*
10	85%	✓					Good	15-16	Ok	65%	*
11	40%				✓		Poor	07-08	Ok	25%	*
12	5%					✓	Poor	07-08	Ok	10%	**

From the table above, it can be deduced that:

1. General performance would be about 50%.
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	-	00
2	States and Kingdoms	2	1	5.2
3	Islamisation of North Cameroon	3	-	00
4	Christians Missions in Cameroon	4	2	5.2
5	Scramble and Annexation of Cameroon	5	-	00
6	German "Kamerun"	6	3	5.2
7	"Kamerun" and World War I	7	4	5.2
8	British Mandate to 1945	8	-	00
9	French Mandate to 1945	9	5	5.2
10	Trusteeship in French Cameroon	10	-	00
11	Trusteeship in British Cameroon	11	6	5.2
12	The road to Independence in French Cameroon	12	8	5.2
13	The road to Independence in British Southern Cameroon	13	7	5.2
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	11	5.2
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% 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	"Even though they were non-centralised, they had well-organised socio-political features." Examine this assertion in relation to the states in the forest regions of Cameroon before European colonisation.	Social and political features of forest states.	- Differences and similarities of states and kingdoms. - Gave causes of population movement. - Most wrote on the centralized states. - Political and social features brought out.		✓				
2	Discuss the view that the evangelization and educational activities of the London Baptist Missionary Society in Cameroon were carried out with a lot of difficulties.	Difficulties of the London Baptist Missionary Society in Cameroon.	- Some gave reasons or motives and difficulties. - Successes of LBMS. - Difficulties and solutions.					✓	
3	Assess the impact of the introduction of plantation agriculture in Cameroon during German rule.	Positive and negative impact of plantation agriculture.	- Some gave reasons for introduction of plantation. - Effects of CDC. - Causes of resistance. - Assessment of German rule in Cameroon.					✓	
4	Account for the early successes and subsequent defeat of Germany in Cameroon during the First World War.	Reasons for early German successes and her subsequent defeat during the First World War.	- Success of Germany in annexation. - Reasons for the First World War in Cameroon and consequence.				✓		
5	French economic exploitation of Cameroon during the Mandate contributed to	Contributions of French economic exploitation and consequences of indigenous revolts against the	- General reasons for indigenous revolts. - Terms of the mandate. - French colonial policies with emphasis			✓			

No	QUESTION	EXPECTATIONS/ DEMANDS	CANDIDATES' RESPONSES	CANDIDATES' PERFORMANCE					
				V. Poor	Poor	B. Av	Av	Good	Excellent
	indigenous revolts with profound consequences. Discuss.	French.	on assimilation. - Focused on resistance against the Germans – indirect rule.						
6	How far was the move towards political consciousness in British Southern Cameroon influenced by external factors?	External and other factors for nationalism	- Reasons for administration as part of Nigeria. - Reasons for indirect rule and effect. - British neglect. - Reasons for rise of nationalism in Africa not Cameroon. - Many could identify external more than internal factors.				✓		
7	Examine the impact of the Eastern Nigerian Crisis of 1953 on the independence struggle in Southern Cameroons.	Impact of Eastern regional crisis in Southern Cameroon's struggle for self government.	- Some focus on reasons for Eastern Regional crisis. - Some on Igbo domination of Southern Cameroons.		✓				
8	What factors led to Ahidjo's rise to power in French Cameroon and how did he attain the independence of the territory by 1960?	Reasons for the rise of Ahidjo and his contributions to independence in French Cameroon.	- Reasons for the down fall of Mbida. - Some on measures of Ahidjo to suppress the UPC. - Ahidjo's biography. - Could not identify his struggle to independence.		✓				
9	How and why was the CNU created in Cameroon in 1966?	Stages in East and West Cameroon that led to the creation of CNU and reasons for the creation of CNU.	- Most wrote on Foumban conference. - Reasons for creation of unitary state. - Unable to give stages of creation of CNU. - Reasons for abolition of federation. - No respect of chronology in part one.			✓			
10	Examine the sources of conflict and the impact of the KNDP Crisis on the state of West Cameroon.	Causes and consequences of the KNDP crisis.	- Well focus on question demands					✓	

No	QUESTION	EXPECTATIONS/ DEMANDS	CANDIDATES' RESPONSES	CANDIDATES' PERFORMANCE					
				V. Poor	Poor	B. Av	Av	Good	Excellent
11	Evaluate the efforts of Ahmadou Ahidjo in fostering economic development in Cameroon between 1961 and 1982.	Efforts of Ahidjo to foster economic development in Cameroon between 1961 and 1982 and limitations.	- Focused on economic and social achievements of Ahidjo without limitations.					✓	
12	Under what circumstances and for what reasons was multi-party politics reintroduced in Cameroon in 1990?	Circumstances and reasons leading to the reintroduction of multi-party politics in 1990.	- Gave reasons for multi-party politics without reasons. - Some discussed multi-party in the 1960s. - Reasons why Ahidjo introduced multipartism in the 1960s. - Wrote on SDF.		✓				

TABLE 6: PERFORMANCE RATING PER QUESTION OR CANDIDATES-QUESTION RELATIONSHIP FOR HISTORY PAPER 2

QUESTION		SKILL	APPRAISAL OF THE PERFORMANCE
1	"Even though they were non-centralised, they had well-organised socio-political features." Examine this assertion in relation to the states in the forest regions of Cameroon before European colonisation.	Analysis	A poor performance with mark range of 07-08 and an overall success rate of 25%.
2	Discuss the view that the evangelization and educational activities of the London Baptist Missionary Society in Cameroon were carried out with a lot of difficulties.	Analysis	A good performance in interpretation with mark range of 15-16 and an overall success of 65%.
3	Assess the impact of the introduction of plantation agriculture in Cameroon during German rule.	Evaluation	A good performance in interpretation with mark range of 15-16 and an overall success rate of 70%.
4	Account for the early successes and subsequent defeat of Germany in Cameroon during the First World War.	Analysis	An average performance in interpretation with a mark range of 13-14and an overall success rate of 60%.
5	French economic exploitation of Cameroon during the Mandate contributed to indigenous revolts with profound consequences. Discuss.	Analysis	A below average performance with a mark range of 11-12 and an overall success rate of 45%.
6	How far was the move towards political consciousness in British Southern Cameroon influenced by external factors?	Evaluation	An average performance in interpretation with a mark range of 13-14 and an overall success rate of 60%.
7	Examine the impact of the Eastern Nigerian Crisis of 1953 on the independence struggle in Southern Cameroons.	Analysis	A poor performance in interpretation with mark range of 07-08 and an overall success rate of 30%.
8	What factors led to Ahidjo's rise to power in French Cameroon and how did he attain the independence of the territory by 1960?	Analysis	A poor performance in interpretation with a mark range of 07-08 and an overall success rate of 20%.
9	How and why was the CNU created in Cameroon in 1966?	Analysis	A below average performance in interpretation with a mark range of 11-12 and an overall success rate of 20%.
10	Examine the sources of conflict and the impact of the KNDP Crisis on the state of West Cameroon.	Analysis	A good performance in interpretation with a mark range of 15-16 and an overall success rate of 65%.
11	Evaluate the efforts of Ahmadou Ahidjo in fostering economic development in Cameroon between 1961 and 1982.	Evaluation	A poor performance in interpretation with a mark range of 07-08 and an overall success rate of 25%.
12	Under what circumstances and for what reasons was multi-party politics reintroduced in Cameroon in 1990?	Analysis	A poor performance in interpretation with a mark rang of 07-08 and an overall success rate of 10%.

Outstanding Performances

The outstanding score of 72% was recorded by one script. Two other scripts recorded good scores of 71% each. Six scripts scored 70% , one scored 69% and four scored 68% each.

Worst Performances

The lowest score of 00% was recorded by over fifty four scripts. The candidates hopelessly recopied the questions or they submitted their answer booklets without writing anything inside. Sixty seven other scripts recorded very poor scores ranging between 01% and 04%. 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 (VIP) questions.

PAPER 3

AFRICA AND WORLD HISTORY

AN OVERVIEW OF THE PAPER

The 2024 marking exercise started with the discussion and adoption of the marking schemes on Friday 28thJune 2024. Trial marking and harmonization of scores was done on 29th and 30th June 2024 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 54%.

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 an increase from 45% last

year to about 54%. This can be attributed to the fact that some questions were set on topics often taught by teachers and studied by students.

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	**70%**	✓					**Average**	**12-16**	**Ok**	**60%**	*
2	**5%**				✓		**Below Av.**	**10-12**	**Ok**	**30%**	***
3	**25%**	✓					**Average**	**12-16**	**Ok**	**60%**	*
4	**90%**	✓					**Average**	**12-16**	**Ok**	**70%**	*
5	**05%**				✓		**Poor**	**07-11**	**Ok**	**05%**	*
6	**05%**				✓		**Poor**	**00-10**	**Ok**	**10%**	**
7	**60%**	✓					**Average**	**12-16**	**Ok**	**65%**	*
8	**05%**	✓					**Poor**	**07-11**	**Ok**	**30%**	*
9	**35%**	✓					**Average**	**12-19**	**Ok**	**70%**	*
10	**90%**				✓		**Below Av.**	**10-12**	**Ok**	**40%**	**
11	**05%**				✓		**Poor**	**07-11**	**Ok**	**15%**	**
12	**05%**					✓	**V.Poor**	**00-07**	**Ok**	**05%**	**

From the above analysis, it can be deduced that:

1. General performance could be above 54%.
2. The question interpretation by candidates was fair.
3. The phraseology of the questions was good.
4. A number of candidates (30%) did not attempt the required number of four questions.
5. A negligible number of candidates (10%) committed rubric offences especially in Section A where they attempted two instead of one question.

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	-	00
2	Christian Missions in West Africa- Sierra Leone, Nigeria	2	1	04.3
3	Islamic Revolutions in 19th century West Africa	3	-	00
4	European Scramble and colonization of Africa	4	2	04.3

S/N	TOPIC IN THE SYLLABUS	TOPIC NUMBER	QUESTION NUMBER	%
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	5	04.3
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	6	04.3
12	Post-Independence Problems in Africa: Civil Wars and Refugee Crisis	12	-	00
13	The English Revolution of 1688	13	7	04.3
14	The American War of Independence (Causes and Effects)	14	-	00
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	11	04.3
21	International Organizations- UNO, Commonwealth, etc.	21	-	00
22	The Arab-Israeli Conflicts	22	12	04.3
23	China in Word Politics	23	-	00

$$\frac{12}{23} \times \frac{100}{1} = 52.2\% \text{ syllabus coverage}$$

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	Discuss the significance of Christian missionary activities in West Africa in the 19th century.	A two part question centered on the positive significance of Christian Missions activities for the first part and negative significance in the second part.	Most candidates gave the positive and negative significance of missionary activities					✓	
2	Critically examine the view that European rivalry in the Congo prior to 1884 triggered the scramble for African territories in the late 19th century.	A double focus question based on European rivalry in Congo for the first part and other causes of the scramble for African territories for the latter.	Most candidates evaded the first part of the essay on European colonial rivalry in Congo and second part well understood other reasons for the scramble.		✓				
3	Compare and contrast British and French colonial policies in West Africa.	A double focus 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 fact.				✓		
4	Why and with what effects was the Second World War extended to Africa in 1940?	A two part question on reasons for the extension of the Second World War to Africa in the first part and second part effects of the war on Africa.	Candidates understood the question but lack sufficient material in the first part of the essay (reasons for extension).				✓		
5	Account for the slow pace of decolonization in French West Africa after 1945.	A one part question centered on the reasons for the slow pace of decolonization in French West Africa after 1945.	Questions understood by candidates but lack sufficient materials.		✓				
6	What factors influenced the institution of Apartheid in South Africa in 1948 and its dismantling in 1994?	A two part question focused on factors for the institution of Apartheid in South Africa in the first part and second part factors that influenced the dismantling of Apartheid in 1994.	Candidates instead focused on manifestation rather than reasons for the institution of Apartheid.		✓				
7	Critically examine the consequences of the English Revolution of 1688.	A double focus question centered on positive consequence of the English Revolution for the first part and second part negative consequences of the	Question understood by the vast majority of candidates but lack materials.				✓		

No	QUESTION	EXPECTATIONS/ DEMANDS	CANDIDATES' RESPONSES	CANDIDATES' PERFORMANCE					
				V. Poor	Poor	B. Av	Av	Good	Excellent
		revolution.							
8	To what do you attribute the demise of the Congress System in Europe in the 1820s?	A straight forward question centered on reasons for the demise of the concert of Europe.	Question equally understood but candidates lacked relevant materials to elaborate the reasons for the demise of the Concert of Europe. The worst answers were presented by candidates who completely went off and wrote on the Congress of Vienna.		✓				
9	Analyse the factors which made the First World War inevitable by 1914.	A straight forward question on causes of the First World War.	Question understood by candidates.				✓		
10	Examine the reasons for the success of the League of Nations in the 1920s and its failure in the 1930s.	A double focus question on reasons for the success of the League of Nations in the 1920s in the first part and reasons for the failure of the League of Nations in the 1930s in the second part.	Question not properly understood by candidates. The focus on successes and failures of the League of Nations in the 1920s and 1930s instead of reasons for success and failures.			✓			
11	Why and with what consequences was the Berlin Blockade instituted between 1948 and 1949?	A double focus question based on reasons for and consequences of the Berlin Blockade.	Question not understood as candidates did not understand the Berlin Blockade as a manifestation of the Cold War.		✓				
12	"Israel has survived as a sovereign nation in the Middle East since 1948 because of strong support from the Western Powers against the Arabs." Do you agree?	A two part question centered on the role of Western support in the survival of Israel in part one and other factors of the survival of Israel in the second part.	Question not understood. They dwelled on generalities of the Arab-Israeli conflict.	✓					

TABLE 10: PERFORMANCE RATING PER QUESTION OR CANDIDATES–QUESTION RELATIONSHIP FOR HISTORY PAPER 3

QUESTION		SKILL	APPRAISAL OF THE PERFORMANCE
1	Discuss the significance of Christian missionary activities in West Africa in the 19th century.	Evaluation	A two part question on the positive significance of Christian Missions activities for the first part and the negative significance for the second part. The question was very popular with about 70% of the candidates gave the positive and negative significance of missionary activities.
2	Critically examine the view that European rivalry in the Congo prior to 1884 triggered the scramble for African territories in the late 19th century.	Analysis	A double focus question based on European rivalry in the Congo for the first part and other causes of the scramble for African territories in part two. The success rate was estimated at 30%. Most candidates evaded the first part but wrote well on the second part.
3	Compare and contrast British and French colonial policies in West Africa.	Synthesis	A double focus question based on the similarities and differences between the British colonial policy of Indirect Rule and the French policy of Assimilation. The success rate is estimated at 60%. The question was understood by a vast majority of candidates but they lack adequate material to illustrate the facts.
4	Why and with what effects was the Second World War extended to Africa in 1940?	Analysis	A two part question on the reasons for the extension of the Second World War to Africa on part one and its effects in part two. A very popular question with about 90% of candidates attempting. Candidate performance is rated at 70%. Most candidates understood the question but lacked sufficient materials in the first part.
5	Account for the slow pace of decolonization in French West Africa after 1945.	Analysis	A one part question centered on the reasons for the slow pace of decolonization in French West Africa after 1945. An unpopular question with about 5% candidates attempting it. Success rate is about 5%. Candidates understood the question but lacked sufficient materials.
6	What factors influenced the institution of Apartheid in South Africa in 1948 and its dismantling in 1994?	Analysis	A two part question focused on the factors for the institution of Apartheid in South Africa in the first part and the second part factors that influenced the dismantling of Apartheid in 1994. A very unpopular question with about 5% attempting by candidates. Success rate is estimated at 10%. Candidates instead focused on manifestation rather than reasons for the institution of Apartheid.
7	Critically examine the consequences of the English Revolution of 1688.	Evaluation	A double focus question centered on positive consequences of the English revolution for the first part and negative consequences for the second part. A popular question with 60% of candidates attempting. Success rate is at 65%. The question was understood by the vast majority of candidates but lack materials.
8	To what do you attribute the demise of the Congress System in Europe in the 1820s?	Analysis	A straight forward question centered on reasons for the demise of the Concert of Europe. An unpopular question with about 5%of candidates attempting. Success rate was about 30%. Question understood but insufficient materials.
9	Analyse the factors which made the First World War inevitable by 1914.	Analysis	A straight forward question on the causes of the First World War. A popular question with 35% of candidates attempting it. Success rate was about 70%. Question was understood by candidates.

QUESTION		SKILL	APPRAISAL OF THE PERFORMANCE
10	Examine the reasons for the success of the League of Nations in the 1920s and its failure in the 1930s.	Analysis	A double focus question on reasons for the success of the League of Nations in the 1920s. A very popular question with 90% of candidates attempting it. The success rate is estimated at 40%. Question not properly understood by most candidates. They focused on the successes and failures of the League of Nations in the 1920s instead of reasons for success and why it failed..
11	Why and with what consequences was the Berlin Blockade instituted between 1948 and 1949?	Analysis	A double focus question on the reasons for and consequences of the Berlin Blockade. An unpopular question with 5% of candidates attempting it. Success rate is about 15% as candidates never understood the question as a manifestation of the cold war. Some wrote on the Berlin Conference of 1884-1885.
12	"Israel has survived as a sovereign nation in the Middle East since 1948 because of strong support from the Western Powers against the Arabs." Do you agree?	Analysis	A two part question centered on the role of Western support in the survival of Israel in part one and other factors of the survival of Israel in the second part. An unpopular question with only 5% of candidates attempting it. Success rate is about 5% as the question was not understood by candidates. They focused on generalities of the Arab-Israeli conflicts.

Outstanding Performances

The highest score of 76% was awarded to one script. Another script recorded very good scores of 75%, one script earned a score of 73% and eight scripts were awarded 68% each.

Worst Performances

The worst score of 00% was recorded by fourteen scripts (all scored 00% each). Four of these candidates recopied the questions. Ten 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.
- Script dues should be increased to 300frs per script.
- The environment of ST. Theresia College was conducive for marking and we wish to come back next year.
- The creation of catchment centres has helped limit fraud.

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 17 and 46 had not any correct keys, so this paper was rated over 48.

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 99% 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, two questions (Q17 and Q46) did not have their correct keys; as a result the candidates were rated over 48 (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 and 10 were very unpopular to the candidates and a good attempt to the solutions was made by 47% of them.

The Examiners declared that the general performance of the candidates is above 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	Quadratics & Partial fractions	Polynomials	Reduction to Linear form	Progression & Binomial expansion	Application of differentiation & Combinations	Coordinate Geo	Complex Numbers & Vectors	Circles & Location of roots of Equations	Differential Equation & Integration	Trigonometry
Attempted Rate	98%	98%	95%	80%	70%	35%	90%	75%	75%	90%
Success Rate	65%	85%	86%	40%	25%	20%	25%	45%	30%	40%

N.B.: Sampling during Trial Marking showed 42.3 % pass while general consensus predicted, from the table above, 46.2% pass for this Paper 2. Last year, it was 57.45%.

E. **Question By Question Analysis –** ***Level Of Difficulty***

Q.1 Many candidates attempted this question and did well by using the methods available.

Q.2 (i) (a) Some candidates could not see $x + 2$ as a factor, hence $x = 2$ as solution of the polynomial consequently the quadratic factor could not be obtain.

Q.3 Of about 95% of candidates who attempt this question about 86% of them arrived at the final result showing that the candidates were well taught and has a mastery of that topic.

Q.4 (i) Many candidates about 85% chose this question but could not find the common difference of the A.P because they could not identify 43 given as the last term of the A.P being an equivalence of the nth term in $S_n = \frac{n}{2}[2a + (n-1)d]$

$$= \frac{n}{2}[a + (a + (n-1)d)]$$

$$= \frac{n}{2}[a + l].$$

Hence $\frac{n}{2}[7 + 43] = 250 \Rightarrow n = 10$

(ii) Candidates who attempted this question could not deduce the expansion of $(2 - 3x)^{-2}$ from the expansion of $(1 - \frac{3}{2}x)^{-2}$, but were expanding it from first principle.

Q. 5. (i) 80% of Candidates who attempted the question only 30% arrived at the correct result because most of them could not identify the point where the normal meets the curve again.

(ii) This part of the question most candidates could get the correct result because the language of gender equity was not understood hence could not interpret the question.

Q. 6 (i) Many candidates could not interpret and analyses information from the graph.

Q. 7(i) Most of the candidates did not or could not make us rot the concept of changing the subject of the formula in complex numbers, but those who understood the concept arrived at the correct result.

(ii) Some of the candidates were not looking the normal vector of the plane containing the two lines but rather looking for the point of intersection of the two lines. Reason being that this question was out of the normal traditional setting asking for point of intersection of the lines.

Q. 8. (i) Many candidates attempted this question but could not continue because of the typing which is $x^2 + y^2 - 6x = 2y - 15 = 0$ instead of $x^2 + y^2 - 6x + 2y - 15 = 0$

(ii) Many candidates attempted this section of the question and arrived at the required result.

Q. 9. (i) Many candidates showed lack of knowledge of use of partial fraction after separating the variables of the differential equation, hence could not get the required result.

(ii) Most of the candidates see the suitable substitution as $(1 + x^2)$ or x^2 and some were using Integration by parts.

Q.10. (ii) most candidates could not apply the use of De Moivre's theorem to show that $sin3\theta \equiv 3sin\theta - 4sin^3\theta$. But were using $sin3\theta = Sin(\theta + 2\theta)$ and expanding using trigonometric identities to get the result avoiding the Hence i.e $sin3\theta \equiv \text{Im}(cos3\theta + iSin3\theta)$

Paper 3

F. **Introduction**

The paper was equally a good one as it cut across 98% 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 slightly above the strength of the one 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 except the omission of the coefficient restitution in question 4. Q 1, 3, 6 and 8 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	Equilibrium of forces and Moment	Linear motion & Work, power and Energy	Center of gravity of plane lamina	Elementary and Conditional probabilities
Attempted Rate	96%	90%	75%	95%	85%	85%	45%	95%
Success Rate	35%	40%	45%	60%	35%	45%	20%	48%

N.B.: Sampling during Trial Marking showed 41 % pass while general consensus predicted, from the table above, 40 % pass for this Paper 3. Last year, it was 36.02%.

G. **Question By Question Analysis – *Level Of Difficulty***

Q.1 (a) many candidates lack the knowledge of calculating average velocity as a vector.

(c) the Cartesian equation of part was not understood as some candidates was using but the equation of part of a trajectory.

Q.2 few candidates were not using the right equations of motion in this question.

Q.3 (i) Some candidates were unable to calculate the acceleration in the second motion.

Q.4 (a) Many candidates attempted this part of the question and got to the correct results.

(b) Many candidates did not realized the omission of the coefficient of restitution and were using

that of the first collision which is $\frac{1}{3}$. The solution without e is thus

$V_B + 5m = 6 - - - - - (1)$

$V_B + 10 = 6e - - - - - (2)$

Solving (1) and (2) gives $m = \left(\frac{6e-4}{5}\right)$ kg.

(c) k.E loss = $108 - [48 + (10 - 6e)^2 + 10(6e - 4)]$ J

Q.5 (i) About 85 % of the candidates attempts this part of the question and got the right result but some few could not identify the horizontal force on the ladder.

(ii) Few candidates did not understand the concept of Elastic potential energy and was using but Potential energy.

Q.6 (ii) Some candidates were unable to calculate the work done because they were unable to find or identify the displacement vector AB.

Q.7 (i) Many candidates were unable to identify the area of the trapezium.

(ii) the interpretation of the area between two curves was a problem to many candidates.

Q. 8 (ii) many candidates did not understood the properties of probability tree and fines it difficult to select the boxes. Also the knowledge of bias die made it difficult for some candidates to interpret the question.

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.
- Discourage students to write the GCE in form 4 and lower sixth.

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 as they came from popular topics of the syllabus. However, question 18 had no key because of a typo error – in which '*sum and difference'* was typed instead of '*sum and product'*. Consequently this paper was scored on 49 and not 50. In the eyes of the examiners, the paper which cuts across the syllabus is rated to be within the reach the average candidates. In this paper, candidates are to answer all 50 questions.

PAPER 2

OVERVIEW

In the examiners' opinion, this paper is slightly more challenging than the paper of 2023. The rubrics of the paper are satisfactory and the printing very clear. There was a typing error in question 8 but the marking guide was sufficiently adjusted to eliminate any effect. Candidates attempted all the questions but hardly do they get to the expected results. The general wrong approach to most of the questions is really a display of candidates' poor language skills. The examiners observed that most candidates had a wrong approach to questions 5(ii) and 7(ii) on combinations and vectors. From the scripts, the examiners estimate that only about 15% - 20% 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	OBSERVATION(S)
1	95%	40%	(ii) $x^2 + (k+1)x + k = 0$: To find the values of the real constant k for which $\alpha = 2\beta$, embarrassingly, candidates were carried away with the word *real* and jumped into using the discriminant $b^2 - 4ac > 0$, which had nothing to do with the solution of this problem.
2	90%	55%	The concepts of Remainder and Factor Theorems were correctly applied but surprisingly most candidates could not solve the resulting simple simultaneous equations.
3	70%	35%	Most candidates linearized the exponential equation and obtained the values of the corresponding table but could not sketch the graph to scale. Of those who sketch the graph, some could not work out the values of constants a and b from it.
4	65%	13%	(i) Most candidates could not derive the required equations from the worded version. (ii) Candidates seem to understand the concept of binomial expansion but were baffled with the simple fractions here to manipulate. Candidates failed to see the link between the first and second parts through a simple factorization which was

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	OBSERVATION(S)
			even directed with the word *hence*.
5	57%	05%	(i) Candidates could not obtain the gradient of the curve probably because they did not know that differentiation was involved. Instead most candidates substituted $t = 2$ into the parametric equations to obtain $x = 3\ and\ y = 2.5$, which they later substituted into the expression $8x - 2y - 19$, trying to reduce it to zero. (ii) This question on Combination appeared quite difficult. The phrase *gender equity* seems to have baffled the candidates into a mixed up with the selecting a head teacher OR 7 other teacher instead of selecting a head teacher AND 7 other teachers.
6	19%	02%	Coordinate Geometry question with the assistance of a graph. This graph was there to help candidates in the understanding of the question. Unfortunately, the candidates failed to exploit this graph as required.
7	70%	07%	(i) Many candidates were unable to make complex number z as the subject of the equation $\frac{z}{z+2} = 2 = i$. They were seen wrongly using $z - 2$ as a conjugate of $z + 2$ in trying to obtain z in the requested form $a + bi$. (ii) Most candidates failed to see that the normal vector to the plane is the cross product of the direction vector of the lines. Instead candidates were obtaining the point of intersection of the two lines that was not actually demanded. However, they needed two other points from the lines together with the point of intersection to obtain the equation of the plane. This was quite demanding and so they quickly abandoned.
8	48%	17%	(i) This part of the question had a typo error with the presentation of a circle as $x^2 + y^2 - 6x = 2y - 15 = 0$ instead as $x^2 + y^2 - 6x - 2y - 15 = 0$ but the marks guide sufficiently took care of this error. However, examiners were embarrassed that most advanced level mathematics candidates did not know what it means for a line to be a chord to a curve. (ii) Some candidates ended at the level of $f(2)$ and $f(3)$ and could not continue.
9	49%	10%	(i) Most candidates correctly separated the variables of the differential equation but could not proceed well because they failed to see that the question involved the use of partial fractions. (ii) Candidates could not obtain the suitable substitution for the integrand and thus could not make progress.
10	54%	05%	(i) Candidates obtained the values of R and α but could not proceed in obtaining the greatest value of the given expression and te corresponding value of θ. (ii) Candidates displayed a very high remote understanding of De Moivre theorem. The very few who moved from $\cos 3\theta + i \sin 3\theta$ to $(\cos\theta + i\sin\theta)^3$ as required, were unable to continue. They changed the question and went approaching it strictly from trigonometric direction.

PAPER 3

OVERVIEW

Paper rubrics satisfactory and printing clear. The examiners' are of the opinion that this paper is slightly more challenging than that of 2023. All the questions were error free. Unfortunately, the candidates' performance is far below average, with about 20% - 25% 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	OBSERVATION(S)
1	95%	30%	(i) Most candidates demonstrated a remote understanding of the concept of conditional probability and independent events. Often, we see wrong statements like $P(A/B) = \frac{P(A)+P(B)}{P(B)}$ and $P(A \cap B) = P(A) + P(B)$ (ii) The conversion of worded problem to its mathematical equations seems to be a major problem here and thus the question was poorly interpreted.
2	95%	45%	Candidates were calculating the mode instead of just stating the modal class. The very simple expression of mean as $\frac{\sum fx}{n}$ was commonly expressed as $\frac{\sum f}{n}$ Candidates were repeatedly plotting graphs of midpoint versus cumulative frequency, instead of class boundary versus cumulative frequency. Candidates were unable to obtain interquartile range from their graphs.
3	70%	20%	Most candidates could not interpret the condition $P(X \geq 2) = 3P(X < 2)$
4	60%	10%	Most candidates treated this question on continuous random variable as discrete and also could not do simple integrations.
5	30%	10%	Many candidates avoided this question probably because it was not too straight forward.
6	40%	15%	Most candidates were unable to identify the most appropriate distribution required here. The complimentary interpretation of *at least* was also a major problem to most candidates.
7	20%	05%	(i) Most candidates who attempted this question treated the population as finite instead of infinite. Instead of obtaining the variance of the population directly from the data, some candidates were calculating the unbiased estimate of the variance. (ii) In conducting the hypothesis test, most candidates used a One – tailed test whereas there was no clue in the question to that effect.
8	85%	35%	(a) Many candidates were observed obtaining the combined mean and variance for variables x and y instead of the covariance. (d) Some candidates obtained r_s instead of r_k that was demanded. The ranking of the data was poorly done by most candidates.

SOME POSSIBLE REASONS ADVANCED BY THE EXAMINERS FOR THE MEDIOCRE PERFORMANCE IN THIS EXAMINATION

1. Syllabus coverage by candidates observed to be far below average – probably due to high absenteeism rate by students.
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 too much work for the few available teachers.
4. Lack of interest by learners.
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.
7. There is a strong feeling that some candidates venture into this examination from Lower Sixth with very low coverage of the syllabus.

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 20%.
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

This report, written after the 2024 marking session is intended to highlight the difficulties and smart methods identified in the solutions presented by candidates, in a bid to improve on the teaching in the field. We hope that teachers and other education stakeholders will exploit the issues raised, for the good of the subject in subsequent sessions. Pay particular attention to areas of this report that highlight the deficiencies in the candidates' work and correct such in the teaching and learning processes.

The number of candidates increased slightly by 3.8% this year even though the number of absences slightly increased from 1.7% to 1.9%. Candidates equally showed a remarkable improvement in the quality of solutions presented.

PAPER 1

The Multiple-choice paper was graded by computer assisted technology. The paper covered 100% of the syllabus. The paper presentation was excellent. At the time of this report the facility index was not available. Some defects in this paper are:

Question 35: Had two keys A and D

Question 49: The stem was deficient and there is no key.

PAPER 2

INTRODUCTION

TABLE OF SPECIFICATION

SKILLS	QUESTION	DIFFICULTY LEVEL
Knowledge and Understanding(A01)	5a	*
	2	**
	7b	**
	6b	*
Application of Knowledge(A02)	1	**
	3a	**
	4	**
	6a	**
	8	**
Analysis (A03)	3b	**
	7a	**
	5b	*
Synthesis (A04)	10	**
Evaluation (A05)	9	***

SYLLABUS COVERAGE

The paper covered 100% of the syllabus.

PRESENTATION

The paper presentation was excellent; well typed, all questions numbered accordingly and with the approximate mark allocations given.

PERFORMANCE

Many of the candidates attempted most of the questions. For the overall performance, at most 24% of the candidates scored more than 50% of the total score. It was noticed that the questions were more challenging to candidates than those of the previous years. The performance of candidates in each question was as follows:

QUESTION BY QUESTION ANALYSIS

(Top) Popularity, expectations of the questions and the shortcomings of the candidates, best work/answers.

QUESTION 1: This question was attempted by almost all the candidates with most of them scoring more than half the total marks allocated for.

QUESTION 2: Almost all the candidates attempted this question, with many of them scoring more than half of the total marks. Many candidates did not see the inverse of 5 as 5 to simplify the congruence.

QUESTION 3: Attempted by almost all the candidates, with many of them scoring more than half of the marks. Some candidates realized that the lines given do not intersect and so cannot contain a plane. They earned the marks.

QUESTION 4: This question was attempted by majority of the candidates, scoring more than half of the marks. The length of arc must be calculated using the substitution.

QUESTION 5: Many candidates did not copy the figure as instructed by the rubrics. Basic features of the image being an enlargement that must cross the real axis were lacking. In part (b), some candidates failed to consider the points O, A, B on the circumference of the circle. A few smart ones realized that OA is perpendicular to OB and so AB is a diameter.

QUESTION 6: The question was massively attempted. For those who attempted, most failed to ascertain that the line passes through Q and is tangent to the circle as both necessary conditions. Part (b) was quite friendly, either using the definition of hyperbolic functions or using the compound function. A few failed because they used $R\cosh(x + l)$.

QUESTION 7: Many candidates attempted this question but couldn't score more than half of the marks The emphasis of using Intermediate Value Theorem on a continuous function and in a closed interval was lacking. In the proof by induction many candidates did not simplify the induction step sufficiently to a multiple of 7.

QUESTION 8: This question was attempted by most of the candidates, with most of them scoring more than half of the marks. A few candidates found the common ratio from a few terms of the sequence and did not earn marks for that.

QUESTION 9: (a) This question was fairly attempted by the candidates and scoring less than half of the marks. Candidates who failed to evaluate the limits did not continue with the question. Few candidates showed the removable discontinuity at 2.

QUESTION 10: Many candidates attempted the first part of this question scoring more than half of the total marks. In the second part, many candidates failed to read the horizontal line $z = x + 2i$ and the relationship between a complex number and its conjugate.

PAPER III

INTRODUCTION

The paper was generally very good although there were few questions such as questions 3, 5 and 6, which were not understood by many of the candidates. The strength of the paper was slightly below that of 2023. 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	1 (i)*, 2(i)*,2(iii)*,2(iv)*,5(b i and ii)*, 8(a i,ii,iii)*,8(b i)*
Application	1(ii)*,3(ii)*,3(iii)*,4(b)**,6(i)**,6(ii)*,6(iii)**, 7(i)**
Analysis	2(v)**, 7(ii)**,
Synthesis	2(ii)**,4(a)**,5(a)***, 8(b ii)**
Evaluation	3(i)***,

QUESTION BY QUESTION ANALYSIS

QUESTION 1: Almost all the candidates attempted this question and many scored all the 14 marks for the question. Very few candidates were unable to obtain **F3**..

QUESTION 2: The question was attempted by at least 90% of the candidates and most of them scored more than half of the marks. The only challenge was that some candidates instead of using Taylor series, they were using binomial theorem to write out the series. In part (iii) of this question some candidates did not use the series in (ii) but rather used the approximation in (iv) to find y when $x = 0.4$ which was not correct.

QUESTION 3: Less than 50% of the candidates attempted this question and scoring less than half of the marks. They had difficulties in analyzing the motion of particles in vector form. The concept of the angle of deflection was not well understood by the candidates. Angle of deflection is given by $f = a - b$ and $\tan(a - b) = \dfrac{\tan a - \tan b}{1 + \tan a \tan b}$.

QUESTION 4: At least 80% of the candidates attempted this question, with most of them scoring just about half of the marks. Some of the candidates had difficulties in deducing the maximum value of the acceleration.

QUESTION 5: Less than 70% of the candidates attempted this question scoring less than half of the marks, with a principal challenge of finding r. A good number of the candidates resorted to using integration which could not give the result since no initial conditions were given.

QUESTION 6: This was the least attempted question, scoring less than half of the marks. Many candidates did not recognize that the system was a composite body. They obtained the moment of inertia of the rod and did not obtain that of the particle. Over the years, it has been realized that questions in Rotational Dynamics are poorly answered by candidates, either because the topic is not well taught by teachers in the field or because of candidates' apathy or phobia to this particular topic.

QUESTION 7: Above 80% of the candidates attempted this question, most of them scoring more than half of the marks. Never the less, the candidates had a challenge of correctly using the notion of proportionality.

QUESTION 8: This question was attempted by almost all the candidates and most of them scored more than half of the marks. Very few candidates were using the Poisson distribution instead of the Binomial distribution in the first part of the question. Some candidates were instead using the Normal distribution in the last part of the question.

SUGESTIONS AND RECOMENDATIONS:

- TO STUDENTS:
  - Students should use the examination syllabus and recommended textbooks.
  - Students should try to understand the main concepts as prescribed in syllabus so as to better equip themselves.
  - 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 learn how to research online, using the following; minesec-distancelearning.cm, Youtube, E learning platform, coursera, google, UDEMY, Tiktok etc.

- TO TEACHERS:
  - Teachers should use recommended textbooks to prepare lessons.
  - Teachers should endeavor to attend seminars regularly to improve on themselves.
  - Teachers should have copies of the GCE board syllabus and complete the coverage of this syllabus.
  - Teachers are encouraged to extend their knowledge base by doing online research on the topics prescribed by the syllabus.
  - Teachers should cover the entire syllabus, to avoid speculations from students.
  - Teachers should ensure that they teach both the pure and mechanics simultaneously.

- 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.
  - The Supervisory authorities should ensure that the didactic materials textbooks are available for both staff and students.
  - Education authorities should institute continuing education programs for in-service training of teachers
  - The core textbooks should be reviewed and standardized for efficient teaching and learning.

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 the June 2024 GCE 0780 Physics Advanced Level examination represent the eleventh batch to be evaluated on the syllabus that was reviewed in Limbe in 2011. The subject upheld the tradition of three examination papers, as in previous years. After a careful analysis of the evaluation process and the candidates' performance, it can be concluded that the skills and abilities tested in 2024 were aligned with the aims and objectives outlined in the syllabus.

The 2024 examination was slightly less demanding in terms of levels of difficulty compared to the previous year's examinations. The examiners opined that if the 2021/2022, 2022/2023, and 2023/2024 academic years had not been affected by the COVID-19 pandemic and security threats in the North West and South West Regions of Cameroon, there would have been an improvement in the candidates' performance. The two-shift system, which limited the number of effective teaching hours in a large majority of schools during the COVID-19 period, and the exclusion of Mondays as school attendance days in the North West and South West regions, contributed to a significant loss of teaching time. Furthermore, the introduction of some new subjects in the school curriculum has left school administrators with no choice but to reduce the number of teaching hours usually allocated for individual subjects, thereby further reducing the effective teaching hours.

Despite these challenges, the performance of outstanding candidates improved, and the number of candidates with mediocre performance decreased compared to previous years. In the practical paper, it was observed that candidates who scored high on the School Based Assessment generally performed above average on the mainstream and stations. Conversely, those with low School Based Assessment scores generally had lower scores in the practical paper. Regrettably some of the candidates who have low scores in school based assessment are penalized because of less conscious teachers who do not mark the manuals of the learners during the school years and these candidates carry unacceptable practices from the schools to the practical examination. The pandemic and social unrest that affected the North West and South West Regions of Cameroon had a significant impact on the performance of candidates in the practical paper. The examination results revealed that students in certain centres with high school-based assessment components performed poorly overall, exhibiting weaknesses in their conceptual understanding and application of key conceps covered in the syllabus. Examiners noted that these students struggled to demonstrate the expected depth of knowledge and critical thinking skills required for the examination.

Analysis of the worked scripts revealed that some candidates had a shallow understanding of certain topics in the syllabus, such as simple harmonic motion, current electricity, and thermal energy transfer. The examiners expressed the opinion that the presence of data analysis and options in the syllabus helps candidates and teachers to develop a deeper understanding of Physics concepts and the application of local materials in the teaching and learning of the subject. Overall, the candidates' performance showed a fair in-depth coverage of both the syllabus and the examination questions, reflecting the quality of the teachers in the field.

1. GENERAL OBSERVATIONS ON THE QUESTION PAPERS

1.1 Suitability

The 2024 Advanced Level Physics examination was well-aligned with the syllabus requirements and effectively assessed the necessary abilities according to Bloom's Taxonomy. While the 2024 examination was slightly less challenging than the 2023 version, it showed improvement in almost all areas. Despite a few minor printing errors on the question papers, the 2024 examination demonstrated a very high suitability rate of 99%, as shown in Table 1. The examiners rated the 2024 examination as "very good," indicating that it was well-perceived by the candidates.

The high standard set by the 2024 examination is expected to continue motivating and challenging candidates in future sessions. This consistency in the quality and appropriateness of the question papers is crucial for maintaining the integrity and fairness of the assessment process.

Aspect	**Low**			**Average**			**High/Good**		
Year	2022	2023	2024	2022	2023	2024	2022	2023	2024
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

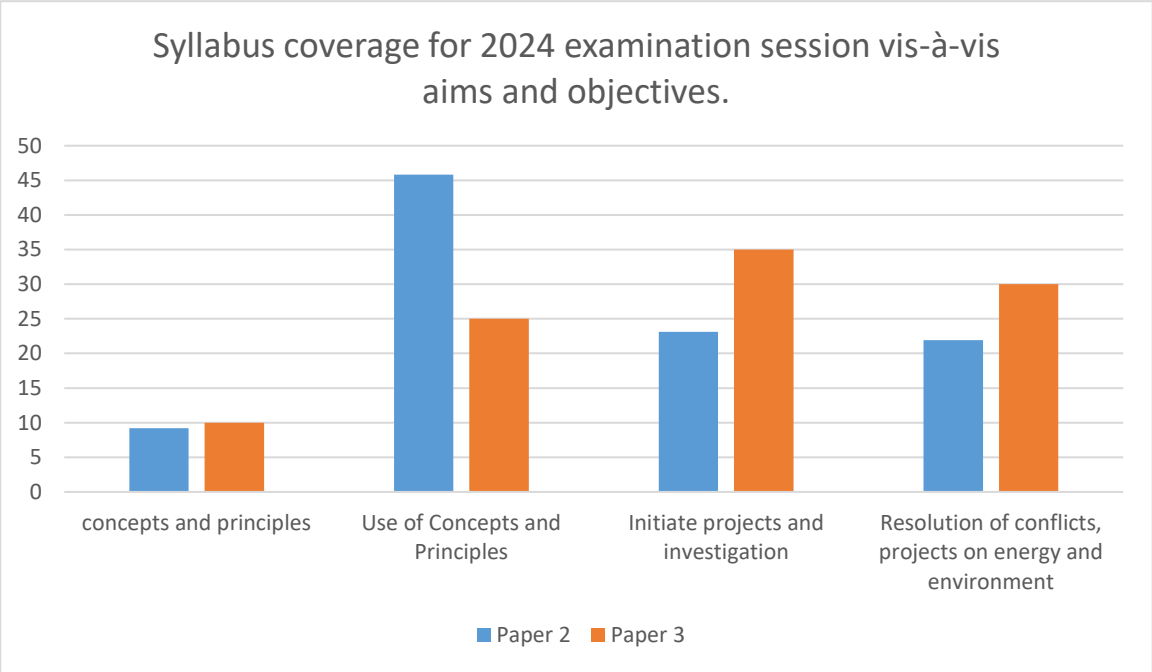
TABLE 1

1.2 Syllabus coverage for 2024 Examination session vis-à-vis Aims and Objectives

Table 2 shows the syllabus coverage for 2024 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 2024 Examination for paper 2 and 3.

Syllabus description	Topic number	Paper 2			Paper 3		
		Question number	Marks	%	Question number	Marks	%
SECTION 1: FIVE SHORT QUESTIONS AND ONE SET OF PAIRED QUESTIONS							
Physical quantities and experimental physics Magnetic field	1.2 1.3 6.4	1	6	2.4			
Electron drift in metals	5.1	2	6	2.4			
Thermal energy transfer	4.4	3	6	2.4			
Simple Harmonic Motion and waves	3.1	4	6	2.4	Station 3	10	4
Gases, thermodynamics	4.6 9.1	5	6	2.4			
Heating matter	4.3	6-Either	20	8	Station 2	10	4

Syllabus description	Topic number	Paper 2			Paper 3		
		Question number	Marks	%	Question number	Marks	%
Mechanical waves Electromagnetic waves	3.2 10.2						
Superposition of Mechanical waves Doppler effect of sound Photons and energy level Electric and Magnetic field, potential and energy Alternating current	10.1 10.2 12.1 8.3 11.2	6 OR	20				
Solids and liquids	4.5				Station 4 Station 1	10 10	4 4
Current electricity					Mainstream	40	16
SECTION 2: DATA ANALYSIS							
Photons and energy levels	11.2	7	20	8			
SECTION 3: OPTIONS-CHOOSE TWO							
Energy resources and environmental physics	8	8	15	12			
Communication	9	9	15				
Electronics	10	10	15				
Medical physics	11	11	15				
					SBA	20	8
TOTAL			100	40		100	30

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	60	37	3	Good for average candidates
3	Mainstream, stations and SBA	19	18	24	18	12	9	70	25	5	95% of process skills were tested

TABLE 4

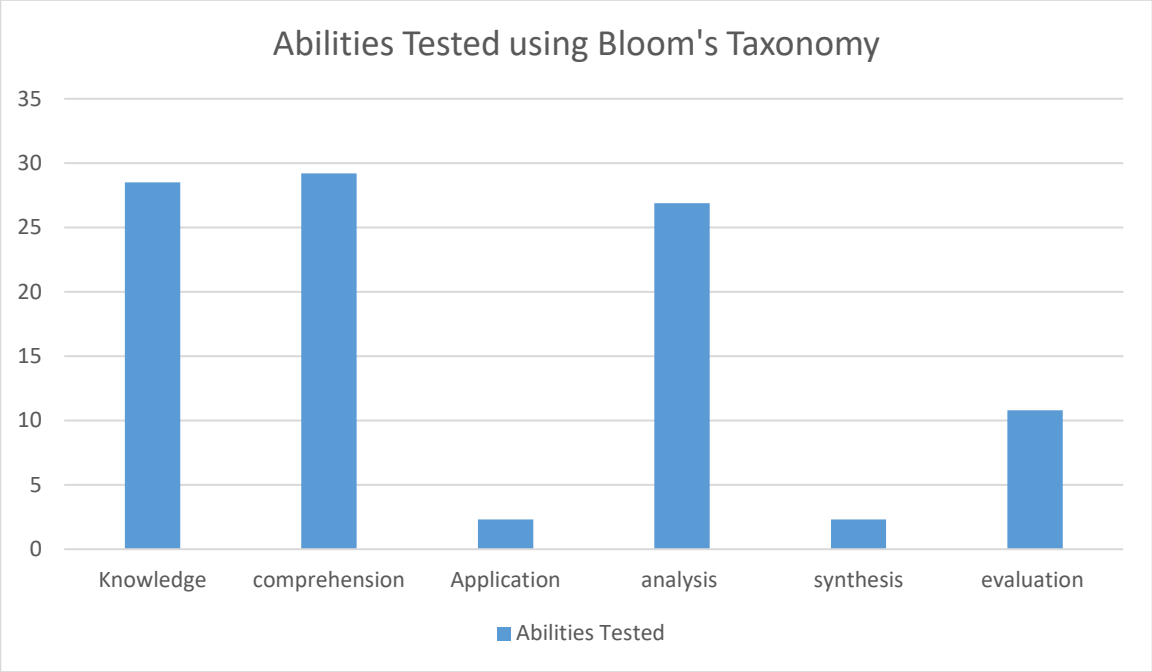


Table 4. Shows the marks allocated per ability tested and the level of difficulty.

The Candidates

The performance of candidates in the 2024 examination was better compared to the 2023 session. The coverage rate, as evidenced by the worked scripts submitted by candidates, was 80% in 2024, which is an increase from the 60% coverage rate seen in 2023. Additionally, there was a lower number of zero scores and blank answer booklets in 2024 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		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Paper 1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Paper 2	87	89	90	26	21		22.8	21.1	25.7	0	00	00
Paper 3	98	95	99	48	58		50.3	54.4	51.2	0	0	0

TABLE 5

Information deduced from candidate's work scripts

The following are notable observations regarding the 2024 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 by the regional and national

pedagogic offices, regional associations of physics teachers and departmental meetings in schools 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		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Recall knowledge or basic facts	6	8	10	42	40	40	52	52	50
Understand principles, facts and concepts	24	40	40	38	35	35	38	25	25
Applying knowledge in familiar situation	18	20	20	60	60	60	22	20	20
Applying knowledge in novel situation	58	60	50	32	30	30	10	10	20
Analyze and evaluate information	36	40	40	52	50	40	12	10	20

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		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Understanding terminology used by examiners	9.5	52	52	80	80	80	10.5	10.5	10.5
Use of English in written answers	35	35	35	20	20	20	45	45	45
Accuracy and labelling of diagrams	20	20	20	20	20	20	60	60	60
Accuracy in plotting and labelling graphs	10	10	10	10	10	10	80	80	10
Use of algebra in answers	12	12	12	40	40	40	48	48	48
Use of units	00	00	00	2	2	2	98	98	98
Significant figure/accuracy	10	10	10	28	28	28	62	62	62
Respect of rubrics	10	10	15	10	10	10	80	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 2024 Paper 1 for the 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 is / 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

SN	Ability	Number of questions	% coverage
4	Analysis	10	20
5	Synthesis	4	8
6	Evaluation	4	8
	Total	50	100

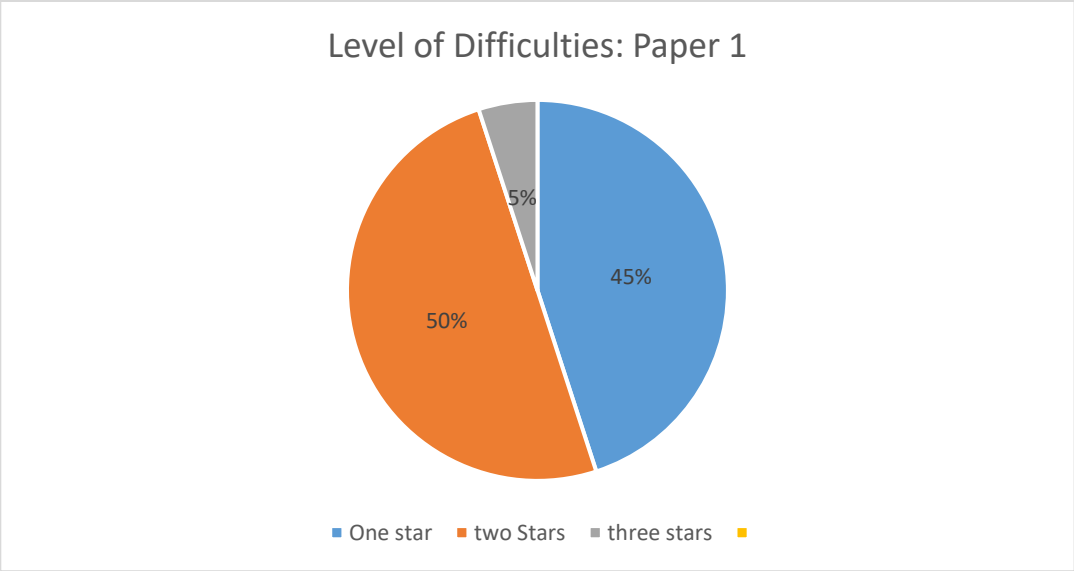
TABLE 8

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 questions	45
2	Two - star questions	50
3	Three - star questions	5
	Total	100

TABLE 9



CONCLUSION: The Physics paper one examination in 2024 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

General Observations on the Question Paper

The panel of examiners conducted a thorough review of the 2024 Paper 2 for the GCE Advanced Level Physics Examination. After careful deliberation, the examiners unanimously agreed that the current year's paper was slightly less challenging compared to the previous year's assessment. However, the examiners affirmed that the paper adequately met the required standards for the GCE Advanced Level Physics Examination.

The examiners commended the clarity of the rubrics, the excellent layout, and the high-quality print of the question paper. They further noted that the broad coverage of the syllabus was approximately 95%, indicating that the paper effectively assessed a wide range of topics from the curriculum. Nevertheless, the in-depth coverage of the syllabus, as reflected in the candidates' responses, was rated at around 60%.

Paper 2 adhered to the prescribed format outlined in the syllabus, which consisted of the following three sections:

1. Section I:

This section contained six questions, with the first five being short, compulsory questions worth a total of 30 marks. Question 6 comprised a pair of long questions, and candidates were expected to choose and answer only one, each carrying 20 marks.

2. Section II:

This section featured one compulsory question on data analysis, worth 20 marks.

3. Section III:

This section offered four optional questions, each carrying 15 marks. The options covered the following topics: Energy Resources and Environmental Physics (Option 1), Communication (Option 2), Electronics (Option 3), and Medical Physics (Option 4).

The examiners commended the well-structured and challenging nature of the paper, which maintained a good balance between the breadth and depth of the syllabus coverage.

Strengths and Areas for Improvement

The examiners' review of the 2024 Paper 2 revealed several strengths and areas for improvement:

Strengths:

- The paper met the required standards for the GCE Advanced Level Physics Examination.

- The broad coverage of the syllabus was excellent, with approximately 95% of the curriculum being assessed.
- The paper was well-structured, with clear rubrics and a logical layout.
- The print quality of the question paper was excellent, ensuring a high-quality assessment experience for the candidates.

Areas for Improvement:
The in-depth coverage of the syllabus, as reflected in the candidates' responses, could be enhanced, with the current rating at around 60%.

Opportunities exist to further challenge the candidates by maintaining or slightly increasing the overall difficulty level of the paper compared to the previous year's assessment.

Recommendations

Based on the examiners' observations and the identified strengths and areas for improvement, the following recommendations are proposed:

1. Maintain the high standards and well-structured format of Paper 2, ensuring that it continues to assess the breadth and depth of the GCE Advanced Level Physics syllabus.
2. Explore strategies to enhance the in-depth coverage of the syllabus, such as incorporating more challenging questions that require candidates to demonstrate a deeper understanding of the subject matter.
3. Consider moderately increasing the overall difficulty level of the paper, while ensuring that it remains aligned with the expected standards for the GCE Advanced Level Physics Examination.
4. Provide detailed feedback to schools and teachers on the performance trends and areas for improvement, so they can better prepare their students for the upcoming assessments.
5. Continuously review and refine the assessment criteria and marking schemes to ensure they remain relevant and aligned with the evolving curriculum and assessment objectives.

Conclusion

The examiners' comprehensive review of the 2024 Paper 2 for the GCE Advanced Level Physics Examination has highlighted the paper's strengths, including its adherence to the required standards, broad syllabus coverage, clear rubrics, and high-quality presentation. The identified areas for improvement, such as enhancing the in-depth coverage and moderately increasing the overall difficulty level, provide valuable insights for further enhancing the quality and rigor of the assessment. By implementing the recommended strategies, the examiners are confident that the GCE Advanced Level

Physics Examination will continue to meet the evolving needs of the education system and effectively assess the skills and knowledge of the candidates.

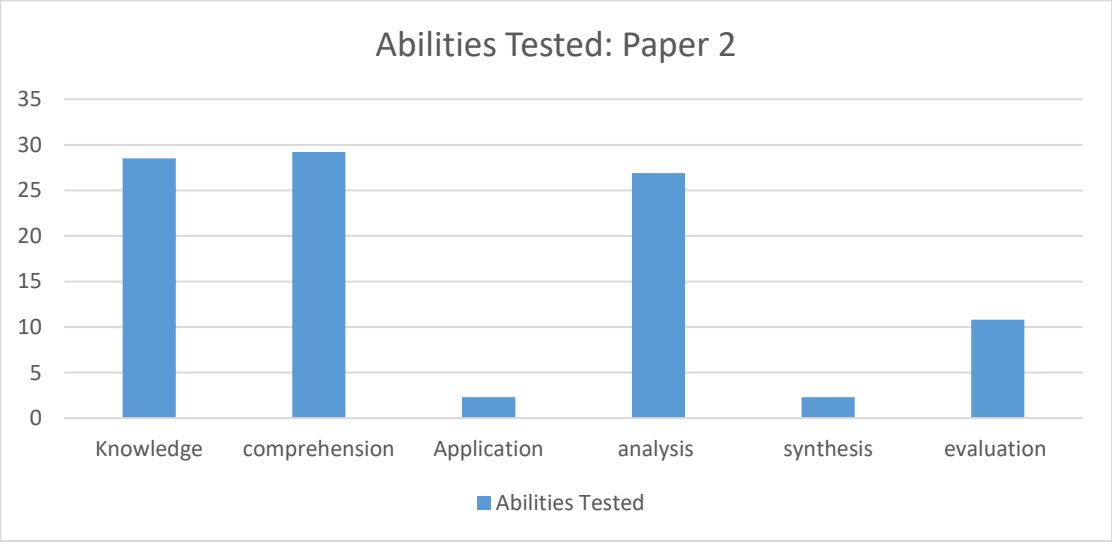
Abilities Tested and the Difficulty Levels

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)	Physical quantities Magnetic fields	Knowledge Comprehension Analysis	* ** ***	1 3 2
2	a) (i) a) (ii) b)	Electron drift in metals	Evaluation Application	** ** **	2 2 2
3	a) b) c)	Thermal energy transfer	Knowledge Comprehension Application	** * **	2 2 2
4	a)	Simple Harmonic	Knowledge	*	2

Question		Topic(s)	Ability tested	Level of difficulty	Marks
	b)	motion	Analysis	** **	2 2
	c)				
5	a) b) c)	Gases Thermodynamics	Knowledge Comprehension Synthesis	*	6
6 either	a)	Heating matter	Knowledge Comprehension Knowledge Comprehension Analysis Synthesis Evaluation	*	8
	b)	Mechanical waves		*	6
	c)	Electromagnetic waves		**	6
6 Or	d)	Superposition of mechanical waves	Knowledge Comprehension Knowledge Comprehension Analysis Synthesis Evaluation	*	7
	e)	Photons and energy levels		*	8
	f)	Alternating current		**	5
7	a) and b)	Photons and energy levels	Analysis Synthesis Evaluation Application	* **	17
	c)			**	3
8	a) b) c)	Energy resources and environmental physics	Knowledge Comprehension Application	**	6
				* *	3 6
9	a)	Communication	Knowledge Comprehension Application	*	6
	b)			*	4
	c)			**	5
10	a)	Electronics	Knowledge Comprehension Analysis	*	5
	b)			**	7
	c)			*	3
11	a)	Medical physics	Knowledge Comprehension Application	*	9
	b)			*	4
	c)			*	2

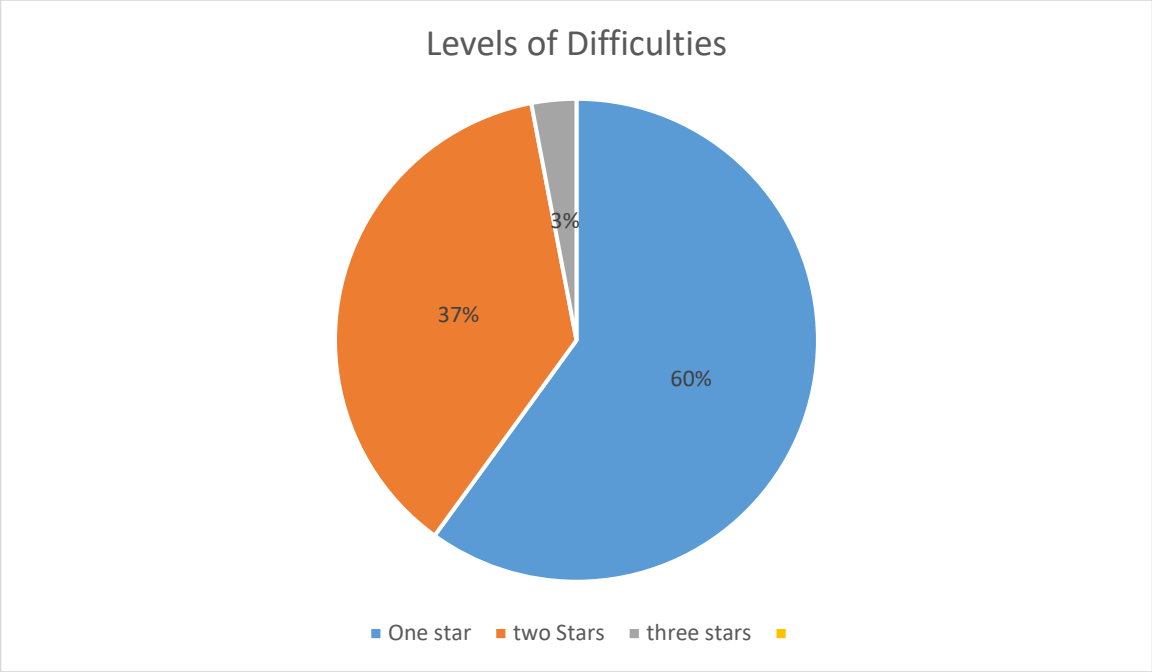
TABLE 11

The examiners further categorized the questions into three levels of difficulty in percentages as follows.

Levels of difficulty for paper 2

SN	DESCRIPTION	% rating
1	One - star questions	60
2	Two - star questions	37
3	Three - star questions	3
	Total	100

TABLE 12



Errors on the question paper:

There were no errors on the paper

Candidate's performance per question

Question no	1	2	3	4	5	6 EITH	6 OR	7	8	9	10	11	Total
Highest score	6	6	6	5	5	20	20	20	15	13	13	14	90
Most probable	0	0	0	0	2	3	2	11	3	2	6	4	21
Average score													25.7
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 IV
3rd	Option II
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.

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 Magnetic fields	Highly attempted	Below Average	• Some candidates equate physical quantities to units. • Poor language used by some candidates • Lack of understanding on relative permeability
2	Electron drift in metals	Highly attempted	Poor	Poor conversion of mm^2 to m^2 by some candidates
3	Thermal energy transfer	Highly attempted	Poor	Some candidates failed to use the diagram on the question paper. Poor teaching
4	Simple harmonic motion	Highly attempted	Poor	Poor language used by some students Poor teaching
5	Thermodynamics, gas laws	Highly attempted	Average	Poor conversion of temperature from ^oC to kelvin by some candidates
6 EITHER	Thermal energy Mechanical waves Electromagnetic Waves	Highly attempted	Average	Poor language Lack on in-depth coverage Poor teaching
6 OR	Superposition of mechanical Waves Photons and energy levels AC Theory	Very few	Good	Lack of in-depth coverage of concepts back in schools.
7	Photons and energy levels	Highly attempted	Very good	Continuously taught in the schools and candidates have a lot of practice exercises before the exam
8	Energy resources and environmental physics	Highly attempted	Average	Though performance was above average many candidates still had difficulties in using power output in watt per square centimeter and converting it correctly.
9	Communication	Moderately attempted	Average	No known problem
10	Electronics	Poorly attempted	Good	Poor mastery of basic concepts and interpretation of questions.
11	Medical physics	Highly attempted	Good	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 IV
3rd	Option II
4th	Option III

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.

3. **PAPER 3**

1. General Observations on the Question Paper

The examiners were unanimous in their assessment that the practical exam paper for the current year met the A Level standard and was on par with the previous year's exam in terms of difficulty and expectations. They also observed that there was no negative impact on the candidates due to the supervisors' effect.

The paper followed the prescribed format, which was divided into the following sections:

i. Section I: The Mainstream Experiment, carrying a total of 40 marks.
ii. Section II: This section consisted of four stations, each carrying 10 marks, for a total of 40 marks.
iii. School-Based Assessment: This component carried 20 marks.

The examiners noted that the paper was well-structured, with clear rubrics and a good layout. They also remarked that the overall performance of the candidates in this paper was slightly higher than the previous year's.

2. Strengths and Areas for Improvement

The examiners were pleased to observe that the practical exam paper met the required A Level standard and was comparable to the previous year's examination in terms of difficulty and expectations. This suggests that the exam was well-designed and aligned with the syllabus and assessment objectives. The clear and well-structured format of the paper, with distinct sections and appropriate mark allocations,

allowed the candidates to work through the exam effectively. The examiners' observation of no negative supervisor effect indicates that the practical exam was conducted in a fair and standardized manner, which is crucial for ensuring the validity and reliability of the assessment.

While the overall performance of the candidates was slightly higher than the previous year, the examiners may want to explore the reasons behind this improvement. This could involve analyzing the specific areas where candidates performed better and identifying the factors that contributed to their improved performance, such as better preparation, changes in the timing, or the effectiveness of teaching and learning strategies.

3. Recommendations

Based on the general observations and the strengths identified, the following recommendations can be considered:

i. Maintain the high standard and format of the practical exam paper, ensuring that it continues to assess the relevant skills and knowledge expected at the A Level.
ii. Investigate the factors that contributed to the slightly improved performance of the current year compared to the previous year, and consider incorporating effective practices or adjustments to sustain and further enhance the candidates' performance.
iii. Provide timely feedback to teachers and schools on the performance trends and areas for improvement, so they can better prepare their students for the practical exam.
iv. Continuously review and refine the assessment criteria and marking schemes to ensure they align with the evolving curriculum and assessment objectives.

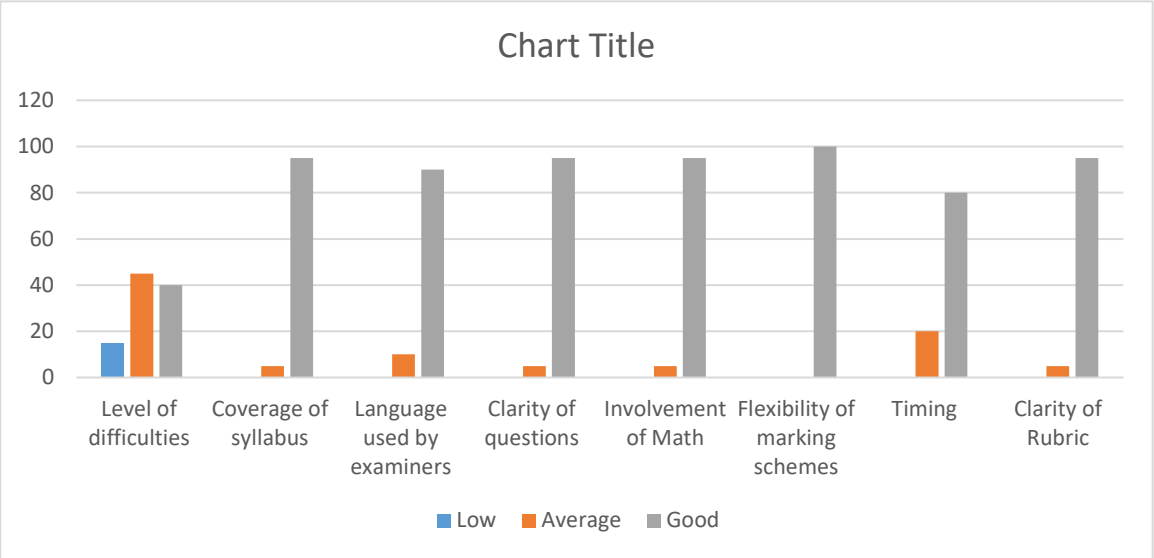
The examiners' overall assessment of the practical exam paper is positive, with the paper meeting the required A Level standard and being comparable to the previous year's exam. The clear format, well-designed rubrics, and the absence of a negative supervisor effect contributed to the candidates' ability to perform well in the assessment. The slightly improved performance of the current cohort suggests that the examination and assessment process is effective, and the examiners should continue to build on these strengths to further enhance the quality and consistency of the GCE Advanced Level Physics practical examination.

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	10	90
Clarity of questions	0	5	95
Involvement of Math	0	5	95
Flexibility of marking schemes	0	0	100
Timing	0	20	80
Clarity of Rubric	0	5	95

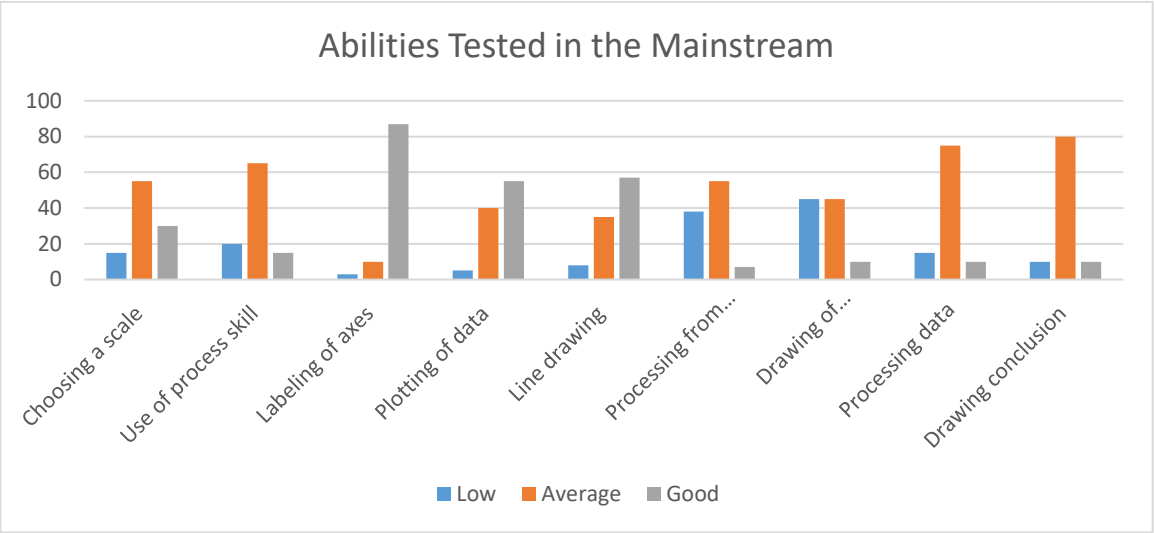
TABLE 18



In the main stream the following abilities were tested giving the following results expressed as a percentage:

Aspect	Low	Average	Good
Choosing a scale	15	55	30
Use of process skill	20	65	15
Labeling of axes	3	10	87
Plotting of data	5	40	55
Line drawing	8	35	57
Processing from graph	38	55	7
Drawing of diagram/circuit	45	45	10
Processing data	15	75	10
Drawing conclusion	10	80	10

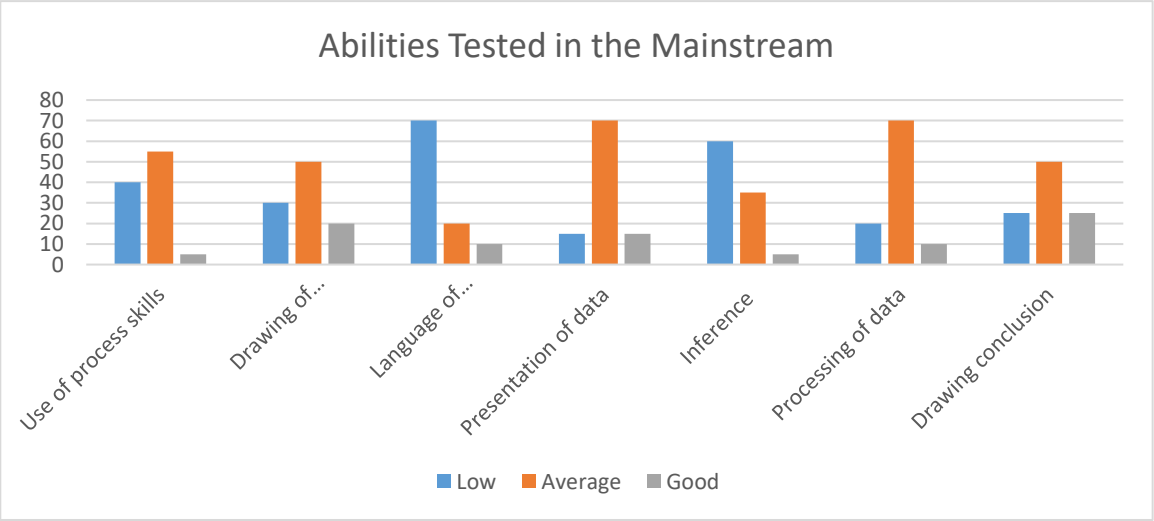
TABLE 19



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
Language of procedure	70	20	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	99		51.1	0

TABLE 21

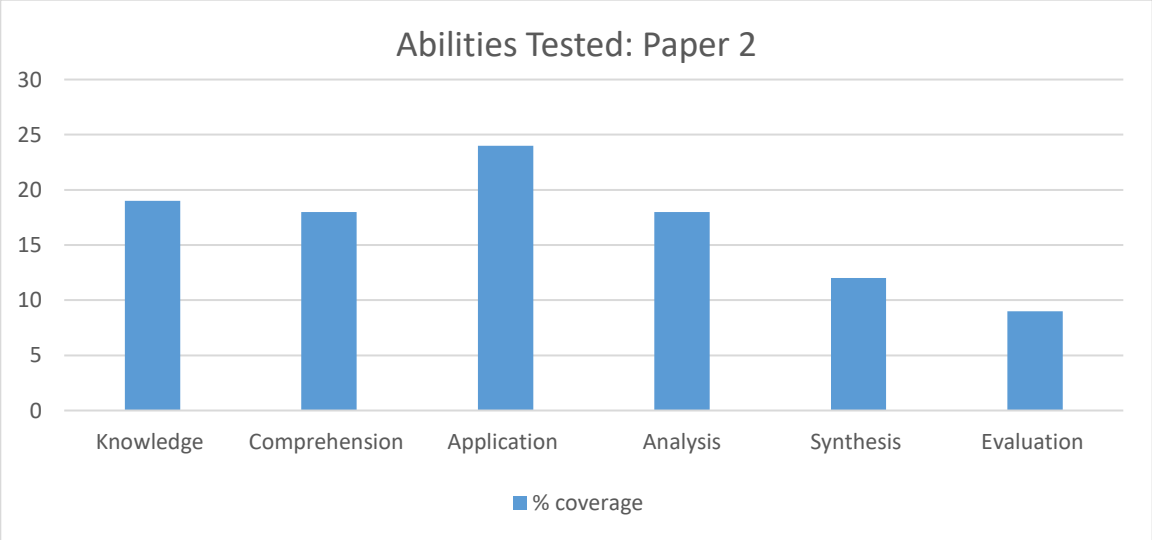
The general impressions:

- 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	19
2	Comprehension	18
3	Application	24
4	Analysis	18
5	Synthesis	12
6	Evaluation	9

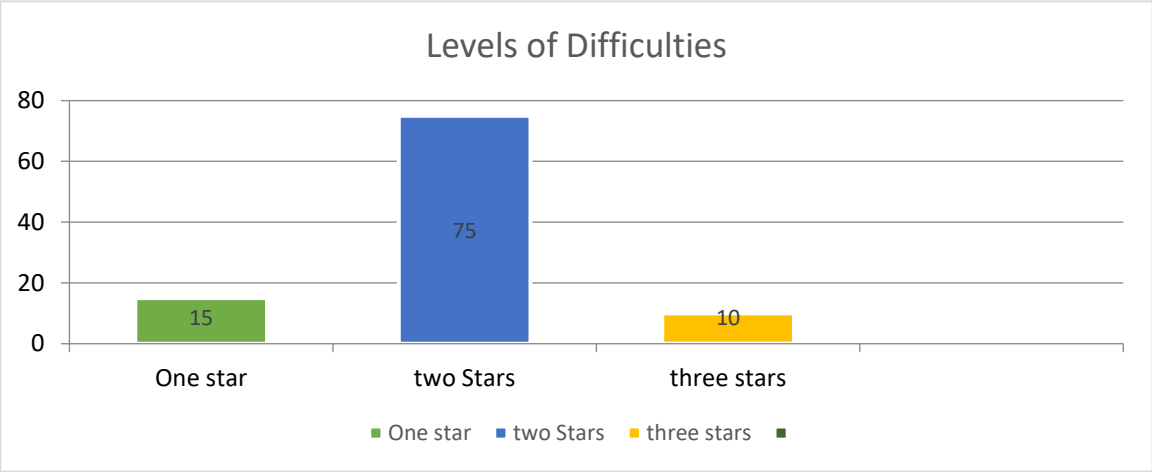
TABLE 22



Level of difficulty for paper 3

SN	DESCRIPTION	% rating
1	One - star questions	15
2	Two - star questions	75
3	Three - star questions	10
	Total	100

TABLE 23



Syllabus coverage: -

- Broad coverage of syllabus by candidates 90 %,
- Best answered topic – Density
- Most poorly done topic – Heating matter.
- 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 overall knowledge of the use of measuring instruments in general. Most candidates were able to obtain data and present it in a vertical table format. However, a significant number of candidates found it difficult to state the precautions taken to ensure the accuracy of their measurements. Additionally, a few candidates still presented three-dimensional diagrams, which is not the preferred format for this type of question. In the area of graph plotting skills, the candidates demonstrated a high mastery of the following skills: determination of the slope of a graph, choosing the correct coordinates and substituting them correctly, and drawing the best straight lines through the plotted points. The mainstream question for this section focused on the measurement of voltage and current to determine resistance.

The analysis of the candidates' performance in the use of measuring instruments section indicates that they have a good grasp of the fundamental concepts and skills. However, more attention should be given to the areas of stating precautions and using appropriate diagram formats to further improve their overall performance in this aspect of the Physics examination. Emphasizing the importance of stating the precautions taken during measurements in the appropriate language tense, providing more practice opportunities, and reinforcing the use of appropriate diagram formats will help candidates enhance their skills and achieve better results in future Physics examinations.

ii) Stations In order of decreasing popularity:

STATION 1, STATION 4, STATION 2, STATION 3

4. SUGGESTIONS/RECOMMENDATIONS

SUGGESTIONS/RECOMMENDATIONS

TO STUDENTS:

1. **Syllabus Familiarity**

It is strongly recommended that students acquire a copy of the current syllabus and thoroughly familiarize themselves with the structure, format, and content of each section. This proactive approach will help them better understand the examiner's expectations and align their preparation accordingly.

2. **Practical Work Importance**

Practical work in the Lower Sixth is highly beneficial as it enhances the understanding of theoretical concepts and develops essential skills for both academic and real-world applications. Students are advised to actively engage in practical activities to reinforce their learning and gain hands-on experience under the effective guidance of their teachers.

3. **Question Analysis**

Candidates are encouraged to carefully study the key words and verbs used in the questions to ensure they understand precisely what is being asked of them. This attention to detail will enable them to formulate well-targeted responses that effectively address the requirements of each question.

4. **Interdepartmental Collaboration**

Collaborative efforts between the English and Mathematics departments are necessary to help science students improve their language proficiency and mathematical skills. This cross-disciplinary support will equip students with the necessary tools to tackle the diverse demands of the subject.

5. **Communication Skills Development**

Students should prioritize improving their handwriting and overall communication skills, as poor handwriting can result in the loss of valuable marks. Clear and legible written expression, as well as the ability to convey ideas effectively, are crucial for success in the examinations.

6. **Dedication and Resourcefulness**

Overall, it is essential that students approach their studies with unwavering diligence and dedication, utilizing all available resources to achieve success in their examinations. This includes not only the support provided by the school and teachers, but also leveraging digital learning tools and self-paced mastery opportunities.

Students should make full use of the well-recorded lessons available on the MINESEC website, which allow them to access high-quality instructional content at their own pace. By engaging with these digital resources, students can reinforce their understanding of key concepts, fill in any gaps in their knowledge, and take ownership of their learning journey.

In addition to the MINESEC website, students should explore other digital learning platforms and tools that can supplement their classroom-based instruction. These may include interactive simulations, educational videos, online practice exercises, and virtual laboratories. By incorporating these digital resources into their study routine, students can personalize their learning experience, tackle challenging topics at their own pace, and develop a deeper, more comprehensive understanding of the subject matter.

Furthermore, students should demonstrate resourcefulness in seeking out additional learning materials, whether through their school's library, online repositories, or by engaging with their teachers for guidance and support. This proactive approach to learning, combined with the effective use of digital tools and self-paced mastery, will empower students to excel in their Physics examinations and develop lifelong competencies in the subject.

By embracing a combination of institutional resources, digital learning tools, and self-directed study, students can cultivate the dedication and resourcefulness necessary to achieve outstanding results in their Physics examinations. This multifaceted approach will not only lead to academic success but also foster the development of essential skills and critical thinking abilities that will serve them well in their future endeavors.

By incorporating these suggestions and recommendations, students can significantly enhance their preparation, develop essential competencies, and position themselves for optimal performance in the upcoming assessments.

TO TEACHERS:

1. **Syllabus Mastery**

It is imperative that each teacher has access to and thoroughly understands the current syllabus for the subject they teach. A comprehensive grasp of the syllabus is essential for effective lesson planning, assessment design, and alignment with the examiner's expectations.

2. **Question Setting Proficiency**

In addition to syllabus interpretation, teachers should also be apt at setting standard questions that closely align with the syllabus and the required skills and knowledge. This expertise will ensure that the assessment practices closely mirror the examinations and adequately prepare students for the expected competencies.

3. **Integrated Practical Work**

Practical work should be effectively and efficiently integrated throughout the course, with teachers incorporating relevant experiments and hands-on activities at the end of each theory topic from the Lower Sixth level. This approach will enhance students' understanding of the theoretical concepts and develop their practical skills in a cohesive manner.

4. **Leveraging Practical Resources**

Teachers should make optimal use of the available materials and resources in the field of practical work to enrich students' learning experiences. This may include utilizing specialized equipment, implementing virtual simulations, and exposing students to cutting-edge technologies in the subject area.

5. **Practical Exercise Oversight**

To improve students' ability to report, draw graphs, and draw conclusions from experiments, teachers should meticulously correct and sign off on all practical exercises. This hands-on feedback and guidance will develop the students' proficiency in scientific documentation and data analysis.

6. **Comprehensive Course Coverage**

All topics and options should be covered and taught starting from the Lower Sixth level, rather than being left solely for the Upper Sixth classes. This holistic approach will ensure that students have a well-rounded understanding of the subject matter throughout their academic journey.

7. **Examiner Collaboration**

Examiners should seek out opportunities to share their experiences and insights gained during the marking process with their colleagues in their respective localities. This cross-pollination of knowledge and best practices will enhance the teaching community's understanding of the examiner's expectations and assessment criteria.

8. **Professional Development**

Teachers should strive to stay up-to-date with current developments in the field by utilizing the internet, professional journals, and other modern methods of obtaining knowledge. Proactive engagement in professional development opportunities, such as workshops, seminars, and conferences, will further enhance their skills and knowledge.

9. **Peer Feedback**

Teachers should participate in peer review and feedback sessions to improve their teaching practices and student outcomes. This collaborative approach will foster a culture of continuous improvement and enable teachers to learn from each other's experiences and best practices.

10. **Interdisciplinary Collaboration**

Collaborative efforts with other subject teachers and departments can facilitate interdisciplinary learning and enhance students' overall educational experience. This cross-subject synergy will help students develop a more holistic understanding of the interconnected nature of knowledge.

11. **Student-Centered Approach**

Teachers should encourage and facilitate student-centered learning, which promotes active engagement, critical thinking, and the development of essential life skills. This pedagogical approach will empower students to take a more active role in their own learning and better prepare them for the challenges of the 21st century. There is a standard and harmonized lesson delivery structure which needs to be mastered and implemented nationwide.

TO STAKEHOLDERS

Parents

Parents should provide basic support to their children, such as ensuring access to necessary textbooks, laboratory equipment, and other learning resources. Additionally, parents should offer parental counseling and guidance to keep their children comfortable, focused, and engaged in the learning process. This parental support should complement the work done by the schools and teachers.

Principals

Principals are urged to prioritize the provision of adequate laboratory equipment to facilitate the teaching and learning process. Where such equipment is already available, teachers should be encouraged to maximize its use during practical periods and seamlessly integrate it into their regular lesson plans.

To further support the learning process, principals should promote the use of digital learning tools, such as those available on the MINESEC website, which offer well-recorded lessons for students to access at their own pace. By integrating these self-paced digital resources, principals can empower students to take a more active role in their learning and develop a deeper understanding of the subject matter.

In addition, principals should sponsor and encourage their teachers to attend relevant seminars, workshops, and training programs to continuously update their skills and knowledge. This investment in the professional development of teachers will ensure that they are equipped with the latest teaching methodologies and can effectively deliver the curriculum.

Principals should also work towards reducing class sizes, where feasible, to allow for more personalized attention and hands-on engagement during practical sessions. By adhering to the ministerial guidelines on class sizes and age per class, principals can create an optimal learning environment that caters to the diverse needs of their students.

Furthermore, principals should facilitate regular department meetings among Physics teachers to foster collaboration, sharing of best practices, and collective problem-solving. These collaborative efforts can lead to the development of more effective teaching strategies and the identification of innovative solutions to address the challenges faced in the teaching and learning of Physics.

By prioritizing the provision of laboratory equipment, integrating digital learning tools, supporting teacher development, optimizing class sizes, and encouraging departmental collaboration, principals can create a learning environment that is conducive to the effective teaching and learning of Physics. These

multifaceted efforts will contribute to the overall improvement of students' performance and their understanding of the subject.

Regional Pedagogic Inspectors

Regional Pedagogic Inspectors play a crucial role in ensuring the effective implementation of the Physics curriculum and supporting teachers in their instructional practices.

As representatives of the regional education authorities, Inspectors should regularly visit schools within their jurisdiction to assess the teaching and learning of Physics. During these visits, they should provide constructive feedback to both teachers and principals, identifying areas for improvement and offering guidance on effective pedagogical strategies.

Inspectors should pay particular attention to the availability and utilization of laboratory equipment, as well as the integration of digital learning resources, such as the MINESEC website's well-recorded lessons. They should work closely with principals to ensure that teachers are encouraged to maximize the use of these resources during practical sessions and seamlessly incorporate them into their lesson plans.

Furthermore, Inspectors should organize periodic training sessions and workshops for Physics teachers within their region. These professional development opportunities should focus on enhancing teachers' content knowledge, improving their instructional techniques, and providing them with strategies to effectively engage students and foster active learning.

Inspectors should also facilitate the sharing of best practices among Physics teachers. By organizing regular departmental meetings and facilitating the exchange of ideas and resources, Inspectors can help to create a collaborative environment where teachers can learn from one another and collectively address the challenges they face in teaching the subject.

Additionally, Inspectors should closely monitor student performance data and use it to identify areas where targeted interventions or additional support may be required. They should work closely with school leadership to develop and implement tailored strategies to address any learning gaps or areas of concern.

By playing an active role in supporting teachers, promoting the use of digital and laboratory resources, and fostering a collaborative environment, Regional Pedagogic Inspectors can significantly contribute to the improvement of Physics education and the overall academic performance of students.

Conclusion

A thorough review of this subject report by all stakeholders would provide valuable insights for the development of teaching / learning strategies and pedagogical styles that can enhance the teaching and learning of Physics. This collaborative effort among stakeholders is essential for identifying areas for improvement and implementing effective solutions. By involving all relevant stakeholders, including parents, principals, and pedagogical offices, the recommendations from this report can be effectively implemented to drive meaningful improvements in the teaching and learning of Physics. This collaborative approach will foster a comprehensive and holistic enhancement of the educational experience for both teachers and students.

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:

Examiners were encourged to take the patience to read everything found on the scripts of each candidate, with prudence and diligence. In this way, marks were only going to be awarded to candidates who had actaully taken off time to prepare for this exmination.

A copy of the traditional marking symbols was reprodued on the chalk board to bring about uniformity in the marking process. A detailed explanation of every symbole was given. These symbols were going to facilitate the A and B checking processes and equally to avoid the mutilation of candidate's scripts by examiners. Emphasis were placed on the fact that candidates were all expected to choose their four suitable questions from only **One Section** of the question paper; same for both Papers II and III.

It is worth noting that the 2024 Session of the examination was structured to project the same traditional format and the appearance of the entire paper as in the previous years. 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 from the five Major 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 include; *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; same for papers II and III.

Paper III had 36 structural questions. Again each section contained 6 questions where all the candidates attempting the exams were strictly instructed to only answer 4 suitable questions from any section of their choice. These inclided; 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 present 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 2024 GCE questions for this subject were rated as averaged and suitable. This means that the questions were assessed to be at the level of the candidates. Examining all the questions set and looking at their flow, it was thoughtful to conclude that the syllabus coverage could be rated at 98%. 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 reviewed from the strength of the corrected scripts. It was equally observed that the questions were void of aspects of ambiguity and wrong spellings. In fact, the setting followed the required standard and the specificities of the Subject 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 significane of the scene of the Angels of the Lord at Mamre as indelible. They were expected to show the uniqueness of the scene, show the relationship Yahweh had with Abraham and unvail his eventual plans about a seed for Abraham and the eventual destrution of Sodom. A good number of the candidates; 1067 interpreted the question well, responded well by bringing out the unique aspects of the scene that made it ineradicable. However, these candidate ended up with marks ranging ranging between 12 to 18 on 25. This gave them a 57.2% score.

Q2.

This was a popular question, centered on the character. cultural inclinations to aspects of marrriages in the Jewish settting. It required the identification of the traditional beliefs like monotheism, endogamous practicesand so on. These were all based of Yahweh's plan of blessings. However, 667 candidates attempted this question, making a percentage of 33.7; scoring markes between 11 to 18 on 25.

Q3.

This was a very popular questionin tthis section. It's focus was on the significance of Joseph's life in the history of Israel. Candidates were expected to elaboarate on his life with his brothers, his gifts and the

love he received from their father Jacob. Before his death, a Hebrew race had been established in Egypt. Those who attempted this question constituted 47.7% and earned markes ranging from 05 to 18 on 25.

Q4.

This was not really a popular question in this section as such. It had to do with the role of Moses as the liberator but who resisted the instructions from Yahweh at the call. Yehweh actually had to convince him with signs and wonders to proof his power in the mission assigned to him. Moses then moved down to Egypt to liberate the Iaraelites. 982 candidates attempted this question, scoring a 52.6% and registering poor marks that ranged between 09 to 16 on 25. This was because many of them ended up confused, not able to identify the points adanced by Moses and those adanced by Yahweh himselfin the scene.

Q5.

This was also another familiar question. The emphasis was on the confideracy; managing the bonding of the tribes of Israel and constituting a form of government under Samuel. Its transition with king Saul at the healm and his eventual rejection by Yahweh and the enthronment of David for continuity. However, 724 candidates attempted it, earning a percentage of 38.8; and scoring marks between 06 to 17 on 25 because they were not able to clearly bring out the dynamics of the confideracy as demanded by the question.

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 was on his outstanding achievements as king and a man after God's heart. Candidates were expected to identify mainly the religious and political successes of David like recovering the Ark, making Jerusalem the center, stabilizing the peace of Jerusalem etc. Nevertheless, 493 from the total the number of candidates attempted this question, constituting a 46.9% and earned marks fluctuating between 12 and 20 on 25 which good.

Section 5.3: Islam.

with some impressive facts.

PAPER III

Section 2.1: The Gospel Accoring to St Luke

Q1.

This was a question that appeared popular to the candidates because they were expected to bring out facts to justify the truth that Luke from a Gentle background was adressing the Gentiles in his gospel. It had to do with his background, his style of writing, his language and on. About 601 of them attempted this question and tried to bring out the points above; making a 36.4% and earned marks that ranged between 11 to 21 on 25. They would have earned more if they presented their facts in a chronological order.

Q2.

This was a popular question with demands on the hymns and prayers at the infancy narrative. Candidates who attempted this question were 885, consisting 54.1% of the total number but could not vividly bring out points to justify the aspects of announciation, the magnificate, benedictus, Nunc Dimittis brought out aspects of peace and joy. However, those who made efforts ended up with marks ranging from 12 to 21 on 25. They could have had more marks if these apects were clearly linked to a dimension of the celebration of peace and joy.

Q3.

This was a familiar question. It required candidates to bring out John's activities in the preparatory aspect of the mission of Jesus on earth. About 1051 of the total number of candidates attempted this question. They interpreted the question well but ended up with a lot of narration. Others simply went ahead to comment on John's message of Salvation without stating clearly how it prepared the way for the Messiah. However the percentage scored was 64% and they ended up with marks ranging from 13 to 23 on 25.

Q4.

This was also a popular question but trickish in its demands as it had its emphasis on the cure of the Centurion's servant. He was truly a good man. He had faith in what Jesus could do, he recognised the authority that Jesus had. He did not compare his societal position and fame with that of Christ nor his personal authority. This is what healed his servant.The emphasis was on the miracle of faith in Christ. However, 457 candidates attempted this question making a 28% and scoring marks between 12 to 23 on 25. They brought out the dimentions of his humility and its benefits on the cure of his servant.

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 challenges that Jesus faced within his period and mission on earth. Conflicts were prevelent. Emphasis was on the scenes in Jerusalem and their atttittude towards the law, authority, Sabbath activities, his personality and miracles. It was fairly attempted and 638 candidates went in for it; constituting a 398 %, but had challenges because their concentration was all over Jesus' activities not only limited in Jerusalem. Others ended up with a lot of narration. However, they registered marks ranging from 12 to 22 on 25 which was actually good.

Q6.

It was a familiar question. A good number of candidates who attempted it brought out relevant facts on the centrality of the concept of the resurrection. About 442 candidates answered this question. They constituted 27% and scored marks ranging from 11 up to 19 on a scale of 25. They were able to justify the credibility of Christainity today deriving strength from the belief in the power of the resurrection.

Section 2.2 John: The Fourth Gospel

Q7.

Question 7 was popular. Candidates were to identify the humanity of Jesus as presented by John in his gospel. Those who attempted this question were unable to bring out vivid facts on the humanity of Christ, like assuming the flesh, born by a woman, could be thirsty and hungry; angry and exhausted. About 57 candidates attempted this question, constituting 0.03% and were unable to clealy bring out relevant facts to justify the humanity of Christ. They scored marks ranging from 02 to 15 on a scale of 25.

Q8.

This question was familiar and popular with demands on Jesus as the bread of life. The concept of bread allowed them to get into narration. A few answered it with some facts. However, about 83 candidates attempted this question and registered a 0.06%, scoring marks ranging from 02 to 12 on 25.

Q9.

It was a popular question. It was simply on the concept of Salvation or new birth that crropped up between Jesus and Nicodemus. Jesus was addressing a legal mind using heavenly dynamics. Nicodemus according to Jesus, was suffering from spiritual blindness.Those who attempted this question were 61, constituting 0.04% as they just narrated aspects of new birth. They scored 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 scene between Jesus and the woman at the well. Jesus defused cultural and religious barriers addressing a Samaritan woman. On her conversion, she became a strong evengelist. However, 86 candidates attempted this question, scoring a 0.04% with markes ranging from 07 to 16 on 25.

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 God's messager. Nevertheless, 63 candidates answered this question, registering 0.04% and scoring marks between 13 to 19 on 25.

Q12.

This question had emphasis on the resurrection apprearances of Christ the master. These apprearances were to justify the truth about life after death. Many were witnesses to this scene. This explains why about 72 candidates attempted it, registering a 0.04%. They however ended up with average marks, ranging from 06 to 17 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 with emphasis on Peter's sermon. An event that saw the coming down of power from above to invigorate the disciples of Jesus Christ for missions. Peter stood to address the crowd. It announced the presence of the Holy Spirit, with vivids signs. It was the springboard for the birth of a visible church in Jerusalem. About 50 candidates attempted this question, scoring a 0.03%. They had marks ranging from 10 to 20 on 25.

Q14.

This was a technical question. It basically required candidates to bring out the composition of the Jewish Sanhedrine and to comment on its role in Jerusalem. This council had to handle theological challenges with members selected from the existing Jewish Sects. About 7 candidates attempted this question, constituting a 0.04% and could not bring out substantial facts. Their responses were just fair and they ended up with marks ranging from 12 to 19 on 25. Its role was to manage disputes and resttore religious peace.

Q15.

It was also a popular question and well understood by those who attempted it. The focus was on the shook that the church witnessed because of the death of Annania and his Sapphira. There was rather an increaseof membership in the church. 51 candidates went in for it, constituting a 02.42% and were able to scored good marks ranging between 13 and 20 on 25.

Q16.

This was not a popular question. It had to do with the persecution on Paul after his convertion at the Damascus road. The emphasis was on the resistance concerning his testimony. About 35 candidates attempted the question and were not able to point out clearly the challemges that Paul received because of his testimony and desire to serve and preach the gospel of Christ. However, the few candidates who attemted this question constituted 0.03%; scoring 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 Paul's approach to the concept of maturity. He looked at it from the aspects trust, a weak understanding of the concept of leadership in Corinth. Candidates were to identify aspects of spiritual and physical maturity. However, 16 candidates attempted this question, registering a 0.01% and had marks ranging from 12 and 19 on 25 because many ended up just narrating what they considerd as the challenges in the Corinthain Church.

Q18.

This question was popular. It had emphasis on the use of spiritual gifts in in Corinth among the believers. Paul was reacting to a crisis situation where there was a nisunderstanding on the manifestation of gifts.

About 57 candidates attempted this question, registering a 0.03%. 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 bring out facts about the existence of God, bringing out Kant's position. About 73 candidates attempted this question; constituting 0.04% and they were able to bring out these facts and scoring marks ranging from 11 to 22 on 25.

Q20.

It was a popular question and understood by candidates. Candidates were to bring out the unjust nature of man. To him that has less, it will be taken and added to him who has more. Nature turrns to give more wealth to those who already have in the communities. About 55 candidates attempted it, constituting a 0.03% and ended up with marks ranging from 07 to 12 on 25. They were unable to clearly bring out facts concerning the unjust natture of man.

Q21.

It was a popular question but misunderstood by many who attempted it. Candidates were to discuss the concept religious language. It had to do with actual asertion and objective realities. It was not well understood and the facts that the candidates presented were shallow. However, 20 candidates attempted this question; constituting 0.01% 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 religious experience. Candidates were to show that they are not subjective and so, opened to various interpretations. However, only 37 candidates attempted this question; constituting a 0.02% and ended up scoring marks from 05 to 12 on a scale of 25. Others spent time talking about experiences in different churches.

Q23.

It was popular question. It was undestood by candidates. Candidates were to comment on ideas about God. To say that in everything, God remains the ultimate cause of the reality. About 17 candidates went in for this question and constituted a 0,1%. Nevertheless, they ended up with marks ranging from 10 to 18 on 25.

Q24.

It was a popular question but misunderstood as usual. It required that candidates should comment on the concept of athiesm and life after death. Those who do not believe in the existence of God must also uphold the claim that there is no life after death. However, 24 candidates went in for this question, constituting a percentage of 1.01%. They 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 the impact of the natural law in man. Humans have the ability to do some things and avoid others. 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.

Q26.

This question was unfamiliar and challenging because it had to do with the principle of ethics. They were required to comment on the prrinciples of ethics like human freedom, the essence of God, the reality of good and evil etc Many were not able to bring out this clearly. However, 32 candidates attempted the question, registering a 0.02% and scoring a mark ranging from 05 to 14 on 25.

Q27.

This was a popular question. It had its emphasis on the aspect of ignorrance in human beings. Ignorance expresses lack in the domain of intelligence and knowledge. About 46 candidates attempted this question; recording a 2.3%. They ended up with marks ranging from 10 to 19 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. They were uable to bring out human responsibility above human resoning. Other aspects are ignorance, error, violence, etc.

Q29.

This qustion was popular but not well understood by the candidates. It was about the deontological processes. Morality versus human acts. About 07 candidates attempted this question and constituted a 0.3%. They ended up with marks ranging from 02 to 10 on 25.

Q30

It was a popular question. It required that candidates should comment on the aspect of double effect. Here candidates were expected to proof that what is good should be good and what is evil should be evil. More about intensions and purposes. However, 17 candidates attempted this question, recording 04.2% 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 building of the Islamic faith in Mecca. Candidates were to bring out the challeenges that the new religion faced because Medina was already stabled. Nevertheless, 23 candidates went in for the question; constituting 0.01% and scored marks ranging from 09 to 17 on 25.

Q32

It was a popular question and well understood. It was about the experince of the Prophet in establishing his new found Religion in Medina. In fact, 09 candidates went in for the question; recording a 0.2% and scored marks ranging from 08 to 20 on 25.

Q33.

This question was fairly popular. It had to do with the significance of the night of power. It was a glorious night, took place on the last day of the Ramadan. 20 candidates went in for this question and constituted 0.01%. They advanced good points for the 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 requirements on the prophet's settlement in Medina. The city was already stabble and strong. It had a strong leadership. About 28 candidates went in for this question; constituting a 0.04% 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 witthout a defined legacy. 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. The emphasis however was more on the weakness in the transition.

Q36.

It was a very popuar question and very specific with emphasis on the conquest of Mecca. Candidates were expected to comment on the hatred for the Prophet, his defest, the lack of a unifying factor in Mecca and the lack of a strong leadership. However, 36 candidates attempted it; constituting 0.01%, ending up with marks ranging from 12 to 20 on 25. They should have earned more marks if their points were well supported with facts.

SUGGESTIONS AND RECOMMENDATIONS

Our desire is to see the subject maintain its academic credibility and stability. We strongly encourage students to study, to make an effort to read extensively and to 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 especially 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 specificities 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 classroom teachers and

examiners of this subject. They should make efforts to go through the syllabus in terms of 'teaching coverage'. To equally delight in reading our yearly 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 our entire nation today. We see it as a firm foundation to curbing moral and spiritual decadence in our community.

0790-PHILOSOPHY

- **PREAMBLE: TRIAL MARKING**

Papers 1 and 2 were discussed and trial-marked on 27th June 2024 and the keys for Paper 1 were confirmed as required, while paper three followed on Wednesday the 03rd of July 2024.

Specific objective: To harmonize and standardise the award of marks and scoring.

This particular activity brought everyone on board and eliminated issues related to disparity in the award of marks, making the marking quite objective, fair and reliable. The discussion of the mark guide laid down principles and guidelines for the award of marks with the aim of making the marking objective and reliable. Questions assessed for paper 2 were 1,3 and 6; choice was made based on projected popularity. Likewise, the questions assessed for paper three were 1,3 and 4.

- **NOVELTY**:

Like last year, the marks lost by candidates in Paper 1 due to dys- or non-functionality of questions and the unaligned Keys of the 'Alternative Questions' were redeployed to the corresponding sections of the other papers: two (2) in Logic; and two (2) in Systematic Philosophy. That makes one (1) item out of fifty (50) in Paper 1 accounting for 02 marks redeployed down by just 01 (items) as compared to last year where there were four of such dys- or non-functional items. That is what is referred to in this report as "indulgence".

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 for the 2024 June session. The table includes the average number of scripts marked per examiner of the sixty invited 53 effectively marking: averagely 200 scripts per examiner. The ACEs are excluded from the calculations.

- Of the examiners retained for this session, only two were relatively new. The one new was once an examiner returning after a four-year break.

PAPER NO.	CAND. PRES.	CAND. ABS.	SCRIPTS / EXAMINER
2	5 223	127	100
3	5 200	150	100

The table indicates an increase of 33 candidates absent in Paper 3 compared to the 127 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 2024. 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 (5th) 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 significant drop of over **1210** candidates.

S/N	YEAR	NO. EXAMINERS	NO. SCRIPTS	NET INCREASE/ DROP IN SCRIPTS	NET INCREASE IN CAND.
1	**2019**	53	7035		
2	**2020**	60	10 040	3005	1502
3	**2021**	96	11 654	1614	807
4	**2022**	68	12 970	1316	658
5	**2023**	54	13 119	149	149
6	**2024**	55	10 726	-1210	605

The table above indicates a very significant drop in the number of candidates registering for the exam with the corresponding decrease in the number of scripts and examiners recruited for the marking exercise.

- CANDIDATES' OVERALL PERFORMANCE. Overall performance of the candidates, projected 70%.

- Gross candidate performance projected at 76% against 77% projection last year. These results are based on examiners statistics gathered during the marking exercise. (Frequency of Questions answered and that of the marks range recorded). A sample from 12 examiners was taken out of 53 examiners, giving 22.70%. 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. Question 4 on African Ethics had some resemblance with the text that was proposed to the candidates highlighting Ubuntu. 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.

➢ GROSS PROJECTED RESULTS

PAPER NO	PROJECTED OUTCOME	OVERALL PROJECTED OUTCOME
1	76%	70%
2	65%	
3	70 %	

➢ 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 performances in both low-stake assessment and high-stake assessment.

2- Segmented item, task and skill-based marking for both essays and Logic questions. This has been 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. This was so much applied in the Critical Thinking Paper 3 where the candidates' proceedings were judged from the point of view of: Correctness, Pertinence and Coherence.

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 four 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.

8- Over and above, as observed by the TMT in a note; Ref. No 000225/2024/GCEB/HTMT/TMT1/TMT2/CSLD dated 29th June 2024 [….] Philosophy (0790) had an exceptional setting which was really inclusive. They had alternative questions to replace questions with many symbols in their setting which made it easy for brailing. For Philosophy 1, questions,10,11 and 12 only OR questions were brailed. Then for Philosophy 3, question 3 was

the Or question which made Philosophy very easy to brail. This justifies the very positive results scored by the vision impaired candidates this year.

➢ 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	5-21	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	Equal	≥85	5-24	**70%**	Select clear argumentative passages
P 3	Section 1	1,2,3	1	≥85	00-24	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

➢ 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.
- Scientifically, no question was inspired by faulty theory, thus none gave 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**%.**

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT
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.	Understanding/ 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.	Understanding / 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	Understanding / 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.	Understanding / 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 conclusion of a valid syllogism	A.The exam is not difficult B.The candidates are not lazy C.The candidates are lazy D.The exam is difficult and the candidates are lazy	C	Since the alternatives are not exclusive, the MTP is the only possibility.	Understanding/knows-how	SBA model in context. 33.3% chance for correct key, since D is 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.

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT
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 p⊃~q T T F F T F T T F T F T F F T T	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 incidence on the answer.
10 alternative	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	**Indulgence**	-Wrong formulation of DeMorgan's principle		
11. alternative	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**			

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT
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.	Understanding / 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. alternative	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.
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 the divided line, which modes of thoughts are	A.Belief and thinking **B.Imaging** and thinking	**C**	The lowest level of realty is the image while the highest	Understanding / knows	SBA model with 25% chance for correct key.

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT
	related respectively to images and forms?	**C.Imaging** and perfect intelligence D.Belief and perfect intelligence		level of reality (in order of ontological richness) is the Forms corresponding to the mental activities of imagining and perfect intelligence.		
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.	Understanding / 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"		

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT
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 of particular African communities considered as Philosophy can best be described as:	A. African Philosophy. **B. Ethno-philosophy.** C. African sagacity. D. Professional philosophy.	**B**	Ethno-philosophy was coined or conceived by Kwame Nkrumah to as a qualification of the world view of a particular community or ethnic group.		SBA model with 33.33% chance for correct key. D distances itself very much

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT
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 consciencism.		SBA model with 25% chance for correct key.
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.

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT
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 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.		SBA model with 25% chance for correct key.
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		SBA model with 33.33% chance for correct key. Distracter B is rather remote

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT
				free deliberation and dialogue in which everyone opinions count.		
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 responsibility C. Freedom and responsibility D. Willingness and volition	**A**	An act is ethically constituted by freedom, knowledge and will	Knowledge / knows	SBA model with 25% chance for 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.

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT
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.	Understanding / 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-man rule D.Freedom and wealthy few	**C**	The very concepts of aristocracy (rule of the excellent) and tyranny (rule by a tyrant, dictator) are embodied in the option.	Knowledge / knows	SCA model. Mere understanding of the words in cause lead to 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.

S/N	STEM	DISTRACTERS	KEY	JUSTIFICATION	COG.LEV Bloom/SKILL (Miller)	COMMENT
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 D. Method of science	**C**	In Collected Papers (1934), Peirce describes the a priori method of "settling opinion" or resolving doubt also known as the metaphysical method. The characteristic is that it is more thought-based individually than tenacity, authority or science (which is more objective-based).	Analysis / knows how	CBA question 25% chance for correct key.
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

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. The question tested an individual philosophers- Parmenides. The candidates actually philosophize. This then led to emphases 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 approach 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 African Ethics. Need for teachers to proceed from a comparative ad contrastive analyses approach; African and non-African perspectives.

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.

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.

Question 2: more popular.

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 70% performance.

KEYNOTE STATEMENT: Questions very functional and largely accessible to students.

Question 4. Most popular

Question 5. More popular

Question 6. Least popular. Required more in-depth analysis of St. Anselm.

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. Review of teacher training curriculum to meet the demands of the present dispensation.

II- 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.

III- 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.

IV- 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).

0795-COMPUTER SCIENCE

An Overview of the 2024 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, task2 and task3) 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. However one question was cancelled due to an omission on the stem. 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 2024 questions were within reach of the candidates. The questions set for the examination covered more than 98% of the syllabus. The questions were clear, and free from all forms of ambiguity. 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	**Q'tion No**	**Skills tested**	**Q'tion No**	**Skills tested**
Understanding and application	1.	**Understanding and application a**. Data representation, logic gates and the Vonn Neumann stored program concept.	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.** Assembly language instructions, logic circuits and Boolean simplication	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, application, analysis and evaluation	3.	**Analysis and evaluation** of memory management, process management (scheduling algorithms and criteria)		
Understanding, application and evaluation	4.	**Understanding**, **application and analysis** of data base design, manipulation and database concepts.		
Application and analysis	5.	**Understanding**, **application and analysis** of programming concepts, and sorting techniques		
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 object oriented programming, algorithmic design and programming.		
Evaluation, analysis and application	8.	U**nderstanding, application, evaluation** of networks and networking concepts.		
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 2024 examination evaluation particularly in papers two and three. 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 seven (i)b and c and (ii)b. Below are suggested pointers to answers of each question. Full marks were awarded for alternatively valid answers.

Question by Question Analysis

QUESTION 1:

General Overview

About 85% of the candidates, who sat for this exam, attempted question 1. Only about 30% had a mark above average. Below is an in-depth analysis for the performance for each sub section of the question.

(i) About 90% of the candidates who attempted question 2 attempted this section. Only about 30% had at least an average mark in this sub section.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a) and (b)	About 100%	About 70%	• Among those who attempted this question a few had difficulty converting a negative integer from decimal to 2's complement binary. They converted into the equivalent binary number and carried out the subtraction directly. • Some candidates, on the other hand, used the same method for representing negative numbers in 2' complement to represent positive numbers. They converted the numbers (both positive and negative) into binary, flipped the bits (1's complement) and then added 1. • A few candidates did the right conversions but forgot to discard the carry bit after the addition.	• Candidates using the same method for representing both positive and negative numbers indicates a misunderstanding of how 2's complement works. • Teachers should ensure that students have a strong conceptual understanding of what 2's complement is and why it is used. Explain the significance of the most significant bit (MSB) as the sign bit.

(ii) About 70% of the candidates attempted this question with a success rate of about 30%.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(ii)	70%	30%	• Many candidates had difficulties expressing the OR gate and the AND gate using NAND gates only. • Few candidates used Boolean expression representations instead of logic gates as expected.	• Develop a set of exercises that specifically focus on constructing AND, OR, and other gates using universal gates (NAND and NOR gates) only. • Use these exercises to reinforce the concept through repetition and varied examples.

(iii) Almost all the candidates who attempted question 1 scored full marks in this section.

Section No.	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 100%	About 100%	• Most of the candidates could express the effect of a larger data bus width and a higher clock speed on system performance but could not justify why these factors affect performance. - For example, most candidates wrote; the higher the clock speed, the higher/better the performance. - What was expected: The higher the clock speed, the more the instructions the CPU can execute per second and the faster the processing.	• Teachers should clearly spell out those factors which affect CPU/system performance and then explain how and why these factors do affect performance.
(b)	About 100%	30%	• Many candidates did not know the sequence that registers are used in the machine instruction cycle and could not identify that some steps could go on simultaneously.	• Use computer architecture simulation software that allows students to visualize the movement and usage of registers during the instruction cycle. This can make abstract concepts more concrete.

(iv) This was the least attempted section in question 1 with an estimated success rate of about 5%.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
	About 25%	About 5%.	• Most candidates could not perform a 2 place logical right shift. • They inserted a binary point two places from the right (least significant bit), making the number a fractional number.	• This could be an indication that the concept is not taught by many teachers. • Candidates were expected to discard the 2 least significant bis after the shift operation and then pad on the left with an equivalent number of 0s.

QUESTION 2:

General Overview

About 85% of the candidates who sat for this exam attempted question 2. Only about 30% had a score above average. Below is an in-depth analysis for the performance for each sub section of the question.

(i) About 90% of candidates who attempted question 2 attempted this section. Only about 30% had at least an average score in this sub section.

Section No.	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 70%	Less than 30%	• The expected answer was: addressing mode refers to the methods by which address of operands are being specified in an instruction. However, most candidates were unable to provide this definition.	• This could be an indication that this section of the syllabus is not properly covered in class.
(b)	About 40%	Less than	• Most candidates did not understand the question. The expected answer	• This question required proper understanding of addressing techniques

Section No.	% Attempted	% Passed	Observations	Reasons/Recommendations
		10%	was: 3[R0] = 2[R0] + 1[R0]. Unfortunately, some candidates misunderstood with the application of arrays in programming.	in order to apply. Therefore, we recommend teachers to add application exercises in order to improve student understanding of different addressing modes.

(ii) Almost all the candidates who attempted question 2, attempted this section. About 45% scored a pass mark while the rest of the candidates could not demonstrate mastery of the tested competences.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 90%	Less than 20%	• The expected answer was: A logic circuit whose output depends only on the combination of the present state of the inputs. However, most candidates simply defined logic, or logic gates.	• Maybe teachers don't separate the different families of logic gates at least with their definition. So emphasis should be laid on differences between combinational, sequential and programmable logic.
(b)	About 90%	More than 45%	• Most candidates gave the expected answer. • Some candidates could not work with three input logic expressions, while few did not understand at all.	• Teachers should give a wide range of application exercises in this section, in order to get the students, familiarize with sections like adders and other three input expressions.
(c)	About 60%	Less than 10%	• Many candidates could not extract the Boolean expression from the truth table derived in b above. Others could not simplify to the simplest form the output X.	• This could be an indication of poor mastery. Therefore teachers should lay more emphasis on this section.

(iii) All the candidates who attempted question 2 attempted this section. More than 90% gave the expected answer. A few candidates could not explain the desired properties like capacity, portability, reliability, and durability for secondary storage devices.

QUESTION 3:

General Overview

The overall attempt rate of 95% suggests that this was a relatively straightforward question that the majority of candidates felt confident attempting. However, the pass rate of only about 65% indicates that there were still significant gaps in the candidates' knowledge and application of the relevant topics.

(i) About 70% of those who attempted question 3 attempted this section. Only about 25% had at least an average score in this section.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
a.	About 70%	About 50%	• The expected answer was: The description of virtual memory as using part of the hard disk as an extension of main memory to create	• This suggests that a significant portion of the candidates had a fundamental misunderstanding of this core concept, potentially confusing it with cloud storage

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
			the illusion of a larger RAM.	or other memory management techniques.
b.	About 40%	Less than 10%	• The expected answer was: virtual memory implementation, involves the division of the logical address space into fixed-size pages and the swapping of these pages between main memory and virtual memory as needed.	• The fact that many candidates struggled with this technical detail indicates that the underlying mechanics of virtual memory were not well-understood.
c.	About 40%	Less than 30%	• The expected answer: correctly identifying the key benefits of virtual memory, such as allowing the execution of programs larger than the available RAM, improving security through memory isolation, and freeing applications from having to manage a shared memory space.	• This suggests that while the candidates had difficulty with the technical details, many were able to grasp the high-level advantages of virtual memory.

(ii) The process scheduling portion of the question, covered in part (ii), saw relatively stronger performance, with about 70% of candidates providing the expected answers. This implies that the candidates had a better understanding of preemptive scheduling algorithms like Round Robin and Shortest Remaining Time First (SRTF), including the mechanics of preemption in these algorithms. The ability to calculate key scheduling metrics like completion time, turnaround time, and waiting time was also fairly strong.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
a.	About 90%	About 80%	• The expected answer was: Candidates expected to explain the concept of preemptive scheduling, which refers to the situation in which the CPU is forcefully withdrawn from a running process.	• It is possible that the candidates had received more exposure to process scheduling concepts in their studies, perhaps due to a greater emphasis placed on these topics by teachers.
b.	About 90%	More than 75%	• Most candidates who understood gave the expected answer. Some candidates could not clearly state how preemption is achieved in RR and SRTN scheduling algorithms.	• Ensure that students have a solid grasp of pre-emption and how it manifests in different scheduling algorithms will be crucial • Teachers should give a wide range of application exercises in the section, in order to get the students, familiarize with sections like adders and other three input expressions.
c.	About 95%	About 70%	• Most candidates had difficulties to calculate Average turnaround time and average waiting time.	• Teachers should continue to reinforce the core concepts and provide ample practice in calculating the relevant performance metrics (TT, WT…).
d.	About 95%	About 90%	• Candidates could correctly use the exact method to calculate Average WT and Average TT.	• Most candidates did not have the expected answer because they could did not have the correct values for WT and TT

By addressing these areas of weakness and building a stronger foundation in both virtual memory and process scheduling, teachers can help learners develop a more comprehensive understanding of these critical computer architecture and operating system topics. This, in turn, will better prepare the candidates for success.

QUESTION 4:

General Overview

About 98% of the candidates who sat for this exam attempted this question. However, only 30% of those who answered this question scored a pass mark.

(i) Amongst the candidates (More than 95%) who attempted this segment of the question, **about 70% obtained a pass mark.**

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 95%	About 70%	Some candidates defined database instead of database management system.	Teachers should clearly distinguish between a database and a database management system when they teach this topic.
(b)	About 95%	About 50%	• Only about half the candidates who attempted this question gave the expected answer. • Some candidates wrote: A candidate key is a non-key attribute that is used in a database table.	• Probably, teachers do not give much attention to candidate key when they teach databases. • Teachers should endeavor to describe database keys, including primary key, foreign key, candidate key, composite key, and super key, with specific examples.
(c)	About 95%	About 75%	• Most candidates could not properly define a multivalued attribute. • Some wrote: "A multivalued attribute is an attribute that has many values". This answer earned them half the marks allocated for this question as they were expected to say: "A multivalued attribute is an attribute that can have more than one value for a single record."	• It is likely that most candidates could identify multi for many and valued for values and then conclude that a multivalued attribute is an attribute that has many values. •
(d)	About 95%	About 60%	• Most candidates correctly defined normalisation as a technique that reduces data redundancy and eliminates unwanted characteristics like data inconsistency, insertion, update, and deletion anomalies in a database. • However, few candidates could not provide the correct answer as some wrote: "Normalisation is the process of putting a database into 1NF, 2NF and 3NF". This answer was deemed not enough and no mark was awarded.	• Good mastery of the concept of normalisation which suggests it is well taught in class.

(ii)

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	More than 90%	About 80%	Most candidates could clearly identify multivalued fields from the table but for a few who probably didn't know what a multivalued attribute is and so could not identify such attributes in the table.	
(b)	More than 90%	About 70%	Most of the candidates correctly transformed the table into first normal form (1NF).	

(iii) In this question, candidates were expected to identify functional dependencies from the table provided and then convert the table into second normal form (2NF). About 80% of the candidates attempted this part of the question and about 60% could really identify functional dependencies. Only about 20% of the candidates converted the table into 2NF as expected.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 85%	About 60%	• Many candidates could identify functional dependencies and correctly express them in the format given. • However, few candidates did not understand the concept of functional dependency. Instead of using key fields to determine non-key fields, they wrote the reverse. For example, writing CourseName → CourseId …instead of CourseId → CourseName	
(b)	About 85%	About 20%	Most candidates could not represent the table in 2NF with three relations. They could not identify partial dependencies and eliminate them.	Much has to be done by teachers to teach and train candidates on normalisation with practical exercises.

QUESTION 5:

General Overview

About 75% of the candidates who sat for this paper attempted this question. About 60% of them provided the expected answers.

(i) About 90% of the candidates who attempted question 5 attempted this section. About 60% of those who attempted this part of the question obtained a pass score.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 90%	About 65%	• Some candidates mis-understood the main difference between source code and object code. They gave answers like: source code is code that can be easily understood by the computer and object code is code that can be easily understood by the user. • The expected answer is: *Source code is the original version of a program written in high-level or assembly language while object code is the binary/executable version of the program.*	This could be attributed to negligence and poor understanding of code translation process. Source code, object code and executable code should be differentiated clearly with example use cases given.
(b)	About 90%	About 50%	• Most candidates gave only one correct reason for giving object to user rather than source code. This could be an indication of less use of real life scenarios during teaching. • Some expected answers are: - Object code is executed directly without need for translation. - Object code cannot easily be modified by a user.	The use of real-life scenarios and practical examples during teaching will help students better relate concepts to challenges in their immediate environment.

(ii) About 98% of candidates who attempted this question attempted this section. About 90% of them obtained a pass score.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
	About 98%		• Some candidates stated the expected errors could correctly describe them or provide correct examples. • Others stated math error and lexical error as types of programming errors.	Students should be given specific examples for various types of programming errors including syntax, semantic, logic, and runtime errors to better their understanding.

(iii) About 95% of candidates attempted this section. Of the candidates that attempted this part, about 70% of candidates obtained a pass score.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 95%	About 45%	Most candidates could not properly trace the stages of a bubble sort algorithm for a given array, showing the elements that are compared and swapped. They only	Emphasis should be laid on dry running (by hand tracing) standard sorting algorithms (bubble sort, insertion sort and selection sort.)

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
			gave the final sorted array without illustrating the swaps.	
(b)	About 85%	About 30%	Most candidates could not perform binary search correctly to give the correct sub-array ranges for each search.	• This could be an indication that standard search algorithms (linear search and binary search) are not properly taught.

QUESTION 6:

About 65% of the candidates who sat for this exam attempted this question and of those who attempted about 45% scored a pass mark.

(i) Of those who attempted this question, about 25% scored a pass mark:

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 45%	Less than 25%	Most of the candidates who had a mark correctly define computational complexity but failed to state how it is evaluated.	Emphasis should be laid on computational complexities, description, and evaluation in best, average and worst cases.
(b)	About 45%	Less than 25%	Most candidates provided the correct complexity for the first function (O(n4)) but could not determine the correct complexity for the dual loop ($O(n^2)$).	This question required proper demonstrations in evaluating time complexities using big O.

(ii) About 75% attempted, and about 55% provided the expected answer.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
	About 75%	Less than 55%	Most candidates erroneously defined an intractable problem as *a problem that cannot be solved* instead of defining it as *a problem that can be solved in an unreasonable time*. Some provide a correct definition but most of them could not give correct examples of intractable problems.	Emphasis should be laid on intractable problems with concrete examples, such as time tabling, tower of Hanoi, the travelling salesman and graph coloring.

(iii) About 85% attempted, with about 65% scoring a pass mark.

Section	% Attempted	% Passed	Observations	Reasons/recommendations
a	About 85%	Less than 65%	Most of the candidates who attempted this question provided the correct answer. They could identify the tree as a binary (search) tree.	This is an indication that binary trees are well taught and understood by candidates.
b	About 85%	Less than 60%	• Most candidates were able to identify that in-order traversal could be used to output the nodes in ascending or descending order.	

Section	% Attempted	% Passed	Observations	Reasons/recommendations
			• However, some candidates gave the sorted list instead of stating the order in which the root, left sub-tree and right sub-tree are traversed in in-order.	

(iv) Of the 85% who attempted, about 65% had a pass mark.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
a	About 85%	Less than 55%	Most candidates drew the correct expression tree. However, some did not take into consideration operator precedence.	More demonstrations should be done in establishing or producing binary expression trees from given algebraic expressions.
b	About 87%	Less than 60%	• Very few candidates provided the expected answer.	Emphasis should be laid on tree traversals.

QUESTION 7:

General Overview

Generally, about 10% of the candidates attempted this question. Most of these candidates had above the average mark.

(i) About 90% of the candidates who attempted this question scored a mark above the average.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 90%	About 70%	• Most of the candidates drew an inheritance diagram showing media_file as superclass and audio_file and video_file as subclasses. Some however failed to indicate the direction of the arrays. • Most of the candidates who attempted this question correctly identified that the concept is inheritance.	
(b)	About 95%	About 5%	• Most of the candidates who attempted this question did not exercise mastery of the concept, polymorphism, which was tested. • Candidates failed to realize that the using the same name for the procedures/functions to print the artist of a music_file and the title of a video_file is an aspect of polymorphism	Most teachers simple describe object-oriented programming concepts but do not go into details.
(c)	About 10%	About 2%	Almost all candidates who attempted question 7 did not attempt this part.	Details of polymorphism are rarely taught by most teachers.

(ii)

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 10%	5%	Few candidates expressed the algorithm correctly in pseudo code	
(b)				

QUESTION 8:

General Overview

Generally, about 98% of the candidates attempted this question. Among all those who attempted this question, about 40% scored a passed mark. For those who failed, they mostly described the topologies in word without drawing the diagrams while others explained correctly but drew wrong diagrams.

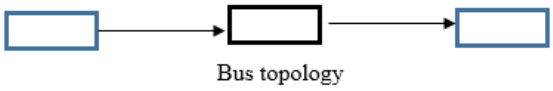
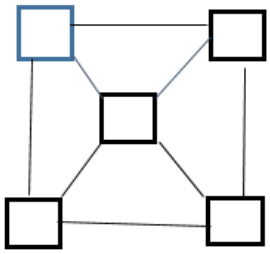
(i) About 90% of the candidates who attempted question 8 attempted this sub question. About 30% of them gave correct answers.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
	About 90%	About 30%	• Most of the candidates who provided incorrect answers expressed answers based on size or geographical area covered by LAN and the cost of configuration and maintenance. • For the reason why separate LANs are used, candidates were proposing the advantages of a LAN rather than emphasizing on privacy and security as the goals of separating the LAN.	

(ii) About 98% of the candidates who attempted question 8 attempted this sub question. Only about 10% of them provided the expected answers.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
	About 98%	About 10%	Most candidates misinterpreted this question mistaking the print server for the file server. They could not differentiate between the print server and the file server.	• This could be an indication that most teachers teach networking concepts without laying any emphasis on servers. • Teachers should describe different types of servers, including file server, print server and web server, and their roles in a network.

(iii) About 98% of the candidates who attempted question 8 attempted this sub question. About 80% of them scored all the marks.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
	About 98%	About 80%	• Some candidates drew wrong diagrams and others explained in word without drawing diagrams. • Examples of wrong diagrams are as follows:  Bus topology  Star/ring topology	

(iv) About 98% of the candidates who attempted question 8 attempted this sub question. Out of this number, 90% failed because of question misinterpretation.

Section	% Attempted	% Passed	Observations	Reasons/Recommendations
(a)	About 95%	About 95%	Most candidates explained the adequacy of a bridge as a solution instead of the inadequacy of a bridge.	
(b)	About 80%	About 25%	Most candidates showed little or no mastery of the function of a gateway in a network and why a gateway is a better choice for connecting separate LANs as opposed to a bridge.	

PAPER THREE

Paper three task 1(database question analysis)

Task 1

General overview

- About 99% of the candidate who sat for this paper attempted task 1 with a success rate of about 80%

Section No.	% attempted	% passed	Observations	Reasons and Recommendations
1	About **99%**	About 80%	• A few candidates that attempted this section did not respect the corresponding data type and field size of the respective attributes • Meanwhile, a very few candidates used the wrong SQL statements such as SELECT, INSERT, CREATE TABLE NAME.	• Students may lack practice and familiarity with the specific syntax required for creating tables in SQL • Teachers should Create a comparison chart that outlines

Section No.	% attempted	% passed	Observations	Reasons and Recommendations
			•	the function and syntax of each major SQL statement. Provide practice exercises that focus on identifying and using the correct statement for different tasks.
2	About **99%**	About 80%	• Few candidates could not Identify the right cardinalities • Some used wrong shapes to represent entities such as diamond, circles hexagons etc •	• Candidates may have not fully grasp the concept of cardinalities in ER diagrams, leading to mistakes in identifying relationships between entities • Teachers should Use clear examples to illustrate different types of cardinalities (one-to-one, one-to-many, many-to-many) and explain how they affect the design of a database.
3	About **99%**	About 85%	• Some students had one or two tables correct while a few had empty tables	• Students might be unfamiliar with the syntax and commands needed to insert data into database tables • Teachers should Walk students through examples of populating tables, highlighting how to insert data correctly, especially when dealing with foreign keys and constraints.
4			• All those who attempted this questions had print out	•
5	About **85%**	About 75%	• Some candidates wrote incomplete sql statements. Some did not make use of the correct fields	Ensure students understand the basic syntax of SQL SELECT statements and the function of each part. • Break down the SELECT statement into its components (SELECT, FROM, WHERE, etc.) and provide clear explanations and examples for each part. Emphasize the importance of each component and how they fit together.
6			• Most candidate who attempted this task had a print out	

Task two:

General observation for this section:

About 80% of the candidates who sat for this exam, attempted section B. Only about 20% had average and above. Below is an in-depth analysis for the performance for each task of the section.

About 95% Of the candidates who attempted section B, attempted task 2, with more than 85% obtaining a pass score. The analysis for sub-sections is as follows:

Section No	% attempted	% passed	observations	Reasons and recommendations
a	About 95%	More than 90%	Most candidates drew the expected 5X5 array and numbered accordingly. Some drew the array but could not number, while very few did not draw at all.	• Multi-dimensional arrays should also be taught properly, especially 2D.s
b	About 90%	More than 85%	A few candidates did not provide the required number of matches and the correct alignment for each player.	• This maybe due to poor understanding by the candidates caused by less concentration on reading and interpretation.
c	60%	Less than 40%	Most candidates did not understand the term choice construct. So instead of using the if statement, switch statement or at most ternary, some candidates used loops or other wrong expressions.	• Teachers should use a wide range of alternative words where necessary in algorithmic thinking and programming.

Task three:

About 50% of the candidates who attempted section B, attempted task 3, with less than 20% obtaining a pass score. The analysis for sub-sections follows below:

Section No	% attempted	% passed	observations	Reasons and recommendations
a	About 50%	Less than 20%	Most candidates could not declare a 5X5 2D array of characters. Candidates were expected to use the TBoard data type provided in the header file. So the expected answer is ***TBoard c4grid;*** However some candidates declared the array without using the Tboard data type.	• Multi-dimension array declaration of different data types should be emphasized
b	About 50%	More than 40%	Most candidates who attempted this section gave the expected display_grid procedure in either C or Pascal language. Some candidates could not declare the array to be displayed as a formal parameter.	• Concepts like procedures, functions, passing parameters etc, should be properly taught.
c	About 30%	Less than 15%	Most candidates could not translate the given pseudocodes to the correct PL (C or Pascal). Some simply copied the pseudocode in the IDE without translating.	• Application exercises should be given in order to develop competences like translating a pseudocode or flow chat into a programming language.
d	About 30%	Less than 10%	Almost all of the candidates who could not write the correct choice construct required in Task 2 c above, could not also implement the construct in a programming language. However, some had issues in modifying and collecting input while others at inserting the code fragment in the appropriate section.	• Programming exercises that require reading, comprehension and analysis should be given to students regularly in order to develop code implementation editing and even debugging.
e	About 45%	More than 68% of	This section focused on code integration and testing. Candidates were expected to make correct sub program calls with	• Areas like function calls, parameter passing, pass by value, pass by reference should be properly taught.

Section No	% attempted	% passed	observations	Reasons and recommendations
		the 45%	required actual parameters/arguments in the right order.	
f	About 95% of those who attempted Task 3	Almost all	Candidates were expected to print the overall source code implemented integrated with the source code of the header files provided in the question. However, most candidates who could not implement any code simply printed the source code provided in the header file.	• Again, all the above-mentioned areas should be treated diligently.
g	Less than 10%	About 5%	Only candidates who succeeded in putting all the modules together were able to obtained an output. Only very few of the outputs were correct. Others had either logic errors or empty console.	• Program testing and simulation with two players was all that was required.

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 lowersixth.
- 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 a prerequisite knowledge for programming lessons.

- Should teach using the revised GCE Board 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 sesssions, 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 three papers covered

PAPER 1

This paper was made up of 50 MCQs. The evaluation of this paper was done by machines. 49 out of 50 questions were found suitable after deliberations and moderations, while Question N° 28 was ruled out due to ambiguity.

PAPER 2

This paper is marked on 100. Candidates are expected to answer six questions out of eight. Where more than six questions are attempted, the best six scores are considered. Generally, the performance was poor. The poor performance as seen in the scripts is due to poor mastery of subject content, poor communication skills, and poor syllabus coverage. There is great need to improve on the teaching/learning process in the areas of algorithm, Boolean logic and digital arithmetic, computer architecture, network, file extensions, social impact of computers and information systems.

The performance of candidates has been analyzed in the table below. We see that about only 13.8% of the candidates had a total mark of 51 and above.

Table 1: Statistics on the scores of 14,064 randomly selected scripts

Range	No. of Candidates	Cumm. Total	%
71 - 100	318	318	2.3
61 - 70	603	921	6.5
51 - 60	1022	1943	13.8
40 - 50	1555	3498	24.9
30 - 39	2335	5833	41.5
20 - 29	3008	8841	62.9
6 - 19	3813	12654	90
0 - 5	1410	14064	100

PAPER 2 QUESTION BY QUESTION ANALYSIS

QUESTION 1

It was one of the most attempted questions with the highest score being 17 and the lowest 01. The question covered the topic of Computer Security, Ethical Uses of Computer Systems and Information Systems.

i) Few candidates defined computer system instead of information system and lost the marks. Some candidates defined information system by listing the components. This was accepted. The examiner expected the candidates to define Information System as a collection of resources that captures data, processes, stores and disseminates information within an organization.

Candidates lacked knowledge on Information Systems and its applications.

ii) Candidates were expected to bring out knowledge of security measures, particularly on Firewall and Encryption. Only about 50% of the candidates could prove knowledgeable in this area while the rest had little or no knowledge. About 40% of those who failed to define Encryption correctly either defined encryption as encoding or could only talk about encryption by making reference to WhatsApp's end-to-end encryption without explaining the concept while a few others had a vague idea with no subject vocabulary to explain the term.

70% of the candidates defined Prototyping and not Prototype.

iii) Many candidates interpreted multimedia as Multimedia Center, whereas the examiners were expecting the candidates to define Multimedia as the integration of several different data types in a single entity.

- More than 90% of the candidates could provide the advantages and disadvantages of Social Media.
- About 80% of the candidates misinterpreted the ethical behavior questions to mean functions or advantages of Social Media.

QUESTION 2

This question was among the top 4 attempted questions. 80% of candidates attempted it. The performance of the candidates was average. The topics evaluated were, Logic Gates, Computer Ethics, Ergonomics and Simulation. The total mark for this question was 17, average score of candidates was 10.

i) This question required knowledge on Logic Gates, Logic Symbols and representing Logic Expressions. Most candidates could not give a complete and correct definition of Logic Gates, though they could draw the symbols and could rightly represent the logic expressions. The candidates were also asked to state the role of a switch in a circuit; here most of the candidates were instead stating the role of a switch in a network. The candidates were expected to say that a switch controls the flow of electricity in a circuit by turning it on or off.

ii) Here, candidates were required to define the terms; Computer Ethics, Legislation and Ergonomics. They mostly defined Legislation as Computer Ethics. Candidates also did not specify that Legislation involves making and implementing laws. The question on Ergonomics was well defined though some candidates failed to make reference to computer working

environment in their definition. Total marks for this part of the question was 4 marks, with the average student score being 2 marks.

iii) This question tested the concept of Simulation, Software used to simulate, Real Application and Advantages and Disadvantages. 50% of candidates answered correctly but they didn't give correct examples of simulation software. They answered applications of simulation averagely well, as well as the advantages and disadvantages, though they mixed it up with robotics and AI applications. Total mark was 6 marks, and the average score was 4 marks.

QUESTION 3

i) The candidates were expected to give the Function of Graphic Card in computer, explain the Role of firmware in a system and describe a Device Controller with an example. The candidates attempted the question but misinterpreted Firmware to be purely a hardware device and not a software and also mistook Device Controller to Device Drivers.

ii) This section tested candidates of the Function of the Operating System, Pre-emptive and Non-Pre-emptive scheduling methods as well as stating the Properties of Command Line and Graphic User Interface. Majority of the candidates attempted this section and understood what the question expected.

iii) This section required knowledge on Relational Database and the difference between Data Redundancy and Data Integrity. Most candidates who attempted this question had a good mastery of Database concepts. The question had a 40% pass rate.

QUESTION 4

i) This part was based on Computer Networks and most of the candidates who attempted the question had a good mastery of Computer Networking.

ii) This part was on Computer Security and most of the candidates who attempted the question showed a good mastery of the various ways of securing a computer system. Hence the question was well understood.

iii) This part required knowledge on File and Data Types. Most candidates had limited knowledge on file extensions. Overall, about 70% pass was registered on this question.

QUESTION 5

The questions here mostly focused on two sections of the syllabus: Networking and Database where (i) and (ii) were from Networking and (iii) from Database Management Systems. We have to indicate that question 5 was among the most attempted questions.

i) a) Asked the candidates to state and explain the Use of each component of Data Communication and were expected to state and explain any 3. Most candidates who attempted got it right.

b) Asked the candidates to differentiate between Synchronous and Asynchronous Transmission. Most candidates related synchronous to timing or clock and asynchronous to start and stop bits which was expected.

c) Candidates failed to precise that signals have to come from different channels into one; that is in the case of Multiplexer.

ii) a) The question was not well interpreted as most students rather defined Internet.

b) Candidates confused [http] and [html] which was made them deviate from expected response.

c) Many of them used the term router to defined the Functions of a router which wasn't really explicit.

iii) a) Many candidates gave advantages instead of defining.

b) Most candidates could actually state some of the advantages.

c) Candidates could easily give the first condition that is, it must be in 1NF.

Generally, this question was attempted by most candidates but the performances were very poor.

QUESTION 6

This question was one of the most attempted question. The question evaluated candidates on Algorithmic and Programming Concepts, knowledge of System Software and Computer Ergonomics.

i) a) Expected the candidates to explain the term Pseudo code. It was well answered by most candidates.

b) Candidates were expected to describe Source code and Object code. Here most of the candidates could define Source code but very few could describe Object code correctly. A majority defined an Object code as a code written in Low Level Language whereas the examiner expected candidates to describe Object Code as the output of a translated source code or a code written in machine language.

c) Candidates were asked to explain Time and Space Complexity. Most candidates explained Time Complexity as the actual execution time of an algorithm without linking it to the input data set. Instead candidates were expected to explain Time Complexity as the time it takes for an algorithm to run as a function of its input. Similarly, Space complexity is the memory space required to run an algorithm for a given data set.

ii) This part evaluated candidate's knowledge on Types of System Software and examples. Most candidates answered this part correctly; with little or no difficulty.

iii) This section of the question evaluated candidate's knowledge on Computer Ergonomics and majority of the candidates answered it correctly.

iv) Candidates were asked to define Telemedicine and Videoconferencing. Though a majority answered the question correctly, a few defined Telemedicine as the act of using the TV, radio and other media to study medicine instead of defining it as the act of providing health care services over the internet.

QUESTION 7

Candidates attempted this question and their performance was good. The topic evaluated was SDLC and Project Management. This question evaluated SDLC, Project Management and Boolean Algebra.

i) About 50% of the candidates could not state the phases of SDLC in the right order. Some candidates did not mention the support/maintenance phase. Although the first phase of SDLC is known as the Investigation phase, the examiners accepted Feasibility phase because of the nature of the question paper. Most candidates couldn't state the activities of a System Analyst.

ii) Candidates could state just few requirements and mostly played around with words. They could hardly state methods of controlling the project. Most were able to give the importance of the Critical Path.

iii) 80% of candidates were able to convert digits from one number system to the other as the question demanded.

QUESTION 8

This question was one among the most attempted questions with a good grade. The topics evaluated here include: Information Systems and Internet.

i) This section tested the definition of IS. Most candidates could give the definition.

ii) Candidates had to explain the term Digital Divide and equally explain whether digital divide is experienced in a school milieu by students.

Most Candidates could not define nor even explain how or whether it is experienced in schools because they mistook Digital Divide to be the actual division of devices among students or computer users.

iii) This question was based on the notion of the Internet and Services provided by the Internet.

While some candidates could clearly differentiate between the Internet and the Web, others were rather giving their Advantages and Disadvantages.

Majority of the candidates were able to give out the services provided by the internet.

PAPER III: PRACTICAL

This paper was programmed for three days. Group 1, Group 2 and Group 3. The tasks for all the groups were of equal strength but for dissimilarity in question structure. Candidates were expected to carry out tasks on Database, Programming and Presentation. The duration of the paper is Two hours. Candidates work showed that they covered most of the competency in Presentation and averagely in Database and Programming.

TASK A: DATABASE

In this task, candidates were expected to carry out some activities that evaluated the following abilities:

- Importing data from an excel sheet into a database
- Database normalization concepts
- Ability to perform simple queries on database

The difficulties seen in this task were

- Inability to deduce aspects of normalization on a relation/table.
- Poor mastery of importing files from spreadsheet to database
- Inability of creating relationship. This was so because most candidates could not identify the primary keys and linking them appropriate in the relationship window. In the place of the standard E-R diagram, the relationship diagram was accepted.
- Inability of carrying out queries and presenting it in a given order.

TASK B: PROGRAMMING

This task was about translating a given algorithm into a program either in C or in Pascal Language. Candidates were evaluated on their abilities to carry out correct variable declarations, correct input and output statements and also performing simple arithmetic operations. The performance of candidates in this section was average. Some candidates could correctly translate the entire algorithm while some other candidates could barely write correct variable declaration statements.

After implementing the algorithm in a programming language, candidates were expected to copy the code in the given space in the question/answer paper. No print out was required. The few who did not copy the code in the space provided but presented a printed copy lost all the marks.

TASK C: PRESENTATION

The last section of the practical paper evaluated the candidates' ability to use a Presentation Software to reproduce some few slides. Candidates were evaluated on their abilities to use different layouts in a Presentation, insert images and use different font types to create slides. Majority of the candidates performed well in this task. The few who did not have good scores did not probably cover this topic in the practical.

RECOMMENDATIONS

A. To Students

Students should:

- ✓ Be encouraged to buy the recommended textbooks.
- ✓ Cover the syllabus.
- ✓ Familiarize themselves with past questions.
- ✓ Avoid speculations; as all sections of the syllabus would always be tested yearly.
- ✓ Be encouraged to look carefully at the context of a question and tailor their responses accordingly.
- ✓ Improve on their communication skills in the subject language.
- ✓ Take advantage of the Internet and modern technology to stay abreast with recent developments in ICT.

B. To Teachers

Teachers should:

- ✓ Endeavor to cover the entire syllabus with emphasis on algorithms and programming
- ✓ Work closely with the syllabus (0796 Information and Communication Technology) produced by the GCE board.
- ✓ Study and teach both C and Pascal Programming languages.
- ✓ Assist students in building up subject language and vocabulary.
- ✓ Encourage students to own copies of the syllabus.
- ✓ Encourage students to effectively satisfy the demands of the SBA.
- ✓ Accompany students in carrying out the practical tasks.
- ✓ Upgrade themselves professionally to stay abreast with recent developments in the IT world.

C. To Schools

Educational administrators should:

- ✓ Ensure that sufficient hours are allocated to cover the syllabus.

- ✓ Build modern computer laboratories.
- ✓ Ensure that teachers for the subject are qualified.
- ✓ Ensure that ICT is not paired with any other subject except Computer science because it can be offered by both Arts and Science students.

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.

Statistics

Paper 2

Range	Total number of candidates
0 - 5	1410
6 - 19	3813
20 - 29	3008
30 - 39	2335
40 - 50	1555
51 - 60	1022
61 - 70	603
71 - 100	318

Paper 3

Range	Number of candidates
0 - 10	442
11 - 20	1061
21 - 29	2301
30 - 40	2029
41 - 50	1368
51 - 60	511