CONTENTS

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 increase in the number of candidates as compared to the previous year 2020. The number of candidates rose from 45 to 49. However, 3 candidates were absent while 46 sat for the examinations.

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. PERFORMANCE

The overall performance dropped slightly as compared to the previous year. In paper 2, a few candidates scored above 50% with 89% as the highest. In paper 3, the performance is very poor as many candidates scored below 30% with 58% as the highest. In both paper, about half of candidates scored less than 30%. A detail analysis of paper and question is presented below.

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

Candidates' Performance in Paper 2

Scores	Number of Candidates
0 – 10	5
11 – 20	9
21 – 30	3
31 – 35	5

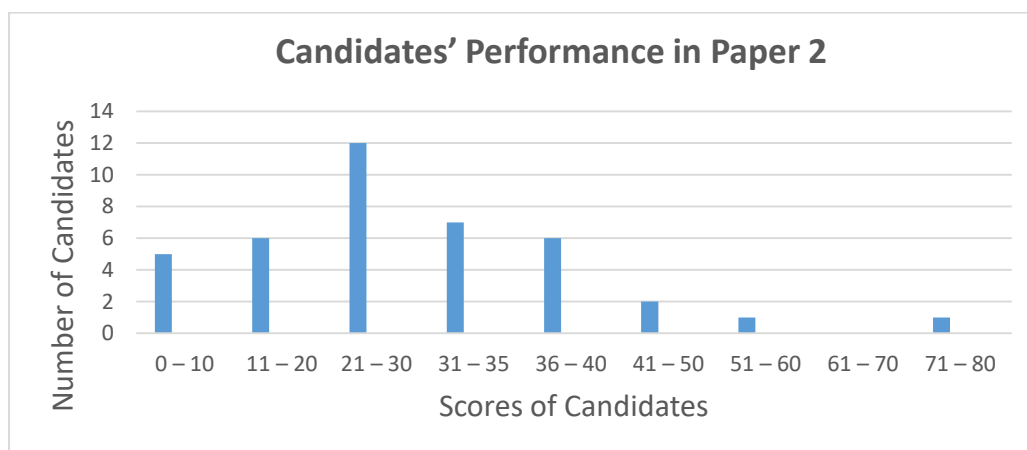| Scores	Number of Candidates
36 – 40	3
41 – 50	9
51 – 60	6
61 – 70	3
71 – 80	2
81 – 90	1
TOTAL	46

Source: 2021 Marking Exercise

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

Candidates' Performance in Paper 3

Scores	Number of Candidates
0 – 10	11
11 – 20	9
21 – 30	13
31 – 35	5
36 – 40	4
41 – 50	2
51 – 60	2
61 – 70	0
71 – 80	0
81 – 90	0
TOTAL	46

Source: 2021 Marking Exercise

Candidates' Performance in Paper 3
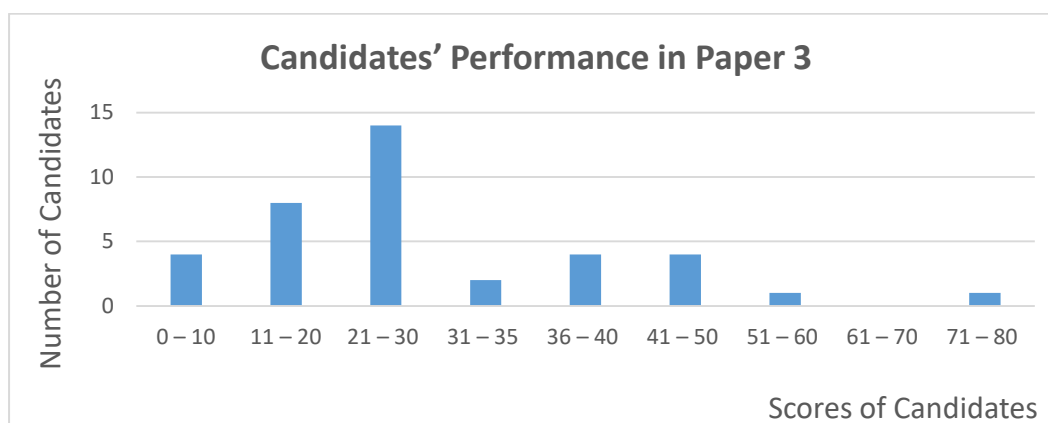
PAPER 2 - COST AND MANAGEMENT ACCOUNTING

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 is below average with scores ranges from 6% to 74%.

QUESTION BY QUESTIONS ANALYSIS
QUESTION 1
This question is based on overhead costing. Here, candidates were expected to present an overhead apportionment table and also to establish a cost sheet showing prime cost, production cost and the total cost of each production department. A good number of candidates answered this question with an average score.
QUESTION 2
This question is based on contract costing. Candidates were expected to prepare a contract account and establish a balance sheet. Most candidates did not follow the right presentation and scores were below average.
QUESTION 3
This question is based on job costing. Here, candidates were expected to present a cost sheet while indicating the prime cost, production cost, total cost and the selling price of the job. It was the most answered and best scored question. Some candidates scored 20/20.
QUESTION 4
This question is based on absorption/marginal costing, Candidates were expected to determine the profit for the period following the marginal costing and the absorption costing approach. Most candidates were not able to set out the difference between which cost should be part of the production cost in the different approach but were rather mixed up. Notwithstanding, it was averagely answered and scored.
QUESTION 5
This question is based on standard costing. Candidates were required to calculate global variances for direct labour and overhead charges and later to analyze into sub variances. A few candidates attempted and scores were below average.
QUESTION 6
This question is based on cash budget. Here, candidates were required to prepare a debtors collection schedule from given data and thereafter prepare a cash budget for a period of three months. This

question among others was one of the least and poorly answered question. The scores were below average.

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 6% to 75%.

The Strength of the Paper

The strength of the paper lies on the fact that a normal student who attended accounting classes regularly, with qualified accounting teachers could easily score 60% by answering Questions 1, 2 and 5.

The Weakness of the Paper

The weakness of paper three lies on Questions 6 which seems not to be well taught considering that it is the last topic in the program as well as Question 4 where the ratios to be calculated were not specified but candidates were instead asked to calculate any two ratios of their choice with respect to specific indicated headings.

QUESTION BY QUESTION ANALYSIS

QUESTION 1

This was based on impairment of doubtful customers and equity securities. Candidates were expected to fill a statement of doubtful customers and equity securities and to make journal entries thereafter. Many candidates attempted this question and performed averagely.

QUESTION 2

This question was based on bank reconciliation. Candidates were required to prepare a bank reconciliation statement from bank account and bank statement given and to record the adjustment entries. It was one of the most attempted question with the best scores. Most candidates are familiar with this topic since it is treated at first cycle. Most of the candidates scored above average with some scoring up to 20/20.

QUESTION 3

This question was based on presentation of statement of comprehensive income and statement of financial position of a sole trader. Candidates were required to prepare these statements from the data given. Many candidates attempted this question. It is the most attempted question. Scores for this question ranged from 7/20 to 15/20 with very few candidates scoring out of this range.

QUESTION 4

This question was based on ratio analysis and the interpretation of financial statements. Candidates were required to calculate and interpret any two ratios on: profitability, liquidity, efficiency and shareholder's investment. Very few candidates attempted this question. Those who attempted scored low marks. However, a few scored above average. Though it is a familiar topic, the ratios to be calculated were not specified. Instead, candidates were required to calculate any two ratios of their choice under specific headings.

QUESTION 5

This question was based on company formation. Candidates were expected to calculate the contribution in kind and in cash and to effect the formation entries in the classical journal. It was among the most attempted question, but with an average performance.

QUESTION 6

This question was based on a simultaneous double capital increase of a private limited liability company (capital modification). It was the least attempted question. All candidates who attempted this question scored below average. It is based on the last topic in the program. It may appear that most schools did not treat this topic this year or treated it in a very shallow manner.

QUESTION 7

This question was based on Company Income Tax (CIT). Candidates were required to calculate the accounting profit, taxable profit, company tax due and net profit after tax. It required sound knowledge of Company Income Tax. Many candidates attempted the question and scored averagely.

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.
OTHER STAKEHOLDERS	- Parents should encourage their children by providing them with necessary study materials, school needs and a good follow up. - Proprietor of private institutions review the quality of teachers they employ and follow up the syllabus coverage. - Schools should encourage and assist their teachers to go for seminars. - Proprietors should motivate their teachers by providing fair remuneration. - Parents and proprietors of schools should encourage the students of General Education to take Accounting as one of their subjects, especially the students taking Economics. This will lead them to the world of business. - All the Government High Schools (both GHS and GBHS) should employ PTA teachers to teach Accounting for the interested students in Lower Sixth and Upper Sixth as well as Forms 4 and 5 while waiting on the Government to start recruiting Accounting teachers for General Education.

CONCLUSION

For the 2020 session, the questions were good and there were no typing errors. The candidate's performance was about the same like last year even though we expected better performance.

0710 BIOLOGY

INTRODUCTION

A/L 710 biology 2021 is made up of three papers same as in 2020 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 all the three papers for this subject 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 of this subject 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 2021 should be handy.

The objectives of this subject at A/L are summarized by the Table of Specification (ToS) below and also the weighting of the various papers that make up the subject

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

PERFORMANCE OF QUESTIONS
PAPER 1 was marked by the technical team.

PAPER 2

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

ASPECT	QUESTION NO.	STAT. VALUE IN %
Very popular questions	3	93.3
	6	79.9
Popular questions	2	58.4
	4	57.8
	5	49.4
Unpopular questions	1	40.8
	8	39.3
	7	34.7

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

ASPECT	QUESTION NO.	STAT. VALUE IN %
Very good answers	3	51.2
Good answers	6	39.6
Averagely good answers	4	21
Poor answers	1	15.4
	8	13.8
	2	12.6
Very poor answers	5	6.6
	7	3.60

PAPER 3

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

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

COMMENTS ON EACH QUESTION

PAPER TWO

QUESTION 1

Objective tested: APPLICATION - *For Candidates to be able to apply their understanding of the structure and function of the stomach of a named ruminant with respect to mechanical and chemical digestion of cellulose, and how the end products of cellulose digestion are absorbed.*

The first part of the question required the candidate to draw a well labelled diagram of the stomach of a named ruminant. The second part of the question required the candidates to describe how a named herbivore is adapted for mechanical and chemical digestion. In the last part of the question, they were required to state how the products of chemical digestion were absorbed and used.

This question was not popular, as the number of candidates that attempted it was less than 41%. Equally the general performance of the candidates in the question was far below average. Most candidates could not draw the clear diagram of the stomach of the herbivore, and some drew the stomach of a mammal. Also, some were naming the different chambers of the stomach, while some described the process of digestion, instead of stating the adaptations of the herbivores to mechanical and chemical digestion of cellulose. Lastly, many candidates were citing all the end products of digestion whereas the question was concentrated on absorption and utilization of the end product of cellulose digestion.

Generally, the number of candidates that attempted the question and their performance is a pointer to the fact that perhaps this portion of the syllabus has not been well understood by the candidates, and teachers need to lay emphasis on this.

QUESTION 2
Objective Tested: SYNTHESIS – *For candidates to apply their knowledge of sexual reproduction in humans and explain the meaning of parthenogenesis, capacitation, cortical reaction, and ovulation, and to describe the process of spermatogenesis and how it is controlled hormonally.*

The question was popular with about 57% of candidates attempting it. Many candidates who attempted this question could explain parthenogenesis and ovulation but could not explain capacitation and acrosome reaction, as asked in the (a) part. Many could describe the process of spermatogenesis asked in the (b) part of the question, but could not explain how spermatogenesis is hormonally controlled in the (c) part.

Spermatogenesis is hormonally controlled by the brain i.e. hypothalamus and anterior pituitary gland; gonadotrophins e g FSH and LH; and the male sex hormone testosterone.

If all candidates who attempted this question explained capacitation acrosome reaction correctly and stated how spermatogenesis is hormonally controlled, they would have obtained all the marks. The general performance of candidates for this question was below average.

QUESTION 3

Objective Tested: APPLICATION - *Candidates were required to define pollutants with examples, describe the hazards of water and air pollution as well as differentiate between biodegradable and non-biodegradable pollutants.*

This question was very popular and within the reach of the candidates with more than 93% of the candidates attempting the question. Performances were above average with average performance being above 50%.

In the (a) part of the question, most candidates understood the definition of pollutants and could bring out several correct examples of pollutants. In the (b) part, most of the candidates equally understood the concept of hazards. They were able to state the cause and the effects of pollutant in water and air. A few candidates however, gave the effect of pollution, without associating them with specific pollutants. The concept of biodegradable and non-biodegradable pollutants asked in the last section, was equally well understood by the candidates and they could bring out good examples of the two forms of pollutants.

Based on the importance of environmental education, teachers would be expected to ensure that, the learners have a mastery of types of pollutants, their sources, effects on the organisms and their environment as well as control measures to solve the problems of pollution.

QUESTION 4

Objective Tested: - EVALUATION- *Candidates were expected to outline Mendel's First and Second Laws of inheritance and to construct crosses on possible blood groups of children.*

The question was a popular question as about 57.8% of the candidates attempted it. Many candidates could outline Mendel's first and second laws as asked in the first part of the question. However, most of the candidates who attempted the question did not show mastery in differentiating between gene for blood group and alleles involved, as asked in the second part of the question. e.g. I- representing gene for blood group and allele A represented as I^A, allele B represented as I^B, and allele O represented as I^O. Most candidates were not circling the gametes nor putting the fractions as a basic genetic principle they would have grasped. A few of the candidates treated the genetic cross as if it was a sex- linked cross, even though it involved only one characteristic and multiple alleles. If all the candidates who attempted this question understood that the crossings involved multiple alleles, they would have obtained all the scores.

For the calculations involving genetic probability asked in the third part of the question, most of the candidates did not show mastery of the formula and as such, missed out the calculation. Some knew the formula but did not write it down, and wrote the answer without doing the calculations.

Generally, the performance of the candidates in this question was 21%, however some high scores such as 20 on 20 were recorded.

QUESTION 5

Objective Tested: Objective tested: Analysis - *Candidates were required to compare nucleic acids (DNA and RNA) and describe the events that occur in the translation of mRNA into polypeptides in cells.*

This question was a popular with just below 50% of candidates attempting it. Candidate's performance in this question was far below average.

In the (a) part of the question, candidates were asked to compare DNA and RNA. Most of the candidates who attempted this question lacked knowledge on the concept of comparison as they focused mainly on differences between the nucleic acids without giving the similarities. In the (b) part, candidates were asked to describe events that occur in the translation of mRNA into polypeptides in cells. More 70% of the candidates who attempted this question did not attempt this part.

The overall performance in this question was less than 10% indicating that majority of the candidates have poor knowledge of the process of translation, and do not show interest in Molecular Biology.

QUESTION 6
Objectives Tested: - APPLICATION - *to apply their knowledge or understanding of the structure and functioning of the human eye concerning accommodation, its defects (Myopia and Hypermetropia), methods of corrections of the defects and mechanism of color vision.*

This question required candidates to draw well labeled diagram of the cross- section of the human eye, to identify the problems involved with specific eye defects and their methods of corrections. It also required the candidates to explain the mechanism of color vision in humans.

The question was very popular with over 70% of the candidates attempting it. The performance was below average with majority of scores ranging between 30% and 40%.

In question 6a, most candidates were able to draw the cross section of the human eye, though some of them could not label correctly. In question 6b, many candidates were able to come up with the problems involved in the eye defects and their methods of corrections. In question 6c, very few candidates could explain the mechanism of color vision in humans. Very few candidates understood that only cones were involved in color vision in humans.

That notwithstanding, the general performance of the candidates in this question was slightly below average (39.6%) with the highest mark obtained being 20 on 20.

QUESTION 7
Objective Tested: ANALYSIS - *Candidates were required to use their knowledge of transport in plants to outline the mechanism of water and inorganic ions uptake in plants and explain how organic substances are transported and used in flowering plants.*

Only 34.7% of candidates attempted the question with just about 3.6% having scores of 10 and above on 20.
Most of the candidates who attempted the question showed a better mastery of the concept of water uptake by plants but could not actually explain how inorganic ions are taken up, as asked in the (a) part of the question. The (b) part of the question required candidates to explain how organic substances are transported and used. The explanations on the transport of organic substances from the sources to the sinks as presented by the candidates showed a lack of mastery of translocation of synthesized food. The section on uses of food substances by plant was not even attempted by most candidates.
The poor attempt of this question by candidates implies that there is still more to be desired as far as movements and uses of materials within plants is concerned.

QUESTION 8

Objective Tested: APPLICATION - Candidates *were expected to state the meaning of genetic engineering; explain the steps in a typical biotechnological process using a flow diagram and to state the advantages in using microorganisms as a food source.*

The question was a star three question (* * *). This question was not a popular one, as less than 40% of the candidates attempted it. In the (a) part of the candidates were asked to explain what genetic engineering is. Many candidates were focused on describing the genetic engineering of bacteria alone without considering the other aspects of genetic engineering. Genetic engineering is a set of techniques aimed at the modification of genes in all organisms, and not only bacteria.

Most of the candidates could draw the flow diagram of the steps of biotechnology as asked in the (b) part of the question, even though some could not give the correct explanations. In the (c) part of the question, the candidates were asked to give the advantages of using microorganisms as food source. Most candidates were instead giving reasons why microorganisms are used in biotechnology.

All these are an indication that the basic genetic engineering and biotechnology principles they would have grasped were not well understood.

If all the candidates who attempted this question understood the meaning of genetic engineering; the steps in a typical biotechnology process, and the advantages of using microorganisms as food source, they would have obtained all the scores.

PAPER 3

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

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

Starting from 2016, the total mark on this paper was reduced to 90% to enable the inclusion of the School Based Assessment (SBA) score of 10%. The SBA in this paper has been ongoing for six consecutive years prior to 2016, since its introduction as part of the examination requirements but had hitherto not been included. This was so that ample time could be given to familiarize both the candidates and teachers to this method of assessment.

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 2021 SBA questionnaires from the field provided by the center supervisors;

ASPECT ON QUESTIONNAIRE	ITEM	PERCENTAGE REALIZED 2018	PERCENTAGE REALIZED 2019	PERCENTAGE REALIZED 2020	PERCENTAGE REALIZED 2021
Presentation of practical workbook by candidates	-	92.38	97	98.3	98.8
Grading of practical workbook by class teacher	-	96.3	91.4	95.8	96.2
Nature of grading and grades by class teacher	At one sitting Grading	15.8	12.1	10.6	12.6
	Periodic Grading	84.21	80.3	74.24	78.26
	Perfectness in Grading	22.22	06	16.67	20.74
	Well grading	65.93	36.36	57.58	62.45
	Hasty grading	11.11	01.5	6.06	8.62
	Generous (superfluous) grades	6.31	4.55	9.09	9.75
	Normal grades	84.68	93.93	80.3	94.63
	Miserly (stingy) grades	0	0	0	0
Grading period	Two years	71.58	87.3	89	92
	One year	54.74	17	27.9	13.1

The marking guides were flexible enough and to the point. In terms of performance, candidates' scripts showed that questions 1 and 3 were the best followed by question 2 and 4. So far this is a common trend in this paper.

COMMENT ON EACH QUESTION FOR ALL FOUR GROUPSS

GROUP 1
Question 1
In the (a) part of the question, the students were required to apply their knowledge of principles of classification. More than 80% of the candidates were able to identify all the specimens. However, a few candidates could not identify the bread mould and Liverwort and therefore were unable to write the correct phylum, class and name. Some few candidates were writing the phylum, class and common names beginning with the small letter of the alphabet with wrong spellings.

In question 1(b) most candidates were unable to state the ecological niche of the stated organisms. Some of them stated only the specific habitat without indicating the function of the organism in the habitat, which constitutes the niche. In question 1(c) many candidates were able to state the ecological relationship between the honeybee and groundnut.

The performance in this question was the best.

Question 2
In question 2(a) the candidates were required to draw the dorsal view of the cockroach and annotate one part each for sensitivity and protection. Many candidates could draw but could not annotate correctly. A few however, drew the ventral surface instead of the dorsal.

In question 2(b) more than 70% of candidates could state the structural differences between the groundnut and pine. In question 1(c) many candidates were unable to state the adaptations of cockroach and pine to preserve water.

The performance in this question was average.

Question 3

In this question the candidates were required to dissect, draw, label and annotate the circulatory and digestive systems of a chick.

About 60% of candidates had good for dissection quality but a few had accurate for drawing accuracy. Many candidates could annotate the parts concerned with digestion but the circulatory system was generally not well annotated. Some candidates lost marks by only giving functions of parts without describing the parts.

Generally, most candidates scored above average for this question.

Question 4

This question involved experiment on dehydrogenase enzyme. In question 4 very few candidates could write the correct procedure, observations and inference. Many candidates lost marks because of wrong procedure. They incubated in a water bath without using a particular temperature, and did not also state incubation period/time.

In question 4(b) most candidates were unable to explain the process of preparing different percentage dilutions, and therefore did not state the correct procedure, inferences and any precautions taken during the experiment. However, in question 4(c) most candidates could device and carry out any experiment to show that an enzyme is involved.

The performance in this question was the least. Teachers should drill the candidates on how to report experiments in reported speech and mostly on enzymology with dehydrogenase/reductase enzyme; since it has been a while that experiments on dehydrogenase/reductase have not been in the exams.

GROUP 2
QUESTION 1

In the first part of the question, the candidates were expected to apply their knowledge of principles of classification. About 60% of the candidates proved their worth in their ability to identify the specimens provided. This shows mastery of the subject matter by both students and teachers.

However, few mistakes were seen as in the earthworm. Few candidates wrote phylum and class names in all small letters. All the specimens in this question of Group 2 were expected to be easily identified. In the (b) part of the question candidates were asked to draw a dichotomous key to separate all the animals. Many candidates were separating all the organisms, rather than only animals. Some could not even draw the dichotomous key. Some candidates were giving characteristics which are not used for the dichotomous key such as presence of chlorophyll, shape, size and colour.

For the ecological importance asked in the (c) part, some candidates gave economic importance instead of the ecological importance.

QUESTION 2

This question is to test the drawing skills of the whole or parts of the organism followed by the adaptation of the organisms to their reproductive methods.

The following mistakes were seen;
- the drawing of the grasshopper was sketchy and labeling line were crisscrossing and labels were cursive.

- Some candidates could not write out the adaptations of the dogfish correctly, the scales in some were not qualified as placoid.

QUESTION 3

The question was on the dissection of the fish. The assessment by centre supervisors showed that candidates performed averagely in this aspect of examination. Candidates are advised to dissect as many times as possible because practice makes perfect. The dissection of the fish digestive system was averagely done. Some few candidates were annotating out of the diagram and also drawing separate diagram for the annotations.

QUESTION 4

This question was on catalase activity. The reporting experiments was still a major challenge for most of the candidates. The reported speech was not employed, procedure is still posing a problem, candidates were supposed to master the various procedure and stages of the experiment.

GROUP 3

Question 1

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

The second part of this question required candidates to give the kingdom characteristics of three of the organisms identified in the first part of the question. Most of the answers presented here were class characteristics and not kingdom characteristics.

In the third part of the question the uses of the Mushroom and Tadpole to the environment was required, but some candidates spent their time listing the economic values of these organism.

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

Question 2

There were two sections in this question. The first section required a drawing of the dorsal view of the honey bee. The diagrams presented were poor, with the view not respected. Some candidates had identified the organism as housefly and drew the housefly. However, some had very good drawings labelling almost all the parts though the annotation of structures for sensitivity and feeding was poorly done.

In the third part of the question the similarity and differences between the Dogfish and Tadpole was averagely done.

Question 3

The candidates in this question had to dissect the bird and display the urino-genital and respiratory systems. They were equally expected to annotate two structures each concerned with reproduction, excretion and gaseous exchange. Most candidates did fairly well in presenting their annotations on the diagrams and giving a brief description of the structure and functions of the parts required. Some however were still drawing different diagrams for the different systems. In the area of dissection of organisms there has been much improvement but the candidates should be taught to use a single diagram when presenting the various systems.

Question 4

In accordance with the requirement for this question, the experiment expected from the candidates was to extract portions of the liver, gizzards and pancreas from the dissected bird in question three and

investigate the distribution of the enzyme catalase. The procedure was correctly presented by most of the candidates but the conclusions did not show a correct comparism as to the reactive performance of each tissue.

The second part of the question required candidates to devise an experiment to proof the involvement of an enzyme in the experiment. The performance in this section was poor, as most candidates were mixing the HCL provided to their reagents and still heating to obtain results.

For questions on experiments teachers are encouraged to be very meticulous in their teaching putting a lot of emphasis on how the experiments are reported.

GROUP 4

Question 1.

This question involved observation, identification and classification of specimens. In section (a) few candidates didn't respect the rules of classification by not beginning phylum and class with capital letters. In section (b), most candidates could come up with the specific habitats of organisms. In section(c), some candidates could come up with the class characteristics of specimens. Most candidates in Section (d) could come up with the ecological importance of Cypress. The performance of the candidates was slightly above average (63.6%).

Question 2.

Most candidates in question2 (a) could draw a Mushroom but were unable to label the parts correctly thus affecting the annotations of structures concerned with reproduction and nutrition. Few candidates could come up with the structural differences between the Cypress and Selaginella. The performance of the candidates was below average (29.1%).

Question 3.

This question involved dissection of the Fish. Most candidates had no problem with the dissection quality, drawing accuracy, annotations and spellings for the labels. Few candidates couldn't come up with diagrams of the digestive and circulatory systems of the fish. A good number were unable to give adequate descriptions of annotated structures. The performance of the candidates for this question was above average (72.7%).

Question 4.

Question 4 involves the action of the enzyme dehydrogenase. In question 4(a), few candidates experimentally could show that microorganisms have dehydrogenase enzyme in their cells. In question 4(b), most candidates could not carry out percentage dilutions of stock or standard solutions. Most candidates still lack the ability of reporting experiments following the scientific approach. In question 4(c), most candidates could not come up with a suggested test to show that enzymes were involved. Generally, this section of the syllabus is a problem to candidates, because they are unable to report their experiment in reported speech. Teachers need to drill their students on reporting experiments.

SUGGESTIONS / RECOMMENDATIONS TO:

The candidates

- 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 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.

- 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 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.
- Teachers have to be abreast with modern advances in biological sciences especially the innovations in biotechnology and genetic engineering.
- 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 liking and their efforts in this subject.

0715 CHEMISTRY

1. Introduction:

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

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

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

Paper		Number of questions set	Number of questions to be answered	Duration	Total no of marks		Overall weighting
1		50 MCQ	50	$1\frac{1}{2}$ hrs	50		40 %
2		6	6	3 hrs	120		30%
3	Practicals	2	2	3 hrs	90	100	30%
	SBA			undetermined	10		

There was an increase in the number of candidates who registered for 0715 Advanced level Chemistry in 2021 than in 2020. Out of the **19,700** candidates who registered for the exam, **19,487** sat for the exam giving a percentage participation of **98.9 %.** In 2020, 16,679 candidates registered for 0715 Advanced level Chemistry and 16,408 sat with a percentage participation of 98.3 %. There was therefore an increase in registration and participation of candidates in 2021.

The 2021 Advanced Level 0715 Chemistry examination was a bit more demanding than in 2020 especially paper 1 which carries the highest percentage, 40 %.

2. PAPER 1

There were 50 Multiple Choice Questions (MCQ) out of which 37 were single response type, 8 multiple selection and 5 assertion-reason multiple choice type questions.

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	AN	SYN	EV	*	**	***
% (2021)	10	04	11	15	04	06	30	17	3
% (2020)	38	20	28	4	4	6	58	34	8
% (2019)	30	30	18	12	6	4	64	32	4

There were 23 questions (46 %) on physical and general chemistry, 16 questions (32 %) on inorganic chemistry and 11 questions (22 %) on organic chemistry.

Six questions (12 %) (i.e., questions 2, 6, 7, 13, 28, 30) required mathematical calculations.

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

Question	Concept tested
1	The mole concept; application of Avogadro constant
2	The mole concept; calculations on titration
3	Calculation of oxidation states in sulphur
4	Radioactivity
5	Atomic structure; line emission spectrum
6	Identification of enthalpy changes
7	Theoretical and experimental lattice energies

Question	Concept tested
8	Particles responsible for X-rays diffraction in an atom
9	Types of crystal structures, coordination numbers and number of atoms per unit cell
10	Change of boiling point in alkanes.
11	Ideal and non-ideal mixtures
12	Bonding in hydrogen molecule
13	Calculating PH of a base
14	Identifying equations representing an alkaline buffer
15	Identifying correct sataements with regards to electrode potentials of cells.
16	Factors affecting equilibrium constant Kp.
17	Effect of temperature increase on rates of a reaction
18	Interpreting rate law for a given reaction.
19	Trends in properties across period 2
20	Identifying an element from electronic configuration.
21	Acid/base properties of oxides
22	Difference in properties between s-block elements of same period
23	Redox properties of halogens
24	Properties group IV elements
25	Properties of transition elements
26	Effect of some physical properties on ionization energy
27	Characteristics of complexes
28	Calculation involving the mole.
29	Qualitative identification of an element in an organic compound
30	Determination of percentage yield of a reaction.
31	Identifying a compound using Iodoform test and optical isomerism
32	Reagents used in the synthesis of halogenoalkanes and cyanoalkanes.
33	Preparation of esters
34	Identifying bond angles in molecules
35	Identifying types of organic reagents
36	Nomenclature of organic compounds
37	Identifying enthalpy of atomization equation for hydrogen
38	Comparing rates of reactions in powder and granular reactants
39	Identity properties of atoms
40	Characteristics of a reaction at equilibrium.
41	Reactions of haloalkanes
42	Trends in group II elements
43	Explaining the difference in boiling point between Cl_2 and I_2
44	Behaviour of acids/bases according to Bronsted-Lowry theory.
45	Identifying exothermic processes in energetics
46	Comparing melting points of group IV elements / types of oxides
47	Reaction of aromatic amine with nitrous acid

Question	Concept tested
48	Distinguishing between 1st and 2nd electron affinity of sulphur and heat involved in bond breaking and bond formation.
49	Comparing strength of organic acids
50	Trend in atomic radius

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

3. 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	*	**	***
% (2021)	32	30	15	10	6	7	43	52	5
% (2020)	31	32	19	7	7	4	51	48	1
% (2019)	33	31	19	6	7	4	53	46	1

Question By Question Performance:

Question analysis for paper 2 for 2021 is as follows:

Topic Area	Physical & General Chemistry		Inorganic Chemistry		Organic Chemistry	
Question No.	1	2	3	4	5	6
Highest score/20	20	20	20	20	20	20
Lowest score/20	0	0	0	0	0	0
% pass ≥10	30.9	20.6	20.4	12.1	21	7.6
Ranking	1st	3rd	4th	5th	2nd	6th
% pass ≥8	45.8	36.5	37.7	25.4	32.4	13.9

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

However the highest score in 2021 was 111/120. In 2020 the highest score in paper 2 was 115/120. Analysis of data shows that 12 % of the candidates scored $\geq \frac{60}{120}$ as compared to 8.2 % in 2020. Although no particular section was avoided the performance was very poor, particularly in questions involving mathematical calculations.

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

Questions 1: This question tested on the mole concept, rates of reactions, atomic structure and acid - base equilibrium.

Many candidates performed well in this section. It was the best answered question with 30% of the sampled scripts scoring ≥ 10/20.

Most candidates missed out on the definition of the mole and related calculations especially determination of percentage yield.

Candidates had difficulties recalling the formula to calculate the P^H of a buffer solution hence calculating the P^H of an acidic buffer was challenging to them. The position of the concentrations of acid and salt were interchanged by most candidates in the expression to calculate P^H.

Question 2: This was the 3rd best answered question though only 20.6% of the sampled scripts scored ≥ 10/20.

It was a question on energetics, solid state, chemical bonding/intermolecular forces, phase equilibria and redox equilibria.

Candidates could not define crystal lattice, unit cell and could not draw the unit cell of sodium chloride. Identifying and locating the types of chemical bonds in a compound was also difficult to most candidates.

In phase equilibria, candidates had difficulties identifying the vapour pressure/composition curves that belonged to the components of the mixture meanwhile in redox equilibria, drawing of cell diagrams respecting the conventional rules was a problem.

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

Question 3: This question was 4th in terms of performance. It had a percentage of 20.4% of scripts sampled scoring ≥ 10/20.

Question 3 was on the chemistry of Halogens, Group 4 elements and period 2 of the periodic table. Candidates could not draw the graphs on boiling point against atomic number of the elements of period 2 and explain the trend.

In group 4, writing of balanced equations of the reactions of the chlorides of group 4 with water was difficult to the candidates. In question (e)(iii) concerning the halogens, the explanation given by the candidates of why Fluorine is the most electronegative element was inaccurate and the balancing of the iodometric equation was challenging to the candidates..

Question 4: This question covered the chemistry of s-block, d-block and the chemistry of sulphur and nitrogen. This was the last but one worst answered question, with only 12.2 % of the candidates scoring 10/20 and above.

Most candidates found it difficulty listing the elements of group 2 in order of increasing atomic number. They could not explain why K_2CO_3 is more soluble than $CaCO_3$. This implies they did not understand the concept of solubility in terms of the enthalpies involved.

Giving the products obtained when K and Ba react with excess oxygen was difficult. Most gave the normal oxides of these elements instead of the peroxides and superoxides for Ba and K respectively.

Most candidates could not explain why transition elements form coloured compounds and exhibited variable oxidation states. They commonly used the availability of empty orbitals to explain these properties instead of similar energies between the 3d and 4s electrons for variable oxidation states and

d-d transition for coloured compounds. The writing of electronic configuration using electrons-in-boxes notation for the d-block elements was also a problem to the candidates

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

. **Question 5**: This question was the 2nd best answered question but only 21 % of the sampled scripts scored $\geq 10/20$.

This question was on definition of relative molecular mass, calculating molecular formula, writing the structures of isomers from a molecular formula and deducing the identity of an organic compound from qualitative analysis and stating reagents and reaction conditions of conversion routes.

Candidates found it difficult to recall the reagents and reaction conditions involved in the conversions of the compounds given. The candidates also had difficulties in defining relative molecular mass.

Question 6: This question was on synthetic routes of halogenoalkanes, electrophilic substitution of benzene, cracking, reactions of alkenes, and chemistry of amino acids, amides, and carboxylic acids.

This question was the worst answered question with only 7.6 % of the sampled scripts scored $\geq 10/20$.

Candidates could not state the reagents and reaction conditions for the synthetic routes of the halogenoalkanes. They found it difficult to explain why benzene undergoes electrophilic substitution reactions.

Writing of the appropriate reactions for the cracking process was challenging to the candidates.

Instead of giving equations of the reaction between Bromine water and ethene as demanded by the question, the candidates gave that of Bromine and water. This shows they are not used to writing the equation involving bromine water.

The reagents and reaction conditions necessary to synthesis amino acids from carboxylic acids was not known by most candidates. This could be due to the fact that amino acids are not generally treated or are treated in a rush when exams are approaching.

The Hoffmann's degradation reaction of amides which is an important step down reaction in organic chemistry is not mastered by most candidates as many could not give products formed as required by the question

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

-Question 1: Quantitative analysis which carries 45 marks.

-Question 2: Qualitative analysis which carries 45 marks.

Added to this paper is the School Based Assessment (SBA) which carries 10 marks. This involves evaluation of laboratory books of candidates and school 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 30 % of the entire examination. Candidates are assessed on their practical skills rather than their knowledge of theory.

The kills 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	*	**	***
% (2021)	0	11	12	53	19	6	75	23	2
% (2020)	0	13	24	52	1	10	71	28	1
% (2019)	0	14	23	52	1	10	72	29	1

In all the groups, the following skills were tested: setting up and manipulation of basic laboratory chemistry equipment; following instructions; collection, recording and analysis of data, plotting of graphs; calculations; observation of chemical and physical changes during qualitative tests, making inferences and drawing conclusions. Observations included making subtle differences in colour, solubility or quantity of materials.

The SBA carries 10 marks out of the 100 marks of paper 3 and considering the 30 % weighing of this paper, it means that SBA carries 3 marks of the whole examination. It comprises two parts as follows: laboratory books evaluation (x/12) and field trip/school project report (x/8) which were scored by the center supervisor during the practical exam. The total score on 20 was then divided by 2 to give an SBA score on 10. The center supervisors were required to record the scores directly on the candidates' worked scripts at the practical center. Since it is an evaluation of the practical work done during the two-year course most candidates scored 8/10 and above. Some center supervisors forgot to put the SBA scores on the candidate's worked scripts. This would have been disastrous if the scores were not recorded on a master sheet. Center and Zonal supervisors should ensure that the SBA scores are recorded on the worked scripts before parceling.

In general, candidates performed better in question 1 (68.3 % scoring ≥23/45) than in question 2 (41 % scoring ≥23/45). In 2020, candidates performed slightly better in question 2 (44.3 % scoring ≥23/45) than in question 1 (38.6 % scoring ≥23/45).

Performance analysis of candidates for the 2021 exam is shown in the Table below.

	Quantitative analysis	Qualitative analysis	
Question No.	1	2	SBA/10
% pass ≥23	68,3 %	41 %	
Ranking	1st	2nd	

The highest score in this paper is 99/100 while the lowest score is 2/100.

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 is progressively improving.

3.1. For Question 1 in all the groups (quantitative analysis), candidates were required to determine the temperature of a reaction at various time intervals and plot a graph of temperature against time. From the graph, the temperature change, ΔT, of the reaction was determined and used to calculate the enthalpy change of the reaction. Candidates were tested on skills of weighing, measuring volumes of liquids (using burettes, pipettes, beakers, measuring cylinders), reading thermometers, plotting graphs and calculating enthalpy changes.

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

Unknowns were given to candidates who were expected to carry out test following instructions to identify, Cations, Anions, functional groups or structural features that will enable them identify the unknown compounds.

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. It was observed that some center supervisors and invigilators could not accurately read thermometers and that some practical centres did not have good quality thermometers.

4. Conclusions

From the analysis made, the performance of candidates in 0715 Chemistry was better in 2021 in paper 2 and in paper 3 than in 2020 but the examination this year was more demanding in paper 1 which represents 40 % of the whole exam. There was a marked increase in the number of candidates from Littoral, Center and West regions due to migration from South West and North West regions to the other Regions of the country.

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; explaining trends in variation of physical and chemical properties of elements and compounds; 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.
 ➢ Adopt a more dynamic approach to the teaching of chemistry as a practical subject; not just the chalk-and-talk approach.
 ➢ Teach students how to plot graphs
 ➢ Train students on the reading of thermometers

The school authorities should:
 - Equip the laboratories sufficiently and with the technical advice of the chemistry teachers.
 - Encourage their teachers to work a bit harder. Vice Principals, Senior Discipline Masters and Deans of Studies should follow up syllabus coverage closely through Heads of Departments.
 - 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.

0725 ECONOMICS

INTRODUCTION:

The entire 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. Thus, the TOS was fully observed with respect to the stated objectives and content. As of now, there is no need for a change in the content.

PAPER BY PAPER ANALYSIS

Paper One

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

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

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 79% of the syllabus, respected the TOS in terms objective and content. In all, there were 5 one-star questions on knowledge, comprehension, and application, 1 two stars questions on knowledge, comprehension, application, and analysis, and 1 three stars question on knowledge, comprehension, analysis, and evaluation.

Paper Three

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

This paper cover about 43% of the syllabus and equally respected the TOS in terms objective and content. In all, there were 5 one-star questions on knowledge, comprehension, and application, 1 two stars questions on knowledge, comprehension, application, and analysis, and 1 three stars question on knowledge, comprehension, analysis, and evaluation.

QUESTION BY QUESTION ANALYSIS

PAPER 2

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

Question 1:
This was a two-star question, which tested knowledge and comprehension. It was the fourth most popular question but sixth in terms of performance as only 4.63% of candidates who attempted, scored 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to define a PPC, identify its outward shift, then state and explain the factors that account for that outward shift in the (a) part. In the (b) part, define scarcity and illustrate it with a point situated outside the PPC followed by explanation as well as that of the outward shift of the PPC. Then explain that the outward shift of the PPC solves only the problem of shortage not scarcity as the latter is a LR or permanent as well as relative concept. It can only be managed through the use of choice and opportunity cost as it cannot be solved no matter the extent of the outward shift in the PPC irrespective of the level of development of the country.	(a) part was fairly well attempted. However, some candidates did not answer the question directionally as required, explaining factors that could equally cause an inward shift of the PPC which was uncalled for. Others rather explained factors that can lead to a movement towards the PPC such as fuller utilization of resources, efficiency etc. The (b) part was poorly attempted as many failed to realize that scarcity cannot be solved no matter the level of development of a country. The manner in which this part was answered insinuates negligence during revision especially as it is an introductory topic that many always consider it elementary not deserving much attention.	Teachers need to adequately drill learners to answer directional questions as required, leaving out any other aspect that is uncalled for. Also, equal importance should be given to all the topic areas, be it an introductory topic as all are equally important and not only focus on more advanced economic principles

Question 2:

This was a one-star question, which tested knowledge and comprehension. Although, it was fifth in popularity, it was the best answered question, with 23.95% of candidates who attempted, scored 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In the (a) part, candidates were expected to differentiate using a conjunction or distinguishing phrase, between price "floor" and "ceiling" legislations, illustrating with diagrams and explanation. Then identify and explain the positive and/or negative effects of a price "ceiling" legislation	The question generally was well attempted. However, in the (a) part, some candidates mistook the words "floor" and "ceiling" as used in common parlance instead of technical jargons. This caused them to mix-up the concepts. Some rather used the synonymous words of minimum price for price "floor" and maximum price for price "ceiling" that were correct but not respecting the question instruction. Diagrammatic illustrations too were challenging as some drew the right diagrams but could not properly label them, labeling excess supply as price "floor" and excess demand as "ceiling" price. Quantities were not indicated for some and axes not labelled. There were equally cases noted were candidates started a question with a diagram without any introduction. The (b) part was sketchy though good implications were advanced, with serious difficulties in explaining the concept of black market.	Teachers need to properly drill candidates in the use of technical jargons so that candidates should not visualize them from everyday usage. emphasis should be laid on proper sketching and labelling of diagrams as well as giving in-depth explanations to any points advanced in Paper 2 and not being sketchy. Equally, they should always be reminded on the use of a conjunction or any distinguishing phrase in differentiating one thing from the other. They should also be drilled never to start an essay with a diagram. Every question should always have an introduction in this paper

Question 3:

This was a one-star question, which tested knowledge, and comprehension. It was seventh in popularity and the worst answered question, with only 3.21% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In the (a) part, candidates were expected to define TR and MR, then illustrate their relationship using one diagram and explain i.e. the behaviour of one in relation to the other e.g. as TR rises, MR falls but still positive, as TR starts falling, MR is negative, when TR is maximum, MR is zero and both TR and MR are equal at outputs 0 and 1. In the (b) part, state and explain the advantages of oligopoly market structure to an economy	In part (a), many did not define the terms TR and MR while others used but formulae. Many displayed complete ignorance of the relationship insinuating poor handling of this area by teachers. Others drew separate diagrams and some completely wrong diagrams. Others drew the correct diagrams but not linking the explanations to those diagrams. It could equally be detected that some teachers drill candidates only on Paper 3 questions in this area. Again, in the (b) part, there were skeletal explanations of the points advanced. Others got confused between oligopoly a monopolistic competition, rather discussing the advantages of the latter.	Teachers need to prepare candidates to expect questions for the three papers (1, 2 & 3) from every area of the syllabus, without presumptions of any area having been sufficiently handled at the "O" Level. Formulae should be used to substantiate a definition or concept not as the definition per se. Also, reference should be made to diagrams in explanations and relations clearly deduced from such diagram.

Question 4:

This was a one-star question, which tested knowledge and comprehension. It was second in popularity and third in performance, with 12.40% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In the (a) part, candidates were expected to define profit, with emphasis on the fact that it is a reward for taking non-insurable risks or risks of uncertainty (Business definition was also accepted i.e. TR>TC). Then identify and explain any 3 types of profit: - normal, abnormal (supernormal), subnormal or negative (loss) profits. Also accepted were: - economic, accounting, gross, net and operating profits. They were in the (b) part expected to explain the role or usefulness of profit in a market economy.	The following challenges were observed in the (a) part. • No emphasis on non- insurable risks in the definition of profit, and some considering it as a reward to capital. • Inability to differentiate between types of profit, considering subnormal profits as losses, considering abnormal and supernormal profits as different types of profit, considering the characteristics of profits as types of profit and defining profit as TR, neglecting the cost aspect. In the (b) part, insufficient points were advanced on the role of profit, with sketchy explanations mostly considered as listing. A good number rather gave the functions of the price mechanism.	Teachers should give precise definitions of profit emphasizing it as a reward for bearing non-insurable risks or risks of uncertainty, equally lay emphasis on the types of profit and their synonyms and advance beyond four functions of profit. Commercial definitions of profit should equally be considered in teaching.

Question 5:

This was a one-star question, which tested comprehension and application. It was sixth in popularity and seventh in performance, with 04.18% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In the (a) part, candidates were expected to use a conjunction to distinguish between autonomous	This question was poorly attempted, with one possible major reason being that it is a question from the mystified national income.	Teachers should sufficiently drill candidates on answering directional and applied questions as

Expectations of the question	Observations on Candidates' approach	Recommendations
and induced consumption, giving some possible financing of autonomous consumption (dissaving, borrowing, etc.) and the behaviour of induced consumption with changes in income, then illustrate them graphically (one or separate diagrams) or with the use of a consumption function. In the (b) part, they were expected to state and explain factors responsible for the rising consumption in urban centers in Cameroon, with an applied touch of the general factors responsible for a rise in consumption.	In the (a) part, most candidates gave the distinction without any illustration (graphically or with the use of a function). Many failed to use a conjunction or distinguishing phrase in the distinction. In the (b) part, Some misconstrued consumption for consumption expenditure and were rather accounting for the higher cost of living in urban areas. Besides, most candidates failed to identify the applied nature of the question and were discussing the general determinants of an increase in consumption, while others did not respect the directional nature of the question, discussing the points dual directionally. Others were discussing it as a question in Micro not Macro Economics, rather advancing factors that affect individual entities not aggregates.	well as a question in Micro and Macro Economics. They should also be drilled on the importance of marks allocations as they indicate the extent to which the content is required which must not be expressly stated in the question. Generally, in explaining any principle or concept in this paper, candidates should always bear in mind that definition, assumptions, illustrations and examples are required. Lastly, they should continue with sustained efforts to demystify national income by using very friendly and encouraging teaching methods in this area in particular.

Question 6:

This was a two-star question, which tested knowledge, comprehension, and application. It was the most popular question though fourth in performance, with 10.20% 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 define money supply, with emphasis on time period as it is a flow not a stock, giving some components of money supply such as coins, bank notes, bank deposits and other near money or money substitutes or the M0, M1, M2 etc. classification. Then state and explain the various ways the gov't of Cameroon (through BEAC) can either increase or reduce the money supply – changing the interest rate, selling and buying securities, etc. i.e. instruments of monetary policy. In the (b) part, state and explain the desire to achieve the various Macroeconomic policy objectives as reasons for gov't control of money supply-price stability, LT BOP equilibrium, full employment.	In the (a) part, most candidates misunderstood the word control to mean reduction and were discussing it uni-directionally instead of discussing the use of the instruments on both sides. Some identified the instruments of monetary policy quite well but poorly explained them and how they are used to control the economy, explaining funding in both directions, while others were rather discussing the fiscal policy. In the (b) part, some candidates' answers were vague as they barely mentioned balance of payment or income distribution without stating clearly that the control could be to achieve an equilibrium BOP or equitable distribution of income. Many stated rather the consequences of attaining the objectives such as improved standard of living instead of the objectives that will lead to that. Equally, candidates could not properly express themselves.	Teachers should understand the contextual use of some words and drill candidates as such e.g. the word control should not be taken only as used by some authorities such as Rev. Thomas Malthus who used it in a particular context to mean a reduction in population. Considerable efforts should be made to drill candidates in essay writing no matter some large class enrolments as the candidates could be grouped in some numbers to answer essay questions that must be marked and discussed. Attending seminars should be obligatory for all teachers with a meticulous follow up. The definition of money supply should lay emphasis on time period.

Question 7:

This was a three-star question, which tested comprehension, and analysis and evaluation. It was the least popular question though fifth in performance, with 06.63% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
In the (a) part, candidates were expected to distinguish between discretionary and automatic fiscal policies, using a conjunction or distinguishing phrase. In each case, the definitions required to be accompanied by targets and examples. In the (b) part, candidates were expected to state and explain the problems of discretionary fiscal policy i.e. the challenges in effectively implementing them. Alternatively, candidates could advance some advantages of discretionary fiscal policy before bringing the limitations as a contrast. Equally, candidates could explain how a discretionary fiscal policy intended to achieve a desired macroeconomic objective may rather conflict with the achievement of other policy objectives.	In the (a) part, many candidates failed to use a conjunction or phrase in distinguishing between the two concepts. Others gave the advantages of automatic stabilizers as distinguishing characteristics. The (b) part was very poorly attempted, with candidates expressing total ignorance of limitations of discretionary policy, insinuating no or shallow syllabus coverage and speculative teaching. Also, there were glaring elements of poor question interpretation.	Teachers are called upon to ensure quality and in-depth teaching of all the areas of the syllabus, completely stamping out speculative teaching which derails many candidates and keeps them psychologically perplexed in the examination room. Questions interpretation should equally be given the weight it deserves

Question 8:

This was a one-star question, which tested knowledge, comprehension, and application. It was the third most popular question and second in performance, with 22.67% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to identify and explain the obstacles that have been stifling economic growth in developing countries in the (a) part. Then in the (b) part, state and explain factors or block strategies that can encourage or promote economic growth in such countries.	In the (a) part, some candidates failed to understand this question as an applied one, discussing generally. Some equally did not see the directional nature of the question and were discussing on both sides. In the (b) part, candidates who used the monetary, fiscal or physical policies were unable to relate them with economic growth. Generally, both parts had very skeletal answers, with points mostly listed and suggests poor and hasty teaching of this area as it comes at the end of the syllabus.	Teachers should use a lot of applied questions in teaching and evaluating candidates. Adequate attention too should be paid to drilling candidates on providing weighty answers in Paper 2, void of barely listing points. The candidates' environment or economy should always be adequately exploited in handling many topic areas.

PAPER 3

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

Question 1:

This was a one-star question, which tested knowledge and comprehension. It was the fourth most popular question and second in terms of performance as only 4.63% of candidates who attempted, scored 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to: Identify points on the PPC that show efficient and inefficient methods of production respectively. Calculate opportunity cost for bananas for moving from one identified point to another. Identify increasing opportunity cost as that associated with the sketched concave PPC, and identify the other two types of PPC; Convex and straight line and the opportunity costs associated with them i.e. decreasing and constant opportunity cost respectively. List any 4 assumptions of the PPC. List any 4 factors that can enable a country to achieve potential growth.	In the (a) part, some candidates were confused equally indicating points within the PPC as denoting efficiency. Some gave only a single point. In (b) many calculated the opportunity cost and put the answer in terms of bananas, instead of tractors forgone, while many were unable to calculate and others calculating in terms of 1 unit of bananas (MRS). The identification of the other shapes of the PPC were not associated with tithe respective opportunity costs, while others talked of constant and decreasing PPC or decreasing and constant returns. In the (c) part, the assumptions were fairly well stated, but some stated more than 4, with the initial ones wrong and later ones correct. In the (d) part, some did not state the factors of growth directionally. Others were rather giving factors responsible for movements within the PPC	Teachers should drill candidates on the difference between opportunity cost and MRS, with emphasis on putting the correct units to an answer, giving just the number of points required, and drilling candidates on giving specific answers to directional questions. They should equally enable candidates to master the type of opportunity cost associated with each shape of the PPC and always ensure to show some working before putting the answer when calculations are involved.

Question 2:

This was a one-star question, which tested knowledge and comprehension. It was second in popularity and fourth in terms of performance, with 18.50% 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 perfect competition with emphasis on the fact that no agent in the market can influence price or using characteristics, then state price takers as meaning of the underlined phrase in the passage State the major characteristics of perfect competition. Sketch two diagrams, one showing how price is determined by the market forces of demand and supply for the industry and that of the firm in the LR when it can only break even or earn normal profits. Briefly state that profits in perfect competition are considered windfall because they are earned unexpectedly, or they are short lived and will be competed away in the LR. Also, that MR=AR in perfect competition because price remains the same for all the units, thus an extra	In the (a) part, some candidates defined perfect competition with just one characteristic of many buyers and sellers which is insufficient as it also applies to monopolistic competition. Others out rightly defined monopolistic competition. In the (b) part, instead of stating the major characteristics, a good number rather gave the economic significance of some of the characteristics e.g. existence of one price, no discrimination, etc. some candidates wrote essays instead of answering in point form. In the (c) part, there were acute problems with sketching the right diagrams let alone labelling them. Many drew the SR profit making perfectly competitive firm diagram for the industry, while others drew that of the industry and included that of the firm without indicating which was for the industry and the individual firm. Some interchanged the MC and AC curves In the (d) part, most candidates were completely ignorant of why profit is considered as "windfall" and why MR equals AR in perfect competition casting doubts on the quality of teaching with no	Teachers need to underscore the fact that most candidates have a phobia for diagrams and calculations. They should consequently sketch such diagrams along with them, paying adequate attention on diagram quality e.g. ensuring that MC cuts AC at the lowest point of the latter and proper labelling of axes frequently drilling them on such techniques. Emphasis should also be placed on technical aspects during teaching and revision with abundant questions for Assignments and homework. It should be made abundantly clear to them that essays are not

Expectations of the question	Observations on Candidates' approach	Recommendations
unit earns only something equivalent to that price.	attention paid to such technical details.	meant for this paper

Question 3:

This was a two-star question, which tested knowledge, comprehension, application, and analysis. It was third in popularity and equally third in performance, with 25.3% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to: Use the formula, Visible.Bal = Visible.X- Visible.M, to look for the unknown values of visible imports, as well as the formula, invisible Bal = Current Bal- Visible Bal to solve for the unknown values of invisible imports and fill in the table. In the (b) part, differentiate between BOT and BOP using a conjunction. In the (c) part, briefly state the J-Curve effect and reasons for its occurrence. In the (d) part, state that TOT will be favorable when price movements are in favour of exports and/or against imports. In the (c) part, enumerate points why international trade is necessary for a country i.e. the underpinning reasons or foundations of international trade which has a nuance with its advantages.	Most candidates, in the (a) part, completed the table correctly but some came up with approximated values which were incorrect. Others filled the table in pencil. In the (b) part, a lot of nix ups were noticed with the definitions of BOT and BOP, with many using exports and imports instead of values of exports and imports. Some defined TOT in terms of BOT. In the (c) part, many candidates had problems giving reasons why the BOP situation first worsens before improving to form a shape likened to letter J, while others wasted their time sketching the J-Curve which was unnecessary. In the (d) part, many candidates misunderstood the question for types of TOT (favourable and unfavourable) and rather explaining when TOT are favourable (i.e. index greater than 100 or 1). Some took it for favourable BOT. In the (e) part, a good number gave rather the advantages of international trade (even though some are valid) without actually understanding the basis. Some mistook basis for theories, explaining the theories of absolute and comparative advantages. Others outlined the assumptions of international trade.	Teachers should properly differentiate between BOT and BOP, laying emphasis on prices and not volumes or quantities as concerns BOT. Also, a clear-cut difference should be made between TOT and BOT. Drill candidates that in Paper 3 it is clearly stated if a diagram is needed and not mplied as in paper 2. Enough practical exercises should be given for calculations and corrected. Ensure that candidates master the various reasons for each concept such as the J-Curve effect. Use of alternative words (synonyms) be encouraged and underscore use of conjunction in distinctions. Candidates should be forbidden from using pencil in filling a table.

Question 4:

This was a one-star question, which tested knowledge, comprehension, and application. It was most popular question and the best answered question, with 56.9% 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 unemployment stating any two types. a) Enumerate any 4 causes of unemployment.	In the (a) part, many defined unemployment omitting some essential ingredients such as willing and able to work but cannot find jobs at a given wage rate above all. In the (b) part, though many candidates correctly identified the causes of unemployment, some rather gave its consequences. The (c) part posed the greatest challenge to candidates as many were confused and rather explaining the effects of	Teachers should not look at some topics as being apparently easy thereby rushing over them. They should pay equal importance to all topics and ensure any definition

Expectations of the question	Observations on Candidates' approach	Recommendations
b) Briefly explain how raising tax rates and reducing c) Sate two other macroeconomic objectives apart from reducing unemployment. d) Enumerate any 4 negative consequences of unemployment to the economy of Cameroon.	varying taxes on money supply, instead of using both fiscal and monetary policies simultaneously. Some who took the right direction could not explain how they function to influence the economy. Many explained the different taxation systems. In the (d) part some candidates still repeated full employment as one of the macroeconomic objectives when the question excluded that. In the (e) part, many candidates failed to realize that the question was asking for negative macro- economic consequences and concentrated on consequences on households such as frustration, lowering of status, suicides, etc. Essays were again very common in the various answers.	is standard, containing all the necessary ingredients. They should equally teach causes of unemployment as per the types of unemployment. Drill candidates to also respect the number of points requested for in Paper 3 and answer In point form.

Question 5:

This was a three-star question, which tested comprehension, application, analysis, and evaluation. It was the worst question in terms of popularity and equally the worst in terms of performance, with only 09.7% of candidates who attempted, scoring 10 and above on 20.

Expectations of the question	Observations on Candidates' approach	Recommendations
Candidates were expected to: a) Complete the table by calculating the % changes in output, required capital, net investment, % changes in net investment and calculate the value of the accelerator. a) Use % changes in output in years 3 and 4 to explain how they will cause magnified % changes in net investment, substantiating with figures. b) Enumerate any 3 limitations of the accelerator principle and any two factors that cam increase the accelerator effect. Briefly explain that replacement investment is not worthy in year 5 because the fall in output creates excess capacity of 40 million worth of machines thus no need to buy more machines and keep idle.	This was the least attempted question and worst in performance most probably because of the myth around the circular flow and figure phobia. Candidates could not correctly complete the table let alone calculating the value of the accelerator. Even enumerating simple limitations of the principle was a nightmare to many candidates not to talk of factors that can increase the size of the accelerator and worst of all the existence of excess capacity in year 5. There was clear evidence of very poor, speculative and no teaching of this area from candidates' work. Teachers shy away from this area either because they are not comfortable with its demands, or they allow it towards the end of the year and are caught up by time.	Teachers should equip themselves with the subject matter in this area through attending seminars and reading extensively. They should equally teach this area with elaborate practical exercises and teach it early enough so as not to be caught up by time.

BEST/WORKED ANSWERS

Best/worked answers in paper 2

The candidates who targeted their answers in paper 2 to the demands of the exam scored between 76% and 79%. They are:

Score of 79%: D561720 and D573888

Score of 77%: D066648, D541054, D499086, and D886339

Score of 76%: D125387, D422049, and D515706

Best/worked answers in paper 3
The excellent candidates in paper 3 scored between 53 and 57 on 60. They are:
Score of 57: D316047
Score of 55: D819847
Score of 54: D134990, D263357, and D660314
Score of 53: D297760

SUGGESTIONS/RECOMMENDATIONS
THE STUDENTS
- The incidence of question popularity and candidates' performances suggest that candidates select topics as they prepare for the exams. For example, question 5, on the accelerator and question 1 on opportunity cost and production possibilities showed inadequate mastery of these content areas.
- Students advised to exploit recommended textbooks and materials and ensure that the entire syllabus is covered before going into the examination room/hall.

THE TEACHERS
The candidates' performances in some areas is suggestive of inadequate or shallow coverage of the syllabus by teachers. As such, teachers should:
- attend seminars and workshops organized especially by the subject associations in their respective regions of work.
- exploit the Internet and update and upgrade themselves and their notes on a yearly basis.
- create and sustain collaborative learning communities as this has measured impact on the teaching-learning process.
- embrace the competence-based approach (CBA) in teaching and learning and thus adopt active and participatory teaching methods while taking conscious steps to let go the traditional teaching methods.

PARENTS
As an important angle in the education triangle parents should:
- Acquire necessary textbooks and useful learning materials for their children.
- Supervise their children when they are home and control their activities.
- Ensure that enough time is given for their children to do homework and self-learning at home.

CONCLUSION / WAY FORWARD
There is need for deep reflection on the content and ways that 0725 Advanced level Economics is taught and evaluated. Thus, a practical paper should be incorporated with field work as the subject can no longer end only with theory.

0730 ENGLISH LANGUAGE

INTRODUCTION

The 2021 English Language examination met the demands of the general aims and objectives, and specific assessment objectives as outlined by the syllabus. It tested Reading Comprehension, Grammar and Vocabulary, Summary and Text Reconstruction, Composition and Prescribed Texts. This year, as in the previous ones, Paper 1 was scored mechanically while the testing of Paper III (a School-Based Project and Spoken English) has not yet been implemented. So, this report is based strictly on our examination of Paper II (Summary and Text Reconstruction, Composition and Prescribed Texts) only.

OVERALL APPRAISAL OF THE QUESTION PAPER

- The question paper was generally good and within the reach of the average candidate. The questions offered an opportunity for deserving candidates to score a pass mark.
- 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 and task was within the reach of the candidates. It was general summary unlike the guided type that has been in vogue for some time now.
- The Text Reconstruction task offered candidates great possibilities to excel for they were asked to fill in appropriate words and/or expressions in the blank spaces of a given text. The exercise was a combination of the *Cloze Test* type and *Gap-filling* exercise.
- The spread of the Composition topics was commendable as it gave candidates a wide variety of topics from daily life to choose from.
- Questions on 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	
2: Text Reconstruction	Compulsory	Poor	
B: a)	Popular	Below average	45%
b)	Very popular	Average	50%
c)	Unpopular	Below average	
d)	Popular	Average	
e)	Very popular	Average	
f) 1	Very unpopular	Average	
2	Very unpopular	Below average	
C: 1	Least popular	Very poor	
2	Popular	Below Average	
3	Most popular	Average	
4	Popular	Poor	

SECTION A: SUMMARY and TEXT RECONSTRUCTION

1) SUMMARY

The subject of the text chosen was informative and educative (On Rights and Obligations of Conflicting Parties in Crises Situations). Performance was below average. Candidates performed poorly for the following reasons:

- 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 than150 words).
- Unnecessary definition of key 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.
- Writing in point form / fragments.

RECOMMENDATIONS

Teachers should do the following:

- Teach students how to use their own words as far as possible.
- Advise students to follow the instructions given to the letter. (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.
- Do more practice exercises on summary especially ***general summary.***
- Drill learners on drawing plans before writing. (Candidates should cross out the plan and not the written work.)

2.) TEXT RECONSTRUCTION

The task required candidates to copy a mutilated text, reconstruct it by filling in the blank spaces appropriate words and/or expressions and then underline every word and/or expression filled in. The exercise was a combination of the Cloze Test type and the Gap filling exercise. The main concern there was on poaching and the need to preserve our natural/wildlife resources. Surprisingly, candidates performed poorly for the following reasons:

- Failure to follow instructions (Recopying the text as given and underlining the filled in words and/or expressions).
- Inability to understand text type.

- Inability to understand context of the passage and targeted audience that warranted particular registers.
- Providing more than one option for the examiner to choose the correct one (In such a case, both are marked wrong).
- Inability to spell words correctly and write legibly.
- Writing in point form/listing correct words and/or expressions instead of copying the passage and filling in the correct words and /or expressions.
- Failure to use appropriate tenses.
- Using a pencil to write instead of a black or blue pen.

RECOMMENDATIONS

- Teachers should expose their learners to different text types and different forms of text reconstruction.
- Teach learners to read critically and follow instructions to the letter.
- Teach reading skills with emphasis.

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 below average as a result of poor mastery of language (especially writing skills), poor organization of material, failure to develop their thoughts, rambling and incoherence in the presentation of some content material. They 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 while others failed to present an argument in the argumentative essay.

TOPIC BY TOPIC ANALYSIS

TOPIC A

This topic was very popular and performance was below average for the following reasons:

- Poor interpretation of the meaning of the proverb.
- A good number of candidates wrote stories that had no bearing on the proverb.
- Essays were far above the 550 word 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 a very popular topic and those who attempted it performed averagely. However, some candidates performed poorly as a result of their inability to delimit the scope of the topic and the tendency to bunch.

TOPIC C

The topic was unpopular and performance was poor. Candidates who chose this topic displayed the following weaknesses:

- They showed little understanding of the term *moral depravity.*
- They failed to present an argument and take a stand.
- Some wrote essays simply explaining why some children are morally depraved.

TOPIC D

This was a popular topic and the candidates who attempted it performed averagely for the following reasons:

- There was unnecessary definition of the key word *corruption* in their narratives and most often, the definition was not suitable.
- There was failure to show the different ways in which corruption manifests itself in their society.
- Some candidates only ended at showing how corruption manifests in their society without suggesting what measures could be taken to check it.
- Some candidates presented a discussion on corruption as a major problem in society instead of showing its different manifestations in society and measures that could be taken to curb it which were the thrusts of the topic.
- There was rambling and inclusion of irrelevant material.

TOPIC E

This topic was very popular and performance average but the following anomalies were observed:

- Some candidates presented more than one incident.
- Candidates failed to bring out the joke in the incident narrated.
- Some candidates failed to show the grave consequences that arose because of a joke turned sour.
- Some candidates revealed their identity.

TOPIC F

Both pictures were very unpopular for the candidates.

Performance for those who chose Picture A was average as

- They could delimit the scope of the topic and write relevantly and coherently. Sport is a topic that elicits passionate debates. However, it was noticed that some candidates were describing the picture rather than write an essay on an idea taken from the picture.

For those who wrote on Picture B, performance was below average as they could not really pick out a central idea from the picture to write on.

SECTION C: PRESCRIBED TEXTS

Despite the fact that the questions were within the reach of candidates, candidates performed poorly in this section. It was sad to note that a good number of candidates failed to answer any of the questions here while others simply scored a naught. Many candidates showed proof of not having read

the texts. Knowledge of texts was generally shallow. Answers were generally sketchy/ shallow, with little or no illustrations. Candidates fail to cite texts and authors correctly and violate writing conventions with reckless abandon.

QUESTION BY QUESTION ANALYSIS

QUESTION 1: Extract from a poem. It was an unpopular question that registered poor performance for those who attempted it. Candidates were unable to adequately bring out the meaning of the poem and give the meaning of words and/or expressions in context. Others demonstrated poor mastery of the English grammar as they were unable to pick out adjectives and transform them into adverbs.

QUESTION 2: It was a popular question but performance was below average. Candidates failed to interpret the question correctly. They failed to reveal history and illustrate it using the text as the question warranted. Some simply narrated incidents in the texts without any historical foundation.

QUESTION 3: It was a very popular question and the performance was average. Answers were generally too long, some rambling, others incoherent. Candidates, in general, understood the demands of the question and addressed them averagely. They were able to bring out the ills in society that irked the writers. However, some did not understand the expression *contemporary life* and simply went ahead to write on everything in the texts cited. Others exhibited poor writing skills.

QUESTION 4: This was a popular question but performance was quite poor.

- Candidates could not bring out elements of style in the texts and discuss them convincingly to show the prowess of the writer.
- Candidates generally showed little understanding of the techniques of storytelling.
- Some candidates simply presented the plots of the story without any conscious attempt to link it to the writer's ingenuity in the art of storytelling.
- Candidates are yet to master the elements of literature.

Table 2

PERFORMANCE OF CANDIDATES PER QUESTION

Section	Not Attempted	Zero Score	Questions	No. of candidates	Poor (%)	Average (%)	Good (%)
SECTION A	**0.63 (%)**	**0.09 (%)**	**SUMMARY**	**23023**	**59.51 (%)**	33.21 (%)	07.28 (%)
	0.46 (%)	**0.16 (%)**	**TEXT RECONSTRUCTION**	23023	74.48(%)	**20.96 (%)**	**04.56 (%)**
SECTION B	**0.40 (%)**	**0.03 (%)**	**COMPOSITION**	23023	**61.30 (%)**	**37.05 (%)**	01.65 (%)
SECTION C	**02.43 (%)**	0.60 (%)	**PRESCRIBED TEXTS**	23023	51.72 (%)	40.02 (%)	08.26 (%)

Table 3

GENERAL PERFORMANCE FOR PAPER 2

WEAK	AVERAGE	GOOD
82.57 (%)	17.08 (%)	0.34 (%)

Table 4

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 correct them.
- 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.
- 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 psychosocial 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.
- 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 all official documents to be handed in to GCEB authorities well ahead of time to avoid time-wasting.
- Prepare intellectually, physically, psychologically, financially and materially for the marking exercise.
- Trial marking in groups is a good innovation and must be continued.
- Invest themselves in mastering the subject matter.
- Be respectable, responsible, humble, and collaborative.
- Be open to learning.
- Attend capacity building seminars

OVERALL PERFORMANCE APPRAISAL
There was a drop in performance this year.

0735 LITERATURE IN ENGLISH

PAPER II: SET BOOKS
SECTION A: DRAMA
Paper Two comprises 16 questions aimed at training and sharpening in learners the ability to answer essay questions on all literary considerations testable at the A/Ls. The paper is organised in sections and according to the genres, viz, drama, prose and poetry, as sections A, B and C respectively. With 8 texts and 2 questions per text, candidates have a good range of questions from which to select only four of their choice, in which they can claim a good measure of competence. They are expected to choose one question from each section, and a fourth question from any section of choice, this time avoiding the text from which the first question from that section was chosen – thus a maximum of two questions from just one section and a total of four questions.

ARTHUR MILLER: *Death of a Salesman*
Question 1.

This was a question on theme and characterization in which the candidates were expected to show an awareness of city life in ***Death of a Salesman*** and illustrate to what extent it is artificial and morally damaging. Some illustrations to justify this claim would be:

➢ The reversal of roles: Willy Lowman believes teaches his sons that good looks and likeableness, instead of hard work are the main requirements for success.
➢ Biff craves for success and achievement no matter the cost.
➢ Unhealthy competition, jealousy and envy shown by Willy towards his neighbours, Charley and Bernard.
➢ Howard Wagner exhibits the Capitalist inclination of the city: love of gain and profiteering which kills all human sentiments in work relationships.

On the other hand, candidates could use characters like Linda Lowman, Charley, Bernard, Old Wagner
and Dave Singleman to illustrate that city life was also natural and morally redeeming (not morally damaging).

Though a fairly popular question with a total of **2011** answers sampled, **1249** of these were mediocre, making up the majority of **62.10%.** These weak answers were characterized by:

❖ Poor interpretation of terms of question e.g. candidates took "morally damaging" to mean moral lessons in the play.
❖ Unfocused narration of relevant incidents without proper slanting.
❖ Vague illustrations showing shallow knowledge of text.
❖ Very clumsy expressions and glaring language lapses.

The **742** average answers constituting **36.9%** were blemished by the following flaws:

❖ One-sided discussions that uncritically accepted the terms of question without a critical balance.
❖ A partial illustration of morally damaging issues without any focus on the artificial or vice versa.
❖ Insufficient relevant illustrations or sketchy analysis.

The **20** praiseworthy answers, an insignificant **0.99%,** were those that discussed both sides of the question with sufficient illustrations and focused arguments.

All in all, performance in this **two-star question** was poor, even though it ranked **9**[th] on 16 popularity and **7**[th] on 16 in rank. It scored a paltry percentage pass of **37.9%.** To reverse this trend the following measures could be considered:

- Drilling the learners on skills of question interpretation with focus on question tags that require a critical perspective like "to what extent", "how far", "how true" etc.
- Identifying and discussing those aspects in the text that provoke a critical insight.
- Sustaining classroom tasks on debates on argumentative issues in the text.
- Ensuring an in depth textual study that would arm students with sufficient textual illustrations.

Question 2.

This was a **two star question** on stagecraft which required that candidates show the merits and demerits or the strengths and deficiencies of *Death of a Salesman* as a stage play. In other words, candidates were to identify those aspects which could facilitate putting the play on stage and aspects that could hinder this process. Some of the merits are:

- The limited caste comprising mostly members of a nuclear family would be easily managed.
- Simple lighting like the blue light of the sky that falls on the house and "the angry glow of orange" that surrounds the apartment would not be a problem.
- The sound of the flute and music would be easily explored.
- Affordable and moveable stage properties like Ben's valise, umbrella, flute, football etc.
- Normal day to day costumes like Willy's pajamas and slippers, Linda's nightgown, Biff's blue suit etc.

The possible demerits would be:

- The difficulty to capture and make belief the many flashback scenes.
- Actions like driving on the highway, the car crash will be tricky to enact.
- Presenting scenery like the restaurant scene, the complex Boston Hotel etc will not be easy.

Good candidates were also expected to propose ways or strategies through which these demerits could
be overcome.

This question ranked **13**[th] in performance and **6**[th] in popularity out of 16, with a total number of **2677** answers and a success rate of **22.6%**. Out of these, the lion's share of **2071** or **77.36%** scored in the poor range of **0 – 3** on 10. These answers were blighted by the following:

- ❖ Misinterpretation of the thrust of question for stage appeal.
- ❖ A tedious discussion of the positive and negative traits of characters.
- ❖ Vague references and illustrations of elements of stagecraft; most candidates had a poor grasp of terms related to stagecraft.
- ❖ Improper language use, poor structures and a preoccupying spray of wrong spellings and tenses.

The average answers that scored **4 – 6** were **573** in number, making up **36.89%** of the total. These failed
to shine because of the following defects:

- ❖ Fragmentary or incomplete answers where the candidate discussed merits without demerits or vice versa.
- ❖ Sketchy attempts, or mere listing of points with insufficient illustrations.
- ❖ Candidates discussed demerits without any attempt to suggest solutions to them.

The few good answers in the bracket of **7 – 10** were just **33**, a negligible **1.23%.** These stood out because the candidates clearly identified aspects of stage craft, discussed these with apt and full textual evidence, then went on to propose strategies to overcome the difficulties.

Classroom strategies to work towards enhancing candidates' performance could include the following:

- Teaching drama with focus on performance and laying emphasis on stagecraft especially with the imminent inclusion of Art and Cinematography as a subject in High School.
- Encouraging and directing students to act out parts or the whole play in the classroom.
- Getting students to watch films in and out of the classroom and then guide them to respond to stagecraft issues.
- Teaching literature with a conscious effort to prepare the students for related professions clearly communicated to them

OLA ROTIMI: *Our Husband Has Gone Mad Again.*

Question 3

This was a **one-star question** which needed the candidates to bring out exaggeration in all forms. This question expected the candidates to comment on the use of gross exaggeration in <u>Our Husband Has Gone Mad Again.</u> They were to show how some of the actions of the play, actions and interactions of the characters, their aspirations and moral attitude are exaggerated and as such, that they are not convincing. Some of these examples include:

- The press conference scene during which Lejoka Brown holds up journalists and other members of the party, threatening them with a machete and rifle to lie down on their bellies so they should not see pornographic the attire of Liza. This exaggerated action gives Lejoka Brown a poor image and destroys the integrity he needed to win the elections.
- The verbal exchanges between Lejoka Brown and his wives Sikira and Liza taking the form of an open quarrel are exaggerated.
- Lejoka Brown's conception of politics as warfare – his strategy of surprise and attack – is ridiculous, unrealistic and exaggerated.
- The open and unhidden motive declared by Lejoka Brown as a reason for joining politics, to exploit it for personal interest, in order to also partake of the national *chinchin* until his mouth is full to the brim is also ludicrous. The exaggeration undermines the game of politics in Africa. Politics in Africa is for self-interest.
- Polygamy as an African marriage system is also exaggerated in the play. Lejoka Brown's grand-father had 115 wives and Lejoka-Brown calls his 3 wives mere crickets giving him headache.
- The sudden rise to political prominence of Sikira replacing her husband as the NLP presidential candidate is also exaggerated and unrealistic.

Candidates were expected to explore at least four to five instances of such instances and show how Rotimi effectively exploits them in the text. Unfortunately, they failed woefully in attempts to bring out exaggeration. Their answers were drab as they ended up giving anything for exaggeration.

In terms of popularity and performance, this question ranked **11th** and **10th** respectively, and its success rate showed a dismal **32.4%**. A total number of **1,424 candidates' answers** were sampled and the performance showed that 67.6% (962 scripts) featured in the poor 0-3 on 10 range, attributable to the following:

- Shallow knowledge of what exaggeration is/what is exaggerated in the test.

> ➤ Shallow knowledge of the text and relevant narration.
> ➤ Improper use of language – poor expression, wrong tenses, spellings, etc.

A total of **459 candidates** whose scripts were sampled fell in the average range of 4-6, giving a percentage of **32.2%**. Those under this group could come up with some sketchy examples of was exaggerated in the play as question demanded.

An insignificant number of **03** scripts i.e., **0.2%** scored within the range of 7-10, those considered as good scripts. This insignificant number tells us that the notion of exaggeration, like all other stylistic and/or literary devices need to be fore-grounded and well taught, ensuring that these are grasped by learners/students. Focus and emphasis should also be put on the teaching of grammar as most candidates lack the language skills and falter in usage in the course of writing. In fact all aspects of Literature need to be taught by teachers so that the candidates should not speculate on what to study and what to leave out.

Question 4.

This was a **two-star question** was the most popular questions, its popularity ranked in **1ˢᵗ position,** while in performance it came in **2ⁿᵈ** position – of the16 set questions. This question expected the candidates to show how African Literature (specifically the play *Our Husband Has Gone Mad Again*) is inspired by African cultural beliefs and practices. In other words, they were expected to reflect on how the African personality inspired the play, thus giving it its local African colour and redolence/flavour. Some relevant points would include:

> ➤ The culture of family inheritance, a right by which Alhaji Mustafa's grandfather bequeaths to him a house, by which Lejoka Brown's father hands to him a big family building, a real architectural jewel. Lejoka Brown gets offended when Liza refers to it as a gas chamber. Also worth of mention is Lejoka Brown's inheritance of Mama Rashida, his late brother's wife etc.
> ➤ Male chauvinism by which women are relegated and considered as inferior beings who must always be exploited for male selfish reasons. Evidence is fraught in the circumstances seen in Lejoka Brown's household, specifically in his relationship with his three wives.
> ➤ Hospitality as seen in the manner in which Mama Rashida welcomes Liza to their conjugal house.
> ➤ The polygamous marriage system, seen as a practice of convenience rather than one motivated by true love, clearly demonstrated in Lejoka Brown's marriage to his 3 wives for personal reasons. He compares his marriage to his grandfather's, the legendary macho man who managed the outlandish feat of keeping 115 wives peacefully, while he has just three crickets which are giving him headache.
> ➤ African idiomatic and proverbial expressions used for communications and different shades of meaning.
> ➤ African dressing code such as wrapper, agbada, etc.
> ➤ Lejoka Brown's belief that the spirit of his grandfather dwells in the house that he inherited, reason for the respect he gives the locus and for why he sees/treats the house like a shrine. All these enhance the African personality in the play.

Most of the candidates who attempted this question could identify these African beliefs and discuss them, but shallowness and inability to show how inspirational these were to the African writer marred their answers.

Of a total of **7541 sampled scripts**, it was clear that a significant proportion of the candidates who attempted the question fell within the average bracket, with a success rate of **62.6%**. A total of

2820 candidates, constituting a considerable percentage of **37.4**% scored between 0-3. This poor performance could be attributable to the following reasons:

- Candidates could bring out the beliefs but were unable to show how they inspired writers.
- A good number of candidates ignored the question and went for unfocused/irrelevant perspectives.
- Some were unable to come out with the beliefs and practices; they resorted to unfocused narration.
- As usual faulty language structure was also the order of the day for most of them.

A significant number of **4562** candidates among the sample scored between 4-6, the average range, thus scoring a percentage of **60.5%**. These candidates were able to bring out African beliefs and practices and some even attempted justifying how they inspired African Literature but the answers were bogged by sketchiness. A few of them displayed critical insight, but were frustrated by a paucity of examples.

As is the wont, just a few answers were classified in the good score range of 7-10, just a total of **159** out of the whole sample of 7,541, giving a percentage of **02.1%**. These were the candidates who understood the question, illustrated it amply with incisive, critical interpretation. They came up with aspects that constituted African beliefs and culture as question demanded, illustrated them well/relevantly and were able to link this to the fact that these inspired African dramatist that Ola Rotimi is, with the consequence that *Our Husband Has Gone Mad Again* has an African redolence.

The general performance for this question was very encouraging as most of the candidates who attempted it obtained an average score. It could be classified as a candidate-friendly type because it raised concerns which the candidates could identify with in their day-to-day life.

Despite the commendable performance, much can still be done to improve candidate performance in such content-type questions in future examinations. Teachers will be consequently need to fore-grounded and teach all content/thematic issues, ensuring to demonstrate how learners/students should select and organise relevant information; practice makes perfect, the saying goes. Focus and emphasis should also be put on the teaching of grammar as most candidates lack the language skills and falter in usage in the course of writing. In fact all literary considerations need to be explored and vulgarised so that candidates in examinations should handle questions with a commendable measure of confidence and competence.

SECTION B: PROSE

CHARLES DICKENS: *Hard Times*
Question 5

Question 5 was a two-star questing requiring candidates to illustrate whether or not the lifestyles, attitudes and actions of all the characters are influenced or controlled by the dominant utilitarian philosophy of hard facts. In other words, candidates were expected to show whether characters' lives are given essence only by virtue of their subordination to the influence of the hard facts school.

Although most candidates who attempted this question performed averagely, the answers lacked a balanced perspective to qualify for good answers since they mostly focused on puppet-like characters. Statistically, out of about **1317** sampled scripts, **646** scored between 0 to 3, giving a percentage score of **49.1%**. A total of **647** scored between 4-6 on 10, giving a percentage score of **49.1%;** in performance, the question ranked **5th** in performance and **14th** in popularity and a success rate of **50.9%**. Only 24 answers scored above 7, giving a percentage of **1.8%.** For poor answers, the term "puppet-like" seemed to have taken them off rails.

As a remedy, candidates should be taught characterisation in Dickens, with a focus on flat and round characters, with a focus on the plethora of caricatures who propagate and make-believe an existential ethos governed by the philosophy of the fact school (thereby highlighting Dickens's satire on the effect that debilitating philosophy on the society) while balancing these with the few realistic and rounded characters that the writer portrays in the text. The utilitarian philosophy should be explained to the candidates with its effects on the children, on the victims and on society at large. Teachers should equally focus on the chapter and section captions and attempt critical analyses with chain links to reinforce the author's message.

Question 6

Candidates were expected to argue that though *Hard Times* is full of painful and sad experiences, it is not void of laughter and amusement. A majority of the candidates who attempted this question focused mainly on pain, probably because they were not familiar with the term "mirth". Those who did not understand simply substituted with facts and fancy – an oversimplification of the terms of the question.

From a sample of **1727** candidates who attempted this question, **812** scored between 0 and 3, thus 47.1% rating. Furthermore, **895** scripts/candidates scored between 4-6, a portion that constituted 51.82%. Only a meagre **20,** thus 1.15%, scored above 7 on 10. This question on pain and mirth as coalescent considerations in Dickens's *Hard Times* ranked **10th** and **4th** in popularity and performance respectively, with a percentage pass of **52.9%**.

Candidates should be made to be alert to the fact that Dickens presents an effective counterpoint to contrast and complement the element of the fact school/the practical philosophy with amusement to enable us have this "mingle". Teachers should equally handle this challenge by reinforcing their lessons on vocabulary, more specifically on synonyms and antonyms.

TSITSI DANGAREMBGA: *Nervous Conditions*

Question 7.

This **two-star question** was a two-sided and candidates were expected to illustrate, on the one hand, how the African Personality is upheld and/or projected in the text and on the other hand, argue that it does not obtain generally in the text as there are situations where the dignity of the Africans is compromised. They were expected to explore situations where the African personality is upheld such as:
  ➢ Communal life promoted and upheld, as is the case with Babamukura who insists that the Sigauke family should come together at the homestead every Christmas
  ➢ The African family head assuming responsibility, as is the case of/with Babamukuru embracing responsibilities, the de facto family head of the Sigaukes that he is.
  ➢ The hardworking nature of the African woman, projected through Maiguru and Ma' Shingaiyi.
  ➢ The Shona language, which is highlighted in given contexts and treated with a lot of importance.
  ➢ Patriarchy, which is still given a place of importance and upheld.
  ➢ Hospitality, seen when Jeremiah and Ma' Shingayi host the entire family
  ➢ African solidarity and communalistic ethos, seen in the unity of the Sigauke family, etc
On the other hand, instances where the African personality is compromised would include:
  ➢ Oppression of the woman, who is raised and praised in the African context

- ➢ Refusal to educate the girl child – the heroine has to fight against the bias to be allowed to go to school.
- ➢ Babamukuru playing god in the lives of his brothers just because he is better-off.
- ➢ Sexual immorality and uncontrolled lust, urban permissiveness that is alien to the African personality.
- ➢ Evasive and irresponsible attitudes of family heads like Jeremiah.
- ➢ Male chauvinism made to be overbearing on women.
- ➢ Baseless superstition as exhibited by Jeremiah.
- ➢ Filth and unhygienic conditions in the homestead.

This was a popular question by the standards of the examination, with about or more than **2485** candidates attempting it. It was the **8th** in terms of popularity. Unfortunately, performance stood at **33.7%** and it occupied the **9th** position in performance ranking.

Candidates generally understood the question and were moderately focused for those who balanced the arguments. Of the total number of scripts sampled, **1647** scored between 0-3 with **66.3%** rating. The following lapses were presented by answers that fell within this bracket:

- ➢ Most were one-sided.
- ➢ The notion of nobility was not well understood.
- ➢ Some balanced answers were too sketchy with very few points uplifted for illustration.
- ➢ Poor presentation of answers with arguments not being forcefully presented.
- ➢ Weak language that did not help in communicating the ideas.

From the sample, 810 answers scored a mark between 4-6 with a 29.05% in performance. Such answers were:

- ➢ Generally balanced and moderately argued.
- ➢ There was proof of mastery of text.
- ➢ The language was acceptable.
- ➢ Some focused answers were incomplete.

The good answers were very few with only 28 candidates scoring a mark from 7 and above. These answers were generally:

- ➢ Full in content.
- ➢ Balanced with critical perspective and demonstrated.
- ➢ Variety of points were used for illustration and there was proof of mastery of text.
- ➢ Well presented in good language.

The following remedies could be considered to improve on weak answers:

- ➢ Candidates should be drilled on skills in presenting argumentative questions.
- ➢ Drill candidates on being critical in their analysis.
- ➢ Popular notions in specific texts discussed and applied during analysis of text.
- ➢ Schooled in the importance of good language.
- ➢ Encourage candidates to read and master the text.

Question 8.

Candidates were expected, in this other **two-star question**, to show how character delineation is boosted by relationship with other characters in the text. In this light, they were to identify the relationships and demonstrate how they are boosted:

- ➢ It is in his relationship with Tambu that Nhamo's character is brought out as a male chauvinist.
- ➢ Tambu's close relationship with her mother brings out her determination and at once her hard work and servitude.

- Tambu's educational project is advanced by others, which helps her to absorb wisdom.
- The father-daughter relationship between Babamukuru and Nyasha is characterized by instructions and commands, which push her to react/rebel (which helps in bringing out her radicalism).
- It is in his relationship with his wife and extended family that Babamukuru's dual nature as at once paternalistic and bullying is brought out.
- Lucia's sexual relationship with Takesure brings out her self-assertion and her rebellious stance against the traditional set-up.

More focused, controlled and critical answers were expected to classify the relationships into father/daughter (filial), husband/wife, extended family and/or white/black relationships.

The other side of the answer would constitute the view that other factors such as masculinity, racism etc are more central to characterization. Instances of such should have included:

- Maiguru's subservience to and passivity in the face of her husband's oppressiveness, induced by the dictates of patriarchy.
- Ma'shingayi portrayed as the model of humble acquiescence, when this is forced on her by the exigencies of society.
- Bamamukuru's strong-willed decision to be independent, caused by the oppressive charity of the missionaries.

This was not a very popular question. Only **1323** candidates attempted this question, making it **13th** in terms of popularity. Of the number that answered the question, **737** scored between 0-3 giving a **57.70%.** The general tendencies in these weak scripts were:

- to ignore terms of questions.
- one-sidedness
- identifying relationships without highlighting how they delineate character.
- exhibiting poor mastery of text.
- getting into unfocused narration of the events in the text.
- faulty language structures.

A total of **568** scripts scored a mark between 4-6 with a percentage of **40.9**. The general tendency here was to:

- moderately balance the view.
- diversify the points, leaving more rather confusion that clear delineation in wake.
- present answers in acceptable language, though with only moderate scope.
- show noticeable evidence of some lame mastery of text.
- show fair evidence that terms of question were understood.

Just **18** of those who attempted this question scored a mark from 7 and above with a percentage of **1.4**. In terms of performance, this question ranked **6th** scoring a **44.3%** pass.

The following meausures could be applied to help improve performance in subsequent questions of this nature.

- Drilling candidates on general notions highlighted in the text.
- Drilling students in techniques of question interpretation and slanting.
- Carrying out practical sessions on applying concepts learned to life.
- Cautioning on the importance of good English and orderly presentation of material.

JOHN NKEMNGONG NKENGASONG: *Across the Mongolo*

Question 9.

Candidates were expected to select any three items from a list of five from Nkengasong's *Across the Mongolo* and write short notes on each. They were specifically, expected to do the following:

- Identify the item and situate it in the text,
- Bring out at least two issues and illustrations on each of the chosen item.
- Relate the illustrations to highlight literary significance in the novel.

The five items in this one-star question included:

I. **The Fon of Attah**
  ➢ He is the traditional ruler of the Attah kingdom, and custodian of the ancestral power.
  ➢ He is sharply contrasted/ stands easily in contrast with Babayaro the ruler of KamaNgola, The former's close and pragmatic leadership is in stark contrast to the latter's corrupt and ruthless administration.
  ➢ He is a loving and compassionate ruler as seen in his efforts to seek solutions to Ngwe's plight. These qualities greatly enhance character delineation, themes, style, etc.

II. **The Bridge Across The Mongolo;**
  ➢ This is the principal link between the two parts of the country of KamaNgola.
  ➢ It is full of significance as it marks the boundary between and a crossing from one to another of two cultures and two peoples
  ➢ It contributes in enhancing major themes like, marginalization, corruption etc,

III. **The Fuandem shrine**
      This shrine is found by the giant rock on the exit from Ngwe's village. The god of Fuadem lives here and it is the godhead of all ancestral powers.
  ➢ The people come here for worship and purification. Ngwe stops here for purification on his way to Ngola
  ➢ It is used as a site for healing
  ➢ Its existence engenders cultural conflict with Christianity.

   IV Wysdom College
  ➢ This is Ngwe's alma-mater, the college where he was formed before he proceeded to the University of Besaadi.,
  ➢ It reminds him of the positive practices that he inculcated there, which have built him into the person he is today: its strict moral and intellectual discipline; the positive pride of its students who form clubs to stand out – like the Top Executive Club..
  ➢ It therefore stands in sharp contrast with Besaadi University
  ➢ Wysdom College enhances flashback and other thematic elements.

   V   The YAM
  ➢ The Young Anglophone Movement;
  ➢ A group created by Ngwe with inspiration from a conversation with Dr. Ambo.
  ➢ The main focus of the group is to fight injustice and assimilation.
  ➢ This group contributes greatly to the predicaments Ngwe suffer at the end.

   Candidates were expected to explore these hints, providing adequate illustrations. The trend expected was for candidates to pick out/indicate the chosen items and give at least two illustrations relating to the item and show how the item contributes to plot, character, themes or style, etc.

However, the general trend observed was that most candidates barely picked out the chosen items, did not respect the rubrics of the question apparently, because the questions seemed quite popular, while some spent time attempting all five items.

This question was chosen by **3752** candidates of a total of circa 11854, thereby, representing **31%** of total number of scripts. This question turned out the **3rd most popular**, with an overall performance rate of **64.5%** and occupied the **1st performance position** for paper. Details of the performances show that about **1330** candidates scored in the poor range, representing close to **35.5%**. These answers were mostly characterized by;

- Shallow understanding of the items
- Poor mastery of text
- Insufficient illustrations

In the next bracket were **2318** candidates who scored between 4 – 6 on 10, representing **61.81%** .These answers showed a mastery of the text, fairly good use of language but were marred by insufficient illustrations.

Only **104** candidates of the total number scored above 7, representing a paltry **2.7%.** These candidates understood the terms of the question, gave apt illustrations and portrayed a good mastery of the language.

It would thus be recommended that in teaching question on short notes, teachers should let the students know that some key elements must prevail;

- Indicating the item/event chosen;
- Giving at least 2 apt illustrations of these;
- Explaining the literary significance of the item or event;
- Limiting the answer to the rubrics of the question.

Question 10.

This other **one-star** question was on an element of style – contrast. Candidates were expected to elaborate the different levels of contrast as used in Nkengasong's *Across the Mongolo*. The role and importance of contrast as used by the author was of paramount importance to this question. Candidates could consider the following:

- Contrast seen at the level of setting – the order, cordiality, communal life, peace etc that prevail in Kama stand in direct contrast with the hostile, corrupt, individualistic life in Ngola
- The scenery in Kama which is natural, beautiful and unadulterated contrasts with the artificial, uncouth and vulgar glimpses we get of Ngola.
- At the level of institutions, Wysdom College portrays order, discipline, and cleanliness whereas the University of Besaadi appears to breed disorder, indiscipline, filth, etc.
- Contrast also exists at the level of government. The effective, just, incorrupt and feeling traditional administration of Kama stands in contrast with the ineffective, unjust, corrupt and sadistic system of rule in Ngola.
- We also have contrast in character: Teacher Marewe the dedicated teacher contrasts with the corrupt and empty Abento, etc
- In ideology, we can say Christianity contrasts with ancestral worship. Note that these conflicting ideologies go a long way to account for Ngwe's father's refusal that his son should not become a priest.

Candidates were expected to explore any <u>three</u> levels of contrast with apt illustrations. A good number of the candidates understood the demands of this question but hardly got to three levels of contrast.

Question number 10 turned out to be the **2nd most popular question** chosen by candidates and **3rd in performance** in Paper 2. A considerable number, **7449** candidates, attempted this question, representing about **63%** of the total number of candidates. However, **2281** candidates fell within the poor range, representing **30.62%.** These candidates mostly:

- displayed poor mastery of text;
- did not understand the terms of the question;
- answers were not adapted to the element of style (they did not use the critical approach);
- gave vague narrations of the story line
- limited answers to one level of contrast.

Meanwhile, **57.9%** of the candidates – **3563** of them – performed fairly well, between 4 – 6 on 6/10 and their answers demonstrated that they:

- understood the demands of the question
- discussed at least two levels of contrast
- showed a fairly good mastery of the text through apt illustrations.
- language was acceptable.

Finally, **305** candidates scored 7 and above, representing a small percentage pass of **4.3** for scripts considered to be good. These ones did not just understand the terms of the question, but also:

- exhibited good mastery of text through apt illustrations'
- handled at least three levels of contrast;
- demonstrated mastery of the language was good.

This question, apart from being the second most popular for the candidates, was also candidate friendly as was seen in the fact of the overall 60.9% of passes in the fairly good and good *gamuts*, and in the fact of the 3rd position it occupied.

It is recommended that teachers should treat elements of style with an eye for details. The different levels of setting and contrast should be emphasized. Also, the interest shown on Cameroon novel by the candidates cannot escape the close scrutiny of any observer. The novel **Across the Mongolo** received came quite into focus especially because the candidates' performance in it was quite enviable (even if it was just average in showing and even if this performance could have been better, because of its familiarity), an indication that when candidates understand a literary text well and answer the selected questions well/following expected rubrics, expected good results would be attained. Therefore, teachers in classrooms should always encourage their students to select questions on texts they easily identify with; to select questions from texts whose setting and/or subject matter they are undoubtedly familiar with.

SECTION C: POETRY
GEOFFREY CHAUCER: *The General Prologue and the Franklin's Prologue and Tale*

Question 11
Set on Chaucer's *The General Prologue* and *The Franklin's Prologue and Tale*, question 11 was a **two star** question that expected students to show how some characteristic features of the Franklin's portrait in the General Prologue are instinctively infused in the tale he tells. Critical minds were however expected to also argue that some aspects of the tale are a mismatch between the Franklin's character and his tale. The answers were supposed to highlight the following matches:

➢ The Franklin pleasure loving temperament ties in with the atmosphere of frolic that pervades the Garden Scene in the tale where the characters indulge in picnicking and dancing.

➢ Similarly, his generosity is reflected in the largesse with which characters such as Averagus and Aurelius, etc, relieve persons in dire need and with predicaments.

➢ His expedition on the pilgrimage, seen as a religious crusade, matches with the chilvaric exploits of the knight, Averagus.

➢ His quest for nobility which prescribes humility, honesty, loyalty, respectability and overall gentility (so the portrait of the knight in *The General Prologue*), certainly motivated him to tell a tale on the virtues of gentility which would resonate with the aristocratic audience among the pilgrims.

However, the mismatch between the Franklin and the Tale are reflected in the following aspects:

➢ He is not of the aristocratic class, yet forces himself into this prestigious circle by telling a tale that pleases their taste.

➢ His tale moralises on the fidelity in marriage when we are not told whether he is married or not. The portrait leaves us with the impression of him as a pleasure lover...

In spite of such abundant and varied material at the disposal of the candidates, the majority of them shied away from the question, and as such it was classified 12th in the popularity rating. The performance in this question registered an overall poor performance with **1.039** out of the **1374** attempts scoring between the 0 – 3+ mark, constituting an alarming **75.6%** poor performance. The average performance – **326** in number – registered a percentage of 23.7 while the good scores, barely **9** in number, were a bleak mere 0.65% performance

The poor performance 0-3+ range could be accounted of the following lapses:

➢ Wrong interpretation of the pivotal terms of the question – inextricably linked – even though the second term 'linked' readily provided the clue to the interpretation.

➢ A bulk of the answers were characterized by vague and clumsy narration that ignored the terms of the question.

➢ Sketchy notes as answers, with no sense of purpose.

➢ Faulty and even irrelevant ideas that betrayed the candidates' poor knowledge of the text.

➢ Clumsy expressions marked by wrong use of tenses, poor spelling, indifference to punctuation.

The average few, with marks ranging between 4-6+ grappled with the terms of the question but their answers were marred by the following flaws:

➢ Points that were not well focused.

➢ Narrative structure with rather implicit relevance.

➢ Rambling, and/or plodding discussions.

➢ Acceptable language but tinted with grammatical lapses

➢ Relevant ideas that were neither striking nor forceful.

➢ Uncritical acceptance of the terms of the question while glossing over the critical twist.

Good answers with performance that hit the 7+ mark, were few and far- between. These few answers reflected the following striking qualities:

➢ Good understanding of the terms of the question.

➢ More than sufficient number of points were raised that were focused.

➢ Coherent, neat and logical structure.

➢ Polished language marked by lucid expressions.

➢ Critical balance.

➢ Convincing conclusion tailored to show the candidates personal judgement.

The above poor performance in this question would be averted subsequently if colleagues in the field heed to the dire need for remediation in the following areas:

> ➢ Extend the teaching of characterization in class to include the bond between tellers and their tales.
> ➢ Thorough mastery of the socio-cultural background of the poems.
> ➢ Exploration of clues that will enable candidates to interpret terms of questions correctly.
> ➢ Doing drills in grammar, with special emphasis on punctuation, paragraphing, spelling, subject-verb concord.

Question 12.

This was a one star question that expected the candidates to show how Chaucer creates different settings – time, place, psychological, etc, in both *The General Prologue* and *The Franklin's Prologue and Tale* to enhance his themes, develop his plot and delineate his characters. The quality of the answer was expected to spotlight the following facts.

> ➢ In the opening lines of *The General Prologue*, Chaucer captures the spring time setting, marked by the reviving showers that engender the growth of plants, the mild and energetic sunshine, the refreshing breeze and the melodious notes of birds, all of which inform a charming moment in the calendar of seasons that provide a motivation/impulse for the pilgrimage, matching rebirth in nature with spiritual rebirth.
> ➢ The choice of the Tabard Inn, described in terms of the spaciousness of its rooms, delicious meals and the savouring of wine. The special delight that the pilgrims manifest in the enjoyment of the above worldly concerns, at the detriment of spiritual interests such as meditation, penitence and prayer goes to belie the genuine sacred motive of the Canterbury pilgrimage, thus providing the reader with the earliest satirical hint on the pilgrims – Chaucer's tongue in cheek swipe at the hypocritical fellowship, ostensibly on a holiday excursion under the guise of a pilgrimage of Christian crusaders.
> ➢ The time setting of *The Franklin's Prologue and Tale* in some distant medieval past, when Breton lays (folktales of heroic exploits) were popular sources of entertainment among people of Britanny (today France) convinces us of the theme of chivalry, which is central to the tale. Indeed an atmosphere of ancient deities and heathenish arts of magic pervades the setting, thus tuning in with the whole fairy tale experience of the poem.
> ➢ The coastline with its view of grisly black rocks heighten Dorigen's fears, sadden her spirit (psychological setting) and compound her anxiety for the safety of her husband. It is the deep-seated hatred she reserves for or has for the rocks that compels her to rashly pledge to defile her chastity with Aurelius if only he can get rid of the rocks that are thorn to her spirit.
> ➢ The garden at the heart of the spring, fashioned by the craft of a talented gardener in beauty such that it can only be parallel to paradise itself – with the fragrance of alluring melancholy, provides a haven for picnicking, mirth jollity and dancing all of which lure Dorigen. It is in the course of her diversion in this garden that she gets trapped in the snares of Aureliius, who is the serpent counterpart of Eden.

It was a very popular question, with **3632 attempts**, thus ranking it **5th** in terms of popularity rating. However the bulk of the attempts, **2291** registered poor performance, scoring between 0 – 3, indicating a dismal performance of 63.1%. This poor performance was occasioned by the following lapses:

> ➢ A surprising poor concept of the "varied notions of setting".

> ➤ Vague and irrelevant narration of the portraits of the characters, meaning that the terms of the question were ignored.
> ➤ Clumsy, ungrammatical and uninspired accounts..

The average mark 4-6 was attained by **1306 candidates**, registering a percentage of **35.9%**. Such answers were characterized by:

> ➤ Moderately full but not very forceful content.
> ➤ Implicitly relevant narrations with tendency to plod and/or ramble.
> ➤ Acceptable but not felicitous language – marred by wrong use of tenses or punctuation, loose paragraphing and wrong spellings.

The good range score – 7+ – was attained by **35** candidates with an abysmally low percentage of 1%. These answers exhibited:

> ➤ Good interpretation of the terms of the question.
> ➤ More than the required number of points in a well-focused attempt.
> ➤ Neat and logical structure.
> ➤ Polished language marked by brilliant expressions.
> ➤ Logical conclusions.

Again, the poor performance in this question could have been averted; henceforth, teachers should do all they can to address the following remediation proposals:

> ➤ Do a thorough foregrounding on the various notions of setting and their relevance in the various works with special emphasis on Chaucer.
> ➤ Carry out regular drilling on question interpretation, selection of relevant points that tie in with the terms of the question and on organisation of the relevant points into a coherent answer.
> ➤ Also carrying out drills on grammar – subject verb concord, punctuation, paragraphing, spellings.

ALEXANDER POPE: *The Rape of the Lock*

Question 13

This **one-star** question required the candidate to discuss the assertion that *The Rape of the Lock* is replete with religious overtones. Accordingly, candidates were expected to select and comment on elements of the poem that hint, allude or echo religious practices and issues. Four such elements were expected and the discussion of the candidates was show supposed to show how these enhance certain elements of the narrative poem, such as satire, allusions and connotative expansions or allegorical depth.

Actually, the narrative poem is rather cluttered by religious overtones, some overt and others covert and more distantly allusive. However, any four from the range were welcome, including the following:

> ➤ First, instead of titling the poem simply as the snipping off or cutting of the lock, the author pushes the boundaries of shock with moral overtones of something heinous by titling the book *The **Rape** of the Lock*. This moral factor is religious in nature and its brazen wording is expected to shock Judeo-Christian sensitivity for which even mutually engaged sexual relationship out of marriage is anathema. The shocking title creates a suspenseful beginning of the narrative and its realization which eventually constitutes the climax of the tale brings out

the slightness and mock epic quality of the work. The title thus accentuates the bickering of humans over minute issues, employing the grandiose, aggrandizing terminology of real epics – in this case, borrowing from the concept of moral depravity to shock and enhance reader interest.

➢ Right at the beginning of the narrative poem, we are introduced to the convention of the invocation of the muse. For his own purposes, Pope juggles our attention by invoking his friend John Caryl instead of the conventional goddess of poetry, Calliope. Yet the invocation convention clearly echoes the religious act of prayer, particularly of invoking the Holy Spirit for divine assistance, a practice common among Christians about to face an arduous engagement. This is a kind of religious mimicry by which Pope trivializes this solemn practice in calling upon his earthly friend rather than the goddess of the convention he is appealing to for inspiration.

➢ While Belinda sleeps, Ariel visits her to give her a warning of impending doom. The message and circumstances may differ, but the aura of the annunciation to Mary by Angel Gabriel cannot be missed. Of course, the correlation is meant to be an undertone and a subtle expansion of the undivulged idea straight from the bible, specifically from Luke 1:26-28. Besides, Joseph the husband of Mary is also said to have been warned by an angel in his dream to take the child Jesus over to Egypt because King Herod intended to kill him after the visit of the Magi. Several other biblical echoes of angelic warnings also apply here, echoed in Ariel's dream warning to Belinda.

➢ At her dressing table where she worships her own mirror reflection, Belinda evokes a complex of religiosities. The crowded table is a caricatured altar on which is placed various elements of adornment – jewelry, make-up and hairstyling implements rather than the actual religious objects like the candle and scriptures. Belinda at the table is very much of a priestess at her altar of sacrifice, a hint further elaborated by the presence of her serving maid who also echoes altar servers. On Belinda's neck is a "sparkling cross" which "Jews may kiss and infidels adore". The insinuation is both of passionate devotion and debauchery, again a sarcastic comment on the confounding of true worship and devotion by the kind of attachment to the earthly adornments in magnificent churches noticed in some religiously-minded people. In such cases, earthly splendour is confused with the divine and worshiped like the infidels are expected to do in this section of the poem.

➢ Of altars, the Baron replicates Belinda's religious frivolities, along with the religious implications. His is an altar of love, so to say, with French romances, garters, gloves and love letters, but with Belinda as the object of his piety, his object of worship. However, the Baron indulges in self-worship more, glorying in his romantic quest which can hardly be considered innocent. Thus, the Baron's altar is demonic in tone, like Lucifer's, focused on self, pride and lust rather than on the divine.

➢ Different characters evoke religiosity from various perspectives. More directly religious are spirits, the sylphs who fittingly represent guardian angels while the gnomes are satanic in nature and practice. We note the descent of Gnome Umbriel to the cave of spleen, which easily echoes the descent into Hell/Purgatory or Limbo at death by Jesus, before his resurrection, a Christian expressed belief. The cave is the place of evil whence the gnome brings forth bags of sighs, vials of tears and intensity of grief for Belinda, a negative bagful not different from what is expected in the purgatorial underworld where Jesus is believed to have descended. However, for Pope's poem, the hint ends there. For Jesus however, Judeo-Christian belief holds that He uploads salvation for Limbo dwellers and secures salvation for mankind.

> ➢ Striking among the actual human characters is Clarissa whose message bears the weight of religious moral and social wisdom. She sermonizes on the passing nature of life and how beauty fades but wisdom remains, which is a better thing to hold than passing beauty. Clearly, this is an "otherworldly" enunciation, as religious as any moral or religious message.

A total of **1860** candidates attempted the question, making it the **9th** in popularity rating among the sixteen questions. Those who scored less than four where **1514**, representing **81.4%**. In the average brackets were **337** candidates who represented **10.1%**. Only **09** candidates happened to score above average, representing **0.5%**. In terms of performance, this question was **14ᵗʰ** with a percentage pass of **18.6**.

Very poor answers had a graded range from those that completely ignored the terms of the question, through mere fumbling and sketchy partial focus to textual irrelevancies.

The average answers were typically only moderately full, lacking focal incisiveness and progressive structure. At this level, the candidates either elicited just about three elements of religion or if they reached the required four, they did so sketchily. Additionally, most of the average answers were linguistically flabby.

The good answers, which were few and far between, were well focused, eliciting adequate or ample and apt textual evidence and discussed in language that had few errors.

Remedially, being able to harness the demands of any literature question is predicated on the ability to explore the text. One way to have the text on finger tips is to use a structured approach to plot. This in effect requires that while the teacher maps out the structure of the text and constituents of the various compartments (including episodes and stylistics). S/he should also assign students to do project work on elements that would require a personal acquaintance with the text by every student involved in the given project. For example, this question on religion in the text is only one of possible other testable items that should be researched in the text. Lust, fear, suspense, contrast, journeys, conflicts, settings, to sample just a few, could be the project focus for various groups who should report to the entire class. Anyone who documents the chronological development of any of the items and listens to the presentations of the others is likely to be better placed and explain just any other component required by the examiner (including those not covered in any of the project assignments) like this one. This way, speculative-cum-dissipated reading is limited and rounded, creative and well-formed mind comes to the examination room ready for any kind of question, the facts all under harness for required use.

Question 14

This alternative to question 13 was **a three-star question**, requiring candidates to bring out the price of love or examine love as sacrificial in *The Rape of the Lock*. Virtually all love instances were eligible for discussion, with expansive elements like strategy, misunderstanding and joy or sorrow to group and inform the sacrificial and amorous details.

> ➢ Principally, however, Belinda and the Baron constitute the central focus, the former taking pride of place. Accordingly, she is presented as a hypocritical temptress, dressing up conspicuously to consciously seduce or lure men, despite her veneers of religion like the cross-shape brooch of her chain. Of this cross, the author takes time to detail that it hung conspicuously on her white breasts, rather like an alluring pointer to her femininity by the mammalian protrusions. By the same token, her conspicuous hair-locks are designed to lure the male folk. The Baron falls for it at her cost and snips it to deprive her permanently of her lock of hair. It is a price she pays and expresses in and with a desperate sense of loss. It is the price she pays for the love she craves by her seductive appearance.

➢ The rape of her lock, a possession she highly values, is also pain-inflicting to her. The lock epitomizes her beauty and she bewails it. The loss of her lock of hair, which is described as being divided by two black ringlets (note the lewd overtones), hints at her loss of innocence, again a cost of lustful love.

➢ Belinda pushes on with her plan to go for the contest of cards (game of Ombre) in despite of the advice given in her dream vision by the Sylph. The cost of this is the loss of the services of the sylphs, for the sylphs abandon her at the end, thanks to the consequences of her failing to take their counsel. That too is the price of her hinted love quest.

➢ Another expression of cost is Belinda's loss of self-mastery as she becomes hysterical, having lost her composure and earlier show of self-possession. Her earlier imperious bearing loses itself to the control of negative forces, the gnomes and their hell-unearthed emotions from the cave of spleen. It is the picture of lost love, which is ironically the cost of love.

➢ Clearly, Belinda loses her happiness, dignified bearing and even peace of mind in her secret amorous suit. She confessedly wishes she had never been admired by a man, cursing herself for being the first maiden betrayed and tormented in the process of courtly love admiration. She regrets leaving home and flirting with youthful lords. It is the price of her pursuit of love that she converts from a beautiful object of admiration to an infuriated and disappointed loser. Umbriel makes it a point of duty to take advantage of Belinda's plight by inviting the Queen of Spleen to make matters worse. It is also to the blemish of Thalestris that she pretends to be on Belinda's side (by poking her wounds with reminders to her of how hard she had worked to get her hair beautiful and the consequences of her hair loss). She avoids helping Belinda on the excuse that her own reputation would be at stake in the process. In addition to Belinda's plight must be seen the treachery of Clarissa who helps the Baron damage her lock and then goes on to lecture her how to get over it. The speech, which is rather deflating to the reputation of Belinda's beauty, adds to the cost Belinda pays for her love venture.

➢ Belinda's is a lonely end, when all those who fussed all about her abandon her. Her beauty (symbolized in the lost lock) gone, she only has the tongue-in-cheek sermonizing of Clarissa as comfort. One cannot help reading a feeling of treachery in Belinda's experience vis-à-vis Clarissa and Thalestris who are like jealous or rival counterparts to her love quest and another price she has to pay for love.

➢ By the same token, the Baron sacrifices love tokens and gets humiliated for his infatuated love of Belinda. It is in the package of his strategy, process and sorrow that his love adventure is embedded. Thus, he pretends to be involved in the game of Ombre while plotting to ravish Belinda's curl of hair. Totally lacking in sympathy, he wants to add Belinda's curl to other souvenirs from other lovers. In the process, he loses a lot in terms of self-esteem. He comes out as unsympathetic in nature when Sir Plume has to appeal to his civility to return the lock he has cut.

➢ The minor characters like Ariel, Betty and the other Sylphs must be classed as sacrificing in dutifulness because they love. Ariel, in particular, is self-sacrificing and tactical in his organization of the cohort of Sylphs, assigning them to various dutiful posts and services of protecting and other forms of assistances to Belinda. Being cut in the process of defending Belinda's hair is also an exemplification of sacrificial love on the part of the Sylphs.

Some **2653 candidates** attempted this question, making it the **7th** in popularity among the sixteen questions. Of these, **2223** had a score below average, representing **83.8%**. The average scores numbered **423**, representing 15.9%. The above-average candidates were only **07** in number, representing **0.3**%

The below-average answers were characterized by such factors as completely ignoring the terms of the question, fumbling and sketchy or partial focus, little textual relevance and poor language use.

Answers that scored average marks typically were not well-focused or if focused, they lacked incisiveness and a progressive discursive structure. Most of the time the narration was prosaic and uncritical, besides being inadequate or repetitive of only two or more points on sacrifice as the price of love non-progressively. Often, when the candidates brought out the four required instances of love and sacrifice, they were rather sketchy and expressed themselves in error-packed language.

And the rather scarce good answers were well focused, eliciting ample and varied examples of sacrifice as the price of love and referring to several characters. Not only mastery of the text but also of language characterized these very few good answers.

A question on love as requiring a price is one of those issues arising in the texture of a text that candidates can easily respond to if they are familiar with the text. We recommend a text encounter approach as with the previous question. In groups, students should be given projects that involve mapping out the occurrence of one or several issues or stylistic factors of each text. The structured familiarity with the text is likely to enhance textual mastery that should be summoned to the fore when require as in this question evaluated.

WOLE SOYINKA: *Poems of Black Africa*

Question 15

The question expected candidates to discuss varying prison experiences in any three poems of the selection of poems of Black Africa and through this argue whether prison life is more punitive than reformatting. They were expected to highlight the following in their answers:

➤ The ironical presentation of prison experience in Soyinka' "Purgatory" which far from being reformatory like the Biblical purgatory is a centre for torture and dehumanization. Candidates could illustrate this through a presentation of details like the cruel beatings prisoners receive from the shrieks of whipping that reign in the air, the callous treatment of their wounds by "surgeons", recollections of their miraculous revival from the shadow of death which propel their minds into a callous shelter of resignation to an unpredictable fate etc.

➤ The frustrating predicament of an estranged Africa probably heightened by his being in jail. His gloom is made manifest by thoughts of timeless uncertainties as he waits for the fate that will befall him - caught in the web of psychological tortures as he tries in vain to trace his roots with a tinge of nostalgia.

➤ "Autopsy" through the snippet that reports the brutal shooting of an inmate, further compounded by the cruel kick he receives from a warder which opened the stitches in his wounded stomach.

➤ "Ulysses" by Wole Soyinka in which the speaker recounts his ordeal in an incarceration centre, intended to numb and stifle him, but which he transforms into a spring board for the revival of creative writing.

➤ "Letter from Pretoria Central Prison", in which Arthur Nortje recounts a prison experience in which prisoners are reduced to a string of routine activities. The speaker's consolation derives from the fact that though incapacitated, his prison experience is void of torture and disrespect of human dignity, etc.

Of the 23,574 scripts sampled, **1,144** attempted this question, giving it the **13th** position in terms of popularity and a colourless **11th position in terms of rank/performance**. Most candidates who attempted it deviated from the terms of the question, failing to provide convincing illustrations in

uncritical answers. Performance was largely poor as **860** that is, **75.2%** of the 1,144 candidates who attempted it, scored marks in the poor range of 0-3/10 These poor answers had the following flaws:

➢ Very poor mastery of the poems.

➢ Very skimpy, at times erroneous/grossly inaccurate illustration of terms of the question in chosen poems.

➢ Unfocused responses – with candidates ignoring the thrust on the prison experiences and presenting answers that had no bearing with the expectations in the question.

➢ Very insufficient illustrations, most often limited to Wole Soyinka's "Purgatory".

➢ One sided and uncritical responses – candidates could illustrate, albeit insufficiently, only punitive prison experience in one poem only and in such cases failed to provide a critical twist.

➢ Poor language expressions, faulty tenses, spelling lapses etc.

A mere **276** candidates, that is **24.1%** scored in the average range of 4-6. These answers were skinny, lacking in depth, and were presented in/with insufficient poems and in one sided answers. These attempted to present punitive experiences of prison life in squinted responses with insufficient, unconvincing arguments.

An insignificant **08** of the 1,144 sampled answers, that is, **0.7%** impressed in the range of 7-10. These candidates showed a very good understanding of the terms of the questions and presented both the punitive and reformatory aspects of prison experiences in at least three poems.

The general performance of 24.8% could be more impressive if candidates had assigned themselves to a thorough appreciation of the poems emphasising their thematic relevance.

For a subsequent improvement in performance the following pedagogic strategies could be primordial:

➢ Emphasising all thematic aspects in the teaching of the poems of the selection.

➢ Drilling students on the dynamics of question understanding, interpretation and on answering A/L questions.

➢ Sustaining students' critical abilities and insisting on the essence of sound judgment especially in tasks that necessitate arguments.

➢ Ensuring a close and in-depth story/reading of poems from the selection with a keen eye on details as these would be paramount for textual illustration.

➢ Incorporating language drills in the teaching of poems of Black Africa, with emphasis on grammar, spelling, punctuation etc.

➢ Drilling students on the convention governing the quoting of words or lines in poetry.

Question 16.

This final question on the set questions rubric, one of the 2 three-star questions, expected candidates to show awareness of the dramatic elements of poetry and to use three poems from the selection to illustrate them. They were supposed to highlight qualities such as conflicts, witty language, the use of props and cast, scenic effects, dramatic/ironic/ unexpected situations/happenings, dramatized actions, mounting moods/ emotionally intense moments, rhetorical questions, exaggeration, etc as evident in the following or other poems:

➢ " Upheaval" by Mbella Sone Dipoko, with the visible dramatic and exciting action of the tyrant, the emotional and pathetic story of the oppressed as they flee in disarray, the vivid details, the prevalence of a strong gloomy mood of fear and panic etc.

> ➤ "Fado Singer" by Wole Soyinka, with dramatic aspects such as the song of praise for the girl, suspense created by mystical powers that enable and inspire her to pray, the emotional intensity generated by the impact of her song etc.
> ➤ "Letter from Pretoria Central Prison" by Arthur Nortje whose obvious story line contains pathetic prison experiences, the vivid and detailed description of their daily routines, the comic consolation of his wife who does not find mirth in his strict routine, etc
> ➤ Ironic situations, like in "Introduction" wherein erstwhile intellectuals are not easily recognized or given the reverence they deserve.
> ➤ Abundant use of the 'apostrophe' in Lenrie Peters's "It's time for reckoning, Africa", in Wole Soyinka's 'Dedication' etc.

Other poems like "Rhythm of the Pestle", "Waiting" – the list is endless – could also have been chosen for exploitation. Candidates were to illustrate that an exploitation of these aspects in poetry would sustain an emotional dramatic effect in the reader for greater poetic effect.

Unfortunately, this was **the most unpopular question of the sixteen questions**, being classified **16ᵗʰ** in popularity rating and **15ᵗʰ in terms of performance**. The general trend was for candidates to ignore the terms of the question and delve into irrelevant and vague ideas that were unrelated to its expectations.

Of the 23,574 answers sampled, only **682** attempted it, giving an insignificant participation percentage of **02.93%** and a success rate of **16.6%.** Some **569 candidates**, that is, **82.4%** of those who attempted it were classified poor. And **113**, that is coincidentally the same **16.6%** as above, scored in the average range. Generally, performance was deplorable as no candidate featured in the above average range of 7-10.

The poor answers were flawed by the following;
> ➤ None-respect of the terms of questions – apparently the majority of the candidates did not understand the central concern, dramatic quality.
> ➤ Thin illustrations – candidates could only emphasize one moderate aspect or two thinly developed aspects of dramatic quality.
> ➤ Mere rambling on the poems' emotional appeal to the reader.
> ➤ Wanton irrelevance: poems used where inappropriate.
> ➤ Improper language structures.

The insignificant 113 proportion that scored in the average range highlighted convincing though insufficient dramatic qualities in the poems chosen. They used apt poems but were not sufficiently forceful and their style generally was ordinary. Also, quite a good number of the answers were implicit.

Generally, performance was deplorable. This generally poor performance could be improved if the following remedies are emphasised:
> ➤ Drilling of learners on aspects of dramatic performance as the teaching of poetry is expected to incorporate the teaching of dramatic elements.
> ➤ Emphasising all aspects in the teaching of poetry because candidates may be expected to show awareness of the inter-connectedness of these in given task.
> ➤ Poetry should not be taught in isolation; of course there should be emphasis on inter-relatedness of genres as aspects such as dramatic or even narrative qualities which are mostly imported in poetry could be evaluated.
> ➤ Drilling of students on the mechanics of questions interpretation considering that questions on poetry could be worded in many ways, and modelling these answers once in a while with them.
> ➤ Emphasising language issues, the use of correct expressions, spelling, punctuation

➤ Drilling students on the convention governing the quoting of words or lines in poetry, etc.

PAPER THREE
CONTEXT QUESTIONS AND LITERARY APPRRECIATIONS

A practical paper aimed at training and or sharpening in learners a variety of micro-skills and competences. The paper is structured into coupled four segments: A, B, C, and D. The first two focus on set drama texts while the second are based on two unseen appreciation (prose and poetry) passages. The sub-questions for each segment range from a – e. All the questions are compulsory.

SECTION A: (CONTEXT QUESTIONS)
WILLIAM SHAKESPEARE: *Hamlet*
QUESTION 1

An extract from the Shakespearean text above on which a variety of tasks numbered **a – e** were designed to test candidates' micro-skills and competences in language, relevance of prose, figurative language, character delineation, thematic concerns, mastery of plot development, and stagecraft/creativity.

1 a(i & ii) This is a traditional language-based task which tests candidates' ability to understand content and context and express in good modern English prose chosen lines from the extract. Such a task calls for the use of direct speech **only**, respecting relevance/completeness in content and grammatical accuracy.

About **70%** of the answers fell in the poor mark range due to one or a combination of the following drawbacks: the use of paraphrasing, skewed or incomplete content, unnecessary explanations, inappropriate syntax, non-respect of the expected Simple Present Tense, outright irrelevance or simply ignoring the question. The use of reported speech has considerably dwindled, but the other fossilized defects continue to ridicule the efforts of candidates, and are worthy of attention.

Average attempts, estimated at about **29.5%**, seemed to have understood the task but either failed to respect the tense, or glossed over **a(i)** by leaving out the second segment which they probably considered a repetition of the qualities of Hamlet underlined in the first segment.

A negligible few, about **0.5%**, who mastered the task and text, neatly expressed the lines in clear and apt modern English prose respecting the tenses, and fullness in content. Performance of such felicity would increase if appropriate strategies are employed during our teaching/learning.

Since practice makes perfect, regular drilling should be the key strategy, especially during pre-, while- and post- lesson activities, to improve the performance of candidates. During such exercises, candidates should be trained to religiously adhere to the following canons that guide this conventional task:

- the use of direct speech ONLY;
- no introductory phrases like "It means that …., or he/she says that ……" or comments at the end;
- completeness in ideas/content and grammatical accuracy, especially strict respect of tenses;
- substitution of archaic words/expressions like "thy, thou", etc.;
- effecting syntax inversions when necessary.

1 b (i) Candidates were expected to comment on the relevance of the use of prose at the beginning of the extract. They were to point out that the prose reflects Hamlet's feigned psychological descent into insanity and reinforces his disguise; it serves to engage audience sympathy for Hamlet as well to achieve the purpose of a blunt/direct putting-off message to Ophelia.

About **75%** of the responses here veered far away from the expected focus, informed by ignorance or inappropriate interpretation. The rest of the responses fell into the average zone by either commenting only from the perspective of audience sympathy, or direct message and easier accessibility by the audience.

1 b (ii) Candidates had the task of identifying and commenting on the effective use of any one figure of speech. The passage was rich in a wide variety of examples that ranged from Simile, Metaphor, Personification, Euphemism, Symbolism, to Apostrophe. Yet more than **55%** of the responses failed to score above ½ on **1** due to inability to convincingly identify and comment on effectiveness, while some simply ignored the task.

It should be underlined that such tasks on stylistic devices usually call for identification (citing or paraphrasing and naming), explanation and a comment on effectiveness for an answer to pretend to a maximum score.

1 c (i). The task here was for candidates to discern and convincingly illustrate any character trait of King Claudius evident in the extract. The following qualities were expected: pretentious/cunning, foresighted/deep psychological insight, vicious/malicious, self-centred/astute politician, etc. About **70%** of the candidates could advance valid claims, but just half of those responses were backed by appropriate illustrations from the extract. Performance was largely average with about **20%** obtaining the maximum score of 1. Candidates should be trained to always substantiate character traits with evidence from the extract primarily, unless instructed otherwise.

1 c (ii). Here, candidates were to identify and illustrate any major issue or preoccupation broached in Ophelia's lament. Issues like love/courtship, madness/disguise, pessimism/frustration, etc. were discernible. Yet about **38%** of the answers blundered into trivial discussions on the theme of crying, anger, disappointment, conflict, etc. or irrelevant explanation of the cause of the blighted love affair between Hamlet and the ill-starred Ophelia. About **50%** of the responses got an average score of ½ on **1** by appropriately identifying a relevant preoccupation though illustration showed some grappling. Slightly above **10%** of the responses came through with a superlative score by virtue of a convincing identification of an issue and appropriate illustration in flawless expression.

1 d. This sub-question was in two connected parts. In the first place, candidates were to state Polonius' suggestion to the King intended to solve the mystery of Hamlet's disquieting melancholy. The second part expected them to establish the outcome of the implementation of that suggestion.

About **40%** of the responses exhibited total ignorance or vague notion of the plot of the story by either delving into irrelevant discussions, or clutching at the previous intrigue/scheme of having Ophelia bump into and converse with Hamlet, with the King and Polonius within earshot.

Responses in the average range, about **50%**, were handicapped by inaccuracy in either of the two sub-tasks. Interestingly, an encouraging **10%** of the responses clearly described Polonius' scheme to hide behind the arras in the Queen's private chamber and eavesdrop her interview with Hamlet, pointing out the tragic consequence of that daring experiment on the officious Polonius.

It was largely an above-average performance, but teaching on the field needs to also emphasize on identification of major plot signposts alongside attendant significant consequences.

1 e. This sub-question, angled at creativity and the training of life-skills/competences in learners, required candidates to identify and explain any two possible stage craft elements that would generate interest in the audience if the scene were to be enacted. The following were expected:

- the variety and intriguing cast: the King's seeming disguise of his viciousness and heinous designs on Hamlet and deep psychological insight markedly contrasted with Polonius' evident naivety; the King's vicious character made more despicable by contrast beside Ophelia's angelic disposition in her genuine feelings/concern for Hamlet;
- the possible varied costume given the social ranks of the characters;
- the scenery and possible stage props for décor in a royal setting;
- use of available stage directions;
- dramatic action/spectacle notably possible gesticulations to accentuate Ophelia's lament;
- lighting to match the dramatic action/spectacle;

About **26%** of the answers showed very little knowledge of stage craft elements. These diverted into unrelated aspects and irrelevance like production hurdles. Close to **38%** could cite at least one relevant element but were at pains to convincingly explain. Encouraging answers were evident in the rest of the scripts, **25%** of which scored at least 1 on 2, while the rest **11%** earned up to 1½ and even 2 on 2 by virtue of a clear identification, illustration and convincing analysis of two relevant elements in apt language.

It should be reiterated that the relevance of such innovative skills-based tasks is to raise the Literature in English examination beyond a simple reproduction of textual facts into the realm of cognitive stimulus to enable learners sharpen and exhibit essential practical life skills.

Overall performance in **Q1** was clearly mediocre. On a total sample of **7,498** scripts, a colossal **5,571** making up **74.3%** of all the attempts, fell into the weak/poor category score range of 0 – 3+; **1893** scripts representing **25.2%** scored in the average mark bracket of 4 – 6+; and only **34** scripts estimated at **0.5%** were judged satisfactory or worthy of distinction – 7+.

The following palliative suggestions need to be taken seriously if the dismal performance in the above question is to be reversed subsequently:

- ➢ Shakespearean texts should be started in the **Lower Sixth** class to allow enough time for the recommended thorough reading alongside while-reading and post-reading drilling exercises.
- ➢ Teaching on the field should devote enough attention to the drilling of candidates in this unavoidable or inescapable task to stem the tide of such poor performance.
- ➢ While treatment of the Shakespearean text should be done in manageable segments or teachable units, learners should always be guided through regular drills/tasks to enable them see the connection between the previous and subsequent units/segments or the plot signposts in general.
- ➢ Adequate emphasis should be laid on stagecraft elements from the perspectives of production and audience appeal.
- ➢ Besides the focus on traditional literary elements, we should always make it a point to expose our learners to the following fundamental aspects of Shakespearean drama texts within the purview of the syllabus: hallmarks of Shakespearean tragedy/tragic hero, type/shade of tragedy/comedy, the relevance of verse and prose, the use of comic relief.

WILLIAM CONGREVE: *The Way of the World*

Question 2

Candidates were called upon to carefully read and an excerpt from *The Way of the World*, and use the content to attempt tasks numbered **(a – e)** with the following specifications:

- explaining meanings, in context, of chosen expressions in own words (paraphrase);
- identifying and commenting on the use of two examples irony in the extract;
- citing and illustrating four instances of *Restoration way of life* evident in the extract;

- commenting on the quality of friendship between Mirabell and Fainall indicating who of the two outwits the other;
- using the extract as stimulus for a talk on the ills of flattery and possible guardrail strategies.

2 a (i, ii, iii, & iv). In this sub strand, candidates were expected to use their own words in providing meaning in context, i.e., explaining chosen textual expressions in their own words or paraphrase. Performance was appalling. Poor answers that scored **0 - ½** on **2** constituted about **75%**, and were characterized by:

- blank copies, conscious re-copying of same expressions and incomplete answers;
- unconvincing paraphrasing and farfetched explanations, especially for **a (i &iii)**;
- inappropriate paraphrasing or tedious explanations for **a (ii & iii);**
- sloppy expressions and poor spelling.

Average performance almost completed the table with about **19.2%,** attributable largely to clumsy/tedious expressions, inaccurate spelling and selective or incomplete attempts.

Commendable attempts – marked by concise and precise accurate expressions and informed by relevance – were very rare. Less than **0.5%** of the **7,498** answers could lay claim to this merit. It is therefore necessary for teaching on the field to also focus on:

➢ encouraging extensive reading to enable learners grow their stock of vocabulary;
➢ constantly drilling learners on discerning the meaning of words or expressions using contextual clues;
➢ providing pointed pre-reading, while-reading and post-reading tasks to learners would also improve their mastery of these potential expressions and passages;

➢ a systematic reading and explanation of the expressions in the text is recommended;

➢ to cheat monotony, the learners could be shared into groups and charged with doing presentations on given aspects of the text, under the teacher's supervision.

2 b. Here, candidates were expected to identify and comment on the effective use of two examples of irony in the extract. A majority of the responses showed awareness of the concept in varying degrees.

About **10%** of the entire lot was distinct in citing, paraphrasing and/or describing convincingly, two different examples of irony consciously stating the types – verbal, dramatic or situational – and commenting on effectiveness on at least two literary signposts.

Close to **50%** of the attempts presented two relevant examples convincingly explained, though effectiveness was either hastily drawn or rendered lame by imperfections in expression and immature presentation.

The deplorable group made up about **40%** by displaying one or more of the following defects:

- abysmal ignorance of the concept of irony shown in trivial, irrelevant, or outlandish assumptions/claims like "*It is ironical that Mirabell is asking time from the waitress*", "There is irony when Fainall tells Mirabell that "you are becoming censorious", or "When goes into the gaming room leaving his friend alone", etc.
- incomplete answers limited to one example often vaguely advanced;
- absence of any explanation, let alone effectiveness;
- drawing relevant examples out of the extract;
- sloppy expression and inappropriate presentation; etc.

For effective remediation, it is necessary that colleagues on the field lay enough emphasis on the following:

- Enabling learners to have a proper mastery of the text;
- Using appropriate drilling tasks focused on identification either by paraphrasing or citing;
- Training learners to always provide at least two illustrations or bits of evidence, in the absence of a stated limit, to merit two marks in this practical paper (because to merit two full marks at the A Levels, they must advance, explain and in most instances give the effectiveness **of at least two claims/illustrations**);
- Drawing learners' attention to the three essential types of Irony – verbal, dramatic and situational – and their differences;
- Insisting on effectiveness to be reflected on at least two major literary signposts – theme, plot, setting, characterization, style, mood/tone, etc.
- Impressing on them the need to always read questions and instructions carefully and follow same religiously.

2 c. The focus here was identification of aspect of life of the Restoration period evident in the extract. It was a largely accessible task, yet close to **25%** of the attempts slipped into dismal scores of 0 – ½ on 2 due to irrelevance, vague knowledge of the text or hasty/sketchy claims. About **45%** were relevant and full, but weakened by a few inaccuracies and immature presentation. Just **5%** were found satisfactory in content, expression and presentation.

Teaching on the field needs to provide learners with adequate select background information as a prerequisite for studying the text, and learners be given regular tasks to identify these as they read the text.

2 d. Candidates were to discern the quality of friendship between Mirabell and Fainall, and say who of the two has the better of the other at the end.

In the first part of the question, close to **50%** of the responses revealed uncritical minds – these naively saw the friendship either as good or sincere. About **35%** were able to discern the element of rivalry or note the hypocrisy evident in the relationship but failed to back the claim with textual evidence. An interesting **15%** of the answers showed brilliance in underlining the barely disguised hypocrisy in the cynical witty repartees between Mirabell and Fainall, and conspicuous rival intrigues to outdo or ruin each other's interest.

In part two, about **40%** wrongly claimed that Fainall has the upper hand indicative of poor mastery of the text; **35%** correctly credited Mirabell with the victory but either ignored the evidence or merely glimpsed at it. Just **25%** hit the bull's eye with fluently expressed convincing and ample evidence of Mirabel's upper hand in the rivalry, notably that he defeats Fainall's villainous scheme to ransom/frighten both Lady Wishfort and her daughter, Mrs. Fainall, out of their inherited fortunes; or the fact that Mirabell has successfully used Fainall as a convenient peg for his side chick who happens to be Ms. Fainall.

Much emphasis still needs to be laid on drilling learners on the techniques of discerning and discussing character relationship and how this may impact other literary aspects of a text.

2 e. Candidates were to play the role of someone asked to give a talk to female university students on the negative effects of flattery, and how to avoid being sucked in by it.

About **60%** of the answers in this sub-task were judged acceptable and worthy of scores between 1 – 2 on 2, making it the best attempted in this question. Many of such attempts consciously adopted the role of the speaker, exposing the damaging effects of flattery and suggesting feasible guardrail strategies with varying degrees of success. Among these, a remarkable **10%** impressed by showing awareness of not just the required content of the talk, but also the appropriate format in clear expression.

The endeavours that failed to impress, close to **40%**, were marked by the following defects: ignorance of or poor interpretation of the task; hasty listing of the relevant facts; glossing over of the expected suggestions; inability to role-play by simply undertaking to propose what the speaker should say; sloppy expression.

Teaching on the field needs to accommodate this new element of creativity in its assessment toolkit by having teachers practice the designing of appropriate tasks and drilling learners on how to approach same, paying attention to expected content and format, where necessary.

In sum, performance in **Q2** was mediocre. In a total sample of **7,498** scripts, the bulk, **5,571** answers constituting **74.3%,** fell into the weak category of 0 - 3; **1,893** answers, giving **25.2%,** attained average scores, while an insignificant **34** scripts put at **0.5%** were considered good and/or very good. Pedagogic remedial strategies should consist in/of the following:

- ➤ providing learners with appropriate relevant background (select socio-historical context) of the text;
- ➤ assisting the learners to have a firm grip on the content of the text, notably character relationships;
- ➤ training or drilling them in identifying and commenting on the effectiveness of stylistic devices;
- ➤ sharpening their awareness in the exploitation of textual evidence in illustrating relevant claims;
- ➤ engaging them in regular drills with a variety of the standard and practical sub-tasks drawing their attention to both content and format where necessary;
- ➤ training them in the structure and dynamics of mini-essays;
- ➤ assisting learners in confident mastery of the text through appropriate pre-, while-, and post-reading tasks.

These strategies are likely to build confidence in candidates to attempt all the sub-tasks, rather than the prevalent selective attitude which clearly jeopardizes good performance.

SECTION B: *Prose Appreciation*

QUESTION 3

Candidates as is the wont, were expected to carefully read and understand a given prose passage and then use the information and clues from it (the passage) to answer question set on the passage.

The five sub-questions (a – e) were allocated two marks each and spanned the following gamut:

a) giving meaning in context of selected expressions;
b) picking out practices common to rural communities as found in the passage;
c) giving impressions gathered of the relationship between Munira, Karega and Wanja (characters in the story in the passage);
d) showing how contrast and introspection are used to good effect in the passage;
e) assuming the role of Karega, a new teacher, to present a talk to pupils on the first day on the value of education, the strategy he intends to adopt towards work and what he expects from them (pupils).

The statistics of performance show, from a sample of **6,974 scripts**, that the prose appreciation question was rated first in Paper 3, even if its score in percentage was just a dismal **36.3%.** Of these sampled scripts, **4,440 – 63.7%** of the sample – were rated poor, 2, 491 constituting 35.7% scored average and just 43 scripts – an appallingly low **00.6%** – were considered worth of a good mark.

In **3a**, candidates were expected to provide alternative expressions that would fit in the same context of the following expressions from the passage:

   i.   *"... cryptic reference"*   ii. *"… new flowering self"*
  iii. *"… to make a new mark"*   iv. *"… on the strength of"*

Performance here was generally rated poor. The poor answers were marked by the following lapses:

- Simple reproduction of the given expression;
- Inaccurate and far-fetched alternatives.
- Explaining the expressions or paraphrasing, which was faulty given that they were expected to give meaning in context;
- Howling misspellings.

The average answers were weakened by spelling slips and incomplete expressions.

In **3b**, that called practices common to rural communities, more than **75%** of the responses were relevant. Most of the few answers that fell below expectation gave only one practice without explanation and illustration.

Q. 3c expected the candidates to give their impressions about the relationship between the three main characters. It was a well attempted question because at least **70%** of the candidates were able discuss and identify the character relationships between the three.

Q. 3d. The task in required that the candidates identify/pick out and comment on the effectiveness of contrast and introspection. The text indeed was replete with examples of both and at least 60% of the sampled scripts scored at least average. Most of these average and above candidates could identify contrast; the smaller proportion which identified either one or the other device but failed to analyse provide the required logical effectiveness to earn the maximum mark.

Q. 3e. The candidates were tasked to show their creative abilities in writing an address on the value of education, strategy of work and expectations, and the answer was judged following the criteria of content and format. Most candidates scored above average mark here. The few who did not perform well

- Ignored the introductory salutation and the complimentary close;
- Were not convincing in the talk they presented;
- Had their answers marred by weak expressions and grammatical errors.

To improve this encouraging trend in **Prose Appreciation,** colleagues on the field need to adopt the following strategies:

➢ Teach Prose Appreciation throughout the two years in high school with extensive practice in varied passage types to familiarise the students with different skills tested in this paper;

➢ Reinforcing their mastery of the meta-language of prose appreciation – figures of speech/figurative language, narrative devices, stylistic devices, imagery/use of images, etc;

> ➢ Encourage and provoke extensive reading to enable learners develop this culture which will go a long way to enrich their stock of vocabulary and improve their understanding during reading;
> ➢ Encourage creative writing through post-reading tasks on various types of writing;
> ➢ Encourage students to acquire and use dictionaries in and out of the classroom.

SECTION C: *Poetry Appreciation*

QUESTION 4

This unseen poetry question, as is the wont, demanded that candidates study, paraphrase and interpret an unseen nature poem titled 'February Rain' so as to demonstrate an intimate understanding and appreciation of the theoretical considerations tested.

The question, as usual, was divided into five sub-tasks a - e, expected Candidates to read, and

a) Give the meaning of the poem in about 150 words.
b) Give the meaning in context of these words and expressions:
    I.   *paradoxical*
    II. *parched*
    III. *reluctant*
    IV. *soothed*
c) Comment on the effectiveness of any two images.
d) i) Pick out two adjectives depicting the effects of the rain on the environment.
    ii) Give the dominant attitude of the poet towards the environment.
e) Write a four to six-line one stanza poem addressing one of the environmental concerns raised in the poem.

Out of a sample of **6,950** scripts, a huge total of **5,255**, that is **75.6%,** recorded a very mediocre performance. While the average answers usually constituted the bulk, this time, just **1,677** fell within this range, constituting **24.1%,** while barely **18** scripts, an insignificant **00.3%**, were considered impressive. On the whole, the success rate for this question was still disappointing – **24.4 %** even if it was by far better than last year!

In question **4 (a)**, candidates were expected to give the meaning of the poem in about 150 words. Performance in this question, as usual, was weak as a result of:

- Inability to identify the four different signposts – suddenness of the rains; one negative effect; one positive effect; and the deeper meaning or theme
- Mere rambling;
- Surprising misconception/misconstruing of the central issue in the nature poem – some persisted in reading farfetched meanings into the nature poem;
- Poor slanting;
- Very faulty language structures.

The average answers presented a paraphrase in which they highlighted some sign posts, which attempt was marred either by plodding expression or lack of incisiveness. Good answers – that spotted the various sign posts and brought out the meaning very clearly – were few.

4 (b). In this sub-task, candidates were expected to give alternative meanings in context of certain words and expressions. Performance in this exercise was largely below average due to the following lapses:

- A reproduction of the same words or expressions;
- Inaccuracy – many candidates mixed up word classes;
- Answers were marred by faulty spellings;
- Some answers were completely far-fetched.

Average answers attempted advanced approximate synonyms/swapped the words with approximate words of same class of words while very good answers that were accurate in meaning were few and far between!

4 (c). In this task, which from all indications was very candidate-unfriendly, candidates were challenged with identifying and commenting on the use and effectiveness of any two images. Weak answers had the following blemishes:

- Poor identification of images – most candidates displayed a surprising inability to identify images;
- Confused illustration of the images;
- Inability to explain chosen images and show effectiveness.

Average answers identified and illustrated the images but were in the most part faulty in bringing out the effectiveness. Good answers, which clearly addressed all these expectations, were indeed very few.

4 (d). Here, candidates had a dual task:

(i)   to pick out two adjectives depicting the effect of the sudden rains on the environment, and

(ii)   to state the dominant attitude of the poet towards environmental issues.

For (i) most answers failed to impress because of their inability to pick out correct adjectives, **whether attributive or predicative"**. And many gave adjectives which did not depict the effects of the rains on the environment. For the second task (ii), while some candidates failed to grasp the poetic notion of attitude, others chanced on attitudinal responses that had nothing to do with environmental issues.

4 (e). This was a task on creativity. Candidates were expected to write a four to six lines, one stanza poem, addressing one of the environmental concerns raised in the poem. Here, performance was flawed by:

- Poor mastery of poetic convention as some candidates wrote in continuous narration;
- Non respect of rubric as most candidates wrote especially far more lines than requested;
- Inability to focus attempt on environmental issues.

A very insignificant number of answers were written in verse, respecting the rubric stipulations, with appropriate content.

For a subsequent improvement in candidates' performance in Poetry Appreciation, the following could be remedial:

- ➢ Emphasize should be laid on the teaching of Poetry Appreciation. More time should be devoted to it on the time table and students should be drilled on its basic notions as early as Form 1;
- ➢ Emphasize the notion of meaning in poetry – learners should be drilled on the two levels of meaning, that is the surface and deeper meanings;
- ➢ Drilling learners on appropriate interpretation of meaning-related questions in poetry;
- ➢ Reinforcing their mastery of the meta-language of poetry – figures of speech/figurative language, poetic devices, stylistic devices, imagery/use of images, etc;

> - Sharpening their consciousness on the triple expectation of questions on style which warrants that candidates identify, illustrate (explain), and show effectiveness;
> - Tasks on poetry appreciation should be done weekly – learners should be drilled constantly through the use of many sample poems;
> - Emphasize creativity in the teaching of poetry – learners should be drilled on writing poems based on their imaginary situations and feelings;
> - Emphasize the teaching of grammar and vocabulary.

Table II: Mark Range, Popularity Rate and Performance in Paper II

Quest No.	Below Average					Average				Good			Popularity		Performance	
	0+	1+	2+	3+	TOT.	4+	5+	6+	TOT	7+	8+	Tot.	Total No.	Rank	%	Rank
1	221	362	313	353	1,249	317	243	182	742	19	01	20	2,011	9th	37.9%	7th
2	762	583	371	355	2,071	255	212	106	573	32	01	33	2,677	6th	22.6%	13th
3	158	212	227	365	962	235	155	69	459	03	00	03	1,424	11th	32.4%	10th
4	181	470	714	1455	2,820	1981	1684	897	4,562	157	02	159	7,541	1st	62.6%	2nd
	7,102=52 %					6,336=46.4%				215 = 1.6%			13,653			
5	185	107	120	234	646	279	266	102	647	24	00	24	1,317	14th	50.9%	5th
6	85	203	211	313	812	409	269	217	895	20	00	20	1,727	10th	52.98%	4th
7	531	497	458	161	1,647	410	248	152	810	28	00	28	2,485	8th	33.7%	9th
8	144	202	179	212	737	191	289	88	568	18	00	18	1,323	13th	44.3%	6th
9	93	201	320	716	1,330	808	947	563	2,318	102	02	104	3,752	3rd	64.5%	1st
10	152	370	671	1088	2,281	1144	664	1755	3,563	303	02	305	6,149	2nd	60.9%	3rd
	7,453= 44.5%					8,801=52.5%				499=2.9%			16,753			
11	412	316	158	153	1,039	206	67	53	326	09	00	09	1,374	12th	24.4%	12th
12	446	553	603	689	2,291	591	490	225	1,306	35	00	35	3,632	5th	36.9%	8th
13	898	250	178	188	1,514	168	121	48	337	09	00	09	1,860	9th	18.6%	14th
14	571	735	557	360	2,223	222	152	49	423	07	00	07	2,653	7th	16.2%	16th
15	200	236	273	151	860	112	113	51	276	08	00	08	1,144	15th	24.8%	11th
16	201	161	110	97	569	69	31	13	113	00	00	00	682	16th	16.6%	15th
	8,496 = 74.9%					2,781 = 24.51%				68= 0.59%			11,345			
Total	23,051 = 55.2%					17,918 = 42.9%				782 = 1.9%			41,751			

Quest		Below Average	Average	Good	Performance

No.	0+	1+	2+	3+	TOT.	%	4+	5+	6+	TOT.	%	7+	8+	Tot	%	%	Rank
1	221	362	313	353	*1,249*	*62.1*	317	243	182	*742*	*36.9*	19	01	*20*	*1.0*	37.9%	7th
2	762	583	371	355	*2,071*	*77.4*	255	212	106	*573*	*21.4*	32	01	*33*	*1.2*	22.6%	13th
3	158	212	227	365	*962*	*67.6*	235	155	69	*459*	*32.2*	03	00	*03*	*0.2*	32.4%	10th
4	181	470	714	1455	*2,820*	*37.4*	1981	1684	897	*4,562*	*60.5*	157	02	*159*	*2.1*	**62.6%**	2nd
5	185	107	120	234	*646*	*49.1*	279	266	102	*647*	*49.1*	24	00	*24*	*1.8*	**50.9%**	5th
6	85	203	211	313	*812*	*47.1*	409	269	217	*895*	*51.8*	20	00	*20*	*1.1*	**52.9%**	4th
7	531	497	458	161	*1,647*	*66.3*	410	248	152	*810*	*32.6*	28	00	*28*	*1.1*	33.7%	9th
8	144	202	179	212	*737*	*55.7*	191	289	88	*568*	*42.9*	18	00	*18*	*1.4*	**44.3%**	6th
9	93	201	320	716	*1,330*	*35.5*	808	947	563	*2,318*	*61.8*	102	02	*104*	*2.7*	**64.5%**	1st
10	152	370	671	1088	*2,281*	*39.1*	1144	664	1755	*3,563*	*57.9*	303	02	*305*	*3.0*	**60.9%**	3rd
11	412	316	158	153	*1,039*	*75.6*	206	67	53	*326*	*23.7*	09	00	*09*	*0.7*	24.4%	12th
12	446	553	603	689	*2,291*	*63.1*	591	490	225	*1,306*	*35.9*	35	00	*35*	*1.0*	36.9%	8th
13	898	250	178	188	*1,514*	*81.4*	168	121	48	*337*	*18.1*	09	00	*09*	*0.5*	**18.6%**	14th
14	571	735	557	360	*2,223*	*83.8*	222	152	49	*423*	*15.9*	07	00	*07*	*0.3*	16.2%	16th
15	200	236	273	151	*860*	*75.2*	112	113	51	*276*	*24.1*	08	00	*08*	*0.7*	24.8%	11th
16	201	161	110	97	*569*	*83.4*	69	31	13	*113*	*16.6*	00	00	*00*	*0.0*	16.6%	15th
Total			23,051 = 55.2%				17,918 = 42.9%						782 = 1.9%				

N.B. This second table above is purposely for the question by question performance analyses in terms of Below Average, Average and Good mark ranges with corresponding percentages. I should be deleted after exploitation so that it does not feature as a table in the final report.

From the statistics above, the overall performance in paper II stands at **44.8%.** The reasons for the below average score have been adequately addressed in the question by question analyses above, a summary of which stands as follows:

- Very shallow or vague knowledge of basic literary concepts/techniques like contrast in (Q. 2 & 10), Allusion in (Q. 6), Suspense in (Q. 11).
- Inability to reflect the title of a set work to its content and significance as in the case of Q. 14 which shockingly registered the most deplorable score of 16.5%.
- Inability to identify adequate relevant poems from three different authors or vague knowledge of the content of relevant poems, superficial analysis, and mismatch of authors and poems sadly displayed in more than 62% of the answers to questions 15 and 16.
- Regrettably low language competence which occasioned wrong or inappropriate interpretation of key words/terms/expressions, notably "trapped in his illusion" in Q.1, "insights" in Q.3, "moral police-man" in Q.5, "deviate from acceptable norms" in Q.9.
- Sheer ignorance or hazy knowledge of relevant literary philosophies or conventions that undergird some of the set texts as in the case of Popular theatre in Q.3 and Epic conventions in Q. 13.
- Even in answers to Qs. 5, 7, 8, 10, 12, and 15 which candidates appeared to have understood the demands and for which they possessed adequate relevant facts, performance still remained at barely average or below due to uncritical arguments, want of incisiveness in analysis, immature structure, sketchy textual evidence, feeble hold on language, etc.

In sum, in a paper that was carefully pitched at more than 70% to the reach of the average candidate, only 42.43% performed within expectation. Three questions ONLY (Qs. 5, 8, and 10) registered average and above scores in spite of the fact that all the tasks, as in the case of the short notes in Q. 12, were within their competence/grasp.

There is need for teaching on the field to always shed ample light on the significance/ relevance of titles of all set texts, from the perspectives of content, style and setting, and to prepare learners to approach such tasks with confidence.

In the same vein, enough attention should be paid to the relevant philosophies or conventions that underpin specific texts like Popular theatre in **Our Husband Has Gone Mad Again**, the American Dream in **Death of a Salesman**, Epic hallmarks/conventions in **The Rape of the Lock,** Bildungsroman in **Nervous Conditions**, Utilitarianism in **Hard Times**, etc.

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

PAPER THREE: CONTEXT QUESTIONS AND LITERARY APPRRECIATIONS
Table III: Mark Range, Popularity Rate and Performance in Paper III

Question No.	Mark Ranges												Popularity	Performance				
	Below Average					Average				Good									Rank
	0+	1+	2+	3+	Total	4+	5+	6+	Total	7+	8+	9+	Tot	Total	Av.	Good	Total	% pass	
1	1241	1782	1722	1277	6022	873	443	89	1425	15	5	00	20	7467	1425	20	1635	19.4	4th

2	745	1453	1888	1485	5571	1111	649	133	1893	24	10	00	34	7498	1893	34	1721	25.7	2nd
3	440	930	1243	1827	4440	1424	905	162	2491	34	09	00	43	6974	2491	43	5645	36.3	1st
4	671	1580	1613	1391	5255	1026	549	102	1677	12	06	00	18	6950	1677	18	668	24.4	3rd
Total					22,28847				7,486				115	28,889	7,486	115	7,601	26.3%	

Statistics derived from a total of **28,889** answers from about 7, 222 worked scripts marked by about **113** Examiners. Compared to last year, these figures show an increase in all but the scripts marked - (**37,716 answers, 9,429 scripts marked by 94 Examiners.**

The statistics above are still a cause for concern both in terms of general performance and performance in individual texts. Based on the lowest average mark line of **4** on **10** or **16** on **40**, the overall performance in Paper III is at barely **33.5%**, though a little improvement on the **25.63%** of last year**.**

The **24.4%** performance in Poetry Appreciation is very encouraging; the improvement in ***The Way of the World*** is equally to be underlined. These two positive performances would have had a more significant impact on the general performance if the scores in Prose Appreciation had not had a free fall from **54.%** to 36.3%. Performance in ***The Way of the World*** had been permanently bogged down in the far below average mark region since its inception, has started an upward journey tardily. The text has hardly been accessible to the learners and probably to the teachers as well! The **19.4%** score in ***Hamlet*** is a far cry from its near average apex scores of **48.86%** in **2016** or the **45.06%** of **2018**.

Table IV: Comparative Analysis of Performance in Paper III over a number of years

Q'n. No.	Text	2016	2017	2018	2019	2020	2021	Comment
1	***Hamlet***	**48.86%**	*33.9%*	45.06%	21.09%	18.5%	**19.4%**	*Compared to the previous sessions, performances in **Poetry Appreciation** and **The Way of the World** have had dramatic improvements of **16.8%** and **8.1%** respectively.* *Conversely, performance in **Prose Appreciation** has plummeted by more than **18%** almost annulling the remarkable increases hailed above in drama texts and Poetry Appreciation.*
2	***The Way of the World***	13.34%	**25.4%**	*12%*	17.4%	17.6%	**25.7%**	
3	Prose Appreciation	42.95%	17.2%	*38.8%*	32.7%	**54.7%**	36.3%	
4	Poetry Appreciation	18.44%	**28.7%**	*14.15%*	09.2%	07.6%	**24.4%**	
General Average		**31%**	**26.7%**	**27.6%**	**20.19%**	**25.6%**	**26.3%**	

Compared to the previous sessions, performance in the four components of Paper III has had dramatic swings: Poetry Appreciation has swung to the positive from **07.6%** the previous year to **24.4%**, just *4,3%* shy of its best score of **28.7%** in 2017. A similar encouraging upward trend is evident in *The Way of the World* which has registered an increase of *8.1%* from 17.6% the previous year to **25.7%** currently though still in the far below average mark zone; while *Hamlet* has stagnated in the dismal mark range, Prose Appreciation has shockingly dropped from the encouraging average score of *54.7%* in 2020 to **36.3%** compromising the possibility of a significant improvement in the general performance which is bogged down in the deplorable below average mark range. The major stumbling blocks remain poor mastery of the texts, hazy notion of relevant literary concepts and appallingly low language ability.

The overall dismal performance of **26.3%** therefore above raises serious questions about the preparation of candidates and the handling (teaching/learning) of the above texts and components of this practical paper. It must be reiterated that much attention needs to be paid to the proper treatment of the Shakespearean text and the Appreciations: Prose and Poetry especially. It is strongly recommended that Literary Appreciation, in general, should constitute the core course of Literature in the Lower Sixth classes, and no longer treated as an appendix in the last few months or weeks of Upper Sixth. Stimulus material for practice exercises in Prose and Poetry appreciation should be drawn from the content of the set texts, notably the novels and selection from *Poems of Black Africa*. Through this approach, Poetry and Prose Appreciation would constitute the granite foundation on which the discussion of the prescribed texts should be built. It would ease accessibility into and mastery of these texts by the learners.

In addition, the learners should be systematically exposed to many and varied appreciation passages/extracts in all the three genres. This should be done through regular drilling exercises during the lessons and as take-home assignments. Such a strategy is sure to reverse the present dismal trend, or at least move up the performance to an acceptable level.

A similar recommendation is imperative for *The Way of the World*. Its deceptively simple plot is complicated by a web of fine intrigues and urbane expression that require both a nimble wit and a more than ordinary hold on language for both the teacher and the learner. If the output in this text is to be improved, greater attention needs to be paid to the mastery of its witty language especially and content which can be achieved only through a meticulous reading and analysis of the text.

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 (Practical). Paper one and two cover the entire syllabus. Paper three consist of two parts; food tests and cookery.

The examination was within the scope of the syllabus. The rubrics and questions were clear and unambiguous. The mark guides were flexible and easy to apply 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 scores were average.

ANALYSIS OF DIFFERENT PAPERS

PAPER NUMBER	STRUCTURE	TOTAL MARKS	WEIGHTING %	TIMING
1	Multiple choice question	50	35	1hr30mins
2	Essay-type question	100	40	3hrs
3	Practical	150	25	2hrs

An overview of Table Of Specification (TOS) presented in the different papers

Paper	KN&COMP	APP	ANA	SYN	EVA	*	**	***
1	15	15	10	5	5	30	15	5
2	1a, 1d, 3ai,4bi,5ai, 5bi 6a, 7a)	3a 3b, 4bii.4d, 6c,6d,7b, 8c	1b,1c,2a, 2b,3c 4a, 4biii 4ci,5bii,7c, 8b	2ci,2cii 2ciii, ,5aii,6b, 8a	3d, 4cii, 5c,7d,8d	5	2	1
3	G1:Q2a G3:Q2b Part1:Q2a, Q2c	Part1:Q1, &Q2d G1:Q1 G2:Q1,2a, 2c G3:Q1,Q2c	G2:2b G3:Q2a	Part1:Q2b	Part1:Q1 Part2: G1:Q1 G2:Q1 G3:Q1			

QUESTION-BY-QUESTION ANALYSIS

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

Paper 2 (Essay-Type Question)

Topic area	SECTION A (Application of Nutritional Sciences)		SECTION B (Food Consumption and Health)		SECTION C (Food Science)		SECTION D (Community Health and Nutrition)	
Question no	1	2	3	4	5	6	7	8
Answered by candidates	1440	1637	1633	1625	1699	1472	400	2735
% per question	41.12	46.74	46.63	46.4	48.52	42.03	11.42	78.1

Ranking	7th	3rd	4th	5th	2nd	6th	8th	1st

A total of 3557 minus (-) 55absences making of 3502 candidates attempted the 8 questions in this paper two. (To get the percentage was a total number for each question/3502x100)

GENERAL IMPRESSION

Generally, the paper covered 100% of the syllabus. No question was totally avoided by candidates but question seven (7) was attempted by very few candidates from statistics above notwithstanding the questions were within reach from candidates' responses which were rated at 70%, an indication that the syllabus was not totally covered. The questions on this paper covered all aspects on the table of specification (T.O.S).

QUESTION BY QUESTION ANALYSIS

SECTION A

QUESTION ONE:

This question was not popular as many candidates who attempted the question performed averagely with a highest score of 25/25 and a lowest score of 00/25. Not all aspects of the questions were fully explored by the candidates. Question 1b was problematic as many students could not differentiate between pro-vitamins and anti-nutrients. The question was attempted by 41.2% of the candidates.

QUESTION TWO:

This was a popular question as most of the candidates attempted the question (46.74%) but for 2a where candidates had difficulties to come out with reasons why vitamin C could easily be destroyed during cooking.

SECTION B

QUESTION THREE:

Question three was fairly popular as only 46.63% of the candidates attempted the question with the highest score of 24/25 and the lowest 00/25.

QUESTION FOUR

The question was not popular even though 46.4% of the candidates attempted it. The highest score for this question was 25/25 and the lowest 01/25. Candidates had difficulties with question 4d as they could not give reasons why oily fish could reduce the risk of cardiovascular disease.

SECTION C

QUESTION FIVE

It was the second most popular question as 48.52% of candidates attempted with the highest score of 25/25 and the lowest score of 00/25. Question 5a (ii) was problematic as most candidates could not explain the uses of enzymes in the food industry. Question 5b (ii) was equally a problem to most candidates who could not state and explain the factors that affect emulsion stability.

QUESTION SIX:

It was not a popular question as only 42.1% of candidates made an attempt to answer it. The highest score for the question was 25/25 and the lowest 01/25. Candidates had difficulties with 6c as they could not define radioactive contaminants and state their effects on food and the atmosphere.

SECTION D

QUESTION SEVEN:

This was the least popular question as only 11.42% of the candidates attempted it. Candidates had difficulties with 7a as they could not define food ration and equally 7b in which candidates could not state and explain factors that influence food ration. The highest mark for this question was 25/25 and lowest mark 00/25.

QUESTION EIGHT

The question was the most popular as 78.1% of the candidates attempted it with the highest score of 25/25 and the lowest score of 01/25. Some candidates had difficulties with 8b as they could not explain the effects of too much consumption of inorganic food on health.

PAPER THREE (PRACTICAL)

Topic area	Part 1 (Food Test) %passed		Part 2 (cookery) % pass ≥ 25		
Question no	Q1	Q2	GROUP1	GROUP2	GROUP3
% pass ≥12/25	1352	1225	1009	958	316

PART 1 (FOOD TEST)

On a general note, questions in this part of the question paper were within reach. Candidates performed well but for a few who did not show mastery of the practical lesson because they could not carry out food test properly and some reagents were not properly used.

QUESTION ONE:

Most candidates identified the sample displayed as question one requested. However, majority (about 90%) of the candidates carried out the food test correctly and less than 10% mixed up the procedures of the various tests and performed poorly. The highest score for this question was 25/25 and the lowest score 00/25.

QUESTION TWO:

This question was centered on the industrial production of yoghurt and most candidates were not versed with the industrial procedure but showed mastery of the home-made procedure. The highest score was 25/25 and the lowest score 00/25.

PART TWO (COOKERY)

GROUP ONE:

The practical was good for most candidates following their performances. A few candidates made cakes instead of tarts but could enumerate the ingredients used in the production of tarts. About 60%

of candidates could not explain the chemical reactions responsible for the browning of pastry. The highest score for this group was 49/50 and the lowest score 18/50.

GROUP TWO:

The practical was good to most candidates. A few candidates had wrong procedures for the production of butter biscuits but could enumerate the ingredients used in its production. Like in question one, the candidates could not explain the chemical reactions that led to the brown color of the butter biscuit. The highest score for this group was 49/50 and the lowest score 19/50.

GROUP THREE:

This group which was centered on the production of sponge was good to all the candidates as they were versed with the procedure though had difficulties explaining the chemical changes that caused the browning of the sponge cake. The highest score was 47/50 and the lowest score 22/50.

CONCLUSION:

Generally, the performance this year was good though slightly lower than that of last year. The questions were within reach to most candidates. The performance was between 65-75% syllabus coverage based on the candidates' scripts and the mark guides were flexible. The coordination of the exercise was near perfection though more demanding due to an increase in the number of candidates this year. Above all the exercise was a success.

0745 FRENCH

INTRODUCTION

The examination covered the four main aims of the testing syllabus. These aims are imbedded in the production skills of reading and writing. From the general formulation of the stems of the question, it is believed 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.

The Paper one (MCQ) was marked by the computer as usual so it is impossible to give a statistical appraisal of candidate performance but it is projected that the performance would be about **60.00%.** The performance of candidates in paper two - Literature, as per the sampled scripts, has dropped significantly as compared to that of the previous years: from 27.08% in 2017, to 22.75% in 2018, to 22.75% in 2019, 16.48% in 2020 and **12.78 %** in 2021.

It was learnt in the marking room that some candidates who are not of the **A1** series are not offered that opportunity to attend French classes because of the time table constraints. Yet they register and write. Some others do not attend literature classes, with the assumption that they can write Papers one and three and pass.

Similarly, in Paper three (Essay Writing and Translation), there is a remarkable drop from 66.10% in 2020 to 60.79% this year. This could partly be owed to the life situations from which the essay topics were drawn and from the general awareness of the French language in the Republic.

A loose calculation of the three percentages (60.00 + 12.78 + 60.79) would give a general **percentage pass of 44.52%**

PAPER BY PAPER ANALYSES

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				3	6	4	7	1	2	5
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 2021 session, life areas offered to candidates were:

- Hygiene and sanitation (strategies put in place to solve the problem in his/her community)
- What makes Cameroon Africa in miniature: climatic, cultural, religious diversity etc.
- Sex education and school syllabus: reduction of STDs and unwanted pregnancies.
- New technology and the different forms of dangers. Internet and fraud and immorality, smart phones and delinquency etc.

The translation texts were on:

The ordeal of an orphan and the consequences, the use of armed forces to prevent rioting, injustice and discrimination in government companies, leisure (friends and couples).

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

Skill	Rappel	Compreh	Application	Analyses			Syntheses	Evaluation
Question No		2.0	2.0	1.1	1.2	1.3		1.4
Diff level		* *	* *	*	**	* *		*

QUESTION BY QUESTION ANALYSES

Paper Two - Literature

Synoptic view of the performance

There were 5749 candidates (93.49%) sampled out of 6149

Question	1	2	3	4	5	6	7	**Whole paper**
Sampled	1034	4710	4027	1572	935	2527	2194	**5749**
Passed	181	1526	646	360	85	348	410	**735**
Percentage	17.50	32.40	16.04	22.90	09.09	13.77	18.69	**12.78**

Average pass =12.78

Observations

- The average pass of 40% on literary texts has not been recorded in any of the questions above by the candidates.
- The best performance of 32.40% is recorded in question 2, *the Unseen poem*
- Question 5 ***Le Dernier Jour D'un Condamné*** recorded the poorest performance of 09.09%

Question popularity and performance of candidates

Section / sampled scripts	A = Poetry (5744)		B = Drama (5599)		C = Prose (5656)		
Question No.	1	2	3	4	5	6	7
Literary Area	***Thème :*** *cruauté et amitié entre l'homme et la nature*	*Etude d'un poème*	*Thème de génération : les vieux et les jeunes* *Les attitudes*	*Personnage incarné dans* ***La tragédie du roi Christophe***.	***Thème :*** *conflit entre l'église et l'Etat*	***Thème et personnage :*** Profession culture et personnalité :	*Les techniques littéraires : ironie, description et narration*

			des parents par rapport aux choix des enfants				
Popularity of questions per section	1034/**5749**	4710/**5749**	4027/**5749**	1572/**5749**	935/**5749**	2527/**5749**	2194/**5749**
	2nd	1st	1st	2nd	3rd	1st	2nd
	17.98%	*81.92%*	*70.04%*	*27.34%*	*16.26%*	*43.95%*	*38.16%*
Performance	17.55%	32.40%	16.04%	22.90%	09.09%	13.77%	18.69%

Remarks

- Question 2, the more popular in Section A: 4710 out of **5749** or 81.92 %, and the most popular in the whole paper, recorded the best performance of 32.40 %.
- In Section B – Drama, question 3 on Marivaux attracted candidates up to 70.04% (4027 out of **5749**, but only 16.04% of them passed;
- In Section C – Prose, question 6 on Nkoa Atenga had the highest number of candidates (2527 out of **5749**) or 43.95%, but scored only 13.77%. The least popular question was No 5 (85 out of 935). This score was the worst in the whole of Paper two. This is due to the candidates' poor understanding of the role of the church in the book.

QUESTION BY QUESTION ANALYSES IN LITERATURE

Question 1: Baudelaire	**Skill**	**Appraisal of the performance**
Lors d'un débat, vous êtes invité à faire un exposé portant sur le thème « l'amitié et la cruauté de l'homme et la mère ». En vous inspirant des poèmes de Baudelaire que vous avez étudiés, faites la synthèse de ce qui constituera votre texte.	**Analyses** of the attitude of Man and nature in Baudelaire's poems.	1034 out of the sampled **5749** candidates attempted this question. Only 181 of them scored a pass mark, which gave17.50 Less popular in section A.

Expected of the candidates:

Candidates were expected to show how friendly and dangerous man and nature could be. The friendliness of man and nature could be seen in their provision of assistance in various life domains like agriculture, habitat, and leisure. Their danger could be looked in disasters, human wickedness, revenge and viciousness.

Their limitations

Some candidates merely talked about man's nature, others talked about similarities and differences in Man and nature. Some merely copied sections of the various poems without analyzing them. Most of them narrated the poems without linking them to the assigned task.

Question 2: The unseen poem	**Skill**	**Appraisal of the performance**
Un poème à analyser –la disposition des rimes, la structure, le sens superficiel et le sens profond ...	**Analyse** poétique	More popular question in Section A (4710/**5749**) or 81.92 % of the candidates, but scored just 32.40 % passes.

Expected of the candidates

 i. Disposition des rimes : embrassées et irrégulières
 ii. Structure : interne et externe.
iii. Ce qui peut habiter la pomme : un ver, des asticots, des pucerons …
   Pourquoi rester discret ? pour ne pas gêner son ami.
 iv. Le sens humain du poète à travers quelques vers : *vers1, Vers 8, Vers 10, Vers 11.*
  v. *Sens superficiel : Quelqu'un qui offre les pommes au poète qui les apprécie, trouve qu'une est infectée mais garde silence. Enfin son ami l'accompagne et il vide le panier des pommes.*
   Le poème célèbre l'amour, l'amitié, la générosité et le partage. Cependant cette amitié peut être menacée.

Question 3 : Marivaux	Skill	Appraisal of the performance
Beaucoup de conflits sont observés entre les jeunes et les vieux à propos de l'expression des droits humains ces jours. Vous êtes invité(e) à une conférence dans votre localité pour parler de ce qui fait triompher les jeunes sur les vieux courtisans. Inspirez-vous de la situation dans **Les fausses Confidences** *pour justifier votre prise de position*	**Syntheses** of the degree of conflicts between the new and the old generation	This question on Marivaux attracted candidates up to 70.04 % (4027 out of **5749**, but only 16.04 % of them passed

Expected of the candidates:

Candidates were expected to bring out the areas of expressions of human rights that create tension between the young and the old. These may include the right to education, to expression, to philosophical opinion, to the choice of future partners. They are supposed to bring out the instances or areas of rights that cause division between the young and the old. They should make reference to the text with regards to love, marriage, class, reason and mentality.

Their limitations

Some candidates did not show proof of their mastery of the play; others simply narrate the happenings without any analysis.

Question 4: Cesaire	Skill	Appraisal of the performance
Votre communauté locale semble être politiquement animée. Lors de la semaine de la jeunesse, il est prévu dans votre établissement la représentation théâtrale de la pièce **La Tragédie du Roi Christophe** *et à laquelle la communauté locale est invitée. Vous êtes choisi pour y jouer un rôle. Quel personnage choisissez-vous d'incarner ? Vous vous appuierez sur* **La Tragédie du Roi Christophe** *pour faire votre choix*	**Analyses**: Incarnation of a character and the reasons for the choice by candidates	This question on Césaire was second in terms of popularity in this section (1572/**5749**), but the success rate is only 22.90 %.

Expected of the candidates

Candidates were expected to indicate what it means to have political awareness. They should link it to good governance, economic growth, and infrastructural development. They should proceed to say in which way the text handles these aspects. They should then say which of such political role they would want to play during staging of the play and how it likely to affect the local population.

Their limitations

Some candidates chose more than one character while others selected characters they didn't master and could not bring out relevant facts.

Question 5: Victor Hugo	Skill	Appraisal of the performance
Depuis des siècles, les conflits entre les Eglises et les Etats sont évidents dans la gestion du peuple. Lors d'une conférence organisée à cet effet, vous prenez la parole. Votre intervention se servira du texte Le dernier jour d'un condamné de Victor Hugo pour évaluer l'affirmation dans le contexte de votre pays.	**Evaluation** The interrelationship between the church and the state viz a viz the management of the people	This was the least attempted in the section and least popular question in section C. Out of the 5749 candidates sampled in Section C, only 935 (16.26 attempted the question. Of the 935, 85 of them passed scoring 09.09 %.

Expected of the candidates

Candidates were expected to show that all along history, there have been many conflicts between the church and the State. They were expected to show in which area there have been such conflicts. Such aspects may include the abuse of human rights and governance. They should make reference to the text and show in which areas the church is expected to be in conflict with the State: capital punishment, abuse of personality, subjugation of the right to confession, the financial remuneration by the State,

conditions of prisons…They are free to make the evaluation for or against any of the parties.

Their limitations:
Some candidates were advising the church to work with the state in order to avoid excesses. Some only treated events in life situations without referring to the novel; others forced conflicts in the book whereas there wasn't any.

Question 6: Nkoa Atenga	Skill	Appraisal of the performance
La profession des parents et le milieu dans lequel l'on évolue restent la fondation essentielle du comportement d'un individu. En vous inspirant de **L'Enfant de la Révolte Muette** *et des faits tirés de votre société, faites une analyse de ce constat*	**Analyses:** The influence of profession and environment on the behavior of children	This was the most attempted question in the section (2527/**5749)** but only13.77 % scored a pass mark (348 out of 2527).

Expected of the candidates:
Candidates were expected to say in which way the environment and the profession of the parents influence the behavior of characters. Such environment may include the family, philosophical or religious background and culture. They should then show how Nathalie and Jean Marie are influenced by religion, modernism, tradition, profession and families in their quest for a modern marriage.

Their limitations
Many candidates talked of the environment and forget the profession of the parents. Some limited their work on the influence of the two mothers-in-law. A good proportion only narrates the happenings without any analyses.

Question 7: Francis Bebey	Skill	Appraisal of the performance
Vous êtes participant à une conférence où vous devriez montrer l'apport de l'ironie, la description et la narration aux jeunes romanciers. Analysez l'importance de ces techniques en vous servant de la façon dont elles sont employées dans **Le Fils d'Agatha Moudio** *de Francis Bebey.*	**Analyses**. Candidates were to analyse some literary techniques (irony, description, narration) and their importance in the text.	2194 candidates out of 5749 attempted that question placing it at the second position in that section; but only 410 had a pass mark scoring 18.69 %.

Expected of the candidates:
Candidates were expected to say what they understand by such literary techniques as irony, description and narration. They should proceed to show how useful such devices are in this text. Such importance could include the facilitation of the understanding, the revelation of character traits, the captivation of reading and a sharpening of the readers' interests.

Their limitations: Many candidates had no clear-cut knowledge of these terms and failed to show the importance of the indicated literary techniques in *Le fils d'Agatha Moudio*. Others only talk of one or two aspects out of three.
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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 1	2.0 (Translation)	Total pass
Sampled	**1661**	**413**	**1552**	**1041**	**4597**	**4733**	**9330**
Passed	**809**	**179**	**628**	**529**	**3085**	**2579**	**5664**
Percentage pass	48.70	43.34	40.46	50.81	67.I0	54.48	60.79
Popularity	1st	4th	2nd	3rd			
Performance ranking	2nd	3rd	4th	1st			

Observations

- The most popular essay question was question 1.1(1661), **on hygiene and sanitation** but which ranked second in performance with 48.70 % pass.

- The least popular one (413) was question 1.2 on **Cameroun as Africa in miniature; it occupies the 3ʳᵈ Position with 43.34 % pass.**
- Question 1.4 on **ICT** had the best performance with 50.81 % pass.

Question by question analyses

Question 1	Compétences	Appréciation des performances
Vous êtes élu(e) maire d'une commune et au moment où vous entrez en fonction, de sérieux problèmes d'hygiène et de salubrité se posent dans votre localité. Quelles stratégies envisagerez-vous mettre en place pour trouver des solutions définitives à ces problèmes ?	**Analyse :** Analyse des problèmes et proposition des solutions appropriées.	Le pourcentage de réussite =**48.70**%

Expected of the candidates
Candidates were expected to bring out the various aspects of hygiene in towns and villages. Such aspects may include drainage of running water, drainage of house wastes and sewage, treatment and disposal of waste products, treatment of polluted water, provision of pipe or well water, the display of foodstuff in markets, the provision of public urinals and toilets…They should proceed to propose strategies to handle these problem areas. Such strategies may include community efforts, institution of sanitary guards, organization of talks in royal palaces or application for assistance from foreign bodies…
Their problems
The candidates have problems in language – vocabulary, grammar and expressions.

Question 2	Compétences	Appreciation des performances
Texte *Ngolé : Bonjour Ebune. Comment ça va ?* *Ebune : Très bien ! Depuis nos différentes excursions, on ne s'est plus vu.* *Ngolé : Vraiment ! C'était aussi épuisant qu'intéressant. Avant je n'arrivais pas à comprendre pourquoi on appelait le Cameroun « l'Afrique en miniature ».* *Ebune : Le club tourisme est parti en excursion où ?* *Ngolé : On a visité les sites touristiques du Grand Nord* *Ebuné : Nous, du club environnement, nous sommes allés à l'Ouest et au Nord-Ouest* *Ngolé : Tu sais le Cameroun est aussi beau qu'il est vaste. Du Sud-Ouest jusqu'à l'Extrême- Nord, en passant par le littoral, le centre et l'Est, la faune, la flore, le beau paysage… c'est vraiment merveilleux. (Inédit)* *Question :* *Après avoir lu le texte ci-dessus, conviendrez-vous que voyager permet d'affirmer que le Cameroun est l'Afrique en miniature ?*	**Analyses** de la situation du Cameroun pour dire si ce pays est l'Afrique en miniature	Le pourcentage de réussite =**43.34**%.

Attendu des candidats
Candidates are expected to explore the text, after which they explain what they understand by « Africa in miniature ». From the text, candidates are expected to say what tourism can make one discover. Such discoveries may include attractive seaside and beaches; splendid geographical feature like hills, mountains and valleys; cultures beautiful housing layout in villages and towns, varied vegetation… They should then make it clear that it is not commonplace to find such a variety of elements in one country, the reason for the conclusion that Cameroun is Africa in miniature"

Les difficultés des candidats :
Beaucoup de candidats ont tout simplement énuméré les sites touristiques sans dire pourquoi cela fait du Cameroun « L'Afrique en miniature ». En plus les candidats ont des difficultés en grammaire, en vocabulaire et en construction syntaxique.

Question 3	**Compétences**	**Appréciation des performances**
L'insertion de l'éducation sexuelle dans les programmes scolaires au primaire et au secondaire depuis quelques années a contribué à réduire considérablement les grossesses et les maladies sexuellement transmissibles en milieu scolaire. Selon vous, quelles sont les leçons qui ont produits ces résultats positifs ?	**Evaluation** : Evaluer les leçons pour identifier lesquelles ont contribué à réduire les MST et les grossesses en milieu scolaire.	Le pourcentage de réussite = **40.46 %** .

Attendu des candidats:

Candidates are expected to say what they understand by sex education. This should mean the bringing out of societal role-play, personalities, biological attributes and social interaction as male and female that are bound to live together. They should indicate that such education has changed the mentality of the young with regards to interaction with the opposite sex. That sex education focuses on the success of each sex in having an occupation, founding a family, bearing children, being part of development assuming civic responsibilities…

Les difficultés des candidats :

Le manque de vocabulaire lié, la grammaire – accords (sujet + verbe, article + nom, les participes passés, nom et son adjectif qualificatif) Beaucoup ne savent pas organiser une rédaction en paragraphes.

Question 4	**Compétences**	**Appreciation des performances**
Certains Camerounais ont embrassé les nouvelles technologies du mauvais bout. Dès l'arrivée de ces appareils et gadgets, les parents nantis les ont fournis à leurs progénitures sans penser aux dangers que ceux-ci peuvent présenter pour les jeunes. Les parents découvrent avec stupéfaction les dégâts quand on les convoque à l'établissement ou au commissariat de police… (Inédit) *Question : Sous quelle forme se présente les dangers des appareils et autres gadgets ci-dessus mentionnés et que doit-on faire pour les éviter ?*	**Analyse :** analyser les dangers des TIC et proposer des solutions.	Le pourcentage de réussite = **50.81%**

Attendu des candidats

Candidates are expected to bring out the dangers of blind or poorly oriented use of modern technologies. Such gadgets may include the laptops, handsets, encoder cameras … They should demonstrate that the poor use of any such appliances may lead to cybercrimes, use of phones for programmes prohibited for young ages, snapping and distribution of offensive or criminal scenes…They should then propose measures to handle the situation, some of which may include the education of parents, the school programme, the general public and government policy.

Les difficultés des candidats:

La difficulté majeure pour ces candidats est la langue : le vocabulaire lié, l'orthographe grammaticale, la syntaxe et la construction des phrases**.**

TRADUCTIONS	**Compétences**	**LES PERFORMANCES**
La maltraitance des enfants. *Temps : passé composé* *Uprising: population protesting against the increase in the price of fuel*	Linguistiques, cognitives et même affectives.	The good performance in question two (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 (now tested in recent sessions of the GCE) was very motivating to the candidates.

Temps: imparfait		
Corruption: discrimination in recruiting students for holiday job.		
Temps: passé composé		
Leisure: dancing party		

SUGGESTIONS AND RECOMMANDATIONS

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) 4. Students without a pass grade in O level French do not have an acceptable starting point to meet with the demands of A level studies and should not be encouraged to offer it. 5. Those qualified should buy all the textbooks prescribed. 6. Avoid registering for too many other subjects that have no bearing with the bilingual nature of their studies.
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 should strive at teaching all the texts in the program in two years instead of limiting themselves to just three texts for the purpose of the exam. When they use the latter method, candidates are stuck and can't change to answer alternative questions on other texts.
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. School administrators should prevent students in lower sixth from registering and writing the GCE in that class. They should respect the two year study period that prepares them for the Advanced level examination.

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) is in its sixth year of evaluation this 2021. 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 stands at 28.16%, down from 30.55% last year (considering that a pass is 40/80) while that of Paper 3 stands at 33.08%, down from 56.41% last year, a clear indication that overall performance this year has dropped considerably. It is worth noting that candidates performed best in Oral Communication as usual, scoring an impressive**100%,** thereby lending credence to the very existence or raison d'être of this paper.

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 him to deal with citizenship and sports and physical education issues.

Table of specification for Paper 2

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

CANDIDATES' PERFORMANCE IN PAPER 2

	Marks Range					
	00/80	**01-19/80**	**20-39/80**	**40-50/80**	**51-65/80**	**66-80/80**
No. of	00	28	36	13	02	00

candidates						
Percentage		35.44	45.56	16.45	02.53	00

- ➢ 81.01 candidates fell below average;
- ➢ 15 candidates actually had 40 and above on 80;
- ➢ No candidates distinguished themselves to the cream level.

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 wars, divorce and education of the girl child 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 candidate's ability to express themself in French, but also the ability to understand meaning in one language and transferring it to the other.

Table of specification for Paper 3

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

CANDIDATES' PERFORMANCE IN PAPER 3

	MARKS RANGE					
	00/100	01-25/100	26-39/100	40-54/100	55-69/100	70-100/100
No. of candidate	00	11	18	24	17	09
percentage	00	13.92	22.78	30.37	21.51	11.39

- ➢ 29 candidates fell below average;
- ➢ 50 candidates performed satisfactorily with 09 of them distinguishing themselves as cream cndidates.

PRACTICAL: *COMMUNICATION ORALE*

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

CANDIDATES' PERFORMANCE IN *COMMUNICATION ORALE*

	MARKS RANGE				
	0-9/20	10-12/20	13-14/20	15-17/20	18-20/20
No. of candidate	00	07	23	37	09
percentage	00	09.21	30.26	48.68	11.84

> Everybody passed! Nine of the 79 candidates, i.e., 11.84%, fall in the cream category.
> Candidates did exceptionally well with everybody having a pass mark. This lends credence to the fact that a candidate may perform poorly in the written part of the exams, yet perform well in the oral part, or vice versa. Language is first of all spoken before it is written.

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

QUESTION	attempted	No. passed	% passed	Marks range	REMARKS
Paper 2					
1	41	07	17.07	00-16	Popular question, but very poor performance
2	18	05	27.77	01-13	Averagely popular question/Very poor performance
T0TAL	59	12	20.33%		Far below average (Alarming)
3	10	03	30	00-13	Unpopular question, below average performance
4	46	08	17.39	00-16	Popular/ Far below average
T0TAL	56	11	16.64		Far below average
5	13	03	23.07	03-14	Unpopular, below average performance
6	23	11	47.82	00-16	Slightly popular/average performance
T0TAL	36	14	38.88		Below average performance
TOTAL LIT	151	37	24.50		
7	03	02	66.66	04-12	Very unpopular/ Good performance
8	72	19	26.38	01-14	Most popular/ Below average performance
T0TAL	75	21	28		Below average performance
9	07	03	42.85	04-11	Not popular/ average performance
10	68	18	26.17	00-14	Very popular/ below average performance
T0TAL	75	21	28		Below average performance
Paper 3					
Essay i	37	14	37.83	04-28/40	Popular /Below average performance
Essay ii	34	07	20.58	01-3-/40	Popular/ Below average performance
Essay iii	07	01	14.28	04-25	Unpopular/ Very poor performance
T0TAL	78	22	28.20		Poor performance
Tra 1	79	21	26.58	00-88	Below average
Tra 2	79	39	49.36	20-95	Good performance
TOTAL	158	60	37.97		Below performance

SUMMARY

QUESTION	attempted	No. passed	% passed	REMARKS
Literature	151	37	24.50	Far below average
EPS	75	21	28	Below average performance
ECM	75	24	32	Below average performance

Essay	78	22	28.20	Below average performance
Translation	159	60	37.97	Below average performance

CONCLUDING OBSERVATIONS

From the above analysis we can conclude that:

- ➢ Candidates performed below average in all the components of the exam. This is happening for the first time and the panel is wondering what went wrong. We are even thinking that candidates who are not in the SBE Programme strayed into it; we don't know whether this was erroneous or voluntary. In the course of marking, examiners came across similar answers, though performance remained dismal!

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 (seemingly pre-prepared)…

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.

To teachers of the programme

- ➢ Master and cover the syllabus;
- ➢ Strongly advised to use the CBA in teaching (exposés, debates, discussions, dramatization, projects …);
- ➢ 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 other stakeholders

➢ 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;

➢ 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, carry out an evaluation to get the shortcomings and chart the way forward.

Comparative statistics of results for 2017, 2018, 2019, 2020 and 2021

	2017	**2018**	**2019**	**2020**	**2021**
PAPER 1		71.64%			
PAPER 2	15.55%	15.94%	40%	30.55%	28.16
PAPER 3	66.66%	73.91%	80%	56.41%	33.08
PAPER 4	100%	100%	100%	100%	100

CONCLUSION

Overall organisation of the marking of the 2021 GCE examinations was effective in spite of some material and logistical problems. The increase in number of candidates from 40 last year to 79 this year, leaves this panel hoping that the GCE Board would invite additional examiners for SBE French subsequently. This will enable the panel to start training new examiners who would ensure continuity when they phase out. We are also hoping that a return to normalcy in the restive regions will lead to more candidates developing interest in this subject.

0750 GEOGRAPHY

GENERAL OVERVIEW

Based on statistics 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 (2020). There was a marked drop in performance from 71.1% last year to about 41.5% this year (based on performance in papers 2 and 3). Syllabus coverage as seen in the questions set can be estimated at over 95% (same as 2020). In all the papers, the questions were highly structured and spread out to cover all the syllabus areas. As seen in the candidates' work, syllabus coverage could be rated at below 70% (less than that of +last year 2020). The average suitability of the whole examination was estimated at 58% lower than that of last year which was rated at 70.1. The table below shows suitability of examination and candidates' performance this year compared to those of previous years.

Table 1: Suitability of exam and candidates performance

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%

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

Paper One was scored by the machine. However, from questions set/syllabus coverage and skills tested, the suitability of the questions was rated at 74% as compared to 82% in 2020. This means that it was a relatively more demanding examination 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

Syllabus Area	No. of question	Percentage
SECTION A: PYSICAL		
Meteo, Climatology hydrology	9	18
Geomorphology	7	14
Biogeography	8	16
Environmental Issues	2	04
SECTION B: HUMAN		
Population	07	14
Economic activity	08	16
Settlement	08	16
Development issues	02	04
Total	50	100

PART TWO: PAPER TWO

I. OVERVIEW

Paper II tests concepts/theories in Physical and Human Geography. It comprises a total of 7 questions, which 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. However, from candidates' work, this paper was more demanding than that of 2020. Suitability of questions can be rated at 42.9% compared to 70% last year. The performance of candidates in this section was below average compared to that of last year - 2020. The success rate could be estimated at 45%.

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
Section A: Physical Geography				
MCH (Meteorology, Climatology, Hydrology)	1	2,969	03.9%	8th
Geomorphology	2	7,730	10.17%	5th
Biogeography	3	11,536	15.17%	4th
Section B: Human Geography				
Population	4	11,625	15.29%	3rd
Economic Activity	5	16,967	22.31%	1st
Settlement	6	5,666	07.45%	6th
Section C: CEDI				
- Environmental Issues	7 Either	14,825	19.49%	2nd
- Development Issues	7 Or	4,714	06.20%	7th
Total	**07 questions**	**76,032**	**100**	**8**
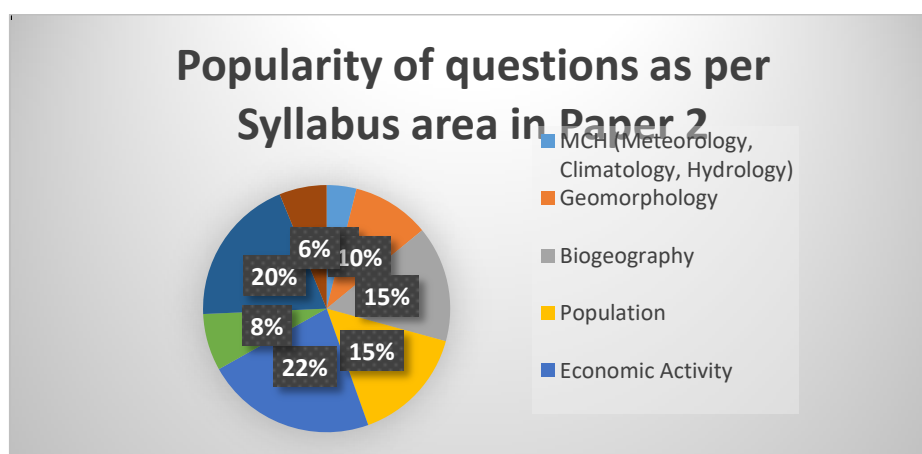
From the table and pie chart, the most popular syllabus area this year was Economic Activity (as opposed to Population Geography last year in 2020), followed by *Contemporary Environmental Issues and* Population Geography. Meteorology is the most unpopular syllabus area with just 03.9% followed by Contemporary *Development Issues on Trade Blocs (06.20%).* These two have traditionally been repulsive areas to students.

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 in this part can be rated at 70%. The paper was well-structured and spread across the syllabus areas as specified by the Cameroon GCE Board. The performance of candidates this year 2021 dropped to about 30% compared to about 45% last year (2020).

Below is the Question by question analysis.

Question No/sub part	Syllabus area	Skills tested	Level of difficulty	Question popularity	Expectation (s)/tasks	Nature of answers and inadequacies in the work of candidates	Reasons	Recommendations
Q1. (a)	MCH	Comprehension	**	Unpopular	Expected to explain processes of energy losses in the atmosphere as incoming solar energy passes through the different atmospheric layers.	Generally avoided. However, some of those who attempted could not bring out percentages lost, agents responsible and the atmospheric layers involved.	- Candidates don't master topic and section - Section generally neglected	- Begin teaching of physical geography in Sixth forms with MCH; - Make efforts to teach these branches especially the first two with as much simplicity as done with others like Hydrology and Biogeography.
1 (b)	MCH	Comprehension	* *	Not popular	Expected to explain reasons the high temperature unique of urban centers compared to surrounding areas	-Few could state the factors but the explanation to link these factors to the unique high temperature were weak and loose. - Others digressed to other aspects of micro urban climate. .	-Gross neglect of this branch in most of our schools\and when taught students seem not to find it easy as compared to other branches of Geography.	-Start teaching of physical geography in Sixth forms with MCH; beginning with Meteorology, Climatology and Hydrology in this order. -In teaching this topic the element of the factors and how they cause the high temperature should be emphasized.
1[C]	Hydrology	Comprehension	*	Most popular	Expected to associate *basin* or *catchment factors* to the variation in the shapes of storm	Candidates presented fairly good answers by bringing out the basin characteristics and the right influence on the nature of the storm hydrograph (flashy or subdued). However, a few	- Teaching of Hydrology well done and candidates find comfort in the branch compared to Meteorology and Climatology.	- Keep up improving on the teaching of the branch (Hydrology). - In teaching factors affecting shapes of storm hydrographs, a distinction should be

Question No/sub part	Syllabus area	Skills tested	Level of difficulty	Question popularity	Expectation (s)/tasks	Nature of answers and inadequacies in the work of candidates	Reasons	Recommendations
					hydrographs.	explained the characteristics without linking their influence on the shape of the storm hydrograph. - Few others mixed up by bringing in dynamic factors as well.		clearly made between **static** and **dynamic factors.**
Q2 (a)	Geomorphology	Synthesis	**	Popular	Expected to briefly explain Sub Crustal Convection Currents as main cause of plate movement.	- Some fairly good answers but not illustrated and so ended with scores of 3/5. - Others gambled, with misplaced emphasis on the direction of plate movements. - Others strayed into other and less important mechanisms such as gravity/slab pull.	- Appealing syllabus area to both learners and teachers. - Good syllabus coverage	- In explaining the movement of plates, emphasis should be on Sub Crustal Convection Currents. Other mechanisms should merely be identified as offshoots of this.
Q 2 (b)	Geomorphology	Comprehension	*	Popular	Expected to explain influence of the hydraulic radius on stream efficiency.	- Many candidates could not differentiate channel shape from other channel factors that influence stream efficiency.	- Inability of candidates to use the notion of hydraulic radius to answer the question.	- The influence of channel shape on stream efficiency should always be linked to cross-sectional area and wetted perimeter. From these, the hydraulic radius could be determined. This in turn determines the proportion of water in contact with the bed and banks to cause more or less friction.

Question No/sub part	Syllabus area	Skills tested	Level of difficulty	Question popularity	Expectation (s)/tasks	Nature of answers and inadequacies in the work of candidates	Reasons	Recommendations
Q2 [c]	Geomorphology	Analysis	*	Most popular	Candidates expected to explain strategies to combat negative effects of volcanic eruptions.	More than 70% of candidates could explain the strategies as expected.	- Topic regularly tested and appealing to many students. - It is equally taught at the Ordinary Level.	Continuous improvement of the teaching of the branch with emphasis on geohazards and mitigation/adaptation strategies.
Q3a	Biogeography	Analysis	***	Very popular	Expected to examine the influence of climate and parent material on soil characteristics	- Candidates understood the aspects of climate and parent material but could not link them to soil characteristics. - Some digressed to other soil forming factors.	-Teaching of soil forming factors not usually well linked to soil characteristics	- In teaching topic, emphasis should be made on the soil forming factors and resultant characteristics per soil type.
Q3b	Biogeography	Comprehension	*	Very popular	Candidates expected to describe the stages of plant succession.	- Many identified and fairly well described the stages. - However, others limited their answers to types of plant succession. - Some also dwelled on changes in life forms-approach in plant succession	- Question was straight forward, - Section loved by students - A regular and well taught section.	- Continuous efforts to improve on the teaching of the topic and branch. - The recommended approach is to treat the stages and integrate changes in life forms involved.

SECTION B (PAPER 2): HUMAN GEOGRAPHY

The three questions (4, 5 and 6) this year were drawn from Population, Economic Activity and Settlement Geography respectively. Their suitability rate was about 80%. Performance was above average and better than that of last year.

QUESTION BY QUESTION ANALYSIS

The most popular question in this section was Q5 on Economic Activity (covering plantation farming, industrial dispersal and transport deviation) followed by Q4 on population density measurement and selectivity. Question 6 on settlement adapation and central place theory was the most unpopular.

Question Analysis and Areas of Difficulties

Question No/sub part	Syllabus area	Skills tested	Level of difficulty	Question popularity	Expectation (s)/tasks	Nature of answers and inadequacies in the work of candidates	Reasons	Recommendations
4 a)	Population Geography	Analysis	*	Fairly popular but poorly answered	Candidates were expected to examine ways of measuring population density	Many digressed to sources of population data, indices of population growth …	Topic not well taught	- Avoid speculative teaching since questions are highly structured - Various ways of measuring population density should be taught with their strengths and weaknesses
4 b)	Population Geography	Comprehension	*	Popular but poorly answered	Examine ways by which migration is selective	Most digressed to types and reasons of migration	Neglected aspect of pop. migration	- Avoid speculative teaching since question are highly structured - The selective nature of migration should be taught in terms of age, sex, marital status etc
4 c)	Population Geography	Analysis	*	Popular and fairly-well answered	Discuss causes/consequences of demographic explosion	Causes/consequences well brought out by candidates though in some cases skeletal	It's a popular syllabus area	Continuous improvement of the teaching of the branch
5 a)	Economic Activity	Analysis	*	Very popular and well	Examine the benefits &	Many brought the benefits but digressed on the problems, bringing out general	- Question poorly interpreted	- Constantly drilled students on how to

Question No/sub part	Syllabus area	Skills tested	Level of difficulty	Question popularity	Expectation (s)/tasks	Nature of answers and inadequacies in the work of candidates	Reasons	Recommendations
				answered	problems of plantation Agric.	problems affecting plantation farming and not those emanating from the plantation system.	- Teachers hardly handle problems emanating from plantation farming	interpret questions - Problems caused by plantation farming such as pollution arising from the use of chemicals should be taught.
b)	Economic Activity	Analysis	**	Popular and poorly answered	Expected to examine reasons for industrial dispersion	Digressed to general reasons of industrial location; and some to factors of industrial inertia.	Concept of industrial dispension hardly taught or neglected	In teaching, a distinction should be made between industrial dispersion and relocation.
5 c)	Economic Activity	Comprehension	*	Popular and well answered	To explain reasons for positive and negative transport deviation	- Well answered though focus on negative deviation - Most answers though right were not linked to the concept of positive and negative deviation	Direct and straight forward question taught in Economic Activity and Map Work	Should continue to teach this aspect in relation to the concept of transport deviation
6 a)	Settlement Geography	application	**	Not popular and very poorly answered	Explain how village forms/patterns adapt to their local physical environment	Most digressed to general factors of rural settlement location. Others digressed to non-adaptative natural factors not linked to forms/patterns	- Neglected by most teachers - inability to link mode of adaptation to settlement forms/patterns	- Avoid speculative teaching /reading - in teaching, the links between physical environment and settlement forms, building style and patterns should be brought out.
b	Settlement Geography	Application		Not popular and very poorly answered	Reasons why equal spacing of settlement hardly found in practice	Highly speculative. Many could not link the question to Christaller's model. Some digressed to settlement siting factors.	The application of Christaller's Model often neglected by most teachers	Emphasis in teaching should be on the application of models in real world's situations.

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

This section comprise one question with option (Either/Or) and therefore mandatory. The questions were well structured with a suitability of about 80%. A majority of the candidates answered the question on environmental than development issues. The question on Environmental issues (7 Either) was the second most popular question in the paper.

Question / subject	Syllabus Area	Skill Tested	Level of Difficulty	Questions Popularity	Expectation(s) Tasks	Nature of answer and inadequacies is the work of candidates	Possible Reasons	Recommendations
Q7E (a)	CEDI	Comprehension	*	Very unpopular Less than 5%	Briefly explain the meaning of El-Nino	A majority of the candidates manifested little knowledge of El Nino. Some digressed to Global warming, atmospheric change of weather or strong violent winds causing climate change. However, an insignificant number could present a very good knowledge of the concept.	Topic hardly taught/tested or neglected Strange climatic conditions to the community.	- All topics should be given equal importance and taught. - Such neglected syllabus areas should be regularly evaluated in class, mock and certificate exams.
b	CEDI	Knowledge	*	Very unpopular Less than 5%	State two areas of occurrence of El-Nino in the world	A majority of the candidates digressed to naming countries in Europe and North America.	Topic often neglected and tested for the first time in P2	- The nature and spatial pattern of Environmental issues should be stressed during teaching (before the effects and solutions)
C(i)	CEDI	Application	*	Very popular	Examine 2 consequences of deforestation	Fairly-well answered	A concept often tested. Substance is within daily life.	Continuous improvement of the teaching of the topic.
C(ii)	CEDI	Application	*	Very popular	Expected to propose or recommend measures to reduce the effects of deforestation	Measures well stated by 50% , while the rest could merely state without explanation; Gross misplaced emphasis on Cameroon rather than general concepts	Straight forward question on popular area of the syllabus	Emphasize on problem-solving approach during teaching

Question / subject	Syllabus Area	Skill Tested	Level of Difficulty	Questions Popularity	Expectation(s) Tasks	Nature of answer and inadequacies is the work of candidates	Possible Reasons	Recommendations
Q7 OR (a)	Development Issues	Knowledge(*)		Uupopular and poorly answered	Required meaning of Trade Blocs	- A lot of irrelevance on advantages of Trade Blocs, - Misinterpretation of the question to mean Trade Unions, International trade - Bald definitions as an association but as communities and even towns. Some perceived it as monetary unions (BEAC, COBAC)	- Speculative teaching - Concept hardly taught. - Familiarity of topic with Economics from where candidates drew inspiration.	Teachers should ensure effective syllabus coverage of development issues
Q7 or (b)	Development issues	Application		Unpopular	Examine the objectives and problems encountered in the functioning of any Trade Bloc	Most of the answers were speculative and not linked to a particular Trade Bloc. Some merely listed the Trade Blocs.	Topic hardly taught by many teachers.	Teachers should ensure effective syllabus coverage of Development Issues

PART THREE

POST MARKING REPORT FOR 0750 GEOGRAPHY PAPER 3

OVERVIEW

Unlike paper 2 which tests concepts, paper 3 is on **application of knowledge.** This comprises a total of 7 questions, which are divided into three sections namely; Section A on **Map work** which is compulsory, Section B on **Fieldwork and Techniques (2 questions)**, and Section C on **Cameroon Geography** (4 questions). From the candidates' work, the overall classification of questions in terms of popularity in this paper (paper 3) was as follows (see last column for the ranks):

Table 6: Popularity of questions in paper 3

Syllabus Area	Question	No of candidates who attempted	% Attempted	Rank
Section A: Mapwork				
Physical and human aspects	1	18,300	25%	1st
Sec B: Fieldwork & Techniques				
Fieldwork	2	12,746	16.5%	3rd
Statistics (spearman's correlation)	3	6,883	08.9%	6th
Section C: Cameroon Geography				
Phy + Agriculture	4	9,338	12.1%	5th
Phy + industrial devt in Western Highlands	5	9,682	12.5%	4th
Phy + Pop movement	6	17,529	22.6%	2nd
Phy + Transport - railway distribution and decline	7	1,503	01.9%	7th
Total	**07 questions**	**77,417**	**100**	**7**

Popularity of questions in paper 3
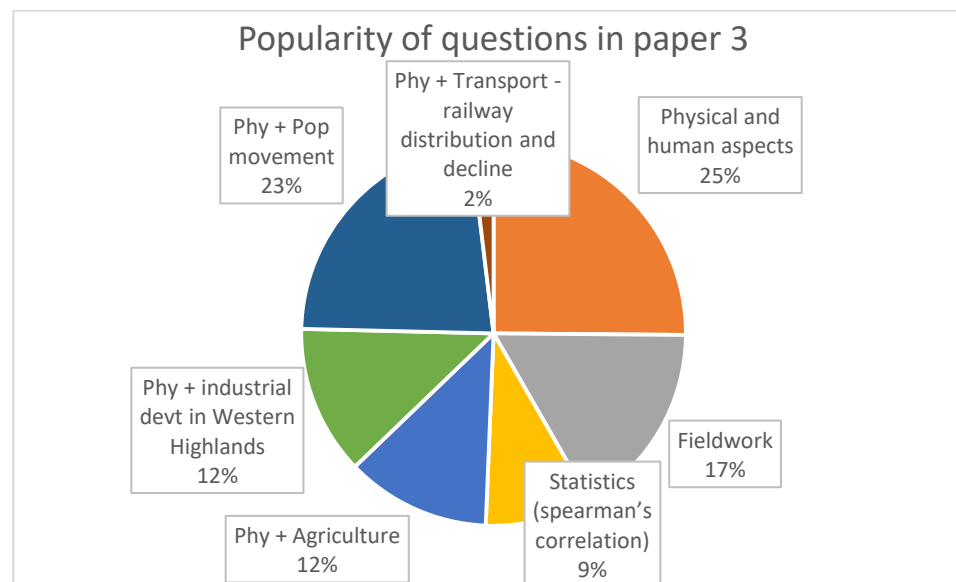
From the table and pie chart, the most popular syllabus area in Paper 3 is Mapork as was the case last year 2020. This is because it is a compulsory question. This is followed by population movements in Cameroon because it is the topic is taught both for Papers 2 and 3. Like last year, Fieldwork came in the 3rd position but Statistical Techniques shifted from 4th position last year to the 6th position. Transport development in Cameroon occupied the last position and therefore the most unpopular syllabus area from the candidates' work. This syllabus area is probably neglected or not properly taught.

SECTION A

General Review

Question was well set with about 95% suitability. There was no ambiguous question as the questions were well phrased. Both Physical and Human aspects as well as a technique were tested. Generally, the questions were fairly well answered compared to the performance in previous years. However, not all the sub parts were well answered as revealed in the analysis that follows.

Question by Question Analysis

QUESTION NO.	SYLLABUS AREA	SKILL TESTED	LEVEL OF DIFFICULTY	QUESTION POPULARITY	EXPECTATION TASKS	NATURE OF ANSWERS INADEQUACIES	POSSIBLE REASONS	RECOMMENDATIONS
1 (a) (i)	Hydrology (Drainage)	Application	***	Compulsory (over 90%)	Sketch and Rank streams	- Speculating sketch that led to poor ranking	-Notion of exercise on stream ranking poorly handled	-Notion of stream ranking in Hydrology should be emphasized in Map work. - More practical exercises.
a(ii)	Hydrology (Drainage)	Knowledge	*	Over 90%	Establish a frequency table	-Table established with wrong or speculative figures	-Notion of exercise on stream ranking poorly handled	- Notion of stream ranking in Hydrology should be emphasize in Map work. - More practical exercises.
a (iii)	Hydrology (Drainage)	Analysis	****	Over 90%	Calculation of bifurcation Ratio.	-Speculative answers -Could not state the significance	-Poor mastery of formula	- Notion of stream ranking in Hydrology should be emphasize in Map work. - More practical exercises.
b	Biogeography (Vegetation)	Analysis	****	Over 90%	Describe the distribution of vegetation	-Candidates laid more emphasis on the key, less on what was actually on the map. -Poor orientation	-Unable to link aspects or elements on the key with map elements	- Emphasis should be from the map to key.
C	Settlement	Comprehension	**	-Over 90%	Identify and describe settlement patterns	-Candidates could identify linear pattern but failed to link it with distribution.	-Inadequate exercises	- More practical exercises should be carried out.
d (i)	Economic	Comprehension	**	-Over 90%	Reasons for the	-Most candidates could	-Inability to link physical	- Emphasis should be laid on

	Activity				location of plantation	identify but could not account or give reasons for the location.	and human factors to location of plantation.	intergrating human aspects to physical aspects during teaching,
d (ii)	Economic Activity	Knowledge	*	Over 90%	Identify other economic activities	-Candidates could were only stating without relating to evidence from the map.	-Inadequate practical exercises	- Emphasis should be laid on intergrating human aspects to physical aspects during teaching,

SECTION B: FIELD WORK AND TECHNIQUES

The questions in this section were well structured and well phrased. The field work topics were broad base enough to give the candidates alternative choices so as to avoid digression. However, the performance in this section was slightly lower than that of last year 2020.

Question on fieldwork was slightly more popular (16.46% compared to 13% in 2020), occupying the third rank out of the entire questions for paper three than that of Statistics having a percentage of 08.89%. This represents a drop from 12% of 2020, ranked sixth in the entire paper. As could be seen on the table below, the most popular fieldwork topic was river characteristics, followed by vegetation characteristics, modern factor, functional segregation, shopping habits and weather observation. The most attempted were drawn from very popular syllabus areas (hydrology and biogeography) the least attempted and poorly answered were shopping habits and weather observation, these are drowned from syllabus areas often avoided by the teachers due to the administrative bottle necks involve in accepting visits to weather stations.

Table 7: Fieldwork topics in descending order of Popularity

Ranking	Topic	Average score	Subject area
1	River characteristics	Fair AL+	Hydrology
2	Vegetation characteristics	O/L Pass	Biogeography
3	Modern (Cottage) factory	Bare AL Pass	Economic geography (Industries)
4	Functional segregation	O/L Pass	Settlements
5	Shopping habits	O/L Pass	Settlements
6	Weather observation	Below O/L Level	Meteorology

Question by Question Analysis

QUESTION NO.	SYLLABUS AREA	SKILL TESTED	LEVEL OF DIFFICULTY	QUESTION POPULARITY	EXPECTATION TASKS	NATURE OF ANSWERS INADEQUACIES	POSSIBLE REASONS	RECOMMENDATIONS

2.	Field Work and Techniques (Phys. and Human)	Knowledge Application Analysis	**	Very popular (3rd position)	Brief report of field work carried out	Answers were average with scores of Bare Advanced Level Pass Some desperate students digressed to Traffic Flow though the topics were very broad base enough to avoid digression. However, such cases were very few 0.2%.	- Poor location of field work site - Sketch maps without the norms of cartography - Memorized statistics - Analysis speculated - Untitled tables and graphs (axis not labeled)	
a)		Knowledge	*		Description and sketch map of study area	- No description - Poor sketch maps - So most could not earn more than 2/4	- Inadequate drilling	Students should be adequately drilled on elements needed to describe location and how to draw a sketch map.
b)		Knowledge	*		State hypothesis and objectives	- Poorly stated - Speculate with no dependent and independent variables stated	- Inadequate drilling	In stating hypothesis, two variables must be included
c)		Knowledge	*		State the tools and link to uses	Tools were barely listed	- Inadequate drilling	Emphasis should always be on the primary tools to obtain data needed. This should include their uses.
d)		Comprehension	*		Description of how tools were used to collect data	Inadequate and precise description	- Poor drilling	Should state clearly how the tools or materials were manipulated to obtain the data.
e)		Analysis	**		Descriptive analysis and presentation of processed data	- Analysis were done with contradictory presentation - Most candidates rather presented the Bar of time taken by the float rather than the velocity (speed) itself.	- Students have limited knowledge of statistics	Statistics must first be taught before students are taken out for fieldwork.
f)		Analysis	**		Findings and Conclusion	While a good number of candidates could come out with rational conclusion, others did not relate the conclusion to the objectives or hypothesis	Class or theoretical and arm – chair field work	Findings or results should always be related to the hypothesis or objective of the fieldwork originally announced.

						considering that the majority did not have a stated hypothesis and objective.		
3.	Statistical Techniques (Biogeography)	Application	**	Very unpopular (08.8%) compared to that of last year 2020 attempted by 12% of the candidates.	Calculate the relationship between Slope angle and Soil Depth using Spearman's Rank Correlation coefficient	Answers were average even though some students scored exceptionally high marks	Neglected syllabus area by most teachers/students - Fear of figures - Weak skills in calculation - Poor background in Mathematics	- Statistics should be taught in Lower Sixth where students cannot avoid as they seek for promotion to Upper Sixth.
a(i)		Application	*		Calculate and complete the missing figures on the table	Over 80% had the table correct		Continue to improve on the teaching of statistics
(ii)		Knowledge	*		Stating the Null hypothesis	Fairly stated	Unable to differentiate between the Null Alternative hypotheses	
b.(i)		Application	**		Substitute and calculate the Spearman's Rank Correlation coefficient	The few who attempted could replace the letters in the formula with the appropriate figures. Though the formula had a problem	Formula often stated (though there was an error)	Advisable to always include the formula for substitution
(ii)		Synthesis	**		State significance	Not well stated	Poor drilling	Students should be taught how to interpret the results
c. (i)		Comprehension	*		Describe and explain the relationship between slope angle and soil depth	Most students could describe the relationship but could not bring out the reasons	Poorly taught	

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(ii)		Knowledge	*		State the importance of Spearman's Rank Correlation	Poor and merely speculated	Hardly taught by most teachers.	The importance of each statistical technique should always be stressed as justification of a lesson

SECTION C (PAPER 3): CAMEROON

OVERVIEW

The setting was generally good with over 90% syllabus coverage. The nature of the questions was all structural with a suitability rate of over 80%.

For Question by question analysis see the table below.

Question	Syllabus area	Skills tested	Level of Difficulty	Question popularity	Expectation/tasks	Nature of answers/ inadequacies	Possible reasons	Recommendations
Q 4a.	Physical Geography of Cameroon - Climate	Application	**	Fairly popular but poorly answered	- how air masses influence seasons in Cameroon	Could identify air masses but could not come out with influence on seasons	Some teacher do not teach the link between air masses and seasons	The link between air masses and seasons should be taught
(b)i.	Human Geography of Cameroon Agriculture	Comprehension	*	Fairly popular but poorly answered	Spatial distribution and characteristics of plantation farming system	Could only identify few characteristics of capitalist plantation but no distribution pattern. Nothing or very little on peasant plantation	Some teachers concentrate only on capitalist plantation	Equal weighting should be given to all systems
ii)	Agriculture types in Cameroon	Comprehension	*	Fairly popular	- Identify the physical problems faced by peasants in the Northern Lowlands. - Discuss strategies by government to solve the problems	Poorly answered, general strategies not tied to physical problems in the northern lowlands	Learners are unable to sort out problems specific to various regions	Teaching should take a regional approach

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Question	Syllabus area	Skills tested	Level of Difficulty	Question popularity	Expectation/tasks	Nature of answers/ inadequacies	Possible reasons	Recommendations
Q5 (a)	Physical Geography of Cameroon - Vegetation	Application	**	Fairly popular	Location and description of vegetation types in Cameroon	Poorly answered. Candidates could identify vegetation types but could not locate them well	Negligence on the part of students	Integrate drawing of maps in class with students
Q5 (bi)	Human Geography of Cameroon - Industries	Knowledge	*	Fairly popular and fairly well-answered	- To identify the major industries of the Western Industrial Triangle of Cameroon - Give the sources of their raw materials	Poorly answered. Poor knowledge of Western Industrial Triangle	Most teachers do not teach the Western Industrial Triangle	Emphasis should be laid on all the four major Industrial Regions of Cameroon
(b ii)	Human Geography - Industrial Development in Cameroon	Knowledge	*	Fairly Popular	Measures to boost industrial sector	Fair answers but not exemplified	Negligence of students	Insist on examples when answering questions
6 (a)	Physical Geography of Cameroon - Relief and Drainage	Comprehension	*	Fairly popular	- Carve out the Coastal Lowlands and briefly describe the relief and drainage Characteristics	Poorly answered. A few rivers could be identified but poor knowledge of relief	Negligence of students	Continue to lay emphasis on the physical background of Cameroon
6 (b)	Human Geography of Cameroon - Population Movement (Migration)	Analysis	**	Most popular question	To examine the consequences of rural-urban migration in Cameroon on the rural areas and communities	Averagely answered but some digression to consequences on the urban area	A popular area but some negligence on the part of students	Emphasis should be laid on the consequence of migration on the receiving and departure areas
(c)	Population Distribution in Cameroon	Analysis	**	Very popular	Measures to minimise rural urban migration	Poorly answered. reasons were generalised	Teachers do not lay emphases on examples	More emphases should be laid on concrete examples
7 (a)	Physical Geography of Cameroon	Knowledge	*	Very unpopular	Distribution of water resources in	Poorly answered. Could only identify resources	Speculation and misinterpretation	Integrate maps during teaching of distribution

Question	Syllabus area	Skills tested	Level of Difficulty	Question popularity	Expectation/tasks	Nature of answers/ inadequacies	Possible reasons	Recommendations
	- Drainage				Cameroon	without distribution pattern.		
(b)	Human Geography of Cameroon - Transport	Knowledge	*	Unpopular poorly answered	Spatial patterns of railway transport in Cameroon	Poorly answered (poor knowledge of rail network)	Area hardly taught	Strategize and teach the topic
(c)	Human Geography of Cameroon - Transport	Knowledge	*	Unpopular poorly answered	To account for the present declining state of Cameroon's railway transport.	Misplaced emphasis on the advantages and disadvantages of rail transport.	Poorly answered. speculative with knowledge	Various modes, their distribution, development and decline should be taught

GENERAL RECOMMENDATIONS

A) TO STUDENTS
- Actively part take in fieldwork with their teachers
- Advised to allocate sufficient time to practicing Map work.
- Advised to always begin writing paper III by answering the question on mapwork.
- Are strongly advised to study for two years after the Ordinary Level before writing the Advanced Level.
- Should be encouraged to buy recent textbooks.
- Should make efforts to attend classes until they start writing the exams.
- Should make efforts to speak and write in good English always.
- Should make efforts to improve on their handwriting.
- should take their studies seriously and avoid speculative preparation for exams.

B)   TO TEACHERS

(I)   Recommendations on the unpopular syllabus areas
- Teachers should intensify the teaching of MCH and Geomorphology. 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, simple descriptions and explanations of the geomorphological processes and associated landforms should be employed. Emphasis should also be laid on the impacts of the geomorphic processes on man, by bringing out the associated hazards and the mitigation/adaptation strategies.
- Simple diagrams and maps should be used to illustrate the appearances of the landforms and the distribution patterns of geologic events such as earthquakes, volcanism etc.

(II)   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 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.
-

(III)   Recommendations on Mapwork
- It is imperative for each school to have a teacher for mapwork. However, every teacher teaching an element related to mapwork, should carry out practical exercises on mapwork to renforce the map interpretation skills.

- Special attention should be devoted to the teaching of relief and drainage features in mapwork at the A level. 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*. This should also embody inferences to the *origin of relief based on map evidence only*.
- Concepts of the physical aspects of mapwork 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.

(IV)   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.
- In ploting stream velocity, teachers should put more effort on presenting the velocity itself rather than time taken by the floats.
- 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 river characteristics 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 exercise carried out.

(V)   Recommendations on the teaching of Cameroon Geography

- As per the new syllabus, Cameroon geography should henceforth be taught as an integral part of paper 2.
- The teachers should always use maps to illustrate the distribution pattern of both physical and human elements in Cameroon.
- In teaching Cameroon Geography in general, emphasis should also be laid on problems and solutions

- In teaching solutions to various problems raised, a distinction should be made between *proposed measures* and *actual measures* undertaken.

(VI)   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 2021 examination was within the scope of the syllabus.
❖ All rubrics were clear.
❖ Generally all questions where clear and unambiguous.
❖ The mark scheme was flexible and easy to apply thus the objectives were met.

Generalities

The exam consisted of three papers, School Based Assessment (SBA) and Field Work;

✓ Paper I which consisted of 50 MCQs.
✓ Paper II which consisted of six questions and candidates were expected to answer any four questions.
✓ Paper III was a practical paper and consisted of five compulsory questions. Candidates were also assessed on SBA (carried out on the two years of study in school) and field work.

PAPER II

The questions covered about 98% of the syllabus. The general performance was below average with many candidates scoring below average.

QUESTION 1

The question was good but for the fact that the world map was not provided. Many candidates did not attempt this question. Those who attempted scored about 23% pass.

Q1(a): It was a straight forward question but many candidates failed to use key words to define the terms as used in Astrogeology, which are:

i. **Planets** are large bodies that revolve around a star or sun and are incapable of generating light.
ii. **Galaxy** is an enormous collection of stars held together by gravitational attraction.
iii. **Nebular** is a collection of dust and gaseous particles in space.
iv. **Maria** refers to lowland areas on the moon.
v. **Meteors** are burning rocks found in the earth's atmosphere.

1(b): The map for this question was not provided. A few candidates attempted this question. The marks for this question were redistributed to 1(a) and 1(c) in order to maintain the weight of this question at 25 marks.

1(c): Those who attempted this question couldn't give the various syndepositional structures which are:

➤ Graded bedding
➤ Current bedding
➤ Massive bedding
➤ Regular bedding

➤ Lamination
➤ Slump bedding
➤ Ripple marks

Question 2

It was a popular question and those who attempted this question performed below average about 30% pass.

2(a): Many candidates didn't master the evidences of continental drift and couldn't differentiate between the evidences of continental drift and seafloor spreading. Evidences of continental drift include;

➢ Continental fit
➢ Geological evidence
➢ Paleoclimatic evidences: past glacial deposits, presence of evaporate deposits in Europe, presence of thick coal seams in temperate regions, presence of coral reefs in temperate regions, presence of red sandstones within dune bedding in British Isles, presence of bauxite deposits in temperate environments.
➢ Paleontological evidence: similarities of fossils found in South America and Africa, Similarities of plant fossils in India and Southern continents.
➢ Paleomagnetic evidence from polar wondering curves.

2(b): Many candidates could list three factors that influence the violence of a volcanic eruption.

2(c): It was a popular question though many candidates were describing individual rocks, stating basic rocks amongst acid igneous rocks. Many candidates were also giving the mode of formation of acid igneous rocks instead of their mode of occurrence. This question required the following of acid igneous rocks:

i) **Composition**: Silica percentage of more than 66%, rich in oxides of potassium, sodium and aluminum. Essential minerals are quartz, micas, feldspars
ii) **Textures**: Coarse grained, medium grained, fine grained, glassy, versicular, pegmatitic, holocrystalline, spherulitic, granular, porphyritic.
iii) **Mode of occurrence**: batholiths, stocks, dykes, lava flows, sills, ring complexes, plugs, bosses, veins.

Question 3

It was the most popular question though the performance was below average of about 25% pass.

3(a): Many candidates did not understand the meaning of compare and contrast. The candidates were expected to bring out the similarities (which implies compare) and then the differences (which implies contrast)

Similarities between Hexagonal and Trigonal systems

➢ Both have four crystallographic axes (a_1, a_2, a_3 and c)
➢ Both have the same axial angles ($\alpha=\beta= 90°$ and $\gamma= 120°$)
➢ Both have a center of symmetry
➢ Both have similar forms such as pyramid, prism, basal pinacoid
➢ Both have 3 diagonal planes

Differences

SN	Hexagonal	Trigonal
1	7 planes of symmetry	3 planes of symmetry
2	Has both axial and diagonal planes	Has only diagonal planes
3	7 axes of symmetry	4 axes of symmetry
4	Characteristic 1^{vi} fold axis	Characteristic 1^{iii} fold axis

5	Holosymmetric class Beryl type	Holosymmetric class Calcite type
6	Forms: Bipyramid	Forms: Rhombohedron
		Scalenohedron

3(b): some candidates mistook lustre for colour in their description of the requested physical properties of a mineral.

- ➢ **Colour**: It is the ability of a mineral to absorb some and reflect other colours of visible light. Colour alone is not good in the identification of minerals. The presence of impurities will alter the colour of minerals.
- ➢ **Streak**: It is the colour of the powder of a mineral. It is useful in the identification of minerals since it is stable compared to colour. Streak is obtained by rubbing the mineral on the surface of a streak plate.
- ➢ **Hardness**: (some candidates mistook tenacity for hardness) It is the degree of resistance that the smooth surface of a mineral offers to scratching or abrasion. Hardness can be described based on the comparative difficulty with which one mineral is scratched with another, by a file or steel knife. Minerals have been arranged in a scale called Mohs scale of hardness.

3(c): Most of the candidates could name examples of foliated rocks, stating the type of foliation present.

Question 4

It was the second most popular question with performance of about 30% pass for those who attempted this question.

4(a): Most of the candidates who attempted this question were discussing the variation in composition and the physical states of the layered structure of the Earth without respecting the structure of the question. This question required

i)   Variation in composition
- **The crust** is the outermost layer of the earth and it is divided into upper crust where continents are situated and the lower crust located below the ocean basins.
  The upper crust is rich in silicon and aluminum (SIAL) and some sodium and is described as having a granitic composition. It contains minerals like quartz and alkali feldspars.
  The lower crust is rich in elements like silicon and magnesium and is described as basaltic or referred to as SIMA. It contains minerals like pyroxene, amphiboles and olivine.
- **The Mantle** lies below the crust and it is divided into the upper and lower mantle. The mantle is composed of ultrabasic rocks such as peridotites, rich in olivine and pyroxenes. It also consists of eclogite and dunite.
- **The Core** is divided into the outer and the inner core. It has metallic properties consisting of nickel, iron (NIFE) and an alloy of some lighter elements.

ii)   **Physical states**
    Crust – solid
    Mantle – solid

Outer core – liquid

Inner core – solid

4(b): It was a very popular question though many candidates who attempted this question mistook the geometric classification of fold for the genetic classification of fold. Many of these candidates failed to differentiate the various examples into the appropriate group. The question required as follows

Folds are classified genetically based on the mode of formation of the folds into diastrophic and non-diastrophic folds.

➤ Diastrophic folds are formed by tectonic movements within the earth such as parasitic folds, nappes, disharmonic folds, harmonic folds, periclines (domes and basins), anticlinorium and synclinorium.
➤ Non-diastrophic folds are formed due to gravity affecting sediments such as gravity collapse structures, valley bulges, salt domes etc.

4(c): About 80% of the candidates who attempted this question got the right answer.

Question 5

It was unpopular with a performance of about 10% pass. Most of the candidates who attempted this question performed poorly.

5(a): It was a poorly attempted question and many candidates could not discuss the preservation potentials of the rocks as follows**:**

   i)   Igneous rocks have a low preservation potential because of their mode of formation. Exceptionally igneous rocks formed by lavaflows may contain remains of woody plants.
   ii)   Metamorphic rocks have a low preservation potential due to the high temperature and pressure conditions under which they are formed. Low grade metamorphic rocks like slates may contain fossils which were not completely destroyed during the metamorphism of sedimentary rocks.
   iii)   Fine grained clastic sedimentary rocks e.g. shales, mudstone e.tc. Have high preservation potential because they are fine grained, impermeable to acidified waters and are deposited in low energy environments.
   iv)   Coarse grained clastic sedimentary rocks like conglomerates and breccias have a low preservation potential because they are permeable and occur in high energy environments where wave action destroys shells and bones.

5(b): The few candidates who attempted this question were unable to discuss two mining methods such as;

➤ Surface mining or open-pit or open cast mining. This includes the stripping method, panning method or dredging methods
➤ Underground mining: Tis includes shaft method, tunneling, room and pillar mining, blasting (excavating tunnels on fairly soft rocks)

5(c): Many candidates could not explain factors that will determine the quantity of ground water. These factors include:

i.   The rate of precipitation,
ii.   The slope of the area
iii.   Vegetation cover
iv.   Temperature
v.   Humidity
vi.   Soil structure
vii.   Rock porosity, permeability and perviousity
viii.   Aquifers
ix.   Population growth

Question 6

It was the most unpopular question with a performance of about 5% pass.

6(a): Candidates were unable to interpret the question. They were expected to give the various methods by which geologists determine the chronological order of events and features without reference to absolute age as follows:

i.   Lithological correlation: tracing out formations from one locality to another especially ones which are very characteristic e.g. oolitic limestone.
        Key beds or index beds are especially useful. This is best used for sedimentary rocks.
        Limitations: Rhythmic sedimentation, cyclic sedimentation and Diachronism will present problems.

ii.   Way-up criteria involves the use of:
        ❖ Graded bedding
        ❖ Current (cross) bedding
        ❖ Load cast
        ❖ Rain pits
        ❖ Mud cracks
        ❖ Ripple marks
        ❖ Pillow lavas
        ❖ Tool marks
        ❖ Neptunean dykes
        ❖ Trace fossils e.tc.

iii.   Unconformities: Angular unconformity

iv.   Cross cutting structures
        ❖ Igneous intrusions which are younger than the rocks intruded and older than rocks not intruded.
        ❖ Faults cutting other structures are younger than the structures or beds they displace.

v.   Lava flows and pyroclasts interbedded with sedimentary rocks producing baked margins give a minimum age to the rock below it and a maximum age to the rock above it.

vi.   Included fragments: Xenoliths in igneous rocks. The igneous rock is younger than the xenoliths it contains.

vii.   Superposition

viii.   Faunal succession

6(b): Candidates who attempted this question were unable to list the factors that affect the rate of erosion along coastlines. These factors are:

- ❖ Velocity and strength of the waves
- ❖ Nature of the rock
- ❖ Stability of the seafloor
- ❖ Degree of interference by man
- ❖ Degree of exposure to wave action
- ❖ Configuration of the coastline
- ❖ Tidal range
- ❖ Structural features of the rock especially their attitude and of jointing
- ❖ Presence or absence of a beach
- ❖ Abundance and size of abrading tools
- ❖ Depth of shore water

6(c): This question was very poorly answered. The candidates were expected to distinguish the following terms ass applied in economic geology

i. A mineral resource is any natural earth material valuable to the society which is known or which is believed to exist and may eventually become available for use.
While a mineral reserve is a resource that has been identified and can profitably be extracted from the earth at current market conditions and at different technological levels.

ii. A mineral deposit is any naturally occurring body of mineral or rock that is of economic value and can be worked at a profit. Two types exist: metalliferous mineral deposits which are worked because they contain certain valuable chemical elements and non-metalliferous mineral deposits which are worked because they contain physical properties.
An ore deposit is a deposit which is worked because it contains some valuable elements.

iii. Gangue minerals are the non-valuable or unwanted part off an ore.
While germ minerals are minerals that are attractive and beautiful and have a high economic value.

PAPER 3

OVERVIEW

vi. Timing and rubrics were the same as for 2020 and there was no ambiguity.

vii. The structure of the exam was the same as for 2020.

viii. The paper proper was marked on 95 (practical exam 75, field work 10 and SBA 10)

ix. The percentage pass was about 50% lower than that of 2020 which was 60%.

SECTION A

➢ The percentage pass was below average of about 35% relatively similar to that of 2020.

❖ i- Most of the candidates were able to appropriately identify the main anticline on the map but in advancing the reasons, failed to name the core bed which was bed L. Candidates instead of writing dip arrows as dipping away for the second advanced reason for the type of fold wrote, dip arrows

move away. Some candidates rather identified the structures as being anticline and syncline, while others identified the main fold as a syncline.

ii- Most of the candidates described the fault correctly as dip-slip or normal or reverse fault but were unable to give the reason which are;

- Fault does not displace the intrusion.

- Width of outcrop of L-bed of the Southern part of the fault is greater than that of the Northern part.

- Younger rocks on the down thrown side are brought into contact with older rocks.

❖ Most of the candidates identified the relationship as an unconformity but only a few went further to qualify it as an angular unconformity with reasons.

❖ A good number of candidates were able to bring out the geological history of the area as listed below;

- Deposition of L and P beds,
- Folding,
- Faulting,
- Intrusion of NE-SW Dykes,
- Erosion or non-deposition,
- Deposition of A to E beds,
- Intrusion of NW-SE Dykes,
- Erosion to present topography.
  Most candidates were able to identify the igneous intrusion as a dyke and a reason. A few of them identified the intrusions as dyke and sill but gave the reason for a dyke.

SECTION B

x. The performance for this question was below average with a percentage pass of below 15% poorer than that of last year.

❖ Most candidates could not insert nor label the planes and axis of symmetry accordingly as well as the crystallographic axes. A good number were able to insert the crystallographic axes but failed to centralise them on the respective faces.

❖ Most candidates could index the faces accurately.

❖ Few candidates were able to identify the crystal system as orthorhombic but rather gave reasons for the monoclinic system.

▪ The performance for this question was very poor with about 10% pass less than for 2020 which was about 50%. The diagram for the model was equally poor.

➢ Some few candidates were able to identify the fossils giving reasons.

➢   Majority of the candidates were unable to state the mode of life of specimen C and D which are benthonic and pelagic respectively.

➢   Candidates were unable to state the diagnostic feature of specimen C no could give the history which is;

- Biserial and Scandent.

- Age: Ordovician - Silurian; or Ordovician or Silurian.

➢   The performance for this question was below average with a percentage pass of about 40% down from last year, 55%. Most candidates identified the structures as syncline instead of synform. Some candidates erroneously saw the hammer and described as a feature or last event which only acts as a scale. Majority of the candidates could not identify the other features which are;

- Thin beds,

- Rock cleavage,

- Bedding planes,

- Fractures or Joints or Cracks.

SECTION C

•   The question was very popular and the performance was good, with a percentage pass of 85% less than that of last year which was 90%.

➢   The majority of candidates were able to identify and describe the specimens E and F provided.

➢   Most candidates gave similarity as;

- Both are metamorphic rocks.

- Both have quartz.

- Both are foliated.

- Both have the same parent rock.

➢   i)- Many candidates could describe specimen G. with reasons. However, a few were using descriptive terms which are reserved for rocks and not minerals.

    ii)- Candidates were able to state the uses of specimen G.

➢   i)- Majority of the candidates could identify and describe specimens H, L and M.

    ii)- Many candidates could identify specimens G and H as vein minerals . However, many could simply refer to them as minerals.

➢   Most candidates were able to describe and identify specimen J and K.

The names of all the specimens were identified as follows;could state shallow marine, ignoring the word "warm" (warm shallow marine environment)

Letter	Specimen name	Letter	Specimen name
E	Schist	F	Gneiss
G	Quartz	H	Galena
J	Granite	K	Basalt
L	Red sandstone	M	Shale

GEOLOGICAL FIELD REPORT AND SBA

The performance was good with a percentage pass of about 95 % above that of last year which was 80 %.

RECOMMENDATIONS

- ❖ Crystal models should be provided during 0755 practical exams.
- ❖ Students should be encouraged to buy approved textbooks and practical manuals.
- ❖ Students should learn to draw and use diagram, take practical work seriously and be able to distinguish between rocks and minerals in hand specimen.
- ❖ Teachers should be encouraged to do most of the work in lower sixth and do practicals side by side theoretical lessons.
- ❖ Lab manuals should be graded after each practical session. i.e. in a continues process.
- ❖ Assessment of fieldwork reports/SBA should be done during coordination meetings, so that standardisation and harmonisation is attained to avoid arbitrary allocation of marks by some centre supervisors.
- ❖ Teachers should update their notes regularly.
- ❖ Field work should be carried out with much caution respecting administrative protocol. Authorisation for long distance travel should be gotten from the local administration, to such document is attached a list of students and teachers involved. List of participants involved in field work (visaed by the head of institution)   and pathway followed should be submitted to hierarchy (RPI, DD etc) prior to the exercise for onward transmission and any possible changes.
- ❖ Where possible, the syllabus should be covered by the end of the second term in upper sixth to allow ample time for in depth revision.
- ❖ Laboratory material should be made available by Heads of institutions for easy practical activity. Basic material like; streak plate, bar magnet, moh scale, common rocks, common crystal models some common fossil groups, geologic maps and geologic hammer are inevitable.
- ❖ The GCE Board should continue to improve on the quality of maps and photographs.
- ❖ Teachers are advised to teach within the context of the syllabus.
- ❖ Let teachers read, comment and adhere to the recommendations of the subject report in their departmental meetings.
- ❖ The Divisional Delegates, Regional Inspectors, Principals and Heads of departments should make the subject report available to teachers.

0760 HISTORY

GENERAL OVERVIEW

PERFORMANCE AND SUITABILITY

The overall performance of candidates in the 2021 examination is rated at above 60%. The syllabus coverage was 72.6% about the same as that of last year (2020). As was the case in 2020, 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 95%, about the same like last year (2020). 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	/	/	/	26	11	13	31	17	2	Balanced Paper
				/	/		52%	22%	26%	62%	34%	04%	
P II	12	100	30	/	/	/	06	01	05	05	06	01	Balanced Paper
				/	/	/	50%	08%	42%	42%	50%	8%	
P III	12	100	30	/	/	/	03	00	09	09	03	00	Balanced Paper
				/	/	/	25%	00%	75%	75%	25%	00%	

TABLE 2: THE ATTAINMENT OF SYLLABUS AIMS (OBJECTIVES) FOR THE 2021 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 2021 marking exercise for 0760 History began with the arrival of the subject panelists on Tuesday the 27th July. The other examiners joined the exercise the next day on Wednesday the 28th of July at 8.00am. The Chief Examiner gave a brief welcome speech and the examiners were later handed down the outcome of the meeting which the subject panelists had with the Minister of Secondary Education and the Registrar of the GCE Board. This was followed by the discussion and adoption of the marking guides for 0760 History 2 and 3. Trial marking and harmonization of scores was done on Wednesday 28th July and Thursday 29th July 2021. Effecting marking began on the Thursday 29th July in the afternoon.

PERFORMANCE AND SUITABILITY

The overall performance of the candidates in History 2 in the 2021 examination is rated at above 60%. The syllabus coverage for the paper is about 76.6%. This was due to the reduction in the number of questions in History Paper 2 intended to curb speculative teaching and learning. The suitability of the whole examination this year is about 95%. All aspects of History were tested (political, socio-cultural, economic and diplomatic). Generally, the questions were of A/L standard. All the "A" Level objectives and skills namely Analysis, Synthesis and Evaluation were tested. The sequencing of the paper was 100%. All 12 questions in the paper were in their appropriate sections.

TABLE 3

QUESTION BY QUESTION ANALYSIS FOR HISTORY 2

Qn No.	% Attempted	Candidate's Interpretation of the questions					Performance	Mark Range	Phraseology	Overall actual Performance	Level of difficulty
		Good	Fair	Av	Poor	V.P					
1	95%		✔				Average	13-14	Ok	65%	*
2	40%			✔			Average	13-14	OK	60%	*
3	80%			✔			Average	13-14	Ok	60%	*
4	85%	✔					Good	15-16	Ok	80%	**
5	90%				✔		Poor	9-10	Ok	40%	*
6	30%				✔		Poor	9-10	Ok	30%	**
7	40%				✔		Poor	9-10	Ok	40%	***
8	25%				✔		Poor	9-10	Ok	40%	*
9	95%			✔			Average	13-14	Ok	65%	**
10	60%				✔		Poor	9-10	Ok	40%	**
11	50%				✔		Poor	9-10	Ok	40%	**
12	25%				✔		V. Poor	7-8	Ok	30%	**

From the table above, it can be deduced that:
1. General performance would be about 60%.
2. The question interpretation was average.
3. Phraseology was good.

TABLE 4
THE SYLLABUS COVERAGE OF TOPICS IN HISTORY 2

S/N	TOPICS	TOPIC NUMBER	QUESTION NUMBER	%
1	Population Movements	1	1	5.2
2	States and Kingdoms	2	-	00
3	Islamisation of North Cameroon	3	2	5.2
4	Christians Missions in Cameroon	4	-	00
5	Scramble and Annexation of Cameroon	5	3	5.2
6	German "Kamerun"	6	4	5.2
7	"Kamerun" and World War One	7	-	00
8	British Mandate to 1945	8	5	5.2
9	French Mandate to 1945	9	-	00
10	Trusteeship in French Cameroon	10	6	5.2
11	Trusteeship in British Cameroon	11	-	00
12	The road to Independence in French Cameroon	12	7	5.2
13	The road to Independence in British Southern Cameroon	13	8	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 State of East Cameroon 1961-1972	16	-	00
17	Political Developments in the Federal Republic of Cameroon, 1961-1972	17	11	5.2
18	The Unitary State: The Ahidjo Regime, 1972-1982	18	-	00
19	Cameroon Since 1982: The Biya Regime	19	12	5.2

$$\frac{12}{19} \ \text{x} \ \frac{100}{1} = 63.2\% \text{ syllabus coverage}$$

From the table above, the syllabus coverage for History Paper 2 is about 63.2% considering the fact that questions for History Paper 2 have been reduced from 18 to 12.

TABLE 5: QUESTION EXPECTATIONS AND CANDIDATES' RESPONSES FOR HISTORY 2

No	QUESTION	EXPECTATIONS/ DEMANDS	CANDIDATES' RESPONSES	CANDIDATES' PERFORMANCE					
				V. Poor	Poor	B. Av	Av	Good	Excellent
1	Examine the political motivations for and impact of ethnic movements in Cameroon in the 19th century.	A two part question on **political motivations** of ethnic movements in Cameroon for the first part and the **impact** of the movements for the second part**.**	Candidates brought in a lot of irrelevancies in part one and scanty facts on impact. Many did not illustrate their answers.				✔		
2	Discuss the justification for the Fulani Jihads launched in Northern Cameroon under the leadership of Modibo Adama during the first half of the 19th century.	A single part question with focus on **justifications (reasons for/causes)** of the Jihads in Northern Cameroon	Some focused on reasons for Fulani victory. Some focused on methods used to Islamise Northern Cameroon. Some mixed Jihads in Northern Cameroon				✔		

		with those in Hausaland in Northern Nigeria.						
3	Account for Germany's ability to outsmart Britain in the scramble for Cameroon in 1884.	A straightforward question on the **reasons for** Germany's ability to outsmart Britain in the scramble for Cameroon	Some focused on reasons for the scramble for Cameroon and reasons for British reluctance to annex Cameroon.				✓	
4	"The German administration of Cameroon was more of a curse than a blessing." Do you agree?	A double focus question on the **negative significance** and **positive significance** of German rule in Cameroon.	Some could not take a stance as demanded. Many lacked illustrations.					✓
5	What factors were responsible for the minimal socio economic development of British Southern Cameroons during the mandate period?	A single focus question on the **factors** responsible for the minimal socio-economic development of British Southern Cameroons during the mandate era	Some focused on evidences of neglect and efforts. Some focused on reasons for the integration of British Cameroons with Nigeria.		✓			
6	How far did the French administration adhere to the terms of the Trusteeship Agreement in French Cameroon?	Emphasis is on the **terms of the Trusteeship Agreement** which were **adhered to** (**upheld**) for the first part and terms which were **not adhered** to in the second part.	Many focused on the terms of the Mandate instead of the terms of the Trusteeship. Some mixed terms of the Mandate and the Trusteeship.		✓			
7	To what extent could the rise and fall of Andre-Marie Mbida in French Cameroon be attributed to UPC activities?	Focus is on how **UPC activities contributed to the rise and fall of Andre-Marie Mbida** and **other factors** for his rise and fall.	Many focused on general reasons for Mbida's rise and fall without UPC connection. Others dwelled on Mbida's achievements in French Cameroon.		✓			
8	Explain the factors for the KNDP victory in the 1961 UN-conducted plebiscite in Southern Cameroons.	A one-part question on the **factors for the victory of the KNDP** in the 1961 UN-conducted Plebiscite in British Southern Cameroons.	Many focused on reasons for KNDP victory in the 1959 elections. Some focused on KNDP Crisis of 1963-1965.		✓			

9	Discuss the extent to which the 1961 Foumban Constitution was a frustration to the ambitions of Southern Cameroonians.	A two part question on the extent to which the Foumban Constitution **frustrated the ambitions** of Southern Cameroonians in part one and the **ambitions that were upheld** or retained in part two.	Many focused on the Bamenda Conference proposals, decisions in adopted in the Foumban Conference and reasons why Southern Cameroonians failed at Foumban.				✓			
10	What circumstances led to the rise of A.N. Jua to power and to what extent could his down fall in 1968 be attributed to economic factors?	A three-part question on Augustine Ngom Jua. Part one centres on the **circumstances** of Jua's rise to power, part two is on the **economic factors** of his down fall and part three focuses on **other factors** for his fall.	Many presented the general reasons for Jua's rise to power and generalised reasons for Jua's fall.		✓					
11	How and why did Ahmadou Ahidjo dismantle federalism in Cameroon between 1961 and 1972?	A double focus question on the **measures/stages** used by Ahmadou Ahidjo to dismantle federalism in Cameroon for the first part and the **reasons** for the dismantling in the second part.	Many focused on reasons for one party in Cameroon. Many evaded the stages towards unitary state which was demanded in the second part.		✓					
12	Evaluate the efforts made by the Biya administration to improve on the social conditions of Cameroonians since 1982.	Focus is on the **efforts made** by the Biya administration to improve on the social conditions of Cameroonians in the first part and the **failures of the efforts** in the second part.	Focused was generalized on social, economic and political efforts instead of the social efforts. Limitations were abandoned.	✓						

TABLE 6: PERFORMANCE RATING PER QUESTION OR CANDIDATES-QUESTION RELATIONSHIP FOR HISTORY PAPER 2

	QUESTION	SKILL	APPRAISAL OF THE PERFORMANCE
1	Examine the political motivations for and impact of ethnic movements in Cameroon in the 19th century.	Analysis	Average performance in interpretation with a mark range of 13 – 14 and an overall success rate of 65%.
2	Discuss the justifications for the Fulani Jihads launched in Northern Cameroon under the leadership of Modibo Adama during the first half of the 19th century.	Analysis	An average performance in interpretation with a mark range of 13 – 14 and an overall success rate of 60%.
3	Account for Germany's ability to outsmart Britain in the scramble for	Analysis	An average performance in interpretation with an average mark range of 13 – 14 and an overall success rate of 60%.

	QUESTION	SKILL	APPRAISAL OF THE PERFORMANCE
	Cameroon in 1884.		
4	"The German administration of Cameroon was more of a curse than a blessing." Dou you agree?	Evaluation	A good performance in interpretation with a mark range of 15 – 16 and an overall success rate of 80%.
5	What factors were responsible for the minimal socio-economic development of British Southern Cameroons during the mandate period?	Analysis	A poor performance in interpretation with a mark range of 09 – 10 and an overall success rate of 40%.
6	How far did the French administration adhere to the terms of the Trusteeship Agreement in French Cameroon?	Evaluation	A poor performance in interpretation with a mark range of 09 – 10 and an overall success rate of 30%.
7	To what extent could the rise and fall of Andre-Marie Mbida in French Cameroon be attributed to UPC activities?	Evaluation	A poor performance in interpretation with a mark range of 09 – 10 and an overall success rate of 40%.
8	Explain the factors for the KNDP victory in the 1961 UN-conducted plebiscite in Southern Cameroons.	Analysis	A poor performance in interpretation with a mark range of 09 – 10 and an overall success rate of 40%.
9	Discuss the extent to which the 1961 Foumban Constitution was a frustration to the ambitions of Southern Cameroonians.	Evaluation	An average performance in interpretation with a mark range of 13 – 14 and an overall success rate of 65%.
10	What circumstances led to the rise of A.N. Jua to power and to what extent could his down fall in 1968 be attributed to economic factors?	Analysis and Evaluation	A poor performance in interpretation with a mark range of 09 -10 and an overall success rate of 40%.
11	How and why did Ahmadou Ahidjo dismantle federalism in Cameroon between 1961 and 1972?	Analysis	A poor performance in interpretation with a mark range of 09 – 10 and an overall success rate of 40%.
12	Evaluate the efforts made by the Biya administration to improve on the social conditions of Cameroonians since 1982.	Evaluation	A very poor performance in interpretation with a mark range of 07 – 08 and an overall success rate of 30%.

Outstanding Performances

The outstanding score of 73% was recorded by one script. Two other scripts recorded good scores of 71% and 69% respectively. There were three other scripts with good scores of 68% each.

Worst Performances

The **lowest score** of 00% was recorded by ten scripts. The candidate hopelessly recopied the questions. Three other scripts recorded very poor scores of 01%,02% and 03% respectively. These candidates presented the most reckless answers and were unable to identify the questions. This could be attributed to gambling and poor preparation.

PAPER 3

AFRICA AND WORLD HISTORY

AN OVERVIEW OF THE PAPER

The 2021 marking exercise started with the discussion and adoption of the marking schemes on Wednesday 28th July 2021. Trial marking and harmonization of scores was done on 28th and 29th July 2021 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 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 60%.

SUITABILITY OF QUESTIONS

The questions were suitable and were of "A" Level standard. The percentage of suitability stood at 95%. The projected performance for History Paper 3 this year may witness an decrease from 65% last year to about 60%. This can be attributed to the fact that questions were set on the topics not often taught by teachers and always avoided 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	60%		✓				Average	12-18	Ok	60%	*
2	05%				✓		Poor	07-10	Ok	10%	**
3	35%		✓				Average	12-18	Ok	60%	*
4	80%		✓				Average	12-18	Ok	55%	*
5	05%			✓			B. Average	09-12	Ok	35%	*
6	15%			✓			B. Average	09-14	Ok	40%	*
7	50%		✓				Average	12-18	Ok	55%	*
8	05%			✓			Poor	08-14	Ok	20%	**
9	45%			✓			Average	12-16	Ok	55%	*
10	80%				✓		B. Average	08-14	Ok	40%	**
11	05%				✓		Poor	06-14	Ok	15%	*
12	15%				✓		B. Average	08-14	Ok	25%	**

From the above analysis, it can be deduced that:

1. General performance could be above 60%.

2. The question interpretation by candidates was fair.
3. The phraseology of the questions was good.

TABLE 8: THE SYLLABUS COVERAGE OF TOPICS IN HISTORY 3

S/N	SYLLABUS DESCRIPTION	TOPIC NUMBER	QUESTION NUMBER	%
1	The Slave Trade in West Africa	1	1	04.3
2	Christian Missions in West Africa	2	-	00
3	Islamic Revolutions in 19th century West Africa	3	2	04.3
4	European Scramble and colonization	4	-	00
5	African Reaction to the Scramble (African Resistance)	5	3	04.3
6	Colonial Rule	6	-	00
7	World War II in Africa and African Nationalism	7	4	04.3
8	Decolonization	8	-	00
9	Neo-colonialism	9	-	00
10	Military interventions in African Politics	10	5	04.3
11	Race Relations: Apartheid in South Africa	11	-	00
12	Post Independence Problems in Africa: Refugee Crisis	12	6	04.3
13	The English Revolution of 1688	13	7	04.3
14	The American War of Independence	14	-	00
15	European Diplomacy / Congress Diplomacy	15	8	04.3
16	The First World War, 1914-1918	16	9	04.3
17	The Paris Peace Conference	17	-	00
18	The League & Failure of Collective Security	18	10	04.3
19	The Second World War, 1939-1945	19	-	00
20	The Cold War	20	11	04.3
21	International Organizations- Commonwealth, etc	21	12	04.3
22	The Arab-Israeli Conflicts	22	-	00
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	To what extent was the abolition of slave trade in West Africa motivated by British self-interest?	A straight forward two-part question centered on the **contributions of British self-interest** to the abolition of slave trade for the first part and **other reasons** for the abolition in the second part.	Candidates brought out British self-interest and other reasons for abolition of slave trade. Some candidates misunderstood British self-interest to mean British efforts towards abolition.				✓		
2	"The success of the Jihad in Futa Jallon (1854-1864) had far reaching impact." Discuss.	A one-part question with focus on the **positive and negative impact** of the success of the Jihad in Futa Jallon.	Many candidates went off because they focused their answers on the general reasons for the Jihads or on the Sokoto Jihad instead of the Futa Jallon Jihad.		✓				
3	Examine the reasons for the failure of African resistance to European occupation of the African continent in the late 19th century.	A straight forward **one-part** question centered on the **reasons** for the failure of African resistance to European occupation.	Candidates advanced the reasons but some answers were barren of appropriate illustrations.				✓		
4	How far can it be argued that the Second World War was more of a curse than a blessing to the Africans?	A straight forward question on the **negative/harmful effects** of World War II to the Africans for the first part and **benefits (positive effects)** the of the war in the second part.	Candidates discussed generalized effects of the Second World War in World History not tied to Africa as demanded in the question.				✓		
5	Discuss the causes and impact of military coups in Africa since independence.	A two part question based on **causes** and **impact** of military coups in Africa. The first part focuses on the **causes** and the second requires the **impact** of the coups.	Candidates' answers were focused but void of examples.				✓		
6	To what extent have socio-political factors been responsible for Africa's	A two part question centered on the **socio-political factors**	Candidates' answers were generalized on causes of refugee			✓			

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No	QUESTION	EXPECTATIONS/ DEMANDS	CANDIDATES' RESPONSES	CANDIDATES' PERFORMANCE					
				V. Poor	Poor	B. Av	Av	Good	Excellent
	refugee crisis after independence?	responsible for Africa's refugee crisis for the first part and **other factors / causes** of the crisis in the second part.	crisis in Africa. Some answers did not make a clear cut demarcation between socio-political and other causes of the refugee crisis.						
7	Assess the relative importance of the birth of the Prince of Wales to the outbreak of the Glorious Revolution of 1688.	A double focus question. Emphasis is on the causes of the Glorious/English Revolution. In the **first part,** candidates should show why **the birth of the Prince of Wales ignited** the revolution in England. In the **second part, other causes** of the revolution should be examined.	Candidates manifested the inability to bring out the role of the birth of the Prince of Wales in the outbreak of the Glorious Revolution. Many answers were general narration of the causes of Revolution.				✔		
8	Justify the view that the collapse of the Concert of Europe was inevitable after 1823.	A single focus question based on the **reasons** for the collapse of the Concert of Europe.	Answers were focused but the question was attempted by very few candidates. This is an indication that the topic is often neglected by teachers and students		✔				
9	Evaluate the consequences of the First World War.	A two part question centered on the **positive** and **negative** consequences of the First World War.	Most answers were focused on the consequences of the war on Africa and the treatment of Germany at the Treaty of Versailles, 1919.				✔		
10	The ineffectiveness of Collective Security was largely due to the structural lapses of the League of Nations in the 1930s. Do you agree?	A two part question centered on the contributions of the **structural weaknesses of the League of Nations** to the ineffectiveness of Collective Security for the first part and **other factors /reasons** for the second part.	Question was poorly interpreted but most answers could not identify the structural lapses of the League and other reasons for its failure. Most answers were focused on the successes and failures of the League of Nations.			✔			

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No	QUESTION	EXPECTATIONS/ DEMANDS	CANDIDATES' RESPONSES	CANDIDATES' PERFORMANCE					
				V. Poor	Poor	B. Av	Av	Good	Excellent
11	Why was the Cold War inevitable after the Second World War?	Emphasis is on the **causes of the Cold War**. The Cold War should be defined in the introduction.	Question was poorly interpreted because candidates mostly focused on causes of the Second World War instead of causes of the Cold War.		✓				
12	How beneficial is the Commonwealth of Nations to member states in the Developing World?	A two-part question based on the **benefits** of the Commonwealth to member states in the Developing World for the first part and how the Commonwealth is a **curse** to the same countries in the second part.	Answers focused mostly on benefits and evaded limitations. Some of the candidates misunderstood the Commonwealth of Nations to mean the UNO and its specialized agencies.				✓		

TABLE 10: PERFORMANCE RATING PER QUESTION OR CANDIDATES–QUESTION RELATIONSHIP FOR HISTORY PAPER 3

	QUESTION	SKILL	APPRAISAL OF THE PERFORMANCE
1	To what extent was the abolition of slave trade in West Africa motivated by British self-interest?	Evaluation	A two part question centered on British self-interest for the first part and other reasons of abolition for the second part. The question was very popular with about 85% of the candidates attempting it. The success rate in this question was above 70%. However, some candidates were unable to identify the role of British self-interest in abolition. Rather, they dwelled either on the measures of abolition or the problems faced.
2	"The success of the Jihad in Futa Jallon (1854 - 1864) had far reaching impact." Discuss.	Evaluation	Emphasis is on the impact of the success of the Futa Jallon Jihad It was not a popular question and the answers were marred by a number of flaws. First, the general impact of the 19th century Jihad in West Africa was evoked with no reference to Futa Jallon. Second, some answers were poor because they were centered on the causes of the Sokoto Jihad of Usman Dan Fodio in Northern Nigeria.
3	Examine the reasons for the failure of African resistance to European occupation of the African continent in the late 19th century.	Analysis	A straight forward single focus question based on the reasons for the failure of African resistance to European occupation. The performance was average and about 60% of the candidates attempted this question.
4	How far can it be argued that the Second World War was more of a curse than a blessing to the Africans?	Evaluation	A straight forward two-part question centered on the negative effects of the Second World War in the first part and positive effects of the war II for the second part. It was a very popular question with 85% attempt rate. Some candidates (10%) rather gambled on the reasons for the extension of the war to Africa and scantily examined the impact of the war on Africa. However, the worse answers were presented by candidates who went off and instead

	QUESTION	SKILL	APPRAISAL OF THE PERFORMANCE
			focused on the roles of Africans in World War II. Candidates are advised to always look carefully at the context of the question and tailor their response accordingly. Negatively, the war led to inflation and economic hardship, depopulation, involuntary migration, refugee crisis, separation of families, destruction of property, death of the African people, etc. Positively, the war hastened the growth of African nationalism; it led to an economic boom because of the increase in the demand for African products; it led to the employment of Africans; it led to the liberation of Ethiopia from Italian occupation in 1941; it led to the destruction of the myth of white superiority, etc.
5	Discuss the causes and impact of military coups in Africa since independence.	Analysis	A two part question based on the causes and impact of military coups in Africa. 35 % of the candidates attempted this question and their responses were average. The main weakness of the candidates' responses to this question was the lack of examples to illustrate their facts
6	To what decline have socio-political factors been responsible for Africa's refugee crisis after independence?	Evaluation	A double focus question that demands the socio-political factors responsible for Africa's refugee crisis for the first part and other causes in the second part. Only about 15% of the candidates attempted this question and their answers marred by the general inability to demarcate the socio-political factors from other causes. These are the highlights of what is required in this question.
			a) Socio-political factors
			- Religious persecution in Sudan and Nigeria.
			- Racial and cultural tensions in South Africa.
			- Non-integration of minorities.
			- Colonial heritage.
			- Civil wars in Congo, Sudan, Rwanda etc.
			- Anti-colonial wars in Kenya, Algeria, etc.
			- Military coups in Ghana, Nigeria, Uganda.
			- Political persecution Nigeria and Liberia.
			- Government ideology.
			- Post-election violence in Ivory Coast.
			- Apartheid in South Africa.
			- Border conflicts or inter-state wars
			- War of genocide in Rwanda in the 1990s.
			b) Other factors of Africa's refugee crisis
			- Natural factors e.g. pest and diseases.
			- Natural disasters/calamities e.g. drought, desertification, floods, earthquakes/volcanic eruptions.
			- Famine (food insecurity).
			- Escalating poverty and population pressure.
7	Assess the relative importance of the birth of the Prince of Wales to the outbreak of the Glorious	Evaluation	A two part question requiring candidates to discuss the responsibility of the birth of the Prince of Wales to the outbreak of the Glorious Revolution in England for part one and other causes for part two. It was a very popular

	QUESTION	SKILL	APPRAISAL OF THE PERFORMANCE
	Revolution of 1688.		question with an attempt rate of 75%. Interpretation was also fair as well as performance. However, some candidates merely presented the general causes of the revolution.
8	Justify the view that the collapse of the Concert of Europe was inevitable after 1823.	Evaluation	A one part question on the reasons for the collapse of the Concert of Europe. The reasons for collapse turn around: the disagreement among congress powers; the lack of a permanent structure; the exclusion of minor powers; the re-instatement of France as a major power; lack of European public sympathy, the proclamation of the Monroe Doctrine, etc. This question was the least popular with only 5% of the candidates attempting it.
9	Evaluate the consequences of the First World War.	Evaluation	A two part question that requires the positive and negative impact of the First World War. It was a popular question. About 60% of candidates attempted it and performance was average. However, some candidates had problems identifying the positive and negative consequences of the war. Answers were mostly on the general consequences of WWI.
10	The ineffectiveness of Collective Security was largely due to the structural lapses of the League of Nations in the 1930s. Do you agree?	Evaluation	A double focus question based on the reasons why Collective Security was ineffective in the 1930s. The first part requires the role of the structural lapses of the League to the ineffectiveness and the second part demands other reasons. Generally, question 10 was not properly answered because the candidates concentrated on the successes and failures of the League instead of the reasons for the ineffectiveness of Collective Security. Others presented the reasons in a generalized manner without any distinction between structural lapses and other reasons. Once more candidates are requested to look carefully into the context of the question and tailor their responses accordingly.
11	Why was the Cold War inevitable after the Second World War?	Analysis	Another straight forward question with emphasis on the causes of the Cold War. This was an averagely popular question in this paper. 55% of the candidates attempted this question and performance was good. In fact, its success rate is at 70%. The good performance could be attributed to the abundance of textbook material on the topic. However, a few candidates (5%) wrongly focused their answers because they highlighted the impact of the war. Another negligible number of candidates presented completely irrelevant material on the causes of the causes of the Cuban Missile Crisis of 1962. As a reminder, candidates are called upon to look carefully at the context of the question and tailor their responses accordingly.
12	How beneficial is the Commonwealth of Nations to member states in the Developing World?	Evaluation	Another two sided question on the benefits of the Commonwealth of Nations for the first part and its failures in the second part. It was the most unpopular question. Only about 5% of the candidates attempted it. Its interpretation was very poor and this was reflected in its performance. The few candidates who attempted it either did not understand or could not adequately bring out the failures of Commonwealth. This question attracted the attention of very few candidates because it is set one of the topics of the syllabus which many teachers and candidates hardly treat.

Outstanding Performances

The highest score of 70% was awarded to four scripts. Two other scripts recorded good scores of 69% and 68%, respectively.

Worst Performances

The **worst score** of 00% was recorded by three scripts (all scored 00% each). One of these candidates merely recopied the questions. The other submitted a completely empty/blank script. The third wrote an appeal letter to the examiner promising to bribe with the sum of 30,000frs. He/she wrote the telephone number.

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 papers or the format of the examination.
- Do not depend on speculative studies.
- 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.

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.
- MINESEC should include History textbooks on the National Booklist for 2020/2021 Academic Year.

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.

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 no longer subjected to the long unusual academic year as last academic year due to the COVID-19 PANDEMIC and the continuation of the current crises in the English-speaking part of Cameroon; effective teaching/learning process seemed to have taken place this academic year. In effect, the normal classroom interaction was kind of present this time to a little extent. So many topics seemed to have been taught this time.

II.   PERFORMANCE OF CANDIDATES

Paper 1

C.   *Introduction*

In general, this paper was good as it examined about 98.5% 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 all the questions had their correct keys; as a result the candidates were rated over 50 (instead over 49 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 slightly below the strength of the one of last year*. The questions and the rubrics were very clear. The paper registered a typing error in Q. 3 (i), that is $\tan 2A$; it ought to read as $\tan A$, but did not affect the candidates. The questions were

straight forward for the candidates. In fact, no question was thought-provoking but candidates' performance show that they did not fully prepare for the paper. Qs 6, 8, and 9 were very unpopular to the candidates and a good attempt to the solutions was made by 33% 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	Polynomials & Partial Fractions	Quadratics & Inequality	Trigonometry	Functions (injectivity) & Logic	vectors	Integration and Application	Location of Roots, parametric derivatives & Monotonic Function	Series: Geometric, Arithmetic & Binomial Expansion	Complex Numbers	Matrices
Attempted Rate	98%	91%	95%	96%	90%	65%	85%	75%	80%	90%
Success Rate	92%	56%	65%	76%	68%	29%	40%	30%	42%	54%

N.B.: Sampling during Trial Marking showed 54.4 % pass while general consensus predicted, from the table above, 55 % pass for this Paper 2. Last year, it was 49.17% and 52% respectively.

E. Question By Question Analysis – *Level Of Difficulty*
Q.1 Many candidates attempted this question well by using the methods available.

Q.2 (i) Some candidates could not apply the concept of equal roots a quadratic equation when it was

specified as $\alpha = \beta$.

(ii) In this part of the question, some candidates were unable to realize that -1 was not included in

the required range.

Q.3 (i) The result given on the question paper read as $\tan 2A$ instead of the correct $\tan A$. However, this

was the last thing to be written in the solution to the question after simplifying to the lowest

terms. Some candidates were unable to apply the factor formula adequately.

(ii) Some candidates had the wrong notion of the general solution of a compound angle and so could not state the principal value. The correct solution is thus
$$\theta - 60° = 180°n + (-1)^n 45°, \quad n = 0, 1, 2, 3, \ \ldots \quad \text{in degrees}$$
or
$$\theta - \frac{\pi}{3} = n\pi + (-1)^n \frac{\pi}{4}, \quad n = 0, 1, 2, 3, \ \ldots \quad \text{in radians}$$

Q.4 (i) (a) Many candidates chose this question but could not handle the concept of an injective function

adequately.

(b) Composing a function from two element functions was posing a problem to many candidates.
$$f \circ f(x) = f[f(x)]$$

$$= \frac{4f(x)}{f(x)-1} = \frac{4\left(\frac{4x}{x-1}\right)}{\left(\frac{4x}{x-1}\right)-1}$$

$$= \frac{\frac{16x}{x-1}}{\frac{4x-x+1}{x-1}} = \frac{16x}{x-1} \div \frac{4x-x+1}{x-1}$$

$$= \frac{16x}{3x+1}, \quad x \neq -\frac{1}{3}.$$

$$D_{f \circ f} = \left]-\infty, -\frac{1}{3}\right[\cup \left]-\frac{1}{3}, +\infty\right[\quad \text{or} \quad D_{f \circ f} = \left\{x : x \in \mathbb{R}, x \neq -\frac{1}{3}\right\}.$$

(ii) Some candidates were unable to translate the symbolic language in the simple English statements, they were instead drawing the truth table.

Q. 5. (a) Some candidates who attempted the question failed to equate corresponding components
adequately. Even those who did had little difficulty in bringing out the correct values.

(b) Many candidates failed to use the direction vectors of the given lines but took the vectors
representing the fixed points on the lines in order to calculate the cosine of the angle between
the two lines.

Q. 6 (a) Many candidates could not apply the rule of integration by parts, a method which was not even
necessary. The required methods were by substitution and by recognition.

(b) Some candidates did not know the formula for the volume of revolution, while others quoted it wrongly so abandoned the solution part way.

Q. 7 (i) Some candidates treated this equation as a polynomial which led them to the wrong approach of
the solution to the question. The candidates who started the correct solution could not arrive at
the correct conclusion.

(ii) Many candidates could not find the second derivative using parametric equations.

(iii) Some candidates lacked the knowledge of increasing function, this was as a result of lacking to
realize the sign of the gradient function.

Q. 8 (i) Some candidates showed inability to understand the language that required the sum of terms of the geometric progression, they took instead the sum of the first n terms S_n, i.e. S_1, S_2, S_4 and S_5 and did the summation as $S_1 + S_2 = -5$ and $S_4 + S_5 = 40$. What was required of them to do was to bring out the two equations $a + ar = -5$ and $ar^3 + ar^4 = 40$. In short, instead of sum of terms they were writing sum of sums.

Q. 9 (i) Some candidates lacked the knowledge and concept of 'purely imaginary' in complex numbers
which refers to the real part being zero, i.e. $Re(z) = 0$.

(ii) Many candidates might not have treated the Argand diagram and so the notion of locus of point was completely lacking in them.

Q. 10 (b) Some candidates showed non-respect of the order of matrix multiplication. They post-multiplied the inverse matrix by the point matrix.

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. Q 5, 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	Integration of acceleration vector	Center of gravity of plane lamina	Coplanar forces in equilibrium.	projectiles	Newton's laws of motion	Collisions involving Impulse and loss of k.e.	Work, Energy and Power	Conditional probability (*including a Tree Diagram as an aid*)
Attempted Rate	96%	65%	90%	98%	99%	99%	94%	99%
Success Rate	25%	20%	30%	35%	55%	80%	25%	54%

N.B.: Sampling during Trial Marking shows 20.6% pass while general consensus predicts, from the   table above, **37%** pass for this paper 3.

G. **Question By Question Analysis –***Level Of Difficulty*

Q.1 Many candidates considered the force **F** as the position vector of a point **r** and proceeded to doing differentiation to obtain the required acceleration vector. Some candidates who recognized that integration of vector acceleration was required failed to put the vector constant of integration. The last part of the question needed the concept of parallelism of vectors, a situation that many candidates could not attempt.

Q.2 (a) Majority of the candidates lacked the concept of getting the centroid of plane by integration.

Some candidates exchanged the limits of integration. Others, in an attempt to find the x-coodinate of the centroid used limits 0 to 2, y-coordinate of the centroid used the limits 0 to 8.

Some other candidates considered the curved part as a quadrant of a circular lamina and computed the area of a circle and used one-quarter of this area.

(b) The horizontal distances were considered vertical distances and vice-versa.

$$\int_0^2 xy\, dx = \int_0^2 x(8-x^2)\, dx = \left[4x^2 - \frac{x^4}{4}\right]_0^2 = 12$$

$$\int_0^2 \frac{1}{2}y^2\, dx = \frac{1}{2}\int_0^2 (8-x^2)^2\, dx = \frac{1}{2}\int_0^2 (64-16x^2+x^4)\, dx = \left[64x - \frac{16}{3}x^3 - \frac{x^5}{5}\right]_0^2$$
$$= \frac{688}{15}$$

$$\int_0^2 y\, dx = \int_0^2 (8-x^2)\, dx = \left[8x - \frac{x^3}{3}\right]_0^2 = \frac{40}{3}$$

$$\Rightarrow \quad \bar{x} = \frac{\int_0^2 xy\, dx}{\int_0^2 y\, dx} = \frac{12}{\frac{40}{3}} = \frac{9}{10} \quad \text{and} \quad \bar{y} = \frac{\int_0^2 \frac{1}{2}y^2\, dx}{\int_0^2 y\, dx} = \frac{\frac{688}{15}}{\frac{40}{3}} = \frac{86}{25}$$

Q.3 Many candidates failed to read through the question and this pushed them to solving as a question involving a ladder, and therefore made the rod to lean against the vertical wall. The candidates who tried to read failed to resolve the components of the reaction at the hinge. Many candidates showed little knowledge in resolution of forces.

Q.4 (ii) Some candidates took the radius of the bowl to be the radius of the horizontal circle. The centripetal force was equated to the radius of the circle and the weight of the particle was equated to the vertical distance a of the horizontal circle below the center of the bowl. These are the wrong equation done by the some candidates:

$$r = \frac{mv^2}{r} \quad \text{and} \quad a = mg.$$

Q.5 Some candidates applied Newton's law only on the particles which were hanging. Others considered the tension in both strings to be the same. The resistance μR was not gotten by some candidates.

The ensuing motion was not understood by few candidates.

Q.6 This was the most popular question. At the level of the loss of kinetic energy, few candidates juxtaposed the speeds of the spheres before and after impact. They used the initial and final speeds of sphere A to calculate the initial total kinetic energy and the initial and final speeds of sphere B to calculate the total final kinetic energy. The difference between these two was misinterpreted as the loss of kinetic energy due to the impact.

Q.7 Some candidates were unable to convert $km\,h^{-1}$ to the SI units $m\,s^{-1}$. Others avoided the part of the question where proportionality was involved.

Q.8 Many candidates understood the question and attempted to an average satisfaction.

RECOMMENDATIONS TO IMPROVE PERFORMANCE

A. To Students:

- Should buy and own textbooks to supplement the lectures acquired in classroom,
- Should be able to own copies of the syllabus produced by the CGCE Board,
- Should be able to have a collection of past questions,
- Should be able to know the various sub-headings of every topic,
- Should be able to have a desire for problem solving in order to know and understand the concepts under the sub-headings advised above,
- Should endeavor to form meaningful study groups,
- Should contact and believe in their teachers in times of certain areas of difficulty,
- Should attend all lectures,
- Should improve on their handwritings,
- Should withdraw totally from speculative studies whereby some areas of the syllabus are avoided,
- Should study the topics **trigonometry, coordinate geometry** and (**differential and integral**) **calculus** in that order, these topics form the basis of the study of our A/L syllabus,
- English Language as a subsidiary subject in High Schools should be taken very serious, as a real subject, not just as a subject for communication,
- Should belong to a particular stream (or Series) in the High School,
- Should adapt themselves to the improved and modern pedagogic approaches which will give them room to better master and understand their lessons.

B. To Teachers:

- Should lay more emphasis on methodology as well as Competence Base Approach (CBA),
- Have a serious need to have many resource materials as much as possible, e.g. recommended and standard text-books,
- Require to have collection of past questions from many Examination Boards,
- Need to read widely to keep abreast of new pedagogic and methodological innovations, i.e. the teachers should always attend Subjects Association Meetings and Seminars which the surest places for them to overcome pedagogic and academic difficulties witnessed in the course of teaching certain areas,
- Should encourage students to know and understand the **sub-headings** of topics and teach them how to appeal to and appreciate concepts under such headings,
- Should teach the students **functions** adequately with the mentioning of technical terms and where the functions do not exist and how they can be plotted on graphs,
- Should teach the students validities of expansions adequately,
- Should encourage students to study **trigonometry** and ranges (or intervals) in which their functions lie,
- Should teach the students *vectors*, **implicit differentiation**, logarithms, logarithmic functions, exponential functions, permutations and combinations, distinguishing between them.

- Should train the students and bring them up to the level where they are able to evaluate and draw conclusions,
- Should not shy away from teaching certain classes,
- Should orientate the teaching/learning process to real life situations,
- Should avoid selective, spotted and speculative teaching which would destroy the students given the fact that MCQ's embody the whole syllabus.
- Should solicit the expertise of the Inspectors and their fellow colleagues in areas where they little mastery.

C. To the School Administrators
- Should recruit qualified and experienced Mathematics teachers in order to enhance the teaching of the subject so as to improve results,
- Should respect the '8 *hours per week'* allotted for Mathematics on the time-table, with at least two Mathematics teachers per stream,
- Should always sponsor their Mathematics teachers to attend Divisional, Regional and National Seminars in order to master basic methodological and pedagogic skills as well as innovations,
- Should equip adequately the school libraries with the relevant and up-to-date mathematics books and didactic materials,
- Should make the (this) subject (report)s readily available to the Mathematics teachers in order to use it correct and adjust some of the ideas and facts in the teaching process.

D. To Stakeholders
- Should take the teaching/learning process, assessment and evaluation at heart so that they could sponsor such cases for seminars and refresher courses home and away.
- **The measures of the COVID-19 should be emphasized by providing what it takes to be safe.**

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.

All the questions and their options were clearly printed and error free.

In this paper, candidates are to answer all 50 questions.

PAPER 2

OVERVIEW

In the examiners' opinion, this paper is about the same strength as that of 2020 but the candidates' performance is far below average. The candidates attempted all the questions but hardly do they get to the expected results.

Embarrassingly, the candidates' performed very poorly in questions 6, 7 and 8 on integration, differentiation and geometric sequence respectively, coming from key topics in the syllabus.

The rubrics of this paper were satisfactory and the printing was very clear.

Question 3 had a typing error whereby $\tan 2A$ was typed instead of $\tan A$.

The examiners estimate that about 25% - 30% 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	DIFFICULTY(IES) OBSERVED
1	98%	60%	(i) Most of the candidates displaced good mastery of the remainder and factor theorems. However, a significant number of them could not sail through to the end successfully because they lacked the basic skills of solving simple linear simultaneous equations. (ii) Partial fractions. RAS
2	70%	35%	(i) Most candidates misinterpreted this part of the question and were equating sum of roots to product of roots. Some could not interpret $\alpha = \beta$ as equal roots. (ii) Candidates solved the inequality but failed to consider the domain of the function in their solution set. Thus wrong answers like $-1 \leq x \leq 2$ was very common instead of $-1 < x \leq 2$.
3	80%	35%	(i) This question had a typing error where $\tan 2A$ was typed instead of $\tan A$. Nevertheless, the marks guide was sufficiently adjusted to take care of the error. Despite the fact that identities for $\sin A - \sin B$ and $\cos A + \cos B$ are found in the formula booklet, candidates still applied them wrongly to the given situation. (ii) Most candidates expanded $R \sin(\theta - \lambda)$ and equated the corresponding coefficients correctly to obtain R and λ, yet were unable to use them to solve for the general solution of the equation $\sin \theta - \sqrt{3} \cos \theta = \sqrt{2}$ The examiners got the impression that candidates were not making use of the formula booklet, probably because they did not have or lacked the skills to use them.
4	75%	25%	(i) Most candidates demonstrated a fair understanding of the concept of injectivity. An understanding of the concept of composite functions was equally displayed here but the little algebra required to sail through baffled most candidates. (ii) Candidates demonstrated a poor interpretation of logical symbols in relation to ordinary English.
5	75%	15%	Most candidates obtained wrong equations in λ and μ at the point of intersection of the lines, probably because they could not identify all the components of line 2. This inability to identify the components of line 2 proliferated to affect the application of the dot product in the last part.
6	5%	1%	(a) Very few candidates attempted this question. Most of these few failed to recognize the solution method of the integral of $(\cos^4 3x \, \sin 3x)$, which is by substitution and not by parts as they did. Some of those who recognized the solution method were confused by the coefficient of x and the part for substitution. Embarrassingly, some candidates integrated $\cos^4 3x$ and $\sin 3x$ independently and ended up multiplying or adding both results. (b) Instead of finding volume, integral of πx^6 or πy^2, candidates were wrongly obtaining area, the integral of πx^3 or πy.

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	DIFFICULTY(IES) OBSERVED
7	50%	5%	(i) Candidates successfully evaluated f(0) and f(1) as -1 and 4 respectively but could not use them to show that a root lies between 0 and 4. Giving conclusions without demonstration. (ii) Candidates could only find the first derivative of parametric functions. Obtaining the second differential of parametric functions was a nightmare to most candidates. (iii) The candidates demonstrated a remote understanding of the concept of increasing functions, which states that f(x) is increasing within an interval if $f'(x) > 0$ within that interval. It was very common to find candidates evaluating f(1), f(2), f(3) etc and using their increasing values to justify that f(x) is increasing, which is wrong.
8	70%	10%	(i) Embarrassingly, candidates were seen working with the sum of sums, $S_1 + S_2 = -5$ instead of working with sum of terms $u_1 + u_2 = -5$. Ridiculously, candidates were frequently using arithmetic and not geometric sequence as was given. (ii) Few candidates obtained the term independent of x by using the general expression $$\sum_{r=0}^{15} \binom{15}{r} a^{15-r} b^r$$ in the value of r for x^0. Many took the hard method of expanding the expression $\left(x + \frac{2}{x^2}\right)^{15}$ and only to later abandon probably baffled by the algebra.
9	75%	12%	(i) Most candidates obtained $\bar{z}_2$ and $z_1 \bar{z}_2$ but some were unable to simplify $z_1 \bar{z}_2$ correctly and so missed out on the part which is purely imaginary. Candidates failed to simply recognize that $\arg(z_2)^2 = 2\arg(z_2)$ and so went on to obtaining $z_2 \times z_2$ before getting $\arg(z_2)^2$, a longer and tedious procedure. (ii) Most candidates avoided this part of the question. Some of the few who did ended only at the level of $|x + yi| = |x + yi - 2 + 2i|$ and could not continue.
10	90%	40%	(a) In looking for k, a significant number of candidates worked with $|\mathbf{A}| = 1$ instead of $|\mathbf{A}| = 0$ for singular matrix, probably taking the word singular as synonymous to 1. (b) Candidates were unable to obtain all the 9 entries of the adjugate matrix correctly certainly due to the algebra involve and so could not get the inverse matrix and hence could not also get the right values of x, y and z. A good number of candidates wrongly post multiplied the point matrix with their inverse matrix instead of pre-multiplication. Another set of candidates ignored the **hence** that was intended to link the parts of the question for easy solution and prefer to solve the system of linear equations using alternative methods – like Crammers' and elimination methods.

PAPER 3
OVERVIEW

The examiners' are of the opinion that this paper is almost of the same strength as that of 2020 but the candidates' performance still fell below expectation.

The performance average is estimated to lie in the range 20% - 25%, just as in 2020.

The rubrics are satisfactory and the printing very clear.

In this paper, candidates are to answer all eight questions.

The estimated performance of the candidates and the difficulties observed per question are summarized in the table below.

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	DIFFICULTIES OBSERVED
1	85%	40%	In this question, the examiners observed that candidates simply have broad ideas of the concepts being tested but in-depth understanding is shallow. Consequently, (a) Many candidates used $\frac{\sum x}{n}$ instead of $\frac{\sum fx}{\sum f}$ for the mean. (b) Instead of obtaining the standard deviation, some candidates ended at the level of the variance The concepts of the mean and variance of a combined set are clearly not mastered by our candidates. Shameful that the simple arithmetic resulting from these concepts baffled advanced level mathematics candidates.

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	DIFFICULTIES OBSERVED
2	85%	25%	(i) (a) Many candidates erroneously assumed that events A and B are independent and equally failed to use the notion of complement to find the probability of event B. this affected their work in (b). (ii) (c) Many candidates failed to demonstrate that for a probability tree, the branches initiate from a single point. Candidates were drawing a tree with two branches instead of three. (d) and (e) Some of the candidates who drew the tree for three trials could not obtain the required results.
3	80%	35%	(i) (a) The mass function was defined in two parts but candidates were frequently seen working only with one part. (b) Many candidates correctly applied the definition for mean only to later suffer from poor addition. (c) Many candidates ended at the level of computing $E(X^2)$ and considered it as $Var(X)$. (ii) Most candidates failed to identify the distribution as geometric and erroneously used binomial distribution.
4	60%	15%	(i) Many candidates could not identify the distribution as binomial and instead used the Poisson distribution. Many of those who correctly used the binomial distribution, could not interpret the phrase *at most 2* as $P(X \leq 2)$. While few used $P(X = 2)$, most of them used $P(X \geq 2)$. (ii) (b) Candidates failed to reason that if the average number of errors per page is 3, then the average for three pages would be 9. As in the case above, the phrase *at least* was almost always wrongly translated.
5	75%	30%	(a) Many candidates treated the random variable as *discrete* whereas it was *continuous.* Instead of obtaining $E(X)$, candidates were frequently integrating the pdf and equating to 1. (b) Candidates were frequently calculating $E(X^2)$ and taking it for the variance. (c) Candidates integrated the function and equated to $\frac{3}{4}$ but maintained the upper limit as 3, instead of a variable, say q. Thus equations such as $\int_0^3 \frac{1}{12}(2x + 1)\, dx = \frac{3}{4}$ were very common. Such candidates were unable to come out with the quadratic equation which has one root as the upper quartile.
6	40%	05%	Most candidates had a very shallow knowledge on the concepts of estimation and hypothesis test. (a) Candidates calculated the sample variance but could not use it correctly to obtain an unbiased estimate of the population variance. Others took the sample variance for the unbiased estimate of the population variance. (b) Many candidates demonstrated remote knowledge of the concept of confidence interval. The few who started with the right expression for C.I. failed to obtain the critical values. (c) Candidates were unable to simply state the null and alternative hypotheses correctly. We frequently saw wrong statement like: $H_o: \mu = 17.5$ and $H_1: \mu \neq 17.5$, or $H_o: \mu = 18$ and $H_1: \mu > 17.5$, instead of the right statements: $H_o: \mu = 18$ and $H_1: \mu \neq 18$. The calculation of the critical value and stating of the rejection criteria were seemingly difficult to the candidates. Thus the right conclusion was hardly reached.
7	40%	10%	(ii) (a) Most candidates could not identify the distribution as binomial and so could not

QUESTION NUMBER	ESTIMATED ATTEMPTED RATE	ESTIMATED SUCCESS RATE	DIFFICULTIES OBSERVED
			obtain the mean and variance. (b) and (c) Candidates failed to transform from discrete to continuous.
8	90%	40%	Popular question to all candidates but surprisingly simple arithmetical processes were above the candidates to manipulate. (a) Some candidates took $\sum xy$ for $Cov(x,y)$ and thus could not arrive at the expected result. (c) Many candidates stated the formula for the minimum sum of squares of residuals wrongly. It was common to find the wrong expressions like $(1-r^2)S_y^2$ for MSSR instead of $n(1-r^2)S_y^2$.

Some possible reasons advanced by the examiners for the mediocre performance in this examination are:

1) Below average syllabus coverage both by the candidates and the teachers, especially as classes were seriously interrupted due to the emergence of Covid 19.
2) Poor mastery of concepts by candidates.
3) Bulky syllabus to be covered in two years. The depths that some topics in pure mathematics are required to be treated are not necessary for the course work of statistics students.

GENERAL REMARKS

The examiners observed that:

1. The setting of the examination covered about 95% of the syllabus.
2. In-depth coverage of the examination syllabus for this paper by the candidates is estimated at about 30%.
3. In-depth coverage of the examination syllabus for this paper by the teachers is estimated at about 45%.
4. There has been some improvement in teaching and learning in some traditionally avoided topics.
5. Candidates' arithmetic abilities are weak, far below the expectation from Advanced Level Mathematics learners.
6. Due to the Covid 19 pandemic, classes were interrupted while this set of candidates was in Lower Sixth. During the 2020 – 2021 academic year, a two shift system was introduced and the number of teaching hours reduced. The introduction of distance learning did not benefit many students because of frequent power cut, poor internet and inability to procure the required gadgets by parents. A major consequence of all these is poor syllabus coverage and hence poor results.

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 reading 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 administration is advised to provide enough guidance to the 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 mathematics have hardly been good.

0775 FURTHER MATHEMATICS

Introduction: This report, written after the 2021 GCE Further Mathematics marking exercise, intends to outline the strengths and weaknesses observed in candidates' work. It is our hope that teachers, candidates and other education stakeholders will positively exploit the issues raised in this report in order to improve candidates' performances in future examinations. As you read the report, pay attention to areas where candidates did not demonstrate mastery of concepts and calculation skills in order to emphasize same in the learning and teaching processes. We have also indicated some smart approaches that were not expected but that were deemed acceptable. A snappy comparative analysis with observations from the 2021 session is made.

The general impression is that the overall performance this year has improved compared to that of last year.

The number of absences this year dropped significantly. It is worthy of note that different candidates earned all marks in all parts of all questions. At the extreme of the Normally distributed performance, very few candidates scored below 15% and very few still above 90%. The best score was 99% for Paper 2 and 89% for Paper 3.

PAPER 1.

We expected candidates to demonstrate an understanding of concepts [and not only the numerical calculations] outlined in the syllabus.

PAPER 2

TABLE OF SPECIFICATION (TOS)

	Skills	**Question**	**Difficulty Level**
1.	Knowledge and Understanding(A01)	3b	**
2.	Application of Knowledge(A02)	1	**
		3a	**
		4b	**
		5	**
3.	Analysis (A03)	4a	**
		7	**
		8	**
4.	Synthesis (A04)	6a	**
5.	Evaluation (A05)	2	***
		6	***
		9	***
		10	***

INTRODUCTION: For the overall performance, most of the candidates had a score of 40% and above. The scores ranged from 00 to 99.

Syllabus Coverage: The paper covered 100% of the syllabus.

Presentation: The presentation of the paper was excellent; well typed (no typographical errors), all questions numbered accordingly and with the marks allocated to parts of questions clearly indicated.

Performance: A majority of the candidates attempted all the questions. It could be noticed that the question paper was friendly to candidates.

- **QUESTION BY QUESTION ANALYSIS**

  The performance of candidates in each question examined in terms of popularity of the question, expectations of the questions, the shortcomings of the candidates and best answers presented.

  QUESTION 1

  This question was attempted by almost all the candidates with most of them scoring more than half the total marks allocated for it. However, many of the candidates could not get the particular integral ($y = l\,x^2 e^{-2x}$) as they failed to realize that $y = l\,e^{-2x}$ or $y = l\,xe^{-2x}$ are in the complementary function.

  QUESTION 2

  Almost all the candidates attempted this question, with many of them scoring less than half of the total marks.

  Most of them could not have the required partial fraction thus could not obtain the marks for the required integral.

  QUESTION 3

  This question was attempted by almost all the candidates, with a majority of them scoring more than half of the marks. Most candidates ignored the coefficient of $\tanh^{-1}$ in the question.

  In part (b) many candidates failed to justify the associative property.

  QUESTION 4

  This question was massively attempted by the candidates, scoring more than half of the marks.

  QUESTION 5

  Most candidates attempted this question and the majority them scored more than half of the marks.

  QUESTION 6

  The question was massively attempted by candidates, with many of them scoring all the marks for part (a) but scoring less or no mark for part (b).

  The candidates failed to apply De Moivre's theorem to evaluate the limit.

  QUESTION 7

  This question was poorly attempted and many of those who attempted this question scored less than half of the marks.

  QUESTION 8

  This question was attempted by most of the candidates, with many of them scoring more than half of the marks.

  Of those who attempted the question, many of them failed to prove the concept of linear independence.

  QUESTION 9

  This question was massively attempted by the candidates and scoring more than half of the marks.

  Many who attempted could not find the domain of the function, investigate the parity of the function (Even or Odd) and draw the table of variation. Many investigated the properties of the curve correctly, but failed to bring them together to represent the curve.

  QUESTION 10

  This question was attempted by most of the candidates but scoring less than half of the marks.

  Most who failed were using numerical values to obtain the proofs.

  PAPER 3

INTRODUCTION: The paper was generally good, although there were a few questions like question 2b, question 5ii and question 6 that were not understood by many of the candidates. The strength of the paper was about the same as that of 2020. The rubrics were very clear.

SYLLABUS COVERAGE: The syllabus coverage was over 95%.

PERFORMANCE: The performance this year was better than that of 2020 with approximately 90% of the candidates scoring between 20 and 55 marks. The 00% score was almost absent except for candidates who passed empty scripts. The best candidate scored 89%.

TABLE OF SPECIFICATION

SKILLS	QUESTIONS AND LEVEL OF DIFFICULTY
Knowledge and Comprehension	3(*), 8(**)
Application	1(**), 4(**), 7(**)
Analysis	5(**), 6(***)
Synthesis	
Evaluation	2(***)

QUESTION BY QUESTION ANALYSIS
QUESTION 1
About 95% of the candidates attempted this question. At least 60% of the candidates were able to score at least half of the total mark for the question. Majority of the candidates were unable to apply the concept of equivalent force systems expected. Many candidates instead were trying to show that the system was a couple.

QUESTION 2
About 80% of the candidates attempted this question, although most of the marks scored were from part (a) of the question. The inequality introduced in part (b) of the question threw almost all the candidates as many of them could not relate the time given and half the maximum speed. The performance in this part of the question was very poor.

QUESTION 3
Almost all the candidates attempted this question. More than 60% of them scoring more than half of the marks. Most of the candidates did not know where to stop.

QUESTION 4
Almost all the candidates attempted this question and scored more than half of the marks. The idea of speed was not understood. Most of them obtained the components of the velocity and stopped. Very few candidates also did not understand the concept of deflection.

QUESTION 5
About 70% of the candidates attempted this question, most of them scoring more than half of the marks. Also, most of them were unable to obtain the angle between the velocity and the radial direction.

QUESTION 6
Less than 15% of the candidates attempted this question. At most 2% of the candidates scored up to half of the marks.

QUESTION 7

This question was attempted by at least 90% of the candidates, with most of them scoring at least half of the marks. Most of the candidates did not understand that steady speed implies zero acceleration.

QUESTION 8

Almost all the candidates attempted this question with most of them scoring more than half of the marks.

SUGGESTIONS/RECOMMENDATION TO:

A. Students :
* Students should use the Examination syllabus and recommended textbooks that cover the entire syllabus.
* Students should learn how to do research online.
* 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.
* They should try to understand the main concept of every topic, so as to better equip themselves for correct solutions.

B. Teachers
* Teachers should use recommended textbooks to prepare lessons.
* Teachers should learn how to do research online and recommend study websites to the students.
* Teacher should cover the entire syllabus to avoid speculations from students.
* Teachers should have copies of the G.C.E. Board syllabus and complete the coverage of the syllabus.
* Teachers should endeavour to attend seminars regularly to improve on themselves.

C. Other stakeholders
* Parents should ensure that learners avail themselves with recommended textbooks.
* Parents should counsel their children rather than force and intimidate them to study this subject.
* Parents should provide their children with the relevant didactic materials like text books, work books, calculators, formula booklets, mathematical set of instruments, etc.
* They should also learn to collaborate with the teachers and the school administration.
* They should also ensure that formula booklets are available and if possible polar coordinate grids be made available too.
* The price of textbooks should be affordable.
* School authorities are urged to ensure that the report received from the GCE Board reaches the teachers.
* They should also facilitate the attendance of teachers at seminars.

CONCLUSION

All stakeholders involved in the running of the GCE exams are urged to play their respective roles well, so that the exam s should run smoothly. To ensure the growth of the subject, we encourage anyone who reads this report to give it the widest publicity within the education milieu.

0780 PHYSICS

INTRODUCTION

THE OVERALL PRESENTATION OF THE EXAMINATION SYNOPSIS

The candidates for June 2021 0780 Physics Advanced Level are the seventh batch to be evaluated on the syllabus that was reviewed in Limbe in 2011. The subject respected the tradition of three papers in its evaluation as in the previous years. After a careful study of the process of evaluation and the candidate's performance, it can rightly be concluded that the abilities and skills tested in 2021 met with the aims and objectives as indicated in the syllabus. The 2021 examination was slightly more challenging than the examination of last year.

Examiners were of the opinion that if the 2020/2021 academic year had not been affected by the Covid-19 pandemic and school boycott in the North West and South West Regions of Cameroon there would have been an improvement in candidates' performance. The two shift system which allowed candidates in school either only from 8am to midday or from midday to about 5pm in a large majority of schools particularly reduced the number of hours of effective teaching. They are basing their arguments on the good question preparation, syllabus coverage and content. There was a decrease in performance of the outstanding candidates and increase in the number of candidates with mediocre performance compared to previous years.

In the practical paper it could be noticed that for candidates who scored high on the School Based Assessment their performance was generally above average on the main stream and stations. Those with low School Based Assessment scores generally had low scores in the practical paper. As it has been said above the pandemic and social unrest which characterises the North West and South West Regions of Cameroon affected the performance of candidates in the practical paper most. Analysis of the School Based Assessment even in the centres where there were high School Based Assessment scores, worked scripts revealed that some of the topics in the syllabus were shallowly covered by some candidates e.g. magnetism, electronics and electricity and the concept of moment of a force.

Examiners were of the opinion that, the options help the candidates and teachers to have a deeper understanding of Physics concepts and the application of local material in the teaching and learning of the subject. Performance of the candidates in general showed a fair in-depth coverage of both the syllabus and the questions. The fair in-depth coverage of the syllabus reflects the quality of the teachers in the field and the challenges during this covid-19 pandemic. Examiners expressed the opinion that programming of the Physics practical examination should not coincide with Geology as some candidates go in for Physics and geology and some schools use the same multipurpose labs for all their subjects.

➢ **General Observations on the Question Papers**

a) **1.1 Suitability** The examination for 2021 session was slightly more demanding than that of 2020 both of which met the Advanced Level Physics syllabus specification and measured the required abilities according to Bloom's Taxonomy. There was a general improvement on almost all aspects of the Examination. The language used by examiners was clear though there were few printing errors on the question papers. This year had a suitability rate of 99% see table 1

Examiners rated the 2021 examination as very good.

Evaluation of aspects of the examination by examiners by percentage

Aspects	Low			Average			High/Good		
Year	2019	2020	2021	2019	2020	2021	2019	2020	2021
Level of difficulties	4	4.0	4.0	61.0	56.2	56.2	35	39.8	39.8
Coverage of syllabus	0.0	10.0	0.0	6.0	10	5.0	94	80.0	95.0
Language used by examiners	0.0	0.0	0.0	00	0	00	100	100	100
Clarity of questions	0.0	1.0	1.0	4	2.0	2.0	96	97	97
Involvement of Math	2.0	2.0	2.0	79.5	8	8	19.5	90	90
Flexibility of marking schemes	0.0	0	0.0	10	00	00	90	100	100
Timing	15.5	15.0	30	39.5	40	40	45	45	30
Clarity of rubrics	0.0	0.0	0.0	2.0	1.0	1.0	98	99	95

Table 1.

1.2 Syllabus coverage for 2021 Examination session vis-à-vis Aims and Objectives

Table 2 shows the syllabus coverage for 2021 examination session vis-à-vis aims and objectives.

Syllabus aims	Number	Paper 2		Paper 3	
		Marks	%	Marks	%
Concepts and principles	A	12.0	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 2021 Examination for paper 2 and 3.

Syllabus Description	Topic Number	Paper 2			Paper 3		
		Question number	Marks	%	Question number	Marks	%
Physical quantities and experimental Physics -Mechanics	1.2 2.6	1	6	4	Mainstream	40	40
Mechanics:	2.3	4, 6 either,			Station 3	10	10
Fields: Electric fields	6.2	3	7	4.7			
Motion in fields	8.3		7	4.7			
Wave phenomena	10.3	5	5	3.3	Station 1	10	10
Atomic and Nuclear physics	5.6		5	3.3			
Thermal Energy: First law of thermodynamics	4.2	6-OR	8	5.3			
Solids and liquids	4.5		8	5.3			
Gases	4.6		4	2.6			
Electrical energy: current electricity	7.1	2, 7	7	4.7	Station 2	10	10
Magnetic fields		6-OR 6 -EITHER			Station 4	10	10
Quantum Physics	12.1 -12.2	6 either	7	4.7			
Electromagnetic induction: Electrical oscillations	11.3		6	4			
Fields: Capacitors	6.3	3	20	13.3			
Energy resources and environmental	8	8	15	10			

Syllabus Description	Topic Number	Paper 2			Paper 3		
		Question number	Marks	%	Question number	Marks	%
Physics							
Communication	9	9	15	10			
Electronics	10	10	15	10			
Medical Physics	11	11	15	10	SBA	20	20
Total			150	150		100	100

Table 3

➢ The syllabus coverage can broadly be put at about 95 %.

▪ <u>**Abilities tested using Bloom's taxonomy and levels of difficulty.**</u>

Paper	No. of Questions	Kn	Co	Ap	An	Sy	Ev	*	**	***	
2	**11**	9	20	35	20	13	9	58	34	8	**Good for average candidate**
3	**Mainstream, Four stations and SBA**	4	22	25	17	15	11	65	25	10	**95% of the process skills were tested in 2021.**

Table 4

Table4. Shows the marks allocated per ability tested and the level of difficulty.

2   The Candidates

Candidates' worked scripts showed 65% coverage rate compared to 70% in 2020. There were a fewer number of zeros scored with greater number of blank answer booklets as compared to 2020.

Candidates' performance by paper by percentage (NA means not available: paper one)

Paper No.	*Score / %*											
	Highest			**Probable**			**Average**			**Lowest**		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	89	92	90	33			39.85		23.9	00	00	00
3	98	96	93	52			49.6		37.2	00	00	00

Table 5

Candidates' worked scripts revealed the following information:

i)   Some improvement in the mastery of subject matter especially in the area of graphical analysis.

ii)   Inadequate in-depth coverage of the syllabus.

iii) Poor interpretation of the syllabus requirement.

iv)   Poor interpretations of words like observation, method, conclusion and procedure as used in the Mainstream and Stations.

v)   Poor use of language, which led to candidates' inability to communicate their knowledge to the examiners, and also impeded their comprehension and understanding of questions.

vi)   Poor interpretation of questions by candidates due to weak knowledge in scientific language.

vii) Poor statement of basic physical laws.

viii) Poor allocation of time or inadequate time per question and per paper.

ix)   Poor teaching and the influence of the Covid-19 pandemic and socio-political unrest in Cameroon.

x) Delay in the teaching of options. Some teachers introduce options as late as April, in the Upper Sixth Form;

xi) A good majority of the teachers handling A Level Physics in the field are first cycle teachers who may need to go back to the University to upgrade their status and knowledge;

xii) It was encouraging to note that some of the examiners are currently upgrading their knowledge in either the University of Buea or Bamenda.

xiii) Topics that cut across the entire syllabus such as Physical Quantities and Base Units are rather taught as one unit in the lower sixth form instead of a series of sub units progressively as the syllabus is covered.

xiv) Delay in the start of practical work in lower sixth by some teachers. In upper sixth the candidates are suffocated with too much left over from lower sixth work and teachers find it difficult to effectively teach and mark practical work in schools.

3   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		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Recall knowledge or basic facts	8.4	6.0	8	28	42	40	63.6	52	52
Understand principles, facts and concepts	30.8	24.0	40	58.7	38	35	10.5	38	25
Applying knowledge in familiar situations	20.6	18	20	61	60	60	18.4	22	20
Applying knowledge in novel situations	53.5	58	60	30.3	32	30	16.2	10	10
Analyze and evaluate information	38.3	36	40	50	52	50	11.7	12	10

Table 6

3.1   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

Aspects	Low			Average			High		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Understanding terminology used by examiners	52		9.5	80.8		80.	14.2		10.5
Use of English in written answers	38		35	5.4		20	95		45
Accuracy and labelling of diagrams	22		20	4.8		20	89		60
Accuracy in plotting and labelling graphs	10		10	9.7		10	92		80
Use of algebra in answers	12		12	88.8		40	8		48
Use of units	00		00	3.2		2.0	94.5		98
Significant figures/accuracy	52		10	30.8		28	70		62
Respect of rubrics	10.5		10	17.9		50	89		40

Table 7

4 PAPER BY PAPER ANALYSIS

PAPER 1

o **General observations on the question paper**

The examination panel together with examiners, after studying the question paper, unanimously agreed that the 2021 paper 1 was good and adequately met the required standard of the Cameroon GCE Advanced level Physics Examination. The rubrics were quite clear. The layout of the paper was good with few typographical errors. The broad coverage of the syllabus was rated at about 95 %. Paper 1 is usually divided into three sections as follows.

❖ Section I has thirty five (35) questions or incomplete statements followed by four suggested answers, a total of 35 marks.

❖ Section II has ten (10) questions and for each question there are three responses of which one or two of the responses is/are correct

❖ Section III has five (5) questions followed by four suggested graphs of which only one is correct.

This makes a total of 50 questions expected to be answered in one hour thirty minutes for an average of 1.8 minutes per question.

However, there was 1 question out of 50 without an appropriate answer. This could be attributed to topographical errors particularly on graphs. More time should be allocated to proof-reading, moderation and input of corrections made by panel members themselves.

o **Abilities tested and the Levels of Difficulty:**

The abilities tested according to Bloom's taxonomy of education objectives, were rated as follows:

ABILITIES TESTED ACCORDING TO BLOOMS TAXANOMY FOR PAPER 1.

S/N	ABILITY	NO OF QUESTIONS	% COVERAGE
1	Knowledge	8	16
2	Comprehension	10	20
3	Application	14	28
4	Analysis	10	20
5	Synthesis	4	8
6	Evaluation	4	8
	Total	50	100

Table 8

4.2.1 The questions were categorized into three levels of difficulty in percentages as follows.

: Level of difficulty for paper 1

S/N	DESCRIPTION	Percentage Rating
1	One star question	45
2	Two star question	50
3	Three star question	5
	Total	100

Table 9

o **.** Question number 43 did not have clearly a suitable answer. This could be attributed to topographical errors particularly on graphs. More time should be allocated to proof-reading and input of corrections made by panel members themselves.

o **CONCLUSION :**

The Physics paper one examination in 2021 was good and met A/L standards and the candidates' performance is unknown as it is computer marked.

5.0   PAPER 2

5.1 General observations on the question paper

The examiners, after studying the question paper, unanimously agreed that the 2021 paper 2 was of slightly higher standard compared to that of last year and adequately met the required standard of the GCE Advanced level Physics Examination.

The rubrics were quite clear. The lay out was also good and the quality of print was good. The broad coverage of the syllabus was rated at about 95 % by the examiners. The in-depth coverage of the syllabus as revealed by the candidate's scripts was rated at about 65 %.

Paper II respected the required format as prescribed by the syllabus. It is divided into three sections as follows.

- Section I has six questions.
- Questions 1 to 5 are short compulsory questions with a total of 30 marks.
- Question 6 is a pair of long questions in which the candidates are expected to choose only one and each question carries 20 marks.
- Section II has one compulsory question on data analysis, and it carries 20 marks.

Section III has four Options. Each option carries 15 marks.

- . Option 1 is on Energy Resources and Environmental Physics;
- i. Option 2 is on Communication;
- ii. Option 3 is on Electronics; and
- iii. Option 4 is on Medical Physics.

Abilities Tested and the Difficulty Levels

iv. The abilities tested according to Bloom's taxonomy of education objectives, were rated as follows:

v. **ABILITIES TESTED AS A PERCENTAGE FOR PAPER II**

S/N	ABILITY	PERCENTAGE COVERAGE
1	Knowledge	20
2	Comprehension	23
3	Application	21
4	Analysis	20
5	Synthesis	10
6	Evaluation	6
	Total	100

Table I

vi. **QUESTION BY QUESTION ANALYSIS**

QUESTION		TOPIC	ABILITY TESTED	LEVEL OF DIFICULTY	MARKS
1		(1.2, Physical Units	Analysis Comprehension	**	4 2
2		7.1 Current electricity	Comprehension	*	2 2
3		(**6.3**) Capacitors	Application Analysis Synthesis	**	6 2
4		2.4 Dynamics, Newton's Laws of motion and Forces	Application	**	5

QUESTION		TOPIC	ABILITY TESTED	LEVEL OF DIFICULTY	MARKS
5		**(10.3)**Superposition of e.m waves	Knowledge Application	*	5 2
6 Either	a	(12.1; 12.2) The electron ,thermionic emission and quantum physics.	Knowledge	*	10
	b	(11.1) Electromagnetic induction	Comprehension	**	6
	c	(8.2) Gravitational Fields	i) Application ii) Knowledge	* *	4
6 OR	d	(4.3) Generation and transfer of thermal energy	Knowledge	*	10
	e	(7.1) Current electricity	Comprehension	**	7
	f	(4.2) Mechanical energy transfer	Application Knowledge	*	3
7	a	**(5.3)** Charge flow in metals, semiconductors and conduction mechanisms	Analysis & Synthesis	**	12
	b		Evaluation	** **	7
	c		Evaluation	**	1
8	a	OPTION 1	Comprehension	*	4
	b	Energy resources and environmental physics	Application	**	3
	c		Comprehension	*	4
	d		Knowledge	*	4
9	a	OPTION 2	Comprehension	*	4
	b	Communication	Comprehension	*	2
	C		Comprehension	***	3
	d		Comprehension	***	6
10	a	OPTION 3	Comprehension	*	4
	b	Electronics	Analysis	**	5
	C		Comprehension	***	3
	d		Comprehension	***	3
11	a	Medical Physics	Comprehension	*	6
	b		Analysis	*	5
	c		Analysis	*	4

Table II

The examiners further categorized the questions into three levels of difficulty in percentages as follows.

Syllabus Description	Topic Number	Paper 2			Paper 3		
		Question number	Marks	%	Question number	Marks	%
Physical quantities and experimental Physics -Mechanics	1.2 2.6	1	6	4	Mainstream	40	40
Mechanics:	2.3						

Syllabus Description	Topic Number	Paper 2			Paper 3		
		Question number	Marks	%	Question number	Marks	%
Current electricity	7.1	2	4	2.6	Station 2	10	10
Capacitors	6.3	3	7	4.7			
Dynamics, Newton's Laws of motion and Forces	2.4	4	6	4	Station 3	10	10
Superposition of mechanical waves	10.3	5	5	3.3	Station 1	10	10
The electron ,thermionic emission and quantum physics	12.1 12.2	6-Either	8	5.3			
Electromagnetic induction	11.1		8	5.3			
Gravitational and magnetic fields.	6.1, 6.4		4	2.6			
Generation and transfer of thermal energy	4.3	6-Or	7	4.7			
Electric current	7.1						
Mechanical energy transfer	4.2		7	4.7			
Magnetism					Station 4	10	10
Charge flow in metals, semiconductors and conductors	5.3	7	20	13.3			
Energy resources and environmental Physics	Option 1	8	15	10			
Communication	Option 2	9	15	10			
Electronics	Option 3	10	15	10			
Medical Physics	Option 4	11	15	10	SBA	20	20
Total			150	150		100	100

LEVEL OF DIFFICULTY FOR PAPER II

S/N	DESCRIPTION	Percentage Rating
1	One star questions	39
2	Two star questions	56
3	Three star questions	05
	Total	100 %

Errors on the question paper:

Apart from the slight slip found on the diagram and graph of figure 4a and b, which were very minimal and we'll taken care of by the mark scheme, there was no typographical error that could affect candidate's performance in this paper.

Discussion of marking guide and trial marking (or dummy marking):

Question papers and marking guides were distributed to the examiners. The marking guide was carefully examined and upgraded by the examiners. 135 worked scripts were then selected randomly for dummy marking. At the end of the dummy marking exercise, the scores obtained by the examiners were recorded by the panel. On the average, each examiner marked an average of 20 scripts. A description of the trial marking however appears on a separate report.

Members of the Physics Panel and examiners then proceeded to collective marking of some of the selected scripts. Candidates' answers were read out and marks awarded following the standardized marking guide. During this exercise, some modifications were made on the guide to make it more

flexible. Further clarifications and directives were made on the marking guides by all before the marking itself started.

Marking Proper

The Chief Examiner cautioned all examiners with respect to the rules governing marking and advised them not to rush. Each examiner was given eighty worked scripts and the final marking started.

During the marking exercise, controls were made on some randomly selected scripts marked by the examiners to ensure uniformity in the exercise. At the end of the marking exercise, each examiner submitted statistics with respect to each question vis-à-vis the scripts marked which were later analysed and the results have been presented in this subject report.

Examiners' evaluation of the 2021 paper II with respect to previous years.

Table I shows the examiners' evaluation of the 2021 paper 2 vis-à-vis the previous years.

At this point the examiners initial projected pass percentage of 60 % dropped to 35 %.

Examiners' Evaluation of some aspects of the examination by percentage.

Aspects	Low			Average			Good		
Year	2019	2020	2021	2019	2020	2021	2019	2020	2021
Level of difficulties	20.0	15.0	35.0	70.0	65.0	50.0	10.0	20	15
Coverage of syllabus	0.00	0.00	0.00	6.5	10.0	10.0	95.0	90.0	90
Language used by examiners	0.00	0.00	0.00	15.0	5.0	5.0	85.0	95.0	95.0
Clarity of questions	1.67	0	0	11.67	1	10	87.66	99.0	90
Involvement of mathematics	5.0	0	0	32.67	2	5	57.33	98.0	95
Flexibility of schemes	0.00	0.00	0.00	20.0	2.0	2.0	80.0	98.0	98.0
Timing	3.33	10.0	10	31.67	35.0	40	65.0	55.0	50
Clarity of rubrics	0.00	0.00	0.00	8.33	1.0	5	91.67	91.67	95

Table III

CANDIDATE'S PERFORMANCE PER QUESTION.

Question No.	1	2	3	4	5	6 e	6 or	7	8	9	10	11	Total score
Highest score	6	4	8	5	7	17	19	29	15	15	15	15	90
Most probable	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Average	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	23.86
Lowest score	0	0	0	0	0	0	0	0	0	0	0	0	0

Table IV

Table V shows the popularity of the options as selected by the candidates in descending order.

POPULARITY OF OPTIONS

1	Energy Resources and Environmental Physics
2	Communication
3	Electronics
4	Medical Physics

Table V

159

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 22.6 against 22.2 last year even though the highest score increased from 87% last year to 90%.

b)   The in-depth coverage of syllabus was 65 % as portrayed by the candidates worked scripts.

c)   The broad coverage of the syllabus was 95 %

6.1 QUESTION BY QUESTION ANALYSES

Question Number	Topic	Attempt	Performance	Possible Reason
1	**(1.2; 6.2 and 6.3)**Units, Electric Fields and Capacitors	Highly attempted	Below Average	Poor question interpretation.
2	**(7.1) current electricity**	Highly attempted	Poor	Poor question interpretation
3	(**6.3**) capacitors	Highly attempted	Below average	Improved teaching.
4	**(2.4) Dynamics, Newton's Law's of motion and forces**	Averagely attempted	Poor	Lack of indept coverage.
5	**(10.3)** Superposition of mechanical waves	Highly attempted	Average	Improved teaching .
6 Either	**(12.1; 12.2; 11.1; 6.1, 6.4)** The electron, thermionic emission and quantum physics, Electromagnetic induction, Magnetic field and electric Field.	Highly attempted	Below average	
6 OR	**(4.3, 7.1 and 4.2) Generation and transfer of thermal energy, Electric current and Mechanical energy transfer.**	Not many candidates attempted	Below average	Lack of in-depth coverage of concepts back in schools.
7	**(5.3) charge flow in metals, semiconductors and conductors.**	Highly attempted	Average	Continuously taught in the schools and candidates have a lot of practice exercises before the exam
8	Energy resources and environmental physics	highly attempted	Above average	Though performance was above average many candidates still had difficulties in using mole concept
9	Communication	highly attempted	Above average	
10	Electronics	Poorly attempted	Below average	Poor mastery of basic concepts and interpretation of questions.
11	Medical Physics	Poorly attempted	Poor	Poor mastery of basic concepts and inability to apply acquired knowledge to novel situations.

Table VI

RATING OF OPTIONS IN TERMS OF PERFORMANCE

1st	Energy Resources and Environmental Physics
2nd	communication
3rd	Electronics
4th	Medical Physics

TABLE VII

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.

7.0   Paper 3

7.1   General observations on the question paper.

All examiners were unanimous that in all respects the practical exam met A Level standards and was about the same strength as the exam of 2020.

They also observed that there was no negative supervisor effect on the candidates

The paper followed the prescribed format. The question paper was divided into two sections as follows with a School Based Assessment:

Section I: The Mainstream experiment which has a total of 40 marks.

Section II This section is made up of four stations with a total of 40 marks. Each station has a total of 10 marks.

School Base Assessment of 20 marks

The paper was good and adequately met the required standard of the GCE Advanced Level Physics Examination.

The rubrics were quite clear and the lay out was also good. . .

The performance of candidates in this paper was slightly lower than those of the previous year.

7.2   Evaluation of various aspects of the examination as percentages.

Aspects	Low	Average	Good
Level of difficulties	15.0	45.0	40.0
Coverage of syllabus	0.0	5.0	95.0
Language used by examiners	0.0	20	80
Clarity of questions	0.0	5.0	95.0
Involvement of Mathematics	0.0	5.0	95.0
Flexibility of marking schemes	0.0	0	100
Timing	10.0	40.0	50.0
Clarity of rubrics	0.0	2.0	98.0

Table 18

7. 0

In the main stream the following abilities were tested giving the following results expressed as a percentage:

Aspects	Low	Average	Good
Choosing appropriate parameters	25.0	50.0	25.0
Choosing a scale	5.0	55.0	40.0
Labelling of axes	0.0	20.0	80.0
Plotting of data	0.0	30.0	70.0
Line drawing	2.0	40.0	58.0
Processing from graph	20.0	70.0	10.0

Table 19

The following abilities were tested in stations with the following results:

Ability	Low	Average	High
Use of process skills	40	55	5
Drawing of diagram/circuits	30	50.0	20
Circuit analysis	60	30	10.0
Presentation of data	15	70	15.0
Inference	60	35	5.0
Processing of data	20	70.0	10.0
Drawing of conclusion	25	50	25

Table 20

7.4   Candidates Performance

	Highest score	Most probable score	Average score	Lowest score
Mainstream	39	NA		00
Station 1	10	NA		00
Station 2	10	NA		00
Station 3	10	NA		00
Station 4	10	NA		00
Overall	93	NA	37.5	00

Table 21

7.5   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:-

S/N	Ability	percentage
1	Knowledge	10
2	Comprehension	10
3	Application	25
4	Analysis	20

| 5 | Synthesis | 15 |
| 6 | Evaluation | 5 |

Table 22

❖ The level of difficulty for paper 3 were as follows:

S/N	Star	percentage
1	One	60
2	Two	34
3	Three	6

Table 23

❖ Syllabus coverage: -

Broad coverage of syllabus by candidates 90 %,

Best answered topic – mechanics

Most poorly done topic – Optics.

The performance of candidates was seen to be lower than last year and there were more zeroes recorded and low absentee rate noticed compared to previous years.

7.6   QUESTION BY QUESTION ANALYSES

i) Mainstream

The candidates showed a good knowledge of the use of measuring instruments in general. However the show mastery of the use of the burette. Most candidates obtained data that were generally presented in a vertical table. Candidates found stating the precautions taken to ensure accuracy difficult. **Few candidates still presented three dimensional diagrams.**

In graph plotting, candidates showed mastery of the following skills;

❖ Determination of the slope of a graph ,
❖ Choosing the correct coordinates and substitution.
❖ Drawing the best straight lines through the plotted points.

➢   **Stations**

In order of decreasing popularity: station 4, station 2, station 1, station 3

8.0   Suggestions/Recommendations

8.1   To students

- It is advisable that students should own a copy of the new syllabus.
- They should study the structure of each question paper and the pattern of the paper.
- Students should ensure they do practical in Lower Sixth since it helps in the understanding of the theory and also develop skills needed in life.
- Candidates should take time to study the key words used in questions.
- There is need for collaboration between the English and the Mathematics department so that English and Mathematics skills be developed in science students.
- Students should do everything to improve on their hand writing which is sometimes a source of losing marks .Should improve on their handwriting and communication skills

8.2   To teachers

❖ Each teacher should obligatorily own a copy of the current syllabus.

- ❖ Understand how to interpret the syllabus.
- ❖ Understand how to interpret and set standard questions.
- ❖ Do practical at the end of each theory topic from Lower Sixth.
- ❖ Make use of the available material in the field as far as Practical work is concerned.
- ❖ They should correct and sign all the practical exercises carried out so as to improve on candidate's ability to report, draw graphs and draw conclusions. Experiments.
- ❖ Options should not be left to be taught only in the upper sixth class/
- ❖ Examiners should look for every opportunity to share their experiences obtained during the marking with their colleagues in their respective localities.
- ❖ Teachers should upgrade themselves with current developments in the field using the internet and other modern methods of obtaining knowledge.

8.3   To Other stakeholders

xi. Parents should provide basic needs such as textbooks and laboratory needs to their children.

9.0   Conclusion

A careful study of this subject report by all stake holders would help to develop teaching strategies and styles that could improve on pedagogy. In addition, Principals are encouraged to provide the laboratory equipment so as to ease the teaching/ learning process. In cases where equipment already exists teachers should do everything to use them not only during practical periods but also during normal lessons.

.   While this document is addressed to the Physics teacher in particular the pedagogic offices could exploit it so as to improve on teaching and learning of science in the field.

0785 RELIGIOUS STUDIES

INTRODUCTION

The 2021 session of the examination saw the same traditional structure of the entire paper displayed. Paper I was made of 50 Multiple Choice Questions. These questions were geared at testing the fundermental concepts of the five World Religions as clearly defined by the Syllabus.

Paper II examined some 18 questions cutting across some three sections of the Religious Studies Syllabus. These are; The Old Teatament, Islam and Africn Tradtional Religious beliefs and practices. Instructions clearly restricted candidates to answering only Four questions; choosing all from any one section. It should be noted that each section had 06 questions.

Paper III was equally made up of 36 stuctural questions. Again each section contained 6 questions whereby candidates were subjected to answering only 04 questions from just one section. These were the Gospel of Luke, John, the Fourth Gospel, The Early Church as reflected in the Acts of the Apostles and First Corinthians, Philosophy of Religion, Ethics and Morality, and the Historical Development of Islam.

To display the Advanced level standards, 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 indications, the 2021 GCE questions for this subject were at the level of the candidates. Examining all the questions set and looking at their flow or sequnce, it will be prudent to conclude that the syllables coverage should be rated at 100%. The questions were standard, well set and tounching on all aspects of the entire syllabus. A significant imprvement on the work or the responses fom the candidaes was also noticed. The questions were void of aspects of ambiguity, and wrong spellings. In fact, the setting followed the required standard and the specificities of the syllabus.

QUESTION BY QUESTION ANALYSIS

PAPER II
Section 1:1 The Patriarchs to David
Q1.

This was a good question. It was popular. The question reqired candidates to examine Abraham as the one who introduced the positive spiritual values that had sustained Israel as a nation, following Yahweh's standards and expectations and instructions. 68% of the candidates understood the demands of this question, interpreted it well and attempted it; scoring marks ranging between 18 to 24 on 25. It had many points which if identified like Abraham being peaceloving, obedient, kindhearted etc and presented well, the candidates would have done exceedingly well.

Q2.

This was a popular question, centered on the character of Jacob as one of the Hebrew patriarchs of the time. It required just three of the religious features he went through; experiences that he, Jacob encountered (theophanies). The candidates understood the demands of the question but many ended up narrating everything about Jacob not the specific religous encounters like that at Bethel and Peniel. 46% of the total number of candidates attempted this question and scored marks ranging from 17 to 22 on 25.

Q3.

This was a very popular question. It's focus was on the old testament theme of grumbling which appered so familiar to many candidates. Yet the question was restricted. They had to limit their assessement to the desert experiences that the Israelites had. However, 52% of the total number of candidate answered this question and scored very encouraing markes; ranging from 15 to 24 on 25. This question exposed man's inconsistency and Yahweh's constant love for his own people dispite their weaknesses or human limitations.

Q4.

This was the second most popular question in this section. It had a simple focal point; Moses' interceding role precisely within the period of the Exodus. He kept standing in the gap for the people and pleading their case before Yahweh in all difficult situations like in those moments that they needed food, water and physical protection from the enemy. Those who attempted answers to this question constituted 55% of the total number of candidtes; scoring marks beween 14 to 25 on 25. Those who interpreted it well were able to score these high marks.

Q5.

This was also another popular question. The emphasis was on the need for a change from the government at the time; theocracy into the reign of the monarchs in Israel. It was well interpreted and candidates understood its demands. The people became tired of God's reign and wanted to be like the other nations. There was a collapse of the confiCeracy, failure in the role of judges etc. About 525 number of cadidates attempted this question; constituting 30% scoring marks between 10 to 22 on 25.

Q6.

This was the fourth most popular question in this section according to the responses received from the candidates. The question had David at the center as the second annointed King in Israel. The emphasis were on his royalty and his ordained greatness dispite his very glaring human limitations. A good number of candidates did not levy emphasis or concentrate on Davids greatness, but went ahead to narrating the very popular sin of adultry which recorded the apex of king David's human weakness; equally, (a man after God's heart). 905 number of candidates attempted this question, constituting 51%. They however scored markes ranging from 14 to 24 on 25. Those with lower marks brought in irrelevant materials or spent more time narrating.

Section 5.3: Islam.
Q7.

This was a very popular question in this section. The centrality of the question was on Allah as the pivotal focus of worship in Islam. A 3% of the total number of candidates attempted this question but had scattered idea on the belief in Allah. They were expected to discuss his uniqueness, incomparable, merciful nature etc. However, those who went in for this question ended up with marks ranging from 15

to 24 on 25. The beliefs were supposed to be slanted to reflect the Islamic form of worship; allegiance to Allah as he suprime alone.

Q8.

This was the most popular question in this section. The question required an outline with comments on some vital charecteristics of a devount; (practical lifestyl of a Muslim). 5% of the total number of candidates answered this question and succeeded in scoring marks ranging from 13 up to 21 on 25. Those who could not score good marks brought in a lot of narration and were not logical in their presentations at all.

Q9.

This was an unpopular question in this section. About 88 candidates went in for this question; constituting 5%. The focus of this question was on the centrality of the family. Situating the family as the foundation; the pivot in Islam as a Religion. Many were unable to link the family as a unit and Islam as a religion which defines the way of life of a practising Muslim. Nevertheless, only 2% of the total number of candidates attempted this very question; scoring markes ranging from only 10 to 18 on 25.

Q10

This was a popular question strictly on the Qur'an. It was well understood. Candidates were expcted to comment on the Holy Qur'an as the last revealed Words of Allah. The primary sorce of Islam. Candidates who attempted this question scored marks ranging from 10 to 21 on 25. They were able to bring out it's contents; wisdom, doctrine, worship, translations etc.

Q11.

This was not a popular question as such. It was simply centered on the unity; oneness of Allah having everything itemised or detailed in Surah 112. It could have been one of the easiest questions if the denands were clearly detected by candidates who attaempted it. 22 number of candidates answered this question; consisting only 1%. They however scored markes ranging from 08 to 24 on 25.

Q12.

The pivotal role of the Imam was the centrality of this question. The question was very popular yet only about 94 candidates attempted it. Thy registered a 05% and scored marks between 15 to 22 on 25. His role as the community leader was to be clearly highlighted.

Section 5.5: African Traditional Religious Beliefs and Practices.

Q13.

This was the most popular question in this section. It had it's focus on the manner in which Africans approach God when it comes to genuine worship in their own traditional setting. Many who went in for this question had it out of topic because they kept linking the aspect of worhip to the focus of God instead within the Christian setting. They could have done better if they concentrated on the traditional form of ancestral worship and devotion to the suprime being who is God. About 94 candidates attempted it, registering a 05%. Marks were registered ranging from 09 to 19 on 25.

Q14.

It was also a popular question and attracted the attention of 54 candidates answering it. The focus was on the role of specialists in African Traditional Religion. The challenge here was that the question was a little too ambigious. There was no limit to the number of specialists. So those who attempted the qestion wrote elaborately and had the opportunity to harvest enough marks. 54 candidates answered this question, constituting 3% and ended up scoring marks from 12 to 24 on 25.

Q15.

This was a popular question with emphasis on prayer. Unfortunately, those who attempted it, misunderstood its specifications. Prayer as a concept was taken to fit the application in other related religions like Christianity; diviating from the African traditional focus. They ended up with low marks. 76 candidates attempted it constituting a 4%. These candidates scored marks ranging only from 2 to 12 on 25.

Q16.

This question was popular. Well understood. The question was very specific and centered on the role of Rulers and Kings in African Traditional form of worship. 83 candidates attempted the question, consituting 05%. They ended up scoring marks ranging from 6 to 16 on 25. The difficulty on the part of the answers was that there was a shallowness in terms of content.

Q17.

This question was popular. It required candidates to simply bring out clearly the role of the ancestors in ATR. Those who answered it understood its demands but kept narrating and not bringing out the facts about their intercessory role clearly. 88 candidates atempted the question, making up 05% and scored markes ranging from 5 to 18 on 25.

Q18.

Question 18 was popular. It reflected the same perculiarities as in question 14 above. Demanding that candidates should bring out the relevance or role played by some key personalities in ATR. 93 candidates went in for the question, consisting 3% and did fairly well. They however scored marks ranging from 11 to 23 on 25.

PAPER III
Section 2.1: The Gospel Accoring to St Luke

Q1.

This was a popular question. Interestingly, those candidates who attemted it were 621, consisting 35% but misunderstood its demands. They were not able to identify the sources to substantiate Luke's account clearly. Many kept narrating and jumbling facts. This made them to score marks ranging from 2 to 22 on 25.

Q2.

This was another question that appeared popular to the candidates. 642 of them attempted the question but could not give a clear interpretation to it. 469 of them answered this question making a 05% and ended up with marks ranging from as low as 5 to 17 on 25. Many missed out on the context in which the question was situated or set. The candidates were supposed to levy emphasis on that statement made in the question as Jesus' declaration of his fitness and preparedness for the mission which he had to accomplished on earth. It served as his ministry operational philosophy.

Q3.

It was a popular question in this section. It showed the faith of Peter, yet the declaraton had relevance on Peter himself, the apostles and Jesus. 771 candidates attempted this question, making up a 44% but were unable to actually provide facts on the weight of the statement as it required. So they scored marks simply ranging from 12 to 24 on 25.

Q4.

This was a very popular question. It was simple and direct. Candidates were expected to analyse the temptations of Jesus Christ and to relate the significance to the daily lives of his followers today. It was properly interpreted by many. 128 candidates attempted this question and made up a 56%. They scored marks ranging from 12 to 24 on 25.

Q5.

This was a popular question which was well interpreted by those who went in for it. 992 candidates attempted it; constituting a 56%, but had challenges because the concept of prayer in the context was a little too broad. They had to touch on prayer as Jesus taught his diciples, went to his own prayer at Gethesamane and finally at the cross. This brought in plenty of narration. However, they registered marks ranging from 12 to 24 on 25.

Q6.

It was a familiar question. But those who attempted it misunderstood its demands. They brought in different aspects of the resurrection in Luke not leving emphasis only on the relevance of the facts surrounding the resurrection of Jesus Christ. 954 candidates answered this question. They constituted 54% and scored marks ranging from as low as 03 on 25, and others, up to 20 on a scale of 25.

Section 2.2 John: The Fourth Gospel

Q7.

Question 7 was popular. It was to identify John as the author of his own Gospel. 13 candidates attempted this question, consisting 0.74% and were unable to bring out relevant facts to justify John as the author of his own Gospel. So they scored marks ranging from 02 to 15 on a scale of 25.

Q8.

This question was not popular. The concept of incarnation was to be identified as the fullness of the truth in John's Gospel. 5 candidates attempted this question; consituting a 0.28%. They ended up scoring marks ranging from 02 to 12 on 25.

Q9.

It was a popular question. It was simply on the concept of bread as Jesus taught and demonstrated. There was bread; earthly bread but He came as the living bread. 12 candidates attempted this question, constituting 0.68% and just narrated. No relevant facts on Jesus' teachings and ended up with markes ranging fom just 02 to 13 on a scale of 25.

Q10.

It was a popular question. It was on the concept of the Baptism of the Holy Spirit. 22 candidates went in for this question, constituting a 1.14% and scored markes ranging from 07 to 18 on 25.

Q12.

This question had emphasis on Jesus and his divine Sonship in John's Gospel. It was popular and fairly understood by some 16 candidates who attempted it. They constituted 0.9% and scored markes ranging from 07 to 14 on 25.

Section 2.3: The Acts of the Apostle and I Corinthians.
Q13.

This was a popular question. 77 candidates attempted the question. Thy contituted 4.4% scoring a mark range from 12 to 24 on 25. It had emphasis on the work of the Holy Spirit in the life of the Apostles to get them to work in agreement with the instructions of their master Jesus Christ; before his miraclous departure.

Q14.

It was also a popular question and well understood by those who attempted it. 82 candidates went in for it, constituting a 4.7% and were able to identify problems and not just the aspect of persecution. Some scored marks as low as 07 on 25 because of the narrative style employed. This was not relevant. Those who limited it and clearly brought in the fault of Annania and the consquences of his sin, scored marks up to 24 on 25.

Q15.

This was not a popular question. It had to do with a justification of Paul's Roman citizenship that saved his life precisely in Jerusalem. 24 candidates attempted this question and could not present their facts well. They simply brought out Paul's defences and went on to narration as usual. However, they scored marks which ranged from 05 to 15 on a scale of 25.

Q16.

This was a very popular question in this section. It had emphasis on the Baptism of the Roman officer; Cornelius and his household. The question focused on the relevance or significance of his Baptism. 57 candidates attempted, constituting 3.3%. This question registered a mark range between 12 and 24 on 25. The impact was that the Gentiles also had a dimension of the indwelling of the Holy Spirit. Just like the Jews at Pentecost.

Q17.

This question too appeared popular. It had emphasis on the divisions in the Church which ended up retarding its spiritual growth. Factions and leadership problems brought in a low relational spirit in the church. 71 candidates went in for this question and made up 4.06%. Candidates identified the divisions fairly well and scored marks ranging from 12 to about 24 on 25.

Q18

It was a fairly popular question. The concept of tongues was its emphasis. Many other gifts had been highlighted and projected in the church. This brought about a lot of confusion among the worshippers in the church. Paul reminded them that all gifts were from the Holy Spirit. 54 candidates attempted this question constituting 3.07% and they ended up narrating so much. However, they scored marks ranging from 11 to 20 on 25.

Section 4.1 : Philosophy of Religion
Q19.
This was a very popular question but which was highly misinterpreted. Philosophically, God was to be portrayed as the suffering Messiah. 59 candidates attempted this question; constituting 2.8% and candidates simply brought in all aspects of sufferings. Narrated every thing in conncetion to sufferings and scored very low marks; ranging from 5 to 13 on 25.

Q20.
It was a popular question and understood by candidates. They were to talk on the omnipotence of God, His omniscience, his transcendent nature etc. 51 candidates attempted it, constituting a 2.9% and ended up with marks ranging from 7 to 18 on 25. They were unable to clearly identify the concepts of God. This made them to earn low marks.

Q21.
It was a popular question but misunderstood by many who attempted it. They jumbbled up ideas on faith and reason and were unable to show how these two concepts were complementary. They were to show how faith and reason is complementary; reason explains faith, with related arguments from Thomas Aquinnas. 38 candidates attempted this question; constituting 2.06% and scored marks ranging from 07 to 17 on 25.

Q22.
The question was popular as per its setting. The emphasis was on the relevance of religious language. However, 17 candidates attempted this question; constituting a 0.97% and ended up scoring marks from 07 to 15 on a scale of 25.

Q23.
It was popular question. It was undestood by candidates. 61 candidates went in for this question and constituted a 2.6%. Nevertheless, they ended up with marks ranging from 05 to 18 on 25. They wrote just everything on the concept of death as a huge challenge to human life. This made them to bring in a lot of narration.

Q24.
It was a popular question but misunderstood as usual. It required that candidates should comment on the concept of God's eternal nature. They were unable to identify clear facts on God's nature. However, 46 candidates went in for this question, constituting a percentage of 2.8 and ended up with marks ranging from 05 to 15 on 25.

Section 4.2: Ethics and Morality
Q25.
This was actually a popular question and it was undestood. 3 candidates answered the question; constituting a percentage of 2.00 and ended up with marks which ranged from 07 to 18 on a scale of 25. This is because the aspect of genda inequality almost brought in a lot of emotions. So much emphasis was put on the sufferings women (sympathy for the underdog) go through and this was regarded by most candidates as genda bais.

Q26.
This was another popular and well understood question. This assertion is reflected in the manner in which the 36 candidates attempted it, constituting a 1.8% and argued for the reasons for euthanesia on a dying

person. Those who advanced points which were not logical, scored low marks like 08 on 25 while others who advanced points for mercy killing and justifid them, ended up with marks up to 23 on 25.

Q27.

This question had a challenge. It has to present the situation of a contract but the typographical error introcuced the word "contact". 3 candidates attempted this question; constituting 3.17% and ended up with very low marks ranging from 00 to 07 on 25.

Q28.

It was a popular question but misunderstood by candidates. 36 candidates attempted this question; constituting 2.08% and were unable to bring out clear personal testimonies for the existence of God. The concept of God as different to different people in different cultures. God cannot be domisticated as such. Those who answered this question scored marks ranging from 05 to 15 on 25.

Q29.

This qustion was popular and not very well understood by the candidates. It was about defending monothieism in the presence or within a context where evil is prevelent. 23 candidates attempted this question and constituted a 1.3%. they ened up with marks ranging from 07 to 18 on 25. Some could not explain the concept of monotheism so as to let it overshadow the presence of evil practices today.

Q30

It was a popular question and had a similar interpretation to question 29 above. 31 candidates attempted his question, constituting 1.7%. They were expected to show how the earth truly displays no evidenc of the benevolence of God. A few brought out evidences that the earth rather has more evidences. They however ended up scoring marks between 7 to 18 on 25.

Section 6.0: The Historical Development of Islam.
Q31.

It was a popular question. It had emphasis on the emergaince of Islam from a primitive backgound. The word primitive appeared a little misleading as candidates could not clearly comment on life before the birth of Islam as a religion. Things that happen were like the killing of female children at birth, polygamy with no limits, women without their own rights, polythiestic worship etc. 15 candidates however went in for the question; cosnstituting 0.85% and scored marks ranging from 07 to 15 on 25.

Q32

It was a popular question and well understood. It was about the place of Medina in the development of Islam. They were to show Medina as the safe heavens for Muslims, the birth place of the Prophet, the place of the first Mosque, and the spot as a holy city. 14 candidates went in for the question and recorded marks ranging from 08 to 20 on 25.

Q33.

This question was fairly popular. It had to do with the differences which have been, and which are still existing between the Islamic sects; the Shites and the Sunnis. 21 candidates went in for the question and constituted 1.2%. They advanced points for their differences and ended up with marks ranging from 09 up to 22 on a scale 25.

Q34.

This was a faily popular question with its requrements on the content of the sermon on mount Arafat. The relevance of the message also had as content, Prophet Mohammad's farewell message. Among these, the concept of prayer, the treatment of women etc. 22 candidates went in for this question; constituting 1.26% and eneded up with marks ranging from 05 to 22 on 25.

Q35.
This was equally a popuar question. It was well understood just like question 33 above. Candidates were expected to point out to the fact that these sects emerged after the death of Prophet Muhammad. It was further aggravated by the problem of succession, its multiple interpretations. 16 candidates attempted this question; constituting 09.1% and scored marks ranging from 07 to 20 on 25.

Q36.
It was a very popuar question and 22 candidates attempted it; constituting 1.6% and fell short of expetations in many ways. The appellation Usman displaced many. They were unable to distingush between Usman the Caliph and Usman the Jihad. The question required that they come out clearly with the achievements of Usman; the Third Rightly Guidely Caliph with emphasis on his contributions during the first two periods. However, those distingished, ended up with marks ranging from 08 to 16 on 25.

Suggestions/Recommendations:
As we have advocated over the years, our desire is to see the subject maintain its academic credibility. We strongly encourage students to study, read extensively and try to do comparative studies; approaching Religious Studies. To take delight in understanding the dynamics of other World religions also. This will give them a greater chance in attempting questions especially in Paper I which cut across the entire paper.

We equally encourage teachers to read extensively as a way to be able to teach effectively. To read books on Religious beliefs, to work within the specification of the syllabus when teaching and to be familiar with the traditional setting pattern of this Subject. It's very important for all teachers to be masters of the subject and there is an added advantage when they are current teachers and class examiners of the subject. They should always try to go through the syllabus in terms of 'teaching coverage'. To equally delight in readying the subject report when it is published by the GCE Board after every 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 fit 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 in both the North West and the South West Regions.

Conclusion:
As a panel, our greatest 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 integrity of our society. We see it as a firm foundation to curbing moral and spiritual decadence in our society today.

0790-PHILOSOPHY

INTRODUCTION

OVERALL PERFORMANCE OF THE CANDIDATES: 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 2020. This evidently is as the results of to the introduction of a more objective assessment approach- a broken down approach in assessing essay type questions- adopted last year 2020 and already in its second year of application (c.f. Marking criteria and essay writing methods in the appendix). In fact, the registration of candidates for the 0790 Philosophy witnessed a significant increase of **807** candidates. This could certainly be due to the progressive resumption of classes in the North West and South West regions of the Republic of Cameroon.

Year	2018	2019	2020	2021
Papers	I, II § III	II § III	II § III	II § III
Scripts	15.267	7035	10 040	11 654

- CANDIDATES' OVERALL PERFORMANCE. Overall performance of the candidates, projected at 77%, is acceptable.
- Gross candidate performance projected at 77% as against 70% projection last year. These results are based on examiners statistics they gathered as the marking went on.(Frequency of Questions answered and that of the marks recorded). A sample of 9 examiners was taken out of 85 examiners, giving 10.5%. Since the sample is intended to be indicative rather than representative results based on it can be considered plausible.
- SYLLABUS COVERAGE IN THE QUESTIONS SET: Questions covered the entire syllabus as. Coverage is 100%.
- AS SEEN IN THE CANDIDATES' WORK: Candidates performance showed approximately 85% coverage judging from the popularity of questions as answered by the candidates.

GROSS PROJECTED RESULTS

PAPER NO	PROJECTED OUTCOME	OVERALL PROJECTED OUTCOME
1	70 %	
2	75 %	77%
3	85 %	

REASONS FOR THE OVERALL PROJECTED OUTCOME

1- Candidates are getting a better grip on methodology. This has improved performance.
2- Segmented item by item marking for both essays and Logic questions. This has standardized as well as increased the reliability of the grading (scoring) and makes it possible for candidates to be credited objectively for any noteworthy attempt at an answer. Crediting every worthy attempt improves candidate scores.
3- The rubrics were clear and the printing of the questions was equally void of a number of typographical and grammatical lapses;
4- Better question interpretation by candidates far better than the previous years due to novel exam and evaluation structure;
5- The scope expected from candidates is commensurate with their cognitive level;
6- Questions carried less ambiguity and were accessed by candidates;

7- Instructions on questions papers provided rubrics guiding students on what is expected from them; (c.f. Marking criteria and essay writing methods in the appendix);

8- Over and above all, more focus is based on creativity than rot learning and candidates have demonstrated their ability to be more performing in such activities than those necessitating mere recall.

9- Spacious examination Time table: The different papers were spread out on three separate days.

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%.

II – QUESTION BY QUESTION ANALYSIS

PAPER NO	SECTION	QUESTIONS	QUESTION POPULARITY	% CANDDATES WHO ATTEMPTED	MARK RANGE	OVERALL PERFORMANCE	REASONS/SUGGESTIONS/ RECOMMENDATIONS
PAPER 1	Whole Syllabus			100	15-40/50	60%	Respect scientific and linguistic orthodoxy
PAPER 2	Section 1	1,2	1	≥90	5-24	60%	Evaluate on individual philosophers, not groups
	Section 2	3,4	4	≥80	5-24	75%	Follow given orientation for teaching African Philosophy
	Section 3	5,6	6	≥85	5-23	80%	Select clear argumentative passages
PAPER 3	Section 1	1,2,3	1,2	≥85	3-25	85%	More careful teaching and question-setting for Symbolic Logic
	Section 2	4,5,6	4,6	≥90	5-24	85%	As much as possible always contextualized the teaching of systematic philosophy

A- PAPER ONE MCQ

- **SUITABILITY RATE**: The suitability rate can be placed at 70%.
- Suitability is evaluated in terms of language, scientificity and functionality.
- In terms of language, the questions were generally good but understanding could be marred by a few instances of misleading instruction.

- Scientifically, a few questions could be seen to be inspired by faulty theory, giving rise to multiple correct answers or absence of correct answers altogether.
- In terms of functionality, the questions were generally within the syllabus, on condition that the syllabus is well understood.
- ESTIMATED OVERALL PERFORMANCE; 60**%**

- **QUESTION ANALYSIS**
  Q1. Some editing issues identified: **Suggestion:** Task ought to read "which of the following *are* respectively true and false oppositional inferences from the proposition above?
  Secondly, the options are badly punctuated. If considered disparately, as we suppose is the intention, then each of the propositions ought to be in quotes. Otherwise, each option can be considered as a single compound to be treated as such and in that case, there would be no correct answer.
  Q2. Imprecise question formulation. The same result can be obtained by obverting, then converting any proposition, especially as there is no requirement that the resultant be valid. Thus interpreted, it would be difficult to find the correct answer. To avoid all conflict of interpretation, whatever inference rule is intended, the result ought to be entirely stated.
  Suggested formulation taking supposedly correct option: "when from a given proposition, another is derived such that the predicate and subject terms of the derivative are contradictories of the subject and predicate terms of the given proposition, the inference is called…"
  Q3. Reformulate question: "Which of the following is structurally most correct of syllogisms?"
  Q4. No correct answer in the options. Indulgence given to candidates.
  Q6. Poor question formulation. There is no law as to the position of the circles on the Venn diagram; they may be correctly drawn in various alignments. What is important is to indicate which circle stands for what term S-P-M, and that condition is not met.
  Redundant use of 'adequately'.
- No correct answer in the options. Indulgence to candidates.
  Suggestion:
- Indicate the terms S, P M on the diagram
- Reformulate: the Venn diagram below represents the syllogism:
  Some easy graders are professors
  All professors are teachers
  Therefore, Some teachers are easy graders.
  Q7. Question is animated by faulty theory. The relation between premises in an argument is conjunctive. Based on the commutativity of the conjunction, both options A and C are correct.
- Options A and C are correct.
  Suggestion: reformulate the options such that one of them reads "antecedent of one of the premises, while the consequent is the consequent of the other"
  Q8. No correct answer in the options provided. Indulgence granted to candidates.
- Correct answer is "Simple constructive dilemma and complex destructive dilemma"
  Q10. The argument is clearly a presumption, according to which what is experientially true of a few is illicitly generalised to the whole: a *dictosecundum quid ad dictum simpliciter*, converse accident or hasty generalisation.
  It cannot be the *ad ignorantiam* argument because the proponent undoubtedly has evidence of what he is saying. Presumption of course assumes some facts that might not be known yet, but the specific argument does not depend on such lack of knowledge.

Petitio principii is presumptive, but the references of the sample and target are different. So it cannot be the correct option.

Q12. Poor formulation. 'valid arguments forms inference' makes little sense.

Suggestion: "which of the following argument forms is the modus ponens?"

Q13. Answer corrected on guide: option is the correct answer rather than D.

Q14. Bad phraseology:

- Bad punctuation: '"statement some politicians are dishonest"'.
- Bad phraseology: 'logical notation of propositional functions' sounds strange to those familiar with logic.

   Suggestion: Reformulate, "The statement 'some politicians are dishonest' can be rendered in predicate calculus as ----------------- where Px = x is a politician; and Hx = x is honest"

   It is customary to use positive predicates, such that negatives are rendered as negations of positives. As such, dishonest would be interpreted as "not honest" and symbolised as ~Hx where Hx = x is honest. The key has to be indicated as in the suggestion above.

- Interpreted as propositional functions and not propositions, there is no correct option, for the reason that propositional functions have no quantifiers. Interpreted as propositions, B, the supposed correct answer is not a wfe or wff. It should be

   $(\exists x)(Px \bullet \sim Hx)$

Q15. Question is based on false claims. There is no fragment of Anaximander, known to this writer in which he says "*change in things is manifested in the process of separation*". Likewise, it is hard to find in Parmenides's Poem the sentence "*Reality is characterised by the concept of performance given that change is an absurdity*".

Q18. Correct option adopted is A, but D could be given serious consideration.

Q20. Correct answer is option D, but granted the possibility of a child choosing option B due to inadequate teaching, both options D and B are considered.

Q24. Due to dysfunctionality of question, indulgence granted to the candidate.

Q34. Corrigendum. In the correct option A, read "evil demon argument", not "evil argument".

Q38. No correct answer in the options. Indulgence granted to the candidates.

Q41. Option D is the correct answer, but A could be given some consideration.

Q46. Option C seems to be the correct, but it is perverted by the slippery slope argument. The slippery slope rather militates *AGAINST* violence, not *FOR* violence, so, no correct answer and indulgence granted to students.

B- PAPER TWO: PHILOSOPHICAL CULTURE

- SUITABILITY RATE: 70%. This percentage is justified by the question analysis below.
- SYLLABUS COVERAGE: 75% satisfactory
- ESTIMATED OVERALL PERFORMANCE: 75%

SECTION ONE: WESTERN PHILOSOPHY 80%

This section carries two questions. There seems a charge of dysfunctionlity on question 2, bearing on S. Kierkegaard, whose philosophy no longer constitutes part of Western philosophy. However, the 'removal' of the said author is only a displacement. Kierkegaard has been displaced from 'Western Philosophy' to systematic philosophy precisely on questions of the philosophy of religion. The question on Kierkegaard was based on his philosophy of religion, so the charge of dysfunctionality is defeated.

Question1: Functional question requiring synthesis, evaluation on Bloom's scale. However, the broadness in scope of the question makes it look more like a historical preoccupation than philosophical, such that candidates answering such broad questions do little more than narration in their essays. Should we move to the possibility of testing individual philosophers, the candidates would be led to philosophize more than they presently do with such broad questions.

Most popular question. 98% of the candidates attempted this question.

Question 2: Given a particular attention following the uproar purporting its dysfunctionality immediately after the written part of the GCE 20121 session. It was seen that Kierkegaard had never been taken out of the syllabus. On the contrary, Kierkegaard was simply displaced from Western Philosophy to Systematic philosophy and lodged into the Option, '**Man And The Absolute'**. The question precisely tested matters of man in relation with the absolute. The only worthy charge, then would be that the question was not set within the rubric of systematic philosophy, but was taken to Western philosophy. But then what bearing would it have on candidate performance? Is the systematic philosophy essay different from the Western philosophy essay?

Leap of faith rendered the scope too narrow and made it difficult for candidates to grasp it.

Reason being the inexhaustive teaching of the syllabus by some teachers.

SECTION TWO: AFRICAN PHILOSOPHY -72% performance.
Question 3: was also given consideration and discussion following claims of dysfunctionality. It was clarified that matters of tribalism, colonialism, Democracy, fall within African political thought, which constitutes part and parcel of the African Philosophy syllabus.

More popular with 60% of the candidates attempted the question.

Still there was discussion as to the understanding of the scope of the question. The resolution was obvious; given the openness with which "African problems" could be interpreted, whether the student chooses to focus on political, economic, social etc problems, the candidate's argumentation should be followed to its logical end.

Question 4: 40% of the candidates attempted the question.

Candidates feel at home with questions in African philosophy.

SECTION THREE: TEXTUAL ANALYSIS 71% performance.
Both texts were functional, and within the reach of the greater number of candidates.

Question 5: 40% popularity

A charge was brought against the exams citing the extraneousness of the questions relating to the text, proposing that the questions should have a clear relation with the text. In response, it was said that to do so would be to reduce he philosophical analysis of a text to a mere reading comprehension exercise, which should not be the case. The structure of the question was maintained.

Question 6: more popular 60% of the candidates attempted the question.

Text selection should be done carefully, such that the texts selected should be argumentative.

C- PAPER THREE: PROBLEM-SOLVING/ ANALYSIS

SECTION ONE: LOGIC 85% performance.

OVERALL STATEMENT: Logic exercises were largely functional and within reach of the students, with accommodating levels of difficulty. However, the requirement for tables still seems to exclude the visually impaired candidates. The noted errors with respect to phraseology and concepts were not of the nature to impede candidate performance.

Question1: most popular.

Question 2: more popular.

Question 3. Least popular

SECTION TWO: PHILOSOPHICAL PROBLEMS 85% performance.

KEYNOTE STATEMENT: Questions very functional and largely accessible to students.

Question 4. Most popular 98% (5-24 mark range)

Question 5. Least popular

Question 6. More popular 80% (5-24 range)

RECOMMEMDATIONS / SUGGESTIONS

A- SUGGESTIONS TO THE MINISTRY
1. 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.
2. 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.
3. 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.
4. 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.
5. Liaise with MINESUP to create faculties or departments of Philosophy especially in the University of Buea, as well the Teacher training colleges to ensure proper teaching of Philosophical didactics.
6. Review of teacher training curriculum to meet the demands of the present dispensation.

B- RECOMMEMDATIONS 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.

C- **RECOMMEMDATIONS TO TEACHERS**

1.   Consult scientific texts in generating lesson notes.
2.   Use ordinary language sentences and arguments pertaining to lived experiences as exercises to be analyzed by students.
3.   Make use of intellectual exchanges on relevant media for a.(MINESEC Distance Education Program).
4.   Ensure the effective functioning of the various departmental councils (research, collaboration).
5.   Teachers should take time to choose texts such that the texts are argumentative them (12-12-12-12).
6.   Teachers should make questions at par rating and weighting.
7.   Encourage exchange and collective research.
8.   Teachers should create academic blogs online to ensure continuous work with students.
9.   Interdisciplinary collaboration.
10.   Seminar attendance should be taken as obligatory.
11.   Teachers should work hand in glove with their inspectors.
12.   Desist from relying solely on pamphlets as resource material.

D- **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.   Meticulous and scrupulous respect of methodology for essay writing and textual analysis.
4.   As far as possible, be encouraged to be creative and constantly questioning.
5.   They are strongly advised to avoid speculative learning, whereby some areas of the syllabus are avoided.
6.   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.
7.   Students are strongly called upon to do more exercises and homework, in order to facilitate their understanding in areas where they have an a priori and prejudiced phobia (notably in Classical and Symbolic Logic).

APPENDIX

MARKING CRITERIA AND MARKS ALLOCATION FOR A PHILOSOPHICAL ESSAY

S/N	DOMAIN	DESCRIPTIONS	APPRECIATION	MARK ALLOCATION	TOTAL
01	INTRODUCTION *MAXIMUM TEN (10) LINES*	BACKGROUND IDEA	Apt; Appropriate; Suitable; Correct; Pertinent; Accurate; Inaccurate; Relevant; Irrelevant; Inappropriate; incorrect; Wrong; Erroneous.	--/01	05 MARKS
		DEFINITION OF CONCEPTS(KEY)		--/02	
		PROBLEM		--/01	
		PROBLEMATIC		--/01	
	At the end the paragraph	Coherent; Incoherent; Consistent; Inconsistent; Valid; Invalid; Sound; Unsound; Disjointed; Confused; Logical; Illogical;		--/05	
	THESIS	THESIS STATEMENT	Same as in the	--/02	

S/N	DOMAIN	DESCRIPTIONS	APPRECIATION	MARK ALLOCATION	TOTAL
02	*MAXIMUM TEN (10) LINES*	EXPLANATION	"Introduction".	--/1.5	07 MARKS
		JUSTIFICATION		--/1.5	
		REFERENCE/EXAMPLE		--/01	
		CLINCHER /CONCLUDING STATEMENT		--/01	
	At the end the paragraph	Coherent; Incoherent; Consistent; Inconsistent; Valid; Invalid; Sound; Unsound; Disjointed; Confused; Logical; Illogical;			--/07
03	ANTITHESIS *MAXIMUM TEN (10) LINES*	THESIS STATEMENT	Same as in the "Thesis".	--/01	06 MARKS
		EXPLANATION		--/1.5	
		JUSTIFICATION		--/1.5	
		REFERENCE/EXAMPLE		--/01	
		CLINCHER /CONCLUDING STATEMENT		--/01	
	At the end the paragraph	Coherent; Incoherent; Consistent; Inconsistent; Valid; Invalid; Sound; Unsound; Disjointed; Confused; Logical; Illogical;			--/06
04	SYNTHESIS *MAXIMUM TEN (10)LINES*	THESIS STATEMENT	Same as in the "Antithe-sis".	--/01	O4 MARKS
		EXPLANATION		--/01	
		JUSTIFICATION		--/01	
		REFERENCE/EXAMPLE		--/0.5	
		CLINCHER /CONCLUDING STATEMENT		--/0.5	
	At the end the paragraph	*Coherent; Incoherent; Consistent; Inconsistent; Valid; Invalid; Sound; Unsound; Disjointed; Confused; Logical; Illogical;*			--/04
05	CONCLUSION *MAXIMUM TEN (10) LINES*	RECALL/ RECAPITULATION	Same as in the "Synthe-sis".	--/01	03 MARKS
		PERSONAL JUDGEMENT		--/01	
		PERSPECTIVE(S)/ IMPLICATIONS		--/01	
	At the end the paragraph	*Coherent; Incoherent; Consistent; Inconsistent; Valid; Invalid; Sound; Unsound; Disjointed; Confused; Logical; Illogical;*			--/03
TOTAL	FIVE PARAGRAPHS	MAXIMUM TWO (02) PAGES OF CGCE ANSWER BOOKLET		25 MARKS	25 MARKS
	Overall Comment/appreciation/Remark for the questions as well as for the scripts	*Excellent /Outstanding*	Corresponding marks	18/25= 72% and above	
		Very Good		16 to 17/25= 64 to 71%	
		Good		14 to15=56 to 60 %	
		Fair/ Average		12 to 13.9= 48 to 55%	
		Below Average		10 to 11.9= 40 to 47%	
		Weak achiever		07 to 09.9= 28 to 39%	
		Poor Performance		06 to 00= Below 28%	

795 COMPUTER SCIENCE

An Overview of the 2021 Evaluation

795 Computer Science is examined in three papers (1, 2 and 3). Paper 1 comprised 50 multiple choice questions (MCQs) and candidates were expected to attempt all.

Paper 2 comprised 8 essay-type questions and candidates were expected to provide answers to 6 questions within a time frame of 2 hours 30 minutes. The choice of 6 questions out of 8 is to ensure that the great majority of students attempt answers to 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 comprised four compulsory questions in the form of tasks (task1, task2, task3 and task4). 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 the scanner this session. The chief examiner verified to confirm the answers on the OMR form before the scanning process started. However one question(question 32) was canceled due to the fact that they was no **key**.

The relative weightings of the examination stand as seen in the table below.

Paper No	Number of questions	Maximum Raw Mark	Weighting
1	49	49	30%
2	08	100	40%
3	04	60	30%

Syllabus Coverage

The 2021 questions were within reach of the candidates. The questions set for the examination covered more than 98% of the syllabus. The questions were clear, free from all forms of ambiguity and omissions and void of typographic errors. An analysis of 2 of the 3 papers in the examination gives the following table of specification:

LIST OF SKILLS BEING TESTED IN THE VARIOUS PAPERS

PAPER 2			PAPER 3	
Skills tested	**Question No**	**Skills tested**	**Question No**	**Skills tested**
1. **Understanding and application**	1.	**Understanding and application a**. computer organization, logic gates and logic circuits.	Task 1	- **Analyzing** a worded problem and designing algorithms that manipulate two dimensional arrays using nested loops
2. Understanding and analysis	2.	**Understanding, application and analysis.** Data representation, memory addressing and processor architecture (RISC and CISC).	Task 2	Practical **Application** or use of a program development environment to - test skills on declaring and initializing an array - interpret a pseudo-code

PAPER 2				PAPER 3	
					instructions to an application using an initialized array. **-** write and call procedures or functions**.**
3. Application and analysis	3.	**Understanding, application and analysis** of data base concepts and normalization	Task 3	**Understanding** different data types for a given problem situation. **Creating** and populating database tables using a DBMS	
3. Understanding , Application and evaluation	4.	U**nderstanding, application, evaluation** of operating systems in the aspect of process management precisely scheduling strategies	Task 4	**Understanding and application** of normalization of tables in a database and evaluating the effectiveness of relationship between entities	
3. Application and analysis	5.	**Understanding**, **application and analysis** of modes of transmission in data communication and internet and network protocols			
4.Understanding	6.	- **Understanding** of information systems, system requirement, system integration and testing			
5 .evaluation	7.	**Understanding and evaluation** of abstraction, programming paradigms and categorization of programming languages.			
6. Evaluation, analysis and application	8.	**Evaluation, application and analysis** of recursive functions, iteration and complexity of algorithms.			
TOTAL	8				

General **Comments on Candidates' Performance**

The marking schemes 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 making, teachers may have different views on certain matters of detail or interpretation.

The level of attempted answers increased slightly in some questions during the 2021 examination evaluation. Unlike the previous sessions, many candidates wrote sufficiently in-depth answers to some questions, an indication that some parts of the syllabuses are more treated by teachers and students than the others. The most popular questions were 1,2,3,4,5and 8 with over 75% of the candidates attempting answers to them and the least popular questions were questions 6 and 7 with less than 35% of the candidates attempting them.

Below are suggested pointers to answers of each question. Full marks were awarded for alternatively valid answers.

Question by Question Analysis
Paper 2

Paper 2 covered more 97% of the syllabus even though the candidates' answers could be estimated at 90% syllabus coverage only. The variance in percentage is partly due to the insufficient number of adequately qualified teachers on the field and the fact that the teachers on the field do not teach the concepts to the required depth. It may also be due to the conditions under which some candidate went to school especially with the splitting of a school day into two shifts maintaining the same program. The questions in this paper covered all aspects of the table of specification (ToS) in great detail.

Question 1
1.   (i)
a) More than 98% of candidates who sat for this exam attempted this question with a greater number given only definition of acronyms without description and application as expected. This could be prove of the fact that many teachers only teach this area by giving full meaning of terms.
b) Very few candidates attempted this part the question giving very insufficient answers. Most probable reason being this part of the syllabus was not taught accordingly or avoided by most teachers.
c) Most of the candidates who attempted answers to this question, interpreted cache as being a location on the motherboard and did not referred to its functional description.
ii.
a) Over 70% of candidates who sat for this exam attempted this question, with just a few completing the correct logic circuit. Most candidates could not draw or identify the XOR gate.
b) A great number of candidates had the NOT C gate correct. They could recognize the 8 different combinations, but could not provide the correct truth table.

Question 2
The percentage of candidate who attempted this question can be estimated at 85% with more than 50% success rate.
(i) (a) This question was attempted by many candidates with more than 50% stating the two's compliment procedure instead of the definition. Very few provided correct answers for the second part of this question. A reason could be that this part of the syllabus was not covered in details.

(b) About 90% attempted but few of them were able to represent negative decimal numbers in 2's complement. Most of the candidate thought 2's complement was the same as flipping the bits and about 5% of candidates attached a negative sign to the answer.

(c) Candidates who failed this question did not have the right representation of decimal numbers in 2's complement from the previous question (i)(b).

(ii) (a) Just about 10% of those who attempted this question could correctly interpret what is meant by memory addresses. Like (i) it shows that in-depth teaching needs to be done in every part of the syllabus.
      (b) All the candidates who did not have (a) right could not also obtain right answers in this part of the question.

(iii) More than 90% of candidates who attempted this question provided correct answers to the question.

 Question3

This question was attempted by a majority of the candidates who sat for this exam.

(i) About 90% of candidates who sat for this exam attempted this question with more than 60% of them providing the correct answer.

ii. (a) About 95% of candidates attempted this question with just about 20% providing the correct answers. Most of them confused tables and database for records.

(b) Very few candidates who attempted this question provided correct answer. They were also confused between primary key, candidate key and foreign key. This could be due to the fact that the concept was not thought.

(c) More 90% of the candidates who attempted this question provided correct answers.

(iii) (a) About 90% of candidates who attempted this question affirm that the table was in 1NF but could not justify using examples from the table. Most candidates used primary key as justification for the table to be in 1NF which was not the expected justification.

(b) more than 95% of candidates who attempted this question provided correct answers.

Question 4

(i) About 40% of candidates attempted this question. Out of those who attempted this question, most candidates only pasted the answer. The reason could be due to the fact that the question either looked familiar or the question wasn't well understood.

(ii) About 80% of candidates attempted this question. Most candidates focused on scheduling policy definitions and examples of scheduling strategies. This could be due to Poor mastery taught concepts or difficulty to mark a clear difference between preemptive and non-preemptive scheduling strategies.

(iii) (a) About 80% of candidates attempted this question with less than 10% providing the correct answer. Most of their difficulties could be seen from teaching as arrival time t=1, and quantum time = 2 units was poorly interpreted. Most of them who attempted the question also did both Round Robin scheduling and Shortest Job First scheduling as separate questions.

(b) About 90% of those who attempted this question obtained full marks. This is due to the fact that candidates could identify the individual turnaround times for P1, P2,P3 respectively and bring out the average turnaround time

(c) More than 80% of those who attempted this question provided sufficient answers. This is a prove of the fact that previous recommendations on this part of the syllabuses have been taken into consideration by teachers and candidates.

Question 5

(i) (a) More than 60% of the candidates who attempted this question did not provide sufficient answers. Most of them could not clearly differentiate between parallel and serial transmission.

(b) Very few candidates could provide answers for synchronous and asynchronous transmission. Most of them took it to mean the same concept as parallel and serial transmission.

(c) More than 80% of the candidates who attempted this question provided correct answers even though a few could not differentiate between simultaneous transmission and transmitting one after another.

(ii) (a) Most of the candidates who attempted this question affirmed that internet is a WAN but were not able to identify a protocol used on the LAN.

(b) More than 90% could provide correct answers for a network identifier but did not provide correct answers for host identifier.

(c) More than 90% of those who attempted this question obtained the correct answer. This could be justified by the fact that this concepts are taught from the lower classes.

(d) More than 98% of those who attempted this question provided the correct answers. A few of them misinterpreted getting rid of malware to preventing against malware.

Question 6

i) About 90% of those who attempted this part showed prove of correct methodology but only about 20% could illustrate it in the school milieu.

ii) a) Out of the 60 % of candidates who attempted this section, only about 5% of them could give correct answers. This could be due to the fact that candidates did not understand how to combine both implementation concepts.

b) More than 95% of the candidates who attempted this question gave advantages and disadvantages of either pilot or parallel conversion but not the implementation of both.

c) Only 15% of those who attempted this question had it correct reason being that may be the concepts were not completely understood or probably were not well taught by the teacher.

iii) Out of the candidates who attempted this section, about 5% of them had it correct probably because the concepts expected were not understood or were not taught.

Question 7

About 45% of the candidates attempted this question.

(i) (a) Out of the candidates who attempted this question, about 50% could not properly define the concept of abstraction. This could be due to the poor understanding of the concept of abstraction.

(b) Out of the candidates that attempted this question, about 80% of them were not able to give the reason why abstraction is an important and powerful tool in computer science. This could results from the fact that the concept is not mastered by teachers or candidates do not pay attention to it.

(c) Out of the candidates that attempted this question, just a few of them could actually provide sufficient answers. Most candidates could not relate the concepts of functions and abstraction

(ii) (a) More than 90% of candidates who answered question 7 attempted this part with most of them providing answers only on imperative and Object oriented. Functional and logic programming paradigms were the most avoided.

(iii) About 95% of the candidates who attempted question 7 attempted this part of the question with more than 60% of them obtaining full marks. A few of them got jumbled with advantages and disadvantages of high level and low level programming languages.

Question 8

(i) (a) About 95% of candidates Attempted this question with only about 40% providing sufficient results**.** This shows the lack of mastering of recursive notions.

(b) About 95% of candidates attempted this question with close to 50% obtaining full marks. From the answers it shows that most of them use their mathematics skills so those who could not obtain marks may have lacunas in mathematics.

(ii) (a) More than 85% of candidates attempted this question with just about 50% providing sufficient answers. This could be as a result of poor mastering of using values in a function.

(b) More than 75% of candidates attempted this question had it correct. Most of those who did not obtain marks in this question are those who took their first value to be 1.

(c) More 60% of candidates who attempted this question had it correct because they could take from the understanding of *(ii)b)* above.

(d) Over 60% of those who attempted this question gave the correct answer, even though some of them simply stated formula.

(e) Out of about 70% of candidates who attempted this question, more than 50% of them obtained full marks. The others did not obtained full marks as they could not illustrate the arithmetic progression.

Paper 3

The overall performance of this paper was average.

- The main cause of poor performance was the inability of the candidate to follow instructions.
- Candidates portrayed from the source codes written that they do not master the concept tested.
- A majority of the candidate could not call the required functions/procedures correctly.
- Many candidates demonstrate the inability of candidates to solve new problems given to them

Task 1

a. About 75% of the candidates who attempted task1provided sufficient answers.

b. About 60% of the candidates attempted this question with just about 40% of those who attempted providing full answers. Those who did not give correct answers showed that they had little or no mastery of the concept of algorithms.

c. Those who could not understood task 1(b) above could not as well understand this part of the question.

d. Close to 50% of the candidate attempted this part of the question with just about 15% of them given the right answers. The reason could be that they do not master the concepts in algorithms or they poorly interpreted the question.

Task 2

About 80% of the candidates who attempted Task 1 attempted task 2. About 30% of those who attempted this task obtained good marks

a. Very few of the candidates who attempted this portion provided sufficient answered. Most of them had the problem of correctly translating an algorithm to a correct programming language procedure or function. This could be due to poor coverage of this part of the syllabuses.
Like (a) above many candidate could not provide correct answers to this portion. This could be due to poor coverage or low participation in practical lessons or lack of mathematical skills.

b. About 30% of the candidates who sat for these exams answered this part of the task with very few providing correct answers. Most of them showed low mastery of function calling steps.

c. Most of the candidates who answered this question provided a source code that was not complete. Most of them provided only the main program. This is an indication that they may have very low programming skills.

d. Over 90% of the candidates had a printout but less than 5% had the correct printout.

Some candidates simply use printf statements to come out with the expected Pascal's triangle instead of calling functions.

Task 3

a. More than 60% of those who attempted this question provided the expected answers. This shows that they has been great improvement of this part of the syllabuses.
b. About 90% of the candidates who attempted this task, attempted this question with 90% creating the tables, showing a good mastery of how to create a table in a database management system DBMS.
c. More than 70% of the candidates who answered this question did not provide sufficient answers containing two new rows.
d. All candidates work was actually printed either from the DBMS or as screen captures.

Task 4

a. About 70% attempted this question. Only 30% added an attribute and set it as a primary key. Probably candidates did not understand the question as the question didn't explicitly ask them to set the field added as primary key.
b. Just about 20% of those who attempted this question provided correct answers. Most Candidates simply modified the table and did all the changes. Some of them took relation for relationship.
c. Very few candidate provided correct answers for this question, an indication that the concepts of normalization are poor mastered.
d. More than 90% of the candidate had a print out of at least a table.

Overall Performance of Candidates

The analysis of the performances of the candidates is presented in the tables below:

Overall Performance of Candidates in Computer Science Paper 2				
Score	**Frequency**	**Cumulative Freq.**	**Percentage (%)**	**Cumulative Freq.(%)**
70+	31	31	1.43	1.43
65-69	19	50	0.88	2.31
56-64	85	135	3.93	6.24
46-55	224	359	10.36	16.60
38-45	287	646	13.27	29.88
0-37	1516	2162	70.12	100.00

Table 1 : **Overall Performance of Candidates in Computer Science Paper 2**

Overall Performance of Candidates in Computer Science Paper 3				
Score	**Frequency**	**Cumulative Freq.**	**Percentage (%)**	**Cumulative Freq.(50%)**
70+	56	56	2.71	2.71
65-69	19	75	0.92	3.63
56-64	93	168	4.51	8.14
46-55	306	474	14.83	22.97
38-45	658	1132	31.88	54.84
0-37	932	2064	45.16	100.00

Table 2: **Overall Performance of Candidates in Computer Science Paper 3**

Overall Performance of Candidates in Papers 2 and 3				
Score	**%Pass P2**	**%Pass P3**	**Average Pass (%)**	**%Cumulative Pass**
70+	1.43	2.71	2.07	2.07
65-69	0.88	0.92	0.90	2.97
56-64	3.93	4.51	4.22	7.19
46-55	10.36	14.83	12.59	19.79
38-45	13.27	31.88	22.58	42.36
0-37	70.12	45.16	57.64	100.00

Table 3: **Overall Performance of Candidates in Papers 2 and 3**

Suggestions/ Recommendations to

The Students

Candidates preparing for 0795 Computer Science should lay emphases on:
- 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 of them.
- Show carry out practical starting from lower sixth
- Candidates should carry out enough practical exercises from the manuals.

The Teachers
- 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 pre-requisite knowledge for programming lessons.
- Should teach using the revised syllabus in order to give candidate the right contents in quality and depth.
- Always begin practical lessons from lower sixth form and do proper follow up of candidates.

- Are expected to attend regional seminars in order to master pedagogic and/ or methodological innovations in the discipline, whose lack has been perceived as the reasons for poor performances in certain aspects of the subject.
- Insist on the normal quota of hours 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, 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 may be more qualified than most ICT teachers.
- 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 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

Conclusion

Advanced Level 795 Computer Science is a continuously evolving discipline. As such, the subject panel is continually in search of way 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 these 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**
2.	Systems Software	3	7	1	14	30 one star (*) questions,
3.	Communication and Information Systems	3	7	1	14	15 two star (**) questions & 5 triple star(***) questions.
4.	Database Design and modelling	2	7	1	14	**Papers 2 & 3**
5.	Algorithm and Data Structures	4	10	2 (or 1)	20	60% one star (*) questions,
6.	Software Development	3	9	1 (or 2)	18	30% two star (**)questions
Total		22	50	8	100	& 10% triple star (***) questions.

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 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 area highlighted in the syllabus may prescribe methods, tools and approaches consistent with their traditions, and compatible with the above task partitioning.

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 Solution
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 algorithm that solves 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 result 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 simple 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 the whole syllabus but the candidates' work showed 80% coverage. The performance of the candidates showed almost the same performance compared to last year. However, the candidates need to improve in the subject language and communication skills. The candidates performed better in paper 3 than in paper 2. The pass percentage is expected to be the same as last year. The performance of certain packs of scripts showed that some candidates do not have well trained teachers and/or have less access to ICT tools.

PAPER 1: MCQs

This paper was made up of 50 MCQs. The evaluation of this paper was done by the machine. All the questions were found to be suitable and in accordance to the TOS for the subject.

PAPER II: Essay

This paper is marked on 100. Candidates were expected to answer six questions out of eight. The rubric was found to conform to the syllabus. The level of difficulty was balanced in all questions ensuring that no question is lesser in strength than others. Each question is made up of several sub questions assessing from the first level to the third level of difficulty.

The final score of most of the candidates was in the range 32 to 40. Very few candidates scored above 65. Each question was designed to assess candidates on three or more topic areas. This means that for a candidate to ensure a good pass, he or she should have a good coverage of the syllabus. Most of the candidates attempted six questions although not entirely due to lack of syllabus coverage.

PAPER II QUESTION BY QUESTION ANALYSIS

Question 1

It was one of the most attempted question. The performance of candidates was average. The topics evaluated here include information systems and application of computer to the society. The scripts revealed little mastery of control systems and expert systems.

(i) This section of the question requires identification of the major use or purpose of the Internet in the domains of film industry, university and telemedicine. Most candidates could identify the use of Internet in film industry and the university. Most candidates understood telemedicine as a platform for selling of drugs or publicity and research. The examiners' expectation was that it is meant for online patient to doctor consultation.

(ii) Some candidates did not understand the difference between simulation and prototyping. In such a question, candidates are expected to describe each. Where candidates were required to describe a domain where simulation and GIS are used, it was noticed that candidates narrowed their responses on the definition of simulation and GIS. An example of a domain of simulation is flight where pilots use a software to get trained so as to avoid the risk of accident. It is not clear what is meant by candidates who said a domain of simulation is the plane. Stating plane without explanation does not attract marks.

(iii) This section of the question tested on stock control system and expert system. The response of most candidates dwelled on recursive definitions which was not awarded. An example of a recursive definition is: a stock control system is a system that controls stocks. A good description is; it is a system that records and keeps track of items in a shop and produces reports.

Question 2

This question was attempted by over 70% of the candidates most of whom performed poorly. It tested on computer hardware, network, and data security. The candidates performed very well on network topologies but poorly on computer hardware and data security.

(i)   This section tested on processing devices; the memory and the CPU, and embedded systems. In (a), where the use of the main memory was required, some candidates explained the whole machine cycle. We recall here that the main memory temporally holds data/instructions needed by the CPU and also receives information that has been processed. Poor responses include: main memory stores data in the machine cycle; the main memory stores data in the computer, etc.

In (b) The candidates were expected to state ways of improving the performance of the CPU which include: increasing the internal cache size, increasing the number of registers, increase the number of processing cores, etc. Most candidates were rather stating ways to improve the performance of the computer e.g., increasing RAM size, deleting unnecessary files, installing antivirus, defragmenting hard disk, etc.

(c) and (d) requires the definition of embedded systems and the description of two uses of embedded systems respectively. Most candidates could describe embedded system but could not describe any use. Uses of embedded systems including office/home automation, traffic control system, automobiles, etc. Some candidates instead cited devices that run embedded systems e.g., calculators, watches, etc.

(ii) This section assesses knowledge on network topologies; specifically, bus and mesh, and comparing their degree of fault tolerance. A majority of candidates could differentiate between the bus and mesh by diagrams but could not score full marks because they failed to properly label the diagrams. It was seen that mesh topology can only be explained with a minimum of four nodes else it will be similar to a ring. About 50% of the candidates could define fault tolerance but it was difficult for most candidates to explain why mesh is more fault tolerant than the bus. An example of a weak explanation is: *if a computer cable fails in the mesh, it does not affect the others*.

(iii) This section required knowledge on data security notions. Due to the poor responses of the candidates, it will be proper for the simple definitions of these concepts to be given as below:
   ✓ Data Integrity: The accuracy and consistency of data throughout its use in a system.
   ✓ Data confidentiality: Keeping data safe and reachable only to authorized persons
   ✓ Data encryption: Use of software to convert data to unreadable form until a password is used to reverse the process.

Question 3

It was one of the least and poorly attempted questions. Most of the candidates could not use the proper language to earn full marks in all the sections of this question. The total marks for this question showed 15 instead of 17. The mark allocation for (iv) (c) was stepped up to 4 marks due to its high demands. The topic areas are database, data validation and verification, and data transmission.

(i)   This section requires basic description of DBMS terms including attribute, entity and redundancy. Many candidates could define these terms. Some candidates missed out the important words to

qualify their definitions. For example; it is not enough to describe redundancy as "*the duplication of data in a database*", without using the word "*unnecessary duplication*". Most accepted description of redundancy is "*it is the unnecessary occurrence of the same data in several locations/fields in a database*"

(ii) This section requires the description of a data validation method and a data verification method. Some candidates missed their way by defining both terms instead of describing a method of each. There was also a confusion on whether parity check is a validation technique or a verification technique. It was concluded that parity check is both data validation and data verification techniques.

(iii) This section was poorly attempted. Most candidates showed little knowledge on hierarchical database than relational database probably because it was not taught.

(iv) Candidates were expected to show understanding of transmission modes and methods in this section. On the difference between synchronous and asynchronous data transmission modes, those who stated the description of both earned full marks. Those who simple pointed out that one of them has start-and-stop bit did not earn much because they did not show full knowledge of the both modes.

In (b) candidates were expected to differentiate between serial and parallel data transmissions methods and also illustrate with a diagram. Two marks were allocated for description and two marks for the diagrams. Some candidates instead described half duplex and full-duplex transmission modes. Here, candidates need to be meticulous to show the difference by using a group of bits that represent, say, a character. For serial transmission, the bits that form a character (e.g., 8 bits) are transmitted, one at a time, through a common wire while for parallel transmission, the 8 bits are simultaneously transmitted through separate wires. If this is well understood, then the diagram will be very obvious. Most candidates drew diagrams showing a single transmission line for serial and another showing many lines for parallel; but failed to include bits in the diagrams in order to fully show the difference. It is better to illustrate this by placing the bits on the wires and to use the same bit pattern in both cases.

Question 4

The question was popular with average performance. This question tested on computer security, digital technologies, computing environment and Boolean logic. Candidates performed better on computer crimes and Boolean logic.

(i) This section evaluates knowledge on computer crimes. Those who use recursive definitions did not earn any mark. An example of a recursive definition is: "*Cyber terrorism is the act of terrorising people through the Internet*". A well receive description from a candidate is "*It is the use of threat to someone or society to create fear so to achieve a hidden agenda*". A worrisome response from some candidates associated cyber terrorism to political crimes. Many candidates could define software piracy but could not give a measure to prevent it. Most expected measure to prevent software piracy is the use of serial codes and online certification.

(ii) Candidates were expected here to give the advantages and disadvantages of cloud storage over local storage. The response of some candidates showed that they did not know about cloud storage. Some candidates contradicted themselves by saying cloud storage is advantageous because it is secured and also that it is disadvantageous since it can easily be hacked. The expectation of examiners on the advantage of cloud computing are: easy access, higher storage capacity or scalability, and reduced maintenance cost. For the disadvantage, some candidates made a good defence, that when the password is lost data can be lost.

(iii) Here, candidates were expected to state the second De Morgan's Law and to complete a truth table. About 50% of candidates could state the second law. The truth table had four columns to be filled by candidates using Boolean logic. Most of the candidates could state the complement of binary variables but failed where it was composed.

Question 5

This question was averagely attempted with most candidates scoring about 7 marks. Questions were drawn from electronic services, project management and file management.

(i) This section of the question describes a system that is designed for citizens to check their fiscal situation and pay taxes online. Most candidates could identify it as e-government or e-governance; as required; but found it difficult to state other services that can be associated to the platform. Since the described platform is meant to facilitate tax collection from business organisations it is improper to associate to it other services such as e-learning and e-voting. Rather, since the platform contains business account details and monitors their activities, we can possibly associate to it other services such as e-banking, e-trading and e-commerce. However, most candidates were able to state the advantages and disadvantages of the system.

(ii) This section requires the description of activities of e-commerce and e-banking. Instead of stating the activities, most candidates focused on the definition. For e-commerce; candidates were well awarded for buying/selling, advertising, digital marketing etc while for e-banking; digital money transfer, ATM services, payment of salaries, payment of bills etc.

(iii) This section tested knowledge on project management terms by studying a given Gantt Chart. The total score for (e) was stepped up to 2 because two functions were required; thus, completing the total score of this question to 17. Most candidates scored about half of the total score for this section.
Most Candidates attempted this part of the question and performed well on most questions except the slack time of D. The expectations of the examiner are:
   ✓ Critical path: A-D
   ✓ Dependent tasks: B and D. C was tolerated.
   ✓ Activities carried out concurrently: B and D, A and C
   ✓ Slack time of D: 0 months

  Most candidates were also able to give the functions of a project manager.

(iv) Most Candidates were able to give the significance of the file name (it represents the identity of the file). Few candidates could not say how the file extension is useful in file management. Examiner's expectation here were:
   ✓ It helps to specify the type of application that can run the file
   ✓ Can be used to group files for easy location by users.

Question 6

This question was also amongst the least attempted questions. The performance of candidates on this paper was very poor. The first section of the question covered system development and was the most attempted part of this question. The other areas in the two other sections include system software (operating system) and data representation.

(i) The performance of candidates on this section was poor. Candidates showed little mastery of the activities carried out in the analysis phase of the SDLC.

In (b), candidates could describe two conversion methods (to be selected from pilot, phase, parallel and direct) and stating advantages and disadvantages of the two methods. Few candidates could state the conversion methods but could not describe them.

Many candidates regarded documentation as a means of filing documents for personal use.

(ii) Candidates could state the functions of an operating system but could not sufficiently explain them. Where candidates were expected to state types of operating system, many of them instead stated examples; Linux and Windows. The expected list of types of OS should include real time, batch, multi-tasking, single user, multi user etc.

(iii) Most candidates who attempted this question could not give the advantage and disadvantage of UNICODE over ASCII. The concept of UNICODE seems to be strange to the candidates. We recall that UNICODE was created to allow a larger character set thereby using more bits than the ASCII coding system.

Question 7

The question was averagely attempted with poor performance. This question covered data communication, algorithms and processing hardware.

(i) This section tested knowledge on transmission medium and methods. Candidates could not explicitly state the advantages and disadvantage of the fibre optic cable. It is unrefined to declare that fibre optic cables are faster; rather it allows faster transmission/communication. For the disadvantage, it is not clear to declare that it is fragile without proper explanation.

(ii) Here candidates were expected to study an algorithm and answer questions from it. Where they were expected to transform the pseudocode into a flowchart, it was noticed that most candidates do not understand the difference between the I/O symbol and the process symbol. Some candidates used a rectangle to represent all the statements in the pseudocode. The symbol for I/O operation is a parallelogram while a process is represented by a rectangle. Many candidates show little knowledge about the efficiency of the algorithm; whereas some instead confused complexity for characteristics of an algorithm. Expected of candidates was time complexity and space complexity.

(iii) Most candidates could not figure out the functions of the registers and cache by referring to them as the main memory of the computer. It seems some candidates did not know where these memories are located. Majority of the candidates know the function of ALU, probably because it is implied by the acronym.

Question 8

This question was also among the most attempted questions. The performance of candidates on this question was poor. The first and third sections of this question covered the range and scope of computer applications. The second part covered programming.

(i) This section assesses candidates on the usefulness of legislation and ergonomics in ICT. Some candidates may not have read and understood what was expected and instead dived into the definitions. Some candidates rightly pointed out that legislation resulted to the creation of the Data Protection Act which controls the behaviour of computer users.

(ii) This was the least attempted section of this question. It was noticed that programming is avoided by many candidates. Here, concepts of procedural and non-procedural programming as well as OOP

were tested. Some candidates wrongly deduced from the term *"procedural programming"* that it deals with procedures whereas non-procedural does not deal with procedures. Most candidates could state a procedural PL but not non-procedural. Non-procedural PL include SQL, PROLOG, LISP, etc. Most candidates did not attempt to list the features of OOP which include inheritance, polymorphism, abstraction, object and class.

(iii) Candidates made most of the marks of this section. The total score for this question was 18 instead of 17. It was realised that (iii) had high score and was reduce from 3 to 2.

PAPER III: PRACTICAL

This paper was run in two days. Although the questions were similar for both groups, the reporting was different. The duration of the paper is two hours. Candidates were expected to carry out three tasks taken from spreadsheet, databases, and web authoring. Candidates work showed that they covered most of the competency areas in the three topics.

Tasks A: Databases

Basically, the skills that were tested in this task include

- Identifying attributes of an entity and their data types.
- Selecting and implementing primary and foreign keys.
- Importing excel files into the database.
- Creating tables.
- Creating relationships and reinforcing integrity.
- Drawing the E-R diagram.
- Creating queries.

In this task, most candidates could create database tables, identify the data types of fields and the keys of tables. Few candidates could not properly create the relationship between three tables; hence they were unable to perform further activities because of mismatch of keys.

Another problem with some candidates is that during the import of excel files, they introduced extra fields; whereas they could delete them in the design view. During the import, some candidates did not select the option to maintain the first row as field names. Such inaccuracies affected the subsequent activities of the candidates, thereby reducing their scores of the candidates.

Most candidates who created the relationship correctly could create the query as required. They were expected to show the records of sales in two days. In this situation they were to use the OR operator and not the AND operator. It was realized that a few candidates could not select all the necessary fields to satisfy the query.

TASK B: Spreadsheet

In this task candidates were given a workbook containing two sheets.

The activities involved in this task include:

- Copy a table from database to spreadsheet.
- Make calculations involving references from more than one sheet.

- Formatting data ranges, e.g., put borders, thousand separators, etc.
- Inserting new fields.
- Use of special functions e.g. LOOKUP function, SUMIFS etc.
- Ordering of data.

Most candidates were able to copy a table into spreadsheet, put cell borders, thousand separators, perform simple calculations including product, sum, division, etc.

Although the hint for the LOOKUP function was given, more than 70% of the candidates could not give the second and third arguments. Candidates did not show mastery of conditional statements.

TASK C: Web authoring

In this task the candidates were required to reproduce a given output of a web page by typing an HTML script using a text editor and a browser. Most candidates could insert a paragraph, define the title, header, and the body of the page. Some candidates had difficulties in putting the background colour, and creating the list of bullet or numbers.

RECOMMENDATION

A. To Students

Students should
   o be encouraged to look carefully at the context of a question and tailor their responses accordingly.
   o be encouraged to avoid speculation as all sections of the syllabus would always be tested each year.
   o own a copy of the syllabus.
   o improve their communication skills in the subject language.
   o take advantage of the Internet and modern technology to abreast with recent developments in ICT.

B. To Teachers

Teachers should
   o endeavour to cover the whole syllabus as the whole syllabus will be tested each year.
   o be in possession of a copy of the syllabus (0796 Information and Communication Technology) produced by the GCE Board.
   o emphasize on the use of subject language.
   o encourage students to own copies of the syllabus.
   o encourage students to effectively satisfy the demands of SBA.

C. To Schools

Educational administrators should
   o ensure that sufficient hours are allocated to cover the syllabus. 6 hours minimum per week.
   o build modern computer laboratories.
   o ensure that teachers for the subject are qualified.