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THE GAMBIA BASIC EDUCATION CERTIFICATE EXAMINATION

MAY 2018

CHIEF EXAMINERS' REPORTS

THE GAMBIA

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MAY 2018 GABECE
RÉSUMÉ OF THE CHIEF EXAMINERS' REPORTS

GENERAL RÉSUMÉ

1. STANDARD OF THE PAPERS

All the Chief Examiners of the GABECE 2018 indicated in their reports that the standard of the papers was appropriate, compared favourably with that of previous years and that the questions were within the scope of the syllabuses.

2. CANDIDATES' PERFORMANCE

The Chief Examiners of the different subject groupings reported on candidates' performance as follows:

(1) THE LANGUAGES

The Chief Examiner for French reported that candidates' performance slightly improved. However, The Chief Examiners for Arabic, English, Literature-in-English 1 and 2 reported that candidates' performance was very poor.

(2) GENERAL SUBJECTS

The Chief Examiner for Christian Religious Studies reported that the performance of the candidates was generally as good as last year's. However, the Chief Examiners for Social & Environmental Studies and Islamic Studies reported that candidates' performance was not impressive.

(3) MATHEMATICS

All the Chief Examiners under this section reported that the general performance of the candidates was very poor as last year's. More than 50% of the candidates scored less than five marks out of sixty.

(4) THE SCIENCES

The Chief Examiners for Agricultural 1 and Physical Education 2 reported that the general performance of the candidates was impressive. However, the Chief Examiners for Science 2 Alternative A, Science 2 Alternative B and Agricultural Science 2 reported that the performance of candidates was poor compared to the previous years.

(5) TECHNICAL/VOCATIONAL SUBJECTS

The Chief Examiners for Home Economics, Technical Drawing and Woodwork reported that candidates' performance was better compared to the previous years. However, the Chief Examiners for and Art & Craft and Metalwork reported that candidates' performance declined compared to the previous years.

3. CANDIDATES' STRENGTHS

The Chief Examiners of the different subject groupings noted the following areas as candidates' strengths.

(1) THE LANGUAGES

All the Chief Examiners indicated that the candidates did better in some sections compared to others. For example, in English Language, candidates were commended for neat presentation of answers and doing well in the comprehension while that of Arabic, reported that candidates did well in questions that required short answers like " yes or no". The Chief Examiner for Literature-in-English 1 and 2 stated that some candidates scored 12 marks out of 20 and that 10% of them wrote good essays and scored relatively high scores in prose respectively. The Chief Examiner for French reported that candidates were comfortable with section A (Part I as well as Part IV which dealt with the replacement of nouns with pronouns).

(2) GENERAL SUBJECTS

The Chief Examiners indicated the following strengths:

- Candidates followed the instructions.
- Mastery of both the Old and New Testament topics and a good command of the English language in Christian and Religious Education.
- Legible and good presentation of work.
- Candidates did well in questions that required recall of knowledge.
- Candidates did well in questions 8 and 12 in Islamic Studies.

(3) MATHEMATICS

The Chief Examiners reported that despite the poor general performance, the candidates showed good abilities in solving problems in the following areas:

- Application of Pythagoras theorem.
- Money matters.
- Sets.
- Representing inequality on a number line.
- Angle properties.
- Substitution.

(4) THE SCIENCES

The Chief Examiners indicated the following strengths:

- Candidates followed the instructions.
- Candidates' works were legible and neat.
- Candidates improved on defining scientific terminologies.
- Candidates did well in General Agriculture and Animal Science components.
- Candidates did well in Biology questions.
- Candidates did well in Measurement and S.I units

(5) TECHNICAL/VOCATIONAL SUBJECTS

The Chief Examiners indicated the following strengths:

- Ability to follow the instructions.
- Ability to sketch in good proportion.
- Ability to use colours and shading techniques.
- Ability to produce good drawings.
- Ability to present good layout of the orthographic views.
- Ability to present clear and legible work.
- Ability to handle practical work.

4. CANDIDATES' WEAKNESSES

The Chief Examiners of the different subject groupings gave many reasons for the poor performance of candidates as listed below:

(1) THE LANGUAGES

The Chief Examiners reported the following weaknesses:

- Inability to cover the syllabus.
- Ill-preparation for the exam.
- Misinterpretation of questions.
- Poor writing skills. (Arabic, Literature-in-English 2).
- Poor command of the English language.
- Lifting and copying questions as answers. (English)
- Inadequate summary.
- Wrong spellings.
- Poor grammar.
- Inability to follow subject and verb agreement.
- Inability to construct proper sentences or simple sentences.
- Scanty vocabulary and write-ups.
- Inability to conjugate verbs in present, imperfect, future and past perfect (French).
- Inability to understand the texts (40% of the candidates in Literature-in-English 1 and 2).

(2) GENERAL SUBJECTS

The Chief Examiners reported the following weaknesses:

- Poor command of the English Language.
- Inability to understand the New Testament.
- Wrong spelling of common words.
- Inability of candidates to express themselves.
- Inability to differentiate key words like - state, explain, list and define.
- Wrong interpretation of questions.
- Illegible handwriting.
- Candidates' inability to draw maps.
- Recopying of questions.

(3) MATHEMATICS

The Chief Examiners reported the following weaknesses:

- Inability to read and follow the instructions.
- Poor presentation of solutions.
- Inability to interpret distance time graphs.
- Inability to use mathematical rules and formulas to solve problems.
- Inability to simplify fractions with mixed operations.

(4) THE SCIENCES

Candidates' weaknesses in the science subjects were reported on as follows:

- Poor command of the English Language.
- Inability to read and understand the questions.
- Inability to cover the syllabus.
- Inability to differentiate key words like - state, explain, list and define.
- Inability to draw and label parts of diagrams.
- Wrong use of formulae in calculations.
- Poor preparation for the examination.

(5) TECHNICAL/VOCATIONAL SUBJECTS

The various weaknesses reported by the Chief Examiners of the technical subjects were as follows:

- Inability to follow the instructions.
- Inability to provide sufficient ingredients.
- Wrong interpretation of questions.
- Poor drawing skills.
- Inadequate preparation for the examination.
- Inability to do freehand drawing for most candidates.
- Inability to draw to draw title block and the projection symbol.
- Poor quantity of vice and cramps.
- Lack of adequate tools.

5. SUGGESTED REMEDIES

The Chief Examiners of the different subject grouping made these following suggestions as a way of improving on performance.

(1) THE LANGUAGES

The Chief Examiners made the following suggestions as ways of improving performance:

- Teachers should endeavour to cover the syllabus.
- Candidates should be urged to read and understand the instructions.
- Candidates should perfect their summary skills, writing skills and read prescribed texts.
- Candidates should improve on their spelling, grammar, conjugation and sentence Construction.

- Teaching periods for French to be increased.
- Candidates should make use of past question papers.
- Teachers and candidates should make best use of Chief Examiners' Reports.
- Training of more qualified teachers, formation of clubs and quiz competitions.

(2) GENERAL SUBJECTS

- Candidates should endeavour to follow the instructions.
- Students should be taught how to draw lessons from the Bible stories.
- Standard questions should be set for students in schools.
- Teaching of the subjects should be handled by trained and qualified teachers.
- Teachers should endeavour to cover the syllabus.
- Candidates should work on their reading, writing and spelling skills.
- Candidates should be exposed to past question papers.
- Relevant text books and other learning materials should be made available to the Schools.
- Candidates should be taught that translation and transliteration are not the same and that the moral teachings and commentary are not translation or transliteration.
- Students should conversant with map drawing.
- Chief examiners' reports should be made available to the teachers.
- Field trips and excursions should be encouraged to expose students.

(3) MATHEMATICS

Both the Chief Examiners for Mathematics (Alternative A and B) made the following suggestions as ways of improving the performance of the candidates:

- Candidates should be taught how to present a systematic or orderly work.
- Candidates should endeavour to read and understand the instructions before attempting any question.
- Teachers should endeavour to cover the syllabus.
- Teachers should improve their teaching skills and endeavour to link Mathematics topics to daily life situations.
- Workshops, seminars, departmental meetings, etc. should be organised to enhance teachers' knowledge, methods and materials.
- Candidates should have necessary mathematical equipment such as drawing instruments, graph books, calculator, etc. and they should be familiar with them.
- Candidates should be conversant with the application of the four basic operations in Mathematics i.e. Addition, Subtraction, Multiplication and Division.
- Candidates should make use of past exam papers.

(4) THE SCIENCES

The Chief Examiners of the Science subjects made the following recommendations as ways of improving on performance:

- Teachers should endeavour to cover the syllabus.
- Teaching of Science should go along with demonstrations, experiments and Diagrams to illustrate important concepts.
- Teachers should put emphasis on technical details of calculations during lessons.

- Candidates should be encouraged to develop the culture of reading so as to improve their comprehension and writing skills.
- Candidates should be taught scientific terminologies.
- Schools should have gardens to demonstrate concepts in Agriculture.

(5) TECHNICAL/VOCATIONAL SUBJECTS

The Chief Examiners proposed the following suggestions as ways of improving candidates' performance:

- Teachers should endeavour to cover the syllabus.
- Candidates should endeavour to read and understand the questions and the directions given to them on the answer booklet as well.
- Schools should provide items required for still life composition and the specimens for nature drawing.
  Schools should endeavour to employ qualified teachers.
- School authorities should encourage the teaching of technical subjects.
- Teachers should encourage candidates to use the workshop facilities.
- More emphasis should be put on freehand sketches.
- Articles produced by students should be exhibited for the school and community.
- Candidates should learn the difference between first and third angle projections.
- Teachers and candidates should endeavour to use the prescribed textbooks for Grade 7-9
- Candidates should start doing practical work in Grade 8.
- Training workshops to be organised for teachers.

LANGUAGE SECTION

MAY 2018 GABECE
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
THE LANGUAGES

1. STANDARD OF THE PAPERS

All the Chief Examiners in the Languages section reported that all the papers conformed to standard and within the scope of candidates.

2. CANDIDATES' PERFORMANCE

The Chief Examiner for Arabic, English Language, Literature-in-English 2 & 1 stated that candidates' performance was far from being impressive. However, the Chief Examiner for French indicated that candidates performance slighted improved.

3. CANDIDATES' STRENGTHS

The Chief Examiner for English commended candidates for neat presentation of answers and doing well in the comprehension while that of Arabic highlighted some improvement in some schools as well as questions that required 'yes' and 'no' answers. The Chief Examiners for Literature-in-English 1 & 2 reported that some candidates scored 12 marks out of 20 and that 10% of the candidates wrote good essays and scored relatively high scores in prose respectively. The Chie Examiner for French revealed that candidates did well in the replacement of underlined nouns with pronouns and that some candidates found it easier to deal with section A especially options lettered A to D in Part I.

4. CANDIDATES' WEAKNESSES

The Chief Examiner for English reported that candidates lifted and copied questions as answer while that of French highlighted challenges with conjugation, gender, interrogation and negative particles.

The Chief Examiners for Literature-in-English 1 & 2 stated that 20% of the candidates failed to score any mark and that the number of weak candidates is on the increase. That 40% of the candidates exhibited that they never read the texts.

The Chief Examiner for Arabic indicated that candidates were weak in grammar, spelling, expression and sentence construction.

5. SUGGESTED REMEDIES

The Chief Examiners made the following suggestions as ways of improving on performance:

- Candidates should improve on their spelling, grammar and sentence construction.
- Candidates should practice and perfect their summary skills, writing skills and read books that are beneficial to them.
- The Ministry of Education should look into the reasons of poor performance of candidates (French).
- Training of teachers, formation of clubs and organisation of quiz competitions among students (Arabic).
- Only qualified teachers should be employed to teach subject they are teaching.
- Candidates should be prepared for the exams before registering

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
ARABIC

1. GENERAL COMMENTS

The Arabic paper conformed to standard and within the scope of the syllabus. Questions were straightforward and within the level of candidates. However, the number of candidates taking the examination is still considered to be low as the previous year. The performance of candidates was very poor.

2. CANDIDATES' STRENGTHS

Candidates' strengths can only be found in questions that required short answers like 'yes' or 'no'. Nevertheless, some candidates' performance improved in some schools.

3. CANDIDATES' WEAKNESSES

Candidates were found to be very weak in the following areas: Grammar, spelling as well as expression. The poor of command of the English Language didn't allow them express clearly in writing their ideas. They were also weak in constructing reasonable sentences in Arabic Language. For his reason, they performed very poorly and got low marks.

4. SUGGESTES REMEDIES

Below are some of the suggested remedies:

- Textbooks should be made available to schools and students.
- Continuous training for teachers should be organised.
- Teacher should endeavour to cover and follow the syllabus.
- Arabic Language clubs should be formed in schools to enable students speak Arabic both in and out of schools.
- Regular quiz competitions should be organised including writing stories and the like.
- Parents should also help their children at home to spend more hours on reading their books.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

ANSWER ALL QUESTIONS IN THIS SECTION

كل أجوبتك يجب أن تكتبها باللغة العربية

YOUR ANSWERS MUST BE WRITTEN IN ARABIC

This section consists of six parts, and the total mark of this section is 45.

PART 1

1 ـ لما ذا بنى المدرسة؟

2 ـ ما هي المدرسة؟

3 ـ من يدْرُسُ في المدرسة؟

4 ـ من يُدرسُ في المدرسة؟

5 ـ من هو رئيس المدرسة؟

6 ـ أتحب المدرسةَ ولماذا؟

7 ـ في أي قرية تسكن؟

8 ـ في أي مستوى أنت؟

Candidates as a whole attempted this part, and ninety percent of them were able to score all the marks.

PART 2

9 ـ جاء فعل ماض مبنى ب .....

10 ـ يقولُ فعل مضارع .....بالضمة.

11 ـ اجلس فعل أمر مبنى ب .....

12 ـ هات جملة فيها مفعول به.

13 ـ هات جملة فيها اسم موصول.

14 ـ أكتب جملة اسمية.

15 ـ هات أربعة من حروف الجر.

16 ـ أكتب خمسة من أخوات كان.

All the candidates attempted this part, but scores were not as high as part 1. Because there were some grammar aspects were involved and candidates were not strong enough in grammar and as a result of that they failed maintained the same scores as part 2.

PART 3

17 ـ أذكر أربعة من أنواع الطعام.

18 ـ أكتب ثلاثة من أنواع المواصلات.

19 ـ أذكر فائدتين للاتصالات.

20 ـ أذكر أقسام الكلام.

21 ـ أكتب هذه الأرقام بالحروف (12018)

22 ـ هات أربعة من الضمائر المنفصلة.

23 ـ هات جمعا لكلمتي (شريف) و (كريم).

24 ـ هات مفردا لكلمتي (جالسون) و (ذاكرات)

6% of the candidates attempted this part. Their marks were not satisfactory due to the poor background of the candidate in vocabulary.

PART 4

25 ـ أتريد أن تكون نجما في كرة القدم؟

26 ـ أذكر لاعبين مشهورين في فريق غامبيا.

27 ـ أتلعب كرة القدم ولماذا؟

28 ـ ماهي آخر مباريات شاهدتها؟

29 ـ ماذا يفعل حارس المرمى؟

30 ـ أين تقع ميناء غامبيا؟

31 ـ ما هو الفرق بين كرة السلة وكرة القدم؟

Few candidates attempted this part and did poorly.

PART 5

32 ـ أذكر أربعة أنواع من الفواكه.

33 ـ ولماذا نحافظ الغابات؟

34 ـ أذكر أربعة أنواع من الحيوانات.

35 ـ ما هي الغابة؟

36 ـ ماذا تحيط بقريتك؟

37 ـ من أين يُصنع الأدوية؟

38 ـ ما هي فائدة الأدوية؟

This part consists of 7 questions each question carries 1 mark. Only 30% of the candidates attempted it, and they were not able to score more than half of the marks. Candidates also avoided this part. This clearly indicated candidates' weakness in Arabic Language.

PART 6

39 ـ أتريد أن تتزوج مبكرا ولماذا؟

40 ـ أتريد أن تكون طبيبا؟ أذكر السبب

41 ـ كيف تحترم أمك؟

42 . كيف تخاطب أباك؟

43 . كيف تعامل أخواتك في البيت؟

44 ـ بم تعامل الناس في الشوارع؟

45 ـ كيف ترى معاملة الناس في الشوارع؟

This last part was almost the same as the previous one because candidates avoided it. About 20% of them attempted it and got poor marks.

SECTION B

WRITE AN ESSAY OF NOT LESS THAN 100 WORDS ON ANY ONE OF THE FOLLOWING TOPICS

1 ـ فوائد الزواج في المجتمع.

2 ـ أضرار زواج المبكر.

3 ـ الهجرة إلى الغرب.

4 . مفهوم الديموقراطية.

5 ـ دور المحكمة في البلد.

This section consists of five different topics, candidates were asked to choose one of them and write an essay of not less than 100 words. 30 marks for each question.

Topic 1, 3 and 5 were totally avoided, no one touched them at all. Topic 2 was touched by only 10% of them. No one of them could write more than 20 – 30 words in all. Topic 4 was the most popular one and about 30% of them attempted it. Most of the candidates were not able to write more than 40 – 50words. As a result of that, very few were able to score the required pass mark.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
ENGLISH LANGUAGE

1. GENERAL COMMENTS

The English Language paper one was of similar standard with those of previous years set for the same examination. Unlike most questions, it presented simple challenges to the candidates. This paper was structured in a way that candidates had to apply common sense before adequately handling the questions.

The paper projected the same tests:

Continuous Writing: Questions 1 – 4, Comprehension (question 5) and Summary (question 6). The questions, like the passages, were written in simple clear sentences. However, simplicity of the language used in the paper did not mean that tasking the abilities of the candidates was left out.

In their bid to meet the demands of the paper, candidates displayed a range of strengths and weaknesses; it was disappointing that despite the simplicity of the questions in the comprehension, candidates did woefully.

2. CANDIDATES' STRENGTHS

The Chief Examiner reported the following strengths:

- Some of the candidates adequately delivered the required points and developed them.
- Most candidates armed with reading ability fared very well in the passage. They were able to tackle the questions conveniently, especially questions 'e' and 'f'. Such candidates were clever enough to give excellent answers to these questions as was required.
- Also worth mentioning is the degree of maturity displayed by some candidates who neatly presented answers as guided by the instructions.

3. CANDIDATES' WEAKNESSES

The Chief Examiner reported the following weaknesses:

- Poor presentation candidates' ideas. They could not say things naturally in English. Translated forms were used instead.
- Candidates were incapable of bringing up valid points in support of their points. Therefore their write-ups were scanty.
- Candidates' ill-preparedness for the examination made them unable to answer simple questions.

- Most of the candidates lifted their answers but did not even know where to dump them or where to stop. They ended up copying lengthy answers which were unacceptable in summary writing.
- Candidates could not effectively list answers a., b., c and so on). Very many candidates used full- stops to demarcate their answers.
- Candidates' inability to summarise the text was obvious. Most of them used phrases to answer summary question which is not ideal. Summary answers do not require detailed information.
- Very many candidates made mistakes in: Subject and Verb agreement; indiscriminate use of 'you'; faulty splits and amalgamations; poor sentence starts and the total absence of the full stop in most cases (both in write-ups and sections B and C). Lengthy uncontrolled sentences also added to the poor communication. Common spelling errors were:

errors	**instead of**
their	there
live	leave
once /wants	ones
no	know
Does/dose	those
knowleg	knowledge
decipline	discipline
nite	night
jorges	judges
been	being
greatful	grateful
greating	greeting

- Very many candidates wrote short words that they are used to in 'text messaging'. E.g. , 'u' for 'you', 'dis' for 'this', 'pls' for 'please'. This did a great harm to their performances as their actual answers differed from what they eventually meant.

4. SUGGESTED REMEDIES

The Chief Examiner made these following suggestions:

- Teachers and students should practise comprehension exercises more often and recognize the rules applicable in comprehension exercise, if they want to do very well in standard examinations.
- Teachers and students practice summary exercises more often and get used to the right approach, if they wish to excel in internal and external examinations.
- Teachers should be acquainted with the marking procedures and try to apply them in classroom situations to teach pupils more properly.

- Schools should endeavour to adopt books which are truly beneficial to the learners. Such books should be able to expose teachers as well as students to the things they should know in preparation for their candidates.
- In order to minimize mass failure, it is advised that schools try to create special classes for promising candidates so as to pay more attention to them. This has been tried in some schools; and it has paid off.
- Student should be equipped with relevant ideas and approaches to discoursing issue. Teacher should endeavour to assist students to improve their spelling and sentence construction. The use of punctuation marks must be checked and corrected often. Candidates should either limit text messaging or write messages in full.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A:

ESSAY AND LETTER WRITING

*Answer **one** question **only** from this section.*

Question 1

*You were impolite to your teacher and he asked you never to attend his class again. Write a letter of apology to him giving at least **three** reasons why he should allow you back in his class.*

The candidates were instructed to write to a teacher to whom they were impolite apologizing for a misbehaviour they had exhibited in class . They were to give three reasons why the teacher should allowed them in back class. This was the most popular question with the candidates as about 55 percent of them attempted it. Some of the candidates adequately delivered the required points and developed them. Besides, they were able to focus on why the teacher should forgive them and promise never to do it again. The presentation was a major problem in this area as candidate struggle to present their please.

Question 2

*You are the main speaker in a debate organised by the Farmers Platform on the motion: "**Farmers should be given more support by government**." Write your speech for or against the motion stating at least **three** reasons to support your view.*

In this second question, candidates were require to discourse at least three reasons either for or against the motion" Farmers should be given more support by the Government." Since this was a debate. Candidates were also expected to give the usual preamble and took a stance. This was the third most popular question with the candidates. Some of the candidates effectively handled the question. About 15 percent of the candidates attempted the question.

Candidates were incapable of bringing up valid points in support of their point. Therefore their write-ups were scanty.

Question 3

*Write an article suitable for publication in your school magazine on, "**the negative attitude of students towards their education."***

In question three, candidates were to write an article for publication in their school magazines on " **the negative attitude of student towards their education**". They were expected to give at least three forms of such negative attitudes. This was the least popular question on the paper carrying only 5% of the Candidates. Out of the very few that attempted the question, most of them were able to highlight the attitudes of students that impeded their progress in education. It was like a self-reported statement. The presentation was also a challenge because candidates could not say things naturally in English. Translated forms were used instead.

Question 4

*Write a story that ends with, "**if I had known I would not have trusted her with the secret**."*

In question four, candidates were to write a story real or imaginary that ends with the statement, "**if I had known I would not have trust her with the secret**." The story should be logically built to teach the lessons. About 25 percent of the candidates attempted the question. Good story tellers were at ease with this question and told real stories, some personal bringing out the statement in reality. Candidates struggled as they tried to build up their stories. Some stories could not fit the statement at the end. Candidates only used the statement at the end and it was rather vague.

SECTION B

COMPREHENSION

*You are advised to spend about **30 minutes** on this section.*

Question 5

*Read the following passage **carefully** and answer the questions on it.*

I was to spend the holidays in my village last year but I couldn't. All preparations were done long before the day. The previous night I could not sleep because I kept thinking of the journey and all what I would see on the way to the village.

I got up early in the morning at the first cock-crow, took my luggage into the sitting room and placed the envelope containing my fare on top of it. I did not realise that a cat we had as a pet did not want me to go on the journey because it had sensed something evil was about to happen.

As I entered the bathroom to take a bath, the cat took away the envelope and hid it under the cupboard. When I finished all that I was doing, I said good-bye to my parents ready to leave the house. I searched for the envelope that contained my fare but I could not find it.

Meanwhile, the cat stood looking at me straight in the face. I failed to notice what this strange look on its face meant.

I screamed all over the house but it did not move an inch. I ransacked the house with little success. The cat kept making sounds I could not understand.

Eventually, it brought out the envelope but hung on to my luggage to stop me from going. I ignored it and moved on. When I got to the garage I found the vehicle that I was to travel on had already left. I was so disappointed and angry that I had to reschedule the journey.

Soon, I noticed some confusion at the garage and I decided to enquire what was amiss. To my surprise, I was told that the vehicle that was to take me was involved in a fatal accident and all the passengers on board it had died.

I was short of words. I could hear myself thanking the cat for saving my life. If it were not for the cat, I wonder …

We should learn to be kind to our pets. Who knows they could turn out to be our saviours.

a) Where was the writer expected to spend the holiday?

b) What was placed on the luggage?

c) What happened to it?

d) Why did the cat do such a thing?

e) What was the writer's reaction?

f) Was the writer able to make the journey?

g) What lesson do we learn from the passage?

h) For each of the following words, find another word or phrase which means the same and which can replace it as it is used in the passage.

(i) realise;
(ii) took away;
(iii) straight;
(iv) screamed;
(v) reschedule;
(vi) fatal.

The comprehension passage was simple but demanded that candidates understand written and spoken English, aimed at enhancing effective communication in our daily lives. They should in addition, be able to respond to inference questions and express their thoughts in simple terms. They were also tested on contextual meanings of wards and were require to replace certain words in there contest.

Most candidates armed with reading ability fared very well in the passage. They were able to tackle the questions conveniently, especially questions 'e' and 'f'. Such candidates were clever enough to give excellent answers to these questions as was require. On the other hand, candidates with poor or inadequate readiness for the examination could not even answer as simple questions as question 'a'. Very many candidates failed to answer question 'b' due to their inability to understand the relation between the envelope and the luggage.

There was a general problem with question 'd' as candidates could not form their own sentence to convey the same message as that in the information source. They, merely, "pasted" the original words and therefore scored only half the mark. So many candidates fared poorly because they always began their answers with because.

SECTION C

SUMMARY

*You are advised to spend about **40 minutes** on this section.*

Question 6

*Read the following passage **carefully** and answer the questions on it.*

Every year, thousands of school leavers from the rural areas rush to the urban areas to seek employment. Apart from leaving the country-side thinly populated, these youths cause overcrowding in the cities.

They cannot get any house to live in so they are found sleeping in market places and under bridges.

Most of our youths regard agriculture as a poor man's occupation. They prefer office jobs to farming and forget that one can gain fame or wealth through agriculture. Most of these youths are greatly disappointed in the cities. Lack of jobs and money force them to join bad company, become robbers and pick pockets in the streets during the day. They often wear dirty clothes and are seen in the streets searching for food.

One way of curbing this movement is to set up facilities in the rural area and establish large farms where these youths can easily find work.

Other ways are providing good means of transport and communication. Libraries, medicals services and post offices are equally important amenities necessary in the rural areas.

These facilities together with good drinking water and electricity will make these areas attractive enough for the youths to stay there and work. They can also produce raw materials for our industries.

*a) In **two** sentences, state the reasons why the youths move to the cities.*

*b) In **three** sentences, **one** for each, state what should be done about this movement.*

The summary passage was indeed simple and within candidates' understanding. To crown it all, the passage did lend itself for lifting which very many candidates did wisely. Even those who fared poorly in the Comprehension could respond well in summary. Smart candidates could not just copy answer sentences but were clever enough to change just one word correctly to earn the total mark allotted to such a question.

Also worth mentioning is the degree of maturity in candidates to neatly present answers as guided by instruction. Thus, where it was instructed that a candidate present answers in two and three sentences, the answers were written as required. This was a laudable step towards ensuring orderly answers.

In contrast, a huge number of candidates did not quite know what to do. Most of them lifted their answers but did not even know where to dump them or where to stop. They ended up copying lengthy answers which were unacceptable in summary writing. Another issue that should be taught effectively is the listing of answers a., b., c and so on). Very many candidates used full- stops to demarcate their answers. Summary answers do not require detailed information. Very many candidates used the central information and added examples/particulars to the main idea. This rendered their summary too detailed to be accepted as good answers. Most candidates used phrases to answer summary question which is not ideal.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
FRENCH 2

1. GENERAL COMMENTS

The standard of the paper was appropriate and compared favourably with those of previous years. All the questions were drawn from the syllabus of grade 7 to 9 respectively and the candidates were expected to cover all the topics in their schools. There was no ambiguous question that could confuse the candidates. The overall performance of candidates has slightly improved compared to last year's. There is still a lot of room for improvement. Most of the candidates had problems on the conjugation, gender, interrogation, and the negative particles. This was clearly manifested in their performance in parts 2, 3, 5 and 6 as well as in section B which dealt with the essay and letter writing. A significant improvement was only noticed in part 4. Section B of this paper has been and is still the major problem for candidates. Most of the candidates even ignored section B and those who attempted it didn't do much. They either copied the questions or reproduced the essays or letters already prepared in their lessons and which were not relevant to the given topics.

The best performance came from very few schools which operate in the Greater Banjul area. Candidates in these schools were able to answer some of the questions in the different parts of sections A and B respectively. There is a need for the Ministry of Education to investigate why there is such an unsatisfactory performance of candidates in French and take proper measures to minimize the mass failure. The number of candidates who registered for French increases every year. This is an encouraging sign as candidates are becoming aware of French as an important subject.

2. CANDIDATES' STRENGHTS

The Chief Examiner reported the following strengths:

- Few candidates were able to understand the questions and the rubrics.
- Few candidates found it easier to deal with section A.
- Some candidates found it easier to tackle the options lettered A to D in part 1.
- The replacement of the underlined nouns with the pronouns was handled more easily.
- Few candidates managed to get a pass mark in part 5.

3. CANDIDATES' WEAKNESSES

The Chief Examiner reported the following weaknesses:

- Scanty vocabulary.
- Poor knowledge of simple grammatical rules.
- Inability to conjugate verbs in present, imperfect, future, past perfect and other tenses.

- Inability to use negative particles and interrogative expressions.
- Inability to construct simple sentences in French.
- Inability to give the masculine/feminine forms of nouns and adjectives.
- Inability to understand the instructions.
- Guess work.

4. SUGGESTED REMEDIES

The Chief Examiner made these following suggestions:

- Teachers should teach their students how to write simple sentences starting from grade 7.
- French periods should be increased to 4 or 5 periods per week in all schools.
- The mark in section B which is 40% of the total mark should be reduced to 20% for this section is responsible for most of the candidates' failure.
- Enough supplementary reading materials (French text books) should be provided for students.
- More emphasis should be put on grammar and conjugation.
- The teaching and learning methods should be more implicit than explicit.
- French teachers should ensure that their candidates had mastered the conjugation of the auxiliary "*avoir*" and "*être*" [to have and to be] in French.
- French teachers should communicate with their students in French.
- French clubs should be encouraged in schools.
- The writing of essays and letters should be taught from Grades 7, 8 and 9 respectively.
- Candidates should be encouraged to read publications, newspapers, magazines, and short stories in French.
- Candidates should also listen to radio and television programs in French.
- Now that French has become a compulsory subject in most of schools, Principals and School Administrators should encourage their French teachers and sensitize the students and their parents on the importance of French.
- Candidates who opt for French for the mere purpose of obtaining the required number of subjects for GABECE exams should not be permitted to do so as this can only increase the rate of failure.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

PART I

Instructions

*Choose from the options lettered **A** to **D** the **most** appropriate one to complete the sentence and write the option you have chosen in the space provided for answers.*

Example : *……. enfants sont polis*.

A. *Ce*
B. *Cet*
C. *Ces*
D. *Cette* *Answer* :……***C***……

1. Aujourd'hui, je préfère prendre…… lait.

A. de
B. de le
C. du
D. de la Answer :…….

2. Le voleur est battu par…… gendarmes.

A. les
B. un
C. le
D. une Answer :…….

3. L'homme …… parle est mon père.

A. que
B. qui
C. où
D. dont Answer :…….

4. ……. comprends bien le français.

A. Ils
B. Elles
C. Il
D. Tu Answer :……

5. Omar ……... une bonne note.

A. as
B. est
C. a
D. es Answer :…….

6. Nos enfants …… demain.

A. arriver
B. arrive
C. arrivez
D. arrivent Answer :……..

7. Le professeur parle à……. élève.

A. son
B. ses
C. leurs
D. sa Answer :…….

8. J'ai oublié mon livre d'histoire. Peux-tu me passer ……

A. la tienne.
B. le mien.
C. le tien.
D. la mienne. Answer :…….

9. Les filles de mon oncle veulent ……. leur frère à l'aéroport.

A. accompagnées
B. accompagner
C. accompagnée
D. accompagnez Answer :…….

10. Les joueurs sont logés dans ce …….. hôtel.

A. beau
B. bel
C. beaux
D. belles Answer :…….

11. …… de ces deux maisons préfères-tu acheter ?

A. Lesquels
B. Lequel
C. Lesquelles
D. Laquelle Answer :……..

12. Le touriste parle russe avec …….. mais ils ne comprennent rien.

A. elle
B. eux
C. elles
D. lui Answer :…….

13. La cuisine française est ……. que la cuisine chinoise.

A. bien
B. la meilleure
C. meilleure
D. la mauvaise Answer :……

14. « Rambo » est un film ……. les téléspectateurs aiment beaucoup.

A. que
B. qui
C. quoi
D. qu’ Answer :…….

15. Le professeur est malade……. . mercredi dernier.

A. depuis
B. il y a.
C. ça fait
D. pendant Answer :…….

This part appears to be the easiest of the paper. About 60% of the candidates performed well. The rest who performed poorly were only involved in guest work. They could not read and understand the questions because of their scanty knowledge of grammar and vocabulary.

PART II

Instructions

Complete the question for each one of the statements given in below by supplying the ***appropriate word.***

Example : *–…… t’a offert ce joli cadeau ?*

– C’est mon papa.

*Answer :…****Qui****……*

16. – ……partiras-tu au stade?
– À midi.
Answer :…….

17. – …….. trouvez-vous notre collège?
– Il est vraiment beau. Answer :……..

18. – …… coûtent ces gâteaux ?
– Dix dalasis. Answer :……..

19. – …… restes-tu à la maison aujourd’hui?
– J’ai un devoir à rendre demain.
Answer :…….

20. – …….. vont tes amies ?
– Elles vont au Canada.
Answer :……

The performance of the candidates in this section generally was not satisfactory. Candidates were tested on the interrogation with: *quand, où, qui, pourquoi, comment, combien*, but only 30% of them were able to produce the correct word to complete the sentence. It is realized that most candidates were only able to tackle question number 18. It is therefore the responsibility of all French teachers to ensure that the interrogation is thought since grade 7.

PART III

Instructions

Complete the following sentence by writing in the space provided the correct ***form*** *of the verb given in brackets.*

Example : *Mon frère …… à l'ambassade de France (travailler) Answer :*……***travaille***…

21. Nous ……. au restaurant chaque jour. (manger)
    Answer :…….....

22. Vous ……. de la gymnastique à l'école? (faire)
    Answer :……

23. Mon frère……. une nouvelle voiture (avoir) Answer :…….

24. En Europe, les enfants …….. vite. (grandir)
    Answer :…….

25. Nous ….. toujours en vacances. (être) Answer :…….

This was among the easiest part of this paper. Candidates were asked to write the verbs in brackets either in the present, the future tense or the past tense. Unfortunately, Only 20% of the candidates responded well in this section. Candidates should try to master their conjugation especially the verbs *avoir* and *être* because they cannot write correct sentences in French without mastering the correct conjugation of verbs.

PART IV

Instructions

Rewrite the following sentences by replacing the ***underlined nouns*** *with the pronoun s brackets and placing them in their* ***correct positions****.*

Example: *Tu peux remettre <u>cette lettre</u> au professeur de français? (la)*

Answer*: Tu peux* ***la*** *remettre au professeur de français ?*

26. Il faut bien surveiller <u>les enfants</u>. (les)

    Answer: Il faut……

27. Papa prend toujours <u>ce taxi</u> pour rentrer. (le)

    Answer: Papa……

28. Connais-tu cette fille ? (la)

Answer: Oui, je……

29. Je vous félicite de votre participation. (en)

Answer: Je……....

30. Nous remettrons la lettre demain. (la)

Answer: Nous …….....

31. Moses écrit une lettre à son père. (lui)

Answer: Moses……. …….

32. Les touristes vont souvent à Juffureh (y)

Answer: Les touristes…….

33. Le professeur pose des questions à ses élèves (leur)

Answer: Le professeur…….

34. Le berger mène son troupeau au champ. (y)

Answer: Le berger ……..

35. Montre-moi ta belle maison. (la)

Answer: Montre- ……

In this section, candidates were tested on the replacement of words and the correct positioning of the pronouns. About 85% of the candidates scored good marks. Questions number 26 and 28 were poorly answered by the majority of the candidates. Question 26 for example: The correct answer is: *Il faut bien **les** surveiller* instead of *Il les faut bien surveiller.*

PART V

Instructions

*Rewrite the following sentences replacing the **underlined** words with the ones given in brackets and making any necessary changes.*

***Example:** Il est fier de ses enfants. (Elle)*

***Answer : Elle** est **fière** de ses enfants.*

36. Son frère est infirmier à l'hôpital. (Sa sœur)

Answer :……

37. Monsieur Joof est danseur de profession. (Madame Joof)

Answer :……

38. Son fils est français. (Sa fille)

Answer :……

39. Il veut devenir musicien après ses études. (Elle)

Answer :……

40. Ces hommes sont des animateurs. (Ces femmes)

Answer :……

In this section candidates were asked to do two things: to replace the underlined words with the ones in brackets and to make any necessary changes in the sentence with the understanding that there should be an agreement between them. It was also not a difficult question. About 50% of the candidates succeeded in this section. Those who performed poorly either misunderstood the instructions or didn't know how to do the work.

PART VI

Instructions

Complete the answers to the following questions by using the negating particles given in brackets.

Example: *Est-ce que tu aimes le chocolat? (ne…….pas)*

Answer *: Non, je* ***n****'aime* ***pas*** *le chocolat.*

41. A-t-elle déjà été au Japon ? (ne…jamais)

Answer : Non, elle …….

42. Est-ce que ton ami veut du thé? (ne……. pas)

Answer : Non, il ……

43. Est-ce que Pascal est toujours en province? (ne…. plus)

Answer : Non, Pascal …….

44. As-tu quelque chose pour moi? (ne……rien)

Answer: Non, je ……

45. Est- ce que les élèves sont en classe? (ne….personne)

Answer: Non, il ……

The negative transformation of sentences has always been a major problem. Candidates were asked to place the negating tags in their correct places. However, about 85% of them performed below expectation.

This work is easier when the verb is in the present, imperfect tense, or future tense, but they found it tough with the past tense especially when the position of the subject has to change.

The major problem here was that the candidates could not recognize the verbs and therefore they found it difficult to place the negative particle properly.

SECTION B

[30 marks]

Instructions

*Answer **one** question only from this section. Your answer should be written in **French** in the space provided and should not be less than **100 words** long.*

1. *Vous avez vu sur l'internet l'adresse d'un(e) jeune Français(e) qui voudrait correspondre avec vous. Écrivez-lui votre première lettre de correspondance.*

2. *Vous voulez aller étudier en France. Écrivez une lettre à votre sœur qui est en Angleterre pour lui demander de l'argent et lui expliquer pourquoi vous avez choisi d'aller en France.*

3. *Écrivez un article pour votre journal scolaire pour parler de l'importance du Français.*

4. *Vous êtes témoin d'un grand événement. Racontez ce qui s'est passé.*

This section has always been the most difficult part of this paper and has always been since the GABECE exam was introduced. It is also responsible for most of the failures in French. The reason for this is that candidates could not construct simple sentences in French. They had a weak background in grammar, conjugation, use of idiomatic expressions, essay, and letter writing as well. This year, 80% of the candidates ignored this section. The few who attempted it merely copy all the questions in an essay form or reproduced pre-prepared essays or letters in class which had no relevance to the topics given.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
LITERATURE-IN-ENGLISH 1

1. GENERAL COMMENTS

This year's paper was quite fair and in place. The questions compared favourably and adequately with previous years. They fitted squarely within the contents of the text and syllabus as well as the expected standards of the examination. They were appropriately worded and required details within the text. All the questions were attempted and each one was well answered by some candidates.

Certainly, there were some good candidates scoring twelve or more marks out of twenty in both sections (contexts and essay). There were also some outstanding ones, scoring about fifteen marks in each section. On the negative side, almost 35% of the candidates scored seven or less marks in one or both sections. Most alarmingly, about 20% of all the candidates failed to score any mark in both sections. It is easily noticeable that while the number of average and good candidates drastically decreased this year, that of the weak candidates sharply increased. This year's performance was thus a disappointing drop which fell far short of all expectations.

2. CANDIDATES' STRENGHTS

As usual, the context questions were better answered than the essays, thus providing the higher mark for over 60% of the candidates. Of these, about 40% scored ten or more marks out of twenty.

3. CANDIDATES' WEAKNESSES

From the foregoing analysis, it is safe to affirm or assert that this was certainly not a good year for this paper, whether in isolation or (worse still) in comparison with previous years. The major weaknesses here were complete ignorance of the text, single work or incomplete sentence answer and the copying of the whole question with incomplete or no answer in many cases.

4. SUGGESTED REMEDIES

The Chief Examiner recommended the following some salient points to note and apply for any prospective improvement:

- Candidates should have direct and constant access to the text in order to know anything in the story.
- Candidates should read the questions carefully to understand their requirements so as to avoid writing irrelevant details for which they will earn nothing.
- Candidates should apply the proper rules of essay writing adequate length, organization of ideas through proper paragraphing and what they mean and mean what they write with these three points in mind and application, there will be prospective improvement.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

SECTION B: DRAMA
PART I

William Shakespeare: The Merchant of Venice

*Answer **two** questions **only** from this part.*

Question 1

This kindness will I show
Go with me to a notary, seal me there
Your single bond and, in a mercy sport
If you repay me not on such a day
In such a place such sum or sums as are
Expressed in the condition …….

(Act 1: Sc 3: lines**)**

(a) Who is the person addressed?
(b) Who is the speaker?
(c) What is the kindness that the speaker has agreed to show?
(d) What does the underlined expression in line 3 mean?

Question 2

"Marry, well remembered:
I reasoned with a Frenchman yesterday
Who told me, in the narrow seas that part
The French and English, there miscarried
A vessel of our country richly fraught

(Act 2: Scene 8: lines **26-30)**

(a) Who is the above speaker?
(b) Who is the person addressed?
(c) What prompted this speech?
(d) What does the underlined expression mean?

Question 3

Nature hath framed strange fellows in her time
Some that will evermore peep through their eyes
And laugh like parrots at a bagpiper
And other of such Vinegar aspect
That they'll not show their teeth in way of smile
Though Nestor swear the jest be laughable

(Act 1: Scene 1: lines **51 - 56**)

(a) Who is the speaker?
(b) Who is the person addressed?
(c) Who is the other person present?
(d) What is the figure of speech in the first underlined words?
(e) What is the figure of speech in the second underlined words?

Question 4

For herein Fortune shows herself more kind
Than is her custom. It is still her use
To let the wretched man outlive this wealth,
To view with hollow eye and wrinkled brow
An age of poverty …

(Act 4: Scene 1: lines **263 - 267**)

(a) Who is the speaker?
(b) Where is the speaker?
(c) Who is the person addressed?
(d) What is the figure of speech underlined?

As usual, the context questions were better answered than the essays, thus providing the higher mark for over 60% of the candidates. Of these, about 40% scored ten or more marks out of twenty while the rest scored less. About 20% of all the candidates scored no marks in the context section. The major weaknesses here were complete ignorance of the text, single work or incomplete sentence answer and the copying of the whole question with incomplete or no answer in many cases. However, of the two sections (contexts and essay), the contexts were better answered.

PART II

William Shakespeare: *The Merchant of Venice*

*Answer **one** question **only** from this part.*

Question 5

Explain the condition of the Caskets and its significance in the play.

This was not a popular question (attempted by less than 20%) of the candidates. About 15% provided reasonably good answers which explained the laid down rules about the caskets concerning Portia herself and how they affected the selection made by each of the three suitors presented – Morocco, Arragon and Bassanio. These answers were of adequate length, properly organized and reasonable language control.

The remaining candidates provided varied weaker answers such as irrelevant narrations, very short answers, mere copying of the question without answering and complete ignorance of the text. Over half of these candidates did not score a pass grade and sizeable number scored zero. On the whole, this was among the least popular and worst answered essays.

Question 6

Comment on the character of Gratiano in the play.

Like question 5, this was not a popular question (attempted by about 15%) and equally not well answered.

The good candidates here (about 10%), clearly identified and explained Gratiano's character pointing out has strengths and weaknesses within the context of the play and his relationship, through interacts with the other characters especially Antonio, Bassanio, Shylock and Nerissa. They provided adequately lengthy and well organized essays backed up by relevant textual references.

About 50% of these candidates provided shallow, one-sided, very short narrations with scanty and sketchy details which failed to present Gratiano as he is portrayed in the play.

The rest of these candidates (some 20%) showed gross ignorance of the text by referring to nothing in it or merely copying the question without any answer on the whole, this question like question was the least popular and worst answered in the paper.

Question 7

Describe Bassanio's attempt to marry Portia.

This question was rather popular (about 35%) and clearly better answered than the previous two. Of these candidates, over 40% clearly traced in varying degrees, the different stages in Bassanio's attempt, starting from his loan request from Antonio. From this, they pinpointed Bassanio's determination despite the odds as well as his sense of judgment in his soliloquy while making his choice.

About 30% of these candidates provided some of these points but at lesser length and with fewer details. The rest of these candidates discussed only one relevant point (or none), manifesting much ignorance of the text in very short answers or merely copying the question without providing an answer. On the whole, however, this question was far more popular and better answered than the previous two.

Question 8

Describe the court scene in the play.

This question was the most popular (about 40%) and also the best answered in the paper. About half of these candidates provided in varying degrees, highly reasonable an convincing descriptions of the trial-concentrating on Shylock's 'victorious' behaviour before and his ' defeated' state at the en - his initially hard and instant rejection of all pleas on Antonio's behalf including one each from the duke and the judge.

They also, highlighted his defeat at the height of victory through Portia's insistence on exactly a pound of flesh, the insults thrown at him by Gratiano and his great losses – money, property daughter. The majority of these candidates convincingly discussed two main points but at shallow and one sized levels through partly irrelevant narrations and very short lengths.

The rest of these candidates (over 20%) clearly misinterpreted the question by concentrating mainly on the loan agreement with Shylock at the expenses of the court trial. Also, a sizeable number of them merely copied the question without providing any answer due to ignorance of the text.

Notwithstanding these pitfalls, this question clearly stands out as the most popular and best answered in the paper.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
LITERATURE-IN-ENGLISH 2

1. GENERAL COMMENTS

Nobody has any doubt that the questions for this year's examination were standard and within the scope of the syllabus and candidates' were expected to do well but sadly most of them fell far short of the required standard.
It is quite disappointing to note that over the years candidates' performance on the Literature-in-English 2 examination continues to decline. As a result the challenge is still big for all the stakeholders in this examination. Since the performance is not very much improving.

2. CANDIDATES' STRENGTHS

About 10% of the candidates wrote very good essays and were able to earn relatively high scores especially on Prose. These were candidates who read the texts, understood them and have had good teachers. These candidates were able to give details of recall and made apt quotations and demonstrated very good knowledge of the plot.

3. CANDIDATES' WEAKNESSES

Candidates' poor performance can be attributed to the following factors highlighted below.

Firstly, about 40% of the candidates showed that they never read or studied the texts and therefore could not answer questions correctly. The majority of the candidates gave scanty questions. In fact most of the answers especially in poetry were out of scope. Many serious untruths were told by candidates such as "The Beggar Maid wore a see-through dress to impress the King", the Beggar maid was a Prostitute" etc. All these clearly shown candidates' lack of in depth knowledge of the texts. It is very likely that about 20% of candidates either have had no teacher or textbooks or both. Something should be done about this pitiable situation.

Secondly, poor command of the English Language cited not only in weak expressions, poor grammar and wrong spellings but in some instances inability to interpret the questions to their level of understanding contributed to the poor performance of over 30% of the overall candidates.

Finally, it was observed that over 60% of the candidates paid more attention to the questions set on African Prose and Poetry than the questions on the non-African section.

4. SUGGESTED REMEDIES

- Candidates should adequately prepare for the examination.
- Individual school should try to cover all aspects of the syllabus.
- Only qualified teachers should teach the subject.
- Every candidate should have and read the prescribed textbooks.
- Special periods should be allocated for the teaching of Literature-in-English in Schools
- Chief Examiners' Reports should be made available to teachers in Schools to enable them act on the recommendations to improve performance.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

PROSE

*Answer **one** question **only** from this Section.*

AFRICAN PROSE

The Magic Calabash: Nana Grey Johnson

Question 1

Described Erubam's First and Last impression of the Young Kuus Kuus.

This was a popular question attempted by over 50% of the candidates. Although it was a straightforward question yet about 60% of those who attempted this question could not do justice to it because they failed to realise that it's a double barrelled question. Candidates' were expected to describe 'the first' and 'last' impression of the Young Kuus Kuus. Unfortunately most of them just ignored the second part of the question. As a result most of the candidates could not get of anything better than a weak pass at most.

Question 2

"the relationship between uncle Nicol and grandma lou was not genuine one" discuss.

About 30% of the candidates responded to this question. It was an excellent question that candidates should have no difficulty in handling. The good candidates about 20% of them were able to clearly define the relationship. They came up with appropriate facts to support their essays. However about 10% could not answer satisfactorily. There were unable to define the relationship and they woefully failed to show the nasty side of uncle Nicol's character such as his love for money, his deceptive nature and greed which are the factors that ruined his relationship with Grandma Lou. The general response was fair.

NON AFRICAN PROSE

King Solomon's Mines: Sir Rider Haggard

Question 3

Describe the meeting on board the ship 'the Dunkeld'.

Over 15% of the candidates attempted this question. A few candidates gave adequate answers. However, there were general weaknesses. Answers were scanty and many deviated from the demands of the question and so were not able to make any significant score. The general response was unsatisfactory. Perhaps this portion of the syllabus was not adequately covered by their teachers.

Question 4

Describe what happened in the mines during the visit of Sir Henry and his group.

This was not a popular question because only 10% of the candidates attempted it. The question required candidates to describe the ordeals of Sir Henry and his men at the mines. About 5% of the candidates were able to present careful explanations with relevant details, the rest could not.

Their answers were either very short or disorderly presented. The response was fair.

SECTION B

POETRY

*Answer **one** question **only** from this section.*

AFRICAN POETRY

Question 5

Discuss the theme of hope and rebirth in 'the vultures'.

This was the least attempted question on the paper. Only about 6% of the candidates attempted it and the majority performed badly. There was strong indication that most of the candidates had never read the poem or did not understand the question. The few who attempted to do some work failed badly because they could not meet the requirements of the question. The general response was poor.

Question 6

Identify and explain the Poet's use of figures of speech in the Poem 'Nightfall in Soweto'.

This question on the Poets use of figures of speech was attempted by about 10% of the candidates. Only about 2% were able to earn a pass. There was ample evidence that the candidates had read the Poem but could only write on its themes. Unfortunately, the majority of them did not seem to know anything about the devices in the poem and so could not do justice to the question. Most of them just wrote everything they knew about the poem but without the devices. The response was poor.

Question 7

Describe the setting of the Poem 'the Road Not Taken'.

This question on the setting of the poem was less popular as it was treated by only about 8% of the candidates. Although it was a straightforward question yet it was badly handled by 95% of the candidates. Surprisingly the majority of the candidates did not seem to know anything about the setting of the poem although they could write on its subject matter. The general response was quite poor.

Question 8

Explain the contrast between the King and the Beggar Maid in the poem 'the Beggar Maid'.

This question was massively popular attempted by over 70% of the candidates but was badly treated by almost 50% of them. Candidates misinterpreted the question because they could not comprehend him meaning of the word 'Contrast' as it is used in the question. As a result they ended up writing essays that were totally irrelevant to the question and so could not earn any decent grades. The remaining 20% wrote good essays with the relevant points because they knew the meaning of the word 'Contrast' and were able to relate it to the poem successfully. The general response was quite poor.

MAY 2018 GABECE
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
GENERAL SUBJECTS

1. STANDARD OF THE PAPERS

The Chief Examiners reported that the standard of this year's papers were up to standard and reached the level candidates.

2. CANDIDATES' PERFORMANCE

The Chief Examiner for Christian Religious Education reported good performance while the Chief Examiners for Islamic Studies and Social and Environmental Studies reported poor performance in this year's exam.

3. CANDIATES' STRENGTHS

The Chief Examiners reported the following strengths:

- Some candidates followed rubrics an answered the required questions.
- Some candidates were comfortable with questions that required recall of knowledge.
- Ability to read and understand questions.

4. CANDIDATES' WEAKNESSES

The Chief Examiners reported the following weaknesses:

- Inability to express themselves clearly.
- Poor handwriting.
- Spelling errors.
- Poor command of English Language.

5. SUGGESTED REMEDIES

The following suggestions were made to improve on performance:

- Candidate should improve their reading and writing skills.
- Relevant learning materials should be provided to students.
- Students need to be assessed regularly on the topics taught.
- Teachers should endeavour to cover the syllabus.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
CHRISTIAN RELIGIOUS EDUCATION 2

1. GENERAL COMMENTS

The Christian Religious Education 2018 Paper 2, was up to standard. The questions were drawn across the relevant themes from both the Old and New Testaments. The language used matched the level of the candidates.

Generally, the performance of the candidates was good and appeared to be the same as that of the previous year. For the first time, one candidate was able to score the maximum marks allocated to this paper.

A total of one thousand one hundred and ninety –six (1196) candidates sat this year's paper. Out of these, 44.1% scored marks ranging from 0 to 39; 32.2% scored between 40 to 59 marks and 23.7% scored marks between 60 and 100. This showed that about 55.9% of the candidates scored 40 marks and above.

2. CANDIDATES' STRENGTHS

There was level of improvement by candidates this year. Some areas of improvement were seen in the spellings. Many candidates were able to correctly spell some strange Biblical names of the Old Testament like Aspenaz, Azariah etc.

There was also improvement in candidates' adherence to the rubrics. Only a few of those who could not answer the questions answered more than the required number of questions.

There were more detailed answers and clearly presented ideas by most candidates. This enabled them secure good marks.

3. CANDIDATES' WEAKNESSES

Though there was a high level of improvement this year, there were still some areas for improvement among the candidates:

- Most candidates found it very difficult to state lessons learnt from the Bible stories. The connection of the Bible stories to life situation was a problem for most candidates.
- Most of the candidates found it difficult to understand the New Testament stories than the Old Testament. Their performance in the Old Testament was far better than the New Testament Section.
- Another area that desired improvement was their command of the English language. Most of the candidates had a poor understanding of the English Language thereby posing difficulty in grammatical expressions.

4. SUGGESTED REMEDIES

As stated above in their areas of candidates' weaknesses, it is recommended that the following points be considered for better performance of candidates:

- Students should be taught how to draw lessons from the Bible stories.
- Many sample lessons be given to the candidates on every topic taught.
- Standard questions be set for students in school examinations.
- Christian Religious Education be taught by CRE trained teachers.
- The minimum CRE materials, Bible and syllabus be available to both teachers and students in schools.
- Teachers be exposed to the method of item writing and mode of answering CRE questions.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

Man's Fall from Grace

a) (i) Where did the first act of human disobedience take place?

(ii) What was the temptation?

(iii) Who was tempted first?

b) (i) What question did the tempter ask?

(ii) What was the reply to the tempter's question?

*c) Identify **two** things that caused the woman to be tempted.*

d) What happened to the man and the woman after giving in to the temptation?

This was the most popular question with 71.2% of the candidates attempting it. It was well answered with candidates scoring good marks.

However, their problem was to state what immediately happened to the man and woman after eating the fruit. Many stated that they were sent out of the garden instead of indicating that they realized nakedness or their eyes were opened.

SECTION A

OLD TESTAMENT

*Answer **two** questions **only** from this section.*

Question 1

MAN'S FALL FROM GRACE

(a) i. Where did the first act of human disobedience take place?

ii. What was the temptation?

iii. Who was tempted first?

(b) i. What question did the tempter ask?

ii. What was the reply to the tempter's question?

*(c) Identify **two** things that caused the woman to be tempted.*

(d) What happened to the man and the woman after giving in to the temptation?

This was the most popular question with 71.2% of the candidates attempting it. It was well answered with candidates scoring good marks. However, the posing problem was to state what immediately happened to the man and woman after eating the fruit. Many stated that they were sent out of the garden instead of realizing that their nakedness or their eyes being opened.

Question 2

THE GREAT FLOOD

*(a) i. Name **two** things that the Lord did to end the flood.*

ii. How long did it take for the water to go down?

(b) Where was Noah during the flood?

(c) What did Noah first send out and what happened?

(d) What did he send the second time and what happened?

(e) i. What blessings did Noah receive after the flood?

*ii. State **one** thing God forbade Noah from doing.*

35.5% of the candidates attempted this question. Generally, it was not well answered.

Many candidates confused the birds sent by Noah after the flood the blessing he received like: to have many descendants or dominion and control over all creatures were not properly stated. What Noah was forbidden, like eating meat with blood in it, taking human life, was not understood by the candidates.

Question 3

GOD COMMANDS ABRAHAM TO OFFER HIS SON AS SACRIFICE

(a) Which of the sons of Abraham did God ask him to offer as sacrifice?

(b) Name the place where the sacrifice was supposed to take place.

(c) Narrate what Abraham did the next morning after the Lord appeared to him.

(d) What did Abraham tell his servants when they were close to the place of sacrifice?

(e) i. What did Abraham and his son carry to the place of sacrifice?

ii. When Abraham's son asked him about the lamb to be sacrificed, what was his reply?

Only 33.1% of the candidates attempted this question. Though the story seemed familiar to the candidates, many of them lost marks in the "c" and "d" part of the question. Candidates did not state in detail what Abraham told the servants: that they should wait with the donkey; he and the child will go and worship; that they will come back to them.

The items carried were not all stated like wood, knife and live coal for fire.

Question 4

MOSES FLEES EGYPT

(a) *What was Moses' nationality?*

(b) i. Why did Moses leave Egypt?

ii. Where did he go?

(c) i. What happened when Moses went to a well to look for water?

ii. How was he rewarded?

(d) i. What was the name of Moses' first child?

ii. What is the meaning of the child's name?

33.9% of the candidates answered this number. Their responses were very good. However, the noticeable difficulty among them was the spelling of Moriah, Gershom or Israel.

Question 5

THE PASSOVER FEAST

(a) When was the Passover to be celebrated?

(b) What animals were supposed to be killed during the Passover?

(c) How were the flesh and the blood to be used?

(d) State the foods to be eaten during the Passover festival

This question was attempted by only 21.8% of the candidates. Many of those who attempted it had low marks. Candidates could not state the time for the feast; the evening of the 14th day of the first month of the year. They also could not state how the blood and meat was to be used. The blood was to be put on door posts and above the doors, and the meat was to be roasted whole, eaten with bitter herbs and unleavened bread and leftovers be burnt.

Question 6

THE JEWISH EXILES AT THE BABYLONIAN ROYAL COURT

(a) Who was the king of Judah when King Nebuchadnezzar attacked Jerusalem?

(b) i. What were the names of Daniel's three friends?

ii. What were the names given to them in Babylon?

(c) Who gave the new names to Daniel and his friends?

(d) What was the first difficult decision made by Daniel and his friends in Babylon?

(e) State the outcome of the test the Chief official conducted on Daniel and his friends.

This was the second most unpopular question among the candidates with only about 9.1% attempting it. Though poorly answered, some of them had good scores. Some candidates narrated Daniel's story with King Darius instead of Jehobakarim. However, they correctly wrote the Hebrew names of Daniel's friends: Hananiah, Mishael and Azariah.

SECTION B

NEW TESTAMENT

*Answer **two** questions only from this section.*

Question 7

JOSEPH'S ESCAPE

(a) *i. What instructions did the angel give Joseph soon after the visit of the three wise men?*

ii. How did Joseph respond to the instructions?

(b) *Describe the steps taken by King Herod when the three visitors failed to return to Jerusalem.*

(c) *Which prophet foretold King Herod's action?*

(d) *Why did Joseph return to his country with his family?*

What lesson can be learnt from this story?

34% of the candidates attempted this question. Their responses were poor. Most of their marks were lost in their inability to state the "steps taken by the king" –like giving orders to kill all boys in Bethlehem and its neighbourhood who were two years. They could not sate the prophet who foretold this – Jeremiah.

Most of their marks were lost in the lessons learnt: Obey the Lord anytime He speaks to us; be responsive to our family needs; not to be jealous. Instead, some candidates stated that Herod hated children.

Question 8

THE HUMBLE KING COMES TO HIS KINGDOM

(a) *Where was Jesus when he sent two of his disciples to fetch a donkey?*

(b) *What instructions did Jesus give the two disciples he sent?*

(c) *What did the crowd do when they saw Jesus riding a donkey into the city?*

(d) *What did the crowd say as they welcomed Jesus?*

(e) *What **two** lessons do you learn from this story?*

33.6% of the candidates attempted this question. Though the first part of the question (a, b and c) were quite good, many had little idea on the rest of the question. Many candidates could not state what the crowd said; like "Praise to David's son, God bless him who comes in the Lord's name; Praise God." Candidates also found it difficult to state lessons in the "e" part like: being humble; showing respect for great men of God, the priests; obeying instructions, etc.

Question 9

CLEANS OF GOD'S HOUSE

(a) Where did Jesus visit in Jerusalem after his triumphant entry?

(b) What did Jesus do when he entered the place he visited?

(c) What was the reaction of the Chief Priests and scribes?

(d) What was Jesus' response to the reaction of the Chief Priests and scribes?

Only 26.3% of the candidates attempted this number. The question was poorly answered especially in the "b" part where candidates were expected to give a detailed account of what Jesus did upon entering the temple. Their answers would have included:

- Healing the blind and crippled.
- Driving out those buying and selling.
- Overturning money changers' tables, etc.

Many candidates summarized and gave their own versions of the story outside the topic.

Question 10

SERMON ON THE MOUNT

(a) Happy are those who know they are spiritually poor; ……

Happy are those who mourn; ……..

Happy are those who are humble; ……..

Happy are those whose greatest desire is to do what God require; ……..

Happy are those who are merciful to others; ……..

Happy are the pure in heart; ……..

Happy are those who work for peace; ……..

Happy are those who are persecuted because they do what God requires; ……

(b) *Jesus taught that a city built on a hill cannot be ……*

This was the second most popular question among the candidates, answered by 57.1% of them. Their answers on the beatitudes were generally good. Though many of them had good scores, some mixed up their answers, thereby making them lose marks.

Question 11

PETER IS SET FREE FROM PRISON

(a) i. Who did king Herod kill when he joined in the persecution of the Church?

ii. How did the Jews react to King Herod's action?

iii. What plans did King Herod have for Peter?

(b) i. How was Peter treated in prison?

ii. Describe what happened in the prison where Peter was the night before his trial.

(c) When Peter realized his situation where did he go?

(d) What happened to the guards after Peter's escape?

This was not a popular question with only 13.9% attempting it. Their performance was poor, though the story seemed easy to understand. Many candidates had a scanty understanding of the story and poorly expressed their ideas. It appeared that there was very little or no preparation of the candidates on this topic.

Question 12

THE CONVERSION OF SAUL

(a) Who authorized Saul to persecute the early Christians in Damascus?

(b) What suddenly happened to Saul along the road to Damascus?

(c) Narrate the Lord's discussion with Saul on his way to Damascus?

(d) i. Who did the Lord send to let Saul regain his sight?

ii. Why was the person not willing to go to Saul?

(e) *State **one** reason why God sent someone to cure Saul.*

This was the least popular question among the candidates with only about 7.5% attempting it. The answers given by the candidates evidently showed that the story was not understood by them. Many of them could not state that Saul obtained permission from the High Priest but wrote the King instead. Some candidates state that Saul got his permission from the governor of Damascus. None of the candidates could state a reason why God sent someone to cure Saul. Some of the reasons would include:

- To use Saul to spread His name.
- For Saul to proclaim Him before the Gentiles, Kings and people of Israel.
- To show how much Saul would suffer for His sake.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
ISLAMIC STUDIES 2

1. GENERAL COMMENTS

After having gone through all reports which were presented by both Assistant Chief Examiners and the Assistant Examiners alike it is observed that the standard of the GABECE paper is generally reasonable and acceptable. Students from both rural and greater Banjul areas were expected to generate more scores in their final exams. It is very significant to learn that, this year the candidates from the rural areas in so many cases performed better than candidates in the Greater Banjul Areas. This is not usual in the history of GABECE Examination in the past years. But generally, the performance of candidates this year is not encouraging at all and it actually calls for concern. In the past years' candidates used to performed well in SECTION B particularly in the Figh questions such as Salah, Sawm and the like but this year no significant score was made out of figh. Those who tried and score some marks in this section hand only attempted the Tawheed the questions Q5 and Q8.
Looking at the answers provided by candidates this year, one can conclude that the range of passing grades for the whole country both in the Greater Banjul and rural is between thirty-five and thirty percent of the candidates. This indicates that less than fifty percent who did the GABECE exams 2018 have managed the pass mark.

2. CANDIDATES' STRENGTHS

It has been noticed by all Examiners, (Chief, Assistant Chiefs and other Examiners) that candidates this year did well in Question 8 and question 12 in Section B and C respectively. The best scores are mainly found in these areas.

3. CANDIDATES' WEAKNESSES

Candidates were very weak in Section A and C. Almost all of them have problem in expressing themselves clearly in the case of moral teachings, commentary and the like, some of them instead of commenting and stating moral teachings they went to translate. In the case of the way Salatul Eidut fitr is performed, and the stating of importance of giving out of zakat, almost nothing genuine was written.

4. SUGGESTED REMEIES

The Chief Examiner made these following suggestions:

- Islamic Teachers should be upgraded in English Language.
- Schools should be supplied with good an current Islamic Text Books.
- Classes that are about to do the GAECE should be exposed to the way and manner WAEC questions are attempted and answered.
- Students should be taught to know that translation is not transliteration and the moral teachings and commentary are not translation or transliteration.
- More qualified Islamic teachers well-grounded in Islamic Religious Studies and in English Language should be fully engaged to teach the subject.
- Contact hours should be increased for the subject.

5. DETAILED COMMENTS ON INDIVIDAUL QUESTIONS

SECTION A

QUR'AN AND SUNNAH

*Answer at least **one** question from this section.*

Question 1

(a) Write Suratul-fil in either Arabic or English Transliteration.

(b) Highlight five moral teachings of the Surah.

This question was attempted by 60% percent of the candidates but did not get the whole marks because instead of stating the moral teachings of the Surah candidates went to translate the Surah. Very few among them wrote the Surah correctly and stated the correct moral teachings.

Candidates were expected to state the following:

- This Surah is a Makan Surah;
- It consists of five verses;
- It teaches an event that took place in 570 AD;
- 570 is the year in which the messenger of Allah was born;
- It was in this year Abraha wanted to attack the Kabah;
- Abraha's Army used Elephants as means of transportation.

Question 2

Translate Suratul Takathur into English and comment on any four verses of the Surah.

This question was less attempted by candidate's even those who did it failed to generate marks may be, the reason is that the Surah is a bit lengthy. The commentary part of it, was not answered 'correctly by those who attempted it. Some of the possible answers should be:

- Man is warned not be occupied only on multiplying of wealth;
- Man should not be distracted from his Religious duties by any other thing;
- Whatever man does in this world; he will see its effects;
- Man will be responsible for his deeds on earth.

Question 3

(a) Explain the meaning of Hadith and Sunnah.

(b) Highlight the parts of Hadith.

This Question was attempted by 48% of candidates but very few of them scored marks over it. They were not able to explain correctly and most of them also stop at ISNAD and MATN. Candidates who attempted to answer this question should have defined as follows:

- ISNAD, which refers to the chain of narrators which contains names of men from whom the Hadith has been narrated.
- MATN which refers to the text of every Hadith which contains the actual reported sayings of the prophet Muhammad SAW.

Question 4

(a) Complete the Hadith which begins with " man Kana yuminu billahi walyawmil akhiri."

*(b) List **three** moral lessons of the Hadith.*

This question was very moderate in its form but candidates did not capitalise on it to have more marks. 78% of the candidates who opted for this question stopped at completing the Hadith. In completing the Hadith some of them stop at Falaa Yuzee Jararah meaning that he should no harm his/her neighbour.

They could have brought the following facts:

- This Hadith teaches us to be generous to Neighbours;
- It teaches us to respect others;
- Honouring guest is part of Islamic teachings;
- There should be mutual understanding among people

SECTION B

TAWEED AND FIQH

*Answer at least **one** question from this section.*

Question 5

State the lessons of Tawheed in Suratul – Iklas

To answer this question candidate were able to relate the Surah to the unity mess of Allah. It was not very difficult for them to demonstrate that Allah is one and He has no son a Daughter or any relative. About 65% of them made good scores on this question.

The following ideas are very crucial in the lessons of the Surah:

- This Surah teaches monotheism and forbids polytheism;
- It teaches the attributes of Allah, Ahad (the one) and As-samad on anybody or anything;
- It teaches that everybody depends on Allah and he does not depend on anybody or anything;
- It teaches the uniqueness of Allah;
- Nobody can be liked to Allah or compared to him;
- It makes it known that Allah has neither parents nor children;
- Only Allah decides everything independently
- Allah does not have associates to discuss with;
- The Surah discards the doctrine of trinity;
- Nobody is equivalent to Allah on any form.

Question 6

Describe how Salatul-edul-fitr is performed.

Only 8% of the Candidates of the whole country attempted this question.

The following are relevant key points that could have enhanced candidates'performance:

- Intention;
- Saying Allahu Akbar seven times including Takbiratul Ihram
- Reciting Suratul Fatihah;
- Reciting any other Surah or Verse
- Saying Allahu Akbar while going for Ruku;
- Saying SAMIAL LAHU LIMAN HAMIDAHU while rising from Ruku;
- Saying Allahu akbar while going for sujud;
- Saying Allahu Akbar while rising from Sujud;
- Saying Allabhu Akbar while going for second sujud;
- Sitting between the two Sujuds;
- Saying Allahu Akbar while standing up for the second Rakah;
- Saying Allahu Akbar six times;
- Sitting down for Tashahhud after the second sujud of the second Rakah;
- Including the prayer by saying A SALAMU ALAIKUM.

Question 7

*(a) State **four** benefits of giving out Zakat.*

(b) Comment on each benefit.

Only about 17% of candidates attempted this question and 82% of them performed very poorly due to the lack of preparedness particularly on the side of fiqh.

They could have answered this question as follows:

1) Spiritual benefit
2) Social benefit
3) Economic benefit
4) Moral benefit

1) **Spiritual benefits**

- Purification of the soul from greed;
- Closeness to Allah;
- Reward from Allah;
- Purification of wealth;
- Increase of wealth;

2) **Social benefits**

- Helping the poor and the needy;
- Circulation of wealth in the society;
- Discouragement of concentration of wealth in the hands of
- the rich;
- Peace and harmony in the society;
- Love between the poor and the rich.

3) **Economic benefits**

- Payment of salaries to its collectors
- Freeing the captives
- Payment of debts for the bankrupt
- Helping the stranded travellers
- Building of schools and orphanages

4) **Moral Benefit**

- Decrease of theft;
- Decrease of beggars in the street;
- Reduction of poverty;
- It eliminates hatred in the society.

Question 8

(a) Name four messengers who received books.

- *IBRAHIM*
- *DAWUD*
- *MUSA*
- *ISA*
- *MUHAMMAD*

(b) Name the Books received by each of them.

- IBRAHIM: SUHUF (The Scrolls)
- DAWUD: ZABUR (psalm)
- MUSA: TAWRAH (TORAH)
- ISA: INJUL (The Gospel)
- MUHAMMAD: QUR'AN

This question was attempted by 90% of candidates and nearly all of them scored very good marks on it. About 85% of them were able to score 24 marks out of 25. Perhaps because the question was short and direct to the points.

SECTION C

TARIKH AND AL-AKHLAQ

*Answer at least **one** question from this section.*

Question 9

Highlight reasons why people of Makkah refused to accept Islam.

43% of candidates attempted this question and 60% of them scored its pass mark. It was about history which was mostly mastered by students due to its narrative nature.

The following are key factors of it:

- They believed in the worshipping of Idols.
- Idol worshipping was source of income for them
- By accepting Islam, they will lose leadership.
- They would lose their position as custodians of the Ka-aba.
- The idea of Islam was unknown to them.
- Fear of equality introduced by Islam.

Question 10

Explain how women were treated during Jahiliyah.

This question is just a part of social activities of Arabs before the advent of Islam. A significant number of them had moderate scores. Anyway, others avoided the question.

The question could be attempted by using the following factors:

- Women were maltreated;
- They did not enjoy their rights in the society;
- They were harassed sexually;
- Daughters were buried alive;
- They were excluded from inheritance;

- A man could divorce his wife at any time;
- Women were treated as slaves;
- Their voices were not heard in the society;
- No limitation to the number of wives' man can marry at a time;
- Man can marry two sisters from the same parents at a time;

Question 11

Describe the religious practices of Arabs before Islam.

Candidates who attempted this question fell short of standard. It was easy for any one of them to give more explanations and description of the religious practices except that they were not able to go beyond idol worshipping.

They should have mentioned the following:

- Period before Islam is known as Jahiliyya (introduction);
- Arabs before Islam were worshipping idols;
- Al-Kabah was their central place of worshipping;
- Al-kabah was filled with more than 360 idols;
- Jahiliyya Arabs believed that idols were the Meditators between them and the great God;
- Each clan has its own idol;
- They refer their problems to their idols;
- Monotheism was also common in some parts of Arabia;
- They dedicated their deeds and supplicates to idols;
- They offer sacrifices to these idols;
- They paid homage to their idols.

Question 12

Explain how a Muslim should behave with his/her neighbour.

More than 84% of candidates attempted this question, and some candidates got good and encouraging scores. The most performing candidates in respect of the question are the former Arabic students.

The points of this question should have read:

- Neighbourliness in an Islam (conjunction);
- Neighbours should be treated kindly;
- Give help to the neighbours;
- Respect the neighbours;
- Don't harm the neighbours;
- Attend their ceremonies;
- Avoid high rise building over your neighbour's house;
- Visit them when they are sick;
- Greet them when you meet them.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
SOCIAL AND ENVIRONMENTAL STUDIES

1. GENERAL COMMENTS

The standard of the paper compared favourably with those of the previous years and the questions were within the scope of the syllabus and the level of candidates. However, the performance of the candidates was generally below average. About 55% of the candidates presented answers that were far below average. This was so because most were unable to understand the demands of the questions and therefore presented wrong answers. About 80% of the questions required candidates to recall simple facts and the rest of the questions required some level of application of an atypical skills.

2. CANDIDATES' STRENGTHS

The Chief Examiner reported the following strengths:

- Above 70% of the candidates attempted all the required questions.
- Some candidates, about 25% were able to draw the outline map of the Gambia.
- 45% of the candidates presented good answers to the questions. Such candidates also followed the instructions.
- About 55% of the candidates stuck to the rubrics.
- About 30% of the candidates were comfortable with question that required simple recall of facts and this reflected positively in their marks.

3. CANDIDATES' WEAKNESSES

The Chief Examiner reported the following weaknesses:

- There was a drop about 2% in the overall performance especially with the high achievers compared to the previous year.
- Spelling is still a perennial problem.
- Poor expressions.
- Poor handwritings.
- Failure to number questions.
- Candidates' inability to read and understand questions.
- Inability to number questions.
- Inability to draw maps.
- In some scripts, answers were so obscure that one could hardly read a word.
- About 10% of the candidates wrote their answers in pencil. This is ridiculous
- About 30% of the candidates did not complete their questions. For example, some attempted "a" part and left "b and c"or attempted "c" and left"a and b".

- About 10% only copied the questions.
- About 60% of the candidates had difficulty in answering the questions 2, 5, 8 and 20.

4. SUGGESTED REMEDIES

The Chief Examiner made these following suggestions:

- Teachers should expose students on map drawing and also in correctly locating places.
- School Management should encourage and support school and cluster based workshops to discuss issues raised in the chief Examiner's Report and mapped out strategies to improve student's performance.
- Field tips and excursions should be encouraged to expose students.
- Candidates should be taught examination techniques, how to answer questions, proper time management etc.
- Teaching of the subject should be handled by trained teachers.
- Pupils should be exposed to pass question papers.
- Supplementary reading materials should be made available to students as revision aid.
- Teachers are advised to prepare questions on a regular basis and submit to students as assignments.
- Revision should not be based on topics treated in the past question papers only. All topics within the syllabus must be revised with the aid of reading material on the subject.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

TRADITIONAL SOCIETY AND CULTURE IN THE GAMBIA

*Answer **all** questions in this section. Each question carries **one** mark*

Question 1

The pre-colonial Fula states were headed by ……

Question 2

*Name any **two** dialects of the Jola language.*

Question 3

The first ruler of the Wolof empire had the title of ……

Question 4

*Name any **two** surnames associated with the "Koring" of Kaabu.*

Question 5

Which of the war generals of Sundiata Keita laid the foundation of Kaabu Empire?

Question 6

*State any **two** functions of the Seyfo in the pre-colonial Mandingo society.*

Question 7

*Outline **two** roles of masquerades in the traditional Gambian society.*

Question 8

*Name the **two** royal hostages captured by Mansa Musa from Gao.*

Question 9

*Outline **two** external factors responsible for the decline and fall of Mali Empire.*

Question 10

The Sunni dynasty of Songhai empire was succeeded by the ……. dynasty.

Question 11

The Gabibi were associated with the ancient empire of……

Question 12

*State **two** benefits of the Kachikally sacred pond.*

Question 13

*Outline **one** disadvantage of a nuclear family.*

Question 14

Which social group among the Mandingo is responsible for male circumcision?

Question 15

*Outline **two** possible causes of single-parent families.*

Question 16

Which social group specialised in leather work in a traditional Wolof society?

Question 17

Fort Bullen was built by the British mainly to stop the ……

Question 18

Succession to the throne in traditional Fula society was……

Question 19

Who founded the kingdom of Fulladu?

Question 20

Fort James was built by the ……..

Above 90% of the candidates attempted this question and about 50% scored fairly good marks. However about 40% of the candidates got questions 2, 5, 8 and 20 wrong.

SECTION B

THE GAMBIAN ENVIRONMENT

*Answer **two** questions only from this section.*

Question 21

(a) Draw an outline (sketch) map of The Gambia.
On the map, show and name:

*(i) **Two** settlements known for inland fishing;*

*(ii) **Two** settlements important for coastal fishing.*

*(b) State **three** problems affecting the fishing industry in The Gambia.*

*(c) Outline **three** solutions to the problems stated in (b) above.*

It was not a popular question. About 30% of the candidates attempted it but most of them could not draw the map of The Gambia. Those who drew it were unable to show and name the features requested by the question.

Question 22

*(a) Outline **three** factors which contributed to the loss of some of The Gambia's wildlife species.*

*(b) State **four** methods used by the government to protect The Gambia's wildlife and forest resources.*

*(c) Name **three** wildlife conservation parks in The Gambia.*

A famous question. About 80% attempted it and scored fairly good marks.

Question 23

(a) Define the following terms:

(i) Migration;

(ii) Urbanization.

*(b) Outline **three** problems associated with rural-urban migration in The Gambia.*

*(c) State **three** ways in which the problems of rural-urban migration mentioned in (b) above can be solved.*

A famous question about 80% of the candidates attempted it but scored low marks. Part "b" of this question was better answered than parts "a" and "c".

Question 24

(a) What is a budget?

*(b) List **four** sources of government revenue.*

*(c) State **four** ways in which government spends money.*

A popular question. Scores were good. All parts of this question were well answered by the candidates especially the definition of budget.

SECTION C

SOCIAL, HISTORICAL AND POLITICAL DEVELOPMENT OF THE GAMBIA

Question 25

*(a) Name **four** institutions that provide technical and vocational education in The Gambia.*

*(b) List **three** policy objectives of the 2004 to 2015 Education Policy.*

*(c) Outline **three** problems in providing education for all in The Gambia.*

This question was attempted by more them 50% of the candidates but they scored low marks. It gives the impression that teachers did not cover this topic.

Question 26

(a) What is Nationalism?

*(b) Name **two** Gambians who played important roles in politics during the colonial rule.*

*(c) List **two** pre-independence political parties in The Gambia.*

*(d) Outline **four** contributions of political parties to the attainment of political independence in The Gambia.*

This was a fairly famous question in this section. About 55% attempted it. However almost 40% of the candidates scored low marks.

Question 27

(*a) What is an election?*

*(b) List **three** types of election.*

*(c) State **five** functions of elections.*

This was a popular question 85% of the candidates attempted it. Most of the candidates who attempted it scored good grades in section a and b.

Question 28

*(a) State **three** ways by which slaves were obtained in The Gambia during the Atlantic Slave Trade.*
*(b) Outline **three** reasons for the abolition of the Atlantic Slave Trade.*

*(c) Mention **two** methods used by Great Britain to abolish the Atlantic Slave Trade.*

*(d) Name **one** city and **one** country in West Africa that were founded as a result of the abolition of the Atlantic Slave Trade.*

This was a fairly popular question. About 45% of the candidates who attempted it scored fairly good marks. However, about 50% of the candidates scored low marks in part "c" of the question.

MAY 2018 GABECE
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
MATHEMATICS SUBJECTS

1. STANDARD OF THE PAPERS

The Chief Examiners for Mathematics (Alternative A and B) reported that the questions set for this year was within the scope of the teaching syllabus. The language used was simple and the questions tested covered a wide range of topics in the syllabus. The level of difficulty of the question was appropriate.

2. CANDIDATES' PERFORMANCE

The Chief Examiners reported that the general performance of the candidates was very poor, just as in previous years. More than 50% of the candidates score below five marks out of the total of sixty marks.

3. CANDIDATES' STRENGTHS

The Chief Examiners reported that candidates show good knowledge and understanding in the following topics:

- Application of Pythagoras Theorem.
- Money Matters.
- Sets.
- Representing inequality on a number line.
- Angle properties.
- Substitution.

4. CANDIDATES' WEAKNESSES

The Candidates poor performance was caused principally by the following factors:

- Inability to read and adhere to the instructions.
- Poor presentation of solution.
- Inability to interpret distance time graphs.
- Incorrect use of mathematical formula and operation to solve problems.
- Inability to simplify fractions with mixed operations.

5. SUGGESTED REMEDIES

The Chief Examiners made these following suggestions:

- Candidates should be taught to present their work in an orderly manner.
- Candidates should learn to read and understand the instructions before solving the questions.
- Teachers should improve their teaching skills and link mathematics topics to daily life situations.
- The syllabus should be completed at all levels in good time.
- Candidates should have relevant learning materials such as the mathematical set box, graph books and other materials which are key in learning of mathematics.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
MATHEMATICS 2 ALTERNATIVE A

1. GENERAL COMMENTS

The standard of the question paper this year compared to the previous years was within the scope of the teaching syllabus. The level of difficulty of the questions was appropriate. The language used was simple and the questions tested a wide range of topics in the syllabus. Average candidates had the opportunity to do well, given the nature of the questions. Despite that, the performance of candidates this year is generally poor, just as in previous years. More than 50% of the candidates score below five marks out of a total of sixty.

2. CANDIDATES' STRENGTHS

Although the general performance was very poor, there were few scripts where candidates scored forty marks and above. Candidates demonstrated their strengths in the following topics:

- Application of Pythagoras Theorem
- Money Matters
- Sets
- Representing Inequality on a number line
- Angle Properties
- Substitution

3. CANDIDATES' WEAKNESSES

Candidate's poor performance was caused principally by the following factors:

- Inability to read and adhere to instructions.
- Poor presentation of solution.
- Inability to interpret distance time graph.
- Incorrect use of mathematical formula and operations to solve problems.
- Inability to simplify fractions with mixed operations.

4. SUGGESTED REMEDIES

The Chief Examiner made these following suggestions:

- Candidates should be taught to present their work in an orderly manner
- Candidates should learn to read and understand the instruction before solving any question.
- Teachers should improve their teaching skills and link mathematical topics to daily life situations.
- Teachers should endeavour to improve their content knowledge through workshops, seminars, departmental meetings, etc.
- The syllabus should be completed at all levels and in good time.
- Candidates should be given a lot work in the form of assignments and group work.

- Candidates needs to have relevant learning materials such as the set box, graph books and other materials which are key in learning of mathematics.
- Candidates should obtain and solve as many past questions as possible to familiarize themselves with the type of questions they should expect.
- Mathematics teachers should be skilful in improvising teaching and learning materials locally. Using locally available materials is in itself a motivating factor in liking mathematics.
- Candidates need to be skilful in the application of the four basic operations in Mathematics i.e. Addition, Subtraction, Multiplication and Division.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

Solve the following:

(a) $2\frac{2}{7} of (1\frac{5}{9} \div \frac{8}{9})$

(b) $\frac{8.1 \times 0.35}{1.26}$

(a) In this question, candidates are required to solve the content of the bracket first then multiply the result by $2\frac{2}{7}$. However, the division of fractions posed a big challenge to many candidates. It is worth noting that some candidates did well in this question.

(b) Here, candidates are required to change the decimal fractions to either whole numbers by multiplying by powers of 10 or by changing the decimals to vulgar fractions then simplify. This is one of the worse attempted questions.

Question 2

U is a universal set such that M and N are sub-sets of U as shown below.
$U=\{1, 2, 3, \ldots, 10\}$
M= {Prime Numbers}
N= {Multiples of 3}
(a) Represent the information in a Venn diagram.
(b) List the elements of; (i) M∩N (ii) (MUN)

Set problems are popular questions and this one is no exception. However, some candidates had difficulties in listing the elements in (b).

Question 3

A tourist came to the Gambia with five hundred pounds (£500.00). He changed the money at the bank at the rate of D53.25 to a pound (£1). He used $\frac{3}{5}$ *of the money, how much was his balance in Dalasi?*

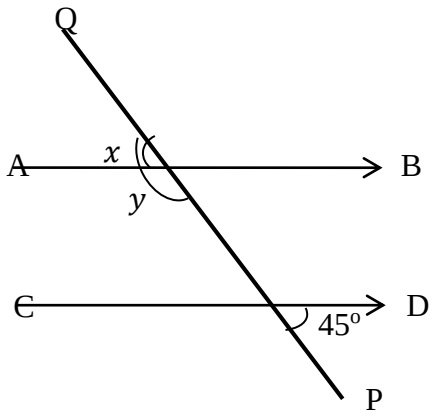
This question mainly tested conversion. Most candidates could not convert the Pounds to Dalasi, as a result they could not proceed. Some had problem in calculating the balance. Most of them stopped at calculating $\frac{3}{5}$ of the money.

Question 4

Using a ruler and a pair of compasses only;
(a) Construct a quadrilateral PQRS such that |PQ|=8 cm, |QR|= 5 cm, |PS|=6.5 cm, <SPQ=90° and < PQR=60°.
(b) Measure |SR|.

Construction is still a problem, although some centers have registered marked improvement in the topic. It seems many candidates were not having the mathematical instruments needed in this question. Some of the candidates used free hand drawing instead of proper construction. Some of them failed to construct the angles at the given point.

Question 5



(a) In the figure above, AB//CD and PQ is a transversal line. Find the value of;

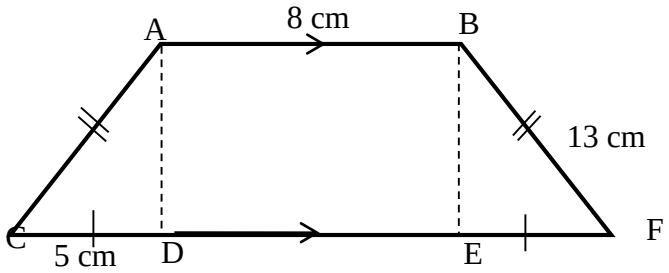
(i) x
(ii) y

(b) Evaluate; $\frac{2pqr}{2q+r}$ *when p = 3, q = –4 and r = – 8.*

(a) This question requires the knowledge of angle properties. However, most candidates failed to apply the right concept in answering the question.
(b) Here candidates are required to substitute and then simplify. Many candidates were not able to substitute the negative integers properly have they could not get to the right solution.

Question 6

(a)



The figure above shows a trapezium ABCF with AB||CF, and the area is 156cm^2. If |AB| = 8cm, |CD|=|EF|= 5 cm and |BF|=|AC|=13 cm, calculate the height |AD|.

(b) If 6 people can cultivate a farm in 24 days, how long would it take 8 people to cultivate the same farm at the same rate?

(a) In this question, candidates are required to substitute the given values in the formula; $A=\frac{1}{2}(a+b)h$, or use Pythagoras theorem to calculate the height. Knowledge of angle properties and menstruation is key in this question. This question was very challenging although some centres registered a good score in it.

(b) This question tested inverse proportion. It was fairly well attempted although some candidates used direct proportion approach to solve the question.

Question 7

The following are ages of players of a football team.
19 16 17 18 16 18 20 18 17 20
16 18 20 16 19 18 19 18 19 16

a) Show this information in a frequency table.
b) Illustrate the information in a bar chart.
c) What is the modal age?

A fairly attempted question. Candidates were able to represent the ages in a frequency table, although some of them stopped at using tally marks to show the frequencies. The bar chart was also well drawn by the candidates except few who used histogram instead of bar charts. Using appropriate scale, equal spacing of the bars and having bars of the same width is a challenge to many candidates. These are fundamental principles in bar charts. The modal mark was given accurately by many candidates.

Question 8

a) Solve the inequality $2x + 1 \leq 5x - 8$
b) Represent your solution on a number line.

Many candidates change the inequality to equation in their attempt to find the solution and reintroduce the inequality sign at the end of the solution. Some could not simplify at all. However many candidates represented their solution on a number line correctly, even though the solution is incorrect.

Question 9

a) Solve the equation $4(x - 2) = 2(x + 3)$.
b) Lamin saved D560.00 at a bank for 5 years. If the interest rate is 15% per annum, calculate his simple interest over the period.

In part (a), candidates are required to open the brackets first then simplify the solution. Many candidates did a good attempt in this question but some of them failed to collect the like terms correctly. Part (b) was well attempted. Candidates manifested the ability to solve simple interest. However some candidates used compound interest instead of simple interest.

Question 10

A bus leaves Banjul for Basse, a distance of 300 km. Later, a car leaves Basse for Banjul. The graph below shows the journeys of the car and the bus.
Use the graph to answer the following questions.

a) At what time did the car leave Basse?
b) How far from Basse did the bus and the car meet?
c) Calculate the average speed of the bus?
d) How long did it take the car to reach Banjul?

This question was not well attempted. It seems candidates did understand the question well. However, some candidates did fairly well in parts (a) and (d). In (b), most candidates gave the distance from Banjul instead of Basse. In (c), calculation of the average speed was very poorly done. Most of the candidates could not get the distance and total time to calculate the average speed.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
MATHEMATICS 2 ALTERNATIVE B

1. GENERAL COMMENTS

The standard of the question paper this year compared to the previous years was within the scope of the teaching syllabus. The level of difficulty of the questions was appropriate. The language used was simple and the questions tested a wide range of topics in the syllabus. Average candidates had the opportunity to do well, given the nature of the questions. Despite that, the performance of candidates this year is generally poor, just as in previous years. More than 50% of the candidates score below five marks out of a total of sixty.

2. CANDIDATES' STRENGTHS

Although the general performance was very poor, there were few scripts where candidates scored forty marks and above. Candidates demonstrated their strengths in the following topics:

- Application of Pythagoras Theorem
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3. CANDIDATES' WEAKNESSES

Candidate's poor performance was caused principally by the following factors:
- Inability to read and adhere to instructions.
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4. SUGGESTED REMEDIES

The Chief Examiner made these following suggestions:

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5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

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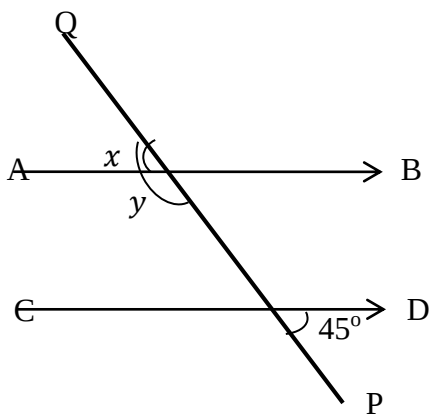

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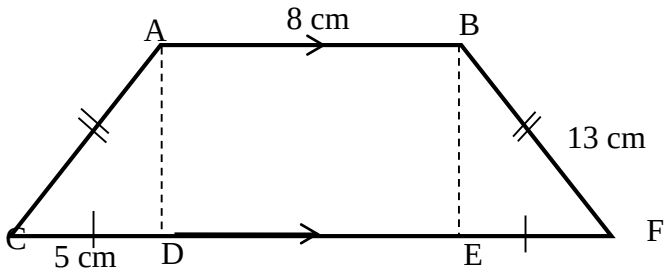
Question 6

(a)



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(a) Show this information in a frequency table.
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A fairly attempted question. Candidates were able to represent the ages in a frequency table, although one of them stopped at using tally marks to show the frequencies.

The bar chart was also well drawn by the candidates except few who used histogram instead of bar chart. Using appropriate scale, equal spacing of the bars and having bars of the same width is a challenge to many candidates. These are fundamental principles in bar charts. The modal mark was given accurately by many candidates.

Question 8

(a) Simplify the expressions below.

(i) $8x^2 + x + 15x + 2x^2$

(ii) $-14 - y + 6 + 9y$

(b) Expand and simplify the expression; 3(2x +y) – 2(4x + 2y).

Part (a) was well attempted. A good number of candidates were able to simplify the given expressions, although some of them added unlike terms together. In part (b), many candidates could not open the second bracket correctly. They failed to take note the fact that the content of the second bracket is to be multiplied by negative two and not two.

Question 9

(a) Given A(2, 4) and B(6, – 12), calculate the slope of the line AB.

(b) Translate the following word statements into algebraic expressions,
(i) X less than 17
(ii) The sum of p and 25
(iii) X plus 2 is almost 5
(b) Expand –(x + 2)

The first part of this question proved to be very challenging to most of the candidates. Only few of them got the slope correctly. Part (b) was better answered. Many candidates were able to represent the given statements into algebraic expression. However, part (iii) was thrown out because of the ambiguity involved. Most of them solved part (c) correctly.

Question 10

Given the equation y = – 2x + 4
Copy and complete the table below.

X	*1*	*2*	*3*	*4*	*5*
y		*0*			*–6*

Using a scale of 2 cm to 1 unit on both axis, draw the graph of y = –2x + 4.

This question was well attempted. Many candidates were able to complete the given table correctly and draw the graph. However, some candidates failed to use the given scale in drawing the graph.

MAY 2018 GABECE
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
THE SCIENCES

1. STANDARD OF THE PAPERS

The Chief Examiners' Reports comprise of General Science Alternative A and B, Agricultural Science and Physical Education. All the Chief Examiners reported that the questions drawn were within the scope of the syllabi. They also unequivocally reported that the standard of the papers was appropriate for the candidates.

2. CANDIDATES' PERFORMANCE

The questions of the General Science Alternative A were drawn evenly from the Chemistry, Biology and Physics sections of the examination syllabus. Conventionally, questions 1, 2, 3, 4 and 5 were the same for Alternative A and B. Questions 5, 6 and 7 were different from alternative A and B. For Alternative B, Questions 5, 6 and 7 were drawn from only the Physics section of the syllabus.
The general performance of the candidates in General Science Alternative A was poor and did not vary much with that of their performance in 2017. The performance of candidate in Science Alternative B was not only poor but also declining from those of the previous years.
In Agricultural Science 2, candidates' performance declined compared to last year's. However, candidates' performance improved in Agricultural Science 1.
There is significant increase in the number of candidates that opted for Physical Education this year and their performance was commendable.

3. CANDIDATES' STRENGTHS

The Chief Examiners reported the following strengths:

- Candidates' works were clear and readable.
- Candidates performed well in questions related to biology.
- Candidates improve in defining scientific terminologies
- Candidates performed better in General Agriculture an Animal Science components.
- Candidates adhered to the rubrics of the papers.

4. CANDIDATES' WEAKNESSES

The following weaknesses were reported:

- Lack of seriousness in the approach and output of the majority of the candidates.
- Inadequate coverage of the syllabus.
- Inability to read and comprehend the questions.
- Spelling difficulties.

5. SUGGESTED REMEDIES

The Chief Examiners made the following suggestions to improve on candidates' performance.

- Students should be encouraged to improve on their reading and writing skills.
- The teaching of Science should go hand in hand with demonstrations, experiments and diagrams to enable candidates understand important concepts.
- Teachers should give students adequate practice on calculations and application of formulae.
- Schools should have gardens to apply concepts in Agricultural Science.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
AGRICULTRAL SCIENCE 1

1. GENERAL COMMENTS

The question paper covers four sections of the syllabus for the Upper Basic School Certificate Examination. These include:

General Agriculture
Crop Science
Soil Science
Animal Science

This year's Agricultural Science 1 paper was well set up to standard and corresponds to the level of the candidates. There has been remarkable improvement on candidates' performance as reported by 90% of the examiners, compared to the previous years.

2. CANDIDATES' STRENGHTS

The candidates' strengths were noticed in questions 1, 4, and 5 which were popular and well answered. Question 1(a) which required the candidates to state two reasons for carrying out turning of the soil, raking, weeding and applying compost was well answered by 90% of the candidates. The 1(c) part which required them to name two types of drainage was well answered by 85% of the candidates. About 95% of the candidates were able to answer questions 4 a, b and c which required them to name the egg, identify its parts and to state one role of moisture and nitrogen in compost making. For question 5 (a) 65% of the candidates were able to complete the crop rotation table. About 75% were able to outline two advantages of practicing crop rotation about 68% were also abled to highlight one function of beans in crop rotation and also outline one principle of crop rotation.

3. CANDIDATES' WEAKNESSES

Despite the excellent performances of many centres, about 35% of some centres need much improvement. Thus, candidates' weaknesses could be due to the following factors:

- The inability of candidates to read and understand the questions. Most of them seem not to know or understand practical examination questions and spelling of agricultural terms. question number 2, 3 and 6 were poorly attempted by most of the candidates number 2 (a), (b) and (c) was poorly answered as over 65% of the candidates who could not state three ways that could affect the suitability of a piece of land under continuous cultivation for five years.

- The same trend continued in question three (3a) and five, where candidates could not explain the term compost manure, in (3b) candidate could not state two methods of making compost. In (3c) and (3d) most of them could not state one use of starter material in compost making, nor were they added to list materials used in compost marking.

- The poorly attempted question is question 6 part b, c, and d. in this, the candidates could not identify the diagram showing the method of the irrigation, one advantage of the method over the other methods. For 6 (d) only 5% could explain fixed capital and working capital. The remaining 95% answered it wrongly or left it blank.

4. SUGGESTED REMEDIES

Since the performance of candidates still leaves much to be desired as observed, some of the recommendations highlighted are as follows:

- Teachers should do everything possible to encourage students to develop and improve on their English Language.
- Agric. teachers should include in their lessons periodic spellings of key agricultural terms.
- Schools should conduct regular practical test during exams and class exercises.
- Field trips and site visits, gardening etc. should be carried out to help widen students' horizon.
- Botanical names, methods of propagations etc. a crop should be made clear to students.
- Farm records and accounts should be well taught by teachers as students could not explain fixed assets and working capital.
- Schools should have a garden or farm and a store where tools can be displayed or interacted with. The farm or garden will help to demonstrate the concepts and terms in detail.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

*a) State **two** reasons for each why the following activities are carried out in a school garden;*

(i) Turning the soil (ii) Raking (iii) Weeding (iv) Applying compost

This question required them to give reasons for carrying out these activities.

(i) Turning the soil: About 75% of the candidates fairly answered the question but in which most of them could not express or give their answers in a correct sentence. About 20% of the candidates were defining instead of giving reasons for turning. Only 5% of the candidates left the question blank.

(ii) Raking: About 8% of the candidates gave a fair answer with poor expression and wrong spelling of words. About 10% gave the definition of raking instead of reasons of raking. The remaining 10% left the question blank.

(iii) Weeding: About 20% of the candidate gave the definition of weeding. About 77% answered the question fairly but only 3% of the candidates did not attempt the question, they left it blank.

(iv) Application of compost: About 90% of the candidates answered this part correctly, but with poor expression. About 6% of the candidates attempted it with wrong spellings or words and only 4% left the question blank.

b)

	Maize	*Groundnut*	*Cassava*
Botanical name	.....	.....	.....
Soil requirement	.....	.....	.....
Method of propagation	.....	.....	.....
Method of harvesting	.....	.....	.....

(i) Botanical name: About 3% of the candidates got this question correct, but 97% of the candidates left the botanical name blank.

(ii) Soil requirement: About 95% of the candidates got this question correct, but 4% try with poor spelling and only 1% left the question blank.

(iii) Method of propagation: This about 98% answered it correctly while 2% left it blank.

*c) Name **two** types of drainage:*

For this question, 98% of the candidates fairly answered it, while 2% could not answer it correctly.

Question 2

*A piece of land was under continuous cultivation for **five** years.*

*a) State **three** ways by which this practice can affect the suitability of the land for growing crops.*

(i) ……

……

(ii) ……

……

(iii) ……

……

a) State three ways by which this practice can affect the suitability of the land for growing crops.

About 90% of the candidates answered this question fairly but with poor expression and only 10% of them did poorly on it.

b) Outline three ways by which the condition of the soil can be improved.

(i) ……

(ii) ……

……

(iii) ……

About 95% of the candidates answered this question correctly but 3% with poor spellings while 2% left it blank.

c) What is tattooing?

……

……

About 25% of the candidates fairly answered the question but with poor expression and wrong spelling of words, in the sentence. The remaining 75% left the question unattempt.

Question 3

a) What is compost manure?

In this question, 87% of the candidates fairly answered this question but with poor spellings of words like decompose, remains and other key words like gathered / heaped together were left out in the answers, only 10% answered it correctly and only 3% left the question not attempted

*b) State **two** methods of making impost.*

In this question, 98% fairly answered it but with poor spellings of the words pit as pick or pig and heap as heat, while 2% left it blank.

*c) State **one** use of starter material in compost making.*

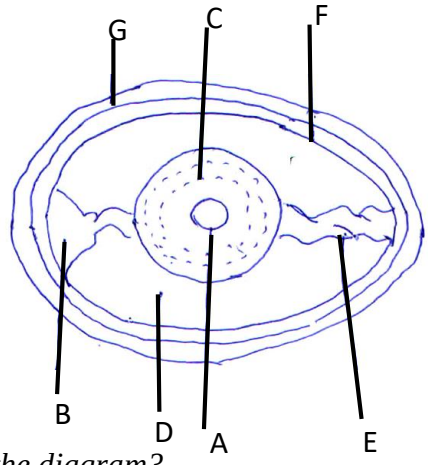
For this, 99% could not answer it correctly, while 1% left it blank.

*d) List **three** materials used in compost making.*

In this question, 96% answered the question correctly, and then other 4% answered it with poor and wrong spelling of words like manure, animal dung, kitchen waste etc.

Question 4

Study the diagram below and answer the questions that follow:



a) What is the name of the diagram?

This is popular as 99% of the candidates answered this question correctly with correct spellings and only 1% of them could not answer it.

b) Identify the parts labelled:

A…….

B……..

C…….

D…….

E……..

F……..

G…….

About 92% of the candidates fairly answered this question with poor spelling of words like embryo, air space, yolk etc. They were giving words like embryo, air sac, yolk, albumen etc. Only 6% answered it correctly while 2% left it blank.

*c) State **one** role of moisture and nitrogen in compost making.*

For this, 98% of them did not attempt this question, it was left blank, and 2% attempted it but got it wrong.

Question 5

*The table below shows a **four** year course crop rotation. Complete it by using the following crops:*

Potato, Onion, Bean and Maize.

a)

	Plot 1	*Plot 2*	*Plot 3*	*Plot 4*
Year1	*Potato*	……	*Bean*	……
Year 2	……	*Potato*	……	*Bean*
Year 3	*Bean*	……	*Potato*	……
Year 4	……	*Bean*	……	*Potato*

About 96% were able to plot the crops correctly but 4% were using crops like cassava, groundnut etc. which are not part of the question.

*b) Outline **two** advantages of practicing crop rotation.*

(i) ……

……

(ii) ……

……

About 93% of the candidates fairly answered the question correctly, 4% poorly answered it.

*c) Highlight **one** function of beans in crop rotation.*

(i) ……

……

In this, 20% of the candidates fairly answered the question but with poor expression and wrong spelling of words in the sentence, while 80% of them could not answer it.

*d) Outline **one** principle of crop rotation.*

(i) ……

……

Outline one principle of crop rotation. This question was correctly answered by 65% of candidates but 20% poorly answered it, while 15% left it blank.

Question 6

*a) Name **three** methods of irrigation.*

(i) ……

(ii) ……

(iii) ……

This was a popular question as it was correctly answered by 95% of the candidates.

b) Which method of irrigation is illustrated above?

……

About 92% of the candidates gave their answers as surface irrigation which is the correct answer and 3% of them gave their answers as overhead irrigation and 5% left it unattempt.

c) State one advantage of this method over the other methods.

……

In this question, 3% of the candidates answered it correctly out of the 97% who attempted it with wrong answers.

d) Explain the following terms:

(i) fixed capital and working capital.

……

(ii) Working capital:

……

……

This question was very unpopular as only 20% of the candidates answered it correctly, while the remaining 80% left it blank.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
AGRICULTURAL SCIENCE 2

1. GENERAL COMMENTS

The Agricultural science paper two (2) took place on the 5th June 2018. A total of sixteen thousand, four hundred and eighty nine (16,489) candidates registered for the paper country wide. Seven thousand, seven hundred and forty five (7,745) are male, representing 47% and eight thousand, seven hundred and forty four (8,744) are female, representing 48%. Out of the total figure, sixteen thousand three hundred and ten (16,310) candidates actually sat to the exams. This represents 99% of all the candidates. 14% of the candidates scored 40 and above.

Generally speaking, all the questions are set within the scope of the syllabus and are all of standard, except for 42 (b) which requires candidates to outline three positive effects of rainfall in agricultural used by extension workers in passing information to farmers. This was an ambiguous question.

The General performance of candidates was poor although the individual performance of a fairly good number of candidates' remains reasonably good. From the total number of sixteen thousand four hundred and eight nine (16,489) that actually sat for Agricultural science Paper 2 countrywide 14% scored 40 and above as mentioned above. This means that 85% scored 39 and below.

2. CANDIDATES' STRENGHTS

Although some of the candidates did not perform to expectation, a fairly good number of them performed very well especially on General Agriculture and the Animal Science components when compared to other sections. Some candidates read and followed the instructions as given, with clear and legible handwriting, thus making the work of examiners easier. This can be justified by the percentage number of passes in these two sections.

3. CANDIDATES' WEAKNESSES

Generally, the performance of some candidates was very poor in this examination when compared to last year's. Specifically, their weaknesses are found in the following areas as outlined below:

- As observed in the past examinations, the problem of reading and understanding the task and the questions still remain a problem to the many of the candidates. A good number of the candidates could not simply read and understand the instructions and consequently attempted the questions wrongly. Where it says explain, many candidates were just stating or listing. This is evident in the candidates' use of local languages in answering questions and sometimes recopying the questions in their answer booklets instead of the answers only.

- Another weakness of the candidates lies in their inability to properly construct simple sentences with good spellings. This is a major concern. Spellings remain a major challenge to most of the students.

- There is also a problem of candidates' inability to explain concepts and technical terms used in Agricultural Science.
- Candidates also had problems in presenting and organizing facts and ideas.
- Finally, candidates writing ability still remain a great concern. Candidates were unable to write clearly and legibly, particularly as regards to word and sentence.

4. SUGGESTED REMEDIES

The following recommendations are suggested to help students in the forthcoming examinations:

- Reading should be emphasized at all level of the systems especially at early grades. In addition students should be encouraged to write clearly and legibly.
- Emphasis should be put on animal and crop science as the performance of the candidates showed that animal science component was not properly handled.
- The council should endeavour to increase the payment of examiners and to make a timely payment of examiners. There has been a great delay in the payment examiners which needs to be looked into by the management of the council.
- Agricultural science should be considered as one of the core subjects taught in schools to enable students take the subject more seriously.
- Agricultural terminologies should not be learnt through rote learning. There should be provisions to practically understand these terminologies.
- The school garden and orchard should be used to demonstrate these practices. This will enable the students have a clear understanding of the terms. One better way of doing this is for teachers from time to time invite expertise on various fields of agriculture to help them teach certain topics as this will help to enhance better understanding for both students and the teacher.
- The Ministry of Basic and Secondary Education should try to reintroduce exams that would be used as a yard stick for promotion to the next level of education. For example, the then primary school Leaving Certificate examination and common entrance examination. This will help boost the standard of education as teachers, students and parents alike will be more serious with education.
- Students should be exposed to standard assessment tests and assignments. The daily or weekly home works and periodical tests should be designed in a way to expose the students to the basic standard of WAEC papers. The terms such as state, list, differentiate, illustrate, explain, etc., should not only be properly explained but be used in the local exams to familiarise students with them. They should be encouraged to follow examination instructions when preparing them for exams.
- Teachers should endeavour to cover the syllabus.

- Teachers should adhere to the required books for the syllabus in addition to additional reading materials they may use to substantiate their teaching.
- Schools administrations and the Ministry of Basic and Secondary Education should ensure that textbooks that are designed for Upper Basic level are written by seasoned teachers.
- Only approved textbooks by the ministry should be allowed in schools as this has created a lot of confusion for students and subject teachers.
- MOBSE in collaboration with Exams Council should organize training workshops for teachers, using Chief Examiners as facilitators in order to highlight and discuss problems encountered in the past examinations and to find solutions and ways forward to those problems.
- MoBSE in partnership with Exams Council should redevelop and redesign a curriculum that is focused on quality rather than quantity.
- Schools should endeavour to avail the Chief Examiners' reports to all those teachers teaching Agricultural Science and candidates as well.
- Candidates should be encouraged to always start with answering questions they know best. This can attracts marks and saves time.

6. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

PART II

*Answer **one** question from **each** section.*

SECTION A

GENERAL AGRICULTURE

*Answer **one** question only from this section.*

Question 41

(a) Define the following terms:

(i) Financial records;
(ii) Production records;
(iii) Farm inventory.

*(b) State **four** reasons why farm records should be kept.*

*(c) Name **two** ways of paying for goods and services.*

The most popular questions are 43 48, 50, 47 and 44 respectively. In all 80% of the candidates attempted these questions and from this 45% were able to scored 10 and above especially for 41 and 51. Questions 42, 48, and 49 were among the least popular questions. In all, about 29% of the candidates that attempted these questions, 20% of them scored 10 and above.

Seven thousand, five hundred thirty two (7,532) candidates representing 46% of all candidates attempted Question 41. From this number three thousand, two hundred and twenty five (3,225) representing 42.9% of those that attempted this question scored 10 and above. Handful candidates had problems in stating the principles of crop rotation in question 41(b).

Question 42

(a) Explain the following terms:

(i) Weather;
(ii) Climate;
(iii) Temperature;
(iv) Humidity.

*(b) Outline **three** positive effects of rain fall in agricultural used by an extension worker in passing information to farmers.*

*(c) State **one** benefit of wind to a farmer.*

Seven thousand, three hundred and twenty one (7,321), representing 44.7% of candidates attempted Question 42. Out of this one thousand, five hundred and sixty three (1,563) scored 10 and above, representing 21.4% of the total number of candidates that attempted this question. In question 42(b) candidates could not understand the statement 'outline the positive effects of rainfall in agricultural used'. Instead of outlining they venture in explaining land tenure system.

Question 43

*a) State **two** roles of NGOs in agricultural development.*

*(b) Outline **three** methods used by extension workers to pass information to farmers.*

*(c) State **four** problems affecting extension workers.*

Four thousand three hundred and forty eight candidates attempted question 43, representing 26.5% of all candidates. From this figure, one thousand one hundred and twenty eight (1,128) scored 10 and above, representing 25.9% of candidates that attempted this question. Most candidates who attempted this question deviated. Instead of stating the four types of macro nutrients and micro nutrients, etc. a good number of candidates used the phrase "lack of" instead of "stating or listing". The (c) part also posed a problem to candidates because most of them did know the Non-Governmental Organizations that are active in agricultural development in The Gambia and some cannot differentiate between government agencies and NGOs involved in agricultural development.

SECTION B

SOIL SCIENCE

*Answer **one** question only from this section.*

Question 44

*(a) Name **four** components of soil.*

(b) What is a fertile soil?

*(c) State **four** characteristics of a fertile soil.*

Ten thousand one hundred and fifty four (10,154) candidates opted for question 44, representing 62% of all candidates. From this number, five thousand four hundred fifty four (5,440) scored 10 and above, which represent 53.6% of all candidates that attempted this question. There are candidates that cannot differentiate between weathering and weather.

A fairly good number of candidates that attempted this question wrongly spelled the key words, like" disintegration of rocks, soil particles", sedimentary, igneous and metamorphic rocks in 44 (b) and cannot give examples of these rocks.

Question 45

*(a) State **four** types of macro-nutrients and micro-nutrients.*

(b) What is soil PH?

(c) Explain: the following terms:

(i) organic manure;
(ii) inorganic manure.

Four thousand seven hundred and thirty four (4,734) candidates opted for Question 45, representing 29% of all candidates who attempted the question. From this number, seven hundred and seventy nine (779), representing 16.5% of the candidates that attempted this question scored 10 and above. Some of the candidates who attempted this question did not do well on 45 (a) and (b). This is because they found it difficult to define or explain the terms "Organic manure and inorganic manure.

Question 46

*(a) Name **three** types of soils.*

*(b) Describe the characteristics of **any one** of the soil types name in (a) above.*

*(c) Which of the soils name in (a) above is **most** fertile.*

Three thousand eight hundred sixty four (3,864) candidates opted for Question 46, which represents 23.6% of all candidates that attempted the question. From this number, one thousand eight hundred and forty three candidates (1,843) representing 48% of all candidates that attempted this question were able to score 10 and above. The greatest challenge for candidates that opted for this question was 46 (b). A reasonably good number were not able to describe the characteristics of anyone of the soil types: sandy soil, clay soil, silt and loamy soil.

SECTION C

CROP SCIENCE

*Answer **one** question only from this section.*

Question 47

(a) Briefly explain the following terms.

(i) germination;
(ii) pollination;
(iii) fertilization.

(b) What is the difference between hypogeal and epigeal germination?
*(c) List **four** conditions necessary for a seed to germinate.*

Six thousand three hundred and eighty two (6,382) candidates attempted Question 47, representing 38.8% of all candidates. Out of this number, six hundred and eighty two (682), representing 10.7% of all candidates that attempted this Question scored 10 and above. Most candidates that attempted this question did poorly in all aspects of the questions, because they were not able to define the terms in 47(a) and some that attempted this question confused one term for another. Virtually all of them were confused in answering the following terms: germination, pollination and fertilization. For 47 (b), students were unable to differentiate between hypogeal and epigeal germination.

Question 48

*(a) Name the **most** fertile soil suitable for vegetable gardening.*

*(b) State **two** differences between seed propagation and vegetative propagation.*

*(c) State **four** aims of crop improvement.*

Six thousand, seven hundred and thirty eight (6,738) candidates attempted Question 48, representing 41.8% of the candidates that attempted this question. More than 70% of those who opted for this question scored very well. In short, the question was well understood by the students.

Question 49

*a) Name **four** common types of cereals grown in The Gambia.*

b) What is a nursery
*List **four** qualities of a good seed*

c) Explain the following terms:

(i) Breeding;
(ii) Selection;
(iii) Introduction.

Eight thousand four hundred and twenty (8,420) candidates opted for Question 49, representing 51.4% of all candidates. From this number six thousand three hundred and twenty one candidates (6,321) scored 10 and above, representing 75% of candidates that attempted this question. The problem on this question for candidates was 49 (b), because a good number of them could not define or tell what a nursery is.

SECTION D

ANIMAL SCIENCE

*Answer **one** question only from this section.*

Question 50

*(a) List **four** types of animal feed.*

*(b) Name **two** farm animals that lack a rumen.*

(c) What are mono-gastric animals?

Seven thousand eight hundred and twenty eight (7,828) candidates opted for question 50, which represents 47.8% of all candidates. From this number six thousand one hundred and seventy eight (6,178) candidates that opted for this question scored 10 and above, representing 78.9%. This is one of the most attempted Question and candidates scored good grades in this question. Most candidates did well in the (a) and (c) part of the question, and fairly good number also had problems with the (b) part, because very few of them were unable to name the animals that lack rumen.

Question 51

(a) Define the following terms:

(i) Implantation;
(ii) Calving;
(iii) Furrowing.

*(b) State **two** disadvantages of artificial insemination.*

*(c) State **three** general symptoms of animal diseases.*

Four thousand eight hundred and fifty-two (4,852) candidates opted for Question 51, representing 29.5% of all candidates. Out of this number eight hundred and twenty six (826) candidates that attempted this question scored 10 and above which represents 17.7% of them. Candidates that opted for this question were not able to answer the question adequately (a) and (c) part of the question. They were not able to define implantation, calving and furrowing.

Question 52

*(a) State **four** functions of the worker bee in a colony.*

*(b) State **four** benefits of bee-keeping.*

*(c) List **three** bee-keeping equipment.*

Six thousand three hundred and seventy four (6,374) candidates opted for Question 52, representing 42% of all candidates. Out of this figure three thousand one hundred and sixty two (3,162) representing 53.3%. The greatest weakness of candidates for this question was the (a) part, which required them to outline four functions of the worker bee in a colony.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
PHYSICAL EDUCATION 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with those of the previous years. The questions were well designed and structured to reflect the length and breadth of the syllabus. In fact, some sub-questions were difficult for the majority of candidates to tackle due to the fact that most candidates were not well taught or not taught at all before the examination. Indeed, there is a marked increase in the number of candidates' this year than the years before.
The general performance of candidates in its entirety was commendable.

2. CANDIDATES' STRENGTHS

There was a wide variation in the standard of work of candidates from one centre to another. All in all; there was sufficient evidence of some candidates' knowledge of thorough familiarity with the repertoire of the requirements of the syllabus. The majority of candidates exhibited high degree of legibility and clarity of work. They were not beating about the bush when attempting some questions even when they were not very much sure of the correct answers to the questions.

3. CANDIDATES' WEAKNESSES

The unsatisfactory performance of certain candidates could be attributed to the following:

- Pronounced lack of seriousness in the approach and output of the majority of candidates.
- There could be candidates' poor preparation for the examination or inadequate coverage of the syllabus.
- A greater percentage of candidates exhibited various levels of weaknesses ranging from poor spelling of operational terms and lack of knowledge of the subject matter.
- Poor understanding of basic definitions, principles and concepts.
- Inability to apply correct operational terms.
- Writing answers in pencil.

4. SUGGESTED REMEDIES

Candidate's performance could improve if:

- Candidates should be encouraged to develop the reading culture.
- Trained and qualified physical education teachers should be employed to handle the subject at all levels.
- Candidates should possess the following book: *Fundamentals of Health and Physical Education for Junior Secondary Schools* by High Elder Ray. A .Onwubiko

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

*a) (i) Mention the **four** ancient Greek festivals.*

*(ii) State the gods associated with **each** of the festivals mentioned in 1 (a) (i).*

*b) State **two** events that were popular during the ancient Greek festivals.*

This was a popular question that attracted well over 98% of the candidates. Candidates' performance in relation to Q. 1 (a) was highly commendable; while part (b) of the question was not well answered by over 68% of those that opted for it. In the same vein, those who scored few marks in relation to Q. 1 (b) did so by mere guess-work. The answers submitted by a large number of candidates in relation to Q 1. (b) were totally obtuse and un-academic ; hence, they earned unwarranted marks.

Question 2

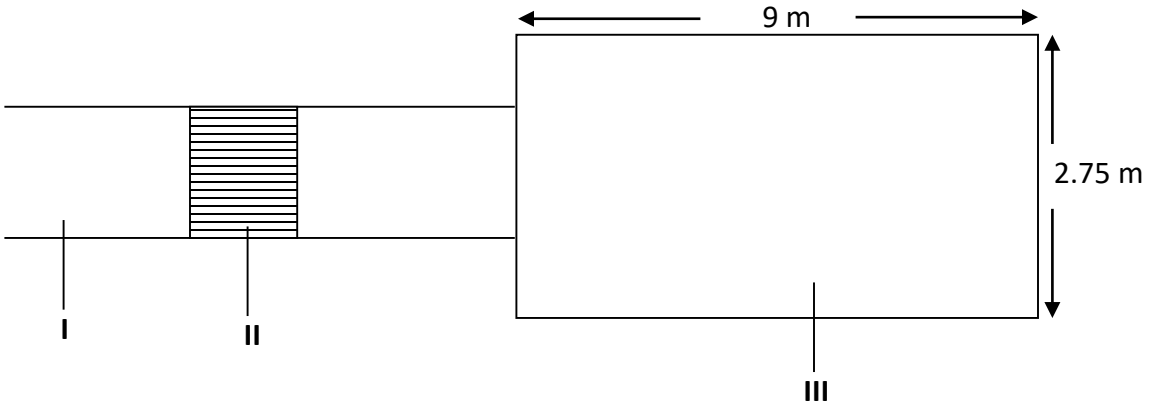
*a) Mention **four** sources of iron in the human body.*

*b) (i) Name the **three** types of muscles in humans.*
*(ii) Give t**hree** disorders that could affect the muscular system in humans.*

This question was answered by the majority of candidates and a greater percentage of those who attempted part (a) of the question scored fairly good marks. In the (b) (i) part of the question, candidates' submissions were only satisfactory. In the same vein, a very large number of candidates were simply writing all forms of unheard of answers with the aim of earning good marks in connection with Q. 2 (b) (ii)

Question 3

The structure in the diagram below is used during athletics competition. Study it carefully and use it to answer questions 3 (a), (b), (c) and (d).



a) Name the event for which the structure in the diagram is used.

*b) Identify the parts labeled **I**, **II** and **III**.*

*c) Name **three** materials needed during the event for which structure is used.*

*d) State **three** rules guiding the event for which the structure is used.*

This was a popular question attempted by 97% of the candidates that sat to the examination. Q3(a) was not well attempted by the majority of those that opted for it. In the same vein, the submission made by a greater percentage of candidates in terms of Q3 (b) was totally horrible; thus; they scored very low marks .On the other hand, Q3 (c) attracted commendable responses from slightly above 88% of the entire candidates that attempted it and their marks were good and encouraging. The (d) part of the question attracted only satisfactory responses from a greater percentage of the candidates.

Question 4

*(a) Name the **three** categories of medals awarded during sporting competitions.*

*(b) State **four** skills in football.*

*(c) Mention **three** terminologies in tennis game.*

A very popular question that attracted excellent responses from over 86% of the candidates that opted for it. In any case, few marks were lost due to un-acceptable answers from staggering number of candidates that attempted the question.

Question 5

*(a) Name **two** types of recreational activities.*
*(b) State **three** qualities of a good athletics official.*
*(c) List **five** classes of drugs.*

Another popular question with fairly good responses from a good number of candidates that opted for it. On the contrary, few marks were also lost due partly to irrelevant submissions made by certain candidates from different examination centers in connection with Q5(c).

Question 6

a) (i) What is a skeleton?

*(ii) State **three** bones of the axial skeleton.*

*b) (i) Explain **each** of the following terms as used in Physical Education.*

(ii) Drug abuse.

c) Drug addiction.

d) Doping

Question 6 was a popular one and the majority of candidates did justice to questions 6(a) (i) and 6(a) (ii) and their scores were good. In the same vein, a large number of candidates that opted for Q.6 (b) (i), (ii) and (iii) scored commendable marks due to positive submissions.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
SCIENCE 2 (ALTERNATIVE A)

1. GENERAL COMMENTS

Based on analysis of reports presented by all the assistant examiners, it was noted that the standard of the 2018 Science paper 2 (Alternative A) was maintained as required. The paper was within the range of ability of all the candidates for which the examination was set.
The questions were found to be both within the scope of the teaching and the GABECE syllabuses.
Candidates encountered difficulties in tackling questions which relate to comprehension and application, (e.g. questions 1, 2, 3, 4 and 7).
However, in general it was reported that there were no ambiguity in terms of clarity of individual questions, except for question 2(b) (ii), II, where candidates required information from the food web to identify the organism that acts both as a secondary and tertiary consumer.
The distribution of questions in the 2018 paper with respect to the three major branches of Science was maintained. Generally, it was reported by the examiners that the performance of candidates declined slightly, especially in the areas of Chemistry and Physics compared to that of the performance in 2017. This was observed in questions 4, Chemistry related and questions 1 and 6, which were related to physics.
Candidates scored more marks in questions related to Biology than questions related to Chemistry and Physics.

2. CANDIDATES' STRENGTHS

The strengths of candidates observed in the 2018 Science 2 paper, (Alternative A) were reported by examiners as follows:

- Most candidates did better in the biology questions;
- Some candidates used key expressions correctly in defining scientific terminologies;
- Some candidates demonstrated a sound knowledge of the S I Units of measurement and the related measuring instrument in question 1;
- Most candidates demonstrated knowledge of the food web in question 2(b);
- Most candidates were able to state the main features of the human respiratory system in question 7(a).

3. CANDIDATES' WEAKNESSES

Examiners reported that the poor performance of candidates in the examination can be attributed to the following weaknesses:

- spelling difficulties;
- difficulty in comprehending instructions;
- poor and eligible hand writing;
- inability to interprete questions correctly;
- difficulty in reading and recording from a scale correctly;
- Inability to write formula of a compound correctly from the valency of the element, in question 3(c);

- Inability to distinguish between the benefits and disadvantages of hard water in question 4 (b);
- Difficulty in explaining the relationship between current and voltage in question 6 (a);
- Difficulty in drawing a simple circuit correctly in question 6 (b), given the names of the symbols of each of the components in the circuit.

4. SUGGESTED REMEDIES

The following recommendations are suggested in order to ensure an improvement on the performance of candidates in subsequent examinations:

- Adequate coverage of the syllabus should be done, followed by an effective revision of past examination papers.
- Teachers should endeavour to explore all relevant resources in teaching and learning of science. This will ensure a significant improvement in candidates' performance in subsequent examinations.
- Teachers should endeavour to cover the three major branches of Science during their teaching.
- The chief examiner's report should be discussed amongst teachers and the details considered for inclusion in the planning and teaching in order to improve on the quality of their work.
- Where necessary, hands on experiments/ demonstrations must be done by teachers, or involving groups of students to enable the students better adapt to important concepts.
- There should be an adequate practice of calculations with emphasis on technical areas such as relevant formulae and correct units;
- Definitions of scientific terminologies must be precise and with key expressions.
- Teachers should put emphasis on spelling of scientific terminologies when teaching.
- Diagrams should be appropriately drawn and parts correctly labelled in order to avoid ambiguities;
- Students should be encouraged to improve on their reading and writing skills;

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

(a) *(i) Distinguish between temperature and thermometer.*

……

……

(ii) *A loaf of bread measures **5** cm × **6** cm × **7.5** cm. Its density is **0.2** g/cm^3. Calculate the mass.*

……

……

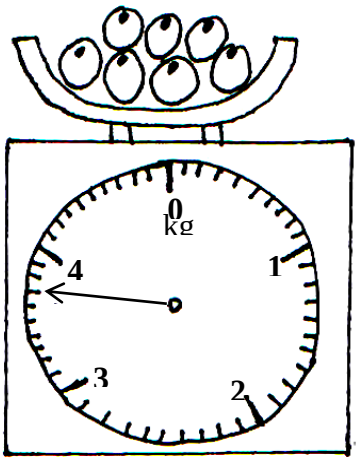
……

……

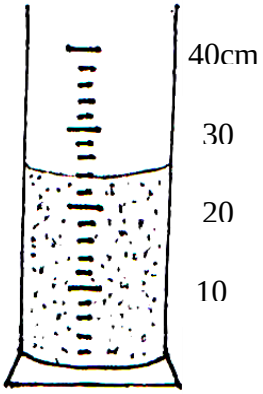
……

(b) *Figures **1A** and **1B** illustrate some measuring instruments in the laboratory.*

Study the illustrations carefully and answer the questions that follow.



Figure



Figure

(i) *Name **each** of the instruments **1A** and **1B**.*

*Name of instrument **1A**: ……*

*Name of instrument **1B**: ……*

(ii) *State the quantity **each** instrument measures.*

*Quantity measured by instrument **1A**: ……*

*Quantity measured by instrument **1B**: ……*

(iii) *State the reading shown on **each** instrument.*

*Reading on instrument **1A**: ……*

*Reading on instrument **1B**: ……*

(a) (i) Most candidates recognised the difference between Temperature and Thermometer, e.g. By stating that temperature is a measure of the hotness and coldness of an object and thermometer measures Temperature. Few candidates failed to explain the differences correctly e.g. stating that Temperature is used to measure hotness or coldness of a body.

(ii) A majority of the candidates failed to do the calculation of the mass of the loaf of bread correctly. The common error was the incorrect change of subject and substitution. Few candidates wrote the values in their answers with either the wrong unit, e.g. cm, or no unit.

(b) (i) Many candidates recalled the names of the apparatus illustrated in the diagrams. There were errors in spelling the correct names of the apparatus, e.g. cylinder, instead of measuring cylinder and balance, instead of measuring balance.
(ii) Few candidates mentioned the correct quantities measured by the apparatus mentioned in (b) (i). There were various responses by candidates (e.g. weight, time density etc.), which suggest lack of understanding of the question, or incorrect interpretation of the question.

(iii) Few candidates wrote the correct measurements from the scales on each of the instruments (e. G 3.7 kg and 24cm3). Most of the errors were either due to incorrect values, or incorrect units. (e.g. cm for volume and g / N for mass).

Question 2

(a) *Define **each** of the following terms:*

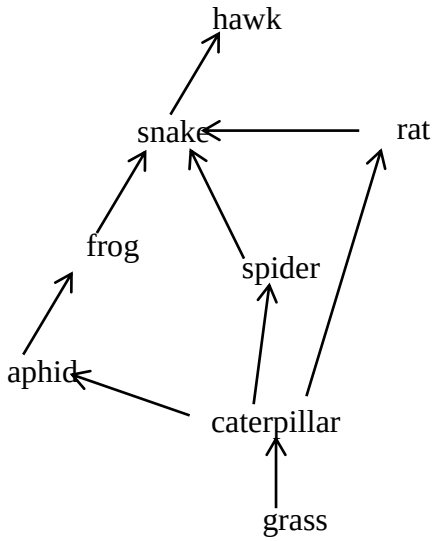
(i) Population: ……

……

(ii) Decomposer: ……

……

(b) *The diagram below illustrates a food web. Use it to answer the questions that follow.*



(i) What is the source of energy for the food web?

……

(ii) Name a member of the food web that is :

I. a primary consumer;

……

II. both secondary and tertiary consumer.

……..

*(iii) Use the information from the food web to complete the food chain below of **5** organisms.*

Grass: ⟶ *……..* ⟶ *……* ⟶ *……*

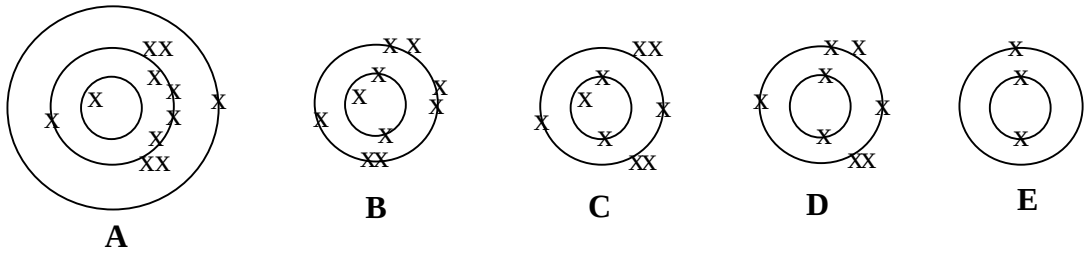
⟶ *……*

(a) (i),(ii) Most candidates attempted this question, but only few of them scored part of the total mark allocated. Some candidates ignored the question. The general observation was that candidates demonstrated knowledge of the terms population and decomposer, but a common error in the definitions was due lack of key expressions in the definitions as required in ecology, e. g., population is the total number of organisms of the same species in a habitat. The answer given by candidates was that of human populations.

(b) (i),(ii),(iii) Most candidates attempted this question and scored part of the mark allocated. Some of the candidates mentioned more than one component of the food web in (b) (i) and (b) (ii (e.g. caterpillar, grass rat etc.), which resulted in loss of marks. The majority of the candidates gave the correct food chain required from the food web. Few candidates mentioned organisms not given in the food web, (e.g. man, goat, hyena, lion etc.).

Question 3

The electronic structures of some elements are shown below. Use the diagrams to answer the questions that follow.



*(a) Which of the structures **A**, **B**, **C**, **D** or **E**:*

(i) forms a stable ion by gaining one electron? ……

*(ii) represents an atom with atomic number **8**?* ……

(iii) represents a noble gas? ……

*(iv) is in period **3** of the periodic table?* ……

*(v) has a valency of **2**?* ……

(b) *Which **two** of these structures:*

(i) *represent atoms from the same group in the periodic table?* ……..

(ii) *are metals?* ……..

(c) *(i)* *Write the formula of the compound formed by elements **A** and **D**.*

……..

(ii) *State the type of bond formed in (**c**) (i).*

……..

(a) Most of the candidates performed well in this question. Few candidates gave incorrect answers due to guessing, or poor interpretation of the instruction. Some candidates used the names of elements represented by symbols given, (e. g sodium or magnesium etc.).

(b) (i),(ii) This was answered well by some candidates . The most common error was due to guessing and writing more than the required letters.

(c) (i),(ii) There was a general misinterpretation of this question. Few candidates gave the correct formula of the compound. Many candidates gave answers which were not relevant, e.g. writing an equation. Many candidates mentioned ionic/ electrovalent bond in answering part (c) (ii), but in some cases the word was not correctly spelt (e.g. ironic).

Question 4

*Temporary hardness of water can be removed by boiling. A student compares the amount of soap that lathers with water from **three** sources **A**, **B** and **C** before and after boiling as shown in the table below. Use the table to answer the questions that follow.*

Source of water	*Amount of soap used before boiling (cm^3)*	*Amount of soap used after boiling (cm^3)*
A	*40*	*10*
B	*10*	*10*
C	*40*	*40*

(a) *Which source of water **A**, **B**, or **C** could be described as:*

(i) *soft water?*……

(ii) *temporary hard water?*……..

(b) *(i)* *State **three** benefits of hard water.*

i. ……..

……

ii. ……

……

iii. ……

……

*(ii) State **two** problems we could encounter by using hard water.*

i. ……..

……

ii. ……

……

*(c) State **two** methods of removing permanent hardness of water.*

(i) ……

……

(ii) ……

……

(a) (i),(ii), Most candidates gave at least one of the correct letters. A significant number of candidates demonstrated lack of understanding, or an incorrect interpretation of the information provided in the table and gave vague answers.

(b) (i), (ii), Only few candidates correctly explained the benefits of hard water. Many candidates ignored this question, while some gave answers related to the domestic use of water. In part (ii), candidates mentioned diseases related to drinking contaminated water instead of the problems related to hard water (e.g. wastage of soap, turns fabric grey interferes with dye and tie).

(c) Only a small proportion of candidates were able to state distillation as a method of removing permanent hardness of water. Most candidates mentioned boiling, which was incorrect.

Question 5

A student's meal consists of the following food items:

Boiled potato, cheese, roasted goat meat, an orange, carrot, glass of water.

Use this information to answer the questions that follow.

(a) Which food item(s) provide(s):

(i) *both calcium and fat?*……

(ii) *the least energy?*……

(iii) *vitamin A?*……

(iv) *the most protein?*……

(b) *A family doctor observed that the student was suffering from obesity and anaemia.*

(i) *What is obesity?*

……

……

(ii) *What is anaemia?*

……

……

(iii) *Which food item(s) from the student's meal will the doctor recommend the student to:*

I. *eat more?*……

II. *eat less?*……

(c) *Give **one** importance of **each** of the following in a balanced diet.*

(i) *Proteins:*……

……

(ii) *Iron:*……

……

(a) Most candidates answered this question well and scored more than half of the mark allocated. Few candidates mentioned more than one food type listed in the question, or failed to use the foods given.

(b) (i), (ii), (iii) Most candidates gave imprecise or incorrect explanations of the words obesity and anemia in part (i) and part (ii). Some candidates mentioned the correct foods recommended for correcting the conditions of obesity and anaemia. Most candidates failed to interpret the question correctly.

(c) (i), (ii) Many candidates gave the correct function of proteins in the human body. Some candidates mentioned that protein is needed for energy and healthy skin. In part (ii), candidates answers about iron were more about formation of strong bones and teeth.

Question 6

(a) State the relationship between current and voltage in an electric circuit.

……

(a) Most candidates ignored this question. Few candidates correctly stated the relationship between current and voltage (e.g. current is directly proportional to voltage).

(c) Only few candidates answered this question correctly (e.g. by drawing all the correct circuit symbols and putting most of the appliances in series with the voltmeter in parallel). Most of the candidates who attempted this question could not draw the correct circuit by using the symbols given. Some candidates used incorrect symbols in drawing the circuit.

Question 7

*Figure **7** illustrates a simple model of the human respiratory system. Study it carefully and answer the questions that follow.*

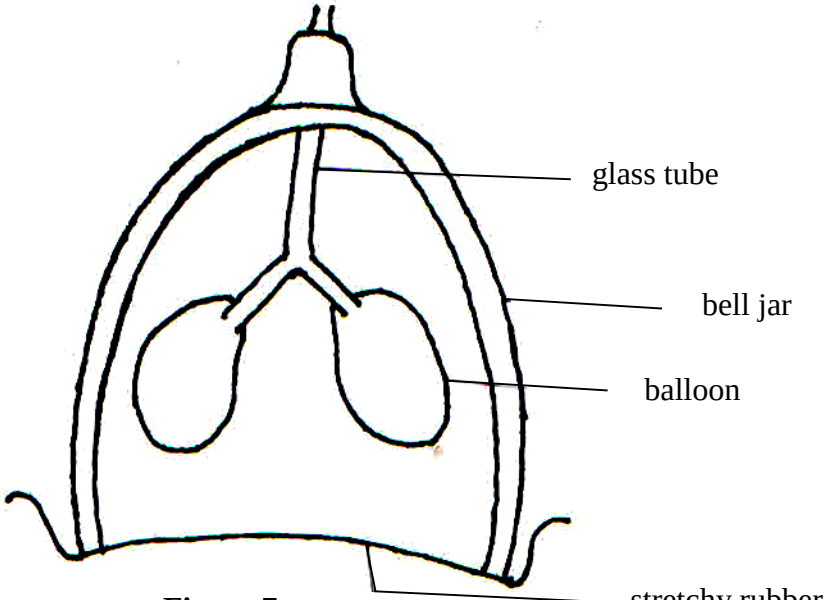


Figure 7

(a) *Which part of the model above represents **each** of the following body parts?*

(i) *Lungs:*……

(ii) *Trachea:*……

(iii) *Diaphragm:*……

(iv) *Rib cage:*……

(b) *What happens to the space and the pressure in the bell jar when the stretchy rubber is pulled down?*

(i) *The space:*……

……

(ii) *The pressure:*……

……

(c) *Name **two** structures in humans that form the rib cage.*

(i) ……

(ii) ……

*(d) Name **two** diseases of the respiratory system.*

(i) ……

……

(a) Most candidates answered this question correctly. Few candidates guessed their answers, or interchanged words, e.g. balloon for rib cage and bell jar for lungs. There were spelling errors as well, even though candidates were expected to use the words from the diagram.

(b) (i), (ii) Most candidates scored part of the mark allocated to this question (e.g. by stating that the volume of the lung increases and the pressure decreases). Some candidates failed to interpret the question correctly and gave vague answers.

(c) Most candidates failed to answer this part of the question correctly (e.g. to state that the ribs/ intercostal muscles and diaphragm form the rib cage). Some candidates could not attempt the question at all.

(d) Some of the candidates gave at least one correct disease related to the respiratory system (e.g. lung cancer, tuberculosis, asthma, common cold etc.). A common error was the use the word cancer only, instead of lung cancer.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
SCIENCE 2 (ALTERNATIVE B)

1. GENERAL COMMENTS

Based on analysis of reports presented by all the assistant examiners, it was noted that the standard of the 2018 Science paper 2 (Alternative B) was maintained as required. The paper was within the range of ability of all the candidates and both the scope of the teaching and the GABECE syllabuses as well.

Candidates encountered difficulties in tackling questions which related to comprehension and application, (e.g. questions 1, 2, 3, 4 and 7). However, in general it was reported that there were no ambiguities in terms of clarity of individual questions, except for question 2(b) (ii), II, where candidates required information from the food web to identify the organism that acts both as a secondary and tertiary consumer. The distribution of questions in the 2018 paper with respect to the three major branches of Science was maintained.
Generally, it was reported by the examiners that the performance of candidates declined slightly, especially in the areas of Chemistry and Physics compared to that of the performance in 2017. This was observed in questions 4, Chemistry related and questions 1 and 6, which were related to physics.
Candidates scored more marks in questions related to Biology than questions related to Chemistry and Physics.

2. CANDIDATES' STRENGTHS

The strengths of candidates observed in the 2018 Science 2 paper, (Alternative B) were reported as follows:

- Most candidates did better in the biology questions;
- Some candidates used key expressions correctly in defining scientific terminologies;
- Some candidates demonstrated a sound knowledge of the S I Units of measurement and the related measuring instrument in question 1;
- Most candidates demonstrated knowledge of the food web in question 2(b);
- Most candidates were able to state the main features of the human respiratory system in question 7(a).

3. CANDIDATES' WEAKNESSES

Examiners reported that the poor performance of candidates in the examination can be attributed to the following weaknesses:

- spelling difficulties;
- difficulty in comprehending instructions;
- poor and eligible hand writing;
- inability to interprete questions correctly;
- difficulty in reading and recording from a scale correctly;

- inability to write formula of a compound correctly from the valency of the element, in question 3(c);
- inability to distinguish between the benefits and disadvantages of hard water in question 4 (b);
- difficulty in explaining the relationship between current and voltage in question 6 (a);
- difficulty in drawing a simple circuit correctly in question 6(b), given the names of the symbols of each of the components in the circuit.

4. SUGGESTED REMEDIES

The following recommendations are suggested in order to ensure an improvement in the performance of candidates in subsequent examinations:

- Adequate coverage of the syllabus should be done, followed by an effective revision of past examination papers.
- Teachers should endeavour to explore all relevant resources in teaching and learning of science. This will ensure a significant improvement in candidates' performance in subsequent examinations.
- Teachers should endeavour to cover the three major branches of Science during their teaching.
- The chief examiner's report should be discussed amongst teachers and the details considered for inclusion in the planning and teaching in order to improve on the quality of their work.
- Where necessary, hands on experiments/ demonstrations must be done by teachers, or involving groups of students to enable the students better adapt to important concepts.
- There should be an adequate practice of calculations with emphasis on technical areas such as relevant formulae and correct units;
- Definitions of scientific terminologies must be precise and with key expressions.
- Teachers should put emphasis on spelling of scientific terminologies when teaching.
- Diagrams should be appropriately drawn and parts correctly labelled in order to avoid ambiguities;
- Students should be encouraged to improve on their reading and writing skills;

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

(a) (i) Distinguish between temperature and thermometer.

……

……

……

……

……

(ii) *A loaf of bread measures **5** cm × **6** cm × **7.5** cm. Its density is **0.2** g/cm^3. Calculate the mass.*

……

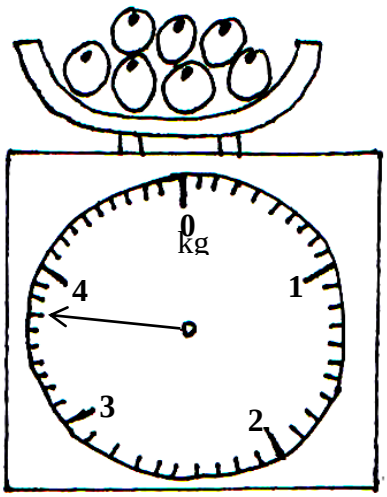
……

……

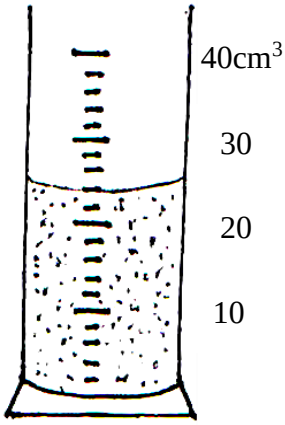
……

……

(b) *Figures **1A** and **1B** illustrate some measuring instruments in the laboratory. Study the illustrations carefully and answer the questions that follow.*



Figure



Figure

(iv) *Name **each** of the instruments **1A** and **1B**.*

*Name of instrument **1A**: ……*

*Name of instrument **1B**: ……*

(v) *State the quantity **each** instrument measures.*

*Quantity measured by instrument **1A**: ……*

*Quantity measured by instrument **1B**: ……*

(vi) *State the reading shown on **each** instrument.*

*Reading on instrument **1A**: ……*

Reading on instrument **1B**: …….

(a) (i) Most candidates recognised the difference between Temperature and Thermometer, e.g. By stating that temperature is a measure of the hotness and coldness of an object and thermometer measures Temperature. Few candidates failed to explain the differences correctly e.g. stating that Temperature is used to measure hotness or coldness of a body.

(ii) A majority of the candidates failed to do the calculation of the mass of the loaf of bread correctly. The common error was the incorrect change of subject and substitution. Few candidates wrote the values in their answers with either the wrong unit, e.g. cm, or no unit.

(b) (i) Many candidates recalled the names of the apparatus illustrated in the diagrams. There were errors in spelling the correct names of the apparatus, e.g. cylinder, instead of measuring cylinder and balance, instead of measuring balance.
(ii) Few candidates mentioned the correct quantities measured by the apparatus mentioned in (b) (i). There were various responses by candidates (e.g. weight, time density etc.), which suggest lack of understanding of the question, or incorrect interpretation of the question.

(iii) Few candidates wrote the correct measurements from the scales on each of the instruments (e. G 3.7 kg and 24 cm^3). Most of the errors were either due to incorrect values, or incorrect units. (e.g. cm for volume and g / N for mass).

Question 2

(a) *Define **each** of the following terms:*

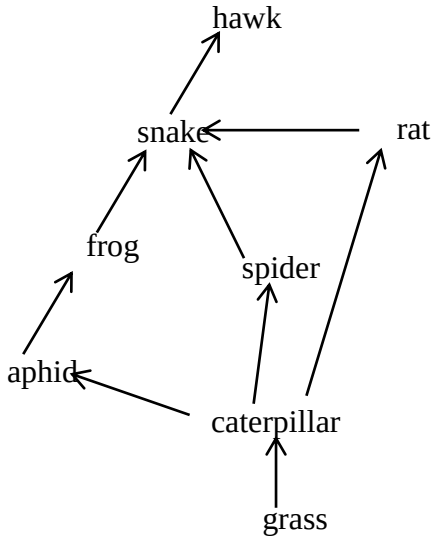
(iii) Population: ……

……

(iv) Decomposer: ……

……

(b) *The diagram below illustrates a food web. Use it to answer the questions that follow.*



(iv) What is the source of energy for the food web?

……

(v) Name a member of the food web that is :

III. a primary consumer;

……

IV. both secondary and tertiary consumer.

……

*(vi) Use the information from the food web to complete the food chain below of **5** organisms.*

Grass: ⟶ …… ⟶ …… ⟶ ……

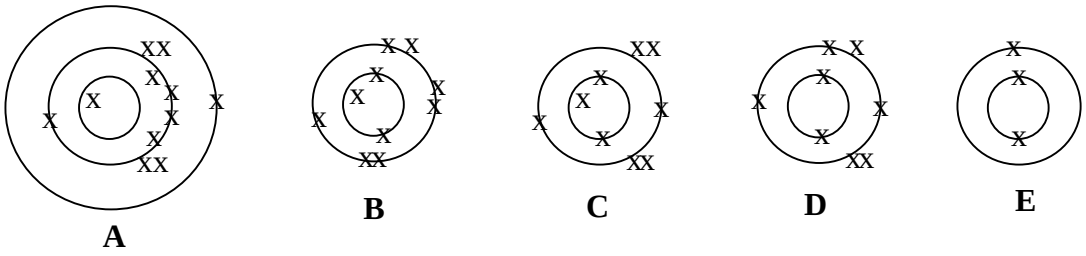
⟶ ……

(a) (i),(ii) Most candidates attempted this question ,but only few of them scored part of the total mark allocated. Some candidates ignored the question. The general observation was that candidates demonstrated knowledge of the terms population and decomposer, but a common error in the definitions was due lack of key expressions in the definitions as required in ecology, e.g. population is the total number of organisms of the same species in a habitat. The answer given by candidates was that of human populations.

(b) (i),(ii),(iii) Most candidates attempted this question and scored part of the mark allocated . Some of the candidates mentioned more than one component of the food web in (b) (i) and (b) (ii (e.g. caterpillar, grass rat etc.) ,which resulted in loss of marks. The majority of the candidates gave the correct food chain required from the food web. Few candidates mentioned organisms not given in the food web, (e.g. man, goat, hyena, lion etc.).

Question 3

The electronic structures of some elements are shown below. Use the diagrams to answer the questions that follow.



*(c) Which of the structures **A**, **B**, **C**, **D** or **E**:*

(vi) forms a stable ion by gaining one electron? ……

*(vii) represents an atom with atomic number **8**?* ……

(viii) represents a noble gas? ……

*(ix) is in period **3** of the periodic table?* ……

*(x) has a valency of **2**?* ……

*(d) Which **two** of these structures:*

(iii) represent atoms from the same group in the periodic table? ……

(iv) are metals? ……

*(c) (i) Write the formula of the compound formed by elements **A** and **D**.*

……

*(ii) State the type of bond formed in (**c**) (i).*

……

(a) Most of the candidates performed well in this question. Few candidates gave incorrect answers due to guessing, or poor interpretation of the instruction. Some candidates used the names of elements represented by symbols given, (e. g sodium or magnesium etc).

(b) (i),(ii) This was answered well by some candidates . The most common error was due to guessing and writing more than the required letters.

(c) (i),(ii) There was a general misinterpretation of this question. Few candidates gave the correct formula of the compound. Many candidates gave answers which were not relevant, e.g. writing an equation. Many candidates mentioned ionic/ electrovalent bond in answering part (c) (ii), but in some cases the word was not correctly spelt (e.g. ironic).

Question 4

*Temporary hardness of water can be removed by boiling. A student compares the amount of soap that lathers with water from **three** sources **A**, **B** and **C** before and after boiling as shown in the table below. Use the table to answer the questions that follow.*

Source of water	*Amount of soap used before boiling (cm^3)*	*Amount of soap used after boiling (cm^3)*
A	*40*	*10*
B	*10*	*10*
C	*40*	*40*

*(d) Which source of water **A**, **B**, or **C** could be described as:*

(iii) soft water?……

(iv) temporary hard water?……

*(e) (i) State **three** benefits of hard water.*

iv. ……

……

v. ……

……

vi. ……

……

*(iii) State **two** problems we could encounter by using hard water.*

iii. ……

……

iv. ……

……

*(f) State **two** methods of removing permanent hardness of water.*

(iii) ……

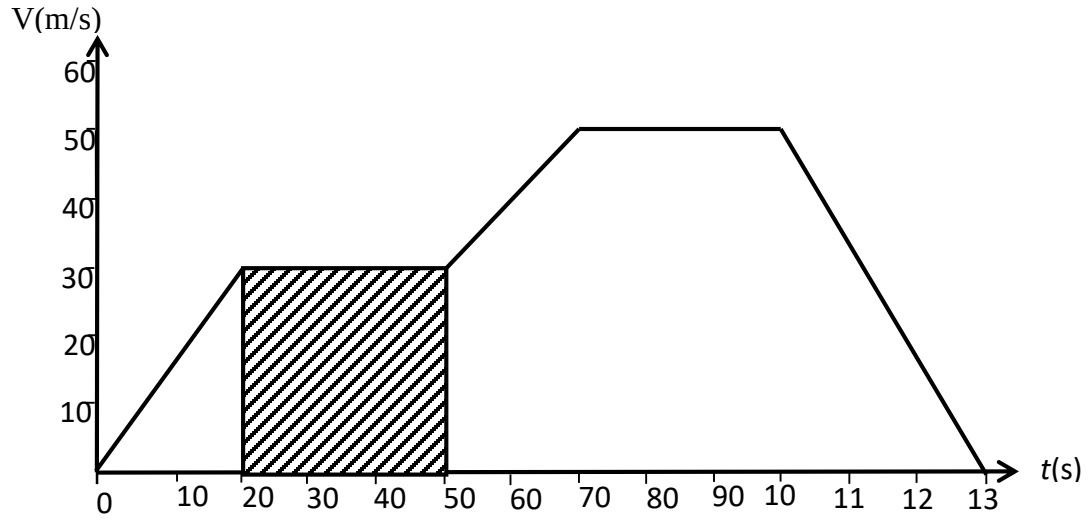
……

(iv) ……..

……

Question 5

*The figure below shows a velocity **vs** time graph of a moving object. Use it to answer the questions which follow.*



(a) From the graph, determine the time interval(s) when the object is:

(i) accelerating:……..

……

(ii) decelerating:……

……..

(iii) neither accelerating nor decelerating:…….

……

(b) Calculate the acceleration of the object between 0 s to 20 s.

……

……

……

……

(c) Calculate the distance travelled by the object between 20 s to 50 s.

……

Candidates were required to determine the time internals when the object was accelerating; and (ii) decelerating. (iii) Neither accelerating nor decelerating.

These questions tested candidates ability to interpret velocity verse time graphs, and the majority of them couldn't do so. Less than 1% correctly provided the correct answer:

(i) Accelerating – 0 to 20 seconds and 50 to 70 seconds
(ii) Decelerating – 100 to 130 seconds
(iii) Neither accelerating nor decelerating: 20 to 50 seconds and 70 to 100 seconds.

(b) Candidates were to determine the object's acceleration between 0 to 20 seconds. Candidates were unable to solve this problem. The correct formula: a = $\frac{\Delta v}{\Delta t}$ or simply a = $\frac{v}{t}$ is the key to solving this problem. About 20% wrote this formula, but failed to substitute the correct figures:

a$\frac{v}{t}$ = $\frac{(30-0)}{(20-0)}$ = $\frac{30}{20}$ = 1.5 m/s^2

About 5% did the work, and wrote the correct units with the answer. Majority either left the space blank or wrote something unrelated to this question.

(c) This distance travelled by the object between 20s to 50s is found by calculating the area of the square, thus:

area = 1 x 6 = 30 x 30
= 900 m
Most candidates were unable to determine this.

Question 6

A truck of mass 1750 kg has a driving force of 5250 N.

*(a) Assuming there is **no** friction between the truck's wheels and the road, draw a free body diagram of the truck accelerating towards the east.*

(b) At 50 km/hr, the truck experiences a frictional force of 5150 N. Draw a free body diagram of the truck moving towards the east.

(c) Calculate the acceleration of the truck in 6 (b) above.

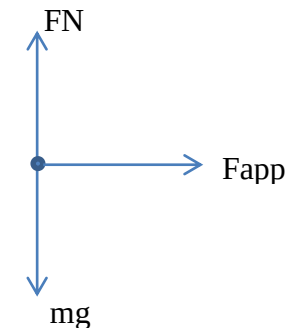
……

……

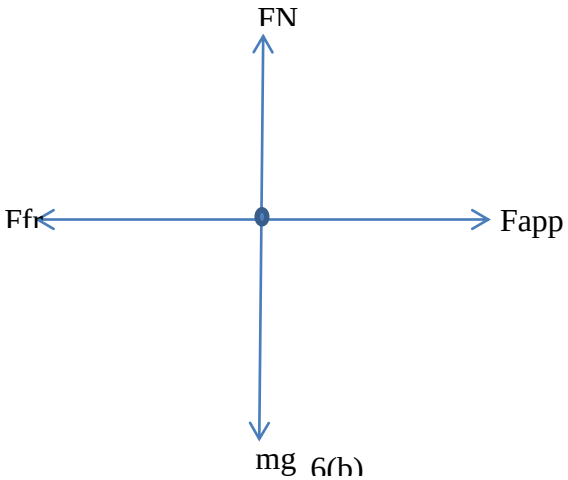
……

Over 95% of the candidates could not draw free body diagrams as required by 6 (a) and (b). A common error made by those who came close to drawing the right free body diagrams was to omit the arrow.

Below are the correct drawings:



6 (a)



6(b)

A thick dot (●) or a small square (▬) represents a free body. Arrows pointing to the right direction represent the forces on object. Candidates drew the object.

A tuck, or something but nothing close to a dot or square with arrows, clearly showing lack of knowledge of what was required.

(c) Nearly all candidates failed to calculate correctly acceleration of the truck. It should be:

$\Sigma F = ma$

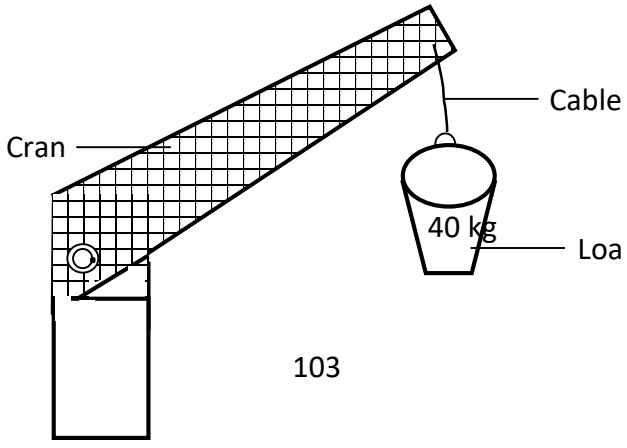
$Fapp - Ffr = ma$

$\frac{Fapp - Ffr}{m} = a$

$\frac{5250 - 5150}{1750} = 0.057\ m/s^2 = a$

Question 7

The diagram below shows a crane lifting a 40 kg load at a constant velocity. Use it to answer the questions that follow.



(a) Name the force in the cable which keeps the load suspended.

……

(b) Calculate the force in the cable.

……

……

……

……

……

(c) If a 90 kg load is brought down by the crane from the top of a building with an acceleration of 1 m/s^2. Calculate the force in the cable.

……

……

……

……

(a) Somewhere around 20 to 30% attempted this question, but only about 5% could correctly name tension as the force which keeps the load suspended.

b) Most candidates didn't bother to do this calculation. It should be:

$\Sigma F = ma$ (but a = o because there was no acceleration).

Therefore:

$\Sigma F = ma = o$

And the ability to extract the correct data is very relevant to solving the problem. Often, this is lacking, showing that the candidates were either not taught, or were taught poorly.

Emphasis should also be laid on the importance of doing work in the right order, and that omitting the units in the final answers causes them to loose marks.

TECHNICAL/VOCATIONAL SUBJECTS

MAY 2018 GABECE
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
TECHNICAL & VOCATIONAL SUBJECTS

1. GENERAL COMMENTS

The Chief Examiners for Technical and Vocational subjects reported that the papers were of the required standard and the questions were within the scope of the syllabus and to the level of the candidates. The questions were simple and straightforward.

2. CANDIDATES' PERFORMANCE

The Chief Examiners for Technical and Vocational subjects were all uniramous on the fact that the performance of the candidates in the practical tests and course work assessments was very good. The majority of the candidates scored high marks. The performance of candidates in the theory paper varies:

The Chief Examiners for Art and Craft, Metalwork and Technical Drawing reported that the performance of the candidates has dropped slightly compared to last year's.

The Chief Examiner for Woodwork reported a significant improvement on candidates' performance since the number of candidates scoring zero has dropped.

The Chief Examiner for Home Economics reported that the performance of the candidates in section B (Foods and Nutrition) and section C (Home Management) was good while section A (Clothing and Textiles) still remains a challenge to candidates.

3. CANDIDATES' STRENGTHS

The following strengths were reported:

- The majority of the candidates were able to present the six questions required.
- Candidates followed the instructions.
- Good skill used to draw border lines, tittle block and freehand sketches.
- Presentation of a good layout of the orthographic views (T/D).
- Candidates were able to finish their work on time.
- Some candidates made use of proper shading, tones and colours (Art).

4. CANDIDATES' WEAKNESSES

The Chief Examiners observed different weaknesses in their subject areas:

- Home Economics – Section A (Clothing and Textile), candidates were not able to interpret the question well.
- Art and Craft – misinterpretation of questions and poor drawing abilities.
- Woodwork – Tools were not adequate in some of the centre.
- Metalwork – lack of interest on the part of the candidates in the subject and lack of well trained personnel for the proper delivery of the subject.
- Technical Drawing – lack of drawing instruments and skills in freehand.
- Inability to cover the syllabus

5. SUGGESTED REMEDIES

The Chief Examiners made the following suggestions to improve on candidates' performance.

- Schools should be equipped with the required tools to enable candidates to be exposed.
- School authorities should encourage the teaching of technical subjects and the frequent use of the workshop facilities.
- Teachers and students should endeavour to use the prescribed textbooks for grades 7 – 9.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
ART AND CRAFT

1. GENERAL COMMENTS

This paper seeks to test candidates' abilities and skills in Art & Craft. How candidates express themselves in the areas of imaginative composition, drawing of objects (still-life), nature drawing and designing. Candidates should therefore be able to accurately represent ideas and objects on paper, and enhance their drawings using the shading techniques to show three dimensionality of the object they draw. They should be able to use colours to show harmony and contrasts, show source of light, foreground and background among others. It was rather unfortunately that only few candidates (about 10%) were able to meet the above mentioned points. In fact over 60% of the candidates, presented works that was of low quality despite the suitability of the questions in terms of language and technicality.

The general performance of candidates in the 2018 Art and Craft declined like the previous year.

2. CANDIDATES' STRENGHTS

The following strengths were identified:

- Some of the candidates followed the instructions and were able to produce good drawings.
- Some candidates did proper shading and tones.
- Some candidates effectively made use of colours.

3. CANDIDATES' WEAKNESSES

Many of the weaknesses and concerns observed during this year marking exercise were as follows:

- Misinterpretation of the questions.
- Poor drawing ability and composition.
- Inability to draw the human figures proportionally, to make good pictorial compositions observing art principles such as using the space provided in the drawing paper.
- Inability to observe the objects.
- Inability to follow the instructions on the question paper.

4. SUGGESTED REMEDIES

- Schools should provide items required for still- life composition and the specimens for nature drawing.
- Workshop should be organised for teachers of Art so that they can be updated and upgraded, both in terms of knowledge, skills and methodology.

- Schools should employ qualified and competent Art teachers not merely artists to teach the subject.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

IMAGINATIVE COMPOSITION

Instructions

*(i) Rulers and compasses are **not** allowed*
*(ii) Work may be executed in **black** and **white** or in colour*

Question 1

Bridge menders at work.

Requires candidates to make a pictorial composition depicting bridge menders at work.

This question was among the least popular ones and most poorly executed. The drawing ability of most of the candidate was below average. Composition was generally fair without background, middle ground, foreground and sometimes the sky. Most of the works showed only two or three people at the bridge not bridge menders in action.

Question 2

It is an eve of Presidential Elections; people are busy buying goods from the shops.

Like question 1, some of the candidate's most visible weaknesses include their inability to draw the human figures proportionally, to make good pictorial compositions observing art principles such as using the space provided in the drawing paper and to judiciously divide the space on the drawing paper. No foreground, middle ground when necessary and the sky as well in order to create a balance between negative and positive areas, harmony and unity.

SECTION B

DRAWING OR PAINTING FROM NATURE

Instructions

*(i) Specimens **must** be provided for candidates.*
*(ii) Rulers and compasses are **not** allowed.*
*(iii) Work may be executed in **black** and **white** or in colour.*

Question 3

Make a close study of a spray of flower in season.

In Question 3, candidates are to make a close study of a spray of flower in season. About 20 % of the candidates opted for question 3 and majority of them did not draw the three properly and their drawing ability was below standard.

Question 4

Make a close study of a jaw bone of a goat with teeth.

Question number 4 was answered by only few candidates. It was evident that candidates misunderstood and misinterpreted the question. They couldn't differentiate the jaw bones of a goat from those of a cow despite the fact that they had the question paper a week prior to the examination day. Their drawings were suspended in the air without background. Their composition and drawing ability was poor. There were some outstanding works executed in black and white.

SECTION C

DRAWING OR PAINTING FROM A GROUP OF OBJECTS

Instructions

(i) In the case of large centres, more than one arrangement of objects should be set.
(ii) Not more than 15 candidates should be placed around an arrangement.
*(iii) Rulers, compasses, stencils and any other instruments are **not** allowed.*
*(iv) Work may be executed in **black** and **white** or in colour.*

Question 5

Arrange a pair of sandals to form an interesting composition.

This was not a popular question and was poorly executed. It required candidates to observe to arrange a pair of sandals to form an interesting composition. About 10% of the candidates attempted this question and few of them scored good marks. The rest of the candidates misunderstood the question and drew slippers not a pair of sandals. Their ability to draw was poor and the drawings were hanging and as a result of that they scored poor marks.

Question 6

On a table, against a wall close to a good source of light, arrange the following objects:

(i) Watering can;
(ii) Shovel;
(iii) Hoe;
(iv) Bucket.

Draw the objects as arranged.

This was the most popular question attempted by the Candidates. About 65% of the candidates opted for this question and some of them did well. However, some drawing abilities and the space were not utilized properly. The majority of the candidates were using rulers and compasses which were not allowed for this section. Some of the candidates drew spade instead of a shovel, some candidates did not shade or colour their drawings.

SECTION D

DESIGN

Instructions

*(i) Rulers and compasses **are** allowed for this section.*
*(ii) Lettering Stencils are **not** allowed.*
*(iii) Do not use more than **three** colours.*

Question 7

Design a pictorial poster. Write the words 'BE AGAINST EXAMINATION MALPRACTICE.'

This was not a popular question and the few who attempted it did poorly. They executed with poor design, lettering, illustration and colour application.

Question 8

Design a logo for the newly established Gambia Tourism Board.

In this question, candidates were to design a logo for the newly established Gambia Tourism Board. This question also attracted only few candidates, and just like question 7 poor lettering, designing, and colour application were manifested.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
HOME ECONOMICS 2

1. GENERAL COMMENTS

Generally, the questions were to the level of the candidates as all questions were derived from the syllabus to be covered from grades 7-9. It has been realized that most candidates did not refer to the notes from the lower grades and questions are set around all topics. Despite that, it is worth noting that candidates' performance was commendable. Over 97% of them answered the required 6 questions.

2. CANDIDATES' STRENGTHS

Candidates followed the instructions by answering 6 questions 2 from each section. Candidates performed very well in sections B (Foods & Nutrition) and (Home Management).

3. CANDIDATES' WEAKNESSES

Section A (Clothing & Textiles) still remains a challenge to candidates. Candidates were not able to interpret the questions well. The usage of the answer booklet also remains a challenge as candidates would sometimes squeeze all answers in two pages or in some cases jump three pages to answer a second question.

4. SUGGESTED REMEDIES

Considering the above, it is therefore recommended that:

- Schools be supplied with the required tools for candidates to recognize them
- In service training program for teachers teaching Home Economics be organised.
- Teachers should follow the syllabus and not depend on past papers only.
- School should be provided with the teaching syllabus
- The number of questions to be answered be reduced to 4 as it was before for practical subjects.
- Students to be guided on how to answer questions using the answer booklet

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

CLOTHING & TEXTILES

Question 1

a) *List **six** types of clothing*
b) *Give **two** reasons for wearing clothes*
c) *Give **two** main reasons for ironing clothes*

It was the most popular question from section A. About 90% of the candidates attempted it. The "b" and "c" parts were well answered but the "a" part was not well answered. Instead of types of clothing, most candidates gave coursework.

Question 2

*State the **uses** of the following tools:*

(i) Tracing wheel;
(ii) Pinking shears;
(iii) Sleeve board;
(iv) Tape measure;
(v) Full length mirror.

It was an unpopular question. Only about less than 30% of the candidates attempted it but not more than 7% were able to give the uses of the tools.

Question 3

(a) *Define the term controlling fullness.*
*(b) Name **four** methods of controlling fullness.*
*(c) State **two** reasons why fullness is allowed on commercial patterns.*

It was a popular question from section A. The "a" and "b" parts were well treated by the candidates but the "c" part was not well answered.

Question 4

(a) *Define temporary stitches.*

(b) *Give **five** examples of temporary stitches.*

(c) *State **four** general rules for working stitches.*

It was the second most popular question from section A. It was also misunderstood by most candidates, instead of giving the temporal stitches; they gave examples of permanent stitches. About 70- 80 % attempted it.

SECTION B

FOODS & NUTRITION

Question 5

(a) *Who is a sedentary worker?*

(b) *Give **four** examples of a sedentary worker.*

(c) *State **two** points to consider when serving meals.*

It was the least popular question from this section. The very few who attempted it were not able to answer it correctly.

Question 6

(a) *What is a snack?*

(b) *State **two** groups of snacks.*

(c) *Give **four** examples of each of the groups mentioned above.*

It was another unpopular question. About 9% of the candidates attempted it but not more than 1% was able to define what a snack is.

Question 7

(a) *Define food.*

(b) *State **five** reasons for cooking food.*

(c) *Explain the following:*

i. *Boiling;*
ii. *Stewing;*
iii. *Frying;*
iv. *Roasting.*

95% the candidates attempted this question. The “b” part was misunderstood with the reasons for eating while the question was asking for the reasons for cooking.

Question 8

(a) *What is food preservation?*

(b) *State **three** reasons for preserving food.*

(c) *Give **three** methods of preserving food.*

It was the second most popular question from this section. About 70% of the candidates attempted it and they performed well.

SECTION C

HOME MANAGEMENT

Question 9

(a) *What is ventilation?*

(b) *Give **two** examples of **each** of the following*

i. *Natural ventilation.*

ii. *Artificial ventilation.*

(c) *State **two** uses of the sitting room.*

It was a popular question from this section, and it was well attempted too.

Question 10

(a) *What is courtship?*

(b) *State **four** reasons for courtship.*

(b) *State **four** factors to consider when choosing a partner.*

It was not a popular question but was not well answered. Candidates did not understand it properly.

Question 11

(a) *State **two** child care activities.*

(b) *Give the **advantages** of breastfeeding.*

(c) *What is exclusive breastfeeding?*

It was a popular question although some answered it well while others performed badly. The “c” part was a problem to all candidates who attempted the question.

Question 12

(a) *What is a family?*

(b) *State **three** functions of a family.*

(c) *State **three** roles of children in a family.*

It was the most popular question from this section. It was well answered by most of the candidates. The “b” part was confused with the types of family.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
METALWORK

1. GENERAL COMMENTS

The standard of the 2018 paper compared favourably with that of 2017 and beyond. The questions set this year covered a wide range of the syllabus and required simple and straight forward answers. Tools to be sketched were chosen from everyday activities in and outside the workshop. If candidates have been allowed to use the workshop frequently, they could have been able to draw the tools, label the parts and state their uses as required.
Generally, the performance of the candidates this year compared to last year 2017 dropped slightly. Candidates were unable to answer a good number of the questions fully. A small number of candidates copied all the question made no attempt to answer any and in effect performed poorly.

2. CANDIDATES' STRENGHTS

About 12% of candidates were able to answer the questions asked.

3. CANDIDATES' WEAKNESSES

There are several factors leading to the problem of candidates not performing as expected in (GABECE) examination. Key factors amongst these are the following:

- Lack of understanding of the question.
- Lack of interest on the part of some candidates in the subject.
- Lack of well needed input for the efficient and effective delivery of the subject.
- Lack of well trained personnel for proper delivery of the subject matter.
- Low ability of candidates opting for the subject.

4. SUGGESTED REMEDIES

The Chief Examiner made the following suggestions:

- School authorities should encourage the teaching of technical subjects.
- Technical teachers should encourage the use of workshop facilities frequently.
- Technical teachers should encourage students to practice freehand sketching and all methods of drafting.
- Articles produced by students should be on display during open day for the community to see.
- In-service training\workshops should be organised by school authorities to help prepare technical teachers for the task ahead.

Candidates were required to answer question 41 from part I, which was compulsory and any other three questions from part II out of seven questions.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

ESSAY

Instructions

*Answer question **41** from **part I** and any other **three** from **part II**.*

PART I

*Question **41** is compulsory.*

Question 41

(a) (i) What is the purpose of a coolant in drilling;

30% of the candidates them were able to answer it correctly and scored a good mark.

(ii) List two coolants used when drilling;

40% were able to do so and scored fully marks.

(b) (i) Sketch and label a half round chisel;

30% were able to answer it correctly and scored high marks.

(ii) State the use of a half round chisel;

60% of the candidates stated the use of the cross-cut chisel and scored zero.

(iii) State two uses of a flat cold chisel;

20% of them gave the wrong answer and scored zero.

(c) (i) Make a drawing of an odd-leg calliper;

50% of them drew the dividers and therefore scored zero. The other 30% got it right.

(ii) State the importance of flux in soldering;

50% of the candidates were able to state the importance of flux in soldering and scored good marks.

PART II

*Answer any **three** questions from part II*

Question 42

Candidates were asked to:

*(a) State **three** safety precaution to be observed when casting.*

20% of the candidates answered the question and therefore, scored no marks.

*(b) State **two** tools used in sand casting;*

30% of the candidates were able to answer this question correctly. 40 – 50% of them gave other tools such as marking; measuring or cutting tools.

Question 43

Define the following terms:

(i) Case-hardening;
(ii) Normalizing;
(iii) Annealing;
(iv) Tempering.

60% of the candidates were able to answer all correctly and scored high marks. 20% answered 2 or 3 and scored less than 10 marks.

Question 44

*(a) Name any **two** types of file;*

50% of the candidates were able to name two files correctly and scored full marks.

(b) State the use of the file named above in question 44 (a).

30% of the candidates attempted this question and 10% answered it correctly and scored full marks.

(c) State the material files are made of;

20% of them gave right answer and scored half or full marks.

*(d) State any **two** types of cut;*

Only 10% of the candidates were able to answer this question; therefore, scored good marks.

Question 45

Sketch a hacksaw and show the pats listed below.

(a) Wing nut (b) Adjustable screw; (c) Frame (d) Handle

60% of the candidates answered this question but the score varied from 2 to 10 marks.

Question 46

Candidates were asked to state the purpose of three parts of a ball-pen hammer, namely:

Pein;

Eye;

Face.

50% of the candidates answered this question correctly and scored high marks.

Question 47

State the melting point of the following metals:

(i) Aluminium;
(ii) Lead;
(iii) Copper;
(iv) Cast iron;
(v) Mild steel.

70% of the candidates opted for this question and answered it correctly and scoring 4 to10 marks.

Question 48

Make a neat sketch of a twist drill and label any four parts.

Though a difficult question, 30% of the candidates opted for it. 15 – 20% answered it correctly and scored a good mark.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
TECHNICAL DRAWING 2

1. GENERAL COMMENTS

The standard of the paper was the same as the previous years. The questions were within the scope of the syllabus. They were simple and straightforward, and free from ambiguous and confusing words. Candidates were not expected to have difficulties in answering the questions. The general performance was poor compared to last year's. One can be tempted to say that Technical Drawing teachers taught the topics scantily or left out some topics uncovered.

2. CANDIDATES' STRENGTHS

The Chief Examiner reported the following strengths:

- Candidates displayed their skills in freehand and sketching
- Good skills used to draw border line and title block.
- 70% of the candidates did very well in Question No 2.
- Presentation of a good layout of the orthographic views.
- Clarity and legibility of the work done.

3. CANDIDATES' WEAKNESSES

Generally the results are not the least satisfactory which I believe the following factors are responsible:

- Schools lack required equipment for effective teaching and learning.
- Lack of potential human resources in schools.
- Technical subjects were not given the same due consideration as core subjects.
- Candidates' ill-preparedness for the exams.
- Inability to cover the syllabus.
- Subject teachers are not confined to the scope of the Syllabus.
- Some candidates did not follow the instructions.
- About 80% of the candidates failed to draw the title block and the projection symbol
- Freehand drawing was the greatest problem for most candidates. Instead of using freehand, they used drawing instruments.
- Lack of required drawing instruments.

4. SUGGESTED REMEDIES

The Chief Examiner made the following suggestions:

- Candidates should be well taught to understand the difference between first and third angle projection.
- Qualified teachers should be engaged to teach the subject effectively.
- Teachers and students should be encouraged to use the prescribed textbooks for grades 7 – 9.
- Technical Drawing labs should be established in all schools.
- Candidates should read questions and understand them before attempting them.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

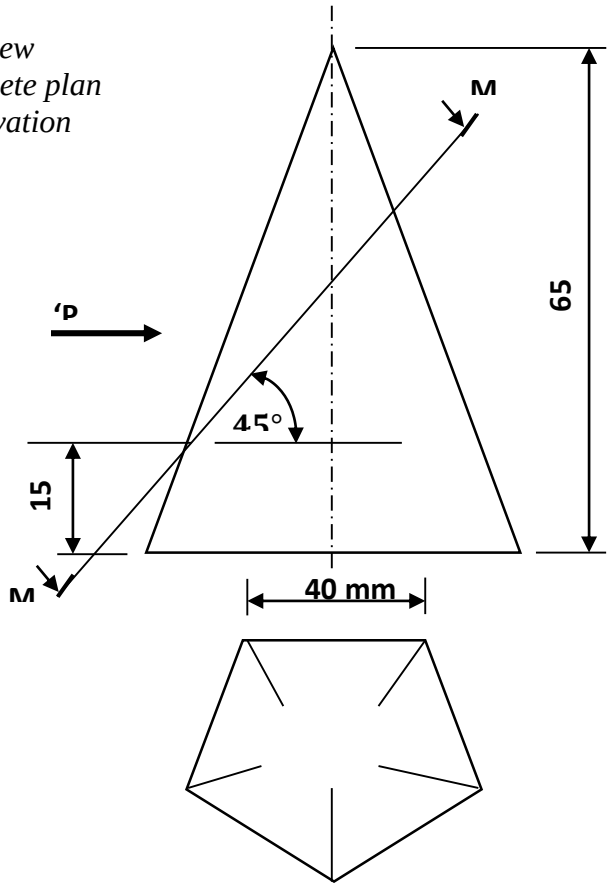
Instructions

This question is compulsory.

Question 1

The diagram below shows a truncated pentagonal pyramid with an incomplete plan. Draw in either first or third angle projection the following views.

(a) Front view
(b) Incomplete plan
(c) End elevation



In this section the major problem for most candidates was lack of knowledge of the principles of first and third angle projection.

Candidates were required to draw either in first or third angle projection the following views; the front elevation, complete plan and end elevation. Some candidates did not follow the principles. The projection symbol was also not shown for first or third angle. Some candidates drew only what has been drawn on the question paper. T

The views were not drawn in their correct order and with poor line work. In general, the greater percentage of candidates performed badly.

SECTION B

Instructions

*Answer **one** question only from this section.*

All questions carry equal marks.

Do not erase construction lines.

Question 2

(a) Draw a circle of 80 mm diameter.
(b) Inscribe a regular heptagon in the circle you have drawn.
(c) Measure and state the length of any side of the heptagon.

Question 3

Construct a common internal tangent to two unequal circles with radii 30 mm and 20 mm respectively. Let the distance between their centres be 120 mm apart.

In this section, questions No. 2 and 3 were the most popular questions attempted by majority of the candidates. 50% of those candidates were able to score good marks. The only problematic area on question 2 for most candidates was how to divide the diameter of a circle into seven equal parts and how to get a heptagon of equal sides.

Question 4

The distance between F_1 and F_2 of an ellipse is 100 mm, with a minor axis 70 mm. Plot the major axis and draw the ellipse using the foci method.

For question No 4, very few candidates attempted this question. Those who attempted it could not score a good mark. This question therefore became the most unpopular among the lot. I want to conclude that the subject teachers did not treat the topic with the students.

SECTION C

Instructions

*Answer **one** question only from this section.*

All questions carry equal marks.

Do not erase construction lines.

Question 5

Make a freehand pictorial sketch of the following tools:-

(a) A marking gauge;
(b) Tinsmith's Folding Bar.

Question 6

Make a well-proportioned freehand sketch of the following:-

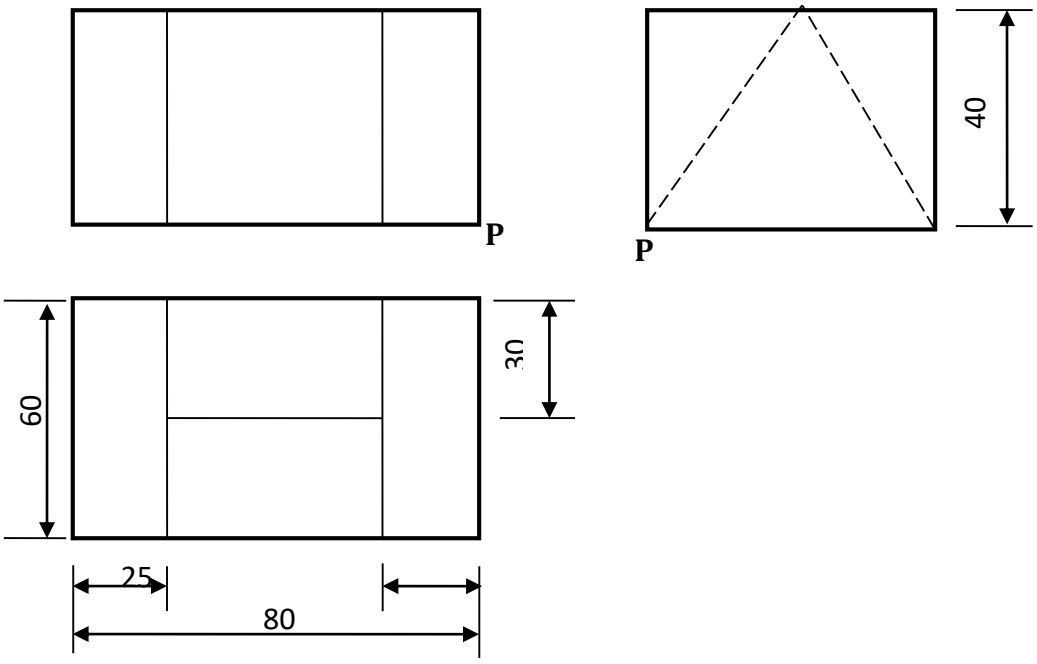
(a) Housing joint;
(b) A tee halving joint.

Question No 5 and 6, candidates were asked to make a freehand sketch of (a) tinsmith's folding bar for question 5. On question No 6, they were asked to draw: (a) housing joint. (b) tee halving joint

The questions created much difficulty for many candidates. It seemed that they have never set their eyes on those tools and processes. As a result, the answers given have little or no resemblance to the tools in question. Although schools doing both wood work and metal work were at least able to produce something better, other schools without wood work and metal work, found it very difficult.

Question 7

Make a well-proportioned freehand isometric sketch of the views below, using 'P' as the lowest point.



In this question, there are three orthographic views given and candidates were required to draw the pictorial view in either isometric or in oblique projection. This question was also very popular and some candidates really did very well on this question.

MAY 2018 GABECE
CHIEF EXAMINER'S REPORT
WOODWORK 2

1. GENERAL COMMENTS

Like the previous year, the woodwork paper was a standard test meant for Grade 9 candidates. The questions are within the syllabus. The candidates scoring zero has reduced considerably. Generally, there has been a marked improvement in performance.

2. CANDIDATES' STRENGTHS

The Chief Examiner reported the following strengths:

- The performance of the candidates in the theory and practical test reflected varying degrees of understanding from one school to another.
- The majority of the candidates scored high marks in the practical and course work assessment.
- The timber used for the practical was of the right moisture content in most of the schools.
- The time allocated for the practical was adequate for about 80% of the candidates.

3. CANDIDATES' WEAKNESSES

The Chief Examiner reported the following weaknesses:

- Tools were not adequate for the number of candidates allowed per group in the woodwork shops.
- Vice and cramps were not enough in about 70% of the schools.
- Lack of skills in free hand sketches.

4. SUGGESTED REMEDIES

The Chief Examiner made the following suggestions:

- Candidates should start practical work in Grade eight.
- Head teachers should endeavour to buy and supply practical materials to candidates.
- Practice for free hand sketches should start from grade seven.
- All candidates offering woodwork should attend technical drawing classes.
- Schools need to construct more work benches

5. DETAIL COMMENCE ON INDIVIDUAL QUESTIONS

ESSAY

Instructions

Answer question **41** *from* ***Part I*** *and* ***any*** *other* ***three*** *from* ***Part II.***

PART I

Question ***41*** *is compulsory.*

Question 41

(a) Sketch a butt hinge and label any ***two*** *parts.*
(b) Name ***two*** *units on which a butt hinge is suitable.*
(c) Name ***two*** *materials from which butt hinges are made.*
(d) Name ***one*** *screw suitable for screwing a butt hinge.*

Candidates scored a fair mark, none the less about 95% of the candidates attempted this question and scored a fair mark, and 10% of the candidates sketched a tee hinge.

a) Poorly attempted butt hinges were generally used.
b) Candidates were able to name the materials for fixing the hinge.

PART II

Answer any ***three*** *questions from Part II.*

Question 42

(a) (i) Sketch a bench hook and label any ***two*** *parts.*
(ii) State ***one*** *reason why the bench hook is in both left and right.*

(b) State the use of the following:

(i) Shooting board;
(ii) Sawing stool.

(c) State the dovetail sloop for the following:

(i) Hard wood;
(ii) Softwood.

A very unpopular question, only 20% of the candidates attempted this question, the sketches were poorly attempted and to state one reason why the bench hook is both left and right was ignored by most of the candidates. The respond is the user is either right or left hand user or operator.

State the use of the following:

Shooting board
Sawing board

Over 90% of the candidates could not state the use of the shooting board, sawing board dovetail slope for the following:

Hardwood
Softwood

Question 43

(a) State the use of the following tools:-

(i) Marking gauge;
(ii) Mortice gauge;
(iii) Marking knife;
(iv) Cutting gauge.

*(b) Sketch any **one** of the tools in question **43(a)** and label any **two** parts.*

(c) State the use of the following chisels:

(i) Mortice chisel;
(ii) Paring chisel.

Very popular question, about 70% of the candidates attempted this question. They were able to state the use of the marking gauge, mortise gauge, marking knife and cutting gauge and scored a good mark.

The sketch posed problems for the candidate, those who attempted sketched poorly
The mortise chisel and paring chisel, the paring chisel is mainly used for clearing parts of a joint e.g. housing.

Question 44

(a) Sketch an open mortice and tenon joint.
*(b) Name **two** tools that could be used in constructing a mortice and tenon joint.*
*(c) State **one** other name for an open mortice and tenon joint.*
(d) State the use of the following tools:

(i) Nail punch;
(ii) Mallet.

A popular question but the sketch has been poorly drawn.
An open mortise and tenon joint and list the tools used when marking a mortise and tenon joint for the `b' part of the question.
Another name for an open mortise and tenon joint is corner or angle bridle joint

To state the use of the following:

Nail punch
Mallet

Over 60% of the candidates were able to state the use of:

Nail punch and the use of the Mallet.

The candidates scored a good mark in this part of question 44.

Question 45

(a) Sketch the following defects:

(i) Heart shake;
(ii) Cup shake.

*(b) Name **two** natural defects in timber.*

*(c) State **two** seasoning defects in timber.*

This question was most unpopular, about 5%of the candidates attempted this question but the sketches were poorly done.

To state two natural defects in timber. The candidates mistakenly listed seasoning defects:

Knots, heart shake, star shake, sloping grain etc.
List two seasoning defects. Most of the candidates could not answer this question. The correct response is spring, winding, case hardening etc.

Question 46

(a) (i) Define the term seasoning.
*(ii) State **four** reasons why timber is seasoned.*

*(b) Sketch **one** method of seasoning timber.*

About 50% of the candidates attempted this question. Most of the candidate's performance was on the average.

Define the term seasoning

About 75% of the candidates were able to define the term seasoning and equally part the reason why timber is seasoned was also properly answered.

Method of seasoning:

The sketch was up to standard. About 65% of the candidates sketched air seasoning. A well attempted question.

Question 47

*(a) Sketch a claw hammer and label any **four** parts.*

(b) What material is the head of the claw hammer made of?

*(c) State **two** safety precautions to be observed when using hammers.*

Those who attempted the question were able to sketch the hammer and label the parts. The head of the claw hammer is made of dropped forge steel but most candidates stated metal or iron.

Two safety precautions were stated when using a hammer.

Question 48

(a) Sketch a try square and label its parts.

*(b) State **two** uses of the try square.*

(c) With the aid of a sketch, show how the try square is tested for accuracy.

A very popular question, about 80% of the candidates attempted this question.
A well attempted question.

Sketch a try square to show how a try square is tested for accuracy
It was ignored by many of the candidates, i.e. about 50% of the candidates.