

THE WEST AFRICAN EXAMINATIONS COUNCIL
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**THE GAMBIA BASIC EDUCATION
CERTIFICATE EXAMINATION FOR
SCHOOL CANDIDATES**

MAY 2022

CHIEF EXAMINERS' REPORTS



THE GAMBIA

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GENERAL RESUME

GABECE (SC) 2022
RÉSUMÉ OF THE CHIEF EXAMINERS' REPORTS
GENERAL RÉSUMÉ

1. STANDARD OF THE PAPERS

All the Chief Examiners for the GABECE for School Candidates, 2022 indicated that the standard of the papers was appropriate 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 Examiners for English highlighted that candidates' performance was not impressive and below that of previous years.

The Chief Examiner for French also stated that this year performance was unsatisfactory compared to last year. That the overall performance was not as good as expected.

The Chief Examiner for Literature-in-English 2 indicated that the general performance of candidates was rather too poor as most of them failed to score good marks.

However, the Chief Examiner for Literature-in-English 1 revealed that this year's performance reflected some noticeable improvement as candidates demonstrated greater knowledge and understanding of texts.

(2) GENERAL SUBJECTS

The chief examiners for Social and Environmental Studies and Christian Religious Education reported that the performance was generally fair. However, candidates' performance differed from one section to another. Candidates did very well in section A and did not do well in sections B and C. This had affected their overall performance tremendously.

Unlike Social and Environmental Studies and Christian Religious Education, candidates did extremely poor in section A of the Islamic Studies; thus lost significant marks.

(3) MATHEMATICS

The Chief Examiner reported that there has been a significant improvement in the performance of candidates this year. However, the performance varies with a wide disparity across schools in different regions.

(4) THE SCIENCES

The performance of candidates in two papers has improved, one remained the same as last year while there was a decline in another paper.

Below is a brief explanation:

- Agricultural Science: The performance of candidates in paper 1 was better than last year whilst for paper 2, it was below average performance.
- Better performance than the year 2021.
- Science: The performance of candidates in this paper was the same as previous year.
- Physical Education: For this paper, the performance of candidates was below average but in their practical paper, candidates' performance was impressive.

(5) TECHNICAL/VOCATIONAL SUBJECTS

All the Chief Examiners for Technical and Vocational subjects reported that the performance of the candidates this year was poor and shows a decline when compared to the previous year.

3. CANDIDATES' STRENGTHS

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

(1) THE LANGUAGES

The Chief Examiner for English stated that most candidates armed with reading ability fared well in the comprehensive passage, whilst that of French revealed that some candidates found it easy to deal with options lettered A to D in Part I. That the replacement of the pronoun was also handled well by most of the candidates in French.

The Chief Examiners for Literature-in-English 1 and 2 highlighted that there was slight increase in quality grades (25 to 30 out of 40) as well as decline in the number of candidates scoring zero grades respectively.

(2) GENERAL SUBJECTS

The chief examiner reported the following strengths:

- The legibility of the candidates was impressive and thoughts were presented accordingly.
- Candidates had an in-depth knowledge of some topics and facts were well presented.
- Most candidates adhered to the examination rubrics of Social and Environmental Studies and Christian Religious Education.

(3) MATHEMATICS

Candidates manifested ability in solving questions using good knowledge and ability in the following topics;

- Estimation (rounding up numbers to given significant figures, decimal places, etc.)
- Simplifying algebraic expressions (inequalities)
- Sets (analysing elements in a Venn diagram)
- Substituting values in an equation.

- Solving Simultaneous Equations Graphically
- Statistics (Identifying the Mode in a grouped data, calculating the mean score)

(4) THE SCIENCES

The strength of candidates in the Science Subjects was reported to be due to the following:

- Precise and good presentation of answers
- Ability to interpret questions correctly
- Legible writing skills and correct spellings
- Clarity and good knowledge of subject matter
- Use of scientific words formulas

(5) TECHNICAL/VOCATIONAL SUBJECTS

The Chief Examiners for Technical and Vocational Subjects reported on the candidates' strengths as follows:

- Majority of the candidates were able to present the six articles required for assessment in Home Economics.
- Some candidates were able to produce good sketches and drawings.
- Clarity and legibility of 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 Examiner for English lamented the fact that despite the simplicity of the questions in comprehension, candidates performed woefully. Some candidates made numerous spelling errors as well as shaved mistakes in subject verb agreement.

The Chief Examiner for French observed that over 80% of the candidates this year did not perform to expectation. That the candidates were unable to conjugate verbs and portrayed poor knowledge of grammatical rules.

The Chief Examiner in Literature-in-English 1 stated that candidates exhibited weaknesses in interpretation of questions and irrelevant narrations while that of Literature-in-English 2 said that candidates showed lack of understanding of texts and poems.

(2) GENERAL SUBJECTS

The following were some of the weaknesses highlighted:

- Some of the candidates failed to adhere to the rubrics and lost good marks.
- Candidates' responses had demonstrated low level of preparedness in some topics.
- Candidates presented irrelevant points and facts in stories.

- Poor sketching of maps and wrong representation of features on maps.
- Misspelling of key words by candidates.
- Inadequate syllabus coverage was demonstrated by the fluctuation of their performance from one section to another.
- Incomplete printed question papers for few candidates of social and environmental studies.
- The use of pencils and correcting fluid when presenting answers.
- Some candidates' handwritings were very poor.
- Poor presentation of answers

(3) MATHEMATICS

Although some candidates did well in a variety of topics as outlined above, most of them equally did very poorly. In most of the centers, the modal mark is zero. Candidates showed weaknesses in the following areas;

- Inability to read and understand the question.
- Poor organization of work.
- Inability to recognize and apply the correct order of operation in solving mixed operations.
- Inability to write numbers in standard form.
- Knowledge of angle properties from a diagram.
- Construction of a triangle to a given size.
- Solving simple trigonometric problems, geometry and bearings.

(4) THE SCIENCES

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

- Misinterpretation of questions and wrong expression of ideas.
- Unpreparedness and negative approach towards subjects.
- Poor organization of work and understanding of fundamental terms.
- Not mentioning key words in definitions and poor numbering.
- Inability to identify angles from diagrams.

(5) TECHNICAL/VOCATIONAL SUBJECTS

The Chief Examiners Technical and Vocational Subjects reported on the candidates' weaknesses as follows:

- Failure to follow instructions.
- Washed articles and in some cases worn clothes presented as renovated articles.
- Misinterpretation of the questions.
- Evidence of insufficient coverage of the syllabus.
- Poor visualisation.

5. **SUGGESTED REMEDIES**

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

(1) **THE LANGUAGES**

Below are some of the suggested remedies:

- Candidates should be equipped with relevant skills, ideas and approaches in answering questions.
- Candidates should be supplied with adequate learning materials at all levels.
- Candidates are urged to embrace the culture of reading and writing to improve on their skills.
- Candidates must constantly and consistently read prescribed texts to achieve mastery.
- Qualified teachers should be allowed to teach specialised subject areas.

(2) **GENERAL SUBJECTS**

The following remedies were suggested by the Chief Examiners:

- Candidates should be reminded to follow the rubrics and instruction.
- There is a need to improve on the capacity of Islamic Studies teachers in English language.
- The use of recommended text books in school.
- Candidates should be introduced to methods of answering questions and organizing their thoughts adequately.
- More teaching period should be allocated to Islamic Studies in order to ensure syllabus coverage.
- Candidates should be introduced to drawing or sketching of maps and inserting features on the maps.
- Candidates should be encouraged to develop reading culture and improve vocabulary in spelling key words.
- Candidates need proper tutoring to improve on their hand writings.
- School heads and teachers should endeavor to cover the teaching syllabus.
- Candidates should be discouraged to use pencils and correcting fluids.

(3) **MATHEMATICS**

- Candidates should carefully read and understand both the instructions and the questions before solving.
- Candidates should present their work neatly and show all their work on the question paper.
- Head of schools should make available the necessary teaching and learning materials for mathematics in schools.
- Teachers should make mathematics lessons interactive by relating topics to everyday life situations.

- Syllabus coverage should start from the Lower Basic schools to the Upper Basics. Head of schools and teachers should ensure that the syllabus is covered adequately at all levels.
- Ministry of Basic and Secondary Education should ensure that there is equitable distribution of mathematics teachers in all the schools across the regions.
- Candidates need to have thorough revision of the syllabus using past GABECE questions and other relevant questions.
- Mathematics teachers should be role models. They should encourage the students to like mathematics and demystify the notion that mathematics is difficult.
- Students must learn and acquire skills in the four basic operations in mathematics i.e. Addition, Subtraction, Multiplication and Division.

(4) THE SCIENCES

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

- Subjects to be taught by specialized teachers
- Use of recommended text books and syllabus
- Teachers endeavor to completely cover the syllabus
- To read English books for better understanding of subjects
- School libraries should be well equipped

(5) TECHNICAL/VOCATIONAL SUBJECTS

- Candidates preparing for this examination should be well taught to cover up the syllabus.
- Teachers and students should be encouraged to use the prescribed text books and materials.
- Candidates should read the instructions carefully before attempting answers.
- Periods allocated to Technical and Vocational subjects should be increased.
- Engage qualified to teach the subject effectively.

LANGUAGE SECTION

GABECE (PC) 2022
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
THE LANGUAGES

1. **STANDARD OF THE PAPERS**

All the Chief Examiners in the Languages section revealed that the papers conformed to standard.

2. **CANDIDATES' PERFORMANCE**

The Chief Examiners for English highlighted that candidates' performance was not impressive and below that of previous years.

The Chief Examiner for French also stated that this year performance was unsatisfactory compared to last year. That the overall performance was not as good as expected.

The Chief Examiner for Literature-in-English 2 indicated that the general performance of candidates was rather too poor as most of them failed to score good marks.

However, the Chief Examiner for Literature-in-English 1 revealed that this year's performance reflected some noticeable improvement as candidates demonstrated greater knowledge and understanding of texts.

3. **CANDIDATES' STRENGTHS**

The Chief Examiner for English stated that most candidates armed with reading ability fared well in the comprehensive passage, whilst that of French revealed that some candidates found it easy to deal with options lettered A to D in Part I. That the replacement of the pronoun was also handled well by most of the candidates in French.

The Chief Examiners for Literature-in-English 1 and 2 highlighted that there was slight increase in quality grades (25 to 30 out of 40) as well as decline in the number of candidates scoring zero grades respectively.

4. **CANDIDATES' WEAKNESSES**

The Chief Examiner for English lamented the fact that despite the simplicity of the questions in comprehensive, candidates performed woefully. Some candidates made numerous spelling errors as well as shaved mistakes in subject verb agreement.

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- Candidates should be supplied with adequate learning materials at all levels.
- Candidates are urged to embrace the culture of reading and writing to improve on their skills.
- Candidates must constantly and consistently read prescribed texts to achieve mastery.
- Qualified teachers should be allowed to teach specialised subject areas.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
ARABIC**

1. GENERAL COMMENTS

Candidates who performed extremely well are those who came from Arabic and Islamic Schools.

Questions in all sections are within the recommended level of the Grade 9. None of them was above the standard of the candidates.

2. CANDIDATES' STRENGTHS

Students were able to generate good marks from section A, but part two.

Starting from question No (nine) on word were easy for the candidates due to the nature of the questions. They were requested to give short answers. Part 3 also, was not challenging to candidates. Questions in these two parts helped students to have more marks.

3. CANDIDATES' WEAKNESSES

Candidates found it difficult to answer Part 1 of section A.

75% of candidates who opted for questions 1 and 2 part 1 were not able to answer them.

Candidate also found section B difficult for many of them. This section is about a list of 5 topics. Candidates were asked to choose only 1 question out of the 5 and write an essay on it for not less than 100 words. Many candidates were not able to score the required pass mark of this section.

4. SUGGESTED REMEDIES

- (1) Candidates should increase the number of hours they spend on reading their notes and books.
- (2) The Ministry of Basic and Secondary Education (MoBSE) to post more Arabic teachers to schools so as to help students who want to do Arabic to Excel on the subject.
- (3) Arabic Teachers should be given more periods.
- (4) Arabic Language books which deal with Grammar, comprehension and the like should be provided and made available to schools.
- (5) Schools should have language clubs including Arabic which will enhance the candidates' speaking skills.
- (6) School authorities should also have more authority over the candidates to be able to control them and implement their rules and regulations.
- (7) Parents also should have control over their children at home.

- (8) The Ministry of Basic and Secondary Education should appoint more Qualified Arabic teachers to the system.
- (9) Teacher should do everything they could to finish the prescribed syllabus on time.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

SECTION A

This section consists of 6 parts. The first (3) parts carried eight (8) marks each. While the remaining (3) parts of the section carried seven (7) marks each.

The section carried 45 marks in total. Candidates were indeed scored relatively well on this section because they found it not difficult for them. Question in this section requires best answered therefore candidates had attempted all questions in this section.

SECTION B

Candidates faced great difficulty in answering this part because they found it not easy for them as a result, many of them who made their attempt to it were not able to obtain good marks on it.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
ENGLISH LANGUAGE I**

1. GENERAL COMMENTS

The 2022 English Language paper 1 is of similar standard with those of previous years set for the same examination. Like previous examinations, 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 following:

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 compromised. In their bid to meet the demands of the paper, candidates displayed a range of strengths and weaknesses; and credit was awarded for good work while punishment was given for poorly written answers.

It was disappointing that despite the simplicity of the questions in the comprehension, candidates did woefully.

Section A: Essay and Letter Writing

The section tested major communication skills such as composition of ideas, discussing and presenting them in clear understandable sentences. This section thus presented different issues to be discussed from which the candidate chose only one.

Question 1: required candidates to write a letter to a classmate by name, telling him/her about a training in entrepreneurial skills and describe important skills he/she had learnt and how they could improve his/her life. The candidates were to demonstrate their knowledge of the features a letter, and their message stated clearly in understandable English.

This was the most popular amongst the questions in this section and attracted about 70% of the candidates. At some of the centres it was the only question answered.

Strengths: - candidates were able to set their addresses and salutations right. They were able to state how they attended a training where they learnt skills.

Weaknesses: - most candidates do not know what entrepreneurial skills were and spoke about skills in football, work etc. They do not distinguish between a skill and a profession making them write about different professions in their society. All these made them loose marks.

Question 2: - required candidates to write an article for publication in the school magazine on effort made by the government to eradicate malaria in the country.

To score reasonable marks, candidates were required to discuss at least three (3) ways in which the efforts are manifested. The article should have a title, the name of the writer and class. They were required to discuss the facts in paragraphs but should maintain cohesion. This question was least popular and attracted about 3% of the candidates.

Strengths- the candidates who attempted the question understood that malaria was a health hazard in the country especially in the rains they tried to state the use of mosquito nets and sprays as a way to minimize the incidence of malaria.

Weaknesses- candidates failed to present the ROLL BACK MALARIA CAMPAIGN as individual and community efforts not involving the Ministry of Health. A good number of the candidates wrote a letter instead of an article. These shortcomings bite heavily into their scores.

Question 3- in this question, candidates were expected to write a speech for delivery at a debate organized by the school on the topic, *Co-education schools should be abolished*. They were to show an understanding of the term co-education and discuss at least three (3) advantages or disadvantages of the system. The argument was to be orderly with a preamble with the usual vocatives well used. This attracted about 2% of the candidates.

Weaknesses- There was nothing to show that candidates really understood the term co-education and there was little or nothing to show the advantages or the disadvantages of the system.

Question 4- For this question, candidates were to write a story real or imaginary to illustrate the saying, *Don't judge a book by its cover*'. To score, the story should bring out the meaning of the saying. The story should be logically presented with a beginning, a climax and a conclusion using dialogue as a story telling technique wisely. Use of appropriate vocabulary to suit the situation and vivid adjectives to create mental pictures was an advantage. This was the second most popular question attempted by 25% of the candidates.

Strengths- Vivid stories were told by the candidates. They were able to structure situations that brought meaning of the statement.

Weaknesses- For other candidates, any story would do. The stories had no lessons in them and some only tagged the saying at the end.

COMMON ERRORS

As observed, candidates made mistakes in: Subject and Verb agreement; wrong use of "put off" and "off" as related to fire; use of 'you' without inverted commas; 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 and uncontrolled sentences also added to the poor communication skills.

Common spelling errors were:

ERRORS	INSTEAD OF
Their	There
Live	Leave
You	Your
Does	Those
Writing	writing
Previledge	Privilege
decipline	Discipline
nite	Night

It is also noticed that very many candidates write short words that they are used to in 'text messaging'. Examples are: u for you, dis for this, pls for please etc. and this did a great harm to their performances as the actual answers differed from what they eventually meant.

There is a strong appeal to candidates to either limit text messaging or write messages in full.

SECTION B: Comprehension

Question5:

Comprehension under this question candidates were given a passage and were asked to answer the questions. The passage was simple enough to be understood and thus every candidate answered according to their understanding of the passage.

Strengths: Candidates attempted to answer all the questions but

- Good candidates used sentences to answer the questions
- Clear and easily understood sentences were written.
- Correct answers were posted to the correct questions.

Weaknesses: Copying part of the passage as answers.

- Writing correct statements in the first person e.g., since I am sailor
- Writing in correct statements on answers
- Writing any word in the passage against contextual words listed.

Question6: Summary

A simple passage on the Palm Tree was presented to be summarized into five sentences. At best, the importance of each part of the palm tree and its importance to man should be written in one sentence.

However, where the candidate uses the palm tree or its pronoun IT, half the mark was awarded.

Strengths: Good candidates write short sentences worth the scores.

- Inability to understand the passage or the inability to communicate in English.
- In appropriate use of poorly constructed sentences or phrases as answers.

-Copying the whole paragraph or simply bringing in sentences from the comprehension as a relief.

-Some changed the wording of the statement but kept the meaning.

-Others simply lifted the sentences in the passage correct

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 words and were required to replace certain words in their contexts.

Candidates' Strengths:

Most candidates armed with reading ability fared very well in the passage. They were able to tackle the questions conveniently, especially questions 'a', 'b' and 'e'. Such candidates were clever enough to give excellent answers to these questions as required.

Candidates' Weaknesses:

On the other hand, candidates with poor or inadequate readiness for the examination could not even answer as simple a question as 'a ii'. Very many candidates failed to answer questions 'c i and ii'; 'd' as against 'f' and 'g' i and ii'. As regards question a ii, it shows that such candidates could not read fluently let alone comprehend. Other cases were merely carelessness on the part of the candidates.

There was a general problem with question 'd' as candidates were busy swapping answers for 'd' for 'f' and vice versa.

So many candidates fared poorly because they always began their answers with because even if the question did not ask why.

It is highly recommended that teachers and students practice comprehension exercises (written and oral) more often so as to expose students to the techniques of responding to comprehension drills.

Section C: Summary

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 comprehensive could respond well in summary.

In the Comprehension, could respond well in summary.

Strengths: 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. Mature candidates presented adult statements to the questions and therefore, earned maximum points.

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 or three sentences, the answers were written as required. This was a laudable step towards ensuring orderly answers.

Weaknesses: In contrast, a huge number of candidates did not quite know what to do. Most of such 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. 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.

It is highly recommended that teachers and students practise summary exercises more often and get used to the right approach, if they wish to excel in internal and external examinations. Most candidates used phrases to answer summary question which is not ideal.

Teachers are advised to use comprehension exercises as a gateway to summary writing.

RECOMMENDATION

Student should be equipped with relevant ideas and approaches to discussing issues. Teachers should devise ways to assist students to improve their spelling and sentence constructions. The use of punctuation marks must be checked and corrected often. It is highly recommended that teachers be acquainted with the marking procedures and try to apply them in classroom situations to teach pupils more properly.

Schools should endeavor 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 of their candidates more self-reading and exercises should introduce.

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.

Candidates should be exposed to GABECE questions in their internal exams in school. They should be taught the rubrics of grammar and structure of English.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
FRENCH 2**

1. GENERAL COMMENTS

The standard of the paper was very satisfactory. The paper was adequately set to meet the standard of the candidates. All questions were drawn from the syllabus of grade 7 to 9 and the candidates are expected to have covered all the topics with their teachers. There were few ambiguous questions that could confuse the candidates understanding. However, this year's results are very unsatisfactory as compared to that of last year. The overall performance was not as good as expected. More than half of the candidates who sat to this year's paper did not do well in all the different sections. Most of the candidates had difficulties in the conjugation of verbs, gender agreement, interrogation and the negative particles. This was clearly manifested in their performance in parts 2, 3, 5 and 6 but also in section B which dealt with the essay and letter writing. Most of the candidates did not attempt this section.

French is an important international language and must be taken seriously as it can benefit the candidates in the future. The number of candidates who offer for French increases every year which is therefore an encouraging sign. The rate of candidates' failure in French is quite alarming and therefore all the stake holders i.e. the parents, candidates, learning institutions and the Ministry of Education should collectively play their roles to minimize it.

2. CANDIDATES' STRENGTHS

- Few candidates were able to understand the questions and rubrics
- Few candidates found it much easier to deal with section A
- Candidates found it easy to deal with options lettered A to D in part 1
- The replacement of the pronoun was handled more easily by most of the candidates this year.

3. CANDIDATES' WEAKNESSES

- It is observed that over 80% of the candidates this year did not perform to expectation
- Inability to conjugate irregular verbs in the present, future, imperfect or past perfect tense has been a very serious issue.
- Poor knowledge of formation of negatives and interrogative words;

- Agreement of nouns and adjectives and/or use of masculine and feminine nouns is not mastered.
- Failure to construct simple sentences in French.
- Poor knowledge of simple grammatical rules.
- Scanty vocabulary in French
- Poor understanding of what the question really asked for
- Guesswork.

4. **SUGGESTED REMEDIES**

- The committee (exam council) responsible for setting questions needs to have a chain of verification (checking) before and after printing to avoid errors in the question papers.
- Parents and school authorities should encourage their candidates to do well in this important subject.
- The Ministry of Education should embark on seminars to update and upgrade teachers for them to improve in their teaching methodology.
- Learning materials should be made available for teachers use in schools.
- Supplementary learning materials like: AKI-OLA SERIES FRENCH, Alter Ego 1, and Connection 1&2, etc. could be very useful in schools.
- Teachers should be more serious and competent in executing their duties. In addition to this, several exercises and French conversation should be conducted to sharpen the oral skills.
- Most emphasis should be put on grammar.
- Candidates should read publications in French and listen to programs on radio and French TV channels to build on their vocabulary.
- Candidates who opt for French for the mere purpose of obtaining the required number of subjects needed for GABECE exams should be discouraged to do so because this can only increase the rate of failure.
- Candidates should familiarize themselves with the French exam past papers to in order to be familiar with the rubrics.
- The 30 marks in section B should be reduced to 20 marks for this section is responsible for most candidates' failures.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

PART 1

Instructions

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

Exemple: Mon étranger.....revenir à la mais il ne reconnaît plus le chemin.

A. veux

B. veulent

C. veut

D. vouloir

Answer...C.....

This appears to be the easiest part of the paper, however only 30 % of the candidates performed well. The rest who performed poorly were only involved in guesswork. They cannot read and understand the question as they had a very scanty knowledge of grammar and vocabulary.

PART 2

INSTRUCTIONS

Complete the questions for each one of the statements given below by supplying the appropriate word.

Example:vas-tu?

-Je vais chez mon frère.

Answer :...où..

The performance of the candidates in this section generally was poor. They were tested on simple adverbs que, combien, pourquoi, quand, où but only 30% of the candidates were able to produce the correct word to complete the sentence.

PART 3

INSTRUCTIONS

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

This was among the easiest part to pass if well dealt with. Candidates were only asked to conjugate the verbs in brackets. About 05% of the candidates performed well in it. The conjugation of irregular verbs has always been a problem to most candidates. Teachers should work harder for improvement.

PART 4

INSTRUCTIONS

Rewrite the following sentences by replacing the underlined nouns with the pronouns given in brackets and placing them in their correct positions.

Example: Connais-tu cette fille ? (la)

Answer : **La** connais-tu ?

This was the only part where over 60% of the candidates scored good marks. It entailed the replacement of nouns with pronouns. Their major obstacles were on questions number 27 and 34.

-Question 27: Je dois parler à mon cousin ce soir.(lui)

The correct answer is : Je dois **lui** parler ce soir.

But most candidates wrote : Je lui dois parler ce soir. This is not correct.

-Question 34: Tu ne reconnais pas ma cousine ?(la)

The correct answer is : Tu ne la reconnais pas ?

But most candidates wrote : Tu la ne reconnais pas ? This is not correct.

PART 5

Instruction

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

Example: Ce menuisier est habile. (Cette ouvrière)

Answer : Cette ouvrière est habile.

In this part, candidates were asked to replace the underlined words with the ones given in brackets. In doing that, some words in the sentences will automatically change because there should be an agreement between nouns, pronouns, and adjectives. However there was an error on the questions as there was no underlined word. Half mark was therefore given to each of the five questions as bonus. About 65% of the candidates performed well in this section. The problem of the candidates in this section was complete misunderstanding of the instructions given. They did not also understand that there should be agreement between the nouns, pronouns and adjectives.

PART 6

Instructions

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

Example: Il a négligé son affaire. (nepas)

Answer : Il **n'a pas** négligé son affaire.

In this part, candidates were asked to respond to the questions by using the negating particles given in brackets.

The negative transformation has always been a problem to candidates especially when they are to change the subject pronoun which should agree with the verb in the sentence. About 90% of them performed below expectation.

Candidates were asked to use: ne.....personne, ne.....plus, ne.....rien, ne.....jamais and ne.....pas. Most of them performed poorly because they were not able to recognize the verb in the sentence and as a result they don't know where to put the negative tag.

SECTION B

*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) *Votre maison familiale est un milieu que vous connaissez parfaitement. Faites sa description.*
- (2) *Racontez comment vous avez passé vos fêtes de pâques ou de Tabaski avec vos amis.*
- (3) *Vous avez reçu un joli cadeau de la part d'un ami ou d'une amie. Ecrivez-lui une lettre de remerciement.*
- (4) *Vous venez de voir sur internet l'adresse d'un correspondant ou d'une correspondante. Ecrivez-lui votre première lettre en lui parlant de vos intentions.*

This section has been the most difficult in this paper. It is also responsible for a lot of failures in French. The candidates could not write correct simple sentences in French, conjugate properly and use idiomatic expressions and grammatical agreements in French. About 75% of the candidates did not attempt the questions in this section. Those who attempted them either reproduced essays or letters they had done in school which have no relevance to the topics given, or they copy some of the questions from different sections as their answers.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
LITERATURE-IN-ENGLISH 1**

1. GENERAL COMMENTS

This year's paper is the third attempt for school exams in the 2021-2022 syllabus for Literature (Shakespeare-as you like)-at GABECE. It squarely fits into the major requirements of the syllabus; text and examination in terms of standard. The questions were carefully and fairly set. They were also adequately and accurately worded, structured and weighted for full comprehension by the average candidate. It also compare quite favourably with the previous years. The paper was thus properly in place for the standard, the examination and above all, the individual candidate.

GENERAL PERFORMANCE

This year's performance reflected some noticeable improvement. These candidates, in many ways demonstrated greater knowledge and understanding of the text. There were very few (if any) misplaced references or concentrations on prose or poetry which were evident in the past years. Also, there was a slight increase in quality grades (25 = 30 plus out of 40) more pleasing is the marked decline in zero grades even in the face of an increased number of candidates!

Notwithstanding however, the hitherto persistent and cancerous weaknesses were clearly evident misinterpretation of questions, irrelevant narrations and unacceptably brief sketches (10 lines and less). These (albeit in evident decline) stand out as the bones of contention and swords of Damocles which precariously hang over any further improvement in performance in the paper. I am confidently hopeful and highly expectant that the positive present process will continue.

QUESTIONS –CONTEXTS

The context questions on the whole, were fairly well answered. Over 40% of these candidates scored 08 or more out of 20 marks. Also, over 30% of them scored 14 or more out of 20 marks. Again, contexts contributed very highly to the overall pass grades of most candidates. While there were less very high grades in contexts this year, there was a marked decline in zero grades and an increase in mediocre grades. The usual weaknesses of incomplete sentences and wrong spelling of names of characters, places and advices persisted but they were mercifully less. On the whole the performance in context questions improved this year.

2. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

ESSAYS

Question 5

Why did Charles come to visit Oliver?

This question was far less popular (25%) but it was fairly well answered. It required a background identification and examination of Charles's character and role as champion wrestler at the duke's court. His high determination and expectations for the impending fight are checked by the rumoured prospect of Orlando being his challenger. He detests fighting Orlando and attempts to forestall this prospect by warning Oliver to dissuade Orlando from fighting. Charles warning to Oliver is countered by Oliver's poisonous incitement of Charles against Orlando. Charles must see Orlando as his mortal enemy whom Charles should kill before he kills Charles. There are also the fears expressed for Orlando's safety in the fight by Duke Frederick, Rosalind and Celia. Orlando dispels all these misgivings by winning the fight. About 35% of these candidates provided most (though not all) of the points above with reasonable treatment. About 40% provided varying but lesser degrees of treatment. The rest provided either irrelevant narrations or very brief sketches conveying nothing pertinent to the question. This question was far less popular but it was fairly answered.

Question 6

Describe the character of Orlando.

This was the most popular question in the paper (about 50%) and also the best answered. The great majority of these candidates idealized Orlando as their personal hero in the play. The question required close discussion of Orlando's character and changing roles in the play. Also, his interactions with other characters e.g. Oliver, Adam, Charles, Duke Frederick, Celia and Rosalind. There are also his almost life – threatening encounters in the different locations of the play e.g. his father's orchard, the Duke's court and the Arden Forest. There are also his romantic love pursuits in the forest and with the disguised Rosalind (Ganymede). This wide range of issues, interactions and activities surrounding Orlando offered these candidates a vast scope of materials to handle. About 40% of these candidates treated the question in a laudably satisfactory manner. Over 30% provided varying degrees of less satisfactory responses. The rest resorted to the familiar weaknesses irrelevant narrations and unacceptably brief sketches conveying hardly anything of material relevance. All said this question stands out by far, as the most popular and best answered in the paper.

Question 7

Duke Frederick is a terrible ruler. Explain.

This question was much less popular (about 15%) and also less well – answered. It requires an exclusive concentration on Frederick's character and role as a duke, using his usurpation as a basis. It reflects the rather one – sided presentation of Frederick in the play. The vital points here are Frederick's usurpation and banishment of Duke senior and Rosalind; his threats on Orlando and Olivier as well as his final advance into Arden in hot pursuit of his wanted refugees. In almost all these situations, we notice Frederick's inordinate fear of insecurity in the presence of his victims arising from his insatiable greed and selfishness for power e.g. his reason for hating Rosalind and Orlando is because they are the offspring's of his political enemies – Duke senior and Du Bois respectively.

However, most of these candidates indulged in overloading Frederick with all leadership cruelties imagined, instead of real or accurate by the text. These candidates (40% or more) provided unbalanced answers, over playing some points and details at the costly expense of others. There was a profusion of irrelevant leadership cruelties, completely absent in the text. No doubt, there were some good responses (about 20%) which excluded thoughtful selection of relevant material, fine craftsmanship in organization and arrangement of ideas to provide reasonable essays. Notwithstanding such positives however, this question, on the whole, was neither popular, nor well – answered.

Question 8

What is the role of Celia in the play?

This question was about the least popular (less than 15%) and also the least well – answered in the paper. It requires a concentration on Celia's inseparable closeness to Rosalind. This restricts her role to their joint activities and ventures in the play – at the court, their flight to Arden Forest and their disguised roles therein. Disguised as Aliena and Ganymede respectively, Celia and Rosalind preside over the romantic forest life pursued by the refugees at Arden solving love problems e.g. Silvius, Phoebe Orlando and matching up lovers into matrimony e.g. Silvius and Phoebe, Oliver and Celia, Orlando and Rosalind. It is a mark of their significant joint roles that the play which opens and proceeds almost on the borders of tragedy in the dukedom, concludes in romantic matrimonial activities at the Arden forest.

A noted error among these candidates was to confuse the identity and roles of Celia and Rosalind in their essays. In some cases, candidates almost completely interchanged the roles. This marred the accuracy and relevance of the points and details presented. Also irrelevant narrations and unacceptably brief sketches characterised about 30% of these answers.

A similar number presented responses of varying degrees, wavering just below mediocrity. About 20% of these essays somehow or other attained satisfactory status or better. The question stands out as being neither popular, nor well – answered.

3. **SUGGESTED REMEDIES**

This year's performance can be generally classified as average. Comparatively, it reflected some improvement over last year especially considering the increased number of candidates this year. Of serious note is the slight increase in outstanding grades (28 plus out of 40) vice – a – visa the marked decline in zero or bad failure grades.

In reality the persistent weaknesses misinterpretation of text and questions, irrelevant narrations, unacceptably brief sketches, disorganization of ideas and weak use of language – are being corrected. This is well noticed. It is thus highly expected that this positive trend will continue unabatedly next year and beyond.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
LITERATURE-IN-ENGLISH 2**

1. GENERAL COMMENTS

The questions set for the Literature-in-English paper were generally within the scope of the syllabus and the ability of the students. They were straightforward and of good standard. In this regard Candidates were expected to do reasonably well. However, the general performance of candidates was rather poor as most of them failed to score good marks. Even though there was indication that some of them had read the texts and poems, it's obvious they made little effort to really study them. This was clearly reflected in the scanty, badly written and mediocre answers most of them presented. It is essential that in future, candidates and their teachers venture not only to read the set texts and poems but to study them in detail taking into consideration literary concerns such as characterization, figures of Speech and the importance of various episodes.

2. CANDIDATES' STRENGTHS

About 10% of the candidates performed quite well. They understood the questions, wrote detailed essays in fairly good English. Their splendid performance was a clear manifestation of their preparedness for the examination and they were adequately rewarded for their good work.

3. CANDIDATES' WEAKNESSES

- Candidates' lacked a sound in- depth knowledge of the texts and poems.
- Most of the candidates could not express themselves properly. Over 35% of the essays were seriously hampered by wrong spellings, weak expressions and poor grammar. In some instances there were candidates who could not write only legible English word or sentence.
- There are indications that the syllabus was not adequately covered by over 30% of the candidates. This poor knowledge of the texts force many candidates to tell their own stories which did not come from any of the set texts.
- Over 30% of the candidates woefully failed to adhere to the rubrics of the examination. A good number of candidates answered more than the stipulated number of questions, wasting time and energy they could use to concentrated on the required number and earn better scores.
- About 20% of the candidates answered question without numbering them, while over 30% answered all their questions of a single page on the answer booklet.

4. SUGGESTED REMEDIES

- (i) Only qualified teachers should teach Literature-in-English.
- (ii) School authorities/teachers should ensure that the candidates have the relevant texts and poems.
- (iii) Candidates should be taught how to answer questions effectively.
- (iv) Regular exercises should be given to students.
- (v) More premium should be put on the study of poetry.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

AFRICAN PROSE

MARIAMA BA - *SO LONG A LETTER*

Question 1

Describe Ramatoulie's character.

This was not a popular question. Only about 02% of the candidates attempted it and they performed poorly. Most of them just wrote what they know about the text without answering the question. However, about ten candidates were able to mention few traits of her character in their essays but their score were poor.

Question 2

State the difference between Modou's and Mawdo's second marriages

This question was even less popular than question one. Most of the candidates who attempted this question performed poorly. They seriously lacked an in-depth knowledge of the question properly.

CAMARA LAYE - THE AFRICAN CHILD

Question 3

State any two love relationships in the novel.

This was a fairly popular question attempted by over 45% of the candidates were able to get fairly good marks. The rest did not perform so well because of their lack of understanding of the question or the novel. As a result most of the essays were either vague or very scanty.

Question 4

Describe Laye's experiences at the Moslem Primary School in Kouroussa.

This was another popular question and the response was good. Almost every candidate was able to write something relevant. There were low grades but no candidates scored an outright zero.

NON – AFRICAN PROSE

GEORGE ORWELL - ANIMAL FARM

Question 5

Discuss the character of squealer.

This was another popular question attempted by over 40% of the candidates. About 20% of the candidates were able to handle the questions fairly well. The rest were unable to focus on the main requirement of the question.

Question 6

Describe the hen's revolt and its effect.

This was a fairly popular question. However, about 20% of the candidates only wrote on the revolt but failed to comment on the effects. The general response was fair.

R. L. STEVENSON - TREASURE ISLAND

Question 7

Explain any attack of the Pirates on the stockade.

This was a very unpopular question attempted by four candidates who wrote less than five lines each on the question. The response was poor.

Question 8

Do a character explanation of Long John Silver.

This was another very unpopular question attempted by one candidate who wrote just two lines on the question. It's evident he has never read the text.

SECTION – B - POETRY

AFRICAN POETRY

Question 9

Discuss the Physical appearance of the Pauper.

This was a very popular question attempted by about 40% of the candidates. However it was poorly attempted by over 30% of the candidates because instead of focusing on the Physical appearance of the Pauper, they busied themselves doing the unnecessary.

Question 10

“A housemaid Suffers in her Job” Discuss.

This was the most popular question on the paper attempted by over 55% of the candidates. Inspire of its popularity it was poorly answered by most of the candidates. A good number of them were only able to explicitly outline Sexual abuse as part of the suffering of the teenage housemaid. The other relevant points were totally ignored.

NON – AFRICAN POETRY

Question 11

Stopping by the woods on a snowy evening. Why does the speaker stop at this Place in the Poem?

Less than 02% of the candidates attempted this question. The response was fair because they were able to come up with fairly good points to support their answers.

Question 12

“What wealth to me, this show has brought” Explain what wealth the poet got from the dattofils.

This was not a popular question. Less than 02% of the candidates attempted it and the general response was fairly good.

**GENERAL
SUBJECTS**

GABECE (SC) 2022
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
GENERAL SUBJECTS

1. STANDARD OF THE PAPERS

The chief examiners for Christian Religious Education, Islamic Studies and Social and Environmental Studies reported that the questions were within the standard of the candidates with proper coverage of the syllabus. The questions were well structured and simplified for the understanding of the candidates. The diction was apt and straight forward.

However, the chief examiner for Islamic Studies reported that some candidates failed to adhere to the rubrics; as a result, they scored below expectation.

2. CANDIDATES' PERFORMANCE

The chief examiners for Social and Environmental Studies and Christian Religious Education reported that the performance was generally fair. However, candidates' performance differed from one section to another. Candidates did very well in section A and did not do well in sections B and C. This had affected their overall performance tremendously.

Unlike Social and Environmental Studies and Christian Religious Education, candidates did extremely poor in section A of the Islamic Studies; thus lost significant marks.

3. CANDIDATES' STRENGTHS

The chief examiner reported the following strengths:

- The legibility of the candidates was impressive and thoughts were presented accordingly.
- Candidates had an in-depth knowledge of some topics and facts were well presented.
- Most candidates adhered to the rubrics of Social and Environmental Studies and Christian Religious Education.

4. CANDIDATES' WEAKNESSES

- The following were some of the weaknesses highlighted:
- Some of the candidates failed to adhere to the rubrics and lost good marks.
- Candidates' responses had demonstrated low level of preparedness in some topics.
- Candidates presented irrelevant points and facts in stories.
- Poor sketching of maps and wrong representation of features on maps.

- Misspelling of key words by candidates.
- Inadequate syllabus coverage was demonstrated by the fluctuation of their performance from one section to another.
- Incomplete printed question papers for few candidates of social and environmental studies.
- The use of pencils and correcting fluid when presenting answers.
- Some candidates' handwritings were very poor.
- Poor presentation of answers

5. **SUGGESTED REMEDIES**

- Candidates should be reminded to follow the rubrics and instruction.
- There is a need to improve on the capacity of Islamic Studies teachers in English language.
- The use of recommended text books in school.
- Candidates should be introduced to methods of answering questions and organize their thoughts adequately.
- More teaching period should be allocated to Islamic Studies in order to ensure syllabus coverage.
- Candidates should be introduced to drawing or sketching of maps and inserting features on the maps.
- Candidates should be encouraged to develop reading culture and improve vocabulary in spelling key words.
- Candidates need proper tutoring to improve on their hand writings.
- School heads and teachers should endeavor to cover the teaching syllabus.
- Candidates should be discouraged to use pencils and correcting fluids.
- Care should be taken to avoid missing questions during printing.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
CHRISTIAN RELIGIOUS EDUCATION 2**

1. GENERAL COMMENTS

The 2022 GABECE examinations on the Christian Religious Knowledge was fairly selected and administered though errors are infallible from both candidates and examiners. The types of questions selected was within the syllabus coverage. The nature of language was very much simplified to the understanding of the candidates. Despite the fairness of the paper, there are some candidates who missed some major marks due to not following the instructions or not understanding the questions and there are too those that attracts the examiner in the way they express themselves.

In general overview, the paper was very well structured and simplified to draw the understanding of the candidates. The number of questions per section was not observed.

1. CANDIDATES' STRENGTHS

- (1) Some students really understood the questions and wrote very well.
- (2) Instructions were followed leading to easy marking and reading.
- (3) The legibility of work was impressive as some candidates writing was so readable.
- (4) The organization of work was as clear as expected.
- (5) There are facts that were placed orderly according to the questions in the story.
- (6) Instructions were followed as in the question paper as to the number of question per section.

1. CANDIDATES' WEAKNESSES

There are students who gave no spacing to their work. Some don't even leave a line between questions making the reading very difficult.
There are some candidates who added irrelevant facts to the questions leading to consume time and gaining no marks.

There are some who retreated questions in place of answers which signalled so many reasons to this. It could be no proper tutoring or seriousness, lack of teachers etc.

The number of question per section was not observed by some as they answered all the questions in each section. In all this, very little facts were jotted down leading to the loss of some marks.

There are stories that are mixed up. Stories are written for others such as the escaped of Moses to Egypt and sons of disobedience.

Question 1

THE CREATION

- (a) State **one** blessing given by God to Noah after the flood.
- (b) What did God forbid Noah from eating?
- (c) Mention **two** promises God made to Noah?
- (d) What sign was used to show the covenant God made with Noah?
- (e) What was part of the covenant when God was speaking to Noah?

Some students mixed up the story. The promises made to Noah was taken for Abram and the blessings. Some were able to identify the facts of the story. It was a fair question but confusing for some candidates.

Question 2

SONS OF DISOBEDIENCE

- (a) Narrate the circumstances that led to the first murder in the Bible
- (b) State **two** punishments that God gave to the murderer.
- (c) What was the murderer's reply concerning the punishment given to hi
- (d) What happened to the murderer after the killing?
- (e) State **two** lessons that could be learnt from the story.

There are candidates who went to writing the events that took place in the Garden of Eden. Also the real facts of the story was clearly jotted down by a good number of candidates. The story seemed not understood by some candidates as facts were been mixed up.

Question 3

GOD'S CALL TO ABRAHAM

- (a) How old was Abram when God called him?
- (b) Name Abram's wife and father.
- (c) What **two** things were required by God for Abram to leave behind?
- (d) Name **two** things God promised to give Abram in return.
- (e) What did Abram do when he arrived at the place God assigned him to go?

There is a confusion here as some students went on to write on Moses and the burning bush. The real story was not identify leading to loss of marks. The last part of the question that asked of what Abraham did was seriously not mentioned by many candidates.

Question 4

MOSES ESCAPED TO MIDIAN

- (a) *What happened when Moses grew up?*
- (b) *Describe what Moses saw when he visited his people, the Hebrews.*
- (c) *How did Moses react to the situation?*
- (d) *Describe how Moses helped the daughters of Jethro.*
- (e) *State **two** instances to show Moses as a helper of weak people.*

Some went on to state the encounter of Moses and God to offer his only son and the burning bush. Others stated the encounter of Moses and the king of Egypt to free the Israelites to the crossing of the red Sea.

Question 5

YOUNG MEN IN NEBUCHADNEZZAR'S COURT

- (a) *What did king Nebuchadnezzar carry to Babylon after he attacked Jerusalem?*
- (b) *What qualities were expected from the young Jews chosen by Asphenaz?*
- (c) *How did the young men react to the food from the king?*
- (d) *God gave the **four** young men gifts, but he gave a special gift to **one** of them.*

What was the special gift?

- (e) *What **two** lessons does the story teach?*

The question was well answered by those who attempted it. The only issue was the qualities of the young men. The reaction of the young men to the food was not impressive for some did state the positions they acquired.

Question 6

AMOS AND AMAZIAH

- (a) *What report did Amaziah give to the king of Israel on:*
 - (i) *the people of Israel?*
 - (ii) *Jeroboam, the king?*
- (b) *What command did Amaziah give to Amos?*
- (c) *Describe how Amos defended himself?*
- (d) *What did Amos say about:*
 - (i) *Amaziah's children?*

(ii) *Amaziah's wife?*

(e) *State what happened to the people of Israel?*

It was a well answered question most especially the encounter between Amos and Amaziah. The pronouncement of Amos to Jeroboam and the people was clearly stated out.

Question 7

JOHN THE BAPTIST

(a) *Identify the following in relation to John the Baptist.*

(i) *The place he preached;*

(ii) *The message he preached;*

(iii) *The food he ate.*

(b) *What did prophet Isaiah say about John the Baptist?*

(c) *How did John the Baptist describe the Sadducees?*

(d) *What did John use for baptism?*

(e) *According to John, what will Jesus use for baptism?*

Another interesting steps ever written is John the Baptist. Many candidates were able to identify the facts of the story. The only issue realized is the issue of John and the Sadducees.

Question 8

THE CALL OF MATTHEW

(a) *What was Mathew's occupation?*

(b) *What did Jesus want from him?*

(c) *How did Mathew react to Jesus' request?*

(d) *Which other people joined Jesus and his disciples at dinner in Mathew's house?*

(e) *What question did the Pharisees ask Jesus' disciples?*

There are student who went onto stating a wrong occupation of Matthew taking it for the first four disciples as fishermen. The people who joined Jesus at Matthew's house were not correctly stated.

Question 9

THE THREE SERVANTS

(a) *State the amount given to each servant by the master.*

(b) *What did the servant with the least amount do with his money?*

- (c) *What report did the first servant bring?*
- (d) *How did the master respond to the report?*
- (e) *Give **one** lesson a Christian can learn from the story.*

The story was not fully understood as some stated wrong fact most especially the amounts gives to each servant. Also the interaction of the first and second servant with their amounts. Some gave a very impressive facts about the story especially the remarks made by the master.

Question 10

THE RESURRECTION

- (a) *Name the woman who went to the tomb?*
- (b) *Who spoke to the women?*
- (c) *What was the message given?*
- (d) *What did the chief priest give to the guards?*
- (e) *Why was it given to them?*

This was one of the simplest story where candidates expressed themselves accordingly.

The women who went to the tomb was not identified as in Matthew's Gospel. The other parts were correctly stated as asked.

Question 11

THE SEVEN HELPERS

- (a) *What quarrel broke out among the early believers?*
- (b) *What decision did the apostles take at the meeting of the whole group?*
- (c) *Which were the groups of believers?*
- (d) *What **two** qualities were needed for a believer to be chosen as a helper?*
- (e) *Name any **two** of the helpers?*

In this question, the two groups that gathered were missed by some candidates also the main cause of the quarrel was omitted by some candidates notwithstanding there are those that clearly stated the facts as expected. The story was so interesting that some made a good mark out of it.

Question 12

PETER AND CORNELIUS

- (a) *Where did Cornelius live?*
- (b) *What was Cornelius' occupation?*
- (c) *Sate **three** good qualities of Cornelius.*

(d) *What was Peter's vision at Joppa?*

(e) *State **two** lessons that could be learnt from Peter's vision at Joppa.*

There was some misunderstanding by some candidates as they went on to write on the vision of Peter in Joppa in the first part of the question. The qualities of Cornelius was stated clearly. The lessons for this question was not that good though some got it right.

CONCLUSION

The general conclusion for GABECE 2022 was fair and simplified. It was in line with the syllabus coverage. It was a well calculated strategy for the candidates. In general terms, it need to satisfy both the candidates and the office standards for the sake of quality. Personally I was impressed with some candidates work but some need adjustment.

**MAY 2019 GABECE
CHIEF EXAMINER'S REPORT
ISLAMIC STUDIES 2**

1. GENERAL COMMENTS

The following 65% of the students answered only three questions instead of four, due to their lack of reading the instructions properly. In the front page, they were clearly told to answer four questions in all. But because of lack of reading the instructions properly they thought that only one question should be answered from each section. Candidates were supposed to answer one question from each of the three sections which is three, to make it four.

Candidates of urban schools performed better than candidates in the public schools.

All questions from section A to C are standard questions are from the syllabus and none of them is above the expected level of the students, because all syllabus.

Unlike years ago, students were not strong on section A. the first section Quran and Hadith used to be the best part from which they made significant gain. But this year, things are not like that. Instead they scored below expectation in this section.

2. CANDIDATES' STRENGTH

It has been observed and registered by almost all examiners that students made significant gain in respect of marks from the history part of questions, apart from question No 1 and 5, so many student harvested full marks from section B.

As for question one (1) and five (5), things were not difficult for the students to at least score required marks the remaining question should be choosing from any one of the three section.

3. CANDIDATES' WEAKNESSES

Students had faced big challenges in answering Question No 2 which is the translation of Suratul-Ikhlas, and the commentary on it, question No 3, the similarities between Hadith and Sunnah and Question No 4 listing or stating Moral Lessons from the suraltul-Kafirun.

4. SUGGESTED REMEDIES

- (1) For students to understand the instructions and, and answer very correctly without missing any question, I am suggesting the paper to consists of four sections, and each section consists of three questions, and that they are advised to answer one question from each section, By doing this they (Student) may not missed any questions particularly if the paper remain as usual of 12 questions.
- (2) Until and unless, schools are supplied with standard Islamic Studies Pamphlets (Books) where they will read and understand the syllabus, they (students) will continue failing the subject.

- (3) Teachers, who are given the responsibilities of teaching the subject, should be helped to be well on English Language, so as to make it encourage of the subject and easy to transfer the information to their students.
- (4) Schools should take it upon themselves to provide WAEC passed papers to students, so as to help students understand WAEC wording in Examination and the way they should go about the answers.
- (5) Islamic Studies is one of the major subjects due to the number of students who do it, It is therefore obligatory to be given more periods so that teachers will be able to cover the syllabus.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

Question 1

- a) Write Suratul-Falaq in either Arabic or English Transliteration.
- b) Translate the Surah in to English.

This question was attempted by 97% of the candidates and 79% of them made significant score on it. The only problem they faced in answering of the question is the translation of the Surah. Some of them confused the surah with Suratul-Nas in translation instead is to Say, I seek refuge in the lord of the day break, they went to say in the lord of mankind

Question 2

- a) Translate Surah-Ikhlās into English Language.
- b) Comment on the surah.

This question was attempted by 43% of the candidates but only 36% among them came out with good scores. The reason was that a good number of them wrote the Surah in Arabic while the instruction was that it is translated into English.

The Surah is translated easily as follows:-

Say, He is Allah the one
 Allah, the eternal absolute
 He begets not and no was he begotten
 And there is nothing like him

Low scores were also made out of the commentary. Students should be taught that they cannot comment on Surah or Hadith without understanding the surah or the Hadith.

Question 3

State the similarities between Hadith and Sunnah.

This question was not popular at all, hence 15% of the candidates attempted it and 82% of them scored failed to any significant mark out of it. Candidates were expected to state the similarities when they stated the difference between the two. They were expected to say something like

Both of them are from the Prophet
Both are sources of Shariah
Both guide Muslims

Question 4

*State **five** the moral lessons from Suratul-Kafirun.*

Only 09% of the candidates attempted this question but the outcome of their work was not fruitful. As they should have said something like
Kafirun is a makkan surah
It consists of six verses
It teaches freedom of worship
Muslims should not compromise their religion
It teaches religious tolerance and the like

Question 5

List down the articles of faith and explain any two of them.

This was another question attempted by 89% of them and was able to list down all articles of faith, but their difficulty is the explanation of any two of these articles. They should have explained the first articles for example that Allah is one, the creator, the sustainer, the giver of life and taker of it and the like.

Question 6

Explain how journey prayer is performed

Only 22% of the candidates attempted this but 8% of them scored moderate marks. Candidates were expected to state that journey is only practice in the case of a lawful journey.

The shortening prayers is practiced in respect of the four Rakats prayers such as Zuhr, Asr and Isa.

That any of these four rakats prayers should reduce to two rakats only

Question 7

Name the categories of people who deserve zakat.

68% of candidates who did the GABECE Exam 2022 and attempted this question were able to score good marks, due to its simple nature they were lucky to name the poor, the needy, the traveller, the way of Allah and the like, those in bondage, those in debt and so on.

Question 8

Write Notes on the importance of Salat

80% of the candidates attempted this question and scored good marks out of it. The question was very clear and direct and was easy to make points. They (candidates) stated that salat makes people to be discipline, organised, valuable, bringing people closer to Allah, as well as it also cleans people from sins.

Question 9

Highlight any five Jahalilyah practice totally condemned by Islam.

Candidates who attempted this question made a significant gain out of it. They easily listed down the following activities.

Infanticide, Drinking of Alcohol, Adultery and Fornication, Riba, Hoarding of goods, Tribalism, Marrying unlimited no of wives

Question 10

Describe Arabs Social activities before the advent of Islam

This question was attempted by 49% of the candidates, but only 38% of them made good scores. Students (candidates) were expected to make mention of Hospitality, Pride of Tribes, Lack of respect to women and slaves and also unlimited number of tribal feuds without any genuine reason.

Question 11

Explain how Prophet Muhammad S.A.W was treated in Taif

Candidates who attempted this question had made a significant gain, they were able to discuss the people of taif stoning at the prophet sending their children to shout on him, mocking at him insulting him, when he was a mercy for them.

Question 12

List five qualities which Khaddijah observed in Muhammad S.A.W

90% of candidates attempted to answer this question and 95% of them made good scores out of it. Based on the nature of the question which was very direct, and based on the knowledge of students about this history, they brought forward very important points.

They made mention that she observed in her husband honesty, hardworking, truthfulness, generosity, success, bravery and courageous and the like.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
SOCIAL AND ENVIRONMENTAL STUDIES**

1. **GENERAL COMMENTS**

The questions were up to standard of the candidates. The questions covered all aspects of the syllabus and the various domains of learning and were framed in simple straightforward language. The marking scheme was exhaustive and addressed the demands of the questions.

The overall performance of the candidates in **Section A** (Traditional Society and Culture in the Gambia) was better compare to **Section B** and **Section C**.

Most of the candidates did not have an in-depth knowledge of topics under Social, Historical and Political Development of The Gambia.

2. **CANDIDATES' STRENGTHS**

A very good number of candidates have in-depth understanding of traditional society and culture in the Gambia, therefore, scored good marks. About 70% of the candidates did well in question 21 and 27. About 60% of the candidate's handwriting was legible.

3. **CANDIDATES' WEAKNESSES**

Highlighted below are a summary of the weaknesses noted on the candidates' scripts for some of the centres.

- (1) **Poor map drawing:** A high proportion of the candidates could not draw good sketch map of The Gambia. Such candidates could not properly insert the required features since the outlines were poorly drawn, hence lose valuable marks.
- (2) **Spelling mistakes** was very common
- (3) **Poor Handwriting:** Some of the candidates wrote their answers in very bad handwritings this made it difficult for the examiners to read what the candidates have written.
- (4) **Use of pencil in answering questions**
- (5) **Use of correcting fluid** to cancelled answers
- (6) **Use of high lighter** to underline answers especially in section A.
- (7) **Inadequate syllabus coverage.**
- (8) Few candidates failed to report to their supervisors for having incomplete question papers.

- (9) Some candidates, about 2% answered questions without numbering them.
- (10) Some candidates, about 5% did not follow the instructions guiding SES paper 2, were asked to answer two questions in section B and two in section C. They chose to answer all 4 in section B or C.
- (11) The usage “lack of” which implies unavailable, contributed to under performance of candidates in their response given to the problem of issues.

4. **SUGGESTED REMEDIES**

The following points are suggested as remedies to overcome candidates’ weaknesses:

- (1) Practising map drawing: Candidates are advised to practise map drawing and the insertion of features on Gambian map to achieve mastery. Teachers should give more exercise on map drawing.
- (2) Candidates should practice more in reading and spelling of key words in order to strengthen their vocabulary and spelling ability.
- (3) Improvement in handwriting: candidates with poor handwriting should improve it through practice since without legible handwritings; candidates cannot effectively communicate their lines of thoughts.
- (4) Questions should be properly vetted before they are approved and printed in order to avoid confusions.
- (5) Students should be discouraged in using pencil and correcting fluids.
- (6) Teachers should endeavor to teach the complete syllabus.
- (7) Team teaching should be encouraged.
- (8) Supervisor to ensure that complete set of question papers be given to candidates.
- (9) Teachers should avoid the usage of “lack of” in highlighting issues related to problems. They should adopt the usage of inadequate or insufficient, e.g. inadequate storage facilities instead of lack of.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

SECTION A

TRADITIONAL SOCIETY AND CULTURE IN THE GAMBIA.

1. *is to Fula as “Taega” is to Wolof.*
2. *Name **two** items made by blacksmiths.*
3. *Name **one** ethnic group that does not practice female circumcision.*
4. *“Nyamakala” is a dance associated with the ethnic group.*
5. *In the Gambia, the ethnic group called “Ajamatau” is known as.....*
6. *What is the lowest position in the Mandingo Caste system?*

7. Give **one** example of a totem in *The Gambia*
8. State **two** main religions practised in *The Gambia*.
9. Name **one** person in *The Gambia* who waged Jihads on the Soninkes to convert them to Islam.
10. State **one** role of a traditional priest.
11. Who was regarded as the most successful emperor of the Mali Empire?
12. Municipalities are headed by Mayors in *The Gambia* while local governments are headed by
13. Name **two** places in *The Gambia* where Churches were at the earliest built by the missionaries.
14. Give **one** reason why the Portuguese came to *The Gambia*.
15. Name **two** things that attract tourists to *The Gambia*.
16. State **one** organisation helping to improve the status of women in *The Gambia*.
17. State **one** method of preserving fish in *The Gambia*.
18. The legal right of a citizen to vote and to be voted for is called
19. Apart from gonorrhoea and HIV/AIDS, name one communicable disease that can be transmitted through unprotected sex.
20. The first Chief Minister of *The Gambia* in 1961 was

This section was basically about Traditional Society and Culture in the Gambia. Candidates were required to answer all questions in this section. All candidates attempted this section and about 55% of the candidates got the average or above marks allocated for this section.

SECTION B

THE GAMBIAN ENVIRONMENT

This section was mainly on the Gambian Environment. Candidates are required to answer two questions in this section.

Question 21

- (a) State **three** benefits of tourism to *The Gambia*.
- (b) Name **four** hotels that house tourists in *The Gambia*.
- (c) List **three** problems faced by the tourism industry in *The Gambia*.

This question was about benefits of tourism to the Gambia, hotels that house tourist, and four problems faced by tourism industry in the Gambia. About 70% scored good marks in this question. It was a popular question.

About 80% of candidates attempted this question. About 70% of candidates who attempted this question got the average mark allocated for this question.

Candidates have a little knowledge about problems facing the tourism industry in the Gambia instead most of them, about 45%, wrote on the importance of tourism.

Question 22

- (a) What is waste dumping?
- (b) State **four** disposal methods of waste.
- (c) List **four** types of waste disposed off in The Gambia.

The question was not popular with candidates. The candidates who attempted it, answer (a) poorly. They couldn't define waste dumping. Part (b) and (c) also were poorly answered. About 80% of candidates who attempted this question got below the average mark allocated for it.

Question 23

- (a) *Draw an outline map of The Gambia.*
- (b) *On your map, locate and name:*
 - (i) *Abuko National Park;*
 - (ii) *Salagi Forest Park;*
 - (iii) *Kiang West Forest Park;*
 - (iv) *Nyambai Forest Park.*
- (c) *State any **two** problems faced by the development of forestry in The Gambia.*

This question asked candidates to draw a sketch map of Gambia. On it locate and name Abuko National Park, Salagi Forest Park, King West National Park, and Nyambai Forest Park. State two problems faced by development of forestry in the Gambia. The question was a good one requiring skill application and knowledge.

About 10% of candidates attempted this question and only 5% of those got the average mark allocated. Most candidates failed to produce good outline maps of the Gambia. Features were not properly located; part (c) was well answered.

Question 24

- (a) *Differentiate between immigration and emigration.*
- (b) *State **four** reasons for migration.*
- (c) *(i) State **two** forms of migration in The Gambia.*
 - (ii) Give any **two** problems associated with urbanization.*

This question was popular with candidates. About 50 % of the candidates who attempted it got the average mark.

SECTION C

This section was about Social, Historical and political Development of the Gambia. Candidates were required to answer two questions from this section.

Question 25

- (a) *What is nationalism?*
- (b) *List **four** factors that led to nationalism in Africa.*
- (c) *State **four** effects of nationalism.*

This question was not satisfactorily answered by the few candidates who attempted it. About 33% of Candidates attempted this question, 61% of those candidates score zero. Candidates were unable to define nationalism and state the effects of nationalism. However, 29% of candidates have the understanding of the question and got the required marks.

Question 26

- (a) *Name the institution responsible for conducting elections in The Gambia.*
- (b) *State **five** functions of the institution mentioned in 26(a) above.*
- (c) *State **three** ways in which elections are important in The Gambia.*

The question was not popular with candidates. About 12% of candidates attempted this question and over 50% of those candidates got average marks allocated for this question.

Question 27

- (a) *Mention **four** sources of water for vegetable growers in The Gambia.*
- (b) *Name **two** common vegetables grown in The Gambia.*
- (c) (i) *List **two** major problems faced by vegetable growers in the Gambia.*
(ii) *Suggest **two** possible solutions to the problems listed in 27(c)(i) above*

The question was very popular among candidates; about 80% of candidates choose this question, of those 60% of candidates got above the average marks.

Question 28

- (a) *Give **three** reasons why Europeans came to The Gambia.*
- (b) *Give **three** reasons why some African rulers resisted European penetration.*
- (c) (i) *Give **two** negative effects of the coming of Europeans to The Gambia.*
(ii) *Give **two** positive effects of the coming of Europeans to The Gambia.*

This question was not popular among candidates. About 20% Of candidates attempted it and scored average marks.

CONCLUSION

It is obvious that many candidates do lack the ability to spell certain words properly and poor hand-writing, which is a key in earning require marks. The general performance was fair.

MATHEMATICS

GABECE (SC) 2022
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
MATHEMATICS SUBJECTS

1. STANDARD OF THE PAPERS

The Chief Examiner for Mathematics reported that the questions set for this year were within the scope of the teaching syllabus. 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.

2. CANDIDATES' PERFORMANCE

The Chief Examiner reported that the general performance of the candidates has improved significantly this year. But the performance varies with a wide disparity across schools in different region.

3. CANDIDATES' STRENGTHS

It was reported by the Chief Examiner that candidates showed good knowledge and understanding in solving compound interests, statistics, sets, inequality substitutions and solving simultaneous equation graphically.

4. CANDIDATES' WEAKNESSES

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

- Inability to read and adhere to instruction.
- Lack of knowledge of angle properties and skills in construction of plane figures.
- In correct use of mathematical formula and operation to solve problems.
- Poor organisation of work.
- Inability, to write numbers in standard form.
- To find the shaded area of a given figure.

5. SUGGESTED REMEDIES

- Candidates should be taught to present their work in an orderly manner.
- Candidates should carefully read and understand the instructions before solving the question.
- Teachers should improve their teaching skills and make mathematics lesson more interactive by involving the candidates
- The syllabus should be completed before candidates sit to the exams.
- Heads of school should make available the necessary teaching and learning materials for the Mathematics in schools.
- Ministry of Basic and Secondary Education should ensure that there is equitable distribution of Mathematics teachers in all the regions.
- Candidates must learn and acquire skills in the four basic operation in Mathematics i.e. Addition, Subtraction, Multiplication and Division.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
MATHEMATICS 2**

1. GENERAL COMMENTS

The Mathematics paper 2 was of the required standard. There were no misleading or ambiguous questions. Questions were straightforward and required just an average understanding of fundamental of the subject to score marks. The test was drawn from a wide of topics within the GABECE syllabus.

2. CANDIDATES PERFORMANCE

Few candidates did very well, scoring 90% and above. There has been a significant improvement in the performance of candidates this year. However, the performance varies with a wide disparity across schools in different regions.

3. CANDIDATES' STRENGTHS

Candidates manifested the ability in solving questions using good knowledge and ability in the following topics;

- Estimation (rounding up numbers to given significant figures, decimal places, etc.)
- Simplifying algebraic expressions (inequalities)
- Sets (analysing elements in a Venn diagram)
- Substituting values in an equation.
- Solving Simultaneous Equations Graphically
- Statistics (Identifying the Mode in a grouped data, calculating the mean score)

4. CANDIDATES' WEAKNESSES

Although some candidates did well in a variety of topics as outlined above, most of them equally did very poorly. In most of the centers, the modal mark is zero. Candidates showed weaknesses in the following areas;

- Inability to read and understand the question.
- Poor organization of work.
- Inability to recognize and apply the correct order of operation in solving mixed operations
- Inability to write numbers in standard form

- Identification of angle properties from a diagram.
- Construction of a triangle to a given size.
- Solving simple trigonometric problems, geometry and bearings.

5. **RECOMMENDATIONS**

- Candidates should carefully read and understand both the instructions and the questions before solving.
- Candidates should present their work neatly and show all their work on the question paper.
- Head of schools should make available the necessary teaching and learning materials for mathematics in schools.
- Teachers should make mathematics lessons interactive by relating topics to everyday life situations.
- Syllabus coverage should go beyond Upper Basic level. It should start from the Lower Basic schools to the Upper Basics. Head of schools and teachers should ensure that the syllabus is covered adequately at all levels.
- Ministry of Basic and Secondary Education should ensure that there is equitable distribution of mathematics teachers in all the schools across the regions.
- Candidates need to have thorough revision of the syllabus using past GABECE questions and other relevant questions.
- Mathematics teachers should be role models. They should encourage the students to like mathematics and demystify the notion that mathematics is difficult.
- Students must learn and acquire skills in the four basic operations in mathematics i.e. Addition, Subtraction, Multiplication and Division.

6. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

Question 1

(a) Simplify: $1\frac{3}{5} \times (3\frac{1}{2} - 1\frac{5}{4})$

This question tested the ability of the candidates to solve mixed fractions using the correct order of operation. The question was fairly attempted. Many candidates started by adding the content of the bracket first. However, many candidates did not add correctly. Some of them multiply before adding.

(b) Express 0.03649:

(i) correct to 2 decimal places;

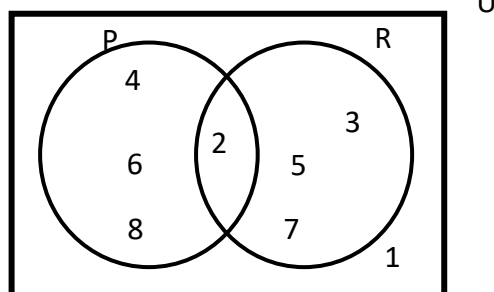
(ii) in standard form;

(iii) correct to 3 significant figures.

Expressing the giving number correct to two significant figures purse a challenge to many candidates. Correcting the number in both standard form and in two decimal places was fairly done by a good number of candidates

Question 2

(a) The figure below is a Venn diagram. U is the universal set, P and R are subsets of U.



(i) List the members of $P \cap R$.

(ii) List the members of $P \cap R$

(iii) What is $n(P \cup R)$?

This question was a popular one. Although many candidates were able to solve the question, part (iii) was very challenging to many candidates.

(a) Simplify $\frac{0.16 \times 0.25}{0.02}$

This question tested candidates on multiplication and division of decimals. A very poorly attempted question. Candidates did not use the correct application in changing decimals to whole numbers or to proper fractions before simplifying.

Question 3

(a) When seven is added to three times a number the answer is the same as when twelve is subtracted from four times the same number. Write down the equation and find the number.

This question tested candidates' ability to change word problem to a linear equation and solve it. Most candidates interpreted it wrongly and because of which, they could not arrive at the right answer. Only few candidates solved this question correctly.

- (b) Fatou and Binta shared D6000.00 in the ratio 2:3 respectively. Find Binta's share.

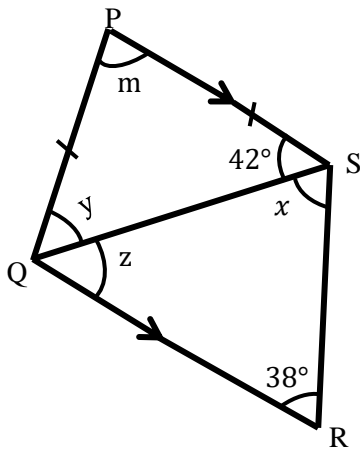
A fairly well attempted question. Many candidates manifested their understanding of ratio. Hence, they solved the question perfectly correct. However, many candidates in different centres did not show any clue of knowledge of ratio.

Question 4

Mr. Senghore consumed 672 units of electricity in a month. If the first 72 units cost D2.00 per unit and the rest of the units cost D1.50 per unit, calculate the total of Mr Senghore's bill.

This question was very challenging to the candidates. The mere fact that it requires candidates to interpret a word problem and use mathematical skills to solve it is a big challenge. Most candidates did not show any clue of knowledge in solving this question.

Question 5



In the figure above $PS \parallel QR$ and $PS = PQ$. Use it to answer the following questions.

- Find the value of the angle marked m
- Find the value of the angle marked x
- Find the value of the angle marked y
- Find the value of the angle marked z

This is a plane geometry question testing knowledge of angle properties (alternative angles and the sum of angles in a triangle). Although few candidates gave a good account of their ability to tackle this question, most of them could not score a single mark in this question. Not even to identify a pair of alternate angles.

Question 6

- Make x the subject of the formula in the equation $Z = \frac{2(w-z)}{y}$

(b) From 6 (a) above, find the value of x if $w = 6$, $y=3$ and $z=2$.

Change of subject of a formula is still a challenge to candidates like previous years. However,

some candidates changed the subject as required and proceeded to substitute correctly. The act of substitution was handled fairly well compared to the change of subject. Some candidates substituted in the original equation but were able to simplify and arrive at the right solution.

Question 7

(a) Solve the inequality $3x + 3 < 2x + 5$

(b) Represent your solution in 7 (a) on a number line

This was a popular question. Many candidates attempted the question, some handling it well. However, some candidates change the inequality sign wrongly while some of them use equal sign along the process of simplifying. Those who solved the inequality were able to represent the solution in a number line properly. Notwithstanding, candidates from many centres scored zero in this question.

Question 8

A boat sails from port A to port B, a distance of 3 km at a bearing of 135° . It then sails to port C 4 km away at a bearing of 045° .

(a) Sketch a diagram of the journey.

(b) Find the distance from Port A to Port C.

Very few candidates were able to sketch the route of the boat in relation to the bearings as the question demands. Again mathematical representation of word problem. Showing the bearings correctly and labelling the sketch was not well done. The second part of the question was better. Many candidates showed the ability to solve Pythagoras theorem leading to the right solution.

Question 9

The table below shows the ages of a group of pupils in a class.

Age (in years)	13	14	15	16	17
No of pupils	1	4	2	2	1

(a) What is the modal age?

(b) Calculate the mean age of the pupils.

Statistics is a very popular topic but frequency tables are a bit challenging. Candidates did well in identifying the modal age although some of them chose 17 as the modal age. Calculating the mean pose a greater challenge. Only few candidates were able to tackle this question correctly.

Question 10

Using a ruler and a pair of compasses only:

- (a) *Construct triangle ABC such that, $|AB|=10\text{cm}$, angle $ABC=30^\circ$ and angle $BAC = 45^\circ$;*
- (b) *Bisect angle ACB to meet $|AB|$ at D;*
- (c) *Measure $|CD|$.*

Construction has been appearing every year from the inception of GABECE to date. Year in year out the performance in construction remains very poor. The teaching of Geometry needs to be improved in order to improve candidates' performance in this topic. Most candidates could not draw a straight line to a given measurement. Let alone construct angles 30° and 45° at given points. Mind you, Geometry is a prerequisite skill in technical and vocational education. Therefore, it is very important in our national development endeavour. Only a handful of candidates solved this Geometric question to the required standard.

**SCIENCE
SECTION**

GABECE (PC) 2019
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
THE SCIENCES

1. STANDARD OF THE PAPERS

The Science section of the Chief Examiners' Reports comprises Science, Agricultural Science and Physical Education. The Chief Examiners unanimously reported that the standard of the papers for the Science Subject was a good quality in terms of the syllabi coverage.

2. CANDIDATES' PERFORMANCE

The Chief Examiner for Agricultural Science 2 reported that the performance of candidates is better than that of 2018. However, all the other Chief Examiners including Agricultural Science I (Test of practical) reported a decline in candidates' performance.

3. CANDIDATES' STRENGTHS

The strength of candidates in the Science Subjects was reported to be due to the following:

- Some candidates used key expressions correctly in defining scientific terminologies.
- Some candidates were able to demonstrate an understanding of Environment Chemistry.
- Candidates were able to state the operational differences between commercial and subsistence agriculture.
- Some candidates recalled well the colour coding of the three pin plug.

4. CANDIDATES' WEAKNESSES

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

- Reading and spelling difficulties.
- Difficulty in comprehending instructions.
- Poor handwriting.
- Inability to explain concepts and technical terms.

5. SUGGESTED REMEDIES

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

- Candidates should be encouraged to develop reading culture.
- Candidates/students should be exposed to practical work.
- Teachers should have access to the Chief Examiners Reports
- The teaching of English Language should be improved in order to improve reading, spelling and comprehending difficulties.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
AGRICULTURAL SCIENCE 1**

1. GENERAL COMMENTS

Generally the **GABECE** for school candidate 2022 agricultural science exam was a fair exam. The questions set were up to standard compared to that of last year exams. Coming to the general performance comparing this year and last year, this year was a bit better as many centers did well by attempting all the questions. Notwithstanding, there is a great disparity between the newly established schools and well established schools.

2. CANDIDATES' STRENGTHS

About 65% of the candidates answered correctly and scored very good marks. The strengths could be noticed in questions 1, 4 and 5. These questions were well answered by majority of the candidates. There was excellent performance by candidates in general although some individuals perform extremely poor in certain centers.

3. CANDIDATES' WEAKNESSES

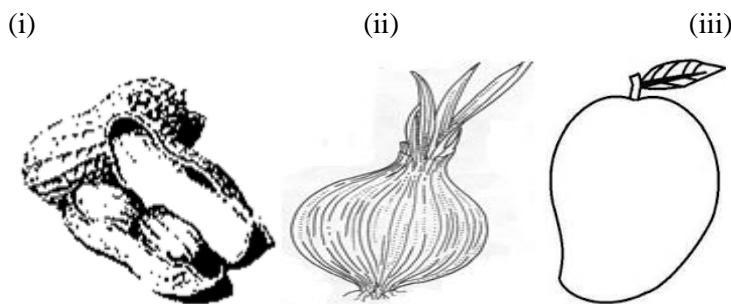
Despite, the strength highlighted above, it is important and significant to note that candidate's weaknesses were manifested in questions 2, 3 and 6. Candidates who performed badly in these questions lack the ability to answer most of these questions correctly due to poor preparation. The poor quality of answers were due to several reasons and about 30% of the centers need improvement. Among the reasons or weaknesses are as follows:

- (1) Many candidates failed to follow simple examination instructions such as the numbering of the answers or to rearrange the answers in the space provided.
- (2) Many candidates could not spell properly, state correctly sentences or put the right words in the spaces provided.
- (3) The use of different words in an expression for key technical terms was widely observed.
- (4) About 90% of the candidates could not explain how the following rocks are formed namely igneous, sedimentary and metamorphic rocks. About 85% of the candidates abandoned questions 2, 3 and 6 and they had no idea or knowledge of writing the answers in the spaces provided.
- (5) Candidates' weaknesses were also amply demonstrated in their failure to spell simple words correctly. About 80% of the candidates find it difficult to express their thoughts correctly in answering some of the questions.

4. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

Study the illustration and use them to answer the question that follows:



(a) Identify each of the illustrations above.

In this question candidates were expected to identify the illustration. About 95% of the candidates were able to identify groundnut, onion and mango, 4% of the candidates had wrong spellings on groundnut, onion as union and mango as mongo, and only 1% had no idea on the identification.

(b) Name the class of crops in the diagrams above base on their usage.

In this question candidates were expected to name the class of crops such as legumes, oil crop, and vegetable as bulb, spicy and fruit as fruit crop or beverage, 45% of the candidate attempted answering it but were able to answer legumes or oil crop, vegetable, bulb and fruit or fruit and beverage. About 45% of the candidates attempted it, by naming the class but answered it wrongly with poor spelling of legumes, vegetable and fruit crops. Only 10% left the question blank without attempting it.

(c) State the soil requirement, pest and harvesting tools for each of the crops mentioned in 1 (a).

In this question the candidates were expected to state the soil requirement, pest and the tools use for harvesting the crops. About 80% of the candidates were able to answer the question correctly, 15% of them attempted answering but got some correct and some wrongly answered and only 5% left the question blank.

Question 2

(a) Explain how the following rocks are formed.

(i) Igneous;

(ii) *Sedimentary;*

(iii) *Metamorphic*

In this question, students were required to explain how igneous, sedimentary and metamorphic rock are formed.

This was the poorest of all the question answered by the candidates. Less than 10% of the candidate scored a single mark in this question.

(b) Give **one** example for each of the rock mentioned in (2a).

The question required candidates to give one example for igneous, sedimentary and metamorphic rock. In this question less than 7% scored at least 1 mark out of the 3 marks allocated for the question.

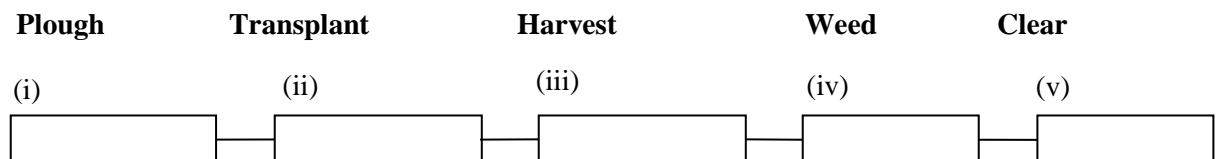
(c) Name 3 plant organism that help in breaking down of soil.

In this candidates were expected to give answer such as algae, lichens mosses, fungus etc.

This was a challenging question for the candidates. About 30% of the candidate were able to give answers such as algae, fungi and left the third one out, they were given mosses a wrong spelling instead they were writing musa, moss etc, 70% were unable to have the idea or knew how to answer the question.

Question 3

(a) Rearrange the farming practices below in order that they are carried out.



In this question candidates were expected to rearrange the farming practices in order that, clear, plough, transplant, weed and harvest. About 92% of the candidate attempted the question and answered it correctly, 6% of the candidates were unable to rearrange them in order while 2% of the candidates could not answer the question.

(b) Name one simple farm tool use for each of the activity mentioned in 3(a).

In this candidates were expected to name one tool used for each of the activity and about 75% of the candidates attempted the question in which a greater percentage answered the question correctly while fewer of this percentage, about 15% had some mistakes in spelling some of the tools, while the remaining 10% of which some mixed or did not rearrange the farming practices correctly some got one or two arrangements and the rest wrong.

(c) Explain how deep ploughing can destroy soil structure.

In this question candidates were required to explain the effect of deep ploughing on soil structure. 60% of the candidates attempted the question correctly while 35% of the candidates answered it wrongly with poor expression and wrong spelling of words. Only 5% of the candidates could not write anything as their answers.

Question 4

(a) Name two food obtained from each of the livestock in the table.

NAME OF LIVESTOCK	FOOD OBTAINED
Cattle	<hr/> <hr/>
Goat	<hr/> <hr/>
Chicken	<hr/> <hr/>

This question requires candidates to name two foods obtained from each of the livestock (cattle, goat and chicken).

This was a very good question in terms of candidate's answers because 60% of them scored 6 out of 6 and another 20% scored 4 out of 6 marks.

(b) What is parturition?

About 88% of the candidates were able to define the term correctly, while the rest of the 12% could not define it correctly or even wrote a wrong definition.

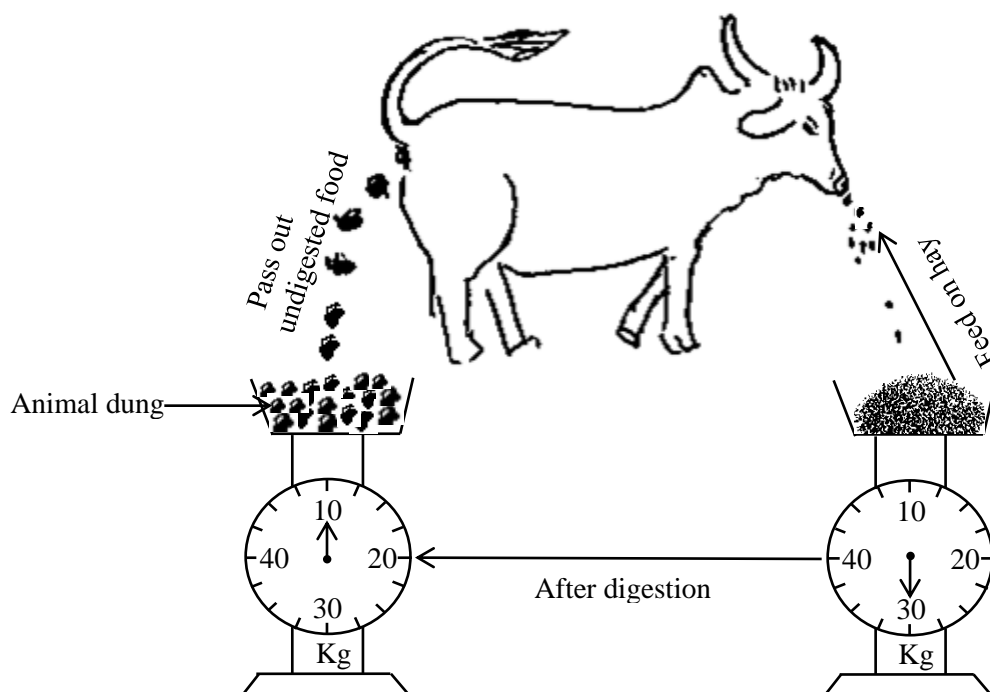
(c) Complete the table stating the length of pregnancy of pig, sheep and goat.

FARM ANIMAL	LENGTH OF PREGNANCY
Pig	
Sheep	
Goat	

About 55% of the candidates attempted the question and answered it correctly, while 35% of the candidates wrote wrong figures or length of pregnancy, 10% of the candidates wrote one, two years while the rest left the question blank.

Question 5

The diagram below shows a quantity of hay fed to an animal. Use it to answer questions 5(a) to 5(c).



(a) (i) How many kilograms of hay was used to feed the animal?

This question required the candidates to study the diagram and state how many kilograms of hay was used to feed the animal.

(ii) How many kilos of hay was undigested?

About 75% of the candidates get the answer right as it does not require any calculation.

(b) (i) Calculate the amount of digested feed by the animal.

This question required the candidates to calculate the amount of digested food.

Only 20% of the candidates gave the right answer. The remaining 80% scored 0%.

(ii) What is the percentage of digested feed?

About 30% of the candidates were able to answer the question correctly but almost 70% of the candidates were unable to do the calculation in order to get the right answer, some did not attempt it at all.

(c) Explain the aim of the diagram.

This question required the candidates to explain the aim of the diagram.

About 5% of the candidates gave the right answer to this question by scoring 3 out of 3. The rest of the candidates scored 0.

Question 6

(a) List three signs of sickness in goat.

Almost 88% of the candidates were able to list three signs of sickness in goat 9% of the candidates wrote wrong answers, while the 3% left the question blank.

(b) Name two pests and two diseases of goats.

This question requires candidates to name two pests and two diseases of goats. The candidates approach to this question was very poor as only 5% scored at least 2 out of the 8 marks allocated for the question.

(c) Explain why it is necessary to understand the life cycle of parasites in farm management.

This question required candidates to explain why it is necessary to understand the life cycle of parasites in farm management. In this question only 5% of the candidates gave the right answer while the rest scored zero.

5. SUGGESTED REMEDIES

The performance of candidates in some centers was not quite satisfactory. More than 60% scored below the 40% which is half of the 80%. Most of the candidates could not spell simple words correctly or being unable to express their thoughts as expected. In order to improve on performance, the examiners are of the views that or recommends the following.

- (1) Teachers should do everything possible to improve students in English language skills.
- (2) The practical aspect of agricultural science should be emphasized in schools.
- (3) Teachers should perform simple but important experiments.
- (4) Teachers should prepare field trips and prepare teaching aids to help the student have better understanding of the subject.
- (5) Agricultural science teacher should include period spelling of key agricultural terms in their lesson.
- (6) School and teachers should encourage team teaching. Since it is inevitable for one to be hundred percent perfect in all topics taught in a subject.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
AGRICULTURAL SCIENCE (2)**

OVER VIEW

The Agricultural science paper two [2] took place on the 26th July 2022. Eighteen thousand, nine hundred and fifty four (18,954) candidates registered for the paper in the whole country. Ten thousand, eight hundred and sixty nine (10,869) are female, representing 57.4% of all registered candidates and eight thousand and seventy-eight are male, which represents 42.6% of all registered candidates. From that statistics obtained from the examiners a total of fifteen thousand, six hundred and fifty (15,650) scripts were marked. This represents 82.5% of total number of registered candidates.

1. **GENERAL COMMENTS**

STANDARD OF THE QUESTIONS

The questions set are within the confines of the syllabus. Some questions were straight forward with little or no ambiguity, while others were so complicated and ambiguous that it affected the performance of many candidates. They were unable to read, understand and interpret the questions as expected. Detailed analyses of the individual questions will be discussed below.

PERFORMANCE OF CANDIDATES

The general performance of the candidates is not too impressive, although there are candidates whose performance were overwhelming. This may be cause by several factors among them Corona virus pandemic, which has great negative effects on learning outcomes, students spending a lot of time on social media and school administrators and teachers not sometimes too committed to their work. From the number that sat to the exams, three thousand, four hundred and eighty two (3,482) scored 40 and above. This represents 22.2% of total number of candidates that sat to the exams.

2. **CANDIDATES' STRENGTHS**

Despite, the poor performance of a significant number of candidates, there are candidates whose performance are exceptional by all standards. Their performance in all sections are quite commendable. They followed every instructions given coupled with clear and legible handwriting orderly and neatly presentation of work, thus making the work of examiners much easier. This is particularly true for certain questions and some centers.

3. **CANDIDATES' WEAKNESSES**

The overall performance of the candidates is not much different from preceding years. Candidates performance in **Section D (Animal Science)** is not as impressive as the other sections. There are areas for improvement identified and shall be discussed below:

- (a) As observed in the past examinations, the problem of reading and understanding the task and the questions still remain a problem to 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.
- (b) 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.

- (c) There is also a problem of candidates' inability to explain concepts and technical terms used in agricultural science.
- (d) Candidates also had problems in presenting and organizing facts and ideas.
- (e) Candidates' writing ability still remains a great concern; a significant number of them are unable to write clearly and legibly.
- (f) It has also been observed that performance of candidates in the urban centers is much better compared to those in the provinces.

4. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

The most popular questions are 1, 4, and 8. The percentage of candidates that attempted are 76.2%, 70.8%, and 43.8% respectively. Questions 6, 5 and 3 were the least popular questions. The percentage of candidates that attempted them are 13.3%, 8.1% and 7.2% respectively.

Below is a detailed description of candidates' performances by question.

Question 1

- (a) *What is the meaning of farming systems?*

(b) Name three (3) farming systems practiced in The Gambia.

(c) State two (2) advantages of one farming system named in 1(b) above.

72.2% of the candidates attempted this question. From the number that attempted 31.5% of them scored 10 and above. Some of the candidates had problems in defining farming systems. They were instead giving the definition for agriculture. Stating the advantages of the farming systems was a challenge to others.

Question 2

(a) State two (2) differences between Farm Account and Farm records.

(b) Give one (1) example of each of the accounts mentioned in 2(a).

(c) State two (2) reasons for keeping each of the documents mentioned in 2(a) above.

In question two, 15.8% of the candidates attempted it. Out of those that attempted it, 24 % scored 10 and above. Candidates found it difficult to march the difference between farm accounts and farm records and reasons for keeping documents mentioned in 2(a) was another challenge for some candidate..

Question 3

(a) Explain how each of the following can affect agricultural development:

- I. Political factors*
- II. Social Factors*
- III. Physical factors*

(b) Suggest one (1) remedy for any of the factors named in 3(a).

(c) State three (3) stakeholders to take part in the decision making concerning agriculture.

This question is among the least attempted and underperforms questions. Only 15.8% of all candidates attempted this question and only 24% of those that attempted scored 40 and above. It is among the questions that candidates found it extremely difficult to handle.

Question 4

(a) What is soil?

(b) State three (3) uses of soil to crops.

(c) Outline the four components of the soil and give their respective percentages.

For question four, 70.8% of all candidates attempted it. From this figure that attempted, 36.4% were able to score 10 and above. Certain candidates that attempted this question had a challenge naming the soil components and matching it to their respective percentages.

Question 5

- (a) What is soil Alkalinity?*
- (b) Outline three (3) causes of soil acidity.*
- (c) State the disadvantages of burning farm lands.*

Question 5 was attempted by 8.1% of all candidates. From this number that attempted 37.4% scored 10 and above. A significant number of candidates had this question especially (a) and (b) part of the question.

Question 6

- (a) Differentiate between macro nutrients and micro nutrients*
- (b) Name three (3) examples of macro nutrients and micro nutrients*
- (c) Name three (3) soil nutrients*

This question was attempted by 13.3% of all the candidates. From the number that attempted, 68.3% scored 10 and above. A good number that attempted this question had problem in answering question 6 (C) because it almost the same 6 (b).

Question 7

- (a) What are tree crops?*
- (b) State three (3) merits of planting tree crops.*
- (c) (i) List three (3) types of tree crops*
 - (ii) Name one pest for each of the tree crops mentioned in 7(c)i*

This question was attempted by 28.5% of all candidates. From the number of candidates that attempted 25.5% of them were able to score 10 and above. The greatest challenges for candidates that opted for this question was in the definition for a tree crop and naming a pest for the crops mentioned above.

Question 8

- (a) What is gardening?*
- (b) Name three (3) community garden in The Gambia.*

(c) State three (3) problems of gardening in The Gambia.

Question 8 was attempted by 43.8% of all candidates. Out of the number that attempted, 46.7% scored 10 and above. The challenge for this question is quite a good number candidates, gave the meaning a garden instead of gardening. The question of naming of three community gardens in the Gambia was too vague and hence attracted a lot of answers.

Question 9

(a) Identify the plant illustrated above.

(b) Name the parts indicated on the diagram.

(c) Explain the method of propagation.

20.1% of the candidates attempted this question. 41.4% of those who opted for this question scored 10 and above. A good number of the candidates could not identify the plant illustrated in the diagram, instead of identifying as banana or plantain, they identify it as sugar cane. Naming of parts and method of propagation for the crop was another problem for candidates.

Question 10

(a) What are Vaccines

(b) State the importance of vaccines in livestock production

(c) Explain Immunity

37.6% of all candidates attempted this question. From the number that attempted, 36.4% of candidates scored 10 and above. This question proves to be one the most challenging questions for candidates, because most candidates that opted for it only answered (b) part. Most candidates found it difficult to explain immunity.

Question 11

(a) What is a chicken?

(b) Name the three (5) categories of poultry.

(c) State three (3) reasons for debeaking.

25.6 % of all candidates attempted this question. From the number that attempted, 30.7% scored 10 and above. Some of the candidates had challenge in naming the categories of chicken as layers, broilers and dual purpose instead they gave examples of poultry and breeds of chickens.

Question 12

- (a) What is selection in animal breeding?*
- (b) State three (3) factors to be considered in selection/*
- (c) Name two indigenous breeds of cattle and two exotic breeds of cattle in West Africa.*

This question was attempted by 16.1% of all candidates. From the number that opted for this question, 32.4% scored 10 and above. A good number of students who opted for this question could not deal with the (c) part of the question. Naming the indigenous and exotic breeds of cattle in West Africa is above the standard of the candidates, this is because GABECE exams generally covers the Gambia not West Africa.

5. **SUGGESTED REMEDIES**

The following recommendations are suggested for the forthcoming examinations:

- The English lessons should encourage early grade reading. Reading should be emphasized at all levels 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 shows that animal science component is not properly handled.
- Agricultural science should be considered as one of the core subjects taught in schools. This is due to the importance of agriculture to us as individuals and to the nation at large. In this way students would take the subject more seriously.
- Agricultural terminologies should not be taught through rote learning. There should be provisions to practically understand these terminologies. School gardens and orchard should be used to demonstrate these practices. This will enable students to have a clear understanding of the terms. One better way of doing that is, teachers should from time to time invite experts 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.
- This will help to boost standard of education as teachers, students and parents alike would 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 questioning techniques of WAEC. The terms such as state, list, differentiate, illustrate, explain, etc, should not only be properly explained but be used in the local exams to help students get familiar with them. They should be trained to follow examination instructions when preparing them for exams.

- The proper completion and comprehension of the syllabus is an area of great concern. Teachers should not just gamble with the students to pass exams. The understanding of the syllabus by students is very much important. The required books for the syllabus must be adhered to although additional reading materials may be used to substantiate. School administrations and the Ministry of Basic and Secondary Education should ensure that text books that are designed for upper basic level and written by seasoned teachers should be used by both teachers and students. Only approved textbooks by the ministry should be allowed to be used 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 of coverage.
- Schools should endeavor to share the examiners' reports with all those teachers teaching agricultural science. The report should also be shared with the incoming candidates. If possible, each candidate should have a copy. Examination reports should not be left to gather dust in the head teachers' offices. They should be accessible by anyone at any time.
- Candidates should be taught to always start with answering questions they know best. This attracts higher marks and saves time.
- Examiners have always been faced with the problem of registers, which has always delayed the work of examiners. To this end, the council should employ competent supervisors and invigilators who are well trained in order to take care of this problem.
- Council/ MoBSE should change the mode of invigilation during exams. Instead of using teachers teaching in a particular school for invigilation, teachers of a particular school should be post to another school and paying them allowances.
- Schools administrators should endeavour to organize Parent Teachers Association meetings, to discuss and analyse the performance of candidates in the past exams, taking into consideration the problems and recommendations highlighted in the chief examiners report with view to map a way forward together.
- The font size use in typing questions is very small and thus those candidates with visual impairment would find difficult it to read. A font size of 14 should be use and all writings bold. The spaces provided for candidates to write their answers should be increased to cater for those candidates with big hand writings and those that may make mistakes and would want to rewrite their answers.

- Experience subject teachers should guide candidates on how to answer questions. For example candidates' starts with questions they are more comfortable with, writing their names and index numbers correctly, among others.
- There should be fair allocation of marks among individual questions and sub questions in the main question.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
PHYSICAL EDUCATION 2**

1. GENERAL COMMENTS

The format of the paper for The Gambia Basic Education Certificate Examination 2022 for the school candidates was in line with the established pattern. As usual, the quality of work of candidates varied from center to center. In some examination centres, candidates clearly indicated that they understood the topics on the teaching syllabus and had been well informed, prepared and qualified for the examination. In some other staggered examination centres, candidates set out their work in an untidy, careless and could not express themselves in manner that deprived them of credit.

2. CANDIDATES' STRENGTHS

- A greater percentage of candidates highlighted a positive degree of legibility of work.
- The use of recommended ball point pens were maintained by the candidates.
- The desire to excel was conspicuously noted even from the weak candidates.

3. CANDIDATES' WEAKNESSES

Candidates' weaknesses were centralized on the following observations:

- Lack of seriousness in the approach and output of their work.
- Poor understanding of the fundamental operational terms.
- Inability to apply correct principles and concepts.
- Contravention of examination rubrics.

4. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

(a) State two uses of each of the following first aid materials:

- (i) Cotton wool;*
- (ii) Bandage;*
- (iii) Scissors*
- (iv) Spirit.*

(b) Give two reasons why first aid is necessary.

A popular question attempted by slightly above 92% of the candidates. The (a) part of the question attracted reasonable responses from the majority of candidates that opted for it. In the same vein, the (b) part of the question was equally, adequately tackled by a greater number of candidates that attempted it.

Question 2

Match the following sense organs of the body with the corresponding stimulus they respond to.

EYE, EAR, TONGUE, NOSE, SKIN.

SENSE ORGAN	STIMULUS
i.	Taste
ii.	Touch
iii.	Sight
iv.	Hearing
v.	Smell

(b) Mention the location of the following bones in the human body.

BONE	LOCATION IN THE BODY
1. Rib	
2. Skull	
3. Femur	
4. Humerus	

(c) How many chambers has the human heart?

About 94% of the candidates attempted this question. The answers submitted by the majority of candidates in relation to Qs.2 (a) and (c) were better than that of Q. 2(b) which in effect and suffix it to say that candidates' answers in connection with Q.2(b) was not commendable. From the foregoing however and as a matter of absolute necessity, physical education teachers should start teaching this aspect of the examination syllabus that teaches basic human anatomy and exercise physiology rather than concentrating on Athletics and Games all the time.

Question 3

(a) List two types of relay race.

(b) Mention four topics in physical education

(c) State four skills in a tennis game.

This question attracted over 98% of the candidates. Candidates' submission in connection with Q.3(a) was impressive. About 90% of those who opted for Q3 got the (a) part of the question correct and their scores were good. Obviously, candidates' answers portrayed the true fact that over 78% of them had solid knowledge about types of relays. In the same vein, topics in physical education were comfortably mentioned by bulk of candidates that opted for the number. On the contrary, a significant number of candidates that attempted Q.3 (c) came out with woeful submissions and consequently, their marks were on the negative.

Question 4

(a) What is a balanced diet?

(b) List four classes of food contained in a balanced diet.

(c) Mention four qualities of a pre-game diet.

There is sufficient evidence of adequate knowledge of balanced diet by over 80% of the candidates that opted for Q.4. (a), (b) and (c) and behold, better credits were quantified to that effect.

Question 5

(a) Mention five disorders associated with physical handicap.

(b) Write the full meaning of the following abbreviations.

- (i) WHO:*
- (ii) AIDS:*
- (iii) GNOC:*
- (iv) FIFA*
- (v) UNESCO*

Though compulsory but very unpopular number amongst the candidates that attracted incompetent responses from the majority of the candidates that opted for it and their scores were ridiculous. Too also, a transparent lack of adequate knowledge existed as a greater number of candidates were unable to define accurately the acronyms of the abbreviations as apportioned in Q.5 (b) to earn valuable marks.

Question 6

(a) Mention two equipment used in gymnastics.

(b) Mention three types of outdoor games.

(c) *List five first aid materials.*

This appears to be one of the cheapest numbers for the majority of candidates that attempted it. Indeed, Q.6 (a) was easy for the majority of candidates to tackle. In the same manner, Q.6 (b) was comfortably attempted by slightly over 80% of those that attempted it. In the vein, adequate responses were rendered by over 78% of the candidates as regards Q. 6(c); hence, the candidates' overall performance was credible in connection with Q. 6.

Comments on Difficulty of the Questions:

The questions were well framed and covered the entire length and width of the syllabus. Obviously, few of the questions were difficult for some of the candidates to tackle due to the true fact that such candidates were not well prepared before the examination.

Comments on Incorrect or Ambiguous Questions or Questions outside the Requirements of the Syllabus

The questions were structured in such a way that **they** were all correct and within the requirements of the syllabus. As a matter of fact, they are free from ambiguity.

Comments on the Suitability for the Level Being Examined Vis-a-Vis the Level for the Syllabus

The questions were suitable for the level being examined. The major reasons for candidates' inability to perform very well include:

- Poor understanding of the fundamental concepts and principles in relation to physical education
- Inability to apply correct operational terms.
- Candidates' lack of seriousness in their approach and output due to negative attitude towards the subject.
- Lack of professionally trained and qualified personnel to handle the subject at all levels.
- Lack of adequate instructional materials in schools.

5. SUGGESTED REMEDIES

Better performance can be achieved if Candidate's are

- (i) Encouraged to develop the reading habit.
- (ii) Taught by trained and qualified teachers of Physical and Health Education at all levels.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
SCIENCE 2 (ALTERNATIVE A)**

1. GENERAL COMMENTS

Based on the analysis of reports presented by all the assistant examiners, it was noted that the standard of the 2022 Science paper 2 was appropriate for the candidates, and the questions selected reflect the level that the candidates should have acquired in the three years of upper basic schooling using the General Science syllabus (Grade 7 – 9). In general, it was reported by the examiners that there were no ambiguities in terms of clarity of questions. However, it was evident that there were difficulties in tackling questions which require comprehension and application of basic scientific concepts.

There were some excellent scripts from candidates who were evidently well prepared for the examination, but it was apparent that some centres could not complete the syllabus, and their candidates were unable to attempt questions from all areas of the syllabus. The performance of candidates was slightly at par with that of the previous year, especially in the areas of biology and chemistry.

The questions were distributed broadly as shown below. However, candidates scored more marks in questions related to Biology than questions related to Chemistry and Physics.

Question 1	}	2	}	Biology
Question 3				

Question 4.	}	Chemistry
Question 5.		

Question 6.	}	Physics
Question 7.		

2. CANDIDATES' STRENGTHS

Some of the candidates displayed

- an in-depth knowledge of the subject matter.
- ability to interpret questions correctly
- good writing skills for some, especially those who did well

- use of scientific/technical words correctly in answering questions.

3. **CANDIDATES' WEAKNESSES**

As it has been the case in previous years, there was much evidence that the poor performance of candidates could be attributed to the following:

- Inadequate preparation for the examination
- Incomplete coverage of the syllabus
- Incorrect interpretation of questions
- Lack of attention to details in doing calculations and omission of units
- Poor expressions and spellings
- Illegible and incomprehensible writings

4. **SUGGESTED REMEDIES**

In view of the above observations, the following are recommended:

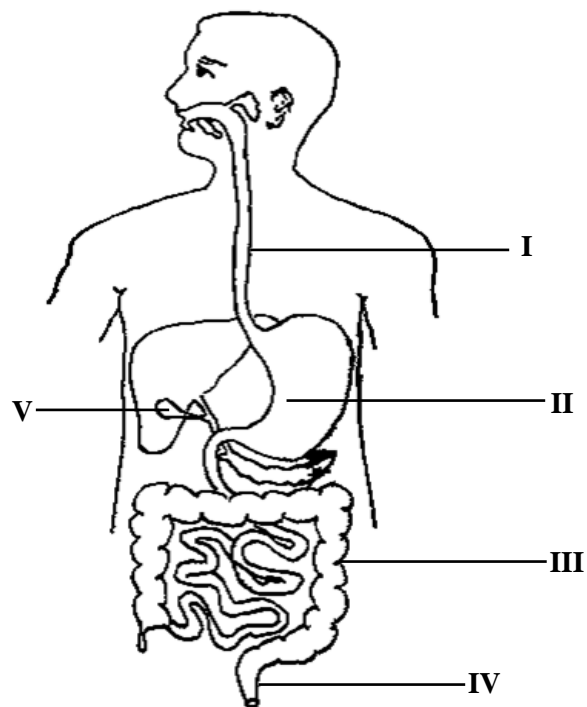
- Attention of schools be drawn to obtain and synchronize the teaching and examination syllabuses, and to ensure complete coverage of the syllabus by teachers.
- Proper preparation of candidates and thorough review of work covered in good time prior to the examination.
- Effort by teachers to emphasise technical details of calculations, including appropriate units, during teaching.
- Proper use of the MoBSE Science text books as the first reference material in addition to any other materials; and adequate review of past examination papers in preparation for the examination.
- Emphasis on improving reading and writing skills.
- The inclusion in the instructions to candidates that they *must use only blue or black ink pen* to answer questions.
- Use of chalk or *tipex* to erase, change or cancel answers should be discouraged.
- Hands-on demonstration to illustrate some simple scientific experiments should be encouraged.
- Schools should establish moderators and marking schemes for internal exams, and teachers should point out mistakes and make the necessary corrections in children's work/answers.

- The technology aspects of science (computer) should be synchronized in the syllabus and school time table to enable students get lessons on Information Technology (IT).
- School heads and external supervisors are reminded to be more vigilant during the conduct of examinations to minimise malpractice in all forms.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

Question 1

The diagram below is an illustration of the human digestive system. Study the diagram and use it to answer questions I(a) to I(c).



- (a) Name the parts labelled **I**, **II**, **III**, **IV** and **V**.
- (b) State **one** function of each of the parts labelled **I**, **II** and **V**.
- (c) (i) Name the part where the digestion of protein starts.
- (ii) The last stage of digestion of food takes place in the

This question was a favorite and popular. It attracts a total mark of 10. Over 25 % of the candidates scored 7 and above out of the total mark. About 55 % of the candidates scored 5 - 20 % obtained 03 out of the 10 marks allocated for this question. This indicates that the performance of the candidates was good.

1. a. Approximately, 75 % of the candidates did very well as they were able to identify and name the parts of the human digestive system labelled I, II, III, IV and V correctly. Few candidates did not identify and name the parts labelled I to V clearly, due to lack of enough knowledge on how to name and spell the parts of the digestive system. Below is a table that shows some examples of incorrect answers with spelling errors given by some candidates.

Incorrect answers	Correct answers
I- Gillet, Ophagus, Gulet etc	- gullet/ oesophagus
II- Stomak, Stomch, Somack etc	- stomach
III- Larg intestes, large intest etc	- large intestine/ colon
IV- Anus, small intestine etc	- rectum
V- bile duct, gill bladder	- gall bladder

1. b. Candidates were required to state one function of each of the parts labelled I, II and V. Over 80% of the candidates were able to state the correct function of the parts labelled I and III. And about 60 % of the candidates could not state the function of the part labelled V accurately and which led them to miss part of the mark allocated.

Examples of incorrect answers given by some candidates.

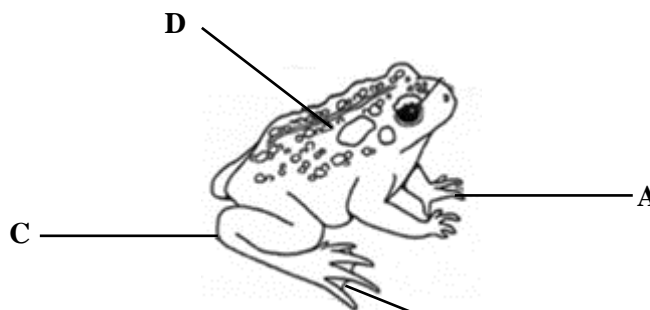
Incorrect answers	Correct answer
I- It transfer food to the stomak/ it pass water and air to the stomach.	-It is used for swallowing food/ passage of food/ connect the mouth to the stomach.
II- It contain food/ it keep food etc.	-It stores food/ digest food/ produce HCl/ enzymes/ gastric juice.
V- It produce bile/ contain bile duct	-It stores bile/ bile pigment or juice

In C(i) and (ii) about 30 % of the candidates were able to recall and name the part of the human digestive system where digestion of protein starts and the part where the last stage of digestion of food takes place. Over 70 % of the candidates attempted C (i) and (ii) but did not give the correct answers.

Incorrect answers	Correct answers
(i) Large intestine/ mouth	stomach
(ii) Anus/ Large intestine	small intestine/ ileum

Question 2

The diagram below shows the external features of a vertebrate. Study it carefully and answer the questions that follow.



(a)(i) Name the class of vertebrates to which the organism belongs.

(ii) Name the parts labelled A, B, C and D.

(b) List **four** of the main stages of the vertebrate's life cycle in order of development.

(c)(i) The eggs of the vertebrate are laid in strings covered with jelly called

(ii) How does the newly hatched vertebrate breathe?

Candidates were presented with a diagram of the toad. 90 % of candidates attempted this question but a lot of them encountered difficulties.

(a) i. This question was popular. About 80% of the candidates attempted it and obtained the marks allocated. About 25% – 35% of the candidates were able to identify the correct class as amphibia.

About 45% of the candidates mistakenly identified the organism, not the class, as toad or frog. Others named the other classes of vertebrate: reptilia or mammalia. A good number stated amphibian which was rejected.

(a) ii. About 85% of the candidates attempted this question and came out with the correct answers. There were few candidates who did not attempt it at all, others attempted but did not state the correct names of the parts labelled A, B, C & D

About 55% either could not state the names or stated the wrong names such as clawed toes instead of digits, skin instead of warty / rough skin.

60% named the hind limb correctly, though there spelling errors like high limb, hid limb, hind lib or lind.

The accepted answers were:

A	digit
B	web / webbed foot
C	hind limb/hind leg
D	trunk / poison gland / warty skin

(b). Only about 40% correctly listed stages in the life cycle of the toad in the right order, and achieved half to more than half of the total marks allocated. About 43% stated the correct stages but in the wrong order. Quite a good number confused the life cycle of insects (egg – larva – pupa – imago) with that of the toad.. 20% skipped this part.

The accepted answers were:

i	eggs / egg laying
ii	larva / tadpole
iii	young toad
iv	adult toad

(c) i. Approximately 85% of the candidates didn't attempt this question, whilst the others who attempted gave wrong answers such as sperm, poison gland, egg colony.

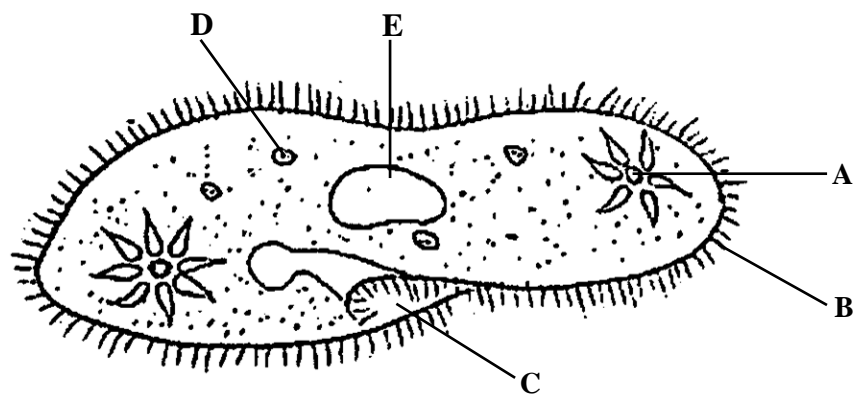
The expected answer is spawn.

(c) ii. Candidates were to state the means by which the newly hatched vertebrate breathes. About

45% – 60% gave the correct answer, by means of external gills. Others wrote lungs, mouth or skin.

Question 3

The diagram below shows a simple unicellular organism. Study it and answer questions 3(a) to 3(c).



- (a) (i) Name the organism illustrated in the diagram.
- (ii) Name the parts labelled A, B, C, D and E.
- (b) State **one** function of the parts labelled A, B, D and E.
- (c) (i) What does the organism feed on?
- (ii) Name **two** methods by which the organism reproduces.

This attracts a total score of 9 ½ marks. Over 50 % of the candidates obtained 5 and above, 30 % scored 3 - 4 and 20 % scored 0 - 2 out of the total mark for this question. This shows that a good number of the candidates performed well. However, few of the candidates were not able to do well as a result of spelling difficulties and lack of enough knowledge to identify and name the parts labelled on the diagram of the paramecium.

(i) Most of the candidates attempted this question and got it correct. Only few of the candidates were not able to give the correct name of the organism illustrated. They gave wrong names for the organism such as Amoeba, Euglena etc. instead of Paramecium.

(ii) about 60 % of the candidates secured half of the mark allocated. They were able to name the parts labelled A, B, C, D & E appropriately. The rest of the candidates could not name the parts labelled due to spelling errors and perhaps no knowledge about the diagram of the *Paramecium*.

Examples of wrong answers and spelling errors given by some candidates.

Wrong answers	Correct answer
A- Food vacuole, Vacuole, food Vacule etc.	- contractile vacuole
B- Legs, hair, tentacle etc.	- Cilium
C- Gullet, Analpore, Oral grove etc.	- Oral groove
D- Vacuole, Contractile Vacuole etc.	- Food Vacuole
E- Nucleus	- Mega/ Macro/ Large nucleus

b) Most of the candidates attempted this question and did fairly well. There were few candidates who did not attempted it at all, others attempted but did not state the correct function of the parts labelled A, B, C, D & E.

Examples

Wrong answers	Correct answers
A- It is where feeding take place	- excretes wastes/ osmoregulation/ remove excess water.
B- it is for breathing	- for movement/ locomotion
D- This is taking the food for the cell	- stores food/ digest food
E- It is used for reproduction.	-controls all the life activities of the cell.

(i) A large number of the candidates attempted this question but few of them obtained it correctly.

Majority of the candidates gave wrong answer for what the paramecium feeds on. They stated answers such as decay animal, plant, water etc. instead of bacteria, diatom, plankton, microbes and microorganisms etc.

(ii) About 40 % of the candidates were able to name the two methods by which *Paramecium* reproduces. A good number of candidates did not give the correct answers. Others could not differentiate between fission and fusion and some of them paired asexual/conjugation and sexual/binary fission. This resulted to a loss of mark.

Question 4

The outline below is part of the periodic table. The letters **X**, **Y** and **Z** represent some of the elements but they are not the symbols of these elements. Study the table carefully and answer the questions that follow.

							VIII
I	II	III	IV	V	VI	VII	He
Li							Ne
Na				Y	X	Cl	Ar
Z							

- (a) What elements do **X**, **Y** and **Z** represent in the periodic table?
- (b) (i) The Group VII elements are also called
- (ii) How many electrons are there in the outer shell of Group VII elements?
- (c) Write the electronic configuration of

This question presented an extract of the periodic table.

a. Candidates were required to give the names of elements X, Y and Z.

90% attempted the question but only about 60% identified them correctly as shown below:

X	Sulphur
Y	Phosphorus
Z	Potassium

About 10 to 15% of the candidates did not attempt this question. About 65 to 70% of those candidates who attempted, wrote answers with wrong spellings or mismatched the answers, and therefore scored less than the allocated marks. Some wrongly spelt words were: sulphor, solffor; phosparus, fosforos; and potasium, putassom.

b. About 20% to 25% of the candidates stated correctly the name *halogen*. The rest were unable to give the group name of Group 7 elements or state the number of electrons found on the last shell. The expected answers were:

Name of the group – halogen

Number of electrons in the outermost shell – 7

c. About 50% of the candidates scored marks in this part, by writing the correct configuration thus:

X	2, 8, 6
Y	2, 8, 5
Z	2, 8, 8, 1

There were indications that some candidates did not know how to write correctly the configuration of atoms of certain elements, e.g., 2,6,8; 2,8,9 or 2,4,9 etc. Question 5.

Question 5

(a) Match the items in columns A and B correctly by completing the table below.

A	B
(i) Sodium carbonate	(i) turns lime water milky
(ii) Sodium hydroxide	(ii) changes blue litmus red
(iii) Hydrochloric acid	(iii) dilutes oxygen in the air
(iv) Carbon dioxide	(iv) turns red litmus blue
(v) Nitrogen	(v) reacts with most acids to produce carbon dioxide
(vi) Hydrogen	(vi) can be placed in Group I and VII of the periodic table

A		B
(i)	Sodium carbonate	
(ii)	Sodium hydroxide	
(iii)	Hydrochloric acid	
(iv)	Carbon dioxide	
(v)	Nitrogen	
(vi)	Hydrogen	

(b) Name **one** substance that changes directly from solid to gas without melting.

(c) State **one** method used to separate each of the following pairs of substances.

- (i) Rice and husk
- (ii) Sugar and saw dust
- (iii) Alcohol and water

a) Candidates were to match the items in columns A and B correctly by completing the given table. About 85% of the candidates attempted this question, scoring about half of the total marks allocated. Approximately 15% of the candidates failed to answer this question, whilst about 40% of the candidates mixed up, or randomly guessed the answers. This indicated lack knowledge or understanding of the reactions of Acids and Bases with other substances.

The correct matching expected from the candidates is shown below:

Sodium carbonate	reacts with most acids to produce carbon dioxide
sodium hydroxide	turns red litmus blue
hydrochloric acid	changes blue litmus red
carbon dioxide	turns lime water milky
nitrogen	dilutes oxygen in the air
hydrogen	can be placed in Group I and Group VII of the periodic table.

(b) Candidates were to name one substance that changes directly from solid to gas without melting. About 10% of candidates attempted this question, of which 6 to 7 % provided the expected answers, whilst the remaining 4 % gave merely names of some random substance. About 2 % wrote ice block instead of *dry ice*, or misunderstood the question and gave names of processes such as *evaporation* and *condensation*.

The expected substances include iodine, solid carbon dioxide (dry ice), menthol, camphor, ammonium chloride, naphthalene and aluminium chloride.

(c) Candidates were to state one method used to separate each of the given pairs of substances. 82% of the candidates attempted this question, and about 40 % gave the expected answers as shown below. Other candidates could not recall the appropriate Separation Techniques, and thus stated any separation technique they remembered. Some candidates were able to remember the appropriate separation technique but they wrote it against the wrong mixture, thereby losing marks.

- i. Rice and husk - winnowing
- ii. Sugar and sawdust – (dissolving mixture in water, then) filtering
- iii. Alcohol and water – simple or fractional distillation

Question 6

- (a)
 - (i) A computer keyboard is an example of device.
 - (ii) Discs such as CD or DVD are examples of devices.
 - (iii) Name the first web browser in the World.
- (b)
 - (i) Which output device of a computer is used to display data?
 - (ii) State **one** function of a memory card.
- (c)
 - (i) Name **two** types of Network.
 - (ii) State **three** basic elements of communication.

About 10% of the candidates attempted this question. Of these, very few scored marks. 80% of them left the spaces blank.

a. i. & ii. The overall performance in this question was very poor, which could be attributed to lack of appropriate preparation in the area of technology, often overlooked or poorly treated. Children could not differentiate input devices such as the computer keyboard from output devices, or storage devices such as CDs and DVDs from other devices. The candidates often drifted far away from the expected answers to the questions.

iii. About 30% stated correctly the first web browser in the world as world wide web or W.W.W. or WWW. Quite a good number knew the names of other browsers, which however were not the first in the world; others named popular social medias such as Facebook or WhatsApp. There were some cheap spelling errors like world wild webbed, etc.

b. i. Candidates were to name the output device of a computer that is used to display data. The monitor or screen was the expected answer but a lot of candidates gave wrong answers.

ii. Majority of candidates had a somewhat mis-informed idea of the function of the memory card, such as for playing instead of storing music on a mobile phone. The expected answer was to store or save data/information. *A named data such as images or music* was also accepted, and so was indicating that it serves as a storage device. Words such as to keep data/information was rejected.

c. This question was poorly answered.

i. Candidates were to name two types of networks. They stated names of network providers like Africell or Qcell, or the state of signal strength, whether strong or poor network, as the types of networks. The accepted network types are: LAN or local area network, WAN or wide area network, MAN or metropolitan area network, PAN or personal area network. VPN or virtual private network, Wi-Fi or wireless fidelity and WLAN or wireless local area network were also accepted.

ii. The basic elements of communication was greatly misunderstood. Expected answers were as shown below, not necessarily in that order.

transmitter/encoder/encoding device
transmission medium/ medium/ channel
receiver/decoder/decoding device

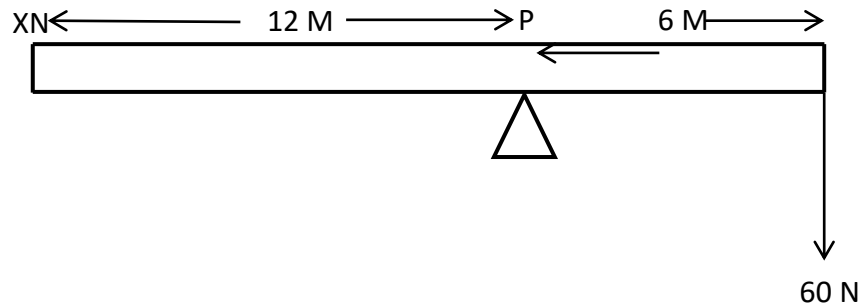
Question 7

(a) Complete the table below.

	<i>Class of lever</i>	<i>Position of fulcrum</i>
<i>Wheel barrow</i>		

Sugar tong		
Pair of scissors		

- (b) In the lever set-up below, an effort of 60 N was applied to lift a load of XN through a distance of 12 m. Calculate the load to be lifted.



- a. Candidates were to complete a table with three samples of levers. Identifying the position of the fulcrum proved difficult for a lot of candidates, they gave instead the position of the load or effort that was expected between the other two. The expected answers were:

	Class of lever	Position of fulcrum
wheelbarrow	second	Before (<i>or after</i>) the load / ELF
sugar tong	third	Before (<i>or after</i>) the effort / LEF
pair of scissors	first	Between the load and effort / EFL

- b. A lever system was set up for candidates to calculate the load to be lifted. Many attempted this question, and demonstrated understanding of the principle of moments by giving the correct formula to find the moment of a given force. However, substituting the values also proved difficult.
- c. They either added or subtracted the values and got wrong answers with wrong unit. Due to the poor application of the formula, few candidates who substituted correctly got the final answer as 30 but with the wrong unit like n, N/m or Nm.

$$F_1 \times D_1 = F_2 \times D_2.$$

$$x \times 12m = 60N \times 6m$$

$$\frac{12x}{12} = \frac{360}{12}$$

$$x = 30N$$

**TECHNICAL/VOCA
TIONAL
SUBJECTS**

GABECE (SC) 2022
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
TECHNICAL & VOCATIONAL SUBJECTS

1. STANDARD OF THE PAPERS

The Chief Examiners for Technical and Vocational subjects reported that the papers were simple and straight forward. The question were set within the scope of the syllabus.

2. CANDIDATES' PERFORMANCE

All the Chief Examiners for Technical and Vocational subjects reported that the performance of the candidates this year was poor and shows a decline when compared to the previous year.

3. CANDIDATES' STRENGTHS

The Chief Examiners Technical and Vocational Subjects reported on the candidates' strengths as follows:

- (i) Majority of the candidates were able to present the six articles required for assessment in Economics.
- (ii) Some candidates were able to produce good sketches and drawings.
- (iii) Clarity and legibility of work.

4. CANDIDATES' WEAKNESSES

The Chief Examiners Technical and Vocational Subjects reported on the candidates' weaknesses as follows:

- (i) Failure to follow instructions.
- (ii) Washed articles and in some cases worn clothes presented as renovated articles.
- (iii) Misinterpretation of the questions.
- (iv) Evidence of insufficient coverage of the syllabus.
- (v) Poor visualisation.

5. SUGGESTED REMEDIES

- (i) Candidates preparing for this examination should be well taught to cover up designed syllabus.
- (ii) Teachers and students should be encouraged to use the prescribed text books and materials.
- (iii) Candidates should read the instructions carefully before attempting to answers.
- (iv) Periods allocated to Technical and Vocational subjects should be increased.
- (v) Engage qualified personals to teach the subject effectively.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
ART AND CRAFT 2**

1. GENERAL COMMENTS

This paper aims at testing the candidate's ability and skills in visual expression in the areas of imaginative composition, nature drawing, drawing from a group of objects (still-life), and designing. Candidates who write this exam 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 objects they draw, use colour to show harmony and contrast, source of light, foreground and background among others. The performance of candidates in art 2 this year like previous years remains desired and shows a continued decline in standard.

2. CANDIDATIES' STRENGTHS

- Some candidates were able to produce good drawings and they used colour meaningfully and shade properly.
- Few candidates make good drawings and they were well rewarded, because they scored above average mark which is 25 marks.
- Some of the candidates produce good drawings and they were rewarded. Their ability to observe was good and they used colour meaningfully.
- There were some very impressive quality drawings with good representation of objects, good perspective, composition and shading techniques and colour application.
- Few candidates produced good works and they were rewarded with good marks.

3. CANDIDATES' WEAKNESSES

- Many of the weaknesses and concerns observed during this year marking exercise were as follows: poor drawing ability and composition, ability to observe objects and inability to use colour or shade properly.
- The two questions on imaginative composition were poorly executed, because of inability to draw the human figures proportionally, and poor composition and colouring techniques.
- Poor drawing ability, observation and composition, also poor shading techniques.
- Poor designs, lettering; and poor colour application. Few of the candidates used lettering stencil.
- Candidates were unable to draw the objects correctly on the table; some of them uses rulers to draw the TV.
- Lack of use of perspective in the drawings.

4. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

This paper comprises four sections namely, imaginative composition (two questions), nature drawing (two questions), still- life drawing (two questions) and design (two questions). The question paper was given to candidates one week prior to the date for examination.

This is done to allow candidates time to carefully study the options with the view of choosing the option they are best able to do. What follows is an analysis of candidate's performance in the different questions.

SECTION A - IMAGINATIVE COMPOSITION

Question 1

Your school is celebrating its 25 years Silver Jubilee and organises a cultural festival. Compose the scene.

Question 2

Your community is out to conduct a cleansing exercise, called 'set-setal'. Compose the scene.

This section comprises two questions and candidates were to answer only one. Question 1 requires candidates to imagine their school celebrating its 25 years silver jubilee and organizes a cultural festival and composed the scene, while question 2 their community is out to conduct a cleansing exercise, called "set-setal ". To compose the scene. These two questions were the least popular questions attempted by candidates because students find it difficult to draw human figures. Only 1% of candidates opted for these two questions.

SECTION B NATURE DRAWING

Question 3

Make a close study of sea shells and cowrie shells placed on a tray.

Question 4

*Make a close study of **two** baobab fruits, one split into **two** halves showing the seeds.*

This section also comprises of two questions 3 and 4 candidates were to answer only one. Question 3 demands candidates to make a close study of sea shells and cowries shells placed on a tray. This question was not popular about 8% of the candidates attempted this questions, some of them scored average mark, but majority scored below average. Question 4 requires candidates to make a close study of two baobabs fruit, one split into two halves showing the seeds.

About 10% of the candidates opted for this question and less than half of them scored above average.

SECTION C DRAWING FROM A GROUP OF OBJECTS.

Question 5

On a low table close to a good source of light, arrange the following objects to form a good composition:

- (i) *Wrist watch;*
- (ii) *Bangle;*
- (iii) *Finger ring.*

Question 6

Arrange the following objects on a low table close to a source of light:

- (i) *A flat screen television;*
- (ii) *HD receiver;*
- (iii) *Remote control.*

This section also comprises of two questions 5 and 6 and they were to answer only one. Question 5 demands candidates to observe and draw on a table close to a good source of light, to arrange the following objects to form a good composition, wrist watch, Bangle and a Finger ring. This question was not suitable considering the size of the specimen they are too small to observe and draw. About 5% of candidates attempted and majority scored below average, and question 6 demands candidates to arrange the following objects on a low table closed to a good source of light, a flat screen television, HD receiver and a Remote control. This question was suitable for the level of candidates and was the most popular question attempted by candidates about 70% of whom answered this question and majority of them scored above average mark

SECTION D: DESIGN

Question 7

*Design a suitable “**certificate of appreciation**” for your out-going Science Club President.*

Question 8

*Design an “**invitation card**” for your sister’s wedding ceremony.*

This section comprises two questions 7 and 8 and allows the use of rulers and compasses. Question 7 demands candidates to design a suitable “certificate of appreciation, for their outgoing Science Club President. This was not a popular question only 4% of candidates opted for this question and it was very poorly executed with poor design, lettering and colour application.

Question 8 demands candidates to design an “invitation card, for their sister’s wedding ceremony. This question was also poorly executed. About 2% of candidates answered this question.

5. **SUGGESTED REMEDIES**

- Candidates should be scrutinized before allowing them to sit the GABECE Art examination.
- The school should provide items required for still-life drawing and specimens for nature drawing.
- Workshop should be held for teachers of art so that they can be updated and upgraded both in terms of knowledge, skills and methodology.
- Strict measures on the display of specimens for candidates during the examination day should be emphasized by WAEC to school heads.

CONCLUSION

Generally the overall performance of candidates in the 2022 GABECE (SC) examination in Art and craft this year’s shows some improvements compared to last year. But there are still areas that needs to be improved upon such as:

- Represent its objects pictorially on paper.
- Use of colour meaningfully to show colour relationship harmony and contrast.
- To shade drawn objects effectively to create form, solidity and three dimensionality.
- Some works shows sign of un-seriousness of candidates who may have chosen art as a soft option.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
CLOTHING & TEXTILES (COURSEWORK ASSESSMENT)**

1. GENERAL COMMENTS

Each candidate was required to present six articles which demonstrate the skills learnt in the various grades within the three-year period.

Candidates performed to the best of their abilities through the guidance of their teachers. Although, some candidates found it difficult to complete their articles because almost four articles were to be completed in the final grade level.

2. CANDIDATES' STRENGTHS

- A majority of the candidates were able to present the six articles required by the examining body and they followed the assessment guidelines.
- They presented well-made embroidery articles.

3. CANDIDATES WEAKNESSES

- Some candidates were unable to complete some of the articles presented.
- Washed articles and in some cases worn clothes presented as renovated articles.
- Presentation of previously assessed articles.

4. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

INDIVIDUAL ARTICLES

BOY'S SHORTS

Candidates tried their best but there is still room for improvement on the type of seam used. A majority of the candidates used the open seam instead of either the French or run- and- fell seam and did not attach pocket. Some did not put any features.

CROCHETTED ARTICLE

It was perfectly done. Candidates did extremely well with a variety of articles.

EMBROIDERY ARTICLE

Candidates have improved significantly especially on the number of stitches used. Some of the issues realized were that some candidates did not present the household article requested although, some candidates really performed well.

KNITTED BELT/SCARF

It was another well-made article but some candidates did not also do the finishing on the belts.

BABY'S DRESS

Candidates have improved on the sewing of the dress, some areas for improvements include the fixing of sleeves, use of the appropriate seam as well as attaching fasteners.

RENOVATED ARTICLE

Very impressive articles were presented by candidates. Some candidates made articles using only old materials on the other hand, some candidates presented items made from only new materials.

CONCLUSION

In conclusion, candidates have really tried considering the time allocated on the school timetable for Home Economics, one would conclude that some candidates have done well together with the teachers but some centres need adjustment.

RECOMMENDATIONS

- Considering the above points, It is therefore, recommended that the following be considered:
- A reduction on the number of articles to be presented by candidates from 6 to 4.
- WAEC course work requirement be observed by all teachers.
- Training for teachers by MoBSE.
- Teachers to follow the syllabus by making the articles required at each grade level.
- The number of candidates allocated to an examiner in a day be reconsidered because each candidates must be viewed as six due to the number of articles to be assessed (e.g.: 40 candidates means 240 articles).

FOODS AND NUTRITION PRACTICAL TEST

1. **GENERAL COMMENTS**

The standard of the assessment was to the level assessed. The questions were derived from the syllabus and the language used was very clear and simple. Candidates' attendance was very good.

The assessment covered the knowledge and skills that candidates should have acquired during their three year period in the upper Basic.

The lack of proper labs in schools remains as a hindrance to candidates as 21 candidates find it very difficult to cook inside a classroom with 42 charcoal pots plus the natural temperature.

2. **CANDIDATES' STRENGTHS**

- Performed well on the planning session.
- Coped with the limited resources available in the centres.
- Completed the task given within the time frame with the prior guidance of the subject teachers.

3. **CANDIDATES' WEAKNESSES**

- There is still room for improvement on the quantity of ingredients purchased.
- Clearing of work areas and stoves.
- Correct names of dishes chosen (some copy the question or write the name of the food item).
- Pastry making.
- Table- setting.
- Not applying the theory learnt to the practical.
- Type of furniture used (combined benches).

4. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

Question 1

- (a) *Showing skills in pastry making, prepare, cook and serve two different snacks using two methods of cooking.*
- (b) *Prepare and serve a cocktail drink.*

About 85% of the candidates made right choices. A few of the candidates made batter mixtures, there is still room for improvement in pastry making. Interesting cocktail drinks were made.

Question 2

- (a) *Using locally preserved foods, prepare, cook and serve a local dish.*
- (b) *Make a snack using beans.*
- (c) *Prepare and serve a local fruit drink.*

Dishes were well chosen and prepared. A variety of local dishes were presented, the areas for improvement are the preparation of the bean dishes and their serving.

Question 3

- (a) *Prepare, cook and serve a suitable dish for a friend going on an excursion.*

- (b) Make a snack using any cereal.*
- (c) Prepare and serve a refreshing drink.*

Majority of the candidates made right choices of dishes. Although, some candidates did not pack their meals and others packed using inappropriate materials.

Question 4

- (a) Using two classes of fish, prepare, cook and serve two dishes.*
- (b) Prepare and serve a hot beverage.*

It was well answered by majority of the candidates, although, a few used the same class of fish such as herring and tilapia. The beverage was also well prepared but some served it as refreshing drink is served.

Question 5

- (a) Prepare, cook and serve two dishes showing the uses of eggs in:*
 - (i) Coating*
 - (ii) binding*
- (b) Prepare and serve a refreshing drink.*

It was a well answered question by most of the candidates although, a few prepared dishes showing other uses of egg thus going out of the question.

Question 6

- (a) Prepare, cook and serve a two- course meal for a toddler.*
- (b) Prepare a nourishing drink to be served with the meal.*

Almost all candidates performed well by preparing dishes suitable for toddlers. The only constrain was the type of utensils used to serve the toddler.

CONCLUSION

In conclusion, the general performance of candidates was impressive. Candidates have improved on the planning session.

RECOMMENDATIONS

Considering the above, it is therefore, recommended that:

- Practical lessons to be conducted in schools at least once every term.
- In-service training for teachers to be conducted regularly.
- Appropriate rooms and utensils to be available in centers (schools).
- Only trained Home Economics teachers to teach the subject.
- Grouping of candidates not to exceed 16 per group considering the types of rooms and furniture used during the practical.

HOME ECONOMICS 2B (ESSAY)

1. GENERAL COMMENTS

The paper was set in accordance to the GABECE syllabus. There were a lot of challenges due to the way the paper was printed as candidates mixed up their answers.

2. CANDIDATES' STRENGTHS

Candidates performed better in sections B and C (Foods & Nutrition and Home Management). They were also able to follow the instructions by answering two questions from each section.

3. CANDIDATES' WEAKNESSES

- Wrong labelling of answers
- Unable to answer the Clothing & Textiles questions
- Mixing up of answers
- Answering questions from section C under section A space
- Misinterpreting questions

4. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

(a) *Explain the following:*

- (i) *Crossway strips;*
- (ii) *Openings;*
- (iii) *Seams.*

(b) *State **three** uses of crossway strips.*

(c) *State **three** general rules for working on openings.*

It was not a popular question and secondly was not also well answered. Although a few number of candidates performed fairly.

Question 2

(a) *Define a stitch:*

(b) *State the **two** main groups of stitches;*

(c) *State **four** sewing processes that can be attached on a baby's dress;*

(d) *Name **two** stitches worked on an embroidered article.*

It was the most popular question from section 'B' and the performance of candidates was not bad only that the 'c' part of the question was not well interpreted.

Question 3

- (a) *State the meaning of the following:*
- (i) *Fibre;*
 - (ii) *Synthetic Fibre;*
 - (iii) *Fabric.*
- (b) *Name the **two** main group of fibres.*
- (c) *Name the sources of the following fibres:*
- (i) *Cotton;*
 - (ii) *Linen;*
 - (iii) *Silk;*
 - (iv) *Wool.*

It was not well answered, terms and meanings seem to be a challenge. The candidates performed well only on the 'b' part.

Question 4

- (a) *State the use of each of the following sewing tools:*
- (i) *Needle;*
 - (ii) *Pins;*
 - (iii) *Thimble;*
 - (iv) *Pinking shears;*
 - (v) *Pressing iron;*
- (b) *State **one** cause and **one** remedy of the following faults in sewing.*
- (i) *Broken needle;*
 - (ii) *Missed stitches.*
- (c) *Name the sewing tool used for taking accurate body measurements.*

This was the most popular question from section A. Although, it was fairly answered the use of the pinking shears remains a challenge.

Question 5

- (a) *Define the term meal.*
- (b) *Name **four** items required for packing meals.*
- (c) *Mention **four** occasions for which packed meals are more suitable.*

In section B, it was the most popular question. Most of the candidates who attempted it performed *fairly*, items used for packing meals was a challenge.

Question 6

Define the following cookery terms:

- (a) *Baste;*

- (b) *Shred;*
- (c) *Strain;*
- (d) *Mash;*
- (e) *Dice.*

It was not a popular question. The few candidates who attempted it were unable to define the terms as expected.

Question 7

- (a) State **four** points to consider when choosing poultry.
- (b) State **two** nutritive values of poultry.
- (c) Name **three** methods of cooking poultry.

It was attempted by many candidates and the performance was impressive.

Question 8

- (a) Define nutrition.
- (b) Explain the following terms stating **three** examples of each:
 - (i) *Perishable foods;*
 - (ii) *Non-Perishable foods.*

It was attempted by many, although, most of the candidates misunderstood the term nutrition but the 'b' part was perfectly answered.

Question 9

Describe the uses of the following in the house:

- (a) *Broom;*
- (b) *Brush;*
- (c) *Mop;*
- (d) *Dust pan;*
- (e) *Refuse bin.*

This was a popular question from section C, the uses of the tools mentioned was not understood by most of them.

Question 10

- (a) Define a colour wheel.
- (b) State the meaning of tertiary colours and give **one** example.
- (c) Name **three** primary colours.
- (d) Name **three** secondary colours.
- (e) Name the **two** colours that do not appear on the colour wheel.

It was well chosen and answered. It was the most popular question from section C. Almost all candidates attempted it and performed extremely well.

Question 11

- (a) *What is clothing?*
- (b) *State **five** factors to consider when buying clothes.*
- (c) *List **two** clothing accessories.*

It was not well understood by the candidates. Some candidates confused accessories with outfits.

Question 12

- (a) *Name **two** pieces of furniture found in each of the following rooms.*
 - (i) *Dinning room.*
 - (ii) *Bed room.*
 - (iii) *Living room.*
- (b) (i) *What is a first aid box?*
 - (ii) *List **six** basic items found in a first aid box.*
- (c) *State **three** safety rules in the kitchen.*

The candidates who attempted it were able to perfectly answer the question. It was the most popular question from section C, almost all the candidates attempted it.

CONCLUSION

The general performance of candidates was not impressive. Considering the overall performance, it seems that some topics in the syllabus were not treated especially terms and meanings.

RECOMMENDATIONS

Considering the above concerns, it is recommended that:

- There be in-service training courses for teachers
 - Teachers teach the syllabus and not only concentrate on WAEC past papers
 - Teachers teach Clothing and Textiles and not only coursework articles
 - WAEC to use the 2020 answer booklet format where candidates answer directly under each question.
 - Candidates be trained on how to answer questions.
 - The paper 2B be printed in such a way that no section answers are mixed up (e.g. a space be allocated under each question :)
- (a) *What is a meal?*
 - (b) *Name six types of vegetables. and so on*

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
METALWORK**

1. GENERAL COMMENTS

PRACTICAL AND COURSEWORK ASSESSMENT

These test papers were set with a view to allow candidates the opportunity to apply skills in the use of measuring, marking and cutting tools. The syllabus content in these areas was given utmost consideration, the time allocated for the test was adequate and the tools for use were available in most schools. The test compares favourably with those of the previous years.

The performance of the candidates was generally good as about 65% produced items according to the specifications and design. The ability to read and interpret drawings was demonstrated by 55% of the candidates.

Putting in consideration the type of exercise and level of skills required, it was expected that 70 – 75% of the candidates would have found it less difficult. However, almost about 30% of the candidates had difficulties in reading drawings and performing skills to complete the task. The reasons for the poor performance of 20 – 25 % of the candidates can be summed up as follows:

- (a) The apparent lack of interest by the candidate
- (b) Inadequate workshop activities (i.e practice)
- (c) The unproductive nature of selected projects for practice purposes.
- (d) The appealing attitude of some school principals toward technical subjects

This test, which spans a period of at least 3 – 4 months prior to the practical examination was meant to give candidates enough time to produce projects that can eventually be used by the school in the garden or at home to save costs.

About 70% of the candidates presented well-made projects with working drawings. Less than 20% of the candidates were unable to present projects or drawings. Generally, the performance was fairly good in all schools.

ESSAY

THE STANDARD OF THE PAPER

The standard of the Metal Work paper 2 compares favourably with those of previous years. The syllabus was covered in full. The overall performance of the candidates can be rated as average. Out of 800 scripts marked almost 30% scored more than ½ the marks required. Some 20% - 29% settled for between 0 and 5 marks.

2. **CANDIDATES' STRENGTHS**

To be precise, candidates who are interested in the subject have performed very well and should be encouraged.

3. **CANDIDATES' WEAKNESSES**

The candidates lack of knowledge in areas such as riveting & rivets, tongs & processes, casting & sand casting

4. **SUGGESTED REMEDIES**

- Schools should encourage the teaching of technical drawing.
- Technical teachers are expected to be creative.
- Students should be encourage to use the workshop facilities frequently.
- Students should be encouraged to practice sketching in isometric and oblique and in orthographic projection drawings.
- In workshop practices, items produced should be of use for the school and community.
- In – services courses should be conducted annually, for better subject delivery

Question 1

- (a) *What is soft soldering?*
- (b) *Give **two** reason why the soldering bit is made of copper.*
- (c) *List the tools needed to carry out a soft soldered joint.*
- (d) *What is the essential difference between a corrosive flux and a non-corrosive flux?*
- (e) *Make a neat sketch and label the parts of the following tools:*
 - (i) *scriber;*
 - (ii) *Try-square.*
 - (iii) *Dot punch.*

The problem of 40% of the candidates in this question were:

- (a) inability to define the process soft soldering.
- (b) inability to state two reasons why the soldering bit is made of copper.
- (c) lack of knowledge of the tools needed to carry out a soft soldered joint.
- (d) inability to state the essential difference between a corrosive and a non – corrosive flux.
- (e) lack of skills in freehand sketching of marking out tools such as scribe, try – square, dot punch and labelling of the parts posed problems for 50% of the candidates. 30% of the candidate performed fairly well on this questions.

Question 2

(a) *Make a neat sketch of the following tools.*

- (i) *odd-leg caliper;*
- (ii) *outside caliper.*

(b) *State the use of the odd-leg caliper.*

Almost 48% of the candidates performed poorly on this question because of their inability to sketch and label (i) odd – leg caliper (ii) outside caliper. 45% were unable to state the use of the odd – leg caliper.

Question 3

(a) *Name and sketch **two** types of rivets used in sheet metal work.*

(b) *State the use of **each** rivet named in 3(a).*

Free hand sketching of two types of rivets used in sheet metal work posed problems for many candidates. Less than 5% of the candidates were able to state the use of each rivet named in question 3(a).

Question 4

(a) *Make a neat sketch of flat cold chisel and label the parts.*

(b) *State **two** uses of the flat cold chisels.*

Almost 45% of the candidates performed well on this question. Generally many candidates were able to sketch neatly a flat cold chisel and label the parts fully. However, a fairly low percentage were able to state two uses of the flat cold chisel.

Question 5

Sketch an adjustable hacksaw and label the parts.

Lack of knowledge of various types of hacksaw frames available, 35% of the candidates performed fairly well on this question. Many candidates were unable to differentiate the adjustable hacksaw from the non – adjustable hacksaw. All the candidates were able to label at least 5 out of 10 parts.

Question 6

(a) *Name **three** alloys which contain **two** or **more** of the following metals:*

- (i) *copper;*
- (ii) *tin;*
- (iii) *zinc;*
- (iv) *lead.*

(b) *State the use of any **two** of the alloys named in 6 (a).*

Candidates knew very little about alloys which contain two or more metals that may be obtain from a list of metals given in this question. Less than 1% of the candidates who attempted this question did poorly.

Question 7

(a) *With the aid of a sketch show the use of an open mouth tong.*

(b) *Explain the term “safe edge” on a hand file.*

Candidates knew fairly well what tongs are used for, but had difficulty in the free hand sketch of the tool (open mouth tong) in use. Almost all the candidates were unable to explain the term “safe edge” on a hand file.

Question 8

(a) *Make a neat sketch of the mould (flask) used in sand casting and label the main parts.*

(b) *Name any **two** tools used in sand casting.*

Those who attempted this question hardly knew what sand casting and accessories was all about. Less than 1% of the candidates opted for this question and scored between 5 – 0 marks.

CONCLUSION

Practical skill or basic skill levels should be given urgent attention. The purpose of course work is to encourage the use of both materials and tools. Drawing and design skills should not be limited to straight line drawing only. Free hand sketching is very important as it may assists candidates illustrate answers.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
TECHNICAL DRAWING**

1. GENERAL COMMENTS

The GABECE (SC) 2022 Technical drawing paper two (2) questions were set according to the prescribed WAEC syllabus. The questions were also to the standard and scope of the candidates. It was a well-balanced paper which has been agreed upon by all the examiners for the subject. However, this year's performance seems to be the worst compared to the previous years. About 85% of the candidates has performed badly.

The solution revealed that they were ill-prepared for the paper. It was important for the candidates to cover wide range of topics that will equip them for the examination than to depend on wrong prediction of question. For better performance, candidates must be well prepared and well coached to master the rudiments of technical drawing in accordance with WAEC syllabus on time. This cannot be achieved in isolation of the subject teachers.

2. CANDIDATES' STRENGTHS

- Great commendation to few candidates for the good skills portrait in views layout in question number 1
- Questions number 3 and 4 were the most popular and therefore many candidates did very well.
- Good marks were scored by some candidates.
- Skills used to draw border lines and title block.
- Clarity and legibility of the work done.

3. CANDIDATES' WEAKNESSES

- About 95% of the candidates could not draw the symbol of projection.
- Very little knowledge on wood work and mechanical tools that are involved in freehand sketching.
- Poor visualization
- Wrong dimensioning
- Evidence of insufficient syllabus coverage
- Failure to follow instructions.

4. **SUGGESTED REMEDIES**

- Candidates preparing for this examination should be well taught to cover up designed syllabus.
- Candidates should be able to understand the difference between first and third angle projection symbols
- Engage qualified personnel to teach the subject effectively.
- Teachers and students should be encouraged to use the prescribed text books and materials.
- Technical drawing rooms should be available in all schools doing technical drawing
- Candidates should read the instructions carefully before attempting to answer any question.
- More practice on freehand sketching on mechanical and wood work tools.
- Periods allocated to technical drawing and other technical subjects should be reasonable.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

SECTION A

Question 1

An isometric view of a block is shown above. Draw in full size or 1:1 the following views in either first or third angle orthographic projection:

- (a) Front elevation in the direction of arrow A*
- (b) Plan in the direction of arrow B*
- (c) End elevation in the direction of arrow C*

This section comprises of the question number 1, which is compulsory. This question examines knowledge and skills of the candidates to visualize orthographic views on isometric block, where candidates are required to draw in full size 1:1.

This question was not well handled by some candidates and were unable to score good marks. However, some candidates draw the true shape of the views in the correct lay-out. Therefore, those candidates need commendation. Only about 20% of candidates were able to perform well on this section with correct dimensions.

SECTION B

Question 2

- (a) Construct a triangle with perimeter 100mm giving its sides in the ratio of 2:3: 4*

(b) *Measure and state the longest side of the triangle*

Question 3

(a) *Construct a regular heptagon in a circle with radius 40mm.*

(b) *Measure and state the length of sides of the heptagon.*

Question 4

Using the rectangle method, construct an ellipse whose major and minor axes are 115mm and 80mm respectively.

These questions section B also examined the knowledge, skill and use of different types of lines with construction of geometrical plane figures. For question N0 2 very few candidates attempted this question. Those who attempted the question could not get it right. In question number 3, most of the candidates does not know how many sides has a heptagon. Some were drawing a polygon with six or eight sides, instead of seven sides. They were not using the right method of construction. For question N04, Instead of a rectangular method, some were using the concentric circular method. Some candidates did very well in this question.

SECTION C

Question 5

Make a neat freehand sketch of the following

(a) *Half round chisel*

(b) *Pad saw*

Question 6

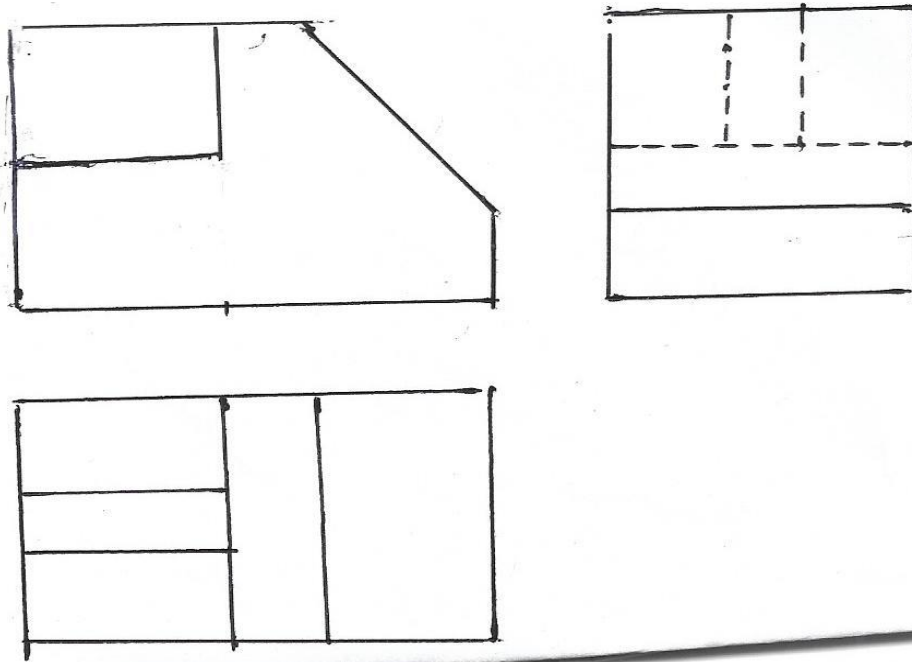
Make a neat freehand sketch of the following:

(a) *Pincers*

(b) *Tinsmiths folding bar*

Question 7

Make a well proportional freehand isometric sketch of the views below. Using “B” as the lowest point.



The diagram above shows an orthographic projection. Make a well proportional freehand isometric sketch of the block. Using ‘B’ as the lowest point.

Candidates were to make a well-proportioned freed hand isometric sketch of the block, using ‘B’ as the lowest point.

In section C also examined the candidates skills based on proportionality and resemblance, likewise the quality of lines. In this section, the candidates’ performance was not to expectation, revenging lack of proportionality, no resemblance, poor quality of lines and visualization. As referenced in question number 7 which showed orthographic views to be drawn in isometric block. Some candidates gave the same orthographic views others drew the diagram for question number 1 as stated on the question paper. However, candidates who managed to draw the isometric block could not even complete their work.

**MAY 2022 GABECE
CHIEF EXAMINER'S REPORT
WOODWORK 2**

1. GENERAL COMMENTS

The GABECE (SC) 2022, examiners agreed that the general performance of the candidates in the Wood Wok paper 2 was below average.

The questions are clearly written and within the syllabus. They are all basic knowledge of woodwork in the upper basic school. Generally the performance in the coursework and practical test is much better than the performance in the structured questions.

2. CANDIDATES' STRENGTHS

There was no particular strength worthy of mention.

3. CANDIDATES' WEAKNESSES

Candidates experience using hand tools for the first time.
Late purchased of materials by the school
Failed to provide cutting list of their chosen project.
Question not fully answered

4. SUGGESTED REMIDIES

Schools should encourage the teaching of Technical Drawing.
Student should be exposed to workshop practice
Sharpen tools before the practical exams
Instructions must be read and understood before attending the question.
Free hand sketches should be encouraged e.g. tools, joints etc.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

- (a) State the use of ***each*** of the following tools:
- (i) mortise gauge;
 - (ii) marking gauge;
 - (iii) cutting gauge.
- (b) State the difference between a mitre square and a sliding bevel.
- (c) State the use of the following tools:
- (i) Jack plane;
 - (ii) Smoothing plane;
 - (iv) Rebate plane.

To state the different between a mitre square and a sliding bevel. Straight forward question but only about 45% of the candidates could answer it right. The rest of candidates could not answer the question.

(c) To state the use of the following tools.

(i) Jack plane

(ii) Smoothing plane

(iii) Rebate plane

Very common tools on the bench but again it look like about 40% of those who attempted it were correct. Again the need to use real tools in teaching comes in.

Question 2

(a) Name **two** countersink bits

(b) State where each of the bits named in 2(a) could be used.

(c) Sketch a marking knife and label any **two** parts.

About 80% of those who attempted this question do not know what counter sink bits are and that has gone to manifest in 2b where each of the bits could be used. Sketching a marking knife. Very popular question but poorly answered. About 20% could answer it correct.

Question 3

(a) Define the term seasoning.

(b) Draw a sketch to show how to stack timber for air seasoning.

(c) State **one** advantage and **one** disadvantage of air seasoning.

(a) The term seasoning was a very popular question but again only about 75% could answer it correct.

(b) To sketch a stack of timber for all seasoning. About 20% could answer this question. There is need for students to be encouraged to practice sketching. To state advantage and disadvantage was left out by about 80% of those who attempted this question.

Question 4

(a) Sketch a try-square and label **three** parts.

(b) State **two** uses of a try-square.

(c) Briefly explain the procedure of testing a try-square for accuracy.

(a) Sketching a try square, was a popular question but again the inability for candidates to sketch was evident. Only about 55% could sketch the try square properly. The most popular section which has been answered correct by about 85% of the candidates was to state the use of the try square.

“c” Has been avoided by about 90% of the candidates.

Question 5

- (a) *Sketch a pictorial view of a dovetail halving joint.*
- (b) *State **one** use of **each** of the following joints:*
 - (i) *Housing joint;*
 - (ii) *Through dovetail joint;*
 - (iii) *Cross halving joint.*

(a) Sketching a dovetail halving joint about 75% of the candidates avoided the question and even those who did only about 30% had it right that shows the inability of candidates in sketching.

(b) To state the use of the following

- (i) Housing joint
- (ii) Though dovetail joint
- (iii) Cross halving joint

Least popular question and only about 5% of those who attempted the question answer it correct. Candidates do not know where the listed joint are to be used.

Question 6

- (a) *State **two** differences between hardwood and softwood trees.*
- (b) *Name **two** types of hardwood.*
- (c) *Sketch the following timber defects:*
 - (i) *Knot;*
 - (ii) *Waney edge.*

It was the least popular and has been poorly answered. Their translated to (b) where they have to name types of hardwoods.

(c) To sketch

- (i) Knot
- (ii) Waney edge. Very popular but only about 50% answered it correct. Again the need for the students to practice sketching.

Question 7

State the use of the following tools:

- (i) *Firmer chisel;*
- (ii) *Paring chisel.*

(b) *State **one** safety rule to be observed when using each of the tools in 7(a).*

(c) *State the material used to make the following:*

- (i) *Hammer handle;*

(ii) *Hammer head;*

(iii) *Mallet.*

Only about 35% answer it correct.

(c) Very popular question but only about 55% answered it correct. Most of the candidates were stating the use instead.

Question 8

(a) Name any **three** types of hinges.

(b) Sketch **one** hinge named in 8(a).

(c) Sketch a countersunk head screw and label any **two** parts.

About 90% of the candidates did not sketch them.

8c least popular and only about 5% draw the screw and it has not attracted the total mark allocation.