

**THE WEST AFRICAN EXAMINATIONS COUNCIL
P M B - 158
BANJUL, THE GAMBIA**



**THE GAMBIA BASIC EDUCATION
CERTIFICATE EXAMINATION FOR
SCHOOL CANDIDATES**

MAY 2023

CHIEF EXAMINERS' REPORTS



THE GAMBIA

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GENERAL RÉSUMÉ

GABECE (SC) 2023
RÉSUMÉ OF THE CHIEF EXAMINERS' REPORTS
GENERAL RÉSUMÉ

1. **STANDARD OF THE PAPERS**

All the Chief Examiners of the GABECE for School Candidates, 2023 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 Examiner for Arabic stated that the candidates performed exceptionally well. While that of French highlighted that candidates' performance was poor as compared to the previous year.

However, the Chief Examiner for Literature-in-English expressed that the candidates demonstrated an average performance whereas candidates' performance in English Language was deplorable according to the Chief Examiner.

(2) **GENERAL SUBJECTS**

The Chief Examiners for Islamic studies, and Christian Religious Education reported good improvement in the performance of candidates in the subjects compared to previous years.

However, the Chief Examiner for Social Environmental Studies reported a poor performance from the candidates they were not able to draw the map, neither to analyse the data as required.

(3) **MATHEMATICS**

The general performance of the candidates was not encouraging as compared to the previous years. About 45% of the candidates scored marks ranging from five (5) to zero (0).

(4) **THE SCIENCES**

As compared to last year, the performance of candidates in three of the subject papers was below average, one of the subjects had improved while the other one was just a fair performance.

(5) **TECHNICAL/VOCATIONAL SUBJECTS**

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

3. **CANDIDATES' STRENGTHS**

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

(1) **THE LANGUAGES**

The Chief Examiner for Arabic explained that 63 percent of the candidates did well. This was justified by the fact that 62 percent of them were from Arabic schools.

The Chief Examiner for French depicted that candidates' best performance featured in the replacement of nouns by the pronouns.

The Chief Examiner for English Language revealed that few candidates understood the comprehension passage well and good responses were supplied. Some interesting facts were mentioned in both Essay and Letter writing.

For Literature-in-English, the Chief Examiner highlighted that candidates' performance was satisfactory.

(2) **GENERAL SUBJECTS**

The Chief Examiners highlighted the following strengths: -

- (a) Good presentation of responses.
- (b) Ability to recall dates.
- (c) Good comprehension of certain areas of the syllabus.

(3) **MATHEMATICS**

Although the general performance of the candidates was not encouraging, there were few very good scripts with candidates scoring between 45 marks out of the 60 marks in Paper 2.

The candidates have demonstrated their understanding of topics such as Sets, Percentage and Application of Pythagoras Theorem.

(4) **THE SCIENCES**

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

- Understood and followed instructions accordingly
- Ability to interpret questions and presented good works
- In-depth knowledge of the subject and legible writing skills.

(5) **TECHNICAL/VOCATIONAL SUBJECTS**

The Chief Examiners for 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 Home Economics.
- (ii) Some candidates were able to produce good sketches and drawings in Art and Craft.
- (iii) 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 Arabic stated that candidates made numerous grammatical errors, (about 70 percent of the candidates) whereas the Chief Examiner for French called attention to the candidates' inability to conjugate irregular verbs in the required tenses and portrayed poor knowledge of formation of negative and interrogative locutions.

The Chief Examiner for English Language made mention of candidates' numerous spelling mistakes, inability to answer the comprehension passage and lack of mastery of the rubrics to writing a formal and informal letter.

The Chief Examiner for Literature-in-English pointed out that only 30 percent of the candidates understood the text, or the questions asked. A lot of candidates scored zero mark in this year's examination.

(2) **GENERAL SUBJECTS**

The following were some of the weaknesses mentioned: -

- (a) Illegible handwriting;
- (b) Non-adherence to the rubrics;
- (c) Non-adherence to the instructions;
- (d) Not writing clearly;
- (e) Poor expression in explanation;
- (f) Poor mastery of the subject matters was evident;
- (g) Spelling problems.

(3) **MATHEMATICS**

Candidates' poor performance was caused mainly by the following factors:

- (a) Poor presentation of the solution
- (b) Lack of systematic detailed working
- (c) Wrong application of mathematics rules and formula
- (d) Failure to correctly measure and construct with mathematical instrument

These factors were manifested mostly on topics such as percentages, numbers and measures of central tendencies, construction, and inequalities.

(4) **THE SCIENCES**

- Unsystematic detailed work presentation
- Failure to answer all questions as instructed
- Unpreparedness or incomplete syllabus coverage.

(5) **TECHNICAL/VOCATIONAL SUBJECTS**

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

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

- Appointment of qualified teachers and continuous implementation of capacity building of teachers.
- French teachers to make use of teaching aids and always speak to their students.
- Candidates must constantly and consistently read prescribed texts to achieve average mastery.
- Adequate teaching and learning materials should be made available to students at all levels.
- Schools to establish language clubs to enhance their oral ability.
- Candidates should be encouraged to embrace reading and writing culture to improve on their skills.

(2) **GENERAL SUBJECTS**

- (1) Timely coverage of the syllabus to create more period and more time for revision.
- (2) Encouraging students to draw and label maps in social and Environmental studies.
- (3) Provision of exercises to students to improve their use of English Language.
- (4) Provision of more contact hours for the subjects.
- (5) Teachers to help candidates in writing.
- (6) To appoint good and qualified teachers.

(3) **MATHEMATICS**

Mathematics teachers should: -

- (1) Teach the students using simple methods with the sole aim of getting rid of the notion that mathematics is difficult and it is impossible.
- (2) Avoid dodging away from difficult-to-teach topics in the syllabus.
- (3) Constantly make research on topics in the syllabus in order to enhance perfect flow of knowledge to the students.

(4) **THE SCIENCES**

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

- To properly read questions and follow instructions
- Use of the recommended syllabuses and textbooks
- Simple explanation methods for candidates to understand the subjects
- Refresh trainings for teachers to keep them abreast about their subjects
- Candidates to consider all subjects important not just as games e.g. P.E
- Subjects to be taught by specialized teachers
- Instruction for candidates to use **only** blue or black ink for answering essay questions.

(5) **TECHNICAL/VOCATIONAL SUBJECTS**

- (i) Candidates preparing for this examination should be well taught to cover the entire syllabus.
- (ii) Prescribed textbooks and materials should be readily available to the candidates before the examination.
- (iii) Students should be allowed to use the workshops frequently, to know the use of all basic hand tools.
- (iv) Training workshops should be organized for teachers so that they can be up to date in terms of knowledge, skills and methodology.
- (v) Candidates should read the instructions carefully before attempting to answer the questions.
- (vi) Periods allocated to Technical and Vocational subjects should be increased.
- (vii) Engage qualified personnel to teach the subject effectively.

LANGUAGE SECTION

GABECE (SC) 2023
RESUME OF CHIEF EXAMINERS' REPORTS
THE LANGUAGES

1. STANDARD OF THE PAPERS

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

2. CANDIDATES' PERFORMANCE

The Chief Examiner for Arabic stated that the candidates performed exceptionally well. While that of French highlighted that candidates' performance was poor as compared to the previous year.

However, the Chief Examiner for Literature-in-English expressed that the candidates demonstrated an average performance whereas candidates' performance in English Language was deplorable according to the Chief Examiner.

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4. CANDIDATES' WEAKNESSES

The Chief Examiner for Arabic stated that candidates made numerous grammatical errors (about 70 percent of the candidates) whereas the Chief Examiner for French called attention to the candidates' inability to conjugate irregular verbs in the required tenses and also portrayed poor knowledge of formation of negative and interrogative locutions.

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The Chief Examiner for Literature-in-English pointed out that only 30 percent of the candidates understood the text, or the questions asked. A lot of candidates scored zero mark in this year's examination.

5. SUGGESTED REMEDIES

Below are some of the suggested remedies:

- Appointment of qualified teachers and continuous implementation of capacity building of teachers.
- French teachers to make use of teaching aids and always speak to their students.

- Candidates must constantly and consistently read prescribed texts to achieve average mastery.
- Adequate teaching and learning materials should be made available to students at all levels.
- Schools to establish language clubs to enhance their oral ability.
- Candidates should be encouraged to embrace reading and writing culture to improve on their skills.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
ARABIC 2**

1. **GENERAL COMMENTS**

The following observations were registered after the marking exercise: -

- (1) All questions were of the required standard and not above the level of the candidates. They were also within the GABECE Syllabus;
- (2) Candidates have performed exceptionally well;
- (3) Students know the importance of learning Arabic.
- (4) 60% of candidates were from the urban areas only 40% came from the rural areas.

2. **CANDIDATES' STRENGTHS**

We have observed that 63% of candidates performed relatively well in section A part 2, part 3, Part 4 and Part 5. Questions in this section were not challenging simply because they require direct answers.

All questions in Part 5 required direct answers and they do not require critical thinking.

62% of candidates are from Arabic Schools. As a result, all of them were able to obtain good marks.

3. **CANDIDATES' WEAKNESSES**

- (1) 77% of candidates who sat for this Exams, failed to score good marks on the essay part of the paper;
- (2) Among all candidates, only 30% demonstrated moderate understanding of Arabic grammar, while the 70% could not.

4. **SUGGESTED REMEDIES**

- (1) For Students to Excel in Arabic Language, the Ministry should appoint more qualified Arabic Teachers to Schools.
- (2) Students should begin to realise Arabic as their religious language.
- (3) Teachers who are teaching the Arabic Language as a subject should be allocated with more periods to be able to cover the syllabus on time.
- (4) Capacity building is needed for Arabic teachers, so that they will be able to deliver and to response to the growing needs of students.
- (5) Schools should also form Arabic Language Clubs.
- (6) There should be a ban on speaking other languages rather than Arabic during lessons.
- (7) Students should try to have access to Arabic magazines.
- (8) Schools need to organise Arabic language competition from time to time.
- (9) Television and radio stations should have Arabic language programmes on their schedules.

- (10) Provision of adequate relevant materials such as books which deal directly with grammar, Comprehension and reading Passages in Arabic.
- (11) Arabic language like any other subject should be taught in the lower grades so that children will know all the letters and the building of sentences.
- (12) The Ministry should collaborate with Arabic based schools in this country to enhance learning process in the public and private schools.

5. **DEAILED COMMENTS ON INDIVIDUAL QUESTIONS**

الجزء أ

SECTION A

أجب عن كل الأسئلة في هذا الجزء

ANSWER ALL QUESTIONS IN THIS SECTION

كل أجوبتك يجب أن تكتبها باللغة العربية

YOUR ANSWERS MUST BE WRITTEN IN ARABIC

القسم 1

Part 1

1 - أكتب جملة اسمية واحدة.

2 - أكتب جملة فعلية واحدة.

3 - أعرب (كتب المعلم)

4 - ماذا يدل فعل المضارع؟

5 - ماذا يدل فعل الماض؟

6 - أكمل : (إنَّ) حرفٌ

7 - أكمل: من علامات النَّصب

8 - أكمل: الاسم ما دل

القسم 2

Part 2

9 - كم حديثاً حفظت؟

10 - كم مرةً سافرت؟

11 - متى تتناول غذائك؟

12 - في أي وقت تستريح؟

13 - ماذا تفعل بعد العشاء؟

14 - متى تذاكر دروسك؟

15 - من تساعد أمك في البيت؟

16 - مع من تعيش في بيتكم؟

القسم 3

Part 3

17 - ما اسمك؟

18 - أين ولدت؟

19 - كم عمرك؟

20 - متى دخلت المدرسة؟

21 - كم نتيجتك في الامتحان الأخيرة؟

22 - أين أخوك الكبير؟

23 - أين يسكن معلمك؟

24 - من يراجع معك دروسك؟

القسم 4

Part 4

25 - ما العمل الذي تريده بعد الدراسة؟

26 - ما دينك؟

27 - ما هوايتك؟

28 - ما ذا تعرف عن الغابة؟

29 - ما الفرق بين الغابة والصحراء؟

30- أين يعيش الأ

31 - أين يعيش الكلب؟

القسم 5

Part 5

32 - يكتب المعلم الدرس على..... .

33 - ما عكس كلمة (جلوس)؟

34 - ما معنا كلمة (بخيل)؟

35 - (قريب) عكسه..... .

36 - ما عكس كلمة (قصير)؟

37 - أكتب جملة مفيدة.

38 - أذكر حيوانين

القسم 6

Part 6

39 - أكتب جملة عن فصل الصيف.

40 - أذكر اثنين من فصول السنة.

41 - متى تشتد البرد؟

42 - لما ذا يذهب الناس إلى الشاطئ البحر؟

43 - في أي مدينة أو قرية تعيش؟

44 - أذكر ثلاثة من أسماء المهن.

45 - هات جمع كلمة (كتاب).

الجزء ب

SECTION B

أكتب عن موضوع واحد فقط من الموضوعات التالية بحيث لا تقل كتابتك عن 100 كلمة.

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

- 1 . كأس العالم في قطر.
- 2 . الرياضة التي تمارسها.
- 3 . الطعام الذي تفضله.
- 4 . أخطر الأمراض في البلد.
- 5 . مراحل الدراسة في البلد.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
ENGLISH LANGUAGE 2**

1. **GENERAL COMMENTS**

The 2023 English Language Paper Two was 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, candidates did woefully.

2. **CANDIDATES' STRENGTHS**

- Most candidates were able to demonstrate their understanding of the questions asked. Almost all the candidates who attempted the letter writing were able to use the features of an informal letter accurately.
- Very many examinees wrote addresses and subscript appropriate for a formal letter. They presented facts to show that they really knew what ICT stands for. They also added points to buttress the reason why an ICT laboratory was necessary in the school.
- Examinees who attempted the question were able to highlight the fact that students are to be blamed for their poor performances in external examinations. As the question had no restriction, they were able to give more than three convincing reasons.
- A great number of candidates did justice to the question as they fulfilled the requirement for the question.
- 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 presented for the questions.
- Smart candidates wrote short sentences that conveyed the information needed. They did so cleverly by:-
 - being able to change one of the words appropriately to deliver the required answer.
 - re-writing/phrasing the original sentences to form theirs.
 - re arranging the original idea in the answer sentence to look originally as theirs.

3. CANDIDATES' WEAKNESSES

- Most candidates did not actually understand what the term ICT stands for but merely dabbled into it and highlighted the need for more desks, chairs and experienced teachers in the school.
- Besides the inappropriate features of the informal letter, some candidates merely approached the work without any address, used signature in the end and worse of all, lacked sound ideas that would help them present appealing letters.
- A few candidates could not present a write-up to show that they knew what was expected of them. They merely wrote non-related stories and tagged “I will never make that mistake again” in the end.
- A few students argued on both sides; and others blamed the teachers instead. Many candidates simply blamed the system/administration for not providing the facilities needed to support learning and ultimately their success. They seized that opportunity to vent their anger on the school system.
- Copying part of the passage as answers:-
 - Writing incorrect statements.
 - Writing Jumbled/confusing statements as answers
 - Writing any word in the passage against contextual words listed.
 - Some candidates changed the wording recklessly and thus made the information meaningless.
 - Others simply lifted the sentences in the passage, most of which were irrelevant.
 - Some wrote two sentences where the instruction stated just one.

SUGGESTED REMEDIES

- It is highly recommended that teachers and students practice comprehension and summary exercises (written and oral) more often to expose students to the techniques of responding to comprehension and summary drills.
- Candidates should either limit text messaging or write messages in full.

4. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

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.

SECTION A
ESSAY AND LETTER WRITING

Question 1

Your best friend is celebrating his or her birthday. Write a letter giving three reasons why you will miss the party.

Candidates were expected to open or start a letter with a tone of familiarity between them and the receiver by way of congratulating the celebrant on the said birthday.

The writer should express his or her desire to attend the party but regrets the impossibility before informing the receiver about why he/she cannot attend the party.

Three convincing reasons were expected to be stated to attract good marks.

Write up should be in good language even though it might be simple, friendly, and directed toward the chosen question.

Some candidates ended up “killing” every member of their family all in the name of reasons.

Question 2

Write a letter to the principal of your school stating the need to have a standard ICT laboratory.

This is a letter to be addressed to the principal of the school, stating the need for the school to have a standard ICT laboratory. As usual, it must carry all the features of an official letter such as date and address of writer, address of the receiver, an appropriate salutation like Dear Sir or Madam, a title, and a befitting subscription.

As an official letter, no traces of familiarity should be found in the letter (greeting and well wishes are not allowed). A unique candidate is expected to demonstrate an understanding of the abbreviation ICT to clearly show an understanding of what is expected of him/her.

Besides, we expect the examinee to highlight the usefulness of the ICT laboratory in the school such as how it facilitates learning, how it should be useful to the students outside the school, how it would enhance socializing among students, how it generates income for the school, creating self-employment, how it exposes them to the outside world and knowing other people’s culture and creating awareness about the reality outside one’s country, thus discouraging desperation to travel abroad.

Write up should be developed in paragraphs that are coherent. The language is expected to be strictly formal and appropriate use of register befitting a school setting is expected.

Question 3

You are the Chief Speaker in a debate organised by the debating club of your school on the topic: Students, and not teachers, are to be blamed for poor performance in external examinations. Write for or against the motion.

This is a debate organized by the school on the topic: **Students** and **not teachers** are to be blamed for the poor performance in external examinations.

The writer should use the usual vocatives, introduction of the speaker and maintain a stance.

Three well-developed points to show that he/she believes that students, not teachers, should be blamed for the string of poor results must be presented. He/she should not waver and should maintain his stance throughout.

The sentences should be developed in paragraphs that are closely linked. The language is expected to be formal with no contraction and he/she should use appropriate vocabulary with a variety of sentence patterns.

Question 4

Write a story ending with: I will never make that mistake again.

This is a narrative. A story well developed should have the following essentials: time and geographical settings, use of few characters and dialogue, suspense, climax, and conclusion.

A candidate who cleverly adds a tone of regret and the lesson(s) to be learned from his/her narrative should be rewarded. No fables, cartoon or animal characters should be allowed. The write up must end with the words: "I will never make that mistake again."

Good paragraphing should be rewarded. The language is expected to be formal with no contractions and should contain appropriate diction.

COMMON ERRORS IN THE WRITE-UPS

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.

Lengthy and uncontrolled sentences also added to the poor communication skills.

Common **spelling errors** were as shown in the following table.

ERRORS	INSTEAD OF
their	there
live	leave
you	your
does	those
writting	writing
previledge	privilege
decipline	discipline
nite	night

It was also observed that very many candidates wrote short words as used in ‘text/SMS 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.

SECTION B: COMPREHENSION

Question 5

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

Bakary was a household name. Anyone who saw him would think that he was born with a silver spoon in his mouth, as if he got his fame and wealth on a silver platter. Actually, he was raised by poor parents who struggled hard to make him have a good education.

Bakary’s parents, though not educated, believed in the saying, “learning is better than silver and gold.” They had seen their neighbour’s children, who were well-educated, help their parents change their situation.

Bakary did well in all levels of his education. He was always top of his class. His teachers were proud of him. He went through his secondary education and got admission to university to study medicine. He came out as overall best student and was awarded a scholarship to do his postgraduate degree in a prestigious university in Europe.

On his return, Bakary was posted to Basse Referral Hospital where he was well paid with lots of benefits. He gathered enough money and established his own clinic five years later to help the poor and needy. Bakary’s name was on the lips of everyone for his service to humanity.

- (a) Why did Bakary's parents send him to school?
- (b) What was the general notion about Bakary?
- (c) How would you describe Bakary?
- (d) What does the story of Bakary teach us?
- (e) What saying did Bakary's parents believe in?
- (f) What does the saying "born with a silver spoon in his mouth" mean?
- (g) What did Bakary do for the poor?
- (h) For each of the following words, find a word or phrase which means the same and which can replace it as it is used in the passage:
 - (i) Household;
 - (ii) struggled;
 - (iii) help;
 - (iv) awarded;
 - (v) prestigious;
 - (vi) gathered.

Under this section, 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 his/her understanding of the passage.

Question 6

Summary

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

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

Is it possible to learn different languages at the same time? Yes, it is very possible but may prove a little difficult if one chooses to study too many languages at any given time. Here are some pieces of advice from experts.

A language cannot be studied in isolation. Try to get a good understanding of the culture of the place where the language is spoken. To add to this, it is advisable to learn not more than two languages at a time. Taking on too many languages will slow down the learning process.

This is quite contrary to the erroneous belief that one must try to do a lot of things in the shortest possible time. Not everything can be rushed or achieved instantly. Some things take time to be properly executed.

A period of two years must be dedicated to learning the chosen languages before moving on to others.

In addition, do not spend each day opening the dictionary and learning a few words. No less than two hours a day must be dedicated to rigorous studying.

Choosing languages that are quite different in structure makes sense and prevents confusion. Making a choice to study French and Spanish or Spanish and Portuguese for example is definitely asking for trouble. These languages are too similar in syntax and share the same history. Never think the process will be easy because they are similar.

To make progress, one can choose two languages that do not have the same difficulty level. One must be relatively easier than the other. No progress can be made if the language is not regularly practised.

In six sentences, one for each, state six pieces of advice experts give to help learn new languages.

A simple passage on “methods of learning new languages” was presented to be summarized in six sentences. At best, one way of learning a new language should be presented in one sentence.

However, where a candidate copied out a full answer directly from the passage, half the mark was awarded.

**MAY 2023 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 level of the candidates. All questions were drawn from the syllabus of grade 7 to 9 and the candidates were expected to have covered all the topics on the questions set for this year. The questions were straightforward, simple and there were no ambiguous questions that could confuse the candidates understanding. However, the students did not respond to the call of the paper. This year's results are very poor compared to that of last year. The overall performance was not as good as expected. About 85% of the candidates performed below expectation. More than half of the candidates who sat to this year's paper did not do well in all the different sections. As we all know, grammar is considered as the key to any official language, most of the candidates had difficulties in the conjugation of verbs, gender, interrogation, and the negative particles. This was clearly manifested in their performance in parts 2, 3, 5 and 6 and in section B as well, which dealt with the essay and letter writing. About 75% of the candidates did not attempt this section.

The importance of French as an international language should be known to all and as such, French must be taken seriously because it would benefit the candidates in the future. The number of candidates who opt for French increases every year which is an encouraging sign. The rate of candidates' failure in French is quiet alarming and therefore all stakeholders i.e. the parents, candidates, learning institutions and the Ministry of Education should collectively play their roles to minimize it.

2. **CANDIDATES' STRENGTHS**

- (a) Few candidates were able to understand the questions and rubrics.
- (b) Few candidates found it much easier to deal with section A.
- (c) Candidates found it easy to deal with part 1 in section A as they had to choose one answer from the options lettered A to D.
- (d) The replacement of the pronoun was handled more easily by most of the candidates this year.
- (e) Most of the candidates scored half of the total mark in part five.

3. **CANDIDATES' WEAKNESSES**

- (a) It was observed that over 85% of the candidates this year did not perform to expectation;
- (b) Inability to conjugate irregular verbs in the present, future, imperfect or past perfect tense;
- (c) Poor knowledge of formation of negatives and interrogative words;

- (d) Agreement of nouns and adjectives and/or use of masculine and feminine nouns.
- (e) Failure to construct simple sentences in French.
- (f) Poor knowledge of simple grammatical rules.
- (g) Scanty vocabulary in French.
- (h) Poor understanding of what the question really asked for.
- (i) Guesswork.

4. **SUGGESTED REMEDIES**

- (a) Candidates should always indicate the number of the question they intend to do in section B.
- (b) Parents and school authorities should encourage their candidates to do well in this important subject.
- (c) The Ministry of Education should embark on seminars to update and upgrade teachers for them to improve in their teaching methodology.
- (d) Learning materials should be made available for teachers' use in schools.
- (e) Supplementary learning materials like: AKI-OLA SERIES FRENCH, Alter Ego 1, and Connection 1 & 2, etc. could be very useful in schools.
- (f) Teachers should be more serious and competent in executing their duties. In addition to this, several exercises and French conversation should be encouraged to sharpen the oral skills.
- (g) Emphasis should be put on grammar because it is the key to any official language.
- (h) Candidates should read publications in French and listen to programs on radio and French TV channels to build on their vocabulary.
- (i) Candidates who opt for French for the mere purpose of obtaining the required number of subjects needed for GABECE exams should be discouraged because this can only increase the rate of failure.
- (j) Candidates should familiarize themselves with the French exam past papers to be familiar with the rubrics.
- (k) The 30 marks in section B should be reduced to 20 marks for this section is responsible for most candidates' failures.
- (l) Examination malpractice is rampant in schools. Candidates don't make any efforts, but will wait to be helped by subject teachers. The supervisors and invigilators should be very vigilant during exams to put an end to it.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

PART I

Instructions

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

Exemple: Vous..... le bruit.

A. *entend* B. *entendons* C. *entendez* D. *entends*

Answer...C.....

1. A _____heure vas-tu à l'école ?

- A. *quel*
- B. *quelles*
- C. *quels*
- D. *quelle*

Answer : _____

2. *Fatou et sa sœur _____ au cinéma.*

- A. *allez*
- B. *irons*
- C. *vont*
- D. *allons*

Answer : _____

3. _____femme est avocate de Samba.

- A. *Cet*
- B. *Ce*
- C. *Ces*
- D. *Cette*

Answer : _____

4. *Je veux _____ au professeur.*

- A. *parle*
- B. *parler*
- C. *parlé*
- D. *parles*

Answer : _____

5. *La règle qui est sur la table est _____*

- A. *le mien.*
- B. *la mienne.*
- C. *les miens.*
- D. *les miennes.*

Answer : _____

6. *Le professeur parle à _____ élève.*

- A. *son*
- B. *ses*
- C. *leurs*
- D. *sa*

Answer : _____

7. *Ils étaient _____ Sénégal pendant les grandes vacances.*

- A. *en*
- B. *à la*
- C. *au*
- D. *aux*

Answer : _____

8. *Tu mets tes livres _____ ton sac.*

- A. *dans*
- B. *pour*
- C. *en*
- D. *à*

Answer : _____

9. *L'homme _____ parle est mon oncle.*

- A. *dont*
- B. *que*
- C. *quoi*
- D. *qui*

Answer : _____

10. *Ces filles sont très _____ envers moi.*

- A. *gentils*
- B. *gentille*
- C. *gentilles*
- D. *gentil*

Answer : _____

11. *Le malade va _____ maintenant.*

- A. *mieux*
- B. *plus meilleur*
- C. *plus bien*
- D. *meilleur*

12. Parmi ces deux robes, _____ chois-tu ?
- A. lequel
 B. laquelle
 C. lesquelles
 D. lesquels
13. Regardez cet _____ homme !
- A. vieille
 B. vieil
 C. vieilles
 D. vieux
14. Les élèves _____ mieux le cours de Mme Jammeh.
- A. comprennent
 B. comprendre
 C. comprend
 D. comprenons
15. Elle veut parler _____ son mari.
- A. au
 B. à la
 C. à
 D. a

This appeared to be the easiest part of the paper, however only 35% 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.

INSTRUCTIONS

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

Example:age as-tu ?

-J'ai onze ans.

Answer :..Quel..

PART 2

16. - _____ d'enfants avez-vous ?
 - J'en ai cinq.

Answer : _____

17. - _____ allez-vous madame ?
 - Très bien merci.
 Answer : _____
18. - pleure-t-elle ?
 - Parce qu'elle est malade.
 Answer : _____
19. - _____ passent-ils les vacances ?
 - Au Togo.
 Answer : _____
20. - _____ viendra-t-elle à la maison ?
 - Demain matin.
 Answer: _____

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

PART 3

INSTRUCTIONS

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

Example : Ils.....aux questions. (répondre)

Answer :...répondent.....

21. Nous ___ le football. (adorer)
 Answer : _____
22. Elles ___ le fleuve. (franchir)
 Answer : _____
23. Il ___ gambien. (être) Answer : _____
24. Vous __ garder votre stylo. (pouvoir)
 Answer : _____
25. Les enfants ___ des cadeaux. (avoir)
 Answer : _____

Candidates were only asked to conjugate the verbs in brackets. About 95% of the candidates performed poorly in it. The conjugation of irregular verbs has always been a problem for 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: Il voit son père. (le)

Answer : Il **le** voit.

26. Le président donne des cadeaux aux élèves. (leur)

Answer : Le président _____

27. Je connais ce garçon. (le)

Answer : Je _____

28. Nous disons au revoir à notre sœur. (lui)

Answer : Nous _____

29. Tu apprends ta leçon ? (la)

Answer : Oui, je _____

30. Irez-vous au cinéma ? (y)

Answer : Oui, nous _____

31. Les invités boivent du lait. (en)

Answer : Les invités _____

32. Elle va à Paris pour trois mois. (y)

Answer : Elle _____

33. Vous revendiquez souvent vos droits. (les)

Answer : Vous _____

34. Tu salues ton oncle le matin. (le)

Answer : Tu _____

35. Les professeurs font la pause dans la salle. (la)

Answer : Les
professeurs _____

This was the only part where over 70% of the candidates scored good marks. It entailed the replacement of nouns with pronouns. The major obstacle was encountered on questions 29 and 30.

Question 29

Tu apprends ta leçon ?

The correct answer is : Oui, je l'apprends ?

But most candidates wrote : Oui, je tu la apprends ? or Je la tu apprends ?

Question 30

Irez-vous au cinéma ?

The correct answer is : Oui, nous y irons.

But most candidates wrote : Oui, nous y irez-vous.

PART 5

Instruction

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

Example: Famara est instituteur.(Naffie)

Answer : Naffie est **institutrice**.

36. Cette fille est gambienne. (Ce garçon)

Answer : _____

37. Sa cousine est avocate. (Son cousin)

Answer : _____

38. L'homme qui parle est vieux. (La femme)

Answer : _____

39. Amadou est infirmier à l'hôpital. (Sa sœur)

Answer : _____

40. Maman porte une chemise rouge. (un pantalon) Answer : _____

In this part, candidates were asked to replace the underlined words with the ones given in bracket. In doing that, some words in the sentences will automatically change because there should be an agreement between nouns, pronouns, and adjectives.

About 75% of the candidates got half of the mark for this part. The problem of the candidates in this part 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: Je comprends la leçon. (nepas)

Answer : Je ne comprends pas la leçon.

41. Est-ce qu'il a fini son travail? (ne _____ pas)

Answer : Non, il _____

42. Habitez-vous toujours à Brikama? (ne _____ plus)

Answer : Non, nous _____

43. Est-ce qu'il y a quelqu'un en classe? (ne _____ personne)

Answer : Non, il _____

44. Est-ce qu'il a une fois visité Londres? (ne _____ jamais)

Answer: Non, il _____

45. Achètent-ils quelque chose au marché? (ne _____ rien)

Answer: Non, ils _____

In this part, candidates were asked to respond to the questions by using the negating particles given in brackets. The negative transformation had always been a problem to candidates especially when they were to change the subject pronoun which should agree with the verb in the sentence. About 92% of them performed below expectation.

Candidates were asked to use: ne..... pas, ne plus, ne..... person ne ne..... Jamai and ne..... rien. Most of them performed poorly because they were not able to recognize the verb in the sentence and as a result they didn'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. Vous trouvez l'adresse d'un (e) correspondant(e) à l'internet. Écrivez-lui votre première lettre en lui parlant de vous-même.
2. Votre frère qui est en Europe veut rentrer définitivement au pays. Écrivez-lui une lettre pour lui convaincre d'y rester.
3. Faites le portrait de votre lutteur ou footballeur préféré.
4. Vous allez pour la première fois en Europe. Racontez comment vous avez vécu vos trois premiers mois?

This section had been the most difficult in this paper. It was also responsible for a lot of failures in French. However, question number one should had been a bonus for the candidates this year because it was about introducing oneself.

This is something that students have been doing since grade seven. The candidates could not write correct simple sentences in French, conjugate properly and use idiomatic expressions and grammatical agreements in French. About 70% 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 copied some of the questions from different sections as their answers.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
LITERATURE-IN-ENGLISH IB**

1. **GENERAL COMMENTS**

This year's paper followed the conventional pattern of previous years i.e. meeting the full requirements of the syllabus, text, and examination in terms of standard. The questions were also properly worded and structured for the average candidate's full comprehension.

2. **CANDIDATES' STRENGTHS**

The performance this year, reflected extremes on both sides of the scale of merit-strengths and weaknesses. These are highly instrumental in assessing this year's improvement or decline.

More candidates showed some or better understanding of the text this year than the last (about 40-50%). About 50% of these candidates showed at least average understanding of the questions and provided equally average (or better) answers. Also, for each question on the paper, there were, at least, a few outstanding answers (15-20 marks). Again, there was an evident increase in candidates scoring 08 or better (out of 20 marks). They presented 35-40% of the total. These candidates also demonstrated precision in their paragraphing organization and development of ideas and their use of language.

3. **CANDIDATES' WEAKNESSES**

About 30% of this year's candidates showed very little or no knowledge or understanding of either the text or the question. This somehow almost eclipsed the positive aspects of the performance. Along this line, it is regrettable but honest to record that there was an alarming increase in zero grades in this year's paper. The zero grades are out of three types. (a) Those who wrote completely wrong answers. (b) Those who only copied the questions and context quotations without giving any answer and (c) those who wrote absolutely nothing. These three groups made a staggering total of about 25% of the total answers. There were also irrelevant narrations, unacceptably brief sketches and misinterpretation of questions and text. Again, there were glaring ineptitudes in organization of ideas and use of language. All these weaknesses put together certainly dampened the positive aspects of the performance, and intensified expectations for more improvement in future.

4. **SUGGESTED REMEDIES**

The noticeable points, reflect the two extremes in this year's performance-positive and negative.

Positively, there was an increase in the general pass grade (or better). Negatively, there was an increase in the zero grade. This puts the performance squarely in the middle-neither completely good, nor completely bad.

In this light much is expected from the next year's performance especially concerning zeros.

These can be alleviated or even eliminated by careful writing-correct details, adequate material orderly arrangement of ideas and at least, average mastery in the use of language. These will form the bases for any improvement on the performance.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

PART 1

Questions 1 – 5

In this part, candidates are expected to answer two questions out of the four. Overall (as usual) these were better answered and provided candidates with more marks (out of twenty) than the essays. However, there was a decline in this year's performance. The number of candidates scoring 16+/20 in contexts, though plentiful in previous years, was reduced to a paltry few this year. Conversely, the number of zero grades in contexts rose alarmingly this year (over 15%). The bulk of these however are those who either wrote nothing or only copied the quotations and questions. Overall, however, about 45% or more of the total scored 08 + 20 which is rather fair. A major weakness in the context answers is that an increased number gave mostly one-worded responses or wrongly spelled names of characters and places in the text. Thus, there is much room for improvement in this year's context answers.

Question 5

Give a clear description of life at the Duke's court in the play.

This question was far from popular (about 10%). It was also not well answered. The question required an examination of life at the court under the cruel rule of Duke Fredrick-fear, uncertainties and banishments as experienced by Duke Senior, Rosalind Celia, and Orlando. Over half of these candidates concentrated on the joint experiences of Rosalind and Celia at the expense of the other related points. Others concentrated either on Duke Fredrick himself or his brother Duke Senior in the Arden Forest.

Only about 10% of these candidates provided acceptable answers of average quality and relevant material. A paltry few provided rather outstanding answers. Notwithstanding these however, this question was neither popular nor well answered.

Question 6

Explain the relationship between Phoebe and Silvius.

This question also was far from popular (about 10%). It was equally not well answered (only about 15%). However, it had a few surprisingly outstanding answers.

About 40% of candidates that chose the question misinterpreted the text and presented Phoebe and Silvius as romantic fairy lovers, inseparably bound in love, who logically marry and live happily after ever. Their details and points were at the variance with the text. Only about 10% identified the real characters, explained their troubled relationship and Rosalind's clever intervention as Ganymede and her crafty put practical solution to their love problem. The rest of the candidates provided either irrelevant/ incorrect narrations or very brief, empty sketches of bits of textual references that were certainly unacceptable.

Question 7

Discuss the role of Adam`s plays in the story.

This was by far the most popular question (over 50%). It also clearly stands out as the best answered essay question. About 40% of the candidates correctly identified Adam as a long serving servant in the Dubois home before and after the death of Sir Rowland Dubois. Also, as a custodian of the two Dubois sons after their father`s death. Oliver`s rude opposition to Adam`s intervention in the former`s clash with his brother, shifts Adam to Orlando`s side all the way to the Arden Forest. Some 30% of these candidates provided outstanding essays with relevant and adequate material, well organized and with comprehensive language mastery. Another (20-40%) provided varying degrees of average quality responses. The rest of the candidates (about 30%) provided either irrelevant narrations or unacceptable brief sketches.

Question 8

Explain the theme of inheritance in the play.

The question directly follows the previous one as the next most popular (about 30%) and the next well answered. The question required an examination of either the royal family or the Dubois family inheritance struggle or both. Over 90% of the candidates treated either the Royal or Dubois family.

About 40% of the candidates (including 10% outstanding ones) provided full-fledged answers, well organized, relevantly detailed and adequately lengthened. Some 30% provided varying degrees of average answers. The remaining 35% or 40% of the candidates provided wither irrelevant narration or unacceptable brief sketches. It is good to note that most of the good and outstanding answers pursued the inheritance struggle in both families to their logical conclusion.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
LITERATURE-IN-ENGLISH 2**

1. GENERAL COMMENTS

As usual the questions set for the 2023, Literature-in-English Paper two were suitable and within the scope of the syllabus for Grade 9. The questions merely demanded a simple knowledge of the candidates in all the texts that were read for the examination. However, the general performance of the candidates was disappointing and inexcusable. Most of the candidates failed to score good grades. Even though there were signs that some of them had read the text and poems, they made little effort to really study them well and this was clearly reflected in the vague and poor answers they wrote. About 40% of them could not write the required length of the essays while about 35% engaged in mindless, irrelevant, or unnecessary narration. It is therefore 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 and the literacy concern.

2. CANDIDATES' STRENGTHS

Few candidates were able to answer both the Prose and Poetry aspect of the Paper Judiciously well and earn very good grades.

3. CANDIDATES' WEAKNESSES

Over 40% of the candidates were able to express themselves adequately in English. As a result their essays were hampered by weak expressions, poor grammar and in some instances an inability to write any legible English in a sentence.

Some candidates, about 20% of them could not understand the instructions and so engaged in attempting all the questions in every section.

About 30% of the candidates failed to adhere to the rubrics of the examination. About 20% failed to answer the required number of questions while another 25% failed to number the questions they have answered correctly.

Candidates' response to poetry was dismal. About 80% of the candidates only paid attention to the Gambian Poems and ignored others. In addition, candidates' performances in this area were quite poor with about 70% of candidates scoring grades far below the average. About 10% of candidates resorted to either copying part of the poems or the whole poem as their answers.

4. SUGGESTED REMEDIES

- Only qualified teachers should teach Literature –In – English.
- Students should be provided with all the prescribed texts.
- Students should be taught how to answer questions in Literature.
- More emphasis should be put on the teaching of poetry.
- Workshops should be organized to acquaint teachers with the standards required for teaching the subject.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

AFRICAN PROSE

MANAMA BA: SO LONG A LETTER

Question 1

Similarities between Assiatou and Ramatoulaye

This was not a populace question. Only about 0.3% of the candidates attempted it. Almost all the answers provided were completely out of place as most of the candidates just gave imaginative explanations of the novel, not in relation to the question.

Question 2

Describe the character of Binetou

This question on Binetou's character was less popular and poorly answered by the candidates.

CAMARA LAYE – THE AFRICAN CHILD

Question 3

Narrate Camara Laye's encounter with a snake near the workshop

This question on Camara Laye's encounter with a snake was a very popular question attempted by over 85% of the candidates. Sadly, most candidates, about 60% of them, failed to answer the question adequately. Most of the candidates misinterpreted the question and mentioned the black snake, and because of that, they scored poor grades.

Question 4

Comment on the theme of belief in black magic in the novel

This question on black magic was attempted by over 10% of the candidates. However, it was not properly answered by most of the candidates because they failed to mention the necessary points while others gave a summary of the novel.

NON-AFRICAN PROSE

LOUIS STEVENSON - ROBERT TREASURE ISLAND

Question 5

Describe the activity of Pew in the story

This question on the activities of Pew was attempted by 0.5% of the candidates and it was badly done. Most of them failed to score good grades because they were not all fait with the text.

Question 6

What does the story tell us about pirates?

Only about ten candidates answered this question. Their responses were indications that they never read the text at all.

GEORGE ORWELL – ANIMAL FARM

Question 7

Comment on the significance of Old Major's speech

This was a popular question but very few candidates responded positively as most of them gave a summary of the novel for an answer.

Question 8

Discuss the theme of betrayal in the novel

This was a popular question but only about 0.5% of the candidates who attempted the question were able to answer it properly. Most of the candidates focused on writing on the character of Napoleon instead of answering the question.

AFRICAN POETRY

Question 9

Discuss the taxis in "The Taxis of My Country"

This was a popular question attempted by about 40% of the candidates. About 20% were able to handle the question well and earned good grades. About 10% were able to obtain just a pass and the rest failed.

Question 10

Explain the dreams of the girl in "Teenage Housemaid"

This was another popular question attempted by about 50% of the candidates but it was badly answered. About 40% of candidates recapitulated the whole poem instead of attacking the question appropriately so the grades were poor.

NON-AFRICAN POETRY

Question 11

How is the world presented in "Great Wide Beautiful Wonderful World"?

This was the most unpopular question in this section of the paper and candidates' responses was poor. Almost all the candidates who attempted this question only wrote on common articles on the world that are not relevant to the question.

Question 12

Describe the setting of the poem "Stopping by the Woods on a Snowy evening"

This was not a popular question. Many of the candidates who attempted it failed because they did not know the meaning of setting. However, a handful of candidates were able to answer the question well and earned good marks.

GENERAL SUBJECTS

GABECE (SC) 2023
RESUME OF CHIEF EXAMINER'S REPORTS
GENERAL SUBJECTS

1. **STANDARD OF THE PAPERS**

The Chief Examiners of Social and Environmental Studies, Islamic studies and Christian Religious Education reported that the standard of the papers was up to the level of the candidates. And because of that candidates were able to score good marks.

2. **CANDIDATES PERFORMANCE**

The Chief Examiners for Islamic studies, and Christian Religious Education reported good improvement in performance in the subjects compared to previous years.

However, the Chief Examiner for Social Environmental Studies reported a poor performance from the candidates as they were neither able to draw the map nor analyse the data as required.

3. **CANDIDATES STRENGTHS**

The Chief Examiners highlighted the following strengths by some candidates:-

- Good presentation of responses.
- Ability to recall dates.
- Good comprehension of certain areas of the syllabus.

4. **CANDIDATES WEAKNESSES**

The following were some of the weaknesses mentioned:-

- (1) Illegible handwriting
- (2) Non-adherence to the rubrics
- (3) Non-adherence to the instructions
- (4) Not writing clearly
- (5) Poor expression and explanation
- (6) Poor mastery of subject matter was evident
- (7) Spelling problems

5. **SUGGESTED REMEDIES**

- (7) Timely coverage of the syllabus to create more period and more time for revision.
- (8) Encouraging students to draw and label maps in social and Environmental studies.
- (9) Provision of exercises to students to improve their use of English Language.
- (10) Provision of more contact hours for the subjects.
- (11) Teachers to help candidates in good writing during lessons.
- (12) To appoint good and qualified teachers

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
CHRISTIAN RELIGIOUS EDUCATION 2**

1. **GENERAL COMMENTS**

The 2023 GABECE has signalled a better score of candidates' performance as compared to the previous years. Some of the scripts marked were very impressive because the points were straight forward. The language used by candidates was very much satisfactory and the arrangement of the questions was not properly placed but in accordance with the syllabus.

2. **CANDIDATES' STRENGTHS**

- Some of the writings were legible which makes the examiner not to suffer as he/she marks.
- The paragraphing of the work was perfect done by some candidates.
- Valid points were stated for questions opted by those who understood them.
- Some candidates were able to stick to the narration as asked.
- Lessons stated were so strong and impressive.

3. **CANDIDATES' WEAKNESSES**

- The answers were written within each other causing confusion for examiners.
- The instructions were not followed as some derailed on the way.
- Some were horrible to read.
- There were writings on scripts that were passed as empty. Only name and index number was written.
- Some candidates answered two questions in one page.
- Questions have been answered in different pages.
- Some candidates copied the questions as their answers.
- Others wrote their answers against the questions and not on the answer spaces provided.
- Some words were not English words.

4. **SUGGESTED REMEDIES**

- Employ seasoned CRE teachers to teach examination classes.
- To identify an individual as a desk officer to monitor the teaching of CRE within the schools.
- Teachers to avoid denominational teaching as it does not commensurate with the examination syllabus.

- Teachers to help candidates in writing as some do not write English words in their scripts.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

CREATION

- (a) Describe the nature of the earth when God created the universe.
- (b) (i) In how many days was the world created by God.
(ii) What did God do on the seventh day?
- (c) List the elements that were created on the following days:
(i) First day;
(ii) Third day;
(iii) Fifth day.
- (d) How was Man created?
- (e) State **one** lesson Christians should learn from the story.

It is a very popular story which many answered well. The only difficulty was the chronological order of creation per day. Candidates manifested their knowledge and skill in giving the valid facts of the story.

Question 2

SONS OF DISOBEDIENCE

- (a) State Abram's age when God appeared to him.
- (b) State **two** promises God made about Israel?
- (c) How old were the following when they were circumcised:
i. Abraham;
ii. Ishmael;
iii. Isaac .
- (d) State **two** promises God made to:
(i) Sarah;
(ii) Abraham.

The promise to Israel is not in line with Abraham's narration. Those who attempted it managed to go through with a meagre score.

Question 3

THE SEVEN HELPERS

- (a) (i) *What quarrel broke out among the early believers?*
(ii) *Name the two groups of believers.*
- (b) (i) *What decision did the apostles take at the meeting with the whole group?*
(ii) *What qualities were needed for a believer to be chosen as a helper*
- (c) (i) *Name any two helpers.*
(ii) *How did the apostles confirm the appointment of the helpers?*
- (d) (i) *What were the main duties of the helpers?*
(ii) *How should Christians settle quarrels among themselves? Give only one suggestion.*

It was a very interesting narration but some missed vital facts such as the cause of the dispute and how it was resolved.

Question 4

DANIEL IN THE PIT OF LIONS

- (a) *State the number of governors and their supervisors in Darius' Empire.*
- (b) *Why was Daniel put in charge of the whole empire? State **one** reason.*
- (c) *What orders did the other supervisors urge the king Darius to pass?*
- (d) *Explain what Daniel did when the king Darius passed the order.*
- (e) *Outline the report brought against Daniel.*

Candidates stated how Daniel got into trouble and how he was faithful to God. Lessons portrayed were amazing. It has pointed the life experiences.

Question 5

MOSES' ESCAPE TO MIDIAN

- (a) *When Moses had grown, he visited his people.*
 - (i) *Describe what he saw*
 - (ii) *How did Moses react to the situation?*
- (b) (i) *What did Moses ask a Hebrew who was beating a fellow Hebrew?*
 - (ii) *What answer did Moses receive from the Hebrew who was beating a fellow Hebrew?*
- (c) *Why did Moses flee from Egypt?*
- (d) *Describe how Moses defended the daughters of Jethro?*
- (e) *State two instances to show that Moses was the helper of the weak people.*

This recalls how Moses carried out his mission that God assigned to him. His encounter with the Egyptians was well stated but his running to Midian and countering the shepherds against the daughters of Jethro was not stated as expected.

Question 6

ISRAEL'S FAILURE TO LEARN

- (a) *State at **three** steps God took to turn the people of Israel back to himself.*
- (b) *State **two** religious practices which Amos said Israel loves to do.*
- (c) *Indicate **three** bad human behaviors spoken against the Israelites by Amos.*
- (d) *Describe the kind of people the Israelites hated according to Amos.*
- (e) *Name **two** religious shrines where Israelites used to worship.*

It was the most poorly answered question among the lot. The story looks difficult for candidates. It was the least answered with unfounded facts. They did not understand the story. The religious and human practices were poorly stated. The hated people by the Israelites were missing.

Question 7

THE DEATH OF JOHN THE BAPTIST

- (a) *Describe what happened on Herod's birthday.*
- (b) *What did Herodias's daughter request from Herod?*
- (c) *Explain how the king Herod kept his promise.*
- (d) *State **two** lessons that one can learn from the story.*

Accurate answers were given but some brought in the problem of John and Herod with Herodias. Lessons given were awesome.

Question 8

VISITORS FROM THE EAST

- (a) *State the town and province in which Jesus was born.*
- (b) *Which people did the king Herod consult when they heard that a king was born?*
- (c) *Which people visited Jesus?*
- (d) *Describe what the visitors did when they saw the baby?*
- (e) *Name the gifts presented to the baby and what they signify.*

Very popular story asked. The narration was very impressive and enacting. Those that attempted it scored very good marks. The gifts presented to the child were correctly stated but the significance of each gift was not well understood.

Question 9

THE RICH YOUNG MAN

- (a) *State the young man's question to Jesus.*
- (b) *How did Jesus reply to the question?*
- (c) *How did the young man react to Jesus' response?*
- (d) *What was the young man asked to do in order to be perfect?*
- (e) *How did the rich man react to Jesus' command?*

In this narration, answers were mixed up by candidates. The conversation between Jesus and the man was briefly stated. It was a good attempt.

Question 10

THE RESURRECTION

- (a) (i) *Name the women who went to the tomb?*
(ii) *Describe what happened suddenly.*
- (b) (i) *Who spoke to the women in the garden?*
(ii) *What was his message to the women?*
- (c) *State the report given to the chief priest by the guards.*
- (d) (i) *What did the chief priest offered the guards?*
(ii) *What assurance did the chief priest give to the guards?*
- (e) *What was the report spread round the Jews at this very day?*

There is confusion about the women who went to the tomb. Also, the chief priest and the guards encountered was not stated as expected. The assurance given by the chief priest to the guards was poor.

Question 11

THE DEATH OF JESUS

- (a) *What happened to the whole country before the death of Jesus?*
- (b) *At what time did Jesus cry with a loud voice and what were the words he said?*
- (c) *What did the people standing around say when they heard Jesus cry?*
- (d) *State what **one** of the people did when they heard Jesus cry?*
- (e) *State at least **one** woman who was part of the women that followed Jesus from Galilee.*

The story was clearly asked. The cry of Jesus was given by some in English version while others gave the aramiac version. The reaction of the killers was briefly given. The woman who stood at the foot of the cross was correctly given.

Question 12

ANANIAS AND SAPPHIRA

- (a) *Who was the leader of the early church?*
- (b) *A man sold his field and handed the money to the apostles.*
 - (i) *What was his name?*
 - (ii) *Where was he born?*
 - (iii) *To which tribe was he from?*
 - (iv) *What name did the apostles called him?*
- (c) *What did Ananias and Sapphira decide to do?*

Explain Peter's conversation with Ananias.
- (e) *State **one** lesson learnt from the story.*

This story points at the story of dishonesty. The admonishment by Peter to Ananias was poorly given. Some went on stating the result of the couple's death. The life lessons really address the day-to-day life experiences.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
ISLAMIC STUDIES 2**

1. GENERAL COMMENTS

The following observations were registered: -

- (a) All questions were of the required standard and are at the level of the candidates because they are based on the syllabus.
- (b) 76% of the candidates this year were able to register very significant gain on the subject (Islamic Studies) with good grades.

2. CANDIDATES' STRENGTHS

80% of candidates who did the examination this year performed well in the following;

- (a) Question one, where they were asked to write Surah Nass and Translate it into English.
- (b) Question two, which was about the Quran.
- (c) Question four, where they had to write Suratul Asri and
- (d) Question three, about the pillars of Islam.

The other question where they made some gain was in question 12. Candidates demonstrated that those questions were well understood.

3. CANDIDATES' WEAKNESSES

Candidates were weak and moderate on the rest of the questions. 92% of candidates who attempted those questions were not able to make much gain although some were able to register a moderate success on them. It was not easy for them to explain the types of persecution the early Muslims faced in Makkah.

4. SUGGESTED REMEDIES

- (a) Appointment of qualified Islamic Studies Teachers who are learned in English Language.
- (b) Provision of relevant Islamic Materials (books) for the use of the students.
- (c) Public Schools in this country need more monitoring tools to keep students' focus on their learning.
- (d) WAEC past question papers should be provided for the examination classes so that they would get the idea of how to answer examination questions.
- (e) Teachers should complete the syllabus on time so that students will be able to revise for better understanding.
- (f) Teachers should expose students to the surah's and the hadiths in the subject for better understanding of how to write them, translate them and how to state the lessons (Moral Teachings) on them.
- (g) Contact hours should be increased for Islamic Studies.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

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

(b) Translate the Surah into English.

This question was attempted by 80% of the candidates who did the examination this year. Out of them 68% were able to score very good grades in it as it was not difficult for them to transliterate the surah correctly. It was only 20% who fell short of the required marks mainly due to their inability to translate into English.

Question 2

a. Define Quran

b. List the six different names of the Holy Quran

This question was attempted by 45% of the candidates who did the Exams this year, but only 62% of them succeeded in generating pass marks in it. The rest, 38%, failed to list down the different names of the Holy Quran. They were expected to list as the Quran, Kitab, Nor, Shiffaa, Huda, Dhikr, and the like.

Question 3

(a) A bunuial Islam..... Complete the Hadith in either Arabic or English transliteration.

(b) Comment on the Hadith.

This question was popular to 72% of the students who opted it. 85% of them answered correctly because the Hadith is very common among students. The Hadith was completed mostly in English transliteration with very relevant comments on it. Some compared the pillars of Islam with the pillars of a House, that if any one of the pillars should collapse the whole House will collapse too.

Question 4

(a) Write Suratul-Asri in either Arabic or English transliteration

(b) Translate suratul Asri into English Language

This question was attempted by 79% of the candidates and 84% of them came out with very good scores on it. This surah is short, because it consists of only three verses and is frequently heard by students from friends and teachers and was not difficult to be understood.

Question 5

(a) To whom were the following books revealed?

(b) State any seven obligatory steps of salat.

This question was not difficult but candidates were not able to make good grades. They were expected to state that the Tawrat was revealed to Musa, Zabur to Dawda, Injil to Essa and Holy Quran to Muhammad.

In 5(b), the obligatory steps of salat are intention, Takbiratul Ihram, recitation of Fatiha, with standing posture during Rukku, sujud and the like.

Question 6

(a) Define the following Ifrad, Qiran, Tamattu

(b) List the obligatory acts of Hajj

This was not a very popular question. Many of the candidates, about 35%, of them attempted it and were able to do well. It was a good question, most of those who had attempted it were able to define the different types of Hajj

The second part of the question was very challenging for the candidates. Most of the definitions were not in order. Much could not be made from the answers stated. Teachers should try to complete their syllabus on time to give the students the opportunity to do well in the exams. There are basic things in Fiqh which students should know.

Question 7

(a) Define Zakat

(b) Name the recipients of Zakat.

This question was a very good and popular question most of the candidates about 85% did attempt it and most of them did very well. Most of them were able to mention very good points such as Zakat is obligatory for the rich Muslim to the needy or it is a tax that Muslims should pay to the poor at a specific time and to those that have been mentioned by Allah the Almighty.

Many of the candidates were able to list the recipients of Zakat according to the verse of the Holy Quran, there are eight recipients of Zakat. This question is one that really helped most of them to score good marks.

Question 8

(a) Mention five people who are permitted to break the fast

(b) Define fasting and state three things that vitiate it.

This question was also very popular about 80% of the candidates attempted it and a good number of them scored very good marks. The question was not difficult and has really helped most of them to score very high marks. Almost all of them were able to bring up vital points such as the sick and the travellers as answers. More emphasis was on eating and drinking.

Question 9

- (a) *List four social activities of Arabs before Islam*
- (b) *Write any four negative effects of Gambling in society*

This question was the best possible opportunity to score very high marks it was one of the cheapest questions and many of the candidates attempted it about 75% those who attempted have done well, just few either do not understand what the question is all about or they mis-interpreted it. A good number of the candidates who attempted it the majority of them scored good marks and many of them were able to bear good points such as the behavior of the Arabs before the coming of Islam the kind of marriage that existed and the treatment of women at that time, these are very important points in the Arabs social life before Islam.

Question 10

- (a) *Mention four rights of Neighbors.*
- (b) *Name four things that are prohibited in the mosque.*

This was not a very popular question. About 50% of the candidates that attempted this question did not do very well in it. It was like a general knowledge question, but most could not do very well on an issue that should be general knowledge in Islam. It could have been the easiest question in the examination, but it turned out to be a big distraction for a good number of candidates.

In part (b) of the question, majority of the candidates who attempted it were not able to bring up very good points such as those common prohibitions of a mosque as, fighting and all the rest of them. This section of the syllabus is very important, teachers need to work hard to help the students understand the history of Islam and the Akhlaq, then they will appreciate the work done by the Prophet and his companions (Sahabas) in the development of Islam in general. The candidates had not been doing well in this area for quite some time.

Question 11

State for types of persecution faced by early Muslims in Makkah

Generally, this question was the most unpopular about 5% of the candidates attempted it but they could not score good marks, most of them were not able to explain the persecution the word persecution was not understood by the candidates. This topic is part of the historical development of Islam which is very good for young Muslim students to understand. This part of the syllabus will help us in supporting of our children we expected them to be good leaders.

Question 12

Explain five reasons why Khadijah requested to marry the Prophet (S.A.W)

The question was very good. About 65% of the candidates attempted the question had a good score. Most of the candidates are very familiar with this topic and know that Khadijah married the Prophet (S.A.W) not for the material of the world, but for his good manners, generosity, and good behavior.

MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
SOCIAL AND ENVIRONMENTAL STUDIES 2

1. **GENERAL COMMENTS**

The social and environmental studies paper 2 of 2023 compared favorably with previous years in respect of syllabus coverage and testing simple skills of recalling facts and some involvement in aspects of data analysis.

2. **CANDIDATES' STRENGTHS**

- (1) 2% of the candidates correctly drew and labelled the map of The Gambia as required by the question.
- (2) About 20% of the candidates demonstrated their abilities by correctly analyzing data as required by some of the questions.

3. **CANDIDATES' WEAKNESSES**

- (1) About 20% of the candidates had difficulty spelling words of common usage like hyena, university, burning, hunting, forest, etc.
- (2) 20% of the candidates failed to follow the instructions - they answered all the questions, this probably affected the quality of their grades.
- (3) 30% of the candidates had difficulty in recalling simple facts.
- (4) About 10% of the candidates had difficulty in answering questions coherently and in certain circumstances the answers provided were not legibly presented.
- (5) 10% of the candidates answered only the questions on section A. This could be a result of inadequate syllabus coverage and/or lack of interest on the side of the learners.
- (6) Poor expression was common. 30% of the candidates could not correctly express themselves in the English language. Some (20%) candidates wrote the words lack of when they meant inadequate.
- (7) Poor mastery of the subject matter was evident. This is probably due to inadequate coverage of the syllabus.

4. **SUGGESTED REMEDIES**

- (a) Teachers should penalize candidates for poor expression and wrong spelling in all forms of school assessment.
- (b) The School Heads should encourage teachers and Cluster Monitors to read the Chief Examiner's Reports and follow the advice given by supporting teachers to take note and implement the recommendations.
- (c) The School Administrations, with the support of Department Heads, should encourage team teaching at school and Custer level with the support of Cluster Monitors. The SES Syllabus is broad and teaching it satisfactorily will require the support of other teachers (e.g. Science) in the School/Cluster.
- (d) SES books being used in school should be reviewed periodically by the CREDD for useful inclusion of current information.

- (e) School authorities and teachers should try to identify the gaps in syllabus coverage that affected some candidates during the COVID-19 pandemic and try to bridge them. It is essential because the curriculum is arranged in a spiral nature and topics taught in a lower class are treated with some level of intensity as they move on to the next level. This will help to strengthen the foundation of the learners going forward.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

SECTION A

TRADITIONAL SOCIETY AND CULTURE IN THE GAMBIA

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

1. *In ancient Ghana Empire, administration of justice was based on...*
2. *The form of trade that was carried out between the people of West Africa and the New World was called ...*
3. *The Susu King of Kaniaga defeated by Sundiata Keita in 1235 was*
4. *Who was the founder of the Kaabu Empire?*
5. *The ethnic group that pioneered Western culture and education in The Gambia is ...*
6. *People who have the same surname and are descended from a common ancestor are referred to as ...*
7. *“Kafoo” is to Mandinka as is to Serer.*
8. *In pre-colonial days, kings, chiefs and warlords had a special symbol of authority called...*
9. *Name **one** example of hair style in traditional Gambian society.*
10. *Give **one** example of a traditional religious practice in The Gambia.*
11. *State **one** advantage of culture.*
12. *“Serendu” is to Fula as “Gorong” is to*
13. *A dress that is commonly worn by women in all ethnic groups in The Gambia is called*
14. *Name **one** Christian denomination in The Gambia.*
15. *Fiction stories handed down from **one** generation to another are called*
16. *State **one** disadvantage of a nuclear family.*
17. *List **one** benefit of dowry in Gambian society.*
18. *Traditional clothes worn by Gambians before colonialism were produced by the ...*
19. *List **one** cause of tuberculosis.*
20. *The cosmetic applied on the lower lip or gum with the use of a needle is called ...*

This section required candidates to recall facts by giving short answers. 30% of the candidates scored about 40% of the total marks allocated. The questions simply required candidates to recall facts. 20% performed poorly- this could be attributed to inadequate syllabus coverage.

SECTION B

Question 21

- (a) State four causes of desertification*
- (b) List four effects of desertification*
- (c) State two ways desertification can be prevented*

This question was a popular choice for about 60% of the candidates. 30% of those who opted for it scored 40% of the marks.

15% of the candidates misunderstood 21(b); they could not distinguish causes from effects of desertification. This misconception could be attributed to poor lesson delivery.

Question 22

- (a) What is wildlife?*
- (b) List four factors that contributed to the disappearance of wild animals from The Gambia.*
- (c) State four ways wild animals can be protected in The Gambia*

This question was answered by 30% of the candidates. 60% of those who opted for the question could not define wildlife correctly as required by 22 (a).

Question 22(b) was much easier- this was reflected on the scores that some of the candidates had.

30% of the candidates misunderstood 22(c). The answer given by some candidates were similar to those of 22(b). This area was seemingly not covered by some of the teachers.

Question 23

- (a) State four characteristics of the climate of The Gambia*
- (b) Name two air masses that affect the climate of The Gambia*
- (c) Briefly describe how temperature influences the daily weather condition of The Gambia.*

This question was difficult for some of the candidates, and this was evident in the low scores. It is likely that this part of the syllabus was not covered due to the poor background of candidates in Geography. Team teaching can help in resolving such a problem.

Question 24

- (a) Draw an outline map of The Gambia
- (b) On the map, locate and name:
 - (i) West Coast Region
 - (ii) North Bank Region
 - (iii) Upper River Region

- (c) Name any four districts in The Gambia

This was the least popular question. About 25% of the candidates who answered the question scored a total mark of 50% and above. 80% of the marks allocated covered the (a) and (b) parts of the question. This low level of popularity in candidates' choices is a result of inadequate/poor coverage of the syllabus.

Question 25

- (a) Define census.
- (b) Name the government department responsible for conducting census in The Gambia
- (c) (i) State any two benefits of census.
 - (ii) List two problems experienced during the conduct of the census in The Gambia.

30% of the Candidates answered this question. The question required a simple recall of facts. 60% of the candidates correctly answered question 25(a). In answering 25(b), candidates had difficulty explaining what GBOS stands for (The Gambia Bureau of Statistics), and as a result lost mark. Question 25(c) was quite straightforward but about 15% of the candidates could not figure out the correct answer.

Question 26

- (a) What is civil service?
- (b) List any three roles of a civil service
- (c) State two characteristics of civil service

This was probably the most difficult and the most unpopular question. Many of the candidates (80%) who opted for it found it difficult and scored low marks. Quite a few about 5% of the candidates scored 50% and above.

Question 27

The main objective of Government is to provide knowledge, skills, and attitudes relevant to employment.

- (a) Name any four tertiary educational institutions in The Gambia
- (b) State any three benefits of education to young people
- (c) Outline any three problems affecting the quality of education in The Gambia

Question 27(a) required candidates to write the full name of four tertiary institutions in The Gambia. 10% of the candidates who opted for this question only gave the acronyms as the answer and were penalised.

The answers for question 27(b) were satisfactory and almost all the candidates performed reasonably well - with at least a score of 50% of the total marks allocated. Candidates mentioned quite a few problems affecting the quality of education. The overall performance by candidates was satisfactory.

Question 28

- (a) *Define multi-party systems.*
- (b) *State four characteristics of multi-party systems.*
- (c) *State two advantages of multi-party systems.*
- (d) *State two disadvantages of a multi-party system.*

Except for question 28(b), candidates' performance was satisfactory. 20% of the candidates could not correctly list the characteristics of a multiparty system.

MATHEMATICS

GABECE (SC) 2023
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
MATHEMATICS SUBJECTS

1. **STANDARD OF THE PAPERS**

The standard of the papers compared favourably with those of the past few years. The level of difficulty of the questions was within the scope of candidates. The questions covered a wide range of topics in the syllabus and significantly tested a good number of basic concepts and skills.

2. **CANDIDATES' PERFORMANCE**

The general performance of the candidates was not encouraging as compared to the previous years. About 45% of the candidates scored marks ranging from five (5) to zero (0).

3. **CANDIDATES' STRENGTHS**

Although the general performance of the candidates was not encouraging, there were few very good scripts where candidates scored between 45 to 60 out of the 60 marks.

The candidates demonstrated an understanding of topics such as Sets, Percentage and Application of Pythagoras Theorem.

4. **CANDIDATES' WEAKNESSES**

Candidates' poor performance was caused mainly by the following factors:-

- (1) Poor presentation of the solution;
- (2) Lack of systematic detailed working;
- (3) Wrong application of mathematic rules and formulae;
- (4) Failure to correctly measure and construct with mathematical instruments.

5. **SUGGESTED REMEDIES**

Mathematic teachers should: -

- (1) Teach the students using simple methods with the sole aim of getting rid of the notion that mathematics is difficult and it is impossible.
- (2) Avoid dodging away from difficult-to-teach topics in the syllabus.
- (3) Constantly be researching on the topics in the syllabus to enhance perfect flow of knowledge to the students.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
MATHEMATICS 2**

1. **GENERAL COMMENTS**

The standard of the mathematics two (2) paper compared to those of the past few years, was easy. The level of difficulty of the individual questions was good. The questions covered a wide range of topics in the syllabus and significantly tested a good number of basic concepts and skills.

The general performance of the candidates was not encouraging as in previous years. About 45% of the candidates scored marks ranging from five (5) to Zero (0).

2. **CANDIDATES' STRENGTHS**

Although the general performance of the candidates was not encouraging, there were few very good scripts with candidates scoring between 45 to 60 out of the 60 marks.

The candidates demonstrated their liking of topics such as sets, percentages, and application of Pythagoras theorem.

3. **CANDIDATES' WEAKNESSES**

Candidates' poor performance was caused mainly by the following factors:

- (a) Poor presentation of answers
- (b) Lack of systematic detailed working
- (c) Wrong application of mathematic rules and formula
- (d) Failure to correctly measure and construct with mathematical instruments

These factors were manifested mostly on topics such as percentages, numbers and measures of central tendencies, construction, and inequalities.

5. **SUGGESTED REMEDIES**

Generally, the questions were reasonably easy and straightforward. The printing and the diagrams were clear. There was room for the average candidates to give a good account of themselves.

However, the general performance was still below expectations, and needs to be improved.

Mathematics teachers should: -

- (a) Teach thoroughly the areas of the syllabus that are difficult to understand as some teachers are in the habit of dodging difficult-to-teach areas in the syllabus.
- (b) Teach the students using simple methods with the sole aim of getting rid of the notion that mathematics is difficult and impossible to understand.
- (c) Teachers should constantly preach the culture of reading and understanding the instructions/questions during revision time before answering them.

- (d) Both teachers and students alike should have access to WAEC past question papers to ensure familiarity with the standard of the paper.
- (e) Mathematics teachers should have access to the chief examiner's report. This will greatly help the teachers to identify areas of weaknesses that would require extra or remedial teaching.
- (f) Teachers should thoroughly research the topics they are teaching to adequately prepare for lessons. This would enhance the free flow of relevant information from the teacher to the students.

6. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

Question 1

(a) Evaluate: $\frac{0.16 \times 0.035}{0.04 \times 0.07}$.

(b) Simplify: $4\frac{1}{2} \times \left(1\frac{1}{3} - \frac{8}{9}\right)$.

Candidates could not change the decimal fraction to whole numbers and then divide the numerator by the denominator to arrive at the final answer. The 'b' part of the question was poorly answered by a good number of candidates for failure to apply the order of operation to solve the question correctly.

Question 2

In a school of 150 pupils, 100 play football, 90 play volleyball and 15 play neither of the two games.

- (a) *Represent this information in a Venn diagram.*
- (b) *How many pupils play;*
 - (i) *both games?*
 - (ii) *only football?*

The whole of question 2 was confusing to most candidates. They could not represent the information using a diagram and the four regions of the diagram were not correctly filled in. The correctness of 'b' depends on the accuracy of the 'a'.

Question 3

Foday saved D5,000.00 at the bank for 2 years at a rate of 10% per annum.

Calculate;

- (a) the simple interest.
- (b) the compound interest at the end of the 2 years.

This question was about money matters. Most candidates could not distinguish between simple interest and compound interest. Most candidates stopped at simple interest and could not go further to find the compound interest because of failure to apply the systematic solution of compound interest.

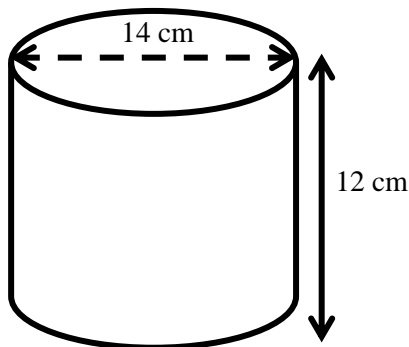
Question 4

- (a) On a football field, Ousainou walks 6 meters due east. He then changes direction and walks 8 meters due north. How far is he from his starting point?
- (b) Calculate: $5\frac{1}{2}\%$ of D600.00.

The 'b' part was about percentage. Most candidates could not convert the percentage into fraction and multiply by D600.00, as a result, most candidates could not correctly work the question out.

The 'a' part of the question was about bearings. Most candidates could not identify the correct directions to construct the relevant diagram to solve the question.

Question 5



The figure above is an open cylinder with height 12 cm and diameter 14 cm. Calculate:

- (a) The radius of its base;
- (b) The area of its base;
- (c) The volume of the figure.
(Take $\pi = \frac{22}{7}$)

The language and the instructions given in the question were not understood by the candidates. They could not find the radius from the diameter because of failure to properly

study the diagram to know the diameter of the base. The correctness of the ‘b’ and ‘e’ parts depends on the accuracy of the ‘a’ part.

Question 6

- (a) Make M the subject of the relation

$$S = R + \frac{C}{M}.$$

- (b) Solve the inequality below and represent the solution on a number line
 $-3x + 7 \leq -11.$

The ‘a’ part of this question poses a problem to most candidates because they could not get rid of the denominator which was ‘M’ and therefore they could not continue to make it the subject of the formula as requested. The ‘b’ part was attempted, but most candidates were not able to take care of the signs when collecting the like terms. Those who went further with the solution could not represent their solution correctly on the number line.

Question 7

Given that $\tan \theta = \frac{4}{3}$, find the value of $\cos \theta(1 + \sin \theta)$ using a right-angled triangle.

Candidates lack the ability to apply Pythagoras theorem or knowledge of Pythagorean triplets to find the length of the third side to establish the values of $\sin \theta$ and $\cos \theta$ and therefore no meaningful solution was given to question.

Question 8

The following are marks scored by ten students in a test: 1, 3, 1, 3, 4, x, 1, 1, 5, 8.

- (a) If the mean mark is 4, calculate the value of x.
(b) Find the:
(i) median;
(ii) mode.

Statistics is a very popular question, but candidates still lack the ability to find the measures of central tendencies. They could not use the given mean to find the missing score (the value of x). Therefore, they could not succeed in getting the correct median. Mode was however found by most candidates because it requires no mathematical calculation

Question 9

Using a ruler and a pair of compasses only:

- (a) construct a triangle XYZ such that
 $|XY| = 7 \text{ cm}, \angle XYZ = 30^\circ$ and
 $\angle ZXY = 45^\circ$;
(b) Measure $|ZX|$.

This question was poorly attempted because most candidates seem not to know how to construct certain special angles like 45° and 30° at the required positions. This needs the correct use of the pair of compasses which most candidates either wrongly used or did not use at all.

Question 10

(a) Copy and complete the table below for the relation $y = 2x - 1$.

x	-2	-1	0	1	2	3
y	-5		-1		3	

(b) Using a scale of 2 cm to 1 unit on both axes, draw the graph of $y = 2x - 1$.

(c) Use your graph to find the value of y when $x = -0.5$.

This question is about linear graph. The question was not adequately answered by the candidates. They do not have the ability to use the given values of x in the table to find the corresponding value of y . They lack the skill to plot the points on the Cartesian plane to ...

SCIENCE SECTION

GABECE (PC) 2023
RÉSUMÉ OF CHIEF EXAMINERS' REPORTS
THE SCIENCES

1. STANDARD OF PAPERS

Chief Examiners for the three Science subjects (Agricultural Science, Physical Education and Science), stated that; all the question papers were standard and appropriate for the level of the candidates with no ambiguities.

2. PERFORMANCE

As compared to last year, the performance of candidates in two of the subject papers was below average, one of the subjects had improved while the other one was just a fair performance.

Below is a summary for the individual subject papers:-

- Agricultural Science Practical: The performance of candidates improved.
- Agricultural Science Essay: Candidates' performance was fair for this paper.
- Science Essay: There was a decline in candidates' performance.
- Physical Education Essay: The candidates' performance was below average.

3. CANDIDATES' STRENGTHS

- Understood and followed instructions accordingly.
- Ability to interpret questions and present good works.
- In-depth knowledge of subject matters and legible writing skills.

4. CANDIDATES' WEAKNESSES

- Unsystematic detailed work presentation.
- Failure to answer all questions where instructed.
- Unpreparedness or incomplete syllabus coverage.

5. RECOMMENDATIONS

- To properly read questions and follow instructions.
- Use of recommended syllabuses and textbooks.
- Simple explanation methods for candidates to understand subjects.
- Refresh trainings for teachers to keep them abreast of their subjects.
- Candidates to consider all subjects as important, not just games e.g. P.E.
- Subjects to be taught by specialized teachers.
- Instruction for candidates to use only blue or black ink for answering essay questions.

GABECE (PC) 2023
CHIEF EXAMINER'S REPORT
AGRICULTURAL SCIENCE 1

1. **GENERAL COMMENTS**

The Agricultural Science Test of Practical was based on the syllabus and covers the four (4) basic concepts of agricultural science i.e. General agriculture, crop science, animal science and soil science.

The performance of the candidates was above average when compared to last year's test of practical paper. Despite this commendation, some candidates performed far below expectation.

Quite a good number of candidates that fall in this category demonstrated a high level of misunderstanding and misinterpretation of the basic concepts and some common terms used in some of their answers.

Spelling problems also compelled some candidates to score very low marks, differentiating some concepts also added to the problems.

Non preparation of the candidates for the exam was another factor noticed in some candidates' performance. It was also noticed that teachers in some centres do not really touch on some of the basic principles in agriculture which should have been taught in the early grades. Examples can be noticed as a good number of candidates cannot give correct examples of leguminous crops or state the function of root nodules in legumes.

Candidates seem not to bother to adequately prepare themselves for the exam.

In general, 60% of the examiners believed there had been a remarkable improvement this year.

2. **CANDIDATES' STRENGTHS**

A good number of candidates did extremely well in the question that demanded them to complete the table by putting in the right words. They also demonstrated a high level of understanding of the basic concepts of some questions such as lamb, bull, boar, calf, etc. in questions 1c, 3a and 4a. These questions were all well attempted.

Student's legible handwriting was also noticed. A good number of them wrote legibly which also contributed to their good scores.

3. **CANDIDATES' WEAKNESSES**

About 40% of the candidates that sat for this year's GABECE agricultural science test of practical need to improve in all areas.

Some of the areas that needs to be highlighted are as follows:-

- Many candidates failed to adhere to simple instructions especially where they were asked to write the answer in spaces provided.
- Many cannot spell properly using the right words to express a key technical term. Words such as “differentiate” was understood by majority of the candidates, using conjunction such as “while “whereas” etc. or putting them in tabular form. However, most of them expressed the concepts correctly by using sentences.
- Also, most candidates demonstrated a poor understanding of terms such as “ewe”, “lamb”, “calf”, bull, etc. they were not able to spell them correctly. This had attracted a score of zero.
- It was noticed that about 90% of the candidates performed poorly in questions 1a, 3b, 6a and 6b. It indicated that the concepts were not well taught in schools for proper understanding of the candidates.
- Examples of leguminous crops and the function of root nodules in legumes, was grossly misunderstood by 95% of the candidates. Majority of the candidates stated that root nodules are responsible for fixing nitrogen instead of the bacteria harboured by the root nodules. Green manure was similarly misunderstood as most of the candidates defined it as organic manure instead of stating its characteristics. Most of them stated the function of manure.

4. **SUGGESTED REMEDIES**

Having seen some of the weaknesses and strength of the candidates, the following recommendations were made:-

- (a) Candidates should pay greater attention to the general instructions for each question.
- (b) Candidates should be committed to reading and make some practical demonstrations in small garden plots.
- (c) Student’s excursion is also recommended especially for the grade nine (9) students, this will expose them to some practical aspects especially in the areas of gardening, animal production and mechanization.
- (d) Students should be encouraged to develop an interest in agriculture.
- (e) Teachers should endeavor to cover the entire teaching syllabus.
- (f) Candidates should be encouraged to read more to improve their spelling skills.
- (g) School authorities should give priority to examination classes by way of allocating a committed and qualified teacher for effective handling of the candidates.
- (h) Teachers should try and embarked on proper revision classes using past question papers.

- (i) Teachers should be monitored during lessons by a more experienced and qualified teachers.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

Question 1

Differentiate between the following farming systems

- (i) *Mixed farming and mixed cropping*
- (ii) *Inter planting and inert cropping*

These questions required the candidates to state the differences between the systems of farming.

Instead of answering the questions by using conjunction or tables, most candidates answered the question in sentences. About 30% of the candidates left it blank, 30% gave the answer correctly but in sentences. A good number of candidates were able to answer the questions using conjunction such as while and in tabular form which indicates that they fully understood the questions.

The correct interpretation of the question is as follows:

Mixed farming is the integration of animal production and crop production while mixed cropping involves the production or cultivation of more than one type of crop on the same pieces of land at the same time OR mixed farming involves crop and animal production while mixed cropping involves the growing of many crops on the same pieces of land at the same time.

Inter-planting involves the growing of a major crop in between another major crop while inter cropping involves the growing of crops in which the crop planted last is harvested first.

(b) Define the following terms as used in animal production:

- (i) *Farrowing*
- (ii) *Drenching*
- (iii) *Creep feeding*

The questions were correctly answered by about 60% of the candidates although 20% left it blank while another 20% got the answer wrong. The correct answer to these questions is as follows.

Farrowing: Is the act of giving birth in pigs or the act of giving birth to young ones by a female pig.

Drenching: is the application of liquid medicine/ drugs through the mouth in animal production.

Creep feeding: is the act of feeding piglets separately from their mother.

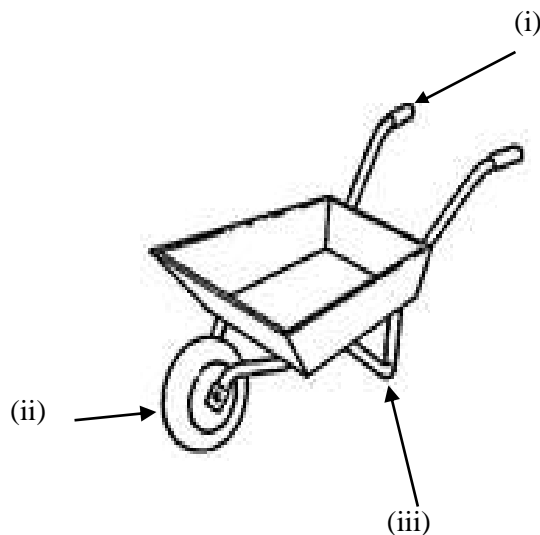
(c) Complete the table below.

<i>Farm Animal</i>	<i>Cattle</i>	<i>Sheep</i>	<i>Pig</i>
<i>Adult male</i>		<i>Ram</i>	
<i>Adult female</i>	<i>Cow</i>		
<i>Young</i>			<i>Piglet</i>

About 40% of the candidates were able to correctly complete the table by putting the correct terms in the right spaces. About 25% of the candidates failed to indicate correct spellings, despite the ideas in them which made them to score zero. Others gave wrong answers while the rest left the spaces blank. The correct answers and spellings are bull, calf, ewe, lamb, boar, sow.

Question 2

(a) Identify the diagram below.



(b) Name the parts labelled in the diagram above.

(c) State **one** use of the diagram identified in 2(a) above.

About 90% of the candidates were able to identify the diagram as wheelbarrow but out of this 90%, only 50% were able to spell wheelbarrow correctly. The other candidates either got it wrong or cannot spell correctly.

Poor labelling and spelling were also noticed in 2(b) while in 2(C) the use of the wheelbarrow was to be limited to agricultural use as opposed to industrial and domestic uses as written by some candidates. Uses like transporting farm inputs, transporting farm produce, construction of farmstead etc. should be taught.

The correct name for the diagram is wheelbarrow, and the correct labelling of the diagram is (i) Handle; (ii) Wheel and; (iii) Stand.

Question 3

Classify the animals into livestock and non-livestock.

List: Fowl, Snake, Donkey, Monkey, Gander, and Rabbit.

(a)

No.	Animals	
	Livestock	Non-livestock
(i)		
(ii)		
(iii)		

A good number of candidates, about 90%, scored good marks here although others scored zero and some left the spaces blank.

Despite having the names of the animals on the question paper, about 20% of the candidates cannot correctly spell the names of the animals. This may again be due to ill preparation and misunderstanding of the question on the side of the candidates. Teachers should therefore focus on teaching the indigenous names of livestock.

(b) State the difference between livestock and non-livestock.

(c) State the difference between crops and non-crops.

In both cases about 50% of the candidates gave the correct answers. However, about 40% were able to use conjunction such as while, whereas etc. and some candidates put the answer in tabular form. This made them to score good marks. Other candidates did not attempt the question.

The correct answer should be as follows:-

Livestock are animals that are kept for food and economic purpose while non livestock are not kept for food and economic purpose.

OR

Livestock are domestic animals while non livestock are wild animals.
Crops are grown for food while non crops are not grown for food.

OR

Crop are grown for sale while non crops are not grown for sale.

Question 4

Name one raw material used to produce the commodities listed below.

<i>Commodity</i>	<i>Raw Material</i>
(i) <i>Sugar</i>	
(ii) <i>Gari</i>	
(iii) <i>Tyre</i>	
(iv) <i>Sardine</i>	
(v) <i>Cloth</i>	
(vi) <i>Palm oil</i>	

Sugar, Gari, Tyre, sardine, cloth, palm oil. About 75% of the candidates scored a considerable good mark here. They were able to give the correct answers with correct spellings, although, about 20% of the candidates couldn't express correct spellings and correct raw materials while the rest left the space blank.

(b) *Mention two (2) leguminous crops.*

It was noticed that 50% of the candidates couldn't name or give an example of leguminous crops. Only about 40% were able to give correct answers while others left the spaces blank.

(c) *What is the function of root nodules in leguminous crops?*

This question seemed to be very difficult for the candidates. Majority of the candidates attempted to write something but only about 10% of the candidates were able to score marks while others either left the spaces blank or gave wrong answers. Misunderstanding of the question also contributed to their inability to give correct answers. The correct answer to this question is:-

The root nodules in leguminous crop harbour bacteria that fixes nitrogen into the soil.

Question 5

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

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

The question was misunderstood by most candidates although about 60% of the candidates scored good marks, however another 30% couldn't give correct answers which made them to score zero, while others left the spaces blank.

A few of the correct answers are as follows:

There will be reduction in fertility of the soil.
The activities of the microorganisms will be affected.
There will be destruction of the soil structure.
It encourages erosion.

(b) State three ways by which the condition of the soil can be corrected or improved.

This question was well answered by 60% of the candidates, they gave answers such as;

Planting cover crops;
Practice crop rotation;
Apply manure/fertilizer;
Liming, etc.

However, some candidates couldn't give correct answers. This made them to score zero. Others left the spaces blank.

(c) State three factors that affect the fertility of the soil.

This question was well answered by 80% of the candidates that attempted this question. They gave answer such as Overgrazing; Burning; Plant uptake; Leaching; Continuous cultivation; etc.

These attributes are manifested by a proper understanding of the question terms giving a correct answer and correct spellings.

Many candidates couldn't express themselves or give correct answers and therefore scored zero.

Question 6

(a) What is green manure?

Instead of giving the correct answer as "these are grasses or plants remains ploughed into the soil while still fresh and green" a good number of candidates defined green manure as organic manure. Most candidates that attempted this question scored 60% others scored zero.

(b) State three characteristics of green manure.

Again, instead of giving the characteristic of green manure, about 40% of candidates gave the function of manure such as improve the fertility of soil, promotes plant growth, bind soil together, improves soil structure etc. In general, 55% of the candidates scored good marks while others left the spaces blank.

Characteristics of green manure include; green, succulent, easily decomposed, it has rapid growth, etc.

(c) State three advantage of manure in crop production.

This question was correctly answered by 75% of the candidates although about 25% still gave wrong answers which made them to score zero. Others left the space blank.

Some of the correct answered are; increase crop yield, improve soil structure, improve soil aeration, improve soil porosity, reduce leaching, improve soil moisture and water retention ability, etc.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
AGRICULTURAL SCIENCE (2B)**

1. GENERAL COMMENTS

Generally, the questions were set within the scope of the syllabus and all the questions are of standard. The performance of the candidates this year was virtually very good as compared to last year. This very good performance could be attributed to having enough time to cover the syllabus. The individual performance of some candidates was satisfactory. From the total number that sat to the examination, an approximate of 38 percent scored 40% and above and the rest were unable to make it to the cut-off mark.

2. CANDIDATES' STRENGTHS

A good number of candidates performed very well especially on Crop Science and Animal Science components when compared to other sections. Some candidates read and followed the instructions as given, and gave clear and legible handwriting, thus making the work of examiners easier. This can be justified by the percentage passes in these two sections.

3. CANDIDATES' WEAKNESSES

The weakness of candidates was found in the areas outlined below:

- a. As observed in the past examinations, the problem of reading and understanding the task in the questions 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 said 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. Finally, candidates' writing ability remains a great concern; most of them were unable to write clearly and legibly.

4. SUGGESTED REMEDIES

The following recommendations are suggested to help students in 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 taught.
- 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 learnt 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 this is, to train teachers should from time to time by inviting experts on various fields of agriculture to help them teach certain topics as this will help enhance better understanding for both students and the teacher.
- The Ministry of Basic and Secondary Education should try to reintroduce exams that would be used as a yard stick for promotion to the next level of education. For example, the then primary school Leaving Certificate examination and common entrance examination should be reintroduced. 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 homework 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

textbooks 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. This can help to reduce problems of examination malpractices sometimes encountered as students are well prepared for exams.

- MoBSE should organize training workshops for teachers, using chief examiners as facilitators to highlight and discuss problems encountered in the past examinations and to find solutions and ways forward to those problems.
- MoBSE 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.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

The most popular questions are 7, 2, 3, 4, 11, 12, 9,6, and 5. In all 95% of the candidates attempted these questions and from this 45% were able to score 10 and above especially for 7, 2, 3, 4 and 12. Questions 1, 8, 5,6, and 10 were the least popular questions. In all about 26% of the candidates attempted these questions and 23% of them scored 10 and above.

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

Question 1

- (a) What are agricultural services?
- (b) State **three** agricultural services.
- (c) State **three** roles of non-governmental organisations in the development of agriculture.

In this question, 5% of all candidates attempted it. From this number 14% scored 10 and above. A handful of candidates had problems in defining agriculture services.

Question 2

- (a) What are farm records?
- (b) List **three** types of farm records.
- (c) Mention **three** reasons why farm records are important to the farmer.

In question two, 75% of the candidates attempted it. Out of this, 35 % scored 10 and above. The rest of the candidates scored less than 10 because most of them misunderstood the terms and mixed up the definitions.

Question 3

- (a) State **four** general rules for the care and maintenance of farm tools.
- (b) State **three** good effects of sunlight in agriculture.
- (c) What are agricultural resources?

In question 3(a) most candidates understood the meaning of farm records leading to a handful of them doing well in 3a. While majority of them misunderstood 3(b) and 3(c). For this reason, 45% of the total candidates who attempted this question scored below average.

Question 4

- (a) State **four** ways by which nutrients are added to the soil.
- (b) State **four** human activities which increase the rate of erosion.
- (c) List **four** ways of preventing or controlling soil erosion.

For question four, 38% of all candidates attempted it. From this figure, 30% were able to score 10 and above. Most candidates who attempted this question were unable to answer 4(b). Instead of **stating** human activities, they were **listing** the human activities which increase the rate of soil erosion and thus loss marks.

Question 5

- (a) List **five** major plant nutrients and **five** minor plant nutrients.
- (b) State **three** methods of fertilizer application.
- (c) Name two main types of fertilizers.

Question 5 was attempted by 30% of the candidates. From this number 10% scored 10 and above. Majority of candidates that attempted 5(b) had a problem listing major and minor nutrients. This confusion led them to give the same answers to both terms.

Question 6

- (a) What is liming?
- (b) State **three** properties of a fertile soil.
- (c) Explain **three** ways in which soil nutrients are lost.

This question was attempted by 20% of the candidates. From this number, 15% scored 10 and above. Some candidates who attempted this question did not do well on 6a. This is because they found it difficult to define the term liming.

Question 7

- (a) What is pollination?
- (b) List **three** agents of pollination.
- (c) State **two** types of pollination.

This question was very popular and attempted by 65% of all candidates. 80% of them were able to score 10 and above. Candidates who chose this question answered it clearly with fewer problems.

Question 8

- (a) What is fertilization?
- (b) Explain the term germination.
- (c) Define the following:
 - (i) radicle;
 - (ii) plumule;
 - (iii) endosperm.

Question 8 was the least popular question attempted by 10% of all candidates. Out of this number, 7% scored 10 and above. Some candidates who attempted this question did poorly in all aspects of the question because they were neither able to explain nor define the terms.

Question 9

- (a) What are weeds?
- (b) State **three** characteristics of weeds.
- (c) Mention **three** effects of weeds.

50% of the candidates attempted this question. 20% of those who opted for this question scored very well. In short, the question was not well understood by those who attempted it.

Question 10

- (a) What is colostrum?
- (b) State **four** reasons why colostrum is important for a young animal.
- (c) What is lactation?

55% of the candidates attempted this question. From this number, 40% of candidates scored 10 and above. The problem on this question for candidates was 10 (c) because a good number of them could not define the term given.

Question 11

- (a) State **three** effects of the dry season on the feeding and management of farm animals.
- (b) State **three** general ways through which diseases are transmitted in farm animals.
- (c) State **two** reasons why farm animals are reared in The Gambia.

55 % of all candidates attempted this question. From this number, 62.2% scored 10 and above. This was one of the most attempted Question and candidates scored good grades in it. Most candidates did well in the parts (a) and (c) of the question, and a fairly good number also had problems with the part (b) because very few of them were able to state the three general ways through which diseases are transmitted.

Question 12

- (a) What is castration?
- (b) State **three** reasons for castration in farm animals.
- (c) What is the difference between open and closed castration?

This question was attempted by 30% of all candidates. From this number, 20% scored well. A good number of students who opted for this question could not deal with part (c). This question proved to be the most unpopular and poorly attempted.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
PHYSICAL EDUCATION 2**

1. **GENERAL COMMENTS**

The standard of the paper compared favourably to those of the previous years. The rubrics were clear, and the questions were drawn from familiar topics in the syllabus. Although, all the questions were compulsory and within the limits of the syllabus and the candidates were expected to perform well; but, on the contrary, the general performance of candidates was only appalling.

The possible reasons for their poor performance include: -

- (1) Many candidates did not actually understand the questions they answered. Perhaps, this was largely due to their poor knowledge of English Language.
- (2) Candidates' negative attitude towards Physical Education which clearly manifested in their input and definitions of some Physical Education terminologies.
- (3) It was also noticed that many of the candidates never prepared for the examination at all.

2. **CANDIDATES' STRENGTHS**

- (1) Most candidates adhered to the instructions on the question paper.
- (2) Some candidates provided appropriate answers to the questions and showed that they had good command over the English Language.

3. **CANDIDATES' WEAKNESSES**

The standard of most candidates was disappointing due to the following reasons:

Though all the questions were compulsory, and candidates were all expected to attempt all, many candidates due to uncertainty, rather submitted blank answer books.

Most candidates presented their work in an untidy and careless manner as they wrote their answers first in pencil and finally wrote over the same work in ink; thereby wasting valuable time.

The handwritings of some candidates were illegible, and the examiners went through great strains to read and understand what they had written.

4. SUGGESTED REMEDIES

To curb the identified weaknesses inherent in the candidates, workshops should be organised for Physical Education teachers to keep them abreast with the correct methods of teaching Physical Education as a practical oriented subject and help to enhance their understanding of the correct areas or topics expected of them to teach within the syllabus.

Unfortunately, it is very sad to place on record that many examiners only hear about topics like Gymnastics, Racket Games, Aquatics and Martial Arts activities during the marking exercise as they were not taught such areas of Physical Education at the college level. Consequently, this makes their work very difficult in the classroom.

Physical Education teachers are advised to endeavour to cover at least 85% of different topics within the syllabus before the examination; so that good results will be achieved.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

- (a) *What is team sports?*
- (b) *List four examples of team sports.*
- (c) *State four objectives of team sports.*

About 80% of the candidates attempted this question. Over 48% of the candidates scored above average mark. Only about 20% of those who opted for this number scored all the marks allocated. The term "Team sports" was tackled well by most of the candidates. However, about 56% of the candidates explained the term "Team sports" as "Dual Sports". For instance, they wrote sports played by two persons or individuals. The performance of candidates in relation to Question 1(b) was very impressive. In fact, over 80% of those who attempted Q1(b) scored all the marks allocated. On the other hand, candidates' answers in connection with Question 1(c) was not appreciable.

Question 2

- (a) *What is violence in sports?*
- (b) *State **four** causes of violence in sports.*
- (c) *List **four** ways by which violence could be prevented in sports.*

This was a popular question that attracted over 80% of the candidates. Over 52% of those who attempted Q2(a) defined violence in sports quite satisfactorily.

The (b) part is a lead question from Q2(a). Unfortunately, candidates could not perform very well as they were unable to understand and interpret the demands of the question before attempting it.

Furthermore, many answers were awkwardly organized with many candidates failing to address the specific issues raised in the question. Regarding the causes of violence in sports, candidates were writing insulting, fighting, abusing, quarrelling, etc, which are all wrong as they are all descendant consequences of violence.

To earn a good mark, Candidates were expected to put their answers as poor officiating, overcrowding, use of drugs, poor organisation, lack of adequate security, lack of sportsmanship, inadequate knowledge of the rules of the game. These are the real causes of violence in sports.

Question 3

(a) Name four uses of sportswear.

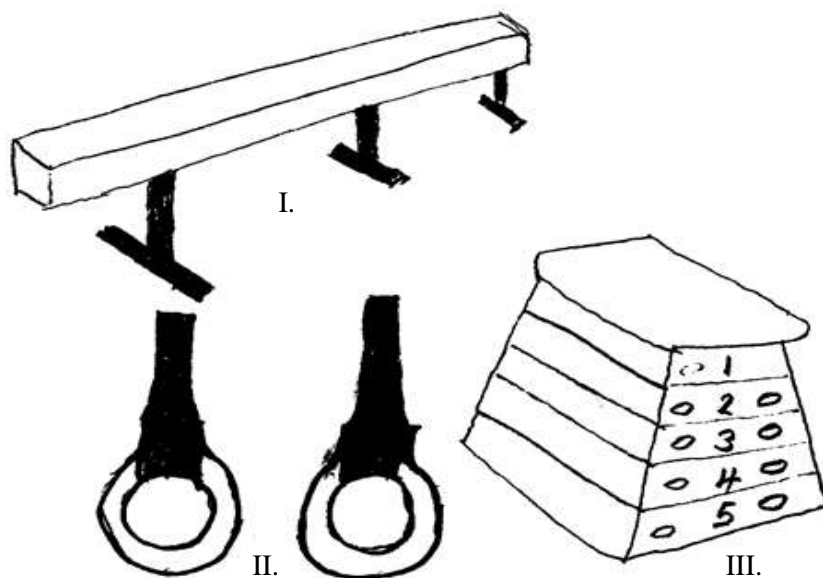
(b) State six benefits of recreation to individuals.

This was a popular question that attracted over 78% of the candidates and slightly over 46% of the candidates who opted for the (a) part of it scored average mark. Similarly, good marks were credited in relation to the (b) part of the question. However, some marks were lost due to wrong answers supplied by certain candidates from different examination centres as regard to the (b) part of the question.

Some of the uses of sportswear include to cover the body, to portray good image, to boost the athlete's ego, to prevent sports injuries, to enhance physical performance, etc.

Question 4

The diagrams below illustrate equipment used in sports. Study them carefully and answer questions 4(a) and (b).



(a) Name the field of sports for which the equipment is used.

(b) Identify the items labelled I, II and III.

(c) Explain each of the following terms:

(i) Screening;

(ii) Anchor Man;

(iii) Spotter.

The question was very unpopular and the worst attempted question by the candidates. In fact, candidates' scripts frankly portrayed obvious lack of knowledge of this part of the syllabus. Hence, the question posed a very serious problem for all of them.

The (a) and (b) aspects of the question attracted some element of guesswork from majority of the candidates and very scanty answers were submitted. The (c) part of the question was a bigger problem especially (c)(i) which was not properly answered. There was no evidence of knowledge on this aspect of the syllabus by all the candidates. Suffice to say that all the candidates scored Zero (0) mark on this sub- question.

However, candidates should be able to explain that "Screening" is a situation when a player, without a ball, stands between a teammate with the ball and an opponent to prevent the opponent from getting the ball from his teammate. Also, a very good mark would have gained if the candidates had defined "Spotter" as a person helping, assisting, or supporting the performer or gymnast in gymnastics.

Question 5

(a) *State the number of players that make up a playing team in the following games.*

(i) *Soccer;*

(ii) *Handball;*

(iii) *Volleyball;*

(iv) *Basketball.*

(b) *Name **two** skills in each of the following games.*

(i) *Handball;*

(ii) *Volleyball;*

(iii) *Basketball*

A very popular question and was attempted by over 92% of the candidates. Over 58% of those who opted for this question clearly stated the number of players required in a playing team of soccer, handball, volleyball and basketball games and their scores were excellent. Good answers were presented by many of those who attempted the (b) part of the question and commendable marks were gained.

Question 6

(a) *State **three** benefits of swimming.*

(b) *Name **three** equipment items used in swimming.*

(c) *State **two** factors to be considered when selecting a pre-game meal.*

(d) *State **two** examples of non-locomotor movement.*

Another popular question that attracted over 78% of the candidates. Many candidates who attempted this question responded satisfactorily in the (a) and (b) parts. On the same page, the (d) part of the question also attracted fair share of the marks allocated as those who opted for it only provided also satisfactory submissions. On the other hand, the (c) part of the question appeared difficult for over 88% of those who attempted it which invariably suggested that teachers hardly covered this part of the syllabus. Furthermore, lack of understanding of the topic caused the candidates not to express themselves accurately.

**MAY 2023 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 2023 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 Science syllabus (Grade 7 – 9). In general, it was reported by the examiners that there was no ambiguity in the questions. It was also evident that candidates had 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 some topics of the syllabus. The performance of candidates was slightly below that of the previous year, especially in the areas of physics and chemistry.

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

2. **CANDIDATES' STRENGTHS**

Some of the candidates displayed;

- an in-depth knowledge of the subject matter.
- an ability to interpret questions correctly.
- good writing skills, especially those who did well.
- proper use of scientific/technical words in answering questions.

3. **CANDIDATES' WEAKNESSES**

As it had 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 detail in doing calculations and omission of units
- Poor expressions and spelling of words
- Illegible and incomprehensible writings

4. SUGGESTED REMEDIES

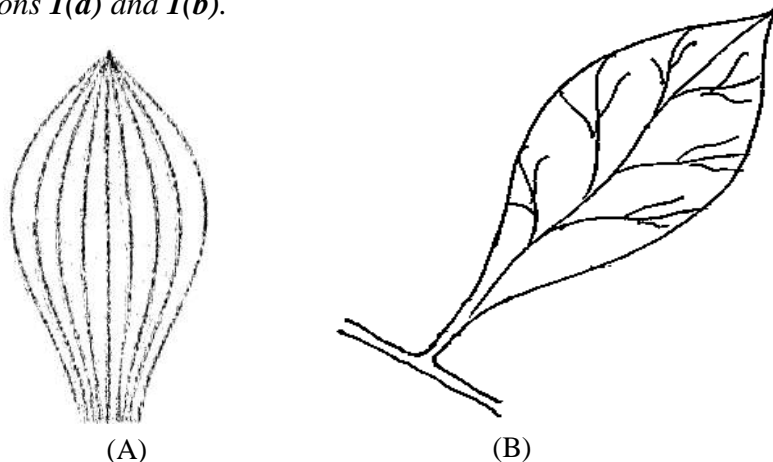
In view of the above observations, the following are recommended:

- (j) Attention of schools is drawn to obtain and synchronize the teaching and examination syllabuses, and to ensure complete coverage of the syllabus by teachers.
- (k) Proper preparation of candidates and thorough review of work covered in good time prior to the examination.
- (l) Effort by teachers to emphasise technical details of calculations, including appropriate use of units, during teaching.
- (m) Proper use of the MoBSE Science textbooks as the first reference material in addition to any other material; and adequate review of past examination papers in preparation for the examination.
- (n) Emphasis on improving reading and writing skills.
- (o) The inclusion in the instructions to candidates that they *must use only blue or black ink pens* to answer questions. Use of chalk or correction fluid to erase, change or cancel answers should be discouraged.
- (p) Hands-on demonstrations to illustrate some simple scientific experiments should be encouraged in schools.
- (q) 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.
- (r) The technology aspects of science (computer) should be synchronized in the syllabus and school timetable to enable students to get lessons on Information Technology (IT).
- (s) 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 diagrams below illustrate **two** different leaves. Study the diagrams and use them to answer questions **1(a)** and **1(b)**.



(a) Name the group of flowering plants from which **each** of the leaves can be obtained.

Diagram A: _____

Diagram B: _____

(b) State **two** differences between the leaf in diagram A and the leaf in diagram B.

(c) State **three** functions of a leaf.

(d) Name **two** examples of non-flowering plants.

The total score for this question was 9 marks. Nearly 80% of the candidates attempted this question. At least 20% scored from three to five marks and about 60% scored between zero to three marks out of the total score of nine marks. The overall score of candidates was below average relative to other questions.

Candidates were asked to identify diagrams **A** and **B**. Approximately 45% of the candidates wrongly identified diagram A as a leaf from a non-flowering plant or a named plant such as corn. They also wrongly spelt monocotyledon as monocotelydon, monocotyedon, monocotnedon

Candidates identified diagram B as a leaf from a flowering plant or named plant such as orange. Some wrongly spelt the name of the diagram as diecotyedon, dicotledon, dietelydon, dicotyledom.

About 10% of the candidates mistook Diagram **A** as a dicot and Diagram **B** as a monocot even whereas they were correctly spelt; about 10% of the candidates had spelling challenges, as a result they all scored zero.

The expected answers are:

Diagram **A**: *monocotyledon / monocot / monocotyledonous plant*

Diagram **B**: *dicotyledon / dicot / dicotyledonous plant*

(b) Candidates were to state two differences between the leaf in diagram **A** and the leaf in diagram **B**. Nearly 40% gave the differences between monocotyledon and dicotyledon plants instead of the differences between their leaves. Some of the rejected answers include:

Diagram **A**: has one seed leaf, has fibrous root;

Diagram **B**: has two seed leaves, has taproot.

In addition, candidates misplaced the differences;

Diagram A: short and wide; Diagram B is long and narrow

Diagram A has net veins; Diagram B has parallel veins

The expected differences are:

Diagram A	Diagram B
<i>Has leaf sheath</i>	<i>Has leaf stalk /petiole</i>
<i>Has parallel (striate) veins</i>	<i>Has reticulate /net / netted veins / network venation</i>
<i>It is long and narrow</i>	<i>It is short and broad / wide</i>

In (c) Candidates were to state three functions of a leaf. Nearly 60% of the candidates incorrectly gave the uses of leaf instead of its functions to the plant.

Example:

The leaf serves as food.

The leaf serves as shelter and medicine for animals.

The leaf provides shade.

At least 15% of the candidates repeated answers from the same group as indicated in the marking scheme such as *manufacturing food, absorbing carbon dioxide and sunlight, carrying out photosynthesis or producing food*. All these answers were related to or described the same idea of making food, hence they scored only one mark out of the three allocated.

Approximately 25% of the candidates stated all three functions of the leaf correctly and scored the three marks required.

The expected answers are:

It traps/absorbs light, photosynthesizes manufactures/makes food (for the plant); carries out gaseous exchange/respiration occurs in the leaf / absorbs carbon dioxide
Some leaves store food/serves as storage organ; Some leaves are used for vegetative propagation; Carries out transpiration/cooling the plant / control temperature

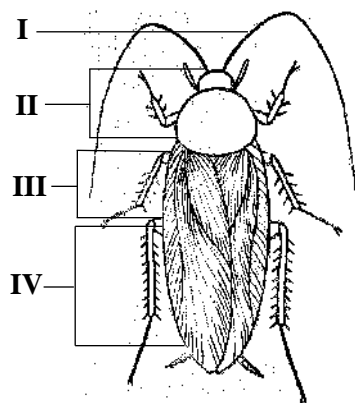
In (d) candidates were to name two examples of non-flowering plants. Over 50 % of the candidates attempted this question, but only about 25% of them gave the correct answers to score the two marks required. Another 30% of the candidates gave wrong answers that do not represent non-flowering plants such as mango, orange, fungi, algae, mushroom. As a result, they scored zero. The remaining 20% had spelling difficulties even whereas they had the correct examples, such as mosses, ferns, conifers and liverworts.

The expected answers are:

bryophytes (mosses, liverworts) / pteridophytes (Ferns, horsetails) / gymnosperms (conifers, pine trees, ginkgo)

Question 2

The diagram below illustrates the external features of an insect **P**. Study it carefully and answer the questions that follow.



- (a) (i) Name the insect illustrated in the diagram.
(ii) How does the organism move?
- (b) Name **each** of the parts labelled **I, II, III** and **IV**.
- (c) Give **two** differences between a spider and insect **P** in the diagram above.
- (d) State **one** example of the economic importance of a spider.

Candidates were presented with a diagram of the *cockroach* as insect P. The total score for this question was 6½ marks.

In (a)(i), about 90 % of candidates attempted this question, but only about 35% of them were able to identify and spell the cockroach correctly and obtained the one mark allocated. The remaining 55% of them had spelling challenges and named the insect P as: cocouroge, cokroah, kohroach, cocroah; and another 10% identified insect P as spider or housefly and as a result they scored zero.

In (a)(ii), candidates were asked to state *how* the insect moves. More than 60% came up with the correct answer, whilst the remaining 40% stated the body parts the organism moves with (e.g, wings or legs), and therefore scored zero. The expected answers are: *crawling / walking / running / flying*.

Candidates were required to name the labelled parts of insect P. Approximately 40% of them named the parts correctly. About 60 % could not name the parts correctly due to spelling challenges such as, antenna, antaena, anten, herde, thoraks, thorax adbomen, abdomen. As a result, they scored zero.

The expected answers are:

antenna / antennae

head

thorax

abdomen

In (c), candidates were required to give two differences between spider and cockroach. About 60% were able to give two correct differences, while 40% could not match the differences correctly; e.g.

<i>Spider</i>	<i>Insect P</i>
has a simple eye.	has three pairs of legs.
body is divided into two.	has wings.
can move with wings	can move with legs
can fly	cannot fly
has six legs	has eight legs

The expected differences were:

Spider	Insect P
<i>Has 4 pairs of / (8) legs</i>	<i>Has 3 pairs of / (6) legs</i>
<i>Has 2 body divisions / regions / parts</i>	<i>Has 3 body divisions /regions /parts</i>
<i>has no antenna</i>	<i>has (1 pair of) antennae</i>
<i>has (8) simple eyes</i>	<i>has (1 pair of / 2) compound eyes</i>
<i>has no wings</i>	<i>has wings</i>
<i>has poison glands (some)</i>	<i>lacks poison glands</i>
<i>produce /make web</i>	<i>cannot produce or make web</i>

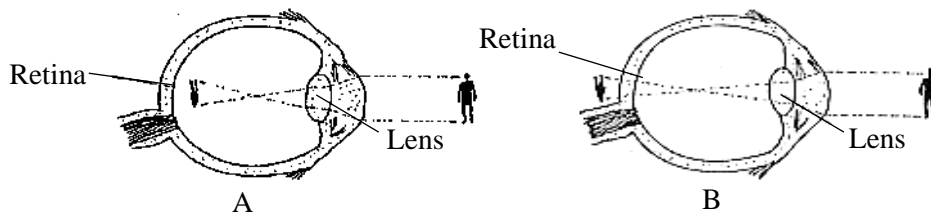
(d) Candidates were required to state the economic importance of spiders. About 70% were able to state the correct answers. The other 30% stated wrong answers such as decomposers, spoiling food, making webs, and as a result they scored zero.

The expected answers are:

- i. they control insect populations / are predators of / feed on insect pests / they trap insects with their webs.*
- ii. they are important to the ecosystem / serve as prey / food for other organisms.*
- iii. their silk is used in textile industry / birds use their silk to bind their nest.*
- iv. some people find them unpleasant due to fear or discomfort.*
- v. their webs (if not cleaned) cause discomfort to the host.*

Question 3

The diagrams below illustrate **two** types of eye defects labelled A and B. Study them carefully and answer questions 3(a) to 3(d).



(a) Identify the defects illustrated in diagrams A and B.

Diagram A: _____

Diagram B: _____

(b) State **one** corrective measure for **each** of the defects illustrated in diagrams A and B.

Diagram A: _____

Diagram B: _____

(c) State **three** ways of caring for the eye.

(d) Give **one** function of **each** of the labelled parts:

Retina; _____

Lens. _____

The candidates were to identify the eye defects illustrated in diagrams A and B. About 75% of them attempted this sub-question, and 50% were able to identify the defects but were unable to provide or correctly spell the expected names of the defects. They gave wrong answers such as short sidedness, long seeing, short sidedness, myopia, hypamayopia, etc. Some interchanged the names, naming the defect in A as long sightedness and vice versa. As a result, they scored zero.

The expected answers are:

Diagram A *short/near sight/sightedness / myopia*

Diagram B *long/far sight/sightedness / hypermetropia / hyperopia*

Candidates were to state one corrective measure for each of the defects illustrated in diagrams A and B. About 35% of them did not attempt this sub-question. About 20 % wrote only *concave* and *convex*, without the *lens* and as a result, they scored zero. As in Question 3 (a), some interchanged the corrective measures for the defect in A and B, and lost the marks. About 45% of the remaining candidates were able to state one corrective measures

The expected answers were:

Diagram A *by using biconcave / concave / diverging lens*

Diagram B *by using biconvex / convex / converging lens*

Candidates were to state three ways of caring for the eye. 60% of them attempted this sub-question but only about 25% got the total marks allocated by stating the correct answers. The remaining 35% gave wrong answers like

don't allow light to enter the eye,

don't touch the eye,

move away from light,

don't sit too close to TV,

avoid dust or chemicals

All of these were rejected because the candidate failed to mention how to avoid such dust or chemicals or failed to indicate how this action provided care for the eye.

The expected answers include:

Healthy / balanced diet

Regular eye exams / tests / report to medical authority when needed.

Maintain proper eye hygiene and use (use clean hands or don't touch eyes with dirty hands, wash eyes regularly, avoid looking directly at very bright light, ensure proper lighting when reading, working or using PC, TV or mobile screens)

Use recommended / correct / right lenses when needed.

Use recommended eye drops or appropriate medication when infected.

Avoid physical contact (blows or objects) to the eye by using appropriate protective eyewear (e.g., sunglasses, safety goggles) to protect eye from UV, dust, chemicals, soap, or other harmful things.

Candidates were to give the function of the retina and the lens. About 90% of the candidates attempted this sub-question but only about 35% scored the total marks allocated by providing the correct answers. The rest, 55% of them, stated wrong answers and therefore scored zero mark.

The expected answers are:

Retina: responds to (high) light (intensity) and low light intensity / distinguishes colours / images are formed / focused on the retina

Lens: focuses/refracts/directs/bends light rays onto the retina

Question 4

Classify the following devices and applications as hardware and software:

- (a) Mouse; Keyboard; Access; Face book; WhatsApp; Chrome; Excel and Scanner.*
- (b) Name **two** input devices from the list of items in 4(a).*
- (c) Draw a labelled diagram of an electric circuit containing the following electrical components: a bulb; an ammeter; cell and connecting wires.*

Candidates were presented with a list of devices and applications which they were to classify as *hardware* or *software* in a table. Approximately 25% of candidates demonstrated a clear understanding of this question, correctly identifying hardware (*mouse, keyboard, and scanner*) and software (*WhatsApp, Facebook, Chrome, Access, and Excel*). About 75% misplaced their answers, mixing up hardware and software categories.

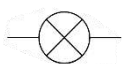
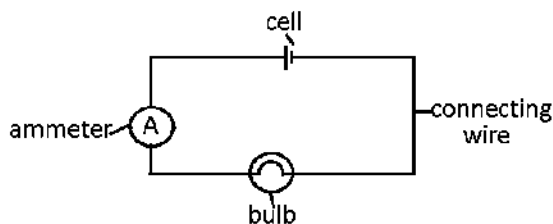
expected answers are:

Hardware	Software
<i>mouse</i>	<i>facebook</i>
<i>keyboard</i>	<i>access</i>
<i>scanner</i>	<i>whatsapp</i>
	<i>excel</i>
	<i>chrome</i>

Candidates were to state two input devices to score two marks. About 45% of them were able to correctly identify input devices the *mouse*, *keyboard*, and *scanner*. 25% of the candidates guessed and listed more than two input devices from the provided options, such as *mouse*, *excel* and *keyboard* and as a result, they scored zero for including a non-input device or an application.

In (c), candidates were to draw and label a circuit diagram, containing a *bulb*, an *ammeter*, a *cell* and *connecting wires* to score a total of four marks allocated. About 25% of the candidates provided accurate electric circuit diagrams with proper labeling of the above components and thus scored the total marks allocated. 60 % of them struggled with drawing the circuit, often using incorrect symbols for the components, and misspelling the labels. Approximately 80% of the candidates incorrectly depicted two or more cells, bulbs, or ammeters instead of the single cell, bulb, or ammeter that was required. Approximately 30% of the candidates included unnecessary symbols like switches, resistors or voltmeters in their drawings which were not required. A simple series circuit diagram was expected based on the components mentioned, but some candidates wrongly drew a parallel circuit. Drawing or identifying the wrong components earned zero marks.

The expected drawing with labels is shown below:



This symbol for the bulb is also accepted.

Question 5

(a) State the relative positions of the load, effort and fulcrum in **each** of the following instruments:

- (i) crow bar;
- (ii) pair of tongs;
- (iii) wheelbarrow.

(b) State the class of lever to which **each** of the following instruments belong:

- (i) crowbar;
- (i) pair of tongs;
- (ii) wheelbarrow.

(c) State **two** advantages of friction.

(d) List **three** ways of reducing friction.

The total score for this question is 8 marks. About 25% of the candidates left the spaces provided blank. Candidates were tasked with identifying the relative positions of the *load*, *effort*, and *fulcrum* in each of three provided instruments: *a crowbar*, *a pair of tongs*, and *a wheelbarrow*. About 35% of the candidates were able to answer all the questions in this section correctly. The remaining 65% of the candidates struggled to differentiate between the *load*, *effort*, and *fulcrum*, leading to incorrect responses. As a result, they scored zero.

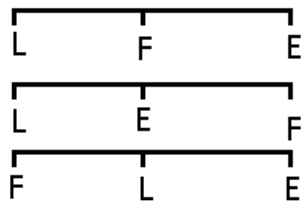
The expected answers are:

A crowbar **EFL/LFE** / **fulcrum** *between effort and load*

A pair of tongs **FEL/LEF** / **effort** *between fulcrum and load*

A wheelbarrow **ELF/FLE** / **load** *between effort and fulcrum*

Representing the positions as shown below for i., ii., and iii. respectively is also accepted.



Candidates were asked to give the class of lever to which each of the instruments in 5 (a) above belong to. About 60% of the candidates were not able to give the correct class of these levers. The remaining 40% were trying to give the classes but jumbled up everything.

The expected answers are:

1st / *first class / order*

3rd / *third class / order*

2nd / *second class / order*

Candidates were instructed to list two advantages of friction. About 65% of the candidates exhibited a lack of understanding of the concept of friction by providing repetitive responses related to the movement of objects like cars and people such as, “it helps people to walk,” “it helps cars to run”. Incorrect answers included examples like “helping mangoes to fall down.”

The expected answers are:

i. Helps to fasten one object (e.g., nails) in/on another (e.g., woods, walls)

ii. prevent man from falling down when walking

iii. helps in motion generally (objects / vehicles to start moving, speed up, slow down, or stop moving)

iv. helps in holding objects firmly / opening lids of containers

v. to sharpen implements (on rough surfaces)

Candidates were tasked to list three ways of reducing friction. 70% of the candidates could not attempt this part because their idea of friction is limited. Some used the term lubrication and continued naming the types of lubricants like oil and grease etc.

The expected answers are:

- i. *polishing / making the surfaces (very) smooth*
- ii. *streamlined body / streamlining (the ends of objects)*
- iii. *using ball bearings / balls and rollers*
- iv. *applying lubricants (oil or grease / powder / fluid) on the surfaces*

Question 6

Name **each** of the following elements:

- (i) *Ag;*
- (ii) *Na;*
- (iii) *Pb;*
- (iv) *Ca.*

Use the elements shown below to answer the questions that follow.

$_{18}Ar$; $_{13}Al$; $_{10}Ne$; $_{8}O$ and $_{6}C$.

- (b) (i) *Which of the elements has a valency of 4?*
- (ii) *Which of the elements is used in making electric cables?*
- (iii) *Which of the elements do not readily form a compound?*
- (iv) *Which of the elements is used in advertising signs?*
- (c) *Give **one** reason for adding the following substances in drinking water:*
 - (i) *Chlorine;*
 - (ii) *Fluorine.*

The total score for this question is 10 marks. However, there were variations in the quality of responses.

About 40% of the candidates who attempted it were able to score a few of the allocated marks.

Candidates were required to name elements using the symbols provided.

Approximately 80% of candidates attempted it, but a good portion of them wrote argon for Ag, nitrogen for Na and carbon for Ca. There were spelling challenges for some 15% of the candidates, such as silva, saliva, sliver sodum, sadium, sodon calsium, kalsium, calium led, leab, leap

Below are the expected answers:

- i. Ag - *silver*
 - ii. Na - *sodium*
- Pb - *lead*
Ca - *calcium*

Latin names were also accepted: Argentum (Ag), Natrium (Na), Plumbum (Pb)

(b) Candidates were asked to choose from a list of four elements, with their atomic numbers, to fill in the blank spaces provided with the questions. Common errors include poor spelling of the elements and using wrong symbols. Symbols like AL, NE, ar or Al earned no marks.

Below are the expected answers:

- Carbon / C
Aluminium / Al
Argon / Ar, neon / Ne
Neon / Ne

c) The reasons why chlorine and fluorine are added to water got some good responses. However, there were indications that other candidates had the idea but struggled to express it.

Below are the expected answers:

- i. *to kill or destroy germs / harmful bacteria / disinfect water / to make water safe for drinking*
- ii. *prevent tooth decay / for healthy/strong teeth / prevent dental plaque*

Question 7

Complete the table below by stating whether **each** of the substances listed on the left is acid or base.

(a)

Substance	Acid/Base
Saliva	
Lime juice	
Sulphuric acid	
Caustic soda	
Urine	

- (b) (i) List **two** substances from the table above that are organic acids.
(ii) Study the table below and use it to answer the questions that follow.

Substance	Effects on litmus paper
Slake lime	Colour changes to blue
Soil from school garden	Colour changes to red
Potato juice	No change in colour
Vinegar	Colour changes to red
Baking soda	Colour changes to blue
Venom of honeybee sting	Colour changes to red
Venom of wasp sting	Colour changes to blue

- (i) Which of the substance(s) in the table could be used to neutralise the venom of a honeybee sting?
- (ii) Which of the substance(s) in the table could be used to neutralise a soil sample from the school garden?
- (iii) Which of the substance(s) in the table could be used to neutralise the venom of a wasp sting?
- (iv) Which of the substance(s) could have a pH of 7?

The total score for this question is 8½. It was among the favourite questions which most of the candidates have attempted and performed well.

(a) This section required the candidates to complete the table by stating whether the substances listed on the left-hand side of the table are acid or base. About 35% of the candidates correctly stated the substances that are acid or base and scored the full marks allocated for this subsection.

However, 40% of the candidates scored less, whilst the rest, over 25% of the candidates scored between 0-1 marks. As a result of lack of enough knowledge on acids and bases, it led most of them to guess the answers. Some candidates were marked down or given zero marks for wrong spelling of the word acid and base. e.g., acide, basse, basie, acid/base.

The correct answers are:

substance	Acid / Base
<i>Saliva</i>	<u>Base</u>
<i>Lime juice</i>	<u>Acid</u>
<i>Sulphuric acid</i>	<u>Acid</u>
<i>Caustic soda</i>	<u>Base</u>
<i>urine</i>	<u>Acid</u>

Candidates were tasked to identify two organic acids from the table provided. Approximately 40 % of the candidates correctly identified the two organic acids listed in the table, earning the full marks. Conversely the remaining 60% of candidates scored between zero and one out of the possible two marks. This clearly demonstrates that a significant portion of the candidates possessed insufficient knowledge regarding organic acids, as they erroneously listed substances such as Saliva, Sulphuric acid, and Caustic Soda.

The correct answers are: *lime juice* and *urine*.

(c) Approximately 15% of the candidates achieved the full score of four marks allocated for this subsection. These candidates demonstrated a solid understanding of the concept of neutralization, the effects of substances on litmus paper and correctly selected the appropriate substances. In contrast, more than 30% of the candidates received a score of one or two while 55% received a score of zero. These candidates either lacked knowledge or had a poor understanding of neutralization, leading some to guess or provide incorrect answers. Additionally, some candidates received zero mark for offering more answers than required, with some of those extra answers being incorrect.

The correct answers are:

baking soda / slake lime / venom of wasp sting

slake lime / baking soda / venom of wasp sting

vinegar / soil from school garden / venom of honey bee sting

potato juice

**TECHNICAL/VOCA
TIONAL
SUBJECTS**

GABECE (SC) 2023
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 of the required standard and the questions were within the scope of the syllabus and to the level of the candidates. The questions were simple and straightforward.

2. **CANDIDATES' PERFORMANCE**

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

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) Misinterpretation of the questions.
- (iii) Washed articles and in some cases worn clothes presented as renovated articles.
- (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 the entire syllabus.
- (ii) Prescribed textbooks and materials should be readily available before the examination.
- (iii) Students should be allowed to use the workshops frequently, to know the use of all basic hand tools.
- (iv) Training workshops should be organized for teachers so that they can be up to date in terms of knowledge, skills and methodology.
- (v) Candidates should read the instructions carefully before attempting to answers.
- (vi) Periods allocated to Technical and Vocational subjects should be increased.
- (vii) Engage qualified personals to teach the subject effectively.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
ART AND CRAFT 2**

1. **GENERAL COMMENTS**

This paper aims at testing the candidate's ability and skills at 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 are expected to 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. **CANDIDATES' STRENGTHS**

- (i) Some candidates were able to produce good drawings and they used colour meaningfully and shade properly.
- (ii) Few candidates make good drawings, and they were well rewarded, because they scored above the average mark which is 25 marks.
- (iii) Few candidates produce good drawings, and they were rewarded. Their ability to observe was good and they used colour meaningfully.
- (iv) Few drawings with good representation of objects, good perspective, composition, shading techniques and colour application were also observed.
- (v) Few candidates also produced good works and they were rewarded with good marks.

3. **CANDIDATES' WEAKNESSES**

- (1) Many of weaknesses and concerns observed during this year's marking exercise were as follows: poor drawing ability and composition, ability to observe objects and inability to use colour or shade properly.
- (2) The two questions on still-life, nature drawing, and imaginative composition were poorly executed, because of inability to draw the human figures proportionally, and poor composition and colouring techniques.
- (3) Poor drawing ability, observation and composition and poor shading techniques were observed. Lack of specimens was clearly demonstrated from the way candidates presented their work.
- (4) Poor designs, lettering; and poor colour application was demonstrated by candidates. Few of the candidates used lettering stencil.
- (5) Candidates were unable to draw the objects correctly on the table, lacking in perspective among others.
- (6) Candidates were unable to draw the objects correctly on the table. Lacking in perspective among others.

4. **SUGGESTED REMEDIES**

- (1) Candidates should be adequately prepared before sitting to the GABECE Art examination.
- (2) Schools should provide items required for still-life drawing and specimens for nature drawing.
- (3) Training workshops should be held for teachers of art so that they can be updated and upgraded both in terms of knowledge, skills, and methodology.
- (4) Strict measures on the display of specimens for candidates should be observed during the examination day.

5. **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 the 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

Instructions

- (i) *Rulers and compasses are **not** allowed.*
- (ii) *Work may be executed in **black and white** or in **colour**.*

Question 1

Compose a scene of a football pitch with players, a central referee and spectators.

Question 2

Illustrate a women's "ASUSU" meeting.

This section comprises two questions and candidates were to answer only one. Question 1 requires candidates to imagine and compose a scene of a football pitch with players, central referee and spectators. Question 2 requires candidates to illustrate a women's "ASUSU" meeting.

SECTION B

NATURE DRAWING

Instructions

- (i) *Specimens must be provided for candidates.*
- (ii) *Rulers and compasses are **not** allowed.*
- (iii) *Work may be executed in **black and white** or in **colour**.*

1. *Make a close study of **three** fish in a tray; one with scales, **one** without scales and the third cut into **three** pieces.*
2. *Make a close study of **two** banana seedlings of different heights.*

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 three fish in a tray, one with scales, one without scales and the third cut into three pieces. This question was the most popular question attempted by candidates about 60% of the candidates attempted this question, majority of them scored above pass mark. Question 4 on the other hand requires candidates to make a close study of two banana seedlings of different heights. About 2% of the candidates opted for this question and less than half of them scored above average.

SECTION C

DRAWING FROM A GROUP OF OBJECTS

Instructions

- (i) *In the case of large centres, more than **one** arrangement of objects should be set.*
- (ii) *Not more than **15 candidates** should be placed around an arrangement.*
- (iii) *Rulers, compasses, stencils and any other instruments are **not** allowed.*
- (iv) *Work may be executed in **black and white** or in **colour**.*

Question 5

Arrange the following objects to form a good composition:

- (i) Stand fan;
- (ii) Adapter.

Question 6

On a table high enough and close to a good source of light, arrange the following to make a good composition:

- (i) *Incense pot;*
- (ii) *Incense in a saucer;*
- (iii) *Match box.*

This section also comprises of two questions 5 and 6 and they were to answer only one. Question 5 demands candidates to arrange the following objects to form a good composition, stand fan and adapter. This was the second most popular question answered by candidates and majority of them scored the pass mark, and question 6 demands candidates to arrange the following on a low table high enough and close to a good source of light to make a good composition, incense pot, incense in a saucer and match box. This question was not answered by many candidates only few candidates, less than 1%.

SECTION D

DESIGN

Instructions

- (i) *Rulers and compasses are **allowed** for this section.*
- (ii) *Lettering stencils are **not** allowed.*
- (iii) *Do **not** use more than **three colours**.*

Question 7

*A new college of Technical and Vocational Education Training is being opened. Design a suitable **badge** for their uniform. Include the words **Livelihood Skills for Sustenance**.*

Question 8

*Design a suitable package for a can of “**Wonjo Drink**”. Include the words **Natural, Organic and Refreshing**.*

This section comprises two questions 7 and 8 allows the use of rulers and compasses. Question 7 A new college of Technical and Vocational Education Training is being opened; candidates were to design a suitable badge for their uniform. Also to include the words Livelihood Skills for Substance. Candidates were able to design a badge as demanded by the question. About 10% of the candidates opted for this question and their performance is relatively good, but the use of colour was not adequately executed. Question 8 demands candidates to design a suitable package for a can of “Wonjo Drink). Also to include the words Natural, Organic and Refreshing. This question was also poorly executed. About 2% of candidates answered this question.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
HOME ECONOMICS 1
CLOTHING & TEXTILES (COURSEWORK ASSESSMENT)**

1. **GENERAL COMMENTS**

Candidates performed to the best of their abilities as guided by their teachers. Considering the syllabus 7-9, most teachers are not abiding by the practical thus, making some candidates unable to complete the tasks on time.

85% of the candidates presented all items required for the assessment, although, some presented washed items but generally the performance was satisfactory.

2. **CANDIDATES' STRENGTHS**

- (1) Most of the candidates were able to present the six articles required.
- (2) Crochet and knitting well done.
- (3) Attaching pockets and fastener on boy shorts.
- (4) Attach processes on baby dress.
- (5) Great improvement on embroidery article as household articles were made.

3. **CANDIDATES' WEAKNESSES**

- (1) Some candidates were unable to complete some of the articles presented.
- (2) Different seam widths on same article.
- (3) Presentation of previously marked articles.
- (4) Embroidery work not neatened.
- (5) New material used as base for renovated article.
- (6) Presentation of applique work.
- (7) Using knots to fasten stitches.
- (8) Not labelling items to identify the coursework. EMBROIDERY ARTICLE

4. **SUGGESTED REMEDIES**

Considering the above points, it is therefore, recommended that

- (1) A reduction on the number of articles to be presented by candidates from 6-4 be considered.
- (2) WAEC course work requirement be observed by all teachers.
- (3) Presenting the coursework in index arrangement before the arrival of the examiner as a requirement
- (4) In service training for teachers.
- (5) Teachers to do the coursework as in the syllabus.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

EMBROIDERY ARTICLE

Very impressive items were presented, although, some stitches were loosely done and need improvement on them. Some candidates also presented works with unfinished edges.

KNITTED BELT/SCARF

It was one of the most well-done items with beautiful colour combinations. Most of the candidates performed well but some did not finish the items whilst others had a challenge with the length.

CROCHETTED ARTICLE

Candidates showed skills in crocheting by presenting various items. Most of the ones presented were impressive but some had a problem with starting especially with the table mats as it resembles a hat thus, giving it an ugly shape whereas, others presented marked items from previous years.

BABY'S DRESS

Candidates made baby's dresses with a lot of features on them but attaching the features as well as the size of the dress remain a concern for some of them.

BOY'S SHORTS

An improvement has been registered but there is still room for improvement on the crotch. Some used two types of seams.

RENOVATED ARTICLE

It was fairly done although, some candidates were not renovating but applying applique work while some used only new material throughout.

FOODS AND NUTRITION PRACTICAL TEST

1. GENERAL COMMENTS

The general performance of the candidates was good. Candidates made right choices, although, some did the planning but did not do the practical whereas, some misinterpreted the questions. There has been a great improvement on the area of economy, and it has contributed positively as candidates were able to complete their tasks on time.

It was unfortunate that some centers did not ballot the questions but rather settled for the ones they are comfortable with. Once a center registers more than five candidates, all questions **MUST** be answered. Schools should also try to furnish the Home Economics departments.

2. CANDIDATES' STRENGTHS

- Complete tasks within the time allocated.
- Reasonable quantity of food items.
- Right choices of dishes.
- Work under unfavorable conditions.

3. CANDIDATES WEAKNESSES

- Lack of proper labs/rooms.
- Lack of utensils in schools.
- Pastry mixing and making.
- Table setting.
- Proper food handling.
- Proper naming of dishes.
- Hygiene.
- Understanding of a two-course meal.
- Misinterpretation of questions.
- Overheating of oil.

4. Considering the above highlighted points, it is therefore, recommended that:

- (1) Schools be provided with the basic kitchen equipment.
- (2) In service training for teachers be held.
- (3) Each school to build or cater a room only for Home Economics.
- (4) All six questions to be answered in any centre with six or more candidates (all questions to be equally balloted).
- (5) Teachers should conduct termly practical demonstrations with students.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

CHOICE OF DISH

There was a great improvement as most candidates chose right dishes for the various questions given.

REASON FOR CHOICE (INTERPRETATION)

Candidates are now improving on how to interpret the dish chosen by providing the reasons for eating the food and indicating the nutritive values unlike before when reasons like it is easy to prepare and so on are given.

WORK ORDER (TIME PLAN)

Candidates have improved on it but in some centres, candidates just prepared meals halfway while others do not match the timing with the activities. More work needs to be done for greater achievement.

ECONOMY

The quantity of food presented and prepared was to the number of people cooked for. There has been a great improvement. Candidates were trying to maintain small quantities and it has saved time, money, and energy.

CLEARING

The act of doing all activities in a room has helped greatly in ensuring that the area is kept clean, but the emptying of charcoal pots and wastewater remains a concern in most centres.

APPEARANCE

Candidates were most of the time well dressed, the use of proper foot ware has improved by more than 97% as well as the use of clean white aprons but covering the hair properly was a challenge. There is still room for improvement.

SKILLS

Despite the lack of equipment in centres, candidates managed to show skills in the dishes prepared and as well using some of the right utensils required by bringing them from home. In some instances, tablespoons were used for cooking or knives to turn food and in worst cases, hands were used for mixing. Candidates lack skills in pastry making.

RESULTS

There should be more training for candidates on colour, texture, and consistency. The area that also needs more training is table setting.

CLEANLINESS

Improvement has been registered but more sensitization needs to be done.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
HOME ECONOMICS 2 (ESSAY)**

1. **GENERAL COMMENTS**

Generally, the questions were to the level of the candidates as all questions were derived from the syllabus to be covered from grades 7-9. Most candidates had problems with definitions of terms.

2. **CANDIDATES' STRENGTHS**

- Ability to answer the six questions required.
- Good performance on Home Management.
- Provision of own ideas in relation to the questions.

3. **CANDIDATES' WEAKNESSES**

- Section A (Clothing & Textiles) remains a challenge to candidates. Candidates were not able to interpret the questions well.
- Defining terms.
- Inability to understand the language to answer well.

4. **SUGGESTED REMEDIES**

Considering the above, it is therefore, recommended that:

- (a) Schools should supply the required materials for candidates to perform better.
- (b) There should be in-service training programs for teachers teaching Home Economics
- (c) Teachers must teach the syllabus and not depend on past papers only especially the clothing and textiles component.
- (d) Schools must be provided with the teaching syllabus.
- (e) The number of questions to be answered be reduced to 4 for the essay and 40 for the objective as before considering that it is a technical subject.
- (f) Students to be guided on how to answer questions using the answer booklet.
- (g) Only trained Home Economics teachers to teach the subject.
- (h) Proper monitoring on how the subject is being taught in schools.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

SECTION A (CLOTHING & TEXTILES)

Question 1

Define the following terms:

- (a) *Grain of fabric*
- (b) *Warp threads*
- (c) *Weft threads*
- (d) *Selvedge*
- (e) *Weaving*

It was the most unpopular question from section A, the few that attempted it also did not perform to expectation. About 25% of the candidates attempted it.

Question 2

- (a) List three types of sewing machines.
- (b) State the use of the following parts of a sewing machine:
 - (i) balance foot
 - (ii) presser foot
 - (iii) needle clamp
- (c) State three points to consider when buying a sewing machine.

It was a popular question, about 70% of the candidates attempted it but the scores were below average.

Question 3

- (a) What is a seam?
- (b) Name four types of seams.
- (c) State three general rules for working seams.
- (d) What is the other name for a self-neatened seam?

It was another popular question, the 'a' and 'c' parts were poorly treated, but efforts were made on the 'b' part. Only 65% attempted it.

Question 4

- (a) Define a fastener.
- (b) State three reasons for attaching fasteners on a garment.
- (c) List four types of fasteners.
- (d) Fasteners can either be _____ or _____.

It was fairly chosen. It was equally well answered especially the 'b' and 'c' parts. About 30% attempted answering it.

SECTION B (FOODS AND NUTRITION)

Question 5

- a) Define food storage.
- b) State two reasons for preserving food.
- c) State three advantages of convenience food.
- d) List two examples of convenience food.

It was the most popular question from section B. More than 68% answered it, although, storage was misunderstood with store. It was not badly treated.

Question 6

- a) What is a balance diet?
- b) List three points to consider when planning meals.
- c) Name three categories of individuals in the family that require a special diet.

The second most popular question, almost 95% of the candidates attempted it. Majority of them scored well.

Question 7

- a) Draw and label three types of kitchen layout.
- b) State three ways of preventing fall accidents in the kitchen.
- c) State two reasons why ventilation in the kitchen is important.

Only about 24% of the candidates attempted it. It was not well answered as candidates were misinterpreting fall accident with hygiene and some with common accidents.

Question 8

- (a) In making the following dishes egg is used as:
 - (i) Omelette; _____
 - (ii) Custard; _____
 - (iii) Baked pie; _____
 - (iv) Mayonnaise. _____
- (b) Identify two ways of testing for an egg's freshness.
- (c) Name one nutrient found in an egg.

It was not popular as not more than 20% of the candidates choose it. It was as well poorly treated. Instead of giving the uses, methods were provided in the 'a' part.

SECTION C (HOME MANAGEMENT)

Question 9

Define the following terms:

- (a) Darning;
- (b) Fatigue;
- (c) Foetus;
- (d) Stain;
- (e) Layette.

It was not a well-chosen question, the few about 19% who attempted it found it difficult to define the terms.

Question 10

- (a) State the use of the following laundry agents:
 - (i) Bleach;
 - (ii) Blue;
 - (iii) Soap;
 - (iv) Starch;
- (b) State two methods of drying laundered clothes.
- (c) Give one advantage of each of the methods stated in 10(b).
- (d) Name the tool used for pressing clothes.

A very popular question from this section, more than 63% attempted it and it was also fairly answered.

Question 11

- (a) *List three signs of pregnancy.*
- (b) *State any three reasons why ante- natal care is important.*
- (c) *List three items that are part of a baby layette.*

The most popular question, almost 95% of the candidates attempted it but the 'a' and 'c' parts were the most well answered parts.

Question 12

- (a) *Explain the term courtship.*
- (b) *State three factors to consider when choosing a partner.*
- (c) *List three types of marriages.*
- (d) *Explain any one of the types mentioned in 12(c).*

It was another popular question from this section. It was well answered by most of the candidates. Almost all the candidates attempted it.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
METALWORK 1 & 2**

1. **GENERAL COMMENTS**

The Metalwork test papers were set with a view to allow candidates apply skills in the use of measuring, marking, cutting and light machine tools. The content of the syllabus in these areas was taken note of and the time allocated for the tests was adequate. The tools for use were available in most schools. The tests compared favourably with those of 2020, 2021 and 2022.

2. **CANDIDATES' STRENGTHS**

- (i) Coursework items were well made with working drawings.
- (ii) Ability to read and translate drawing was demonstrated by most candidates.

3. **CANDIDATES' WEAKNESSES**

The performance of the candidates this year (2023) compared to the past three years i.e. 2020, 2021, and 2022 was far below average. The bad performance could be attributed to the following: -

- (i) Lack of interest by the candidates.
- (ii) Inadequate workshop activities (i.e. practice).
- (iii) Attitude of some school principals towards technical subjects.
- (iv) Poor sketches of diagrams.
- (v) Difficulty in differentiating metalwork and woodwork tools.
- (vi) Teachers being unable to complete the teaching syllabus.
- (vii) Teachers' lack of knowledge of the subject.
- (viii) Allowing only weak students to do the subject to satisfy the examination requirements.

4. **SUGGESTED REMEDIES**

- (i) Workshops to be organized for Technical Teachers.
- (ii) Teachers should try and complete the teaching syllabus before the examination.
- (iii) Students should be allowed to use the workshops frequently, to know the use and usage of all basic hand tools.
- (iv) Bright students should be encouraged to do technical subjects.
- (v) Principals should try and provide the necessary tools, equipment, and materials for the workshop.

COURSE WORK

This test spanned a period of 3 – 4 months prior to the practical test and was meant to give candidates the opportunity to produce one project out of the selected three.

5. **DETAILED COMMENTS ON INDIVIDUAL QUESTIONS**

Question 1

Make a fully labelled diagram of a double cut flat file.

- (b) (i) *Explain the term forging.*
(ii) *List **two** tools used in forging and state the use of each tool.*
(iii) *Explain briefly the meaning of sand casting.*

This was a compulsory question which required candidates to:

(a) Make a fully labelled diagram of a double cut flat file.

95% of the candidates drew the hand file showing the safe edge. They could not differentiate between the flat and hand file and could not score the full mark allocated.

(b) (i) Explain the term “Forging”.

40% were able to explain the term and scored good marks, which 60% explained forging as “Changing the shape of a metal by twisting, bending etc., and do not score full mark.

(ii) To list two tools used in forging and state the use of each.

Only 10% were able to list and stated their uses.

(iii) Briefly explain the meaning of sand casting.

5% were able to explain. Candidates found it difficult to differentiate between forging and casting. Some were explaining forging.

Question 2

(a) *Sketch a ball peen hammer and state two of its uses.*

45% were able to draw and stated the two uses correctly. 55% of them drew the claw hammer and states its use and therefore scored zero.

(b) *List three marking out tools.*

This was the most simple and easy question ever set.

70% were able to answer it correctly. Candidates were also listing inside and outside callipers as marking out tools and scored zero because these are measuring tools.

Question 3

(a) (i) *List three sheet metalwork tools.*

Candidates listed forging tools instead of sheet metal work tools. They find it difficult to differentiate them.

Only 30% of them were able to answer it.

(ii) State the use of each tool listed in 3(a) (i)

30% were able to state their uses.

(b) Explain why it is necessary to centre punch before drilling.

This was another difficult question for the candidates. Only 10% of them were able to explain.

Question 4

(a) Make a sketch of each of the following

(i) Lap Joint (ii) Folded Joint

50% of the candidates had the idea but were unable to draw. Only 5% were able to draw and scored a good mark.

(b) Explain the following properties of metals:

(i) Malleability (ii) Hardness (iii) Brittleness

These properties of metals were misunderstood by the candidates and therefore missed the full explanation. 15% were able to explain correctly.

Question 5

Make a neat sketch of a pistol grip hacksaw and label four parts.

This was a popular question, but only 50% of them were able to draw and labelled all the four parts correctly and therefore scored the full allocated mark. The remaining 50% draw either the straight handle or the junior hacksaw and scored zero.

Question 6

Sketch a twist drill and label its parts.

This was a very unpopular question that only 5% of the candidates attempted and scored good marks. The labelling of the parts was the most difficult part of the question for them.

Question 7

State the difference between ferrous and non-ferrous metals.

75% of the candidates answered this part correctly and scored the mark allocated.

(b) State the furnace from which the following metals are produced:

(i) Pig iron (ii) Steel (iii) Cast iron

70% of the candidates answered it correctly and scored a good mark, but other mixed up the whole question.

Question 8

Draw an anvil and label any four parts.

This, however, was the most difficult question, 40% of the candidates opted for this question and did well.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
TECHNICAL DRAWING 2**

1. **GENERAL COMMENTS**

The questions for this year's exams were set according to the prescribed WAEC syllabus. They were also to the standard and scope of the candidates. It was a well-balanced paper. However, this year's performance was below previous years. About 65% of the candidates performed poorly.

The way questions were answered reveals that the candidates were not well prepared for the paper. It's important for the candidates to cover a wide range of topics that will equip them for the examination than to depend on prediction. For better performance, candidates must be well prepared and coached to master the rudiments of Technical Drawing in accordance with WAEC syllabus on time.

2. **CANDIDATES' STRENGTHS**

The strength varies in different centres and candidates. The strengths were as follows: -

- Some candidates were able to use their intellectual skills to answer question number 1 from section A which is compulsory.
- Candidates were able to apply their skills to construct quality lines.
- Good use of Technical Drawing instruments helped them to answer the selected questions were most of scored high marks.
- About 35% of the candidates were able to position their drawing neatly and include necessary elements like border line, title block and other information needed in the title block.
- Question number 6 was also another popular question. This question was attempted by so many candidates.

3. **CANDIDATES' WEAKNESSES**

- Almost about 40% of the candidates were not able to apply required construction lines.
- Numbering and labelling the answered questions were another area that most of them failed to do properly.
- Arrangement and positioning of the questions was not satisfactorily done by most candidates.
- Candidates scored low marks in question number 7 which required them to convert orthographic views to a pictorial drawing.
- Neatness and proportionality were another weak area for the candidates.
- Some answers do not match with the appropriate question number.

4. SUGGESTED REMEDIES

There are still much to be done from the side of the teacher and the school management to increase performance in the subject area. Students should be exposed to a variety of topics and not limiting to few areas.

The following points should also be noted: -

- Candidates preparing for this exam should be well prepared to cover up the entire syllabus.
- Students should be able to understand the difference between the first and third angle projection.
- Prescribed textbooks and materials should be readily available before the examination.
- Schools should make effective use of the chief examiners' reports.
- Technical Drawing teachers should master the subject in both theory and practice.
- Schools should provide facilities to reinforce teaching of Technical Drawings in schools.
- Schools should make effective use of both teaching and examination syllabus.

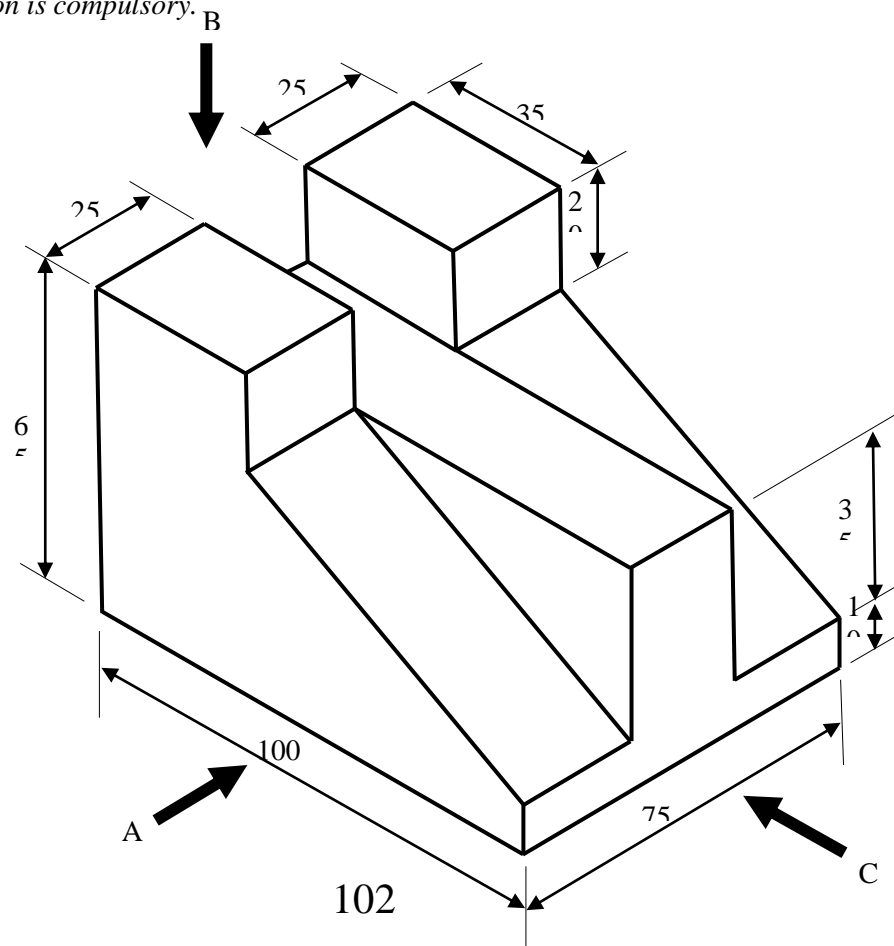
5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

Question 1

Instruction:

This question is compulsory.



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 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.*

In this section, about 75% of the candidates scored low marks. Few students drew the required views and about 90% of the candidates did not attempt to draw the symbol of projection. Poor quality of lines were demonstrated and views were wrongly arranged and labelled. Some candidates copied the isometric views, instead of orthographic view.

The hidden horizontal line on the front view could not be located by about 95% of the candidates.

SECTION B

Question 2

A quadrilateral STUV has sides $ST = 60\text{mm}$, $TU = 50\text{mm}$, $UV = 110\text{ mm}$, $VS = 60\text{mm}$ and angle

$STU = 135^\circ$. Construct the figure.

Question 3

Using the semi-circle or trial and error method, construct a regular pentagon whose side is 40 mm.

Question 4

- (a) Construct an equilateral triangle ABC of sides 80 mm.*
- (b) Inscribe **three** equal circles in the triangle such that each circle touches **two** sides of the triangle and **two** other circles.*

In this section, candidates were expected to use geometrical instruments as an aid to answer the question. In question number 2, candidates were asked to draw the given trapezium with given sides and angles, this was not a popular question from the candidates. Those attempted to this question could not score good marks. In question number 3, the candidates were asked to draw a pentagon in trial-and-error method. This number has been attempted by many candidates, but few got the correct methods and therefore poor marks were scored.

In question number 4 candidates were asked to draw an equilateral triangle with given sides and to inscribe three equal circles in the triangle such that each circle touches two sides of the triangle and two other circles. About 90% of the candidates who attempted to this question could not get the idea of how to answer that question. Although few schools whose candidates opted for this question did very well and scored good marks

SECTION C

Question 5

Make a neat freehand sketch of the following:

- (a) Flat Chisel;
- (b) Cross pein Hammer.

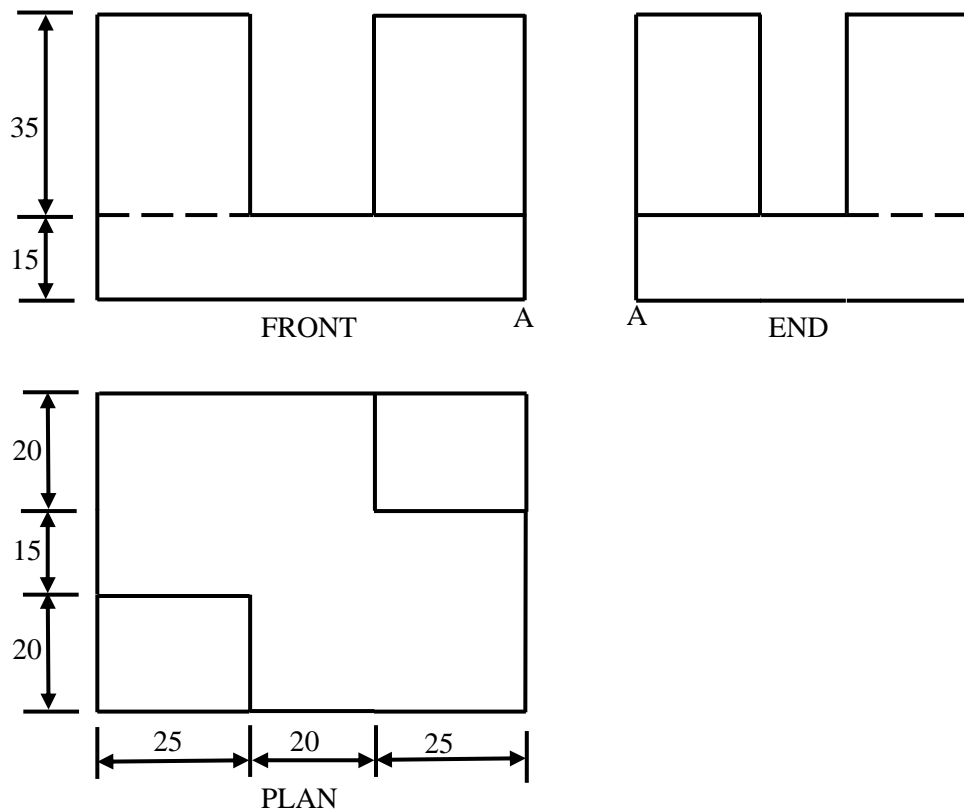
Question 6

Make a neat freehand sketch of the following:

- (a) Funnel;
- (b) Coping Saw.

Question 7

Make a well-proportioned freehand isometric sketch of the views below using A as the lowest point.



This section comprises of freehand sketching, were 85% of the candidates demonstrated poor quality line work, lack of proportionality and no resemblance. In question number 5(*a*) and (*b*), the flat cold chisel and the cross pein hammer were to be drawn. Although some candidates did very well, but vast majority of the candidates had very poor performance.

Question 6(*a*) and (*b*) required candidates to sketch a funnel and a coping saw. For the funnel, most of the candidates got the idea but for coping saw, some of them were drawing a hack saw or a rip saw instead of a coping saw.

Question number 7 shows orthographic views to be drawn to an isometric block. Instead of drawing an isometric block, some candidates were drawing the same orthographic views or drawing question number 1. Points stated on their weakness are a clear indication of the contributing factors for poor performance.

**MAY 2023 GABECE
CHIEF EXAMINER'S REPORT
WOODWORK 1 & 2B**

1. GENERAL COMMENTS

The woodwork question papers were within the standard of the teaching syllabus. Time allocated for the papers were adequate. Some of the candidates avoided questions that require sketching. Generally, candidates' performance in paper 2B was below average compared to the coursework and practical.

2. CANDIDATES' STRENGTHS

- (1) Adequate time was allocated for the paper and candidates were able to finish their work within the time frame.
- (2) Good level of understanding was displayed by some candidates.

3. CANDIDATES' WEAKNESSES

- (1) Poor sketching skills.
- (2) Candidates misunderstood instructions given.
- (3) Question 1 was compulsory but 15% of the candidates avoided the question.
- (4) Poorly seasoned timber was used by most candidates.
- (5) Blunt chisels and saws were used during the practical test.
- (6) Workshops were poorly equipped.

4. SUGGESTED REMEDIES

- (1) Timber should be purchase on time and prepared.
- (2) Teachers should endeavour to completely cover the syllabus.
- (3) There should be continuous practice on free hand sketching.
- (4) Candidates should be exposed to practice on practical exercises from grade seven to nine.
- (5) Woodwork teachers need upgrading on the subject matter especially the practical aspect.

5. DETAILED COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

- (a) (i) Name **two** methods of conversion.
(ii) Sketch **each** of the methods named in 1(a)(i).
- (b) Sketch **one** conversion defect.
- (c) State **two** methods of producing veneers for the manufacture of plywood

About 40% of the candidates were not able to name two methods of conversion. To sketch a method of conversion was found to be a problem for most candidates. About 50% of the candidates could not make an accurate sketch. 65% of the candidates could not state the methods of veneer production for the manufacture of plywood.

Question 2

- (a) Sketch a claw hammer and label any **three** parts.
- (b) With the aid of a sketch show the effective use of the claw hammer to extract a bent nail.
- (c) Why should a hammer be held near the end of the handle?

About 65% of the candidates attempt this question. Marks were on the average. Stating the reason for holding the hammer at the end of the handle was a problem for most candidates.

Question 3

- (a) State two uses of the G- cramp.
- (b) Sketch the G- cramp and label **two** parts.
- (c) How would the face of the cramped work be prevented from damage?

About 32% of the candidates attempted this question but could not perform as expected. Most of the candidates made a wrong sketch of the G -Cramp.

Question 4

- (a) Sketch a wooden mallet and label **two** parts.
- (b) State the reason why the head of a wooden mallet will **not** fly off when in use.
- (c) State the use of the following tools:
 - (i) rip saw;
 - (ii) cross-cut saw

About 61% of the candidates attempted this question. It was a popular question out of the eight optional questions. Most of the candidates who attempted this question however scored poor marks.

Question 5

- (a) What type of wood would you expect to get from trees which have:
 - (i) needle like leaves;
 - (ii) broad leaves.
- (b) State **three** disadvantages of using a piece of unseasoned timber.
- (c) State **three** safety precautions to be observed in a wood workshop.

About 36% of the candidates attempted this question. Only few of the candidates could answer 5(a) accurately. Stating the disadvantages of unseasoned timber was a bit easier for the candidates. Most of the candidates were able to state three safety precautions to be observed in a wood workshop.

Question 6

- (a) *Sketch a rip saw and label **four** parts.*
- (b) *Name **two** types of saws used for cutting curves.*
- (c) *State **one** use of **each** of the saws named in 6 (b).*

About 63% of the candidates attempted this question and about 56% of the candidates sketched a rip saw and were able to name two curve cutting saws.

Question 7

- (a) *List **four** types of manufactured boards.*
- (b) *State **two** advantages that manufactured boards have over solid timber.*
- (c) *Sketch any **two** manufactured boards listed in 7(a).*

About 8% of the candidates attempted this question. It seems as if wood manufactured board was a new term to the candidates; therefore, sketches were not made.

Question 8

- (a) *State the **four** main steps involved in preparing a piece of timber to a required size.*
- (b) *Sketch an end-lapped joint.*

All the candidates that attempted this question, scored zero. It was the most unpopular question out of the eight.

COURSEWORK AND PRACTICAL ASSESSMENT

The candidates performed better in both course work and practical test as observed during the assessment. The highest scores recorded were 64, 60, 55 and 45 out of 100% and the lowest scores recorded were 12, 11, 10 etc.

Few candidates failed to do the coursework and appeared for the practical assessment which reduced their marks. Some were absent for both the coursework and the practical assessment.