

A. $\begin{pmatrix} -6 \\ -4 \end{pmatrix}$ B. $\begin{pmatrix} -4 \\ -6 \end{pmatrix}$ C. $\begin{pmatrix} -6 \\ 4 \end{pmatrix}$ D. $\begin{pmatrix} 6 \\ -4 \end{pmatrix}$

39. Simplify $5 - 7 + 2(3 - 8)$

A. -12 B. -8 C. -5 D. -4

40. If $r = \begin{pmatrix} -10 \\ -3 \end{pmatrix}$ and $n = \begin{pmatrix} 8 \\ -6 \end{pmatrix}$, find $n + r$

A. $\begin{pmatrix} -2 \\ -9 \end{pmatrix}$ B. $\begin{pmatrix} 2 \\ -9 \end{pmatrix}$ C. $\begin{pmatrix} 18 \\ 9 \end{pmatrix}$ D. $\begin{pmatrix} -2 \\ -3 \end{pmatrix}$

ESSAY QUESTIONS (2009 – B. E. C. E)

Question.1

- a). Simplify: $\frac{1200 \times 1260}{800}$ and write your answer in standard form.
- b). A plot of land measures 25 m by 12 m. A portion of this plot measuring 8 m by 8 m is used for the cultivation of vegetables. Find the area of the plot not cultivated.
- c). The table below shows the performance of Aisha in her final examination.

Subject	Score
English Language	54%
Mathematics	36%
Ga	68%
Science	50%
Social Studies	32%

Draw a pie chart to represent this information.

Solution

(a). $\frac{1200 \times 1260}{800} = \frac{12 \times 1260}{8} = 3 \times 630 = 1890 = 1.89 \times 10^3$

b). Area of plot of land = $25\text{m} \times 12\text{m} = 300\text{m}^2$

Area of land used for the cultivation of vegetables = $8\text{m} \times 8\text{m} = 64\text{m}^2$

Area of land left uncultivated = $300 - 64 = 236\text{m}^2$

c). Total score of the subjects
 $= 54\% + 36\% + 68\% + 50\% + 32\% = 240\%$

Subject	Score	Angle of sector
English Language.	54%	$\frac{54}{240} \times 360^\circ = 81^\circ$
Mathematics	36%	$\frac{36}{240} \times 360^\circ = 54^\circ$
Ga	68%	$\frac{68}{240} \times 360^\circ = 102^\circ$
Science	50%	$\frac{50}{240} \times 360^\circ = 75^\circ$
Social Studies	32%	$\frac{32}{240} \times 360^\circ = 48^\circ$

Pie Chart is shown below

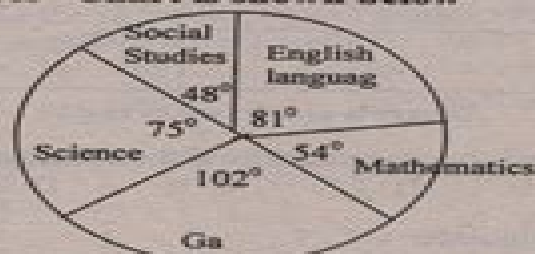


Diagram not drawn to scale

Question.2

i) The table below shows the scores of some students in an examination.

Scores	0	1	2	3	4	5	6	7	8	9	10
Frequency	3	5	3	2	7	6	5	4	2	2	1

- o From the table, find;
- n a). how many students wrote the examination;
- s b). the modal score;
- c). the number of students that scored 7 or more;
- c d). the mean score correct to one decimal place.

Solution

- a) Number of students who wrote the examination.
 $= 3 + 5 + 3 + 2 + 7 + 6 + 5 + 4 + 2 + 2 + 1 = 40$
- b). Modal score = score with the highest frequency
 Then the modal score is 4
- c). Number of students who scored 7 or more
 $= 4 + 2 + 2 + 1 = 9$

d)

Scores (x)	0	1	2	3	4	5	6	7	8	9	10
Frequency, f	3	5	3	2	7	6	5	4	2	2	1
$f \times x$	0	5	6	6	28	30	30	28	16	18	10
$\Sigma f = 40$											
$\Sigma fx = 117$											

Likely Bece Questions 2014

Andrea Kleeberg-Niepage



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Learning, Design, and Technology J. Michael Spector, Barbara B. Lockee, Marcus D. Childress, 2023-10-14 The multiple related fields encompassed by this Major Reference Work represent a convergence of issues and topics germane to the rapidly changing segments of knowledge and practice in educational communications and technology at all levels and around the globe There is no other comparable work that is designed not only to gather vital current and evolving information and understandings in these knowledge segments but also to be updated on a continuing basis in order to keep pace with the rapid changes taking place in the relevant fields The Handbook is composed of substantive 5 000 to 15 000 words peer reviewed entries that examine and explicate seminal facets of learning theory research and practice It provides a broad range of relevant topics including significant developments as well as innovative uses of technology that promote learning performance and instruction This work is aimed at researchers designers developers instructors and other professional practitioners

Junior Graphic Mavis Kitcher (Mrs), 2014-04-02

Community Participation in School Management Kazuro Shibuya, 2022-09-12 Nobody denies that trust in schools is key to success in generating any educational outcomes However trust is often eroded resulting in conflicts alienation and differentiation among school level stakeholders This book analyses school based management SBM of education through the lens of relational trust in the context of Ghana revealing how community participation in school management leads to educational outcomes Conducting quantitative analysis of headteacher questionnaires from public basic schools and qualitative analysis of case study schools in the Akatsi South District of Ghana Shibuya offers critical insights into building sustainable relationships between individual households and geographical school communities He argues it is critical to highlight relational trust as an analytical tool to examine relationships between actors and factors in school management The research finds that trust in schools is a two way mechanism and the mutuality of expectations and obligations among stakeholders is essential if children s learning outcomes are to improve With its mixed methods approach this book will be a valuable resource for scholars in comparative education those in educational development and those interested in African contexts

Children, Childhood, and the Future Andrea Kleeberg-Niepage, 2020-01-10 Although most of the world s children live in the Global South much of the corpus of scientific knowledge which forms the basis of the current notion of good childhood worldwide is drawn from research on Western middle class children Even cross cultural research often applies the Western model of childhood as the standard to which others must correspond This volume serves to bridge this gap by both bringing up significant features of the development and socialisation of children in African countries and presenting cross cultural procedures which help to discuss and develop differentiated and joint ideas about childhood instead of implementing one sided standards which are disconnected from most children s lives

The Impacts of Language and Literacy Policy on Teaching Practices in Ghana Philomena Osseo-Asare, 2021-03-15 This text critically examines changes in Ghanaian language and literacy policy following

independence in 1957 to consider its impacts on early literacy teaching. By adopting a postcolonial theoretical perspective the text interrogates the logic behind policy changes which have prioritised English local language or biliteracy. It draws on data from interviews with teachers and researcher observation to demonstrate how policies have influenced teaching and learning. Dr Osseo Asare's findings inform the development of a conceptual framework which highlights the socio cultural factors that impact the literacy and biliteracy of young children in Ghana offering solutions to help teachers combat the challenges of frequent policy changes. This timely monograph will prove to be an essential resource not only for researchers working on education policies teacher education and English language learning in postcolonial Ghana but also for those looking to identify the thematic and methodological nuances of studying literacy and education in postcolonial contexts. *Boletín*, 1958. Boletín del Centro de Documentación Científica y Técnica, México Centro de Documentación Científica y Técnica (Mexico City, Mexico), 1958. **Boletín** Centro de Documentación Científica y Técnica de México, 1958.

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