

BECE 2025 MATHS MOCK ESSAY

- (i) represent the information and Venn diagram.
 (ii) how many students speak both languages?
 (iii) how many students speak only English?

(ii) Simplify $4\sqrt{2} + 4\sqrt{2} + \sqrt{18}$.

- (iii) The sum of three numbers is y . The first number is 35, the second number twice the first number and the third number is strictly less than the second.

- (i) Find the second and third numbers;
 (ii) Calculate the value of y ;
 (iii) Express the three numbers as a ratio in its simplest form.

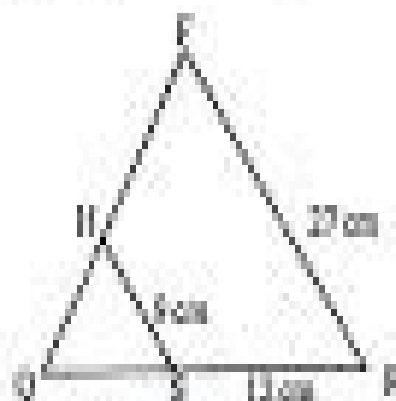
- (iv) The interior angles of a hexagon are 120° , 100° , 130° , $m + 88$, 32° and n . Find the value of m .

4	7	11	14	15
16	16	17	12	1
8	13	12	9	10

- (i) Construct a frequency distribution table for the data with the intervals $6 - 8$, $9 - 11$, $12 - 14$ and $15 - 17$.
 (ii) What is the range?
 (iii) Calculate the mean mark correct to one decimal place.

- (i) (i) Using a scale of 2 cm to 2 units on both axes, draw two perpendicular axes Ox and Oy on a graph sheet.
 (ii) On the same graph sheet mark the x -axis from -12 to 10 and the y -axis from -12 to 12 .

5.



- (i) In the diagram, ΔPQR and ΔQHS are similar triangles. $|PQ| = 12$ cm, $|SR| = 12$ cm and $\angle QH = 9^\circ$.
 (ii) Find $|QS|$;
 (iii) Calculate the length of $|HS|$.
 (iv) What is the name of triangle QHS?

- (ii) Construct the bisector of angle XZY such that it meets $|XY|$ at
 (iii) With P as centre and radius $2P$, draw a circle.
 (iv) Measure
 (i) the radius of the circle;
 (ii) $|XZ|$.
 (v) Find the perimeter of triangle XYZ .



Likely Bece Questions For 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 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 *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 Socioculturally Responsive Assessment Randy E. Bennett, Linda Darling-Hammond, Aneesha Badrinarayan, 2025-05-01 Socioculturally Responsive Assessment assembles the best available thinking from within and outside the educational measurement community about the theoretical foundations and systems level policy implications of formal assessment programs designed to be socioculturally responsive Synthesized from culturally responsive assessment design and practices culturally relevant pedagogy and funds of knowledge universal design for learning the learning sciences and other literatures this emerging concept affirms that students learning and performance is inextricably tied to the social cultural and linguistic contexts in which they live and develop knowledge Across four sections this book provides an argument and initial evidence for impact on students users and assessment quality offers guidance for implementation and examines the potential limitations pitfalls barriers and measurement issues that such programs will inevitably raise Scholars teaching faculty test developers and policymakers will come away with integral foundations new assessment approaches and a greater sense of the potential for positive impact that these assessments may afford

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