

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

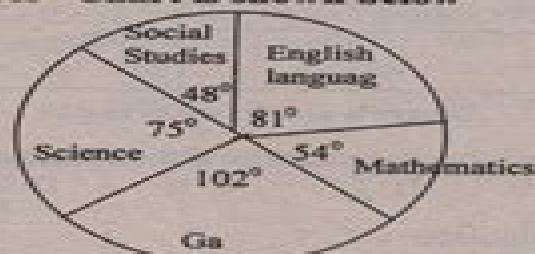


Diagram not drawn to scale

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 Science Questions

Tonya Huber, James G. O'Meara



Likely Bece Science Questions:

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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** Victoria Odoi,2010-09-08 **Tradition, Modernity and Post-modernity in**

Comparative Education Vandra Masemann,Anthony Welch,1998-01-31 This special double issue consists of a selection of papers presented at the Ninth World Congress of Comparative Education held at the University of Sydney Australia in July 1996 on the theme of Tradition Modernity and Post modernity in Comparative Education Before presenting the selection this introduction will first survey the changing discourse in comparative education over the past few decades and will argue that an unreformulated and uncritical postmodernity holds no greater promise in comparative education than its uncritical modernist or tradition oriented rivals When Nicholas Hans 1949 cited Michael Sadler s early rationale for studying comparative education it was within the context of a work which sought to identify the traditions that underlay national educational systems This early work together with others such as that by Isaac Kandel 1930 was predicated on the assumption of the importance of national character of which education systems were an important component Indeed from this perspective the purpose of comparative education was not merely to analyse the forces and factors which produced differences among educational systems but implicitly at least also to discover the underlying principles which govern the development of all national systems of education Hans 1949 5 Hans was preeminently an historian of course as was Kandel to an extent and therefore saw comparative education first and foremost in this light **Telegraphic Journal and Monthly Illustrated Review of Electrical Science** ,1924 **The Diverse Facets of Corruption in Sierra Leone** Emmanuel Saffa Abdulai,Ina Kubbe,2024-07-15 This edited volume delves into Sierra Leone s complex post conflict landscape It posits that

the nation's path to peace and stability hinges on robust anticorruption measures The chapters explore Sierra Leoneans' unique perception of corruption reflecting its political, economic, legal, and socio-cultural dimensions Moving away from mere theoretical abstraction, the book pulls together fascinating practical discussions on the success and challenges of anti-corruption tools used in Sierra Leone Approaches used to explain corruption in this postwar fragile democratic country include issues like non-conviction based asset recovery and how it works unexplained wealth exposes lifestyle offences accountability of the judiciary and how judicial institutions can become a predator the role of the media in the fight against corruption the part of culture and history in engraining corruption patrimonialism as an explanation of corruption and social norms and sociological exposition to explain corruption

Socioculturally Responsive Assessment Randy E.

Bennett, Linda Darling-Hammond, Aneesh 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

Readings in Wood John Leland, 2015-01-23

Leland brings the botanical into direct relationship with the spiritual using a prose style that is as profound as it is pyrotechnic Jim Warren Washington and Lee University Award winning nature writer John Leland offers a collection of twenty-seven short poetic essays that marry science and the humanities as the author seeks meaning in trees Readings in Wood is an investigation of trees and forests and also of wood as a material that people have found essential in the creation of society and culture Leland views with wit and erudition the natural world and the curious place of human beings as saviors and destroyers of this world At once personal memoir, natural history, and cultural criticism, the book reflects Leland's idiosyncratic vision As vast as a forest, topics range from tree grain and leaf shape to economic theories, mathematics, and engineering Readings in Wood is a hybrid testament of science, faith, superstition, and disbelief learned from sitting on tree trunks and peering at leaves and fungi Leland hopes others will join him in nature's classroom Quite aware of the irony, he reminds us These leaves you desultorily turn over once hung in a green wood gone to make this book Touching a book you touch a tree I pray that Readings in Wood's essays touching you may justify in some small way the trees who died in their making This book constitutes a hymn to the technical and the beautiful a

meander through the geography geology botany mathematics and vigor of our plants especially in the southern Appalachians R T Smith editor Shenandoah and writer in residence Washington and Lee University Informative thoughtful inspiring and innately entertaining The Midwest Book Review **Teacher Education at the Edge** Tonya Huber, James G.

O'Meara, 2019-12-01 International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030 This vision involves ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality Published chapters will reflect a variety of formats free of methodological restrictions involving disciplinary as well as interdisciplinary inquiries We expect the series will be a leading forum for pioneers redefining the global discussion about the people places and perspectives shaping Education 2030 outcomes Education 2030 topics of interest include but are not limited to Improving access to quality early childhood development care and pre primary education Ensuring equal access for all women and men to affordable and quality education Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods Ensuring equal access for the vulnerable including persons with disabilities indigenous peoples and children in vulnerable situations Achieving levels of literacy and numeracy required to engage in communities and employment Acquiring the knowledge and skills needed to promote sustainable development including Human right Gender equality Promotion of a culture of peace and non violence Global citizenship education The appreciation of cultural diversity and of culture s contributions to sustainable development Providing safe non violent inclusive and effective learning environments for all Recruiting preparing supporting and retaining quality teachers **West Africa** ,2002 Research in Education ,1973

The Economic Weekly ,1962 Felimanuel Series Emmanuel Gbireh, 2012-10-29 It is chiefly through books that we enjoy intercourse with superior minds In the best books great men talk to us give us their most precious thoughts and pour their souls into ours God be thanked for books They are the voices of the distant and the dead and make us heirs of the spiritual life of past ages Books are true levelers They give to all who will faithfully use them the spiritual presence of the best and greatest of our race William Ellery Channing Some of the things you will discover in Felimanuel Series The Magical Secret to Success in English Language Essay Writing for Junior and Senior High Schools Volume 1 With Bonus Success Secrets The book is comprehensively logically and coherently written and the language used is also easy to understand hence little or no further explanation is needed The book teaches how to choose examination questions and answer them without sweat Sample outlines plans and sample essays have been written to guide pupils and students The bonus success secrets will help pupils and students to pass in all seemingly difficult subjects like mathematics and science The bonus success secrets will also guide pupils and students towards the attainment of greater success in life The book has been designed in such a way that it can be used for examination purposes and for other practical uses in the day to day life of whoever uses it

faithfully In writing this book on English Language essay writing I decided to move away from the traditional way of some authors flooding their English Language essay writing books with so many sample essays based on my experiences as an English teacher some years back Many pupils students have the habit of memorizing written essays found in books and reproduce them during examinations class exercises or when given project home work when they see that the question being asked is similar to the answered one they came across I hope the experts in the educational sector will agree with me that this does not augur well for the proper development of the child because he she would not have the opportunity to think and plan on his her own before writing a script with originality I stand to be corrected if I am mistaken It is in line with this that I have given only single sample essays per essay topic treated with more suggested outlines plans Most people often fail to plan their lives and this usually have disastrous effects on them Also in writing examination most candidates fail to plan their essays before answering selected questions As the old adage says If you fail to plan you plan to fail It is based on the above that in writing this book I dedicated the first chapter to the basics of essay writing Below is an excerpt of chapter one of the book After highlighting on the basics of essay writing I went ahead to discuss what paragraphs are and how they can be used in our daily writings This is followed by the use of punctuation marks Here again I have given a comprehensive write up as to how punctuation marks can be used to enrich our written works Other topics covered in the book are writing of narrative essays descriptive essays friendly letters semi formal letters summary writing argumentative essays speeches and talks report writing articles for publication expository essays and advertisement After a comprehensive logical and coherent treatment of each topic I followed up with sample questions outlines plans and essays These are only to serve as a guide to users of the book I will like to take this opportunity to entreat teachers to encourage pupils students whom they teach to learn how to write an outline plan and to use it when answering essay related questions not only with English language but with all other subjects that they deem it fit to apply Some people may not see the usefulness of the outline plan but it helps the pupil study

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