

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
$f \cdot x$	0	5	6	6	28	30	30	28	16	18	10
$\Sigma f = 40$											
$\Sigma fx = 117$											

# Likely Bece Science Questions

**M Tight**



## Likely Bece Science Questions:

*Junior Graphic* Mavis Kitcher (Mrs),2014-04-02      *Daily Graphic* Ransford Tetteh,2011-02-23      *The Mirror* Eben C. Sam,2005-01-22      *Daily Graphic* Elvis D. Aryeh,2002-07      *Daily Graphic* Elvis Aryeh,2002-05-25      **Daily Graphic** Yaw Boadu-Ayeboafah,2005-01-18      **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      **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      **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      **The Mirror** Margaret Safo (Mrs.),2005-12-03      **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      Research in Education ,1973

**West Africa** ,2002      The Lancet ,1903      *Telegraphic Journal and Monthly Illustrated Review of Electrical Science* ,1924      Tradition, Modernity, and Post-modernity in Comparative Education Vandra L. Masemann,Anthony R. Welch,1997

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