

Content of English Language Certificate Examination in Primary School in Cameroon: An Analysis.

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Abstract

In many countries in sub-Saharan Africa an official language is used as either a second or foreign language. In the case of Cameroon English is used as a second language by the English-medium population from pre-nursery to university. Instruction apart English language is employed for formal, informal and government situations. What is more it is the language for career prospects. This is not easy especially for young children who are still in the process of developing in their L1. English language competence therefore most often is related to academic success and progress.

This article analyses the examination content of the First School Leaving Certificate (FSLC) in Cameroon. The general argument is that the English language competence and performance of successful primary school graduates still falls short of expectation. A number of reasons have been given for this low level such as use of the Communicative Language Approach, the young ages of pupils and inadequate resources. By analysing the content of the examination from 2014-2015 indicators may be drawn with regard to the appropriateness to expected skills and abilities. Discussions are made further in the light of similar contexts and suggestions are drawn to inform ESL/EFL summative assessment practice of Young Learners world-wide.

Keywords: First School Leaving Certificate (FSLC); ‘sequence’; Young Learner (YL); Communicative Language Approach; discrete point and structural testing, authentic or real tasks.

Introduction

English as a Second Language (ESL) developed in Cameroon as a result of historical events. The British and French took over from the Germans Kamerun after World War I as Trust Territory of the League of Nations and following World War II the two western nations continued their rule of Cameroon as Mandated Territory under the United Nations (Ngefac, 2010)

Officially today Cameroon is a country bilingual in English and French. Despite over 240 Home Languages (HLs) only English and French are recognised as languages for instruction,

media, business and government (Bobda, 2004). The 1998 Law No. 98/004 of 14th April was passed organising the Cameroon educational system into two subsystems, English-speaking and French-speaking. Article 15 (2) states that “the two educational systems shall co-exist with either maintaining its specificity in methods of assessment and certification”.

This study is concerned with the English-speaking subsystem that has been greatly influenced by British educational systems. The primary cycle lasts 6 years from Class 1 – Class 6. At age 5/ children generally begin primary education even though older children especially in rural areas are many, same as ‘late starters’ those who first work with families as house-help and late may be sent to school, usually at an older age. The majority of pupils finish primary school aged between 10 – 13. The medium of instruction of all the 17 subjects is English except for French which is taught to Anglophone children as a second official language. The importance of English language in the school curriculum is seen in the distribution of the teaching periods for the whole primary level as shown in Appendix 1.

The academic year is made of three terms running from September to June. The school day begins at 08.00am to 15.30pm and there is only one person to a Class who teaches all the subjects. The 6 years are divided into 3 Levels; Level 1 (Class 1 and 2), Level 2 (Class 3 and 4), Level 3 (Class 5 and 6). In government schools a class is supposed to take 70 pupils at most but this more often is not the case because of continuous enrolment rate as a result of the UN Education For All (EFA) Programme (UNESCO, 2002 and 2014). Government in trying to cope with the upsurge in primary enrolment made automatic promotion to the next class within primary Levels but pupils may be required to repeat from one Level to the next. There is no provision for compensatory teaching nor are there any support staff to help in the classroom. The educational system is centralised despite government policy of devolving power to local councils. The result is that despite legislation that guarantees the English-speaking sub-system of education it has never really had a free rein (Nwana, 2000)).

Teaching-learning of English language

The syllabus for primary English language in Cameroon is a combination of notional-functional, topic-based, cross-curriculum and communicative approaches. The general goals are clearly stated thus:

The English Speaking Cameroonian Primary School pupil after six years of schooling would be able to:

- communicate his feelings, ideas and experiences both orally and in writing, listen attentively to utterance, stories, news items, instructions, poems and songs, and respond correctly to them orally and in writing,
- communicate correctly his/her ideas, feelings and experiences orally,
- read and understand authentic documents,
- write correct sentences or/and texts,
- further his/her education,
- pass the FSLC [First School Leaving Certificate] and Common Entrance examinations,
- integrate actively in society with ease,
- behave well individually and in a group (*National Syllabuses*, 2000, p.1).

These are goals that should guide the formulation of learning objectives including teaching and assessment. Furthermore all the skills are emphasised in the Preamble (*National Syllabuses*, 2000, p.1):

[T]he primary pupil must acquire good command of the language at four levels: listening, speaking, reading and writing. All four language skills should be developed to avoid training pupils who could master reading and writing well but not be able to express themselves orally with efficiency. This English syllabus tries to cater for the three domains of learning i.e. the cognitive, the psychomotor and the affective and also stresses the importance of participatory methods.

While the general curriculum policy is clearly stated its implication is not. The teaching-learning condition makes it difficult for translating curriculum goals into appropriate practice (Fouda, 2014). For example, lack of accommodation as a result of heavy enrolment. Scarcity of learning resources, lack of properly trained teachers, little or no teacher development, a homogeneous methodology for all subjects on the curriculum, and poor teacher remuneration. Total absence of modern technological equipment as well as other constraints resulting from a heavily loaded curriculum, a disrupting and time-consuming regular 6-weekly ('sequential') assessment system (Tante, 2007) and two high stakes, plus promotion examinations.

The educational system is exam oriented (Ngoh, 2000; Kucha, 2013). Kucha (2013) argue that of the four aims embedded in the framework of the *National Syllabuses (2000)* related to examinations, selection and certification would seem preponderant because parents, teachers, schools and the Cameroonian society as a whole are more inclined to rating the value of the schooling acquired by performance only in the two end-of-course examinations than they would be with the actual abilities of young learners to interact properly in society.

The only national examinations are during the final year. The Common Entrance Examination is taken by children who aspire to enter secondary, commercial, vocational and technical schools while the First School Leaving Certificate Examination (FSLC) is written by all the pupils to gain the primary cycle certificate. Those who do not progress beyond the primary school level would require the FSLC for most jobs and apprenticeships. This study, therefore, analyses the content of the FSLC Examination English language paper between 2014 and 2015 to find out if there are any indicators that may be drawn with regard to the appropriateness of expected skills and abilities as may be questioned (see Appendices 2 and 3).

Methodology

A qualitative design was chosen for this study. Documentation in the form of examination papers was the main instrument. The question papers for 2014 and 2015 were chosen for content analysis because of two reasons. First, the word limit of an article prevented me from doing the indepth analysis over a longer period. The analysis is therefore indicative than conclusive. Second, currently a prescriptive homogeneous teaching method is been introduced to schools nationally (competency-based approach) for about past four years. It is relevant then to select examination papers which are as recent as possible.

Data Analysis

To gain insights into the English language paper at the FSLC Examination from 2014 – 2015 it was content analysed. The results of Paper I is presented in Table 1.

Table 1: Content analysis of the FSLC English language Paper I 2014 – 2015

Year	Dictation	Handwriting	Guided Writing	Composition Writing
2015	Activity: Writing a text Mark: 10 Time: 15mins.	Activity: Copying a passage Mark: 10 Time: 15mins.	Task: Gap-filling with selected words from a list Mark: 10 Time: 15mins.	Task: Choosing one of two topics and writing a composition of about 150 words. Guidelines provided which candidates may use. Mark: 20 Time: Not indicated
2014	Activity: Writing a text Mark: 10 Time: 15mins	Activity: Copying a passage Mark: 10 Time: 15mins.	Task: Rearranging 10 sentences in logical order so that they make sense. Mark: 10 Time: Not indicated	Task: Choosing one of two topics and writing a composition of about 150 words. Guidelines provided which candidates may use. Mark: 20 Time: Not indicated

As can be seen from Table 1, English language Paper I, has duration of 1 hour 15 minutes in 2014 but for the same number of subtests 65 minutes (4 subtests on dictation, handwriting, guided writing and composition).

Section A: Dictation

For the years under study only the passage of 2015 is available to the researcher (Appendix 4a and 5a). One reason for this is because only a copy is usually available to the reader. In addition, there was no spare copy in the examination department due to poor cataloguing of documents. However, the assumption is that the passage of 2015 is similar to the others. This section begins with elaborate instructions to the candidates on the process of the subtest. The dictation passage is made up of seven sentences with oblique lines to indicate pauses in reading. It is timed for 15 minutes with a score over 10.

Section B: Handwriting

This subtest carries 10 marks and is written for 15 minutes. In 2014 candidates were required to copy neatly in the space provided 4 simple sentences using either the cursive or unjoint script pattern. The same requirements were made in 2015 but the paragraph was longer, with a variety of sentence types (simple, compound and complex) (Appendix 4b and 5b)

Section C: Guided Writing

Guided writing is 10 marks and no stated duration. In 2014 candidates are expected arrange the descriptions in logical order of a pupil's chores before the beginning of classes at 07:30am. A list of sentences is then jumbled up. In 2015 candidates are presented with a paragraph of gap-filling exercise. They are asked to fill in the blank spaces with correct words from a list (Appendix 4c and 5d).

Section D: Composition

In both years of this study composition is the last subtest of Paper I. For both years candidates are supposed to write a composition of about 150 words on one of two topics. Guidelines are provided which candidates may use if they choose. This subtest carries a score of 20 marks but duration is not mentioned in both years (Appendix 4d and 5c).

English Language Paper II

English Language Paper II is written in 90 minutes and carries a score of 60 marks (Appendix 4e and 5e). There are three subtests, Grammar and Vocabulary (Section A), Reading Comprehension (Section B), and Listening Comprehension (Section C). It is noted that the appendices for Sections A and B in the 2015 sessions are absent because they are similar to

that of 2014. In both years under study Section A comprised 20 items for grammar which required candidates to fill in the blanks with correct words from a list of multiple choice options A-D. In 2014 the subsection on vocabulary the first 5 questions were on collective noun. Candidates were required to fill in blanks with correct words from a list of multiple choice options A-D. Then the next five had words which required candidates to choose the right antonyms from a list of words A-D. In the vocabulary subsection was vowels. Candidates were asked to circle words A-D that has the same vowel sounds as those in the underlined words.

The 2015 edition had the same exercise in grammar as that of 2014. For vocabulary, the first five items were on antonyms; the next five dealt with living things (Column A) and sounds they produce (Column C), to be matched in Column B. The last five items asked candidates to match masculine nouns to the feminine nouns.

Section B: Reading Comprehension

Reading comprehension in 2014 was a letter talking about environmental problems. From the passage of 141 words 10 open-ended questions are posed. In 2015 the expository passage of 151 words describes Ebola followed by 5 open-ended questions.

Section C: Listening Comprehension

The last subtest of Paper II was listening comprehension. In both years the passages are about 150 words on topical and familiar issues. The questions are 5 in number.

From the analysis of the FSLC Examination under the study period it is seen that the English language test comprises two papers. Paper I, made up of dictation, handwriting, guided writing and composition, while Paper includes grammar, vocabulary, reading comprehension and listening comprehension.

Discussion

The analysis of the FSLC in English language examination indicates that all the skills but speaking is tested. This could be concluded then that the expectations from the syllabus are significantly reflected in the test. There is indication, therefore, why the speaking ability of primary school graduates is very low. A cursory observation shows that like in Thailand (Khamkhien, 2010) teachers and major stakeholders do not consider speaking skills as

important as reading and writing. Pupils could master reading and writing well but not be able to express themselves orally with efficiency (*National Syllabuses*, 2000, p.1).

Testing communicative abilities is one and testing them appropriately with proportionate balance is another. A look at the dictation passage of 2015 does not seem to indicate what area of language ability that the subtest is measuring. However, from oblique lines, it is possible that knowledge of punctuation is being tested. This may be a similar case with capitalisation, spelling, and listening skills are also probably being assessed. It may be argued therefore that the main language ability in the dictation subtest is likely the measurement of linguistic competence. This situation could occur in similar contexts where English is learnt as an L2 but lacks expert to construct the test. In the same vein the testing of handwriting questions its relevance. Would it not be better to test handwriting under drawing (see Appendix 4b and 5b) or limit it to classroom assessment.

Two forms of guided writing are presented for 2014 and 2015. In 2014 the subtest seems to be measuring linguistic ability rather than writing skills (see Appendix 4C and 5d). That of 2015 probably is testing textual organisation more than writing skill. That is knowledge that helps to determine how sentences are organised to form a text. Composition subtest for both 2014 and 2015 provides two topics each which are familiar to pupils' experiences and other subjects studied at school (see Appendix 4d and 5c). The subtest apparently is testing creative writing skill including linguistic abilities. It also apparently indicates the various degrees these skills and abilities are elicited. Generally, the tendency is for expository, descriptive and narrative texts most often.

In 2014 and 2015 the grammar subtest is structural multiple choice and assesses different grammatical feature such as spelling, tense, parts of speech and clausal relations. A worry here is the possibility that candidates may succeed through cram work or may not be able to use these aspects in effective communication. The same could be said of vocabulary testing. These components of linguistic ability are tested in a structural fashion, what one would expect in a proficiency test rather than a test on achievement.

The reading comprehension and listening comprehension subtests have mostly recall and comprehension question types. There is a little on synthesis and evaluation. The question types are a sure way of testing candidates' critical skills. These are essential for candidates' continuous learning.

Analysis of the 2014 results (Appendix 2) indicates that pupils have not been prepared well in line with the syllabus. The result is emerging evidence that candidates are fairly good in

discrete point test but fall short of communicative tasks. Again the issue of reliability and validity of the results may be raised.

Conclusion

From analysing the content of the FSLC Examination for 2014 and 2015 some comments and suggestions may be made. In a context like that of Cameroon examination for Young Learners should be designed not only by experts in children language pedagogy but also test constructors who are professionals. There is an apparent divergence between the English language curriculum and English language test. While the syllabus is notional-functional, cross-curricular and communicative a significant fraction of the test is discrete point and structural. More of the test items could be made more authentic so that learners are not confounded in real communication situation. Some tasks are decontextualised and when set in contexts they are limited by length which would not provide sufficient evidence of the skill or ability been measured.

What is more the test would seem to have no underlying guiding principles in its development. This arises probably because there is no document that maps out the testing policy. With this kind of testing, reliability and validity may be a problem. But for few exercises and tasks a good majority of them are not challenging enough considering the kind of competence and ability expected in post-primary education. It could be surmised then that without an official testing document on the English language in the FSLC it may be difficult to draw a precise framework. However, using the syllabus this analysis tries to draw what functions the FSLC Examination serves, apart from certification. It does try to develop the language skills of YLs but it must be added that more could still be done to construct a better test for pupils.

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Appendix 1: Distribution of subject time table in primary school

	Subject	One shift system	Two shift system		Observation
			Morning	Afternoon	
1	English language	6h 30 min	5h 30min	5h 30min	Classes 1-6
2	Mathematics	6h 30min	5h 30 min	5h 30min	Classes 1-6
	French	4h 30min	5hour 30 min	5h 30min	Classes 1-6
4	General Knowledge	1 hour	1hour	1hour	Classes 1-3
5	History	1h 30min	1hour	1hour	Classes 4-6
6	Geography	1h 30min	1hour	1hour	Classes 4-6
7	Citizenship (Civics, Human Rights, Moral Education)	2 hours	1hour	1hour	Classes 1-6
8	Science (Health Education, Environmental Education)	2 hours	1hour	1hour	Classes 1-6
9	Home Economics	2hours	1hour	1hour	Classes 3-6
10	National Culture (Music, Drawing, Drama, Arts & Craft)	1h 30min	1hour	1hour	Classes 1-6
11	Physical Education	1h 30min	1hour	1hour	Classes 1-6
	Total	30hours	22h 30min	22h 30min	
	Recreational Time	4h 30min	1h 40min	1h 40min	

Appendix 2: 2014 FSLC English language analysis

DELEGATION REGIONALE DU SUD-OUEST
P.M.B. 10015 BUEA

REGIONAL DELEGATION FOR THE SOUTH WEST
P.M.B. 10015 BUEA

REF/MINEDUB/RDBE/SDEXS

Buea, The

The Regional Delegate
Le Delegee Regionale

FSLC 2014 ANALYSIS OF RESULTS BY SUBJECTS

S/N	SUBJECT/DOMAIN	NO.SAT	NO.PASS	%PASS	NO.FAIL	%FAIL
1.	DICTATION	25816	18966	73.47	6850	26.53
2.	GUIDED WRITING & COMPOSITION	25816	9864	38.21	15952	61.79
3.	HANDWRITING	25816	25345	98.10	471	1.82
4.	ENGLISH LANGUSGE II	25816	22411	86.81	3405	13.19
	TOTAL ENGLISH LANGUAGE	103264	76586	74.25	26678	25.75

Appendix 3: Number of candidates for the FSLC Examination 2011-2015

Session	No of candidates
2015	27, 500
2014	25, 954
2013	25, 206
2012	25, 745
2011	26, 051

Appendix 4a: FSLC Examination in English Language 2014 Paper Appendix 4b: FSLC Examination in English Language 2014 Paper I

- 24) Our minister is part of the President's _____
 A) pack B) entourage C) mob D) bench
- 25) The farm was invaded by a _____ of locusts.
 A) swarm B) mob C) band D) pack

Antonyms are words which are opposite in meanings. From questions 26 - 30, underline the word that are opposite in meanings to those in capital letters. Each question has ½ mark.

- 26) PROUD A) silent B) humble C) arrogant D) kind
 27) DIFFICULT A) hard B) strong C) easy D) impossible
 28) COURAGE A) fearful B) brave C) powerful D) fearless
 29) FATHER A) aunt B) nephew C) brother D) mother
 30) SWEET A) salty B) sour C) bitter D) tasteless

Vowels may be pronounced differently, no matter their spelling. From questions 31 - 35, circle the word that has the same vowel sound as those in the underlined words. Each question has ½ mark.

- 31) blood A) cook B) flood C) school D) tooth
 32) arm A) bat B) ant C) naughty D) aunt
 33) seat A) beat B) sit C) pit D) hit
 34) well A) egg B) delight C) hate D) way
 35) aim A) gap B) grape C) win D) mobile

SECTION B: READING COMPREHENSION (20 marks)

Read the letter below carefully and answer all the questions that follow.

Che Doris M.
 G.P.S. Yaounde
 Cameroon
 19/10/2013.

Dear Fely,

Good day! Hope you are fine despite the floods that are currently hitting the Far North Region, especially Kousseri, where you are. Last night, I saw the disturbing images over the television. I have since been worried about you and all those living around that area, following the serious damage to property and life-stock, though no human life has so far been lost.

It was reported that many people are homeless and leaving the disaster areas. Unfortunately, children are unable to go to school. What is your plan? One thing is certain. Life would return to normal very soon. Thanks to all the humanitarian assistance offered, especially those by the Presidential couple, Non-Governmental Organisations and other people of good will.

Greetings to all your friends, while hoping to let me know what you would like to do.

Your friend
 Doris

QUESTIONS

Read the questions below carefully before answering.

1. The passage above is talking about an environmental problem. What is the problem? (2 mark)

2. In which town does Doris' friend live? (1 mark)

FIRST SCHOOL LEAVING CERTIFICATE EXAMINATION – 2015 SESSION
ENGLISH LANGUAGE PAPER I (*Time Allowed: 65 minutes.*)

SECTION A: DICTATION (10 marks) *Time Allowed: 15 minutes*
GENERAL INSTRUCTIONS TO THE INVIGILATORS:

1. Give out the dictation answer sheets and those of sections **B**, **C** and **D** to the candidates. Make sure they complete the details at the top of the sheets.
2. For the dictation, tell the candidates that they have 15 minutes from the time you begin reading the dictation passage.
3. The first reading of the passage should be at normal speed. Candidates should listen attentively but should not write anything.
4. Read the passage a second time, in sections as indicated, so that the candidates listen and write what they hear. Read each section twice and give a few seconds for writing. Punctuation marks should be read out and no other information should be given.
5. Read the passage the third time at normal speed. The three (3) readings of the dictation passage should take about ten (10) minutes.
6. Allow five (5) minutes for candidates to check their work.
7. After 15 minutes from the start of the first reading, collect the answer sheets for the dictation, envelop and seal them.
8. Tell the candidates they have the rest of the time to complete sections **B**, **C**, and **D**.

DICTATION PASSAGE

Mount Cameroon / is a volcanic mountain /. Sometimes it erupts /. It erupted in 2001/. Fire and ash / came out of the top of the mountain/. A lot of hot lava/ flowed down the mountain /. It killed many trees and plants /. The lava reached / the ocean and stopped /. It cooled down / and became black rocks /. It has transformed / Bakingili into a touristic site / to many visitors and tourists /.

FIRST SCHOOL LEAVING CERTIFICATE EXAMINATION - 2015 SESSION

SUBJECT: ENGLISH LANGUAGE PAPER I <i>(Handwriting)</i>	NAME: _____ EXAM. NO: _____ <small>Do not write here. ↓</small> CENTRE CODE: _____ CODE: _____
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For Official Use Only

Score: ○ Marked by: _____ <small>(Name and Signature)</small> Checked by: _____	<small>Do not write here. ↓</small> CODE: _____
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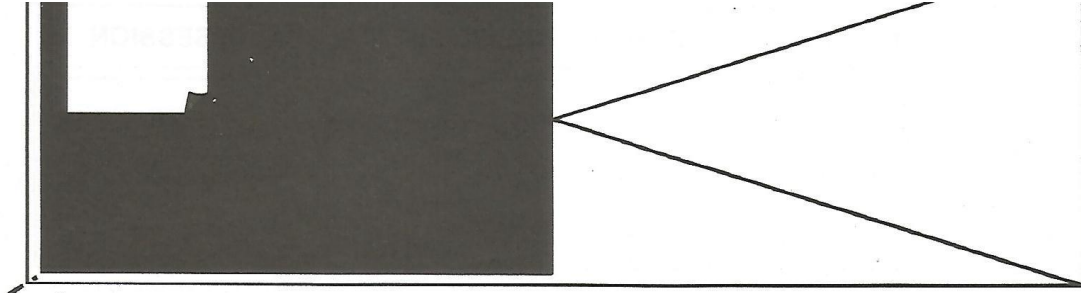
FIRST SCHOOL LEAVING CERTIFICATE EXAMINATION - 2015 SESSION

ENGLISH LANGUAGE PAPER I - Time Allowed: 65 minutes.

SECTION B: HANDWRITING - (10 Marks) (15 minutes)

There are different ways of writing. Neatly copy this paragraph in the space below using either the cursive writing pattern or the upright un-joint script.

The moon is a dull planet and gets its light from the sun. Sometimes we see the moon full and bright. Sometimes it changes its shape. When you observe the moon for a long time, you would notice that each day, it rises one hour later and after a month, it is back to the same position, rising at the same time of the day.



SECTION D: COMPOSITION WRITING (10 marks) (20 minutes)

Write a composition of about 150 words on any of the following topics. Your facts should be presented orderly. You may use the following guidelines if you wish.

1 - LOVE FOR MY COUNTRY

- What does it mean to love your country?
- Things to do in order to show love for your country.
- Importance of loving your country.
- Advise to your classmates on how to love your country.

2 - WHAT I WILL LIKE TO BE IN FUTURE

- State your future occupation.
- What makes you like the occupation?
- What you need to do to become what you will like to be?

FIRST SCHOOL LEAVING CERTIFICATE EXAMINATION - 2015 SESSION

<p>SUBJECT: ENGLISH LANGUAGE PAPER I <i>(GUIDED WRITING & COMPOSITION)</i></p>	<p>NAME: _____</p> <p>EXAM. NO: _____</p> <p>CENTRE CODE: _____</p>	<p style="text-align: center; font-size: small;">Do not write here. ↓</p> <p style="border: 1px solid black; padding: 2px;">CODE:</p>
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For Official Use Only

Score: 	<p>Marked by: _____</p> <p style="text-align: center; font-size: x-small;">(Name and Signature)</p>	<p style="text-align: center; font-size: small;">Do not write here. ↓</p> <p style="border: 1px solid black; padding: 2px;">CODE:</p>
Checked by: _____		

FIRST SCHOOL LEAVING CERTIFICATE EXAMINATION - 2015 SESSION

ENGLISH LANGUAGE PAPER I

Time Allowed: 65 minutes.

GUIDED WRITING AND COMPOSITION

SECTION C: GUIDED WRITING - (10 Marks) - (15 minutes)

Below is an incomplete paragraph on man's activities on the environment. Select from the list of words in the box, the words that best fill the gaps for the paragraph to make sense.

It has been realized that _____ has been carrying out many activities that have led to the _____ of our _____. They fell down _____, hunt and kill _____. The government of Cameroon has created _____ reserves and _____ centres to protect these _____ species from extinction. Game wardens have been employed to protect our forests against _____.

Government	wildlife	trees
Destruction	man	forests
game poachers	Animals	endangered

FIRST SCHOOL LEAVING CERTIFICATE EXAMINATION – 2015 SESSION**ENGLISH LANGUAGE PAPER II****SECTION C: LISTENING COMPREHENSION (20 marks)*****INSTRUCTIONS TO THE INVIGILATORS ONLY***

- ◆ *This passage is to be read by the invigilators only.*
- ◆ *Read the passage three times.*
- ◆ *During the first reading, pupils listen attentively.*
- ◆ *Read the passage for the second time for the pupils to take down important points.*
- ◆ *Distribute the question papers.*
- ◆ *Give pupils 5 minutes to read through the questions.*
- ◆ *Let pupils turn the question papers.*
- ◆ *Read the passage for the third time at a normal pace for the pupils to write down their answers.*
- ◆ *Read the passage again for the last time for the pupils to correct their answers.*

PASSAGE

Listen attentively to the passage as I read the first time. On the second reading, you read over the questions. After the third reading, you answer the questions.

The fact that the Government is opening and equipping Technical colleges shows the importance the Government gives to Technical Education. When pupils leave the primary school, some continue with their education, attending either General Secondary or Commercial/Technical Education.

In the past, much attention and efforts were directed mainly to General Education, thereby concentrating purely on academic subjects to the disadvantage of subjects that open us to the job market. Of course there is the need for people to be in offices, as well as those to design, create, build, repair and maintain equipment essential for the Agricultural and Industrial Growth. The creation and opening of technical colleges will not yield any fruits unless we as parents, sponsors, guidians and even pupils can change our mentality and see the importance of Technical Education.

SECTION C: LISTENING COMPREHENSION (20marks)

Listen carefully to the instructions and passage that will be read to you and answer these questions in the spaces provided.

1. There are two types of Education mentioned in the passage. Name them
i) _____
ii) _____ **(4 marks)**

2. What in the passage shows that the Government is already taking interest in Technical Education? **(4 marks)**

3. The passage tells us about the importance of Technical Education. What do you think are the advantages of Technical Education as compared to General Education? State two of them. **(4 marks)**

4. Propose a suitable title for this passage **(2 marks)**

5. In not more than three lines write a summary of this passage. **(6 marks)**

