



## A LONGITUDINAL STUDY OF ANGLAIS QUESTIONS PAPERS IN THE BEPC CERTIFICATE EXAMINATIONS IN CAMEROON

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### **Abstract:**

This paper analyses what and how the English Language (Anglais) was assessed at the BEPC certificate examinations in Cameroon over the period of 16 years (2009-2024). It considered Anglais question papers set under both the objective-based approach (2009 to 2016) and competency-based approach (2017 to 2024) so as to find out the change brought by the introduction of the newer approach. The content and statistical analyses of data have shown that the theoretical CBA assessment principles are yet to be fully implemented. Essential knowledge-wise, the effective implementation of the novel approach from 2018 has marked the end of testing pronunciation; it has introduced integrative testing (46.87%) in grammar (62.5%) and vocabulary (31.25%) in the forms of cloze passage and dialogue completions, with the old OBA discrete-point testing in the form of sentence completions resisting the change. Skills-wise, listening and speaking are unaccounted for in favour of reading comprehension and writing composition. While there is little change in what and how OBA and CBA assess reading comprehension, CBA has introduced new composition writing principles in structuring topics like context definition, instruction clarification and indicators or task specification, thus lengthening composition topics. The syllabus coverage in terms of situation assessment decreases as one goes from the first to the fifth situation under both OBA and CBA. Some suggestions and recommendations have been made to BEPC examination stakeholders for the effective implementation of CBA assessment principles.

**Keywords:** examination, assessment, testing, competency-based approach

### **1. Introduction**

After the introduction of the competency-based approach (CBA) in education in Cameroon, its effective implementation remains problematic. The need to solve problems in life through education brought world education policymakers to re-orientate the teaching approach and the education contents. There is a need to revamp contents and

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learning methods, reorganise the structures, and adapt and integrate world-life exigencies into education. For this reason, educationists found CBA as the suitable approach that could readily help learners use their classroom education knowledge to solve day-to-day problems, which the objective-based approach (OBA) had fallen short of. The choice of what is termed competency-based approach, also termed integrative approach, has been made. Docking (1994) opines that CBA focuses on *competencies* or *learning outcomes* while elaborating the *curriculum framework* and designing *syllabuses*, adopting *teaching strategies*, as well as conducting *assessments and reporting*. This research study is concerned with the description of the English Language (Anglais) assessment following both the OBA and the CBA at the BEPC certificate examinations in the general secondary education of the Francophone sub-system in Cameroon after a decade of implementing the novel teaching approach. The comparative study will tell what changes have been introduced as far as assessment is concerned.

### **1.1. Background of CBA in Cameroon education**

The United States of America was the epicenter of CBA in the 1960s (Hodges & Harris, 2012). At the time, most African countries were struggling to gain political independence. It reached French-speaking African countries in 1996 with the Yaoundé Conference, where it was decided that CBA was the most suitable approach for the development exigencies of the concerned countries. CBA was introduced to Cameroon's primary school level earlier and reached the first cycle of secondary education level in 2014 by a ministerial Order N° 264/14/MINESEC/IGE of 13 August 2014 to outline the syllabuses for Form I (6e) and Form II (5e) of Secondary General Education. Article 2 of the very Order stipulates that it should be effectively implemented for the 2014-2015 school year. Later in the same year, Order N° 419/19/MINESEC/IGE of 9 December 2014 outlines the syllabuses of 4eme and 3eme of Secondary General Education with effect from the 2016-2017 school year. The 2017 BEPC examination was to experience an achievement assessment following the CBA. Another ministerial Order N° 238/2023/MINESEC of 14 June 2023 was signed to redefine the syllabuses of the first cycle of general secondary education of the English-speaking and French-speaking sub-systems of education in Cameroon. Article 3 of this Order stipulates that the redefined programmes are to go operational from the 2024-2025 school year. This research study has come at the eve of the redefined programmes so as to gauge how first-cycle leavers have been tested in English language (Anglais) as a compulsory subject in their BEPC certificate examinations.

The redefinition of the programme caused school materials designers to change textbooks accordingly. For purely pedagogic reasons, the English language for French-speaking students in the Francophone subsystem of education in Cameroon is called *Anglais*, while that in the Anglophone subsystem is *English language*. To tie with this nomenclature and to foster the practical implementation of CBA from the 2024-2025 academic year, the official textbook lists for teaching this language, which used to be *Interactions in English* have been changed into 'Anglais 6eme' and 'Anglais 5eme' for the

first two years and 'L'Eveil Anglais 4eme' and 'L'Eveil Anglais 3eme' for the third and fourth years of learning in the first cycle of secondary education (Official textbook list N°1/24/MINESEC/CAB for the 2024-2025 school year signed on 19 March 2024). The change of even the English Language teaching materials titles names from English to French shows how the English language is under francophonisation in Cameroon. However, the second cycle levels, which comprises 2nde, 1ere and Tle are still left with the old textbooks titled *Interactions in English*. The change is to be gradual, then. This is an indication that CBA has not yet reached its destination. Much is left to be done for its effective and empirical implementation. The older *Interactions in English* (student's book) was designed from the national syllabus following the CBA outcome-based approach to learning.

## 1.2. BEPC certificate examinations

BEPC is the end-of-first cycle secondary school diploma in the Francophone subsystem of education in Cameroon. Recently, following the special bilingual education programme, a bilingual BEPC has been introduced. For the former diploma examination which is our object of study, English Language is called *Anglais*, while in the latter, it is titled *Intensive English*. The Department of Examinations and Certification (DECC) of the Ministry of Secondary Education is the body in charge of organizing the BEPC examinations. The question papers and the examination date are nationally harmonized. However, certain aspects, like the marking and the publication of results, are left to the management of the regional delegations. In practice, in-service teachers are assigned by regional pedagogic inspectors to set end-of-year BEPC certificate examination papers from all 10 regions. The most appropriate papers are retained as part of the national examination papers bank from which the annual choice is made. For that purpose, those inspectors give some theoretical and verbal instructions as to the paper requirements, the prominent of which is that for the CBA assessment, the Section A-Grammar must contain at least 1 dialogue in which speakers take turns as a reflection of a real-life situation. Each exercise must be traced to a situation, a real-life situation, or a module contained in the national programme or syllabus of study. Besides, some guidelines on setting and marking the Essay/Composition section were explained as criterion-based. Throughout the school year, 5 to 6 summative assessments are conducted, following the school calendar. Each teaching and learning period of six weeks ends with a sequence evaluation. Those summative assessments follow the same traditional structure of Section A: Grammar, Section B: Vocabulary, Section C: Reading Comprehension, and Section D: Essay/Composition. The same assessment structure is transposed to the end-of-year official BEPC certificate examination. There is no doubt that the year-long summative class assessments are meant not only to admit learners to higher levels but also to prepare them for the end-of-year official examination. The BEPC certificate examination comes in the fourth year of secondary school learning to mark the end of the first cycle. Therefore, candidates who sit for it are familiar with the structuring of the paper as they must have taken similar assessments many times (6e, 5e, 4e and 3e classes).

### 1.3. The 3eme class Anglais syllabus and the CBA assessment guidelines

Following the CBA, Cameroon's Ministry of Secondary Education has developed a national curriculum for teaching Anglais from which the national syllabus for teaching each level or stream is derived. The national syllabus for Anglais 3eme is titled *Programme of Study: English to Francophones, General Secondary Education (4eme et 3eme)*. The ultimate point of that syllabus dwells on assessments. About what is assessed and how, the syllabus stipulates:

Even though testing competence generally involves many skills, competence is assessed with a focus on one specific skill: listening, speaking, reading, or writing. Sub-skills such as grammar, vocabulary and speech work shall be tested in real-life situations or through meaningful utterances. Assessment, whether formal or informal, should be broad-based and multidimensional. Apart from paper-and-pencil tasks that are performance-based, such as written tests and worksheets, oral presentations, and portfolios should be included in the assessment of students (National syllabus for Anglais 3e, 2014:58).

From this stipulated assessment guideline, the syllabus proposes some handy information about testing. It offers a set of 21 testing techniques to remember:

- 1) Passage-based questions and answers using your words as far as you can,
- 2) Multiple choice,
- 3) Matching,
- 4) True/false questions,
- 5) Yes/no questions,
- 6) Interpretation/description,
- 7) Building dialogues,
- 8) Practising a dialogue,
- 9) Cloze passages and other gap-filling tasks,
- 10) Re-writing,
- 11) Summarizing,
- 12) Debating,
- 13) Transformation (of grammar structures),
- 14) Composition (different types of writing),
- 15) Re-arranging,
- 16) Dictation,
- 17) Completing sentences,
- 18) Note taking,
- 19) Breaking a sentence into meaningful chunks,
- 20) Underlining/ circling (identification exercises), and
- 21) Labelling.

From these testing techniques, the syllabus goes further to suggest the ones suitable for testing each category of skill (listening, speaking, reading and writing) and sub-skills (grammar and vocabulary and speech work, also termed pronunciation).

#### 1.4. Theoretical framework: the CBA

CBA is synonymous with a multitude of terminologies, including Performance Based Approach (PBA), Competency-Based Education (CBE), Competency-Based Education and Training (CBET), Competency-Based learning (CBL), Competency-Based Instruction (CBI) and Competency-Based Programs (CBP), (Bashar, 2013 as cited in Wiysahnyuy, 2021:93). It can be seen that competency is the core terms. A new approach entails new materials development as well as teaching and assessment strategies for it to be effective (Richards & Rodgers, 2001). For this effect, Docking's (1994) elaboration focuses on issues such as competencies or learning outcomes as part of the curriculum framework, the syllabus, teaching strategies, assessment and reporting or grading, which are all part of structuring principles. Books' contents are developed so as to facilitate teachers' effective teaching.

A set of principles underlie CBA teaching and learning. *Competency* development is the prior principle. The concern here is whether the learners can use the acquired knowledge or resources, as well as the know-how and know-being, to solve a given situation or problem in their life through performance. The lesson objective is set in terms of competency or learning outcome. Besides, the competency principle is the learner-centered principle, which wants the pedagogic activities to revolve around the learners who must take an active part. They should discover rules by themselves instead of being filled by their teachers. The latter should act upon them as a guide, a monitor or a facilitator. This principle requires that learners are individually equipped with learning materials, assigned to personalized tasks with individualized working time and pace, and given individual feedback by teachers as the case may arise. Failure of individualization of work is conditioned by the class size that should not go beyond 40 – 50 students. Class overcrowdings go against this principle. Small group work can be a resource. As to the *real-life situation* (simple or complex) principle, learning should not be limited only within the confines of a classroom. If so, such a classroom should be a miniature world where real-life situations are transposed (Richards, 2006). *Attitude* comes in once in a real-life situation. Action speaks louder than words, which is the rationale of attitude. One can say *hello* to anyone, but the attitude associated with it will readily make more sense. *Assessment* and *grading* are also a central CBA Principle. The goal of the competency-based assessment is to test learners' individual competencies in taught real-life situations (Larsen & Matthew (2015). The competency, the learner-centered and the situation principles are all reflected in the assessment principle. To Gonczi, *et al.* (1993), a CBA assessment elicits a person's competence against prescribed standards of performance in related situations. The very assessment is *criterion-based* and not *norm-referenced* (Docking, 1994). The assessment components include essential skills, knowledge, attitudes and behaviours (Tabe, 2016). CBA courses call for these three assessment types: initial, formative and summative.

A set of assessment principles cited by Tabe (2019) are dubbed the communicative principle, task-based principle, functional principle, behaviourist principle, integrative principle and team principle. For competency assessments, the instructions and

indicators or tasks (two or three) should be clear and simple enough so as not to confuse learners as they will be used for grading. Grading wise, the criteria distinguished in language evaluation are thus: C1: Relevance of the production to assess whether the learner follows the activities guidelines; C2: Coherence of the narrative to evaluate whether the text produced by the student is coherent and meaningful; C3: Language accuracy to assess linguistic structures like syntax, spelling or pronunciation, and use of grammar norms; C4: Originality of the production or the “excellence” criterion which is optional and is allocated for any original or creative answer or performance (Roegiers, 2004). Discrete-point testing, which seeks to test linguistic knowledge such as grammar, vocabulary or pronunciation in isolation and which generally covers only the level of the sentence is not prescribed for CBA (Oller, 1973). On the contrary, integrative testing, which elicits responses by bringing together different language skills and sub-skills is CBA based.

## 2. Literature Review

The introduction of CBA to teaching in education has posed a couple of pedagogic concerns (Henrichsen, 1983; Treffgarne & Mbaye, 1993 as cited in Tabe, 2019; Bader & Hamada, 2015; Nforbi & Siéwoué, 2015; Tabe, 2019, Wiysahnyuy, 2021; Moluayonge & Washi, 2022). Bader and Hamada (2015), while studying the relation between the theory and practice of CBA, found that a considerable number of pre-service middle school teachers of English in Constantine, Algeria, do have theoretical knowledge of the CBA. Those English teachers were able to define key features and characteristics related to CBA. However, very few (4%) of them were able to transpose their theoretical knowledge into practical knowledge while designing CBA real-life competencies. The remaining majority (96%) failed to express competency in terms of real-life performance involving tasks. Along the same line, Tabe (2019) investigates the assessment tactics of teachers at the junior secondary school levels and finds that the assessment tactics used by teachers were not in line with competency-based assessment principles. The former objective-based approach was still prioritized over the CBA assessment techniques. From a functional perspective, the questions were set according to grammar, vocabulary, pronunciation, and skills structuring. The blame was put on the lack of CBA knowledge and the difficulty in designing and developing didactic materials. In support of Tabe (2019), Wiysahnyuy L. (2021) found that a considerable percentage of teachers graduated from training schools before the introduction of CBA in Cameroon’s school system, so they were ill-equipped with the novel approach. Those teachers (96.5%) claim to have acquired CBA through seminars, conferences and workshops. Some willing in-service teachers were reported to be learning by doing (Wiysahnyuy, *Ibid.*). On the contrary, other in-service teachers, especially those reluctant to change found it hard to revamp their older teaching approaches to suit the new pedagogic exigency despite the in-service training they are offered by pedagogic inspectors during pedagogic seminars. Those

organized seminars should be intensive enough so as to reflect the urgent CBA need (Nforbi & Siéwoué, 2015).

Moluayonge and Washi's (2022) assessment of the implementation of CBA at the primary school level in Cameroon found that the in-service training was inadequate and limited. Other challenges they point out include inadequate learning materials, the heavy workload, lack of ICT skills by teachers on the one hand and lack of learners' parental support on the other hand. All these, they report, hinder the effective implementation of the CBA curriculum. At the secondary level, the orders of challenges reported include overcrowded classrooms, limited teaching hours, bogus syllabus contents and insufficient pedagogic materials (Wiysahnyuy, 2021). Similar issues reported by Diffang range from the unavailability of textbooks designed following CBA, teachers' poor mastery of the CBA with no clear assessment techniques, large class sizes which do not enable the monitoring of learners at work, combined with the heavy workload which impact teachers' teaching strategies negatively (Diffang, 2019).

Assessment-wise, while Diffang claims that there is no indicators for teachers to determine whether learners have mastered a competency, Tabe (2019) found that only a low percentage of teachers get feedback from their learners. Such teachers are thus unable to tell whether their learners have acquired the taught competency. Ali *et al.* (2019), in their theoretical appraisal of language tests in ELT, found that "*language tests and its purposes vary from context to context, and there is a wide range of practical constraints that test designers, test-takers, and test administrators encounter.*" (Ali *et al.*, 2019, p. 254). Some constraints of this sort might impact Anglais evaluation at the BEPC certificate examinations in Cameroon.

Critically, this gloomy picture of teaching and learning in the era of CBA needs profound reforms. In fact, the in-service continuous training seems to offer very little incentives to impose the practical implementations of CBA. Pedagogic seminars are organized once or twice a year during one or two days in the country. A good percentage of teachers lack the motivation to participate actively. Those who manage to participate and attend the morning workshop do not come back in the afternoon workshop in case there is a pause, or those who participate in the first-day workshop are absent from the second-day activities. As to class inspections by pedagogic inspectors in various schools across the country, the majority of teachers, especially those in remote places, claim to have never been inspected. They consider inspectors to be on a mission only for urban area teachers. The poor treatment of teachers by the government over the years, which has triggered general teachers' strike actions dubbed OTS 1 and OTS 2 (*On a Trop Supporté* in French, put in English as *Enough Is Enough*), is a setback to teachers' eagerness to go for the practical use of CBA. Among the demands put forth by teachers' trade unions is the holding of the national education forum during which they hope education matters, including the teaching approach, will be re-examined.

A couple of works reviewed have shown that considerable challenges face the implementation of the CBA from both theoretical and empirical perspectives. The review has found very little about the empirical summative assessment following CBA. This

study, therefore, aims to describe the Anglais question papers in BEPC examinations in Cameroon's secondary general education longitudinally under both OBA and CBA. The objectives are to find what was tested and how.

### 3. Material and Methods

End-of-first-cycle certificate (BEPC) Anglais questions papers were gathered as part of the data for this research study. The longitudinal consideration made it so that papers from the 2009 to 2024 sessions were collected. Examination question papers from 2009 to 2016 were set following the OBA, while those from 2017 to 2024 were supposed to be set under CBA. The 2017 BEPC examination session was to be the starting year of the novel teaching and assessment approach. Materials from 2017 to 2024, which cover 8 sessions, were collected on the one hand, and those under the former approach (OBA) from 2009 to 2016, covering 8 years, were also considered on the other hand. The scope covers 16 years. Most of the materials were gleaned in soft copies in PDF formats from the Ministry of Secondary Education's website. As a backup to the soft copies, some hard copy materials were collected from regional delegations of the Ministry of Secondary Education with regional pedagogic inspectors contributing whereas others were obtained from BEPC examination centers where they are archived. As a teacher and BEPC examiner for about a decade, the researcher himself owns most of the materials (see the Appendix for the 2024 session Anglais questions paper). The 2014 *Programme of Study: English to Francophones, General Secondary Education (3ème)* was the analytical frame. The lesson situations or real-life situations, the resources (grammar, vocabulary, speech work, and attitudes), and the testing techniques provided in the national syllabus were considered referent points. Data were analyzed using content analysis and descriptive statistics based on frequency counts and percentages from both qualitative and quantitative approaches. The qualities were quantified, rated and ascribed to tables or histograms for further apprehension and discussion. The OBA and the CBA questions papers were considered comparatively. It aimed at seeing how peculiar the assessment under the latter was in comparison to the former.

### 4. Results and Discussion

What aspect was assessed and how it was assessed guided the findings and discussion following the essential resources (grammar, vocabulary and pronunciation) and skills (reading comprehension and composition writing).

#### 4.1. Essential resources: Grammar, vocabulary and pronunciation

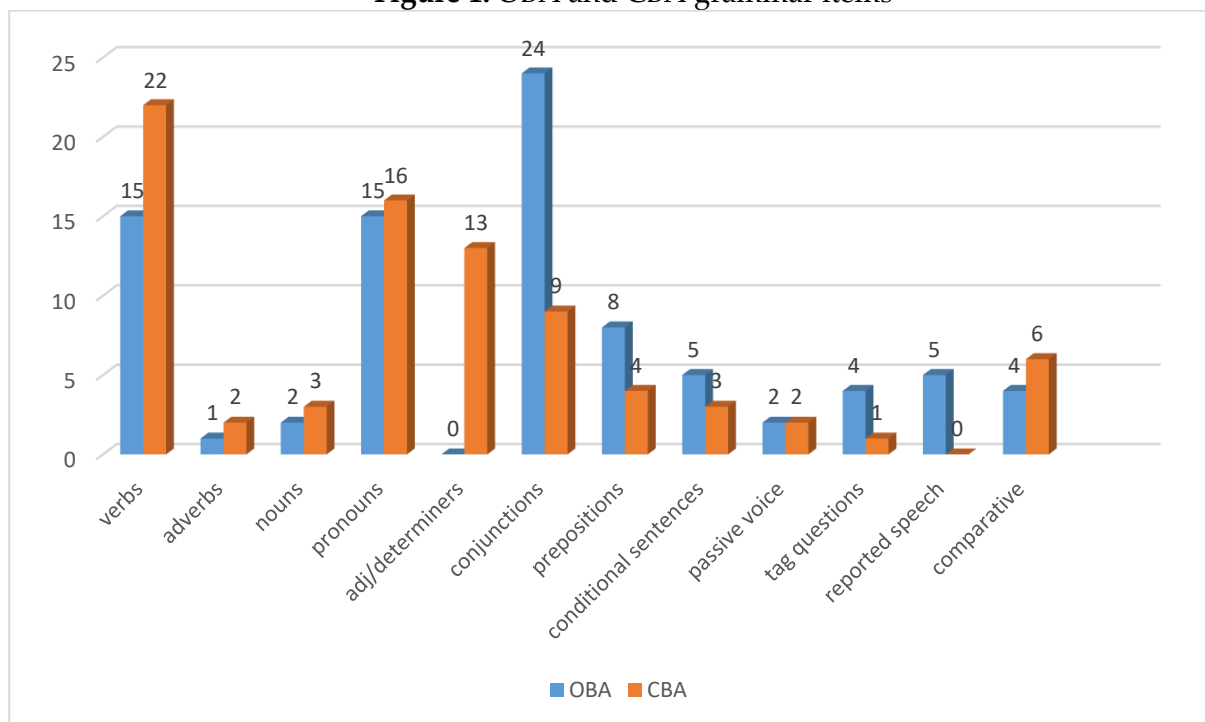
##### 4.1.1. Grammar

As to what was tested under grammar, it was found that the introduction of CBA has not brought much change in the tested items. However, the testing techniques of grammar items have made some changes. A total of 166 items were tested over a period of 16 years



in the BEPC examinations, out of which 85 were under OBA and 81 under CBA. Comparatively, OBA tested a few more items than CBA. The tested items include verbs (verb forms and tenses), adverbs, nouns, pronouns, adjectives and determiners, conjunctions, prepositions, conditional sentences, passive voice, tag questions, reported speech, and comparative forms, as shown in the histogram below.

**Figure 1: OBA and CBA grammar items**



In isolation, it is shown in Figure 1 that CBA assessment is based more on verbs (22), pronouns (16) and determiners (13) than on any other grammar items. On the contrary, OBA fell short of determiner testing in favour of more conjunctions (24), verbs and pronouns (15 items each). Comparatively, while OBA tested reported speech (5 items), CBA did not test any. Again, little assessment of tag questions (1 item) was done under CBA as opposed to OBA (4 items). CBA assessed adjectives and determiners (13 items) which had not been tested under OBA.

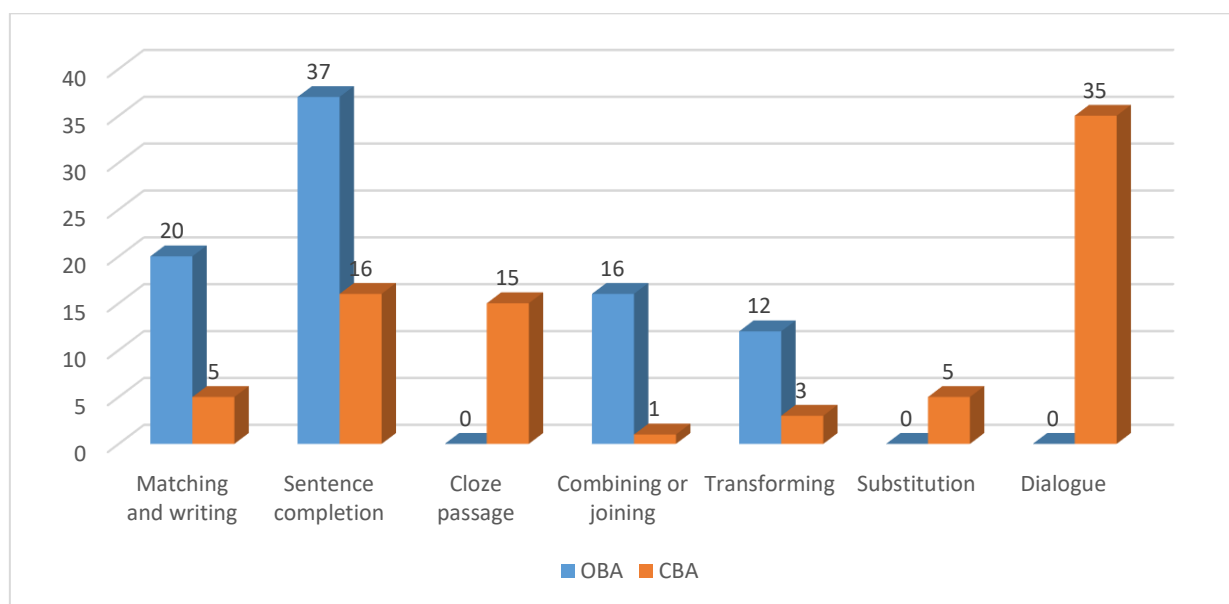
As to how those grammar items were tested, the noticeable change is that CBA introduced integrative testing in the form of dialogue and cloze passage completions. Specifically, some 7 tests types were used in assessing the grammar knowledge under both OBA and CBA, the 5 of which are presented below.

- |  |  |
|--|--|
| <p>1. a) <i>People were so happy</i></p> <p>b) <i>Don't you know the man</i></p> <p>c) <i>Is that the table</i></p> <p>d) <i>Daddy advised me</i></p> <p>e) <i>Neither my mother</i></p> | <p>-not to pick unripe fruits.</p> <p>-nor my aunt likes eating meat</p> <p>-that they shouted for joy</p> <p>-whose name is on top of the list?</p> <p>-which is broken? (2010 session)</p> |
|--|--|

2. *There isn't \_\_\_\_\_ in school today. (Anyone, someone, somebody)* (2010 session)
3. *Where has she gone to? I wonder.* (2009 session)
4. *Ali buys two exercise books every month.* (Turn into the passive voice) (2009 session)
5. *During their wedding, Ntuba's father pointed to a new car parked outside and said, "that is your car". (Replace by a possessive Pronoun)* (2018 session)

The test types were matching and writing (1), filling in the blank or sentence completion (MCQ, modified, own words) (2), combining or joining sentences, clauses or expressions (3), transformation (4), substitution (5), dialogue and cloze passage completions (own word, modified, words given) (see Section 1: Grammar, exercise I and Section B: Vocabulary, Exercise I in the Appendix for dialogue and cloze passage testing techniques). The seven testing techniques used are shown in the figure below.

**Figure 2:** OBA and CBA grammar items testing types



It is shown in Figure 2 that sentence completion or filling-in-the-gap exercises were mostly used under both OBA and CBA (37 and 16 items). Comparatively, OBA used more matching and writing, sentence completion or gap-filling exercises, combining or joining sentences, and transforming sentences than CBA but never used cloze passage completion, substitution, nor dialogue. CBA used predominantly dialogue completion, cloze passage and substitution exercises. Such testing types as dialogue and cloze passage completions, as in 6 and 7, are known as integrative testing techniques in that they call for complex situations or complex resources to solve them. On the contrary, matching and writing sentences or expressions, as well as combining or transforming sentences, which are meant for testing isolated grammar items in a sentence, are termed discrete-

point testing. Comparatively, CBA resorted more to integrative testing of grammar items, which was not used under OBA, as presented below.

**Table 1:** Grammar discrete point and integrative testing under OBA and CBA

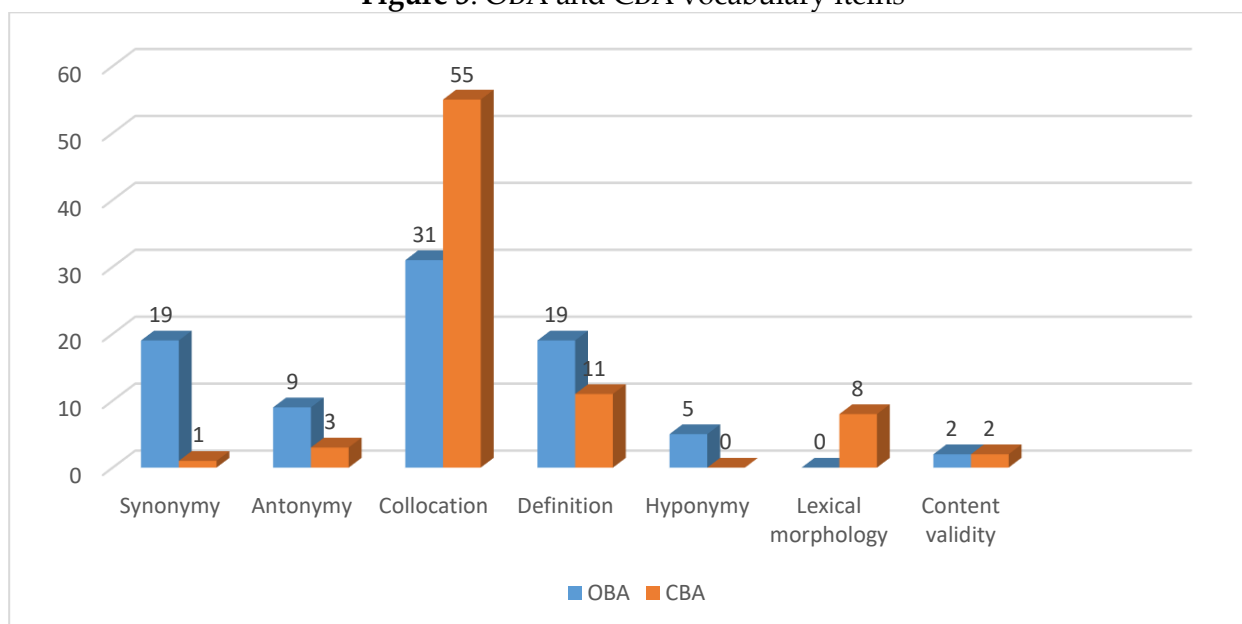
Testing type	Discrete-point testing	Integrative testing	Total
OBA	85 (100%)	00 (00%)	85 (100%)
CBA	30 (37.5%)	50 (62.5%)	80 (100%)

CBA, which requires testing in real-life situations through integrative testing, used 62.5 % (50 items) of integrative testing and 37.5% (30 items) of discrete-point testing as indicated in Table 1. Discrete-point testing still resists the change of CBA. This is an indication that CBA is yet to be fully implemented as far as testing of grammar items is concerned. Conversely, no integrative testing was used under OBA.

#### 4.1.2. Vocabulary or lexical items

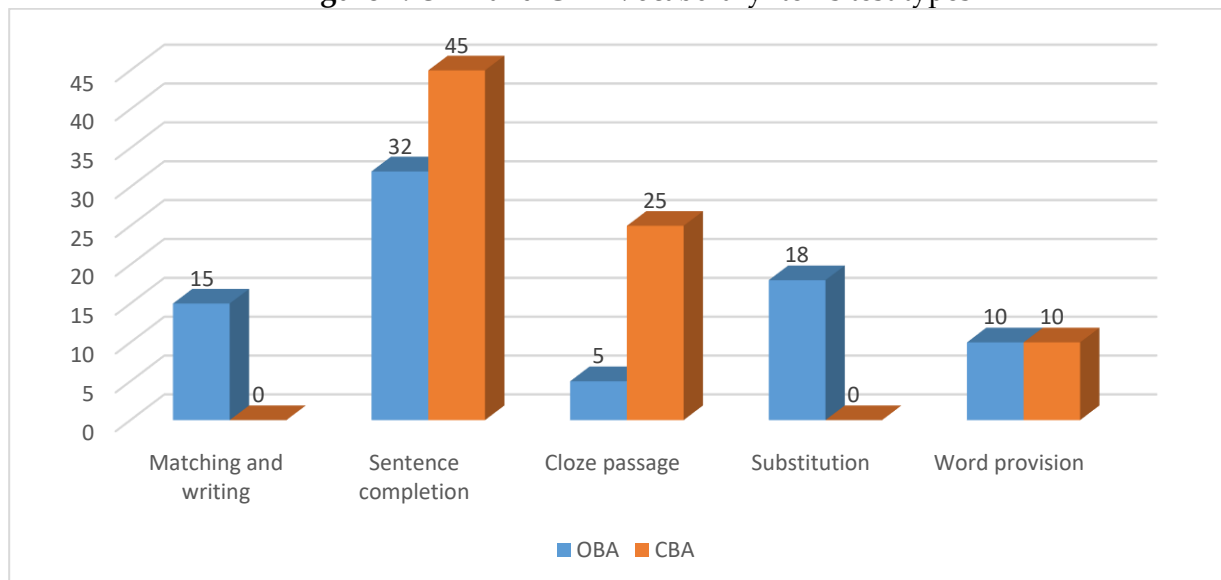
For what lexis was tested, both OBA and CBA test almost similar vocabulary knowledge. Nevertheless, regarding the way the knowledge was tested, while OBA used little integrative testing (05.88 %), CBA used it at only 31.25 %, thus perpetuating much more vocabulary knowledge assessment in isolation through discrete point testing. The vocabulary knowledge tested included synonymy, antonymy, hyponymy/hyperonymy, collocation/colligation and definition as part of sense-based relationships on the one hand and lexical morphology (affixation) on the other hand. A total of 165 lexical items were tested under both OBA and CBA over a period of 16 years of the BEPC examination, 85 items under OBA and 80 under CBA.

**Figure 3:** OBA and CBA vocabulary items



CBA failed to assess hyponymy contrary to OBA, as can be seen in Figure 3. It predominantly tested collocations (55 items). The items variety assessment criterion has shown that the 2020 session assessed only collocation. The 2014, 2019 and 2021 sessions tested two lexical items: collocation and definitions. The 2018 and 2022 tested three items: antonyms, collocation and definitions. The 2017 and 2023 sessions tested 4 vocabulary knowledge each and turned out the most varied. As to how lexical items were tested, 5 different testing techniques of the types discussed under grammar were used throughout the 16 years of BEPC examinations, namely matching words, expressions or clauses and writing them in spaces provided, completing sentences by filling in the gaps (own words, words provided or modifying words), cloze passages, substituting words for others, and providing words. Below is the related histogramme.

**Figure 4: OBA and CBA Vocabulary items test types**



It can be seen in Figure 4 above that CBA made use of fewer testing types (3) than OBA (5) in testing vocabulary knowledge. It was never tested through matching and word substitution. It predominantly used sentence completion (45 items), cloze passage (25 items) and word provision (10 items). Matching and word substitution were used only in OBA testing. Both OBA and CBA failed to use dialogue completion, which best reflects real-life situations. All testing types viewed from either discrete-point or integrative is what is presented next.

**Table 2: Discrete point and integrative testing under OBA and CBA**

Testing type	Discrete-point testing	Integrative testing	Total
OBA	80 (94.11 %)	05 (05.88 %)	85 (100 %)
CBA	55 (68.75 %)	25 (31.25 %)	80 (100%)

It can be seen from the above Table 2 that most OBA lexical items were tested through discrete point (80, 94.11 %). CBA tested more vocabulary items (55; 68.75 %) through

discrete-point than through integrative testing (25; 31.25 %). Considering the integrative testing of grammar items (62.5 %) and vocabulary items (31.25 %), CBA used 46.87 % of integrative testing of essential knowledge. This is a fail percentage in the effective implementation of CBA, which requires that competency not be tested within the boundaries of sentences as in discrete point tests. These findings of how grammar and vocabulary knowledge is tested corroborate Tabe's (2019) that the assessment tactics used by teachers do not reflect what is required of the competency-based assessment.

#### 4.1.3. Pronunciation or speech work

The testing of pronunciation in the BEPC certificate examinations is the most problematic in comparison to grammar and vocabulary. This section addresses when, where, what, and how English pronunciation was tested in the BEPC certificate examinations. It was found that pronunciation was tested only during the OBA era alternately under grammar or vocabulary through discrete-point testing only. Let us consider the figure below.

Figure 5: Pronunciation testing under OBA and CBA

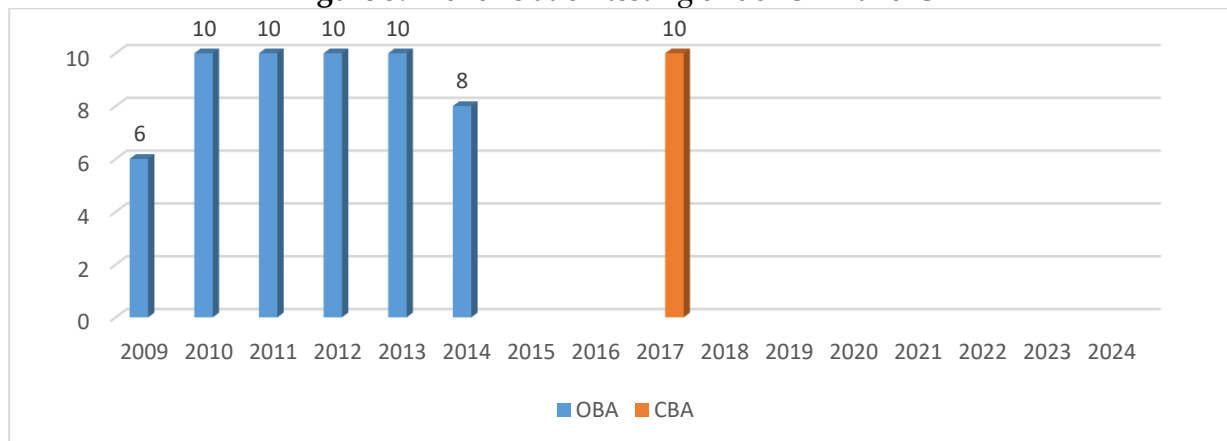


Figure 5 shows a total of 64 pronunciation items tested in 7 sessions throughout the 16-year period, 6 times under OBA and once under CBA. Actually, from the effective implementation of CBA in 2018, the pronunciation assessment in the BEPC examinations has been dropped although CBA considers pronunciation as an essential part of resources to assess in real-life situations. As to what items of pronunciation were tested, a total of 27 different sounds, including 9 monophthongs (short and long), 6 diphthongs and 11 consonant sounds, were tested. Recurrently, the items were tested 64 times, as tabled below.

**Table 3: Vowel and consonant sounds tested**

Sounds	Qualities and hits											Total	
	/ɪ/	/i:/	/ɒ/	/ɔ:/	/ʊ/	/u:/	/æ/	/ɛ/	/ʌ/	—	—	24	64
Monophthongs (short and long)	9	2	1	1	2	1	2	2	4	—	—		
Diphthongs	/aɪ/	/aʊ/	/eɪ/	/ɪə/	/əʊ/	/ɛə/	/jʊ/	—	—	—	—	18	
Consonant sounds	/h/	/Øh/	/s/	/z/	/ʃ/	/ʒ/	/k/	/θ/	/ð/	/dʒ/	/g/		
	3	3	1	1	2	1	1	2	2	1	1		

Vowel sounds wise, as tabled above, the short vowel sound /ɪ/ is the most tested (9 times) followed by the central back sound /ʌ/ (4 times). Some 6 diphthongs out of the 8 prescribed by the syllabus were tested, with /aɪ/ being the most recurrent (6 times). The 2 non-tested diphthongs are /ʊə/, and /ɔɪ/. /jʊ/, which is not a diphthong, is considered herewith owing to its two-sound components. Many research works on the English of Francophone users in Cameroon, termed Cameroon Francophone English (CamFE), including Safotso (2018), have shown that this variety of English does not feature any triphthongs. Odd enough, none of the 5 diphthongs is tested. As regards consonants, /h/ and the silent /Øh/ are the mostly tested consonant sounds as a problem area to Francophone speakers. Safotso (2018) established a list 20 consonant sounds attested in CamFE with /ð/, /θ/, /h/ and /ŋ/ not attested. /ð/ and /θ/ contained in the *th* diagraph tend to be rendered as /v/ and /t/ respectively by French L2 users. An acoustic study of the same diagraph has shown that both /θ/ and ð/ are systematically rendered as /f/ and as the unreleased stops /t̚/ and /d̚/ at the final word position by Cameroon ESL learners, while at the initial and medial positions, they succeed in articulating them correctly (Abbo, 2023). Atechi (2015) explained that, owing to French influence, /h/ is sometimes dropped or inserted in some environments. Testing these sounds in the BEPC certificate examination is a justified choice. As to how these sounds were tested, sounds identification tests through 3 different techniques were designed so as to differentiate between them in a series of provided words. Here are the testing techniques:

1. *Lime, liver, listen, pike, right, sister* (Match the words with the sounds /aɪ/ or /ɪ/. (2009 session)
2. *Thin, through, though, thorough, theft* (Write the word in which the underlined letters are pronounced differently (2010 session)
3. *Chalk, machine, cheese* (circle the word whose underlined part is pronounced differently) (2013 session)

The testing techniques, as exemplified above, included matching words with sounds (1) for (09.37 %), writing words with a different sound (2) for 46.87 % and circling the word with a different sound (3) for 43.75 %, all of the discrete point testing. Under CBA, pronunciation knowledge such as vowel and consonant sounds, word and sentence

stress, spelling pronunciation and intonation as prescribed by the syllabus is not tested at all, **let alone** how it should be tested.

#### 4.1.4. Content validity

Content validity very often occurs in various sessions of the BEPC certificate examinations. Noteworthy is the fact that some grammatical items were tested under vocabulary or inappropriate choices were provided for multiple choice questions, or more than one distractor was given in pronunciation as part of content validity under both OBA and CBA. These are found in the tests provided below.

1. *Love doesn't \_\_\_\_\_ anything to this lost child. (gave, mean, signifies)*  
(Vocabulary, 2010 session)
2. *We are leaving this city for good; we shall \_\_\_\_\_ come back to visit anybody.*  
(*never, always, sometimes*) (Vocabulary, 2010 session)
3. *During the festivals, they eat a lot of bread, plantains, fruits, vegetables. (Pick out an uncountable noun)* (Vocabulary, 2023 session).
4. *The children of this younger generation needs to look up to their elders for a bright future.*  
(Vocabulary, 2023 session)
5. *Home, hour, honour, here, hot, humour. (Write the word with a different sound)*  
(2010 session)
6. *Guest, rest, refrain, forget, tablet. (Write the word with a different sound)* (2011 session)

The 2010 session tested an adverb and a verb knowledge, whereas the 2023 session an adjective and a noun under vocabulary as in samples 1, 2, 3 and 4 above. First, sample 1 calls for the grammar knowledge of *does* + base form (*mean*) while 2 is the rule of a negation term *never* + the non-assertive *anyone*. Sample 3 is a test of countable and uncountable nouns which fall under grammatical knowledge of nouns. In 4, the unspecified adjective *bright* should be made comparative *brighter future* following a grammatical rule. All these grammar items were tested under vocabulary, thus posing the problem of content validity. Besides, as in samples 5 and 6 above, each test provides more than 2 distractors. In 5, *hour* and *honour* have a silent /h/ as opposed to the four other words with *h* articulated as /h/. In 6, *refrain* and *tablet* have the /t/ sound contrary to the three others having the sound /ε/. This content validity consisting of providing more than one distractor will make that failure will be more of the tester than the testee. Finally, even if tested under OBA, pronunciation did not have any special section on its own. It was tested randomly, either in the vocabulary or grammar section. In 2009 and 2010,

pronunciation was tested under the vocabulary section. It was moved under grammar in 2011 and 2012, then brought back under vocabulary in 2013 and 2014. It was not tested at all in 2015 and 2016. It was tested for the last time under vocabulary in 2017. Since then, no room has been given to this essential knowledge in the CBA era. Though close to vocabulary, the testing of pronunciation under either the vocabulary or grammar section leads to content validity.

By and large, testing pronunciation in like manners as provided is breeding fish out of water. Students, now candidates, may learn sounds in isolation with a view of passing their certificates only and yet be unable to speak English. Oller (1973:198) opines that *“the question of language testing is not so much whether the student knows such-and-such a pattern in a manipulative or abstract sense, but rather, whether he can use it effectively in communication.”* To this effect, he claims that tests of integrative skills are imperative. However, he concludes that discrete-point testing should be used, but not without adequate appreciation of their practical limitations.

#### **4.2. Skills: Reading comprehension and composition writing**

Out of the four taught skills per the CBA programme, only reading and writing are tested. Listening and speaking have been sidelined.

##### **4.2.1. Reading comprehension**

Reading comprehension passages are from different sources and cover only 3 of the 5 CBA situations or domains of life. Comparatively, CBA reading comprehension texts and related questions are longer than the OBA ones. The average text lines is 17 in OBA reading comprehension and 23.5 in CBA, while the average related questions are 5.37 under OBA and 6.25 under CBA (52 and 60 questions, respectively). Most sources of OBA reading comprehension texts are omitted, except the 2011 session culled from *Cameroon Tribune*, June, 2006 and *World Book*, 1994. On the contrary, all the CBA texts sources are mentioned. They include *Animal Farms* by George Orwell (2017), Cameroon’s state own daily newspaper *Cameroon Tribune*, January 24, 2018 (2018), *The Augustinian*, 2012 (2019), Cameroon’s private English Newspaper *The Guardian Post*, 25 September 2015 (2020), *Tales from Nkar Land* (2021), *Graded English for Colleges BK* (2022), *Kwabena and the Leopard*, by Geraldine Kaye (2023) and *CMF/CWF, Study book*, 2008 p. 91-92 (2024). The CBA reading comprehension passage selection criterion is that the text should not originate from the teaching materials retained as part of the programme of study. The rationale of it is to give all candidates equal chances to succeed. The 5 theoretical domains of life and related situations to be covertly tested are the following:

1. *Family and social life: Using language to talk about national integration and diversity acceptance.*

2. *Economic life and occupations: Using language to talk about consumption habits and how they impact economic and social life.*



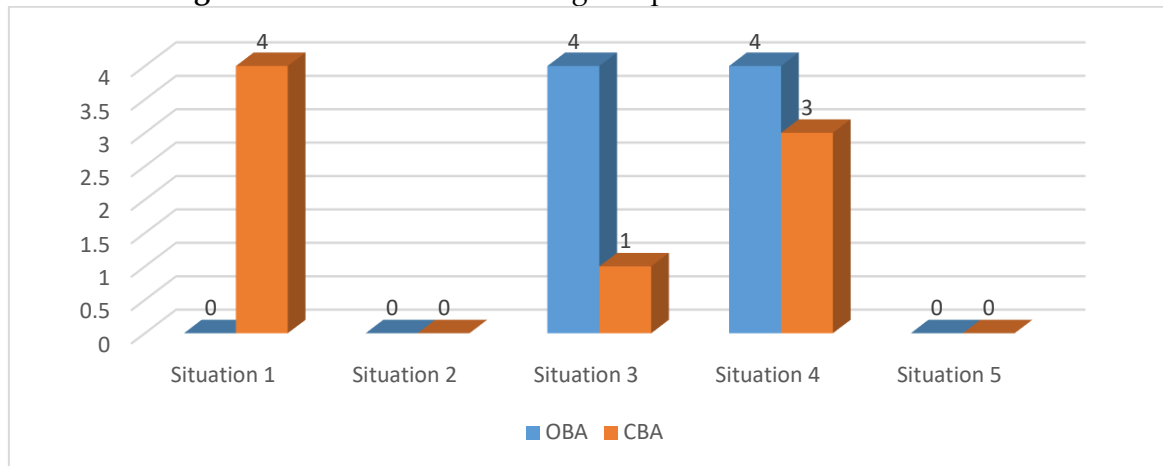
3. *Environment, well-being and health: Using language to talk about climate change and also about maintaining hygiene and sanitation.*

4. *Citizenship and human rights: Using language to talk about the quest for excellence, gender issues, and democracy.*

5. *Media and communication: Using language to explore utilities of modern technology.*

The OBA and CBA reading comprehension passages covered 3 situations out of these 5. Though the old OBA did not consider situations, the passages can be ascribed to CBA situations as below:

**Figure 6: OBA and CBA reading comprehension situations tested**



Over the 16-yearlong BEPC certificate examinations, no reading comprehension passage focused on situations 2 and 5 as can be seen in Figure 6. Both OBA and CBA tested situations 3 and 4. Only CBA tested situations 1. Reading comprehension texts fail to cover domains of *Economic Life and Occupations*, and *Media and Communication*. If the latter domain can be viewed as relatively newer in education, no explanation can be given for the neglect of the former domain related to economic life and occupations. As to how reading comprehension was tested, it was found that the question type varieties are almost the same in both approaches and periods. Six different types of questions were asked under both OBA and CBA for 52 and 60 questions, respectively, 112 in all. The histogram below presents the OBA and CBA question types.

**Figure 7: OBA and CBA Reading comprehension questions**

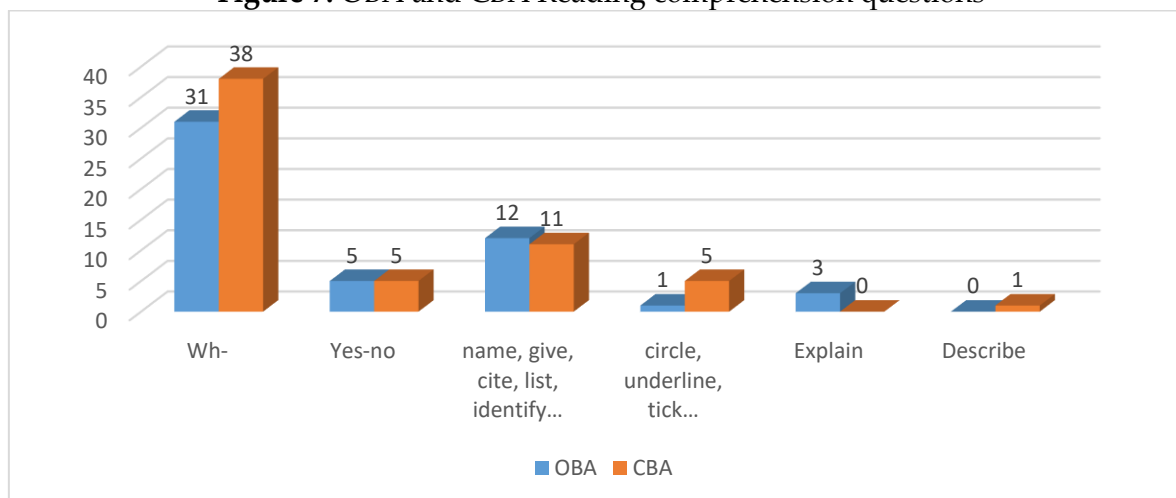


Figure 7 shows that both OBA and CBA predominantly ask wh- questions, with the latter approach asking those question types more (38). Circling, underlining or ticking questions are asked more under CBA (5 items) than OBA (1 item). On the contrary, explanation questions are asked only under OBA (3 items). The two approaches used yes-no questioning equally (5 times each). Conclusively, CBA reading comprehension assessment brought little change into the reading comprehension assessment except the slight increase in the length of the reading passage and the related number of questions.

#### 4.2.2. Composition writing

Contrary to reading comprehension, the introduction of CBA has brought significant changes to the writing compositions on both what is tested and how it is tested. In a BEPC question paper, three topics are provided from which candidates are asked to choose only ONE and to write a composition of between 150 and 180, 200 or 250 words depending on the session. Three composition topics are given per session for a total of 48 topics over the 16 years of BEPC examinations. Both OBA and CBA tally 24 topics each. The samples here are worth considering:

#### The 3 OBA composition topics (2009 BEPC session)

1. *The job I like most.* (Descriptive)
2. *Explain the advantages and drawbacks of arranged marriages.* (Expository)
3. *Do you agree that people should love one another? Talk about it and explain your own idea about true friendship between boys and girls.* (Argumentative)

**Table 4:** The 3 CBA composition topics (2024 BEPC session)

Context or situation	Instruction	Competency indicators or tasks
1. Your mother was sick and you took her the hospital. After consultation, it was discovered that she was suffering from malaria.	_____	*What are the causes and the symptoms of malaria? *What do you think can be done by both citizens and the government to keep malaria out of our environment?
2. You are the coordinator of the language club of your school, and you have noticed that many students are not interested in English. The minister of secondary education is visiting your school.	Write a speech in which you...	*state at least two reasons why students do not like English Language, *suggest measures that parents could take to help their children at home, *mention some facilities that the minister can provide for your school to help develop their interest and facilitate their acquisition of the language.
3. These days, many young boys and girls are dropping out of school to play football. Some of them even dream of becoming richer than those players they refer to as "stars".	_____	*Do you think that it is good for them? *Support your ideas with examples from your community.

For CBA composition topic types, Topic 1 is either narrative or expository; Topic 2 is a speech and Topic 3 is argumentative. Comparatively, it can be seen that OBA composition topics are short in nature, between one and a maximum of three sentences. On the contrary, CBA ones are significantly longer as they include the context, the instruction and the competence indicators or tasks. The comparative figures are found in the histogram below.

**Figure 8:** OBA and CBA composition topics lengths in sentences

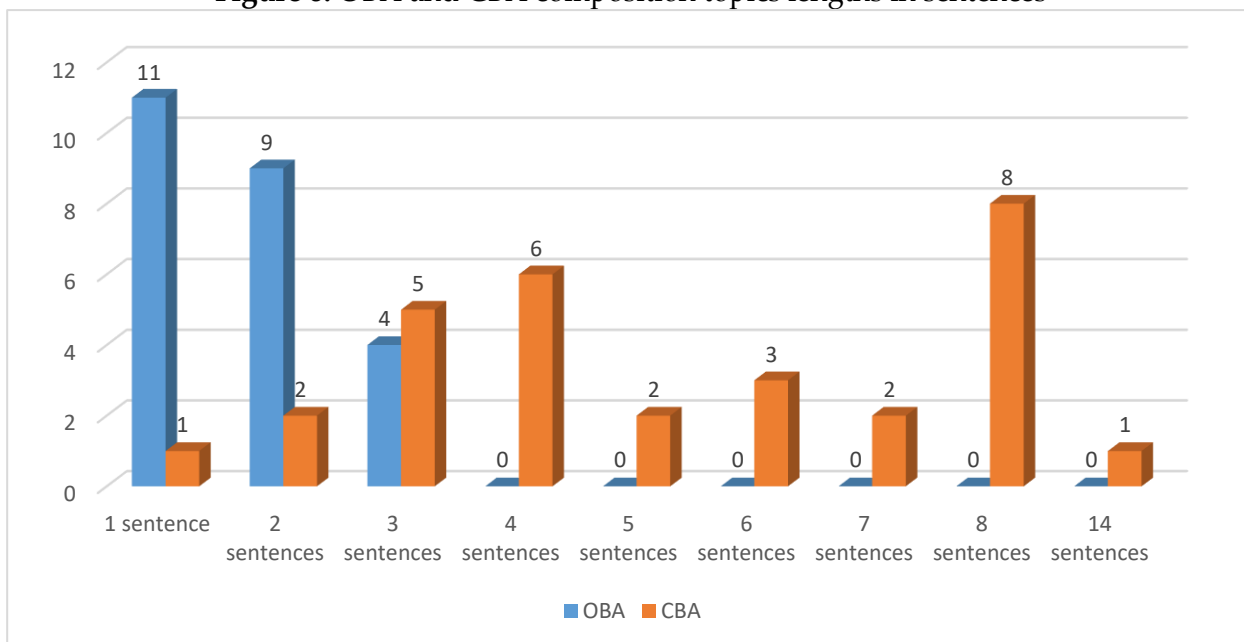
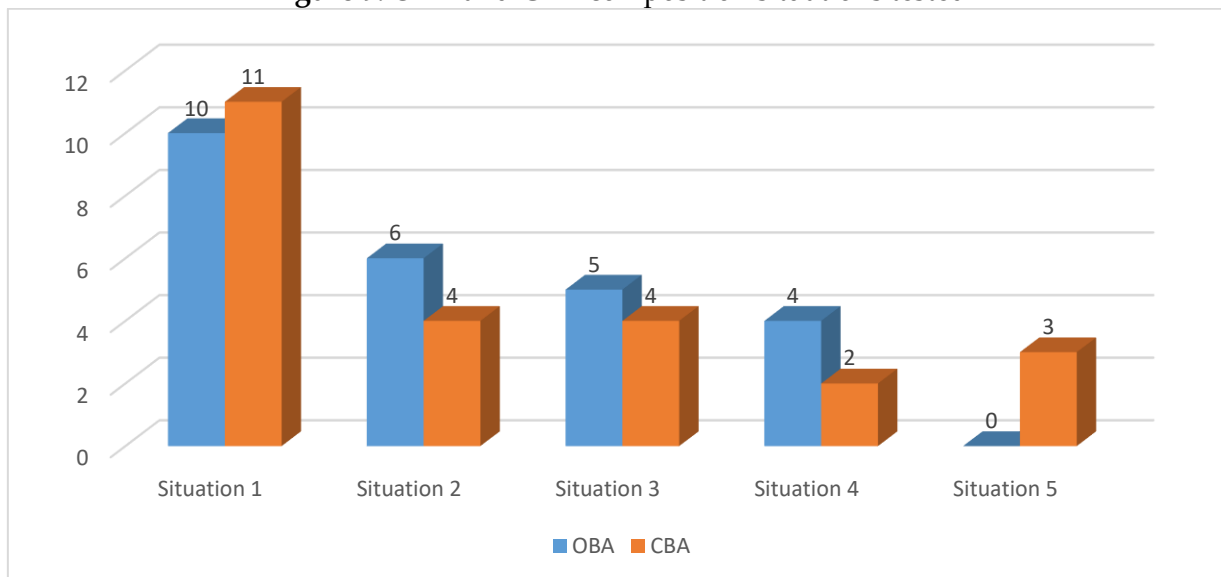


Figure 8 above shows that 11 topics are set in 1 sentence, 9 topics in 2 sentences and 4 topics in 3 sentences out of the 24 topics given during the 8 years of the OBA examinations represented in blue. On the other side, the effective implementation of CBA started in the 2018 session. During the 2017 session, the CBA was not implemented as can be seen with composition topics set in 1 and 2 sentences in the first and second red strips. In some domains, policy implementation takes time in Cameroon. As from the third red strip, which dated from 2018, composition topics range between a minimum 3 sentences to a maximum of 14.

The question of what was tested under composition writing leads to the finding that all 5 situations were assessed, unlike the reading comprehension, which assessed only 3.

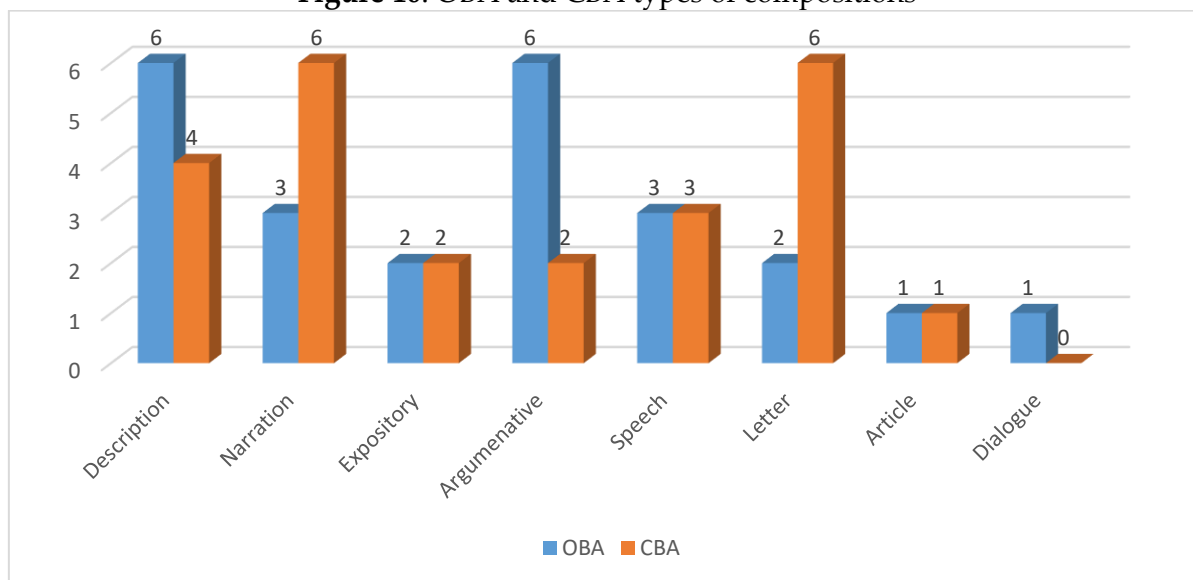
**Figure 9:** OBA and CBA composition situations tested



Any composition topic is traced to any of the 5 situations, even if earmarking them to the syllabus designed 20 real-life situations turned out problematic in some cases. Situations evaluated decrease as one goes from situation 1 to situation 5 as shown in Figure 9. Situation 1 is the most assessed, while situation 5 is the least. The reason that can be given is that test designers do not favour ending situations because some teachers may not have covered their programmes totally. The syllabus prescribed the programme coverage of at least 90%. Therefore, testing ending situations may lead to some candidates' failure. Besides, *Media and Communication (Using language to explore utilities of modern technology)*, which is the ending situation, was assessed neither under the old OBA reading comprehension nor under OBA composition writing because this situation is somewhat new in education in Cameroon. CBA, which is the new approach, is more inclined to ICTs under composition though it did not test it under reading comprehension. In short, both OBA and CBA focused mostly on testing language while socializing as shown in situation 1.

As to how these situations were tested, it was found that seven different orders of composition types were given throughout the 16-year OBA and CBA periods. They include description, narration, argumentation, expository, speech writing, letter writing, article and dialogue as indicated in brackets after each topic sample provided above. The composition types are represented as below.

**Figure 10: OBA and CBA types of compositions**



It can be seen from the above that both OBA and CBA resort to the same composition types with the exception of dialogue, which was paradoxically tested only under OBA once. The composition type that readily suits testing competency in an RLS situation is undoubtedly dialogue, which has never been tested under CBA. The two approaches tested expository, speech and article compositions with equal rates. However, CBA tested narrative and letter-writing compositions more than OBA. Argumentative compositions were tested more under OBA than CBA.

Another question of how composition was tested is related to the structuring of the topics. The theoretical CBA principles have not yet been fully implemented vis-à-vis the structuring of topics at some point. In theory, any CBA composition topic must include a context or a situation, an instruction which should be clearly stated and about 3 competency indicators or tasks (see the 3 CBA composition topics of the 2024 session presented earlier in Table 5). *Topic 1* has got a context and two competency indicators, which are set in the form of questions (*what...*). There is no instruction. The same structuring is replicated in *topic 3* with 1 yes-no question task (*do you think...*) and 1 verbal action task (*support...*). *Topic 2* is a perfect CBA composition topic, including a context, an instruction (*write...*) and three competency indicators set through verbs of action (*state, suggest, mention*). About 12.50 % of the CBA composition topics do not have stated contexts (3 out of 24), 16.66 % of them do not have stated instructions (4 out of 24), while 08.33 % are given with no competency indicators (2 out of 24). Given that an average of three competency indicators are expected per topic following the CBA criterion-

referenced assessment, a total of 72 competency indicators were expected from the 24 topics. It was found that 61 competency indicators were expressed either through interrogative sentences (23 cases; 37.70 %), action verbs in imperative sentences (20 cases; 32.78%), declarative sentences (16 cases; 26.22 %) and participial clauses (2 cases; 03.27 %). It is clear that competency indicators are spelt not only through verbal actions. The table below shows the number of competency indicators per composition topic.

**Table 5:** Composition topics and competency indicators

Competency indicators	00	1	2	3	4	5	6	Total
Number of topics	2	2	7	6	5	1	1	24

It can be seen from the above Table 5 that only 6 composition topics contain the normal 3 competency indicators. It is worked out that 7 topics have more than 3 competency indicators and 11 topics have less. Two composition topics do not feature any competency indicators. While topics with no indicators do not tie in with the CBA assessment principle, those with more than 4 indicators may turn out cumbersome for candidates and markers.

## 5. Recommendations

Both BEPC examiners and candidates can find some interest in this research work. This study can help in the effective implementation of CBA in education in Cameroon as well as enlighten candidates on their exam preparation.

## 6. Conclusion

A comparative study of Anglais testing in the BEPC certificate examinations in Cameroon under both OBA and CBA has revealed some noticeable differences in what was tested and how the tests were conducted. CBA is inclined to integrative testing of essential knowledge of grammar (62.5%) and vocabulary (31.25%), though the discrete point testing dominant during the old OBA era resists the change. The introduction of this novel approach has paradoxically marked the end of testing pronunciation or speech work. Issues of content validity are also common in the testing of language resources. Skills-wise, contrary to its theoretically designed syllabus, CBA sidelined the assessment of listening and speaking. Only reading comprehension and composition writing are considered at the BEPC certificate examinations in the form of pen and paper performance assessment. Though CBA reveals very little change in reading comprehension assessment in comparison to the old approach, it has introduced considerable innovations in assessing composition writing in terms of topic lengths owing to the specification of contexts, instructions and competence indicators. Some more efforts are needed, however, to fully cover the neglected CBA aspects like dialogue composition and pronunciation through speaking and listening. This know-how and

know-being can be better assessed in real-life situations through jury and candidate interviews, as well as the oral part of *BEPC bilingue* in Cameroon. The attitude component of CBA which has never been hinted at can now be assessed. Dictation can also serve the purpose of assessing CBA pronunciation and listening skills. This is possible notwithstanding the fact that there may be some examination constraints (Ali *et al.*, 2019). The effective implementation of CBA assessment principles is not to be sacrificed. Similar studies are, however, suggested for more insights.

### **Conflict of Interest Statement**

The author declares no conflicts of interest.

### **About the Author**

Olivier Nguemkom is a PhD candidate at the Faculty of Arts, Letters and Social Sciences of the University of Maroua, Cameroon. English language studies, specifically corpus linguistics, cultural linguistics, and education studies, are of interest to him. He is an ESL teacher.

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**Appendix: The BEPC Anglais questions paper, 2024 session**

**Republic of Cameroon**  
**Peace – Work – Fatherland**

**MINESEC/DECC**

**BEPC**  
**2024 Session**  
**Duration: 02 Hours**  
**Coef: 03**

**Anglais**

**Answer All the Questions**

**Section A: Grammar (10 Marks)**

**I. Complete the dialogue below with the appropriate expressions (5 marks).**

*Brenda: Good morning, Doctor.*

*Doctor: Good morning. \_\_\_\_\_ can I do for you?*

*Brenda: Doctor, I brought my sister because she has been having fever and headache for the past two days.*

*Doctor: What did you give her to calm down the fever and the pains?*

*Brenda: I gave her \_\_\_\_\_ paracetamol with a lot of water.*

*Doctor: What other symptoms has she?*

*Brenda: She complains of stomachache, dizziness, \_\_\_\_\_ body weakness.*

*Doctor: Why didn't you come before now?*

*Brenda: I did not have any money because our parents had travelled to the village for the enthronement of our village chief.*

*Doctor: With all \_\_\_\_\_ symptoms you have just mentioned, I think I will have to conduct a series of tests to find out what is wrong with her.*

*Brenda: Thank you doctor. Here is the money I brought. What should I do?*

*Doctor: Take \_\_\_\_\_ prescription to the cashier for him to tell you the cost of each lab test.*

**II. Fill in the blanks with the correct words chosen from those in the brackets (5 marks).**

1) Covid 19 is considered as one of the \_\_\_\_\_ virus in the world. (deadly, deadlier, deadliest)

2) The destruction of the Manyu forest has brought \_\_\_\_\_ negative consequences to the individuals and the society as a whole. (some, a few, a lot)

3) I couldn't decide between the two mobile phones I saw in the supermarket, so I bought \_\_\_\_\_ of them. (each, either, both)

4) John has been taking care of his sister \_\_\_\_\_ the past seven years. (for, during, since)

5) Our country, Cameroon can be saved from all forms of violence if its citizens \_\_\_\_\_ tribalism in all its forms. (rejected, reject, have rejected)

**Section B: Vocabulary (10 Marks)**

**I. Complete the cloze test with the appropriate expressions chosen from the box. There are more words than you will need (5 marks).**

*communication - errors - intellectual - computer sciences - machines - enjoy - multipurpose*

*A computer is an electronic typing machine equipped with a screen, used in offices to type, print and keep data. It can also be seen as a \_\_\_\_\_ electronic machine used to facilitate \_\_\_\_\_ work and communication. In fact, it is used for a wide range of services imposed by our modern society. It is thanks to computer that \_\_\_\_\_ has become easier, faster and cheaper. When you want to \_\_\_\_\_ yourself, you just have to choose games, music, television and many others. Nowadays, the government has realized we cannot do without computers in our development programmes, therefore, \_\_\_\_\_ have been introduced in school curriculum. Many secondary schools and some primary schools in big cities are well equipped to train young Cameroonians on this.*

**II. Complete the sentences below with expressions of your choice (5 marks).**

- 1) Global \_\_\_\_\_ has become a serious problem in the world in recent times.*
- 2) All citizens, at a certain age in developed and underdeveloped democratic countries, are expected to express their civic rights during the parliamentary and presidential \_\_\_\_\_ of their countries.*
- 3) As we all know when our environments are not clean, there are many \_\_\_\_\_ that will affect our health. So, we all should endeavor to keep our surroundings clean.*
- 4) It is advisable for young girls to complete their \_\_\_\_\_ and obtain their certificates before thinking of getting marriage.*
- 5) If all Cameroonians were to \_\_\_\_\_ trees in their environments, we would not have deforestation.*

**Section C: Reading Comprehension (10 Marks)**

**Read the following passage and answer the questions below it. Use your own words as far as you can.**

*Hospitality is the friendly and generous treatment and entertainment that we give to our guests or visitors in our homes. It requires skills that are both demanding and must make extra rewarding because one sacrifices, materially and morally.*

*Materially, we are expected to keep our guest comfortable by ensuring that the guest has good accommodation, food and a healthy environment. To have these, we sometimes need to improve our home conditions by buying or providing some food items that we may not have at home, get some new beddings or clean the ones that are available.*

*We may have to carry out general cleaning in and out of the home with greater attention to the toilets and the bathrooms, removing personal items like pants and towels. The bedroom is another area that needs care, to ensure good health, relaxation and refreshment.*

*We are expected to show good etiquette to our guests. We should make sure the home is quiet, no exchange of harsh words or fighting among children, be polite and show love. When we know our guest, it is easy to determine the kind of reception to reserve for them. Make the reception moderate and nice such that when they leave they will always have good memories of you.*

*On the other hand, your guest or visitor must show good manners and readiness to cope with the host. They should not smoke in the house or leave the house without notice and come back very late and drunk. They should be humble, polite and approachable. They should do some of the basic things like making the bed or getting their own water for a bath. Female guests may help the mother in cooking. If the guest has health problems which restrict him/her to certain food items, he can do well to go along with some of them. Above all else, a good reception builds a good relationship between the host and the guest even long after the visit. (Culled from CMF/CWF Study Book 2008 p. 91-92)*

### Questions

1) Name two things that would make our guest comfortable (1 mark)

- a) \_\_\_\_\_  
b) \_\_\_\_\_

2) What do we need to do to improve our home conditions? (2 marks)

\_\_\_\_\_

3)

a) According to this passage, where do we have to place greater attention during general cleaning of the home? (1 mark)

\_\_\_\_\_

b) Why is it necessary to clean the bedroom? (1 mark)

\_\_\_\_\_

4) In which way should we show good etiquette to our guest? (1 mark)

\_\_\_\_\_

5) a) Identify two good manners that our guest should show. (1 mark)

\_\_\_\_\_

b) Tick (✓) the letter (a, b, c, d) which corresponds to the correct answer. (1 mark)

What is the benefit of a good reception?

- a) *It builds a good and short term relationship with more people of the guest and host*  
b) *It builds a good and long relationship between the guest and the host*  
c) *It builds a good relation with only the host*  
d) *It builds a good relationship with the family members of the guest*

6) If you were a guest with a health problem how would you behave in order not to make your host uncomfortable? (2 marks)

**Section D: Composition (10 Marks)**

**Write a composition of about 150-200 words on any ONE of the following topics.**

1) *Your mother was sick and you took her to the hospital. After consultation, it was discovered that she was suffering from malaria. What are the causes and symptoms of malaria? What do you think can be done by both citizens and the government to keep malaria out of our environments?*

2) *You are the Coordinator of the Language Club of your school and you have noticed that many students are not interested in the English Language. The Minister of Secondary Education is visiting your school. Write a speech in which you:*

*-State at least two reasons why students do not like English Language.*

*-Suggest measures that parents could take to help their children at home.*

*-Mention some facilities that the Minister can provide for your school to help develop their interest and facilitate their acquisition of the language. Your name is Mbarga Akono. The name of your school is GBHS Nwula.*

3) *These days, many young boys and girls are dropping out of school to play football. Some of them even dream of becoming richer than those players they refer to as "stars". Do you think that it is good for them? Support your ideas with examples from your community.*

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