

PAPER 2

ESSAY

*This paper consists of **three** parts: A, B, and C. Answer **three** questions in all: **one** question from Part A and **all** the questions in Part B and Part C. Answer all the questions in your answer booklet.*

PART A

ESSAY WRITING

[30 MARKS]

*Answer **one** question **only** from this part.*

*Your composition should be about **250** words long.*

Credit will be given for clarity of expression and orderly presentation of material.

1. Write a letter to your cousin describing to him/her how your favourite game is played.
2. Write a talk to be delivered to a group of students on the subject "The need to accept the physically challenged in the society".
3. Write a story that ends with the saying: "A bird in hand is worth two in the bush".

PART B

COMPREHENSION

[30 MARKS]

4. *Read the following passage carefully and answer **all** the questions which follow.*

Learning to speak one's language comes naturally to a human being; we learn it without formal instruction. But writing is an unnatural activity; it must be taught formally and studied deliberately. Indeed, many of the problems that arise in learning to write are simply problems of finding the proper written equivalent for the various features of speech. The spelling of our words is a clumsy attempt to reproduce the sound of our voices. The punctuation of our sentences and the setting of paragraphs are designed to give some approximation of the pauses and intonation we use automatically to give shape and point to our speaking.

The writer of English (or any other language) loses a whole world of gestures, facial expressions and tone of voice the minute he decides to write something rather than say it aloud. He loses the immediacy of direct contact with his audience. If there were no compensation at all for all these disadvantages, then communicating with other people through the medium of squeezes on paper would be as unsatisfactory as trying to wash your feet with your socks on.

Writing takes more effort than speech but the effort we make simply to encapsulate our words on paper can also lead us to compose things that are worth the effort. The unusual energy that goes into achievement in any art or sport can and should function finally to help the individual increase his own powers and perfect his abilities. Three hundred and fifty years ago, a clever man pointed out that practice in speaking makes a man "ready" or quick in his responses while practice in writing makes a man "exact", helps him to polish and perfect his thoughts.

- (a) Why did the writer say that writing is an unnatural activity?
- (b) Give two specific examples of problems encountered in learning to write.
- (c) Mention any two disadvantages that arise in written communication.

Likely Examination Questions Bece 2015

**Randy E. Bennett, Linda Darling-
Hammond, Aneesha Badrinarayan**



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Learning, Design, and Technology J. Michael Spector, Barbara B. Lockee, Marcus D. Childress, 2023-10-14 The multiple related fields encompassed by this Major Reference Work represent a convergence of issues and topics germane to the rapidly changing segments of knowledge and practice in educational communications and technology at all levels and around the globe There is no other comparable work that is designed not only to gather vital current and evolving information and understandings in these knowledge segments but also to be updated on a continuing basis in order to keep pace with the rapid changes taking place in the relevant fields The Handbook is composed of substantive 5 000 to 15 000 words peer reviewed entries that examine and explicate seminal facets of learning theory research and practice It provides a broad range of relevant topics including significant developments as well as innovative uses of technology that promote learning performance and instruction This work is aimed at researchers designers developers instructors and other professional practitioners

Daily Graphic Ransford Tetteh, 2010-04-20 *Junior Graphic* Mavis Kitcher (Mrs), 2014-10-15 **West Africa**, 2002

Children, Childhood, and the Future Andrea Kleeberg-Niepage, 2020-01-10 Although most of the world's children live in the Global South much of the corpus of scientific knowledge which forms the basis of the current notion of good childhood worldwide is drawn from research on Western middle class children Even cross cultural research often applies the Western model of childhood as the standard to which others must correspond This volume serves to bridge this gap by both bringing up significant features of the development and socialisation of children in African countries and presenting cross cultural procedures which help to discuss and develop differentiated and joint ideas about childhood instead of implementing one sided standards which are disconnected from most children's lives

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

Engaging the Next Generation of Aviation Professionals Suzanne K. Kearns, Timothy J. Mavin, Steven Hodge, 2019-11-08 Engaging the Next Generation of Aviation Professionals is an edited

volume that brings together a diverse set of academic and professional perspectives within the three themes of attracting educating and retaining the next generation of aviation professionals NGAP This compilation is the first academic work specifically targeting this critical issue The book presents a rich variety of perspectives academic philosophies and real world examples Submissions include brief case studies longer scholarly works from respected academics and professional reflections from individuals who have made important contributions to their field The book includes academic chapters that explore the topic from a more theoretical standpoint yet are accessible and understandable to a professional audience These are complemented by both broad and specific practice examples that describe initiatives and applications occurring in the industry around the three themes All submissions include descriptive insights experiences and first hand accounts of accomplishments intended to support the work of other professionals managing NGAP issues This work will be valuable to anyone involved in attracting educating or retaining NGAP including academics operators national and international regulators and outreach coordinators among many others

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