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GCE Maths Panel is a standard team of certified O Level and A Level teachers in Mathematics, Additional Maths and Further Maths - Mechanics and Statistics whose objective is to facilitate students understanding and performance in preparation for the GCE examination.

GCE Maths Panel: GCE O-Level Past Papers

The Cameroon GCE board has as main office in Molyko -Buea in the South West Region of the country. The O-level and A-level exams are usually written in the month of June, marking and grading is done in July and results published in August.

This book richly documents the battles fought by the Anglophone community in Cameroon to safeguard the General Certificate of Education (GCE), a symbol of their cherished colonial heritage from Britain, from attempts by agents of the Ministry of National Education to subvert it. These battles opposed a mobilised and determined Anglophone civil society against numerous machinations by successive Francophone-dominated governments to destroy their much prided educational system in the name of 'national integration'. When Southern Cameroonians re-united with La R?publique du Cameroun in 1961, they claimed that they were bringing into the union 'a fine education system' from which their Francophone compatriots could borrow. Instead, they found themselves battling for decades to save their way of life. Central to their concerns and survival as a community is an urgent need for cultural recognition and representation, of which an educational system free of corruption and trivialisation through politicisation is a key component.

This study explores the predicament of Anglophone Cameroon - from the experiment in federation from 1961 to the political liberalisation struggles of the 1990s - to challenge claims of a successful post-independence Cameroonian integration process. Focusing on the perceptions and actions of people in the Anglophone region, Atanga argues that what has come to be called the 'Anglophone Problem' constitutes one of the severest threats to the post-colonial nation-state project in Cameroon. As a linguistic and cultural minority, Anglophone Cameroonians realised that the Francophone-led state and government were keener in assimilation than in implementing the federal and bilingual nation agreed upon at reunification in 1960. Calls for national integration became simply a subterfuge for the assimilation of Anglophones by Francophones who dominated the state and government. The book details the various measures undertaken to exploit the Anglophone region's economy and marginalise its people. Principally the economic structures meant to facilitate self-reliant development were undermined and destroyed. Institutionalised discrimination took the form of the exclusion of Anglophones from positions of real authority, and depriving the region of any meaningful development. With the advent of multi-party politics, most Anglophone Cameroonians increasingly have made vocal demands for a return to a federation, in order to adequately guarantee their rights and recognition for them as a political and cultural minority. Actively encouraged by France, the Francophone-led regime in Cameroon has refused to yield to such demands, despite the grave danger of violent conflict and possible secession.

Africa's Political Wastelands explores and confirms the fact that because of irresponsible, corrupt, selfish, and unpatriotic kleptocrats parading as leaders, the ultimate breakdown of order has become the norm in African nations, especially those south of the Sahara. The result is the virtual annihilation of once thriving and proud nations along with the citizenry who are transformed into wretches, vagrants, and in the extreme, refugees. Doh uses Cameroon as an exemplary microcosm to make this point while still holding imperialist ambitions largely responsible for the status quo in Africa. Ultimately, in the hope of jumpstarting the process, he makes pertinent suggestions on turning the tide on the continent.

This book describes the English grammar weaknesses manifested in the written work of young Cameroonians in tertiary education. It identifies the areas where the problems are most acute, seeks the reasons for such low grammar competences, and suggests possible solutions to the problems. The Error Analysis Approach suggested by authors like S.P. Corder and J.C. Richards was used to carry out the study. The book will be of interest to all L2 learners and teachers of English, to language policy makers of L2 English, and to all those who wish to see that Standard British English is preserved

to a greater extent in English-speaking places outside Britain, despite the on-going indigenisation of this global language.

This volume focuses on language planning in the Cameroon, Sudan and Zimbabwe, explaining the linguistic diversity, historical and political contexts, current language situation (including language-in-education planning), the role of the media, the role of religion and the roles of non-indigenous languages. The authors are indigenous to the situations described, and draw on their experience and extensive fieldwork there. The extended case studies contained in this volume draw together the literature on each of the polities to present an overview of the existing research available, while also providing new research-based information. The purpose of this volume is to provide an up-to-date overview of the language situation in each polity based on a series of key questions, in the hope that this might facilitate the development of a richer theory to guide language policy and planning in other polities where similar issues may arise. This book comprises case studies originally published in the journal Current Issues in Language Planning.

Cameroon is often considered to be Africas legendary pathfinder. This book argues essentially that Cameroon cannot competently champion African unity and progress until it can correctly pursue its own multicultural nation-building. Cameroon's success continental-wise would depend on its theory and practice of multiculturalism, as particularly reflected in (1) the rejoicing in its historical diversity and the harmonious co-existence of its Systems of Education which must, of necessity, be linked to (2) effective federalization or decentralization of uniquely cultural matters. Critically examining history and education as components of culture, and therefore, of multiculturalism, the book makes some bold recommendations while demonstrating how nation-building is meaningless without the peoples authentic history. It argues that Cameroon national culture cannot be a national culture without embodying the distinct culture of the English-speaking minority. Anything else is nothing but deliberate confusion of assimilation for multiculturalism, a confusion that is heavily tied to the countrys phoney independence. Hinging on education (and its associates of bilingualism and bijuralism), the book demonstrates that Cameroons over-sung cultural dualism is a charade, epitomized by the 1998 Education Law. Rather than reaffirm Cameroons biculturalism as it superficially avows, Cameroons purported cultural dualism is really out to efface any semblance of cultural or educational dualism that may still be resisting assimilation. The continuous and persistent employment of terms such as biculturalism, bilingualism and bijuralism in legal texts in Cameroon is only to confuse the international community, especially from seeing exactly the kind of ethnic cleansing which is taking place in the country.

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