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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 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.

A comprehensive survey of the education systems of 170 countries and an equivalence evaluation of the qualifications they offer. This handbook is intended for admissions departments, administrators and teaching staff in universities, colleges and schools worldwide.

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