

## FANTE 2

### 1. GENERAL COMMENTS

The standard of the paper was comparable with that of the previous years. All the aspects prescribed by the syllabus were tested and the questions were rendered in a manner that suited the level of the candidates.

The performance of the candidates was generally good and slightly better than that of the previous year.

### 2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Many of the candidates attempted the questions on letter-writing and performed very well. This is an indication that they were familiar with writing letters.
- (2) Paragraphing in most essays was commendable.
- (3) A good number of the candidates understood the questions under Lexis and Structure, which were based on pronouns, antonyms, punctuations and antonyms as they scored high marks in that area.

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Spelling, the use of upper case and lower case letters and punctuations were still problems for some candidates as had been the case in past years.
- (2) A few candidates simply wrote the essay topic and thereafter copied the comprehension passage as their answers.
- (3) Some candidates' essays were incomprehensible.

### 4. SUGGESTED REMEDIES

- 1) There is the need for students/pupils to do both intensive and extensive reading so that they can build their vocabulary and also improve upon their spelling.
- 2) The teaching of essay writing should be intensified in the Junior High schools to enable the candidates to write good essays in their final examination. Students should be encouraged to read intensively and extensively to build their vocabulary.
- 3) Teachers should take pupils through the right way of answering questions.

#### 4. DETAILED COMMENTS

##### Question 1

- (a) *You were invited to a friend's birthday party but were unable to honour the invitation. Write a letter to the friend explaining why you were unable to attend the party.*

This was an informal or a friendly letter. It required that the candidates give a brief introduction in the form of greetings, acknowledgement of the friend's invitation letter and the purpose of writing the letter.

The body of the letter should indicate reasons for the non-attendance. Some of the reasons could be ill-health, rainfall, being occupied with task assigned by parents, attending another friend's party, travelling to some place and so on.

Finally, it required that the candidates express regret for their inability to honour the invitation, express optimism that the celebration was successful and wish their friend a belated birthday.

The majority of the candidates attempted this question and gave good reasons. However, a few candidates simply copied the comprehension passage as their message. On the whole, those who attempted it did very well and scored high marks.

- (b) *You were at the scene when a man fell from a rooftop. Narrate what you saw/witnessed.*

This was a narrative essay and the question required that candidates give a brief introduction stating the date, time and place of the incident.

In the body, the candidates were expected to indicate why the man went to the rooftop, why and how he fell, any injuries sustained, the reaction of the candidate and onlookers, and how the victim was attended to.

The few candidates who attempted this question scored low marks because their description/ narration of the incident did not contain the required details. .

- (c) *Write about the most hardworking teacher in your school.*

This was a descriptive essay and candidates were tasked to write about the most hardworking teacher in their school. Many candidates attempted this question but lacked the needed adjectives to describe the teacher.

The question required that candidates give brief description of a named teacher indicating his/her physique, lifestyle, relationship with other teachers and the impact of his/her attitude towards work and the students. The question appeared to have been a popular one yet those who attempted it scored average marks.

(d) *Write a story that ends with the expression 'It pays to be truthful'.*

This question required a detailed narration of a real or fictional story indicating the characters involved, their roles and how they acted to justify the conclusion.

The few candidates who attempted this question performed abysmally. Some narrations were too raw with characters whose roles were missing and in some cases the moral lesson in the story was not clearly stated.

### **Question 2- Comprehension**

This aspect of the paper tested candidates' understanding of a comprehension passage. Candidates were to read the passage and answer questions based on it. The questions tested recall, inference and summary.

Most candidates were able to deal quite effectively with the recall and inferential questions. Their biggest challenge was choosing a suitable title for the passage. Most of the titles exceeded the required number of words prescribed by the question. The required number was seven words and not seven sentences. The general performance by candidates in this question was commendable.

### **Question 3 - Lexis and Structure**

Here, twenty questions based on pronouns, punctuation, synonyms and adjectives were asked. Many candidates scored marks ranging from 10 to 18. However, a few could not detach pronouns in the subjects positions from their preceding verbs while others just put down the punctuation marks without writing the sentences and showing where they were supposed to be. On the whole, candidates' responses were commendable.

## **GONJA 2**

### **1. GENERAL COMMENTS**

The standard of the paper was the same as that of previous years. The questions were clear and straightforward.

There was improvement in the performance of candidates this year over that of the previous year.

### **2. SUMMARY OF CANDIDATES' STRENGTHS**

The comprehension questions were well answered by some candidates. Many of them showed that they understood the questions and answered them correctly. A number of candidates scored all the 10 marks in this section.

The Lexis and Structure component of the paper was attempted by many candidates and the majority of them did very well in this section.

### **3. SUMMARY OF CANDIDATES' WEAKNESSES**

It was observed that pupils who could not answer the essay questions just copied the comprehension passage as their answer.

Some candidates could not punctuate the sentences, indicating that they did not have knowledge in the use of punctuation marks.

The correct spelling of words was another major weakness of candidates. Even simple words were spelt wrongly. Some single words were written as separate words while separate words were amalgamated.

Most candidates could not write the required number of one hundred and fifty (150) words. This is because they either lacked the ideas with which to compose the essays or they could not elaborate the points.

Another major weakness was that some candidates had very bad (illegible) handwriting.

### **4. SUGGESTED REMEDIES**

There is the need for teachers to intensify the teaching of punctuation in the classroom.

Teachers should teach students spelling rules so as to enable the students to overcome their poor spelling skills.

Teachers must also discourage their pupils from copying questions and passages in the question paper for their answers. There is also the need for teachers to teach their candidates how to write the various types of essays.

5. **DETAILED COMMENTS**

**Question 1**

- a) Composition – *Your friend invited you to his/her birthday celebration but you were unable to attend. Write a letter to him/her explaining why you were unable to attend.*

This is an informal/friendly letter. The candidate was required to give a brief introduction in the form of greetings, acknowledgement of the friend's invitation letter and the purpose of his/her letter to the friend.

In the body, he/she was expected to give reasons for the non-attendance, e.g. ill-health, rainfall, being engaged at home, attending another friend's party, travelling to some place and so on.

Finally, the candidate was to express regret for the inability to honour the invitation, express optimism that the celebration would be successful and wish the friend a belated happy birthday.

Most of the candidates attempted this question and did very well. The only thing that some candidates did not do well was that, even though such letters are not signed, they appended their signatures.

- b) *You were at the scene when a man fell from a rooftop. Narrate/describe what you saw/witnessed.*

The question required that candidate give a brief introduction indicating the date/time and place of the incident.

In the body, the following should be highlighted: why the man was at the rooftop, why and how he fell, any injuries sustained, the reaction of candidate and onlookers, what was done to help the man and so on. This should be concluded with how the candidate felt about the whole incident.

The topic was not popular. The few candidates who attempted it presented good accounts of the incident but failed to give any impressive conclusion.

- c) *Write about the most hardworking teacher in your school.*

This was a descriptive essay and candidates were expected to describe a named teacher whom they perceive to be the most hardworking teacher in their school.

In the introduction, the candidates were expected to mention the name of the teacher, and then give a brief description of him/her, e.g. his/her physique, lifestyle and so on.

They were also expected to explain why they considered the teacher as the most hardworking, e. g. his/her teaching skills, punctuality and regularity, organisation of extra-curricular activities, such as sports and games, music and culture, excursions and the results achieved from organising these activities.

The candidates were expected to finally give a brief assessment of the impact of the teacher's work to confirm his/her choice as the most hardworking one in the school.

The topic was quite popular and candidates who attempted it did well. Some, however, dwelt so much on the description of the teacher, giving less attention to why everyone saw him/her as the best teacher.

- d) *Write a story which should end with the expression 'It pays to be truthful'.*

A few of the candidates attempted this question and most of them wrote stories that were not related to the given expression. Some also just copied down the comprehension passage as their answer.

The candidates were expected to give a title to the story and state the source – whether read or heard from someone. They were also to give a detailed narration of the story to justify the concluding statement.

The use informal language, appropriate figures of speech, fitting idiomatic expressions, register including loanwords, contemporary expressions and accepted jargons was expected. Candidates were to make use of the simple past tense in their narration.

Finally, they were expected to have a relevant conclusion ending with the given expression.

### **Question 2 - Comprehension**

This was a compulsory question for all the candidates. A prose passage in Gonja was given and the candidates were asked to answer ten questions based on it. The questions tested knowledge, deduction, meaning and summary.

Candidates' performance in this question was generally good. All the recall questions were very well answered and much lifting was not noticed this time around. Nevertheless, instead of giving a title of not more than seven words, a few candidates went beyond that.

### **Question 3 – Lexis and Structure**

This section tested candidates' knowledge in pronouns, punctuation, antonyms and subjects of sentences. It was attempted by many candidates and most of them scored good marks.

However, with regard to the pronouns, some candidates conjoined the subject pronouns with the verb, thereby losing vital marks. Also, for items (q) and (s), some candidates only identified the head of the noun phrase as the subject of the given sentences leaving the adjectives and articles.

The performance of candidates in this part was generally satisfactory.





## TWI (AKUAPEM) 2

### 1. GENERAL COMMENTS

The standard of the paper was comparable with that of the previous year. It tested the various aspects of the language as prescribed by the syllabus.

The performance of the candidates was slightly better than the previous year's.

### 2. SUMMARY OF CANDIDATES' STRENGTHS

(1) Evidence from the scripts of the candidates showed that they understood the demands of the questions and provided the expected responses.

(2) With regard to the essay topics, many candidates were able to give comprehensible responses to the questions they selected.

(3) A good number of the candidates provided precise answers to the Lexis and Structure questions.

(4) The handwriting of some of the candidates was legible and there was enough space between the sub-answers, making their work easy to read.

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

(1) Poor orthography: The spelling, word-division, punctuation and tenses of some candidates were very poor. Words that are normally written as single units were written as separate entities, e.g. *madi* was written as *ma di*, *ade pa* was written *ade pa*, etc. Also, words written as separate units were written as single words, e.g. *ne ba* was written as *neba*, etc. Some candidates did not know how to use small letters and capital letters whilst others poorly combined their vowels.

(2) Most candidates could not give correct titles to the comprehension passage while, in some cases, the number of words exceeded what was required.

(3) In a bid to ensure that they got the correct answer to some comprehension questions, some candidates reproduced whole paragraphs of the comprehension passage and ended up getting no mark for their efforts.

### 4. SUGGESTED REMEDIES

(1) The issue of poor orthography can be resolved in class if teachers give more exercises to students to do, mark the exercises and discuss their performance with them.

(2) The culture of reading should be encouraged by the schools. This will be effective if students are provided with relevant and adequate reading materials.



- (3) During reading lessons, teachers should encourage their students to give a summary of passages read.

#### 4. **DETAILED COMMENTS**

##### **Question 1 - Composition**

- a) *Your friend invited you to his/her birthday celebration. Write a letter to him/her explaining why you were unable to honour the invitation.*

This is an informal letter and the candidate was expected to present an essay with features such as the address, date, appropriate salutation, good introduction, conclusion and signing off without a signature. Many candidates attempted this question. Their performance was good. They were able to give reasons for their inability to honour the invitation. They mentioned, among other things, ill health, rainfall, being occupied with assignment at home, travelling to some place, and writing examination. They also ended their letters by wishing the friend well.

Content and organisation were good but poor spelling, wrong use of the apostrophe and incorrect tenses affected their expression and caused them to lose significant marks under mechanical accuracy.

- b) *You were at the scene when a man fell from a rooftop. Narrate what you saw.*

The candidates were required to narrate the above incident. The few candidates who attempted this question were able to state the day, time and place of the incident. They included why and how the man, a carpenter, fell from the rooftop. They also described the injuries he sustained and how onlookers helped to convey him to the hospital. In the conclusion of their essays, the candidates expressed how hastily the incident was. However, the use of the simple past tense required by this kind of essay was ignored by some candidates, thereby causing them to score very low marks for mechanical accuracy.

- c) *Write about the most hardworking teacher in your school.*

A good number of the candidates attempted this question. They mentioned the school and name of the teacher. They gave a brief description of the teacher's physique, lifestyle, his/her interaction with other teachers and students. They mentioned the various reasons for identifying him/her as the most hardworking teacher. For example, the classes and subject he/she taught, punctuality and regularity were mentioned. They also mentioned his/her involvement in co-curricular activities as one of their reasons for making that choice.

- d) *Write a story which ends with the expression 'It pays to be truthful'.*

The candidates were expected to give a title to the story and or state the source – whether read or heard from someone. Candidates were also to give a detailed narration of the story that would suit the concluding statement.

The candidates were expected to use informal language, appropriate figures of speech, good idiomatic expressions, register including loanwords, contemporary expressions and suitable jargons. The use of the simple past tense was also expected.

The handful of candidates who attempted this question were not able to competently end their essays with the given expression. Some also wrote stories that were not related to the expression at all.

## **2. Comprehension**

The candidates were expected to read a prose passage of three paragraphs and answer questions based on it. The performance here was average. The recall questions were very well answered but some candidates struggled with the inference questions.

Question 2.c required candidates to indicate the woman's reason for her absenteeism, and her reason was that she attended the funeral of one person or another.

Question 2.g required candidates to indicate why the narrator was worried about the house help. He was worried that too many people were dying and that one day he would go out of the house to meet a world without humans.

Question 2.i required candidates to assess the house help's attitude towards work. This required candidates to think. Unfortunately, many candidates could not answer this question correctly. Clearly, the house help was too frequently absent from work and sometimes came to work late. It could be inferred that her attitude towards work was unhealthy.

## **3. Lexis and Structure.**

### **3.a-e**

The candidates were required to identify the pronouns in given sentences. The expected answers were them (*ων*), we (*ην*), us (*ην*), I (*με*) and He/She (*Ονο*) respectively.

### **3.f-j**

The question demanded that the candidates rewrite and punctuate given sentences. They needed marks for full stop, question, quotation, exclamation and capitalization. Some candidates wrote only the required punctuation marks without rewriting the sentences.

### **3.k-o**

The candidates were tasked to give the antonyms of underlined words in given sentences. All that they needed to write was *husband*, (*kunu*), *descended* (*sanee*), *went* (*kɔɔ*), *cheap* (*fow*) and *on top* (*so*).

### **3.p-t**

Here the candidates were required to identify the subjects of given sentences. The expected answers were (Yɛn, Ɔkramantuntum no, Me, Ɖbɔmmɔfo no, and Yɛnbɔlobɔkuw no) for p-t respectively. In **3.p**, **3.r** and **3.t**, some candidates could not isolate the subject pronouns from the verbs. Similarly, in **3.q** and **3.s**, a few candidates gave only the head word of the phrase, which was not the subject of the sentence.

The performance of the candidates in this part was generally commendable.



## TWI (ASANTE) 2

### 1. GENERAL COMMENTS

The standard of the paper was the same as that of previous years. The questions were straightforward and within the scope of the syllabus.

The performance of candidates was generally good. Most of their answers showed that they understood the demands of each question they answered.

### 2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates were able to produce good essays with relevant and well-developed points. They also adhered to the rubrics of the paper and answered the required number of questions.
- (2) Candidates' answers on the lexis and structure were impressive. The answers to the various questions were nicely laid out in the answer booklet.

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates who had difficulty in writing the language copied down the comprehension passage and some parts of the questions as their essays.
- (2) Some candidates lifted long portions of the comprehension passage as answers to some questions, a sign of their inability to construct their own sentences. The inference questions were also poorly answered.

### 4. SUGGESTED REMEDIES

- (1) Teachers should dedicate some time for dictation and spelling drills in class to help students improve their orthography.
- (2) Teachers should teach comprehension in class just like any other aspect of the language.
- (3) Writing should be re-introduced in schools to help improve the writing skills of students.

### 5. DETAILED COMMENTS

#### **Question 1 – Composition**

- (1) *Your friend invited you to his/her birthday celebration. Write a letter to him/her explaining why you were unable to honour the invitation.*

This is a friendly letter and the following features of letter writing were required. The address and date, appropriate salutation, good introduction and appropriate signing off were required.

The candidates were to begin the letter with greetings and acknowledgement of their friend's invitation letter and the purpose of their letter. They were also to give reasons for their inability to attend their friend's birthday party, such as ill health, rainfall, being occupied with assignment at home, travelling to some place preparing for an examination, and so on. In concluding their essays, the candidates were expected to express regret for their inability to attend the party and wish their friend a belated happy birthday.

Most of the candidates chose this topic. They gave good reasons for not being able to honour the invitation to the party. However, a few of them used the future tense instead of the simple past. Furthermore, since this is a friendly letter, candidates were not expected to append their signatures but some did.

- (2) *You were at the scene when a man fell from a roof top. Narrate what you saw or witnessed.*

The candidates were required to mention the date, time and place of the incident. They were also to state how it all happened. They were to state why the man was at the rooftop, e.g. roofing, viewing a scene faraway, carrying out repair works and so on.

The candidates were expected to state why and how he fell, e.g. missing a step, a beam/wood/rafters breaking under him, or rushing to avoid an approaching rain/windstorm and so on. They were also to indicate the injuries sustained, their own reaction and that of other onlookers, e.g. calling the police and conveying the person to the hospital.

Candidates who attempted this question gave very good narrations but failed to give their own impression of the incident.

- (3) *Write about the most hardworking teacher in your school*

This topic attracted a lot of candidates and their performance was commendable. Here, the candidates were expected to mention name of the school and the teacher and give a brief description of him/her, that is, his/her physique, lifestyle, social life and relationship with other teachers and pupils/students.

They were also required to give reasons for identifying the teacher as the most hardworking, such as the subjects he/she teaches, the classes he/she handles, how he/she goes about his/her duties, organisation of extra classes, punctuality and regularity at school, organising students for extra-curricular activities and so on.

The candidates were expected to conclude by stating the impact of the teacher's work on the pupils, the school and the community to justify his/her being identified as the most hardworking teacher.

A few candidates who attempted this question concentrated more on the description of the teacher, his/her physique and lifestyle instead of giving cogent reasons for identifying him/her as the most hardworking teacher in the school.

(4) *Write a story which ends with the expressions 'It pays to be truthful'.*

The candidates were expected to give a title to the story and state the source – whether read or heard from someone. They were also to give a detailed narration to suit the concluding statement. Again, they were expected to use informal language, appropriate figures of speech, good idiomatic expressions, registers including loanwords, contemporary expressions and suitable jargons.

A few of the candidates attempted this question. Unfortunately, most of them were unable to give narratives that could perfectly fit the given expression. However, they did well by writing their essays using the simple past tense.

## **Question 2**

The candidates were given a short prose passage to read and answer ten questions on it. The questions were based on the stated facts, inference or deductive question and summary (title).

The stated facts questions were well answered. Unfortunately, the inference questions were not properly answered. For example, Question 2g was “Adɛnntinamaame no nneyɛɛ no haa ɔtwɛrɛfoɔ no?, i.e ‘Why was the behaviour of the woman a worry to the writer?’ The expected response was he was thinking that one day he would go out to meet a world without humans. However, most of candidates could not answer this question properly.

In addition, some candidates could not explain the expression in (2e) properly. For example, some candidates wrote that ‘Pa kyɛw’ means ‘srɛ kwan’, i.e. to ask for or seek permission.

Apart from the above, all the questions were very well answered and the candidates scored good marks there.

## **Question 3 - Lexis and Structure**

This part of the paper tested candidates' knowledge of pronouns, punctuations, antonyms and subject of sentences.

In [a – e], the candidates were asked to identify the pronouns in five given sentences. Questions [f – j] tested punctuations such as exclamation mark, questions mark, quotation marks, capitalization and comma. Questions [k – o] were based on antonyms. The candidates were asked to identify the subjects of the sentences in [p – t].

Most candidates performed well in this section of the paper. However, some of them had difficulty in detaching pronouns that were written together with their succeeding verbs.

For example:

3b) Yenim – The pronoun is Yɛn but not Yɛnim

3d) Mennim – The pronoun is me but not mennim

3e) ɔba – The pronoun is ɔno but not ɔba

Some candidates could also not differentiate between antonyms and negation.

For example, in [3i] the antonym for 'foroobepɔ' is 'sianeebepɔ' but not 'amforobepɔ', which is negation.

[3m] 'baa fie', the antonym is 'kɔɔ fie' but not 'amma fie' which is negation.

[3n] The antonym for 'ayɛ den' is 'ayɛ mmɛrɛ/fo' but not 'anyɛ` den'

Teachers are entreated to help students/ pupils to know the difference between antonyms and negation.



## GA 2

### 1. GENERAL COMMENTS

The standard of the paper and the performance of the candidates were comparable to those of the previous years.

### 2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) The performance of candidates in the composition was generally good.
- (2) Most of the candidates wrote the minimum length of one hundred and fifty words required for the essays.
- (3) The candidates met the demands of the various topics, especially the letter writing.
- (4) The candidates were able to give concise and appropriate responses to the questions.
- (5) The candidates performed very well in Lexis and Structure as they were able to identify the pronouns and subjects of given sentences.

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates did not adhere to the rubrics.
- (2) A few candidates lacked knowledge of the punctuation marks. This reflected in their essays.
- (3) Poor spelling and wrong use of words marred the expression of most candidates.
- (4) Some candidates haphazardly numbered their answers or left them unnumbered.
- (5) A few mindlessly copied texts from the comprehension passage as responses to the comprehension questions; sometimes, whole paragraphs were copied.
- (6) Some copied material from the comprehension passage as responses to the essay questions.
- (7) There were candidates who crammed all the responses to all the three parts – Essay, Comprehension and Lexis & Structure all on one page in the answer booklet, thereby making the page look untidy.

#### 4. **SUGGESTED REMEDIES**

- (1) Candidates should be taken through a lot of preparatory activities in school with regard to examination rubrics; how to answer comprehension questions; how to number and space responses, how to analyse and understand the demands of questions; and punctuation of sentences.
- (2) Candidates should always try to be original and creative in their essays.
- (3) Candidates should desist from mindlessly copying or lifting text from the comprehension passage as their responses to essay items.
- (4) Teachers should encourage candidates to read widely.
- (5) Parents and teachers should help students to develop interest in the Ga language.

#### 5. **DETAILED COMMENTS**

##### **Question 1**

##### **a) Letter Writing**

Your friend invited you to his/her birthday party but you were unable to honour the invitation. Write a letter to him/her explaining why you were unable to honour the invitation.

**INTRODUCTION:** The candidates were expected to write a brief introduction expressing greetings and acknowledging receipt of their friend's invitation letter.

**BODY:** Here, they were expected to state the purpose of writing the letter to their friend, giving reasons for their inability to attend the birthday party.

**CONCLUSION:** In this part, the candidates were to express regret for their inability to attend the party, express optimism that the celebration was successful and wish the friend a belated happy birthday, long life and prosperity.

**EXPRESSION:** The candidates were expected to use informal language, appropriate figures of speech, good idiomatic expressions, suitable registers and so on. Sentences were to be in the simple past tense.

**ORGANISATION:** The candidates were expected to provide an address and date, an appropriate salutation; they were also to write a good introduction and conclusion, employ good paragraphing, and present their ideas in an orderly manner. Finally, they were to wish their friend well and sign off appropriately.

Most of the candidates tackled this topic and gave reasons in their letters, with many performing very well. However, a few of them deviated and treated this topic as a formal letter; they appended their signatures and ended up losing marks. Others also tried to translate the address into Ga, which was a wrong practice. In letter writing, the address remains as it is and should not be translated.

**b) You were at the scene when a man fell from a rooftop. Narrate what you saw.**

The candidates were expected to state in their introduction the date, the time and place of the incident and follow with a detailed account of how the incident happened – when it all started; why and how the person fell; the circumstances surrounding the fall; injuries sustained; the reaction of bystanders; the arrival of emergency services; and the conveyance of the victim to a health facility.

The candidates were to conclude by expressing their opinion of the incident.

The candidates were expected to use informal language, appropriate figures of speech, idiomatic expressions, and suitable registers including jargons, loanwords, contemporary expressions, and so on. Sentences were to be in the simple past tense.

Candidates who tackled this topic handled it satisfactorily. They wrote good introductions and orderly presented their ideas in well-developed paragraphs. The conclusions of their essays were also good. Their write-ups were very detailed.

**Write about the most hardworking teacher in your school**

The candidates were expected to mention the name of the particular teacher and the school where he/she teaches in their introduction. They were also expected to give a brief description of the person in question and a copious account of why he/she is the most hardworking teacher in the school. This may include any of the following:

- Subject(s) she/he handles and class(es) taught
- How the teacher goes about his/her work, including extra classes and co-curricular activities
- Punctuality and regularity at school
- Results achieved and awards received, if any

The candidates were to conclude with their assessment of the impact of the teacher's work on students and the school .

The use of informal language, appropriate figures of speech, good idiomatic expressions, suitable register including loanwords, contemporary expressions and acceptable jargons was expected.

This was the most popular topic. The candidates were able to handle the expected points well. Their descriptions were very detailed and interesting to read. All candidates who tackled this topic performed well.

**c) Write a story which should end with the expressions ‘It pays to be truthful’.**

The candidates were expected to give a title to the story and or state the source: whether read or heard from someone. They were then to give a detailed narration of the story to fit in with the concluding statement.

Candidates were expected to write a good introduction, good paragraphing, orderly present their ideas, and write a good conclusion. They were expected to have a suitable conclusion ending with the given expression.

Only a few candidates tackled this topic with some failing to competently end their essays with the given expression. A sizeable number of the candidates simply quoted the given expression as their concluding sentence without any logical connection between the two.

## **Question 2**

### **Comprehension**

The candidates were expected to answer the questions which were based on facts, inference and summary in the form of a short title to the given passage.

- Many of the candidates were able to give accurate responses to the items.
- Some candidates needlessly copied the comprehension questions before answering them, thereby committing errors which made them lose marks.
- Some candidates gave long and winding responses to some of the question and as a result they ended up losing vital marks due to errors they committed in grammar and spelling.
- Some candidates copied whole paragraphs as a response to the question on the title of the given passage.

Candidates need to read widely and also go through preparatory exercises in school to help them improve on their vocabulary, orthography, spelling and grammar.

### **Question 3**

There were four (4) sub-sections to this question:

#### **Sub-Section I**

The candidates were expected to identify pronouns in five given sentences. The majority of them performed very well in this sub-section with the exception of the pronoun 'E' in the word 'Ebaa' of the item numbered (e). Some of the candidates wrote the pronoun conjoined with the verb, thereby losing vital marks. Candidates need to go through exercises to help them overcome this problem.

#### **Sub-Section II**

Here, the candidates were expected to re-write five given sentences and punctuate each of them appropriately.

Many of the candidates performed very well in this sub-section. However, a sizeable number of them did not comply with the rubrics and only put down punctuation marks as their responses without re-writing the sentences. These students lost the marks allocated to the questions. Also, the use of the quotation mark still posed a challenge to some candidates. Teachers should place emphasis on quotation marks in their lessons.

#### **Sub Section III**

The candidates were required to write the antonyms of underlined lexical items in five given sentences. The performance of candidates here was satisfactory. A few of them found this sub-section challenging. Others gave the negative forms of the sentences instead of the expected antonyms for the underlined items.

#### **Sub-Section IV:**

The candidates were expected to identify the subjects in five given sentences. In three of the given sentences – (p), (r), and (t) – the subjects were pronouns while in the remaining two– (q) and (s) – they were noun phrases.

With regard to the pronouns, some candidates committed the same error as in sub-section 'I' above, where they conjoined the subject pronoun with the verb and ended up losing significant marks. Also, for items (q) and (s), some candidates only identified the head of the noun phrase as the subject of the given sentences leaving out the adjectives and articles.

The performance of candidates in this sub-section was largely satisfactory.

## EWE 1

### 1. GENERAL COMMENTS

The standard of the paper and the performance of the candidates were comparable to those of the previous years.

### 2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) The performance of candidates in the composition was generally good.
- (2) Most of the candidates wrote the minimum length of one hundred and fifty words required for the essays.
- (3) The candidates met the demands of the various topics especially, the letter writing.
- (4) The candidates were able to give appropriate and concise responses to the questions.

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

The following weaknesses were noted in the performance of a majority of the candidates:

- (1) Poor handwriting made some scripts difficult to read.
- (2) Orthography (word division) – the words were jumbled, showing no difference between the word classes used to construct the sentences. A majority of the candidates lost all the marks allocated for this area.
- (3) Paragraphing and punctuation were poorly done. A whole page of a composition could be noted without paragraphs and punctuation – full stops, commas, quotation marks, exclamation mark and so on.
- (4) Incorrect writing of some of the letters of the Ewe alphabets, e.g. ʒ, \*, etc.
- (5) Wholesale lifting, copying of materials from the question paper as answers to the question, especially for composition and comprehension
- (6) Candidates' expressions in the language were poor.

### 4. SUGGESTED REMEDIES

- (1) Candidates should read more literature in the language. This will go a long way to improve their expression, stock of vocabulary, punctuation and orthography.
- (2) Teachers should give more exercises. These should be marked and candidates' mistakes pointed out to them for improvement.
- (3) Parents and teachers should help pupils/students to develop interest in the language.

## 5. DETAILED COMMENTS

### Question 1

#### (a) **Composition – Letter Writing:**

Your friend invited you to his/her birthday celebration but you were unable to attend. Write a letter to him/her explaining why you were unable to attend.

This is a friendly letter. The candidates were expected to give a brief introduction in the form of greetings and acknowledge receipt of the friend's invitation letter.

The body of the letter should indicate reasons for not honouring the invitation, e.g. ill-health, rainfall, being occupied with assignments by parents/relative(s), travelling to some place and so on.

Finally, the candidates were expected to express regret for the inability to honour the invitation, express optimism that the celebration was successful and wish the friend a belated happy birthday.

This was the most popular question and candidates who attempted it met the demands of the question. Some, however, deviated by writing on why they would not be able to attend the party. Such candidates scored zero for the content of the essay. Poor conclusion, well-wishing and signing off were noted.

#### (b) **You were at a scene when a man fell from a rooftop. Narrate what you saw/ witnessed.**

The question required the candidates to give a brief introduction including the date/time and place of the incident.

In the body, the following should be highlighted: why the man was at the rooftop, why and how he fell, the injuries he sustained, the reaction of the candidates and onlookers, how the victim was conveyed to the hospital and so on.

This should be concluded with how the candidates felt about the whole incident – sorrowful, worried, etc.

The topic was not popular. The few candidates who attempted it did not include enough details in the body of the essay. The introductions and conclusions were not quite related. Poor expressions, paragraphing and punctuation were noted.



(c) **Write about the most hardworking teacher in your school.**

In the introduction the candidates were expected to mention the name and school of the particular teacher. This should be followed by a brief description of the teacher – e.g. physique, life style, social interaction, etc.

In the body of the essay, the emphasis should be on why the teacher is chosen as the most hardworking, e.g. his/her teaching – subject(s) and classes taught and how he/she goes about them; organisation of extra classes, results being achieved, punctuality and regularity; organisation of extra curricula activities e.g. sports and games, music and culture, and excursions, and results the results achieved.

The candidates should finally give a brief assessment of the impact of the teacher's work to justify his/her choice as the most hardworking one in the school.

This topic was quite popular and candidates who attempted it did well. They addressed the demands of the question. Some, however, dwelt so much on the description of the teacher, giving less attention to the (b) aspect. Poor paragraphing, punctuation and expressions were noted. Some conclusions drawn were scanty, e.g. 'This is why I like the teacher or choose him/her as the most hardworking one in the school'.

(d) **Write a story which should end with the expression 'It pays to be truthful'.**

This topic was a popular one. However, a majority of the candidates who attempted it wrote stories which were not related to the given expression. There was a lot of passage lifting and copying of materials from the question paper. Some candidates only copied down the comprehension passage (changing names of characters) and drew irrelevant conclusions. Others wrote folk stories which had no bearing on the given expression.

On the whole, candidates' performance in this question was poor.

## **Question 2**

### **Comprehension**

This was a given compulsory passage followed by ten compulsory questions covering such areas as knowledge, grammar, meaning and summary.

Candidates' performance in this question was below expectation because the passage and questions were simple and easy to understand. Candidates fared badly in the summary questions. Most candidates engaged in mindless lifting of portions of the passage and wrote summaries unrelated to the questions.

To overcome some of these weaknesses, candidates are advised to read the given passage well, understand it before attempting to answer the questions on it. Teachers are also urged to guide their pupils on the correct approach to answering comprehension questions.

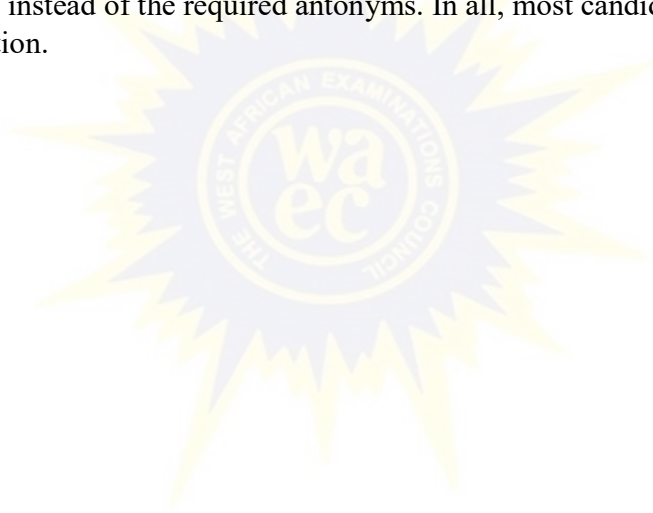
### **Question 3**

#### **Lexis and Structure**

This question was in four parts and tested four different aspects of the Ewe language. The first aspect tested the candidates' knowledge of Ewe pronouns while the second aspect dealt with the use of punctuation marks. The candidates were required to rewrite the given sentences and punctuate them appropriately. The third aspects of the question sought to test the candidates' knowledge of antonyms in Ewe while the last aspect tested them on the subjects of sentences.

The general performance of most candidates in this question was most satisfactory. The majority of the candidates were able to pick out the pronouns in the given sentences. Quite a good number of them also performed well in the use of the punctuations marks. They were able to use the right punctuations in the given sentences. A few candidates, however, only wrote down the punctuation marks in isolation.

Most of them also dealt creditably well with the questions on the antonyms of given words and subjects of sentences except in a few cases where some candidates gave the negative forms of sentences instead of the required antonyms. In all, most candidates scored very good marks in this question.



## DANGME 2

### 1. GENERAL COMMENTS

The standard of the paper was comparable with that of the previous years. The questions were within the scope of the syllabus

### 2. SUMMARY OF CANDIDATES' STRENGTHS

The following are some of the strengths of the candidates observed:

- (1) Coherent presentation of ideas
- (2) Good paragraphing
- (3) Appropriate use of idiomatic expressions
- (4) The use of good grammar

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Wrong spelling
- (2) Recopying of portions of the comprehension passage as answers
- (3) Writing of only the address for the letter without the corresponding content and the other relevant features.

### 4. SUGGESTED REMEDIES

- (1) Teachers should try and teach all the aspects of Dangme on regular basis.
- (2) They should hold conversations with pupils to enable them to correct pupils' pronunciations.
- (3) Enough written exercises should be given to candidates to enable teachers to check and correct pupils' written expressions.
- (4) Pupils should be taken through dictation exercises to improve their spellings.
- (5) Pupils should be taken through both intensive and extensive reading exercises and also be taught how to derive meaning from texts.

5. **DETAILED COMMENTS**

**Question 1**

- (a) “O huε ko fɔ mo nine kε ya e fɔmiligbiyemiokplɔɔ tsẽmi, se o nyewe yami. Ngmaa se womi kε tsoɔ le nya nɔ he je ne o nye we okplɔɔ tsẽmi ɔ bami ɔ.

The question tested the candidates’ ability and skills in writing an informal letter. The candidates were expected to write a letter to a friend and explain why they could not honour a birthday party invitation.

This was a friendly letter and therefore needed to have only the features of an informal letter which include the writer’s address, salutation (informal) and valediction which should also be informal.

Candidates were expected to write a brief introduction, exchange greetings, and to acknowledge receipt of the invitation letter in the introduction.

They were to state the purpose of writing the letter, and give reasons for their inability to attend the birthday party celebration in the body.

For conclusion, candidates were to express regret for their inability to attend the party and wish the friend a belated happy birthday, long life and prosperity.

The question seemed to be a popular choice of most candidates. They were able to give tangible reasons for their inability to attend the invitation. Some of the reasons were; death of a parent, guardian, or a close relative. In some other cases, ill-health of the writer, a parent, a relative were given as reasons.

On the whole, the question was well answered except in few cases where some candidates gave reasons which were not tangible.

- (b) “Nyumu ko je tsu yi mi fia si ngεzugba. Moo kale nɔ ne o na a. ‘

This question demanded that the candidate should narrate how a man fell from the top of a building.

Candidates were expected in their introduction to state date, time and place of the incident; and follow with a detailed account of how the incident happened – when it all started; why and how the person fell; the circumstances surrounding the fall; injuries sustained; reaction of bystanders; the arrival of emergency services; and the conveyance of the victim to a health facility.

Candidates were to conclude by expressing their opinion on the incident.

Candidates were expected to use informal language, appropriate figures of speech, idiomatic expression, registers including jargons, loanwords and contemporary expressions, etc. Sentences were to be in the simple past tense.

Candidates who tackled this topic handled it satisfactorily. They wrote good introduction, did good paragraphing, did orderly presentation of expected ideas.

(c) “**Ngmaa kɛ kale tsɔɔɔ nɛ tsuɔ ni pe tsɔɔli ɔmɛ kulaa ngɛ o sukuuɔ sane.**”

For this question the candidates were expected to describe the most hardworking teacher in their school. They were to give a brief description of the particular teacher and say why they were the most hardworking teacher in the school.

This question was not so popular with most candidates. However, the few candidates who attempted the question did quite well. They were able to give some description of the teacher in terms of height, colour, marital status and number of children, the food and games he/she likes best.

(d) **Ngmanyazia ko nɛ o gbenyake :Anɔkualeyemi he hia..**

The demands of this question were that the candidates should write a story and end it with the expression; ‘It pays to be truthful’

Candidates were expected to give a title to the story and or state the source: whether read or heard from someone. Candidates were also to give detailed narration of the story to justify the concluding statement.

Candidates were expected to write a good introduction and to give a relevant conclusion ending with the given expression.

Even though this question seemed to be one of the popular questions, the majority of the stories did not correspond with the expression.

**Question 2: COMPREHENSION**

This aspect of the paper sought to test candidate’s ability to read and extract meaning from what they have read. Candidates were required to read a short passage in Dangme and answer some questions on it.

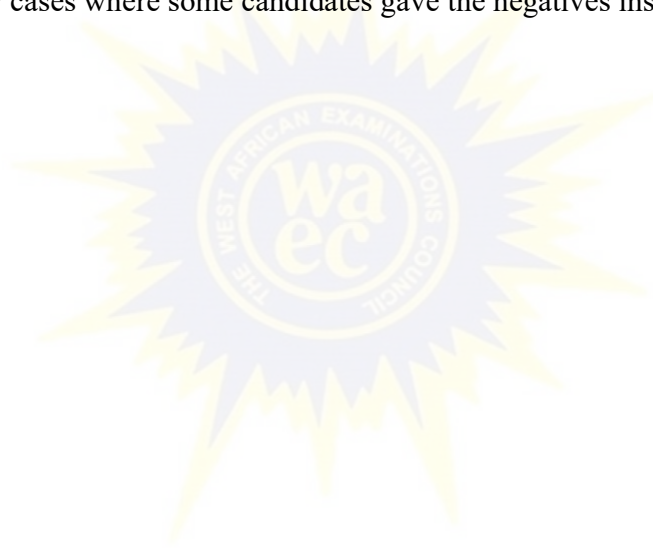
The questions were based on stated facts, inference, meaning and summary-which had to do with giving a suitable title to the passage. The general performance of candidates on this question rather fell below expectation because the majority of the candidates did not demonstrate the skill of understanding the entire passage. Most candidates lifted large portions from the passage to form their answers.

### **Question 3: LEXIS AND STRUCTURE**

This question was in four parts and tested four different aspects of the Dangme language. The first aspect tested candidate's knowledge about Dangme pronouns while the second aspect dealt with the use of punctuation marks. Candidates were to re-write the given sentences and punctuate them appropriately. The third aspects of the question sought to test candidates' knowledge about antonyms in Dangme while the last aspect tested the candidates on the subjects of sentences.

The general performance of most candidates on this question was satisfactory. The majority of the candidates were able to pick out the pronouns in the given sentences. Quite a good number of the candidates also performed well on the use of the punctuations marks. They were able to use the right punctuations in the given sentences.

A few candidates, however, only wrote down the punctuation marks in isolation. Most candidates also performed creditably on the antonyms and the subjects of sentences except in a few cases where some candidates gave the negatives instead of the required antonyms.



## **DAGAARE 2**

### **1. GENERAL COMMENTS**

The standard of the paper was comparable with that of the previous year. The usual structure of questions did not change. However, there was a decline in the performance of candidates, with the majority scoring below average marks.

### **2. SUMMARY OF CANDIDATES' STRENGTHS**

Some candidates exhibited good knowledge of the essay topics, the comprehension passage and the lexis and structure. They were able to write good essays, answer the questions on the comprehension passage correctly as well as give the correct responses to questions on the lexis and structure. Their performance was commendable.

### **3. SUMMARY OF CANDIDATES' WEAKNESSES**

Some candidates failed to pay attention to the rubrics, thereby answering more than one question on a page and also not leaving the required spaces between answers to sub - questions.

Wrong spelling, faulty punctuation, inappropriate use of small and capital letters, and badly developed paragraphs were still major problems for candidates.

Some candidates' responses to questions on the comprehension passage showed that they did not read the comprehension passage at all.

### **4. SUGGESTED REMEDIES**

Teachers should use past examination question papers to explain the rubrics to students so that they would be able to understand them during the examination. Exercises on spelling, punctuation, the use of upper case and lower case letters and the techniques of paragraph development should be taught intensively and frequently.

Candidates should regularly be taught the formats of the various types of essay writing so as to enable them to compose acceptable essays. Intensive and extensive lessons on reading should be taught very often.



5. **DETAILED COMMENTS**

**Question 1**

- (a) **Your friend invited you to his or her birthday party celebration but you were unable to attend/honour the invitation. Write a letter to him or her explaining why you were unable to attend or honour the invitation.**

The candidates were required to write an informal letter acknowledging receipt of their friend's invitation letter and stating the purpose of their reply. They were expected to give reasons for their inability to attend their friend's birthday celebration, such as sudden ill- health, being deterred by rainfall, being given assignments by parents, date coinciding with the BECE examination and so on. They were also to express their regret for not being able to attend the party as well as wishing their friend a belated happy birthday and assuring him/her of attending his/her next birthday.

The majority of the candidates answered this question. However, only a few of them did well. Such candidates used appropriate informal language in their work. They also satisfactorily explained to their friend why they could not attend the birthday celebration and wished him/her a belated birthday. They gave appropriate endings to their letters.

The rest of the candidates deviated. Some wrote it as a formal letter while others did not follow any of the formats in writing a letter. Also, some copied the comprehension passage and presented it as their essay while others just listed the 150 words separately instead of using them in meaningful sentences as demanded by the rubrics. Generally, the question was poorly answered.

- (b) **You were at a scene when a man fell from a rooftop. Narrate what you witnessed.**

This question required the candidates to give an eye-witness account of a man who fell from a . They were expected to state the date, time and place of the incident and how it all started. They were also expected to state what the man was doing on the rooftop, that is, whether he was working on the roof or he was there for some unknown purpose. They were also to narrate what caused the fall and the severity of it.

Candidates were then required to state some of the injuries the man sustained, such as broken limbs, crashed head or instant death and express their reactions and those of onlookers to the incident. In conclusion, they were required to state what they or others did to help the poor man or if he died, whether the police were called to the scene.

The few candidates who attempted this question performed poorly. They did not state the time, place and why the man was on the rooftop though they stated the date. They only expressed their reactions and that of other on-lookers but they failed to state what they or others did to save the poor man.

**(c) Write about the most hardworking teacher in your school.**

The candidates were expected to mention the school they attended and the name of the particular teacher. They were supposed to give a brief description of the teacher with regards to his physical appearance and his social lifestyle like friendliness or otherwise and how he interacted with pupils and his co-teachers.

The candidates were also expected to state clearly their reasons for identifying him as the most hardworking teacher in the school. Reasons could include his punctuality to school and disciplined nature, how well he taught his subjects, his ability to organize extra classes and how he achieved good results in whatever he did. The candidates were also expected to comment on the teacher's involvement in co-curricular activities like sports and games, cultural activities, excursions, programmes of educational clubs in the school and the remarkable results he achieved. To conclude, they were expected to assess the impact of the teacher's work on the pupils, the school and the community as a whole in justifying their choice of the teacher.

The few candidates who attempted this question deviated. Instead of describing the teacher and outlining the activities that made him the most hardworking teacher, they wrote a letter to the teacher praising his teaching and his handling of other co-curricular activities in the school. No candidate mentioned the impact of the teacher's work on the community.

**Write a story that ends with the expression "It pays to be truthful"**

The candidates were expected to narrate a story in a normal and usual story telling setting, narrating events that made people happy and assigning roles to characters in the story. They were expected to give the title of the story and state whether it was read or heard. The beginning of the story should be signaled by usual expressions, such as 'Once upon a time', and 'A very long time ago'. The candidates were also expected to indicate the story's climax and resolution. It was to be concluded with a moral lesson and appropriately linked to the saying in question.

Most candidates who attempted this question performed poorly. Some simply copied the comprehension passage from the question paper and concluded it with the expression "It pays to be truthful". Others also wrote any story of their choice and finally ended it with the given saying though there was no linkage between the two. Only a handful of the candidates were able to write a good story with the appropriate ending.

## **Question 2      Comprehension**

A passage was given for the candidates to read through carefully and answer all the ten questions on it. These questions were based on stated facts, inferences, meaning of certain words/expressions and summary of ideas. The majority of the candidates provided suitable responses to the questions based on the stated facts but failed to make the mark for questions based on inferences.

Questions on the meaning of words and phrases (expressions) posed problems to candidates. The question on summary did pose a challenge to candidates also. Some candidates who were clearly unprepared for the examination only copied part of the passage or some of the comprehension questions as answers.

## **Question 3 - Lexis and Structure**

In this section, candidates were expected to demonstrate knowledge of pronouns, punctuation, words opposite in meaning, and their ability to identify the subject(s) in sentences. Candidates who attempted these questions did well in identifying the pronouns and punctuating the given sentences correctly.

However, the majority of them rewrote the negative forms of the sentences where they were simply expected to write just the opposite of some underlined words in the sentences. Also, in the section where they were expected to identify the subjects in sentences, most of the candidates rather wrote the verbs and ended up losing significant marks.

## DAGBANI 2

### 1. GENERAL COMMENTS

The standard of the paper was comparable with that of the previous year. A few of the candidates scored high marks in some of the questions while the majority of them scored very low marks.

### 2. SUMMARY OF CANDIDATES' STRENGTHS

In the composition part of the paper, some candidates were very original in their presentation. They had very good ideas, which were presented in well-developed paragraphs. They also made appropriate use of tenses, proverbs, register, idiomatic and contemporary expressions to enrich their language.

In the comprehension part, some candidates used short and precise answers. Another commendable feature was the ability of some candidates to identify the word class of some simple phrases in sentences, something that had been a problem for many years.

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

Spelling, tense usage, orthography and punctuation of sentences by some candidates were very poor. It is sad to note that some candidates did not know when and how to use the comma, full stop, and capital and small letters in sentences. This trend cannot be said to be different from the situation in previous years. The majority of candidates did not follow the required format in writing their essays. For example, they wrote an informal letter like a formal one.

### 4. SUGGESTED REMEDIES

To remedy candidates' weakness in orthography (word-division), teachers need to teach it in dictation and class exercises and encourage students to read intensively and extensively. This, if taken seriously, will help enrich their writing skills. Teachers also need to practice a lot of essays with their students and emphasize the need to follow rubrics so that candidates will not deviate during the main examination.

### 5. DETAILED COMMENTS

#### **Question 1 – Letter writing**

**Your friend invited you to his/her birthday party celebrations but you were unable to attend/honour the invitation. Write a letter to him / her explaining why you were unable to attend/honour the invitation.**

Many candidates chose this question. Many of them were able to write the address and date correctly. Some of them were also able to give appropriate salutation whilst others did not give any salutations at all.

Many candidates were also able to introduce their letters by sending their greetings, acknowledging their friends invitation and stating the purpose of writing their letters. Some of the reasons given for their inability to attend the birthday celebration included ill-health, rainfall, being occupied by assignments by parents and travelling to some places on the said day. Some other candidates wrote down the reasons but could not discuss them well.

To conclude their essays, some candidates expressed regret for their inability to attend. Other candidates expressed optimism that the celebration would be successful and wished their friends a belated happy birthday, long life and prosperity. On the whole the question was well answered.

### **Question1 (b) – Narrative / Descriptive**

**You were at a scene when a man fell from a rooftop. Narrate / describe what you saw.**

This question required the candidates to give an eye-witness account of a man who fell from a rooftop. They were expected to state the date, time and place of the incident and how it all started. They were also expected to state what the man was doing on the rooftop, that is, whether he was working on the roof or was there for some unknown purpose. They were also to narrate what caused the fall and the severity of it.

Candidates were then required to state some of the injuries the man sustained, such as broken limbs, crashed head or instant death and express their reactions and those of onlookers to the incident. In conclusion, they were required to state what they or others did to help the poor man or if he died, whether the police were called to the scene.

Many candidates chose this question too and answered it fairly well. They were able to state the date, time and place of the incident as expected of them. They were also able to vividly narrate how it all started and ended.

They gave good reasons why the man was on the rooftop (such as to carry out repair works, view a scene from afar and or for an unknown purpose). They also stated why and how he fell, injuries sustained, their reaction and that of other onlookers (such as shouts and cries for help, calling the police and rushing him to hospital, etc). To conclude, they gave their impression about the whole incident and wished that it would never happen again.

### **Question 1 - Descriptive/Narrative**

**(c) Write about the most hardworking teacher in your school.**

This question was not very popular as just a handful of candidates attempted it. They were able to mention the school and name of the teacher. They also gave a brief description of the physique and lifestyle of the teacher and also assigned reasons for identifying him as the most hardworking teacher. They gave reasons such as the teacher's effective style of teaching and results being achieved. The teacher's punctuality and regularity at school were also commended. They discussed the teacher's organization of extra-curricular activities, such as sports and games, excursion, music and culture.

To conclude, they assessed the impact of the teacher's work on pupils, school and the community to justify his being identified as the most hardworking teacher in the school.

### **Question 1(d) Narrative**

**Write a story which should end with the expression 'It pays to be truthful'.**

This question was very popular with candidates. Some gave the title and source of the story and whether it was read or heard but others did not. They also narrated stories about themselves or other people. Others narrated folktales to illustrate the given statement. The themes of the stories could be summed up as honesty, hard work, perseverance, truthfulness, among others. They ended their stories by pointing out their moral lessons and linking them to the given saying. Some candidates just wrote stories that were unrelated to the given statement and inappropriately decided to end them with it. A few candidates simply copied the comprehension passage, presented them as their stories and ended up scoring no marks.

### **Question 2 – Comprehension**

Candidates were given a short passage to read and answer ten questions based on it. The questions were based on stated facts, the meanings of words, inference, and summary.

The questions on stated facts, and the meanings of words were well answered but those on inference and summary were poorly answered. A few candidates just wrote down the comprehension questions but did not provide answers to them.

### **Question 3 – Lexis and Structure**

The candidates were given short sentences to read and analyze. The questions were based on pronouns punctuation, words opposite in meaning and subject-verb agreement.

The questions on pronouns and words opposite in meaning were well answered. Candidates were able to identify the various pronouns and punctuated the given sentences correctly. With the questions on words opposite in meaning and identification of subjects in sentences, the majority of the candidates deviated and rather provided words nearest in meaning to those in the given sentences.



## KASEM 2

### **1. GENERAL COMMENTS**

The standard of the paper was comparable with that of the previous year. While the performance of many candidates was above average, a few could not make the pass mark. Those who performed exceptionally well actually showed a very good sign of maturity. The candidates' responses to most of the questions were of a standard that suited the level and experience of most of them.

### **2. SUMMARY OF CANDIDATES' STRENGTHS**

- (1) **Appropriate responses:** A good number of candidates gave suitable responses to the questions and were able to elaborate their points with compelling facts in their essays.
- (2) **Good paragraph development:** A good number of candidates were able to develop points and ideas on issues required by the questions and presented them in logical order and in appropriate paragraphs.
- (3) **Use of figurative language:** Some candidates exhibited a considerable level of maturity in their use of figures of speech such as proverbs, idioms and euphemisms.
- (4) **Suitable titles:** Many of the candidates were able to give suitable titles to their essays.

### **3. SUMMARY OF CANDIDATES' WEAKNESSES**

- (1) **Wrong spellings:** Candidates' spellings were very appalling. Even some words correctly used in the question paper were wrongly spelt by candidates, e.g. 'Yenga ni' for 'Yiga ne'; 'deem' for 'diim'; 'kure' for 'kuri' ; 'seeni' for 'seene' 'tiga' for 'tega',etc.
- (2) **Poor punctuations:** Names of towns, such as Gial', 'Pagal', and 'Bolgal' were wrongly written as 'gia', 'paga', and 'bola', respectively. The majority of candidates exhibited their ignorance of the use of punctuation marks in their essays.
- (3) **Bad handwriting:** Some candidates' handwritings were so bad that they could not be easily read.
- (4) **Copied out materials:** Candidates who could not give appropriate responses to some questions, decided to copy out the comprehension passage as their essays. On the whole, the abysmal performance of some of the candidates presented some evidence of their lack of tuition and preparation for the examination.



#### 4. SUGGESTED REMEDIES

- (1) Candidates are advised to do a lot of reading in the Kasem language. This will help to them improve upon their spellings and power of expression.
- (2) The language teacher should do well to treat punctuations. Candidates / students may also transfer knowledge from other languages to help them in the delivery of some in Kasem.
- (3) Students should be encouraged to make their handwriting legible, and also to make efforts to answer questions instead of copying out materials from the question paper.
- (4) Candidates should be taken through the following basic things that confuse them in the language:
  - (i) The word “tom” should be spelt as ‘to’.
  - (ii) The word ‘Yerane’, meaning ‘only’ is different from ‘Yera ne’, ‘body on’ i.e. ‘on the body’.
  - (iii) Also, the word ‘Ye’ should not be used to start a sentence.

#### 5. DETAILED COMMENTS

##### PART I – COMPOSITION

##### Question 1

##### (a) Letter writing

**Your friend invited you to his / her birthday party / celebration, but you could not attend /honor the invitation. Write a letter to explain why you were unable to attend / honor the invitation.**

This was a straightforward question that required that the candidates explain why they were unable to attend the occasion.

The majority of the candidates opted for this topic and performed remarkably well. They provided the necessary ingredients or features of letter writing. They captured the facts and ideas demanded by the topic, that is, the reasons for not being able to honour the invitation. The candidates provided reasons, which included sickness of relations, being sent on errands which took them away from home, being preoccupied by important assignments, and so on. Their reasons were very convincing to the recipients. Most candidates used informal language and the simple past tense. Some also used figurative expressions such as idioms, euphemisms and proverbs, which are all highly commendable.

**(b) Narrative / Descriptive:**

**You were at the scene when a man fell from rooftop. Narrate / describe what you saw or witnessed.**

The candidates were required to give a personal experience of an incident wherein a man fell from a rooftop. This topic attracted only a few candidates. They were expected to state among other facts, the date, time and place of the incident. This could constitute the introduction to the topic. In the body of the essay, the candidates were required to note the following facts: why the man was on the rooftop, what caused the incident, how he fell, any injuries sustained, the reactions of on-lookers and the lessons learnt from the incident. In the conclusion, the candidates were expected to show their impression about the whole incident.

**(c) Narrative /Descriptive**

**Write about the most hardworking teacher in your school.**

This topic attracted a good number of candidates. Here the candidate was required to pick only one of the teachers in the school he/she considers to be very serious with his /her duties as a teacher. Candidates who opted for the topic fared well in their performance. Points and ideas provided included the following: the name of the school and its location; lifestyle of the teacher – neat, friendly and kind as well as his/her relationship with other teachers, pupils and community members. The candidate was also to give reasons for choosing that particular teacher as the most hardworking teacher among others. Some of the expected reasons were the subject he/she teaches and good results achieved, punctuality and regularity at the school, organization of extra-curricular activities such as sports, games, cultural activities and so on. The conclusion was expected to be the candidates' assessment of the impact of the teacher's work on the students, school and community as a whole.

**(d) Narrative:**

**Write a story that should end with the expression “It pays to be truthful.”**

Candidates who chose this topic considered it to be a story / a folk-tale told or heard. They narrated episodes in the story, beginning with characters. These characters included humans and animals that feature in Kasem story-telling genre. They ended their stories by linking them to the topic. They exposed the facts of their stories to lessons on society. The candidates who opted for the topic performed quite well.

## **Question 2 - Comprehension**

A passage was presented for the candidate to read through carefully and answer all the 10 questions based on it. These questions were based on stated facts, inference, meaning and summary. The majority of the candidates provided suitable responses to the questions based on the stated facts but failed to provide the required answers to the questions based on inference.

Questions on the meaning of words and phrases (expressions) posed problems to most of the candidates. The question on summary also posed a challenge to the candidates. On the whole, the performance of candidates in this question was good..

## **Question 3 - Lexis and Structure**

Areas covered here included the following:

(i) Pronouns – (a) – (e): Most candidates performed well.

(ii) Punctuations (f) – (j): This part posed a problem to candidates. The majority of them seemed to have no knowledge of the various punctuation signs and their use in writing.

(iii) Opposites – (k) – (o): The candidates were at home with this area.

(iv) Subjects (p) – (t): Most of the candidates fared well in this area. On the whole, their performance here was good.