

## FANTE 2

### **1. GENERAL COMMENTS**

The standard of the paper was comparable with that of the previous years. The paper tested the various aspects of the language as was prescribed by the syllabus. The candidates' performance however fell below that of the previous year.

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

- 1) The Candidates wrote good essays showing good paragraphing as well as logical presentation of ideas. Most of the candidates attempted the informal letter and provided the features of letter writing correctly.
- 2) A greater number of candidates gave precise answers to the comprehension questions.
- 3) Good handwritings as well as proper planning and paragraphing enhanced smooth marking of many of the scripts.

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

- 1) Challenges on spelling, punctuations, capitalization, word division, use of lengthy meaningless sentences and so on were found among the work of the majority of the candidates.
- 2) Wrong use of the apostrophe in essays. Candidates used possessive markers on the verbs instead of nouns. E.g, w'oannda ntsem\*, m'annyɛ edwuma\*, y'ennko ne nkyen\*. Instead, they could have used it as, m'enyiwa gyee, m'awofa reba fie, etc. That is using it on nouns and not verbs.
- 3) There was wrong use of pronouns "hɔn dze" instead of "wɔdze", some used twi pronouns such as 'wɔn' instead of 'hɔn', 'yɛn' instead of 'hen'.
- 4) The use of single 'n' or 'm' to show negation (oho kabea) instead of 'nn' and 'mm'. e.g 'wɔnkɔ' instead of 'wɔnnkɔ', 'yɛmbu' instead of 'yɛmmbu'.
- 5) Some candidates did not follow the rubrics on the Lexis and Structure. For example, in question 3(a-e), candidates were expected to re-write given sentences and join them with appropriate conjunctions. Unfortunately, most of them wrote the answers in isolation.

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

- 1) Teachers in the Basic schools must intensify the teaching of the Fante language. The grammar aspects as well as the orthography of the language must be well taught.
- 2) Teachers must regularly conduct dictations and spelling drills to sharpen students' spelling skills.
- 3) Teachers must always encourage their students to read the rubrics of questions before answering them.

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

##### **QUESTION 1 – COMPOSITION.**

##### **1 (a) Describe how your favourite food is prepared.**

Not many candidates attempted this question but the few who did, proved that they have actually been cooking. Most of them wrote on rice and stew and they could give the ingredients needed with a perfect description of the processes involved.

The content and organization were excellent but the orthography was very poor.

##### **1 (b) Describe how you spent your last holidays/vacation**

Here, the candidates were expected to give an account of what they did throughout the holiday period. These included activities they got involved in, scenes witnessed, classes undertook, church programmes attended etc.

The majority of candidates who answered this question worked on just a day's activities. This means, the level of their understanding of the question was low.

##### **1 (c) Write a letter to a friend in another school telling him/her four things that you like about your school.**

This question was the most popular and candidates who attempted it gave very good accounts of their schools. All the features of an informal letter were provided by the candidates. The majority of candidates were able to write and explain the four reasons which make them enjoy their stay in their school. They talked about facilities in the school, commitment of teachers, teacher – student relationship, sports and other recreational activities that go on in the various schools.

However, few gave titles to their essays. Some also could not give the four reasons expected. Some too wrote their addresses in Fante instead of English. Candidates are reminded that, the address of a letter is always written in English. It is only the date that is written in Fante.

**1 (d) Which of these professions would you like to practice in future: teaching or nursing? Give four reasons for the choice you have made.**

Few candidates attempted this question and they performed quite well. They made their choices and gave good reasons to support them. In support of teaching, the candidates stated that, they get time to take care of their families, they learn daily and hence, look sharp every day and they also get time to do other things.

For nursing, they indicated that, they are well paid, they and their families get proper medical attention and they are highly respected

However, some few candidates failed to work within the domain of the question because they chose to write on a profession outside the test.

**Q 2. COMPREHENSION.** The comprehension passage had a high interest level for most candidates. Consequently, the performance, in most cases, was very encouraging with most candidates scoring above average.

The identifiable problem was the questions on inference. Sub-question 'e' asked for why the grasscutter looked for another exit before visiting the chief. *This was because it suspected that, something fishy was going on.*

In the case of sub-question 'h', the candidate needed to indicate whether king lion was wise or not. Yes and No were both correct depending on the explanation given. *Yes, because he used wisdom to devour most of the animals. OR No, because the grasscutter was able to beat him.*

### Q 3. LEXIS AND STRUCTURE:

Candidates were tested on conjunctions, negation, adjectives and tenses and they did very well.

For sub-question “a-e”, candidates were expected to re-write given sentences and join them with appropriate conjunctions. The majority of the candidates did not write the sentences. They only provided the conjunction such as “osiandε”, “eso”, “naaso”, “ntsi” etc, and hence, lost some marks.

Sub- question ‘f-j’ tested negation. The candidates were expected to provide the following answers. “wɔnnkɔ”, “nnkɔ”, “onnyi”, “nnkεpa” etc. the candidates did very well here. Unfortunately, a few used either ‘n’ or ‘m’ “nn” or “mm” as their negative markers. For example, “wɔnkɔ” for “wɔnnkɔ” “nkεpa” for “nnkεpa” etc.

‘k’-‘o’ tested adjectives. Apart from ‘s’ which was a little challenging, the candidates were able to answer all the questions correctly. The adjective in the sentence is “mon” not “ahatawmon”. It is qualifying the noun, “ahataw”.

The other challenging questions were questions “3r” and “3s”. Many candidates failed to identify the correct tenses of the words. For example, “sereew” as “suu” and “toow” as “buee”, candidates answered them as “suui” and “bueei”, etc.

In all, performance of the candidates was encouraging.

## GONJA 2

### **1. GENERAL COMMENT**

Generally, the standard of this year's paper was comparable to that of the previous years. It really tested all the aspects of the language as prescribed by the syllabus. The general performance of the candidates was the same as that of the previous year.

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

- 1) A good number of the candidates performed very well in the lexis and structure questions.
- 2) Candidates presented their answers in orderly manner.
- 3) Some candidates put up very good essays.
- 4) Most of the candidates were creative and resourceful as they were able to think beyond what the examiners expected
- 5) Candidates demonstrated good control of the language and used proverbs, idiomatic expressions appropriately in their essays.

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

- 1) Poor orthography and the rules of spelling was a challenge to candidates.
- 2) Some candidates wrote addresses for the expository, narrative and argumentative essays.
- 3) Some candidates just copied the comprehension passage for their essays.
- 4) Some candidates failed to number their answers especially in the comprehension and the lexis and structure components of the paper.
- 5) Poor punctuation such as starting sentences with lower case letters.

### **5. SUGGESTED REMEDY FOR THE WEAKNESSES**

- 1) Candidates should be encouraged to write more essays in Gonja and should be discouraged from copying examination questions as answers.
- 2) Learners should read a lot of materials in Gonja to improve on their vocabulary.
- 3) There is the need for teachers to step up the teaching of punctuation marks and paragraphing.

## 6. DETAILED COMMENTS

### Question 1

- a. **Delgeso n ɲini kananɛ baa daɲɛ ajibi monɛ fee sha ga. (Describe how your favorite food is prepared).**

This was an expository essay. Candidates were expected to give different food items or ingredients used in the preparation of their favorite food. Mention should also be made of the utensils that could be used to prepare the food. Candidates should be able to provide systematic or step by step process of preparing the food. Candidates were expected to give other foods used as accompaniment of their best food, how the food is served and the nutritional value of the food.

Majority of the candidates attempted this question and performed averagely. Candidates were expected to use informal language, appropriate figures of speech, idiomatic expressions and the use of habitual tense in their essays.

- b. **Kananɛ n ji sukuu be ewushi monɛ ku choɲ na. (Describe how you spent your last holidays /vacation).**

This was a narrative essay. Few candidates attempted this question. Candidates were expected to mention when the semester ended, daily routine activities that the candidate was engaged in such as participating in daily house chores, going to the farm, reading story books, watching Television.

Candidates were also to give some planned visits to places of interest, taking part in vacation classes, attending parties/Islamic program.

Use of informal language, appropriate figures of speech, idiomatic expressions should be used by candidates in writings this essay.

Few candidates attempted this question and performed averagely.

- c. **Sibɛ kawol n ya sa fo teri nɛ e wɔ sukuru pɔtɛ to a kaɲɛ mo asɔ ana nɛ a bee par fo fobe sukuru to. (Write a letter to your friend in another school and tell him/her four (4) things that you like about your school).**

This was an informal letter. Majority of the candidates answered this question. Most of the candidates who attempted this question were able to give some good reasons why they love their schools. Some of them were able to use wise sayings, proverbs, and idiomatic expressions to express their thoughts.

Some points candidates were expected to write about may include;

- Cordial relationship of teachers and the pupils.
- The school environment: The beautiful buildings and layout of the school.
- Different sporting activities in the school.
- Academic activities that your school takes part in and achievements.
- Excursions that your school organizes.
- Popularity of the school.

Candidates were expected to use informal language, appropriate figures of speech, idiomatic expressions, loan words, and contemporary expressions in their essays.

**d. Bede be emo nɛ feɛŋ baa sha nɛ fo kii, eɛinipo nko nɛsi. Sa asɔ ana mo so nɛ fo lara kumo nɛ fo lara na. (Which of these professions would you like to practice in future: teaching or nursing? Give four reasons for the choice you have made).**

This was a persuasive or argumentative essay. Candidates were expected to take a stance out of the two professions and to advance any four (4) good reasons for the choice they made.

Candidates were expected to mention the following points if their stance was for the teaching profession:

- Educational level that can qualify you to practice the profession
- Would be paid a monthly salary to cater for self and family.
- It is a respected and noble profession
- One is highly respected in society.
- A chance to train other people to achieve their goals.
- Capable of training one's children to advance in life.
- One learns more which fosters critical thinking and there is no or less physical risks as compared with the nursing profession.

The following could be some reasons candidates could give if they chose the nursing profession:

- Education level that can qualify you to practice the profession.
- Would be paid monthly salary to cater for self and family.
- It is respected and noble profession.
- One is highly respected in society in society.
- Will have the chance to cater for the sick.
- Will be able to cater for the medical needs of the family.
- Will have the opportunity to practice outside the country which will bring more income.

Some candidates attempted copying the story from the comprehension passage. Such candidates scored zero.

## QUESTION 2 - COMPREHENSION

The candidates were expected to read a passage and answer ten (10) questions based on recall, stated facts, inference, vocabulary and then giving a suitable heading to the passage.

The expected answers are as follows;

- a. abokwe damta
- b. Ade ere be anyo kama; chibir, libi, loje, kpara
- c. E peshe fane aya kama ne a chi n luri ewura bulun be lambu to na man nan lare.
- d. Ade ere to be kekama.
  - Kufu ne ku ko mo
  - Ku bee wie mobe mfera to
  - Kanan mobe lakal bee sa mo
  - Bulun been pe mo n we
- e. -e bee shinne a so n ji fane asobaya ne bu junkpar m baa churo ewura bulun na ler kabuna nyosepo na to nna nko bulun pe bumo nna n we.
- f. tokuro to
- g. ewura bulun pe bumo nna n we
- h. i. Ayai
  - ii. fee di fee man kiya so n saa ponte aa nko  
nko
  - i. ooh
  - ii. nkpalmaneso e tij m fule asobaya n we
- i. Ade ere to be kekonwule kama.
  - e shile
  - e yuu
  - e woro manan n ler
- j. Ade ere be kekonwule kama.
  - Bulun be mfera lubi
  - Kekala ne ewura bulun
  - Bulun kaa daa lo
  - Kekala nyiashempo ne bulun
  - Kupunto be asobaya ne bumo be ewura bulun

The recall questions were very well answered but some candidates struggled with the inference questions. The performance was good.



### QUESTION 3 - LEXIS AND STRUCTURE

This part of the paper tested candidates on conjunctions, negation of sentences, adjectives and the opposites of words (antonyms).

Most of the candidates performed poorly in the conjunctions part and the negation of the sentences. However, a very good number of the candidates performed very well in the parts that tested adjectives and the antonyms.

Candidates were expected to answer the sections as follows;

Achesobi

- a. ama
- b. nkpal/nkpalmaneso
- c. Amoso/lonso/ne
- d. saŋe ne
- e. amoso/ama

Kekinimalga

- f. maa
- g. maan
- h. saan/sa man
- i. man
- j. man

Adulwiso

- k. shimbi
- l. wushiso
- m. lubi
- n. bumbun
- o. belbelso

Abalafiito

- p. to
- q. enyen/ekul
- r. shu
- s. buwi
- t. jisaso

## **TWI (AKUAPEM) 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of the previous years in both structure and content. All questions were clear and within the syllabus. The performance of the candidates however, fell below that of the previous year.

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

- (1) There were a number of essays with very legible handwriting which made reading and marking very easy.
- (2) The majority of candidates exceeded the minimum number of words for the essays. This enabled them to produce good scripts on the topics given.
- (3) Many students expressed themselves intelligently in the language using registers, proverbs, idioms and other forms of literary devices in appropriate context.
- (4) Most candidates gave precise answers to the comprehension and lexis structure questions.

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

- (1) A few candidates copied the comprehension passage verbatim as their essays.
- (2) Some candidates wrote incomprehensible ideas which could not be read or understood, and this attracted no mark.
- (3) Questions on inference and idiom in the comprehension test were poorly handled by the candidates.
- (4) Non-mastery of the Twi pronouns and verbs also emerged in the scripts of the candidates. Words that are supposed to be written as a single unit were written as separate entities and vice versa.

The following are examples that ran through the compositions of the candidates:

<b>INCORRECT</b>	<b>CORRECT</b>
W'anua	wanoa
Yε kɔɔ	yekɔɔ
Wɔn sua	wɔsua

- (5) Some candidates numbered their questions wrongly and this affected their performance.

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

- (1) Language teachers should teach all the aspects of the language as prescribed by the syllabus.
- (2) Candidates should be advised to present their own ideas instead of copying exams materials and presenting them as their essays.
- (3) Teachers must teach candidates how to answer examination questions. Summarizing skills should also be emphasized both in comprehension lessons.
- (4) Teachers who handle the subject should make conscious efforts to teach the students the right structures of the Twi pronouns and verbs.
- (5) Candidates should be taken through dictation and other drills to improve on their spelling.

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

*Kyerɛ senea wosi noa aduan a wopɛ pa ara. (Describe how your favourite food is prepared.)*

This question was attempted by many candidates and they performed quite well. The majority of candidates introduced their essays by making reference to the types of food prepared at home before making their choice. They made mention of the items used in the preparation of the food, the processes involved, the nutritional value of the food and finally, a good conclusion.

However, a few candidates did not give introduction and started with the process without suitable conclusion and scored low marks.

#### **Question 1(b) Descriptive**

*Senea midii me sukuu akwamma a etwaa mu no. (How I spent my last holidays / vacation.)*

Few candidates attempted this question and they produced very good essays.

The candidates were able to give an appropriate introduction stating the dates of the beginning and end of the holidays and also the place the holidays were spent.

The candidates were able to enumerate the activities they undertook during the holiday.

These included visiting market with parents, visiting places of interest and attending parties and church services.

They ended the essays by giving their views about the period. On the whole, the candidates who attempted this question performed well and scored high marks.

### 1(c) Letter Writing

*Kyerew krataa kɔma w'adamfo a ɔwɔ sukuu foforo bi mu na ka nneɛma anan a w'ani gye ho yie wɔ wo sukuu ho kyere no. (Write a letter to a friend in another school telling him/her four things that you like about your School.)*

This question was intended to test candidates in informal letter writing. It was, by far, the most popular question. The candidate was expected to show his/her knowledge of the features of this type of essay and organize these in such a way as to be able to come out clearly about the things he/she likes about their school.

The candidates who attempted this question performed well. Their work had the appropriate features of letter writing. They introduced their letters with pleasantries and the purpose of the letter. They mentioned the following as some of the things they liked about their school: cordial relationship between teachers and students, good performance in the BECE each year, the school environment and other facilities that enhance teaching and learning like ICT laboratory, science laboratory and others.

The candidates were able to use some appropriate registers and figures of speech which enriched their essays.

However, a few candidates wrote only the address as their essays, while others copied the comprehension passage and as a result scored zero.

### 1(d). Argumentative

*Eyiinom mu nea ɛwɔ he na wopɛ; tikya anaa nɛɛse. Kyere senti anan a ɛma wopɛ saa adwuma no. (Which of these would you like to be in future; a teacher or a nurse? Give four reasons in support of your choice.)*

Very few candidates attempted this question. The candidates were expected to choose between the two professions given and support their stance with four reasons. The few candidates who answered this question demonstrated that they understood the demands of the question.

The candidates introduced the lesson by taking a stance out of the two professions. They gave different reasons for their choices. Some of the reasons for becoming a

nurse are as follows: it is lucrative, it is a respected and noble profession, there is the chance to help the sick including family members.

For a teacher, the following reasons were given. The work is not risky as compared to nursing, the teacher will have the opportunity to help others to achieve their goals, they will get monthly salary to meet their needs and that of others.

They ended with a good conclusion. On the whole, candidates scored higher marks.

## **Question 2 - Comprehension**

A prose passage was given and the candidates were asked to answer questions based on it. This year's passage was very interesting and quite easy to understand. All the questions to the passage were straight forward. However, candidates' performance was not good as compared to previous years'

The performance of the majority of the candidates was just a little above average.

The identifiable problem was the questions on inference. Sub-question 'e' asked for why the grasscutter looked for another exit before visiting the chief. *This was because it suspected that, something fishy was going on.*

In the case of sub-question 'h', the candidate needed to indicate whether king lion was wise or not. Yes, and No were both correct answers depending on the explanation given. *Yes, because he used wisdom to devour most of the animals.* OR *No, because the grasscutter was able to outwit him.*

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

Here, candidates were tested on conjunctions, negation, adjectives and tenses. Their performance was very good.

For sub-question "a-e", candidates were expected to re-write given sentences and join them with appropriate conjunctions. The majority of the candidates did not write the sentences. They only provided the conjunction such as "efise", "nso", "nanso", "nti/enti" etc, and hence, lost some marks.

Sub- question 'f-j' tested negation. The candidates were expected to negate given sentences. Here, it was only the verb that they needed to change. For instance, *wɔkɔ sukuu da biara* to *wɔnkɔ sukuu da biara*, etc.

'k'-'o' tested adjectives. Apart from 's' which was a little challenging, the candidates were able to answer all the questions correctly. The adjective in the sentence is "mono" not "ahabanmono". It is qualifying the noun, "ahaban".

'p' – 'r' were on opposites. The candidates were asked to give the opposite of given underlined words in sentences. The expected answers included, serewee, buee, etc.

The questions seemed simple and the majority of the candidates scored above average but the responses from candidates indicated that their knowledge in grammar is very low.



## TWI (ASANTE) 2

### 1. GENERAL COMMENTS

The standard of the paper was comparable to that of the previous years. The performance of the candidates however fell slightly below that of the previous years.

### 2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Length of Essays: Many of the candidates wrote full length essays. Unlike in previous years when candidates lost marks because of paucity of content and unusually short essays, this year saw a great deal of improvement. Essays were full and content was adequate.
- (2) Rubrics: In most cases, rubrics were correctly interpreted and candidates answered just the number of questions they were required to.

### 4. SUMMARY OF CANDIDATES' WEAKNESSES

The weaknesses of most candidates were identified as follows:

- (1) Lack of familiarity with punctuation marks: Many candidates failed to punctuate their work properly. Stops, commas, colons, semi-colons and upper-case letters were scarcely seen at their appropriate positions.
- (2) Inadequate knowledge on the structure of pronouns and verb: In Twi, the pronoun subject is written with the verb as a single unit whilst they are written as separate entities when the pronoun occurs at the object position. For example, *mada, mepɛ, yɛapɔn*, and then, *boa me, soa no, twɛn yɛn* respectively. However, only a few candidates had mastered this structure, hence their compositions were full of incorrect spellings.
- (3) Wrong approach to answering comprehension questions. Some candidates lifted long portions of the comprehension passage as their answers to the questions. The majority could also not answer the questions on inference and meaning.

### 5. SUGGESTED REMEDIES

- (1) Candidates should be drilled regularly on the use of punctuation marks such as full stop, comma, semi colon, colon and question marks.
- (2) Vocabulary enhancing activities should be stepped up in schools. Activities such as quizzes, dictation, debates and reading competitions should be encouraged actively among the students.

- (4) Finally, teachers should make a conscious effort of helping their students to read and understand passages. This, they can do by constantly giving them more questions on meaning and inference.

5. **DETAILED COMMENTS**

**QUESTION 1 (a) Expository**

*Kyerε sēdēε wosī noa aduane a wopε. (Describe how your favourite food is prepared.)*

This question was attempted by many candidates and they performed quite well. The majority of candidates introduced their essays by making reference to the types of food prepared at home before making their choice. They made mention of the items used in the preparation of the food, the processes involved, the nutritional value of the food and finally, a good conclusion.

However, a few candidates did not give introduction and started with the process without suitable conclusion and scored low marks.

**Question 1(b) Descriptive**

*Sēdēε midii me sukuu akwamma a εtwaa mu no. (How I spent my last holidays / vacation.)*

Few candidates attempted this question and they produced very good essays. The candidates were able to give an appropriate introduction stating the dates of the beginning and end of the holidays and also the place the holidays were spent.

The candidates were able to enumerate the activities they undertook during the holiday. These included visiting market with parents, visiting places of interest and attending parties and church services.

They ended the essays by giving their views about the period. On the whole, the candidates who attempted this question performed well and scored high marks.

**1(c) Letter Writing**

***Twεrε krataa kōma w'adamfo a εwε sukuu foforε bi mu na ka nnoεma nnan a w'ani gye ho yie fa wo sukuu ho kyεrε no. (Write a letter to a friend in another school telling him/her four things that you like about your School.)***

This question was intended to test candidates in informal letter writing. It was, by far, the most popular question. The candidate was expected to show his/her knowledge of the features of this type of essay and organize these in such a way as to be able to come out clearly about the things he/she likes about his/her school.



The candidates who attempted this question performed well. Their work had the appropriate features of letter writing. They introduced their letters with pleasantries and the purpose of the letter. They mentioned the following as some the things they liked about their school: cordial relationship between teachers and students, good performance in the BECE each year, the school environment and other facilities that enhance teaching and learning like ICT laboratory, science laboratory and others.

The candidates were able to use some appropriate registers and figures of speech which enriched their essays.

However, a few candidates wrote only the address as their essays, while others copied the comprehension passage and as result scored zero.

#### 1(d). **Argumentative**

*Yeinom mu deε εwɔ he na wopε; tikya anaa nεεε. Kyerε senti nnan a εma wopε saa adwuma no. (Which of these would you like to be in future; a teacher or a nurse? Give four reasons in support of your choice.)*

Very few candidates attempted this question. The candidates were expected to choose between the two professions given and support their stance with four reasons. The few candidates who answered this question demonstrated that they understood the demands of the question.

The candidates introduced the lesson by taking a stance out of the two professions. They gave different reasons for their choices. Some of the reasons for becoming a

nurse are as follows: it is lucrative, it is a respected and a noble profession, there is the chance to help the sick including family members.

For a teacher, the following reasons were given. The work is not risky as compared to nursing, the teacher will have the opportunity to help others to achieve their goals, they will get monthly salary to meet their needs and that of others.

They ended with a good conclusion. On the whole, candidates scored higher marks.

## Question 2 - Comprehension

A prose passage was given and candidates were asked to answer questions based on it. The performance of the majority of the candidates was very encouraging with most candidates scoring above average.

The identifiable problem was the questions on inference. Sub-question 'e' asked for why the grasscutter looked for another exit before visiting the chief. *This was because it suspected that, something fishy was going on.*

In the case of sub-question 'h', the candidate needed to indicate whether king lion was wise or not. Yes, and No were both correct answers depending on the explanation given. *Yes, because he used wisdom to devour most of the animals.* OR *No, because the grasscutter was able to outwit him.*

## Question 3 - Lexis and Structure

Here, candidates were tested on conjunctions, negation, adjectives and tenses. Their performance was very good.

For sub-question "a-e", candidates were expected to re-write given sentences and join them with appropriate conjunctions. The majority of the candidates did not write the sentences. They only provided the conjunction such as "ɛfiri sɛ", "nso", "nanso", "nti" etc, and hence, lost some marks.

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'p' – 'r' were on opposites. The candidates were asked to give the opposite of given underlined words in sentences. The expected answers included, *sereee*, *buee*, etc.

In all, performance of the candidates was encouraging.

## **DAGAARE 2**

### **1. GENERAL COMMENTS**

This year's paper was comparable with that of previous years. It was a standard paper because it tested the various aspects of the language as prescribed by the syllabus. There was a slight improvement of candidates' performance over that of the previous year.

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

Generally, candidates who did averagely well used the appropriate context and content words to answer essay and comprehension questions; an indication of good understanding of questions and the passage. On the Lexis and Structure, candidates were able to use the required conjunctions to join phrases and sentences. Also, most of them were able to negate sentences. A good number of candidates provided the required antonym appropriately.

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

Some candidates either copied the comprehension passage wholesale or partly for their essays. A few candidates used English words and Dagaare words to write their essays. Some candidates deviated by answering letter writing without the address. A lot of spelling mistakes were identified in candidates' work.

### **4. SUGGESTED REMEDIES FOR THE WEAKNESSES**

- i. Candidates should be discouraged from copying comprehension passage as an answer to essay questions.
- ii. They should also be taken through the format of letter writing.
- iii. Be encouraged to read carefully and get the demands of the questions before answering them.
  
- iv. Dictation and grammar exercises should be given to candidates and duly marked by teachers. Candidates should equally be made to do corrections as a way to reducing spelling mistakes.

## 5. DETAILED COMMENTS

### **Question 1. a. Manne lɛ ba naŋ maŋ maale fo bondinɔnaa**

The candidate was expected to describe how his/her favourite food is prepared. Candidates were expected to mention some types of food that they mostly like and give the ingredients and utensils for preparing it. They were also expected to mention other foods that accompany their desired food and how it is served. They could also touch on its nutritional value. They were then to conclude by stating the reasons why it is their favourite food like: it is easy to prepare, it does not need much ingredients and it can be stored.

Many candidates answered this question. However, the majority of them could not answer the question as required. While some candidates just wrote the names of several type of foods as the food, they like best, they did not show any evidence on how to prepare such foods thereby scoring low marks. A few candidates were able to answer the question correctly.

Performance was below average.

### **Question 1. b. Manne wuli lɛ fo naŋ da di a holidee ŋa naŋ pare.**

This question was a descriptive essay and the candidate was expected to describe how she/he spent his/her holidays. Candidates were expected to discuss briefly when the term ended, daily activities they involved in during the vacation like taking part in daily chores, going to the farm with parents, planned visits to places of interest, taking part in vacation classes, attending parties and taking part in church programmes. Candidates could then conclude by stating their views about the period, that is, whether they enjoyed it or otherwise and why.

A good number of candidates attempted this question. Unfortunately, most of them wrote on national holidays like Independence Day and Founder's Day and this was a deviation. Others also treated it like a letter to a friend on how they spent the holidays. Few candidates answered the question as required and got high marks.

Performance was average.

**Question 1. c. Sege letε ko fo bakore bee kyεnε naη be saku-you pɔɔ, a mann yeε anaare fo naη nɔη yaga fo sakuuri pɔɔ ko o.**

This was an informal letter where candidates were expected to write a letter to a friend in another school telling him/her four things that he/she likes about his/her school. As an introduction, candidates were expected to express pleasantries and state the purpose of the letter. They were then expected to state the things they like about their school like cordial relationship of teachers and students, different sporting activities in the school, achievements of the school, excursions undertaken and the popularity of the school as the main ideas in the letter. To conclude, candidates could invite the friend to visit the school to see things for him/herself.

The majority of the candidates attempted this question. They answered the questions as expected and got high marks. Others however, deviated and rather wrote a letter inviting their friends to come and spend the impending holidays with them. A few of them also mixed their writ-ups with English words. Spelling mistakes such as: pelee as 'pelee, pele'; baalonj as 'baalonj' N as 'D'; e 'ej' korɔ fo as 'krofo'; vej as 'vej'; bool as 'bool'; korɔ as 'kuro' among others were detected in candidates' work.

Performance was good.

**Question 1. d. A toma ama buosoba la ka fo na boɔrɔ ka fo wa tona; Karema bee Nεεse toma. Wuli ananso anaare a kyaare ne a fo boɔbo.**

This was an argumentative essay and candidates were expected to take a stance out of the two professions; Teaching and Nursing. They were then expected to state the reasons for choosing the profession of their choice. For instance, the candidates were expected to write the following points among others for the teaching profession; monthly salary is assured, it encourages learning always to get more ideas, it is an opportunity to impart knowledge on others, and it gives ample time for one to train your children well while at home. On the other hand, those who opted for the nursing profession were expected to write some of the following points among others: assured monthly salary, it is a respected and noble profession, it offers the opportunity to cater for the sick and the needy, one is able to cater for the medical needs of the family and one has the opportunity to practise outside the country to earn more income.

To conclude, candidates were expected to re-echo how the reasons for their choice outweigh the other profession.

A good number of candidates attempted this question. They were able to choose their preferred professions and advanced the four reasons correctly. However, a few candidates just bulleted the reasons without explaining them and so they scored low marks.

Performance was good.

## **2. COMPREHENSION**

Candidates were expected to read a comprehension passage and answer questions (a) to (j).

Questions 2 a– c demanded recall answers and the majority of candidates were able to provide the right answers. The responses were in the passage, yet few candidates could not get them correct. Question 2 d was an idiom where candidates needed to infer from the passage and provide an answer. A few candidates were able to answer this question correctly.

Question 2e was an inference which probed candidates to reason beyond the passage. Unfortunately, the majority of candidates got it wrong.

Questions 2f demanded a recall answer and many candidates were able to provide the right answer.

Questions 2g and h i–ii expected candidates to reason beyond the passage. Most candidates were able to provide the right answers. However, candidates who did not reason beyond the passage in context had the answers wrong.

Question 2i was an idiomatic expression which required candidates to infer from the passage and provide an answer. An appreciable number of candidates were able to answer this question correctly. For question 2j which demanded a title for the passage, the majority of the candidates got it correct.

Performance on this question was very high.

### 3. LEXIS AND STRUCTURE

It is question 3 with sub questions a–t.

Questions 3 a – e expected candidates to use the appropriate conjunctions to join the sentences. Candidates perform fairly well. Most of them were able to use the required conjunctions. Few could not provide the appropriate conjunctions.

Questions 3 f – j expected candidates to use appropriate negations to negate the positive sentences. A lot of candidates provided the required negative words to negate the sentences thereby scoring high marks.

For questions 3 k – o, candidates were to write the adjectives in the sentences. Most of the candidates did very well. They were able to identify the adjectives in the sentences and wrote them out.

Questions 3 p– t expected candidates to provide the appropriate antonyms of the underlined words in the sentences provided. The majority of the candidates could not provide the required antonyms thereby losing vital marks.

Performance was average.

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## DAGBANI 2

### 1. GENERAL COMMENTS

The standard of the paper is comparable to those of the previous years.

The questions touched on all aspects of the syllable. There was a slight improvement in performance this year over the previous year's.

### 2. A SUMMARY OF CANDIDATES STRENGTHS

- (a) Few candidates gave good introductions to their essays. The conclusions of the essays were also commendable. This made them produce original works, which were very good. They exhibited a high sense of maturity in the use of appropriate figures of speech, idiomatic expressions, loanword adaptations, etc. This showed that they seriously prepared towards the examination.
- (b) A few candidates captured valid facts or ideas in their essays.
- (c) Candidates were able to provide alternative responses, apart from those offered by the marking scheme.
- (d) Few candidates provided suitable titles, which they put in uppercase letters. The above commendable features in candidates' responses need to be encouraged. Very few spelt and punctuated their works very well. They combined vowels and consonants very well.

### 3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Very poor spellings: Bad spellings continued to characterize candidates' work. There were candidates who could not write a word correctly in the entire work. A good number of candidates wrote and examiners could not fathom the language they were trying to write. Even words spelt or written correctly on the question paper were wrongly copied into candidates' answer booklets.

Some candidates could not write the diagraphs [ch, gb, kp, ny, ŋm, sh] correctly. They were seen in their scripts as [hc, bg, pk, yn, mŋ, hs]. Incorrect consonant sequences like <nŋ> was common especially, among words that end in <ŋ>, for instance *kariŋ* was written as *karinŋ* and *baŋ* as *bannŋ*. There were times one could not know if the candidates were using their dialects or actual Dagbani that they were writing.

- (ii) Bad punctuations: Most candidates seemed not to have any idea about punctuation signs. They even started names of towns, persons and even sentences with small letters. They did not know where to apply full stops, question marks, commas, exclamation marks and so on.



- (iii) Bad hand-writing: Some of the essays of the candidates were illegible. This made it very difficult for the examiners to read their works very well.
- (iv) Rubrics: Some of the candidates could not follow the rubrics of the questions especially the format for letter writing. Others copied the comprehension passage as answers to some essay questions.

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

- (i) Students should be taken through handwriting skills.
- (ii) Students are supposed to learn punctuation signs at all levels. Knowledge in general punctuations could be transferred and applied from one language to another, if punctuation signs were first taught for instance in English to Dagbani.
- (iii) Using Dagbani orthography as a guide, language teachers are strongly advised to teach students to overcome their poor spelling problems. Students may be drilled in spelling or dictation of Dagbani words. Short story books with good orthographies should be given to students to read. They should also be taught of vowel, consonant combinations, word or phrase or sentence structures. They should also learn the diagraphs of the language very well and know that the reverse of any of them is not commutative.
- (iv) Students should be taught all types of letter writings and also desist from lifting passages to answer questions.
- (v) Teachers should discuss past questions with students so that they can become conversant with the rubrics of the questions before writing the main examination.

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

##### **Question 1**

##### **(a) Sabimi n-wuhi be ni duxiri a bin yunugu shem.**

This was a very popular question where candidates were expected to describe how their favourite food is prepared. They were expected to indicate different food items used in preparing the food, utensils used in preparing the food, the process used in the preparation of the food, other foods used as an accompaniment to the food, showing how it was served and finally indicate the nutritional value of the food.

Candidates could then conclude by stating the reason why it is their favourite food. A good number of candidates answered this question. Their introductions were very bad. They did not even state the name of the food, whether it was a local dish or foreign dish. The problem was how to assemble the ingredients to prepare the dish. Most of them stated that their favourite food was rice but what they wrote clearly indicated that they never cooked it before.

None of them also added the nutritional value of the food. Even some of the items and utensils mentioned could not be found in their communities. A few of them however answered the question as expected and so got high marks.

Performance in this question was average.

**(b) N ni daa puhi n shikuru paasi diri bahindi nyaaja shɛm.**

Candidates were expected to describe how they spent their last holidays. As expected, candidates were to indicate when the term ended, daily/routine activities they were involved in during the vacation, like taking part in daily chores, going to the farm with parents, watching Television, etc., planned visits to places of interest, taking part in vacation classes, attending parties and attending church programmes.

In conclusion, candidates were expected to state whether they enjoyed the vacation period or not and why.

A good number of candidates attempted this question. Unfortunately, most of them deviated. They rather wrote letters to their friends inviting them to spend the impending holidays with them. Others also treated it like a letter to a friend on how they spent the holidays. Few candidates answered the question as required and obtained high mark

Performance was average.

**(c) Sabimi gbaɲ n-ti a zo sumo ŋun be tiŋ shɛli n-wuhi dilana yɛla Anahi din' niŋ a shikuru puuni ka suhu yu ŋa.**

Candidates were expected to write a letter to a friend in another school and tell him/her four (4) things he/she likes about his/her school. This topic attracted many candidates. Pleasantries and the purpose of the letter were to be at the introduction and clearly seen.

Things about the schools which the candidates could write about included: cordial relationship of the teachers with pupils, the school environment, the beautiful buildings and layout of the school, different sporting activities in their schools, academic activities that their schools take part in and achievements, excursions that their schools organize, popularity of the school and any other activities.

The candidates could then conclude by extending an invitation to the friend to visit the school to see things for himself/herself.

A good number of candidates attempted this question. The majority of them performed well in their write-ups. However, a few candidates deviated. They rather wrote to their friends inviting them to come and see how beautiful their school looks. Performance was average.

**(d) Tuma dibaayi ṅɔ puuni dini ka a yuri gari di kpee: Kariṅba tuma bee nɛɛsi tuma? Wuhimi daliri dibaanaahi sheṅa din che ka a wuhi lala.**

This was an argumentative essay where candidates were expected to choose the profession they would prefer to practice in future: teaching or nursing? They were then expected to give four reasons for the choice they have made. As an introduction, candidates were expected to choose their preferred profession.

They were then to proceed to give reasons for choosing that profession. For instance, for teaching they could write the following reasons: assured monthly salary to cater for self and family, it is a respected and noble profession, it encourages you to learn always to get more ideas, one is highly respected in the society, it is a chance to train other people to achieve their goals, one is capable of training one's children to advance in life and there is no or less physical risks as compared to nursing profession.

Reasons for choosing nursing profession may also include the following among others: Assured monthly salary for self and the family, it is a respected and noble profession, one is highly respected in the society, one will have the chance to cater for the sick and needy, one will be able to cater for the medical needs of the family and one will have the opportunity to practise outside the country to earn more income.

The majority of the candidates avoided this question. The few who answered it did remarkably well, however, some just put their points in bullet form without explaining them. Performance was average.

### **Question 2 – Comprehension**

Candidates were presented with a prose passage to read and answer questions based on it. These questions tested areas such as stated facts or recall, inference, meanings, grammar and summary or title. They were able to give correct or suitable responses to the stated facts. However, they had challenges answering questions on inference and getting the meanings of words. They had problems with the language also as most of them could not write well. Performance was encouraging.

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

This part sought to test candidates' knowledge in conjunctions, negations, adjectives and antonyms. From questions 3a-e, candidates were asked to provide appropriate conjunctions to complete compound sentences in the language which they did correctly. In 3f-j, the candidates were tasked to negate the sentences given, which they did poorly. From 3k-o, candidates were tasked to identify adjectives in the sentences given.

It was disheartening to note that some of the candidates could not identify any adjective in all the sentences. The last part, 3p-t, requested the candidates to give antonyms of some words, which they did correctly.

Performance was above average.

## **KASEM 2**

### **1. GENERAL COMMENTS**

Generally, the standard of this year's paper was comparable to that of the previous years. It really tested all the aspects of the language as prescribed by the syllabus. The general performance of the candidates was slightly better than that of the previous year.

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

- 1) A good number of the candidates provided precise answers to the comprehension questions and the lexis and structure questions.
- 2) Evidence from the scripts of some candidates showed that they understood the demands of the questions and provided the expected responses.
- 3) Some candidates were able to develop good points on the essay topics as it was required of them.
- 4) Most of the candidates' handwriting was legible, making their work easy to mark.
- 5) Candidates demonstrated a mastery of the features of letter writing.

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

- 1) Poor orthography and the rules of spelling. Verbal nouns such as wopwolo was written "wopolo", "yiniga" was written "yinega", "dibam" for "debam" and "tɔnɔ" for "tɔnɔ".
- 2) Some candidates could not provide the correct title to the comprehension passage. In some cases, the number of words exceeded what was required.
- 3) Some candidates lack vocabulary, weakness in source language resulting in some unintelligible answers.
- 4) Poor punctuation e.g. using a comma (,) at the end of a sentence instead of a full stop(.), beginning a sentence with a lower-case letter.

### **4. SUGGESTED REMEDY FOR THE WEAKNESSES**

- 1) Teachers should use the Kasem orthography book to teach. They should also give learners drills in spelling.
- 2) Learners should read a lot of Kasem books to improve on their vocabulary.
- 3) With the punctuations, candidates should use the transferable skills in reading in English language learning.

## 5. DETAILED COMMENTS

### Question 1

- a. Maɓe n bere ba na saɓe wodi u kolo nmo swoi to tei. (Describe how your favorite food is prepared).**

This was an expository essay, the second popular question by the candidates. In the introduction, candidates were expected to mention some types of food that people/children like and make a stance.

Most of the candidates stated different food items used in preparing the food, utensils used in preparing the food, the process, other food used as an accompaniment to the food, how it is served and the nutritional value of the food. Candidates were expected to use informal language, appropriate figures of speech, idiomatic expressions, register, jargons, loan words, and contemporary expressions and habitual tenses.

Most candidates who chose this question performed quite well.

- b. Amo deem na ke kolo de kolo sikuuli bia siu maɓa kalo na ke to. (Describe how you spent your last holidays /vacation).**

The candidates were expected to give any relevant introduction, state when the semester ended, daily/routine activities candidates involved in during the vacation, planned visits to places of interest, taking part in vacation classes, attending parties/church program.

Candidates were expected to use informal language, appropriate figures of speech, idiomatic expressions, jargons, loan words, contemporary expressions, correct use of tenses-past tense.

Few candidates attempted this question and performed averagely.

- c. Popone tɔnɔ n pa n badwoɓi sikuuli dedwoɓi ne n maɓe wonnu tena memaɓa nmo lage abam sikuuli dem ne to. (Write a letter to your friend in another school and tell him/her four (4) things that you like about your school).**

This was the most popular question by the candidates. It was a friendly letter and candidates were expected to have pleasantries and the purpose of the letter as its introduction.

The candidates were expected to write on but not limited to the points:

- Cordial relationship of teachers and the pupils.
- The school environment: The beautiful buildings and layout of the school.
- Different sporting activities in the school.
- Academic activities that your school takes part in and achievements.
- Excursions that your school organizes.
- Popularity of the school.

However, some candidates deviated from the demands of the question. They thought the question was demanding the four things you need in your school. This was evident in their responses.

**d. Nmo wó ta-n lage se n ta-n ye bereno mo naa nɛɛse tu mo? Bere nmo bonoɲa yana kolo ɲwaane n na kuri konto to. (Which of these professions would you like to practice in future: teaching or nursing? Give four reasons for the choice you have made).**

This was a persuasive or argumentative essay. In the introduction, candidates were expected to take a stance. The following were some of the reasons for choosing the teaching profession:

- Educational level that can qualify you to practice the profession
- Would be paid a monthly salary to cater for self and family.
- It is a respected and noble profession
- One is highly respected in society.
- A chance to train other people to achieve their goals.
- Capable of training one's children to advance in life.
- One learns more which fosters critical thinking and there is no or less physical risks as compared with the nursing profession.

The following were reasons for choosing the nursing profession:

- Education level that can qualify you to practice the profession.
- Would be paid monthly salary to cater for self and family.
- It is respected and noble profession.
- One is highly respected in society.
- Will have the chance to cater for the sick.
- Will be able to cater for the medical needs of the family.
- Will have the opportunity to practice outside the country which will bring more income.

Candidates were expected to use informal language, appropriate figures of speech, idiomatic expressions, register, jargons, loan words, and contemporary expressions. The candidates should state how the reasons for the choice may outweigh the other side.

## **QUESTION 2 - COMPREHENSION**

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

### **e. Beɲwaane mo Nayoo beeri ni dedwoɲi pɛ wom diga kam ne? (Why was rat looking for other exits in the chief's compound)**

The expected answers were: to see whether the other animals exited through there or because the other animals who entered the chief's compound footprints did not come out or to be able to exit in case of danger. Some candidates struggled with this question.

### **h. i. Nmo boɲe we pɛ Nywoɲo ba jege swa na? (Do you think chief Lion was not intelligent?)**

### **ii. Beɲwaane mo nmo boɲe konto? (why do you think so)?**

The first part of this question, most of the candidates who attempted it got it right as whether yes or no is right. The reason for choosing yes or no now became a problem for some candidates. The expected response for yes was because rat deceived him and he raised up his leg and sounded "warrh". The expected answer for no was because he deceived the animals that he was sick and the animals went in turns to visit him and he killed them for food.

## **QUESTION 3 - LEXIS AND STRUCTURE**

The first five questions a-e were on using appropriate conjunctions to link the two sentences each.

Almost all the candidates performed well here. The next five f-j which were on negation, most candidates did well except few who got confused with negation and opposite in meaning.

Questions k-o were on writing out the adjective in each sentence. A good number of the candidates performed well in this part but a few of them wrote the nouns in addition such as; chwo-kukua, na-zura, bu-balwaaro, vo-zwonnu and sensol-kaywoŋa. The expected answers were; kukua, zura, balwaaro, zwonnu, and kaywoŋa.

The last part of this section p-t was on opposite in meaning to the underlined word.

Question (p) Baaro wom yeigi o lɔro dem.(the man bought /sold his car ).

This was problematic as yeigi could mean bought or sold.

Question (q) Kawɛ ye Abuga kaane mo. (Kawɛ is Abuga's wife). The opposite of wife is husband (baro) but some candidates considered the entire sentence and since Kawɛ is female, it cannot be husband to Abuga which is male. The rest of the questions were well answered.

Generally, the performance of the candidates in this section was commendable.





## E#E2

### 1. GENERAL COMMENTS

The paper was standard and within the scope of the teaching syllabus. The performance had slightly improved as compared with those of the previous years.

### 2. SUMMARY OF CANDIDATE'S STRENGTHS

- (i) Many candidates displayed high level of maturity in handling the composition questions.
- (ii) Good presentation of ideas
- (iii) Performed well in lexis and structure
- (iv) Most candidates answered all the required questions

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Poor handwriting in some cases making it difficult for reading and comprehending their answers.
- (ii) Confusion in the use of some letters of the Eve alphabet: eg. 'd for q' 'v for f' and 'f for \$'.
- (iii) Lifted large portions of the comprehension passage as answers.
- (iv) Copied part of comprehension passage as the answer to a composition question.
- (v) Correct answers fraught with too many orthographic errors thus affecting scores.

### 4. SUGGESTED REMEDIES

- (i) Teachers should emphasise good handwriting among their candidates.
- (ii) Conscious effort should be made to drill candidates in the writing of the following sounds: /v, \$, d/
- (iii) Candidates should be taken through blending of the consonants with the vowels.
- (iv) Candidates should be prepared well in the rubrics of the examination.
- (v) Teachers should correct wrong expressions among their candidates eg. 'nye \$e suku, wò \$e suku' should be 'nyesuku, wòsuku'.
- (vi) Adequate exercises should be given, marked and discuss.
- (vii) Candidates should be encouraged to read extensively on the subject.

## 5. DETAILED COMMENTS

### PART I

#### COMPOSITION

Q 1(a) %o nu tso ale si woḡaa nuḡuḡu si vivia nuwò la`u.

*(Describe how your favourite food is prepared.)*

The candidates were expected to write an expository essay describing the processes involved in the preparation of his or her favourite food. The points to be raised in this essay would include the following among others: food choice and its accompaniment food, ingredients required in their preparation, the preparation processes and how served and eaten.

Few candidates who chose this question handled it to satisfaction. They were able to give vivid descriptions of the processes involved in the preparation of their various food choices with accompaniments as well as how served and eaten. Their essays attracted high marks. Some rather mixed up the preparation of the main food and its accompaniment which made their essays incoherent. Marks were therefore lost for Organization.

(b) **Ale si meḡu m̀keke si va yi lae.**

*(How I spent the last vacation/holiday)*

This question called for narration. The candidates were expected to narrate how he or she spent the last vacation starting with the day of vacation, activities involved in, place as well as whether he or she enjoyed it. Some of the activities expected include; travelling, daily chores, visits to places of interest, church programs, parties and vacation classes attended.

Many of the candidates who chose this question gave good narrations of the activities engaged in as expected. A few, however, dwelt too much on the journeys made to spend the vacation with relatives, with little on the activities at the place thereby losing marks for content.

- (c) Dlo leta na xowò si le suku bubu me la eye nà\$o nu tso nu ene ađe siwo doa dzidzò na wò vevie le wò sukua me la !u nē.

*(Write a letter to a friend in another school and tell him or her four things you like about your school)*

This question required writing an informal letter. Points to write about include the following: the cordial relationship that exists in the school, the environment, school infrastructure, sporting activities, academic activities, discipline, excursions, popularity of the school, strategic position.

This question happened to be the most popular choice of the candidates, many of whom exhibited high knowledge of informal letter writing. The features of the essay were met.

Points raised were well discussed much to the appreciation of the examiners. High marks were therefore scored by many who met the criteria for the question. A few, however, gave headings and signed off as if it were a formal letter and therefore lost marks for Organisation. Some others only ended at the address, salutation or a line after salutation hence attracted zero.

- (d) Dɔwɔla siawo dometɔ kae nàdi be yeava zu: nufiala alo dɔnɔdzikpɔla? @e susu ene fia.

*(Which of these professionals would you like to be in future: teacher or nurse? Give four reasons.)*

This is an argumentative essay, requiring the candidates to make a choice between a teacher and a nurse, and indicating four reasons for the choice made. Some of the reasons expected to be discussed include the following: passion, remuneration, respect, opportunities, impact on society.

A few candidates selected this question. Many of them did very well by stating their stance right away in the first paragraph and followed it up with the four points required. Their essays were interesting. A number of them however, dwelt on only one point throughout and therefore scored low marks for content.

### **COMPREHENSION**

Q 2 .Xlē !utinya si gbɔna eye nàdɔ biabia siwo katã kplɔe dɔ la`u.

The question was a passage and ten compulsory questions were to be answered. The passage was about the king of the jungle, King Lion, who pretended he was sick.

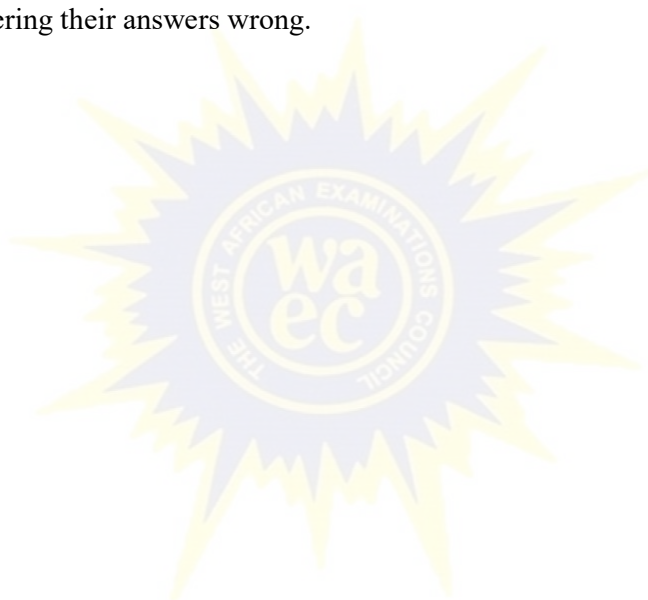
Many of the candidates produced answers which were apt and therefore scored high marks. Some rather ended up copying portions of the passage randomly which never answered any of the questions. an indication they could not read to understand the passage. Spelling errors in some correct answers rendered some marks low as two or more mistakes in a correct answer attracted a penalty of half.

### **LEXIS AND STRUCTURE**

Q 3. @e biabia siwo katã le akpa sia !u

This question tested Conjunctions, Negation, Adjectives and Antonyms. The candidates were expected to answer all the questions.

Candidates did well on conjunction, adjectives, and antonyms however some lacked knowledge on Negation. Many could not render the statements given in their negative forms, they ended up reproducing them. Some missed the second element ‘o’ in the negation structure ‘me ... o’ thus rendering their answers wrong.



## **1. GENERAL COMMENTS**

This year's paper was standard because it tested the various aspects of the language prescribed by the Ga syllabus.

The performance of the candidates was good as compared to previous years.

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

- (i) Candidates gave correct answers to the demands of the questions.
- (ii) Candidates provided the precise answers to the Lexis and Structure.
- (iii) Showed improvement in their orthography.
- (iv) Used expressions appropriately.

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

- (i) Some used lower case to begin all their sentences and in some cases, did not end their sentences with a full stop. This made it difficult to determine where a sentence began or ended.
- (ii) Some candidates failed to read and understand the rubrics before attempting to answer.
- (iii) Some candidates also copied the whole comprehension passage or lifted portion of it to form their essays.
- (iv) Few candidates were not able to give appropriate topic to the passage questions.

## **4. SUGGESTED REMEDIES**

- (i) Teachers should teach all aspects of the language.
- (ii) Give copious exercises, especially in grammar and dictation.
- (iii) Parents and teachers should encourage their wards to read more.
- (iv) Teachers should help pupils to develop interest in Ghanaian language.

## **5. DETAILED COMMENTS**

- a. Tsoomoo bo ni ahoon niyenii ni osumoo jogbaññ le ahaa.  
(Describe how your favourite food is prepared).

This is an expository essay and candidates were expected to say how their favourite food is prepared. The points to be raised in this essay would include the following among others: food choice and its accompaniment food, ingredients required in their preparation, the preparation processes and how served and eaten.

Few candidates who chose this question did well. They were able to give vivid descriptions of the processes involved in the preparation of their various food choices with accompaniments as well as how it is served and eaten. However, some did not use the simple present tense as required, poor spellings, affected their expression making them to lose marks under mechanical accuracy.

- b. Bo ni miye nyeseee gbehama le miha (Describe how you spent your last holidays / vacation).

This is a narrative essay and candidates were expected to narrate how they spent their last holidays / vacation. Introduction stating when the holiday's started, daily activities involved during the vacation planned, visits to places of interest, attending parties and other activities. Whether candidates enjoyed the holidays or not, candidates were expected to express their ideas in the simple past tense. Though, the performance was average, most of them just narrated how they spent the holidays without concluding whether they enjoyed it or not.

- c. Dmaa wolo oyaha onaanyo ye sukuu kroko ni ogba le nibii ejwe komei ye osukuu le he.  
(Write a letter to a friend in another school and tell him / her 4 things that you like about your school).

This is an informal letter and candidates were expected to present an essay with features such as address, date, appropriate salutation, good introduction, content, conclusion and subscription where the candidate was expected to write his / her first name or guy name.

Candidates were expected to ask of the health of friends and relatives give reasons for writing the letter, mention the name of their school/ town/ location/village and describe the structure of their school. Eg. Number of classrooms, offices, urinals, toilets, Football Park, playground, teachers and other staff etc.. they should conclude by stating whether they like the school or not.

This question happened to be the most popular choice of the candidates, many of whom exhibited high knowledge of informal letter writing. The features of the essay were met.. Points raised were well discussed much to the appreciation of the examiners. High marks were therefore scored by many who met the criteria for the question. A few, however, gave headings and signed off as if it were a formal letter and therefore lost marks for Organisation. Some others only ended at the address, salutation or a line after salutation hence attracted zero.

- d. Namɔ obaasumɔ ni otsɔ, tsɔɔlɔ aloo nɛesifonyo? Ha nibii ejwɛ komei. (Which of these professions would you like to practice in future: teaching or nursing?. Give four reasons for the choice you have made.)

This is an argumentative essay and candidates were to take a stand between being a teacher or a nurse. Which of the two professions are important and why?

Under this essay topic candidates were required to give four reasons well developed for the individual's choice made and for each point raised. the candidate should make an argument to indicate why the choice made has an advantage over the other.

Expected responses;

a. Teaching

- i. Would be paid monthly salary to cater for self and family.
- ii. It is a noble and respected profession.
- iii. Encourages you to learn always to get more ideas.
- iv. One is highly respect in society
- v. There are no physical risks as compared to nursing etc.

b. Nursing –

- i. Would be paid monthly salary to cater for self and family and will have the chance to cater for the sick and needy.
- ii. Will be able to cater for the medical needs of the family
- iii. Have the opportunity to practice outside the country etc.

Few candidates selected this question and they did very well by stating their stance right away in the first paragraph and followed it up with the four points required. However, some dwelt on only one point throughout and therefore scored low marks for content.

## ii. Comprehension

The candidates were expected to read the prose passage of three paragraphs and answer questions based on recall, facts, and inference and precise. The performance was average. The recall questions were well answered but some candidates' struggled with the inference questions.

Questions (h) required candidates to infer the thought of the lion (Jata) unfortunately many candidates could not answer that question correctly. It could be that, the lion wanted some meat so he faked sickness

## LEXIS AND STRUCTURES

There were 4 Sub-sections

3 (a-e) The candidates were expected to use conjunctions to join sentences. The expected answers were

- a. I went there but I did not see her ( Mitee jeme shi mina le.)
- b. She did not go to school she is not well. (Eyaa suku ejaake ebe hewale).
- c. We will eat kenkey this afternoon.

Many of the candidates gave the correct answer but few wrote only the conjunctions.

3 (F-1)

Candidates were supposed to re-write the sentences and negate them.

- f. Ameyaaa sukuu daa gbi.
- g. Sukuu gbeke le enman kaa le wosee otsi.

Most candidates did not re-write the sentences as instructed. They just put down the verbs in the negative form as their answers.

- Ameyaaa
- Enman



3 (k –g) candidates were expected to indicate some adjectives in the sentences

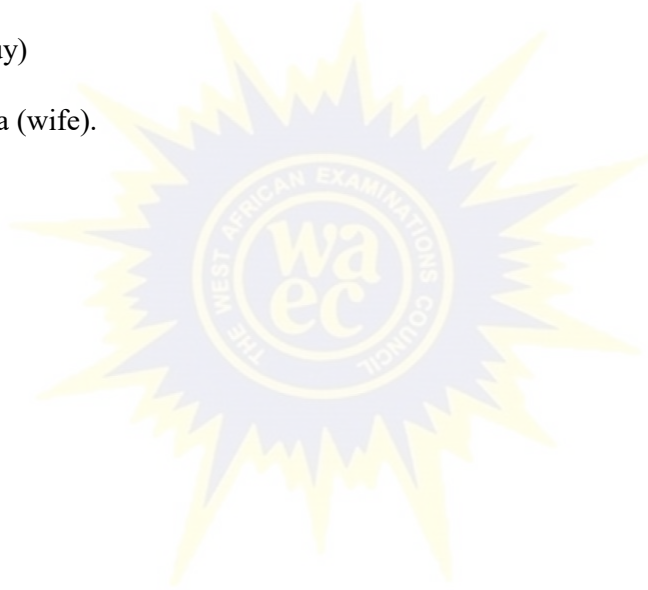
- Fioo
- Wuruduu
- Fɔ̄ji
- Ɔmɔ̄ŋ
- ɲɔ̄ɔmɔ̄ɲɔ̄ɔmɔ̄

3 (K – o)

Candidates were expected to give the opposites of the underlined words in the given sentences.  
The expected answers were ;

k. hɔɔ (sell) – he (buy)

l. wu (husband) – ɲa (wife).



## NZEMA 2

### **1. GENERAL COMMENTS**

The standard of the paper was comparable with those of the previous years. All the questions were within the scope of the syllabus. There was a significant improvement in the general performance of the candidates this year.

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

- (1) Candidates adhered to the rubrics of the paper and followed the requirements of the questions and arranged their answers perfectly.
- (2) With respect to the essay, most of the candidates arranged their thoughts well with good paragraphing and conclusions as demanded by the questions.
- (3) This time around most of the candidates could write the required number of words demanded for the essay.

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

- (1) The general performance of students on the orthography of the language still remains very poor.
- (2) Word division - attaching the pronoun to the verb eg. “Beleko” and detaching the pronoun from the verb eg “Ye sa” is still a problem.
- (3) They appeared ignorant of the sounds of the alphabet. Consequently, quite a number of them could not write simple words correctly.
- (4) There was a complete disregard on the use of punctuations in the essay and that marred the beauty of most of the essays. This is a matter of concern and needs to be addressed by teachers.

#### 4. SUGGESTED REMEDIES

- (1) Teachers should endeavour to consciously teach the sounds of the alphabet in order to improve their reading and writing skills.
- (2) Teachers are entreated to motivate their students to read more supplementary books in the language in order to improve their competence in the language.
- (3) Teachers should give their students more exercises in the language, mark and discuss their shortcomings as a means of preparing them adequately for the final examination.

#### 5. DETAILED COMMENTS

##### COMPOSITION

##### (a) **Kile kɛ bɛsi bɛto alee mɔɔ ɛkulo ye kpale la**

This was a descriptive essay where candidates were expected to describe how their favorite food was prepared.

In the introduction, the candidate was required to mention some types of food that children like and make a stance. In the body, the candidate was expected to include the following points: different food items used in preparing the food, utensils used in preparing the food, the process used, other foods used as an accompaniment with the food, how it is served and the nutritional value of the food.

The candidate was also expected to give any suitable conclusion in relation to the food.

This was a popular question and most of the candidates who answered it followed the pattern above and were rewarded accordingly. However, few candidates just mentioned some foods but could not show how it is prepared. Performance was above average.

##### (b) **Kɛ menzile menlile kenle nsa ye ala ademaanle ne la.**

In this question, candidates were asked to describe how they spent the last vacation.

The candidates were expected to give any relevant introduction.

In the body, the following points were required: When the semester ended, daily/routine activities he/she involved in during the vacation. (eg. taking part in daily chores, going to the farm with parents, watching TV etc.), planned visits to places of interest, taking part in vacation classes, attending parties and attending church programmes. The candidates were expected to conclude with his/her view or comments about the period, that is, whether he/she enjoyed it or not and why.

Only a few candidates answered this question, but the few who did were able to come out with the expected points. However, others rather wrote to invite their friends to come and spend the holiday with them.

**(c) Kεε κελata kamaa ε gawo maw wa sukulu gyene nu la, na ka ninyene nna maw ekulo ye kpale wa wa sukulu ne la anwo la anwo edwεke.**

The candidates were expected to write a letter to a friend in another school and tell him/her four things that the candidate likes about his/her school.

This is a friendly letter and the candidates were expected to follow the following format: The writer's address with date and the salutation.

In the introduction, the candidates were required to begin with some pleasantries after which they state the purpose for writing the letter.

What the candidates were expected to write about in the body include: cordial relationship of the teachers with the pupils, the school environment, the beautiful buildings and layout of the school, different sporting activities in the school, academic activities that your school partakes in and achievements of the school. Excursions that your school organizes and popularity of the school could also be added.

Finally, the candidate gives a suitable conclusion related to the topic and an appropriate valediction.

A few of the candidates who answered this question discussed the points expected vividly. Others could not write the format of the letter correctly and could not also explain the points raised correctly. Performance was average.

**(d) Gyima εhye maw boni a εκεhulo ke εκεye a; Kilehilevole anzεε nεεε. Maa ngilenu nna maw sti ekulo gyima ne la**

The candidates were asked to state which of the professions they will like to practise in future: teaching or nursing. They were then required to give four reasons for the choice they have made.

In the introduction, the candidates were required to take a stance out of the two. Some reasons to discuss in the body for choosing the teaching profession could include the educational level that can qualify one to practice the profession, assured monthly salary to cater for self and family, it is a respected and noble profession and it encourages you to learn always to get more ideas.

Candidates were expected to also state that one is highly respected in the society, it is a chance to train other people to achieve their goals, one is capable of training one's children to advance in life and one learns more thus fostering critical thinking and there is no or less physical risks as compared with the nursing profession.

Some reasons to discuss in the body for choosing the nursing profession: Educational level that can qualify you to practice the profession, a secured monthly salary to cater for self and family, it is a respected and noble profession and one is highly respected in the society. They could also add that one will have the chance to cater for the sick and needy, one will be able to cater for the medical needs of the family and one will have the opportunity to practice outside the country to earn more income. In conclusion, candidates were expected to give reasons showing how the choice made outweighs the other.

Apart from the few who took a stance out of the two professions, most of the candidates just began discussing the importance of his/her selected profession.

## Question 2

### COMPREHENSION

This was a comprehension passage followed by ten different thinking levels of questions; stated facts, inference, meaning and summary/title. Candidates were expected to answer all the questions.

Expected answers:

2. (a) Awenade anwo dole ye dapene nsa. / Ɔ nwo dole ye dapene nsa./ Dapene nsa.

(b) Kɔkɔte, Keteboe, Asoaso, Kukuba (Any two)

(c) Mɔɔ Pema wolole belemgbunli asalo eke la, ɔnwunle ke nane bie mɔ mɔ be gyake abo zo wɔ eke la enzia emba bieko. / Ɔnwunle ke nane bie mɔ mɔ be gyake abo zo wɔ belemgbunli asalo eke la enzia emba bieko./ Ɔnwunle nane agyake abo zo.

(d) Ɔdele nganee bie wɔ ye nu ke munzule eleba. / Ɔnwunle ke edweke etane eleba arazi. / Ezulole bie hanle ye./ Debie bie maanle ye ahonle dule.

- (e) Ɛnee ɔnea saa adenle gyene bie wɔ eke mɔɔ nane ne mɔ fa nu finde la a.
- (f) Pema gyinlanle nvENZELE ne anwo. / Ɖgyinlanle nvENZELE ne anwo.
- (g) Belemgbunli Awenade hyele bɛ lile.
- (h) i. **Ɛhɛɛ**, Belemgbunli Awenade ɛnze nrɛlɛbɛ.

Saa ɔZE nrɛlɛbɛ a anrɛɛ mɔɔ Pema hanle edwɛkɛ ne la anrɛɛ yeammaa ɔ gyakɛ zo na eza yeanhulu./Ye nyɛlɛɛ ne maanle apema nwunle ke ɔte kpɔkɛ na adwenle yɛɛ yebɔ mɔɔ ɔkponde ke ɔkye nane ne mɔ ngoko ɔdi a. ii. **Kyɛkyɛ**, Belemgbunli Awenade ze nrɛlɛbɛ.

Ɖze nrɛlɛbɛ la ati a ɔholale ɔbɔle adwenle ɔhyele nane ne bie mɔ ɔlile a.

- (i) Yeangyinla eke. / Ɖnrɛandinle ɔhole. / Ɖhole. / Ɖgualɛ ye ɔ nzi.
- (j) Belemgbunli Awenade mɛlɛbɛla anwodolɛ ne./ Belemgbunli Awenade anwodolɛ ne./

Belemgbunli Awenade nee nane ne mɔ, / Pema nrɛlɛbevɔlɛ ne./ Nane ne mɔ belemgbunli ne. / Belemgbunli Awenade anwo ɛla zo. / Belemgbunli Awenade mɔɔ kpatile anwondolɛ la. / Belemgbunli Awenade agyibadolɛ ne.

The general performance of candidates was satisfactory. However, the area of concern was the questions on inference, meaning and giving the passage a title. The performance of most of the candidates in these areas was rather poor.

### Question 3

#### LEXIS AND STRUCTURE

This section was made up of four sub-sections: Joining two sentences with the correct conjunction, negation of sentences, identifying adjectives in sentences and finding the opposites of some underlined words in sentences.

Expected answers:

3. (a) noko akee/noko /na  
 (b) ɔboalekɛ / Ɖluakɛ  
 (c) yemɔti / ɔti  
 (d) ɔboalekɛ / ɔluakɛ  
 (e) eza / anzɛɛ

- (f) **Bengɔ** sukulu nɔsole biala.
- (g) Sukoavoma ne **enrɛhɛɛ/ɛmangɛɛ** sɔnea ne dapɛne bieko.
- (h) **Mmakɔkpa** wɔ kilehilevolɛ ne kyɛɛ.
- (i) **ɔnle** ke ɔfa ɛ nwo edwekɛ ɔkyɛ wɔ.
- (j) Anoma nɔsole **bɛanla** ndɛ.
- (k) ezinra                      (l) fɔlɔdɔdɔ                      (m) ɛtane                      (n) amunli  
 (o) fɛɛkɔ
- (p) dɔle                      (q) ɔ hu                      (r) zunle                      (s) bukele/dukuele  
 (t) fema

The general performance of the candidates was very good. However, most candidates had difficulty in answering the section on negation.



## **DANGME 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourable with that of the previous years but the general performance seemed to have fallen a little below expectation.

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

- (i) Candidates understood the demands of the questions and so dealt with them appropriately.
- (ii) Candidates' performance in the essay writing, comprehension and the lexis and structure questions were commendable.
- (iii) They were able to raise the relevant points for the questions and presented them cohesively.
- (iv) Good use of language such as idiomatic expressions, figure of speech, registers and loan words were appropriately used.
- (v) Most candidates demonstrated a mastery of the features of letter writing.

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

- (i) Some candidates deviated from the content of their essays.
- (ii) Some candidates were not able to give appropriate heading to the given passage.
- (iii) Some Candidates were not able to write good stories.
- (iv) Few candidates copied the comprehension text for their compositions.
- (v) Some candidates used wrong punctuation marks.

### **4. SUGGESTED REMEDIES**

- (i) Teachers should help students to develop interest in the subject.
- (ii) Candidates should read extensively materials in Dangme.
- (iii) Teachers should give more exercises on comprehension, mark and discuss them with students.
- (iv) More attention should be given to essay writing



5. **DETAILED COMMENTS**

QUESTION 1. COMPOSITION

- a. Describe how your favourite food is prepared (*Moo kale bɔne a hooɔ niyeni ne o suɔ ha*)

Candidates were expected to raise these points in the essay: food choice and its accompaniment food, ingredients required in their preparation, the preparation processes and how it is served.

Candidates raised points as expected ; food of their choice ,ingredient used,how it is cooked, served and why they like this particular food.

Most candidates who attempted this question scored high marks for content, expression and organization because they used the appropriate language and the tenses in their response to the questions.

- b. Describe how you spent your last holidays/vacation.  
(*Ngmaa ke tsɔɔ bɔ ne o ye o sukuu blɔha mi ne be ɔ ha*)

This question called for narration. The candidates were expected to narrate how he or she spent the last vacation starting with the day of vacation, activities involved in, place as well as whether he or she enjoyed it. Some of the activities expected include; travelling, daily chores, visits to places of interest, church programs, parties and vacation classes attended.

Candidates were expected to write their view concerning the holidays: whether he/she enjoyed it or not and why.

Majority of the candidates who answered this question did quite well with good introduction, orderly presentation of ideas and the conclusion which made them to score high marks.

- c. Write a letter to a friend in another school telling him or her four (4) things you like about your school.

(*Ngmaa se womi ya ha o hue nge sukuu ekpa, ke de le ni hi eywi ekome ne osuɔ nge nye sukuu ɔ*)

This is an informal letter and candidates were expected to present features of informal letter such as; the writer's address, date, salutation, subscription and name. Use of informal language, figures of speech and idiomatic expressions.

Candidates wrote the features of informal letter and discussed the school environment, academic activities in the school and their achievements. Teacher - pupil relationship was also discussed.

Candidates who answered this question demonstrated high level of understanding to score high marks for content, expression and the organization with good conclusion.

- d. Which of these professions would you like to practise in future: teaching or nursing? Give four (4) reasons for the choice you have made.

*(Menc o maa suw ne o pee hwaw se, tsawlo aloo neesi. Tsaw nihi eywie a he je ne o suw na ne' o hla a)*

This question is an argumentative and demanded candidates taking stance out of two professions.

This is an argumentative essay, requiring the candidates to make a choice between a teacher and a nurse, and indicating four reasons for the choice made. Some of the reasons expected to be discussed include the following: passion, remuneration, respect, opportunities, impact on society.

Few candidates selected this question and some did very well by stating their stance right away in the first paragraph and followed it up with the four points required. Their essays were interesting. However, some lacked the necessary vocabulary and resorted to the use of English words in certain instances. They also lacked good introduction and orderly presentation of ideas which made them lose some marks.

## 5. COMPREHENSION

Candidates demonstrated good understanding of the passage and they were able to answer most of the questions correctly. Inferential questions, posed considerable difficulty to some candidates. Their performance on this question was average.

### 1. LEXIS AND STRUCTURE

3. This question tested Conjunctions, Negation, Adjectives and Antonyms. The candidates were expected to answer all the questions.

Candidates did well on conjunction, adjectives, and antonyms however some lacked knowledge on Negation. Many could not render the statements given in their negative forms, they ended up reproducing them.

Generally, the performance of the candidates in this section was commendable.