RESUME OF THE LANGUAGES

1. **STANDARD OF THE PAPERS**

    All the Chief Examiners stated that the standard of this year's papers compared favourably with those of the previous years even though this was the first time the candidates were writing the papers based on the revised WASSCE syllabuses.

2. **PERFORMANCE OF CANDIDATES**

    Almost all the Chief Examiners reported that the performance of the candidates was below expectation. They all admitted however, that there were some exceptional cases where, especially, candidates coming from some of the schools did extremely well.

3. **A SUMMARY OF CANDIDATES' STRENGTHS**

    -       Most candidates were commended for exhibiting good understanding of the questions, writing essays within the required number of words and for orderly presentation of ideas in appropriate paragraphs. These commendations were found in English Language, Literature-In-English, Twi (Asante & Akuapem) and Nzema.

    -       In Literature-in-English candidates were praised for making use of close references to the text to support their arguments.

    -       Some candidates were equally applauded for the use of appropriate vocabulary,

    tenses, and for their knowledge in the phonology and syntax of languages such as French, English, Literature, Nzema and Ga.

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

    The main weaknesses of the majority of candidates as reported in all the languages were the poor use of the mechanics of the languages, inappropriate spelling, syntax, vocabulary expressions and tenses.

    Most candidates portrayed inadequate knowledge of the recommended reading texts. This was found in Ga, Nzema, Kasem and Literature-In-English.

    Some candidates of Literature-In-English were cited to have barely narrated the story lines instead of analysing or discussing the issues.

5. **SUGGESTED REMEDIES**

The following were proposed as remedies for the weaknesses of identified above:

(a) Teachers should be more proactive and teach grammar with a lot more dedication.

(b) Candidates should be encouraged to do a lot more reading in order to acquire enough vocabulary and expressions.

(c) Stakeholders such as PTAs and the District Assemblies are to supply textbooks

and supplementary reading texts to schools to enable the candidates develop and improve upon their reading skills.

(d) In the Ghanaian Languages such as Ga, Nzema, Kasem and Dangme, teachers are encouraged to pay more attention to teaching the phonology and syntax of the languages.

(e) Refresher courses should be organized for teachers of the various languages from time to time.

ENGLISH LANGUAGE 1

1. **GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. The paper conformed to the requirements of the WASSCE syllabus and the questions were generally within the competence of the candidates.

However, the general performance of the candidates fell below expectation

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

Generally, candidates did not show any exceptional mastery of the language skills tested in the examination. The following features of their work are however worth noting:

- Candidates were able to generate reasonable ideas for the content of the essays. There were quite a number of fuller and longer essays, hence the noticeable appreciation in their content marks. They satisfied the requirement relating to the number of words demanded for the essay.
- Candidates' sense of paragraphing and knowledge of the various formal features

    have improved.
- There were also some flashes of good control of internal and external organisation of the essays.

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

Candidates' weaknesses were numerous. The blatant lapses include the following:
- The candidates' sense of mechanics of the language was very poor. As a result they displayed the tendency of rumbling on and on without the required punctuation. For instance, they did not seem to know the importance of the semi colon and colon in punctuating long sentences into shorter, meaningful units, thereby preventing them from becoming unnecessarily long.

    They therefore frequently lost sight of the subjects of sentences, throwing the rules of concord to the wind.

- Candidates' use of tenses, especially irregular verbs, in general, and their sequence in particular was appalling.

- The use of the type of English Language they see on television was abundant in

    candidates' scripts. For example, 'i' instead of 'I'; 'u' instead of 'you'; 'wonna' instead of 'want to' etc.

- Candidates have problems with the correct use of the bare infinitives and relative pronouns.

- Some candidates also ended their letters with unaccepted forms such as 'it's me'... or 'Joe writes'.

4. SUGGESTED REMEDIES

- The panacea for the majority of shortcomings seen in candidates' scripts is extensive reading of good and varied texts. Reading would enhance and facilitate their appreciation and learning of the structure and many other aspects of the language. School authorities and parents should therefore make deliberate efforts to inculcate the reading habit in students.

- Stakeholders like PTAs, District Assemblies, The GETFUND, Old Students' Associations, etc. which assist in the supply of reading materials should also get involved in solving this problem before it gets out of hand.

- There is also the need to organize refresher courses for teachers of the language

  because some of the problems are of teaching origin.

- Teachers should let students know that not all that they see on television and in newspapers are acceptable in English.

- Teachers should teach students the correct use of bare infinitives, relative pronouns, etc.

- Students should be taught report writing.

5. DETAILED COMMENTS

Question 1

You took part in an excursion organized by the Wildlife Club of your school. Give a vivid account of your experience.

This question demanded that candidates relate their experience and describe what they saw during the excursion. They narrate part of the preparation for the journey to give a relevant background. The events and encounters during the excursion are relevant. The emphasis should be on the occurrences at the site(s) visited. The narrative/descriptive should be organized in well-developed, coherent paragraphs.

Quite a few candidates tackled this question. The problem, apparently, had to do with semantics. The candidates were deceived by the word 'wildlife'. Thus, they felt such excursions should be to botanical gardens and well-known zoos.

The few essays lacked graphic accounts of experiences as demanded by the question. Candidates' answers were devoid of narrative techniques.

1.   Some candidates did not use only the past for their narration. They mixed both the past tense and the   present tense. This did not make the essays flow very well.

2.   Some candidates did not say anything about their preparations towards the excursion. They talked about how they boarded the vehicle for the journey. Others, also, talked only about what they ate at the canteens and how they danced to some good music at the sites(s). They wasted a lot of time writing about the canteens.

3.   Some candidates also wrote as if the excursion was for only wildlife club members or organized to visit wildlife (game) reserves.

Strengths:

1.   Some candidates used very apt vocabulary for their descriptions.

2.   Some, also, in their concluding paragraphs talked about what they had learnt in the excursion as a Geography student, a Science student or a Visual Arts student.

3.   Some, again, said they made friends and learnt the cultures of people at the sites visited.

Question 2

Your school will soon celebrate its speech and prize giving day. As the senior prefect of the school, write the speech you will deliver on that occasion.

This question demanded that the candidate write a speech which he will deliver on the school's speech and prize-giving day. He is expected to speak about the achievements and the challenges of the school. He may make suggestions for improvement.

This should have the features of a speech: there must be properly set-out vocatives, well-developed and coherent paragraphs.

This question was avoided by many candidates. This is a clear manifestation that this particular type of essay is glossed over in schools or candidates found it unfriendly. The few that attempted the question fumbled with the introductory speech vocatives. In several cases, the essays had no proper transition words.

Weaknesses:

1.   Some candidates could not use their imagination to select the vocatives. They forgot to acknowledge the presence of parents, DCEs etc. Some candidates still used small letters to begin the vocatives, e.g. Member of Parliament instead of Member of Parliament, parent-Teacher Association instead of Parent-Teacher Association etc.

2.   Some candidates did not talk of any challenges of the school.

3.   Others did not use paragraph-linking words e.g. Although, Moreover, Furthermore etc.

Strengths:

1. There were many who had their paragraphs well-linked. They used good and appropriate connectives very effectively.

2. Some talked about their past results and compared them with the present results and concluded that, their school was progressing.

3. The good candidates talked of one or two challenges but suggested the PTA, the Old Students' Association or the Member of Parliament for the constituency should come in to help.

4. The good ones praised their headmaster/teaching and non-teaching staff and asked them to do more for them.

Question 3

There has been an outpouring of criticism against the Head of your school. You think that some of these criticisms are rather insulting. Write an article for publication in your school magazine expressing your views on the matter.

The candidate was to write an article for publication in the school magazine expressing his views on the criticism against his Head of school. He was expected to state the specific criticisms which he thoughts were in bad taste. He may attempt a correction of the views expressed by the critics. There should be a title/heading and the name of the writer should appear after /below the title or at the bottom of the article.

This question was equally not answered by many of the candidates.

Weaknesses:

1. There were several answers without the requisite captions or titles. Essays lacked coherence. There was virtual deviation from the formal presentation to an informal one.

2. Some of the candidates could not defend the Headmaster/Headmistress because they have not got the vocabulary to argue their case. Some, too, could not frame the criticism and then kick it out.

3. Some, also, raised the criticisms but were using the age of the Head to defend them. For example, he is of our father's age.

4. Increase in the school's population - this for example, cannot be a point against him. The increase in every school's population is a directive from the government.

Some candidates framed some irrelevant charges/criticisms. So they cannot defend their case.

Strengths:

1. A few candidates rigidly defended their headmaster/headmistress.

2. 'Over-stretched amenities'. Those who gave this point did well to defend him. E.g. poor food in the dining hall, frequent shortage of water supply, over-crowded boarding houses etc. are due to   increased enrolment in schools.

3. Misuse of school vehicle, poor sanitation in the school can be due to high enrolment where they have to travel more often and sometimes use the 'mummy truck' to clear garbage.

Question 4

Write a story that ends with the following words:
The man stood there for a long time, holding his jaw in his left hand.

This is a story that should end with the prescribed words. It may be true or fictional and may not be the candidate's own experience. The story should be credible. A story with animal characters is not acceptable. A story should have a beginning, a climax and a conclusion.

Quite a number of candidates managed to answer this question.

<u>Weaknesses:</u>

1. Most stories lacked sentence variation. There was the monotonous use of simple and compound sentences where the coordinators 'and' and 'but' were abundant. Use of tense sequence left much to be desired.

2. Many of the stories had no relationship with the sentence to end it.

    Some also wrote their own stories but ended them with the given   sentence.

3. Some weak candidates gave some proverbs in Akan to explain what they were talking about but never gave the meaning in English Language.

<u>Strengths:</u>

1. The good compositions were the ones written about fraud/   activities of confident tricksters.

2. The stories were enriched with dialogues.

Question 5

Your friend is attending school in a different part of the country. Write a letter to him about three things which have made your school famous.

The candidate was to write a letter to a friend in another part of the country, telling him about three things which had made his school famous. We expect him to discuss achievements and qualities which have brought fame to the school. Negative traits are out of place here.

This is an informal (friendly) letter which requires features of a friendly letter, e.g. writer's address (without name), date; salutation and subscription. The letter should be chatty and contracted forms of verbs are expected.

About ninety-five per cent of candidates answered this question.

However, some could not differentiate between 'famous' and 'popular'. Some substituted 'popular' for 'famous'. This clearly shows that candidates have limited stock of vocabulary.

Weaknesses:

1.   There was a clear case of the wrong use of tenses.

2.   A lot of candidates did not understand the question very well. They took the friends to be living in another country, e.g. The USA, Britain and France.

3.   Some wrote about why he (the writer) liked his school.

4.   Some candidates, to show intimacy, used words like 'wanna', 'how studies dey'?.

Strengths:

1.   Some candidates used school jargons e.g. 'home cho'.

2.   Some good candidates wrote about how they won prizes in quiz   competitions organized by the media. The competitors and schools were telecast, this publicized the school and made it famous.

Question 6

Comprehension

Generally speaking, Section B of the paper has been the Achille, heel of many a student and this question was no exception. Candidates could not comprehend the passage. Answers to the grammatical question (6(f) (ii)) were disastrous. It behoves the teachers to pay much more attention to this area of grammar.

Weaknesses:

1.   Some candidates did not understand the passage, hence they lifted sentences   that have some resemblances to the question as the answer.

2.   With the treatment of the vocabulary section (6h) candidates were not able to relate whatever meanings they had to the context. The spelling of 'alliteration' (6g) was a problem to a number of candidates.

Strength:

Apparently, those who has read extensively did well. They even answered the grammatical question properly and correctly.

Question 7

Comprehension

This seemed an easier passage but, surprisingly, candidates made heavy weather of it.

Weaknesses:

This passage seemed difficult for many candidates, so they lost many marks here. Most of them did not seem to understand the passage and answered the questions only partially. Again, where grammatical terms or functions were required, they gave literary terms instead.

Strength:
The good candidates who attempted this question did justice to the demands of the questions.

Question 8

Summary

As it has always been, this section was poorly dealt with.   Candidates confused the answers for (8a) and (8c).
Candidates were confused by the words, 'benefits' and beneficial' and some were compelled to write almost the same answers for (8a) and 8c).

Weakness:

Some candidates only lifted part of the passage as their answers. Some too, joined what was lifted to another sentence. This showed that they knew very little about summary writing.

Strength:

Only a handful of candidates displayed some good knowledge of summary writing. This was because they understood the passage.
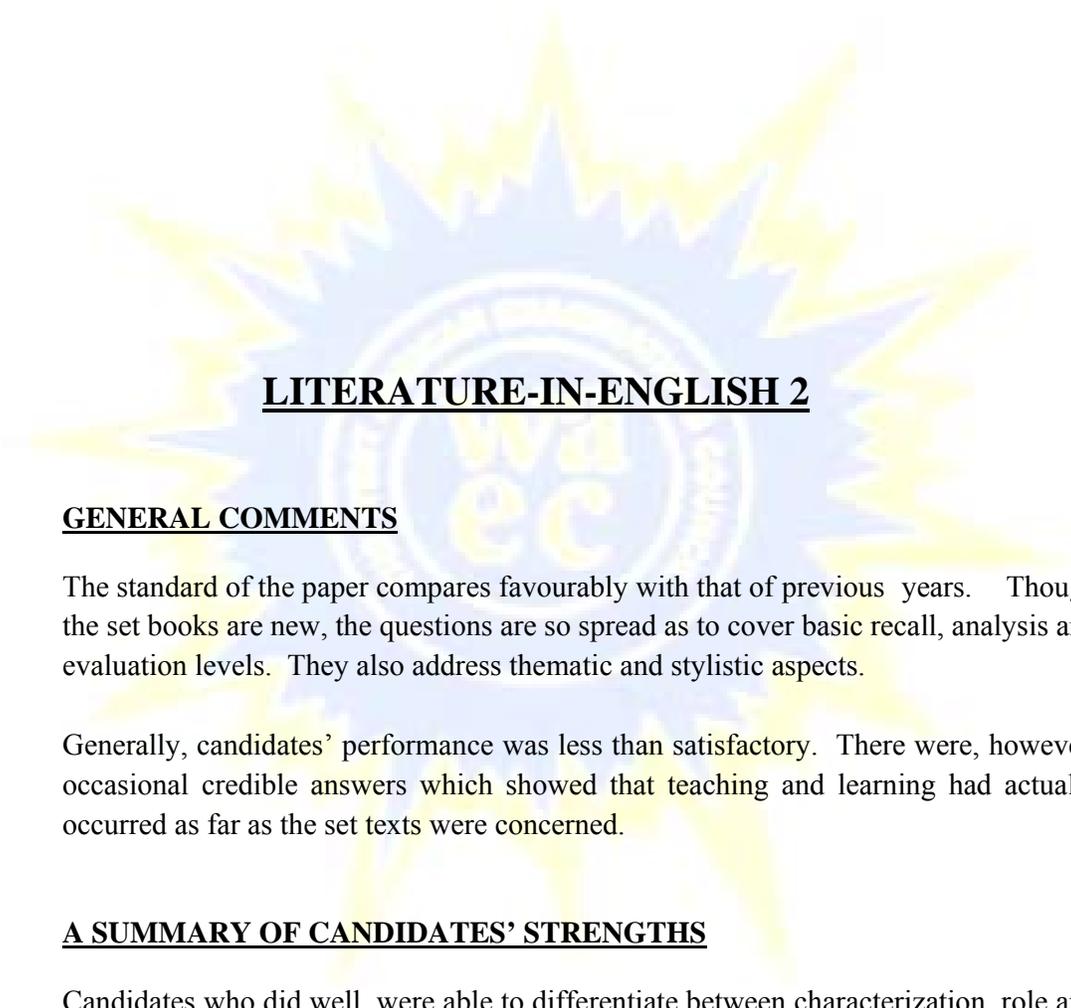
LITERATURE-IN-ENGLISH 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of previous years. Though the set books are new, the questions are so spread as to cover basic recall, analysis and evaluation levels. They also address thematic and stylistic aspects.

Generally, candidates' performance was less than satisfactory. There were, however, occasional credible answers which showed that teaching and learning had actually occurred as far as the set texts were concerned.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates who did well, were able to differentiate between <u>characterization</u>, <u>role</u> and <u>discussions</u> or <u>commenting</u> questions. They had the required knowledge of the texts and aptly selected the areas of the information at their disposal that answered the questions. The ability to select appropriate material for answering questions is the outcome of adequate teacher guidance on understanding questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The weak candidates lacked language. The very basis of literature is language. Some of the poor marks resulted from the inability of the candidates to utilize

effective language to explain the information they had acquired and put forward a good answer. The information at the disposal of such linguistically handicapped candidates, manipulated by candidates of good standing in language, earned the good candidates good marks.

4.   **SUGGESTED REMEDIES**

Students must be encouraged and assisted to read the prescribed texts. Pamphlets are inadequate even if they are not misleading. Teachers must teach the candidates to read the texts and guide them to appreciate the material that they read. There is no alternative to reading the texts prescribed by the syllabus for the examination.

Background information about authors is acceptable all right if it   does   not   form   a substantial part of the candidates' answers.

5.   **DETAILED COMMENTS**

KOBINA SEKYI: *The Blinkards*

Question 1

Comment on the role of Mrs. Borofosem.

This question requires the candidate to comment on the role of Mrs. Borofosem. It is not enough to show the role of the character. It is even less adequate merely giving a character sketch. The good candidate saw the role and made comments, e.g.

Mrs. Borofosem serves as the rallying point for the impression that the 'in thing' is the British way of   doing things - role. This is an unfortunate position because   it means that this character is misleading the people. She herself speaks little good English. Can we imagine the consequence of her teaching what she   knows   so little about? - comment.

This hits the nail on the head. The opposite is either a lengthy and faulty narrative or a sketchy (or sometimes a surprisingly lengthy) characterization outpour. It is not acceptable to state that Mrs. Borofosem performs the role of any of these:

- *the wife of Mr. Borofosem*
- *a housewife*
- *one who has been to Britain (or the USA)*
- *a fashionable woman*
- *the convener of the garden party*

- *a liar*
- *a cultural deviant, etc.*

It is what being any of these does and what the candidate   thinks of the outcome that answers the question.

Question 2

Analyse the character of Mr. Onyimdze.

This question requires the candidate to analyse the character of Mr. Onyimdze. The emphasis of the question is on the analysis.

The good candidate sets out Mr. Onyimdze's love for fairness. He stands for his convictions and defends what is obviously true. This justifies the focus of a person who, though highly educated, knows his roots, and brings him into sharp contrast with others. For example, Mr. Onyimdze does not   behave like Mrs. Borofosem who makes a buffoon of herself endeavouring to exhibit British standards about which she   knows little.

This approach contrasts with that of the candidate who says that Mr. Onyimdze is a foil to Mrs. Borofosem without saying what this means or implies.

FEMI OSOFISAN: *Women of Owu*
Question 3

Discuss the theme of Love in the play

The candidate is to discuss the theme of love. There are various incidents of the exhibition of love. The candidate is required to identify some of these and discuss them. One   could   cite the love between mother and child, as between Lawuni and Anlugbua. Though the god of war is enraged by the destruction of his city by his mother without his being informed, he acquiesced in causing calamity for the invaders as they retreat.

This is not merely out of the desire for revenge for the destruction of his city; rather, it is the affirmation of motherly and reciprocal filial love. The discussion is critical.

Anlugbua does not only see a means of getting his own back at the desecrators but also offers his mother the help she needs to fulfil her project. Of course, there is much more than this love between the gods. For example, what drives the sculpture warrior to join the allied forces in the first place is love. It is necessary for the candidate to deliberate the phenomenon and discuss it.

Question 4

Comment on the significance of the encounter between Anlugbua and the two women.

The candidate is to comment on the significance of the encounter between Anlugbua and the two women. It is not a description of the encounter. Some candidates did even the mere description /narration woefully inaccurately.

It is insufficient to say that the encounter is insignificant. How so? For instance the encounter reveals that there has been a pact between the god and his people (the chain). This is significant. One may comment that the people fail to take advantage of the means of their salvation. Why? Is it because of the siege? Did the gods make them forget? These form the basis for valid comments.

A narration of the story of women going to fetch water and meeting an old man whom they urge to run for it lest he be killed by the invaders is not enough. What can be said concerning the revelation is what tackles the question.

BERNARD SHAW: *Arms and the Man*

Question 5

Compare the character of Nicola and Louka.

The comparison of the characters of Nichola and Louka needs to show what the two have in common and what the one is, that the other is not.

This should have been the easier question in the paper. But answers that listed the virtues/vices of one character on the one hand and those of the other character on the other, were popular with the candidates. It was inappropriate to write about Nichola under the heading 'Nichola' and about Louka under the heading 'Louka' in two apparently separate essays. The answering technique should be the 'whereas ... at all' that is, for example:

- *Nichola is ... but Louka ... (something else, not that she is not what Nichola is);*
- *Unlike Louka , Nichole does ... ;*
- *Whereas Nichola always ... Louka never ... (she is ...)*
- *Louka looks ... while Nichola exhibits a lot of*
        ...
This style of answering an examination question needs to be taught.

Question 6

Discuss Raina's contribution to the development of the plot.

What is to be discussed in this in question the contribution of Raina to the development of the plot. This <u>does</u> arise from, but does <u>not</u> mean 'character and role'.

The emphasis placed by some candidates on Raina's age and aristocracy wrong. Raina is used to having her way to the point of being downright disobedient. Her leaving her window open on the crucial night against her mother's urging arises from her character.

Through this Blunchili is able to enter her room. That is Raina's role. How does this role help in the development of the plot? By her conduct, Raina circumvents the pursuers of the fugitive. Raina's action puts her at personal risk. It also endangers the family. What about the servant, who sees tell-   tale evidence of Raina's lie? These considerations form part of the discussion of Raina's contribution to the development of the plot.

OSCAR WILDE: *The Importance of Being Earnest*

Question 7

How does Jack portray 'the importance of being earnest'?

The essence of this question is an account of what Jack does 'in earnest' to be Earnest. He seeks the bag and has its drama re-enacted; he requisitions christening; he interrogates Gwendolen, by close examination settling the question that she will settle for nothing other than Earnest, etc. Jack earnestly shows that it is important to be Earnest.

Question 8

What is the significance of the quarrel between Gwendolen and Cecily?

The question requires the candidate to show that the quarrel is significant. This does not ask for a comment on or discussion   of the significance, and so is an easier question than Question 4. However, a mere narration of the event is not enough.

For instance, it is relevant that by the quarrel, Cecily's strength of character is revealed. The country girl matches the city space lady squarely and plays focused tricks on her, deliberately annoying the lady. Significantly, the quarrel supports Algernon's insightful observation that a woman needs to quarrel with another woman for them to become friends.

AFRICAN POETRY

Question 9

Examine the theme of social justice in "*Myopia*".

The candidate answering this question is required to examine social injustice in the poem. The question calls for comments with close reference to the poem. Mere regurgitating of the lines will not suffice. Again the reference   must be relevant.   The elements of neglected farmers and their shortsighted political leaders are crucial to the answer   that   satisfies   the requirements of the question. The poet's revolution on anger should be part of the answer.

Question 10

Examine the structure of "*Expelled*".

In examining the structure, the answer required by the question presents a discussion of the thematic organisation of the poem as it blends into its style. Superficially, the poem is structured in lines and stanzas. But it is also a movement of the presentation from the communal predicament to the personal resolve to deal with it.

The transition from:

We had traded in the market ...
               TO
I have nothing to reject ...

is important.

NON-AFRICAN

Question 11

Discuss the encounter of the poet with his victim in "*Strange Meeting*".

The candidate is to discuss the encounter in "Strange Meeting". In the encounter between assailant and victim the nature of war and the attitude of the two is discussed: while they were alive things were different; now they are dead and have a different view. This is a textual discussion, not a general view of war. However, narration of incidents and lines from the poem is inadequate. Merely talking about war generally is even less so. In the encounter, there is an exchange between two people, victor and victim, each recounting an experience and registering an attitude. Their significantly varied tones are part of the encounter.
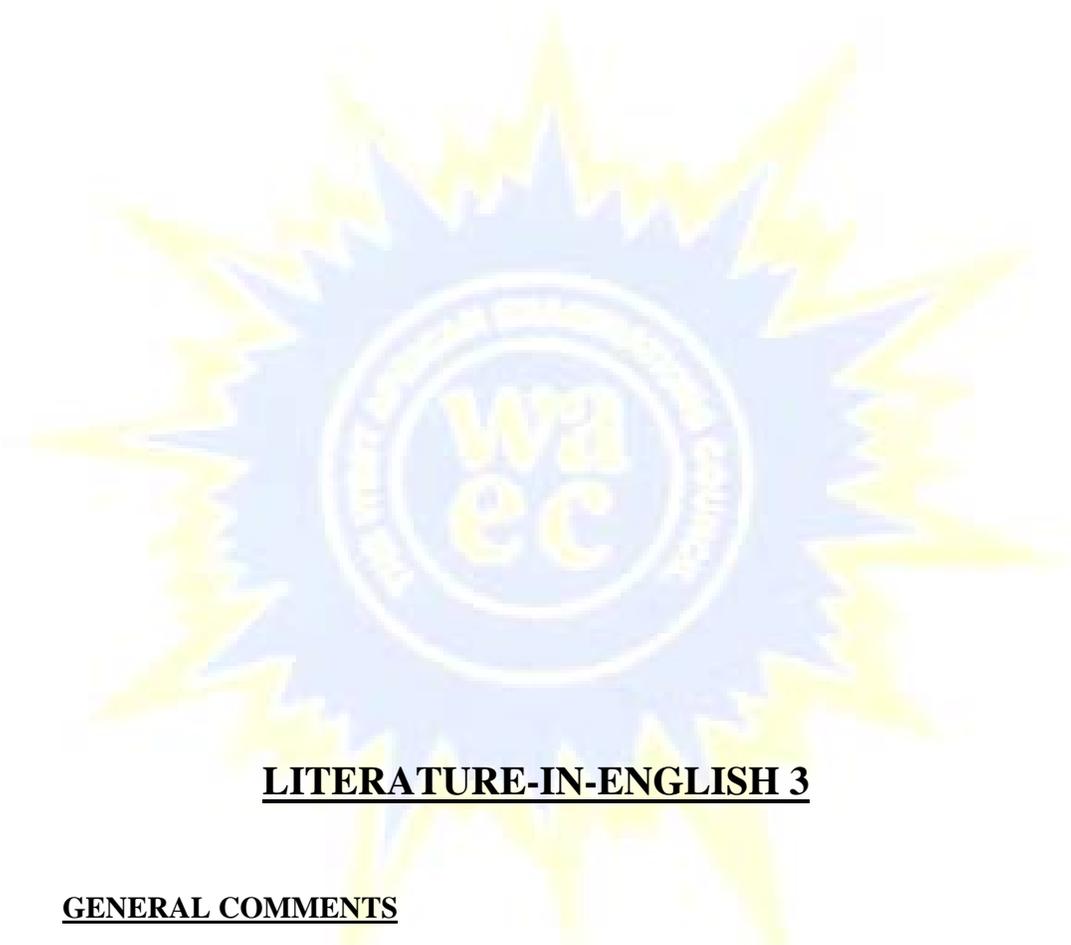

Question 12

Comment on the diction of the Poem "*Daffodils*".

This relatively poorly done question was an easy one, really, especially for any candidate who had read the text well.
Defining 'diction' and veering into discussions of literature devices does not answer the question.

How does the poet select words that express his experience and intention? How do the words paint the picture for the listener? Apt diction means these and more!

LITERATURE-IN-ENGLISH 3

1. **GENERAL COMMENTS**

    The paper was generally good and compares favourably with those of previous years in respect of the difficulty level of the   questions.

    The general performance of candidates this year was not   much different from that of previous years. While a few candidates were able to do justice to the questions, a good number of them merely beat about the bush.

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

    (1)   Many of the candidates displayed quite good knowledge of the texts.

    (2)   A good many candidates addressed the question without any narration.

(3)   A few candidates quoted texts or made use of close reference to support arguments or points.

3.   A SUMMARY OF CANDIDATES' WEAKNESSES

(1)   Many candidates wrote pretty bad English; their errors included spelling, syntax

and vocabulary.

(2)   Some candidates could not tailor their points well;   some wrote their essays without paragraphs and others without introduction or conclusion.

(3)   Many candidates merely narrated the story in the text.

(4)   A few too many candidates scored zero because their answers were not in any way related to the question.

4.   SUGGESTED REMEDIES

(1)   Candidates should be encouraged to appreciate reading as a means of improving

their English.

(2)   Candidates should practise essay writing in order to improve their writing skills.

(3)   Teachers of Literature need to be informed on what answers certain types of question require.

(4)   The need to situate one's answer in the text should be impressed upon candidates so that they do not set   about writing a general   answer to questions which appear to have a general outlook.

5.   DETAILED COMMENTS

Question 1

To what extent is Eugene a tragic character?

Candidates were required to bring out who Eugene is and the good side of him. This should be done in one or two paragraphs. In the subsequent paragraphs, candidates were expected to give a copious account of his flaws.

The candidates who answered this question well were mindful of the word 'tragic' as a key word in the question. This kept them on track. They introduced their work with the good side of the character but the bad side outweighed the   good side.   This made their answers credible and earned them good marks.

There were however, a number of candidates who failed to give the good side of the character.

Question 2

Examine the influence of the military in the novel.

The society in the novel which could be a portrait of modern Nigeria in particular and Africa in general, is full of political tension caused by the insincerity of the military leader. The reign of the military promotes violence and chaos in the nation just as it does in Eugene's house.

There were politically motivated killings such as the assassination of Ade Coker and Nwakiti Ogechi. There was corruption and an unstable political situation. The élite flee the country for dear life.

This question was not popular with the candidates. Those who answered it rendered mostly a mere narration.

Question 3

What effect does superstition have on the lives of the characters in the novel?

Candidates were required to tell what the characters did because they were superstitious; e.g. Pokuwaa seeks divine intervention to get a child. She believes that the god Tano will give her a child. Pokuwaa's mother goes straight to the home of the medicine man upon hearing that Pokuwaa has had a miscarriage. There is a strong belief in ghosts and the trust reposed in the veracity of the oracles is absolute.

Many of the candidates who attempted this question did well. There were, however, others who went to the extent of discussing what would happen to the people as a result of their superstitious deeds. For example, they wrote that staying away from work on a certain day may result in poverty and lack of food since productivity would suffer. This is a deviation from the question.

Question 4

Comment on the relationship between Kwadwo and Pokuwaa.

Candidates were to discuss the love that binds Kwadwo and Pokuwaa. They were to mention both Kwadwo and Pokuwaa's contribution to the relationship.

A few candidates did very well; they touched on the couple's contribution. The majority however, were lopsided; they develled solely on Kwadwo.

Question 5

Examine the friendship between Santiago and the boy.

This question was the popular choice. Most of the candidates who answered it did well. They mentioned both Santiago and   Manolin's contribution to the relationship. There were, however, a few candidates who merely narrated the story in the novel.

Question 6

Assess the contribution of Manolin to the development of the plot.

The candidate was required to assess what Manolin did to push the plot forward. This question was very unpopular with the   candidates. The few who attempted it merely narrated the   story. There were however a handful of candidates who   understood   the question. Among other things, they said Manolin's departure from the old man to another boat pushed   the plot forward because we are not only made aware of the   good catch in the other boat but we can also compare fishing in Santiago's boat with that in other boats.

Question 7

What are the immediate efforts made by the boys to enable them survive on the island?

This was a simple, straightforward question and almost all the candidates who answered it did well. There were however, a few candidates who narrated the story.

The question requires of the candidates what efforts the boys made to survive on the island immediately they landed there.


Question 8

How significant is the killing of Simeon in the novel?

This question was very unpopular with the candidates. They were to tell the significance of the killing of Simeon.

The majority of the few candidates who answered the question likened Simeon to Jesus Christ. This was irrelevant. A few, however, were able to say that the killing of the character reveals how violent the boys had become. This is a good point.

Simeon's killing reveals the extent to which the boys degenerate into bestiality. Simeon does not live to make the revelation that the beast he was talking about lives among them. If Simeon had not been killed, the picture Jack painted of the beast would have changed. The sense of lost hope is heightened soon after Simeon's death.
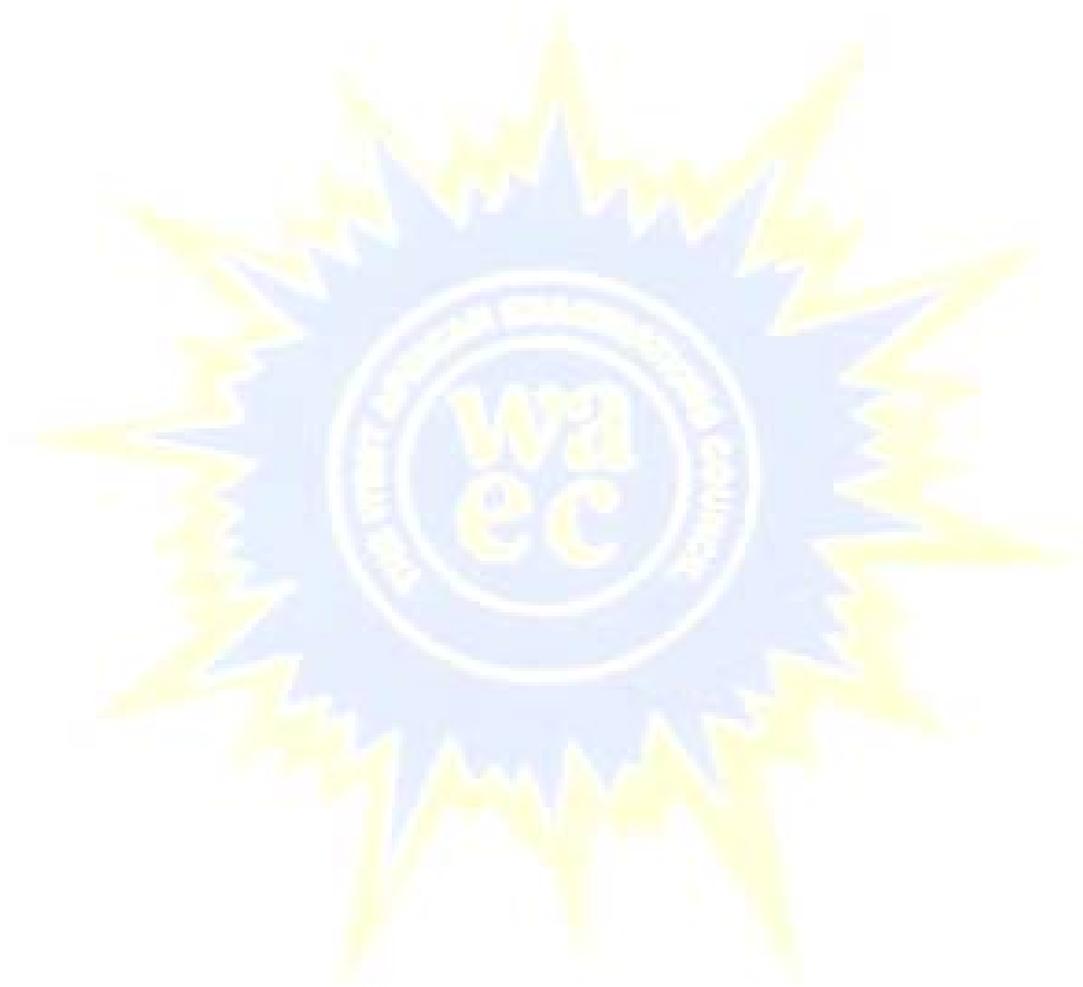
FRENCH 1

GENERAL COMMENTS

The standard of this year's paper compared favourably with that of previous years.

Candidates who performed better gave an indication that they had had better preparation than those who did not do so well.

Generally, the candidates' performance was satisfactory.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The good candidates showed that they understood the questions. They used the correct tenses and vocabulary and therefore, were able to score very high marks.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The main weaknesses were the use of wrong tenses and vocabulary. Grammar must be given special attention because that is the basis for the learning of a language. The candidates used the wrong tense, wrong vocabulary and sometimes they committed to memory model essays which they tried to reproduce including mistakes in the model essays.

4. SUGGESTED REMEDIES

There is the need for teachers to be more proactive and teach grammar with a lot more dedication. The modern candidates do not like reading but they must be encouraged to do that. School authorities should make conscious efforts to procure text books and relevant supplementary readers. There is the need to take students to French centres (CREF) in the regional capitals to help them listen to Standard French in films and on audio tapes.

Interest of students must be whipped up because if the foundation is not strong it affects all that is studied even at the university level.

5. DETAILED COMMENTS

Question 1

Vous alliez à l'école le matin. Un accident de voiture s'est produit. Racontez à la police ce que vous avez vu et ce que vous avez fait ensuite.

This essay question was an outline of a story and the candidate was to write the continuation of the story in the past tense.

The candidate needed an introduction which may include the outline in the question or he/she could go on straight and write the rest of the story. Apart from vocabulary which posed a problem, the past tense was difficult for some students. Imagination was very crucial in writing an interesting story. This, many candidates exhibited.

In addition to recounting the accident candidates to tell what they did, to the police. Some candidates deviated by choosing to tell the Headmaster, a parent or friends.

Some candidates did not talk about the fact that they were on the way to school but they narrated interesting incidents.

Generally, this essay was well written. A few candidates used vocabulary that was very appropriate and interesting.

Question 2

Si vous étiez le président du club français de votre école, que feriez-vous pour motiver les élèves à apprendre le français?

This question wanted students to write on what can be done to motivate students to learn French. Those who wrote it and got good marks wrote it using the conditional tense properly and talked about what plans they had.

Some wrote the essay on why French must be learned which did not answer the question.

Here also, vocabulary posed a challenge to several candidates.

Question 3

Vous avez quelque mois de repos avant de poursuivre vos études supérieures. Décrivez comment vous passerez ces mois de repos.

The question expected the candidate to talk about the fact that the examinations at pre-tertiary level were over and there are some months when the candidate is to rest before going for further studies.
Vocabulary and tense were appropriate. Unfortunately, a few wrote on what would be done in future including even marriage and having children.

The idea of rest after school was well written by those who selected this question.

Question 4

Le 19 mai 2011
Ada,
Tu viens déjeuner avec moi samedi à 14 heures?
Emeka

Ecrivez une réponse pour dire pourquoi vous ne pourrez pas accepter cette invitation.
Generally those who attempted this question performed very well. Candidates were to explain why the invitation could not be honoured. However, some candidates chose to talk about what they do everyday and this was not the answer expected. The question was easy to understand.

Question 5

On a volé vos frais d'inscription. Ecrivez une lettre à votre père/mère pour le/la persuader de vous envoyer une autre somme d'argent pour vous inscrire.

There was so much variety in this essay where a lot of imagination was shown by candidates to describe how the money got lost. The reasons used to convince their parents for sending more money too was varied.

Some candidates just mentioned that money should be sent without really trying to use any good reasons to convince their fathers to do so. From the answers, it could be deduced that this was an experience that had taken place.

FRENCH 2
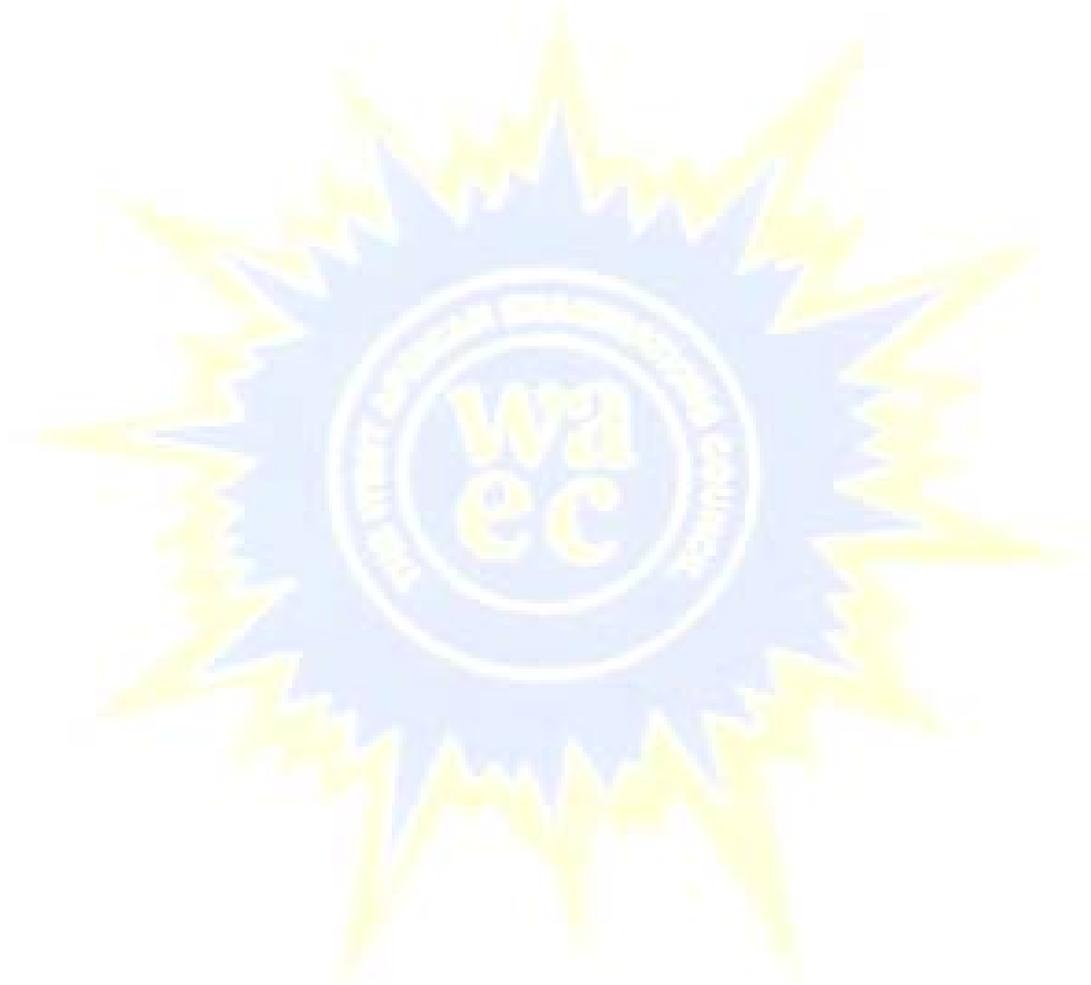
1.   **GENERAL COMMENTS**

Candidates were tested only in the Listening Comprehension, the Reading and Conversation drills without any dictation test as in the previous years.

This notwithstanding, the standard of the paper compared favourably with that of the previous years. Candidates' performance considerably improved mainly in the areas of reading but the overall performance was also satisfactory.

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

A great number of candidates showed the following commendable features:

(a)   Fairly good listening skill which was exhibited through their understanding of the comprehension passage. The choice of the right multiple answers to the questions revealed this.

(b)   During the reading test, candidates did not find much problem in the pronunciation of the selected or tested words. Intonations and accents were also/able commend.

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

Many candidates could not get correct answers to questions 6 and 8 in the comprehension test.

Both answers requested candidates to produce their own answers in writing. This was difficult for majority of the candidates.

A few candidates showed inability to answer simple questions in the conversation test. They found the multiple-choice answers easier.

3.   **SUGGESTED REMEDIES**

(1)   Candidates must be more serious with their studies.

They should prepare very well for the French oral tests. Candidates should have regular training in reading aloud and learning how to form sentences in French.

(2)   Learning of the French grammar, vocabulary and conjugation is key to good performance in the oral test.

4.   **DETAILED COMMENTS**

1.   **Listening Comprehension**

One passage was read aloud twice to all the candidates. After the second reading, candidates answered ten (10) multiple-choice questions.

The candidates were accurate in selecting the correct answers except for questions 6 and 8 where they were supposed to formulate their own answers in writing i.e.

Question 6

- "**Après la révélation du prophète, Tante Manat traitait Aminata comme une esclave parce qu'elle ....**

The candidate could write any of the following answers
- Tante Manat/elle a cru la révélation du prophète."
- Aminata/elle portait un malheur
- Aminata/elle était diabolique
- Aminata/elle avait un mauvais esprit.

Question 8

- **"Quand Aminata ne supportait plus les mauvais traitements, qu'a-t-elle fait?"**

Possible answers include
- Elle a quitté sa maîtresse/tante
- Elle est partie chez sa famille/chez elle
- Elle est rentreé au village

2.   Reading Passage

Two reading passages (A & B) were set and the candidate had an option to make. The candidate was given 10 minutes to prepare and come before the examiner to read his/her chosen passage aloud to the attention of the examiner. The examiner tested the candidate on the pronunciation of thirty (30) selected words.

A lot of candidates performed very well in this exercise somee scored as high as 100%

The pronunciation of a few words such as 'Angélique, uniquement, mieux and trois ans' posed a problem to some candidates.

3.   Conversation and Exposition

This test involved a one-to-one conversation between the examiner and the candidate. The examiner was to select a few questions based on everyday life including one selected literature text book.

They were fairly simple questions and many candidates used appropriate words to construct good sentences.

But a few constructed incomplete sentences and those who could not speak French properly, or were not willing to do so, gave their answers in English. This was not acceptable.

DAGAARE 1

1. GENERAL COMMENTS

The paper compared favourably with that of previous years.
There was a tremendous improvement in candidates performance this year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates selected the appropriate number of questions from the various sections to meet the required number of questions they were expected to answer.
(1) There was marked decrease in the instance of deviation of whole questions as compared with previous years.
(2) There was great improvement in the orthography of the language resulting in a drastic decrease in spelling errors.
(3) There was a shift in the attitude of candidates lifting wholesale, portions of the comprehension passage to reflect answers to questions.
(4) Candidates did not translate the English passage sentence by sentence as the practice is not so good for translation.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) Candidates wrote voluminous essays. As a result, there was diminishing performance in the rest of the questions. Candidates tried to answer the required number of questions at all cost. They did not give all the questions equal attention.

(2) Candidates were still faced with the problem of grasping the terminologies in the language.
(3) Questions on phonology were generally poorly answered by candidates as a results of their lack of knowledge on the terminologies.

4. SUGGESTED REMEDIES

(1) Candidates should endeavour to go straight to the point in their essay writing and avoid the chipping in of unnecessary information in their attempt to expand their essays.
(2) Candidates require ample preparation on areas where they have conflicts with the terminologies.

5. DETAILED COMMENTS

Question 1

Discuss four reasons that prevent the youth of today from engaging in farming, and suggest remedies to the problems.

The question was nicely handled by all candidates who attempted it. However, some candidates exceeded the required number of points. Points such as the following could be raised: soil infertility, insufficient rains, youth preference to white-colour jobs, post harvest losses, poor markets for agriculture products, lack of access to loans, primitive farm tools, etc.

Points for solution: supply of fertilizers to farmers, digging of damps, loans for farmers, importation of tractors, etc.

Question 2

Identify a very respected person in your community and discuss four contributions he/she had made towards the development of the community.

Candidates who wrote on this did a good job. Unfortunately, candidates failed to describe the personalities chosen.

After the physical description of the personalities, contributions of such people could include the following: impact on social amenities such as education, water and sanitation, road network and social life in the community etc.

Question 3

Which do you prefer; mixed school or single sex school? Give reasons for your choice.

Not many candidates wrote on the topic. These points could be good for mixed schools: socialization, high competition, good discipline, hygienic atmosphere, etc.

Single sex school: controlled moral values, good competition among students, unity among students, etc.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents.

The question was well answered by candidates. They followed the conventions of article writing. Points such as these are good: overspeeding, over loading, bad roads, drunk driving, non-maintenance of vehicles, etc. Avoidance of such points are the solutions.

Question 5

Translation

The translation was commendable. This is based on the fact that sentences were short and simple and reflected the culture of the people.

Question 6

Comprehension

The performance here was remarkable. Candidates gave   answers to questions using their own words. They avoided   lifting directly from the passage.

Question 7

(a)   What is vowel harmony?

(b)   Give two types of vowel harmony in your language and give five examples of each.

Candidates had difficulty with the terminology as they confused it with vowel sequence, hence, the question was poorly answered.

Question 8

(a)   Use the three-term label to describe [m], [g], [s], [f], [l].

(b)   Give two examples each to show the positions of the above symbols in words.

In the description, candidates were expected to mention the place of articulation, manner of articulation and voicing.
Candidates' performance was poor.

Question 9

(a)   What is a phrase?

(b)   identify noun phrases in given sentences.

While some candidates did well, some stated types of phrases instead of picking out the noun phrases from the given sentences.

Question 10

(a)   Explain the following terms:
   (i)   Subject;
   (ii)   Predicate;
   (iii)   Complement.
(b)   Pick out the subjects and complements in given sentences.

Instead of giving the definition of subject, predicate and complement, some candidates stated, verbs and nouns in their respective places. Also, some candidates wrote down the subject and complement without indicating the respective examples in the given sentence. Apart from the above comments, many candidates did well.

DAGAARE 2

1. **GENERAL COMMENTS**

   The standard of the paper was comparable to that of previous years judging by the candidates performance.
   Some candidates did very well, some performed poorly while others performed averagely.

   Performance, however, varied from school to school especially with regard to Section B. While candidates of some schools demonstrated adequate knowledge of the prescribed texts, candidates of other schools seemed not to have read the texts at all.

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

   Candidates could tell what divorce is, discuss four causes of divorce. Candidates could also define taboos, identify five taboos of their people and state the usefulness/benefits of taboos among their people.

   For those schools whose candidates demonstrated adequate knowledge of the set texts, candidates could write adequate notes on the three selected characters from the novel.
   Candidate could also identify the setting and theme of the play and two lessons from it. Candidates also answered the context question on the play quite well.

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

   As already stated, candidates of some schools demonstrated little or no knowledge of the set books. Of those schools where candidates demonstrated some knowledge of the set texts, candidates had difficulty in discussing the plot of the novel "D=manaangmenu". Also, most candidates could not adequately answer the questions on the selected poems.

   As in previous years, poor spelling continued to be a problem.

   Some candidates answered both questions in Section A and none in Section B.

4. **SUGGESTED REMEDIES**

   Candidates should be encouraged to read the set texts and teachers should discuss the plots, characterization, theme, message and lessons of the novel and play with students.

As far as the poetry sub-section is concerned, all the selected poems for the period should be studied since one cannot tell which particular poems would be examined in a particular year.

Candidates should also be drilled in the fundamentals of Dagaare spelling especially how the vowel sounds are represented in the orthography.

Candidates should be reminded to read instructions carefully and follow instructions well.

5.   **DETAILED COMMENTS**

Question 1

Candidates were to define divorce, explain four causes of divorce and discuss two effects of divorce.

Most candidates who chose this question answered it quite well.

Question 2

Candidates were required to explain what a taboo is, write five taboos and expatiate on the relevance of any two of the five taboos.

This question was also generally well answered though some candidates discussed the usefulness of taboos in general rather than two of the specific taboos they identified.

Question 3

Candidates were required to discuss the plot of the novel D=manaangmene. This question was not very well answered. A good answer should include the following:
(i)   the beginning i.e. how the story started,
(ii)   Development and crisis,
(iii)   the climax and (iv) the denouement or conclusion/ending.

Question 4

Candidates were required to write short notes on three selected characters; viz Basaanabaninge, D=mala` and Suuriko`. This question was generally well answered.

An adequate answer should identify who the character is, the character's relation to other characters, a description of the character/behaviour of the character and his or her role in the novel.

Question 5

Candidates were required to identify the setting of the play, Namalene`, quote statements from the play that indicate the setting, identify the theme of the play and discuss two lessons from the play.

The first parts of this questions were generally well answered, however, many candidates could not adequately discuss the lessons of the play. For instance, two lessons from the play are

(i)   Do not seek to do evil to another person because eventually the evil you plan for the person may overtake you.

(ii)   If a loved one is doing what is wrong, correct the person, otherwise, eventually the person may get into serious trouble or even lose his or her life.

Question 6

This was a context question. Candidates were to identify the speaker and addressee of a text quoted from the play *Namalene`*, state the occasion of the quotation and discuss its effects in the play. Those candidates that demonstrated familiarity with the set texts, generally answered the question well.

The speaker of the quoted text was "P=genya!aa" and the addressee was "Akonw`". The occasion of the speech was when Akonw` and Angkaabale were plotting the murder of Maaleko. P=genya!aa came to dissuade them from their plan and Akonkw` called her a witch; P=genya!aa then responded with the selected quotation.

P=genya!aa's saying brought some disagreement between Akonkw` and Agkaabale and even though they patched up their differences, because they refused to heed P=genya!aa's advice, in the end both of them lost their lives including Maaleko and Nenfaayeli.

Question 7

Candidates were required to state the theme of the poem "Bikpeebe" and discuss four devices the poet used to structure the poem. Most candidates could identify the theme of the poem viz the sufferings of an orphan, however, many could not discuss the various devices the poet used in structuring the poem.

An adequate answer should include the following: the poet had made use of parallelism (yellanoo/yelt=nnoo) and this makes the poem memorable an easy to recall e.g. Ba dogb`` luri g(> ==ra, Ba kpããã ngmaagyil dire. The poet also made use of metaphor (meele-e!naa) - "Onang le` d=sumkpuili z`ll`" to underscore the suffering of the orphan. Other devices include idioms - "Eng we` ky` mare puori" and personification (nensaalu!) - "Fo ne kolaang naa langna boore".

DAGBANI 1

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The performance of candidates had also improved in expression and organization of answers.

2. A SUMMARY OF CANDIDATES' PERFORMANCE

(1) Good Expression

The expression of many candidates was very good.
They used appropriate tenses, registers, loaned words and proverbs.

(2) Organization of Answers

Many candidates organized their answers very well.
In the composition, they presented their ideas orderly in four or more paragraphs. In the other parts, they answered the questions in short and simple sentences.

(3) Good Handwriting

The handwriting of many candidates was very good.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) Mechanical Accuracy

The spelling, punctuation and word-division of some candidates was very poor. Most of them used both small letters and capital letters wrongly. The sign of elision was completely neglected in word structure.

(2) Length of answers

Some candidates were very verbose in the composition. They exceeded the number of words by far. In the other answers they gave very long and

unnecessary answers.

4. SUGGESTED REMEDIES

(1) Mechanical Accuracy

Teachers should identify students with orthography problems and help them to overcome this through dictation, intensive and extensive reading, and other class exercises.

(2) Length of Answers

Any time teachers give students class exercises, they should be encouraged to write them in a given number of words.

5. DETAILED COMMENTS

Question 1

Discuss four causes that prevent the youth of today from engaging in farming, and suggest remedies to the problem.

Some of the candidates who chose this question introduced their compositions by mentioning that farming is the main occupation in Ghana. Other compositions did not have any introductions.

In the body of their compositions, some candidates gave four very good reasons (e.g. difficulty in acquiring farm lands, lack of credit facilities, farming considered to be for non-literates, farming as manual job, etc.). They also suggested four very good measures that can attract the youth into farming. Some of these measures were sensitization and education on the benefits of farming, making loan facilities available to those who are interested in farming, subsidizing farm inputs, making farming tools available and affordable, etc.

Some candidates could not give four reasons why the youth of today do not want to go into farming nor could they suggest four measures that can attract them into farming. They gave less than four reasons and measures and wrote   shabbily on them.

Question 2

Identify a very respected person in your   community and discuss four contributions he/she has made towards the development of the community.

In the introduction of their compositions some candidates   stated that there are many persons in the communities who are well-respected for various contributions, but mentioned a particular person who is more respected. Other candidates   only mentioned the name of the person they personally respected. Other candidates did not, however, introduce their compositions.

In the body, some candidates mentioned the person and his profession,   and composure. They also mentioned their contributions to their communities. Some of these were water and sanitation, farming activities, road network, social life,

economic activities, etc.   Some other candidates mentioned only one contribution and dilated on it.

To conclude their compositions, some candidates gave their general impression about the personality and the contributions made towards making life enjoyable for the community. Some compositions did not, however, have conclusions.

Question 3

Which do you prefer: mixed school or single sex school? Give reasons for your choice.

A good number of candidates chose this topic.

To introduce their compositions, some candidates asserted that there are both types of schools (mixed and single) and made a choice. Other candidates made their choices without any assertions.

In the body of their essays some candidates mentioned four or more advantages for mixed schools. Some of these were proper socialization, higher competition, better hygienic atmosphere, controlled discipline, etc. Other candidates who chose mixed schools mentioned socialization and activities which bring about socialization in mixed schools. Others also mentioned immorality and how mixed schools encourage it.

Some of the candidates who chose single sex schools discussed four or more advantages for them. Some of these were controlled moral values, healthy competition among students, limited concentration by authority, sense of unity etc. Other candidates discussed the after effects of education on the individual while others discussed immorality and other unrelated issues concerning their choices.

Many candidates concluded their compositions very well by re-asserting their stand on their choice. Other candidates did not conclude their compositions.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents.

Many candidates chose this topic. While some compositions had all the features of Article/Letter Writing, others did not.

In the body of their compositions, many candidates were able to discuss four (4) major causes of accidents. Some of these were drivers drunk while driving, faulty mechanical systems of vehicles, over-speeding/loading, reckless driving, unqualified/inexperienced drivers, poor nature of roads, etc.

Among some of the measures candidates discussed included constant maintenance of vehicles, drivers to have enough rest, checking of drunken drivers, preventing unlicensed drivers from driving, less interference in drivers' work, stiffer punishment for offending drivers, etc. Some candidates could not discuss four causes and four measures. They raised one or two points and discussed them very poorly. Other candidates wrote their compositions half way and could not continue.

Many candidates concluded their compositions by re-affirming the occurrence of road accidents and called for strict observance of road rules and regulations to avoid such accidents. Some compositions did not, however, have any conclusions.

Question 5

Candidates were given a short passage of about fifteen ideas in English to translate into Dabgani.

Some candidates were able to translate the passage well into about eleven to fifteen ideas. Other candidates translated it into six to ten ideas while others translated it into below six ideas. Some other candidates translated the passage very poorly while others summarized it instead of translating it.

Question 6

Candidates were given a short prose passage to read and answer ten questions.
The questions were based on stated facts, inference, summary and function.

Many candidates were able to attempt the questions on stated facts, inference and summary well. However, the question on function was not well attempted.

Question 7

(a)   What is vowel sequence/combination?

(b)   Write down two different types of vowel harmony and give five examples of each.

Some candidates were able to define vowel sequence well with examples (aa, au, ua, ie, i`, io, =i, iee, aai etc). Out of the examples, they gave two types (e.g. ia, ua etc.) and showed how they operate in the five words correctly.

Some candidates could not define vowel sequence or give two basic types. Others also used only long vowels in their ten words to illustrate their answers.

Question 8

(a)   Use the three-term label to describe the following consonants: [m], [g], [s], [f],

[l]

(b)   With two examples each discuss how each sound operates in word structure.

Many candidates could not discuss their production well.
A very small number of them were, however, able to illustrate how they occur in words initially, medially and finally.

Question 9

(a) **What is a phrase?**

(b) **Identify the Noun Phrases in each of the following six sentences.**

Many candidates could not define a Phrase well. Others did not attempt defining it at all.

A very small number of candidates were able to identify some of the phrases in the sentences correctly. However, many candidates failed to identify the phrases correctly in the sentences.

Question 10

(a) **Explain what each of these is:**
   (i) **Subject**
   (ii) **Predicate**
   (iii) **Direct Object**

(b) **Identify the subject and direct object in the following sentences.**

A few candidates were able to define the subject but could not define the predicate and direct object well.

DAGBANI 2

1. **GENERAL COMMENTS**

The standard of this year's paper compared favourably with that of previous years. However, the general performance of candidates in the written Literature/Literary Appreciation was below expectation.

2. **A SUMMARY CANDIDATES' STRENGTHS**

(1) A good number of candidates performed creditably well in their presentation of facts and analysis.

(2) Some candidates showed good and legible handwriting.

(3) There was great improvement in the rubrics of the questions. Hence, candidates were able to answer the required number of questions in the various sections as demanded by the paper.

(4) Some candidates had control over the language. They were able to arrange their answers well and answered the questions without difficulty.

3 **A SUMMARY OF CANDIDATES' WEAKNESSES**

(1) The general performance of candidates in the written Literature was poor. There

was complete lack of understanding in handling the questions. It was as if students had not read or studied the recommended text books. Hence their abysmal performance.

(2)   Cancellation of work: The issue continues to be a   problem to most students. It was observed that most of the cancellations were done in a careless manner. Some students made several cancellations while others made several crosses over their work, thus rendering their work rough and dirty.

4.   SUGGESTED REMEDIES

(1)   Teachers are strongly urged to devote time and prepare students thoroughly based on the recommended text books for Written Literature. They should devote much time and take students through all aspects of the text books and teach them the rudiments of Literary

Appreciation. This will help them to overcome the problem.

(2)   The issue of poor cancellation of work appears to rear its ugly head every year.

Teachers are strongly advised to teach students the correct way of cancelling their work. This must be done just once and neatly too.

5.   DETAILED COMMENTS

Question 1

Candidates were to define divorce, explain four causes of divorce and discuss two effects of divorce.

The question was in three parts. The first part had to do with the definition of divorce i.e. the separation of a husband and wife. This was well handled.

The second part was on factors that can lead to the separation of a husband and wife. This was also well handled. Most students explained in simple sentences various factors which can lead to divorce.

The third part which had to do with the consequences of divorce was also well handled.

Question 2

Candidates were required to explain what a taboo is, write five taboos and expatiate on the relevance of any two of the five taboos.

The definition of a taboo was well done. Most candidates wrote good examples of taboos and proceeded further to explain the consequences that will befall one when such taboos are broken.

Question 3

SALINWA<I+LI

Unlike previous examinations, candidates were requested to read a recommended novel at the school level and answer questions based on characters involved in the story. They were also required to answer questions based on statement of facts, theme and literary expression.

Candidates' general performance was poor. Most of them did not understand the question. Instead of commenting on the characters relating to the novel they rather chose to write their stories.

Question 4

Candidates were requested to write briefly on the characters of the following people in the story:
(a)   Tifomi

(b)   Puumaaya

(c)   Kamba! Darifu

A sizable number of candidates performed well on this question. However, the performance of some candidates left much to be desired. It was as though they had not taken the opportunity to read and study the recommended novel before taking the examination.

Question 5

KPERIGU

Candidates were requested to read a dialogue between persons and answer questions based on : theme, stated facts and literary expressions.

The question was poorly attempted. Most candidates did noteven make any attempt to answer the question. As stated earlier, it was as though candidates did not read the recommended text book and prepare adequately for the   examination.

The total performance was very abysmal.

Question 6

This question was part of the dialogue in Question 5.
 Candidates' general performance was poor.

Teachers are strongly advised to make good use of the recommended novels and assist students to study all aspects of the topics. This will help them to improve their performance in subsequent years.

Question 7

VERSE [YELT+‹IMALISI]

Candidates were required to read a given verse and answer two questions based on: theme and literary expressions.

A small number of candidates did well by stating the theme of the verse appropriately and proceeded further to state and explain the literary expression in the verse.

Question 8

The question was part of the verse in Question 7.
Candidates were again required to state: the theme, state of mind of the writer and point out these three literary devices:
(i)   Za!zalizaani
(ii)   Za!bu‹isi
(iii)   Labiboli.

This question was poorly answered. Apart from a few candidates who were able to manage part of the question, majority of the candidates did not even attempt it. It was a clear case of total failure due to ill preparation.

DANGME 1

1.   GENERAL COMMENTS

The paper compared favourably with those of previous years. The paper could be described as being of standard because it tested the various aspects of language studies as prescribed by the teaching syllabus. The language used in rendering the questions was clear and within the level and range of experience of the candidates and so majority of them attempted almost all the questions. This notwithstanding, candidates seemed to have performed quite below expectation.

2.   A SUMMARY OF CANDIDATES' STRENGTHS

A few candidates performed appreciably in the test and deserve commendation. Candidates demonstrated the following:
-        understanding of the questions

- systematic/orderly presentation of ideas.
- good paragraphing
- good use of language such as proverbs and idiomatic expressions.

Candidates' performance in essay writing, translation, comprehension, language i.e. phonology and syntax met appreciable standard.

Generally, candidates exhibited a sense of maturity in their approach to answering the questions. It was evident that some candidates seriously prepared for the examination.

3.   A SUMMARY OF CANDIDATES' WEAKNESSES

Quite a good number of candidates generally performed below expectation in this paper. Even though some candidates used good expressions, their spellings (word division) i.e. knowledge of orthography was very bad.

Some candidates also exhibited serious lack of or inadequate knowledge of the phonology and syntax of Dangme.

Generally, most candidates wrote the essays in excess of the required number of words. Most candidates also exhibited serious lack of skill and technique of deriving meaning from texts.

4.   SUGGESTED REMEDIES

-        Candidates should be encouraged to do a lot of reading (intensive and extensive)
         in Dangme.
-        Candidates should be taught the skill and techniques of deriving meaning from given texts.
-        Teachers should update their knowledge in the phonology and syntax of Dangme and seriously teach these aspects of the language.

5.   DETAILED COMMENTS

Question 1

Give/state four (4) reasons why the youth of today are unwilling to go into farming and suggest four ways by which they could be attracted into farming.

Quite a good number of candidates tackled this question. Candidates who attempted this question were able to identify the causes such as non-availability of land, lack of capital, and agricultural equipment, crop failure, lack of storage facilities and good market for the produce. They were equally able to suggest ways by which the youth could be attracted into farming. Candidates who attempted this question demonstrated real understanding of the demands of the question.

Question 2

Identify a prominent person in your community and state any four (4) major contributions she/he has made towards the development of the community.

Not too many candidates attempted this question. However, those who tackled it did well. They were able to identify the personality, and were able to mention and describe the kind of development projects undertaken by the individual that gave some face-lift or brought improvement to the lives of the people. Some of the projects were sanitation facilities, drinking water, scholarship schemes, etc.

Question 3

Which do you prefer: mixed school or single sex school? Give reasons for your choice.

This question required the candidate to make a choice between a segregated and a mixed school and give reasons for the choice.

Few candidates attempted this question and did well. They were able to make a choice and gave reasons for the choice they made.

However, about two or three candidates misread the question and argued along the lines of male and female education.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents

Majority of the candidates attempted this question. They were able to identify the causes as overloading of vehicles, excessive speeding, poor nature of roads, drinking and driving, over-aged vehicles etc. They were also able to suggest solutions to reduce road accidents.

Question 5

Translation

A text in English Language was to be translated into Dangme. Majority of the candidates did a good/faithful rendition of the main ideas from English Language into Dangme. A few candidates however, failed to observe the inverted marks that showed the quotations. A good number also made a lot of spelling (orthographic) errors in their rendition.

The general performance was quite good and commendable.

Question 6

Candidates were given a comprehension   passage with questions to answer.

A few candidates demonstrated real understanding of the passage. They were able to answer most of the questions correctly.

Quite a good number of candidates, however, showed lack of understanding of the passage and hence got most of the answers wrong. While the knowledge-based or contextual questions were correctly answered, the inferential questions   and   the   title   for   the passage seemed to pose considerable difficulty to most candidates.

Question 7

This question tested candidates' knowledge of vowel sequence in Dangme. The candidate was expected/required to state what vowel sequence is or how it operated in Dangme, exemplifying this process in some ten (10) specific Dangme words.

Majority of candidates who attempted this question did well. They were able to state or define the process and provided the right examples. A few candidates, however, showed lack of knowledge of vowel sequence in Dangme.

Question 8

The question demanded that the candidate should describe the following consonants using the three-term label [m], [g], [s], [f], [l] and show their distribution in Dangme words.

Quite a good number of candidates were able to answer this question; the initials, middle and finals of words were correctly shown by candidates who had fair knowledge about the topic. A few candidates, however, showed lack of knowledge of the description of the sounds.

Question 9

This question tested candidates' knowledge of the clause in Dangme. The question further demanded that the candidate identified the noun clauses in given sentences.

Majority of the candidates who attempted this question had difficulty in defining/stating what a clause is in Dangme. Quite a good number of the candidates did quite well on the second part of the question. Most of them were able to identify the noun clauses in the given sentences. A few candidates, however, had difficulty with both the first and   second parts of the question.

Question 10

The candidate was expected to explain the following grammatical terms; "Peel=" (subject) "peemimunyukuu" (the predicate) and "N=nal= Tutuutu" (Direct object) in Dangme and pick the subject and direct objects from the given sentences.

Majority of candidates who attempted this question could not explain the grammatical terms grammatically.

Quite a good number of them, however, were able to identify and pick the subject and the direct objects from the given sentences.
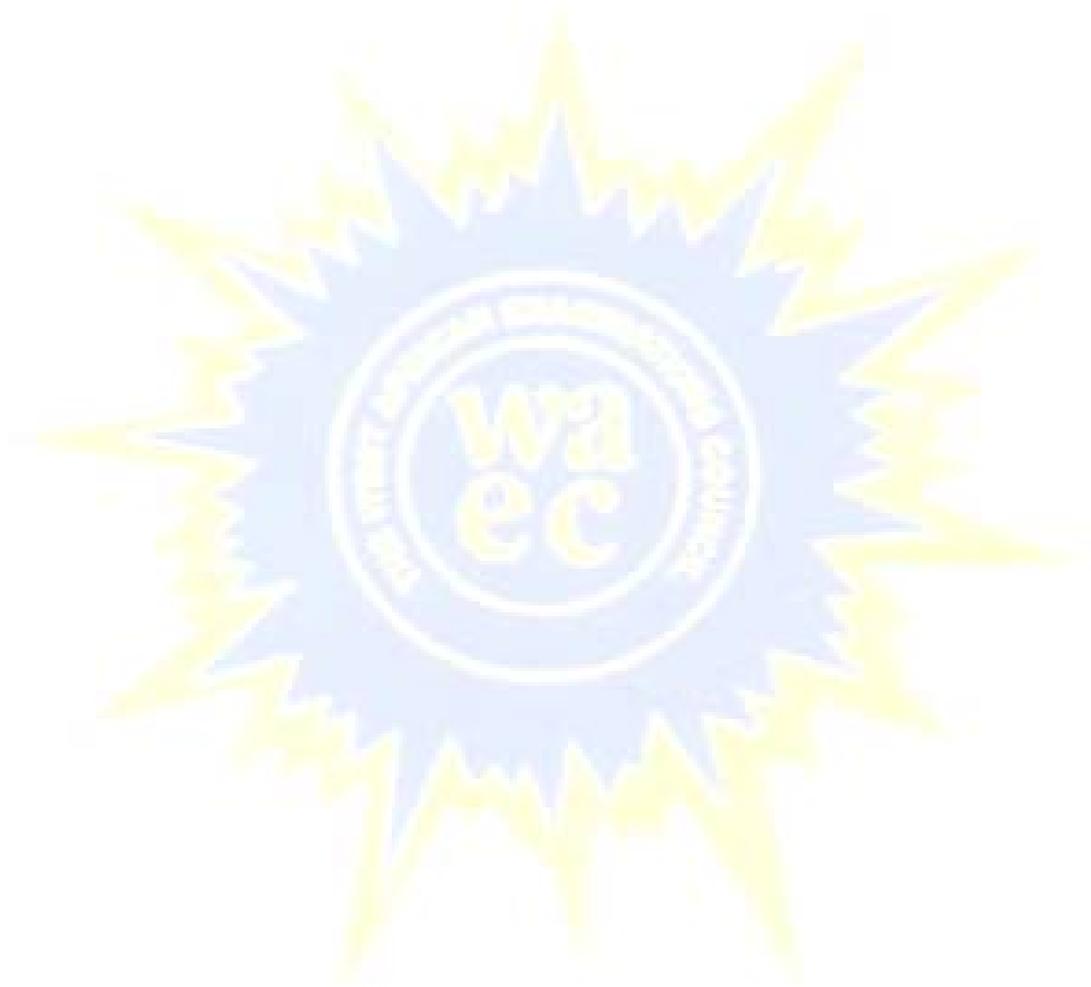
DANGME 2

1. **GENERAL COMMENTS**

   Section A compared favourably with those of previous years.

   Section B, however, cannot be compared with the previous years because this is the first time set books on Prose, Drama and Poetry were being used in the examination. Candidates' performance, however, was on the average.

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

Commendable features: Most of the candidates answered   questions 1, 2, 4, 5 and 6 quite impressively.

In questions 1 and 2 where definitions were required, some candidates who attempted these questions used appropriate and relevant dictions. It could be realized that environmental influence aided them rather than classroom pedagogical preparation.

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

In the Section on Poetry, most of the candidates who answered questions 7 and 8 performed rather very woefully.

Candidates could not identify the themes of the Poems. Identifying the mood of the Poet in question 8 also posed a   problem to most of the candidates.

FIGURES OF SPEECH: Questions on identification of figures of speech have over the years been a problem to most   of the candidates.

Performance on this aspect has not shown any significant improvement in previous years.

PROSE: Question 3 on Prose was very poorly answered by all candidates who attempted it. They also showed lack of knowledge about what PLOT entails.

4.   **SUGGESTED REMEDIES**

In order that candidates would be adequately equipped for the answering of questions which require definitions, teachers should be advised to use the appropriate registers (diction/terminologies) in their delivery of lessons and written exercises.

More time and attention should be spent on character study. More attention should be focused on PLOT study.

POETRY: Poetry study is a complex aspect of WRITTEN LITERATURE and so teachers should be advised to study the poems painstakingly themselves in order to maintain high competence to enable them to equip the students to overcome the many inadequacies in this section of the paper.

PRESCRIBED/SET BOOKS: Teachers should be advised to encourage students to procure the set books so that they would always have these tools handy on a one-on-one basis.

Teachers should further be advised to note that all the aspects of WRITTEN LITERATURE - PROSE, DRAMA and POETRY do not lend themselves to mastery without the recommended set books.

ORTHOGRAPHY: Most of the candidates wrote with woeful ignorance of the orthographic rules. This deficiency provides evidence that teachers do not give

adequate written exercises to students to practise in writing to expose their errors in orthography for correction through marking.

Teachers' apathy towards marking leads to poor output of work and this leads to poor performance on the part of both teachers and candidates. Teachers, on account of this, should focus on increase in output of written exercises.

5. **DETAILED COMMENTS**

Question 1

Candidates were to define divorce, explain four causes of divorce and discuss two effects of divorce.

Some of the candidates who answered this question deviated in answering the sub-question 1(c). Instead of writing on two ill- effects of divorce, they wrote on two out of the four causes that lead to divorce which they had stated in sub-question (b).

Question 2

Candidates were required to explain what a taboo is, write five taboos and expatiate on the relevance of any two of the five taboos.

Most of the candidates who attempted this question showed competence. The entire question was well answered.

Question 3

The candidates were to discuss the Plot of the story:- Beginning, Development and Crisis, climax, Conclusion.

Most candidates did not attempt this question and the few who attempted it showed woeful ignorance of the study of Prose.

Question 4

Characterization - Character Study
Major character - Kabu
Minor character - Am`
Minor character - Nat`

Majority of candidates who attempted this question performed above average and a few of them showed inadequate preparation because their response did not show the major character.

Question 5

The question centred on the following:

(a)   **Place and time of Play - Statement indicating Place and time;**

(b)   **Illustration from the Play;**

(c)   **The main theme of the Play;**

(d)   **Two lessons learnt from the Play.**

Candidates who attempted this question performed averagely well. Sub-questions (c) and (d), however, posed some problem. A few of the candidates performed creditably well.

Question 6

This was a quotation that demanded:

(a)   **Speaker;**

(b)   **The Addressee;**

(c)   **Occasion/Situation;**

(d)   **The Outcome/Result with explanation.**

Most of the candidates who attempted this question performed creditably. Sub-question (c), however, posed some problem. The Outcome/Results also suffered some deficiency.

Question 7

The question requested for:
(a)   **The theme of the Poem;**

(b)   **Any four stylistic devices to illustrate the structure of the poem.**

Most of the candidates who attempted this question failed to provide convincing themes.

Question 8

This question centred on:

(a)   **The theme of the Poem;**

(b)   **The Mood of the Poem and a buttering statement**

(c) **Identifying three Literary Devices, namely**

    (i)   **Personification**

    (ii)   **Metaphor**

    (iii)   **Repetition and showing how they enhance the beauty of the poem.**

Identifying the theme of the Poem was difficult for candidates. Candidates did not understand the term Mood and this made it difficult for them to respond aptly.
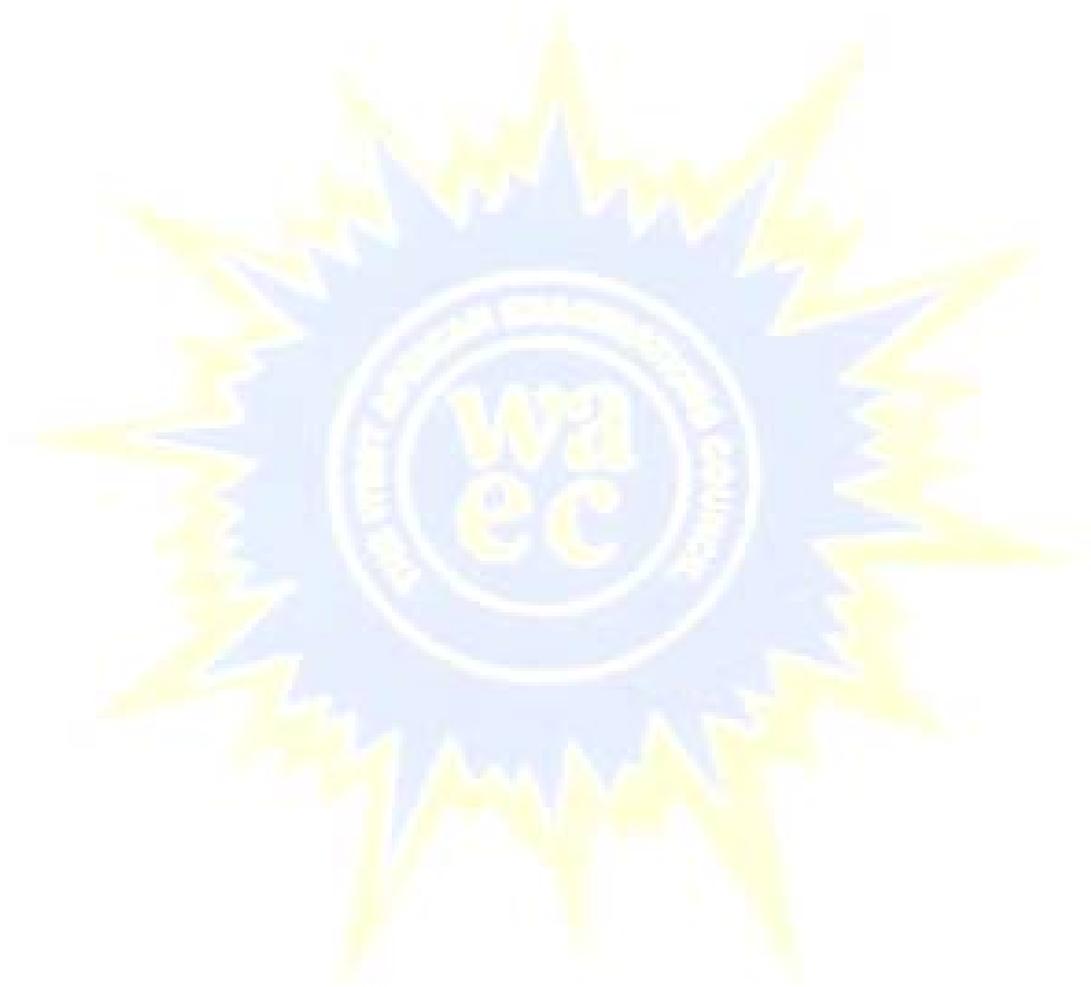
EWE 1

1.   **GENERAL COMMENTS**

The standard of this paper favourably compared with that of previous years.

However, the performance of candidates generally fell below expectation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The performance of few candidates proved to be worthy of commendation.

Their performance in essay writing, translation and comprehension was of appreciable standard. Their organization of the content of the essays, and the way they expressed themselves were also very good. Their translations were quite idiomatic and meaning full.

Their approach to the comprehension questions was also quite good. There was evidence of serious preparation in their work.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The performance of the majority of candidates in this paper was generally of no good standard. Their spellings and expressions were very bad.

A good number of these candidates did not have any idea about the demands of the phonology and syntax questions.

Their poor performance was an evidence of lack of tuition and preparation towards the examination.

4. SUGGESTED REMEDIES

There is the need for candidates to do a lot of reading in the Ewe language, so as to improve their comprehension and reading skills.

Candidates need to be given proper tuition, particularly in relation to the sounds of the Ewe language, and also the specific structures of the various types of phrases and clauses together with their functions.

5. DETAILED COMMENTS

Question 1

Discuss four reasons that prevent the youth of today from engaging in farming, and suggest remedies to the problems.

Few candidates worked on the question and were able to identify the causes and suggest solutions to the problems identified.

Question 2

Identify a very respected person in your community and discuss four contributions he/she has made towards the development of the community.

Very few candidates attempted this question. They were able to mention the personality, and also discuss the ways by which he/she developed their community.

Question 3

Which do you prefer: mixed school or single sex school? Give reasons for your choice.

A lot of candidates tackled this question and were able to   defend their answers.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents.

This was the most popular topic among the candidates. Those who tackled this question generally did well by discussing the causes of lorry accidents in this country and vividly suggesting solutions to the problem.

Question 5

The candidate was to translate a passage from English into Ewe.

Candidates generally lacked the skill of faithfully rendering ideas and good cohesion.

Question 6

The candidates were to read a comprehension passage and answer questions on it.

Candidates generally showed evidence of proficiency in   their work on the comprehension passage. But the work of some candidates fell far below expectation.

Question 7

The question required the candidate to define 'vowel sequence' and give ten examples of words that contain vowel sequence.

Very few candidates provided ideal answers to this question. The majority of them, however, just showed evidence of lack of preparation.

Question 8

The candidate was to give a three-term label description to the following sounds: /m/, /g/, /s/, /f/, and /l/. He/she was also to show their distribution in words.

Very few candidates rightly gave the definition to the sounds. Distribution of the sounds in Ewe words was also catered for by these candidates.

Question 9

This question required the candidate to first, define 'phrase', and continue with identification of a noun phrase in each of the six given sentences.

The majority of candidates who attempted this question failed to   identify the specific noun phrases in the sentences provided.

Question 10

The candidate was to describe 'subject', 'verb' and 'object' in the sentence structure, and to further identify 'subject' and 'object' respectively in each of the six given sentences.

Candidates generally failed to fully identify the 'subject' and 'object' in the sentences.
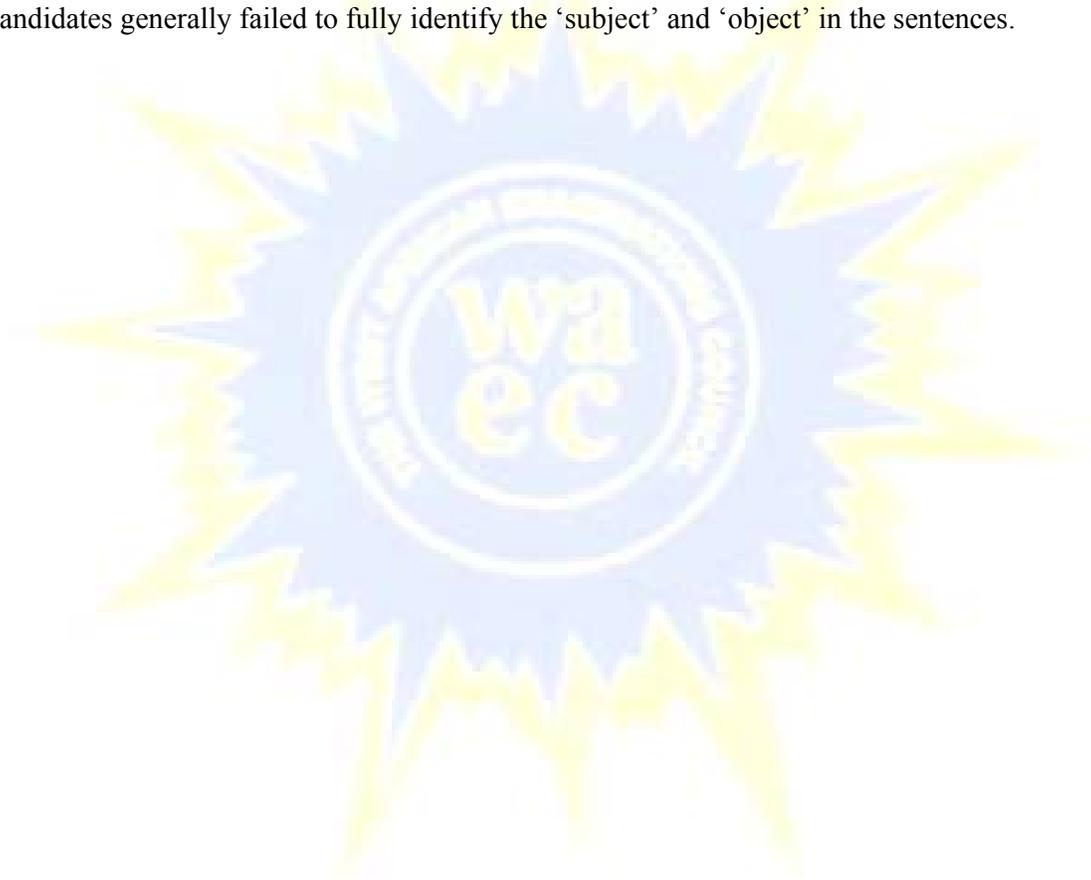
EWE 2

1.   GENERAL COMMENTS

The overall performance in the 2011 Oral and Written Literature paper of Ewe was barely average. Comparatively, no significant changes reflected in the Section A (Oral Literature) segment of the paper as far as the <u>form</u> and <u>structure</u> of questions were concerned.

With the Section B (Written Literature) segment, candidates exhibited lack of knowledge of the contents of selected texts for the paper. Too many of the totally wrong answers and deviations from the chosen texts attested to this observation.

2.   A SUMMARY OF CANDIDATES' STRENGTHS

The question on divorce, its causes and effects elicited very brilliant answers which is highly commendable.   Perhaps, candidates' experience of divorce, and their observations in society about its causes and effects contributed to the impressive answers given for that question.

3.   A SUMMARY OF CANDIDATES' WEAKNESSES

Questions demanding detailed discussion of issues were not handled well. Candidates felt more comfortable listing points and adding some sketchy notes here and there as except for the question on divorce, all the seven other questions were not thoroughly discussed.

The handling of written literature questions was also poorly managed. Candidates showed no indepth knowledge of the content of the genres being dealt with, giving the impression that the selected texts had not been thoroughly read.

4.   SUGGESTED REMEDIES

It is suggested that candidates:
(1)   always identify the points to be discussed;
(2)   itemize these points and develop them paragraph by paragraph, if need be
         (it could be a one-paragraph   discussion)
(3)   equip themselves thoroughly with the content of the novels, drama and poetry
         pieces they study for   examinations.

5.   DETAILED COMMENTS

Question 1
(a)   **State what is meant by 'divorce'.**
(b)   **Mention four (4) causes of divorce.**
(c)   **Discuss two (2) effects of divorce.**

The causes of divorce were appropriately outlined with its consequential effects. Quite a good number of candidates dilated on the various causes as expected.

The definition of 'divorce' attracted certain answers that lacked the real import of the phenomenon. Divorce in the traditonal sense of the word must be a sanctioned phenomenon by both families of the man and wife.

A woman merely packing out of a marital home for one reason or another could best be described as 'separation' rather than 'divorce' as most candidates would want to imply.

Hence, more appropriately, the explanation that "Atsugbegbe nye ny=nu $e mot=tr= *a le sr>a !uti le se nu/!utsu kple ny=nu dome kaklã le se nu" etc. should capture the entire import of the action.

Question 2

The rubric included:
(a)   explaining taboos
(b)   listing four (4) taboos of candidates' area of origin
(c)   discussing the social significance of any 2 of the   taboos listed.

Generally, the question was poorly handled.

Most of the candidates who attempted this question made a very good listing of taboos from their localities, ranging from taboos concerning incest, through unacceptable social practices, to insults on spouses' nudity, etc.

Candidates' explanations of 'taboo' in question (a) fell below the mark. Technically speaking, a taboo is a taboo only when it is collectively accepted by a sect, or a people, a truth which candidates did not acknowledge in their answers. It is the banning of certain activities by a group of people because of its social, economic or religious importance.

Though the question called for the social significance of two of the listed taboos, bringing in the economic and religious elements would have been an added advantage which classroom teachers may do well to inculcate in students.

For example, the taboo about "not copulating on the bare ground in the bush/forest farm etc." Candidates may develop its significance along lines of:
(i)   the act practically attracting poisonous insect/snake bites,
(ii)   the perpetrators dying from the bite, thus socially causing psychological trauma for loved ones/relations   and
(iii)   economically attracting unplanned/unbudgeted cost for, perhaps, an already impoverished family.

Such holistic approach to questions demanding discussion is encouraged and subject teachers may need to re-orient themselves in that direction.

Question 3

The candidate was asked to discuss the development of the plot, particularly how

the author, Akafia, developed his plot in the 'Ku le X=me', the selected text on prose.

It was a poorly managed activity on the part of candidates. Many appeared not to have understood what is meant by "!utinya $e tutu*u" (plot), let alone see how to start and where to end the discussion. Several candidates expressed their confusion in answers as they could not distinguish one of the major characters, Zãnu, from X=meku and Agbeko.

Subject teachers are advised to update their skills on preparing candidates for the literature paper.

The plot of a story hangs basically on at least, four pillars, viz; the beginning/opening (!utinya nuʋuʋu), the build-up of events (dziyiyi), the climax (g=gl>$e) and the resolution/conclusion (nuwuwu).

Question 4

The rubric of this question was to make a sketch of stated major and minor characters in the novel, "Ku le X=me".

More than ninety percent (90%) of candidates answered the question. Rightly identifying the specific roles characters played, for example, as a criminal investigator, teacher, husband, kinsman, etc., which candidates were at their best in doing, is commendable.

However, to spell out roles assigned characters and stop at that is not good enough. Characterisation entails discussing the real 'stuff' a character is made of. If, for example, Zãnu is a criminal investigator in the novel, what kind of emotions and attitudes did he show/portray during his investigative work which may prove that he is quick-tempered, patriotic, moody, etc? Reading a person's character from his actions to determine his temperament, and other dispositions work out for a good report on his/her character traits.

Question 5

In this question, candidates were tasked to state:
(a)   the important places and time major events occurred in the drama
         "T=gbui Kpeglo II",
(b)   give supporting evidence with quotations from the drama,
(c)   indicate the important theme of the play,
(d)   discuss two moral lessons learnt in the drama.

Candidates proved how discerning they were in sifting the appropriate lessons they learnt from their readings. This was well done.

Questions (a) - (c) raised a lot of difficulty for candidates. Many could not specify where the major events took place, nor quote lines to support their claims. Many resorted to fidgeting for answers that turned out to be wrong guesses, proving they might not have read the text at all.

In future, candidates must strive to do a close study of the flow/unfolding events in the text so they can match quotations with events that occur in the discourses.

Question 6

Based on a quoted statement, from "T=gbui Kpeglo II", the candidate was asked to:

(a)   state who made the statement
(b)   identify to whom it was made
(c)   give the time the statement was made
(d)   discuss the outcome of the statement

Answers to questions 6(a) - (c) were correctly stated.
Candidates fell short of identifying the far-reaching implications of Fia Gobo Kafi's malicious statement about T=gbui Kpeglo II. They lacked the requisite skills for determining linkages between messages in quoted statements and the underlying themes of the authors' works.

For example, one sees the theme of 'intransigence' on Kpeglo's part being heightened as he (Kpeglo) accepted/ 'swallowed' Gobo's advice to him line, hook and sinker.

Candidates should accept the fact that doing close readings of texts is of utmost necessity in preparing for an examination in Literature.

Question 7

Stating the theme of the poem 'Nya Media Ame O" and discussing its structure were the tasks earmarked for candidates to tackle.

A few candidates could convincingly state the theme of reaping what one had sown/perseverance conquering difficulties/ theme of determination in endeavours and such similar themes in remarkable way. Beyond that, however, not much input went into the appreciation/analysis of structure.

Candidates could not satisfy the demands of question 7(d). They could not exhaust the structural elements of the poem which the poet employed. Many limited themselves to general comments about the number of stanzas and lines of the stanza, most of which were even wrong.

Majority also resorted to extolling the message of the poem in volumes of words, leaving out the devices that actually make up the elements of poetic structure. As a reminder, subject teachers should teach candidates the analysis of structure along lines of :

(a)   length of poem (i.e. number of lines and stanzas)
(b)   effective use of poetic devices by the poet
(c)   poets' choice of words

(d)   sound effect, if any

(e)   relationship bridges among/between stanzas (i.e. how the messages in stanzas link up with one another) etc.

Besides, copious examples from the poem must accompany every significant point raised when discussing poetic structure.

Question 8

For question 8, candidates were expected to:
(a)   supply the theme of the poem, "Azizã"
(b)   state the mood of the poet with evidence from the poem
(c)   show how the poet used personification, simile and idiom to enhance the beauty of the poem.

Apart from a few candidates correctly stating some of the   devices used, not much was done to elicit commendation.

The badly given answers portrayed candidates' misunderstanding of the import of the message in the poem.

Candidates could neither tell the theme of the poem nor capture the mood of the poet. Discussing how the poet applied the stated devices to concretise the beauty of the poem indeed left much to be desired.

FANTE 1

1. **GENERAL COMMENTS**

    The standard of the paper compared favourably with that of previous years.
    Candidates answered the questions appropriately.

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

    Candidates wrote well on why the youth do not want to go into farming.
    Most candidates wrote convincingly on why they want to be in a mixed school.
    They expressed themselves well and justified their stand.

    Most candidates did not write lengthy essays. They limited themselves to the
    maximum of five hundred (500) words. Some candidates used appropriate registers,
    idioms and proverbs.

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

    Candidates' weaknesses were noted in the following areas:
    1.   The spelling of words like:
            "mbanyim" (boys/men)
            "saso" (likewise)
            "amamadze" (foreign nation)
            "bio" (again - and not "bio so")
            "eboa" (net)

    2.   Some candidates wrote more lines with only one paragraph.

4. **SUGGESTED REMEDIES**

    Teachers should address the problem of paragraphing.
    Students must be encouraged to consult the book titled
    'Mfantse Nkasafua Nkyer`wee Nye Ho Mbra'.
    (A Fante Word List With Principles and Rules of Spelling).

    Candidates must be encouraged to write up to the maximum of 500 words on the
    essay topics.

5. **DETAILED COMMENTS**

Question 1

Discuss four reasons that prevent the youth of today from engaging in farming, and suggest remedies to the problems.

INTRODUCTION: Farming as one of the main occupations in Ghana.

Candidates were to give convincing reasons why the youth of today do not want to go into farming and suggest four measures that can attract them into farming.

(i)   Some of the reasons that prevent the youth are:
-      Farming is considered as a manual job.
-      There is so much risk in farming - lack of ready market, post harvest losses, unreliable weather conditions, crop failure, theft cases etc.
-      Inadequate supply of modern farm implements.
-      Problem with acquisition of land.

(ii)   Some measures:
-      Government to subsidize farm inputs.
-      Farming tools to be made available and affordable.
-      The youth should be given training in modern ways of farming.
-      Government should give loans to interested farmers.
-      Farmers must be educated on the benefits of farming.

This was a topic that many candidates attempted and did well in.

Question 2

Identify a very respected person in your community and discuss four contributions he/she has made towards the development of the community.

Many candidates wrote on the topic. Candidates gave good accounts of their choices.

Question 3

Which do you prefer: mixed school or single sex school? Give reasons for your choice.

Candidates who wrote on the topic took a stand and defended it favourably. Majority of the candidates chose a mixed school. Candidates who chose a single sex school also wrote good essays.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents.

Candidates appeared to have much knowledge on the topic. They wrote good points.

Question 5

Candidates were expected to translate a passage from English into Fante.
The passage was to be broken down into fifteen (15) main ideas.
They were to be presented in an orderly and coherent manner.
Candidates who attempted this question did well.

Question 6

Candidates were to read a given passage and answer questions on it. The passage was good and candidates answered the questions well.

However, question (e) was poorly answered. Most of the candidates lifted portions from the passage as their answers.

Question 7

(a)   **What is Vowel Harmony?**

(b)   **State the two main parts of Vowel Harmony and write five examples of each part.**

The rule governing the writing of words states that the vowels for every word should be selected from the same group.

The two main groupsare:
Advanced   (sor)   /i/, /e/, /o/, /u/
Unadvanced   (Famu) /I/, /~/, /a/, /+/, /#/

Question 8

(a)   State the three term label of the following consonants: /m/, /g/, /s/, /f/, /l/
        e.g/m/ Anofamfa; Hwenmu Anomu Ngyegyee; No mu piw.

(b)   Show their distribution in two words.
        Initial,   Medial,   Final
        (Enyim   Firimfim   Ekyir)

Question 9

Define what a 'phrase' is and identify noun phrases in given sentences.

The question was well answered . Candidates knew what a 'phrase' is.

Question 10

Candidates were to define the Subject, Predicate and Direct Object and identify the Subject and Direct Object in given sentences.

The question was well answered. Candidates were able to distinguish between a subject and an object.

FANTE 2

1. **GENERAL COMMENTS**

With the exception of Section B on Literature comprising set Books on Prose, Poetry and Drama which was a new addition, Section A was similar to those of previous years.

It appeared that some candidates could not get copies of the prescribed books, therefore some candidates' answers were nothing to write home about.

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

(1)   A good number of candidates were able to give vivid description of the character

given under Prose.
(2)   A good number of candidates obeyed the rubrics of the paper which included answering one question from each section.
(3)   Majority of the candidates attempted question one and the answers given were very good and clear.
(4)   Many candidates were able to define such terms like 'divorce' and 'taboos'.

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

(1)   Some of the candidates only stated points without explaining them. This made their work very sketchy.

(2)   Wrong spelling of words was still noticeable in candidates' answers.

(3)   Questions 3 and 5 were poorly attempted as candidates seemed not to have realized that the questions were on PLOT and SETTING respectively.

to

(4) Candidates' knowledge of Literary Devices used by authors still leaves much

be desired. Some could neither identify the stated devices nor explain how they have been used to enhance the poem.

4. SUGGESTED REMEDIES

(1) Subject teachers should try to discuss the Chief Examiners' report with students to enable them to address their problems.

(2) Constant spelling drill will go a long way in helping students to write words correctly.

(3) Intensive and extensive reading should be done to widen their scope.

(4) Teachers should encourage students to secure copies of the prescribed books recommended for Prose, Poetry and Drama.

5. DETAILED COMMENTS

Question 1

Candidates were to define divorce, explain four causes of divorce and discuss two effects of divorce.

This question required candidates to define 'Divorce' and thereafter identify four causes of divorce and its effects on both the couple and the children.

Causes include:-	-	Barrenness
	-	Failing to provide money for the upkeep of the house.
	-	Show of disrespect for each other etc.
	-	Infidelity
Effects include:-	-	Children become abandoned and wayward and the girls can be easily impregnated.

Candidates showed maturity in their answers in 'a' and 'b' but failed to elaborate on points they gave in 'c'.

Question 2

Candidates were required to explain what a taboo is, write five taboos and expatiate on the relevance of any two of the five taboos.

Most of the candidates who attempted this question performed poorly.

Question 3

This question was based on the set book entitled ABOTAR and required candidates to state the Plot of the book. i.e.

(i)   The Beginning
(ii)   Development/Crisis
(iii)   Climax
(iv)   Conclusion

Candidates who answered this question performed poorly. They gave a summary of the story instead.

Question 4

Candidates were to describe the given characters in the book as the author would have us believe.

Candidates who answered this question performed poorly.

Question 5

It was a question on Setting (i.e. time and place) where the play was carried out.
Time: When Esi Abema was going through the puberty rites - a period indicating a girl's readiness to enter into marriage.

Place: Include Anka and Papansa.
The few candidates who attempted this question gave satisfactory answers.

Question 6

This was a context question and many of the candidates who attempted it performed well. The question asked for

(a)   The speaker (Akyer`)

(b)   The addressee (Esi Abema)

(c)   The occasion (when Abema was about to enter into marriage)

(d)   The outcome of the speech - Abema obeyed all that the mother told her (obedience)

Question 7

This was a question on the poem entitled "SO~R" and asked candidates to state the theme and the structure of the poem.

Most of the candidates who attempted this question failed to provide convincing themes.

Question 8

Another question on the poem entitled "KEKA WO HO"   which called for the theme "Hard Work". The mood of the poet (sorrow) and identification of the literary devices below:

(i)   Personification   -   Ohia fufuw esuo wo mu
(ii)   Metaphor   -   Ahonya p=fee y` mbusu
(iii)   Repetition   -   Iyi ntsi na inntum ......

Candidates who attempted this question could not state the theme of the poem while others failed to give the correct mood. A few of them, however, gave good responses.
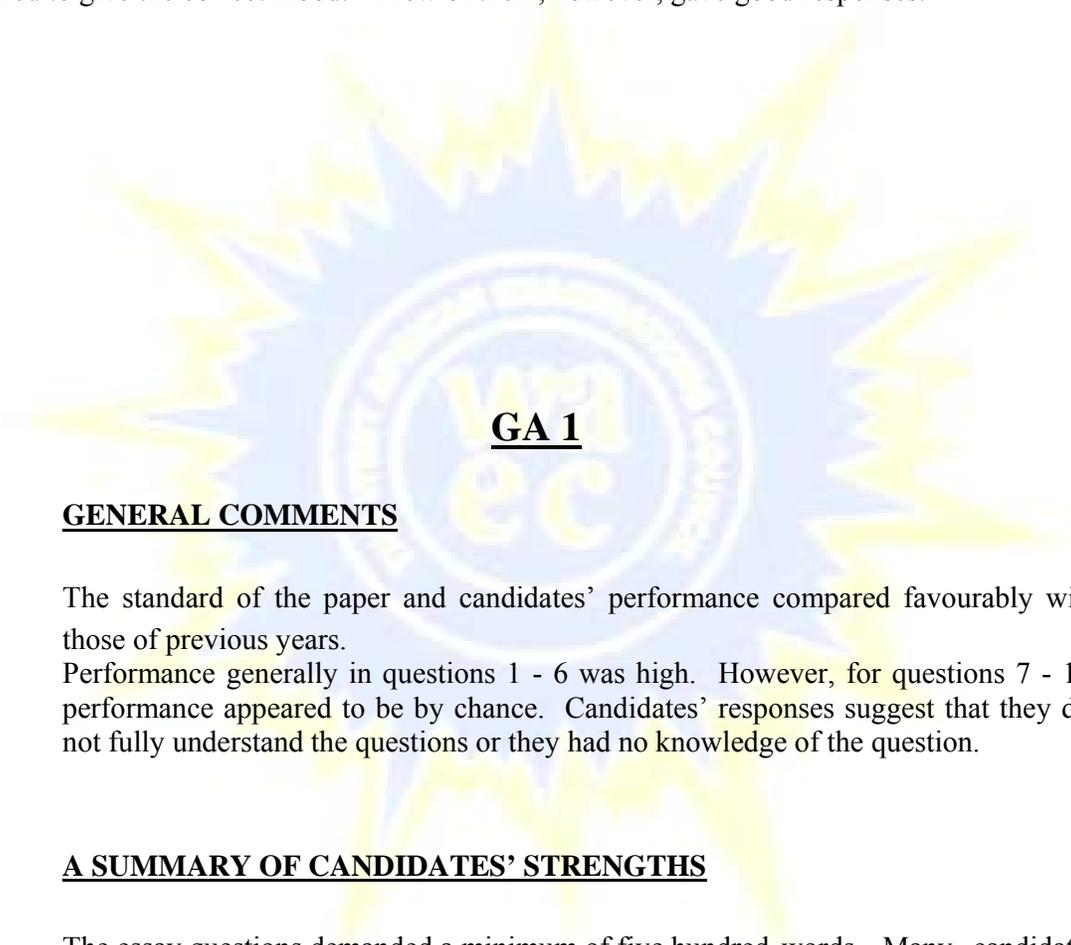
GA 1

1.   **GENERAL COMMENTS**

The standard of the paper and candidates' performance compared favourably with those of previous years.
Performance generally in questions 1 - 6 was high. However, for questions 7 - 10, performance appeared to be by chance. Candidates' responses suggest that they did not fully understand the questions or they had no knowledge of the question.

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

The essay questions demanded a minimum of five hundred words. Many candidates organised essays in paragraphs.   The translation passage was first organised into propositions   and then translated. This accounts for the high performance
of many of the candidates in Question 5.

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

Many candidates had problem with word division in Ga. They also showed that they still do not make any significant   difference between "O" and "=" and "e" and """.
They used them interchangeably.

Punctuation was very poor. Candidates began sentences with small letters with ease, and they wrote proper nouns as if they were common nouns starting with small letters.

4.   **SUGGESTED REMEDIES**

It is suggested that students take note of the following errors:
E.g "ni" as in   he ni
                      be ni
                      b= ni
                      m= ni
                      n= ni
and "ko" in   he ko
                      be ko
                      m= ko
                      n= ko

5.   **DETAILED COMMENTS**

Question 1

Discuss four reasons that prevent the youth of today from engaging in farming, and suggest remedies to the problems.

This question required candidates to give four (4) reasons   why the youth of today do not want to go into farming, and suggest four measures that can attract them into farming. They were expected to indicate reasons like difficulty in land acquisition, lack of credit facilities, weather conditions, among others, as reasons for farming being unattractive to the youth. They were also expected to suggest things like availability of credit   facilities, farming equipment, among others, to attract the youth into farming.

Many candidates who attempted Question 1 gave good reasons for the present situation and suggested resolutions.

Question 2

Identify a very respected person in your   community and discuss four contributions he/she has made towards the development of the community.

Candidates were required to identify a very respected person in the community and discuss four contributions he/she has made   towards   the   development   of   the

community. They were expected to talk about contributions like water and sanitation, educational facilities, among others. Many candidates identified the community as the village, town, district or Ghana. Some identified national figures like Dr. Kwame Nkrumah and Professor John Evans Atta Mills. Some candidates assigned some major national works to wrong figures. For example, Korle Bu Hospital and Achimota Colleg were established by the colonial British government, and not by Dr. Kwame Nkrumah.

Question 3

Which do you prefer: mixed school or single sex school? Give reasons for your choice.

Candidates were required to make a choice between mixed schools and single sex schools. They were expected to give both advantages and disadvantages of both and then make a choice. Very many chose mixed school and gave good reasons for their choice. They argued that in mixed schools, children learn about the opposite sex in situations but not from textbooks. Both sexes are made to behave well because   of the presence of the opposite sex. Academic performance is enhanced because of the male-female competition in schools.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents.

Candidates were required to write an article for publication in a local newspaper, discussing four major causes of road accidents in the country, and suggest four measures that can help reduce such accidents. Candidates were expected to indicate the conditions of drivers, vehicles, roads and pedestrians, among others, and suggest contributions of drivers, vehicle owners, pedestrians and government to reduce accidents. Candidates who answered this question performed well. Their responses only suggest that they are not aware that the police are always on the road, there are road signs, and that government is aware that our roads in some   parts of the country are bad.

Question 5

Translation

Many candidates could not give the Ga equivalent of "giant" as "asaabu". It was also observable that many candidates paraphrased the last four or five lines of the passage to avoid the punctuation marks which include quotation marks and   question marks.

Question 6

Candidates were given a comprehension   passage with questions to answer.

In Question 6, many candidates did not make any difference between a word and a phrase. Many wrote "adjective" for the answer instead of "adjectival phrase", and then "adverb" for the answer instead of "adverbial clause".

Question 7

Candidates were required to explain vowel sequence and   give examples of sequence in words. Candidates' performance was not very good. A few candidates who appeared to have understood the demands of the question scored excellent marks.

Question 8

Candidates were required to give the three-term label for   given sounds and show their distribution.

Many candidates who attempted this question showed clearly that they did not know what was expected from them for answers. Many did not seem to know that "s" is a letter and /s/ is a phonetic symbol and that "g" and "b" are letters, but /g/ and /b/ are phonetic symbols. They also did not know that the sound /g/ and /b/ are different from the sound /ğb/.

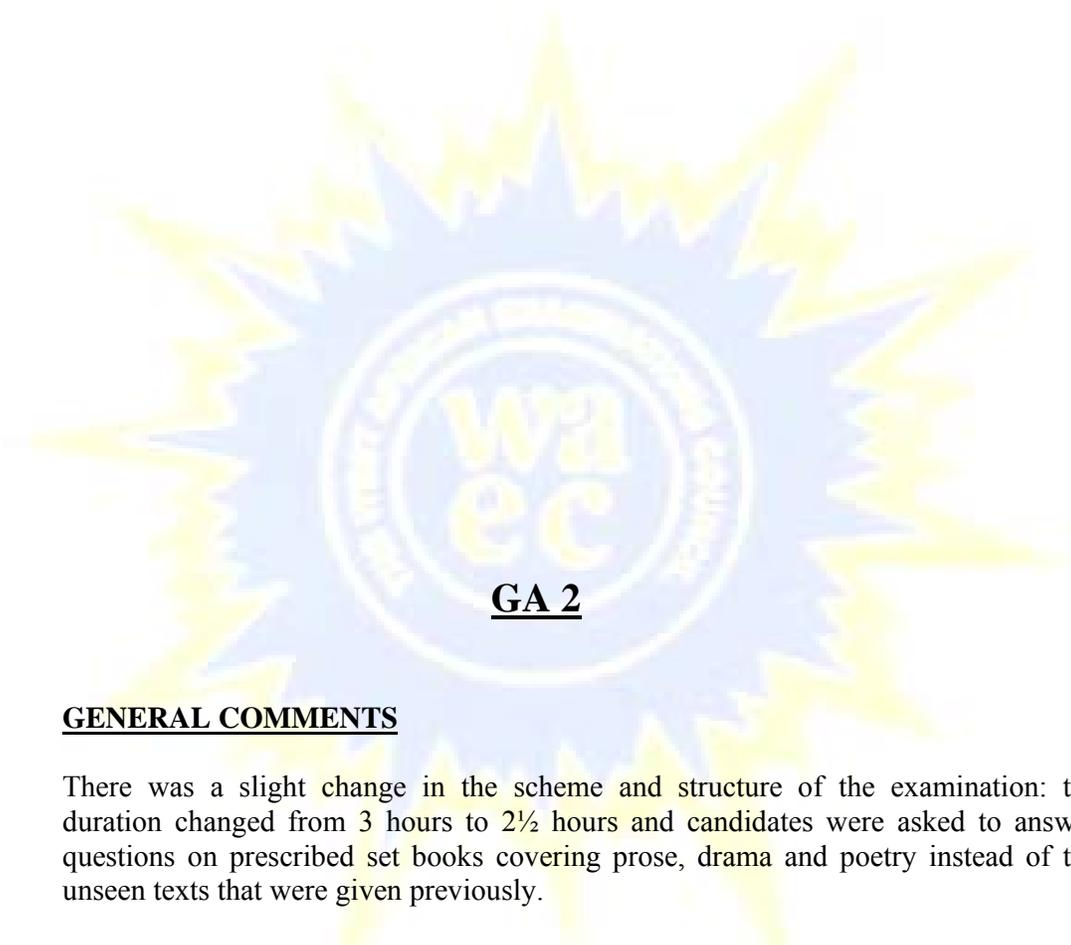## Question 9

Candidates were required to explain or define "phrase" and identify noun phrases in given sentences.

Many candidates missed the main element of Question (9)(i), which is the definition of a "phrase"; this is the absence of a verb. In identifying the noun phrases, many candidates gave the nouns heading the phrases instead of the noun and its modifier which constitute the noun phrase.

Question 10

Candidates were required to define the subject, predicate and direct object, and identify the subject and direct object in given sentences.

1. **GENERAL COMMENTS**

There was a slight change in the scheme and structure of the examination: the duration changed from 3 hours to 2½ hours and candidates were asked to answer questions on prescribed set books covering prose, drama and poetry instead of the unseen texts that were given previously.

Nevertheless, the amendment did not affect the standard of the paper which as usual, tested candidates' in-depth knowledge and analysis of the various aspects of oral literature/customs and institutions , theme, mood, characterization, appreciation, stylistic devices, etc.

Candidates who performed abysmally therefore, do not have any excuses.

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

(1)   All the candidates who attempted either of the two questions on Oral

Literature/Customs and Institutions did extremely well. They showed how well-versed they were in the cultural practices of their localities.

(2)   A considerable number of candidates answered the questions on Written Literature, especially questions 3, 4, 6 and 8 excellently.

With regard to the prose, they were able to recall the principal character's long soliloquies he had made of his life.

3.   A SUMMARY OF CANDIDATES' WEAKNESSES

(a)   A significant number of candidates answered more than one question from a section (Section A) and a part of a section (Section B).

(b)   Some of the candidates answered questions from different sections on the same

page.

(c)   some candidates chose to write only on one of the   three characters instead of writing short notes on all of them.

(d)   Majority of the candidates could not talk about the structure of the poem referred to in question 7.

(e)   A fair number of the candidates who attempted question 8 did not explain how the poet used the three literary devices to put his message across.

(f)   The quality of answers given by some candidates gave the impression that they

had not read the set books. Those who did read the books could not express themselves well and lost marks under Mechanical Accuracy.

4.   SUGGESTED REMEDIES

(a)   Candidates should be taught how to answer questions.

(b)   Teachers should read the set books in class with their candidates and give them a lot of exercises.

(c)   Teachers should make every effort to give exercises on all aspects of the Ga Language to their candidates regularly. These excises should be marked and discussed in class.

(d)   The habit of reading should be inculcated in candidates in order to help them improve on their   vocabulary,   expression, spelling and their ability to fish out information.

(e)   Teachers should identify the main weaknesses of their candidates with a view to eliminating them.

5.   DETAILED COMMENTS

Question 1

Candidates were to define divorce, explain four causes of divorce and discuss two effects of divorce.

All the candidates who attempted this question answered it satisfactorily. They were able to explain that divorce is the legal or traditional way of separating marriage.

They went further to give the: (i) causes of divorce, namely witchcraft, stealing, infidelity, barrenness, sexual problems, serious sicknesses, madness etc. (ii) effects of divorce like waywardness on the part of the children (if any), termination of children's education and enmity between the two families.

Question 2

Candidates were required to explain what a taboo is, write five taboos and expatiate on the relevance of any two of the five taboos.

Like question 1, all the candidates who answered it did it skilfully, thus earning good marks.

Question 3

Prose - 'Je!ba He Ehia'

Most of the candidates commented succinctly on the plot of the story, giving a chronology of events that took place. For example, the beginning, development, crisis, climax and conclusion.

However, a few of the candidates gave answers that were not based on the story.

Question 4

Characterizations

(a)   Edward Kwao Dodu

Candidates were expected to talk a lot about Edward Kwao Dodu as the main character in the story - touching on his place and date of birth , parents, early school life, his demeanor, the type of friends he moved with, his truancy and the various startling expeditions he undertook, his attempt to set fire to his father's building, the number of times he was imprisoned, his life as a soldier and an ex-soldier, his refusal to pay train fare to Kumasi which culminated in the amputation of one of his legs, his qualities which elicit sympathies, etc.

(b)   Owula Rokman

He was one of the expatriate teachers who taught in the Basel Schools. He was very old and always wore a long black coat which earned him the nickname, "Nuumo An=kwale kootu".

He stayed close to Osu Salem and paid regular visits to the students at Salem to offer pieces of advice to them.

He was God-fearing, drew examples from the Bible and always ended his advice with the statement, "All that I tell you is the truth".

He died peacefully in his sleep in a prayerful posture.

(c)　　Adote Akwei

He was transferred from Adabraka school to Osu Salem. He was a strict disciplinarian and always reprimanded wrong doers like Owula Kwao.

He made life unbearable for Owula Kwao at Salem because of his relationship with Adukw`i. Adukw`i, his niece was Owula Kwao's fiancee.

He reported Owula Kwao regularly to the school authorities.

Some of the candidates were able to provide relevant information about the three characters while others just beat about the bush.

Question 5

Drama

A fair number of the candidates did well by mentioning the place and time that the drama unfolded, stating the theme and explaining two lessons learned.

However, majority of them could not pick a supporting statement from the drama as required of them.

Question 6

This was a context question and candidates were expected to:
(i)　　name the speaker - Mole
(ii)　　name the addressee - Ado Godson Nii Adote
(iii)　　state the occasion - When Ado was waiting in Mr. Saka's sitting room and Mole saw him through the window.
(iv)　　explain the outcome of the statement - Godson Ado heeded the advice so in spite of Mr. Saka's acts of　intimidations, he acted justly until the meeting was adjourned.

Most of the candidates answered it very well while others fumbled woefully.

Question 7

Poetry - "Ebaaj` Mi K` Bo"

All the candidates who attempted this question were able to give the theme of the poem as co-operation/team work.

However, majority of them could not mention any stylistic device used by the poet such as writing the poem in lines with each line having eight words, writing the poem in verse and using literary devices like repetition, metaphor, simile, rhetoric, etc.

Question 8

"Yaka Yaafo"

Candidates were required to:

(a)   State the theme of the poem.
(b)   State the mood of the poet and buttress their answer with a statement from the poem.
(c)   Identify the following literary devices from the poem and explain how the poet used them to bring out his message:
     (i)   Personification
     (ii)   Metaphor
     (iii)   Repetition

A significant number of the candidates did well by stating the theme of the poem and the mood of the poet and backing it with a statement from the poem.

However, majority of them could not identify the literary   devices and explain how the poet used them to put his   message across. For instance, he used them to re-emphasise, re-echo or re-iterate his points and make the poem more flowery and catchy.

GONJA 1

1.   **GENERAL COMMENTS**

The standard of the paper compared favourably with the   previous years'.

Candidates who wrote this paper performed fairly well. This is because many of the students scored between fifty (50) and seventy (70) out of hundred marks. Compared with previous years, it could be said that this year's candidates performed at a lower level because some surprisingly failed to read and   answer some of the questions correctly. Some even resorted to copying the questions down. For example, candidates of one particular school who could not write the essay resorted to copying

the comprehension passage down. Others mixed up words from the questions to form their composition.

2.   **<u>A SUMMARY OF CANDIDATES' STRENGTHS</u>**

Very few commendable features were observed in the candidates' answers. These were in the area of language use. It was observed that very few candidates tried to use proverbs and idiomatic expressions. Also, some candidates showed knowledge of 'Noun phrase', 'Main object' and 'Subject' of a sentence.

In addition, a few candidates were able to plan their essays before writing and explaining the various points raised. This is good and must be encouraged.

3.   **<u>A SUMMARY OF CANDIDATES' WEAKNESSES</u>**

The following were observed as candidates' weaknesses.

-   Poor spelling
-   Lack of punctuation
-   Deviation
-   Lack of knowledge of phonetics and sound patterns.

The poor spelling was seen throughout every script. Many candidates scored zero for Mechanical Accuracy because of poor spelling of words.

Also, some candidates had no knowledge of punctuation   marks.
They started paragraphs with small letters and began proper nouns with a small letter. Many did not punctuate direct speech. Some candidates wrote the essays outside the demands of the questions.

Finally, about 90% of candidates lacked knowledge of sound pattern.

4.   **<u>SUGGESTED REMEDIES</u>**

To overcome the problem of poor spelling, teachers should take students through a lot of syllabic words and word segmentation and also through dictation and extensive reading.

Secondly, candidates should be drilled on proper punctuation. They should also be encouraged to read and understand essay topics before attempting to answer them.

It must be made clear to teachers that they should take the   teaching of sound patterns more seriously since this aspect of the paper has been the one that has been poorly answered over the years.

5.   DETAILED COMMENTS

Question 1

Give four reasons why the youth of today do not want to go into farming. Suggest four measures that can attract them into farming.

This question was attempted by many of the candidates. Those who attempted it tried to give reasons why today's youth do not like farming. Some of them gave suggestions like educating the youth and making farming attractive. However, a few of them only answered the first part of the   question   and   failed   to   make   the suggestions.

Question 2

Identify a very respected person in your community and discuss four contributions he/she has made towards the development of the community.

Many candidates also answered this question. Some of them were able to identify people like their Member of Parliament, their District Chief Executive or some prominent Alhaji who has helped in building schools, roads and hospitals for their communities. However, there were some candidates who   could   not   identify   four things but mentioned and discussed   only two or three things that the person had done for the community.

Question 3

Which do you prefer: mixed school or single sex school? Give reasons for your choice.

About thirty per cent of the candidates answered this question.
Almost all of them preferred mixed school. They were able to adduce reasons like girls getting assistance from boys, the boys trying to behave well because of the girls and many   others. The only weakness was that many of them could not provide all the four reasons for their choice.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents.

This question was answered by about fifty per cent of the candidates. Many of them were able to state causes like bad roads, overspeeding, wrong overtaking and drunkenness on the part of drivers. They were able to suggest that the government should work on the roads and that the police should arrest and charge drivers for overspeeding and drunkenness.

The main weakness observed was that some of the candidates failed to understand the question and rather wrote about armed robbery. Some also failed to write up to the number of words required.

Question 5

TRANSLATION

This question was poorly answered. This was because many candidates did not understand some of the words. For example, many candidates could not translate 'fishing net', 'copper pot', 'giant' and 'spirit'. Some of them wrote these words in English and put them in quotes. There were also a lot of spelling mistakes which resulted in bad translation.

Question 6

COMPREHENSION

It was observed that many candidates could not read nor comprehend what they read. As a result, about seventy per cent of the candidates scored less than five out of the ten marks. Most of the candidates could not identify the types of figures of speech that were underlined.

Question 7

(a) **What is vowel harmony?**

(b) **Give two types of vowel harmony.**

(c) **Show how this functions in five words each.**

About fifty per cent of the candidates attempted this question. However, only about two (2) per cent of that number was able to explain vowel harmony. Even these ones were unable to give the types and also use them in words. The question was answered as if candidates had no idea about vowel harmony.

Question 8

(a) **Using the three term label, describe these sounds in your language: (m), (g), (s), (f), (l).**

(b) **Show how they appear in words.**

Many of the candidates answered this question. However, only about two (2) per cent of those who attempted it were able to describe the sounds and use them in

words.   The rest seemed to have no knowledge of the three-term label. They were using the vowel description for these consonants.

Question 9

(a)   What is a phrase?

(b)   Identify the noun phrases in the following sentences

This was a popular question among the candidates, but it was observed that about sixty (60) per cent of them could not define or explain a phrase. They also failed to identify the noun phrase in the sentences.

Question 10

What is a

(a)   subject

(b)   predicate and

(c)   direct object.

Many candidates answered this question. Out of those who attempted it about eighty (80) per cent were able to explain a 'subject' and 'direct object'. Many of the candidates could not explain or define predicate.

However, in (b) where candidates were to identify the Subject and Direct objects in the given sentences, many were able to do so. This question was better answered than all the others.

GONJA 2

1.   **GENERAL COMMENTS**

The paper consisted of sections 'A' and 'B'. Section 'A' was made up of questions one and two. Both questions were on customs and institutions of Gonja. The candidates were expected to answer any <u>one</u> of the two questions in this section.

Section 'B' was on written literature and consisted of three parts. Part one was on Prose, part two on Drama and part three on Poetry. Each part had two questions from which the candidates were to answer one. The candidates were expected to answer three questions from this section.

Again, this was comparatively a standard paper but on the whole, the candidates did not perform well in section 'B' of the paper.

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

The students did well in answering the question on customs and institutions. They were able to define, discuss and explain four causes of divorce. This indicates that the teachers took their students through the topic.

The candidates who attempted the second question on customs and institutions also did well. It is an achievement and teachers are encouraged to cover other topics in the syllabus in subsequent years.

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

Many candidates could not answer the written literature questions satisfactorily. They did not read the set books for the section 'B' of the paper.

4.   **SUGGESTED REMEDIES**

Teachers should encourage their students to acquire and read the following set books for subsequent examinations:
Section 'B'
Prose   -   <u>Ndefoso</u> by I. D. Sulemana
Drama -   <u>Keshe!eba</u> by I. D. Sulemana
Poetry -   <u>Gonja Drums</u> by J. A. Braimah

5.   **DETAILED COMMENTS**

Question 1:

(a)   State what is meant by 'divorce'.
(b)   Mention four (4) causes of divorce.

(c)   Discuss two (2) effects of divorce.

A good number of candidates answered this question. The four causes of divorce could include the following:

(1)   Eche nko eny`n ka maa kurwe;

(2)   Eche nko eny`n kaa k= nt=l;

(3)   Eche nko eny`n ka maa bunya! mo Shaana;

(4)   Eche ka bee ji keshakaliya.

The two effects of divorce may include these:
(1)   Mbia maa kra! Sukuru a luwe;

(2)   Bu maa ny` ashu! kumobe l=! bee shinn` baa kii beyu.

The candidates answered the question satisfactorily.

Question 2

Explain

(a)   taboos

(b)   list four (4) taboos in your area

(c)   discuss the social significance of any 2 of the tabooss listed.

Five examples of taboos in Gonja include:
(1)   Bu maa wu shiboe kapaso;

(2)   Eche maa ta pise a !mia eny`n;

(3)   Kagbanyany`n maa kil kafuleniche;

(4)   Enyen maa di eche kowu

(5)   Edampoche maa b`r kiidiso.

Two implications of taboos may include:

(1)   Eny`n maa di eche kowu -  Ku bee bra ewule (b=r` maa ba)
(2)   Bu maa wu shiboe kapaso - Ku bee !ini esa ko ka bee! wu nna.

This question was also well answered by the candidates.

Question 3

The candidates were to discuss the plot of the story. The plot could be discussed in the following ways:

(a)   Kasutofuti (Introduction)
       (i)   Ndefoso ela epalpo nimuso.
       (ii)   Do!k=rmo n` Dukulubi be kedo!.

(b)   Kebaw=t= be nkilgi (Rising Action)
       (i)   Ndefoso y= keny`npe to ashi Jiakul= to.
       (ii)   ndefoso la!` Dodope

(c)   Kenioto (Crisis)
       (i)   Ndefoso mo tuto be luwu.
       (ii)   Bimonka gba! Ndefoso be kanasebi.

(d)   Kamanto be ashe! (Falling Action)
       (i)   ndefoso y= kech`to ashi kpombu.
       (ii)   Enimu Lansa w= Ndefoso be kech`to.

(e)   Lalaluwe (Conclusion)
       (i)   Ndefoso ny` alemfia ashi kpombu.
       (ii)   ndefoso la!` n y= Dodope.

A good number of the candidates could not answer the question satisfactorily.

Question 4

The candidates were to discuss the roles of the following   characters in the play.

(a)   Dukulubi

       (i)   Mo e m= Ndefoso mo tuto, Do!k=rmo.
       (ii)   Mobe eche ela Bimonka.
       (iii)   Kegber ka fula Dukulubi.
       (iv)   Ketere bee ji kumowura (Dukulubi)

(b)   Adur

       (i)   Mo e keta Ndefoso n y= keny`np` to ashi Jiakul=to.
           (ii)   Adur n` Ndefoso tu kupu!wura ashi   Jiakul=to be akpato.
           (iii)   Kram= Lansa tu Adur n` Ndefoso Jiakul=to be ataman.

(c)   Enimu Lansa
       (i)   Ashi Jiakul=to be ataman. Mo n` Adur n` Ndefoso.
       (ii)   Ashi Kpomka. Ndefoso mo tutogbo! be eche, Bimonka, gba! Ndefoso be
                 kanasebi n` e lurito a fin ech`po. Enimu Lansa e ch` mo ashi Kpombu.

The question was not well answered.

Question 5

Keshe!eba

The candidate was to identify the time and place of the play, the theme and two moral lessons learnt from it. There are two scenes in the play. The first was in the village called Dodope and it took place during the day.The second scene was in the city and it happened at night.

The theme of the play is "Esa bee! ti! ji awurfo! n na! ny` kebaw=t= lela".

Two morals are learnt from the play. These are:

(i)   Ashe! funtiso bee! ti! lara esa epe.
(ii)   Benyen ko maa ji beche kashinte!

This is another question which was not satisfactorily answered by the candidates.

Question 6

It was a context question from the drama book, Kesher!eba.

This is the way the candidates should have answered the question.
(i)   Foriwa e ka!` lo!.
(ii)   Keshe!eba n` e ka!` lo!.
(iii)   Sa!` mon` Keshe!eba bee bilshi mobe kela!` Dodope a !ini.
        Foriwa na n` Foriwa ka!` lo!.
(iv)   Ashe! any= n` a ler Foriwa be kamalga are   to ela;

(a)   Ku shinn` Forida pin fan` Keshe!eba ka k= eche ashi mobe kade to.
(b)   Keshe!eba yige Foriwa m b`ta Dodope.

On the whole, the question was answered satisfactorily.

Question 7

Gonja Drums (Poetry)

The question required candidates to provide the theme and structure of the poem. It should have been answered this way.
(a)   Kumobe keshe!tirso ela fan` "edo! maa pinto".
(b)   Ketande na be intol (plot) ela:
        (i)   Kepalato.
        (ii)   Ku k= efol shimshimbi.
        (iii)   Kushu nkukweso w= kumo to.
        (iv)   Kamalganyi be ap=rsobi gba w= kumo to fan` ade - Ketankiesa ketankarsobi
                n` kedulibi.

This question was also not satisfactorily answered.

Question 8

The question asked candidates to give the theme, the mood of the narrator and the discussion of literary devices including personification, simile and repetition. A good number of the candidates attempted this question.

This is the way the candidates should have answered the question:

(a)   Kumobe keshe!tirso ela; "Aniya bee ji kumowura naa".

(b)   Ketande na to be "Da! Kul Ma N` Kpile! Ju", bee !ini fane ketandewura na daa w= mfabale be kebaw=t= to nna.

(c)   Kamalganyi be ap=rsobi ere be kanan` a ch` ketande na to ela:

    (i)   Ketankiesa - "Kpra!kar to ch=bi". Kede bee !ini nna fan` enapo kpra ela ketandewura na.

    (ii)   Kayankargaso - "kpa-lankese wurko!, Ne n chena n gbesa lempo."
        kumo e ta enapo gbo! na n kii fan`,   kpalan-kesa wurko!.

    (iii)   Kepalato - "Kpile! bee palato ashi ketande na to. Ku w= kamalgafol ny=sope n` kamalgafol sasepo to.  Ku shinn` ketande na w=r= ebel ga.

The candidates could not answer the question well.

KASEM 1

1. GENERAL COMMENTS

The standard of this year's paper compared favourably with that of the previous years. Majority of the candidates performed at the same level as those of the previous years. In effect, the standard of the paper as a whole, was within the ability of the candidates. The rubrics were clear and specific.

It is however, worth noting that some candidates' level seems to be at the level of junior high school standard, considering the way they presented their responses.

2. A SUMMARY OF CANDIDATES' STRENGTHS

(1) Use of appropriate registers and figures of speech:

A good number of candidates had command over the use of appropriate registers on the various topics. They also used idiomatic expressions and local proverbs correctly. Students should be encouraged to develop the style of using figures of speech and appropriate registers.

(2) Paragraphing:

Most candidates did well in this area. Various ideas were managed under different paragraphs. This should be encouraged.

(3) Orderly presentation of facts or ideas:

A lot of candidates were able to arrange their facts and ideas in a systematic order. Teachers should encourage students to improve upon this standard.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) Punctuations:

These were not appropriately marked; these included fullstops, question marks etc. Candidates could start sentences with small letters and even used small letters for the first letter of proper nouns, e.g. "navrongo", "tamale" etc.

(2) Spelling:

Very poor spellings continue to characterize candidates' responses. The sad fact about this phenomenon is that, even words that were used in the question paper, and correctly spelt as such, were wrongly spelt by candidates. Examples are: "zoore" wrongly spelt as "zuri"; "woli as "wole"; "jege" as "jegi", "zurim" as "zworem" etc.

(3)   Word-division:

This was a problem for students. Example: "nawora" for /na wora/, "nga" for /n ga/, "wontem" for /wonnu tem/.

4.   SUGGESTED REMEDIES

It seems all indications point to the fact that the subject is not effectively taught at this level. Subject teachers may therefore do well to use the syllabus to teach the various units of the language.

The Kasem orthography document can be useful material to correct a lot of mistakes.

Teachers should encourage students to read recent books written with the new orthography background. They should give students a lot of exercises to bring about improvements.

5.   DETAILED COMMENTS

Question 1

Discuss four reasons that prevent the youth of today from engaging in farming, and suggest remedies to the problem.

This question comprised of two components; one component requested the candidate to discuss or present four reasons that keep the youth of today away from farming and the second component expected the candidate to offer four solutions to the problem.

A good number of the candidates answered this question very well. They gave four valid reasons why the youth of today do not want to go into farming. They also suggested four areas that can attract them into farming. Candidates also used appropriate registers and figures of speech such as idiomatic expressions and proverbs. They gave the background of farming and its importance to human living.

Question 2

Identify a very respected person in your community and discuss four contributions he/she had made towards the development of the community.

This topic attracted very few candidates. Those who attempted it, performed very well. As expected, candidates provided the four contributions made by the respected description of their chosen personalities.

Question 3

Which do you prefer: mixed school or single sex school? Give reasons for your choice.

Some candidates understood the topic to mean a debate.

This topic attracted many candidates. Most of whom performed very well. They advanced valid reasons for their choices. Candidates discussed convincing points relating to both sides of the topic, though it was not necessary; they only needed to choose one side and discuss the advantages.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents.

As expected, the candidate was to provide four causes of road accidents in Ghana, and to suggest four ways by which these accidents could be brought down. This is like a coin with two sides.

A good number of candidates answered this question. They wrote about the poor nature of roads, drunk driving, tired while driving, non-maintenance of vehicles, reckless driving, over-loading of commercial vehicles etc. Suggested measures to reduce these accidents included constant maintenance of vehicles, drivers to have enough rest, drunken drivers to be checked and punished, unlicensed drivers should not be allowed to drive, etc.

Candidates' valid responses contributed quite significantly to their credible performance. They did not however, refer to the local newspaper they were writing to.

Question 5

Translate a short passage from English Language into Kasem.

The candidates were expected to give a faithful rendering of a piece into Kasem, capturing at least fifteen ideas contained in the passage. Coherence and Mechanical Accuracies were used to mark candidates' response.

Most candidates performed creditably. All candidates attempted the topic as it was expected.

Question 6

Candidates were expected to answer all ten (10) questions (a - j) on a given prose passage.
The questions based on the passage covered areas like stated facts, inference, grammar, figures of speech and summary. The questions on stated facts and figures of speech did not pose much problem to candidates.

Inference items posed some little problem, while those on the grammar presented difficulties. Indications from candidates' responses were that subject teachers did not cover this part of the summary.

Question 7

(a)   Define vowel harmony
(b)   Capture the two (2) sets of vowels that form the harmony and use each set in
five (5)   different words as they exist or appear.

> Those who attempted this question did not fare well on the definition of vowel
> harmony. On a whole. Candidates did not perform as expected.

Question 8

This question was in two parts - (A) and (B). Five (5) sets of consonants were presented to
the candidate in Part A.

The candidate was expected to give the three places and manner of articulation. Candidates
could only provide one or two places of articulation.   Their knowledge on the topic,
especially this area was limited.

Part B requested the candidate to use two (2) words each to show how the consonants occur
in the initial, medial and at the end. Candidates handled this part quite well.

Question 9

This question had two parts, (A) and (B). In Part (A) the candidate was asked to define a
phrase. Half of the number that attempted the question gave good definitions, but others
failed to do so.

Part (B) requested candidates to identify the noun phrase in 6 sentences.

Most of the candidates however, indicated some noun phrases and verb phrases.   These
responses were accepted. Averagely, candidates performed fairly well.

Question 10

This question demanded candidates to give correct responses to

(a)   The definitions of
**   (i)   the subject**
**   (ii)   the predicate and**
**   (iii)   the object of a sentence**

(b)   Pick out the subject and direct object in six (6) given sentences.

In Part (A) some candidates gave appropriate definitions; others did not fare well.

In Part (B) candidates were to identify the subject and direct object in six (6) given sentences,
most candidates performed quite creditably; they gave correct responses.

Generally, more than half of the number of candidates fared well in this part of the paper.

KASEM 2

1. ## GENERAL COMMENTS

   The structure of this year's paper differs completely from that of previous years.

   The general performance of candidates was not encouraging.

2. ## A SUMMARY OF CANDIDATES' STRENGTHS

   Nil

3. ## A SUMMARY OF CANDIDATES' WEAKNESSES

   Majority of the candidates showed inadequate knowledge of the recommended set books. Candidates could not discuss the plot of the story.

4. ## SUGGESTED REMEDIES

   Candidates should devote some of their time to study their set books under the guidance of their teachers.

5. ## DETAILED COMMENTS

   ### Question 1

   Candidates were to define divorce, explain four causes of divorce and discuss two effects of divorce.

   Divorce: The state in which a man and a woman who were formally together as husband and wife no longer do so.

   Causes of divorce include childlessness, drinking, adultery and stealing.

The consequences include drinking, bringing up children with difficulty, lost of self-esteem and respect. Candidates raised these points but they were not elaborated upon.

Question 2

Candidates where required to explain what a taboo is, write five taboos and expatiate on the relevance of any two of the five taboos.

Taboo: A taboo is the prohibition of doing or saying something, the result of which is evil befalling the doer or the   society.

Candidates failed to point out that breaking a taboo brings   undesirable consequences to the doer or the society.

Candidates were able to name the taboos but their answers on benefits to the society were points which need expansion.

Question 3

Discuss the plot of the story.

Requirements: Introduction - Kada and her friend going to the bush to gather firewood and Kada falling ill there in the bush.

Development: First aid in the house and visit to the hospital.

Climax: Accepting and applying the doctor's advice and therefore bringing cleanliness and good health to the community.

Denouement: The doctor showed appreciation that they accepted his advice and taught them more healthy practices.

Candidates who answered this question gave a summary and not   the plot of the story.

Question 4

Write notes on the following: Kada, Kada Baro, D=geta.

Requirements: Kede - An example of a good wife/woman. She works hard to take care of the family. She is obedient and listens to the son, husband and doctor, including her friend. Her   co-operation contributed to the healthy state of the community.

Kada's Husband: takes part in community life; he loves his family and is ready to learn. He is also hardworking. All these qualities combine contributed to his wife's quick recovery.

All candidates answered this question. Not only did they all answer this question but also the words of their answers were the same and were not in the book they were expected to study. They misfired. Candidates in the other school who answered this question mistook Kada in "Kada Vei Asibitî" for Kada in "Asuba".

Question 5

Where did the story take place? Support your answer with a quotation from the story. What is the theme of the story and what have you learnt from the drama?

Requirements: The story took place in a village called Manchworo in someone's house. Support lines include "O zoore Manchworo ne mo ...", "ba jei mischwo!o ni ne ..." etc.
The theme is that polygamy has problems and some of the lessons from the drama are that, rival women hate each other, polygamy is evil, if you look for evil, evil will follow you.

All candidates answered this question, and their words were the same. Candidates gave two answers each to question (b) instead of one.

The theme given by candidates (same for all candidates) was an uncompleted sentence, same with lessons learnt. The statements of the theme by the other school were brief.

Question 6

There was a statement for candidates to say who said it, where it was said, why it was said and what happened thereafter.

Requirements: Logosuu and Alagedona. That Asuba was a witch. After this statement, Asuba was taken to her father.

Candidates of one particular school did not attempt this question. Candidates of the other schools who attempted the question did well.

Question 7

State the theme of the poem and its structure.

Requirements: Women now court men because of money.
The structure includes 13 verses, repetition, exaggeration, simile etc.
Candidates' statement on this was brief. Candidates used the same words. Generally, candidates do not know that literary devices are part of structure and rather gave summary.

Question 8

What is the theme? State the mood of the poet. Identify three literary devices.

Requirements: Sleep makes us stronger to carry out the next activities. The mood of the poet was happiness. Candidates took the theme to be death when the heading is Man's Benefactor - "Nabiina F=geno". Candidates did not know what literary devices were though mentioned is made of it every year.

NZEMA 1

1. **GENERAL COMMENTS**

The standard of the paper was within the scope of the syllabus and candidates' performance was commendable. Of the 127 candidates who took the paper, 83 representing 66% scored 50% and above while 43 representing 33% scored below 50%.

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

The efforts of candidates in Section A were commendable.
This section was about essay writing. Candidates were given four (4) topics and they were expected to write on one of them. Majority of the candidates answered the question 2 which was a descriptive essay. Candidates who attempted questions 1,3 and 4 also performed very well.

Apart from the essay the comprehension question was also well answered.

Question 5 which was translation was also well answered.

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

It appears candidate lacked sufficient information on the phonology of the language.

4. **SUGGESTED REMEDIES**

The performance of candidates in questions 7 and 8 was an indication that they had no idea about the phonology of the language. Teachers therefore should be very serious in lessons about the vowels and consonants of the language.

5. **DETAILED COMMENTS**

Question 1

Discuss four reasons that prevent the youth of today from engaging in farming, and suggest remedies to the solution of the problems.

This was an expository essay. Candidates were to give four reasons why the youth of today do not want to go into farming and to suggest four measures that can attract them into farming. Only a few candidates attempted the question.

Question 2

Identify a very respected person in your community and discuss four contributions he/she had made towards the development of the community.

This was a descriptive essay. Candidates were to identify a very respected person in their community and discuss four contributions he/she has made towards the development of the community. Candidates produced very interesting compositions on this topic.

Question 3

Which do you prefer: mixed school or single sex school? Give reasons for your choice.

This was an Argumentative essay. Candidates were to give reasons why they prefer mixed school or single sex school. The question was well answered.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents.

This was on article writing. Candidates were to write an article for publication in a local newspaper discussing four major causes of road accidents in the country and suggest four measures that can help reduce such accidents. Many answered this question.

Question 5

Candidates were given a short passage of about fifteen ideas in English to translate into Nzema.

This was a compulsory question on translation. Candidates were expected to translate a passage in English to Nzema. Majority of the students did a good job. Some of those who failed just put down disjointed sentences which were not coherent.

Question 6

This was a comprehension question and was compulsory. A prose passage was set and ten questions (a - j) were asked to test candidates' understanding,. Majority of the candidates, answered the question correctly. Candidates, however, could not answer the section 'h' and

'i' correctly. In section 'f' even   though the question specifically directed that the title to the passage should not contain more than seven words, some of the candidates failed to adhere to this instruction.

Question 7

This was a question about the sounds of the language and it was on vowel harmony. Candidates were asked to explain   vowel harmony and describe two different ways through   which vowel harmony could occur in their language.   This question which was poorly answered.

Some candidates deviated because they talked about vowel assimilation   instead   of   vowel harmony.

Question 8

This was another question on the phonology of the language and it was on the three label description of five selected   consonants and their distribution in a word. This question was also poorly answered.
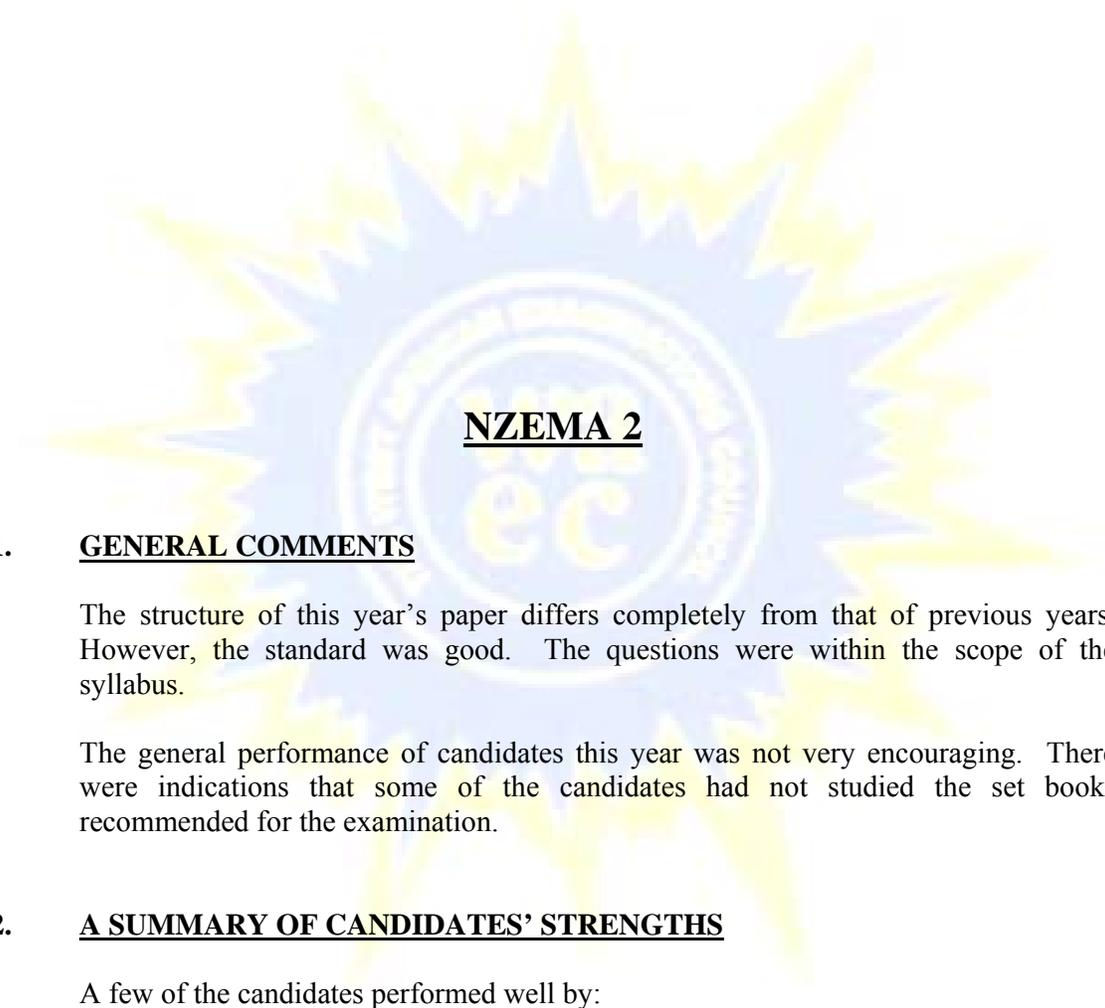
Question 9

This question was on syntax and it was in two parts (a) and (b).   In (a) candidates were required to explain what a phrase is and in (b) ten sentences were supplied and candidates were expected to select the noun phrases in those sentences. The question was well answered.

Question 10

Question 10 was also on syntax. It had two parts (a) and (b).

In (a) candidates were required to explain 'Subject', 'Predicate' and 'Direct Object' In (b), six sentences were provided and candidates were expected to select the subjects and the direct objects in these sentences. This question was well   answered.

NZEMA 2

1. GENERAL COMMENTS

The structure of this year's paper differs completely from that of previous years. However, the standard was good. The questions were within the scope of the syllabus.

The general performance of candidates this year was not very encouraging. There were indications that some of the candidates had not studied the set books recommended for the examination.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A few of the candidates performed well by:
(1)   giving very good and precise definitions to parts of questions 1 and 2.
(2)   elaborating on the points that they gave to some of the answers.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1)   Majority of the candidates showed inadequate knowledge of the set books which were recommended for the examination.

(2)   Majority of the candidates could not discuss the structure of the poem as expected or the plot of the story.

(3)   At this level some of the candidates still wrote the questions before answering them.

4.   SUGGESTED REMEDIES

(1)   It is recommended that the candidates should devote some of their time specifically to study their set books   under the guidance of their teachers.
(2)   Candidates should be taught the techniques of answering questions on written Literature.
(3)   Special emphasis should be laid on the teaching of   Poetry Appreciation.

5.   DETAILED COMMENTS

Question 1

Candidates were to define divorce, explain four causes of divorce and discuss two effects of divorce.

Most of the candidates who attempted it showed maturity in their answers in (a) and (b). However, in (c) most of the candidates failed to elaborate on the points they gave. This made them also lose marks.

Question 2

Candidates were required to explain what a taboo is, write five taboos and expatiate on the relevance of any two of the five taboos.

Most of the candidates who attempted this question performed poorly. Some of them gave criminal acts like stealing, drunkenness etc. as taboos.

Some of the taboos they could have mentioned are, incest, a chief eating publicly or walking barefoot and greeting an elderly person with the left hand.

There are also taboos about food and speech in some communities. Is should be noted that taboos differ from community to community.

Question 3

What is the Plot of the story in "Awie ~nze Awiele`" by Blay, A. S.?

The question expected the candidates to discuss the plot as follows:
(1)   The beginning/background of the story;
(2)   Development/crisis;
(3)   The climax;
(4)   Denouement/conclusion.

All the candidates who answered this questions performed   poorly.   Candidates   gave   a summary of the story instead.

Question 4

Write short notes on the following characters:

(a) **Meanzoabo`**

(b) **Egya Kofi**

(c) **Nw=dob`**

Most of the candidates who answered this question gave sketchy answers so they failed to bring out the characters and   show the roles they played in the story.

However, a few of the candidates were able to meet the requirements of the question and were rewarded for that.

Question 5

(a) **Show the setting and time of the drama;**

(b) **Show evidence of this from the book;**

(c) **What is the theme of the drama;**

(d) **Give two reasons that the drama teaches.**

The few candidates who attempted this question gave satisfactory answers.

Question 6

A context question was provided
(a) **Who made this statement?**
(b) **To whom was the statement made?**
(c) **On what occasion was the statement made?**
(d) **What was the outcome of the statement?**

Most of the candidates provided wrong answers to this question.

Question 7

Poetry - Menga Ye z= (Meka Bie - Ehoma Kwaw F.)

(a) **What is the theme of this poem?**
(b) **Show five ways by which the poem was structured.**

Most of the candidates who attempted this question failed to provide convincing themes. With respect to (b), the performance of candidates was generally fair.

Candidates were expected to discuss the structure following the following lines:
(a)   The layout of the poem - number of stanzas and the number of lines in each stanza etc.;
(b)   Sentence patterns;

(c)   Diction of the poem;
(d)   Literary devices used; proverbs, simile etc.;
(e)   Sound patterns - assonance, consonance, etc.;
(f)   Rhyming pattern.

In each case, the candidates were expected to give examples of these devices they mention from the poem.

Question 8

Poem - Nwane a le Nwane?
(a)   What is the theme of the poem?

(b)   What is the mood of the poet, quote statements from the poem to support your answer.

(c)   Give an example each of the following literary features used in the poem.
        (i)   Proverb;
        (ii)   Metaphor;
        (iii)   Repetition.

Most of the candidates who attempted this question could not state the theme of the poem while others failed to give the correct mood.

A few candidates gave very good responses to (a) and (b).

With respect to (c) while most of them gave examples of the features from the poem correctly, some just explained the terms. In some cases, some candidates confused proverbs with metaphors.

TWI (AKUAPEM) 1

1.   **GENERAL COMMENTS**

        The standard of the paper compared favourably with those of previous years. Candidates' performance, this year, was generally good and encouraging.

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

        (1)   A good number of candidates met the required length of the composition - 500 words.

        (2)   Majority of the candidates produced very good scripts on the composition topics of their choice. The ideas, points and discussions in the scripts were precise and comprehensible.

        (3)   Handwriting was generally legible and neat hence, working on the scripts even at night was not a problem.

(4)   Sub-questions were clearly separated from one another and well numbered.

(5)   Candidates' performance on the comprehension component of the paper deserves commendation.   The incidence of 'lifting' entire paragraphs in answering a question was very negligible.

(6)   There was an appreciable improvement in the translation.

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

Candidates weaknesses may be categorized as follows:

Mechanical Accuracy (MA):

Generally, candidates performed poorly as far as MA is concerned.   Most of the basic rules of spelling were infringed. A few examples to illustrate and substantiate this fact are as follows:
(a)   The subject pronoun should be written together with the verb following it as
one   word.

Candidates' Error	Accepted Spelling	English Glossary
Y` b`k=/Y`b` k=	Y`b`k=	We shall go.
Mere kyer`w/	Merekyer`w	I am writing
Me rekyer`w		

(b)   The word 'ho' (self) should be separated from the pronoun preceding it.

Candidates' Error	Accepted Spelling	English Glossary
Meho	Me ho	Myself
Woho	Wo ho	Yourself
W=nho		

4.   **SUGGESTED REMEDIES**

(1)   Teachers should make more conscious effort in remedying candidates weaknesses on the orthography of the language. There must be repeated exercises on each of the thirteen (13) basic rules of spelling. There rules can be found in the Twi Spelling Book (Twi Ns`m Nkor`nkor` Kyerewbea).

(2)   The teaching of phonology must be given more attention that is what is being done. Resource persons should be encouraged and/or sponsored in writing books on the subject that would be reader-friendly at the Senior High School level.

(3)   Subject teachers should organize periodic workshops on the teaching of the various aspects of the language and invite resource persons to come and share their expertise with those in the classroom.

5.   **DETAILED COMMENTS**

Question 1

Discuss four reasons that prevent the youth of today from engaging in farming, and suggest remedies to the solution of the problems.

Candidates were required to give a good introduction pointing out the fact that in spite of the key role farming plays in the economy of the country, the youth want to get into it.

They were to link their introduction to the discussion of the four main reasons of their choice e.g.

- Difficulty in acquiring land for farming
- Difficulty in accessing credit facilities
- Problems in getting labour
- The perception that farming is for non-literates, the poor and the needy, etc.

Finally, candidates were required to suggest remedies for each of the four reasons given.

Most of the candidates who attempted this question did well to discuss the problems/reasons that make the youth run away from farming and suggested very interesting measures to arrest the situation. A few candidates only tabulated so many causes and suggestions without discussing them adequately.

Question 2

Identify a very respected person in your community and discuss four contributions he/she had made towards the development of the community.

Candidates were required, among other things, to write a good introduction pointing out the fact that there are many prominent persons in their community who had made various contributions towards the development of their community but a particular person stands tall among all the others.
- To give a brief bio-data about the person's life, personality, composure etc.
- Discuss four major contributions that the person had made to justify his/her selection or the most important person.

Candidates produced very interesting compositions on this topic. Their accounts and discussion pointed to the fact that they know the people the selected and their contributions towards development in their communities.

Question 3

Which do you prefer: mixed school or single sex school? Give reasons for your choice.

The topic required that candidates give a good introduction pointing out the fact that in attending school especially second cycle, one needs to make a choice between a mixed school or a single gender school; and make a choice.

They should make a good argument for their choice stating its relative advantage over the other side. Candidates handled this topic with well informed arguments for the side they chose.

Those who chose mixed schools cited gender tolerance, proper socialization, healthy competition among boys and girls, better hygienic atmosphere etc. as reasons for their choice.

Those who settled for single-sex schools gave reasons such as:
- high discipline,
- high academic standards,
- high moral values,
- sense of awareness of unhealthy rivalry between boys and girls as their reasons.

They were able to argue that the either side had a disadvantage they did not like.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents.

Candidates gave very good introduction to their essays, highlighting the fact that road accidents have become one of the disturbing problems in the country. They discussed such causes as:

- lack of proper training for duties in the country hence, many reckless driving on the roads;
- lack of proper maintenance of vehicles;
- driving while tired
- poor nature and quality of our roads.
- reckless driving, over-speeding, reckless overtaking etc.

Candidates were able to suggest good measures that will help to reduce road accidents, as follows:

- Institutionalization of driving schools as is dew for other   professions   such   as teaching, nursing etc.
- Thorough vehicle inspection before road worthy certificates are issued for vehicles to ply our roads.
- Proper checking of drivers who drive while drunk.
- Proper monitoring of drivers on the roads to check over-speeding and other forms of reckless driving.
- The need to construct roads of internationally accepted standard and periodic and timely
      maintenance.
- The need to educate vehicle owners on good maintenance culture of their vehicles.

A few candidates, took the topic for "letter to the Editor" and failed to follow the rubrics.

Question 5

Candidates were required to translate a given passage into   Akuapem Twi.

They were requested to break the passage into fifteen ideas and translate it.

It was expected that their Twi version should be as near as possible to the original English passage, such that, if their Twi translation is translated back, it would not be substantially different from the original passage.

Majority of the candidates were able to produce good Akuapem Twi versions of the given passage. A few candidates however, commented on the passage or made their own stories out of the passage and introducing new ideas into   their versions.

Question 6

Candidates were required to read a passage and answer questions on it. The questions ranged from recall, inference, analysis, identification of literary devices from the passage, identification of grammatical structures in the passage and summarizing the passage into seven word title.

Almost all the candidates did not have any problem with the re-call questions since they hinged on stated facts from the passage. However, many candidates could not answer questions on literary devices, grammatical structures, analysis and title.

Question 7

Candidates were required to define/explain the term vowel harmony and how it appears in the Akuapem Twi Language.

They were expected to define/explain vowel harmony as   follows:
On the basis of the Advanced Tongue Root or Lip Rounding, Akan vowels are categorical so Advanced and Unadvance vowels or Rounded and Unrounded vowels respectively. And that generally, in words of two or more syllabus the Vowel Harmony Rule does not permit a mixture of the categories.
They were required to categorize the vowels as stated above.
E.g. Advanced: [i, e, =e, o, u]; Unadvanced: [I, `, d, =,]]
OR
Unrounded: [o, u, =, t]; Unrounded: [i, e, `, =e, I, ã]

Finally, they were requested to give examples of the vowel harmony in words:

E.g.   Advanced Harmony   Unadvanced
      [efie] - house   [`w]=] - honey
          [esie] -   ant hill   [owuo] - death

      OR

      Rounded   Unrounded
      [=s=f]] - Pastor   [adi`] - something
      [=b=f]] - Hunter   [anim] - face/front

Most of the candidates who attempted this question rather describe and classified the ten (10) Akan vowels.

Question 8

The question required candidates to give a three-term label of the following consonants:
[m, g, s, f, l,]. They were excepted to describe them as follows:

 [m] - voiced bilateral naval;

 [g] - voiced velar plosive;

 [s] - voiceless dental fricative;

 [f] - voiceless labia-dental fricative;

 [l] - voiced jabio-dental lateral.

The (b) component of the question requested that candidates state the distribution of the above consonants in Akan and exemplify them.

Most of the candidates who attempted the question were able to do the (a) part well but had problems with the (b) parts especially with [g] and [l].

Question 9

Candidates were required to define/explain (a) what a phrase is in Akuapem Twi and (b) to identify the noun phrase in six sentences.

Candidates were able to define/explain what a phrase is in Akuapem Twi. However, in the (b) part of the question, They failed to identify all the noun phrases in the sentences. Even though the rubrics was clear and explicit, candidates identify only one noun phrase in each of the sentences instead of two or three.

Question 10

Candidates were requested to define the following:
(i) Subject   (ii) Predicate (iii) Object
and to identify the subject and the object in six sentences.

Most of the candidates were able to satisfy the requirements of this question and this scored them good marks.

AKUAPEM TWI 2

1.   **GENERAL COMMENTS**

The paper compared favourably to that of previous years.
Candidates generally, performed relatively better than the previous years, though quite a number of them performed poorly, especially those who attempted questions 3, 5 and 7.

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

The candidates' orthography was a little better than that of previous years. Their writing was more legible.

In the literary appreciation, most of the candidates gave very good accounts of themselves by writing very interesting comments on issues.

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

Many candidates wrote sketchy answers to some of the questions. Most of them listed the points instead of explaining further.

Candidates also added unnecessary points to answers, especially on the set books. Very few candidates answered questions 3 and 5. Even those who attempted those questions answered them poorly.

4. **SUGGESTED REMEDIES**

Students must be taught how to answer poetry questions well, and also how to summarize a story from a book.

Students must be taught literary devices well enough to enable them to identify them out and also give detailed answers.

Teacher of the subject should also get the selected books for the students.

5. **DETAILED COMMENTS**

Question 1

Candidates were to define divorce, explain four causes of divorce and discuss two effects of divorce.

Some candidates did not give detailed definition of divorce.
Most of the candidates just listed the points for the causes and the effects without explaining in detail.

Question 2

Candidates where required to explain what a taboo is, write five taboos and expatiate on the relevance of any two of the five taboos.

Candidates answered the questions well. Only few candidates gave taboos that are not accepted among the Akans.

Question 3

Explain how the writer arranged the story from the beginning to the end.

Many candidates did not answer the question because they either did not understand it or did not know how to start and end. Candidates who even attempted it could not answer the question well.

Question 4

Write short notes about the following characters:

(a) Brako (b) Eno Dampo (c)   Akora Hwewode`so

Almost every candidate attempted this question, and it was well answered. Candidates were to write all that they knew about those characters in the story. Just a few candidates wrote one or two lines for each character because of the word "short".

Question 5

(a)   **When and where did the story happen?**
(b)   **Select some words from the story which confirm when and where the story happened.**
(c)   **Write the theme of the story and when and where the story happened.**
(d)   **Write two lessons you have learnt from the story.**

Almost all the candidates did not attempt this question. This was one of the most badly answered question. It appeared candidates could not understand "as`ntitire".

Question 6

This was a context question as quoted below:
Well done. You are a man. If all men in this town will buy so much from me like this, then I will stay with you for   ever.

(a)   **Who said this?**

(b)   **to whom was it said?**

(c)   **At what time was it said?**

(d)   **How did the story end? Explain.**

This was one of the popular questions the candidates attempted and they answered it well. However, a few candidates could not explain into detail.
Question 7

(a)   **What is the main theme of the poem?**

(b)   **With examples state four (4) structures the writer displayed in writing the poem.**

Many candidates attempted this question. Those who were taught well answered it well. Some also attempted it but   could not answer it well, because they were not taught how to answer poetry questions. They found it difficult to understand the word "as`ntitire". They

could not explain how the expressions were used to convey the meaning. The structure was also not discuss well.

Question

(a)   **Write the main theme of the poem.**

(b)   **Show how the writer feels. Select statements from the poem to support your answer.**

      (c)   **Identify the following literary devices from the poem and explain how each of them is used in the poem.**

      (i)   **metaphor;**

      (ii)   **personification;**

      (iii)   **repetition.**

Some candidates did not get question 8 (a) right. They could not identify the theme of the poem. Identifying the literary devices also became another big problem to them.

The question wanted the candidates to express the feelings of the poet and select some lines to support it, but most of them   could not select the lines that fit the answer.

ASANTE TWI 1

1.   GENERAL COMMENTS

The standard of this year's paper was within the scope of the syllabus and candidates' performance was commendable.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The efforts of candidates in Section A were commendable.
This section was about essay writing. Majority of the candidates, answered the question 2 which was a descriptive essay. Candidates who attempted questions 1,3 and 4 performed very well.

Apart from the essay, the comprehension question was also well answered.

Question 5 which was translation was also well answered.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

It appears candidates lacked sufficient information on the phonology of the language.

4. SUGGESTED REMEDIES

The performance of candidates in question 7 was an indication that they had no idea about the phonology of the language. Teachers therefore, should be very serious in lessons about the vowels and consonants of the language.

5. DETAILED COMMENTS

Question 1

Discuss four reasons that prevent the youth of today from engaging in farming, and suggest remedies to the solution of the problems.

Candidates were to give four reasons why the youth of today do not want to go into farming and to suggest four measures that can attract them into farming. Only a few candidates attempted the question.

Question 2

Identify a very respected person in your community and discuss four contributions he/she had made towards the development of the community.

Candidates were to identify a very respected person in their community and discuss four contributions he/she has made towards the development of the community. Candidates failed to give away useful descriptions of the personalities they chose.

Question 3

Which do you prefer: mixed school or single sex school? Give reasons for your choice.

Candidates were to give reasons why they prefer mixed school or single sex school. Few candidates attempted the question and it was well answered.

Question 4

Write an article for publication in a local newspaper, discussing four (4) major causes of road accidents in the country. Suggest four (4) measures that can help reduce such accidents.

Candidates were to write an article for publication in a local newspaper discussing four major causes of road accidents in the country and suggest four measures that can help reduce such accidents. Few candidates attempted this question which was well answered.

Question 5

Candidates were given a short passage of about fifteen ideas in English to translate into Asante Twi.

This was a compulsory question on translation. Candidates were expected to translate a passage from English to Asante Twi. Majority of the students did a good job on this question. Some of those who failed just put down disjointed sentences which were not coherent.

Question 6

This was a comprehension question and it was also compulsory. A prose passage was set and ten questions were asked to test candidates' understanding.

Majority of the candidates answered the question correctly. Some candidates, however, could not answer the section 'h' correctly.

Question 7

This was a question about the sounds of the language and it was on vowel harmony. Candidates were asked to explain vowel harmony and describe two different ways through which vowel harmony could occur in their language.

Majority of the candidates attempted this question which was poorly answered.

Question 8

This was another question on the phonology of the language and it was on the three label description of five selected consonants and their distribution in a word. This question was also poorly answered.
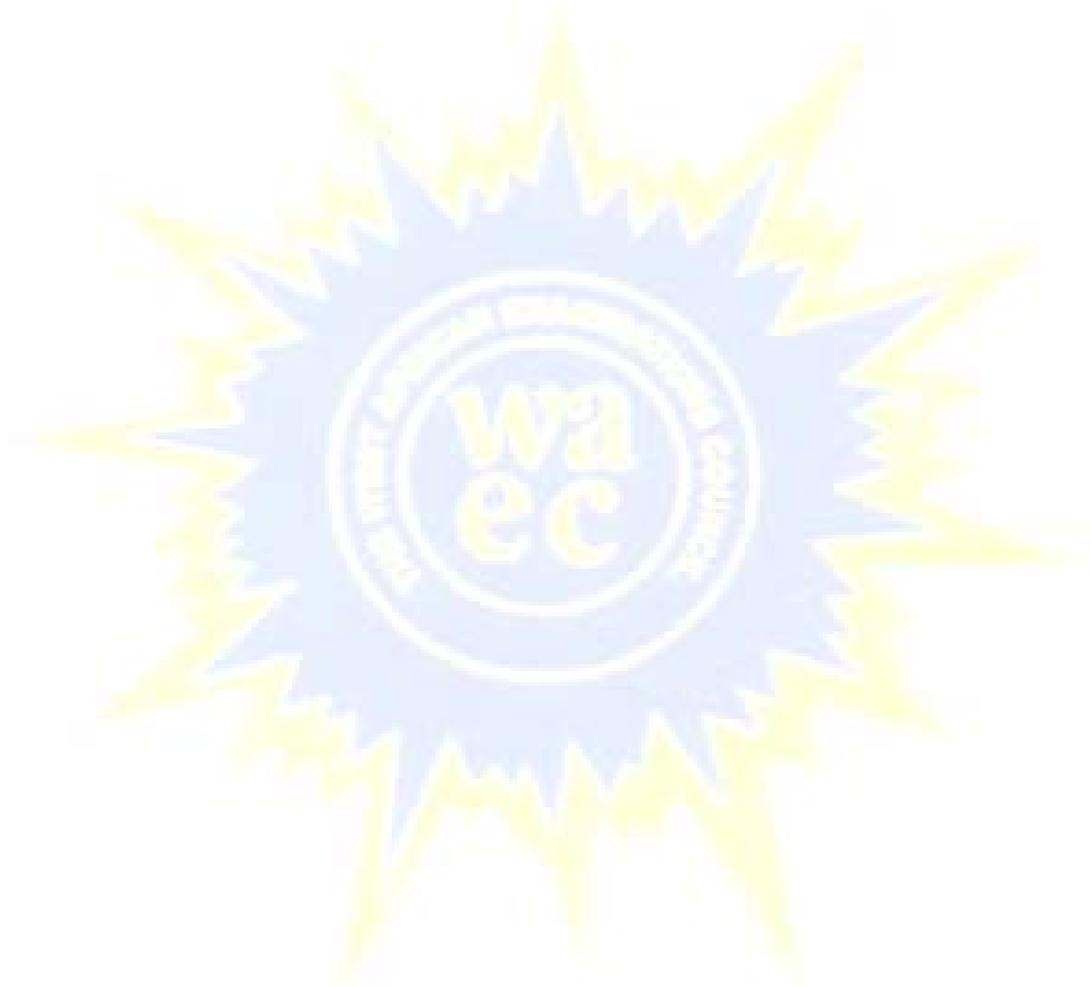
Question 9

This question was on syntax and it was in two parts (a) and (b). In (a) candidates were required to explain what a phrase is and in (b) ten sentences were supplied and candidates were expected to select the noun phrases in those sentences. Few candidates attempted the question which was well answered.

Question 10

This was the last question and it was on syntax. The question was also in two parts (a) and (b). In (a) candidates were required to explain 'Subject', 'Predicate' and 'Direct Object'.

 In (b), six sentences were provided and candidates were expected to select the subjects and the direct objects in these sentences.   Majority of the candidates attempted the question which was well answered.

TWI (ASANTE) 2

1. GENERAL COMMENTS

The structure of this year's paper differs from that of previous years. However, the standard was good. The questions were within the scope of the syllabus.

The general performance of candidates this year was not encouraging. There were indications that some of the candidates had not studied the set books recommended for the examination.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A few of the candidates performed well by:
(1)   presenting their materials in order and expressing themselves well in the language.

(2)   elaborating on the points that they gave to some of the answers, which gave them good marks.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1)   Majority of the candidates showed inadequate knowledge of the set books which were recommended for the examination.

(2)   At this level some of the candidates still wrote the questions before answering them.

4. SUGGESTED REMEDIES

(1)   It is recommended that the candidates should devote some of their time specifically to study their set books   under the guidance of their teachers.

(2)   Candidates should be taught the techniques of answering questions on written Literature.

5. DETAILED COMMENTS

Question 1

Candidates were to define divorce, explain four causes of divorce and discuss two effects of divorce.

Most of the candidates who attempted it showed maturity in their answers in (b). However, in (a) and (c) most of the   candidates failed to elaborate on the points they gave. This made them lose marks.

Question 2

Candidates were required to explain what a taboo is, write five taboos and expatiate on the relevance of any two of the five taboos.

Most of the candidates who attempted this question performed poorly. Some of them gave criminal acts like stealing, drunkenness etc. as taboos.

Some of the taboos they could have mention are, having sex in the bush, and greeting an elderly person with the left hand.

Question 3

The question expected the candidates to write the plot of a story. They were to discuss the plot as follows:
(1)   The beginning/background of the story;
(2)   Development/crisis;
(3)   The climax;
(4)   Denouement/conclusion.

All the candidates who answered this question performed poorly. Candidates gave a summary of the story instead.

Question 4

Candidates were expected to write short notes on some characters. Most of the candidates who answered this question gave sketchy answers so they failed to bring out the characters and show the roles they played in the story.

However, a few of the candidates were able to meet the requirements of the question and were rewarded for that.

Question 5

(a)   Show the setting and time of the drama;

(b)   Show evidence of this from the book;

(c)   What is the theme of the drama;

(d)   Give two lessons that the drama teaches.

The few candidates who attempted this question gave satisfactory answers.

Question 6

A context question was provided
(a)   Who made this statement?
(b)   To whom was the statement made?
(c)   On what occasion was the statement made?

(d)   What was the outcome of the statement?

Most of the candidates provided wrong answers to this question.
<u>**Question 7**</u>

Poetry

(a)   What is the theme of the poem?

(b)   Show five ways by which the poem was structured.

Most of the candidates who attempted this question failed to provide convincing themes. With respect to (b), the performance of candidates was generally fair.

In each case, the candidates were expected to give examples of these devices they mentioned from the poem.

<u>**Question 8**</u>

Poem
(a)   What is the theme of the poem?

(b)   State the mood of the poet, with evidence from the poem.

(c)   Give an example each of the following literary features used in the poem.

> **(i)   Proverb;**
> **(ii)   Metaphor;**
> **(iii)   Repetition.**

Most of the candidates who attempted this question could not state the theme of the poem while others failed to give the correct mood.

A few candidates gave very good responses to (b).

With respect to (c) while most of them gave examples of the features from the poem correctly, some just explained the terms. In some cases, some candidates confused proverbs with metaphors.