

RESUME OF LANGUAGES

(1) PERFORMANCE OF CANDIDATES

The Chief Examiners for the languages reported that there was a general improvement in performance of candidates over that of the previous year.

(2) SUMMARY OF CANDIDATES STRENGTHS

The scripts of a good number of candidates recorded some laudable characteristics. They included the following:

(a) Adherence to Rubrics

Chief Examiners for French 2, Literature-in-English 2, Asante Twi 1 and 2, Akwapim Twi 2, Dagaare 2, Dangme 2 and Fante 2 reported that a good number of candidates adhered to the rubrics of the papers for the respective subjects. The candidates attempted the required number of questions from the various sections and were focused in their responses.

(b) Good Organization of Essays

An appreciable number of candidates for English Language 2 and French 2 reportedly presented well-organized essays devoid of the usual long irrelevant introductions.

(c) In-Depth Knowledge of Set Texts

It was observed by the Chief Examiners for Dangme 2, Dagbani 2 and Kasem 2 that a significant number of candidates demonstrated a remarkable degree of knowledge of the set texts.

(vii) Knowledge of the Formal Features of Essays

The Chief Examiners for English Language 2 and French 2 commended candidates for their display of high level of conversance with the formal features of the various forms of essays, viz., articles, debates, as well as informal letters.

(viii) Good Approach to Answering Comprehension, Summary and Literature Questions

The Chief Examiner for English Language 2 lauded candidates' efficient use of clauses and phrases in answering questions on comprehension and summary passages.

(3) SUMMARY OF CANDIDATES WEAKNESSES

A number of weaknesses identified in the scripts of candidates are listed below.

(a) Weak Language Use

The Chief Examiners for English Language 2, Literature-in-English 3, French 2, Asante Twi 2, Fante 2 and Dangme 2 expressed great concern over poor grammar and spelling errors evident in some candidates' responses to questions. Rambling sentences with little or no punctuation

marks in candidates' essays rendered the essays nearly unintelligible. Poor paragraphing was observed by Chief Examiner for Fante 2.

(b) Inadequate Preparation

Answers to Literature-in-English 2, Literature-in-English 3, Asante Twi 2, and Akwapim Twi 2 questions were reported to have exhibited a worrying trend of candidates either totally refusing to read the set texts or not reading them well enough. The resultant lack of familiarity with the texts occasioned instances in which candidates confused characters from one text with those of another text.

The Chief Examiners for Literature-in-English 2 and Literature-in-English 3 added that reliance on unassessed commentaries that provided misleading interpretations and over-reliance on narration rather than explanation affected candidates' performance negatively.

(c) Poor Store of Vocabulary

The Chief Examiners for English Language 2 and French 2 found candidates' store of vocabulary to be quite limited, which made it difficult for them to give the meanings of expressions quoted from the comprehension passage.

(4) **SUGGESTED REMEDIES**

Outlined below are a number of recommendations made to help address the weaknesses observed in candidates' written responses to questions:

- (a) Emphasis should be placed on spelling drills and teaching of grammar to equip candidates with enough knowledge to tackle questions well;
- (b) The importance of reading well-written materials to improve linguistic proficiency should be emphasized;
- (c) Teachers should be encouraged to give adequate lessons and exercises. Errors identified in students' scripts should be explained and strategies to answering questions appropriately discussed with them;
- (d) The need for diligent reading of set texts should be impressed upon students of Literature-in- English and Ghanaian Languages;
- (e) Literary devices should be taught within the context of texts and not in isolation;
- (f) Students should be given exposure to best practices in answering literature questions.

ENGLISH LANGUAGE 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of previous years. The questions set, covered all aspects of the syllabus. The essay topics were all within the scope of the candidates. Similarly, the summary and comprehension passages related to the general environment of candidates. Sentence structure and diction were appropriate. Unfortunately, while a few candidates displayed a good grasp of the mechanics of the language, most of them demonstrated poor reading techniques thereby failing to understand the summary and comprehension passages and to provide appropriate responses.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Candidates were able to produce relevant ideas for the content of the essays. Many were able to write full length essays.
- (ii) Candidates showed glimpses of accurate knowledge of the formal features of all the essays.
- (iii) A good number of them had a good command of the language organizing their essays well with good paragraphs.
- (iv) A few of them did very well in answering the comprehension questions, giving a good rendition of the grammatical names and functions.
- (v) Several of them were able to provide good answers to the summary questions.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) A majority of the candidates failed to write full length essays.
- (ii) Subject – verb agreement remains a major problem for most of the candidates.
- (iii) Most candidates failed to spell simple words correctly.
- (iv) Punctuation errors predominated candidates' work with some writing single sentence paragraphs.
- (v) The sequence of tenses and pronoun mixing continues to dominate candidates' work. Most of them were unable to use the appropriate pronouns.
- (vi) Answering comprehension questions remains a major challenge to most of the candidates. The "WH" questions remains a major problem. Besides, most candidates failed to observe the tense of the questions before attempting to answer them.
- (vii) Several candidates still could not find concise answers to the summary questions.

4. SUGGESTED REMEDIES

- (i) Candidates should have a lot more practice exercises to enable them to perform better.
- (ii) Candidates should make reading a hobby. This will go a long way to enhance their writing skills.

- (iii) Greater effort should be made by teachers to teach the grammar of the language. Emphasis should be placed on grammatical names and functions as well as figures of speech.
- (iv) Teachers should intensify the teaching of summary and help students with practice passages to enable them to perform better.
- (v) Candidates should communicate more in the English language and avoid using the corrupted form.
- (vi) Candidates should engage in spelling drills to become conversant with spelling of most words.

5. DETAILED COMMENTS

QUESTION 1

Your friend wants to travel abroad for university education. Write a letter expressing your views about his intention and advising him on what to do.

The candidate is required to write a letter to his friend who wants to travel abroad for university education expressing his views about the intention of his friend and giving the appropriate advice. This question is in two parts; expressing his views on his friend's intention and advising him on what to do. This is an informal letter and it is mandatory that the writer's address, salutation and the subscription are provided. The language of this essay is expected to be informal. Emotive language may be used but this should be controlled. Most candidates who attempted this question performed very well.

QUESTION 2

A social club in your state is organising an essay competition on the subject *Prevention is always better than cure in health matters*. Write your entry.

The candidate as a participant in an essay competition is required to write an essay on the subject "Prevention is always better than cure in health matters". A discussion of at least three reasons why preventive measures are better than curative ones in health issues should be stressed. There must be a clear distinction between the two, namely prevention and cure. This essay must have a title/ heading/ or caption. The language must be formal devoid of colloquialism and contracted forms. The candidate is expected to use appropriate and a variety of sentence patterns. Most candidates dealt with the general statement "Prevention is better than cure"

QUESTION 3

There is a recent outbreak of disease in your school. Write a letter to the District Education Officer complaining about the unsanitary conditions of your school and suggesting at least three ways of improving the situation.

The candidate is required to write a letter to the District Education Officer complaining about the unsanitary conditions in the school and suggesting at least three ways of improving the situation. This is a formal letter; therefore, all the formal features are mandatory. The language should be formal and polite. Slang or colloquialism and contracted forms are out of place here. There should be clarity of expression and varied sentence patterns. This was a popular question and most of the candidates gave a good account of events.

QUESTION 4

As the sports prefect of your school, write a speech you will deliver to the newly admitted students on the benefits of participating in sporting activities.

The candidate is expected to start with the usual vocatives, e.g. Mr. Chairman, Principal/ Headmaster, Teachers, Guests, Fellow students, Ladies and Gentlemen. This is a formal speech and the language should reflect it. Clarity of expression and the use of appropriate register and techniques is expected. The candidate should be able to raise at least three benefits. This was not a very popular question. The few who attempted it did well though some failed to use the vocatives.

QUESTION 5

Write a story that ends with the statement: And Dad was right after all.

The candidate is expected to write a story that ends with the statement, “And Dad was right after all.” The story may be real or imaginary but stories with animal characters are not acceptable. That is, animal protagonists are not acceptable. The story, if well organised should have a beginning, a middle and an end. The story must surely end with the given statement. Further, a good plot and paragraphs should be well developed, and ideas properly linked. The vocabulary must reflect the atmosphere. Several candidates who answered this question could not link the story with the statement. The statement was just a tag on.

QUESTION 6: COMPREHENSION

This was a second person narrative passage very akin to candidates’ own upbringing. The protagonist was being taught manners and how to relate with the elderly in society. Most candidates failed to find the appropriate answers posed. The contrastive words sought in

question “e” could not be found. Again, questions “f” and “g” posed problems to students as they fumbled with the meaning of the expression and failed to give the grammatical name and function of the expression. This is a clear indication of the candidates’ poor knowledge of grammar.

QUESTION 7: SUMMARY

The passage was straightforward with simple diction and sentence structures. However, performance of candidates was below average. They could not identify the main points and so resorted to lifting directly from the passage.



LITERATURE IN ENGLISH 2

1. GENERAL COMMENTS

The standard of the paper was the same as that of the previous years. There was a slight improvement in candidates' performance.

2. SUMMARY OF CANDIDATES' STRENGTHS

These strengths are encouraging and commendable:

- (i) Some candidates gave appropriate introductions, thus making their intent and purpose clear enough.
- (ii) They avoided long irrelevant life history of authors.
- (iii) They stated points clearly and went on to support them with textual proof.
- (iv) Some candidates quoted aptly from the texts in development of points.
- (v) Those who did not give direct quotations from the texts, made close reference through paraphrasing.
- (vi) Most candidates used inter-paragraph transition words and phrases, making their essays coherent.
- (vii) Most candidates exhibited good knowledge of the texts.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Few candidates showed complete ignorance of some of the texts. (E.g. a candidate saying 'Sodom and Gomorrah are a man and a woman; Kabria is the mother of Fofo, etc).
- (ii) Some candidates merely narrated the stories without connecting them to the questions.
- (iii) A good number of candidates kept repeating points.
- (iv) Others wrote lengthy essays on only one point, particularly Question 5. Candidates wrote a whole essay on Bigger's fear as their impression.
- (v) There were cases of generalization, particularly with Question 1. Candidates took Sodom and Gomorrah as a slum and generalized conditions in any slum.

4. SUGGESTED REMEDIES

- (i) Candidates must know that answers should be broken into points which should be discussed in paragraphs.
- (ii) Questions on characters demand some identification of the characters.
- (iii) Questions on events demand some background information of the events.
- (iv) Candidates should ask themselves how many points they have on a question.
- (v) Candidates must mind their use of language and stay focused.
- (vi) Candidates must support their claims with evidence from texts to avoid generalization.

5. DETAILED COMMENTS

Question 1

How is Sodom and Gomorrah portrayed in the novel?

Requirements:

- i. A brief history and location of the place
- ii. The name and how it is relevant to activities that go on there
- iii. The deprivation and squalor, ignorance, poverty and suffering
- iv. The crimes and lawlessness
- v. Street children and their activities
- vi. Parents who are generally irresponsible
- vii. Exceptions – as a business centre with some honest workers and shop owners, etc.

Strengths:

- i. Some candidates gave four or more good points and developed them into good paragraphs.
- ii. Some established the name Sodom and Gomorrah as Biblical allusion and built their arguments around it.

Weaknesses:

- i. Generalization: some candidates made no specific reference to the text, hence ended up treating Sodom and Gomorrah like any slum they know.
- ii. Others limited their discussion to only Fofo and Baby T's life in Sodom and Gomorrah
- iii. Mere narration of plot.

Question 2

Examine the significance of Kabria's second visit to the Agbogbloshie Market.

Requirements:

- i. A good knowledge of who Kabria is
- ii. The need for her second visit to the Agbogbloshie Market
- iii. Her observations and experiences
- iv. How such observations and experiences contribute to the development of the plot.

Strengths:

- i. A good number of candidates gave a good identification of Kabria.
- ii. They established the purpose of her visit.
- iii. They gave a good account of Kabria's visit to the hairdresser and her apprentice.

- iv. They related the significance of her experience and her findings to the unraveling of the mystery surrounding Baby T's death.
- v. Her meeting with Fofu. Fofu's bruised face from being beaten up badly which leads to Fofu's rehabilitation, etc.

Weaknesses:

- i. Mere narration without bringing out significance
- ii. Getting the visit wrong, by confusing it with Kabria's first encounter with Fofu.

Question 3

Comment on the writer's use of song in the novel.

Requirements:

- i. A comment on the pervasiveness of song in the life of people of Kufi.
- ii. The use of song for various occasions: song to express emotions, dirge, lullaby, work song, Yaremi's song of fire, Woye's number game, etc.

Strengths:

- i. No particular strengths noticed as the very few who attempted the question made heavy weather of it.

Weaknesses:

- i. Poor knowledge of text, thus not being able to identify any song, let alone discuss any significance.

Question 4

Examine the relationship between Yaremi and Segi.

Requirements:

- i. Identification of Yaremi and Segi as mother and first daughter.
- ii. As first daughter, Segi, in traditional sense, is the delight of Yaremi.
- iii. Segi, as first daughter, shares a special bond with Yaremi, her mother.
- iv. Segi allowing her son, Woye, to stay with and offer companionship to Yaremi during her loneliness after Ajumobi's death.
- v. Segi's support for Yaremi on the issue of the forced second marriage Yaremi rejects, etc.

Weaknesses:

- i. Candidates could not write much
- ii. Some candidates failed to see the good side of the relationship – they chided Segi for taking Woye away from Yaremi.
- iii. Others blamed Segi for staying away from Yaremi, without considering Segi’s marital obligation.

Question 5

What impression do you form of Bigger Thomas in the novel?

Requirements:

- i. Bigger’s background
- ii. Establishing Bigger as the central character in the novel
- iii. Bigger’s relationship with his family, and his friends.
- iv. His fear
- v. His violent nature
- vi. His hatred for himself and white people
- vii. His individuality
- viii. His ambitions and intelligence, etc.

Strengths:

- i. Some candidates explored most of the above points and supported them with good textual reference.

Weaknesses:

- i. Some candidates treated the question as Bigger’s role.
- ii. Some candidates dwelt only on Bigger’s fear in the entire essay.
- iii. Some candidates inaccurately identified Bigger as “an uneducated boy”.
- iv. Some candidates lost focus and spelt Bigger with the small letter ‘b’ (bigger).
- v. Mary was also sometimes written as ‘marry’.

Question 6

Examine the significance of Bigger’s relationship with his mother in the novel.

Requirements:

- i. Establishment of the relationship as first son and mother’s
- ii. Bigger and his mother’s attitudes to each other
- iii. Mother’s concern for Bigger – her continual caution and advice to Bigger.
- iv. Bigger’s reaction to his mother’s concern
- v. Mother’s plea for mercy from the Daltons on Bigger.
- vi. Mother’s concern for Bigger’s salvation – sending Rev. Hammond to Bigger, etc.

Strengths:

- i. Some candidates wrote copiously on the relationship using apt quotes from the rat episode that morning.
- ii. Others used Mrs. Thomas' recourse to Christianity and Bigger's rejection of the religion to show their relationship is not cordial.

Weaknesses:

- i. Very short answers
- ii. Mere narration
- iii. One-sided relationship – only mother's side, or only Bigger's side.
- iv. Many saw the relationship as sour, containing no love.

Question 7

Comment on the role of Marquis Frederic in the novel.

Requirements:

- i. A detailed identification of Marquis Frederic.
- ii. His escapades and experiences
- iii. A discussion of what he does not do that contributes to the fulfilment of the old prophecy and the resolution of the conflict(s).
- iv. His dramatic arrival at the Castle of Otranto and how it destabilises Manfred.
- v. The daughter-swapping and the suspense it evokes.
- vi. His fight with Theodore, etc.

Weaknesses:

- i. Some candidates wrote very short essays.
- ii. Some candidates merely did character sketch of Frederic.
- iii. Others merely narrated the plot.

Question 8

Comment on the character of Hippolita in the novel.

Requirements:

- i. Identification of Hippolita
- ii. Highlights of her virtues
- iii. Her attitude towards her children
- iv. Her attitude towards Manfred
- v. Her love for Isabella
- vi. Her religiosity, etc.

Strengths:

- i. Candidates were able to treat Hippolita's character.
- ii. Some went further to establish the fact that she is an enabler to Manfred's excesses by her subservience to him.

Weaknesses:

- i. Scanty answers
- ii. Mere narration of plot
- iii. Inability to see other character traits apart from her love for Manfred and her children.



LITERATURE IN ENGLISH 3

1. GENERAL COMMENTS

The standard of the paper was the same as that of the previous years. Candidates' performance was no better.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) The few candidates with marks over 40 showed evidence of close reading of the texts.
- (ii) Answers were illustrated with references, or examples from specific areas of the texts and they were often apt.
- (iii) Some good candidates used English language expressively to make their points.

3. SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses are categorized as follows:

- (i) Texts not read
- (ii) Demands of questions not followed
- (iii) Very poor use of the English Language
- (iv) Inability to explain and apply literary terms to answer questions demanding such knowledge
- (v) Reliance on un-assessed commentaries that provide misleading interpretations.
- (vi) Over-reliance on narration rather than explication.

4. SUGGESTED REMEDIES

- (i) Candidates' preparedness and ability to read the primary texts more than once
- (ii) Careful reading of the questions and providing answers based on candidates' understanding and appreciation of the texts
- (iii) Exposure to "best" practices in answering literature questions.
- (iv) Improving self-expression through reading and more reading
- (v) Discretionary and discriminating reading of commentaries, most of which are written for commercial gain.

5. DETAILED COMMENTS

Question 1

How does the arrival of Whitehead in Mando land contribute to the development of the plot?

- i. Requires a statement of the theme of greed and intrigue threatening the stability of Mando Land. Most candidates ignored the theme.
- ii. Requires candidates to present the key character. That was done by many.

- iii. Requires discussion of the state of Mando Land before Whitehead's arrival. This was conspicuously absent. Therefore, the existing conflicts that were worsened by Whitehead's arrival did not feature in most candidates' answers.
- iv. Requires discussion of Whitehead's arrival and the fresh conflicts it provoked. Candidates referred to this adequately.
- v. Requires discussion of the various intrigues and accusations of subversion of custom levelled mostly against Kindo, though all the other characters were complicit. Candidates could not discuss this fully and did not provide the logical conclusion in respect of the development of the plot.

Question 2

Discuss the use of irony in the play.

- i. Requires a statement of the theme. Most candidates did not state or refer to it.
- ii. Requires a definition or explanation of irony in relation to the theme and actions of the characters. A loose opposite of what is intended was accepted. A good few were able to discuss irony in this light.
- iii. Requires identifying the contexts eliciting irony in the behaviour of characters like Soko, Maligu, King Santigi and Kindo and how irony reveals their true intentions and actions in relation to the theme. Few candidates were able to discuss this use of irony.
- iv. Requires assessment of the characters, their motivations and how they achieve or fail to achieve their ambitions. Only a few candidates provided these details.

Question 3

Comment on the meeting in Akpara Hotel.

- i. Requires a statement of theme of corruption pervading private and public life in the play. Many candidates ignored this.
- ii. Requires identification of the setting of the Akpara Hotel in Darkin, as well as identification of owner, Madam Hoha and her use of the hotel for storage of illicit drugs and sexual promiscuity. Very few candidates provided these details.
- iii. Requires a statement of the purpose of the meeting – to announce a new catch, Aloho, for Chief. Meeting between Madam Hoha and Ochuole before Chief's arrival. Some candidates were able to provide these details.
- iv. Requires statements to the effect that the meeting revealed the characters of the participants, for example, Chief's lechery, Madam Hoha's greed for money, Ochuole's lack of sexual morality, as well as her infidelity to her friend, Aloho. Details like these were not provided by most candidates.
- v. Requires assessment of the impact of the meeting on the development of the theme of corruption which culminates in Aloho's death and punishment for the criminals. Most candidates did not discuss in any detail the meeting's broad ramifications.

Question 4

Relate the visit of Aloho to Wazobia Hospital to the development of the theme.

- i. Requires a statement of the general theme of corruption in the context of which Aloho's visit to Wazobia Hospital makes sense. This overarching theme was not provided.
- ii. Requires a statement of the purpose of the visit. This was given as Aloho's attempt to get her pregnancy aborted.
- iii. Requires discussion of the doctor's conflict position of behaving professionally and demanding a bribe to abort a 3-month old pregnancy. Candidates needed to discuss and not merely narrate the sequence of events.
- iv. Requires discussion of Aloho's psychological state, being desperate to avoid the opprobrium of mothering the corrupt chief's child. Most candidates did not reveal her state of desperation.
- v. Requires a discussion of the implications of the visit on the theme of corruption and, particularly, on Aloho's eventual death in the village. A few candidates made references to these.

Question 5

Examine the significance of Clybourne Park in the play.

- i. Requires a statement of theme of racial discrimination that has impoverished a great number of African Americans. The theme was not stated by many candidates.
- ii. Requires identification of Clybourne Park as an exclusively white neighbourhood and the decision of Mama to buy a property there. Candidates' response was adequate.
- iii. Requires a discussion of the living conditions of the Youngers, their individual and collective aspirations championed by Mama. For them Clybourne Park symbolizes a moving on up. These points were not articulated by many candidates.
- iv. Requires discussion of significance in respect of the general living conditions of African Americans and the revolutionary act of a family to break the racial divide and defy the threat of a violent reaction. A few good candidates explored the significance.

Question 6

Examine the significance of Mrs. Johnson's visit to the Youngers in the play.

- i. Requires a statement of the theme of racial discrimination which provides meaning to Mrs. Johnson's visit. Answers failed to provide this context.
- ii. Requires identification of the real purpose of Mrs. Johnson's visit, as well as who she is to the Youngers. Details of their relationship were not provided by many candidates. After the initial exchange of pleasantries, including being served cookies, Mrs. Johnson reveals her intention to dissuade the Youngers from moving to Clybourne Park.

- iii. Requires candidates to analyse Mrs. Johnson's argument, based on violent attacks on African Americans and the need to stay together, recognize and accept their level in a predominantly white society. Few candidates were able to present and analyse or evaluate her argument.
- iv. Requires a clear understanding of Mrs. Johnson's true motive, which is personal and based on jealousy as she sees the Youngers make progress. Some good candidates brought this out.
- v. Requires a summary of the significance of the visit in the light of the general phenomenon of racial discrimination and acceptance of such by large segments of the African American population represented by Mrs. Johnson. This was not highlighted.

Question 7

How does Mr. Hardcastle contrast with Mrs. Hardcastle in the play?

- i. Requires a statement of the theme of love and marriage. Candidates plunged into a discussion of contrast between him and Mrs. Hardcastle without providing the overarching theme.
- ii. Requires identification of the Hardcastle's and where they live, including their children. This point seems trivial, but important and was ignored by many candidates.
- iii. Requires contrasting theme regarding their perspectives on life. For example, Mr. Hardcastle's contentment with an old-fashioned way of living is sharply contrasted with Mrs. Hardcastle's discontent with that style of life and her love of change, flippant, etc. This point was adequately dealt with by many candidates.

Question 8

What role does Tony play in the relationship between Hastings and Constance?

- i. Requires a statement of the theme of love and marriage. Tony's role relates to this theme. This point was not noted.
- ii. Requires identification of the characters; Tony, Hastings and Constance, as well as their relationships. A few candidates provided these details.
- iii. Requires background in relation to Tony's first contact with Hastings at the Three Pigeons and how he misleads Marlow and Hastings to think that the Hardcastle's mansion is an inn. This background information is not provided by many candidates.
- iv. Requires discussion of Tony's role in retrieving Constance's jewels from Mrs. Hardcastle's custody. Details of his agreement with Constance and Hastings' elopement plan, its hiccups and Tony finally ditching his mother in a pond around the house, etc should be included. Most candidates saw this as an opportunity to do narration, but the point was fairly well dealt with.

- v. Requires review of Tony's role in the light of the theme and how he not only helps Hastings and Constance to be free to marry, but also frees himself to take advantage of Mr. Hardcastle's announcement that he is of age and can declare for Bet Bouncer whom he has loved all this while. This point was not properly addressed.

Question 9

Examine Adeoti's Ambush as a satire.

- i. Requires a statement of the theme of bad leadership and the suffering it brings to its people. The poem's title encapsulates this theme. Most candidates did not state the theme.
- ii. Requires definition or explanation of the literary term, satire. Applied to the poem, it assumes the norm of good governance which leadership has failed to provide and uses exaggeration or hyperbole to ridicule their actions. Many of the candidates' definitions/explanations were inadequate.
- iii. Requires reference to the specific act of deprivation and its attendant hunger and poverty, as the giant whale (the leadership) swallows "the sinker with hook, line and bait". Candidates referred to acts of the giant whale but were unable to relate them to the poverty and hunger that is created.
- iv. Requires reference to the specific acts of the 'sabre-toothed tiger' (leadership that deprives people of their freedom and protection. Most candidates could not establish the linkages.
- v. Requires reference to the "giant hawk" that "hovers and hoots in space" and "courts unceasing disaster". The implication is the closing of all avenues of escape by a leadership that wreaks terror on its people. This connection was not established by most candidates.
- vi. Requires a summary of the effects of satire which censures and ridicules the leadership for shirking its responsibility of good governance. Few candidates treated the poem as a satire, drawing upon the specific illustrations.

Question 10

Comment on the use of irony in *The Dining Table*.

- i. Requires a statement of the theme of the ravages of war to provide context for the discussion. No such thing was done.
- ii. Requires a definition or explanation of irony. This is broadly defined or explained as speaking or presenting a fact or situation that is different from its expected outcome. A good number of candidates looked at the irony more or less in this light. However, the connection for the poem's development, was difficult for many candidates.
- iii. Requires discussion of the irony of the title of the poem, "the Dining Table" where diners metaphorically "eat" blood instead of the vegetable meal before them. The

- pleasure of eating turns bloody and bitter, because of loss of appetite. Some candidates examined this ironical situation.
- iv. Requires discussion of the other ironical situation where children who should be in school and play are left petrified and hungry and the havoc of war is manifest all over – polluted sources of drinking water and spread of diseases like cholera. A lot of candidates were more interested in presenting a socio-political situation not anchored on the very elements presented by the poem.
 - v. Requires discussion of the ironical situation of the revolutionary speaker who finds that he is unable to act because his boots have “suddenly become too reluctant to walk me”. Few candidates addressed this ironical situation.

Question 11

How does God show his love for mankind in *The Pulley*?

- i. Requires a statement of the theme which explains the nature of God’s love for mankind. Strangely, most candidates hereby referred to God’s blessings.
- ii. Requires a re-enactment of the process of demonstrating God’s love through the pouring of His blessings on man, as though they were in a glass; and the abrupt stoppage to withhold “rest”. The drama was not created in most candidates’ narration.
- iii. Required stating the rationale behind God’s abrupt withholding of rest. The reason is that man will “rest in nature, not the God of Nature” and both will be losers. This point was sufficiently expressed by some candidates.
- iv. Required recognition of God’s desired outcome, which is permanent relationship. As expressed by the poem; if man’s inherent goodness does not keep him close to God, his ripening restlessness will return him to God. This point was not evident in most of the candidates’ answers.
- v. Requires a concluding statement which acknowledges that God’s relationship with man is both rational and emotional. This point was missed by the candidates.

Question 12

Discuss what you find admirable about the schoolboy in Blake’s *The School Boy*.

- i. Requires a statement of the theme to provide context for what candidates find admirable about the poem. Broadly, the theme is centred on adult restrictions on children’s freedom of growth and development. This point was not overtly stated.
- ii. Requires singling out nature as the object of the boy’s admiration/and the candidates’ as well. References to the huntsman blowing his horn and birds singing on a summer morn should excite candidates. The boy’s opposition to school in his vivid description of his teachers and his own weary state are equally admirable feelings. These points were half-heartedly expressed by candidates.

- iii. Requires stating the boy's appeal to father and mother and his analogical references to plant growth – buds nipped and the caged bird unable to sing. These are interesting. They suggest that those exercising authority are stifling children's growth and freedom. A few candidates drew the analogy well.
- iv. Requires an appreciation of the boy's mature outlook, as he demonstrates how a deprived childhood affects badly one's mature life when the blasts of winter (old age) set in.
- v. Requires a summary that brings together the boy's passion for nature, his feeling of deprivation and his profound appreciation of the future of the deprived child. No such summary was evident in the candidates' answers.



FRENCH 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of the past years. The questions were all within the scope of the syllabus. Some of the candidates performed very well while others were unable to make the pass mark. Candidates' performance this year was better than that of last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Most of the candidates followed the instructions by answering one question from each section. They did not write lengthy essays.
- (ii) The length of their essays was within the required limit of 100 words.
- (iii) A few of the good candidates gave good titles to the essays they wrote and organised them in an orderly manner.
- (iv) They displayed their knowledge of the format of dates in French.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Paragraphing was a challenge to most candidates. They wrote a whole essay in one paragraph.
- (ii) Lack of vocabulary on certain topics caused some of the candidates to deviate from the subject matter. A few of them did not understand the topics, so they decided to coin their own topics. For example, for Question 1, some wrote on 'Mon village', which was not one of the topics given.
- (iii) Some of the candidates displayed their lack of knowledge of how to compose a story to illustrate the proverb: 'Après la pluie, le beau temps'. A few candidates who wrote this essay wrote about the rainy season in their village.
- (iv) Some of the candidates had no knowledge of the use of the possessive adjectives with nouns, e.g., 'Mon ville; Ma village.
- (v) They also used 'Il' in place of 'Elle', e.g., 'Mon ville s'appelle Accra et il se trouve au Ghana'.
- (vi) Another challenge for candidates was the use of the contracted forms of the prepositions 'à' and 'le' with the definite articles. For example, they wrote *Je vais à le' magasin de ma mère le matin*.
- (vii) Writing of formal letters was one of the challenges of the candidates. A few who attempted this topic did not do well. They could not write the features of a formal letter. Because of their scanty stock of vocabulary, they did not understand the topic.
- (viii) Some of them wrote in English.

4. **SUGGESTED REMEDIES**

- (i) Teachers should constantly take candidates through vocabulary drills.
- (ii) Candidates should often read their text books and any other useful reading materials written in French.
- (iii) Candidates should always write down new words and look for their meanings. They should try and use these words in their daily conversations.
- (iv) Students should be encouraged to visit the French Centres in their regions. Constant use of the audio-visual facilities there would help improve their stock of vocabulary and writing skills.
- (v) Teachers should combine *Méthode directe* and *Méthode traditionnelle*, especially when they are teaching grammar.
- (vi) A lot of structural exercises should be done.
- (vii) While encouraging students to read, teachers should also advise them not to rely on model essays with the aim of reproducing them in the examination. This has been the major cause of deviation.

5. **DETAILED COMMENTS**

Question 1

La plupart des jeunes gens n’aiment pas vivre dans le village. A votre avis, pourquoi préfèrent-ils les grandes villes?

In this essay, candidates were expected to write about why the youth prefer staying in the cities to staying in the villages. They were expected to write on what the youth think about the village and why they prefer the cities. Reasons such as boring life, lack of potable water, lack of electricity, and so on, in the village, were some of the points expected.

The few candidates who attempted this question wrote long and irrelevant introductions. Some also deviated by writing on ‘Mon village’, a topic which was not among those set.

Question 2

Parlez de la ville que vous aimez le plus.

Candidates were expected to write about the town or city they like most.

Here, candidates were expected to write a good title for the essay. They were required to give the name of the city and the country in which it could be found. They were to write about the infrastructure of the city, the kind of people living there, the languages that they speak and the cost and standard of living in that city.

Generally, some of the candidates answered this question well. They touched on some of the salient points mentioned above and were able to write good essays. Few of them too displayed the lack of vocabulary to express their views correctly.

Question 3

Racontez une histoire pour illustrer le proverbe: ‘Après la pluie, le beau temps’.

The English version of this proverb is: ‘After the storm comes good weather’.

Candidates were expected to explain the proverb and then write a story that demonstrated its meaning, which is that there is always a good time after difficult times.

A few candidates answered this question, but they were unable to explain the proverb. They also wrote irrelevant stories. Their answers did not depict the sense in the saying. They were rather writing about the rainy season in their country.

Question 4

Vous êtes en vacances et vous aidez votre mère dans son magasin. Ecrivez une lettre à votre ami (e) pour lui parler de votre expérience.

In this question, candidates were expected to write a letter to their friends and talk to them about the experience they had when they were helping their mother in her shop during the holidays.

All the features of informal letter writing were expected. In the body of the letter, they were to state the name of the store, its location and the goods sold in it. Candidates were to state the time of opening the store and the activities that went on before the opening. The usual arrival of clients and how they were served were to be stated.

Candidates were to state whether they liked the work or not, vis à vis the work load in keeping the store and the experience they gained.

A few candidates were able to write some important points and they scored good marks under Content. However, the grammar was bad. Some candidates rather wrote about how they spent the holidays without talking about how they helped their mother in the store. They also did not talk about their experience.

Question 5

Vous venez de fêter votre 18^{ème} anniversaire. Ecrivez une lettre à votre oncle pour lui parler de cette fête et pour le remercier de son cadeau.

In this essay, candidates were to write a letter to their uncle and tell him about their 18th birthday celebration. The candidates were also expected to thank their uncle for the birthday gift he bought for them.

Some of the things expected of the candidates were the date, time and venue of the programme, the guests, the kind of foods and drinks served, and so on. They were also expected to talk about how they felt about their uncle's gift.

Only a few candidates answered this question. Some did well by writing on most of the points mentioned above. A few of them deviated completely. They rather wrote to invite their uncles to a birthday party instead.

Question 6

Votre école a gagné une somme d'argent suite à un concours de débat. Ecrivez une lettre au directeur pour lui suggérer ce que l'école peut faire de l'argent.

Candidates were required to write a letter to the headmaster of their school, suggesting to him how a cash prize they won in a debate could be used.

This question is a formal letter and should be treated as such. A title and an inside address of the recipient were some of the required features.

Candidates were also expected to mention the needs of the school such as books for the library, a new clock, new football jerseys, and so on, and suggest which one(s) the money could be used for.

A few candidates chose this question. They exhibited lack of knowledge of formal letter writing. The formal letter was written as though it was a friendly letter.

FRENCH 3

1. GENERAL COMMENTS

French 3 is an oral test which is made up of listening comprehension test, reading test, conversation test and exposition. The conversation test is in two parts. One-part deals with questions on general topics and the other part is on set literary texts of *La Belle Fleure et d'autreshistoires* and *Le Tour du Monde en 80 jours*.

General performance of candidates this year was a slight improvement over last year's.

2. SUMMARY OF CANDIDATES' STRENGTHS

Some candidates performed well in all the three tests and exhibited the following strengths:

- (i) They answered all the questions correctly in the listening comprehension.
- (ii) In answering the open-ended questions, a few got their grammar and spellings correct.
- (iii) The good candidates pronounced both the tested and non-tested words correctly.
- (iv) Some of them read fluently. They read with understanding: they knew where to take a short pause, and a long one.
- (v) Some of them demonstrated good intonation and rhythm in reading.
- (vi) The good candidates answered their questions with the correct diction, structure and content.
- (vii) Some of them used the correct tenses and spoke without accent. They gave the relevant points and showed their ability to apply grammar in this test.
- (viii) Those who had read the stories in *La Belle Fleure et d'autreshistoires* remembered the characters and the role they played.

3. SUMMARY OF CANDIDATES' WEAKNESSES

Below are a number of weaknesses identified in the scripts of some candidates:

- (i) The stock of vocabulary of some of the candidates was low.
- (ii) Some of them did not write any answers to the open-ended questions.
- (iii) Some of the candidates did not understand the passage and the instructions of "vrai ou faux".
- (iv) Many candidates could not read the passages. They pronounced most of the words wrongly.
- (v) Most of them could not read fluently. They read, pausing indiscriminately whenever they found a word they could not pronounce.
- (vi) Some of them pronounced the words like English words.
- (vii) Some of the candidates did not know the meaning of question words such as 'qui', 'qu'est-ce que', 'combien', 'où', and 'quand'.
- (viii) Some of them could not remember any of the stories in any of the prescribed texts.

4. **SUGGESTED REMEDIES**

- (i) Teachers should encourage students to speak French and not wait till examination time to do so.
- (ii) Students should be made to understand that French is more of a language than a subject. They should be told how useful it is to speak foreign languages.
- (iii) Teachers should help students by giving them topics to discuss in class.
- (iv) Small group discussions should be encouraged among students.
- (v) Students should be trained to read.
- (vi) The basic rules for pronunciation and their exceptions should be explained to students as early as possible. The literature books would be useful for this. Students should be exposed to this training in SHS 1.

5. **DETAILED COMMENTS**

1. **Listening Comprehension Test**

The examiner read the passage as the candidates listened. After two readings, the candidates were expected to answer the ten questions on the passage, seven multiple choice questions, two open-ended/ short answer questions and 1 true or false question.

Question 1 was a statement that required “vrai”ou“faux”, that is, true or false. The statement was: “Le village où habitait Adama était entouré d’autres villages.”

Candidates were expected to tick the correct box, which was “faux”. Those who got it wrong did not understand “entouré d’autre villages” – surrounded by other villages.

Question 4 was open-ended one. “Le vieil homme partait dans la forêt pour
Candidates were expected to complete the sentence with “nourrir” les animaux” or “nourrir les moutons”.

Many candidates wrote it correctly. Some of them wrote “nourri”. It is not grammatically correct because it is a past participle. Some of them did not write the definite article for “moutons” and “animaux”. They wrote “nourrir animaux” or “nourrit moutons”.
Some candidates who did not listen attentively used a wrong verb “mourir”, to die.

Question 7 was also open-ended:

“Un jour, le vieil home est resté à la maison parce qu’il...”.

The correct response was “était malade”. The candidates did well except for the use of the wrong tense by some. The correct tense was “était”, l’imparfait, but they used “est”, present tense.

The rest of the 10 questions were objective. The majority got these questions correct. A few who did not understand the passage had some of the answers wrong.

2. Reading Test

There were passages A and B. Each candidate was given time to read through the passage before the test: to practise the pronunciation (especially the new words), the intonation (rising or otherwise), fluency and meaningful reading.

While some of the candidates read very well, others did not apply the basic rules of pronunciation. The following are some examples of wrong pronunciation. “Pour” is pronounced [PUR] because “ou” is [U]. They read [Puɔ]. The word “cas” is pronounced [ka]. The ‘s’ is not pronounced. The candidates’ pronunciation was [kes]. Courant [kuRã] was pronounced [kuRant].

Some of the candidates ignored the rule of liaison. “Aux enfants” was pronounced as [oãfã] instead of [ozãfã]. “Ses enfants” [sezãfã] was pronounced as [seãfã]

Some of the words were also pronounced as English words. For example, “Education” [edykasjɔ] was pronounced as [edukeʃn] and “capable” [kapabl], as [kepabɔl].

Differentiating between the silent “ent” ending of the 3rd person plural of verbs in the present tense and other words ending in “ent” was also a challenge. They pronounced “souvent” [suvã] as [suv]. “Conséquent” [kõsekã] was pronounced as [kõsek].

A few of the candidates sometimes pronounced words solely based on their spelling, as if they were Ghanaian language words.

3. Conversation test

In the conversation test, the candidates were expected to answer five questions on general interest and five on the set texts. For the part on exposition, the candidates were expected to make five complete sentences on the given topic.

The verb “faire” sounded unfamiliar to some of the candidates. For example, when the question “Qu’est-ce que tu fais le weekend?” was asked, the candidates remained mute. “Faire” has always been difficult for them.

They did not know the moments of the day such as, “le matin, l’après midi, le soir, Stating the days of the week, the months, the date was also difficult. When they were asked, “Quelle heure est-il?”, “Il est dix heures” could have been given as a correct answer but most of the candidates said nothing.

Their tenses were wrong e.g. The correct answer to the question “Qu’est-ce que tu as acheté à la cantine” is “J’ai acheté le kenkey,” but some of the candidates responded: “J’achète le kenkey.” They used the present tense to answer a question in the past tense.

Inadequate stock of vocabulary was also a challenge. This forced some of the candidates to resort to the use of English words. They also made grammatical mistakes. For example, there were instances of mismatch between possessive adjectives and the nouns they modify, as in “il père” or “sa père” instead of “son père”.

To avoid making mistakes, some candidates gave one-word responses.

The conversation test on literature was based on two books, *La Belle Fleure et d’autres histoires* and *Le Tour du Monde en 80 jours*.

For *La Belle Fleure et d’autres histoires*, it was evident that some candidates had read only one or two stories. They did not remember the titles, the names of characters and their roles. Some were confused about the titles. For example, for the story, “Le roi des animaux”, the candidates said [lØRwadanimo] instead of [lØRwadezanimò]. They did not understand the examiner.

Just a few candidates claimed they had read *Le Tour du Monde en 80 jours*. Their mistakes were the same as those of the candidates who answered questions on *La Belle Fleure et d’autres histoires*

In the Exposition, the candidates had difficulty in making the five sentences. They made mistakes in language. For example, their answer to the question “Parle-moi de ton professeur de sciences” was: “Il est 30 ans.”, “Il est court”. The correct sentences are “Il a 30 ans.” and “Il est petit”.

In describing a person, the candidates talked more about his preferred food, his marital status, his age instead of his character, appearance, and structure. eg. Il est grand, de teint foncè”.

In describing a place, adjectives should be used, e.g., modern, animé, tranquille, petit, grand, etc.

DAGAARE 1

1. GENERAL COMMENTS

The paper was within the level of candidates and compared with that of previous years. The general performance of the candidates was not different from that of the previous year. A few candidates scored high marks in most of the questions while the majority of the candidates scored low marks.

2. SUMMARY OF CANDIDATES' STRENGTHS

(i) It was good to note that the candidates did not, on the whole, lack ideas in the presentation of their essays. Most of them answered the essay topics with confidence. They manage to give detailed narration, making scanty references to the text and using good grammar and idiomatic expressions. In all, the majority of candidates portrayed a good knowledge of all the formal features of the organization of the essays and therefore scored high marks.

(ii) Another commendable aspect was candidates' ability to identify types of literary devices and clauses.

3. SUMMARY OF CANDIDATES' WEAKNESSES

(i) Generally, most candidates displayed the usual weakness of poor grammar, spelling and presentation of loose and jumbled sentences.

(ii) Candidates were also guilty of commencing sentences with lower cases or small letters. Most candidates also portrayed poor performance in the use of punctuation marks generally. This trend was not different from the situation in the previous years.

4. SUGGESTED REMEDIES

(i) One possible remedy to this problem is for the Ghanaian Language teachers to try teaching all the aspects of the Language especially the spelling, phonology, punctuation and grammar.

(ii) Candidates should be encouraged to cultivate the habit of reading so that they can get the sense of good spelling and grammar in the language. Intensive and extensive reading will also enrich their overall performance in the language.

5. DETAILED COMMENTS

Question 1

Write a letter to your friend and discuss two reasons each on tree planting and bush burning and their effects on the environment.

This question was answered by many candidates. However, most of them could not discuss the two issues in the question as required of them. They ended up discussing either reasons for tree planting or bush burning without their effects.

Some of the reasons for tree planting that candidates needed to discuss include: provision of shade, improvement of soil fertility, shelter for animals and human beings, for domestic and industrial purposes, serve as wind break and many more. Candidates were also expected to discuss the effects of tree planting on the environment.

The other aspect of the question requested candidates to discuss the reasons for bush burning and its advantages. They were also expected to discuss some of the reasons for bush burning; for game, to drive away wild and dangerous animals, for plant growth etc. Some of the effects of bush burning on the environment include; depleting of the environment, extinction of wild-life, destruction of soil fertility, destruction of water bodies and destruction of life and property. Few candidates were able to cater for the two phases of the question.

Question 2

You are the Head prefect of your school; identify four (4) issues you would like to discuss with the first-year students in the school.

This question was the most unfamiliar question of all the questions and was avoided by most candidates. The few candidates who attempted it ended up scoring very low marks. Candidates were expected to discuss some of the issues as; attendance to classes, proper attitude towards quizzes, doing assignments and exercises, wearing of proper school uniform at the right time, observing rising time, break time, dining time, bed time, response to school gatherings such as assembly, sports and games, how to obtain internal and external exeat etc.

Question 3

Discuss two (2) problems of your community and suggest two (2) ways of resolving them.

This was another unpopular question amongst the candidates. Only a few candidates attempted this question and they performed averagely well. Candidates were expected to indicate that the community had a lot of developmental and economic challenges or problems. Candidates were to discuss some challenges such as; lack of health facilities, school infrastructure, community centres, market centres, employment for the youth, good access roads, electricity, good drinking water etc. The second phase of the question requested candidates to suggest two solutions to remedy the problems discussed. Candidates were to discuss the following as some of the solutions; provision of health facilities, infrastructure, community centres and social amenities such as electricity and good drinking water, construction of good access roads etc. Unfortunately, candidates who attempted this question could not provide the solutions to the problems though they were able to discuss some of the problems.

Question 4.

Write a story which ends with the expression, “Left to me alone, it should happen again”.

As usual, most candidates answered this particular question giving various incidents about themselves or a friend. Many of the candidates gave detailed discussion of the causes of the incidents some of which include; sports and games competition, quizzes competition, birthday celebrations and school cultural festivals. Few candidates concluded their composition by recapping the expression and pointing out the moral lessons that their narration purported to teach.

Question 5 Translation

Candidates were asked to translate an English version of a passage into Dagaare. The passage generally was within the level of the candidates but most candidates as usual lacked the skills of translation and thus performed abysmally.

They needed to break the passage into main ideas- fifteen ideas in all within the context of the entire passage, using appropriate registers. Unfortunately, the majority of candidates did word -for -word translation.

Question 6 Comprehension

Candidates were asked to read a short passage in Dagaare and answer questions on it. The questions were based on stated facts, inference, meaning of words, figures of speech and summarizing the passage by giving a title to it. Generally, candidates' performance was not very bad. However, few candidates did not portray the skills of comprehending the entire passage and thus ended up scoring low marks.

Question 7.

Explain what a syllable is and state four types of syllables with two examples each in Dagaare.

A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or part of a word.

The four types of syllables that were expected of candidates in Dagaare were, but not limited to;

- a) v → a, o.
- b) vv → ei, ai
- c) vc → aŋ, oŋ
- d) cv → su, zu

Question 8.

What is vowel sequence?

This refers to a particular order in which vowels follow each other in a word without the presence of a consonant.

The second part of the question requires candidates to state three (3) types of vowel sequences and give three (3) examples under each in Dagaare. Candidates were expected to state the types and give the examples such as;

- (i) e ± i → ei, hei, kei
- (ii) o ± e → koe, loe, soe,
- (iii) e ± ε → eε, zεε, seε

Question 9

State four (4) types of adverbs and give four (4) examples under each type.

Candidates were expected to mention adverbial types like; adverb of time (wagre eronwuluu), adverb of place (bezie eronwuluu), adverb of reason (ananso eronwuluu) and adverb of manner (lɛnɛɛ eronwuluu) and give four (4) examples under each of them.

The examples include

- a) Wagre eronwuluu – Zaameŋ, zena, bieo
- b) Bezie eronwuluu - Ullo, Weeŋ, Yiriŋ
- c) Ananso eronwuluu – Azuiŋ, lenso, ananso
- d) Lenɛɛ eronwuluu - zomm, seretete, baaloŋ baaloŋ

Question 10

Explain the following types of verbs and give three (3) examples of sentences under each of them.

- a) Transitive verb
- b) Intransitive verb
- c) Ditransitive verb

Transitive verb takes the direct object.

Examples are;

- i) Bayuo die saabo.
- ii) A bie ɲmɛɛ a bɔɔl.
- iii) N ɔɔɛ a mui zaa.

Intransitive verb does not take the direct object in a sentence.

Examples include.

- i) A dɔɔ gaaɛ la.
- ii) A pɔge kono la
- iii) A boɔ zoro la

Ditransitive verb takes both the direct and indirect objects in a sentence.

Examples include;

- i) Bayɔɔ koɛ o bie gane
- ii) N saa ko ma la libie.
- iii) O ɲmɛɛ a bie ne daa.

DAGAARE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. The questions covered all aspects of the syllabus and were within manageable levels. The overall performance of the candidates this year was slightly above average.

2. SUMMARY OF CANDIDATES' STRENGTHS

Candidates' performance in the Section 'A' which was made up of the Oral literature and Customs and Institutions was good. Candidates were able to answer the two questions satisfactorily. They performed well in the prose and drama tests.

- (i) Some candidates' responses to the questions were direct. This was an indication that they understood the rubrics as well as the demands of the questions.
- (ii) Most of the candidates gave favourable answers to the questions on riddles.
- (iii) They were able to write down ten riddles and provide appropriate responses as demanded by the questions.
- (iv) The question on proverbial names and the reasons for giving such names was well answered by most candidates.
- (v) The handwriting of some candidates was legible. As a result, it was easy to read and comprehend the messages they were trying to convey.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Most candidates had difficulties with some parts of the Section 'B'. Their performance in the poetry was so bad.
- (ii) They could not identify some of the literary devices in the poems.
- (iii) Discussing the structure of the poem was also a problem for most of the candidates.
- (iv) A few candidates deviated from the questions and wrote a lot of materials that have no bearing on the questions.
- (v) Some did not perform well in the prose where they were required to give detailed analysis of events in the story.
- (vi) Unfortunately, they only listed simple sentences to buttress their points.
- (vii) Some candidates also performed poorly on the poetry.
- (viii) They could not state the mood of the writer in the poem.
- (ix) Few candidates only copied the questions down as answers while some answered two questions from a section instead of one.

4. SUGGESTED REMEDIES

- (i) Candidates should spend time to learn how to read on their own with understanding. They should also learn how to prepare for their examinations.

- (ii) Candidates should always try to understand the demands of questions before they attempt them. Candidates should be taught how to study and answer questions on poetry.
- (iii) Candidates must be guided to study several prose books in the language to enable them to be conversant with how to answer questions on prose.
- (iv) Teachers are advised to spend time in discussing the rudiments of literary appreciation with students. This will help students to appreciate literary works with ease.
- (v) Language teachers should discuss past questions with students to enable them to get familiar with the rubrics of the questions. This will make them to know and provide acceptable answers to the questions.

5. DETAILED COMMENTS

Question 1.

- a. Write five proverbial names.**
- b. Write five weird names in Dagaare.**
- c. Give two reasons each why people give the names in (a) and (b) above.**

This question was in three parts: A, B & C. Candidates were expected to write down five proverbial names and five weird names given to people. They were also expected to give two reasons each why these names were given. Candidates who answered this question did very well. Most of them were able to write down both set of names and the reasons for giving such names. However, there were few candidates who just mixed up names instead of grouping them.

Also, most candidates were quite familiar with proverbial names and the reasons for giving such names. Candidates were able to provide such names and they also stated the reasons behind such names. However, candidates had problems with still birth names. In most cases, they were unable to write clearly still birth names let alone give the reasons for such names.

Question 2.

Write down ten (10) short rhyming riddles with their corresponding responses.

This question was on riddles. Candidates were expected to write down ten riddles and to also provide their appropriate responses. Many candidates attempted this question. Most of those who answered the question were able to write down the ten riddles and their right responses.

Performance of candidates on this question was very commendable.

Question 3

Discuss any four events in the prose “Banɔnɔkaae”

This was a question from the prose book, “Banɔnɔkaae”. The question demanded that candidates write down four events from the book and discuss them. Most candidates who answered the question were able to write down four events which they discussed very well.

However, a few candidates narrated the whole story without laying emphasis on the main character as the question required. Others also just stated the events performed by the main character, but they failed to discuss them. Generally, performance of candidates was very commendable.

Question 4.

- a. Describe five behaviour patterns of the main character in the prose “Banɔnɔkaae”.**
- b. Describe the resolution of the story in short.**

This was also from the prose book, “Banɔnɔkaae”. The question was in two parts. In part (a) candidates were to discuss five behaviour patterns of the major character in the prose book. In part (b) they were to discuss how the novel ended. Many candidates who answered this question were able to answer the question satisfactorily.

However, a few candidates could not identify the main character of the story and that affected their description. Generally, the performance of the candidates was above average.

Question 5.

- a. Discuss any four (4) events in the drama, “Yemeŋ Seɛ Naa”.**
- b. Write short notes on any two characters in the drama, “Yemeŋ Seɛ Naa”.**

The question was based on the drama book, “Yemeŋ Seɛ Naa”. The question was in two parts. In the first part, candidates were to discuss four major events which occurred in the drama. They were also to write about two major characters in the drama as the second part. This question seemed unfamiliar to the candidates.

Majority of them just listed four characters of their choice and quoted their statements as answers to part (a) instead of talking about the events. Others also mentioned the events but did not discuss any of them.

A few of the candidates even mixed up the events of the prose, “Banonokaae” and the drama, “Yemeŋ SeɛNaa” as answers to the (b) part of the question.

Question 6.

- a. Identify five (5) proverbs from the drama, “Yemeŋ Seɛ Naa”.**
- b. Discuss the relevance of each proverb identified from the drama, “Yemeŋ Seɛ Naa”.**

This question was in two parts. In part (a) candidates were expected to write down five proverbs from the drama book. In part (b) they were to give the relevance of each proverb in the drama. Most candidates who answered this question were able to provide the proverbs and the reasons for their usage in the book.

However, a few candidates only wrote the proverbs but could not indicate their relevance in the drama.

Question 7.

- a. Give the theme of the poem, ‘Deŋɛ naŋ gaŋ’.**
- b. Discuss the behaviour of people as described in the poem. When there is abundance of food.**
- c. Identify two (2) literary devices with quoted examples from the poem.**

Candidates were expected to give the theme of the poem, discuss the behaviour of people when there is abundance of food and also identify two (2) literary devices and give quotes from the poem to support their answers. The majority of candidates who attempted this question performed remarkably well.

A few candidates wrote more than the required points while others just stated the period the poem was written as the theme and could not add anything meaningful.

Question 8.

- a. Identify a statement from the poem, “Dɔɔbil tegroŋ ŋa Buseli” that supports the mood of the poet.**
- b. Discuss the structure of the poem, “Dɔɔbil tegroŋ ŋa Buseli”.**

Candidates were expected to quote a statement from the poem to show the mood of the poet and also discuss how the poem is structured. The question was not a popular one at all. Most of the candidates who answered this question performed below average. A few of them however performed quite well.

A few of the candidates either wrote down sections of the poem or paraphrased part of it as answers for the structure of the poem.

Others also quoted statements from different poems to support their answer which was wrong.



DAGBANI 1

1. GENERAL COMMENTS

This year's paper was of the same standard as that of last year and within the reach of candidates. However, the poor performance of a majority of the candidates leaves much to be desired. A small number of candidates scored high marks whilst a majority of them scored low marks.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) It is good to note that some candidates had prepared adequately for the examination. The way they presented their answers showed that they had enough ideas about the questions and presented their ideas creditably. Their essays were within the given number of words. In the other sections, their answers were short and precise.
- (ii) Another commendable feature is their presentation of ideas. Their ideas and facts were orderly presented in good paragraphs. They also used appropriate words and contemporary expressions.
- (iii) The orthography of some candidates was impressive. They spelt their words well, divided their words correctly, and punctuated their answers correctly. This made their answers easy to read and understand.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) The orthography of some candidates was very poor. Their spelling, word-division, grammar and punctuation were very poor. In some cases, the full stop, capital and small letters were used indiscriminately.
- (ii) There was also evidence of inadequate preparation for the examination.

4. SUGGESTED REMEDIES

- (i) Teachers should help students to overcome the problems of orthography through class exercises, intensive and extensive reading.
- (ii) Students should also be encouraged to form study groups to enable them to discuss issues and share ideas.

5. DETAILED COMMENTS

Question 1 Letter writing

Write a letter to your friend and discuss two reasons each for tree planting and bush burning and their effects on the environment.

This question was an informal letter writing and therefore was very popular with candidates. Almost all candidates wrote the address, date and salutations correctly. Whilst some of them were able to discuss the question very well, others answered it very poorly, especially the effects of tree planting and bush burning on the environment.

Some of the reasons given by some candidates for the need to plant trees included provision of shade, improvement of soil fertility, controlling soil erosion, shelter for animals, human beings and birds. Other reasons given were improvement of weather conditions, wood for domestic and industrial purposes, serve as food, medicine and a source of employment, serve as wind break and provision of oxygen to improve the air we breathe, and absorb carbon dioxide, etc.

For the effects of tree planting on the environment, some candidates discussed the fact that if trees are not planted at the right place, they can cause havoc like cracks to buildings and or roofs and trees falling across roads. Other candidates also said that trees could also become habitats for harmful animals like snakes and the fact that during rainstorm and heavy wind, branches could break and fall on buildings and destroy life and property, etc.

For effects on the environment, some of the points discussed by some candidates included depleting of the environment, extinction of wildlife (animals) and destruction of property (food crops). Other points discussed included the destruction of soil nutrients, bringing about negative changes in the weather conditions of the environment and destroys the water bodies. Other candidates added the fact that when the environment is destroyed, there would not be any rainfall. On the whole, this question was fairly answered.

Question 2 Narrative

You are the Head Prefect of your school. Identify four issues you would like to discuss with the first-year students in the school.

This question was not popular with candidates. Some of the candidates who chose this question divided their discussion into five areas. These are: academic work, dress code/mode of dressing, work with scheduled times, school rules and regulations and how to obtain exeat. They discussed them one after the other. Some of the points discussed

included class attendance, proper attitude towards classes, quizzes etc, proper attire, proper dressing, rising/wake up time and classes time. More points discussed included break time, dining time, bed time and response to school gatherings. Other points discussed included response to sports and games, taking good care of school properties, and how to obtain internal and external exeat.

To conclude, some candidates advised students to obey school rules and regulations so as to bring peace between school authorities and students.

Question 3

Discuss two problems of your community and suggest two ways of resolving them.

This question was very popular with candidates. In the introduction, some candidates indicated that their communities had many challenges or problems with development.

In the body, many identified and categorized the problems under social, economic and developmental. Some of the points discussed under social are lack of health facilities such as hospitals, clinics, etc, lack of school infrastructure such as school buildings, furniture, library etc, and lack of community centre and other places of entertainment. Points discussed under economic problems included lack of market centres for sale of farm produce and provision of other services and the youth unemployment. Other points discussed under development problems, included lack of access roads, lack of electricity and lack of good drinking water.

Some of the solutions suggested included, government to provide facilities such as clinics or health centres, community to liaise with District Assembly to provide permanent structures for the school and provide furniture, library, community centre and other entertainment places should be provided by the District Assembly, and Government/District Assembly should construct good access roads and market centres. Other solutions suggested were; government should provide employment opportunities for the youth and Government/District Assembly, NGOs should provide social amenities such as electricity and good drinking water.

This question was well answered despite the fact that few candidates wrote down some problems and some suggestions without discussing them.

To conclude, some candidates reiterated that if their suggestions were accepted and implemented, their communities would be better off than they are now, and very pleasant to stay.

Question 4 Narrative

Write a story which ends with the expression; “Left to me alone, it should happen again”.

This question was also very popular with candidates. Some candidates narrated interesting stories which ended very well with the sentence. The stories were either about themselves or their friends and other people. Some of the stories seemed real or fantasy and were based on themes like hard work, goodness, kindness, honesty, truthfulness, etc. Some candidates concluded their composition by giving the morals of their stories. Other candidates could not finish their stories.

Question 5 Translation

Candidates were given a short passage of about fifteen ideas in English to translate into Dagbani. The passage was within the level of the candidates but some of them lacked the skills to translate it very well. Some candidates were able to translate it into 11-15 ideas, 6-10 ideas, 1-5 ideas whilst others did not attempt it at all.

Question 6 Comprehension

Candidates were given a short passage in Dagbani to read and answer questions. The questions were based on stated facts, inference, meaning, usage, personification, and summary.

Generally, some candidates did not do well in this question because they lacked the skills to read, comprehend and relate the questions to the passage.

Question 7

- (a) Explain syllable.**
- (b) With two appropriate examples each, discuss each of the four structures of the syllable.**

Many candidates chose this question. Few of them were able to define the syllable correctly and to give a few examples of it. However, many candidates seemed to have little information about its structure and could therefore not discuss the syllable structure with the two appropriate examples for each.

On the whole, it was a poorly attempted question.

Question 8

- (a) What is vowel sequence?**
- (b) Discuss three different types of vowel sequence. Use three examples to discuss each of the types in word structure.**

Few candidates chose this question. Their poor performance showed that they had little knowledge about the question. They could neither define it nor discuss its types using appropriate examples correctly.

Question 9

- (a) Discuss four different types of Adverbs in Dagbani.**
- (b) Use two different examples to illustrate each of the four types.**

Many candidates chose this question and most of them performed very well. They were able to discuss the types correctly with correct illustrative examples.

Question 10

- (a) With three illustrative examples, discuss the following:**
 - (i) Transitive verb**
 - (ii) Intransitive verb**
 - (iii) Ditransitive verb**
- (b) With three different sentences, illustrate each of the above three terms.**

This question was not popular with candidates. They did not seem to have any knowledge about transitivity. Therefore, they performed poorly.

They could not define each of the three terms correctly neither could they provide examples. They could not also use three different sentences to illustrate each of the three terms correctly.

DAGBANI 2

1. GENERAL COMMENTS

The paper was standard. We can comfortably compare it with the previous years'. The questions covered all aspects of the syllabus and were within manageable levels. The overall performance of the candidates this year was slightly above average.

2. SUMMARY OF CANDIDATES' STRENGTHS

Candidates' performance in the section 'A' part which was made up of the Oral literature and Customs and Institutions was good. Candidates were able to answer the two questions satisfactorily. Candidates performed well in the prose and drama questions as well.

- (i) Some candidates' responses to the questions were direct. This was an indication that they understood the rubrics as well as the demands of the questions.
- (ii) A sizeable number of the candidates gave favourable answers to the questions on riddles.
- (iii) They were able to write down ten riddles and provide appropriate responses as demanded by the questions.
- (iv) The question on proverbial names and the reasons for giving such names was well answered by most candidates. However, the question in subsection (b) names given to still birth children was poorly answered. The majority of candidates did not know what still birth was let alone know the names and reasons for giving such names to babies.
- (v) The handwriting of some candidates was very good. As a result, it was easy to read and understand the messages they conveyed.

3. SUMMARY OF CANDIDATES' WEAKNESSES

Most candidates had difficulties with some parts of the section 'B'. Their performance in the poetry was so bad. They could not identify some of the literary devices in the poems. Discussing the structure of the poem was also a problem for most of the candidates.

- (i) Some candidates did not perform well in the prose which was based on "Chentiwuni". Candidates were required to give detailed analysis of events in the story. Unfortunately, they only listed simple sentences to buttress their points.
- (ii) Some candidates also performed poorly on the poetry. They could not state the mood of the writer in the poem, "Bukaata Maana".
- (iii) A small number of candidates made very poor cancellations. There were instances where candidates drew several lines through their work thereby rendering their work dirty and untidy.

4. **SUGGESTED REMEDIES**

Candidates should spend time to learn how to read on their own with understanding. They should also learn how to prepare for their examinations. Candidates should always try to understand the demands of questions before they attempt them. Candidates should be taught how to study poetry and how to answer questions on poetry.

- (i) Students must be guided to study several prose books in the language to enable them to be conversant with how to answer questions on prose.
- (ii) Teachers are admonished to spend time in discussing the rudiments of literary appreciation. This will help students to appreciate literary works with ease.
- (iii) Teachers must encourage students to learn the basic and simple method of cancelling their work. Students should be made to understand that drawing several lines across their work renders the work dirty and illegible.

5. **DETAILED COMMENTS**

The paper consisted of two sections, Parts 'A' and 'B'. Section 'A' was on Oral literature and Customs and Institutions. Section 'B' was on Written literature: this section had three parts: Prose, Drama and Poetry.

Question 1.

This question was in three parts: a, b & c. Part (a) wanted candidates to write down five proverbial names given to people. In part (b) they were to write down five traditional names for children who die and return. In part (c) they were to give two reasons for the names for question (a).

Candidates who answered this question did very well. Most of them were able to write down both set of names and the reasons for them. Candidates' performance was very high.

Also, most candidates were quite familiar with proverbial names and the reasons assigned to such names. Candidates were able to provide such names and they also stated the reasons behind such names. However, candidates had problems with still birth names. In most cases they were unable to write clearly still birth names let alone give the reasons for such names.

Question 2

This question was on riddles. Candidates were to write down ten riddles and to also provide their appropriate responses.

Many candidates attempted this question. The question was a popular one. Most of those who answered the question were able to write down the ten riddles and their right responses. Performance of candidates in this question was very high.

The question requires the knowledge of riddles. This question was familiar to majority of the candidates as they were able to state clearly some of the traditional riddles they were associated with and went further to give the appropriate responses. In a few cases, a small number of candidates could not provide the required number of riddles.

Question 3

This was a question from the prose book, “Chentiwuni.” The question demanded that candidates write down four events from the book and discuss them.

Most candidates who answered the question were able to write down four events which they discussed very well. Performance of candidates was very high. A few were not able to discuss the events very well.

Question 4

This was also from the prose book. The question was in two parts. In part (a), candidates were to discuss five characters of the major character in the text. In part (b) they were to discuss how the story ended.

Many candidates who answered this question were able to answer the question satisfactorily. The performance of the candidates was above average. A few were not able to discuss the five traits of the major character satisfactorily.

Question 5

The question was from the drama book, “Mbanya.”. The question was in two parts. In part (a) candidates were to discuss four major events which occurred in the drama. In (b) they were to write about two major characters of the drama.

Most of the candidates who attempted this question did their best. Candidates were able to discuss the four major events and also wrote on two major characters. Their performance was satisfactory.

Question 6

This question was also from the drama book. The question was in two parts. In part (a) candidates were to write down five proverbs from the drama book. In (b) they were to write down reasons for which the proverbs were used in the book.

Most candidates who answered the question performed very well, they were able to provide the proverbs and the reasons for their usage in the book. The performance was high.

Question 7

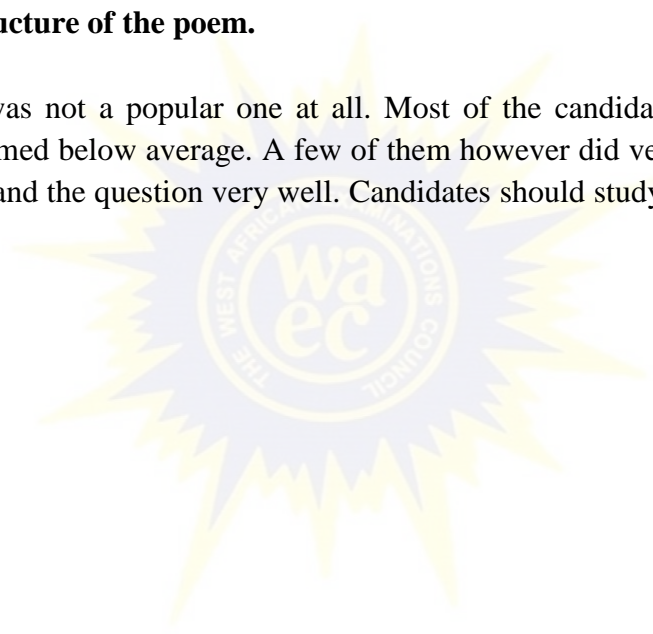
This was a question from the poetry book, “Tayimalisi.”. The question was in three parts. In part (a) candidates were to state the theme of the poem, ‘Pololi’. In part (b) they were to indicate the human experience that can be found in the poem. In (c) they were to identify two literary devices and give two examples each for them.

Many candidates attempted this question. The part (a) was good for many of them, many however had problems with the (b) and (c) parts. Performance in this question was average.

Question 8

This was also from the poetry book. The question was on the poem, “Bukaata Maana”. It was in two parts: part (a) wanted candidates to identify the mood of the poet and then support their claim with sufficient examples. In part (b) they were to discuss the structure of the poem.

The question was not a popular one at all. Most of the candidates who answered this question performed below average. A few of them however did very well. Many of them did not understand the question very well. Candidates should study how to answer poetry questions.



DANGME 1

1. GENERAL COMMENTS

This year's paper compares favourably with those of previous years. Generally, the paper was within the level of candidates. Most of the candidates scored marks above average and a few performed below average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) In general, candidates showed their grasp of the fundamental skills of essay writing.
- (ii) Candidates exhibited maturity in the presentation of points in their essays.
- (iii) They ensured good paragraphing;
- (iv) They demonstrated the use of appropriate expressions as well as the use of good grammar in their essays.
- (v) Some candidates gave detailed narrations, quite copious enough to show that they really understood the topics.
- (vi) Most candidates demonstrated fair knowledge of how to sequence ideas to compose good essays.
- (vii) One other feature worth commending is some candidates' ability to understand and deal with some grammatical and linguistic issues such as transitivity of verbs, types of adverbs, vowel sequence, syllabification in Dangme etc.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Candidates generally portrayed the usual spelling errors.
- (ii) Candidates had dialectal expressions rather than the standard Dangme.
- (iii) Most candidates were guilty of not properly punctuating their sentences. Some sentences were constructed without the needed full stops.
- (iv) A few candidates also wrote the features of letters for some questions that did not require those features.

4. SUGGESTED REMEDIES

- (i) Teachers should teach all the aspects of Dangme regularly.
- (ii) They should hold conversations with pupils in Dangme to enable them to correct wrong expressions and pronunciations.
- (iii) Students should also be taken through dictation exercises to improve their spelling.
- (iv) Candidates should be encouraged to cultivate the habit of reading Dangme books.
- (v) Intensive as well as extensive reading exercises should be ensured to enrich pupils overall use of the Dangme language.

5. DETAILED COMMENTS

Question 1.

“Ngmaa sɛ womi ya ha o huɛ ko kɛ de le nihi enyɔɔnyɔ nɛ tso dumi ke la sami ngɔɔ kɛ baa wa hi hehi.”

The candidates were expected to write a letter to a friend and discuss two reasons each for tree planting and bush burning and their effects on the environment.

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

The question was the popular choice among the candidates. They were able to give the two reasons for tree planting and bush burning and their corresponding effects on the environment.

Tree planting; provides shade, shelter for humans and animals, improves soil fertility, serves as wind breakers during rainstorm, for furniture, firewood, provides oxygen and breathe in carbon dioxide in the environment etc.

Bush burning clears the thick bushes and drives away dangerous and harmful animals and allows fresh grass growth for grazing etc. Some of the negative effects were also outlined as follows: Trees fall and kill people and fire could destroy property, human and animal lives.

On the whole, the question was fairly well answered. A few candidates dwelt more on issues of tree planting than that of bush burning.

Question 2.

Kaa mo ji sukuu bi a a nɔ hyɛɔ pe kulaa ngɛ o sukuu ɔ, ngmaa nihi eywiɛ kɔmɛ a he ni nɛ o ma ya sɛsɛ ngɛ nyɛ sukuu ɔ e si hɛlimi kɛ blɔ tsɔɔmi he nya buami ko nɛ a pee ha sukuu bi ehehi nɛ ba sukuu ɔ.

The demands of this question were that the candidates assume the position of the head prefect of a school and address a gathering of fresh students on any four issues in the school. Only a few candidates attempted this question and they performed poorly.

The candidates were to write the speech under a heading, in upper case letters, before proceeding with any introduction. For the introduction, the candidates needed to address a chair, observe protocol, show appreciation for the opportunity given to them. The

candidates were to outline the issues (4) intended to address in the speech briefly. The candidates were to choose the issues which could include, academic work, life at school, relationship with colleagues and teachers, rules and regulations of the school, sanitation, handling of school property etc. The candidates were to highlight the salient points raised to conclude and render thanks to the school authorities, the executive and the audience for the opportunity and for listening to them.

Question 3

“Ngmaa nyagba enyɔ komɛ nɛ o ma mi bime naa kɔnɛ o tɔɔ blɔhi enyɔɔnyɔ a nɔ nɛ a kɛ tsi nyagba a eko fɛɛ eko nya.”

For this question, the candidates were requested to discuss two problems in their community and suggest two ways of resolving them. This question was quite unpopular among the candidates. In fact, only few candidates attempted this question and performed quite satisfactorily on it. Candidates were expected to discuss any two problems of social, economic and development issues and suggest two remedies to the problems.

Problems such as lack of good roads, lack of good or portable drinking water, lack of electricity, lack of school buildings, community centres, poor sanitation, poor or lack of toilet facilities, lack of market, robbery attacks etc.

Solutions; government to construct good roads, provide other amenities such as good/potable water, build good schools, provide electricity, let community members assist and involve NGO's to assist etc. On the whole, candidates who attempted this question discussed the problems and suggested solutions.

Question 4

Ngmaa nyazia ko nɛ o gbe nya ke; i na nɛ nɔ nɛ ɔ ko ya nɔ ekohu.

This question required the candidates to write a story that ends with the expression; I wish this had happened again”.

Few candidates attempted this question. The performance of candidates who chose this question was not satisfactory. In fact, some of the incidents narrated in the stories hardly had relevance or connection with the conclusion. Some candidates also misconstrued the proposed ending to mean, “Something that should not have happened again. The major flaws in candidates’ responses were that most of their renditions did not commensurate the suggested ending. In other words, most of the stories candidates wrote were not congruent with the stated ending.

Question 5 TRANSLATION

This aspect of the paper requested the candidates to translate a piece of writing in English into Dangme. The passage was generally, within the level, scope and experience of the candidates. Quite a good number of candidates did well on this question. They demonstrated that they understood the passage, got the ideas and rendered them quite appropriately.

On the other hand, some candidates also demonstrated lack of understanding of the passage and therefore performed below expectation.

They displayed lack of the needed skills to break down the passage into the main ideas, about fifteen in all, in order to render them within the context of the whole passage using appropriate language and good grammar. Some of the candidates did word-for-word translation and interspersed them with lifted vocabulary from the passage.

Question 6 COMPREHENSION

This aspect of the paper sought to test candidates' skills to read and extract meaning from what they have read. Candidates were required to read a short passage or prose in Dangme and answer a few questions on it. The questions were based on stated fact, inference meaning, personification, metaphor (literary issues) and grammar and summary, i.e. the title of the passage.

Generally, candidates' performance on this question fell a little below expectation because majority of them did not demonstrate the skill of understanding the entire passage. Candidates seem to have performed only well on the content-based questions rather than the inferential or the higher order questions on the passage.

Question 7

- a) **Tsɔɔ nɔ nɛ ji pɛmingu nɛ Dangme mi.**
- b) **Da nɔhyɛ ni enyɔɔnyɔ a nɔ kɛ sɛsɛ pɛmingu pɛmi blɛ eywiɛ komɛ a he nɛ Dangme mi.**

For this question, which was in two parts, candidates were to explain what a syllable is, discuss any four (4) types of syllable structure and illustrate with two examples each. The question seemed familiar to most candidates who attempted it, but their general performance was not good enough.

Those who worked on this question could not explain clearly what a syllable is and so scored very low marks on the explanation. However, a few of the candidates who also attempted the question, even though could not do well on the explanation, seem to have

grasped the concept of syllable structure of Dangme and gave good examples and consequently scored good marks on the (b) part of the question. The candidates were expected to state in simple terms that a syllable is a unit of sound or sounds uttered as a unit, whether in isolation or as part of a word-it is indeed, a phoneme that cannot be broken into anymore parts.

Question 8

- a) **Mɛni ji pɛli a sibi a se nyɛnyɛɛ?**
b) **Tsɔɔ blɔ slɔɔtɔ etɛ komɛ a nɔ nɛ pɛli ma nyɛ nyɛɛ a sibi a se ngɛ Dangme mi kone o ha nɔhyɛ ni etɛɛtɛ ha blɔ o eko nɛ o tsɔɔ ɔ.**

Candidates were required to explain vowel sequence in Dangme in the first part of the question and show with three examples each for any three processes by which vowel sequence occurs in Dangme in the “b” part of the question.

Even though this question seem to be familiar with most candidates, their general performance was not good enough. A few candidates who grasped the concept however scored good marks.

On the other hand, a good number of the rest who chose this question either took it to mean vowel distribution or vowel description and therefore performed rather very poorly.

Question 9

- a) **Moo sɛsɛ miblɛkɛli slɔɔtɔ eywiɛ a he ngɛ dangme mi.**
b) **Ngmaa nɔhyɛ ni enyɔ enyɔɔnyɔ ha miblɛkɛli a kuuhi nɛ o sɛsɛ a he omɛ a kpɛti eko fɛɛ eko ngɛ munyuzahi a mi.**

This question has two parts, (a) and (b), and demands that the candidates should identify and discuss any four types of adverbs in the first part of the question and illustrate with two examples each in sentences for the types of adverbs discussed in the first part. Candidates were to identify and discuss adverb types such as adverb of time, place, manner, reason/purpose, degree/intensity, frequency etc and give two examples each in sentences to reflect any four of the types identified and discussed.

This question was popular among majority of the candidates who chose it and so scored very good marks for it. Some candidates failed to punctuate their sentences.

Question 10

a) Moo tsɔɔ animosa biɛ ni ɔmɛ a nya:

i. Omine peemimunyu

ii. Ominewe peenminunyu

iii. Omineomine peeminunyu

b) Ha nɔhyɛ ni etɛɛtɛ ha animosa bihi nɛ o tsɔɔ nya ɔmɛ a kpɛti eko fɛɛ eko ngɛ munyuzahi a mi;

This question which was in two parts, (a) and (b) expected the candidates to explain the following grammatical terms;

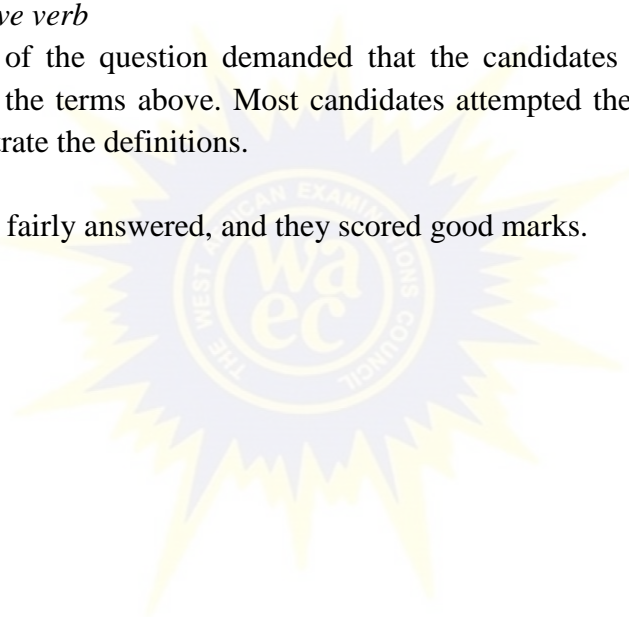
Transitive verb

Intransitive verb

Ditransitive verb

The second part of the question demanded that the candidates use three examples to illustrate each of the terms above. Most candidates attempted the definitions; they gave examples to illustrate the definitions.

The question was fairly answered, and they scored good marks.



DANGME 2

1. GENERAL COMMENTS

The paper compared favourably with that of the past years. The performance of candidates improved greatly over that of last year.

On the whole, candidates' performance was quite good, and they deserve appreciation.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Majority of the candidates understood the rubrics as well as the demands of the questions and gave the correct answers.
- (ii) Some candidates ensured systematic and orderly presentation of ideas in presenting their answers.
- (iii) Most of the candidates showed that they understood the questions on Oral Literature and Customs. The general performance in prose was also commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES;

- (i) Some of the candidates performed poorly in the poetry.
- (ii) Some of the candidates did not comply with the rubrics/instructions on the questions, e.g. where candidates were to discuss issues, they only put down the points and vice versa.
- (iii) Candidates used spoken and dialectal forms instead of standard Dangme.
- (iv) Poor orthography; words to be joined were separated and vice versa.
- (v) The wrong use of upper case, lower case and punctuation still persisted.
- (vi) Some candidates mixed up the roles of the characters in the prose and drama. Some candidates used the characters for the prose to answer for the drama and vice versa.
- (vii) Few candidates answered more than one question from the same section.

4. SUGGESTED REMEDIES

- (i) The teaching of poetry should be intensified. There is the need for workshops for SHS teachers on the teaching of poetry. This will prepare the teachers adequately for the teaching of poetry.
- (ii) Teachers should take students through the orthography of Dangme especially in the first year at the SHS.
- (iii) Teachers should go through a lot of past questions with students. This will help students understand the rubrics as well as the demands of questions especially in the poetry.
- (iv) Students' attention should be drawn to the issue of reading the rubrics or instructions for each question well before answering it, e.g. "moo sese" means discuss so it does not demand one word or one sentence answer.

5. DETAILED COMMENTS

Question 1.

- a. Ngmaa sikɔ biɛ enuɔ pɛ nɛ wa ma nyɛ wo nɔ ko ngɛ Dangme je.
- b. Ngmaa gboba biɛ enuɔ ngɛ Dangme je.
- c. Ngmaa kɛ tsɔɔ nɔ enyɔɔnyɔ komɛ pɛ a he je nɛ Dangme li woɔ a bimɛ biɛ ngɛ womi glɛ enyɔ nɛ ɔmɛ a nɔ. (a) kɛ (b).

The question required candidates to give five each of weird and reincarnate names and two reasons each why such names are given. A few candidates attempted this question. Many failed to give the correct weird names.

Majority of those who attempted the question were able to give the correct reincarnate names. Most candidates added “Ajesiwɔ” which is a name given to someone whose father died before he/she was born.

Candidates failed to give reasons why those specific names are given. They rather gave reasons for giving names in general, e.g. to identify the person with his family, to know the day of the birth etc. Teachers are advised that in teaching general concepts, they should also try to teach the specifics.

Question 2.

Ngmaa Dangme je ajo aloo amɔɔnsaa kɛ a heto ɔmɛ

Candidates were expected to give ten Dangme riddles and their responses.

The question was attempted by many candidates. They were able to give correct riddles and their responses. They therefore scored high marks. Few candidates gave reasons for riddles and others gave more than ten riddles. The question did not demand those answers.

Candidates should be made to go strictly by the demands of the questions. Time should not be wasted on what the question did not demand.

Question 3

Moo hla nɛ o sɛsɛ he kɛ tsɔɔ nɔ titlii eywiɛ komɛ nɛ ya nɔ ngɛ womiyo ɔ mi

Candidates were expected to discuss four events/activities in the book “Ajesiwɔ”

Many candidates answered this question. Most of them stated the events and discussed them fully. As such they scored high marks. Few of the candidates did not discuss them fully. As such they scored low marks. Few of the candidates did not discuss the events.

They only listed the events. These candidates scored very low marks. Teachers should take note that “sɛsɛ” means discuss and students should be made aware of it.

Question 4

(a) Sɛsɛ he kɛ tsɔɔ aloo kale su slɔtɔ enuɛ komɛ nɛ sukpojelo oti ɔ je kpo ngɛ womiyo AJESIWO ɔ mi.

(b) Moo sɛsɛ he kpiti kɛ tsɔɔ bɔ nɛ nyazia a nyagbe ba lɛ ha.

Candidates were expected to (a) discuss five attitudes (characteristics) of the main character in the book, AJESIWO and (b) briefly discuss how the story ended.

A good number of candidates attempted this question. A few of them just put down the attitudes/ characteristics without discussing them. The rest were able to come out with the attitudes and discussed them well. They scored high marks.

For (b) majority only discussed how the main character became a doctor. They however left out the actual end of the story which reveals how the doctor met Yokpa and the act of forgiveness by the main character.

Question 5

a. Hlaa nɔ oti eywiɛ komɛ nɛ ya nɔ ngɛ womi kɔkɔ sika mi konɛ ɔ sɛsɛ a he saminya.

b. Moo hla sukpojeli oti enyɔ ngɛ womi ɔ mi konɛ o sɛsɛ a he.

The question required candidates to (a) select four events/activities in the book and discuss them fully (b) select two characters and the roles they played in the story.

For Section A, most candidates who answered the question deviated. Instead of activities or events in the story, they wrote on attitudes of the main character. The rubrics of the question was clear. The question 4 required attitudes so candidates might not have read the rubrics very well. For the (b), candidates did very well. Few candidates however just listed the names of the characters without discussing the roles they played.

Question 7

Bua

- (a) Mɛ ni ji asilɛ nɛ ɔ mi oti aloo segbi**
- (b) Sɛsɛ he kɛ tsɔɔ bɔ nɛ asilɛ ɔ kɔ adesa je mi bami kɛ ni peepee he ha.**
- (c) Moo hla munya he za woli enyɔ pɛ a he ni nɛ a tsu ngɛ asilɛ mi konɛ o ha nohyɛ nɔ kɛ ha eko fɛɛ eko.**

Candidates were expected to state the theme of the poem “Bua”, and relate the poem to human life and finally select two figures of speech with an example each from the poem.

Many candidates attempted this question. Most of them understood the question and gave the correct theme and were able to come out with the figures of speech and the examples. Most candidates could not relate the poem to human life. In teaching poetry, the text should be related to real life since literature is about life.

Question 8

Jeble

- (a) Tsɔɔ he numi mi nɛ asilɛte ɔ aloo asimasi ɔ ngɛ aloo na ngɛ asilɛ ɔ mi.**
- (b) Moo sɛsɛ asilɛ ne ɔ e lomibo he.**

Candidates were expected to state the mood of the poet and select a line to support it and then discuss the structure of the poem.

Not many candidates attempted this question. The few who attempted it were able to state the mood and few of them were also able to come out with the line in support of the mood. Majority of the students who answered this question had no knowledge of the structure. They needed to discuss number of stanzas, number of lines in each stanza, diction, rhyme etc. All these were absent in the answers. They therefore scored low marks.

EUE 1

1. GENERAL COMMENTS

The paper was standard. The questions were very relevant and straightforward. Candidates answered the questions quite well. A few candidates scored high marks while some of them also scored very low marks.

2. SUMMARY OF CANDIDATES' STRENGTHS

The performance of the candidates was very encouraging:

- (i) Most of them made good choices where they were expected to make their own choices.
- (ii) The candidates wrote their points very well and explained them clearly.
- (iii) Paragraphing was good, and arrangement of facts was also done well.
- (iv) Most of them did well in the writing of the Ghanaian Languages, especially, the orthography and punctuation.

This shows that, they are trying to overcome the difficulties in the writing of the Ghanaian Languages.

3. SUMMARY OF CANDIDATE'S WEAKNESSES

As many of them need to be praised for their improvement in the language, some too have their peculiar problems in the understanding of the Eue language.

- (i) Orthography and writing of the language as a whole. These could clearly be seen in their writings.
- (ii) Some few candidates could not write the required number of words for the composition and as a result, they scored low marks.

4. SUGGESTED REMEDIES

- (i) Some of the candidates need extra tuition to be able to overcome their weaknesses.
- (ii) Teachers need to give candidates more exercises for them to overcome these problems.
- (iii) Teachers need to encourage candidates to develop interest in the Ghanaian language.
- (iv) During the period of instruction, teachers should use Ghanaian language in teaching.

5. DETAILED COMMENTS

Question 1.

Write a letter to your friend and discuss two reasons each on tree planting and bush burning, and their effects on the environment.

Candidates were expected to write a letter to a friend and give two reasons for tree planting, two reasons for bush burning, and to show their effects on the environment. Quite a sizeable number of candidates attempted this question.

Candidates wrote on tree planting. Again, candidates included burning of refuse in our big towns and cities as bush burning. With their definition of bush burning and tree planting, they indicated the causes of these activities and their effects on the environment.

Example; tree planting for timber, firewood, charcoal, as wind break and erosion control.

Bush burning to prepare the land for farming and hunt for meat. It may cause destruction on farms, produce smoke that may adversely affect our lungs, deplete the ozone layer for the sun to be more severe on us and on other living things. The essays were generally rich in content.

Though the content was rich, they did not do well in the mechanical accuracy.

Question 2.

You are the Head Prefect of your School. Identify four issues you would like to discuss with the first-year students of the school.

Candidates were expected to include in their presentations, issues of academic work, dress code, school rules and regulations, working with scheduled times, and issues of internal and external exeat for schools with boarding facilities.

Few candidates attempted this question. Those who attempted were not able to present their points well. Some wrote in a letter form. Though they raised vital points expected, their punctuation was very poor, and it made reading very difficult.

Question 3.

Discuss two problems of your community and suggest two ways of resolving them.

Candidates were expected to discuss two community problems which relate to health and sanitation, education, utilities like power and water, road and transportation, and administration, and suggest two ways of solving each of the two problems identified.

Quite a number of candidates answered this question. They identified problems like roads, gutters, sanitation facilities, schools and health facilities which are either not available or available but not sufficient to meet demands.

Solutions suggested by candidates were the usual “*government should do this or that.*” Communal labour to clear choke gutters, clear bushes in their surroundings and fixing a day in the month for cleaning. Candidates did well with the content, but their punctuations were very poor.

Question 4.

Write a story which ends with the expression “Left to me alone, it should happen again.”

Candidates were expected to write on an event or a meeting which would end in such a way that the narrator would desire a repetition of the event.

Many candidates answered this question, but the connection between events in the narration and the concluding expression was not clear. Events like sports and games competition, birthday celebration, school cultural festivals were expected to be prominent in the narration. In some instances, there was absolutely no connection between the events and the end expression. Most candidates did not do well in this easy due to the poor linking of the content to the expression.

Question 5 TRANSLATION

Candidates were asked to translate an English version of a passage into Eue. The passage was within the level of the candidates. However, most candidates lacked the skills of translation. They were required to break down the passage into fifteen main ideas and translate them within the context of the whole passage. Using appropriate registers and also in good grammar. Most of their translations were verbatim.

Question 6 COMPREHENSION

This question was also answered fairly well. Some candidates gave accurate and meaningful answers while some also gave just some skeletal answers. They needed to give answers in complete sentences except where the question demanded a one-word answer.

Question 7 PHONOLOGY

The question was in two parts: A and B. Part A demands only the definition of a syllable while Part B deals with the types and examples in each case.

Many candidates performed quite well. They provided suitable examples.

Question 8:

Question 8 also follows the same pattern. The ‘a’ part asks for the definition of vowel sequence and the ‘b’ part also asks for the types and examples in words.

Even though the question seemed familiar to the candidates the performance was not good enough.

Question 9 GRAMMAR

The part (a) of the questions dealt with types of adverbs. It was a straight forward question and candidates who have knowledge about it performed quite well by providing the various types with meaningful explanations. Part (b) of the questions also talked about the types in sentence forms. Most of the examples given by candidates were quite good and relevant.

Question10

Candidates were asked to explain the two types of verbs. That is, “intransitive verbs and transitive verbs.

In the part (b) of the question, candidates were asked to construct sentences using the types. Many candidates performed very well in the sentence construction especially in case of the intransitive verbs. In the transitive verbs, some candidates were confused to construct correct sentences.



EUE 2

1. GENERAL COMMENTS

The standard of the paper was the same as that of previous years. All the major segments of the syllabus were covered, and candidates exhibited a high degree of comfortability with the questions.

Performance was average, though a significant few put up some brilliant performances which merited commendation.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) The greater majority of candidates understood the rubrics of the questions and accordingly satisfied their demands.
- (ii) The Oral Literature component was the area where candidates scored high marks. They exhibited in-depth knowledge of the items tested.
- (iii) In the Written Literature aspect of the paper, candidates arranged their thoughts sequentially and methodically in developing their points.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) A good number of candidates had difficulty with the mechanics of the language, viz; right spellings, good punctuation, correct sentence structures and the general orthography of the language. This greatly hampered the flow of thought in their writings and attracted some penalties in their scores.
- (ii) Tailoring answers to suit the demand of questions was another challenge to candidates. They were found digressing from their line of thinking and sometimes deviated in their answers.
- (iii) Poetry appreciation was still a problem for candidates. Almost all of them could not state more than two things about a question in the area of appreciation, especially when asked to discuss the structure of a poem.

4. SUGGESTED REMEDIES

- (i) Teachers should teach students the skills of answering questions. They should be taken through the rudiments of the paper; paying attention to the rubrics of a question and how to satisfy the demands of questions.
- (ii) A lot more work should be done in the classrooms on how to appreciate poetry in the language. This will help candidates to be equipped with the requisite skills to answer questions on the selected poems.
- (iii) Teachers should re-align their teaching skills to reinforce the fundamental attempts made at the principles and rules of writing Eue during contact hours with students. This will sharpen candidates' writing skills.

5. DETAILED COMMENTS

Question 1

- a. Write down five allegorical names in Ewe.
- b. Write down five weird names in Ewe.
- c. State two reasons each why such names are borne by the bearers in (a) and (b).

This question required of candidates to supply five examples of names that are **allegorical** (ahamaŋkɔwo) and **weird** (dzikuidzikui`kɔwo) in perspective and provide two reasons each as to why such names are borne by the bearers.

This question was popular. Candidates were on point in the answers supplied. However, a few got confused about what goes for allegorical names and what should be placed in the domain of *theophoric* names, which are basically God-bearing names. Names such as *Mawunyo*, *Mawuto*, *Senyo*, *Sena* and so on were given as allegorical names when, indeed, they belong to a totally different category.

Candidates had no difficulty with the examples of weird names (dzikuidzikui`kɔwo). But some were found wanting in rightly ascribing the reasons for taking such names and lost a few marks.

Question 2

Write down ten riddles in Ewe and provide their meanings/answers.

The question enjoined the candidate to provide ten Ewe riddles and supply their meanings. The candidates found it easy to provide the riddles with their corresponding meanings.

However, some candidates made a mismatch in the kind of answers provided for several of the riddles. For example, a solution to riddle ‘A’ would be seen being given to riddle ‘B’.

Again, significantly, some candidates did not follow the structure of presenting an Ewe riddle but sought to follow the English structure rather. A riddle in English would normally have two, three or four preceding statements before the question is posed.

Some candidates structured the Ewe riddles along the English lines with an example like; “*Menye nyɔnu dzetugbe aɖe. Mele tsi vɔ. Mele avi fam le xexe. Ame kae menye?*” ~ *ɲuɖoɖo: Akutsa.*

Following this structure does not conform to the traditional structure as in the example below:

*Mise ađzooloo! Nyɔnuvi nyui ađe le tsi vɔ va le avi fam le xexe ~ **nudodo**: Akutsa.*

Question 3

Discuss four important events that occurred in the novel, “Hlɔbiabia”

Candidates were expected to identify and discuss four important activities that constituted the components of the plot in “Hlɔbiabia.”

Candidates did well by proving that they have mastered the content of the story. A good number could give the important events that actually moved the plot to the climax, ensuring that they left out the minor incidents. It is important to keep an eye on the rubrics of a question.

Most candidates largely left out the discursive aspect of the question in the given answers. How did the events impact on the main character or other characters in the novel? How did these events help to bring out the moral lesson in the novel? Candidates were silent on that.

Question 4

- a. Give five behavioural traits displayed by the main character in the novel.**
- b. Discuss briefly how the story ended.**

The candidates were to do a characterization of the main character in the novel around five behaviour patterns he displayed and also discuss how the story ended, as briefly as possible.

- a.** This question was treated with all the enthusiasm candidates could gather in describing the main protagonist in “Hlɔbiabia. This is quite commendable. In doing so, however, candidates resorted to re-telling the life story of “Nyuimedi” who changed his name several times to become “Dr Agbedumasi.” Doing a character analysis of a person entails, among other things, identifying moral actions exhibited by the person, including his/her actions and inactions. Here, the good and the bad sides of the main character should be stated. Traits such as kindness, sympathy, lying, showing wisdom etc. were things expected to be highlighted in the discussion.
- b.** Many candidates were at their optimum best in summarizing the ending of the story, scoring the full marks for that segment of the question.

Yet still, it was a challenge for some candidates to be able to harness the right points for the brevity needed. Dr. Agbedumasi’s prowess at dealing with court cases as a lawyer, his

pressing on to have himself jailed for his wrongdoing against humanity, and re-uniting with his women through marriage are highlights of the end of the story. But this category of candidates could not be as brief as expected.

Question 5

- a. Discuss four important activities/events that took place in the drama, “Tɔkɔ Atɔlia.**
- b. Discuss the life of two characters in the play.**

This question demanded a discussion of a series of activities in the play and an appreciation of two characters in the drama.

Events surrounding the major characters, Agbebaɖa and Kumasi abound in the play. Candidates did well in stating and vividly describing such events that were deemed important enough to assist them talk about the two characters chosen. But then most candidates wrote lengthy pages with a lot of unnecessary details that earned them nothing extra.

Agbebaɖa and Kumasi were mostly featured in this sub-question on characterization. Many candidates were hampered by the only two points they could raise to discuss each of the characters.

The lifestyle of a character, his behaviour pattern and relationship with other characters in the play are things candidates should go for when doing characterization. This was mostly absent in the answers, causing the candidates to gain lower than the expected marks.

Question 6

- a. Write down five different proverbs from “Tɔkɔ Atɔlia”.**
- b. Discuss how important each proverb is in the play.**

It was requested of candidates to quote five proverbs from the drama and analyse their importance to the story in the play. This question was quite unpopular. The few who attempted it did well to list the proverbs correctly and scored high marks. Many also applied the meaning of each proverb to circumstances that necessitated its use, which is commendable.

Other candidates did **not** read the question well, hence resorted to giving general proverbs that had nothing to do with the play. This simply showed they were not on top of the content of the play.

Question 7

- a. What is the theme of “Asiwòtsi Nàka? “**
- b. Discuss the behaviour of man as exhibited in the poem.**
- c. Write down two literary devices in the poem, supporting each with a line from the poem.**

Almost all the candidates had no difficulty stating the theme of the poem. The literary devices such as repetition, metaphor, simile and so on also came handy with lines to support them.

Identifying the behaviour of man in the poem was a daunting task for the many who attempted the question. One expected to see answers bordering on traits such as the stinginess of man, cruelty of people during famine, anger and pettiness, which feature in the poem. The art of reading between the lines in poetry appreciation is a problem for students.

Question 8

- a. State the mood of the poet in “~usetò laetsiaagbe” and support it with a line from the poem.**
- b. Discuss the structure of the poem.**

Most candidates answered this question. They were expected to state the mood of the poet and give quotes to support their choices. Candidates did well in identifying the mood of sadness shown by the poet and variously quoted phrases/lines to support their claims.

With regard to the analysis of the structure of the poem, candidates could not go beyond just stating the number of stanzas and lines of the poem. A few who went further could only conjecture a few literary devices without giving concrete examples from the poem. Reference to *sentence structure*, *development of the theme* into stanzas and lines, *punctuation* and such literary items are what make a discussion on structure meaningful enough to attract good marks. Students preparing for exams must therefore be cognizant of these.

FANTE 1

1. GENERAL COMMENTS

The paper was comparable with the previous ones in terms of standard. It was within the candidates' ability in terms of content and syllabus coverage.

However, some candidates deviated from the expected answers and only managed to use semantics to go around the questions.

2. SUMMARY OF CANDIDATES' STRENGTHS

Candidates answered the questions as expected, especially the essays. They limited themselves to the number of words to be written on an essay and they also made systematic and clear presentations of their ideas.

3. SUMMARY OF CANDIDATES' WEAKNESSES

(i) Generally, candidates displayed the usual trend of poor grammar, spelling, and presentation of loose and jerky sentences.

(ii) Questions on phonology were poorly answered. Most candidates also wrote whole sentences without the use of the full stop. These trends were not very different from the situations in the previous years.

4. SUGGESTED REMEDIES

(i) One possible way to remedy these recurring problems is for Ghanaian Language teachers to try and teach all the aspects of the language especially, spelling, phonology, grammar and essay aspects.

(ii) Candidates should also be encouraged to cultivate the habit of buying and reading of textbooks so that they can acquire good knowledge of spelling and grammar. Intensive and extensive reading will also enrich their language.

5. DETAILED COMMENTS

Question 1 LETTER WRITING

Write a letter to your friend and discuss two reasons each on tree planting, bush burning, and their effects on the environment.

The topic was well tackled. Many candidates attempted it. Candidates wrote on both sides of the topic. They expressed themselves well on the importance of tree planting. The need for man to be protected by plants featured prominently in the essay. Candidates did not

lose sight of the fact that plants serve as windbreak, food, medicine, shelter, and a source of soil nutrient.

Candidates wrote on the disadvantages of bush burning such as, destruction of grazing grounds for domestic animals and they also gave some good effects such as driving away of dangerous animals.

Questions 2 SPEECH WRITING

You are the head prefect of your school. Identify four issues you would like to discuss with the first-year students in the school.

This was not popular with the candidates. The candidates who attempted it did poor work. They wrote only a few lines and failed to discuss the main issues that first year students need to know. Candidates were expected to write on dressing, school rules and regulations, use of time and academic work and so on.

As a conclusion, candidates could have summarized the major points raised or assured the new students about how comfortable they would be in the school.

Question 3 DISCUSSION

Discuss two problems of your community and suggest two ways of resolving them.

Candidates were to identify problems in a named community. Some of the challenges are socio-economic which should address health facilities, lack of school infrastructure, such as school buildings, furniture, library, and laboratory. Lack of places of entertainment, market and employment for the youth could also be mentioned.

The candidates discussed needs, such as good roads, electricity, potable water and transport facilities. As a solution, government should provide clinics, good structures, and furniture for the school. Employment opportunities must be provided to curb rural-urban migration. The few candidates who attempted this question performed very well.

Question 4 NARRATIVE

Write a story which ends with the expression, “Left to me alone, it should happen again”.

Most candidates answered the question and did well by writing varied incidents and experiences.

Stories were written about the candidates themselves, friends and relatives.

Unfortunately, most candidates failed to write the effects of the stories. Some ended the story by writing nothing about the moral values they carried.

Question 5 TRANSLATION

Candidates were asked to translate a passage in English into Fante. There was an improvement in translation. Most candidates got the idea and they were able to translate the passage coherently. However, some of them itemized their work which is not acceptable.

Question 6 COMPREHENSION

The passage was good and explanatory. The questions demanded answers on stated facts, meaning, inference, literary appreciation and summary. This time around, candidates handled the questions on meaning and inference well. Only a few of them lifted portions of the passage as answers.

Question 7

(a) **What is a syllable?**

(b) **Write four types of syllable structure and write two examples each of a syllable to explain them.**

The question appeared simple, but candidates were unable to define and explain the term and its structure in Fante.

A syllable can be defined as a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or part of a word.

(a) Selablol ye mframakuw kor a ofi hen horohoro mu pue wo ber a yerobo kasafua bi anaa yerekasa.

Selabol ye kwan a yefa do kyekye kasafua bi mu nkakrankakra ma yetum bo dzin.

(b) **Selabol ne nhvehye (Syllable structure)**

(i) Selabol a ogyina vawol nkotsee do: [a:ba:a], [tsi:e]

(ii) Selabol a ogyina konsonant nkotsee do: [m:pa], [a:se:m]

(iii) Selabol a ogyina konsonant navawol do: [kə], [wɪ]

(iv) Selabol a ogyina konsonant ebien a vawol dzi ekyir: [pra], [kra]

Question 8

- (a) **What is vowel sequence in your language?**
(b) **Write three types of vowel sequence. Write three examples each of vowel sequence in words.**

(a) Vowel sequence refers to the order in which vowels follow each other in a word without the presence of a consonant.

Vawol ntoado ye vawol a odzi vawolf ofor bi ekyi ranaan'ankasan'ekyir a kɔnsonant biara nnhye ntamu wɔ kasafua mu anaa dɛ nkasafua ebien bi ntamu.

Ɔye vawo lebien anaa dza ɔbor dem a wɔtoa do kor wɔ kasafua bi mu anaa nkasafua ebien bi ntamu anaa mɔɔfem ahye do a kɔnsonant biara nnhye hɔn ntamu na biara da noho edzi dɛs elabol (ankonam).

(b) **Types of vowel sequence**

- (i) Dza ɔwɔ kasafua mu [fua], [tsia]
(ii) Dza ɔwɔ nkasafua ebien ntamu [kɔasɔr] [dziasɛm]
(iii) Dza ɔwɔ mɔɔfem ahye do [ɔkasar] [ɔkrɔɪ]

The candidates who answered this question did very well.

Question 9

- (a) **Write four types of adverbs in your language and explain each of them.**
(b) **Write two examples each of the adverbs in sentences.**

Types of adverbs:

- (i) Bea (place)
(ii) Ber (time)
(iii) nyɛbea (manner)
(iv) siantsir (reason)
(v) anodzen (degree)
(vi) mpendodow (frequency)
(vii) ampaye anaa ekyingye (doubt/certainty)

Examples of adverbs in sentences

- (i) Abofra no kɔrfie. (place)
(ii) Ekuwa noaa boreɔdze ampesi ndeda. (time)
(iii) Ɔkɔr haban mu osiandɛ ɔannkɔ skuul. (reason)

This was a popular question. Candidates who answered it scored good marks.

Question 10

(a) **Explain each of the following:**

(i) **Transitive verb**

(ii) **Intransitive verb**

(iii) **Ditransitive verb**

(b) **Use each of (a) to form three sentences.**

Explanation

Transitive verbs take direct object.

(Ɔye nyee a ɔye ɔyetsia ansaana ne ntseasee eedzi mu)

Example

My father *killed* a goat

Intransitive verbs do not take direct objects in sentences.

(Ɔyen yee a ɔnnyɛɔ yetsia ansaana ne ntseasee eedzi mu)

Example

They *prayed*.

Ditransitive verbs take both direct and indirect objects in sentences.

(Ɔye nyee a ofa ɔgyefo ansaana ne ntseasee eedzi mu.)

Example

He gave his children his blessings.

Apart from a few candidates who were unable to give appropriate examples for ditransitive verbs, the candidates who chose this question performed very well.

FANTE 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of the previous year in terms of difficulty level and content coverage. The general performance of candidates was just average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Candidates' handwriting was legible.
- (ii) Candidates adhered to the rubrics of the paper.
- (iii) The orthography of some candidates was very appreciable.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) There was evidence of poor paragraphing in the presentations of some candidates.
- (ii) Punctuation was also a problem for a few of the candidates.
- (iii) The questions on poetry were not well answered. Some did not understand the theme and title of a poem.

4. SUGGESTED REMEDIES

- (i) There is the need for candidates to do both intensive and extensive reading.
- (ii) Teachers must ensure that there is continuity in teaching and testing to enable students to overcome some of their problems.
- (iii) Teachers should go through WASSCE past questions with students so that they learn how to answer questions and follow instructions demanded by the paper.

5. DETAILED COMMENTS

Question 1

- (a) Write down five proverbial names in your language.**
- (b) Write five weird names you know.**
- (c) State two reasons each why Akans give such names in both (a) and (b) above.**

This question expected candidates to give proverbial names in question 1(a) and weird names in 1(b) and thereafter state two reasons for each category, why such names are given.

Only a few candidates attempted this question and their responses were rather abysmal. Some merely wrote down weekday names that had nothing to do with what the question demanded. It was not surprising that those who attempted it scored very low marks. This question required of candidates to supply five examples of names that are **proverbial** (abebudzin) and **weird** (kɔsambadzin) in perspective and provide two reasons each as to why such names are borne by the bearers.

Names like (a)Adom, Adzeanyamebeye and (b) owuo, are given to children for (a) casting of insinuation, etc and (b)for breaking the incidence of repeated death of infants, etc

Question 2

Write ten riddles and provide their answers.

This question seemed to be very popular as many candidates chose it and scored high marks. However, a few of them could not get the explanations to their given riddles correctly.

Question 3

Identify four themes that occurred in the course of the story, “Mbo-na-yε, and briefly state your views on each theme.

Candidates were expected to identify and discuss four important activities that constituted the components of the plot of “Mbo-na-yε”.

Only a few candidates attempted this question. They could not give the important events that moved the plot to the climax; they only discussed the major events and left out the minor incidents.

Question 4

- (a) Identify five characteristics of the major character in “Mbo-na-yε”.**
- (b) Briefly discuss how the story came to an end.**

Candidates were to identify five characteristics of the major character in “Mbo-na-yε” and then briefly discuss how the story ended.

Many candidates attempted this question. They were able to identify the major character and they gave a vivid analysis of her character traits, highlighting both her good and bad sides. On the whole, their efforts were commendable.

Question 5

- (a) Discuss four important activities/events that took place in the drama, “Aso Awar Nye Yi”.**
- (b) Discuss the life of two characters in the play.**

Candidates were to identify four themes portrayed in the drama “Aso Awar Nye Yi” and thereafter discuss the role of any two characters in the play. On the whole candidates’ response to the question was commendable. They were able to discuss both the four major events and two characters as expected.

Question 6

Few candidates attempted this question which required candidates to indicate five proverbs used by the author. Some candidates merely wrote down proverbs which were not used by the author. They also could not state the importance of the proverbs they gave. Their performance was very abysmal.

Question 7

- (a) State the theme of the poem entitled “Esian Wo Wimū”.**
- (b) What characteristics do you see in the poem?**
- (c) Identify two devices used in the poem and quote an example to support your answer.**

Candidates were to state the theme of the poem and the characteristics found in the poem and finally identify two devices used by the poet by quoting examples of the devices as used in the poem.

Many of the candidates attempted this question. Some of them understood the demands of the question and provided correct answers, thus getting marks which were encouraging. However, some merely put down the devices without giving examples. Such candidates ultimately got low marks.

Question 8

- (a) State the mood of the poet in the poem entitled “Yehia korye’” and quote a line(s) from the poem to support your answer.**
- (b) State any four structures of the poem.**

Candidates were able to state the mood of the poet; they were also able to support their answers with quotations and finally ended by stating four structures of the poem under four literary terms. Their performance was good.

GA 1

1. GENERAL COMMENTS

The standard of the paper was comparable with that of the previous years. The performance was average, though a few did some brilliant work that merited exceptional mention.

2. A SUMMARY OF CANDIDATES' STRENGTH

The performance of the candidates in the whole paper was very encouraging.

- (i) Most of them chose the right questions.
- (ii) Candidates wrote their points very well and explained them appropriately.
- (iii) Paragraphing was good, and arrangement of facts was also well done.
- (iv) Most of them did well in the writing of the Ghanaian Language, especially, the orthography, punctuation and the grammar.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Many of them had problems understanding the language.
- (ii) Orthography and writing of the language as a whole was still a major problem.
- (iii) A few candidates could not write the required number of words for the composition.
- (iv) Punctuation was still a major problem for candidates.

4. SUGGESTED REMEDIES

- (i) Teachers should pay more attention to punctuation in the assessments they conduct.
- (ii) They should also insist that students number their answers properly in all internal assessments.
- (iii) Some of the candidates need extra tuition.
- (iv) Teachers need to give candidates more exercises.
- (v) Teachers need to encourage candidates to develop an interest in the language.
- (vi) During the period of instruction, teachers should use Ghanaian language in teaching.

5. DETAILED COMMENTS

Question 1.

Write a letter to your friend and discuss two reasons each on tree planting and bush burning and their effects on the environment.

Candidates were expected to write a letter to a friend giving two reasons for tree planting, two reasons for bush burning, and to show their effects on the environment. Quite a sizeable number of candidates attempted this question.

For the definition of bush burning and tree planting, they indicated the causes of these activities and their effects on the environment. Tree planting provides timber, firewood and charcoal. Trees control the wind and aid cloud formation to produce rain. Bush burning is

done to prepare the land for farming. The fire produces smoke that may adversely affect our lungs and deplete the ozone layer. The essays were generally rich in content.

Question 2

You are the Head Prefect of your school. Identify four issues you would like to discuss with the first-year students of the school.

Candidates were expected to include in the prefect's presentation, issues of academic work, dress code, school rules and regulations, working on schedule and issues of internal and external exerts for schools with boarding facilities.

A few candidates attempted this question. They were not able to answer the question appropriately.

Question 3

Discuss two problems of your community and suggest two ways of resolving them.

Candidates were expected to discuss two community problems which relate to health and sanitation, education, utilities like power and water, road and transportation and administration. They were to suggest two ways of solving each of the two problems identified.

Quite a number of candidates answered this question. They identified problems such as bad roads, choked gutters and poor sanitation facilities. They also mentioned schools and health facilities which were either not available or available but not sufficient. Solutions suggested by candidates were that the government should provide the amenities and that the people should organize communal labour to clear choked gutters and bushes around.

Question 4

Write a story which ends with the expression "Left to me alone, it should happen again."

Candidates were expected to write on an event or a meeting which would end in such a way that the narrator would desire a repetition of the event.

Many candidates answered this question, but the connection between events in the narration and the concluding expression was not clear. Events like sports competitions, birthday celebrations, school cultural festivals were expected to be prominent in the narratives. Candidates did well on the content but linking the events to the expression was a big problem for them.

Question 5. Translation

Candidates were expected to translate a three-paragraph prose passage into Ga. They did fairly well in answering this question. “*You*” and “*your*” are singular and plural pronouns in English. In Ga, there are different lexical items for singular “*you*” and plural “*you*”, and there are different lexical items for singular “*your*” and plural “*your*”. Candidates were not consistent in the translation of these two pronouns and therefore distorted the flow of ideas. For example, in “*your community*”, “*your*” could be singular or plural in English. In Ga, two different lexical items represent singular and plural “*your*”. Again, in English, the imperative takes the same form for both singular and plural. In Ga, singular and plural imperatives take different forms. A few candidates had problems with the translation of isolated expressions in the passage, for example “*state property*”, “*taxes*” and “*voluntary contributions*”. Again, a few were unable to give the Ga equivalent of the idiomatic expression “*turn over a new leaf*”. These few gave a literal translation of the idiom.

Question 6.

Candidates were expected to read a prose passage and answer questions on the passage.

- 6.c.** Candidates were expected to indicate the action and mood of Oshedu. She gave the visitor roast corn and roast groundnuts in a warm reception.
- 6.d.** The expression to be explained is a proverb used to warn or forewarn. Candidates were expected to give the meaning of the proverb or give a situation which calls for its use.
- 6.g.** Candidates were expected to indicate events, actions or situations in the passage which support characteristics identified with the characters Oshedu and Otu Kokote. Many candidates identified the action, event or situation in the passage but could not indicate the characteristics supported.
- 6.h.** Many candidates could not identify the function of the expression. It is a clause because of the presence of the verb ‘*ba.*’ It modifies the verb in the main clause of that sentence.
- 6.i.** Most candidates did not answer this question correctly. Candidates were expected to indicate that Sowa took it seriously when the antelope (an animal which does not speak) spoke to him.

Question 7

7.a. Candidates were expected to define the syllable and to support the definition with appropriate examples.

Not many candidates were able to define the syllable adequately. The few who gave a semblance of a definition of the syllable gave no examples to support the definition.

7.b. Candidates were expected to explain four structural types of syllable and to give two examples for each type.

A word may contain a syllable or more than a syllable. Candidates were therefore expected to give the type and to show the type in a given word, be it a mono-syllable or a multi-syllable. For example, in the *v* type of syllable, candidates could give *a-be-le* with *a* underlined as the *v* type. Many candidates gave the types of syllables in the word as the type of syllable, as in *v-cv-cv* for *a-be-le*. The syllable types expected from candidates are:

- i. *V* as in *a-be-le*
- ii. *CV* as in *a-be-le*
- iii. *Cl* as in *kl-a-n-te*
- iv. *N* as in *kl-a-n-te*

On the whole, though many candidates answered Question 7, very few gave answers that showed a good understanding of the question.

Question 8

(a) Candidates were expected to define vowel sequence. Candidates who attempted this question did not, in the definition, show that they understood vowel sequence. It simply means the pairing of vowel sounds in words in language. That is the limitation or possibility of a vowel sound following another vowel sound in words. For example, in *Ga*, an oral vowel sound does not follow a nasalized vowel sound and vice versa.

(b) Candidates were expected to give the examples of vowel sequence and to give three words under each example. This was fairly well answered by candidates.

Question 9

(a) Candidates were expected to explain four adverbs or adverbial types. Adverbs indicate place, manner, time, reason, consequence, etc. Some of these are better expressed in adverbials rather than adverbs as in the adverb of place in Ga. For example, in “*He went to Accra*” the Ga equivalent of “*to Accra*” will be a complement of the verb “*went*” and not an adverb of place. But in “*I saw him in Accra*” the Ga equivalent of “*in Accra*” will be an adverb of place indicating where the “*saw*” took place.

- (b) Candidates were to give three examples for each type identified. Candidates gave examples to support the types given. Many examples given to support the adverb of place types were not correct.

Question 10

- (a) Candidates were expected to explain
- i.** verbs which take no complement.
 - ii.** verbs which take one complement.
 - iii.** verbs which take two complements.

Many candidates answered this question well.

- (b) For each verb type in 10.a, candidates were expected to give three sentences exemplifying the type. This was well handled by them.



GA 2

1. GENERAL COMMENTS

The standard of the paper was comparable with that of previous years. The questions were straight forward and within the grasp of candidates.

The performance of candidates improved slightly this year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) Most candidates exhibited understanding of the questions and answered them well.
- (ii) Some candidates showed clarity of expression in very simple grammatical constructions to present what the questions demanded.
- (iii) A substantial number of candidates answered all the four questions.
- (iv) Some candidates exhibited in-depth knowledge of Ga culture and oral tradition by answering the questions on riddles and Ga names satisfactorily.
- (v) A considerable number of candidates who studied the set books seriously answered the questions on them admirably.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Orthography was the main problem for candidates.
- (ii) Some candidates were not able to appreciate the poem well.
- (iii) Some candidates were unable to state and discuss themes.
- (iv) Some candidates could not state the mood of authors and quote relevant portions from the set books to buttress their points.

4. SUGGESTED REMEDIES

- (i) Teachers need to encourage candidates to read the set books.
- (ii) More exercises should be given to students to enable them to master the orthography.
- (iii) Teachers should set all terminal and mock examination questions in line with that of the final examination paper to give students the needed practice.
- (iv) To improve their standard of literary appreciation, students need more exposure to literary practice and diligent study of the set books.

5. DETAILED COMMENTS

Question 1

- a. Write five family or clan names**
- b. Write five weird names**
- c. Give two reasons each why the names you have provided in (a) and (b) are given to children or persons.**

Candidates were expected to write five each of clan/family and weird names and explain why such names are given to people among the Ga tribe.

A substantial number of the candidates answered this question as expected. They wrote names like Adole, Botɔ, Kpakpo, Kotei and Adaku (clan/family), Namɔale, Aleenɔ, Kpayaafɔ, Odɔnkɔ and Obaaya (weird).

They also explained that clan/family names are given to indicate a person's clan/family or his town of origin or whether a person is a male or female first born, third or last born etc. With the weird names, candidates explained that they are given to persons to discourage spiritual mothers from taking them away from this earth or to safeguard their living on earth or to show that they are special etc.

However, a few candidates wrote names from all the six groups of Ga names and could not explain why those names are given to people.

Question 2

Write ten riddles and their responses.

A fair number of the candidates attempted this question and performed creditably well. They were able to write correct riddles with appropriate responses and scored high marks.

Question 3

Discuss four episodes/events in the novel, "Namɔale."

The question required candidates to talk briefly about four different episodes/events in the novel, "Namɔale".

They were to comment on events such as the following:

- i. The "asaayere" dance which is performed on the Tuesday preceding Thursday to psyche the people about the delivery of a suitable proverb which should be difficult to explain by any other person apart from the deliverer.
- ii. "Maɲnaamɔ", the purification rite which is performed by the "Wulɔmɛi" and "Wɔyei" to clear evil deeds from the town and ask God's blessings on Thursday's activity, the delivery of the expected proverb.
- iii. Sandwiching and escorting the deliverer of the proverb by the two most revered "Wulɔmɛi" in Booba and Yoomomaɲ to and from the spot the delivery is to take place. This is done to protect him spiritually and physically.
- iv. Release of the needed proverb in a grand and unprecedented style, which is carrying one third of a game on the head and holding one third each in each hand. No wonder the people of Yoomomaɲ could not explain it.
- v. Enstoolment of Tawia Apiajei as an "Asafoatse" in appreciation of his singular act of bringing honour and dignity to the people of Booba through the successful delivery of his impeccable proverb which could not be explained.

A few of the candidates performed well and had high marks. The rest performed averagely, having ignored some of the demands of the question.

Question 4

- (a) Discuss any five attributes of the main character in the novel.**
- (b) Explain how the story ended.**

Most of the candidates attempted this question and performed abysmally.

Candidates were expected to write responses along the line of the following:

- (i) The main character is fond of asking many questions and getting satisfied with answers given before arriving at a decision.
- (ii) He is sociable and relates well with all and sundry. He likes cracking jokes here and there, putting smiles on people's faces. He can aptly be described as the people's man.
- (iii) He is a good debater; he does not believe in hearsay and he always keeps abreast of time and current issues. He is blessed with oratorical skills and always carries people to his side.
- (iv) He is humble, respectful, cooperative, patriotic and above all has in-depth knowledge of their cultural practices.
- (v) He is hardworking; he combines farming and hunting as his profession. In addition, he is self-reliant and liked by all.

Candidates were required to explain that the story ended on a good note. That is that, Tawia Apiajei's proverb which could not be explained by the people of Yoomomaj earned Booba the enviable paramountcy and a sum of money and Tawia Apiajei being crowned as Asafoatɛ with the stool name, Asafoatɛ Tawia Namɔale.

Question 5

- a. Discuss any four events in the drama.**
- b. Write brief notes on any two characters.**

Candidates were expected to talk briefly about four different episodes/events in the drama, "MɔKo NɔLeebi."

They were to comment on events/episodes like:

- (i) The brawl between Saka and Otobia, his wife. Otobia's friend, Lamile advises her to divorce her husband, Saka, because he does not give her enough housekeeping money. She goes on to ask her to insult Saka so that he will become angry and beat her. Otobia is to move out of her matrimonial home. She carries this out with perfection.

- (ii) Pleading with Otobia’s parents to prevail upon their daughter to return to her matrimonial home. Nii Kpakpo Samoa, Saka’s uncle, not happy with the unpleasant relationship between Saka and his wife goes to his in-law’s house to plead on behalf of Saka to allow their daughter to go back to Saka. However, Otobia’s parents refuse to accept his plea and drive him away from their house.
- (iii) Otobia goes to plead with Saka to take her back as his wife. Otobia leaves Saka and leads a loose life with the friend Lamile. She later realizes that things are not going on well with her. She then goes to Saka to beg him to take her back, but Saka ignores her and walks her out of his house.
- (iv) Amæele hates Ayikwei so much that she forces her husband, Ataa Ado to eject him from the house. After Ataa Ado’s death, life becomes unbearable for Amæele. She therefore goes to Ayikwei, the rejected stone who has now become fabulously rich, to allow her to stay in his house till she dies. Ayikwei has pity on her and accommodates her until her death.

Candidates were required to write brief notes on any two characters. For example, Saka is Otobia’s husband, a nephew to Nii Kpakpo Samoa. He is hard-working and takes good care of his wife and one child. He cannot stand the incessant insults from his wife, so he beats her and that leads to his wife leaving their matrimonial home. He does not take Otobia’s departure lightly so when Otobia comes to apologise, he does not listen to her plea.

Lamile is Otobia’s friend who ill-advises her to leave her husband. She likes hopping from one drinking bar to another entertaining men. She is a gossip par excellence and is fond of peddling falsehood. She is a drunkard too.

Candidates answered question **5b** better than **5a**. On the whole, the performance was above average.

Question 6

- (a) **Write five proverbs which were used in the drama, “MɔKo NɔLeebi”**
- (b) **Discuss or explain the five proverbs you have written and show how the writer used them to bring out the meaning of the drama.**

A majority of the students who attempted this question were able to write the five proverbs without any hitch but could not expatiate on them. The rest of the candidates provided their own proverbs and could not explain them. For instance, in writing a proverb: “**MɔKo NɔLeebi ni MɔKo Nɔ Hu Nɔ Gbæke Læ**”, the candidate was expected to say that there is time for everything and that, somebody’s luck will shine today, while another’s will happen tomorrow or the day after.

It therefore pays to be patient, for God's time is the best and He does things according to His own ways and will.

This is a moral lesson for all readers of the book.

Question 7

- (a) State the theme of the poem.**
- (b) Discuss any human behaviour exhibited in the poem.**
- (c) State any two literary devices used by the poet and give an example each.**

A sizeable number of the candidates attempted this question and performed well. They were able to state the theme of the poem as: “**M̀ Kε M̀ Ẁ Ǹ Ni Eyaa ̀wεi**” or “**Ekomefeem̀ Mli Hewalε Ỳ.**” Furthermore, they wrote the human behavior exhibited in the poem! **Loo mli ni am̀ asaaa/nibii ahie ni akpataa ni atooo najian**

This, however, was lost on some of the candidates. Also, candidates wrote the following literary devices and quoted examples from the poem to buttress their points: repetition, metaphor, rhetoric, personification, simile etc. For example, Atimli (Repetition) (Ẁ fεε ẁ sane ni) ̀kwajbi (Nam̀ kεε akitee shi eeba lε?)

Question 8

Candidates were expected to identify:

- (i) The mood of the poet and support their answer by quoting appropriate sections of the poem.
- (ii) Discuss the structure of the poem

A considerable number of the candidates performed well by identifying “miishεε” (happiness) as the mood of the poet because something good came out of their toils and hardships. An example of the quotations from the poem is as follows:

“Abojoi eyim̀ b̀b̀!
Fuf̀ oobaaye ni ashwεpo;
Obue hu ekpε kan̄kama
Kε ehe f ̀eshwie ẁ ǹ”

They also explained that the poet wrote the poem in lines and stanzas, with each stanza having ten lines. He used punctuation marks and began the first word on each line with a capital letter. Furthermore, he used literary devices like metaphor, simile, personification etc. and proverbs to make the reading enjoyable and bring out the meaning clearly. Candidates scored high marks.

GONJA 1

1. GENERAL COMMENTS

The standard of the paper was the same as that of previous years. It covered all aspects of the syllabus. The questions were clear and in simple language. Candidates' answers indicated that there were no ambiguous questions.

This year's performance was a bit higher than that of last year. Fewer candidates scored zero this year as compared with the past two years. It was observed that more candidates scored above eighty-five than was the case in the past two years.

In addition, fewer candidates failed to answer all the questions as was the case in previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The following were the strengths observed in candidates' answers:

- (i) First, it was found out that some candidates tried to use idiomatic expressions and proverbs in their essays. This is good, and candidates should be encouraged to continue to use more idioms and proverbs to enrich their essays.
- (ii) Secondly, more than sixty percent of candidates were able to write and answer all the ten questions.
- (iii) Thirdly, it was observed that more candidates were able to write up to the required number of words in the essay. Even though more than fifty percent of the candidates wrote fewer than the five hundred words, the number seems to have increased as compared to previous years.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) The first weakness was poor spelling. This has been a major problem with Gonja candidates over the years. Every year, reference is made to how poor spelling makes candidates score low marks for mechanical accuracy. But it seems nothing is being done to improve students' spelling.
- (ii) For example, words that are supposed to be single units are separated while those that are supposed to be separated are written as single units. Words like '*benimu*', '*adamta*' are written as '*be nimu*' and '*a damta*'. Also, '*kuwərɔma*' is not one word but should be written as '*kuwərɔma*', etc.

(iii)The second weakness is that some candidates started writing their essays very well but, in the middle, they copied some portions of the comprehension passage as part of the essay.

(iv)Finally, it was observed that some candidates could not read and comprehend.

4. SUGGESTED REMEDIES

(i) It is advisable for teachers to build a word bank on the board or on a chart for students to learn to write words correctly. Also, more spelling drills and vocabulary building activities could be used to help improve candidates' spelling.

(ii) Candidates should be given more essay writing exercises to assist them to write good essays. They should also be educated to desist from copying portions of the comprehension passage as part of their essays.

(iii)Finally, teachers should use the Directed Reading Activity (DRA) method where they put questions on the board and give students a passage and make them read to the end of a paragraph where they can find the answer to a question. This will assist students to read and understand.

5. DETAILED COMMENTS

Question 1

Write a letter to your friend and discuss two reasons each on tree planting and bush burning and their effects on the environment.

This question required candidates to discuss reasons for tree planting, which include provision of shade, improvement of soil fertility, shelter for animals and human beings, domestic and industrial purposes, serving as wind break and many more. Candidates were also expected to discuss the effects of tree planting on the environment.

The other aspect of the question requested candidates to discuss the reasons for bush burning and for that matter the advantages of bush burning. They were also expected to discuss some of the reasons as for game, to drive away wild and dangerous animals, for plant growth etc. Some of the negative effects of bush burning on the environment include depleting of the environment, extinction of wild-life, destruction of soil fertility, destruction of water bodies and destruction of life and property.

This was a popular question but unfortunately, most candidates ended up discussing just one of the issues and ended up scoring low marks

Question 2

You are the Head prefect of your school; identify four (4) issues you would like to discuss with the first-year students in the school.

Candidates were expected to discuss issues such as rules in the school, Proper dressing, time management, how to obtain internal and external exeat, attending classes, proper attitude towards quizzes, doing assignments and exercises, response to school gatherings such as assembly, sports and games, etc.

The few candidates who attempted this question gave relevant introductions by welcoming the first-year students. They also concluded with a summary. However, a few of them ended up discussing issues that were not relevant.

Question 3

Discuss two (2) problems of your community and suggest two (2) ways of resolving them.

Only a few candidates attempted this question and the performance was average. Candidates were expected to discuss the developmental and economic challenges or problems of a named community and suggest ways of solving those problems. They were to discuss challenges such as lack of health facilities, lack of school infrastructure, lack of community centres, lack of market centres for farm produce, lack of employment for the youth, lack of good access roads, lack of electricity, lack of good drinking water etc.

The second part of the question requested candidates to suggest two solutions to remedy the challenges /problems discussed above. Candidates were to discuss some of the solutions as provision of health facilities, provision of infrastructure, provision of community centres, construction of good access roads, provision of amenities such as electricity and good drinking water.

Question 4.

Write a story which ends with the expression “Left to me alone, it should happen again.”

The candidates who chose this question did very well. Many of them used their own experiences. They gave detailed narrations of the said events. Some concluded by pointing out the moral lessons that their narrations purported to teach.

Question 5 TRANSLATION

This was a passage in English to be translated into Gonja. About seventy percent of the candidates did their best to do faithful rendering. Such candidates had most of the ideas right. In other words, they reduced the passage into ideas and translated within the context of the text. This also meant using the appropriate register.

The only problem was that about eighty percent of the candidates scored zero for mechanical accuracy due to poor spelling.

Question 6 COMPREHENSION

This was a comprehension passage followed by ten questions. The questions were based on stated facts, meaning, grammar, inference and summary. The questions on stated facts, meaning and summary were well answered. However, candidates had some difficulty answering those on inference and grammar. And this has been the trend over the years. On the whole, the candidates' performance was average.

Question 7.

Explain what a syllable is and state four types of syllables with two examples each in Gonja.

A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or part of a word.

The four types of syllables that were expected of candidates in Gonja are;

1. V (E) → a, e.
2. C (K) → m, n
3. CCV (KKE) → bra, bri.
4. CVC (KEK) → kil, bir.

Where "V" stands for vowel and "C" for consonants.

The question was poorly answered since many candidates could not give the syllable structure correctly.

Question 8.

- (a) **What is vowel sequence in your language?**
(b) **Write three types of vowel sequence. Write three examples each of vowel sequence in words.**

Vowel sequence refers to the order in which vowels follow each other in a word or in between words without the presence of a consonant.

The second part of the question required candidates to state three (3) types of vowel sequence and give three (3) examples under each in Gonja. Candidates were expected to state the types and give the examples such as the following:

- (i) ia → ashia, mbia, amia.
(ii) ɔɛ → fɔɛ, pɔɛ, mɔɛ,
(iii) oe → deboe, kaboe, shiboe.

Many candidates attempted this question and they scored high marks.

Question 9

State four (4) types of adverbs and give four (4) examples under each type.

Candidates were expected to mention adverbial types like adverb of time, adverb of place, adverb of reason, adverb of manner etc. and give four (4) examples under each of them. About 70% of the candidates answered this question and they were able to state the various adverbs. They gave good examples as well.

Question 10

Explain the following types of verbs and give three (3) examples of sentences under each of them.

- (a) **Transitive verb**
(b) **Intransitive verb**
(c) **Ditransitive verb**

Transitive verbs take direct objects.

Examples

Ekpampotoonɛɛ

Intransitive verbs do not take direct objects in sentences.

Example

Kanyennimunawu

Ditransitive verbs take both the direct and indirect objects in sentences.

Example

Miama be koshinatoo.

Candidates were able to give appropriate examples of transitive and intransitive verbs, but they fumbled with the di transitive verbs.



GONJA 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of the previous years. Every aspect of the Ghanaian languages examination syllabus was covered.

The general performance of the candidates was average but slightly above that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The following strengths were exhibited by the candidates in the examination:

- (i) The candidates answered the required number of questions in each section indicating that they carefully read and understood the rubrics.
- (ii) A good number of them were able to answer the customs and institutions, and oral literature questions very well. This was an indication of how well they were prepared for that aspect of the paper.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following weakness were also observed in candidates work:

- (i) Some candidates could not express themselves in the language; hence some answers were too brief and shallow especially those on poetry.
- (ii) Spelling, wrong punctuation, use of lower-case letters for proper nouns and at the beginning of sentences and poor paragraphing remained a big problem for many candidates.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (i) Teachers should assist candidates to study the prescribed poems diligently in order to gather more content for their answers.
- (ii) Candidates should also be encouraged to do more exercises in order to improve their expressions and orthography.

5. DETAILED COMMENTS

Question 1

- (a) Write down five proverbial names in your language.
- (b) Write five shrine names you know.
- (c) State two reasons each why Gonjas give such names in both (a) and (b) above.

This question was in three parts: 'a', 'b' and 'c.'

- (a) The first part was on proverbial names. The candidates were asked to write five proverbial names. Examples of such proverbial names include the following:

- i. Ndefoso
- ii. Gbladese
- iii. Echintir
- iv. Bimonka

(b) The second part was on shrine names. The candidates were also required to write Shrine names. Some shrine names include the following;

- i. Lansa
- ii. Kipo
- iii. Ndenyi
- iv. Jindeyu
- v. Lempoche

(c) Here the candidates were asked to explain two circumstances that lead to giving two proverbial names and two for shrine names. “Ndefoso” and “Dukulubi” these two proverbial names are associated with enmity. Infertility is a reason why some people name their children after shrines like “Lansa” and “Jindeyu”.

On the whole, the question was well answered.

Question 2

Write down ten riddles in Gonja and provide their meanings/answers.

The question was on riddles. Candidates were asked to write ten riddles in the language.

Examples of riddles in the language include:

- i. “Tintinkulon, Tinkulon or “Pichulo, Pichulo”.
- ii. “Pise, PiseYarr”.
- iii. “chu lela dese lankpran be kefiito”
- iv. “Ntutoekomobe gban1 ko e wæbuto n1 mobekoduwakowu”

This part demands candidates to provide meaning of the ten riddles;

- i. “Tintinkulon, tinkulon”- No matter how full a river is, the bird can fly over it.
- ii. “pise, piseyarr”. - The dog does not clean the teeth, but the teeth are always white.
- iii. “Nchulela dese lankpran be kefiito”. - No matter how beautiful your sister is, you cannot marry her.
- iv. “Ntuto e komobegbanε ko e wæbutonεmobekoduwakowu”-While the fire is in the room the smoke is outside.

Candidates answers proved that they were well versed in the culture of their land. The question was also well answered

Question 3

Discuss four important events that occurred in the novel “Gbɛadese”

Candidates were asked to discuss four events in the book.

The first event is about the enmity between Echintir and Edonbɔŋɛ who were the co-wives of Gbɛadese, a very powerful chief. Echintir’s brother, Brakinso came in and did all he could to make Gbɛadese to reject Edonbɔŋɛ as a wife. As a result, she was sent away from the husband’s house.

The second event is where the warriors deceived chief Gbɛadese and freed Edonbɔŋɛ. They sent her to a village called Balamano. There she became pregnant and gave birth to a daughter by named Nyembɔeno.

Another event is where Gbɛadese proposed marriage to Nyembɔeno who was his wife, Edonbɔŋɛ’s daughter.

A fourth event is the acceptance of Edonbɔŋɛ by Gbɛadese again into her matrimonial home.

This was a well answered question

Question 4

(a) Give five behavioural traits displayed by the main character in the novel, “Gbɛadese”

(b) Discuss briefly how the story ended.

(a) The candidates were to discuss five behaviours of the main character in the play. These should include the following.

- i. He was a very powerful chief of a village. very autocratic and all his people feared him
- ii. He never forgave anybody who offended him. That is why he did not forgive Endonbɔŋɛ
- iii. Gbɛadese did not consider things critically, that is why he was deceived by the warriors.

(b) The candidates were asked to comment on how the story ended. It ended with disappointment on the part of Gbɛadese who could not marry his own daughter.

This question was well answered too.

Question 5

- (a) **Discuss four important activities/events that took place in the drama, “Awodima”.**
- (b) **Discuss the life of two characters in the play.**

The question was in two parts (a) and (b).

- (a) Here, the candidates were asked to discuss four events in the book. Some events in the book include the following;
- i. The conversation between Ntuwe and Esaedi about Shamoya when Esaedi returned from school and met his sister Ntuwe sweeping the compound. They talked about Shamoya and how she was maltreating them.
 - ii. Esaedi and his sister Ntuwe talked about how their father was spending money and not taking care of them in school.
 - iii. Lawyer Tuntumba visited Awodima in his house where they arrived at the amount to be paid for the case in court.
 - iv. Awodina withdrew Esaedi from school against the wish of the headmaster Nkiedon.
- (b) The candidates were also required to discuss the role of two characters in the play.
- i. Esaedi
He was the son of Awodima. His sister was Ntuwe. He was good in school but Awodina terminated his education as a result of the influence of Shamoya his wife.
 - ii. Lawyer Tuntumba. He played the role of a lawyer in the book. He was the lawyer who defended Awodima in the chieftaincy case. He won the case on behalf of Awodima.

Candidates who chose this question also performed creditably.

Question 6

- (a) **Write down five different proverbs from “Awodima.”**
- (b) **Discuss how important each proverb is in the play.**

The question was in two parts (a) and (b).

- (a) This part asked candidates to write five proverbs from the prescribed book.

Examples of proverbs used in the book include these:

- i. “Bu maa ji edempofanædon” Lawyer Tuntumba.
- ii. “Kakpane baa shatampo don ne e bee bure nwuye” – Shamoya
- iii. “Egbelgbakoaso” – Awodina
- iv. “Kabuibidampochebunyimonnanæ e wæawudeto.” – Masape

- (b) How the proverbs helped in the book.
- i. To show that you cannot treat a known person in the same way as you will treat someone you do not know.
 - ii. One can only behave in the way he is known.
 - iii. It is good to keep secrets.
 - iv. An enemy can be identified wherever he/she is.

The candidates answered this question well.

Question 7

- (a) **What is the theme of “Bomin e wɔafɛso”?**
- (b) **Discuss the behaviour of man as exhibited in the poem.**
- (c) **Write down two literary devices in the poem, supporting each with a line from the poem.**

The question has three parts (a), (b) and (c) respectfully.

- (a) Candidates were required to identify the theme of the poem. The theme is, “human beings are never satisfied with whatever they get.”
- (b) They were to identify a human behaviour in the poem. An example is as follows:
 “Bomin so nna;
 Bɔresapo e kiitirpo”
- (c) The candidates were to identify two literary devices in the poem and give an example of each
 - i. Simile (Kuduluwi)
 “Nɛ a wɔrɔmo
 Fanɛdare”
 - ii. Exaggeration (kukudaɲɛso); “Botipo bee lannkure”

The question was not satisfactorily answered. Candidates could not give examples of literary devices used in the poem.

Question 8

- (a) **State the mood of the poet in “Gbangban bee churɔ” and support it with a line from the poem.**
- (b) **Discuss the structure of the poem.**

This question was in two parts

The title of the poem is “Gbangban bee churɔ”

- (a). Candidates were asked to use part of the poem to explain the mood of the poet.

Portion of the poem;

“Awookaεεbomin n woto

Nnɔpirbibaŋɔ a buuso a gben”

This shows that the poet was in state of dilemma about human behaviour.

(b). The second part required the candidate to discuss the structure of the poem. The structure is as follows:

- i. Stanzas (Ntoo) – It is made of three stanzas and each stanza brings out two contradictory ideas about human behaviour

- ii. Repetition
There are repetitions of some parts of the poem eg.
“Gbangban bee churo’
Gbangban bee churo”

- iii. Alliteration
Alliteration is also common in the poem eg.
“afitirikilgi n kiiburabura
Apuntoblan bee shukeli
Afitiri bee chena kegbenti
Akala be langarach1”

This question was also poorly answered. Most candidates could not quote phrases from the poem in support of the mood of the poet.

KASEM 1

1. GENERAL COMMENTS

Generally, the standard of the paper was within the level of the candidates. The general performance of the candidates did not differ from that of the previous year. The questions were within the scope of the syllabus; as such, candidates performed within their experience. A few candidates scored high marks in most of the questions while the majority of the candidates scored low marks.

2. A SUMMARY OF CANDIDATES STRENGTHS

- (i) Detailed presentation: It was good to note that the candidates did not, on the whole, lack ideas in the presentation of their essays. Actually, most of them answered the essay topics with confidence. They managed to give detailed narratives making scanty references to the text and using good grammar and idiomatic expressions. In all, most candidates portrayed a good knowledge of all the formal features of the organization of the essays. One commendable aspect was most candidates' ability to identify types of literary devices and clauses.
- (ii) Good expression: A good number of candidates used various stylistic devices such as idioms, proverbs and simile to express themselves in the work. Others also used the appropriate register to present their answers.
- (iii) Relevant responses: Some candidates gave correct responses to questions on the comprehension questions. They gave precise and unambiguous responses to the questions.

3. SUMMARY OF CANDIDATES WEAKNESSES

- (i) Poor spelling: A majority of the candidates spelt words wrongly in their presentations. Even some words which are correctly spelt in the question paper were still spelt wrongly by some candidates. Examples include "yeire" for "jeiri", "teini" for "teeni" "tiga" for "tega" and "yage" for "yeige". This problem ran through a lot of their work. Some also interchanged the use of capital and small letters in their work.
- (ii) Poor punctuation: It was a pity to realize that some candidates did not know which punctuation marks to use in their constructions. They ended sentences without a full stop and they also ignored the comma where it was supposed to be.
- (iii) Poor handwriting: A few candidates presented very bad handwriting in their work. This makes their work very difficult to read and make good sense of.

4. SUGGESTED REMEDIES

- (i) Frantic efforts should be made by language teachers to get books written in Kasem orthography as guide for candidates to learn how to write the language. Candidates should be encouraged to read such books so as to improve their spelling. Dictation exercises should also be used regularly to improve their spelling.

- (ii) The language teachers should expose candidates to the technical or key words and how they are used. Candidates should be taught to construct short sentences on their own and given to teachers for correction.
- (iii) The language teachers should do well to get a full concept about punctuation marks for candidates. Candidates can also be encouraged to transfer knowledge from other languages about punctuation to Kasem where necessary.

5. DETAILED COMMENTS

Question 1

Write a letter to your friend and discuss two reasons each on tree planting and bush burning and their effects on the environment.

This question was answered by most candidates. As expected, candidates presumably opted for it because they seem to be familiar with letter writing. They had good knowledge of the materials demanded. They discussed at length the benefits of tree planting and uses of trees in general to the environment. They mentioned that trees are very useful to both humans and animals as well as to all living things in the environment.

Some candidates gave definitions to the two sides of the question - tree planting and bush burning. The usefulness of trees include provision of shade, improvement of soil fertility, shelter for animals and human beings, beautification purposes, for furniture and also serve as wind break and many more. Candidates discussed the destructive nature of bush burning to the environment.

The other aspect of the question requested candidates to discuss the reasons for bush burning and for that matter the advantages of bush burning. They were also expected to discuss some of the reasons for bush burning; for game, to drive away wild and dangerous animals, for plants growth etc. Some of the effects of bush burning on the environment include; depleting of the environment, extinction of wild-life, destruction of soil fertility, destruction of water bodies and destruction of life and property. Few candidates were able to talk about the two issues.

Question 2

You are the Head prefect of your school, identify four (4) issues you would like to discuss with the first-year students in the school.

This question was one of the most unfamiliar and was well avoided by all candidates. The question demanded candidates to expose new comers to the school, the change of environment and school life. They were expected to discuss in general the academic field

in the school, dress code, work within scheduled time, good attitude towards exercises, wearing of prescribed uniform, obeying school rules and regulations as well as how to obtain exeat. No candidate however attempted this question.

Question 3

Discuss two (2) problems of your community and suggest two (2) ways of resolving them.

The candidate was expected to mention any two major problems in his/her community and suggest two ways of solving them.

Candidates mentioned problems such as drunkenness involving especially the youth, drug abuse, lack of health facilities, lack of community centres, lack of school buildings, lack of market centres, lack of good drinking water, lack of electricity, lack of employment for the youth, lack of accessible roads and many others. On how to resolve these problems, candidates called on the government, chiefs and opinion leaders, NGO's to collaborate in providing these social amenities in the community. Unfortunately, a majority of candidates who attempted this question could not provide the solutions to the problems though they were able to discuss some of them.

Question 4.

Write a story which ends with the expression "Left to me alone, it should happen again".

As usual, few candidates answered this particular question, giving various incidents about themselves or a friend. Candidates were expected to weave a story which should conveniently end with the given expression. Candidates touched on the following in their presentations; sports and games competition, birthday celebrations, wedding celebrations, cultural festival celebrations and quiz competitions. Few candidates concluded their composition by recapping the expression and pointing out the moral lessons that their narration purported to teach. Others ended their stories with expressions that have no bearing with the given expression.

Question 5 Translation

Candidates were asked to translate an English version of a passage into Kasem. The passage generally was within the level of the candidates but most candidates as usual lacked the skills of translation and thus performed abysmally. Very poor spelling rendered candidates work difficult to read and comprehend.

They needed to break the passage into main ideas- fifteen ideas in all within the context of the entire passage, using appropriate register. Unfortunately, a majority of candidates did word -for -word translation.

Question 6 Comprehension

Candidates were asked to read a short passage in Kasem and answer questions on it. The questions were based on stated facts, inference, meaning based, figures of speech and summarizing the whole passage by giving a title to it. Generally, candidates' performance on this question was not very bad even though there were poor spelling and some grammatical shortfalls. However, question item 'h', which sought to test the candidates on an expression, that is, the meaning of a stated fact, posed a challenge to candidates. Generally, most candidates did not portray the skills of comprehending the entire passage and thus ended up scoring low marks.

Question 7

Explain what a syllable is and state four types of syllables with two examples each in Kasem.

A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or part of a word.

The four types of syllables that were expected of candidates in Kasem were, but not limited.

1. v → a (amo); o (omo)
2. k → n (nmo) n, ŋ, m
3. kv → ba, sa, to, di, me
4. kvk → kam, bam, wom
5. kvv → luu, tea, dia, mɔɔ

Though most candidates wrote down the types of syllables correctly, they could not provide the examples to back their claims. They scored below average in this question.

Question 8

- (a) **What is vowels sequence?**
- (b) **State three types of vowels sequence and give three examples under each**

Here, the candidate is required to give the definition of a vowel sequence in Kasem. This refers to a particular order in which vowels follow each other in a word without the presence of a consonant.

The second part of the question requires candidates to state three (3) types of vowels sequence and give three (3) examples under each in Kasem. Candidates were expected to state the types and give examples of the vowels sequence. It appeared most candidates did not have any idea about this question as only two attempted it but performed poorly.

The question seemed strange to the candidates.

Question 9

State four (4) types of adverbs and give four (4) examples under each type.

Candidates were expected to mention adverbial types like; adverb of time, adverb of place, adverb of reason, adverb of manner etc and give four (4) examples under each of them. Most candidates were familiar with this question and answered it correctly. They were able to state the types but few of them could not give the examples to buttress their points.

Question 10

Explain the following types of verbs and give three (3) examples of sentences under each of them.

- a) **Transitive verb**
- b) **Intransitive verb**
- c) **Ditransitive verb**

Here, the candidates were demanded to give clear definitions of the three items and how they function in the Kasem language. The second part of the question also expected candidates to give three examples of each item in sentences. Most candidates did not attempt this question which is an indication that they might not be familiar with the question. The few who attempted only wrote about transitive and intransitive verbs with examples.

KASEM 2

1. GENERAL COMMENTS

Generally, the standard of the paper was within the level of the candidates. However, the performance level was below that of last year. Many candidates scored low marks.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) Candidates had a good knowledge of the answers to the questions.
- (ii) They exhibited this knowledge in sections **A** and **B** of the Paper.
- (iii) Their mechanical accuracy was also good, as there was much improvement in the vowel harmony and word division as compared to previous years.
- (iv) Their spelling also improved as compared to last year.

3. A SUMMARY OF CANDIDATE'S WEAKNESSES

- (i) Most candidates did not start proper names with capital letters.
- (ii) They provided most of their answers in long single sentences which sometimes made it difficult to comprehend.
- (iii) They also listed points without expanding them as demanded by the questions.
- (iv) Their knowledge in poetry and the prose was very weak.
- (v) Candidates also did not punctuate their work well which sometimes changed the meaning of the sentences.

4. SUGGESTED REMEDIES

- (i) Teachers should teach the students how to effectively write paragraphs. They should also teach the rules of punctuation.
- (ii) Students should be encouraged to read more Kasem orthography to cure the problem of poor spelling.
- (iii) Teachers should teach students how to appreciate poetry well.
- (iv) They should also be taught how to use capital and small letters so that they can effectively use them in their work.

5. DETAILED COMMENTS

Question 1

- a. Write five proverbial names.**
- b. Write five weird names in Kasem.**
- c. Give two reasons each why people give such names in (a) and (b) above.**

This question was in three parts a, b & c. Candidates were expected to write down five proverbial names and five weird names given to people. They were also expected to give two reasons each why these names are given. Candidates who answered this question did

very well. Most of them were able to write down both sets of names and the reasons for giving such names. However, there were few candidates who just mixed up names instead of grouping them.

Also, most candidates were quite familiar with proverbial names and the reasons assigned to such names. Candidates were able to provide such names and they stated the reasons behind such names. However, candidates had problems with still birth names. In most cases they were unable to provide examples of still birth names and their appropriate meanings.

Question 2

Give ten riddles and their answers.

Candidates were expected to give ten riddles in Kasem and their responses. Candidates were able to give the riddles and their answers as;

- i. A dwojɪ kukula n dana naa - Diga ywei
- ii. N ni ne konto a ba beene mo na? - Diga ni
- iii. Ba dé yɛ gaao dé nyɔ na. - Ba dé yɛ mɔnkoro dé jɔ mɔne
- iv. Wɔ mo ye sɔnjɔ kom bebar-nyeno - Nyoa

Question 3

Discuss any four events in the prose, ‘Kawuri Nɛ Nanjara’.

Candidates were expected to discuss any four events in the prose, “Kawuri Nɛ Nanjara”. Most candidates who attempted this question performed below average. They wrote the events as; The title of the book in English is ‘Kawuri has got a ladle’. Kawuri’s hands were cut so that the brother could remove a bangle and use it to marry. Kawuri therefore has no hands but has found someone who does all her work for her. In the story her hand is cut off and it is the maidservant who now does everything for her. Candidates narrated incidents that happened before her hands were cut off. In all these incidents, the maidservant is not mentioned. The activities of the maidservant referred to as the ladle comes in the middle of the story. Candidates ended by saying that the rival wife was disgraced and was sent away whilst the daughter was told not to eat or kill a python.

Question 4

(a) Discuss five behaviour patterns of the main character.

(b) Discuss the resolution of the story.

- (a) Candidates who attempted this question only wrote down the points on the behaviour of the main character, but they failed to discuss them. The points they wrote include fighting, collecting the millet with both hands, cutting of her hand, meeting the

python and giving the child to the python. Some candidates gave their answers in single long sentences while others gave a summary of the whole story. A few of them also wrote points which have no bearing on the question.

- (b) On the resolution of the story, candidates were supposed to point out how Kawuri was able to collect the millet with two hands. They were also to state how the rival wife was disgraced and her daughter told not to kill or eat python as the resolution. Candidates performed satisfactorily in this question.

Question 5

Discuss four important events of the drama and write brief notes on any two characters.

Candidates were expected to discuss any four events in the drama and also write short notes on any two of the characters. They were expected to write events which include how the family discussed Kawuri's excision and how Kaduum ran away and finally killed herself. They were also to discuss how the rival wives insulted each other. However, candidates only listed the points but did not discuss them further. On how to write short notes on any two characters, candidates just summarized the whole story as the answers and so got low marks.

Question 6

Identify five proverbs in the drama and discuss their relevance.

Candidates listed proverbs in the drama as;
Swa dage chelilima ya leiiri nakwa wone
Dalɔŋɔ gare je yaara
Ko ná nɛ dakwolo liiri n weeri
Bu jaane o di mo se o ba jaane o tea etc.

Candidates were able to list the proverbs in the drama well but few of them could not relate them to the drama well.

Question 7

(a) The theme is if you are disrespectful and arrogant you will not get help from people when you are in trouble. Candidates gave phrases as the theme. Many candidates did not attempt it at all.

(b) Human activities in the poem: include arrogance, pride, and insensitivity. Candidates could not identify the human activities in the poem.

(c) Identify two literary devices in the poem:

N ye kukura mo metaphor

Chiloje.....dono opposite

Many candidates did not attempt this question at all. Those who did only wrote types of literary devices without examples from the poem.

Question 8

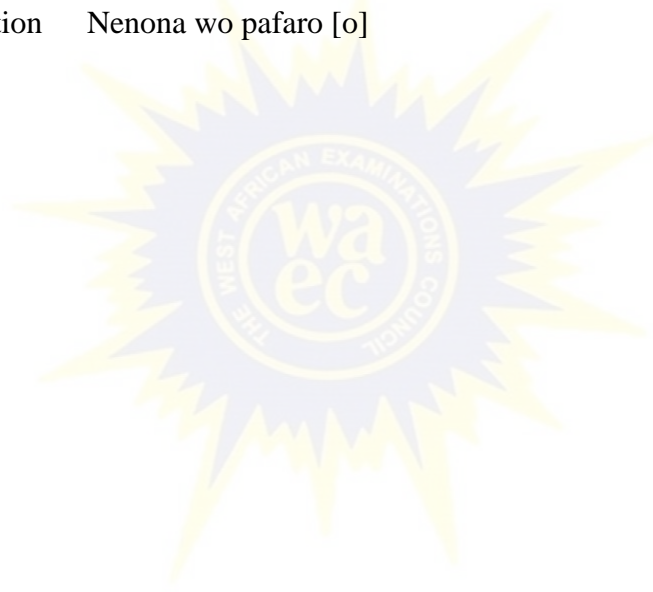
(a) The mood of the poet; the poet was very happy as” Kayara jege pe” and Dé zaane-m” support the statement. Many candidates were able to get it correct.

(b) The structure of the poem; The mood is a happy one. It has three verses. The lines in the verses are not equal. Literary devices in the poem include

Metaphor Namalesiga tete

Opposite N go n wo si n wo go n wo si

Alliteration Nenona wo pafaro [o]



NZEMA 1

1. GENERAL COMMENTS

The standard of the paper compared favourably with those of previous years and was well within the scope of the syllabus. There was a slight improvement in candidates' performance as compared to that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTH

- (i) Candidates were able to write full length essays and scored high marks as a result.
- (ii) Some candidates had good control of the language and used idiomatic expressions and proverbs in the essays.
- (iii) Some candidates were able to read and understand the comprehension passage and answered them quite appropriately.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) The mechanics of the language is a big problem to candidates.
- (ii) Some candidates copied portions of the comprehension passage as their answer to some questions, especially the essay.
- (iii) Most candidates could not answer questions on grammatical forms and functions.

4. SUGGESTED REMEDIES

- (i) Teachers should take students through regular dictation exercises to enable them overcome problems with the mechanics of the language.
- (ii) Students must also be encouraged to read extensively.
- (iii) Teachers must take students through regular exercises on grammar.

5. DETAILED COMMENTS

Question 1

Write a letter to your friend and discuss two reasons each on tree planting and bush burning and their effects on the environment.

This is an informal letter and needs to have all the features of an informal letter which includes the writer's address, the date of the letter, salutation, valediction and name of the writer.

Most candidates answered this question well.

Positive effects of tree planting such as provision of shade and shelter for both animals and human beings were indicated. It also serves as food and medicines, wind breaks during heavy winds, provision of oxygen to improve the air we breathe, etc.

Some negative effects of bush burning were also given as depleting of the environment, destruction of life and property, destruction of soil nutrients, etc.

A few of them could, however, not organize their thoughts in a coherent manner.

Question 2

You are the Head Prefect of your school. Identify four issues you would like to discuss with the first-year students in the school.

This question was attempted by only a handful of the candidates and some of them did very well. They were able to discuss issues with academic work such as regular attendance of classes, proper attitude to class work, quizzes, assignments etc. Importance of scheduled activities such as rising/ waking up time, classes time, break time, dining time, bed time, etc were also discussed.

Others also mentioned importance of obeying school rules and regulations such as attending school assembly, attending clubs and societies meetings, being part of school sports and games, etc.

Question 3

Discuss two problems of your community and suggest two ways of resolving them.

The question required candidates to identify social problems such as lack of health facilities, school infrastructure, community centre, etc. They could also touch on economic issues such as lack of market centres for their farm produce and lack of employment opportunities for the youth. Development problems such as lack of good access roads, lack of electricity and good drinking water were also discussed.

A good number of the candidates did well by identifying the problems as outlined above and also suggested solutions. These included a call on the government to provide a health centre, school infrastructure, employment opportunities for the youth etc. The District Assembly and NGOs were also expected to help provide good access roads, markets and social amenities such as electricity and good drinking water.

Question 4

Write a story which ends with the expression, “Left to me alone, it should happen again”.

Most candidates answered this question very well giving different roles played by various characters in stories on sports and games competitions, birthday celebrations, school or

community cultural festivities, etc. They also discussed various lessons learnt from their stories. What became a serious challenge to most of the candidates was how to connect their beautiful stories coherently with the given concluding statement.

Question 5

Candidates were asked to translate a given passage from English into Nzema. Some candidates did well by translating ideas. However, others lacked the skills of translation so instead of breaking down the passage into ideas, they did literal translation of the individual words and, therefore lost great marks.

Question 6

Candidates were required to read a short passage in Nzema and answer questions based on it. The questions were made up of stated facts, inferences, meaning, usage and summary. Most candidates were able to answer the questions on stated facts easily, whilst the other types became a hurdle to them.

Instead of giving the passage a title of not more than seven words as required by the question, a few candidates misunderstood this and instead gave seven different titles as their answer and scored zero for that question.

Question 7

(a) What is a syllable?

(b) Discuss four types of syllables in the Nzema language and give two examples on each.

Most candidates were able to explain what is meant by a syllable. They were able to explain that a syllable, (enelekpɔke) is the smallest unit of sound during speech either in isolation or as part of a word.

Quite a number of them, however, showed gross ignorance when it came to the types of syllables. They were expected to state the types such as vowel alone as syllables ie (vawolo angomekye – V), Consonant and vowel as syllable (Kɔnsɔnante nee vawolo enelekpɔke - KV), Nasal consonant as syllable (Abonyibɔke Kɔnsɔnante – N), lengthened vowel (vawolo ndwenu – V:) etc.

Question 8

(a) What is vowel sequence?

(b) Discuss three types of vowel sequence in the Nzema language and give three examples on each.

The first part of the question was well answered by most candidates. They were able to explain that vowel sequence is a situation where two or three vowels follow one another in

a word. What was a challenge to some of them was the types. They were expected to indicate the types such as the sequence “close to open” [sua] house, “Open to close” [zɛhaɪ] this, “Open to open” [saa] if, “close to close” [kisiɪ] dark.

Question 9

- (a) Discuss four different types of adverbs in the Nzema language.**
- (b) Use each of the four adverbs in (a) above in two different sentences.**

In the first part of this question, candidates were asked to discuss four types of adverbs. However, most of the candidates only identified the adverbs such as adverbs of time, manner, place, frequency, etc but failed to discuss their functions as required by the question.

In the second part of the question, quite a number of candidates were able to use the adverbs correctly in sentences but a few of them rather used adjectives instead of adverbs.

Question 10

- (a) Discuss the following types of verbs**
 - i. Transitive verb (nyiavo yɛkpɔkɛ)**
 - ii. Intransitive verb (nyiavoanva yɛkpɔkɛ)**
 - iii. Ditransitive verb (nyiavo mɔnwɔ yɛkpɔkɛ)**
- (b) Use examples of each of the above verbs to form three different sentences.**

The first part of the question required candidates to discuss transitive, intransitive and ditransitive verbs. Most of them were able to indicate that transitive verbs are those that need an object to make the sentence complete and meaningful, whilst intransitive verbs are those which do not need any object to make meaning. They, however, showed evidence from their answers that they were not familiar with the term ditransitive verb. They could therefore not explain that it is the type of verb which needs two objects at a time to be able to make a meaningful sentence.

It was not a surprise, therefore, that most candidates were able to give examples with transitive and intransitive verbs in sentences but could not give any good examples of the ditransitive verbs.

NZEMA 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with those of the previous years. All the questions were within the syllabus and thus within the competence of the candidates.

There was a little improvement in the general performance of the candidates as compared with that of the previous years.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Some candidates adhered to the rubrics of the paper and followed the demands of the questions and answered them accordingly.
- (ii) Some candidates were able to dilate on the points they gave as answer to their questions and were accordingly rewarded.
- (iii) With respect to the written literature, a good number of the candidates were able to state the theme of the poem and also identify correctly literary expressions they were expected to identify.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Most of the candidates had problems with the orthography of the language.
- (ii) Candidates answered the question on poetry appreciation poorly.
- (iii) Poor punctuations and spelling of words were common among most candidates.
- (iv) Some candidates poor responses to the written literature questions suggested that the set books were not studied.

4. SUGGESTED REMEDIES

- (i) Students should be encouraged to read more supplementary readers in the language in order to improve their competence.
- (ii) Teachers should endeavour to teach their students the techniques of poetry appreciation.
- (iii) It is advised that teachers should give more exercises to their students, mark and discuss their shortcomings as a means of preparing them adequately for the final examination.

5. DETAILED COMMENTS

Question 1

- (a) Write five Nzema proverbial names.
- (b) Write five weird names in Nzema.
- (c) Give two reasons each to explain why the Nzemas use these names.

The question expected candidates to give five examples of Nzema proverbial names

(mrele aluma), five weird names (abawuo aluma) and give two reasons each to show why these names are given.

Many candidates attempted this question and were able to give correct answers to the names eg. (a) *Bekulundwo and Meneabe* and (b). *Kanra and Wangala*. With respect to part (c) of the question, only a few of the candidates could give the reasons for giving these names some of which are; for (a) *casting of insinuation, etc* and (b) *to break the incidence of repeated death of infants, which make some of them to score low marks*.

Question 2

Write ten riddles and give their responses.

The question expected candidates to provide ten riddles and give their responses. Most students who answered this question were able to give correct riddles following the correct structure and gave the correct responses. For example; *Debie bie wɔ eke o, ye ngakula nu ɔle ezinra, ke ɔye kpanyinli la enee yeye tendenle. Duzu debie ɔ? Tohulu*.

However, some candidates did not follow the structure and lost precious marks. Also, some candidates wrote puzzles rather. Puzzles begin with *Megye wɔ...*

Question 3

Discuss four events in the story, “Adwoba Ehwia”.

The question expected the candidates to identify four events in the story and discuss them. Some of the events are; *Alu kenya and his wife Asua Eba having problems with childbirth and Adwoba Ehwia’s trip on scholarship to study in Norway*.

Most students who attempted this question were able to identify the events and discuss them accordingly.

However, a few listed the points and failed to discuss them and therefore lost marks.

Question 4

- (a) Discuss five-character traits of the main character in the prose, “Adwoba Ehwia.”**
- (b) Show how the story ended.**

The candidates were expected to discuss five-character traits of the main character, “Adwoba Ehwia” and also show how the story ended.

Some of the character traits of the major character that candidates were expected to identify and discuss are; She was very zealous in her studies, she was very patriotic, a good cook and a hardworking doctor.

The denouement of the story was the marriage of the major character at Takoa and the unprecedented marriage celebration.

Most candidates attempted this question and were able to answer the first part perfectly. The second part was however poorly answered.

Question 5

- (a) Discuss four events in the drama, “Nyamenle Asa Elomboε ne.”**
- (b) Select two of the characters and discuss their character traits.**

The question expected candidates to discuss four events in the drama and discuss the character traits of two of the prominent characters.

Most candidates who attempted this question just gave points in answer to the first part and failed to dilate on them.

Also, while some candidates discussed the characters fully and were rewarded, some only put down points and consequently got low marks.

Question 6

- (a) Quote five proverbs used in the drama, “Nyamenle Asa Elomboε ne”.**
- (b) Show the relevance of each of the proverbs quoted in (a).**

Candidates were required to quote five proverbs from the drama and show their relevance.

A few candidates attempted the question. Most of them were able to give correct responses to the question. Unfortunately, a good number of them faulted in the second part of the question quoting proverbs outside the book.

Question 7

- (a) What is the theme of the poetry “‘Ebela ne a le Edawo”?**
- (b) Discuss any human behaviour exhibited in the poem.**
- (c) Identify two literary genres used in the poem and quote an example of each.**

The question was in three parts. Candidates were expected to state the theme of the poem “‘Ebela ne a le Edawo”, discuss any human behaviour the poem exhibits and also identify two literary genres used and quote an example of each.

This was a popular question and most candidates who attempted it were able to satisfy the demands of the question and were rewarded accordingly. The theme was, *one should work hard if he/she wants to succeed in life*. An example of the genres identified is *idiom “Edendedenle”; Oti bo mōdenle mia enwo*. The human behaviour exhibited in the poem is the behaviour of *some people not working to earn a living but always relied on the benevolence of others to succeed*.

However, a good number of them could not discuss part (b) of the question well.

Question 8

- (a) What is the mood of the poet in the poem “Asoo obaye boe”?** Quote an expression from the poem to support the theme you have stated.
- (b) Discuss the structure of the poem.**

Candidates were expected to state the mood of the poet in the poem, “Asoo obaye boe” and quote an expression from the poem to support the theme stated. They were also required to discuss the structure of the poem.

In part (a) the poet was in a sad state, with the supporting expression being “*Asoo obaye boe*” which ends the stanzas and the expression “*Ayi, me nye enla*”. With respect to part (b), candidates were expected to discuss the following features of the poem: the number of stanzas, number of lines in each stanza, sound pattern, literary expressions used, repetition etc.

Not many candidates attempted this question. But the few who did could not support the theme with an appropriate expression from the poem. Also, they could not discuss the structure correctly. The best some did was a summary of the poem which consequently caused them loss of marks.

TWI (AKUAPEM) 1

1. GENERAL COMMENTS

Generally, the paper was within the level of the candidates and was therefore manageable. The essay topics, as well as the comprehension passage, were very much within the level of the candidates.

The performance of the candidates was much better than that of the previous year. Candidates scored higher marks than has been the case in the previous years.

2. A SUMMARY OF CANDIDATES' STENGTHS

- (i) Good Orthography: Spellings, word division and use of punctuation by many candidates were very good. Words that are normally written as single units and/or separate units were correctly written. Candidates also used capital and small letters appropriately. They also used the full stop and other punctuation marks appreciably. This made their answers very easy to read and understand.
- (ii) Good Organization: The organization of answers of many candidates was very good. They gave every new question a new page. They also gave the composition appropriate paragraphs and presented their ideas and answers in an orderly manner in other sections.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Some few candidates had peculiar problems and weaknesses which should be looked at. Some of the problems had to do with understanding of the Akuapem Twi language, the orthography and writing the language as a whole.
- (ii) The performance of the candidates in the language structure was very poor, especially in the phonology. Candidates could not answer any of the questions convincingly. They just put down some symbols as their answers.

4. SUGGESTED REMEDIES

- (i) Students should be encouraged to go an extra mile by writing essays aside given assignments in class and present them for vetting thereby improving their orthography.
- (ii) Teachers should pay attention to the teaching of Phonology and Grammar since these have always been the major weakness of the candidates they present for examination, year after year.

5. DETAILED COMMENTS

Question 1 - Letter Writing

Candidates were to write friendly letter discussing two reasons each on tree planting and bush burning and their effects on the environment.

A good number of candidates attempted it. Whilst some hit the nail right on the head, and had good marks, others just chose one side of the question. Candidates were expected to deal with the importance of tree planting like, provision of shade, improvement of soil fertility, shelter for animals and human beings, to serve as food and medicine etc.

Candidates also highlighted the advantages and disadvantages of bush burning which include, for game, extinction of wildlife, destruction of life and property and destruction of soil nutrients.

Question 2

You are the Head Prefect of your school. Identify four issues you would like to discuss with the first-year students in the school.

Few candidates attempted this question and they did very well. They gave very good introduction and conclusion. In their delivery, they touched on the rules and regulations of the school, academic work, mode of dressing and time management. All in all, candidates presented good essays that are commendable.

Question 3

Discuss two problems of your community and suggest two ways of solving them.

This was a popular question. Candidates were able to come out with the required demands of the question. In their essays, they discussed problems such as, lack of health facilities, lack of infrastructure, lack of market centres for their farm produce, youth unemployment, lack of good drinking water, etc. Candidates went further to appeal to the government and NGOs to come to their aid with potable water, permanent structures for market and schools as well as good access roads.

Question 4 - Narrative

Candidates were to write a story which ends with the expression, “Left to me alone, it should happen again.”

Few candidates attempted this question. Some expected points students were to write on included, sports and games competitions that the candidate partook in and won, birthday celebration – party organized, presents/gifts given out, trips to places of interest, etc.

Among the few that chose the question, some wrote very good essays that met the demands of the Marking Scheme. In others too, the use of jargons, loaned words and contemporary expressions, together with figures of speech that would have embellished their stories were lost.

Question 5 - Translation

Candidates did very well this time around to get the ideas as expected and they did Text based translation as well. However, wrong spellings and grammatical errors characterized their work; thus, making them lose the mark for Mechanical Accuracy.

Key words like property – ‘agyapade’, tax – ‘tow’, chair – ‘akongua’, primary school – ‘ahyease/mfiase sukuu, voluntary contribution – ‘sika/ntoboa a wofi wɔnpɛ mu yi’, could also not come out very well.

Some candidates itemized the ideas although it is not acceptable. The document in the target language must always be in the same form as the one in the source language.

Question 6 - Comprehension

Candidates were given a short prose passage in Akuapem Twi to read and answer ten questions based on it. The questions were based on stated facts, inference, meaning, function, and summary (title).

Candidates’ performance was on the average – only a few fell below the average.

Candidates’ had problem with explaining some figures of speech/idiomatic expressions – e.g. “wo nan nnyee fam a, wuntu mmirika, - wonkwadere biribi mu a, mpere wo ho nyɛ”.

Question 7

- (a) Explain what a syllable is.**
- (b) State four types of syllables with two examples each.**

In this part, candidates were expected to explain what a syllable is and give the syllable structure of the Akuapem Twi with two examples each. They were required to state that;

A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or part of a word.

“Asensin ye mframakuw biako wə ɔkasa mu”.

The syllable structure of Akuapem Twi is;

Consonant, Vowel, Consonant-vowel and Consonant-consonant-vowel.

- 1.V (ɛ) → a, ɛ.
- 2.C (A) → m, n
- 3.CCV (AAɛ) → bra, pra.
4. CV (Aɛ) → da, wo.

Where “V” stands for vowel and “C” for consonant.

Many candidates dodged this question but the few who attempted it performed averagely

Question 8

(a) What is vowel sequence?

(b) Give three examples of vowel sequence in your language and give three examples of each type.

Candidates were required to state that vowel sequence is where a vowel follows another vowel, or we have a long vowel without any consonant between them in stem word, morpheme boundaries or in between two words.

For example;

Nsemfua mu – aboa

Nsemfua ntam – ohianiasem

Mɔɔfem ahye so – ɔdae

Many candidates attempted this question and they did quite well.

Question 9

(a) Discuss four types of Adverb.

(b) Give two examples each of the four types in sentences.

Candidates were tasked to describe four different types of adverbs and give two examples each of the adverbs discussed in sentences. Some of the adverbs discussed include, adverb of time, (bere kyerefo) adverb of place (beae kyerefo), adverb of degree (anoden kyerefo), adverb of manner (yebea kyerefo) and adverb of concession (ampaye kyerefo).

Some examples are;

- Bere kyerefo – Yebetu ntem
- Beae kyerefo – Abenaa da dua no ase
- Yebea kyerefo – Abeawa no didi nyaa
- Anoden kyerefo – Kwame hwee ne nua no papa

The few who attempted misfired.

Question 10

Explain each of the following;

(i) Transitive verb

(ii) Intransitive verb

(iii) Ditransitive verb

(b) Use each of (a) to form three sentences.

Transitive verbs take direct objects.

Examples; Agyinamoaa no awe nam no

Intransitive verbs do not take direct objects in sentences.

Example; Aduan no aben

Ditransitive verbs take both the direct and indirect objects in sentences.

Example; Yaw kyee mmofra no paanoo

TWI AKUAPEM 2

1. GENERAL COMMENTS

The general standard of this year's paper is the same as that of previous years. The overall performance of candidates this year was average though there was remarkable improvement in the oral literature.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) Most candidates had a fair idea about the two questions on the oral literature especially on riddles.
- (ii) There was clarity of the expressions of some candidates. Short, accurate and concise answers were provided by some candidates to buttress their points.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Some candidates did not perform well in the written literature. They mixed up the characters in the various books. Some names were wrongly spelt, and small letters were used to start Proper nouns especially, names of characters in the books.
- (ii) Poetry appreciation still posed a challenge to many candidates. Most candidates could not support the literary devices they used with quoted phrases from the poems appropriately.

4. SUGGESTED REMEDIES

- (i) Language teachers are advised to devote much time to the teaching of literary appreciation. Students ought to be taken through remedial lessons on literary appreciation to help them overcome the problem.
- (ii) Candidates need to study the subject very seriously. They must acquire the set books and study them seriously if they wish to pass their exams

5. DETAILED COMMENTS

Question 1

Candidates were to give:

- (a) Five Proverbial Names.**
- (b) Five Weird Names.**
- (c) Two reasons why these names are given.**

It was an unpopular question, few candidates attempted it and they performed woefully. They seemed not to know Proverbial names, they used Weird names as such.

Again, reasons for giving such names were not properly stated.

Names like:

- (a) Yentumirika, Onipa nka, Wobeka me ho asem (a) (proverbial names) and
- (b) Owuawie, Ntomago Kaya, (weird names) are given to children for (a) casting of insinuation, etc and for breaking the incidence of repeated death of infants respectively.

Question 2

Candidates were to give 10 Riddles and their answers.

It was a popular question with candidates scoring high marks. Some tried to be creative by using contemporary ideas, unfortunately they were not well constructed.

Candidates must master the traditional riddles well, so they can build on them. Teachers must also consult old and knowledgeable community members to help them get more ideas on Oral Literature to teach the students.

SECTION B **WRITTEN LITERATURE**

Question 3

Candidates were to state four major incidents in the book, “Enne Nso Bio.”

This question demanded important incidents that had effect on individuals and not just any narration in the book. Most candidates scored low marks because they wasted time on trivial issues neglecting the important ones. Some also just mentioned the points without explaining them. The emphasis was on four major issues.

Candidates were expected to discuss issues such as the introduction of formal education at Sawakyi, communal labour by the youth on Saturdays, Brenya’s college education, Brenya and Birago’s marriage and how Brenya was enrolled into the army.

Question 4

Candidates were to:

- a. Mention the major Character in the book and four-character traits he/she exhibited.**
- b. Give a summary of how the story ended.**

It was a popular question and most candidates answered but they performed poorly. Candidates were to mention the character traits of the major character and support them with evidence from the book. They just mentioned character traits and that was all. Some traits mentioned were bravery, optimistic and kindness, and then stubbornness as a bad one.

Again, candidates were to give a short summary of how the book ended. Unfortunately, candidates portrayed that they lacked the skill of doing a summary of events. The majority only narrated the story in many pages in their answer booklets and in so doing, could not cover the vital points necessary to boost their scores and they ended up scoring low marks.

Question 5

Candidates were to:

- (a) Elaborate on four major incidents in the book, “Guasohantan.”**
- (b) Name two major characters in the book and the roles they played.**

Candidates were required to highlight what happened at Lido, Aburi, Asante Mampon, the marriage ceremony as well as Osee Bonsu’s indebtedness which they did satisfactorily.

With respect to the characterization, most of them were able to identify the major characters as Osee Bonsu and Akyere. Unfortunately, they did not exhaust points on them: the only thing that was said about them was their marriage. Hence, the performance was average.

Question 6

Candidates were to:

- (a) Write five Proverbs from the book and**
- (b) Show their relevance to the story**

This was a poorly answered question. Candidates could not pick proverbs from the book. Rather, they gave proverbs they know which were not relevant to the question. The few who could recollect proverbs from the book just put them there without mentioning the person who said it, to whom it was said and the circumstances that led to its use. Even though it was not a context question it should have been answered on that line.

Some of the proverbs in the book are;

- i. Da koro na wode hu omani. (Osee Bonsu to Akyere at Lido)
- ii. Obi nware ne kuromani nnu ne ho (Boadu to Bonsu at Aburi)
- iii. Kasasie sen borofode (Osee Bonsu to Akyere at Lido)
- iv. WodeAgyakwa a, wonnya wo kwa (Ampadu Kwawuni to Osee Bonsu)
- v. Aboa no repɛ fie aba a na osisi mfikyiri (Agyeman to Akyere’s family during their traditional marriage)

Question 7

Candidate were to give;

- a. The theme of the Poem “AsaasaYaa”**
- b. Personality trait in the Poem with explanation**
- c. Two figures of Speech with examples**

Most candidates were able to give themes like ‘Asaase Yaa provides for all’ and ‘every creature depends on Asaase Yaa’, but they could not give kindness and humbleness as the personality trait it exhibits.

This time around, candidates were able to give the figures of speech used with correct examples. These are;

- a. Sɛ nipa – Asaasa Yaa, Awo
- b. Mmrane – Ɔko gye aboo
- c. Asesesem- Woda hɔ sɛ akokoaa a wada nnahoo

Question 8

Candidates were to;

- a. Give the Mood of the speaker/narrator**
- b. Give the structure of the poem “Abofra”**

It was a popular question and candidates did well by identifying the mood of worrying/sadness/anxiety in the narrator. As for the structure, they only gave the number of stanzas and lines and then a few literary devices.

TWI (ASANTE) 1

1. GENERAL COMMENTS

Generally, the paper was within the level of the candidates. The performance of candidates was a little better than that of last year. Many candidates scored above average in most of the questions.

2. SUMMARY OF CANDIDATES' STRENGTHS

(i) It must be noted that most candidates were able to write the required number of words with respect to the composition. Most of them were able to bring out the expected salient points.

(ii) Generally, most candidates depicted a good knowledge of all the features for the organization of the essays.

(iii) Another commendable feature was that a large number of candidates performed very well in the Translation.

3. SUMMARY OF CANDIDATES' WEAKNESSES

(i) Generally, candidates performed poorly in orthography, spelling and phonology.

(ii) Candidates were also guilty of beginning sentences with lower case letters.

(iii) Most candidates also did not make good use of punctuation.

(iv) Some could write about a hundred words without the use of the full stop.

4. SUGGESTED REMEDIES

(i) Candidates should be encouraged to read a lot of Twi readers to get the sense of good spelling and grammar in the language.

(ii) Ghanaian language teachers should give the teaching of phonology, spellings, orthography and grammar the needed attention.

(iii) Workshops for Ghanaian language teachers should also be encouraged.

5. DETAILED COMMENTS

Question 1

Write a letter to your friend and discuss two reasons each on tree planting and bush burning and their effects on the environment.

This question was the most popular of all the questions. Candidates who attempted it performed relatively well. Most candidates showed mastery of informal letter writing. They were able to discuss the advantages and disadvantages of tree planting as well as bush burning. This question required candidates to discuss reasons for tree planting, which include provision of shade, improvement of soil fertility, shelter for animals and human

beings, for domestic and industrial purposes, serve as wind breaks and many more. Candidates were also expected to discuss the effects of tree planting on the environment.

The other aspect of the question requested candidates to discuss the reasons for bush burning and for that matter the advantages of bush burning. They were also expected to discuss reasons like, to drive away wild and dangerous animals, for plants growth etc. Some of the negative effects of bush burning on the environment include; depleting of the environment, extinction of wild-life, destruction of soil fertility, destruction of water bodies and destruction of life and property.

Question 2

You are the Head Prefect of your school. Identify four issues you would like to discuss with the first-year students in the school.

This question was the most unpopular. Thus, it was avoided by most candidates. However, the few who attempted it performed creditably. They were able to give good introduction by welcoming the first-year students to the school. In their presentation, they were able to discuss the rules and regulations of the school with the students, the need to manage their time very well, reasons why they should respond to school gatherings as well as the use of appropriate uniforms at any given occasion.

Most of them ended their essays by assuring the students of enjoying their stay in the school.

Question 3

Discuss two problems of your community and suggest two ways of resolving them.

This was the second popular question. Candidates were able to discuss the problems as well as ways of curbing them. The problems were social, economic and developmental.

They talked about lack of or inadequate health facilities, school infrastructure such as school buildings, furniture, library as well as lack of community centre and other places of entertainment.

They further mentioned lack of market centres for the sale and purchase of farm produce and other goods and services as well as lack of unemployment especially for the youth.

Finally, they discussed developmental problems such as lack of good access roads, lack of electricity, potable drinking water etc.

It must be noted that they were able to give possible solutions to the problems.

Question 4

Write a story which ends with the expression; “Left to me alone, it should happen again”.

This was another popular question. Most candidates answered it very well giving different incidents about themselves, friends and relatives.

Many of the candidates talked about sports and games, birthday celebration, school cultural festival and came out with the moral lessons they portray. They gave very good narrations with suitable introductions and conclusions hence scoring high marks.

Question 5 - Translation

Candidates were asked to translate a passage written in English into Asante Twi. The passage was within the level of the candidates but most of them lacked the skills of translation and therefore translated some ideas literally. Some of them also did word-for-word translation instead of a text-based one. Another development that must be discouraged is that some candidates itemized the ideas: it is not acceptable. The document in the target language should be in the same form as the one in the source language.

Question 6 - Comprehension

Candidates were asked to read a short passage written in Asante Twi and answer ten (10) questions on it. The questions elicited stated facts, inference, meaning of words, usage and summary. Generally, candidates’ performance in this aspect was much better than that of the previous years. Yet, as has been the trend over the years, the questions on stated facts, meaning and summary were well answered, whereas those on inference and grammar were poorly handled. However, their performance was commendable.

Question 7

- (a) Explain syllable**
- (b) State four types of syllable structure in your language and give two examples each of the four syllable types.**

Candidates who answered this question performed creditably. Most of them were able to give appropriate explanation to syllable. They were also able to provide the four types. Consonant, Vowel, Consonant-vowel and Consonant-consonant-vowel.

- 1.V (E) → a, ε.
- 2.C (A) → m, n
- 3.CCV (AAE) → bra, pra.
- 4. CV (AE) → da, wo.

Where "V" stands for vowel and "C" for consonants.

Most of them were able to provide correct examples.

It must, however, be noted that some candidates failed to transcribe the examples and had to suffer for it.

Question 8

- (a) What is vowel sequence?**
- (b) Give three examples of vowel sequence in your language and give three examples of each type.**

Even though the question was familiar to most candidates, their general performance was not good enough. Most candidates could not explain clearly what a vowel sequence is in their language and so subsequent answers demanded by the question were poorly presented by candidates.

They were expected to state simply that vowel sequence is where a vowel follows another vowel, or where we have a long vowel without any consonant between stem words, morpheme boundaries and between two words.

For example;

- Nsɛmfua mu – efie
- Nsɛmfua ntam – asasease
- Mɔɔfem ahyeε so - ɔfaεε

Question 9

- (a) **Discuss four types of Adverb.**
(b) **Give two examples each of the four types in sentences.**

Most of the candidates selected this question. Generally, candidates' performance was good. Candidates were expected to give types like Adverb of time, Adverb of place, manner, degree frequency and certainty.

However, some candidates gave examples like "Adverb of command" and "Adverb of statement" which they created themselves.

Question 10

- (a) **Explain each of the following:**
(i) **Transitive verb**
(ii) **Intransitive verb**
(iii) **Ditransitive verb**

Relatively candidates who attempted this question performed poorly, especially in (iii).

Most candidates failed to construct such sentences.

Under 'iii', candidates were expected to give examples like the following:

- Mebisaa Kwadwo asem
- Agya Agyapɔn kyɛɛ ne yere ntoma
- ɔmaa mmerante no aduane

However, most candidates were able to explain the Transitive and Intransitive verbs correctly with appropriate examples.

TWI (ASANTE) 2

1. GENERAL COMMENTS

The standard of the questions as compared to that of the previous years was the same. The questions covered all aspects of the syllabus and were within the reach of the candidates. The general performance of the candidates as a whole was better than that of last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Some candidates were able to read and understand the instructions to the questions and therefore were able to give correct and concise answers to them.
- (ii) Unlike previous years, a good number of candidates understood and handled the questions on poetry maturely and they performed creditably.
- (iii) Most candidates were able to answer the question on the customs and institutions and their performance was commendable.

3. SUMMARY OF CANDIDATES WEAKNESSES:

- (i) The major weakness of candidates has to do with the presentation of their answers. Some candidates portrayed that they did not read the text. In some cases, candidates displayed their lack of adequate content knowledge by providing their own imaginary events.
- (ii) Spelling, punctuation and the correct use of upper case and lower-case letters were still persistent problems for many candidates.

4. SUGGESTED REMEDIES

- (i) Teachers should use a few minutes in each lesson to go through the orthography of the language and the correct use of punctuation marks.
- (ii) Teachers should go through past WASSCE questions with students several times before presenting them for the WASSCE. This will help the students to understand the rubrics for each question as well as the demands of the various questions asked, particularly questions on prose, drama and poetry.
- (iii) Again, teachers should take students through the mechanics of answering literature questions.

5. DETAILED COMMENTS

Question 1

(a) Write down five proverbial names in your language.

(b) Write five weird names you know.

(c) State two reasons each why Akans give such names in both (a) and (b) above.

This question expected candidates to provide five each of proverbial and weird names in question 1(a) and (b) respectively and thereafter state two reasons each why such names are given.

Only a few candidates attempted this question and they did well by providing the names but their explanations to why such names are given were not clear.

Names like (a)Yentumirika, Beyæden and (b) Sumina, Kaya, are given to children for (a) casting of insinuation, etc and (b)for breaking the incidence of repeated death of infants, etc

Question 2

Write down ten riddles in Akan and provide their answers.

About ninety percent (90%) of the candidates answered this question and they proved that they could truly describe their environment. They gave good and thought-provoking riddles with their appropriate answers. Those who chose this question scored high marks.

Question 3

Candidates were to give four major incidents in the book, “Enne Nso Bio”.

Quite a good number of candidates attempted the question but most of them were not able to present their ideas in an organized manner. Candidates were asked to give four (4) main themes in the book, “**Enne nso bio**”. They were expected to answer this question in an essay form but most of them itemized their answers. An indication that, they lacked the skill of answering literature questions. Some issues discussed were, the introduction of formal education at Sawakyi, communal labour by the youth on Saturdays, Brenya’s college education, Branya and Birago’s marriage and how Brenya was enrolled into the army.

Question 4

- (a) Identify five characteristics of the major character.**
- (b) Briefly discuss how the story ended.**

The question demanded five (5) behavioural traits of the main character – Kofi Brenya. A few of the candidates attempted the question. On question 4(a) some candidates only stated the points bravery, kindness and stubbornness but could not elaborate them. In question 4(b) they were able to narrate how the story ended. Some candidates did not discuss the behaviour of the main character but rather circumvented him. Brenya was brave, hardworking, patient and optimistic but stubborn.

Question 5

- (a) Discuss four important activities/events that took place in the drama, “Guasohantann.”**
- (b) Discuss the life of two characters in the play.**

(a) Candidates were to analyse four issues that came up in the book. Most candidates gave a line to answer it which was not the best. E.g. “Aninguasee too Ɔsɛe Bonsu wɔ ne yere ayeforo akyi”. For Q 5(b) most candidates could not answer the questions to expectation. Instead of students expressing their own opinions about the two main characters – Ɔsɛe Bonsu and Akyerɛ, they rather described them and pointed out the moral lessons they learnt in the drama. Most candidates also spelt the name Akyerɛ as akyere, Akyire etc

Question 6

- a. Write down five different proverbs from “Guasohantan.”**
- b. Discuss how important each proverb is in the play.**

Very few candidates tackled this question. They could not give the proverbs to be quoted from the book; hence they could not answer the second part of the question since they needed to relate the proverbs to the incidents as well. Those who tackled the question wrote the proverbs wrongly eg. “Yebewo wo barima ma wasuro kabɔ” and others wrote any Akan proverb which has no bearing on the book. Eg “Akokɔ sa kyeeɛ nyɛ akoroma fɛ” etc.

Some of the proverbs in the book are;

- i. Da koro na wɔde hu ɔmani. (Ɔsɛe Bonsu to Akyerɛ at Lido)
- ii. Obi nware ne kuromani nnu ne ho (Boadu to Bonsu at Aburi)
- iii. Kasasie sen borɔfode (Ɔsɛe Bonsu to Akyerɛ at Lido)
- iv. WodeAgyakwa a, wonnya wo kwa (Ampadu Kwawuni to Ɔsɛe Bonsu)
- v. Aboa no repɛ fie aba a na osisi mfikyiri (Agyeman to Akyerɛ’s family during their traditional marriage)

Question 7

- (a) State the theme of the poem “AsaaseYaa”.**
- (b) Identify human characteristics in the poem.**
- (c) Identify two devices used in the poem and quote an example to support your answer.**

This question on poetry tasked candidates to state the theme of the poem, indicate human characteristic in the poem and give two literary devices and their examples eg Sɛ -nipa: AsaseYaa yɛ dan wo “Awo. ɛbɛ: Anomaa mfra dua abufu” etc. Here, some candidates wrote three, four and five themes at the same time. Candidates could mention human traits like, dependable, kindness and love that are seen in Asaase Yaa as the question demanded.

Question 8

- (a) State the mood of the poet in the poem entitled “Abɔfra” and quote a line(s) from the poem to support your answer.**
- (b) State any four structures of the poem.**

Most candidates answered this question. Candidates were to give the mood of the writer of the poem- “Abɔfra” and support it with a quote from the poem. Candidates gave more than one mood. Eg.

- i. ‘Na ɔtwɛrɛfoɔ no wɔ adwennwene mu ɛna na ɔtwɛrɛfoɔ no wɔ ahometɛɛ mu.’
- ii. ‘Na ɔtwɛrɛfoɔ no wɔ aniberɛ mu.’

Unfortunately, they could not give the right quote from the poem to support these moods. However, they were able to give the structure by indicating that, the poem is made up of eleven stanzas with each stanza having four lines. They also gave literary devices such as;

- i. Ntimu (repetition) – “Abɔfra a worefiri ɔbra aseɛ”
- ii. Kasakoa (idiom) – “Di wɔn ayaw”
- iii. Adwene mu Mfoniye (imagery) – “ɔbra pa apakan ada mu” etc.