

HUMANITIES

RÉSUMÉ OF THE HUMANITIES

1. STANDARD OF THE PAPERS

The Chief Examiners for the subjects under the Humanities Section unanimously reported that the standard of the question papers was comparable to that of the previous year.

2. CANDIDATES' PERFORMANCE

While there was improvement in performance in Music 3A, Music 3B, Christian Religious Studies History, and Government, there was no remarkable change in performance in Geography 2 and Geography 3, Economics, Social Studies, Music 2B and Islamic Studies as compared to that of last year. Fortunately, no subject in the humanities dipped this year.

3. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners for the various subjects identified the following areas as strengths of candidates this year:

(1) SOCIAL STUDIES 2

The Chief Examiner for Social Studies 2 reported that majority of the candidates adhered to the rubrics of the papers and identified the following topics as strengths:

- (a) The Socio-cultural practices that promote societal developments
- (b) Agencies responsible for the socialization of the child.
- (c) Sources of conflict in the Ghanaian society.
- (d) The names of financial institutions operating in Ghana and the benefits of financial security to the individual.

(2) GEOGRAPHY 2

The Chief Examiner for Geography 2 identified the following topics as strengths of candidates:

- (a) Problems limiting the development of Plantation Agriculture in West Africa and solutions to the problems identified;
- (b) Functions of cities and factors that favour the growth of settlements

(2) GEOGRAPHY 3

The Chief examiner for Geography 3 identified the following areas as strengths of candidates:

- (a) Construction of divergent bar graphs;
- (b) Factors that affect climate, and characteristics of Equatorial climate.

(c) Definition of pollution, sources of pollutants and effect of atmospheric pollution.

(3) GOVERNMENT 2

- (a) Most of the candidates were able to outline the ways in which public opinion is measured.
- (b) A good number of candidates were able to identify the challenges faced by the United Nations Organization and were also able to provide suitable examples.

(4) HISTORY 2

- (a) Candidates were able to name the core group of people which founded the Western Sudanese states and were also able to highlight the features of the Western Sudanese Political system.
- (b) Most of the candidates were able to list remarkably the non-documentary sources of History and were also able to outline reasons for the use of written documents as sources of History.

(5) MUSIC

The Chief Examiner for Music 2 reported that candidates answered questions on the following topics very well:

- (a) Forms in traditional African Music
- (b) Western music history
- (c) Black music in diaspora

The Chief Examiner for Music 3A reported that the following topics were the strengths of candidates:

- (a) Rhythmic dictation
- (b) Melody Writing

The Chief Examiners of Music 3B reported that candidates answered questions on the following areas quite well:

- (a) Set pieces selected by candidates were well delivered.
- (b) Technical exercises.

(6) CHRISTIAN RELIGIOUS STUDIES 2

Candidates answered questions on the following topics very well:

- (i) The creation story and how humans have destroyed God's creation.
- (ii) The narration on how David resisted taking the life of Saul at the wilderness of Ziph.

(7) ISLAMIC STUDIES 2

Candidates answered questions on the following topics very well:

- (a) The Performance of Tayammum (sand/dry) ablution.
- (b) Enumeration the six authentic works on Hadith

(8) ECONOMICS 2

- (a) Most of the candidates responded appropriately to the data response question on Production Theory.
- (b) Most of the candidates could define the concepts of migration, immigration and emigration.

4. SUMMARY OF CANDIDATES' WEAKNESSES

(1) SOCIAL STUDIES 2

The Chief Examiner for Social Studies 2 reported that some candidates had difficulty in answering questions on the following topics:

- (a) Usefulness of Abraham Maslow's Hierarchy of needs theory.
- (b) How Ghanaians misconstrue the implication of independence.
- (c) Ways of developing human resource for national development.

(2) GEOGRAPHY 2

- (a) Some of the candidates could not identify the problems hindering the development of seaports in Ghana.
- (b) Most of the candidates could not name sources of thermal and renewable energy in Ghana and also could not suggest solutions to the problems hindering the development of thermal energy in Ghana.

(3) GEOGRAPHY 3

- (a) Some of the candidates have difficulty drawing the cross profile along the specified lines.
- (b) Some of the candidates could not highlight the differences and similarities between alluvial fan and delta.

(4) GOVERNMENT 2

- (a) Most candidates could not highlight the features of Feudalism.
- (b) Most of the candidates could not differentiate between the Crown colony and the Protectorate.

(5) HISTORY 2

- (a) Candidates could not identify the achievements of Pharaoh Narmer in Egypt.
- (b) Candidates could not identify the socio-economic problems Ghana faced between 1957 and 1991.

(6) MUSIC

- (a) The Chief Examiner of Music 2 reported that some candidates had difficulty in answering questions on the following topics:
 - (i) Rudiments and theory of music.
 - (ii) Modulation.
 - (iii) Condenses.
 - (iv) Set works on Bagatelle in F by Beethoven OP 33 No. 3
- (b) The Chief Examiner of Music 3A reported that some candidates had difficulty in the following areas:
 - (i) Spelling of terms associated with cadences, musical types and modulations;
 - (ii) Arrangement of key signatures and time signatures on the staff.
- (c) The Chief Examiner of Music 3B reported that some candidates had difficulty in the following areas:
 - (i) Sight reading;
 - (ii) Breath control and diction;
 - (iii) Misinterpretation of note values.

(7) CHRISTIAN RELIGIOUS STUDIES 2

- (a) Most of the candidates could not outline God's instructions to Joshua on his assumption of leadership over Israel.
- (b) Some of the candidates could not narrate Solomon's prayer during the dedication of the Temple.
- (c) Most of the candidates could not recount the call of the disciples as narrated by Luke.

(8) ISLAMIC STUDIES 2

- (a) Some candidates had difficulty providing satisfactory responses on the marital life of the Prophet.
- (b) Most of the candidates could not complete the Suratun-Nasq (Q.114) translation from the third verse.
- (c) Some of the candidates repeated facts and provided illogical arrangement of work.

(9) ECONOMICS 2

- (a) Most of the candidates could not identify the functions of money and could not explain how a rise in prices of goods and services affect the functions of money
- (b) Some of the candidates could not explain the effect of inflation on money as a store of value, as standard of deferred payment and as balance of payments

5. SUGGESTED REMEDIES

The Chief Examiners highlighted the following remedies for an improvement in the performance of candidates:

- (1) Candidates should devote time to the reading of relevant literature and novels to enrich their understanding on topics in their subject areas.
- (2) Candidates of History should have a firm understanding of the socio-economic problems Ghana faced between 1957 and 1991.
- (3) Teachers need to engage students of music to focus on sight reading lessons from the early stages of the course.
- (4) Students of Christian Religious Studies should be encouraged to read their text books thoroughly, especially the required Bible for the study of the subject (RSV BIBLE).
- (5) Geography teachers should give a lot of attention to cross section drawing and problems hindering the development of sea ports in Ghana.
- (6) Candidates of Islamic religious studies should pay attention to the narratives of the marital life of the Prophet.
- (7) Candidates of Economics could be assisted to understand the effect of inflation on money as a store of value and balance of payment.
- (8) Candidates of Government should be assisted to understand the features of Feudalism.

CHRISTIAN RELIGIOUS STUDIES 2

1. STANDARD OF THE PAPER

The standard of the paper compares with that of the previous year.

2. PERFORMANCE OF CANDIDATES

There was a slight improvement in the performance of the candidates compared to that of the previous year.

3. SUMMARY OF THE CANDIDATES' STRENGTH

- (1) Some candidates were able to narrate how God changed a formless earth to a place of life and activity and stated ways by which humans are destroying God's creation.
- (2) Many candidates recounted how David resisted taking Saul's life at the wilderness of Ziph and identified some benefits of self control.
- (3) Candidates did very well in describing the burial of Jesus as narrated by the synoptic Gospels and again were able to state ways in which money is over-spent during funerals in the society.

4. SUMMARY OF THE CANDIDATES' WEAKNESSES

- (1) Candidates could not outline God's instruction to Joshua on his assumption of leadership over Israel. They were also not able to identify some lessons that political leaders can learn from Joshua's experience.
- (2) Candidates were not able to describe the circumstances under which Peter was rescued from prison and the lessons that can be learnt from the incident.
- (3) Candidates were unable to outline Solomon's prayer at the dedication of the temple.
- (4) Most candidates could not recount the call of the disciples as narrated by Luke.

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (1) Tutors should assist students to understand properly God's instruction to Joshua on his assumption of leadership over Israel and assist them to identify lessons that political leaders can learn from Joshua's experience.
- (2) Candidates should be taught well how on to describe the circumstances under which Peter was rescued from the prison and the lessons that can be learnt from the incident.
- (3) Using the recommended biblical text, teachers of Christian Religious Studies (CRS) should help candidates to know, understand and be able to outline Solomon's prayer at the dedication of the temple.

6. DETAILED COMMENTS

SECTION A: THEMES FROM THE OLD TESTAMENT

QUESTION 1.

- (a) **Highlight how God changed a formless earth to a place of life and activity.**
- (b) **State four ways by which humans are destroying God's creation.**

This was a popular question and most of them scored high marks. However, because of the way the question was structured, some of the candidates deviated by writing the second creation story, that is, the Yahwist Account.

Most of the candidates who answered this question presented their answers in a chronological manner and according to the day each element was created. The 'b' part was well answered, and most candidates scored full marks. Some of the points in the 'b' part which were not stated were as follows:

- (a) Genetic engineering (cloning)
- (b) Homosexuality/lesbianism
- (c) Bestiality
- (d) Wars/genocide
- (e) Bleaching/ plastic surgery.

QUESTION 2

- (a) **Outline God's instructions to Joshua on his assumption of leadership over Israel.**
- (b) **Identify three lessons that political leaders can learn from Joshua's experience.**

Not many candidates attempted this question and those who did, did not answer the question well. Candidates were able to state Moses' prayer for a successor and Joshua's nomination and investiture by Eleazar but failed woefully in stating the instructions given to Joshua. Some of the points which were not stated included the following:

- (a) God promised to give Joshua every place that the sole of his feet would tread.
- (b) The territory extending from the desert to Lebanon and from the great river, Euphrates to the Great Sea.
- (c) Joshua was to be strong and courageous as he would lead the Israelites to inherit the land promised their forebears.

It should be noted that the 'b' part was poorly answered. Some of the points which candidates did not state in their answers were:

- (a) Political leaders should not impose successors but allow God to lead in making such a choice.
- (b) They should help the people to elect leaders who are both goal- oriented and people oriented.
- (c) Political leaders should know when enough is enough and retire honourably.
- (d) They should be interested in grooming people who can take over from them.
- (e) Political leaders should be patient as they wait to assume leadership positions and not take power through evil manipulations or by force of arms.

QUESTION 3

- (a) **Recount how David resisted taking Saul's life at the wilderness of Ziph.**
- (b) **Identify four benefits of self-control.**

This was another question most candidates answered very well and, scored high marks. Answers were presented in a chronological manner. However, one or two points in the scheme which were not stated in candidates' answers were:

- (i) David wondered why the King of Israel should be hunting him like a partridge in the mountain.
- (ii) David handed over Saul's spear and water jug to him and noted that the Lord rewards everyone for his or her righteousness and faithfulness. The underlined point was not stated by candidates. It should be noted, however, that a few candidates scored all the full marks in the 'b' section. It seems from the answers given that the candidates did not understand the expression "self-control". Points which were not mentioned in candidates' answers are as follows:
 - (i) It is a sign of maturity/principled;
 - (ii) well- thought-out decisions;
 - (iii) It builds trust/confidence;
 - (iv) It promotes good health/wealthy life.

QUESTION 4.

- (a) **Outline Solomon's prayer at the dedication of the temple.**
- (b) **In what three ways can leaders use resources for the development of society.**

This was not a popular question and the few candidates who attempted it did not answer Solomon's prayer at the dedication of the temple. Surprisingly, they could not answer the 'b' part which was on ways leaders can use resources to advance the society well. The points in the 'b' part candidates should note are:

- (i) Investing in the marginalized in the society

- (ii) Avoiding corruption/mismanagement
- (iii) Equitable distribution of resources
- (iv) Education and training for all persons
- (v) Avoiding unnecessary litigation and wars/conflict
- (vi) Investing in projects that take into consideration generations yet unborn
- (vii) Protection of women and children rights
- (viii) Ensuring freedom of religion.

SECTION B

THEMES FROM THE SYNOPTIC GOSPELS AND THE ACTS OF THE APOSTLES

Answer at least one questions from this section.

QUESTION 5

- (a) **“Do not be afraid; henceforth you will be catching men.” Describe the circumstances under which the above statement was made.**
- (b) **Mention three factors that prevent people from becoming committed Christians**

This question, though popular with candidates, was badly answered. Most candidates could not link the quotation to the Lukan account of the call of the disciples.

- (i) Jesus stood by the lake of Gennesaret and the people gathered to hear the word of God from him.
- (ii) Jesus saw two empty boats and entered one of them belonging to Simon Peter.
- (iii) Jesus stood in the boat and taught the people around etc. It should be noted however, that the ‘b’ part was answered well.

QUESTION 6

- (a) **Describe the burial of Jesus as narrated by the Synoptic Gospels.**
- (b) **State three ways in which money is overspent during funerals in the society.**

The description of the burial of Jesus was generally well presented. Many candidates scored high marks. However, a few of the candidates did not introduce their answers well by missing out on the points that;

- (a) Jesus was condemned to death by the Sanhedrin and Pilate
- (b) Jesus was crucified between two robbers at Golgotha
- (c) He was crucified on the preparation day, that is, the day before the Sabbath.

The ‘b’ part was generally answered very well, and most candidates scored full marks.

QUESTION 7

- (a) **Describe the circumstances under which Peter was rescued from prison.**
- (b) **What three lessons can be learnt from the incident above?**

The description of the circumstances under which Peter was rescued from prison was well done by candidates who answered this question. Many candidates scored high marks. However, a few candidates mistook this question to be the first arrest of Peter and John after the healing of the lame man at the Beautiful Gate.

The 'b' part was also well answered but this point was not stated by many candidates, that is, *The supremacy of God prevails over all other authorities.

SECTION C

THEMES FROM SELECTED EPISTLES

Answer one question only from this section.

QUESTION 8

- (a) **Relate how James addressed the subject of prayer.**
- (b) **State two roles prayer can play in the life of a Christian.**

This was a popular question answered by many candidates in this section. Majority of the candidates answered the part (a) very well. There was a significant improvement in the way candidates answered questions in this section as compared to that of previous years.

The (b) part was also answered very well. One role prayer plays in the life of a Christian which was not mentioned was: Prayer serves as a medium to adore God.

QUESTION 9

- (a) ***But you are a chosen race, a royal priesthood, a holy nation.* Outline the expectations of Peter from the people described above.**
- (b) **List four factors that prevent Christians from doing the will of God.**

This was not a popular question and candidates who answered this question performed abysmally. However, some candidates who opted to answer this question did exceptionally well in part (a) and scored high marks. But all in all, majority of them did not answer the question well. Some even deviated and wrote on Peter's teaching on citizenship. The 'b' part was however answered well. Points which were not stated are as follows:

- (a) Religious intolerance
- (b) Negative culture/traditional practices.

ECONOMICS 2

1. STANDARD OF THE PAPER

The paper is comparable to those of previous years. Questions were well-structured and well-spread across the syllabus. There was no ambiguity in any of the questions.

Few candidates performed creditably, while the performance of majority of the candidates was below average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates followed the rubrics, answering the specific number of questions according to the scheme of the paper.
- (2) Candidates who drew diagrams were able to label the axes and curves correctly.
- (3) Candidates were able to calculate correctly average product, marginal product and total product using the correct formulae.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates could not spell correctly words like responsiveness; proportionate; geographical; etc.
- (2) Some candidates answered the same question twice, making marking very difficult.
- (3) With regards to definitions, some candidates left out essential phrases like "responsiveness of quantity demanded" in defining elasticity.
- (4) Some candidates left out the units of measurement required for instance in question 1 e.g., tyres and cloth.

4. SUGGESTED REMEDIES

- (1) Candidates should read widely to enhance their vocabulary to enrich their essays.
- (2) Candidates should answer a question just once and not spread its parts over various pages in their answer booklets.
- (3) Definitions should include important phrases so that candidates do not lose marks.
- (4) Units of measurement required by data-response questions should be provided.

5. DETAILED COMMENTS

QUESTION 1.

The table below shows the production of cloth and tyres in a hypothetical country. Study the table and answer the questions that follow.

Possible combination	Bales of cloth	Number of tyres
A	300	0
B	250	80
C	200	160
D	150	200
E	100	240
F	50	260
G	0	280

- (a) Use the information above to draw the production possibility curve. [A graph sheet is provided on page 16]
- (b)
- Indicate points V and W at which production is not attainable on your graph.
 - Indicate points X and Y at which resources are not efficiently utilized on your graph.
- (c) What will be the opportunity cost of moving from
- Point A to C;
 - Point F to B?
- (d) From your graph, why should the country not produce at point X?

This was a question on production possibility curve where candidates were to plot a curve with given values. They were also asked to plot points that were not efficiently utilized, and points that were unattainable. Finally, they were to state the opportunity cost of moving from specific points to other points on the curve. This was not too popular with the candidates and performance in it was below average. A good number of candidates were able to draw the graph with the figures provided. Some chose an inappropriate scale which gave them crooked diagrams. With the (b) part, candidates were able to plot correctly points V and W outside the PPF that indicated unattainable points, and points X and Y within the PPF that showed under utilization of resources.

In part (c), candidates were to note that opportunity cost is what is being sacrificed to achieve another thing. Thus, moving from A to C, 100 bales of cloth is sacrificed to produce 160 tyres, and from F to B, 180 tyres are sacrificed to produce 200 bales of cloth. In the

part (d), candidates were to state why the country should not produce at point X within the PPF. The answer is that at point X, resources are lying idle.

QUESTION 2.

The table below represents the production function of firm.

Use the information to answer the questions that follow.

AMOUNT OF LABOUR	AVERAGE PRODUCT(AP)	TOTAL PRODUCT (TP)	MARGINAL PRODUCT(MP)
1	5	5	5
2	7	12	7
3	8.25	21	9
4	Q	R	12
5	9.33	45	S
6	9.33	56	11
7	9.43	66	T
8	9.25	74	8

- (a) Calculate the values of Q, R, S and T
- (b) Determine the levels of employment at which the firm experiences:
 - (i) increasing returns;
 - (ii) constant returns;
 - (iii) diminishing returns
- (c) (i) State the law of diminishing returns.
 (ii) Mention what diminishes.
- (d) What is the other name for the law of diminishing returns?

This was a production function question where candidates were to calculate values for Total Product, Marginal product and Average Product.

In the (b) part, candidates were asked to determine the levels of employment at which the firm experiences increasing, constant and diminishing returns. They were to state the law of diminishing returns and state what diminishes in part (c) Finally, they were to provide another name for the law of diminishing returns in part (d). This was the more popular of the two data- response questions. The calculation of TP, MP and AP values were well done by candidates, using the correct formulae.

In the (b) part, candidates just stated the starting point of increasing, constant and decreasing returns. They were to state that increasing returns occurs from 1st to 4th unit of

labour, constant returns from 4th to 5th unit of labour, and diminishing returns from 6th to 8th unit of labour. The definition of law of diminishing returns was confused with the law of diminishing marginal utility in the (c) part. Candidates were to state that as more and more units of a variable factor are added to a fixed factor, the addition to total output increases and eventually declines. It is also the marginal product which diminishes.

In the (d) part, some candidates stated that another name for the law of diminishing returns is the law of marginal returns. This is wrong, another name is the law of variable proportions.

QUESTION 3

- (a) **Distinguish between consumer goods and producer goods.**
- (b) **Differentiate between fixed capital and circulating capital.**
- (c) **Outline four features of labour.**

Candidates were to distinguish between consumer goods and producer goods, differentiate between fixed and circulating capital and finally state features of labour. It was quite popular among candidates and performance in it was just average. In the (a) part, some candidates stated that consumer goods are provided by farmers for the family's consumption, while producer goods are produced in large quantities to sell to the public for profit. This is wrong. They were to state that consumer goods help to satisfy the needs of an individual directly, while producer goods are used in further production.

In the (b) part, in differentiating between fixed and circulating capital, some candidates stated that fixed capital is fixed at a place, while circulating capital is not fixed. This is wrong. Fixed capital doesn't change its form during production while circulating capital changes its form during production.

In the (c) part, with reference to features of labour, candidates correctly explained points such as labour is geographically and occupationally mobile, can act on its own initiative, combines other factors of production and skill not used, diminishes over time among other points.

QUESTION 4

- (a) **Define optimum population.**
- (b) **Explain the following terms:**
 - (i) **migration;**
 - (ii) **immigration;**
 - (iii) **emigration.**
- (c) **Identify any four negative effects of rural- urban migration.**

The question demanded that candidates define optimum population, explain migration, immigration and emigration and finally identify four negative effects of rural urban migration. This was popular among candidates and performance just satisfactory.

Many candidates did well in explaining optimum population by stating that it is the population which when combined appropriately with the available resources, yields maximum output per head. In the (b) part, most candidates explained migration, but confused the concept immigration and emigration.

The former is movement “into a country” and the latter is “movement out of a country”. They should have added the phrase of “settlement purposes to it”. In the (c) part, candidates performed creditably by explaining points like reduction in rural population in its labour force, increase in urban unemployment, increase in government expenditure in urban areas, breakdown of moral values in urban centres among others.

QUESTION 5

(a) Explain how inflation can affect the following concepts:

- (i) Money as a store of value;**
- (ii) Money as a standard for deferred payments;**
- (iii) Balance of payments**

(b) Describe any two fiscal policies that can be used to control inflation.

This was a question on inflation and how it affects money as a store of value, money as a standard for deferred payments and how it affects balance of payments position.

In the (b) part, candidates were to describe fiscal policies that can be used to control inflation.

Very few candidates attempted it and performance in it was below average. In part (a), most candidates just defined inflation without relating it to the situations specified. They were to state that during inflation, the value of money falls so people will not be willing to accept money. They will rather accept real goods like fixed assets or foreign currencies whose values appreciate.

With regards to standard for deferred payments, inflation causes the value of money to fall so sellers will refuse to sell on credit and receive payment later. Thus, sellers will add interest to prices of goods or use other commodities with higher values in place of money. With regards to the balance of payments position, inflation will cause export prices to rise, making them uncompetitive on the world markets. Demand for exports will fall. Similarly,

rising prices of locally produced goods will make the prices of imported goods cheaper, worsening the balance of payments position.

With the (b) part, candidates were to expatiate on fiscal policies like reduction in government expenditure, increase in personal income taxes and granting of subsidies. Performance was below average.

QUESTION 6

(a) Explain the following concepts:

(i) Fairly elastic demand

(ii) Fairly inelastic demand

(b) Distinguish between price elasticity of demand and cross elasticity of demand.

(c) Outline any four factors that can influence price elasticity of demand for a product.

This was a question testing elasticity and in the (a) part, candidates were to explain fairly elastic demand and fairly inelastic demand, distinguish between price and cross elasticity in the (b) part, and state factors affecting price elasticity of demand in the (c) part. It was very popular among candidates and performance in it was good in parts (a) and (b), but not so good in part (c).

In the (a) part, candidates correctly stated that in fairly elastic demand, a change in price leads to a more than proportionate change in quantity demanded, while in fairly inelastic demand, a change in price leads to a less than proportionate change in quantity demanded.

In the (b) part, candidates correctly stated that price elasticity is the degree of responsiveness of quantity demanded to a change in the price of a commodity, while cross elasticity refers to the degree of responsiveness of quantity demanded of a commodity to a change in the price of another commodity.

In the (c) part, however, some candidates wrote on factors of demand and so lost vital marks. They were to expatiate on points such as habit, time period, durability of the product, proportion of income spent on the product among other factors.

QUESTION 7

- (a) State the two conditions needed for a firm to be in equilibrium in a perfectly competitive market.
- (b) Using diagrams, explain the equilibrium output position of a perfectly competitive firm which is:
- (i) earning supernormal profit;
 - (ii) earning normal profit;
 - (iii) making a loss.

This question required that candidates state conditions for a firm to be in equilibrium in the (a) part, and using suitable diagrams, distinguish between a firm making supernormal, normal and subnormal profit in the (b) part. This was attempted by most candidates and performance in it was satisfactory. Candidates are to note that the two conditions for a firm to be in equilibrium are that (i) $MC=MR$ (ii) MC should cut MR from below. Some candidates said the MC should cut the AC from below. This was wrong.

With the (b) part, a firm making **supernormal profit** has its AR curve **above** the AC curve, a firm making **normal profit** has its AR curve **equal** to the AC curve, and a firm making **losses** has its AR curve **below** the AC curve. Most candidates were able to draw the curves correctly but lost marks for not labelling the curves.

QUESTION 8

- (a) Explain the term *budget deficit*.
- (b) State two demerits of a budget deficit on the economy of a country.
- (c) Outline four measures that can be taken to correct a budget deficit in a country.

This was a question on government budget deficit in the (a) part, stating demerits of a budget deficit in the (b) part and outlining measures that can be taken to correct a budget deficit in the (c) part. It was not popular among candidates and performance in it was not encouraging.

In the (a) part, candidates were able to correctly define budget deficit as a situation where government proposed expenditure exceeds its revenue annually.

In the (b) part, candidates deviated and lost vital marks. They are to note that it crowds out investment, causes balance of payments problems due to excessive borrowing, increases the public debt and increases money supply which leads to inflation.

In the (c) part, on measures to correct a deficit, candidates explained points like borrowing from abroad, printing more money and increasing taxes which are wrong. They should

have expatiated on points like checking population growth, stepping up revenue from imports and exports, helping local firms expand, reducing subsidies on certain items and cutting down expenditure drastically. Performance was poor.



GEOGRAPHY 2

1. STANDARD OF THE PAPER

The Chief Examiner for Geography 2 reported that the standard of the paper was comparable to that of the previous year.

2. CANDIDATES' PERFORMANCE

There was no remarkable change in candidate's performance in Geography 2 when compared to that of last year.

3. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiner for Geography 2 identified the following topics as strengths of candidates:

- (1) Problems limiting the development of Plantation Agriculture in West Africa and solutions to the problems;
- (2) Functions of cities and factors that favour the growth of settlements;
- (3) The importance of rainforest vegetation to the economy of Ghana.

4. SUMMARY OF CANDIDATES' WEAKNESSES:

The following were identified as the weaknesses of candidates:

- (1) Most candidates could not identify the problems hindering the development of seaports in Ghana;
- (2) The candidates could not name sources of thermal and renewable energy in Ghana and could not suggest solutions to the problems hindering the development of thermal energy in Ghana as well;
- (3) Candidates could not locate and name the human and physical features in the sketched map of Ghana and Africa.

5. SUGGESTED REMEDIES TO THE WEAKNESSES

Remedies for improvement in the performance of candidates should include:

- (1) Candidates should devote time to the reading of relevant literature to enrich understanding of topics;
- (2) Geography 2 teachers should give enough tuition on problems hindering the development of sea ports in Ghana;
- (3) Further explanation on sources of thermal energy in Ghana and renewable energy should be given to candidates.

6. DETAILED COMMENTS

QUESTION 1

(a) **Outline five reasons for industrial localization.**

(b) **Explain five benefits of establishing manufacturing industries in rural areas**

Question 1 was popular among most candidates and performance was remarkable. The challenge most candidates had was their inability to expound on their points to attract full marks.

Some of the remarkable points raised by candidates included:

(a) **Reasons for Industrial Location**

- availability of skilled and unskilled labour
- access to power supply
- creation of industrial estates/zones
- industrial inertia

(b) **Benefits of establishing manufacturing industries in Rural Areas**

- even development of country
- more infrastructural development
- reduction of rural- urban drift
- growth of towns

QUESTION 2

(a) **Outline *four* characteristics of nucleated settlement.**

(b) **Identify *four* functions of cities in the world.**

(c) **State *two* factors that favour the growth of settlements.**

Most candidates answered this question, but the performance was average. Candidates were handicapped with the response on characteristics of nucleated settlements and could not expound on their points. However, the responses on the (b) and (c) parts of the questions were satisfactory.

The following were expected responses from candidates:

(a) **Characteristics of nucleated settlement**

- obvious centre called nucleus (CBD)
- settlements are compact/clustered
- feature of urban settlement
- well connected with road net work
- high population density

(b) Functions of cities in the world

- commercial/market
- mining
- administrative
- educational

(c) Factors that favour the growth of settlements

- availability of water
- increase in population/immigration
- industrialization
- good governance

QUESTION 3

Write explanatory notes on the following:

(a) three characteristics of ocean transportation;

(b) three advantages of water transportation;

(c) four ways in which poor transportation network can hinder economic development of a country.

The question on water transportation did not attract a lot of candidates and performance of candidates who attempted it was average. Most candidates exhibited difficulty with their responses to the characteristics of ocean transportation.

Performance on the (b) and (c) parts were satisfactory.

(a) Characteristics of ocean transportation

- most prominent form of water transport
- carried bulky goods
- large vessels/ship are used
- relatively slow

(b) Advantages of water transportation

- can cover distances across the countries
- enhances international trade
- can move bulky goods
- national integration
- routes are free for use

(c) Ways in which poor transportation network can hinder economic development of a country

- poor rate of mobility
- poor national integration
- limitation to regional trade
- limits income to operators

QUESTION 4

(a) Draw a sketch map of Ghana.

On the map, show and name:

- (i) the Rain Forest Belt;**
- (ii) the Sudan Savanna Belt;**
- (iii) Axim.**

(b) Outline three characteristics of the Rain Forest belt.

(c) In what four ways is the rainforest vegetation important to the economy of Ghana?

Candidates have challenges with the free hand drawing of Ghana map. Most of them lost a good deal of marks as a result and in addition the location and naming of features on the map were equally faulty.

Most candidates did not have a good idea of the vegetation zones of Ghana and the right location of the town Axim.

The (b) part of the question was fairly responded to by candidates.

Unlike the (b) part of the question where most candidates performed fairly, most candidates performed excellently in the (c) part of the question

The following responses were expected:

(b) Characteristics of the rainforest belt of Ghana

- tall trees/broad girth
- trees have large buttress roots
- leaves are evergreen
- variety of tree spices

(c) Importance of the rainforest vegetation to the economy of Ghana

- provision of food
- employment generation
- centres for research
- foreign exchange earnings

QUESTION 5

(a) Draw an outline map of Ghana.

On the map, locate and name:

- (i) Cape Three points;**
- (ii) Keta Lagoon;**
- (iii) Volta Estuary;**
- (iv) Axim.**

(b) Highlight three benefits derived from coastlands of Ghana.

(c) Identify four problems hindering the development of seaports in Ghana?

This question did not attract many candidates and unfortunately the few who attempted it performed poorly.

The outline maps of Ghana produced by candidates were poor. Landmarks, such as Keta Lagoon, Volta Estuary and Axim could not be located correctly in a part of the question.

In the (b) part of the question many candidates showed ignorance about the benefits derived from the coastlands of Ghana.

Also, in the (c) part candidates did not have a good understanding about the problems hindering the development of sea ports in Ghana.

Candidates were expected to provide the following responses:

(b) Benefits derived from coastlands of Ghana

- source of minerals
- serves as fishing grounds
- source of fuel wood
- promotion of tourism
- educational research

(c) Problems hindering the development of seaports in Ghana

- Presence of rocky cliffs
- coastal erosion
- inadequate skilled labour
- lack of political will
- high cost of port development

QUESTION 6

(a) Name two sources of:

- (i) thermal energy in Ghana;**
- (ii) renewable energy in Ghana.**

(b) Identify four problems hindering the development of thermal energy in Ghana

(c) Suggest solutions to the problems identified in 6(b).

This question attracted many candidates, unfortunately most of the candidates performed poorly. Majority of the candidates did not understand the concept of thermal and renewal energy.

In the (b) part of the question, because candidates did not understand thermal energy, performance was poor.

In the (c) part of the question, because candidates did not provide satisfactory answers to the (b) part, most of the candidates performed poorly.

The following are expected responses:

(a)

(i) Sources of thermal energy in Ghana

- petroleum
- fuel wood/crude oil
- natural gas
- nuclear

(ii) Sources of renewable energy in Ghana

- water
- sun
- wind
- waves
- biogas

(b) Problems hindering the development of thermal energy in Ghana

- scarcity of resources of thermal energy
- low level of technology
- lack of political will
- limited market

(c) Solutions to the problems identified in 6 (b)

- development of thermal energy resources
- training and retraining of man power /transfer of technology
- political motivation/commitment on the part of government
- expansion of markets (local and international)

QUESTION 7

(a) Draw a sketch map of Africa

On the map locate and name:

- (i) one area in Nigeria noted for oil production;**
- (ii) one area in Libya noted for oil production;**
- (iii) one town in 7(a)(i) and 7(a)(ii).**

(b) Identify four products of petrochemical industries in Libya.

(c) Explain four problems caused by oil spillage in Africa.

The question was poorly answered by most candidates. Outline maps of Africa were poorly drawn, and candidates could not locate areas and towns noted for oil production in Nigeria and Libya.

In the (b) part of the question, most candidates could not identify the products of petrochemical industries in Libya.

In the (c) part of the question, the word “spillage” was not understood by most candidates and consequently performance was poor.

The following responses were expected from candidates

(a)

(i) Areas in Nigeria Noted for oil production

- Bayeisa State
- River State
- Imo State
- Delta State

(ii) Areas in Libya noted for oil production

- Sitre basin
- Al wahat district
- Ajdabiya district
- NugatKhawas District

(b) Products of Petro chemical industries in Libya

- plastic
- lacquer
- insecticides
- ammonia
- ink

(c) Problems caused by oil spillage in Africa

- destruction of farm lands
- destruction of fishing grounds/aquatic life

- destruction of human settlements
- affects aesthetic beauty of area/destruction of tourist sites

QUESTION 8

(a) Draw a sketch map of Africa.

On the map, locate and name:

(i) the Orange river:

(ii) the atlas mountain;

(iii) longitude 0°;

(iv) the Namib Desert.

(b) Outline five factors that have contributed to the slow development of the desert environment in Africa.

The question was poorly answered by the few candidates who attempted it. Map outlines were poorly presented in the (a) part of the question. Most candidates could not locate and name the Orange river, the Namib desert and the Atlas Mountain.

In the (b) part of the question, a good number of candidates could not outline the factors that contributed to the slow development of desert environment in Africa.

The following responses are some of the points expected from candidates:

(b) Factors that have contributed to the slow development of the desert environment in Africa

- high and dry temperatures
- high rate of evaporation
- low rainfall/drought
- low population
- poor soils for agriculture
- destructive storms

QUESTION 9

(a) Identify five problems limiting the development of plantation agriculture in Africa.

(b) Suggest solutions to each of the problems identified in 9(a).

The question attracted a very large number of candidates and their performance was good.

The challenge of some candidates on this question was that they did not link the solution to the problems identified in the (a) part of the question as required from the question and lost a good deal of marks.

The following are some of the answers expected:

(a) **Problems limiting the development of plantation agriculture in West Africa**

- inadequate capital
- land tenure challenges
- fluctuation of world prices of agriculture produce
- inadequate infrastructure/transport net work

(b) **Solution to the problems identified in 9(a)**

- provision of loans at low interest rates
- implementation of land use act/adequate compensation to land owners
- processing to add value to products/application of comparative advantage principles.
- improved infrastructure/provision of adequate infrastructure.



GEOGRAPHY 3

1. STANDARD OF THE PAPER

The Chief Examiner for Geography 3 reported that the standard of the question paper was comparable to that of the previous year.

2. CANDIDATES' PERFORMANCE

There was no remarkable change in performance of the candidates as compared to that of last year

3. SUMMARY OF CANDIDATES' STRENGTH

The Chief Examiner for Geography 3 identified the following areas as strengths of candidates this year:

- (1) Construction of divergent bar graphs;
- (2) Factors that affect climate, and characteristics of Equatorial climate.
- (3) Definition of pollution, sources of pollutants and effect of atmospheric pollution

4. SUMMARY OF CANDIDATES' WEAKNESSES:

The Chief Examiner for Geography 3 identified the following as weaknesses of candidates:

- (1) Some of the candidates have difficulty drawing the cross profile along the specified lines.
- (2) Some candidates could not highlight the differences and similarities between alluvial fan and delta.

5. SUGGESTED REMEDIES TO THE WEAKNESSES

Remedies for subsequent improvement of performance should include:

- (1) Candidates should devote time to the reading of relevant literature to enrich understanding of topics in their subject areas.
- (2) Teachers should give enough tuition on cross section drawing and to highlight the differences and similarities between alluvial fan and delta

6. DETAILED COMMENTS

QUESTION 1.

Study the map extract provided on a scale of 1: 50,000 and answer the questions that follow.

- (a) Using a vertical scale of 1cm to 50 feet, draw an annotated cross profile along Line X - Y
- (b) Calculate the length of the minor road from the dispensary at Uhomora to Ugiavon.

- (c) **Identify three human features and three physical features that are visible from the road as one travels from Uhomora to Aviosi.**

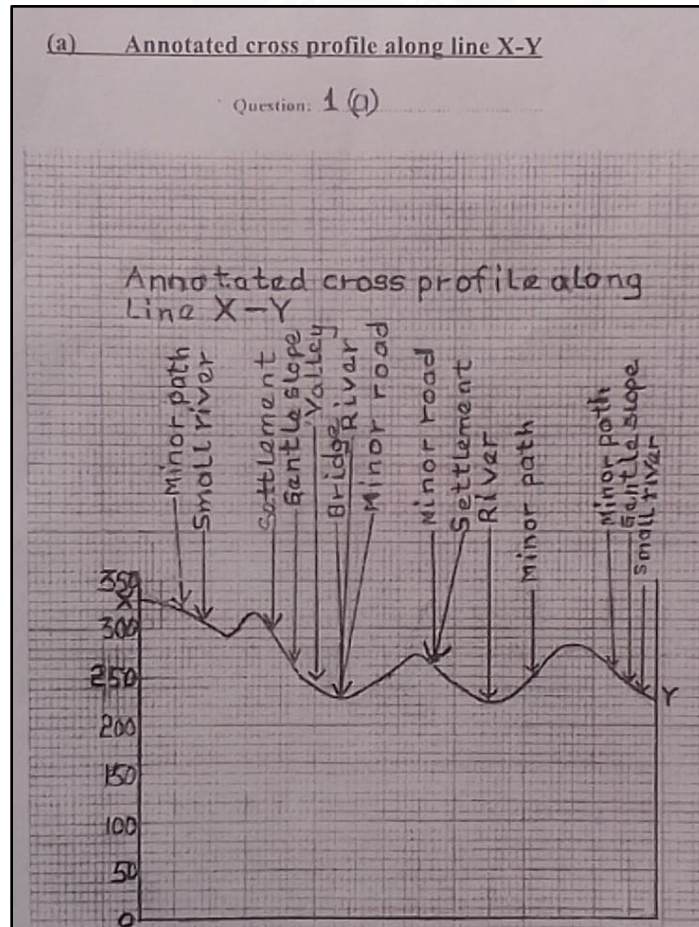
The performance of most of the candidates on this question was poor. The question requested candidates to draw a cross section of a specified area using candidates' own choice scale, calculate the length of a road, and to identify both human and physical features on a specified area on the Topographical map provided.

In drawing the cross-profile candidates could not identify the expected starting point and the end of the line **x-y**.

Unfortunately, most of the candidates could not correctly annotate the cross profile and could not calculate the length of the road. The physical and human features could not be identified by majority of the candidates as well.

The following is a summary of what candidates were expected to provide:

(a) **Annotated Cross Profile along Line x-y**



(b) Calculation of length of the minor road

Length of road= 18 cm

Scale of Map= 1:150,000

Actual distance $18 \times 50,000 / 100,000$

=9.0km

(c) Human features

- school
- hospital
- Church
- minor paths

Physical Features

- valleys
- rivers
- scrubs
- undulating plain

QUESTION 2.

The countries listed in Table X below contributed money as indicated for a joint project in the year 2017. Use the data in the table to answer the questions that follow.

Table X

Country	Amount Contributed
A	\$35, 000
B	\$60,000
C	\$45,000
D	\$80,000
E	\$30,000

(a) Represent the data in Table X on a vertical divergent bar graph

(b) State one use of the divergent bar graph.

The performance on divergent bar graphs was impressive as most candidates presented well labelled diagrams.

(a) Unfortunately, some candidates drew horizontal bars instead of vertical bars as required and some could not use the average value to calculate the lengths of the bars.

The following were expected from candidates

Average value of contributions=\$50,000

COUNTRY A:	35,000-\$50,000 =-\$15,000
COUNTRY B:	\$ 60,000-\$50,000 =+\$10,000
COUNTRY C:	\$\$ 45,000-\$50,000 = -\$5,000
COUNTRY D:	\$ 80,000-\$50,000 =+\$30,000
COUNTRY E:	\$30,000-\$50,000 =-\$20,000

(b) Uses of Divergent bar graph include:

- for summarizing large amount of data in visual form
- for presenting data in graphical form
- to show deviation of data from a common mean
- to make data more meaningful

QUESTION 3

(a) **List *five* factors that affect climate.**

(b) **Highlight five characteristics of Equatorial climate.**

Candidates were to list factors that affect climate and to highlight characteristics of Equatorial climate.

The question was very popular with candidates and performance was very good. The identifiable challenge of most candidates was their inability to expound on the points provided.

The following were some of the points expected:

(a)

- latitude
- Altitude
- Distance from the sea/continentality
- Ocean currents

(b) **Characteristics of Equatorial climate**

- high temperatures all year round
- mean monthly temperature of 27°C
- small annual range of temperatur 1°C-3°C
- high humidity
- relative humidity over 80%

QUESTION 4

- (a) **Define weathering.**
- (b) **Identify three factors that affect weathering.**
- (c) **Describe the processes of exfoliation.**

The question was on weathering of rocks with reference to exfoliation. Performance was average for most candidates. Unfortunately, the definition of weathering was not accurate. Candidates could not describe the process of exfoliation and could not expound on the factors that affect weathering.

Answers expected from candidates were as follows:

(a) **Definition of weathering**

It is the disintegration or decomposition of rocks **in situ** by chemical or biological process.

(b) **Factors that affect weathering**

- temperature changes
- rainfall/moisture/climate
- types /nature of rocks
- relief/topography

(c) **Description of the process of exfoliation**

- physical/mechanical weathering
- occurs in desert /arid regions
- rocks are exposed to the surface by erosion
- the removal of the overlying rock materials relaxes the pressure on rocks
- rocks expand slightly around the exposed surfaces when exposed to the effect of heat
- when temperature drops rocks may contract
- the repeated expansion and contraction of rocks causes cracks to develop on the rocks
- thin layers on the exposed surface of the rocks peel off
- the peeling off occurs in thin layers/like onion layers
- the peeling of rocks in the onion/concentric layers is called exfoliation.

QUESTION 5

- (a) **State two differences between weather and climate.**
- (b) **Name the instrument used in measuring the following weather elements.**
 - (i) **sunshine;**
 - (ii) **rainfall;**
 - (iii) **cloud cover.**
- (c) **Explain how wind speed is measured and recorded with anemometer**

This question was attempted by most of the candidates, unfortunately the performance was average.

Candidates were requested to state two differences between climate and weather, name instruments used for measuring the weather elements and to describe how wind speed is measured.

Most of the candidates lost marks for not being able to mention the ceilometer or cloud mirror which is the instrument used for measuring cloud cover and some deviated on the explanation on how wind speed is measured.

The following responses were expected from candidates

(a) **Differences between weather and climate**

- Weather shows the immediate state of the atmosphere while climate gives the average condition of the atmosphere.
- Weather is the condition of the atmosphere as experienced over a short period of time while climate is the condition of the atmosphere as experienced over a long period of time usually over 30 to 40 years.
- Weather description covers a relatively small area while climate description covers a wide area.

(b) **Names of instruments used in measuring weather elements**

- (i) Sunshine- sundial/sunshine recorder/Campbell strokes recorder/pyranometer.
- (ii) Rainfall-Rain gauge.
- (iii) Cloud Cover – Ceilometre/Oktas/Cloudmirror.

(c) **Explanation on how wind speed is measured**

- measured with anemometer
- anemometer is placed in open space
- anemometer has four metal cups
- metal cups are fitted on metal arms
- a shaft is connected/fitted to the metal arms and then to a meter
- cups rotate when wind blows
- the stronger the wind the faster the rotation of the metal cups
- the number of rotation is indicated on the meter to provide the speed of the wind
- the measurement of the wind speed is calculated in km/hour

QUESTION 6

(a) List *five* landforms found in the upper course of a river.

(b) Highlight *three* differences and two similarities between an alluvial fan and delta.

The questions tested candidates' knowledge and understanding of landforms found in the upper course of rivers (erosional landforms) and to differentiate between alluvial fan and delta.

Performance was poor for most candidates because they interpreted the term **landforms** as **features**.

The following responses were expected from candidates:

(a)

- gorges/canyons
- v-shaped valley
- interlocking spur
- highland

(b) **Differences between alluvial fan and delta**

- alluvial fans are found mostly in arid regions where as deltas are found both at semi-arid and non-arid regions
- deltas are found where rivers enter the sea or lake where as alluvial fans are found where rivers emerge from a canyon into lowlands
- alluvial fans are formed mostly by flash floods while deltas are formed by rivers

(c) **Similarities between alluvial fan and delta**

- both are depositional features
- both are produced by water deposition
- materials are sorted according to size and weight
- both are fan shaped

QUESTION 7

(a) Define climate.

(b) Draw the globe and show the three climatic belts of the Greek system of classification.

(c) List three areas of hot desert climate.

(d) Outline three characteristics of hot deserts.

The performance of candidates on this question was poor. Unfortunately, most candidates could not fix the Greek climatic belts accurately and had challenges listing areas of hot deserts.

In addition, they could not outline the characteristics of hot deserts.

Candidates were expected to provide the following responses:

(a) **Definition of Climate**

- Climate is the average weather condition of the atmosphere of a place taken over a long period of time usually 30-40 years.

(b) **The Greek climatic belts**

- Frigid zone
- Temperate zone
- Torrid zone

(c) **Areas of Hot Desert Climate**

- North Africa-Sahara
- East Arabian Desert
- Iran - Iranian desert
- South -West Africa-(Angola) - Kalahari Desert

(d) **Characteristics of Hot deserts**

- high temperatures
- aridity
- high rate of evaporation
- cloudlessness
- occasional dust storms

QUESTION 8

(a) **Define atmospheric pollution.**

(b) **List four major sources of air pollutants.**

(c) **Highlight four effects of atmospheric pollution.**

The question on environmental issues was the favorite of candidates and the performance on the question was good for most candidates.

Candidates were able to define atmospheric pollution, list major sources of air pollutants and were able to highlight effects of atmospheric pollution

Some of the responses of candidates were as follows:

(a) Release or injection of substance or energy into the atmosphere in quantities that are harmful to man, animals and plants.

(b) **Major sources of air pollutants**

- gases and particles discharged from industrial plants
- smoke from the exhausts of vehicles and marine vessels, etc

- radio- active fall outs
 - dust storms
- (c) **Effects of atmospheric pollution**
- climate change/ green house effect
 - increase in atmospheric temperatures
 - depletion of the ozone layer
 - rising of sea level



GOVERNMENT 2

1. STANDARD OF THE PAPER

The standard of this year's paper compared favourably with that of the previous years. The paper conformed to the requirements of the WASSCE syllabus and the questions were clear, unambiguous and specific in its demand.

The performance of candidates improved compared to the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates demonstrated adequate knowledge of the subject matter in the presentation of their work.
- (2) Some candidates were very orderly in their presentation as well as legible in their hand writing which made it easy in the marking of their scripts.
- (3) An appreciable number of candidates adhered to the rubrics.
- (4) There was an improvement in the language of many of the candidates.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates presented their answers with irrelevant preambles to the questions.
- (2) Many of the candidates resorted to mere mentioning of points.
- (3) Many candidates fumbled with the explanation of key concepts fundamental to the subject.
- (4) Many candidates did not support their essays with relevant facts.
- (5) There was lack of knowledge of the subject matter leading to deviation of questions attempted.

4. SUGGESTED REMEDIES

- (1) Candidates should first read the rubrics, understand and apply the rules governing the paper in order not to deviate.
- (2) Candidates should be taught how to identify the key demands of questions and how to answer them.
- (3) Teachers of the subject should help students attain practical understanding of concepts so that they can handle well the exposition aspects of the questions.
- (4) Candidates should do well to present their work in an orderly manner exhibiting clarity of thought and facts.
- (5) Candidates should cultivate the habit of reading to improve their vocabulary and build their spelling power.
- (6) Teachers of the subject should do well to give all topics in the syllabus equal attention as well as teach all topics with equal zeal and make the subject interesting to gain the attention and interest of the candidates.

- (7) To touch on all topics in the syllabus, teachers should do well to give some topics out as project work to candidates thereby making them active participants in the quest for search of knowledge and get them to understand the topics they researched on.
- (8) Teachers should do well to whip up the interest of candidates in the section (A) part of Government paper 2, i.e “ELEMENTS OF GOVERNMENT” as the performance of candidates keep falling.

5. DETAILED COMMENTS

SECTION A ELEMENTS OF GOVERNMENT

QUESTION 1

- (a) What is political socialization?
- (b) Identify *four* features of a Nation.

Many candidates answered this question. The definition was fairly answered. However, many of the candidates explained it in sociological terms i.e., the transmission of societal norms from generation to generation. The right definition to quote is, ‘The process through which an individual acquires a set of political attitudes, values, beliefs and form opinions about political systems and practices.’

Many candidates did very well in the second leg of the question. They were able to identify the important features of a nation and most of them came out with very good exposition. It was also observed that many of the candidates confused ‘Nation’ with a ‘State’ like population, compulsory membership sovereignty, international recognition, etc.

The overall performance of candidates who attempted this question was good.

QUESTION 2

Highlight *five* features of Federalism.

The question was answered by few candidates. The few who did answer the question used points on advantages of federalism instead of the key word ‘*features*’ and clearly deviating from the question. Because of their lack of understanding of the question, they performed poorly.

QUESTION 3

(a) What is a Public Corporation?

This was a popular question attempted by many candidates. A good number of candidates were able to explain Public Corporation well with all the key words. It was observed that some of the candidates left out a key component in their definition i.e. ‘they provide essential services at reduced cost’ which was a major requirement.

(b) Identify four ways in which Public Corporations are controlled.

The second leg of the question was satisfactorily answered by many of the candidates. However, a few others merely listed points and others confused Control of the Public Corporation with its importance.

The overall performance of candidates was very good.

QUESTION 4.

Outline *five* ways in which public opinion is measured.

This was a popular question attempted by many of the candidates and it was one of the well answered questions. They understood the question well and to a great extent answered it satisfactorily.

The overall performance of the candidates was very good.

QUESTION 5

Explain five means of safeguarding rights of citizens.

This was a popular question attempted by many candidates with an equally good performance. However, a few of the candidates misunderstood the question and therefore wrote on “types of rights”. Again, some of them could not explain satisfactorily good points raised.

Overall performance of candidates was very good.

SECTION B
POLITICAL AND DEMOCRATIC DEVELOPMENTS IN WEST AFRICA
AND INTERNATIONAL RELATIONS.

QUESTION 6

Identify *five* differences between the Crown colony and the Protectorate

This question was the least and poorly answered. Many of the candidates could not do any meaningful distinction between the Crown Colony and the Protectorates.

The answers provided by the candidates revealed that either the teachers did not teach this part of the syllabus or the candidates did not study the topic well.

The overall performance of the candidates was poor.

QUESTION 7

Highlight *five* sources of finance of political parties in Ghana.

This was another popular question and it was satisfactorily answered by the candidates. Candidates demonstrated evidence of good knowledge of the subject matter through the quality of their exposition.

The overall performance of the candidates was excellent.

QUESTION 8

Outline *five* features of the 1979 Third Republican Constitution of Ghana.

This was not a popular question but the few candidates who attempted did well by raising and explaining adequately some of the peculiar features of the constitution well. The few number of candidates who attempted the question could be as a result of teachers ignoring that aspect of the syllabus or candidates see it as abstract and boring. There is the need for teachers to devise a unique way of teaching constitutional developments in Ghana to make it lively and interesting to study by the candidates.

The overall performance of the candidates was good.

QUESTION 9

Highlight *five* achievements of the Aborigines' Rights Protection Society (ARPS).

This was one of the well answered questions and it was attempted by a good number of candidates. Almost all of them understood the demands of the question and appropriately delivered on it. It was however observed that some of the candidates misunderstood achievements to mean “aims” of the society thereby deviating from the question.

The overall performs of the candidates was very good.

QUESTION 10

Identify five challenges faced by the United Nations Organization (UNO).

This was a popular question attracting most of the candidates with equally good performs delivered by them. They were able to outline and explain the challenges in detail. In some instances, however, wrong explanations were given to the points raised, example, non-payment of taxes instead of non-payment of dues etc. while few others raised points with no explanations attached.

Overall performance of candidates was good.



HISTORY 2

1. GENERAL COMMENTS

The standard of this year's paper compares favourably with that of the previous year. Questions were within the syllabus, unambiguous, clear and specific in their demands.

The performance of candidates improved compared to that of last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) A few good candidates showed in-depth knowledge of the subject matter evidenced in the presentation of their work.
- (2) There is much improvement in the clarity of thoughts and arrangements of facts and explanation of points raised.
- (3) There is much improvement in the hand writing of candidates and spelling of key words.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Many candidates did not understand the demands of the questions which led to them deviating in their presentation.
- (2) It is important to note that some candidates continue to answer more questions than required and also select questions from other member countries which they felt could easily be answered thereby disregarding the rubrics.
- (3) Raising of good points without explanation was a major concern in candidates' work.
- (4) Candidates spent a lot of time and emphasis on one question to the neglect of the others.

4. SUGGESTED REMEDIES

- (1) Approved textbook: Candidates are advised to read the approved textbooks and other relevant literature to get the right facts and information needed.
- (2) Candidates should be encouraged to follow the rubrics that govern the paper.
- (3) Teachers should come up with a teaching method that will make the teaching and learning of this subject interesting and meaningful to the candidates.
- (4) Candidates should read a lot of books on the subject to improve on their vocabulary.
- (5) Teachers are encouraged to make the teaching of the subject lively in order to arouse the interest of the students.
- (6) Teachers are also admonished to adopt the project work approach to whip up the interest of students in researching on topics to present in class thereby increasing their knowledge base on the subject.
- (7) Candidates are also admonished to read the recommended textbooks and literature to get the right information related to the subject. There is the need to admonish students to read more to improve on their vocabulary.

5. DETAILED COMMENTS

SECTION A: LANDMARKS OF AFRICAN HISTORY UP TO 1800

QUESTION 1

(a) Name the three core groups of people which founded the following Western Sudanese states:

- (i) Ghana;
- (ii) Mali;
- (iii) Songhai;

(b) Highlight any four features of the Western Sudanese political system.

This was a popular question which was generally answered well in both legs of the question. Excellent candidates were able to highlight the features so well and their exposition point to the fact that they read thoroughly on the topic and delivered well on it. The overall performance of the candidates was very good.

QUESTION 2

(a) List any three non-documentary sources of history.

(b) Identify any four reasons for the use of written documents as sources of history.

This was a popular question well answered in both legs of the question. Candidates were able to list correctly non-documentary sources of history and went on to identify correctly the reasons for the use of written documents as sources of history. Candidates must be commended for exhibiting in-depth knowledge of the subject matter.

QUESTION 3

Identify any five achievements of Pharaoh Menes Narmer in Egypt.

This question was not popular and the few candidates who attempted performed poorly. The candidates could not identify Pharaoh Menes' achievements, instead they wrote on the general achievements of the Pharaohic era, i.e. invention of the shaduff, high level engineering, ship building construction of pyramids etc. The question required candidates to write on the following:

- (i) Pharaoh Menes/Narmer brought Lower Egypt and Upper Egypt together around 3100BC.
- (ii) He inaugurated the first dynasty of a united Egypt by conquering and annexing the Delta.
- (iii) He constructed canals to promote agriculture.

- (iv) He decentralized the system of administration by creating a provincial government to enable him to govern his large kingdom.
- (v) He established the seat of government in the capital city Memphis etc.

Candidates are admonished to treat all topics with equal zeal and seriousness. The overall performance of candidates was poor.

SECTION B

GHANA AND THE WIDER WORLD EARLIEST TIMES TO AD 1900

QUESTION 4

In what five ways was salt important to the people of Ghana in pre-colonial times.

This was a very popular question attempted by many candidates with an equally good performance by them. Candidates did well by explaining in detail the economic, social, religious, medicinal and agricultural benefits of salt to the people of Ghana in pre-colonial times.

The overall performance of candidates was very good.

QUESTION 5

Highlight any five features of indigenous medical practices in Ghana before the advent of modern medical practices.

This was another popular question attempted by many candidates, but their performance was very poor. The question was clear on its demand i.e., “features”. Candidates instead of writing on the features of indigenous medical practices they wrote on how diseases were cured before the advent of modern medical practices.

Candidates were expected to write on the following:

- (i) Herbal medicine was central to the treatment of illness and diseases.
- (ii) Spiritual and psychological means were used in the healing process.
- (iii) Contagious diseases were treated outside at the outskirts of towns and villages.
- (iv) Midwifery was done by elderly women in the society etc.

The overall performance of candidates was poor.

QUESTION 6

- (a) **List any three Akan groups.**
- (b) **Outline any four features of the Akans.**

This question was attempted by many candidates. However, their performance was poor. Candidates poorly answered the question especially the 'b' section where candidates were writing about the social structure of the Akan group instead of her features.

Candidates were expected to write on the following features:

- (i) The Akan spoke Twi and Fanti as their language with some variations.
- (ii) The Akan society was generally matrilineal.
- (iii) There were seven main matrilineal clans.
- (iv) The Akan people were polytheistic.
- (v) Members of clans saw themselves as brothers and sisters and thus forbidden to marry etc.

The overall performance of the candidates was poor.

QUESTION 7

Identify any five socio-economic problems Ghana faced between 1957 and 1991

This was not a popular question but the few candidates who attempted did very well. Candidates raised appropriate points and provided good explanation with relevant examples to compliment their exposition.

The overall performance of the candidates was very good.

QUESTION 8

Outline any five methods used by the nationalists to achieve independence for Ghana.

Few candidates attempted this question. Their performance was very good as they satisfied the demand of the question with in-depth knowledge of the subject matter.

The overall performance of the candidates was very good.

QUESTION 9

Identify any five problems of the Organization of African Unity/African Union (OAU/AU).

This was a very popular question which was not answered too well by many candidates who attempted it. The usual problem of candidates raising points but not able to explain came up again. Candidates could not organize their thoughts well and their facts were disjointed and incoherent. Candidates' knowledge of the topic is observed weak.



ISLAMIC STUDIES 2

1. STANDARD OF THE PAPER

The standard of the paper was comparable to that of last year.

2. PERFORMANCE OF CANDIDATES'

The performance was better than the previous year.

3. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates were able to provide the completion of the first chapter of the Noble Qur'an and were able to provide commentary of the chapter as well as the translation.
- (2) Candidates were able to define *Tayammum* and how it is performed.
- (3) The definition for *Shari'ah* was excellently provided.
- (4) Most candidates followed the instructions of the paper and provided a good presentation.
- (5) Candidates were able to enumerate the six authentic works on Hadith.

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates were unable to discuss the marital life of the Prophet and did not know what *Aamul-fil* was.
- (2) Some candidates answered any four (4) questions forgetting that question one (1) was compulsory which meant that candidates were required to answer question one (1) and any other three (3) questions.
- (3) Some candidates answered five (5) questions when they were to answer four (4) questions
- (4) Few candidates failed to follow the rubrics of the paper.
- (5) There were also cases of total deviation of candidates' answers to some of the questions. For instance, question three (3), instead of writing on the marital life of the prophet, some candidates wrote on the biography of the prophet. Another case of weakness was question five (5) where some candidates wrote on wudu (ablution) instead of *Tayammum*.
- (6) Most of the candidates could not complete the suratun-Nasq (Q.114) translation from the third verse.

5. SUGGESTED REMEDIES

- (1) Teachers should identify topics that are challenging to the candidates, so that they can emphasize on them during teaching hours, eg the marital life of the Prophet, *Tayammun*, *Shari'ah* and the six authentic collections of hadith.
- (2) It is in the interest of candidates to read all the instructions of the paper thoroughly and then answer the questions accordingly.

(3) Candidates must understand the questions before attempting to answer them. This is to avoid unnecessary cancellations and complete deviation.

6. DETAILED COMMENTS

QUESTION 1

Highlight six benefits of Sunnah to the Muslim Ummah.

Performance was very good although with some challenges. Some candidates defined Sunnah as the conversation between Allah and Prophet Muhammad.

There were candidates who discussed Sunnah as the Day of Judgement, Muslim brotherhood, Unity among Muslims among others. There were cases where some candidates wrote on the articles of faith in Sunni Islam. (Tawhid, Nubuwwahmalak, Kutub, Qadr and Yawmul-Qiyammah).

Some candidates highlighted on Hadith nine (9) of an-Nawawi's collection which partly reads.

“It was only their excessive questioning and their disagreement with their prophets that those who were before you destroyed”. Other candidates devoted all their energy on Sunnah from the Islamic jurisprudential point of view, thus recommended acts of Ibadah (Worship- Nawafil, Tatawuwu, Sadaqah and Umrah).

Candidates were required to discuss Sunnah as a source of the Shari'ah (Islamic Law). Sunnah is the second primary source of the Shari'ah. It has intimate relationship with the Qur'an. The prophet demonstrated practically the intent and purposes of the Qur'anic statement especially the Islamic modes of worship. The best explanation of the Qur'an is the Sunnah.

QUESTION 2

Bismillahi- Rahmanir- Rahim. “Qul ‘a’udhubirrabin- NasMalikin- Nas....”

(a) Complete the above Surah.

(b) Comment on the significance of the Surah.

This was a popular question and performance was good. The question is divided into two parts, completion of the Surah one and the commentary of the surah. However, there were some challenges with regards to the commentary.

Some candidates after the completion of the Surah translated it as was required. Other candidates commented on surah al-Ikhlās(Q112). There were others who commented on surah al-fatihah (Q chapter 1). However, candidates who followed the demands of the question did very well.

Candidates were required to complete the Surah and explain issues raised in the chapter. The main issues raised include; there is evil, and mankind is required to overcome evil. The best way to overcome evil is to seek protection from Allah. Evil emanates from humankind and Jin. Evil spirits become powerless if man and Jin depend on Allah constantly in their affairs.

QUESTION 3.

Discuss the marital life of the prophet [S.A.W].

Majority of the candidates attempted this question; however, performance was not all that good. There were candidates who deviated completely.

Some candidates wrote on Aamul- Fil, the year the prophet was born. Others spent their time on the biography of the prophet. Some discussed the first revelation and the role Khadijah played. There were others who dwelt on the ethical and moral life of the Prophet before his call. Some inaccurate statements were made, some of which are: (1) Muhammad (S.A.W) had his call at age 25. (2) Ali gave his daughter Aisha to Muhammed (S.A.W) to marry. (3) Muhammad (S.A.W) was twelve (12) years old when his uncle Abu Talib died. (4) The Prophet did not have a child with Khaliyah. (5) He married Aminah who had many children with him. (6) Ummus-Salmah was one of the daughters of the Prophet.

Candidates were required to highlight on the marriage(s) of the Prophet and how he related with his wives.

Candidates were supposed to highlight the following;

- (i) The women he married.
- (ii) His relations with them.
- (iii) His children and his relationship with them.
- (iv) His role in the domestic activities at home.
- (v) How he spent his time at home among others.

QUESTION 4

(a) Enumerate the six authentic collections of hadith.

(b) Describe the best of them.

Performance was average, however, either some candidates who answered the questions did not understand them or did not just have the right information on the issues. The question was in two parts; (a) enumerate the six authentic collections of Hadith and (b) describe the best of them. In response some candidates enumerated the six (6) authentic collections as.

(1) Isnad, Matr, Rawi, Hasan and Sa'y. (2) Daif, Mawdu and Hasan. (3) Qudsi, Sahih, Hasan Daif and Mawdu.

There were also candidates who wrote on the compilers instead of their collections. Some candidates wrote on the memorization of the Qur'an and Hadith (Sihhahus-Sitta)

The six sound collections of Ahadith in Islam (Sunni) are the Sahih of Imam Bukhari, Sahih of Imam Muslim, Jami'e of Imam at-Tirmidhi, Sunan of Abu dawud, Sunan of Ibn Majah and the Sunan of an-Nasa'i.

The best of all these collections is that of Imam Bukhari (Sahih Bukhari). Imam Bukhari was the pioneer, the most critical and meticulous, he had sharp retentive memory, the most respected among the compilers, he memorized many the the hadith he collected, spent about sixteen (16) years in compilation of the Sahih, visited a great number of Islamic centres of learning at the time among others.

QUESTION 5

(a) What is Tayammum?

(b) Describe how it is performed.

Candidates' performance was excellent, however, there were some challenges. Some candidates were confused what the performance of Tayamimum and Wudu (Ablution). Some candidates indicated that tayammum is the five (5) pillars of Islam (Shahadah, Salat, Zakat, Sawm and Hajj). There were candidates who wrote on how wudu is performed. Some candidates wrote on the performance of the Tawaf and the kissing of the black stone.

However, the following points were the expected answers from the candidates: Tayammum is the Islamic act of dry ritual purification using a purified sand or dust, which may be performed in place of ritual washing (ablution) if no clean water is readily available or if water becomes harmful to the human body. Tayammum is resorted to when you are far

away from the source of water or there is danger to the source of water among others. Tayammum is mostly performed by traders and travellers.

Tayammum is performed by putting one's palm on sand raising the hands and rubbing the face from the forehead to the chin. You again place your palm on the sand, raise them and rub the right and left hand from elbow to finger tips. Finally, you then declare the Kalimatush-Shahadah.

QUESTION 6

- (a) What is Sharī'ah?**
- (b) List the four sources of Sharī'ah.**
- (c) Explain the two primary sources of Sharī'ah.**

Generally, candidates' performance on the question was good. The question is divided into three (3) segments, thus (a, b, c) - (a) definition of Shari'ah (b) Sources of Shari'ah and finally (c) explain the primary source of the Shari'ah. The definition of Shari'ah was quite good.

Listing the sources of Shari'ah was a problem. Some Candidates claim the sources of shari'ah was; 1. at-Tawrah, Injil and Zabur 2. Isnad, matn, jam'i and riwayat among others. Some candidates explained ijma and Qiyas as primary source of the shari'ah.

Some candidates explained the Sunnah as it operates in Islamic jurisprudence (fiqh) rather than Sunnah as a source of the Shari'ah.

However, there are two (2) primary sources of the Shar'ah-The Qur'an and the Sunnah and two (2) secondary sources of the Shari'ah- the Ijma and the Qiyas.

Candidates were required to explain two primary sources of the shar'ah- the Qur'an and the Sunnah, while the Qur'an is absolutely the word of Allah revealed to Prophet Muhammed (S.A.W), the Sunnah is the personal contribution of prophet Muhammed (S.A.W) to the development of the shari'ah.

SOCIAL STUDIES 2

1. STANDARD OF THE PAPER

The standard of the paper compared with that of the previous years.

The overall performance of the candidates was lower than that of the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Majority of the candidates adhered to the rubrics of the paper.
- (2) Most candidates answered questions on the following topics well. They provided the correct points required and explained them.
 - (i) Socio-cultural practices that promote societal development.
 - (ii) Agencies responsible for the socialization of the child.
 - (iii) Sources of conflict in the Ghanaian society.
 - (iv) Names of financial institutions operating Ghana and benefits of financial security to the individual.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some of the candidates had difficulty with the spelling of some technical words.
- (2) Some candidates had difficulty in answering questions on the following topics. They could not provide all the right points and explain them
 - (i) Usefulness of Abraham Maslow's Hierarchy of needs theory.
 - (ii) How Ghanaians misconstrue the implication of independence.
 - (iii) Ways of developing human resource for national development.

4. SUGGESTED REMEDIES

- (1) Candidates must read the recommended text books to be familiar with literature and vocabulary of the subject.
- (2) Tutors must ensure that candidates study all the topics in the Social Studies syllabus and gain mastery of the contents before they sit for the paper.

5. DETAILED COMMENTS

QUESTION 1

Discuss five ways in which Abraham Maslow's Hierarchy of Needs Theory is useful to the Individual.

Candidates were required to discuss five ways in which Abraham Maslow's Hierarchy of Needs Theory is useful to the individual. Many candidates did not understand the question. They outlined the hierarchy and explained what each need on the hierarchy means. Some

also presented a well labelled pyramid of the hierarchy of needs as the answer to the question.

They could not however establish the relevance of the theory to the individual, that is, the attainment of lower needs would lead to the achievement of the higher ones. For instance, the individual would have to satisfy the basic needs of the body; food, clothing, shelter etc. before aspiring to attain higher needs of self-actualization. Performance of the candidates on this question was not good enough as they scored very low marks.

QUESTION 2

- (a) Explain the term reproductive right.**
- (b) List four responsible behaviours of the adolescent**
- (c) Explain four ways of fostering good gender relations in the society**

A good number of the candidates attempted this question and performed fairly on it. For the (a) part, most of them provided a good explanation of the concept of reproductive right and scored the maximum marks. However, some candidates deviated and wrote on reproductive health scoring no marks.

The (b) part of the question required candidates to list four responsible behaviours of the adolescent. Candidates provided good responses for this question and scored the maximum marks.

Candidates found it challenging to provide the required answers to the (c) part of the question. Some of the wrong answers provided by candidates included protection of state property, report criminals to the police etc. Majority of the candidates performed poorly on this question. Some correct responses candidates could have considered as answers to the question include:

- (i) Ensuring equal say in decision making for everyone.
- (ii) Removal of discrimination against women
- (iii) Sharing of responsibilities fairly.
- (iv) Enforcing laws on violence against women.
- (v) Promotion of education of women.

QUESTION 3

- (a) **Enumerate four socio-cultural practices that promote societal development.**
(b) **Justify four reasons for which funeral rights are instituted and performed in the Ghanaian traditional society.**

This question was in two parts: (a) and (b), and candidates were required to answer both parts. The (a) part tasked candidates to enumerate four socio-cultural practices that promote societal development. This was well done by majority of the candidates who attempted the question and they scored good marks.

For the (b) part, candidates were to justify four reasons for which funeral rights are instituted and performed in the Ghanaian traditional society. Majority of the candidates answered this question well. Unfortunately, few candidates did not understand the question and gave wrong answers about how to reduce funeral expenses. This led to loss of some marks.

The correct points they could have provided as responses to the question included;

- (i) To encourage good moral and social life through remarks, comments, songs and dirges performed during the ceremonies.
- (ii) To provide a period of reconciliation with the dead person. This will enable the dead to have a perfect rest.
- (iii) To serve as a means of giving or showing last respect and honour to the dead.

Performance of candidates on this question was good.

QUESTION 4

- (a) **Enumerate four agencies responsible for the socialization of the child.**
(b) **Discuss four challenges inherent in the socialization process of the child.**

This question was in two parts: (a) and (b), and candidates were required to answer both.

The (a) part required candidates to enumerate four agencies responsible for the socialization of the child. Many candidates did well and scored the maximum marks. Some candidates rather wrote on agents and loss marks for the deviation.

For the (b) part, candidates were to discuss four challenges inherent in the socialization process of the child. Majority of the candidates who answered the question provided the correct responses and scored appreciable marks. Very few candidates who did not understand the question wrote on the processes of socialization and others wrote on the role of the agencies of socialization.

Some correct responses these candidates could have provided were:

- (i) Financial problems/poverty of the family
- (ii) Immoral behaviour of some parents and family members
- (iii) Influence of bad peer groups- gangsters, drug addicts, armed robbers etc.
- (iv) Negative influence of people living in slums or in the neighbourhood; gambling and immoral life practices.

QUESTION 5

Examine five ways in which Ghanaians misconstrue the implications of independence.

This was a straightforward question that required candidates to examine five ways in which Ghanaians misconstrue the implications of independence. Very few candidates answered this question and performed poorly. They did not understand the question. Candidates wrote on the benefits of independence, why Ghana is not developing and problems of development among others. These deviations led to loss of substantial marks.

The question is about how Ghanaians misunderstood the implications of the independence they gained and hence do not put in much efforts to develop the nation. The candidates could have considered some of the following points as answers to the question.

- (i) Lack of awareness that independence entails depending on one's own abilities, knowledge, attitudes and character to make it meaningful.
- (ii) Ghanaians wrongly associate independence with wealth or affluence and comfort of life - they think that with independence everything will flow.
- (iii) Leaders love political power and use it for their political and personal interest instead of using power to give freedom to the people.
- (iv) Ghanaians think that independence calls for laissez-faire attitude to work instead of disciplined attitude to work.

QUESTION 6

List five sources of conflict in the Ghanaian society.

Describe five processes you will employ to build peace in your community.

This question was in two parts (a) and (b). Candidates were expected to answer both parts. The (a) part tasked the candidates to list five sources of conflict in the Ghanaian society. The (a) part was well answered by the candidates and most candidates scored the maximum marks.

The (b) part tasked candidates to describe five processes they will employ to build peace in their communities. Candidates mixed up answers to this question. They provided some correct points on the process or the ways by which peace is built in the community and explained them. Then also some added points on prevention of conflicts and causes of conflicts. These points were not correct and led to loss of some marks. These candidates could have considered the following points as answers to the question:

- (i) Compromise - parties involved to avoid taking entrenched position
- (ii) Mediation - using an independent person to settle dispute between contending parties.
- (iii) Negotiation - discussion or peaceful dialogue with factions to reach agreement.
- (iv) Right conduct - living according to the standard set by the society.
- (v) Adjudication at law courts/Application of justice and fairness
- (vi) Respect for human rights. The rights of all the people must be safeguarded

QUESTION 7

- (a) **Explain the term responsibilities and give two examples.**
- (b) **Highlight five possible conflicts that can arise in the exercise of an individual's rights and responsibilities.**

This question was in two parts. The (a) part required candidates to explain the term responsibilities. Few candidates answered the question and they did well in the explanation of the concept responsibilities. They were also able to provide the required number of examples and scored high marks.

Candidates were required to highlight five possible conflicts that can arise in the exercise of an individual's rights and responsibilities for the (b) part. It involves the obligation of the individual to perform his or her duties even if his or her rights are not fully met. Very few candidates made some acceptable efforts to provide the correct points and explain them. They scored very good marks. Majority of the candidates could not comprehend the import of the question.

They deviated in their answers and wrote on the sources of conflicts. Some of the candidates wrote on conflicts that would arise out of the refusal of the individual to perform a responsibility.

Some of the answer's candidates could have considered as responses to the question include;

- (i) Undertaking National Service in remote areas without social amenities.

- (ii) Payment of development levy in an area where there are no social amenities such as schools, markets and clinics.
- (iii) Payment of school fees even when there are no teachers, books, furniture and other learning materials in the school.
- (iv) Payment of electricity bills in an area with very low current which renders lights and gadgets unusable for most of the time.

QUESTION 8.

- (a) **List four financial institutions operating in Ghana.**
- (b) **Explain four benefits of financial security to the individual.**

This was a popular question as many candidates answered it. Part (a) required the candidates to list four financial institutions operating in Ghana. Many candidates performed very well as they were able to identify financial institutions operating in Ghana.

The (b) part was also well answered by majority of the candidates who displayed adequate evidence that they understood the question. However, few candidates misunderstood financial security and wrote on loans and businesses. Some also wrote on the role of financial institutions. The correct points candidates could have considered as answers to the question include:

- (i) Savings yield interest on money saved
- (ii) It helps to meet unexpected expenses
- (iii) It enables individuals to maintain good living standards.
- (iv) It enables the individual to spend money wisely.
- (v) It provides opportunity for safe keeping of money

Overall performance of candidates on this question was good.

QUESTION 9

Discuss five ways by which human resource can be developed in Ghana for the promotion of national development.

This was a straightforward question that tasked candidates to discuss five ways by which human resource can be developed in Ghana for the promotion of national development.

A good number of the candidates did well by stating the correct points and attempted discussing them. They scored average to high marks.

However, some candidates could not differentiate human resources from other resources. E.g., the candidates wrote that; human resource serves as an income when goods and services are produced out of it;

It serves as source of foreign exchange earnings; provision of food, were evidence in determining how candidates misunderstood the question. The correct responses candidate could have considered were;

- (i) Formal education
- (ii) On-the-job training
- (iii) Apprenticeship
- (iv) Retraining
- (v) Applying positive attitude to work
- (vi) Guidance and counselling
- (vii) Organized visits

The performance of candidates on this question was good.

QUESTION 10

Discuss five ways by which you can ensure sustainability in your personal life.

This was a straightforward question that required candidates to discuss five ways by which they can ensure sustainability in their personal lives. Majority of the candidates answered this question and provided the required number of points. Most of the points raised were correct but candidates could not explain them adequately to enable them score the maximum marks. The question also demanded for a personal effort which should have run through the responses, but most candidates failed to do so. Despite this shortfall, candidates were able to identify the ways of ensuring sustainability in one's life and they scored good marks. The other correct points which candidates could have considered as answers to the question include:

- (i) Having good education and professional or vocational training
- (ii) Working diligently towards attainment of one's goals/self-motivation
- (iii) Drawing up a personal budget and sticking to it
- (iv) Maintaining a future financial plan - saving
- (v) Judicious use of personal resources
- (vi) Developing positive attitude to work
- (vii) Developing self-confidence
- (viii) Being disciplined.

The performance of candidates on this question was good.

MUSIC 2

1. STANDARD OF THE PAPER

The paper is appropriate for the level and compared with that of the previous years.

The overall performance of candidates for this paper was slightly better than that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates answered questions on the following topics well:

- (1) Forms in traditional African music
- (2) Western music history
- (3) Black music in the Diaspora

3. SUMMARY OF CANDIDATES' WEAKNESSES

Candidates failed to provide good answers to questions on the following topics

- (1) Music theory and rudiments
- (2) Modulations
- (3) Cadences
- (4) Set Works: Bagatelle in F by Beethoven Op 33 No. 3

4. SUGGESTED REMEDIES

- (1) Candidates must upgrade their knowledge in music theory by practicing the concepts in the syllabus.
- (2) Teachers must engage candidates to learn and practice the concepts.
- (3) Trained music teachers should be appointed to prepare students for the examination.
- (4) Music teachers should prepare students adequately before the date of examination. They must not wait to force students at the last minutes to study and gain proficiency for the paper.

5. DETAILED COMMENTS

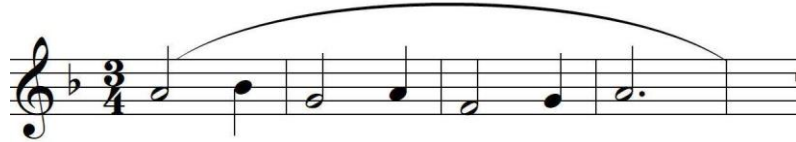
QUESTION 1

(a) (i) Melody Writing

Candidates were required to continue a given melody to form a passage of not less than 12 and not more than 16 bars. The candidates were also to modulate to the subdominant during the passage and return to the original key. The given melody was in F major, and in simple triple time.

Many candidates wrote melodies which were shapeless, in most cases without any form

and structure. Many candidates attempted to modulate to the subdominant as required but applied the wrong accidental. Some candidates had the idea that the leading note should be lowered and therefore applied the flat sign. In a few cases, sharp sign was used instead of the flat sign. Almost all candidates did not show any phrasing. Below is the given melody;



(ii) Setting melody to a given text.

Candidates were required to set a given text to a suitable melody, indicating tempo, phrasing and dynamic marks. Credit was to be given to originality of the composition and proper alignment of texts to the notes. The marking scheme suggested the following:

- (i) breaking down syllables to strong and weak beats;
- (ii) suitability of rhythm to the text (meter, barring, alignment, etc);
- (iii) melodic interest;
- (iv) phrasing, tempo and dynamics;
- (v) originality.

Generally, very few candidates attempted this question and they performed poorly. Candidates did not set the given texts to a suitable melody. In most cases two or more syllables were assigned to a single pitch. Texts were set without recognizing their importance in the melody. Important texts were inappropriately placed on weak beats.

(b) Two-part writing-

Candidates were required to write/add a bass part below a given melody four bars and in key C major in simple quadruple time. Candidates showed a noticeable evidence of insufficient preparation for this question. Many candidates duplicated the correct key signature, time signature, clef and barred appropriately. Candidates demonstrated a poor understanding in two-part writing. The counter melody did not stand on its own. There was no independence in melodic curves as well as melodic interest, contrast and harmonic interest. The final cadence could not be spelt out

Despite these weaknesses, candidates were able to score some marks for the efforts they put in. Below is the given melody;

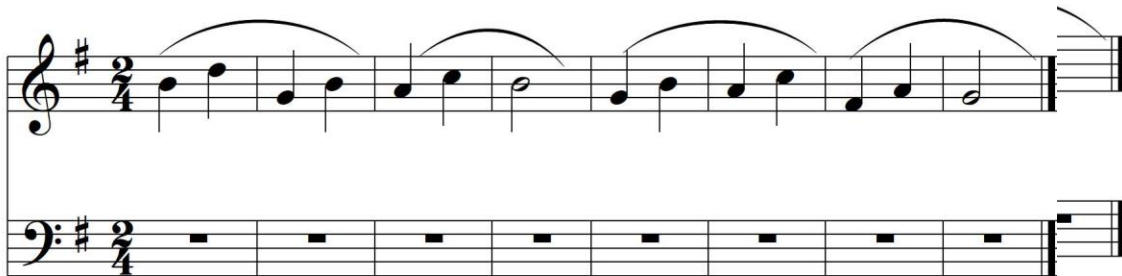


(c) Four-part harmony

Candidates were required to harmonise a given melody in G major. They were required to add alto, tenor and bass parts. The marking scheme provided the following points:

- (i) Correct key signature
- (ii) Correct Time signature
- (iii) Correct Clef
- (iv) Appropriate barring
- (v) Harmonic interest (Progression)
- (vi) Final Cadential progression
- (vii) Added Parts
- (viii) Copying/phrasemarks/alignment

Although all candidates wrote the correct time signature, key signature, clef and barred appropriately the harmonic interest (progression), final cadential progression, and alignment were poorly done. Performance of candidates was, however, average.



QUESTION 2

Set works

The pieces have been provided to the candidates in advance to study. Candidates were therefore required to recall the features of the pieces as demanded by the questions.

- (i) *Bagatelle in F by Beethoven, Op.33. No.3*

Candidates were required to;

- (a) indicate the tempo mark of the piece.
- (b) state which period in music history the composer lived.

- (c) indicate the instrument for which the music was written.
- (d) state the time signature of the piece.
- (e) list compositional techniques used in the piece.
- (f) notate the range of the melody in the right hand.
- (g) name the cadence that ends the piece.

Candidates' performance was on the whole above average. They were able to provide some responses to the questions and scored good marks.

OR

- (ii) *Victory by E. K. Boamah*

Candidates were asked to;

- (a) state the tempo of the piece
- (b) state the time signature of the piece
- (c) quote the first two bars of the melody
- (d) list any five compositional techniques used in the piece.
- (e) indicate the chord that ends the piece.
- (f) state the beat on which the music starts.

Candidates' performance was good. A few candidates who attempted to identify compositional devices as used by the composer went outside the piece to mention general compositional devices. Others could not differentiate between compositional devices and dynamic marks and used them interchangeably. There was a clear evidence that candidates have not adequately mastered musical terms and signs.

QUESTION 3. - Western Music

Candidates were required

To write short notes on any five of the following musical forms:

- (a) Cantata
- (b) Opera
- (c) Oratorio
- (d) Passion
- (e) Mass
- (f) Aria
- (g) Chant

Candidates were able to provide short notes as required.

QUESTION 4. - African Music

Candidates were required to;

- (a) name traditional musical instruments as indicated in a picture.
- (b) identify the main musical type in which each instrument in the picture features.
- (c) state one role played by each of the instruments in the musical types identified in 4(b) above.

Many candidates attempted this question and performed creditably well. They were able to identify the instruments as Ateneben, Seperewa, Dawuro, Atumpan and Gyile.

Candidates were also able to identify the musical type in which each of the instrument features and the role it plays in the ensemble. Teachers are therefore requested to cover a wide range of traditional musical instruments in Ghana and align them to the musical types and roles they perform in their respective ensembles. On the whole, the performance of the candidates was good.

QUESTION 5. - African American Music in the Diaspora

Candidates were required to give any three characteristics of each of the following musical genres:

- (a) Blues
- (b) Calypso
- (c) Jazz
- (d) Afrobeat
- (e) Negro Spirituals

A few candidates attempted this question and their performance was poor. They could not state the characteristics of the musical genres provided. Some gave the exponents of the musical genres instead of their characteristics as demand by the question.

MUSIC 3A (AURAL)

1. STANDARD OF THE PAPER

The paper was well set and structured to match international standards and paper within the syllabus for WASSCE music.

The overall performance of the candidates in the Aural Test this year has also been very impressive, just like that of last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiner outlined the following as candidates' strengths.

- (1) Rhythmic dictation and melody writing.
- (2) Two-part writing (Upper part).
- (3) Identification of chords progressions and the appropriate inversions.
- (4) Cadences and modulations as well as the descriptions of themes.
- (5) Auditory capabilities of candidates have so far improved.

3. SUMMARY OF CANDIDATES' WEAKNESSES

Candidates had challenges in the following areas:

- (1) Inability to spell simple terms associated with cadences, musical types and modulations
- (2) Difficulty in arranging key signatures and time signatures appropriately and correctly in the staff.

4. SUGGESTED REMEDIES

- (1) Teachers should spend time to make sure students can spell simple words associated with cadences, modulations and musical terms such as perfect, imperfect, interrupted, plagal, subdominant, dominant, relative minor, Fur Elise, Reggae, etc.
- (2) Candidates must intensify their study of rudiments to make sure that clefs and time signatures are appropriately placed on the staff.
- (3) Candidates must be encouraged to do more exercises with hands for them to gain mastery. As indicated last year, some candidates still write time signatures like fractions. For instance, $\frac{4}{4}$ was written as $\frac{4}{4}$.

5. DETAILED COMMENTS

Test I: Rhythmic Dictation

Candidates were required to listen to a four-bar melody in simple duple time and notate the rhythm accordingly on monotone. Many candidates did well in this question. Some candidates missed some notes within the bars but were able to score very good marks.

The rhythm played was as follows:



Test II: Melody Writing

Candidates were required to listen to a 4-bar melody in simple quadruple time as played and write it on a treble staff in Key C major. Most candidates performed well in the melody writing.

However, some of them found it difficult placing orderly the clef, the key signature and the time signature appropriately on the staff. Some candidates had difficulty in writing the melody.



Test III: Two-Part Writing

Candidates were expected to write the upper part of a two-part musical piece of four bars in simple quadruple time using the treble staff and Key C major. Generally, the performance was good except that some found it difficult to place the time signature correctly on the staff.

Some candidates also mixed up the rhythms but generally the performance was good.



Test IV: Chords Progression

Eight Chords were played for candidates to identify and write in the order in which they were played using Roman numerals or technical descriptions. All candidates who attempted this question could not provide the right responses. The order of the progression played was V - Vb - Ib - III - IV - Ic - V⁷ - I

Test V: Cadences

Candidates were required to identify four cadences in the order in which they were played. The order was Perfect, Imperfect, Interrupted and Imperfect. Most candidates did well, however, varied spelling mistakes dominated the answers given. Performance was good.

Test VI: Modulations

Candidates were expected to listen to excerpts of musical pieces and identify the modulations as Subdominant, Dominant or Relative minor and then indicate the new key of modulation. Candidates performed very well in this question. The order of the correct answer was Subdominant (E-flat major), Relative minor (G minor), Subdominant (E-flat major) and Dominant (F major).

In spite of a good number of candidates providing correct responses, a few others could not spell the terms correctly. In fact, this problem has been consistent over the years and it is baffling the extent of inability of students at this level to spell these technical but simple terms in music.

Test VII: Identification of Themes

Three different themes or excerpts of musical pieces were played, and candidates were asked to identify the title of the piece in excerpt 1, the musical genre in excerpt 2 and the time signature in excerpt 3. In most cases, candidates answered all questions correctly however, greater number of candidates had a problem spelling the term Fur Elise and Reggae. Teachers still need to adopt strategies to make sure that students' spelling capabilities are improved.

MUSIC 3B (PERFORMANCE TEST)

1. STANDARD OF THE PAPER

The standard of the paper compares well with that of the previous years. The pieces were the same and were suitable for the level of the candidates.

The overall performance of the candidates in the performance test was slightly higher than that of the previous years. There was a general improvement in the performance of candidates on the various instruments.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates rehearsed the technical exercises very well and presented them accordingly.
- (2) Most candidates were confident and presented their pieces with seriousness.
- (3) Fingering skills of candidates in the technical exercises were good.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates found it difficult to do the sight-reading pieces.
- (2) Some candidates misinterpreted some note values and rhythms in the pieces.
- (3) Some candidates were generally ill-prepared for the paper and displayed fear in taking the paper.

4. SUGGESTED REMEDIES

- (1) Teachers must engage students in sight reading lessons from the early stages of the course.
- (2) Teachers must engage students in frequent and serious rhythmic activities to build confidence and mastery in them.
- (3) Candidates must be serious with their studies and prepare well for the examination.

5. DETAILED COMMENTS

(1) Technical Exercises

Candidates were required to perform two technical exercises already given; one in a major key and the other in a minor key. Many candidates were able to perform the exercises accordingly using the tonic solfa.

Generally, candidates performed very well in this aspect.

(2) Set Pieces

Candidates were required to perform two pieces from given Set Pieces. All the candidates performed from the selected performance Set Pieces. In some cases,

phrasing, dynamics, articulations and dictions were not properly exhibited by candidates.

The performance of candidates on the Set Pieces was however good.

(3) Sight Singing

Candidates were required to sing from two unseen pieces. Candidates performed poorly. Only a few candidates were able to read the pieces correctly. Some could not make any attempt to read the pieces and only had to give up.

