

## LANGUAGES

### RÉSUMÉ OF LANGUAGES

#### **1. PERFORMANCE OF CANDIDATES**

The Chief Examiners stated that candidates' performance in the various subjects varied. The Chief Examiners for English Language 2, Dangme, Ewe, Twi (Asante), Twi (Akuapem), Fante, and Ga indicated that there was an improvement in the performance of candidates. However, the Chief Examiners for Literature in English, French, Gonja 1 and 2, Kasem 2, and Nzema 2, noted that the performance declined.

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

The Chief Examiners noted that candidates performed well in the following areas:

##### (a) Adherence to Rubrics

The Chief Examiners for English Language 2, French 2, Fante 2 Literature in English and Twi (Asante) 2, reported that a good number of candidates adhered to the rubrics of the papers.

##### (b) Good Organization of Essays

A good number of candidates for English Language 2, French 2, Ewe 2, Dangme 2, Ga 2 and Twi (Asante) 2, presented well-organised essays. Candidates demonstrated mastery over the features of the various forms of essays and achieved unity and coherence in their presentations.

##### (c) Appropriate Use of Language/Clarity of Expression

The Chief Examiners noted that the candidates for French 2, Ga 2, Ewe 2, Gonja 2 and Twi (Asante) 2 had improvement in expression. They reported that candidates used appropriate vocabulary (with words spelt correctly) to write acceptable sentences in their essays.

##### (d) Length of Essays

The Chief Examiners for English Language 2, Twi (Asante) 2, Ewe 2, Ga 2, Gonja 2 and Dangme 2 commended candidates for their ability to write the required number of words for their essays.

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

The following weaknesses of candidates were identified by the Chief Examiners of the various languages.

(a) Poor use of language

The Chief Examiners for English Language 2, Twi (Asante) 2, Fante 2, French 2, Nzema 1 and Fante 1 lamented the rate at which faulty constructions, spelling errors and poor grammar were found in candidates' responses. Similarly, the chief examiners for Ewe 2 and Ga 2 expressed worry about the use of the spoken form of the language instead of the standard one. They lamented the misuse of certain personal pronouns in the language.

(b) Poor Stock of Vocabulary

The Chief Examiners for French 2, Dangme 2, Gonja 2 observed that candidates' stock of vocabulary was limited. As such, they wrote their essays with a lot of English words in it. This made it very difficult to understand some of the sentences they constructed. Similarly, the Chief Examiner for English Language 2 lamented the wrong use of words and poor punctuation in the essays of the candidates.

(c) Poor Skills in Answering Comprehension Questions

It was a worry to the Chief Examiner for English Language 2, that some candidates lifted portions of the comprehension passages, which were irrelevant, as answers to some questions.

(d) Length of Answers

While the Chief Examiners for Gonja 2 and Dangme 1 indicated that some candidates provided short answers that lacked substance, the Chief Examiner for French 2, lamented the rather long essays written by some candidates which resulted in them losing marks.

### **4. SUGGESTED REMEDIES**

The following remedies were recommended to address the weaknesses identified:

- (i) teachers should endeavour to teach all aspects of the syllabus to enable candidates to tackle all aspects of the questions;
- (ii) students should be encouraged to read widely on a variety of topics to enrich their stock of vocabulary;
- (iii) workshops should be organized for language teachers to update their knowledge in content and pedagogy;
- (iv) candidates should be taken through periodic spelling drills to improve their spelling;

- (v) candidates should be encouraged to be creative in their essay writing in order to get the required marks for that section;
- (vi) teachers should teach thoroughly the grammar of the languages so as to improve on sentence construction of candidates;
- (vii) a lot of assignments should be given, marked and discussed with students;
- (viii) teachers should read the Chief Examiners' Reports to know the weaknesses in students and correct them;
- (ix) students should be exposed to techniques of answering questions.



## ENGLISH LANGUAGE 2

### 1. GENERAL COMMENTS

The standard of the paper is comparable to that of the previous years. The quality of the paper was appropriate. However, as in previous years, the general performance of the candidates was not good enough. While Section A (Essay) was handled well by most candidates, the same cannot be said of Section B (Comprehension) and Section C (Summary).

### 2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Relevant features and ideas for content of all the essays were prominent. A good number of candidates understood the essay questions and wrote extensively on them. They no longer had problems with the formal features of an informal letter.
- (2) Organisation was well done. The use of intra and inter-paragraph linkages was well done leading to the achievement of cohesion and coherence of the ideas. Candidates dealt well with questions that required two phases of attention.
- (3) Some candidates used the appropriate vocabulary and registers in writing the essays. They were also able to develop their points to satisfy the requirements.
- (4) Some were able to provide the mandatory formal features.
- (5) The exhibition of knowledge of the correct use of idioms: this enriched their essays.

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

The general performance of the candidates revealed that many of them have still not grasped the rudiments of English Language. The following weaknesses, among others, were observed:

- (1) Poor syntactic structures or faulty sentence constructions.
- (2) Poorly controlled sentences due to poor knowledge of punctuation.
- (3) Wrong spelling of words
- (4) Use of wrong tenses
- (5) Indiscriminate use of capital letters
- (6) Wrong application of subject-verb agreement
- (7) The small letter (i) was written instead of the capital (I), for the first person singular pronoun.
- (8) In summary, candidates lifted answers wrongly from the passage and provided answers outside the context of the passage.

### 4. SUGGESTED REMEDIES

- (1) The teaching of grammar should be a major concern of teachers of English. In this regard, the basic topics such as the parts of speech, types of sentences, clauses, phrases and their functions should be treated extensively.
- (2) The correct use of tenses should be taught exhaustively.

- (3) Students should be given more lessons in the correct use of punctuation marks.
- (4) The reading habit should be inculcated in students to increase their vocabulary stock, enhance correct spelling and enable them to write correct sentences.
- (5) Students should also do more writing exercises as part of their preparation towards the examination.
- (6) Students should be taught techniques in tackling summary questions.

## 5. **DETAILED COMMENTS**

### **QUESTION 1**

**Write a letter to your friend in another country telling him/her about your plans after leaving senior secondary school.**

The candidates were expected to write a letter to their friends in another country telling them about their plans after leaving senior secondary school. This was a favourite question and the candidates who attempted it performed creditably. They were able to discuss in detail at least three of their plans to earn good marks under content.

The candidates were expected to write an informal letter. Most of the candidates were able to present the features of an informal letter. However, they wrote the addresses wrongly and struggled to spell the month 'August' correctly. Salutation was faulty with no comma after first name. Some wrote a lot of irrelevant things as lengthy pleasantries in the introduction. Others wrote very scanty paragraphs which were just mere raising of many points without developing them. Some even ignored the core topic and were just chatting with their friends.

### **QUESTION 2**

**Write an article for publication in your school magazine on bullying among students and its effects.**

The candidates were required to write an article suitable for publication in their school magazine on bullying among students and its effects. A good number of the candidates understood the question, but some dwelt more on the effects than discussing bullying among students. Most of the candidates were able to present the features as title or heading and name of writer at the bottom right-hand side.

Generally, paragraphing was good but uncontrolled sentences created a lot of problems for most candidates. For content, some candidates gave instances of bullying and their adverse effects on students. Some followed these instances with appeals to the authorities to curb

the negative practices. The effects of bullying should have been on the victim, culprit and the school but candidates dwelt on only the victim.

### **QUESTION 3**

**Your school is noted for its academic excellence across the country but rarely participates in sports. As the Senior Prefect of the school, write a letter to the Principal giving him at least three reasons why your school should take part in sports.**

The candidates were expected to write a letter to the Principal giving him at least three reasons why their schools should take part in sports. A few candidates attempted it very well and they were able to raise very good reasons why their school should take part in sports. The official letter format was mandatory, and some candidates were able to present the features. However, some candidates used informal expressions in this formal letter.

### **QUESTION 4**

**The Old Students Association is visiting your school. Write a speech you will deliver at the occasion telling them some areas in the school where their assistance is needed.**

The candidates were required to write a speech they would deliver during the visit of the Old Students Association of their school telling them some areas in the school where their assistance was needed. This question was unpopular because not many candidates answered it. The question required the candidates to give a speech during the visit of the Old Students Association telling them some areas the school would need assistance.

A few candidates who answered this question had problems with organisation, expression and mechanical accuracy. For instance, the candidates were expected to start with the usual vocatives but that was not done or appropriately done. Candidates did not have good command of language and the use of appropriate speech techniques. The petition for assistance was rather directed to the headmaster instead of the Old Students Association.

### **QUESTION 5**

**Write a story to illustrate the saying: *I wish I had never met him.***

The candidates were expected to write a story to illustrate the saying: I wish I had never met him. The story may be real or imaginary. They were expected to give an account of events or tell a story which expresses regret. This was not a popular question for the candidates. Some candidates wrote stories which did not illustrate the saying and others could not write well-organised stories with good plots and paragraphs. The candidates were expected to use vocabulary that reflected the right atmosphere but most of them could

not. A few, however, were able to illustrate the saying: I wish I had never met him. Some candidates used animal characters.

### **QUESTION 6**

This was a comprehension test. The passage was interesting and not difficult to understand. About 40% of candidates scored high marks for this question. Their answers revealed that their ability to understand what they read was good. They grasped the subject matter of the passage, as a result, they were able to identify the answers in it.

However, most candidates performed poorly. They failed to provide the answers in the right tenses.

- (b) Some failed to show the differences between Uncle Ben and the children. The use of the contrast in the answer was a problem.
- (d) Some failed to state the specific reason for Uncle Ben going to sea. They just narrated what he did.
- (f) The majority of them lacked the understanding of the question on Uncle Ben's attitude.
- (g) Though most of them got the grammatical name 'Noun Phrase' correct, they had a problem providing its function. They wrote 'object of the verb' or object of a different verb and not 'recounted'.
- (i) Few candidates got the answer 'Personification' right. The majority wrote 'hyperbole'.
- (j) Candidates gave more than one word or phrase as an answer. Most of them wrote 'experienced' without the article for 'a seasoned'.

### **QUESTION 7**

This question tested the candidates' ability to sift relevant material from the passage and present it in a concise form. The rubrics stated clearly that candidates should use their own words as far as possible and in sentences. Unfortunately, many candidates performed poorly by lifting lengthy portions of the passage as answers. Those who wrote answers with extraneous materials, grammatical and expression errors were penalised. Since the summary passage was on social media which most of them were familiar with, they therefore resorted to writing answers which were out of context. Candidates must read and understand the passage before answering it.

## FRENCH 2

### 1. GENERAL COMMENTS

The standard of the paper was comparable to that of the previous years. The questions were within the scope of the syllabus and at the level of the candidates. Generally, candidates' performance this year was slightly better than that of last year.

### 2. SUMMARY OF CANDIDATES' STRENGTHS

A few candidates were able to answer the questions appropriately. They used the appropriate tenses, adjectives and expressions, among other things.

Their introductions were on point. They also used well-written and meaningful sentences to develop their essays and ended them with the right conclusions. These candidates were also able to present their answers in simple but very good sentences, thereby scoring very high marks. In some of their scripts, one could read sentences such as *Le nom du restaurant que je connais est Linda Dor...Il est très joli.*

In section B, which had to do with letter writing, most of these candidates were able to write correctly the features of informal letters in French.

They used the right tenses, conjugated verbs appropriately and used the right vocabulary, among others, and this earned them very good marks.

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

Despite the candidates' strengths discussed above, some weaknesses in their work were identified in the following areas.

#### (1) Wrong use of accents

Many candidates displayed their ignorance of the use of accents. For example, they wrote **trés** instead of **très**; **pére** instead of **père**; and **á** instead of **à**.

#### (2) Wrong use of adjectives

Most of the weak candidates could not differentiate between feminine and masculine adjectives. For example, they wrote *Mon mère est . . .* instead of *Ma mère est...* They also wrote, *Elle est pharmacien* instead of *Elle est pharmacienne*.

#### (3) Wrong conjugation of verbs:

Some of the candidates could not conjugate the verbs properly. For example, they wrote *Mes parents vient de Asikuma* instead of *Mes parents viennent de Asikuma*. They also wrote, *Ils habite à Accra* instead of, *Ils habitent à Accra*.



(4) Wrong use of punctuation marks

Many of them put a comma at the end of a sentence and started the next sentence with a small letter instead of putting a full stop at the end of the sentence and starting it with a capital letter. Also, they put a full stop at the end of a direct question instead of a question mark. Even though candidates were not punished for the misuse of punctuation marks in their work, it is necessary for them to learn how to use them correctly.

(5) Lack of vocabulary

Many candidates lacked the appropriate French vocabulary with which to express themselves and resorted to English words. For example, some wrote sentences such as *Le restaurant est nice* instead of, *Le restaurant est joli*.

(6) Inappropriate writing of address and date in French

Some candidates were ignorant of the fact that, in French, names of months and days begin with small letters. For example, they wrote *Vendredi, le huit Avril 2020* instead of *vendredi, le huit avril 2020*. Some candidates wrote their dates adding ‘st’, ‘th’ and ‘nd’ to the numbers as though they were writing English. For example, some wrote, *22<sup>nd</sup>Avril, 2020* instead of *le 22 avril, 2020*.

There were other candidates who did not know what to write. Such candidates resorted to copying some portions of the comprehension passages as essays and presenting them as answers.

#### 4. SUGGESTED REMEDIES

To minimize the incidents of the weaknesses enumerated above, the following remedies are proposed:

Teachers of French are urged to pay attention to the teaching and learning of accents during French lessons. Dictation exercises involving accents in French could help minimise the problem.

Teachers of French are advised to do more oral drills in French before doing written exercises with their students. The written exercises should be marked and discussed with the class.

Students should be guided to write simple sentences with adjectives in both masculine and feminine forms. This would expose them to the use of adjectives in French. Merely writing words in their books does not help students to remember the words, let alone use them correctly.

Students should be taught how to use punctuation marks appropriately in writing. Exercises involving the use of punctuation marks could be conducted on regular basis by teachers of French to help their students overcome this problem.

To enrich their vocabulary in French, students/candidates are encouraged to read French materials regularly. Giving students homework on reading comprehension can also help address the situation. In addition, the students themselves are advised to cultivate the habit of reading simple materials in French that they can lay hands on.

Students should do regular exercise on letter writing. This will enable them to master the art of letter writing with emphasis on the features.

## 5. DETAILED COMMENTS

### QUESTION 1

**Parlez d'un restaurant que vous connaissez bien. Dites pourquoi vous aimez ce restaurant.**

The question required candidates to talk about a restaurant that they know well, giving reasons why they like it. In their introduction, the candidates were supposed to give the name of the restaurant, state where it is found, indicate for how long they have been patronizing it, etc.

In the development of the essay, candidates were supposed to give reasons to support their choice of the restaurant. They were supposed to end their essays with a sentence or two, emphasizing why they like that restaurant.

This was a popular choice among candidates as many of them wrote on it. However, only a handful of them were able to answer it appropriately. The requirements of the question were well understood by most of the candidates who wrote on it, but their responses to the question left much to be desired. The good candidates were able to state the name of the restaurant and where it was in their introduction. Some were able to mention some of the foods served in the restaurant and how affordable they were. They also mentioned that workers in the restaurant were friendly and looked attractive. They made mention of the comfort of the place and good music enjoyed by patrons.

However, many candidates were only able to mention the name in their introduction. Some of the candidates wrote ungrammatical sentences such as *La restaurant habite Accra* instead of *Le restaurant est/se trouve à Accra*.

The problem with many students was how to express their thoughts in French. They mixed up singular pronouns with plural verbs and vice-versa. They wrote faulty sentences such as, *Les travailleurs est bon, Le manager de restaurant est belle*, etc.

In concluding their essays, while a few candidates were able to state why they liked the restaurant in simple French sentences such as *J'aime le restaurant car il est joli*, many others struggled to express their thoughts. Some of the latter category of candidates wrote *J'aime la restaurant parce quil a gentil*.

## **QUESTION 2**

**Vous avez assisté à l'anniversaire du mariage de vos parents. Parlez de cet événement.**

This question required the candidates to talk about their parents' wedding anniversary celebration that they witnessed.

In the introduction of their essays, candidates were expected to, among other things, touch on how long their parents have been married, give the date and time of the ceremony and the venue for the occasion.

In developing their composition, candidates were expected to dwell on the activities undertaken during the occasion. Some of these activities were greetings, prayers, children's games, having meals, presentation of gifts, taking photographs, and proposing a vote of thanks. Candidates were also expected to give their impression of the event in the conclusion of their essays.

This question, like the first one, was chosen by many candidates. Except for a few who were able to write good sentences in answer to the question, most candidates who answered the question did not understand it. They therefore wrote on different topics and obtained poor marks. While some wrote on fresh weddings, others answered the question as if it was about a birthday celebration.

There was another group of candidates who understood the question but used the wrong tense in writing it. Instead of using the past tense, as the event was to have taken place already, some of these candidates used the present tense.

There were however a few candidates whose essays were well written. They used the appropriate tenses and the right form of conjugation to write out beautiful sentences.

### **QUESTION 3**

**“Vouloir, c’est pouvoir.” Expliquez ce dicton et racontez une histoire pour l’illustrer.**

The English version of the adage is, ‘Where there is a will, there is a way’. Candidates were supposed to explain the adage and write out a story to illustrate it. Only a few candidates answered this question. A handful of these candidates wrote interesting stories to illustrate the saying. They used the right tenses and appropriate vocabulary in their stories. Most of them, however, deviated. Some merely wrote the question. Others simply copied some portions of the comprehension passages as their answers.

### **QUESTION 4**

**Votre école organise des cours supplémentaires gratuits pendant les vacances pour les élèves de la classe terminale. Ecrivez une lettre à votre ami(e) dans une autre école pour l’inviter aux cours.**

In this question, candidates were asked to write a letter to their friend in other schools, inviting them to attend free extra classes which their school was organising during the holidays for the final year students. Apart from the body of the letter, candidates were supposed to provide the appropriate formal features of a friendly letter: the date and address, the introduction and the conclusion. Many candidates were able to provide these features.

In the body of their letters, many candidates were able to pass on the message to their friends even though the sentences provided by most of them had grammar problems as far as conjugation of verbs was concerned.

One other problem faced by many of them was how to write the expression ‘to invite you’ in French. Instead of writing *pour t’inviter*, they wrote *pour l’inviter* as it was in the question. Apart from this challenge, several other candidates deviated from the subject matter. Such candidates wrote on sporting events in their school instead of extra classes.

### **QUESTION 5**

**Ecrivez une lettre à votre frère aîné pour l’inviter à la cérémonie de la distribution des prix de votre école.**

In this question, the candidates were asked to write a letter to invite their brother to the speech and prize-giving ceremony in their school.

The features of this letter were appropriately written by most of the candidates who attempted the question. Many of them were also able to develop their compositions using

simple sentences such as *Je t'invite à la cérémonie* and *Je suis parmi ceux qui auront des prix*. Other candidates did not understand the demands of the question; they therefore deviated.

### **QUESTION 6**

**Votre cousin ne vient plus régulièrement à l'école à cause des mauvais(es) ami(e)s qu'il fréquente. Dans une lettre, informez ses parents et dites-leur les conséquences de cette attitude pour ses études.**

Here, the candidates were supposed to write a letter to the parents of their cousin telling them how their cousin skips school because of bad company and telling them about how that behaviour affects the cousin's studies.

Very few candidates chose this question. In writing the salutation, most of the candidates failed to address the letter to their uncle. They addressed it to the parents instead. Some wrote *Cher parent* instead of *Cher oncle*. However, in the body, they were able to put across the message through simple but very good sentences. They used the appropriate vocabulary and the right tenses.

One other weakness that was noticed in candidates' work was that some of them wrote the letter as though it was a formal letter. They wrote the address of the recipient and the heading of the letter.

## LITERATURE-IN-ENGLISH 2

### **1. GENERAL COMMENTS**

The standard of the paper was the same as that of the previous years. The questions were straightforward as they clearly set out the tasks for the candidates.

On the whole, candidates' performance was slightly lower than that of the preceding year.

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

- (1) A number of candidates showed good understanding of the questions and responded appropriately to them.
- (2) Some candidates wrote good introductions devoid of biographies of authors and set out the task ahead.
- (3) Good answers spelt out points and discussions clearly, paragraph by paragraph, using inter-paragraph links.
- (4) A good number of the candidates displayed in-depth knowledge of the set texts and supported their points with relevant references.

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

- (1) There were instances of very poor knowledge of the set texts. In some cases, it was apparent that the candidates had not read the texts at all.
- (2) A good number of the candidates failed to either state the relevant themes or identify the characters or both.
- (3) Some of them only regurgitated notes, commentaries, etc., which were not appropriate to the requirements of the questions.
- (4) There were others who only presented sketchy answers; in some cases, only eight lines, or not up to half of a page.
- (5) Many of the candidates demonstrated a lack of understanding of the questions as they presented answers that did not actually address the questions they were supposed to be responding to.
- (6) A few of the candidates misspelt names of some characters and places, e.g. 'bigger' for 'Bigger'; 'Oderlay' for 'Odarley'; 'Poision' for 'Poison'; 'Kabira' for 'Kabria' ; and 'Agboloshi' for 'Agboglobshie' .

### **4. SUGGESTED REMEDIES**

To overcome the above-mentioned weaknesses, the following measures are recommended:

- (1) Candidates should be made to understand that questions are set to elicit specific lines of reasoning and analysis, not mere narration of the entire plot. They should therefore be able to raise points and develop them for good marks.
- (2) Students must be encouraged to buy and read set texts.
- (3) A lot of assignments should be given, marked and discussed with students.

- (4) Teachers should read the Chief Examiner’s Report so as to know the weaknesses of students and correct them.
- (5) Teachers should guide students to identify the various themes of the set texts and the relation of such themes to some practice/past questions.
- (6) Workshops for teachers of Literature-in-English should be organised from time to time.
- (7) Students must be taught the techniques of answering questions.
- (8) Teachers should encourage students to finish reading the prescribed texts before reading any commentaries on them.

## **5. DETAILED COMMENTS**

### **QUESTION 1**

#### **Comment on the significance of Poison’s attempted rape of Fofo.**

Candidates were required to state the theme in relation to the predicament/vulnerability of street children; identify Poison and Fofo; give relevant details of Poison’s attempt to rape Fofo; recount Fofo’s immediate action after her escape; and explain the significance of the episode/incident.

Good answers contained all the above. Weak ones, however, did not address the theme and identify the characters but merely focused on the incident of the attempted rape. On the significance of the attempted rape incident, some of the information presented by candidates went too far away to include such irrelevant details as government’s irresponsibility and MUTE’s involvement in Baby T’s case.

### **QUESTION 2**

#### **Examine the friendship between Odarley and Fofo.**

Candidates were expected to state the theme in relation to streetism and the relationships among street children; identify Fofo and Odarley and indicate how they end up in the streets; explain the nature of their relationship; and consider their relationship after parting company with each other.

Good candidates were able to provide answers that contained the required information and earned good marks. Weak ones, however, did not address the theme and identify the relevant characters—Odarley and Fofo.

### **QUESTION 3**

**Discuss the effect of Alani's visit on Yaremi in the novel.**

The requirements of this question included the following: statement of the relevant theme of the suffering of widows; identification of Alani and Yaremi; Alani's conduct during his visit to Yaremi in the village, his determination to return to the city and the consequential rejection of Ajumobi's legacy; and the effect of the visit on Yaremi.

A few candidates presented answers that met the demands of the question and scored good marks. Weak candidates failed to address the requirements of the question and ended up scoring low marks.

### **QUESTION 4**

**How do Yaremi's three suitors reflect the attitude of the people of Kufi to women?**

The requirements of this question included the following: statement of the relevant theme of male dominance and the plight of widows; identification of the relevant characters, i.e., Yaremi, Ayawanle, Olonade and Lanwa, who are the three suitors; the way the suitors try to woo Yaremi; Yaremi's rejection of all of the three suitors; and the reaction of the people of Kufi to Yaremi's rejection of the suitors.

Good candidates presented answers that met the requirements of the question and earned good marks. Weak candidates' answers failed to identify the three suitors as three distinct individuals but merely dwelt on the plight of widows in general. This resulted in such candidates scoring low marks.

### **QUESTION 5**

**Account for Bigger's frustration in the novel.**

Candidates were expected to state the relevant theme and indicate its relation to the question. They were also to identify the character Bigger, discuss the source of Bigger's frustration and explain how his frustration manifests.

While the good candidates discussed relevant factors, such as racial discrimination, the poor living condition of members of Bigger's race and family, and his inability to fulfil his dreams as being responsible for his frustration, the weak candidates only focussed on fear as the cause of Bigger's frustration in the novel.



### **QUESTION 6**

#### **Comment on the role of Ma in the novel.**

Among the requirements of this question were the following: statement of the relevant theme of the importance of family relationships; identification of Ma as Mrs Thomas, a single parent and mother of Bigger, Vera and Buddy; the financial support Ma provides for her family; the emotional support she gives her children; her disciplining of her children; and her soft spot for Bigger.

A good number of the candidates answered this question. They showed a good knowledge of the identity of Ma as Mrs Thomas and provided other relevant details. However, some wrongly identified Ma as Max and others as Mary. Such answers were awarded some marks for the statement of the theme only, if it was stated at all; otherwise, they scored zero for the entire question.

### **QUESTION 7**

#### **Examine Theodore's escape from the castle and its contribution to the plot.**

The candidates were required to provide answers that contained details on the following: statement of the theme of superstition; identification of Bianca; Bianca's attitude towards Matilda, Hippolita, Isabella and certain events; Conrad's death and Theodore's detention; Matilda's encounter with the young peasant.

### **QUESTION 8**

#### **Examine the relationship between Matilda and Isabella.**

The candidate was expected to give a good introduction of Matilda and Isabella; how Isabella comes to live in the castle; their being brought up together as sisters by Hippolita; how Isabella nearly becomes sister-in-law to Matilda; Manfred's proposal to marry Isabella and her horror; their rivalry over Theodore; Matilda's death and her wish for Theodore to marry Isabella, etc.

Candidates displayed a good knowledge of the text and gave apt identification of Matilda and Isabella. Many of the candidates presented the following salient points:

- (1) Their close relationship; seeing each other as sisters.
- (2) Their love for each other.
- (3) Their calm expression of their personal loves for Theodore.

These points were clearly spelt out by some candidates, but others merely narrated the story and displayed only a superficial knowledge of the text.

## **LITERATURE-IN-ENGLISH 3**

### **1. GENERAL COMMENTS**

The standard of the paper was the same as that of the previous years. Candidates' performance was slightly lower than that of the previous year.

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

- (1) Several candidates exhibited familiarity with the texts.
- (2) Some candidates wrote good essays devoid of mere narrations.
- (3) Good answers spelt out points and supported their points with relevant references.

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

- (1) Generally poor use of English
- (2) Inclusion of irrelevant biographical details of authors in candidates' answers
- (3) Relevant textual reference being often ignored
- (4) Candidates avoiding reading the set texts and preferring to read commentaries instead.

### **4. SUGGESTED REMEDIES**

To overcome the weaknesses of candidates, the following suggestions are made:

- (1) Teachers should ensure that students study the prescribed texts and are given essay type exercises in class.
- (2) Students must be taught how to answer questions appropriately.
- (3) Students should engage in intensive and extensive reading of relevant novels and other supplementary readers to broaden their knowledge and acquire adequate vocabulary.
- (4) There should be effective teaching and learning to ensure that the syllabus is totally covered before examination.
- (5) Teachers should also read the Chief Examiner's Report to be able to guide students.
- (6) Teachers should guide students to identify the various themes of the set texts and the relation of such themes to some practice/past questions.

## **5. DETAILED COMMENTS**

### **QUESTION 1**

**Examine the significance of Wara's abduction in the play.**

Candidates were required to state the relevant theme and identify Wara as a character in the play. They were further required to discuss Whitehead's demand for Wara and proceed to discuss the abduction itself, giving its significance.

The very few candidates who answered this question exhibited only a superficial knowledge of the text.

### **QUESTION 2**

**Assess Kindo's reception of Whitehead and Parker.**

Candidates were expected to state the relevant theme and identify the characters mentioned in the question; i.e., Kindo, Whitehead and Parker. It was also expected that candidates would discuss the arrival of Whitehead and Parker, how they are received by Kindo and the significance of the reception.

A few candidates answered the question, but the majority failed to present answers that satisfied the requirements of the question.

### **QUESTION 3**

**Comment on the significance of Chief Haladu Ade-Amaka's visit to the Commissioner of Police.**

Candidates were expected to state the relevant theme and identify the two characters mentioned in the question. They were also required to discuss the purpose of the visit and then state what it foreshadows.

This was a popular question, but it was generally poorly tackled. Many candidates failed to identify the characters. Again, several of them stated that Chief Haladu Ade-Amaka visits the Commissioner of Police to offer him bribe to secure the release of Aloho, who is put before court for carrying cocaine overseas. The fact, however, is that the visit to the Commissioner is made before Aloho's arrest.

#### **QUESTION 4**

**Discuss the visit of Okpotu to Pannya in the play.**

Candidates were expected to state the relevant theme and discuss its relation to the question. They were also to identify the characters, discuss the purpose of the visit, wider implication of the visit and Ogeyi's resolve to seek revenge for Aloho.

The question was well answered. However, most of the candidates were unable to highlight the point on the wider implications of the visit.

#### **QUESTION 5**

**Examine the role of religion in the Younger family.**

Candidates were expected to state the relevant theme and discuss its relation to the question. They were also to identify the relevant characters that are members of the Younger family. They were to discuss such instances as the invocation of God's name in times of difficulty or joy, God's name never to be profaned, and religion as source of strength and determination.

A few candidates presented answers that met the requirements of the question and scored good marks. The weak candidates failed to address the requirements of the question and ended up scoring low marks.

#### **QUESTION 6**

**Discuss Mrs Johnson's visit to Mama in the play.**

Candidates were expected to state the relevant theme and discuss its relation to the question. They were also to identify the characters, discuss the purpose and significance of the visit, etc.

This was not a popular question, but the candidates who answered it did quite well. They were able to cite textual evidence to support their points.

#### **QUESTION 7**

**How do Mr Hardcastle and Mrs Hardcastle's differing attitudes to life affect their relationships?**

As usual, a statement of the theme was required in addition to the identification of two characters mentioned in the question. The candidates were also expected to discuss Mr and Mrs Hardcastle's approach to parenting, their attitude to travel and fashion, their sense of

humour and their varying attitudes to marriage. This was a popular question and many candidates who attempted it performed creditably.

### **QUESTION 8**

**What impression do you form of Catherine in the play?**

Candidates were expected to state the theme, identify the character, and discuss her discretion, her presence of mind and sense of conformity, steadfastness and simple honesty. Many of the candidates who answered this question performed quite well.

### **QUESTION 9**

**Consider the mood of the persona in Okara's *Piano and Drums*.**

Candidates were required to discuss the theme, explain mood and then give details of the different moods, which are nostalgia, uncertainty, sadness and dilemma. A few of those who attempted this question did well while others failed to provide the expected responses.

### **QUESTION 10**

**Examine the diction of the poem *The Panic of Growing Older*.**

Candidates were expected to state the theme of the poem and then proceed to explain/define the term 'diction'. They were also to discuss the fear of growing older, words conveying images of failure, time of old age and death.

Most candidates only defined 'diction' as 'choice of words of the author', without giving any further details. Again, many of them failed to support their points with references from the text and ended up scoring low marks.

### **QUESTION 11**

**Comment on the lessons that can be learnt from the subject matter of *Birches*.**

Candidates were expected to state the theme and then explain the term 'subject matter'. They were required to discuss the use of the birch trees as timber, and for sport in addition to the lessons for the poet.

The few candidates who answered this question displayed poor knowledge of the text. Lessons were only based on the poet's experience of swinging birches. Other important points on resilience, the need not to succumb to failure and the need to take life easy were lost on the candidates.

## **QUESTION 12**

**Discuss the use of visual images in *Crossing the Bar*.**

Candidates were expected to state the theme related to the question and then explain the term 'visual images'. Detailed discussions of the setting, death as a voyage, and the expectation of the poet were also expected.

This was a popular question, but only a few of the candidates who chose it answered it well.

Most of the candidates did not explain the term 'visual images'; neither were they able to highlight instances of visual images. Some did not even state the theme relative to the requirement of the question.



## **DAGAARE 1**

### **1. GENERAL COMMENTS**

The standard of the paper was comparable with that of the previous year. The questions were selected from all the topics in the syllabus and they were concise. There was a little improvement in candidates' performance over that of the previous year.

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

- (1) Candidates were able to develop their points systematically in the essays. Most of them preferred letter writing and storytelling. Candidates performed better and also adhered to the rubrics. They were able to write up to or even more than the required number of words.
- (2) Candidates performed better this year in the translation aspect of the paper. They also performed well in question 10, which was about personal pronouns and their functions.
- (3) There were less grammatical errors in candidates' answers.

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

- (1) A few candidates wrote two questions from sections on phonology and grammar instead of one each. Others wrote all the questions.
- (2) Some candidates still began sentences with small letters. Others wrote whole paragraphs without any punctuation marks.
- (3) Some candidates lacked in-depth knowledge in the phonetics and phonology of the language.
- (4) Wrong spelling and poor sentence construction remained challenges to candidates.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should guide candidates to read more books on the language to improve upon their power of expression. They should point out the punctuation marks to students as they read and explain their uses to them.
- (2) Teachers should pay more attention to grammar and phonology of the language.
- (3) Candidates should be encouraged to pay more attention to punctuation marks when they are reading any text in the language.
- (4) Teachers should spend enough time to take candidates through the orthography of the language.

## 5. DETAILED COMMENTS

### QUESTION 1

**Ba iri fo la sakuuri karembizuzee. Sege fo noore yele kyaare a fo iribu na, a wuli le fo naŋ na tu ka a sakuuri baa.**

This was a question on speech writing wherein candidates were expected to write a speech to be delivered following their election as the senior prefect of their school. In the introduction, they were expected to provide a heading to the speech in capital letters. They were also expected to address their audience by using vocatives and thereafter thank their schoolmates for electing them to that position.

In the body of the speech, candidates were expected to mention some of the developmental changes they would want to see in the school. They were also expected to discuss points, such as liaising with the school authority to improve upon the infrastructure issues, enhancement of the landscape of the school by creating lawns and flower hedges, liaising with the school authority to organize regular quizzes for students, initiating good sports and games programmes and promoting discipline by encouraging students to obey school authority.

A few candidates attempted this question. They were able to write good introductions with the appropriate vocatives. They were also able to thank their colleagues for electing them. However, they stated the points on how they would liaise with school authorities to bring about development in the school but could not explain them.

Performance was average.

### QUESTION 2

**De anansore anaare wuli ne bon naŋ so ka a fere ka te ta deene ne nasaale nuuri toma wulibu ne a zannoo te sakue poɔ.**

Candidates were expected to give four reasons why we should learn technical/vocational skills in school. In giving the reasons, they were expected to state and discuss points, such as helping students to learn a trade, preparing students to be self-employed, providing additional source of income, and enabling government to solve the unemployment problem.

Interestingly, no candidate attempted this question.



### **QUESTION 3**

**Gyɛle yɛɛ anaare na naŋ seŋ ka te ta bare noba wulibu kyaare ne vũ-nyege Ghana pɔɔ.**

Candidates were expected to discuss four reasons why people should be educated on the negative effects of bush fires in Ghana. This question was in three parts: the causes of bush fires, their effects and how to prevent them.

As an introduction, candidates were expected to explain bush fires as the deliberate or accidental burning of the bush during the dry season. They could discuss some of the causes of bush fire to include careless handling of fires by farmers, activities of cigarette smokers, burning of bush for hunting and burning of bush by herdsmen to enable fresh grasses to grow for their animals to eat.

On the effects of bush fires, candidates could write on points, such as bush fires destroy the environment and farms, causes inadequate rainfall, destruction of water bodies and the nutrients in the soil.

Candidates were expected to suggest some preventive measures such as the following: general education by NCCE on the effects of bush burning and sensitizing people on the importance of safe guarding the environment. They could also say people who violate the rules should be punished severely to serve as a deterrent to others.

Most of the candidates answered this question. They were able to explain bush fires and state some of their causes. The others just stated the effects of bush fires and how to prevent them but could not explain them.

Candidates' performance was good on this question.

### **QUESTION 4**

**Sɛge senseloŋ naŋ baara ne, da baŋ ka lɛ maŋ be la puoriŋ.**

As an introduction, candidates were expected to introduce their stories with appropriate openings such as 'Once upon a time' and 'A very long time ago'. They were also expected to get appropriate characters for the story. They were then required to give a detailed and systematic narration of an interesting story using appropriate tenses. They could then end the story with the given saying 'Had I known is always at last' as demanded by the question.

Very few candidates attempted this question. They produced good stories in general with appropriate introduction and conclusions. However, some of them, after writing the

introduction, simply copied the comprehension passage as their answers. This practice is inappropriate and should be avoided. Others wrote good stories but could not end them with the given saying.

The overall performance was below average.

### **QUESTION 5 - TRANSLATION**

A passage was given for candidates to translate from English into Dagaare. Many of the candidates did the translation well, using appropriate terminologies to reflect the message in the passage. However, a few candidates added English words. Others did word- for - word translation for some of the sentences.

Generally, candidates' performance on this question was remarkably good.

### **QUESTION 6 - COMPREHENSION**

Candidates were required to read a given passage and answer ten questions on it. Some of the questions were based on stated facts and inferences. Others required candidates to provide the meaning of certain expressions that were used in the passage.

Although candidates were able to answer the questions correctly, they had challenges with (6h), which required them to give the figure of speech for given phrases such as the following:

- (i) waa ŋa gbejime ne loore - Meel-ej
- (ii) waa ŋa nyeraa zu - Damannaa

Candidates rather gave different word classes as their responses. Others gave grammatical names like noun phrases and verb phrases instead of figures of speech and ended up scoring low marks.

Candidates performed above average.

### **QUESTION 7**

- (a) Boŋ la voonebinyañene kpɛtaaloŋ Dagaare poɔ.**
- (b) Sɛge yelbie anaare naŋ wullo voonebinyañene kpɛtaaloŋ Dagaare poɔ.**
- (c) Bigri a voonebinyañene ama naŋ tu:**
  - (i) /i/
  - (ii) /e/
  - (iii) /u/
  - (iv) /a/
  - (v) /ɛ /

Candidates were expected to explain vowel harmony in Dagaare in (a), as ‘Voonebinyañene naŋ kpɛ gyegri voonebidaare yelbiri segebo poɔ. In (b), candidates were expected to write four examples of words that show vowel harmony like pɔge, libie, puori, toore, naabo etc. Candidates were also asked to describe some vowels in (c).

Most candidates were able to explain vowel harmony. They also formed words indicating vowels harmony correctly. However, many of them could not describe the vowel as demanded by the question. Others even used the vowels to form words instead of describing them and so got low marks.

Candidates’ overall performance was average.

### **QUESTION 8**

**De yeldemannewulli naŋ tori a sɛge ne ama naŋ tu beɛɛ beɛɛ ɛ.**

- (a) Voonebida puridaayiri**
- (b) Puori voonebinyañene**
- (c) cv kɔkɔtɛge**

Candidates were expected to write short notes indicating examples of plosives, back vowels and cv syllable structure. They were also expected to write down plosives, such as t, k, g, b, p, and show their manner and place of articulation. They were to list back vowel with examples and exemplify cv syllabus like ba, da, ta, tu, wa, za, zu, etc.

Candidates who answered this question described plosives correctly with appropriate examples. They also wrote down back vowels but could not indicate their positions in simple words. They, however, wrote correct words to indicate CV syllabus.

Candidates performed well in this question.

### **QUESTION 9**

- (a) Boŋ la yelgboli?**
- (b) Sɛge yelgbolo ata a wulli a erɛ ane yel-erre.**
- (c) Yelkpara la boŋ?**
- (d) Sɛge yɛɛ ata naŋ wullo yelkpara.**

Candidates were expected to explain what a simple sentence is. They were then expected to write down three simple sentences in (b) indicating the subject and the predicate as shown below

- (i) A bie        gere la sakuuri.  
Ere            Yel-eraa
- (ii) Bayɔɔ      koɔɔ la o weɛ.  
Ere            Yel-eraa
- (iii) A bibiiri   ɲme la a boɔl.  
Ere            Yel-eraa

In (c), candidates were asked to define a compound sentence. They were expected to write ‘Yelkpara la yelbie naŋ sɛge tu taa a kɔkɔre mereŋ a wullo teeroŋ ayi.

They could write down examples of compound sentences as;

- (i) Ba ɲmeere la boma lenso ka ba seere.
- (ii) A karembiiri mɔɛ la ananso ka ba ko ba kyɔɔtaa.
- (iii) A noba naŋ boɔɔ ka ye vooti ko ba la so ka ba boɔle ye.

Most candidates who answered this question did remarkably well. They explained what a simple word is correctly and were able to write three sentences indicating the subjects and the predicates in them. They also explained a compound sentence with some three examples to buttress their points. However, a few candidates wrote the sentences but could not identify the two simple sentences within the compound sentence.

Overall performance was above average.

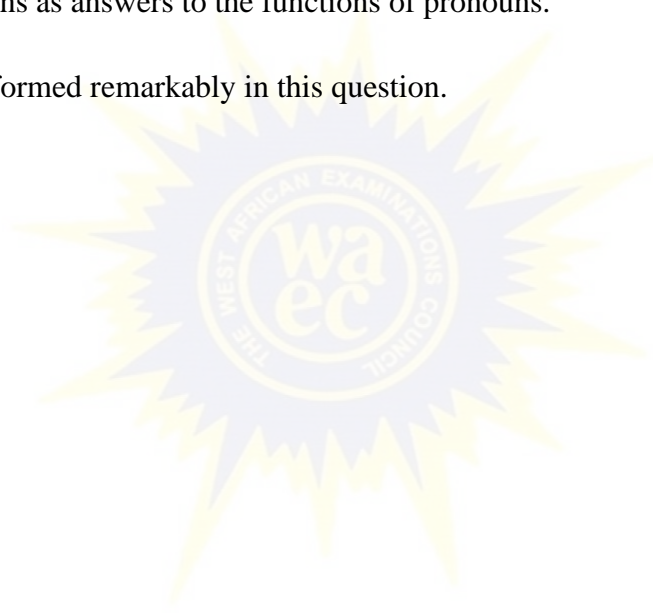
### **QUESTION 10**

- (a) Sɛge Dagaare pukyaare yoleere yeme ne a yagron**
- (b) Kaa iri a pukyaare yoleere mine ata a maale ne yɛɛ ayi ayi.**
- (c) Manne a pukyaare yoleere fo naŋ maale ne a yɛɛ (b) tontonne.**

Candidates were expected to write down the singular and plural forms of personal pronouns in Dagaare. They were also expected to select any three of the pronouns identified to form their own sentences. In (c), candidates were then expected to give the functions of the pronouns they had identified in (b).

Candidates who answered this question were able to write personal pronouns correctly. They were also able to form sentences with two pronouns correctly, but they could not give the functions of pronouns as demanded by the question. Some of them even wrote other types of pronouns as answers to the functions of pronouns.

Candidates performed remarkably in this question.



## DAGAARE 2

### **1. GENERAL COMMENTS**

The standard of the paper is comparable with that of the previous year. The questions were within the scope of the syllabus. Candidates' performance improved compared to the previous year.

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

- (1) Many candidates understood the rubrics of the questions.
- (2) Majority of the candidates presented their points in a sequential order in well-defined paragraphs.
- (3) Students' spelling improved as evidenced in their work.

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

- (1) Few candidates answered more than one question in some of the sections.
- (2) Many candidates had challenges in appreciating poetry.
- (3) Understanding the demands of the questions is also a challenge to many candidates.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should use past question papers to explain the rubrics to would-be candidates before they sit for WASSCE.
- (2) Teachers should give candidates enough lessons on how to appreciate poetry. Remedial classes should be organized for candidates who have difficulty in the poetry aspect of the paper.
- (3) Candidates should be encouraged to read more literature in Dagaare to familiarize themselves with the spelling rules of the language.

### **5. DETAILED COMMENTS**

#### **QUESTION 1**

- (a) **Sekpagre/Lugu la boŋ?**
- (b) **Sεge sekpɔga anuu kyε wuli a kaŋa zaa pare/muni.**
- (c) **Wuli sekpɔga tontonne anuu.**

Candidates were expected to write the meaning of a proverb in Dagaare. They were also expected to write five proverbs and their responses and then give two reasons why proverbs are important among the Dagaaba.

Most candidates who understood the demands of the question defined 'proverb' correctly. They were also able to write down the five proverbs as demanded by the question. Though most of the candidates were able to state the importance of the proverbs correctly, a few of

them were not able to provide the meaning of the proverbs they had written in 1(b). Others wrote some sentences which were not proverbs. Most of the candidates also provided the two functions of proverbs correctly and so scored high marks.

Candidates' overall performance was good.

### **QUESTION 2**

- (a) Wuli yelɛ ata Dagaaba naŋ maŋ kaa a kyɛ iri napaalaa.**
- (b) Gyɛle naa tontonee anaare Dagapaalonɔ.**
- (c) Wuli yelɛ ata a naŋ ba seŋ ka naa e.**

Candidates were expected to show three things that Dagaaba consider in selecting a candidate for a chief. They were also expected to discuss four roles of a chief and finally give three things that a chief is forbidden to do among the Dagaaba.

A few candidates answered this question. They could not show the things to consider in selecting a candidate for a chief. However, most of them were able to discuss the roles of a chief, which include the enskinment of sub-chiefs, serving as a mediator between the community and government, an agent for developmental issues, etc. Candidates were also able to bring out three things that a chief is forbidden to do in the community and they include the following: a chief does not eat or drink in public, a chief does not tell lies, a chief does not walk alone or walk barefoot, and a chief does not steal.

Candidates' performance was above average.

### **QUESTION 3**

A statement was quoted from the novel 'Banɔnɔkaae' and the candidates were expected to answer the following questions:

- (a) Aŋ la yeli a yɛle ama?**
- (b) Aŋ la ka o yeli a yɛle ko?**
- (c) Wola saŋa la ka a yɛle ama da yeli?**
- (d) Gyɛle yɛle ata naŋ veŋ ka a soba yeli a yɛle.**

Candidates were expected to state the speaker, the addressee and the occasion on which the statement was made. They were also expected to discuss three reasons why the speaker made the given statement.

Most of the candidates answered a-c correctly. They stated that Banɔnɔkaae made the statement to Dɔmɔboɔbo. In point 'c', they wrote that the statement was made when Banɔnɔkaae visited Dɔmɔboɔbo at the university. Candidates could however not discuss

the three reasons for which the speaker made the statement. Others just copied part of the statement as an answer to point ‘d’, which was a deviation.

Candidates performed remarkably well on this question.

#### **QUESTION 4**

- (a) **Kaa-iri dēēdēē-karre ayi a senseloŋ poɔ.**
- (b) **Gyēle dēēdēē-karre bama kaŋazaa tontonne a senseloŋ poɔ.**
- (c) **Wuli a senseloŋ yelwulli ata.**

Candidates were expected to identify two main characters from the novel ‘Banonkaae’, which is the same as the title of the novel. They were then expected to discuss the roles each of them played in the novel. Finally, they were to state three lessons learnt from the novel.

All candidates who attempted this question performed quiet well. Most of them were able to identify the two characters from the novel; they also indicated the roles they played correctly. They also brought out some of the lessons learnt from the novel and so scored high marks.

#### **QUESTION 5**

This was a context question. Candidates were expected to read a quote from the drama book “Yemenŋ See Naa” and answer the following questions based on the text.

- (a) **Aŋ la yeli a yeŋe ama?**
- (b) **Nembuo la ka o yeŋe terɛ?**
- (c) **Bonso ka a yelluŋ da yeli?**
- (d) **Boŋ ne boŋ la ka a yeluŋ ŋa da wa ne a deɛbaŋ poɔ?**

Candidates were expected to state the speaker, the addressee and the reason for which the statement was made. They were also expected to discuss the effect of the statement on the drama.

Most candidates who attempted this question were able to identify Yeŋgannaa as the speaker and Naa Yembalaŋ as the addressee. They were also able to state the reason, which is that Naa Yembalaŋ had ordered Yeŋgannaa to bring his parents to his palace to answer questions as to why they refused to bring their child to be named by him (the chief).

Most of the candidates could however not give the effect of the statement in the play. The effect was that it made the chief so angry that he set traps for Yeŋgannaa with series of



tests for which failure in any of them is death. The clever boy passed all the tests, including the last one in which he tricked the chief's only son to be killed by the chief himself.

Performance was good on this question.

### **QUESTION 6**

#### **(a) Gyɛle a dɛɛbaŋ “Yɛmeŋ SɛɛNaa” yelnyɔgre ayi**

Candidates were expected to identify and discuss two themes from the play “Yɛmeŋ Sɛɛ Naa”. They were also expected to discuss these themes and how they contribute to the development of the play. They could discuss the theme of jealousy, deception/deceit, and wickedness, just to mention a few.

Candidates who attempted this question stated only the two themes without discussing them. Others just narrated part of the story as their answers, which was a complete deviation from what was required. Some wrote the lessons learnt from the play as their themes, which was inappropriate.

Generally, this question was poorly answered.

#### **(b) Kaa iri a gɔɔlonɔ parɛɛ ama boŋyeni boŋyeni a dɛɛbaŋ pɔɔ:**

- (i) **Nensaalonɔ**
- (ii) **Meel-eŋ**
- (iii) **Yeldegre**

In (b), candidates were expected to identify personification, metaphor and idiom in the play. “Yɛmeŋ Sɛɛ Naa”. Most candidates were able to identify these literary devices correctly. In (c), candidates were supposed to show how the literary devices have helped in the development of the play. Candidates could not indicate how the literary devices help to develop the play. Most of them just wrote and explained the literary devices.

Candidates' performance fell below average.

### **QUESTION 7**

The title of the poem “Kooṛaa ṅmaao” was quoted and candidates were asked to give answers to the following questions based on the poem.

- (a) **Wuli a yelwiiraa yelnyɔgraa?**
- (b) **Gyɛle a yelwiiraa wuobu?**
- (c) **Wuli gɔɔloŋ parɛɛ anaare a yelwiiraa poɔ?**

Candidates were expected to write the theme of the poem in (a), comment on the plot in (b) and in (c), they were to indicate four literary devices in the poem.

Most candidates who answered this question wrote the theme of the poem correctly. They were also able to identify some literary devices in the play correctly, but they could not write much on the structure of the poem. Others just copied a few stanzas of the poem as answers to the structure, which was a deviation.

Candidates’ performance was averagely well.

### **QUESTION 8**

The title of a poem, “Damaara Kogi”, was given and candidates were expected to respond to the following questions based on the poem:

- (a) **Gyɛle a yelwiiraa yelnyɔgraa?**
- (b) **Gyɛle a yelwiiraa ŋa yelwulaa.**
- (c) **Manne yɛle a kyaare ne a yelwiiraa sɛgrɛ enkyere.**

Candidates were expected to discuss the theme of the poem and discuss a lesson learnt from it. Candidates were also expected to discuss the poem to bring out statements which support the mood of the writer.

Most candidates who answered this question were able to state the theme of the poem, which is, a dirge of a dead woman sung by her relatives at her funeral. However, they were unable to discuss the poem to bring out the mood of the poet. A few candidates stated points as the lessons learnt from the poem but could not discuss any of them as demanded by the question. Generally, the question was poorly answered.

Candidates performed below average.

## **DAGBANI 1**

### **1. GENERAL COMMENTS**

The standard of this year's paper is comparable with that of the previous years.

The performance of candidates improved greatly as compared to the previous year.

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

In the main, candidates exhibited adequate preparation for the examination. In the essay, they tried to write within the given number of words. Where appropriate, they used informal language. A good number of them used appropriate tenses, proverbs, idioms and figures of speech. Others used correct jargons, loan words and contemporary expressions judiciously.

In the other sections, the candidates' answers were very short and precise. Overall, they organized their ideas very orderly.

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

Spelling, word division, the use of coma and/or the use of the elision sign by some candidates were very poor. Other candidates first copied the questions before proceeding to answer them. This was a very poorly and time-wasting approach to answering questions and should always be avoided. Spelling still posed a challenge to some candidates as they could not correctly spell even very simple Dagbani words.

### **4. SUGGESTED REMEDIES**

Teachers should help students overcome orthographic problems through dictation, spelling, and other class exercises. Special exercises should also be given to students on the use of the elision sign in Dagbani noun forms. Candidates should also be encouraged to read more literature in the language and take note of spelling and important punctuation marks.

### **5. DETAILED COMMENTS**

#### **QUESTION 1**

**Nyini ka bɛ piigi yi shikuru maa shikuru Bihi Kpɛma. Sabimi m-puhi ka payi bɛ ne piigi a maa. Ka wuhi a ni bɔri ni shikuru maa be shɛm ka be shɛm zaa.**

This was a speech writing and candidates were expected to write down a speech to be delivered when they are elected as the senior prefect of their school. In the introduction, they were expected to provide a heading to the speech in capital letters. They were also expected to observe all protocol and thank their colleagues for electing them into the position.

In the body, candidates were expected to point out some of the developmental changes they will want to see in the school. They include liaising with the school authority to improve upon the infrastructure issues, improvement of school environment by creation of lawns and flower hedges to beautify the environment, liaising with the school authority to organize regular quizzes for students, initiating good sports and games programmes and instituting discipline by encouraging students to obey school authority and their superiors. A few candidates attempted this question. They were able to observe the protocol in the introduction correctly. They were also able to thank their colleagues for electing them. However, they listed the points on how they will liaise with school authorities to bring development in the school but could not explain them.

Performance on this question was average.

### **QUESTION 2**

**Wuhimi daliri dibaahahi shɛŋa din tu ni bɛ wuhiri ka bɔhimdi nuu ni baŋsim vienyɛliŋga ti shikuruti ni n-sɔŋ.**

The question demanded that candidates provide four reasons to justify the teaching of technical/vocational skills in the Ghanaian schools. Candidates were expected to state the importance of acquiring technical/vocational skills in the present trend of education in the country.

On the importance, candidates could indicate that technical/vocational skills; helps one to learn trade for self-employment, helps in the human resource base for various sectors of employment avenues, encourages students to get some income while still schooling and it helps people to get extra income apart from their various employment areas.

Not many candidates opted for this question. The few who answered it were able to write the importance of technical/vocational skills correctly. However, few candidates only listed points down but could not explain them.

Candidates' performance on this question was average.

### **QUESTION 3**

**Sabimi n-wuhi daliri dibaahahi shɛŋa din simdi ni bɛ wuhiri Ghananima mɔyu nyɔbu yiriŋ yiriŋ ni bi vieli shem sahasheli kam.**

Candidates were expected to discuss four reasons why people should be educated on the negative effects of bushfires in Ghana. This question is in three parts. The causes of bush fires, its effects and finally how to prevent it.

In the introduction, candidates were expected to explain bushfires as the deliberate or accidental burning of the bush during the dry season. They could discuss some of the causes of bush fire to include; careless handling of fires by farmers, activities of cigarette smokers, burning of bush for hunting and burning of bush by herdsmen to allow grasses to grow so that the animals can feed.

On the effects of bushfires, candidates could write points like; Bush fires destroy the environment and people's farms, it causes inadequate rainfall, it destroys the water bodies and it also destroys the nutrients in the soil.

Candidates were expected to bring out some preventive measures to include the following; General education by NCCE on the effects of bush burning and encouraging people on the need for afforestation. They could also say people who violate the rules should be punished severely to serve as a deterrent to others.

The majority of the candidates answered this question. They were able to explain bushfires and stated some causes of it. They also just stated the effects of bush fires and how to prevent them but could not explain them.

Performance on this question was very good.

#### **QUESTION 4**

**Sabimi salinli din'naari ni ...N yi di mi nyela yela nyaana.**

As an introduction, candidates were expected to use an appropriate opening of a story like, Once upon a time and A very long time ago. They were also expected to get appropriate characters for the story. They were then demanded to give a detailed and systematic narration of an interesting story using appropriate tenses. They could then end the story with the given saying 'Had I known is always at last' as demanded of the question.

Many candidates attempted this question. They produced good stories in general with appropriate introduction and conclusions but some of them, after the introduction, just copied part of the comprehension passage as their answers. This was inappropriate. Others also wrote good stories but could not end them with the given saying.

To conclude, some candidates gave an assessment of their stories, comic or otherwise and their moral lessons.

Candidates' performance was good on this question.

#### **QUESTION 5 - TRANSLATION**

Candidates were given a short passage of about fifteen ideas in English to be translated into Dagbani. The passage was within the candidates' scope of knowledge, but many of them lacked the skills to translate it well. Some of them performed poorly as they did word-for-word translation instead of meaning-based translation.

Generally, candidates' performance was below average.

#### **QUESTION 6 - COMPREHENSION**

Candidates were given a short passage in Dagbani to read and answer ten questions on it. The questions were based on stated facts, inference, meaning, function, personification, and summarizing the whole passage into one title.

Generally, candidates' performance on this question was average. Most of the candidates answered most of the questions correctly. However, a few of them could not answer question (6e), which required candidates to give the meaning of underlined phrases in the passage. They just wrote down the same phrases without giving their meaning.

### **QUESTION 7**

- (a) **Bɔ n-lee nyɛ vaawul doni m-pa taba zuɣu?**
- (b) **Sabimi bachinima Anahi n-wuhi waawulnima ni dooni pari taba zuɣu shem bachinima puuni.**
- (c) **Buyisima n-wuhi vaawulnima ŋɔ ni booni yirina noli ni she**
- (i) /i/
  - (ii) /e/
  - (iii)/u/
  - (iv)/a/
  - (v) /ɛ/

Candidates were required to define vowel harmony in Dagbani and provide four sentences that show vowel harmony. They were also expected to describe the five vowels given above.

Candidates who answered this question defined vowel harmony correctly, giving good examples.

The performance was average.

### **QUESTION 8**

**Zaŋmi shehiranima din'tuhi n-sabi dimbɔŋɔnima ni nyɛ shɛli:**

- (a) **konsonantnima din'yirina ni yaa;**
- (b) **nyaanɔ vaawulunima;**
- (c) **cv bachijila tuya.**

Candidates were expected to write short notes on plosives, back vowels and cv syllabus structure in Dagbani. They were able to identify and describe plosives correctly. They also provided cv consonants with ease. However, most them had difficulty with identifying back vowels in the language. Some wrote all the vowels in Dagbani while others mixed up the vowels where they were required to write only back vowels.

Candidates' performance was below average.

### **QUESTION 9**

- (a) **Бɔ n-lee nyɛ yɛltɔyigana?**
- (b) **Sabimi yɛltɔyigaŋsi dibaata sɔŋ: ka wuhi Bachikpani mini Bachiniŋdili din be di zay ‘yini kam puuni.**
- (c) **Бɔ n-lee nyɛ yɛltɔyiŋmabɔbɔgu?**
- (d) **Sabimi yɛltɔyiŋmabɔbɔgu shɛhira nima ata sɔŋ.**

Candidates were required to define a simple sentence and give three examples of it. They were also required to define a compound sentence and provide three examples of it.

Most of the candidates avoided this question. The few candidates who answered it defined a simple sentence correctly and provided good examples. They also defined a compound sentence correctly but could not provide good examples of it. Generally, the question was poorly answered

### **QUESTION 10**

- (a) **Sabimi maŋmaŋa bachizaana zay’gaŋgaŋa mini di zay’bɔbigu sɔŋ.**
- (b) **Zaŋmi yɛltɔya dibaayiyi n-wuhi dibaayiyi n-wuhi dibaayiyi n-wuhi dibaayiyi n-wuhi dibaayiyi n-wuhi maŋmaŋa bachizaana maa dibaatani yumdi tuma shem.**
- (c) **Wuhimi maŋmaŋ’ bachizaana ŋan be (b) maa ni, yini kam tuma ni nyɛ shɛli yɛltɔya maa ni.**

Candidates were expected to list all the personal pronouns in Dagbani, i.e. N, M, A, O, Ti, Yi and Bɛ. They were also expected to use three of the pronouns they have listed to form their own sentences as in the following:

- (i) N yuli m-booni Adam
- (ii) Yi ni chaŋ bee?
- (iii) Ti ni bun ya.
- (iv) O chaŋ yi yiŋa.

Candidates were also asked to state the functions of pronouns.

Candidates’ performance in this question was below average. They listed the pronouns as expected but could not use them in sentences of their own. They could not also provide the functions of pronouns correctly.

Generally, the question was poorly tackled.

## **DAGBANI 2**

### **1. GENERAL COMMENTS**

The standard of the paper is comparable with that of the previous year. The questions covered all aspects of the syllabus and were at the level of the candidates.

In general, the performance of candidates was a notch higher than that of the previous year.

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

- (1) Some candidates responded well to the rubrics as well as the questions and produced good answers.
- (2) Most of the candidates had a good understanding of the proverbs they cited and provided clear explanations to buttress their points.
- (3) Some candidates performed well in some aspects of the oral literature component of the paper, especially regarding the installation of a new chief. They gave vivid accounts of the installation process by stating the qualifying criteria for a chief, the duties and some taboos of a chief.
- (4) A good number of candidates demonstrated a good understanding of the demands of the questions.

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

- (1) Most candidates had trouble answering the poetry aspect of the questions, especially the aspect on the identification and explanation of literary devices.
- (2) Spelling and sentence construction remained a serious problem for many candidates.
- (3) Some candidates exhibited poor handwriting, making their work difficult to read and comprehend. Others made a lot of cancellation, thereby rendering their work dirty.

### **4. SUGGESTED REMEDIES**

- (1) Teachers are advised to go through past questions with students and explain to them the number of questions they are expected to answer in each section.
- (2) Teachers are also encouraged to take students through literary appreciation and discuss the various topics/poems thoroughly with them to help them overcome their challenges in literary appreciation. They should teach students the various literary devices and how they are used to enhance the text.
- (3) Teachers are admonished to take students through spelling drills. Students with poor handwriting must be helped to improve upon their handwriting.



## 5. DETAILED COMMENTS

### QUESTION 1

- (a) **Bo n-lee nye ɲalili?**
- (b) **sabimi ɲaha shehira dibaanu, ka wuhi di zayyini kam gbunni ni nye sheli.**
- (c) **Wuhimi ɲaha tuma dibaayi.**

Candidates were expected to define a proverb, write five proverbs and give their meanings and finally give two examples of the functions of proverbs.

Many candidates attempted this question and performed well. They were able to define a proverb in Dagbani as well as giving good examples. They also explained the meanings of the given proverbs very well. Again, they provided the importance of proverbs correctly. These candidates scored high marks. However, a few could not explain the meanings of the proverbs they provided.

The performance on this question was good.

### QUESTION 2

- (a) **Sabimi yɛla ata Dagbambani lihiri ka piiri na'palo n-sɔŋ.**
- (b) **Sabmi wuhi naatuma dibaanaɲi Dagbaŋ.**
- (c) **Wuhimi yɛla ata sheɲa naa ni bitu nio niŋ Dagbaŋ.**

This question required candidates to write three things Dagombas consider when enskinning a new chief and point out four (4) roles of a chief. They were also expected to state three things that a chief is forbidden to do in the community.

The question was attempted by most of the candidates. Excellent candidates were able to give good answers regarding what Dagombas consider when they want to enskin a new chief. They were also able to state four roles of a chief and three things that a chief is forbidden to do in the community. However, a few candidates could not write the taboos of a chief although they were able to outline the qualifications and the duties of a chief.

The overall performance was remarkably good.

### **QUESTION 3**

A statement was quoted from the novel ‘Chentiwuni’ and the candidates were asked to answer the following questions:

- (a) **ɲuni n daa lee yeli yeltɔvili ɲɔ?**
- (b) **ɲuni ka o daa lee yeri maa?**
- (c) **Bo n daa lee niɲ ka o yeli yeltɔvilmaa?**
- (d) **Sabimi wuhi daliri dibaata sheɲa zuɽu din da ache ka o yeli yeltɔɽa maa.**

Candidates were expected to mention the speaker, the addressee and the occasion on which the statement was made. They were also expected to discuss three things that made the speaker make the given statement.

Most of the candidates answered ‘a’ and ‘b’ correctly. They were able to state the speaker and the addressee properly. They could however not state the occasion on which the statement was made. They also failed to discuss the three things that occasioned the speaker to make such statement.

Candidates’ performance fell below average.

### **QUESTION 4**

- (a) **Wuhi niriba ayi ban nyɛ jɛnda buku maa ni.**
- (b) **Sabimi wuhi bɛ yino kam ni tum tuun’shɛli buku maa ni.**
- (c) **Wuhimi yɛm dibaata sheɲa a ni bɔhimbuku maa ni.**

Candidates were expected to identify two main characters in the novel, ‘Chentiwuni’. They were then expected to discuss the roles each of these characters play in the novel. They were also expected to state three lessons learnt from the novel.

Candidates who attempted this question performed quite well. Most of them were able to identify the two main characters from the novel in addition to indicating the roles they play. They were able to also state some of the lessons learnt from the novel. They consequently scored high marks.

There were candidates who wrote on some minor characters instead of the major ones demanded by the question. Such candidates clearly deviated and scored abysmally low marks.

### **QUESTION 5**

This was a context question. Candidates were expected to read the quote from the drama book “Mban̄ya” and answer the following questions based on the text.

- (a) **Duni n-lee yeri maa?**
- (b) **Duni ka o lee yeri maa?**
- (c) **Alizama maa daliri daa lee nyela dini?**
- (d) **Bo n daa lee yi be daalizama maa ni na?**

Candidates were expected to state the speaker, the addressee and the impact of the statement in the play. They were also expected to mention the effect of the statement on the development of the plot.

Most candidates who attempted this question were able to identify the speaker and the addressee. They were also able to state the impact of the statement.

Most of the candidates could however not give the effect of the statement in the play and resorted to writing a lot of irrelevant sentences from the text.

Candidates’ performance was good.

### **QUESTION 6**

- (a) **Sabimi wuhi yeltɔvikpana ayi sheŋa ŋan be kperigu maa ni.**
- (b) **Wuhimi litiricha baŋsim bielima ŋan do gbunni ŋo yini kam shehira yini yini kperigu maa ni:**
  - (i) **Zaŋzalizaani;**
  - (ii) **Zaŋbuxisi;**
  - (iii) **Yeltɔviniviŋli**
- (c) **Wuhimi litiricha bielima ŋo yini kam ni sɔŋ zaŋ chaŋ kperigu**

The question requested candidates to discuss two themes of the drama ‘Mban̄ya’. They were also expected to identify the use of personification, metaphor and proverb from the drama. Finally, candidates were expected to discuss the effect of each of the literary devices identified and how they contribute to the development of the drama.

This question was poorly answered. Most of the candidates who answered this question could only identify the literary devices correctly. They could however neither identify the two themes of the drama nor discuss the effect of those literary devices on the drama. They consequently scored low marks.

Candidates’ performance fell below average.

### **QUESTION 7**

The title of the poem “Juru Balorigu” was quoted and candidates were expected to give answers to the following questions based on the poem.

- (a) **Bo yela ka yeltayitayimalisi maa lee yera?**
- (b) **Sabimi n-kahigi yeltayitayimalisi maa tura?**
- (c) **Wuhimi litiricha ban̄sim bielima balibu dibaanahi din be yeltayitayimalisi maa ni.**

The question demanded that candidates state the theme of the poem and discuss its structure. They were also expected to identify four literary devices in the poem.

Many candidates attempted this question and were able to give the theme of the poem. A few of them additionally identified the four literary devices used in the poem. However, the majority could not discuss the structure of the poem as required. Most of them just wrote stanzas of the poem as the structure and ended up scoring no mark.

The overall performance fell below average.

### **QUESTION 8**

The title of a poem, “Bukaata Maana”, was given and candidates were expected to respond to the following questions based on the poem:

- (a) **Sabimi n-kahigi yeltayitayimalisi maa yeltayikpani.**
- (b) **Sabimi n-kahigi yeltayitayimalisi maa yem gahindili sheli di ni wuhira**
- (c) **Wuhimi num sabi li maa ni daa be hal'sheli ni yeltayitayimalisi maa sabbu ni.**

Candidates were expected to discuss the theme of the poem. They were also expected to discuss the lesson learnt from the poem. Finally, they were tasked to discuss the mood of the writer. Some candidates could not identify the theme, mood and the structure of the poem. However, a handful of them stated the theme and mood of the poem correctly. They went further to discuss the structure of the poem and clearly stated the two lessons they had learnt from the poem.

Candidates' performance was average.

## **DANGME 1**

### **1. GENERAL COMMENTS**

The standard of the paper was the same as that of the previous years. Candidates' performance was a notch higher than the previous year.

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

(1) Candidates showed considerable improvement in the use of the orthography. The spelling, words division and the general use of punctuation marks by majority of the candidates were very good. Upper and Lower-case letters were appropriately used by most candidates.

(2) Candidates exhibited maturity in the presentation of ideas and points in their essays.

(3) A sense of maturity was also demonstrated in the use of appropriate expressions as well as the use of good grammar.

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

(1) A few candidates also wrote the features of letter writing for some questions that did not require those features.

(2) Some candidates also copied the whole comprehension passage or lifted portions of it to form their essays.

(3) Few candidates were not able to give appropriate captions to the given passage.

### **4. SUGGESTED REMEDIES**

(1) Teachers should teach all aspect of the language.

(2) Teachers should engage students in conversations, using the language. This will enable them to correct wrong expressions and pronunciations.

(3) Students should also be taken through regular dictation exercises to improve on their spelling.

(4) They should also be encouraged to cultivate the habit of reading extensively texts in the language.

### **5. DETAILED COMMENTS**

#### **QUESTION 1**

**A wo mo sukuu bi a nyadalɔ ngɛ nyɛsukuu ɔ, ngmaa o blɔ ya sɔlemi gbi kɛ tsɔɔ nihi nɛ o kɛ ma o hɛ mi kaa o maa pee. (Candidates were required to write an acceptance speech as an elected prefect of their school.)**

It was speech writing and candidates were expected to provide all the features of speech writing;

- Heading

- Introduction (Acknowledge the chairperson, dignitaries and audience with an expression of appreciation.)
- The body; what the speech is about (Developmental project)
- Conclusion (Thanking all his audience for coming)

Candidates were able to introduce their essays well. They outlined about four developmental projects they would undertake to support the development of the school such as; liaising with the school authorities to improve and maintain discipline, helping to complete the library and ICT laboratory, completion of classroom blocks, provision of sports and games equipment, maintenance of the school lawns and flower hedges, etc.

Most candidates answered this question. They did well. The common errors committed by a few candidates were; omission of heading, not observing protocols and inability to outline some basic projects to be undertaken. On a whole, their performance was good.

## **QUESTION 2**

**“Mo ha nya tsɔɔ mi eywiε kε tsɔɔ nɔ he je nεe hiakaa a tsɔɔ nine nya nitsumi ngε wa Sukuuɔmε.” (Four reasons why vocational skills should be taught in our schools).**

Expected responses from candidates;

- For self-employment.
- For productivity
- To acquire skills

Most candidates answered this question and performed very well.

They gave reasons such as;

- Provide the individual with skill for employment.
- Becomes self-sufficient and ensure personal development.
- Help them earn a living.
- Did not rely on government to earn.
- Solves unemployment problems and curtails robbery etc.

All these were done using good paragraphing, orderly presentation of ideas and clear expression. In conclusion, a good number of the candidates called for its immediate inclusion in the new curriculum.

### **QUESTION 3**

**“Ngmaa nya tsɔɔmi eywiε kε ha nɔ heje nε wa hia tsɔsemi ngε pua loo nga la tsɔmi (sami) basabasa he.” (Discuss four reasons why we should be educated on the effects of frequent bush burning).**

Candidates were expected to come forth with these responses;

#### Causes:

- Burning the bush for hunting purposes.
- Careless handling of fire by farmers and palm wine tappers.
- Burning of bush by herdsmen.
- Activities of smokers.

#### Effects:

- To prevent destruction of the environment.
- Destruction of people’s farms.
- Properties.

Candidates wrote on the causes such as; setting fire on the bush to create fresh grass for cattle, farmers burning clears bushes for farming purposes and smokers.

Candidates gave reasons for educating people against bushfires; to prevent destruction of the environment, destruction of people’s farms and other properties. Other possible reasons include preventing the extinction of wild animals and trees; prevent inadequate rainfall owing to climate change and the destruction of soil nutrients through soil erosion.

Most of the candidates who chose this question performed fairly except a few who concentrated on the effects of domestic fires instead of bushfires.

### **QUESTION 4**

**Ngmaa sanyo ko nε o gbe nya ke: jaa mamoo ɔ, se e ngε. (Had I known is always at last).**

Candidates were asked to write a story which ends with the expression “Had I known is always at last”.

Expected answers.

- Introduction includes; when, where.
- Body; cause of incident.
- Conclusion; effects.

As usual, most candidates answered this question very well by giving different incidents about themselves or a friend.

Many of the candidates discussed in detail, the cause of the incidents which includes; laziness, disobedience, stealing and telling lies. They also discussed some of the effects such as; loss of property, failing examinations, punishment, teenage pregnancy and other forms of trouble and humiliation.

Many candidates were able to end their stories appropriately, but a few could not link theirs with the given words as expected and therefore lost some marks.

**QUESTION 5 - TRANSLATION**

This aspect of the paper was a passage in English which was to be translated into Dangme. The text was fairly within the level, scope and experience of the candidates and so majority of the candidates did their best to ensure faithful rendering of the passage into Dangme. They really demonstrated that they understood the passage, got the ideas and rendered them quite appropriately. Notwithstanding, some candidates could not get the equivalences of some of the words such as “engineers”, “night clubs”, “hotels” and “pilots” and so lifted most of those words. Apart from a few cases, the general performance is quite commendable.

**QUESTION 6 - COMPREHENSION**

This question sought to test candidate’s ability to read and extract meaning from a passage they have read. Candidates were required to read a short passage in Dangme and answer a few questions. The questions were based on stated facts, inference, meaning, literary devices, grammar and title of the passage.

Generally, candidate’s performance on this question fell below expectation because a good number of the candidates did not demonstrate the skills of understanding of the entire passage. While almost all of them performed well on the stated facts, the inference questions posed some considerable challenge to a good number of the candidates.



### **QUESTION 7**

- (a) **Mɛni ji pɛli a sibi a se nyɛɛmi?** (vowelsequence.)  
(b) **Da nɔ hyɛ munyu nguhi eywiɛ an ɔkɛ tsɔɔ pɛli a sibi a se nyɛɛmi ɔ nya nge Dangme mi.** (Illustrate the said process using 4 different Dangme words.)  
(c) **Moo kale pɛli nɛɔmɛ.** (Describe the vowels)  
(i) /i/, /e/, /u/, /a/, /ɛ/.

*Expected Answers;*

- (a) **Mɛni ji pɛli a sibi a se nyɛɛmi?** it is the process where some vowels allow other vowels or same vowel to follow it immediately in some words.
- “oa” hao (worried)
  - “oo” hoo (cook)
- (b) **Da nɔhyɛmu nyunguhi eywiɛ anɔ kɛ tsɔɔ pɛli a sibi a se nyɛɛmi ɔ nya nge Dangme mi.**
- aa -nyaa, daa.
  - Oo-kpotoo, momoomo
- (c) **Moo kale pɛlinɛmɛ.**
- /i/ nya mi, h` kp` p`lɔgbajaangang` jejeeje.
  - /ɛ/ nya mi, h` kp` p`lɔ, gbajaabli-fajejeeje.

Majority of the candidates attempted this question. A good attempt was made at describing the process. For example, it is the process where some vowels allow other vowels or same vowel to follow it immediately in some Dangme words eg 'ao' as in hao, 'oo' as in hoo, 'ie' as in pie etc.

The description was quite well dealt with even though a few candidates failed to go by the order in which the description was to be done.

On the whole, the general performance of the candidates was low.

### **QUESTION 8**

**Ngmaa sane yo kpiti kpiti nge ninɛɔ mɛ a nɔ. Mo ha nɔhyɛnɔngɛkɔfɛɛkonɔ.**

- (a) **Pɛmipɛmi (Plosive)**  
(b) **Se pɛli (Back vowels)**  
(c) **CV pɛmingublɔnɔtomi (CV Syllable structure)**

Candidate were to write short notes on plosives, back vowels and the CV syllable structure in Dangme.

These are expected responses;

(a) Pɛmipɛmi

- [t, g, p, k]

(b) Se pɛli

- [ɔ, o, u]

(c) CV pɛmingublɔnɔtomi

- K o, gb a, ngm o.

Most candidates did not answer this question. The few who attempted it failed to show any understanding of the demands of the question and so performed poorly.

### **QUESTION 9**

(a) Mɛn imunyu zakpo kploo? (What is a simple sentence?)

(b) Ngmaa munyuza kpokploo etɛ konɛ o tsɔɔ peɛlɔ kɛ peemi munyu kuu ɔ ngɛ eko fɛɛ eko mi (write three simple sentences and show the subject and predicate in each of them.)

(c) Mɛn imunyuza bla blɛ? (What is a compound sentence.)

(d) Blablɛ etɛ nɛ Ngmaa munyu zao tsɔɔ eko fɛɛ eko peɛlɔ kɛ peemi ngɛ mi. (write three examples of a compound sentence and indicate the subject and predicate.

These are the expected responses;

(a) Mɛn imunyuza kpokploo?

- Eji munyuz an ɛhedɛhepeemi munyu kak enɛsisi numi. (kofi ba.)

(b) Ngmaa munyuza kpokploo etɛ konɛ o tsɔɔpee lɔkɛpee mimu nyukuu ngɛɛ kofɛɛ ekomi.

- Teyeje.

(c) Mɛn imunyuza blablɛ?

- Munyuzakpokolɔnyɔnɛ a bla. (Kofi banɛ e je.)

(d) Blablɛ etɛ nɛ Ngmaa munyuza o tsɔɔ eko fɛɛ eko peɛlɔ kɛ peemin gɛ mi.

- (Amaki hoo ni ɔ se e yi.)

This question seemed quite popular with most candidates and performed quite well on it. Good attempts were made at the definition even though some few candidates missed out on some key elements in the definitions. A simple sentence must have one main verb; express a complete idea while the compound sentence is formed by joining two simple sentences together using a coordinating conjunction. Majority of the candidates were able to break the simple sentence into subjects and predicates but had considerable difficulty in breaking the compound sentences in subject and predicates and so did not perform well on that aspect.

### **QUESTION 10**

- (a) **Ngmaa biε nan emidali nε a tsuɔ a he ni ha adesaamεkε a hiehie εpeemioεngε Dangme mi. (Write personal pronouns and their plural forms in Dangme.)**
- (b) **Hlaa a kpεtietεkomεkonεo tsue ko fεε eko he ni nge munyuza enyɔɔnyɔ mi. (Select any three of personal pronouns and use each in two sentences.)**
- (c) **Tsɔɔ biε nane midali a he ninε o tsungε mi ɔ, a animo sa nitsumi. (Indicate the functions of the chosen pronouns.)**

Expected answers;

- (a) **Ngmaabiεnanemidalinε a tsuɔ a he ni ha adesaamεkε a hiehieεpeemioεngε Dangme mi.**
- (a, o , mo, nyε, lε ,mε )
- (b) **Hlaa a kpεtietεkomεkonε o tsuekofεεeko he ningεmunyuzaenyɔɔnyɔ mi.**
- Kofi keltade.
  - Kofi ha mεwomi.
- (c) **Tsɔɔ biε nane mi dali a he ninε o tsun gε mi ɔ, a animosanitsumi.**
- Mε - object
  - Lε - object.

Candidates who made attempts at this question were able to give some of the personal pronouns, but most did not provide their corresponding plurals. With regards to the grammatical functions of the pronouns, majority used them in the subjective cases rather than the objective and the possessive cases.

The general performance of these candidates who attended this question was below average.

## **DANGME 2**

### **1. GENERAL COMMENTS**

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

The performance of the candidates declined as compared to the previous year.

### **2. CANDIDATES' STRENGTHS**

- (1) Generally, candidates demonstrated good understanding of the questions and answered them appropriately.
- (2) Most candidates exhibited their strength in customs and instructions and oral literature.
- (3) Prose and drama were also well tackled.
- (4) Most candidates exhibited some level of maturity in their use of language; such as appropriate use of proverbs, idioms and other figures of speech.

### **3. CANDIDATES' WEAKNESSES**

- (1) Most candidates performed poorly in the poetry where candidates were to identify literally devices.
- (2) Short notes on characters were also poorly handled by some candidates.
- (3) Some candidates did not comply with the rubrics – answering two questions from one section.
- (4) Candidates sometimes gave riddles instead of proverbs.
- (5) Candidates were not able to express themselves well during discussion.

### **4. SUGGESTED REMEDIES**

- (1) Candidates should be given more exercise on poetry.
- (2) Language teachers should be encouraged to teach all aspects of the language
- (3) Teachers should lay more emphasis on literally devices.
- (4) Teachers should help candidates to dramatize the selected drama books in class.
- (5) Parents and teachers should encourage candidates to develop more interest in the Ghanaian language.

## 5. DETAILED COMMENTS

### QUESTION 1

(a) Mɛni ji abɛ? (What is proverb?)

(b) Moo ngma abɛ enuɔ konɛ o tsɔɔ eko fɛɛ eko sisi. (write five proverbs and explain each of them?)

(c) Moo tsɔɔ abɛ nitsumienyɔ. (Give two functions of proverb)

Expected answers:

(a) Mɛni ji abɛ?

- Eji juemi munyu kpitine a kɛpo ɔ munyu gaga nɔ kpiti

(b) Moo ngmaa bɛ enuɔ konɛ o tsɔɔ eko fɛɛ eko sisi.

- Yi kake ye dami. (Two heads are better than one.)
- Kenɔkakengɛ no kope ɔ e yi emu.
- Nine kake nu ingmo. (Two heads are better than one.)
- Nɔ fɛɛ nɛ no ko ngɛ e walami.

(c) Moo tsɔɔ abɛ nitsumi enyɔ.

- A kɛ slɔɔ nɔ. (To give advice).
- A kɛ kaa nɔ hɛ mi, (Reprimand)

Most candidates were able to give the functions of proverbs which include; to advice, to rebuke, to congratulate, and to summarize a long story. Some candidates handled this part very well.

Some candidates also gave riddles and idioms mostly as proverbs. Some also could not give correct meanings of the proverbs provided. Candidates did not perform well on this question.

### QUESTION 2

(a) Moo tsɔɔ ni hi enyɔ nɛ a hyɛɔ ngɛ matsɛɛ he hlami he. (Two qualities of a chief)

(b) Moo tsɔɔ matsɛ nitsunuihi eywiɛ ngɛ Dangme je. (Give four functions of a chief.)

(c) Ngmaa nihi etɛ nɛ e sɛ nɛ matsɛ peeɔ. (Give three taboos of a chief)

Expected answers:

(a) Moo tsɔɔ nihi enyɔ nɛ a hyɛɔngɛmatsɛɛhehlami he.

- E je odehewem. (from royal home)
- No konɛ e yipue we. (mentally sound)
- Kpa nɛ ko hi e he. (no deformity)

(b) Moo tsɔɔ matsɛ nitsunuihi eywien gɛ Dangme je.

- E dlaape (settle dispute)

- E maaposɛɛ he piɛ. (protect the stool property)
- (c) Ngmaa nihi etɛ nɛ e sɛ nɛ matse pee ɔ
- E ko ye ningɛ ma nɔ. (Not to eat in public)
  - E konyɛɛnɔ no koyo se. (Not to chase someone's wife)

Candidates were able to mention qualities of a chief which includes:

Should be a royal, be mentally sound, should not have physical deformities, not an ex-convict etc.

The question was popular with candidates; many of them gave the correct qualities of a new chief.

The responses on duties include: initiate and execute development projects, defend his people, settlement of disputes, protection of stool property, maintain peace etc.

The taboos of a Dangme chief also include: not to eat in public, not to drink in public, do not go after peoples' wives, not to sell stool property etc.

Candidates performed very well on this question as they satisfied all the demands of the question.

### **QUESTION 3**

These are context questions.

- (a) Mɛnɔ tu munyu nɔ? (Who said this?)
- (b) Mɛnɔ e tu munyu ɔ ha? (Who was the statement addressed to?)
- (c) Mɛni wo munyu nɛ ɔ kɛ ba? (What brought the statement?)
- (d) Mɛni he e tumunyu ɔ nɛ? (Give three reasons why the statement was made).

Expected responses from candidates;

- (a) Mɛnɔ tu munyu nɔ?
- Meti
- (b) Mɛnɔ e tu munyu ɔ ha?
- Lɔle mi tsemɛ / kɛ ha e he (the passengers/ himself)
- (c) Mɛni wo munyu nɛ ɔ kɛ ba?
- Lɔle ɔ puɛnɛ e hi dla mi (the vehicle broke down)
- (d) Mɛni he e tu munyu ɔ nɛ?
- A nɛ se kpɛɛ (they are getting late.)
  - Je maa na ni jualiɔ mɛ. (the traders will be late.)

Candidates answered the questions satisfactorily.

They gave all the expected responses above which made them score high marks.

#### **QUESTION 4**

- (a) Moo hla sukpojeli oti enyɔ nge Ajesiwɔ womi ɔ mi. (Discuss two main characters in the novel “Ajesiwɔ”)
- (b) Moo sɛsɛ sukpojeli enyɔnɛo hlaame a nitsumi nge womi ɔ mi ɔ he. (Discuss their role in the novel)
- (c) Mo ngma nikasemi etɛ nɛ je kpo nge womi ɔ mi (Write three lessons you learnt from the novel)

Expected answers:

- (a) Moo hla sukpojeli oti enyɔ nge Ajesiwɔ womi ɔ mi.
- Ajesiwɔ
  - Yokpa
- (b) Moo sɛsɛ sukpojeli enyɔnɛo hlaame a nitsumi nge womi ɔ mi ɔ he.
- Ajesiwɔ - Mawunɔmlɔjile. (Ajesiwɔ is God fearing person.)
  - Yokpa - sikatsekpanaangeSomanya.AwoAjesiwɔya to awabange e ngo. (Ajesiwɔ became a servant to this rich woman “Yokpa”)
- (c) Mo ngma nikasemi etɛnɛ je kpo nge womi ɔ mi.
- Akpaso tsumi hi. (blood money is not good).
  - Ke o pee yayami ɔ, yayami naa mo. (the evil men do lives after them).

Candidates did a good job on characterization skills pointing out the individual roles the selected characters played.

Several candidates however gave their opinions on the roles played. For example, “Ajesiwɔ” was God fearing”. Some also gave a skeletal form of their discussion.

State three lessons learnt from the novel. The responses were encouraging. Most candidates gave examples from the novel to support their points. Few however just put down the points without explaining or supporting with instances in the novel.

The overall performance of candidates on this question was good.

### **QUESTION 5**

There is a quote from the drama.

- (a) **Mənətumunyunə? (who said this?)**
- (b) **Mənə e tu munyunə ha? (to whom was said to?)**
- (c) **Məni he je e tu munyunə nge? (why did he make the statement)**
- (d) **Mən iba nge nisəemineə se? (what was the outcome of the statement.)**

Candidates were expected to give these responses:

- (a) Mənətumunyunə?
  - KəkəSika
- (b) Mənə e tumunyune ə ha?
  - Amate
- (c) Məni he je e tu munyunə ə nge?
  - Bi əmē a se ya ketsə nge ma a mi. (They kept so long in town.)
- (d) Məni bangeisəemine ə se?
  - Yihewi əməbaslaamē. (The guys came to visit them)
  - Kəkə Sikana he blənē e sləmē. (KəkəSika advised them)
  - Kəkə Sika wo mē bo jua. (Kəkə Sika made them trade in clothes)
  - Nihi enyō ye anəkualē. (Two were faithful)
  - Nihi enyō yi anəkualē. (Two were unfaithful)
  - Nē a ya gbo. (They died)

Most candidates were specific in answering this question which made them earn high marks. They gave responses as expected. Candidates need to be commended for reading and displayed their skills very well.

### **QUESTION 6**

- (a) **Moo səsē otie nyō a he pətē nge fiemi Kəkə Sika nē ə mi.** (Discuss the two themes of Kəkə Sika)
- (b) **Mo ha nōhyeni kakaaka ha munyu he zawolin ε əmē nē a tsu a he nge fiemi nē ə mi.** (Give one example of these literally devices)
  - (i) Adesu / apeelənō (Personification)
  - (ii) Ləngmengmlee (Metaphor)
  - (iii) Aguasemigbi (Idioms)
- (c) **Ngmaa kē tsō bō nē munyu he zawohli nēəmē eko fēē ko ye bua fiemi əsisinumi** (show how these literally devices help in the understanding of the drama.)

Expected responses;

- (a) Moo səsē oti enyō a he pətēengefiemi Kəkə Sika nēə mi.
  - Anəkwalē yemi (truthfulness)
  - Hemi keyemi (faithfulness)



(b) Mo ha nōhyeni kakaaka ha munyu he zawoline ၵmēne a tsu a he nge fiemi ne ၵ mi.

- Adesu / apeelēnō (Personification)  
“E liletsake”  
“Je mi he wa”
- Lēngmengmlee (Metaphor)  
“Okpliō sōpe sō”  
“Sika ji nō fēenō”

(c) Ngmaaketsōbōnemunyu he zawohlineၵmēekofēēeko ye buafiemiōsisinumi.

- “E fia nyu” (He was very drunk.)

It showed why the person behaved in a particular manner.

Candidates found it difficult identifying the stated literary devices from the play, especially the ‘metaphor’ and idiom. The few who succeeded with brilliant examples could not tell how these helped in understanding the story, though, they were able to bring out the themes.

Candidates’ overall performance on the question was below average.

### **QUESTION 7 - POETRY.**

Kōtsie

- (a) **Mēni he asilē nē ၵ kō?** (What does the poem say?)  
(b) **Moo sēsē asilē nē ၵ.** (Discuss the structure of the poem.)  
(c) **Tsōၵ munyu he zawoli enyō.** (identify literary devices in the poem with examples.)

Expected answers;

- (a) Mēni he asilēnē ၵ kō?  
• Nōfēenōpeemi. (too much of everything is bad.)  
• Tsa pi nōfēenōngōōnēehi. (is not every sweet thing that is good.)
- (b) Moosēsēasilēnē ၵ.  
• Kuku abō. (number of stanzas)  
• Munyu he zawoli. (literary devices used.)
- (c) Tsōၵmunyu he zawolienyō.  
• Abē. (proverb)nōkotsōၵ we nōkopugbagbēenōfomamiminiti.

Most of the candidates’ response to this question was poor. They could not discuss the structure which demanded them to identify from the poem features like, *number of stanzas and lines in each stanza, sentence structure, rhyming scheme, sound pattern, repetition, etc.* Few however stated the literacy devices – personification, idiom etc without examples. Some also stated the examples without indicating which literacy devices they are. Candidates scored low marks for this question.

**QUESTION 8. - NINYËGU**

- (a) Moo sɛsɛ sɛgbi ɔti nɛ asilɛ ɔ hɛɛ he. (Discuss the main theme of the poem.)  
(b) Moo sɛsɛ nikaseni pɔtɛɛ ngɛ asilɛ nɛɔ mi ɔ he. (Discuss the lesson in the poem.)  
(c) Tsɔɔ mumu mi nɛ asilete ngɛ kɛ ngmaa sile nɛ ɔ. (The mood of the poet.)

Expected answers:

- (a) Moo sɛsɛsɛgbiotinɛasilɛɔhɛɛ he.
- Ninyɛgu hi. (unnecessary hatred is not good.)
- (b) Moo sɛsɛ nikaseni pɔtɛɛ ngɛ asilɛ nɛ ɔ mi ɔ he.
- Mo kon yɛ no ko. (Do not hate anybody.)
  - Ninyɛ gu kɛ tue mi jɔ mi bɛ. (hatred does not bring peace.)
- (c) Tsɔɔ mumu mi nɛ asilete ngɛ kɛ ngmaa asilɛ nɛ ɔ.
- Mɔbɔ / Mɔmɔ. (Sad)
  - Haomi. (Worrying)

Most candidates discussed the main theme very well with lines to support the discussion. Several themes were brought out by candidates that fell within the range of themes in the marking scheme outlined. This showed candidates had the content of the poem at their fingertips. Additionally, they were able to pinpoint the lesson in the poem. Few candidates did not state the mood of the poet. They only put down the title of the poem.

Overall performance on this question was good.

## EUE 1

### **1. GENERAL COMMENTS**

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

The performance of the candidates was a little better than that of the previous year.

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

- (1) Ideas were well organized and orderly presented.
- (2) Most candidates did well by adhering to rubrics.
- (3) Candidates gave detailed narrations using good grammar, idiomatic expressions and well-thought-out points.

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

- (1) Deviation – it appeared some of the candidates did not understand the import of some of the questions and therefore deviated in their presentations.
- (2) Orthography was a problem to candidates: therefore, they lost marks allocated for Mechanical Accuracy.
- (3) Incorrect writing of some of the letters of the Ewe alphabet, especially 'd' for 'd', ɔfɛ for 'f', 'v' for 'v' 'h' for 'x', etc.
- (4) Lifting of parts of the reading comprehension passage to answer questions.
- (5) Use of ungrammatical expressions and poor vocabulary – e.g., 'Le madidi me la' instead of 'Madidi o la...', te fe Dɔwɔfe la le fiaseaŋ gɔ? instead of Ɔkɔnyeeye...', 'Mia kat ' instead of 'Me kat ...etc.
- (6) Wrong use of tenses – candidates hardly adhered to the correct use of tenses in the language.

### **4. SUGGESTED REMEDIES**

- (1) Candidates should read questions well, understand their demands before attempting to answer them.
- (2) Teachers should give a lot of class exercises and homework to candidates. These should be marked and discussed with candidates so that they know their shortfalls and remedy them.
- (3) Candidates should read a lot of literature in the language. This will go a long way to improve their stock of vocabulary and expression.
- (4) Teachers should teach all aspects of the language.
- (5) Parents and teachers should encourage their wards to read widely.
- (6) Teachers should help pupils to develop interest in the Ghanaian language.

## 5. DETAILED COMMENTS

### QUESTION 1.

‘Wotiawò òò mia tó nusrólàwò nu. Ìtò wònufofi me nàde wò m̀kp̀kp̀wòagblò la da òi.

(You have been elected as the Senior Prefect of your school, write your acceptance speech stating what you would do to make your school progress).

It was speech writing and candidates were expected to bring all the features of speech writing;

- Heading.
- An introduction includes (Acknowledging the chairperson, dignitaries and audience)
- The body; what the speech was about? (Developmental project.)
- Conclusion; (Thanking the audience for their time and attention.)

This was the choice of only a handful of the candidates. As a speech, candidates wrote all the formal features such as; heading (in capital letters and underlined), acknowledgement or observation of protocol, thanking colleagues for electing him/her to the position, etc.

With the body, candidates wrote on the improvement of infrastructure such as; classroom, dormitories, a fence wall to ward off trespassers, library and ICT facilities. They also touched on how to improve academic performance and discipline in the school. In conclusion, they spoke on how to liaise with other prefects to achieve their goals and thanked the audience for their attention.

Some candidates failed to follow speech writing format – frequent reference to the audience. Conclusions were not well drawn and some even appended their signature as if they were writing a letter. Candidates' performance was average.

### QUESTION 2 - COMPOSITION (DISCUSSION)

‘De susuenesiwo ta asinud̀wofiafiakplewosorsò le vevie le miafesukuwo me òò la gblò. (Give four reasons why we should learn technical/vocational skills in schools).

Expected responses from candidates;

- For self-employment.
- For productivity
- To acquire skills

Most candidates answered this question and performed very well.

They gave reasons such as;

- Provide the individual with skill for employment.
- Becomes self-sufficient and ensure personal development.
- Help them earn a living.
- Did not rely on government to earn.
- Solves unemployment problems and curtails robbery.

Majority did very well on this question except a few who dwelt only on self-employment and salvaging parents' hardship with less emphasis on the other areas.

### **QUESTION 3**

**'Dzro susu ene siwo ta wòdze be woayi numeḍeḍe na amewo tso dzotòtò gbe alo dzodzegben u dzi ò la me.'** (Discuss **four** reasons why we should educate people on the effects of bushfires in Ghana).

The question required that the candidate explain what bushfires are as an introduction. This should then be followed by discussing their causes, effects and preventive measures.

Expected responses;

#### **Causes:**

- Activities of hunters
- Farmers.
- Palm wine tappers.
- Herdsmen.
- Cigarette smokers.
- Depletion of ozone layers.

#### **Effects;**

- Destruction of the environment
- farms,
- properties,
- lives, animals,
- forests,

#### **Preventive measures**

- Formation of community fire fighting squads.
- Education by the fire service.
- Afforestation.

- Institution of award schemes for volunteers.
- Creating fire belts around houses and farms.

A good conclusion should highlight the candidate's general impression on effects of bushfires and advice to community.

This was relatively the most popular of all the questions. Candidates discussed some causes which includes; burning the bush for hunting purposes, careless handling of fire by farmers and palm wine tappers, burning of bush by herdsmen and activities of smokers.

They also wrote on effects of bushfires such as; destruction of the environment, destruction of people's farms and other properties. Other possible reasons include preventing the extinction of wild animals and trees; prevent inadequate rainfall owing to climate change and the destruction of soil nutrients through soil erosion.

Most of the candidates who chose this question performed fairly.

#### **QUESTION 4**

**Ṛl ɔ̄ utinyasiawu nu be, 'De menae menɔ̄ɔ̄ gɔ̄ o'. (Write a story which ends with the expression, "Had I known...").**

The question is on writing of story to conform to a given theme.

Expected answers;

- Introduction i.e., setting the stage for the story.
- The body i.e., detailed narration of the story (stating the characters and their roles.)
- The conclusion i.e., should be relevant to the story narrated and necessarily end with the given theme/expression, "Had I known".

This was the most popular question.

As usual, most candidates answered this question very well by giving different incidents.

Many of the candidates discussed in detail, the cause of the incidents some of which include laziness, disobedience, stealing and telling lies. They also discussed some of the effects such as loss of property, failing examinations, punishment, teenage pregnancy and other forms of trouble and humiliation.

Many candidates were able to end their stories appropriately, but a few could not link theirs with the given words as expected and therefore lost some marks.

**QUESTION 5 - TRANSLATION**

This was a passage in English to be translated into the Ewe. Candidates were expected to first read the passage carefully, understand it, and then break it down into ideas before translating them. The ideas should be linked. Only a few did well to translate the ideas meaningfully. The majority however, did verbal translation, thus losing meaning in the receptor language as against that of the source language. Their linkages were also poor.

**QUESTION 6 - COMPREHENSION**

This was a passage in the Ewe followed by ten questions covering such areas as: re-call (stated facts), inference (deduction), grammar, syntax (meaning) and summary.

Candidates were expected to first read the passage carefully, understand it before attempting to answer the given questions.

Questions on stated facts and meaning were well answered. However, majority of the candidates fumbled in the other areas. For inference, whole passages were lifted as answers to the questions. This wasn't good enough. Summaries were not good either – some were too long (above seven words) or have no bearing on the passage. Overall, candidates' performance was poor.

**QUESTION 7 - Language Structure (Phonology)**

(a) **Nu ka enye “Esiawablɔdegbedidiwo fe tutu de nu? (What is vowel sequence)**

The candidate was expected to explain what vowel sequence is in Ewe.

- It is a succession of two, three or more different vowels in word structure.

ɔAblɔdegbedidivovovo eve, etɔalɔwunenema fe wo nɔewo tutu de nule nya deka aɔe tutuɔ meɔ.

(b) **Ɔlɔ nyasiwo me ablɔdegbedidiwotu de wo nɔewo nu le Euegbe me la dometɔnetɔ daɔi? (Give three examples of vowel sequence words in Ewe).**

- **Bia.**
- **Kpokploe.**
- **Xoxoaea.**

(c) **Ɖɔ ablɔdegbedidisiwogbɔna la dometɔ de sia de' (Describe each of the following vowels).**

/ i /, ii) / e /, iii) / u /, iv) / a /, / ɛ /ɛ

- / i / - Ablɔdegbedidi ɲgɔgbe dzime nukeke vie gbedidi numetɔ
- / e / - Ɔgɔgbe teɔɔdziɲu nukeke evedomesi (evedome) gbedidi numetɔ.
- / u / - Megbe dzime nuyi nogo gbedidi numetɔ.

- / a / - Titina anyime nukeke baa gbediḡi numeto.
- / ε / - Iḡgogbe teḡeanyime nukeke evedomi gbediḡi numeto.

Candidates' responses;

- (a) Most of the candidates missed the word 'different' in their definition of vowel sequence in the language ḡAblḡdegbediḡI vovovoeve,ḡ. Most of the candidates who attempted this question got section (a) wrong.
- (b) Examples of vowel sequence words were given, but candidates did not underline the specific vowels as done in (b) above. They therefore scored no marks. Some also gave examples of similar vowels following each other, e.g., siaa, hoo, uuu, too, etc and therefore scored no marks.

**QUESTION 8 - LANGUAGE STRUCTURE (PHONOLOGY)**

**ḡo nu tso nu siwogbḡnalaḡ u kpuikpuikpui': (Briefly describe the following)**

- (a) **dovlagbediḡiwo (plosives)**
- (b) **ablḡdegbediḡiwo (back vowels)**
- (c) **nukḡkḡ si fe tutuḡo nye XA (the CV syllable type)**

(a) Plosives – they are consonant sounds that are produced with plosion. They are in two categories:

- Those in whose production the vocal cords vibrate ḡesiwo wḡwḡ me ḡiḡigoeawonyeazi le): / d /, / b /, / ḡ /, / g /, / gb /.
- Those in whose production the vocal cords do not vibrate ḡesiwo wḡwḡ me ḡiḡigoeawonyeazi le o): / t /, / p /, / k /, / kp /.

(b) Ablḡdegbediḡimegbetḡwo (back vowels)

- They are vowels produced from the back of the tongue ḡwonyeablḡdegbediḡisiwomiewḡna le aḡe fe megbeḡ:

/ u /, / o /, / ḡ /.

(c) Nukḡkḡ si fe tutuḡo nye XA (the CV syllable type).

- It is the syllable type in which a consonant is followed by a vowel which has a tone or carries a tone CV<sup>t</sup> ḡnukḡkḡ ḡekasi me xaxagbediḡidoaḡ gḡ le eye ablḡdegbediḡisisi/dzigbedḡḡḡ/ḡiḡitsi le la kpḡḡ ḡḡ ḡXA<sup>d</sup>ḡ. E.g., ko, va, me, a, etc.

- (i) Some of the candidates were unable to state what plosives are in Eve and were unable to distinguish between the voiced and the voiceless ones.





- Ɖevi la tsimegbe eye nufiala he to nɛ.
- Agbledela la fo ave, tɔ dzoehaf bli.
- Yesukugakeegafɔ leŋ keke etɔa gbe, etc.

This question is quite loaded; it has four sub-sections (a, b, c, & d) and each section required detailed approach. Some of the candidates were not able to provide detailed approach to all the areas. There was wrong definition of the simple sentence with examples which did not show the subject and predicate parts. Some were also unable to explain what a multiple sentence is in Ewe. Examples given were incorrect, using the subordinate conjunctions (link elements).

**QUESTION 10 - LANGUAGE STRUCTURE (GRAMMAR)**

(a) Ɖlɔŋ kɔtefenɔnyaxexlɛme ɖekɛtɔwokpleagbɔsɔsɔtɔwo da ɖi. (Write down the **1<sup>st</sup> Person singular and Plural pronouns**):

- Xexlɛme Ɖekɛtɔwo (The Singular Pronouns)

i. Ame Gbàtɔ (1<sup>st</sup> Person)

- me, nye, - m, ma.

ii. Ame Evelia (2<sup>nd</sup> Person)

- wò, à, nà, ne, mà, mè, è

iii. Ame Etɔlia (3<sup>rd</sup> Person)

- eya, a, ma, na, ne, me, - i, ɔeyaɛ.

- Xexlɛme Sɔgbɔtɔwo (The Plurals)

i. Ame Gbàtɔ (1<sup>st</sup> Person)

- mi, míe, - mía, míawo.

ii. Ame Evelia (2<sup>nd</sup> Person)

- mi, mie, mia, miawo

iii. Ame Etɔlia (3<sup>rd</sup> Person)

- wo, woa, woawo, yewo

(a) Tia wodometɔ etɔ eye n tunyagbe eve-eve ɖo kplewowotɔxɛwotɔɛ. (Select any **three** of the above (i or ii) and construct two sentences with each of them).

(i) Mele dzodzom

(ii) Tsi fom vevie

(iii) Woe vemía nu

(iv) Eyae fo ɖevi la

(v) Woawoe li ho nyitsɔ

(vi) Míeyi hadzife

- (vii) Mííele vavage
- (viii) Miegava
- (ix) Wova
- (x) Wogale vɔvɔm, etc.

**(b) Fia ɖe sia ɖe fe wofe le nyagbeawo me. (State the function of each in the sentences provided).**

- (i) Meledzodzom òɲkɔnyaɛ

N

- (ii) Tsi fom vevie òfidonkɔnyaɛ

F

- (iii) Wova òɲkɔnyaɛ

N

- (iv) Ɖeviwoakowò òfidonkɔnyaɛ, etc.

F

The question has three sub-sections: identification of all the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Person Singular and Plural pronouns in the language. Most of the candidates who attempted this question got mixed up and could not write them down under the three categories as should have been done.

Using them in sentences, this was well done but candidates did not underline the pronouns as used. E.g., 'Mele dzodzom', not Mele dzodzom.

Such candidates lost marks for this negligence. Stating their functions, this was not well done. It appeared candidates did not know that pronouns also have functions to play in sentences just like other word classes in the language. E.g., 'Mele dzodzom' – 'Me' is functioning as a complement/object (F) in the sentence, etc. 'Tsi fom vevie' – 'm' is functioning as a complement/object (F) in the sentence, etc.

## EUE 2

### **1. GENERAL COMMENTS**

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

The performance of the candidates was the same as the previous year.

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

- (1) Candidates displayed good knowledge of the customs and institutions of their traditions.
- (2) The majority who tackled the question on proverbs (Iododo), for example, faithfully provided the required number of proverbs.
- (3) Candidates itemized and discussed thoroughly the functions of a chief.
- (4) Candidates need commendation for being able to identify literary devices from poems they studied.
- (5) Candidates were able to discuss the role of major characters in the novel, "Hlobiabia" and explained the lessons learnt from it as well.

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

- (1) Poor answering of context questions.
- (2) Inability to identify events surrounding a statement made by an interlocuter.
- (3) Shallow knowledge of how poems are structured
- (4) Inability to capture the mood of the poet
- (5) Not being concise with the role of characters in a novel.

### **4. SUGGESTED REMEDIES**

- (1) Candidates should keep in mind that context questions make a great demand from readers' retentive memory. They should look out for events that occur immediately before and after a notable statement is made.
- (2) Teachers should discuss the structure of a poem very well with candidates. Such as rhyming of lines, arrangement of ideas, lines, stanzas, etc.
- (3) Candidates should develop interest in reading novels in Ghanaian language.
- (4) Candidates should be given adequate exercises which should be marked and discussed with candidates after marking.
- (5) Candidates should be encouraged to speak the language during the lesson.

## 5. DETAILED COMMENTS:

### QUESTION 1

Candidates were expected to tackle the question with these points:

(a) **Nu ka enye Lododo? (what is a proverb?)**

- Lododo nye nunyanya si mie glɔkpui eye gɔmesese deto le eme.

(b) **Ŋlɔ lododo atɔ da ɔi eye nàde ɔesiade gɔme. (write down five proverbs and explain each.)**

- Devikaakplêgâ, mekaanyagâ (cutting one's cloth according to one's size).
- Bana amee wobanana (one good turn deserves another).

(c) **Ɔo nu tso lododo je wɔje vevi eve ŋu. (Discuss two major functions of a proverb).**

- Lododo ɔlɔa nu ame (Proverbs admonish)
- Lododo nye nufiamemɔnu nyui aɔe (Proverbs teach lessons and guide)

Candidates were very successful in supplying the proverbs familiarity used by the custodians of Èvè. They provided some of the examples above. Corrects explanations accompanied the stated proverbs for the award of full marks. Some candidates gave shallow definition of proverbs, some also swapped idioms as proverbs which made them score low marks for that points.

### QUESTION 2

These are the following questions:

(a) **Nu si etɔwoléa ɛkufo le fia yeye tiatia me. (identify three qualities of a chief)**

(b) **Dzro miade fi afe dɔdea si ene me. (Discuss four (4) functions of your chief)**

(c) **Fiafenutsitsri etɔ (Identify three taboos of a chief)**

Candidates were expected to tackle the question with these points:

(a) **Nu si ɛu woléa ɛkufo le fia yeye tiatia me.**

- Ele be la natso fia fɔme me (must come from royal home)
- Ame la makutsu kpɔ o (must have a sound mind)

(b) **Dzro miade fia je dɔdeasi ene me.**

- Ele be zitenu wonanɔ dedie le fi ate (must protect state property)
- Ele be wɔadzra dumeviwo dome ɔo (must be able to settle disputes among his subjects).

(c) **Fia je nutsitsri etɔ**

- Fa mazɔ afɔ fuflu o (must not walk barefooted)

- Fia madzra zitenuwo le madzemadze dzi o (a chief must not sell stool property)

A good number of candidates were candid with their answers which fell in line with kingmakers' checklist for selecting a new chief (such as, being a royal, have no history of ever being a convict. Candidates also had no difficulties in stating the functions of their chiefs.

Some candidates exhibited some levels of confusion in Qs 2(c) where they traded the answers of Qs2 (a) for Qs 2(c). That a chief should not eat in public, walk barefooted, be a womanizer are not qualities in themselves but acts of outward traces of the inner personality. As such candidates who used the above as what to be looked out for in a person got it wrong.

The overall performance of the candidates was below average.

### **QUESTION 3**

This is a context question seeking answers to the following from candidates:

- Ame kae gblɔ nyasia? (Who made the statement?)**
- Ame kae wɔ̀gblɔ nya la na? (To whom was the statement made?)**
- Nu kae dzɔ ha fi wɔ̀gblɔ nya la? (What led to the statement?)**
- Dzro susu etɔ siwo ta nuɟola la gblɔ Nyasia ɔo? (Discuss three reasons for the statement)**

Expected answers from candidates:

- Ame kae gblɔ nya sia?
  - Afetɔ Zokli
- Ame kae wɔ̀gblɔ nya la na?
  - Dkt. Agbedumasi
- Nu kae dzɔ ha fi wɔ̀gblɔ nya la?
  - Egblɔe esime Agbedumasi ɔe edɔkui fia edzilawo be wowie yenye. (this said when Agbedumasi revealed his identity to his parents)
- Dzro susu etɔ siwo ta nuɟola la gblɔ nya sia ɔo?
  - Ekpe be nugbe baɔa si yewoɔɔɔ Agbedumasi ɲu be yewo awui la mesɔ o. (He felt it was wrong for them as parents to have planned and attempted to murder their own son)

All who attempted the questions correctly gave the speaker and respondents' names. A few went further to give the context that necessitated the speech, indicating correctly in qs3 (c) The discoveries that Zokli unknowingly was plotting to murder his own son, Agbedumasi that caused him to make the statement.

Some Candidates beat about the bush in their discussions of reasons for the speaker's statement. Mr. Zokli realized their stupidity in plotting to kill a stranger who turned out to be their long-lost son. He also saw the futility in scrambling for what is not their own as they lost one of their children who ate the food, they poisoned for Agbedumasi. They also needed badly to be forgiven their sin hence the utter of that statement. These, many candidates could not give.

#### **QUESTION 4**

- (a) **Tia nu wɔ la eue tso ɲutinya, Hɔbiabia me. (Candidates to supply names of two characters in the novel Hɔbiabia.)**
- (b) **Ɔo nu tso wo fewɔfeɲu le ɲutinya la me (Discuss their role in the novel.)**
- (c) **Nufiame etɔ kawoe ɔɔdesinawô le ɲutinya la me? (Lesson learnt from the story.)**

Expected responses from candidates:

- (a) Tia nuwɔla eue tsoɲutinya, Hɔbiabia me.
- NyuimediGamesu
  - Ekpoɔewosi
  - Tuidzi
- (b) Ɔo nu tso wo fewɔfe ɲu le ɲutin nya la me.
- Nyuimedi Gamesu:
- (c) Efe tagbɔ ɔa le suku. (he was a brilliant boy in school.)
- Ekpoɔe wosi:
- (d) Nufiame etɔ kawo eɔe dzesi nawô le ɲutinya la me?
- Ame aɔeke menya etsɔ me o eya ta wɔ nyui na hawôvi le agbe me. (no one can predict tomorrow, hence do good to people in life).

Enye suku tɔ le Gbɔmita gɔmedzesu kuaafisi Nyuimedi de suku le. (He was the headmaster of the Gbɔmita Basic school where Nyuimedi schooled).

Most candidates answered this question satisfactory as expected and scored high marks, They discussed the novel, mentioned the characters and the roles they played as expected.

## **QUESTIONS 5**

This is a context question on drama.

- (a) **Amekae gblɔ nya sia? (Who made the statement?)**
- (b) **Amekae wɔgblɔ ena? (To whom?)**
- (c) **Nu ka tae ameaveawo do go? (why did the two people meet?)**
- (d) **Nu kaedzɔ le gododo la megbe? (what happened thereafter).**

Expected responses from candidates:

- (a) Amekae gblɔ nyasia?
  - Seŋɛnya
- (b) Amekae wɔgblɔ ena?
  - Kumasi
- (c) Nuka tae ameaveawo do go?
  - Seŋɛnya kpletɔwiawo vaakpe da gen a Kumasi detɔme lãa lo nudonuigbogbo siwɔ dɔdewo dada ta. (Seŋɛnya and his siblings came to express gratitude to Kumasi for a gift of fresh fish earlier sent to their mother.)
- (d) Nukae dzɔ le gododo la megbe?
  - Kumasi biamɔ le dzilawo gbɔ be yeayi aɖasi Agbebaɖatso tso ku fe asi me. (Kumasi sought permission from his father to go on a rescue mission to save Agbebaɖa from the claws of death.)

Most candidates were specific in answering these questions which made them earn high marks. They gave responses as expected. Candidates need to be commended for reading and displayed their skills very well.

## **QUESTION 6**

- (a) **“Tɔkɔ Atɔlia” fe Nyati vevi eve me (Discuss two themes in the play entitled)**
- (b) **De dzesi gbeɖaɖuwo le fefea me. (Locate the literary devices for the following):**
  - (i) **Personification (gbetɔdonu);**
  - (ii) **Metaphor (metafɔ);**
  - (iii) **Idiom (adagana).**
- (c) **Fia alesi gbeɖaɖuwo dometɔ de sia de wɛ be fefe la gɔme nyase. (Show how the devices promoted the understanding of the play)**

Expected responses from candidates:

- (a) “Tɔkɔ Atɔlia” fe Nyati vevi eve me.
  - Wɔ baɖa ku baɖae wua ame. (you reap what you sow)



- (b) De dzesigbedan̄uwo le fefea me.
- Gbet̄odonu;  
“aḍe he dzre de aḍe....”
  - Adagana  
“tsi aka me....”
- (c) Fia alesi gbed̄aḡuawo domet̄o ḍe sia ḍe w̄e be fefe la ḡome nya se.
- “Gbet̄odonu” “Aḍe he dzre deaḍe” le fiāfiam be ne amegbet̄o meḍo fufu nya hafi gbl̄o o la ehea mas̄omas̄o dea amewo dome. (we need to be mindful of our words).

This question pulled a few surprises from candidates who were unbeaten with the themes concerning the ‘consequences of evil, ‘good deeds pay off,’ forgiveness, etc. These themes evolve around the major characters Kumasi and Agbebaḍa playing the opposing roles. Most attempts were quite detailed and appreciable. The performance on this question was average.

Candidates found it difficult identifying the stated literary devices from the play, especially the ‘metaphor’ and idiom. The few who succeeded with brilliant examples could not tell how these helped in understanding the story. For example, the Idiom ‘Tsika aka me’ meaning to be found culpable by the oracles is a device used to open the readers mind to many other sinful acts committed by agbebaḍa when he was dragged to Bok̄o Anagli’s yard to go through the cultural practices of determining his innocence from the accusation of being a wife snatcher.

### **QUESTION 7**

The candidate’s duty was to find answers to the questions

- (a) **Nu ka ḡue Hiā, ḡo nu le? (What does the poem ‘Hiā’ talk about?)**
- (b) **ḡo nu tso hakpanya la ḡe tutuḍo me (Discuss the structure of the poem)**
- (c) **Gbed̄an̄uwo siwo ḡutid̄o wow̄o le hakpanyaa me la domet̄o eve ḍe me (Bring out/state two of the literary devices used in the poem. This was a popular question.**

Expected answers

- (a) Nu ka ḡue Hiā, ḡo nu le?
- Hiā ḡo nu tso m̄o vovovosiwo dzi koḍoḍo kpl̄o ame ton̄e ne w̄oḍze egbo la. (The poem talks about the various afflictions that are visited on a person stricken with poverty)
- (b) ḡo nu tsohakpanya la ḡe tutuḍo me

- Hiã nye hakpanya legbe gake le kpuikpui eve ko je tutudome (it is long but two stanza poem).
- (c) Gbedanjuwo siwo sutido wowo le hakpanyaa me la dometo eve de me.
- Gbetododo(personification).  
“Hiã woa nu abe ame ene”

A good number of points were raised on accord of the issues raised in the poem, Hiãthat received a good reward. Candidates could comfortably recollect the literary analysis of the poem in the classrooms and should be commended.

Most Candidates could not go beyond stating the number of lines and stanza of the poem for a whole discussion on structure. Candidates should be focused on identifying the end wordings of lines such as ‘ee’, heen’ which appear meaningless but add to the general understanding of poems; the rhyming scheme/pattern of the poem, sentence types, long, short, simple, complex sentences etc. and the other commonly known features like number of lines and stanzas. All these must be factored into the discussion of structure for a good score.

### **QUESTION 8**

This question demanded the following from candidates.

- (a) **“EgbeIjueKe” Dzro Egbenueke je Nyati vevito me (Discuss the important theme of the poem)**
- (b) **Ɔo nu tso nufiame vevi si le hakpanya me la me. (Discuss the important lesson found in the poem)**
- (c) **Dzro seselelame si hakpanyaelola defia la me. (Discuss the mood of the poet)**

Expected answers:

- (a) **“EgbeIjueKe” Dzro Egbenueke je Nyati vevito me**
- Nyati vevi  
“Etsome manya” tomorrow is unknown.” Nevi devi ade kpe fu gede le dzikpokpo kple sukude nyawo me hafi vazuu ame le, gome etsome la gamekpokpo adeke le efe nudzedzi namewo me le etsu si gbona la me o. (A struggling child who grows up without support from family is not obliged to avail himself to his family when things get better.)
- (b) **Ɔo nu tso nufiame vevi si le hakpanya me la me**
- Wodje woduna (you reap what you sow)
- (c) **Dzro seselelame si hakpanyaelola defia la me.**
- Vevesese

Hakpanyanlola se veve de amegbetō f e nutefe mawomawo le hedomegbenonyawo me ŋu, vevito ale si womega kpena deamesi le kuxisesêwo me la ŋu o. (the poet is pained by the lack of love for neighbour in the society)

Several themes were brought out by candidates that fell within the range of themes in the marking scheme outlined. This showed candidates had the content of the poem at their fingertips. Additionally, they were able to pinpoint the lesson in the poem which hovers around the idea underlying the proverbial statement of ‘one good turn deserves another.

Even though candidates could lay bare the mood of the poet, expressions that set the tone of the poem, out of which the mood of the poet is derived were not forthcoming. For instance, if the poet showed how sad he was about society looking on unconcerned while a child labours around goes hungry, walks barefooted to school and is often in tattered school uniforms, but that same society is full of praise and pride over the good fortunes of the child in future, it is expected that the candidates support this claim of the poet’s sadness with quotations from the poem. This was silently ignored by candidates who attempted the question.

## **FANTE 1**

### **1. GENERAL COMMENTS**

As compared to the previous years, there was no difference in structure and content. The questions were within the scope of the syllabus and were comparatively of standard per the syllabus.

The overall performance was very encouraging. There was much improvement upon that of the previous year.

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

- (1) On the average, students showed evidence of learning. Most candidates demonstrated seriousness in their attempt of questions.
- (2) Except for questions 8 and 10, most candidates scored average marks in the questions set.
- (3) Candidates' preparedness was also evidenced in their orthography, that is, spellings, paragraphing, punctuations etc.
- (4) On the average, the comprehension passage was well understood and answered by most students.

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

- (1) In terms of organization of essays, some candidates performed below average. An example is writing letters when they were asked to write a report.
- (2) Most candidates were found to be weak in phonology.
- (3) Some candidates were not able to translate the passage given as accurately as required.

### **4. SUGGESTED REMEDIES**

- (1) To improve candidates' performance, qualified professional Fante teachers should be engaged. Such teachers should encourage students to read wide. A lot of class exercises should be given and properly marked. Students should also be encouraged to correct their mistakes in all such exercises.
- (2) Essay writing and comprehension should be regular in all classes. Students could be motivated through reading of the best essays in class.
- (3) There is the need for teachers to continue guiding students on how the different types of essays are to be handled.

## 5. DETAILED COMMENTS

### QUESTION 1

**Woeyi wo de ɔwonye Osuanyi pinyin wɔ wo skuul. Kyerew wo kasaa a ɔkyere de agye ato mu na kyere dza osiw'enyiwa do a ebeye.**

The question required the candidates to write a speech of acceptance as an elected school prefect and to indicate the contribution that he/she will make to the development of the school.

This question was not popular with candidates. The few who tackled the question were not able to organize the essay as expected. Some answered the question as a letter.

Since this is speech writing, the following were required. A good heading in upper case, a good introduction acknowledging the presence of personalities and protocol, acceptance and the expression of gratitude, plans for the school such as, students 'welfare, library, sports and games and a good conclusion soliciting student's co-operation.

Most candidates were able to write the appropriate heading for a speech and their plans for the school were laid out after observing protocol.

### QUESTION 2

**Kyere siantsir a nan a ɔkyeredɛ ohia papaapa dewɔ kyere na wosu ansa anodwuma wɔ hɛn skuul.**

Candidates were required to discuss four reasons to support the teaching and learning of technical/vocational skills in schools.

Here, candidates were expected to give an appropriate introduction, such as definition of technical/vocational skills education.

They were also expected to discuss the benefits of teaching and learning technical/vocational skills in schools. These could be, acquisition of skills leading to professionalism, skills for self-employment, solid basis for industrialization and improvement in one's standard of living.

The candidates who chose this question did well. They were able to discuss the benefits into details. Their only problem was that their orthography was poor.

### **QUESTION 3.**

**Kyerɛ siantsir anan a ɔkyerɛ dɛ ohia dɛ wɔkɔ do kyerɛkyerɛ ogya hyehyew ho nyimdzee wɔ hɛn man Ghana mu.**

This was the most answered question and candidates who answered it did very well. This question required a discussion of four reasons why there should be public education on fire outbreaks.

Here, the candidates were expected to explain fire outbreak and how it negatively affects a community/country. They were also expected to give reasons for the need for public education. Some of these could be for creating awareness on causes, preventive strategies and for emphasizing on how to handle them.

Most candidates were able to establish the fact that fire outbreak is a problem which needs to be handled effectively. Also, they stated the need for all citizens to be involved in its prevention.

Though candidates were able to handle the questions well, their orthography was below expectation.

### **QUESTION. 4**

**Kyerɛw kodzi a, no botaenye: *muhu mii a nkyɛ nna ɔaka ekyir.***

Quite several candidates attempted this question, which is narrative. It required the candidate to tell a story that ends, *Had I known is always at last.*

Every candidate who attempted this question tried to narrate a story which at the end showed the main character of the story regretting his or her actions or behaviour and saying, *'Had I known is always at last'*.

Many of the stories recounted the recalcitrance of either a boy or girl who refused to take the advice of the parents or elderly people, went his or her way and in the end suffered some disappointment and realized the folly of disobedience.

This question was well answered because many of the candidates were able to relate the story to the proverb. Only a handful could not relate their stories to the proverb.

### **QUESTION 5. - TRANSLATION**

Candidates were required to translate a given passage from English to Fante in such a manner that the translation in Fante corresponds to the original English version. Most students demonstrated clear understanding of the English passage. They were able to translate the passage coherently. All the same, some still gave literal translation of the passage.

### **QUESTION 6**

The comprehension question was a passage in Fante that had ten questions based on stated facts, inference, meaning of some expressions and literary devices. Almost all candidates were able to answer the recall question but had problems with the meaning and inference questions that needed a better understanding of the language of the passage.

Candidates could not also answer the questions on literary devices. Questions(g) i & ii i.e. kyerekyerɛdzaodzi do yiasedɛmbreihu no wɔakenkan semyi mu.

- i. hɔnara hɔn gyegyiregye
- ii. dze ɔkɔ rn'enyiwa rohwe mbofra.

Some could not also answer the questions on idioms and their meaning. Question (h) i & ii i.e., kasesubennawodzi do?

- i. hɔn mu binom ye nwendadze na nsebɔ; (Metaphor)
- ii. tse dɛ ntsetse ne tsir. (Simile)

### **QUESTION 7**

- (a) **Ebenadze nye vawol ngyegyɛ ekoryɛ wɔ Mfantse mu?**
- (b) **kyereɛw nkasafua anan a wodzi ndze ngyegyɛ koryɛ mbra do.**
- (c) **kyerɛw ngyegyɛ a odzidzi do yi biara no su;**
  - i. |i|;
  - ii. |e|;
  - iii. |u|;
  - iv. |a|;

Candidates were required to;

- (a) Explain vowel harmony
- (b) Give four examples of vowel harmony in Fante.
- (c) Describe the following vowels
  - i. |i|;
  - ii. |e|;
  - iii. |u|;
  - iv. |a|;
  - v. |ɛ|;

Vowel harmony occurs when a word contains two or more vowels, with all the vowels belonging to one set e.g., Advanced or unadvanced, rounded or unrounded

*Dye fɔnɔlɔgyi mbra a ɔhwe hwe de vawol (mbawor) dodow a wɔwɔ kasafua bi na ne mbataho nyinara mu wɔ Mfantsekasa mu no benya sukor.*

(a) **Nkasafuaanan a wodzivawolkoryembra do.**

- **kankɔ(i,e,u,o,a)Anntokan (ɪ ,ʊ,ɛ,ɔ,a)**

- i. /ofieanoma/
- ii. /Edura/

(b) vawolngyegyee no su.

- i. /i/-enyim, anoteter, sor, kankɔ
- ii. /e/-enyim, anoteter, adantamu, kankɔ
- iii. /u/-ekyir, anokrukruha, sor, kankɔ
- iv. /a/-fininfin, adamusaa, famu, anntokan
- v. /ɛ/-enyim, anoteter, adantamu, anntokan

Most candidates defined vowel harmony very clearly and they also gave very good examples of vowel harmony in Fante. However, some substituted vowel description for distribution.

**QUESTION. 8**

**Kyerɛdzainyim no wɔdzaodzi do yikorbiara ho:**

- (a) **Ntow mu anomu ngyegyee a mframa dze tum pia no ba**
- (b) **Ekyir ndze ngyegyee.**
- (c) **Kasafua mbubumu a ndze ngyegyee toa anomu ngyegyee do.**

The question was in three parts. The first part required candidates to explain ‘plosive’ sounds and give appropriate examples. The second part also requested candidates to explain ‘back’ vowels with appropriate examples. The last part asked candidates to explain the following syllable type and give suitable examples: CV

‘Plosive’ sounds are made when air from the lungs is first completely blocked at some point in the mouth and then released suddenly so that air escapes from the mouth with a slight explosive sound eg. /p/, /b/, /k/, /g/, /t/, /d/.

- Nyinaenkonsontye konsontan anenkaa mu no, kasa mfafakuwa ebien bi ka bɔ ho siwmframaofihenhɔrɔhɔrɔ mu reba no kwan ma mframa no betaantowmu no ekyir. osiandemframa no repekwaneputsi, ɔdze ahoɔnden anaa tum pia kasa mfafakuwa no pue.  
(/p/, /b/, /t/, /d/, /k/, /g/).



With **back vowels**, the highest point of the tongue is positioned relatively **back** in the mouth without creating a constriction that would be classified as a consonant.

Ekyir Vawol ye vawol ngyegyee a seyereka a, yema hen tekyerema no n'ekyir do ko anomu nkurii mu ho ma hen ano no ye krukuba.

Se. /u/, ʊ //, /o/, /ɔ/

A CV syllable is a consonant sound and a vowel sound coming together to give one syllable.

- Oyeselabolanaakasafuambubumu a nenhyehyegyina consonant navawol do.
- Mfatoho /ko /, /bi.sa/, /da / /ka.sa.pa/, na ne nkekaho.

A few candidates attempted to define /explain back vowels with examples. However, many could not do so.

### **QUESTION 9.**

- (a) **Ebenadze nye asentow-tsia?**
- (b) **kyerew asentow-tsia ebiasa na kyerε cyefo na nkasaho a ɔwɔ biara mu.**
- (c) **Ebenadze nye asentow mbɔho?**
- (d) **Kyerew asentow mbɔho ebiasa.**

Candidates were required to define a simple sentence, give three examples of a simple sentence and analyse them into subjects and predicate and explain with three examples what a compound sentence is.

The definition and analysis of a simple sentence was not a problem for many candidates. They were able to state that a simple sentence is as a sentence which carries *just one* idea. (Oye asentow a ɔda adwen mu kor peredzi).

For example;

- (i) Opanyin Sekum/ /fi Edwumako Mando  
Oyefonkasaho
- (ii) Esuafo no//kɔrnserahwewɔOguaa  
Oyefonkasaho

A compound sentence on the other hand carries *more than one* idea.

(Oyegasentow a ɔdzeadwenmuebienanaadzaɔbordem to gua).

a. Compound sentences

- (i) Boa me ansaanaakɔ.
- (ii) Aporisifo no kyeer no osiandeokowiaa adze.

**Question 10**

- (a) **Kyerewɔ yɛfo dzinhyɛananmu a ɔwɔ Mfantse kasa mu na akyerew hɔn a nkorankor na ɔdodow kabea.**
- (b) **Yi ɔyɛfo dzinhyɛananmu no mu ebiasa na fa no mu kor biara yɛ nsentɔw ebien, ebien.**
- (c) **Kyerɛdwuma a ɔyɛfo dzinhyɛananmu a ɔwɔ (b) no dzi wɔ asentɔw no mu.**

Here, the candidate was tasked to (a) provide the singular and plural Fante personal pronouns(b) form two sentences with any three of the personal pronouns provided in 9(a) and (c) state the function of the pronoun in each sentence provided in 9(b).

The singular form of the personal pronoun was accurately stated by many candidates. These are;

Subject pronouns: singular and plural

	Singular	Plural
1	Me-, mi-,mu-,mo-	yɛ-, ye-
2	i-, e-	hom
3	ɔ-, o-	wɔ-, wo-

a. ɔyɛfodzinhɛananmuasentɔwebienebien

- Meyɛ edwumawɔ Ghana Cocoa Board.
- Mokɔ skuu la, mɔpon ntsem.
- Yeridzi akwambɔ afahyɛ.
- Odzidzi papaapa.
- Wɔhyɛ atar fɛɛfew bi baa ayefohyia no ase.
- Erekasa dodow.

In all, the performance of the candidates was above average.

## FANTE 2

### **1. GENERAL COMMENTS**

The standard of the paper is comparable with that of the previous years. The general performance of candidates showed that there was much improvement this year over the previous years.

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

- (1) Some maturity was demonstrated in the presentation of answers on proverbs and chieftaincy.
- (2) Some candidates' responses to the questions on characterization and context showed that most of the candidates had access to the text books which were prescribed for use. Some conclusions were quite relevant.
- (3) A few candidates observed punctuation rules in their writing, unlike the previous years where candidates began name of the characters with small letters, nothing like that was noticed this year. This should be encouraged in all candidates.
- (4) The handwriting of some candidates was very good. This made their answers very easy to read and understand.

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

- (1) Many candidates were unable to identify the literary devices used in the poem.
- (2) The work of some candidates was marred by orthographical errors.

### **4. SUGGESTED REMEDIES**

- (1) Poor orthography can be remedied through intensive and extensive reading and dictation.
- (2) Through effective teaching, candidates must be properly taught to be able to identify the literary devices in prose, drama and poetry.

### **5. DETAILED COMMENTS**

#### **QUESTION 1**

- (a) **Ebɛnadze nye abɛbu.**
- (b) **Kyerɛw abɛbu enum na kyerekyere biara ase.**
- (c) **Kyere abɛbu no dwuma a odzi ahorow ebien.**

Candidates were required to; (a) define a proverb, (b) write five proverbs and explain them and then (c) give two functions of proverbs.

This question was popular, and majority of the candidates chose and handled it very well. They provided good examples of Fante proverbs with appropriate explanations. For example.

- Tsirkor mmpɛn – Nyansa nnyi ɔbaakofo tsirimu.
- W'ano enntum w'abɛ a ɔɔ akɔkon -Sɛ anntsetse wo bayie a ɔsɛɛ etc.

They were also able to indicate that proverbs are used for entertainment and also for making lengthy issues brief, for advisory purpose and for insinuating.

Unfortunately, the definition of proverb was not properly given by candidates. *A proverb is a simple, concrete, traditional saying that expresses a perceived truth based on common sense or experience.*

## **QUESTION 2**

- (a) **Kyerɛw ndzɛmba ahorow ebiasa a Mfantsefo hwɛ ho dze paw ɔhen fofor.**  
(b) **Kyerɛw dwuma ahorow anan a ɔhen dzi na kyerekyerɛ mu.**  
(c) **Kyerɛw ndzɛma ahorow ebiasa a onnyi dɛ ɔhen yɛ.**

A good number of candidates attempted this question and many of them did a good job. The question tasked candidates to (a) state three criteria for choosing a chief among the Fantes, (b) explain four duties of a chief and (c) state three things that a chief is forbidden to do.

On the criteria for choosing a chief, candidates explained that the person should be from the royal family, he should be of sound mind, he should be brave, he/she must not have any criminal record.

Again, they presented that the chief settles disputes among his people, helps to develop the community and sees to the celebration of festivals.

Finally, they were expected to discuss things that a chief is expected to refrain from. These could be stealing, selling of stool properties, abusing the welfare of people in the community, etc.

Overall, the question was well answered.

## **QUESTION 3.**

*Mepɛ dɛ me babanyin a ɔwɔ ha yi ɔfrɛ a egye do “mowura”*

- (a) **Woana kaa dɛm asɛm yi?**  
(b) **Ɔkaa asɛm yi kyerekɛ woana?**  
(c) **Abere bɛn na Ɔkasafɔ no kaa dɛm asɛm yi?**  
(d) **Kyerɛw na kyerekyerɛ siantsir abiɛsa a ɔkasafɔ no kaa asɛm yi mu.**

This was a context question from the novel, “Mbo-na-ye” and the candidate was expected to identify (a) the speaker, (b) the person to whom he/she was speaking. (c) the occasion on which the speaker said so, and (d) why the statement was made.

Candidates who chose this question were able to answer it as expected. They named the speaker as, Maame Kuntuwa and the addressee as Araba Pentsiwa. This happened when the addressee went to serve in lieu of her mother’s debt.

Candidates could however not give reasons why this statement was made. The expected answer is that it was to stress that Painsiwa had come to that house as a maid. Again, to teach her their basic etiquette.

#### **QUESTION 4**

- (a) **Kyerew nyimpa etsitsirw ebien a wodzi wadɔntsen wɔ akenkansɛm no mu.**
- (b) **Kyerew dwuma a dɛm nyimpa betsitsirebien no mu biara dzii.**
- (c) **Kyerew esuade ebiasa a inya fi akenkansɛm no mu.**

The candidates were able to identify two main characters in the novel, “Mbo-na-ye” discuss their roles in the story and then explain three moral lessons the story teaches.

The candidates were able to identify the major characters and the roles they played were also vividly discussed. The major characters are Maame Ekua Nyamekye and Araba Pentsiwa. Mamaa Ekua was a courageous woman who secured a loan to take care of her sick husband. Araba helped her mother to take care of her father and even served as a maid after the death of her father till the loan taken by her mother was paid.

The story teaches love, patience and the need to be mindful about who one’s child stays with. Unfortunately, only a few candidates touched on this.

#### **QUESTION 5**

*Sɛ erokɔwar na ennsisi w’anan yie na epatser ketsekete mpo a, egu esu*

- (a) **Woana na ɔrekasayi?**
- (b) **ɔrekasa kyere woana?**
- (c) **Botaa pɔtsee bɛn na ɔkɛfaa nkɔmbɔtwetwe yi baa?**
- (d) **Nkɔmbɔtwetwe no kowiee dɛn?**

This was a context question from the drama book, “Enyimia” and candidates were expected to name (a) the speaker and the addressee, (b) explain the purpose for which the statement was made and (c) discuss the outcome of the dialogue.

This question looked simple but most candidates who chose it just gave the names of the speaker and the addressee and continued with irrelevant narration of the passage. Hence their performance was below average.

The speaker is Nyimdze and he was addressing Adwoa Sikabir. This happened when Adwoa demanded a huge sum of money from her in-law. She got what she wanted but later, Adoma left and married the love of her youth.

### **QUESTION 6**

- (a) **Kyerew nsentsitsir ebien a agor yi de to gua na kyerekyerε mu.**  
(b) **Hwehwε kasasu a odzidzido yi fi agor no mu.**  
(i) **Sε-nyimpa**  
(ii) **Ngyinahoma**  
(iii) **Kasambirenyi**  
(c) **Kyerε senea kasasu yi mu biara boa ma yεte agoru yiase.**

Candidates were tasked to identify two major events from the drama, *Eyimia* and identify the following literary devices and how they are used effectively in the book

- (i) Personification  
(ii) Metaphor  
(iii) Idioms

This was another woefully answered question. The candidates mistook major events for major themes; hence their presentation was on themes. The major events are Adoma's forced marriage with Kyerehun which did not go well and then later, her marriage with Kobena Bekyedε.

However, a few were able to identify the literary devices as;

- (i) Senyimpa: Ma hεn bra nyina dan abεbreε  
(ii) Ngyinahoma: Owo eye santsen mu dansewa  
(iii) Kasambrenyi: mesensam agow

### **QUESTION 7**

#### **Abaa Mia Mu**

- (a) **Eben asem pεtsee na dεm awensem yi kasa fa ho?**  
(b) **Kyerε awensem no nhyehyεε.**  
(c) **Kyerew kasasu ahorow anan a owo awensem no mu.**

Candidates were required to (a) state the theme of the poem, (b) state the structure of the poem and (c) discuss four different literary devices from the poem which the writer used effectively to enhance the authenticity of the poem.

Most candidates who chose this question were able to give the correct theme of the poem which is the *effect of greed*.

A few were also able to discuss the structure of the poem.

- The poet used 76 stanzas and each stanza has 4 lines,
- The lines are short and
- He used literary devices like,

Simile (Ntotoho) – Kweku Kekaa mu sɛ bɔdamfo

Idiom (Kasabrenyi) – N’enyim so towee and etc.

Unfortunately, low marks were scored due to the fact that most candidates could not appreciate the poem as expected.

### **QUESTION 8**

**Mma mpa abaw**

**(a) Kyerɛw asentsitsir a ɔwɔ anwensɛm no mu na kyerekyerɛ mu.**

**(b) Esuadze bɛn na inya fi awensɛm no mu? Kyerekyerɛ mu.**

**(c) Kyerɛw na kyerekyerɛ tsebea a ɔkyerɛwfo no wɔ mu a ɔmaa ɔkyerɛw dɛm.**

The candidates were to (a) discuss the main theme, (b) the moral lessons the poem teaches and (c) the mood of the poet. The theme and lessons were well tackled by the candidates. However, they found it difficult to discuss the mood of the poet.

The candidates mentioned that the poem talks about the need to persevere in life till set goals are attained.

The poem encourages man not to give up in life but strive hard till success is attained.

In the case of the mood, the candidates could not provide any right word. The expected answer is the poet was in a sad mood when he was writing the poem.

## GA 1

### **1. GENERAL COMMENTS**

The standard of the paper was the same as that of the previous years and the candidates' performance improved a little.

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

- (i) Candidates gave detailed narrations using good grammar, idiomatic expressions and well-thought-out points.
- (ii) Candidates were able to organize their answers in a very good manner.
- (iii) Ideas and arguments were presented in coherent manner.

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

- (i) Wrong spellings and faulty use of some punctuation marks.
- (ii) Some used lower case to begin all their sentences in some cases.
- (iii) Some candidates failed to read and understand the rubrics before attempting to answer the questions.
- (iv) Some candidates copied the whole comprehension passage or lifted portions of it to form their essays.
- (v) Few candidates were not able to give appropriate headings to the provided passage.

### **4. SUGGESTED REMEDIES**

- (i) Teachers should teach all aspects of the language.
- (ii) Teachers should give copious exercises, especially in grammar and dictation.
- (iii) Parents and teachers should encourage their wards to read extensively.
- (iv) Teachers should help students to develop interest in the subject.
- (v) Students should be guided to deduce suitable captions for given passages.

### **5. DETAILED COMMENTS**

#### **QUESTION 1**

**Ahala bo akε` sukuubii l` ahĩ`nyi`lɔ yε` osukuu ln maa onaa wiemɔ ni okε` sukuubii lε` ahĩ`nyi`lɔ yε` osukuu lε`. (You have been elected as the Senior Prefect of your school. Write your acceptance speech, stating what you would do to make your school progress).**

It was speech writing and candidates were expected to bring all the features of speech writing;

- Heading



- An introduction (Acknowledge and express appreciation to the chairperson, dignitaries and audience.)
- The body; what the speech is about. (Developmental project)
- Conclusion; (Thanking all the audience for coming)

Many candidates attempted this question. As a speech, candidates wrote all the formal features such as; heading in capital letters and underlined, acknowledgement or observation of protocol, thanking colleagues for electing him/her to the position, etc.

The candidates indicated how to improve infrastructure and other amenities in the school. They also touched on how to improve academic performance in the school, liaising with other student leaders to ensure discipline in the school.

Candidates concluded by expressing gratitude for listeners' attendance and attention. It was a well-answered question by the few who selected it except that some wrote a letter instead of a speech.

## **QUESTION 2**

**Tsɔɔmɔ nibiiejwε kom`iahewɔ niesaakε akε hi`dɔ, atsɔɔ, niakε hi`dɔɔ akase ni nenaanitsumɔi ye wεsukui lɔ amlɪ. (Give four reasons why we should learn technical and vocational skills in our schools.)**

Expected responses from candidates;

- For self employment.
- For productivity
- To acquire skills

Most candidates answered this question and performed very well.

They gave reasons such as;

- Provide the individual with skill for employment.
- Becomes self sufficient and ensure personal development.
- Help them earn a living.
- In order not to rely on government to earn.
- Solve unemployment problems and curtails robbery

The majority did very well on this question accept a few who moved the learning of the skills from the schools, which is a formal situation, to wayside shops and “master – apprentice” relationship.

### **QUESTION 3**

**Tsoomɔ nibiiejwe komɛ iaheɔɔ niesaa kɛ aka he atsɔse Ghanabii yɛ! a! la he, ni ogbala mli. (Discuss four reasons why we should educate people on the effects of bush fires in Ghana.)**

Candidates were expected with these responses;

Causes:

- Burning the bush for hunting purposes.
- Careless handling of fire by farmers and palm wine tappers.
- Burning of bush by herdsmen.
- Activities of smokers.

Effects:

- To prevent destruction of the environment.
- Destruction of people's farms.

This was relatively the most popular of all the questions. Candidates discussed some causes which includes; burning the bush for hunting purposes, careless handling of fire by farmers and palm wine tappers, burning of bush by herdsmen and activities of smokers.

They also wrote on effects of bushfires such as; destruction of the environment, destruction of people's farms and other properties. Other possible reasons include preventing the extinction of wild animals and trees; prevent inadequate rainfall owing to climate change and the destruction of soil nutrients through soil erosion.

Candidates indicated various measures which could be taken to prevent bushfires. These included intensification of public education on bushfires and afforestation.

Most of the candidates who chose this question performed fairly except a few who concentrated on the effects on domestic fires instead of bushfire.

### **QUESTION 4**

**“Milekul` sɛɛ eyɔɔ”. (Write a story which ends with the expression “Had I known”.)**

Expected answers;

- Introduction includes; when, where.
- Body; cause of incident.
- Conclusion; effects.

As usual, most candidates answered this question very well by giving different incidents about themselves or a friend.

Many of the candidates discussed in detail, the cause of the incidents some of which include laziness, disobedience, stealing and telling lies. They also discussed some of the effects such as loss of property, failing examinations, punishment, teenage pregnancy and other forms of trouble and humiliation.

Many candidates were able to end their stories appropriately, but a few could not link theirs with the given words as expected and therefore lost some marks.

### **QUESTION 5 - TRANSLATION**

Candidates were expected to translate a given passage from English into Ga.

The passage was within the level of the candidates but most of them lacked the skills of translation. Many candidates failed to realise that for some words and expressions, the meanings are tied to the context in which they appear. They gave the literal translation of the words in the expressions. For example, the meaning of “a rolling stone” has nothing to do with object we call ‘stone’. The passage should be translated using the same structure. They needed to break down the passage into main ideas and translate them within the context of the whole passage, using appropriate register and good grammar.

### **QUESTION 6 - COMPREHENSION**

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

The questions were based on stated facts, inference, meaning, usage and summary. Generally, candidates’ performance on this question was poor because most of them did not demonstrate the skills of comprehending the entire passage. While almost all of them performed well on the stated facts, the inference questions posed some considerable challenge to a good number of the candidates.

### **QUESTION 7**

- (a) **M`nijivaoli-kε -vaoli sεε nyi1mɔ yε Ga mli? (What is vowel sequence.)**
- (b) **nmalamɔ wiemɔ kulibiiejwε kε tsɔɔ vaoli-kε-vaoli sεε nyiε mɔ. (Use four different words to discuss how vowel harmony works)**
- (c) **Tsɔɔ mɔ bɔ nivaoligbεε mɔ i nεε yɔɔ (Describe the following vowels) /i, e, u, a, ʼ/**

*Expected Answers;*

- (a) M`nijivaoli-k`-vaoli s`nyil1m= y` Gamli.?, it is the process where some vowels allow other vowels or same vowel to follow it immediately in some Ga words.
  - “ao” hao (worried)
  - “oo” hoo (cook)
- (b) nmalamɔ wiemɔ kulibiiejw` k`tsɔɔ vaoli-k`-vaoli s`nyi`mɔ.

- aa – baa, faa
  - oo - foo, boo
- (c) *Moo kale pɛlinɛɔmɛ.*
- /i/liɸ hi` yaa! w` Inigbekpaakpokpoɔ.
  - //liɸ hi` baa shinigbekpaakpokpoɔ.

The majority of the candidates attempted this question. A good attempt was made at describing the process. For example, it is the process where some vowels allow other vowels or same vowel to follow it immediately in some Ga words “oo” *hoo (cook)*.

The description was quite well dealt with even though a few candidates failed to go by the order in which the description was to be done. Overall, the general performance was low.

### **QUESTION 8**

Ngmaasaneyokpitikpitingenineɔmɛ a nɔ. Mo ha nɔhyenɔngɛekofɛɛkonɔ.

- (a) **Kpoogbɛɛmɔi** (Plosive)  
 (b) **Sɛɛvaoligbɛɛmɔi** (Back vowels)  
 (c) **CV blawaigbɛɛmɔi** (CV Syllable structure)

The candidate was to write short notes on plosives, back vowels and the CV syllable structure in Ga.

These are expected responses;

- (a) Kpoogbɛɛmɔi
- [t, g, p, k]
- (b) Sɛɛvaoligbɛɛmɔi
- [ɔ, o, u]
- (c) CV blawaigbɛɛmɔi
- K o, gba, shw e.

Most candidates did not answer this question. The few who attempted it failed to show any understanding of the demands of the question and so performed very poor.

### **QUESTION 9**

- (a) **Mɛ niji sane muuganee? What is a simple sentence?**  
 (b) **Dmaasanemuuganeeet` koniotsɔɔfeɛlɔ k` feemɔwiemɔ. (Write three simple sentences and show the subject and the predicate)**  
 (c) **Mɛ niji sane muunta? What is a compound sentence?**  
 (d) **Dmaa sane muuntako niotsɔɔ feɛlɔ k`feemɔwiemɔ. (write three examples of a compound sentence and indicate the subject and predicate.)**

These were the expected responses;

- (a) Mɛn ijisanemuu ganee?
- E ji wiemɔ kuku ni shishinumɔ. (kofiba.)
- (b) **Dmaa sanemuuganeet`koniotsɔɔfeelɔ kɛ feemɔwiemɔ.**
- Amaba.
- (c) Mɛ niji sanemuu nta?
- sanemuuganeenyɔniatsa.
- (d) **Dmaasanemuuntakoniotsɔɔfeelɔ k`feemɔwiemɔ.**
- Onufukɔlɛ.

This question seemed quite popular with most candidates and they performed quite well on it. Good attempts were made at the definition even though some few candidates missed out on some key elements in the definitions. A simple sentence must have one main verb, express a complete idea while the compound sentence is formed by joining two simple sentences together using a coordinating conjunction. Majority of the candidates were able to break the simple sentence into subjects and predicates but had considerable difficulty in breaking the compound sentences in subject and predicates and so did not perform well on that aspect.

#### **QUESTION 10**

- (a) **Dmalamɔ najia! gb`ini yɔɔ Ga mli lɛ. (Write the pronouns in Ga. Candidates were expected to write all the personal pronouns in Ga.)**
- (b) **Halamɔnajia! gbɛikoni okɛ eko fɛɛ ekoafeesanemujienyɔ. (Select anythree of personal pronouns and use each in two sentences.)**
- (c) **Tsɔɔmɛnitsumɔ yɛ sanemuu l` mli. (indicate the functions of the chosen pronouns.)**

Expected answers;

- (a) Dmalam= najia! gb`ini y== Ga mli lɛ`.
- (o, bo, nyɛ, lɛ, amɛ)
- (b) Halamɔ najia! gbɛ`ikoni okɛ`eko fɛ`ekoafeesanemujienyɔ
- Kofi kelgatade.
  - Amɛtee skul.
- (c) Tsɔɔbienenemidali a he ninɛ o tsungɛ mi ɔ, a animosanitsumi.
- Amɛ - subject.
  - Lɛ - object.

Candidates who made attempts at this question were able to give some of the personal pronouns, but most did not provide their corresponding plurals. With regards to the

grammatical functions of the pronouns, majority used them in the subjective cases rather than the objective and the possessive cases.

The general performance of these candidates who attended this question was below average.



## GA 2

### **1. GENERAL COMMENTS**

The standard of the paper was as required, and the candidates' performance was better as compared to last year's.

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

- (1) A substantial number of candidates exhibited in-depth knowledge of Ga Culture and Oral Tradition by answering the questions on proverbs and chieftaincy satisfactorily.
- (2) Most of the candidates were able to answer all the four questions because they allotted equal time to the entire question.
- (3) Some candidates who had studied the set books seriously answered five out of the six questions commendably.
- (4) Candidates need commendation for being able to identify literary devices from poems they studied.
- (5) Candidates were able to identify the main characters and their roles in the novels.

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

- (1) Some candidates misunderstood the instructions and answered more than one question from one section.
- (2) Inability of some candidates to discuss the themes of the prose and drama texts and the mood of the authors.
- (3) Inability of some candidates to give examples of literary devices used in the various set books.
- (4) Poor answering of context questions.
- (5) Inability to identify events surrounding a statement made by an interlocutor.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should take candidates through the mechanics of answering questions.
- (2) Teachers should encourage candidates to read the selected books.
- (3) Teachers should help candidates to dramatize the selected books in class.
- (4) Parents should encourage their wards to develop interest in the Ghanaian language.
- (5) Teachers should review WASSCE past questions with their candidates before they sit the examination.
- (6) Teacher-made tests should be improved upon.

## 5. DETAILED COMMENTS

### QUESTION 1.

(a) Mɛn iji abɛ ? (What is a proverb?)

(b) Dmalamɔ abɛi enumɔ niotsɔɔ amɛ shishi (Write five proverbs and give their meanings)

(c) Dmalamɔ abɛ ianitsumɔ ienyɔ (Write two functions of proverb)

Candidates were required to define proverb, write five proverbs with their meanings and provide two functions of proverbs.

The following were the expected responses:

- Abɛ: Akɛ naji enyɔ susuu faa. (Proverb).  
Eshishi: Esa akɛw ɔkanɔ kome dani wɔkanɔ niji enyɔ. (Meaning) – in life we need to move from a stage at a time.
- Abɛ: Jee wu fɛɛ wua kpeɔ (Proverb).  
Eshishi: Jee sane fɛɛ sane akɛ he woɔ mli. (Meaning) - you don't need to involve yourself in every issue.
- Abɛ: Wuɔ bi ni shwɛɔ enyɛ nane he lɛ, lɛ emiɔ agas hwuɔ. (Proverbs).  
Eshishi: Mɔni beɲ kɛɔ he niyelikɛbuamɔkojɛɔ baa lɛnaawamɔ (Meaning).
- Abɛ: Edɔshiekuko (Proverbs).  
Eshishi: Sane ebamonɔ, shin ɔkokoyɛ niabaa nyɛ afeeyɛ he. (Meaning) – there is a solution to every problem.

With regards to functions of a proverb, candidates wrote;

- Cuts a long speech (story) short.
- Advises people.
- Helps fluent speaking.
- Reprimands.
- Encourages people to chart a right course.

They also wrote some proverbs and provided their meanings. Examples are as follows:

Proverbs

- Kaa fɔɔɔ lofɔlɔ.
- Ayeee yeɛ naasu mli.
- Duɲ yeee fee.



Functions:

- Cuts a long speech (story) short.
- Advises people.

They defined proverb as a short sentence, usually known by many people, stating something commonly experienced or giving advice

Few of the candidates however wrote riddles and their responses instead of proverbs and their meaning and scored low marks. A considerable number of candidates answered this question skilfully, thus scoring high marks.

**QUESTION 2.**

- (a) **Tsɔɔmɔ nibii etɛ ni akwɛ ɔyɛ mɔko he dan iawoɔ lɛ maɲtsɛ. (State three qualities for selecting a chief).**
- (b) **Tsɔɔmɔ maɲ tsɛ nitsumɔ ejwɛ yɛ Gamɛi asatɛɲ (State four functions of a chief among the Gas).**
- (c) **Tsɔɔmɔ nibii etɛnie saaaa kɛ maɲtsɛ ko feɔ (State three taboos a chief shall observe).**

Candidates were to give these responses:

Qualities a person should possess before being selected as a chief.

- hailing from the town.
- a member of the ruling house.
- respectful.
- hardworking.
- a team player.
- no deformities.
- not an ex-convict etc.

Functions of a chief:

- protection of stool properties,
- settling disputes,
- maintain peace,
- lobbying for developmental projects,
- defending his people in times of wars and disaster.

Taboos or things that a chief should not do:

- being a womanizer or going after people's wives,
- selling of stool properties,
- eating in public,
- walking alone unattended to,
- involving himself in youthful pranks,
- doing active politics, etc.

Candidates' responses were very good. They wrote most of the responses above therefore scored high marks.

### **QUESTION 3.**

**(a) Namə wiece nɛ? (Who said this?)**

**(b) Namə eke wieə (Who was the addressee?)**

**(c) Məni be mli ewie nakai? (On which occasion was this statement made?)**

**(d) Gbalamə nibii etɛ ko məi amlio tsəə nəhewə nimə ləwienə nie wile (Discuss three reasons why the statement was made) thoroughly by mentioning:**

Candidates were expected with these responses

(a) Namə wieenɛ? (Who said this?)

- Tawia Apiajei

(b) Namə eke wieə (Who was the addressee?)

- Nii Jaasetse / Koishibiininaebakpeshi

(c) Məni be mli ewienakai? (On which occasion was this statement made?)

- He said this when he honored the invitation the elders extended to the youth of Booba to assist in finding a good proverb and a skillful presenter.

(d) Candidates also discussed three reasons why the speaker made that statement. They opined inter alia that Tawia Apiajei wanted the elders to:

- Assure him that if one gave a proverb, which could not be explained by the people of Yoomomaŋ, the person had redeemed the stool, Niibi Atə Dedei for Booba.
- Explain into detail the amount of money the people of Yoomomaŋ would pay to the people of Booba for their inability to provide the meaning of proverb.
- Throw more light on the award to be given the successful provider of the proverb.
- Prove to him that tradition is sacred, so it must be practiced religiously.
- Say categorically that they would appreciate his efforts by awarding him if he was successful.

A substantial number of candidates who attempted this question proved that they had read the novel, *Namɔale* very well. Although candidates have problems with orthography, their responses were successful as expected which help them to score good marks.

**QUESTION 4.**

- (a) **Tsɔɔmɔ shwɛbilɔi otiie nyɔ yɛ wolo lɛ mli (Mention two main characters in the story)**
- (b) **Gbalamɔ shwɛbilɔi otiie nyɔ lɛa nitsumɔi yɛ wololɛ mli (Discuss roles played by each of the two characters)**
- (c) **Ɖmalamɔ nikasemɔ ietɛ ni ona kɛjɛwolo lɛ mli (Write three lessons you learnt from the story).**

Candidates were required to mention two main characters in the book, discuss roles played by each of them and talk about any three lessons learnt.

A fair number of candidates attempted this question. Majority of them mentioned Tawia Apiajei, Naa Dede Ota and NuumoWulɔmɔ as main characters and explained their roles.

Tawia Apiajei, was a patriot he volunteered to offer a proverb, he numbered himself before the old woman when he encountered her in the bush and in the end the old woman gave him the needed proverbs, he presented the proverbs artistically and explained it skillfully.

Concerning Nuumo Wulɔmɔ, candidates said he made sure traditional values are adhered to all the time, he worked diligently as a chief traditional leader. He offered libation before and after every meeting, he fortified Tawia Apiajei before he presented the proverb which won Booba the paramountcy.

Naa Dede Ota was a peace broker, she was the only woman among males who advised the chief of Booba on all issues, she acted as chief's spokesperson whenever the Otsaame was indisposed. She was time conscious and attended meetings regularly and offered good suggestions.

Finally, candidates stated the following as lessons from the story:

Tsuishitoojikunimyeli'(patience)

- 'Marɔhedɔɔ he ehiamɔfɛɛmɔ'(patriotism)
- Heshibaakɛshihilekpakpa he ehiamɔfɛɛmɔ'(humility)
- "kɛjioyɛlɛlɛ mli lɛ, oloɔemli nu" (hardworking)
- However, some of the candidates who attempted this question just beat about the bush; they could not give succinct explanations and therefore, scored low marks.

### **QUESTION 5.**

- (a) **Namə wieə lə? (Who was the speaker?)**
- (b) **Namə ekə wieə lə? (Who was the addressee?)**
- (c) **Məni kə nəniale ələ ba? (What necessitated that statement?)**
- (d) **Məni jənə nia wie lə mli kəba? (What was the outcome of the statement?)**

These are the answers expected from candidates:

- (a) Naməwieəle? (Who was the speaker?)
  - Otobia
- (b) Naməekəwieəle? (Who was the addressee?)
  - Lamile
- (c) Menikenənialeleba? (What necessitated that statement?)
  - When they discussed their inability to secure a profitable job.
- (d) Menijenənialele mli kəba? (What was the outcome of the statement?)
  - Some guys duped them and runaway.

Few candidates read and studied the set book well; they were able to mention Otobia and Lamile as the speaker and addressee respectively. They also explained that the statement came about when Lamile paid a visit to Otobia and they were discussing their inability to secure a profitable job.

Besides, the candidates explained further that, that statement goaded them on to befriend two gentlemen who promised to send them abroad but eventually duped them and ran away.

The few candidates performed well.

Some of the candidates could not answer context question, simply because they did not read the drama book well. They mentioned wrong characters, could not talk about the outcome of the statement.

### **QUESTION 6.**

- (a) **Gbalaməotiienyəkoməiamlinishwəməlewieaməhe. (Discuss two main themes of the drama)**
- (b) **Ha nəkwəməənəkomekomeyəwieməhejəməwəwəlniakətsuniiyəshwəməle mli lə. (Identify one example each of the following literacy devices used in the drama):**
  - i. **Ookəəgbəmə (Personification)**
  - ii. **Noni (Metaphor)**
  - iii. **Fəjwiemə (Idiom)**

(c) **Tsɔɔmɔbɔniwɛmɔhɛɣɔɔmɔwɔlɔɔɛwɔshwɛmɔlɛshishinumɔ. (Explain how each of them was used to enhance the understanding of the drama)**

(a) Theme:

“Be content with “Patience and faithfulness are gateways to success”.

(b) Literary devices picked from the drama. For example:

- “Oookɛɛgbɔmɔ”: Kɛ onukpa kɛɛ tɔɣtɔɣ miitao Gua’aonuɔshishi? suɔmɔ hɛ tɛɛɛmɔ”
- Noni: “Enɛ lɛ gbɛ mli nu nɛ.”
- Fɔɣwiemɔ : Be ni ohie baatse rɛbo lɛ, nu efe ma”

Candidates wrote the two main theme of the drama as: Patience and faithfulness are gateways to success”.

Candidates explained that no matter the situation one finds himself/herself in, he/she should be satisfied and try to improve upon it. This eluded Otobia, Saka’s wife lamented bitterly about her marriage life. Eventually, she picked up quarrel with the husband, packed bag and baggage and left her matrimonial home. When later the husband became rich, she went to plead for reconciliation but was rejected.

Candidates were not able to explain that in using those literary devices, the writer to reinforce a sense of unity, ensure clarity and certainty and obtain comic effect, thus making the drama simple and understandable. This was missing in their answers which affect their performance.

### **QUESTION 7.**

(a) **Mɛni hɛ lalawiemɔ lɛ kɔɔ. (What is the poem about?)**

(b) **Tsɔɔmɔ bɔnilala wiemɔ lɛ jɛ bɔyɔɔniowie hɛ. (Discuss the structure of the poem)**

(c) **Tsɔɔmɔ wiemɔ hɛɣɔɔmɔwɔlɔɔ sɔtɔi ejwɛ nia kɛ tsunii yɛ lalawiemɔ lɛ mli. (Identify four different literary devices used in the poem)**

This question demanded answers like:

The poem talks about good:

- neighbourliness;
- truthfulness;
- friendship;
- being other’s keeper;
- Sacrificial work, etc.

The structure

- It is written in lines to facilitate easy reading.
- It has literary devices which ensure clarity and certainty, thus making the poem simple and easy to understand
- The use of punctuation marks which enable people to take their time and read with understanding
- The last two lines of each verse have nine words showing the style of the poet and making the reading enjoyable.

Literary devices used:

- Atimli (Repetition) – Abaaa nɔ ko feemɔ / kɔɔofilioha
- Noni (Metaphor) – Nanehenyo, waamɔ eko tosee oha
- Abɛ (Proverb) – Jubaaa Ju kome / Aleee mɔ shwane ni asu la nyɔɔɔ
- Fɔɔɔwiemɔ (Idiom) – mii ɔɔɔ / kɔɔɔ fili

Majority of the candidates who attempted this question answered as expected. They discussed the theme, structure and the literary devices well. Therefore, score high marks.

### **QUESTION 8.**

- Wiemɔ oti kredɛɛ niyɔɔ lalawiemɔ lɛ mli lɛ he (Discuss the main theme of the poem)**
- Wiemɔ nikasemɔ otiniyɔɔ lalawiemɔ lɛ mli lɛ he (Discuss the main lesson)**
- Mɛni henumɔ lalafolɔ lɛkɛ ɲmalala wiemɔ lɛ? (What was the mood of the poet?)**

Candidates were required to discuss the main theme and the main lesson of the poem and to identify the mood of the poet.

Expected answers:

- Wiemɔotikredɛɛniyɔɔlalawiemɔlɛ mli lɛ he
  - Patience (tsuihitoo)
- Wiemɔnikasemɔotiniyɔɔlalawiemɔlɛ mli lɛ he.
  - Esaniwɔhiɛakashi. (cautious)
- Mɛnihenumɔlalafolɔlɛkɛɲmalalawiemɔlɛ?
  - Miishe. (happiness.)

A fair number of the candidates who attempted this question just identified the mood of the poet and stated the theme and the lesson without discussing them as the question demands. They scored low marks as a result.

However, some of the candidates were able to throw more light on the themes and lesson after stating them. They said inter alia that one must take precautionary measures and be determined in whatever he / she does and eschew greediness.

They went further to say that; the poem encourages all and sundry to be on the move all the time and not sit at one place and that there is dignity in labour. They scored high marks.



## GONJA 1

### **1. GENERAL COMMENTS**

The standard of this year's paper was comparable to that of previous years. All the questions were clear and were within the scope of the examination syllabus.

The performance of candidates showed a little improvement especially in the phonology.

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

- (1) **Answering the required number of questions:** It was noted that most of the candidates made the effort to answer up to the five questions that they were expected to answer. In addition, the majority of the candidates made the effort to write up to five hundred words and over in respect of the essays.
- (2) **Good organization:** Many of the candidates organized their answers very well by answering every question on a fresh page. Most of the candidates answered the comprehension questions with full sentences and very few tried to copy part of the passage as their answers.
- (3) **Ability to answer questions on language structure:** There was an improvement in the performance of many of the students as they were able to answer questions that required the description of some of the vowels and consonants. This was not the case in previous years.

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

- (1) **Poor Orthography:** Poor spelling of words has been one of the major weaknesses of most of the candidates. Some words that need to be separated were joined and some other words that should be written as single words were separated. For instance, two or three words were written together as one word e.g., 'kewurma'- is made of three words which is supposed to be written separately as 'kuwɔrɔ ma".
- (2) **Poor Organization of answers:** About ten percent (10%) of the candidates did not have the idea of paragraphing as they wrote their essays without paragraphs. Some of those who did also wrote whole paragraphs without full stops.

In addition, some candidates started the next sentence with small letters after full stop. They failed to use the correct punctuation and used commas where they were expected to use full stops. Some candidates also had no regard for direct and indirect speech as they failed to use the appropriate punctuation marks.

Another serious weakness was that majority of the candidates who attempted the question on speech writing did not know that a speech has to have a heading, so they all wrote their addresses before writing the speech.



(3) **Poor Grammar:** Some of the candidates used wrong tenses in their answers especially in the essays and the translation. With the translation, many candidates failed to translate words like ‘Pilot’ and ‘university lecturers. They also failed to understand the import of the passage and used the wrong expressions in their answers.

#### 4. SUGGESTED REMEDIES

- (1) **Poor Orthography:** It is important to draw the attention of teachers to this problem for them to pay much attention to getting their students to spell words correctly. Poor spelling makes candidates to lose marks for mechanical accuracy in the essays and translation. To remedy this situation, teachers should organize more word drills and give more written exercises which should be marked, and the spelling mistakes discussed and corrected in class. Students should also be made to read story to improve their ability to spell.
- (2) **Poor Organization:** Students should be taken through the correct organization of their answers and should be guided to use the appropriate punctuation especially the use of punctuation for direct speech. More exercises should be given on speech and report writing.
- (3) **Poor Grammar:** Teachers should pay more attention to the correct use of tense and give students regular exercises and assignments which should be marked, and corrections made to improve students’ grammar.

#### 5. DETAILED COMMENTS

##### QUESTION 1

**Bulara fo nna fanε fo besukurub rbebiipo be enimu. Sibε kebɔaya nε feεj lara n sɔke nimu naa ηini kananε feεj chεtɔ.**

This was a very popular question that was attempted by about fifty percent (50%) of the candidates. The question required the candidates to write a speech of acceptance and to indicate the contribution that he/she will make to the development of the school. The candidate was to provide a heading and then observe every protocol in respect of addressing the dignitaries at the gathering before presenting the speech.

Many of the candidates were able to state some of the things they would be able to do to assist the school such as, seeing to the provision of adequate furniture, improvement in the quality and quantity of food, requesting the school administration to recruit more dedicated teachers to improve teaching and learning and assisting in improving the school’s performance in sports and games. Others also mentioned the need to improve the teaching

and learning of ICT through the procurement of more computers for use by students and seeing to the planting of flowers to beautify the school.

Many of the candidates were able to present these ideas very well through proper paragraphing and the use of the correct language.

However, several candidates answered this question as a personal letter and did not observe any protocol regarding speech writing and also failed to convince the reader about what they would be able to do for the school as the senior prefect.

## **QUESTION 2**

**Buwito n ηiniaso ana ne a banε a dagaenoto be ashunwurbi be keginine kebii ka wanye be asukuru to.**

This question required the candidate to discuss four main reasons why there is the need for the teaching and learning of vocational and technical subjects in schools. Many of the candidates who answered this question tried to explain what vocational and technical education stands for. They were able to show that it is not every student that is good in academic work and that some are gifted in creative activities like drawing, painting and carving. They also mention masonry, carpentry and tailoring as some of the skills which could be learned through vocational and technical education by students in our schools.

Some of the candidates mentioned the reasons for learning these skills as gaining self-employment, ability to make money, being self-reliant after school if one does not get a government job and taking off the burden from parents.

Many of the candidates were able to present this as a narrative essay and they tried to state and explain each point.

Quite several candidates attempted this question and a good number of them managed to adduce good points to convince the reader.

The only problem was that some of the candidates only stated the points but could not support them with good explanations.

### **QUESTION 3.**

**Tiseto n ɲiniasɔ ana nɛ a banɛ a dagaanye ka bee buwibaasaapuŋ be kechɔ jagajaga be anishiashi Ghana to.**

This is also a narrative question in which the candidate was expected to give four reasons why Ghanaians should be educated on the effects of bush burning. A good number of candidates attempted this question.

The candidate was expected to explain what bush burning is and state some of the causes of bush burning and the effects of uncontrolled bush burning.

About forty percent (40%) of the candidates attempted this question. Many of them were able to give a definition of bush burning as setting the bush on fire for some benefits. They mentioned some of the causes of bush fires as throwing pieces of cigarette into the dry bush, burning the bush for game, burning the bush for farming purposes and many others.

In stating the effects of bush burning, many of the candidates mentioned the loss of lives, where some people are trapped and burned to death, destruction of farms and farm produce, depletion of animal population and destruction of soil nutrients.

Most of the candidates were able to state and explain why it is necessary to educate Ghanaians on the effects of bush fires and the need to control bush burning. Some of them suggested that government should make stringent laws to ban bush burning and give serious punishment to those who fail to abide by the laws.

In all, this question was well answered by those who attempted it.

### **QUESTION 4.**

**Sibɛ keshɛrkpaŋ nɛku bee luweto fanɛ *N daanyina bee shirkamannna.***

Quite several students attempted this question, which is also a narrative. It required the candidate to tell a story that ends *Had I known is always at last.*

Every candidate who attempted this question narrated a story which at the end shows the main character of the story regretting his or her actions or behavior and saying, '*Had I known is always at last*'.

Many of the stories recounted the recalcitrance of either a boy or girl who refused to take the advice of the parents or elderly people, went his or her way and in the end suffered some disappointment and realized the folly of disobedience.

This question was well answered because many of the candidates were able to relate the story to the proverb. Only a handful could not relate their stories to the proverb.

### **QUESTION 5 - TRANSLATION**

The translation was a short passage in English to be translated into Gonja. Only about fifty percent of the candidates did their best to do faithful rendering. Those candidates had most of the ideas well translated within the context of the text and used the appropriate registers.

However, only about Forty percent (40%) of the candidates understood and managed to translate the passage well. Many of the students could not get Gonja equivalence for words like, 'pilot', 'university lecturers' and 'engineers.' Few of them were able to transliterate them, which was a good attempt. In addition, about seventy percent (70%) of the candidates failed to use the appropriate punctuation for the direct speech.

The most worrying aspect of the translation was that many candidates scored zero for mechanical accuracy because of poor spelling.

### **QUESTION 6 - COMPREHENSION.**

The comprehension question was a passage in Gonja that had ten questions based on stated facts, inference, meaning of some expressions and literary devices. About fifty percent (50%) of the candidates were able to read and understand and were able to answer a good number of the questions. The rests of the candidates could only answer the questions on stated facts but had problems with the meaning and inference questions that needed a better understanding of the language of the passage.

Overall, the performance of the candidates in the comprehension was average.

### **QUESTION 7 - PHONOLOGY**

#### **(a) Manε elā eboltowor be kejimbo?**

This question required the candidate to explain what vowel harmony is.

It is the system by which some vowels can follow each other, and others cannot do so in words.

Expected answer. Eboltowor be kejimboelakananεeboltoworna bee beabarso a lurimmalgaba to ne a bee tere a lernεε. Kakpanεeboltoworna be anyo shieyilikpakonwule a beabarsoashikamalgaba to kumo ere a maa ji a boonna, ama ne a shieyilikpapotefanεesosonekaseto m beabarsokumo ere some bee ji a boonnana.

#### **(b) Sibε mmalgaba ana ne a bee lara eboltowor be kejimbo efuli - Examples of words that show vowel harmony- shiboe, kaɲε, eblaɲ and nite.**

(c) **Delge nnɔtowor ere so.**

This question required the candidates to describe consonants, however, the vowels described below were put down.

Eboltoorna be kedelgeso.

- (i) /i/ - anishito, esoso cheche be salgannɔpirbiworbol.
- (ii) /e/anishito, esososgbere be salgannɔpirbiworbol.
- (iii) /u/kamanto, esoso cheche be muennwpirbiworbol.
- (iv) /a/mfrinto, kaseto cheche besalgannɔpirbiworbol
- (v) /ɛ/anishito, kaseto be salgannɔpirbiworbol.

It was noted that even though this part of the question was wrongly worded, it did not pose any challenge to the candidates because they were vowels that were put down to be described.

With the ‘a’ and ‘b’, about eighty percent of the candidates did not seem to have any good idea about vowel harmony and so could not answer them. However, about the same number was able to answer the ‘c’ part of the question very well.

**QUESTION 8**

Phonology –Plosive sounds, back vowels and CV syllable.

**Ta adansiyanɛ a beɛŋ kukwe to nɛnɛ n ji ade be asheŋ kukoko to**

**(a) Nnɔtowor panteso.**

The candidate was to use suitable examples to discuss plosive sounds.

- (i) The candidate was expected to define a plosive sound as that which is made by completely stopping the flow of air out of the mouth and then suddenly released.  
Kɔnɔtowor panteso elakɔnɔtowor be kibimonekumobeketere to afuumone a bee lerafufuwoto a lerna bee shirnnɔpirbinkokudonduloŋ be kamannapɔe m baa pante n ler.
- (ii) The candidate then had to give examples of plosive sounds as, /b/, /p/, /t/, /d/, /k/, /g/.

This question was poorly answered by the handful of candidates who attempted it as many of them failed to give the correct definition of plosive sounds and many of them mixed consonants and vowels as plosive sounds.

**(b) Back vowels (Kamanto be Eboltowor)**

The candidate was expected to explain what back vowels are and to describe them.

### **Expected answer**

Kamanto be eboltoworelaeboltowormonεamobeketereto bee shikudonduloŋ be kamannanεamokike bee muennεpirbi. Ashieboltowor be shabεre so amo e wεkamanto.

They could be described as follows.

/u/ la kamanto, esoso cheche be muennεpirbiworbolnna.

/o/ la kamantoesosogberε, be muennεpirbiworbolnna.

/ε/ la kamanto, kaseto, muennεpirbiworbolnna.

In dealing with this part of the question, about ninety percent (90%) of the few candidates who tried to answer it only wrote down the back vowels without describing them.

This part of the question was poorly answered.

### **(c) CV syllable. (CV be kamalgakul)**

Candidates were expected to explain and give examples of CV syllable.i. e

(i) A CV syllable is when a consonant sound and a vowel sound come together to give one syllable-(CV be kamalgakulelaKεnεtowornεEboltowor be nsibebikoko ka baa birabarso n sakamalgaba.)

(ii) CV be akenisoela- ba, jε, di, lε, du.

CV be mmalgakulbeεntij a wεkamalgaba to fane: da: ka. ka: sa: ŋε. nεadamta

This part of the question was not well answered as most of the candidates could not explain CV syllable and so could not give suitable examples.

### **QUESTION 9.**

(a) **Manε ela kamalgafol jewulebi?**

(b) **Sibε mmalgafol jewulebi asa n shin lara efuli kekama be ewεrεpone a be ewεrεpo so**

(c) **Manεelakamalgafolbirabarso?**

(d) **Sibεmmalgafol bir vabarso n nase.**

(a) For question 9a, the candidate was expected to define or explain what a simple sentence is and give three (3) examples and then identify the subject and predicate in each sentence.

The candidate was expected to explain that a simple sentence is a group of words that follow each other in the form of subject, verb and object (SVO) which contain or carry one idea. (Kamalgafoljewulebielammalgaba ka beabarso a yilfanεewεrεpo, kushuŋsonεεεεpo n ka laralakalkoŋwuleefuli.)

(b) Kamalgafoljewulebi be akenisonεamobeewεrεpone a beewεrεpo so.

- i. Koji ji kapalkabre  
‘Koji’ elawararone ‘ji kapalkabre’, la a bewararpo so.
- ii. Ntutomakaboe.  
‘Ntuto’ elawararone ‘makakoe’, la a bewararpo so.
- iii. Makirkurwekebiapur.

‘Mankir’ elawararone ‘kurwekebiapur’, la a bewararpo so.

About eighty percent of the candidates answered this question and about seventy five percent 75% of that number did well by defining the simple sentence and providing the examples. However, most of them only identified the subject but failed to identify the predicate in each sentence.

- (c) With question 9c, the candidate was expected to explain what a compound sentence is and to give three (3) examples.

The expected answer in Gonja is ‘Kamalgafol birabarso ela mmalgaba ka be abarso n yili a kawararpokowulenkobeny, onsaak ashunso anyo ne esopo korwule nkobes opoanyo n kaako kechesobi. Kamalgafol birabarso bee ka la mmalgafol jewulebianyoon nane a bee ta kecheso biche abarso a lara alakalanyo efuli.

With this part of the question, about eighty percent (80%) of the candidates only stated that a compound sentence is a combination of two simple sentences put together by a conjunction. Many of them failed to indicate that it carries more than one idea.

With this part of question, the performance was above average.

- (d) Here the candidate was expected to give three examples of compound sentence as for example;
- (i) Issahbamfandre ama e laje.
  - (ii) Maman be echedajensaneyenuu.
  - (iii) Anye ji ajibinnapoe n koso.

With this part of the question, about ninety percent of those who answered it gave suitable example. The only problem was that some of them used one conjunction ‘ama’ in all three sentences instead of using different ones.

**QUESTION 10.**

- (a) **Sibɛ esa be kumuso be atere be atilemua kokonɛ adamantato n nase.**
- (b) **Ta Ngbanyato be kumuso be atere be atilemu be asa ko n sibɛ mmalgafol anyɔnyɔ.**
- (c) **Dini kananɛ a bee shuŋ ekpantuŋsa so.**

With question 10a, the candidate was expected to write the following personal pronouns in Gonja –

- i). Akoko - M, N, E, Ma, Fo, Mo, Kumo (as the personal singular pronouns.)
- ii). Adamtato- Anye, Menye/Benye, Bu, Bumo (as the plural pronouns).

About eighty percent (80%) of the candidates who answered this question were able to put down some of these. However, some did not separate the plurals from the singular ones.

The ‘b’ part of this question demanded the candidate to use three personal pronouns to form two sentences each

**Examples M-i.** M maa sha kebiana be asheŋ.

ii. M mee di kuchoji to nna.

**Ma.-i).** Maɛ Abu e bam fa.

ii.). Ma ere sha asheŋjaga.

**Anye-i.)** AnyeɔMusah be laŋ to a maŋtu mo.

ii.) Anye ta amansherbi na n yasa mo.

Many of the candidates that answered this question gave only one sentence each instead of the two the question demanded.

Question 10c required the candidate to state three functions of personal pronouns.

The expected answers include;

- i. A bee shuŋfanɛwɔrɔpoashikamalgafo to (Pronoun’s function as subject in a sentence)
- ii. A bee shuŋ fanɛ esɔpo. (They function as object)
- iii. A bee shuŋ fanɛ ewɔrɔpo be jinsama. (they function as subject complement)

Unfortunately, just a handful of the candidates could give the first function. This part of the question was poorly answered.



## GONJA 2

### **1. GENERAL COMMENTS**

Overall, the standard of the paper compared favourably with that of the previous years as candidates' performance showed a little improvement over that of previous years. This reflected in their responses to the questions they answered, especially in the Oral Literature aspect of the paper.

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

- (1) There was an indication that the candidates read and understood the rubrics of the paper. Hence, they were able to answer the required number of questions from each section.
- (2) The candidates also did very well in answering the oral literature and customs and institution questions that formed section 'A' of the paper. Their answers were specific and encouraging.

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

- (9) Presentation of ideas: A lot of the candidates merely narrated even if the question is to be examined, commented on or discussed. Many used irrelevant materials and elaborate introductions which at the end produced sketchy and scanty material not meeting the demands of questions.
- (10) Poor Knowledge of Texts: Due to lack of familiarity with recommended texts, many failed to write fully to meet the demands of questions. In fact, some candidates did not seem to have met the set texts.

### **4. SUGGESTED REMEDIES**

- (1) The key to studying and writing good answers in Literature is close reading and study of texts. Candidates must read and study the texts without seeking short-cut approaches such as relying on commentaries.
- (2) The teaching of Literature should be made interesting and lot of assignments should be given, marked and discussed in class.

### **5. DETAILED COMMENTS**

#### **QUESTION 1**

The question was in three parts (a, b and c)

- (a) **Man1 ela keqasa?**
- (b) **Sa aqasa anu n qiniamo be affito.**
- (c) **Sa aqasa be ashuq anyo.**

Candidates were required to; (a) define a proverb, (b) write five proverbs and explain them and then(c) give two functions of proverbs.

A good number of the candidates attempted this question and they answered it very well. They were able to define a proverb as *a construction whose meaning goes beyond its ordinary understanding*. However, some candidates could not give appropriate meanings to their own proverbs. An example of a proverb and the meaning in Gonja is “Asɔ monladuliabar e naaluriepekonwule to”. It means, birds of the same feathers flock together or people of the same character move together.

The third part of the question on the functions of the proverbs was well answered too. They were able to state that proverbs are used for entertainment and also for making lengthy issues brief.

### **QUESTION 2.**

**(a) ɲinitoashɛtoasa nɛanyeekeɲi pɔɛ a buuwura pupɔɔ.**

**(b) ɲinitonɛɛ ewura be tunɔ ana ashifobekade.**

**(c) ɲinito nɛɛ ashɛtoasa nlewura maɲdaga kew ɔɔ.**

This question required that candidates to (a)state any three qualities for selecting a chief, (b)discuss four functions of a chief in their town, and (c), explain three things that a chief is forbidden to do in his/her community.

This question was also very well answered. Candidates were able to state the following as the qualities for selecting a chief among the Gonjas.

- i. He should be from a royal family;
- ii. He should have no criminal record;
- iii. The person should not have a mental problem.

They further explained that their chief is supposed to see to developmental projects, protect stool lands and other stool properties, maintain peace among his people and then protect every soul in the community.

Unfortunately, the question on the taboos of a chief was not properly handled. The expected answer is that among the Gonjas, a chief cannot weep publicly, he cannot eat in public and he cannot sleep with another man’s wife.

### **QUESTION 3.**

*Nnɛnɛɲwɔ? Ama fo ka banfo ere bre Ebɔre beɲ wɔrɔ kudur. Kusore maa yuekamamfa. Kusɔ nɛku baɲ ma so mfaela Ebɔre bi nkilgi.*

- (a) **Wanɛ e kaɲɛloɲ?**
- (b) **Wanɛ nɛ e bee malga a sa?**
- (c) **Kawɔrɔmo to nɛ e kaɲɛ la?**
- (d) **ɲinito nɛnɛashɛɲtoasa nɛ a ba nɛemalgapona kaɲɛloɲ.**

This was a context question and the candidates were expected to identify (a) the speaker, (b) the person to whom he was speaking, (c) the occasion on which the speaker said so, and (d) why the statement was made.

The candidates were able to; (a) identify the speaker as Ekomato and the addressee as Bunkani. This happened when Bunkani and Edoɲbɔnɛ arrived in Ekamato's house.

However, they could not give three reasons why the speaker said so. The expected answer was that Chief Gbɛadese wanted the wife Edoɲbɔnɛ to be killed and Ekamato thought that the woman had not done anything wrong. Hence, he wanted to assure Bunkani that the king would forever regret for thinking of taking that action.

### **QUESTION 4.**

- (a) **ɲinibepelponimuso anyɔ nɛbu wɔkawolna to.**
- (b) **ɲinito nɛnɛ kananɛekana shuɲepelna to.**
- (c) **Sa lakalnko mɛra asa nɛ a lerkawolna.**

The candidates were to identify two main characters in the novel, *Gbɛadese*, discuss their roles in the story and then explain three moral lessons the story teaches.

The candidates were able to identify Gbɛadese and Edoɲbɔnɛ as the two major characters in the book and they also discussed the roles played by these characters very well. Gbɛadese, the major character ordered for the killing of his wife, Edoɲbɔnɛ because of rumours of infidelity which were not true. He finally had to accept her back after he nearly married his own daughter.

However, the lessons from the book were not vividly explained. They failed to use parts of the story to back the lessons. The candidates only mentioned the lessons without explaining. A good example of the lessons is patience. It was clearly seen from the book that chief Gbɛadese didn't exercise patience when he heard the rumour about his wife. He hurriedly asked the warriors to kill her. In the end, he realized that the wife was innocent, but it was too late.

**QUESTION 5.**

“Foaekama nefoteη a mæwɔ a fin fobe kapitebre kike maa ba nefobapaηademaη be kechIto. Chipur ere la asheηdamta bee ηini ma kumu εεεa wæekpa to a ba”.

- (a) **Wanεε naamalga ere?**
- (b) **Wanε nε e bee malga a sa?**
- (c) **Manε e daη bra loη be kelijinana?**
- (d) **Nuso be abɔaya e daηlerkelijimanato?**

This was a context question from the drama book, *Awodima* and candidates were expected to name the speaker and the addressee, explain the purpose for which the statement was made and then discuss the outcome of the dialogue.

There is an indication that the teachers did not pay attention to the study of the drama book. This was evident in the poor performance of the candidates in answering the question. They could not identify the speaker as Maηkoepi. They could not also identify the person he was talking to as Shamoya. Maηkoepi was speaking to Shamoyawhen he went to inform her that her husband (*Awodima*) had won the case in Court but he was not qualified to become a chief because he was not from the royal family.

Sadly, *Awodima* ended his life because he felt he had disappointed his family.

**QUESTION 6.**

- (a) **Dininεε asheηtirso anyɔ nε a wɔepelnato.**
- (b) **Fin ngbar be apɔrsobi nε a wɔkaseto ere be kekama be kekenisokoηwuleashi keɔaya na to.**
  - i. **Ketaηkiesa (Personification)**
  - ii. **Ketaηkargaso (Metaphor)**
  - iii. **Kamalgatrɔmbi (Idiom).**

Candidates were tasked to (a) identify two themes in the drama *Awodima* and (b) identify the following literary devices and how they were used in the book.

- (i) Metaphor;
- (ii) Personification;
- (iii) Idioms.

The major themes in the book are *contentment* and *patience*. *Awodima* knew very well that he was not from the royal family, yet he withdrew his children from school and used all his money to context for what he wasn't qualified for.

Many candidates were able to discuss the theme and identify the literary devices (personification, metaphor and idiom) from the play correctly. For example, Ketaṅkiesa (Personification) – “kṛṅkṛṅjabta”. Ketaṅkargaso (Metaphor) – “egbelgba kṛ aso”. Kamalgatrṛmbi (Idiom) – “sṛ n tisoelakenimu

However, they could not explain how the author used the literary devices to enhance the meaning of the play. He used them to deepen their skills in understanding the language better.

### **QUESTION 7.**

- (a) **Manε be asheṅekātandena bee ji?**
- (b) **ṅinito nεnekātandena be kapṛto.**
- (c) **ṅiniNgbar be apṛsobi ana n1 a wṛkātandena to.**

The candidates were expected to talk about the poem *Gbaṅkuliso* in general, discuss the structure in four ways, identify and explain three literary devices from the poem. Candidates were able to answer ‘a’ and ‘c’ very well. The poem is about how romours are spread in our society. Bad news about people spreads faster than the good news does. Repetition is a common feature in the poem especially the word “Nkuli”. The poem is also made of four stanzas. The lines of each stanza are of about five to six words with alliterations such as, “saṅkaṅ kaṅε, saṅkaṅ kaṅε” as seen in the second stanza,

However, they could not discuss the structure properly. Repetition, stanzas, alliteration and the length of lines could have been used to discuss the structure.

On the whole, there was little improvement in the performance of the candidates.

### **QUESTION 8.**

The candidates were to answer three questions on the poem;” Baa kṛ wall”.

- (a) **ṅinitonεε keshentirsokpranε kuwṛkātandena to.**
- (b) **ṅinitonεεlakalnkomferanε kuwṛkātandena to.**
- (c) **ṅinito kanan1kātande pṛlpo na be kebawṛto du.**

The candidates were to discuss the main theme, the lesson and the mood of the poet. The theme and lesson were well tackled by the candidates. However, they found it difficult to discuss the mood of the poet.

The lines in the poem such as; “Baa kṛwali, Baa kṛania” were used to show that the poet was a hardworking person.

He is, therefore, very desperate to achieve his aim. Another part of the poem that shows that the poet had hope of achieving his aim is gathered in the line;

“Ama keworo n keni bokachenajaga”. It encourages other people never to give up. The candidates answered the ‘a’ and ‘b’ part very well but teachers should encourage the students to know how to fish out words that bring out the mood of a poet in every poem as indicated above.



## KASEM 1

### **1. GENERAL COMMENTS**

The standard of the paper was comparable with that of the previous year. The questions fell within the scope of the teaching syllabus. Candidates' performance was lower than that of the preceding year.

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

- (1) The lengths of most of the candidates' essays were up to the required number of words.
- (2) Some candidates were able to supply suitable titles to their chosen topics, using capital letters.
- (3) A good number of the candidates provided valid responses to the questions.

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

- (1) Candidates seemed to have no knowledge of the mechanics of writing and the appropriate use of punctuation marks. There were instances where candidates began sentences and even proper nouns with small letters.
- (2) Some candidates' spelling was quite appalling. Even some words correctly spelt in the question paper were wrongly written by some of the candidates.
- (3) Some candidates make their work untidy by unnecessary cancellations; letters were re-written within the cancelled words. It was difficult and frustrating reading some of the answers written in this manner since the cancellation effaced some of the words.
- (4) Some candidates exhibited ignorance of the phonetics and phonology of the language.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should pay more attention to lessons on the mechanics of writing and punctuation.
- (2) Candidates should be encouraged to read well-written materials to serve as a guide to correct spelling and punctuation; at least they can make use of the Kasem orthography as a guide.
- (3) Candidates should be advised to desist from the practice of trying to efface words written in ink with erasers and instead cancel the words and re-write them in new spaces, as the attempt to erase the writings render their work dirty and difficult to read.

## 5. DETAILED COMMENTS

### QUESTION 1

**Ba kuri nmo mo abam sikuuli dem ne se n ta n ye bia bam yuu-tu. Popone se n ta we n se se n jwoŋi paare dem, ye n bere kolo de kolo n na wó ke n paare dem dim maŋa ne to.**

This was question on speech writing wherein candidates were required to write a speech to be delivered following their election as the senior prefect of their school. In the introduction, they were expected to provide a heading to the speech in capital letters. They were also expected to address their audience by using vocatives and thereafter thank their schoolmates for electing them into the position.

In the body, the candidates were expected to talk about their vision for the school. They could indicate their plans to liaise with the school authorities to bring about improvement in infrastructure, teaching and learning materials and security issues. They could also mention any other facilities like the lighting system, sanitation, water system, which they think when improved, would facilitate the smooth running of the school.

In the conclusion of their essays, candidates were expected to emphasize the need for their suggestions to be followed to bring about development in the school.

Most candidates who answered this question followed all the rules of speech writing and wrote good and convincing points. Most of them if discipline is enforced and maintained, the academic performance and status of the school would be greatly enhanced.

### QUESTION 2

**Ma boboŋa yana n maŋe kolo ŋwaane ba ta na jege se ba taa bere ye ba zamese jeŋa totoŋa wonnu sikuula yam ne to.**

The question demanded that candidates provide four reasons to justify the teaching of technical/vocational skills in Ghanaian schools. They were expected to state the importance of acquiring technical/vocational skills in the present trend of education in the country.

On the importance of teaching technical/vocational skills, the candidates could mention that the knowledge and skills acquired would help one to easily learn a trade for self-employment, enable students to get some income while still in school, make it possible for people to have multiple streams of income.

Not many candidates opted for this question. A few of them who answered it were able to write the importance of technical/vocational skills correctly. There others listed the points without explaining them.



### **QUESTION 3**

**Kwei boboŋa yana n ma n bwe kolo ŋwaane ba na te we gaao mini zweem ba lanna Ghana ne to.**

Here, candidates were asked to discuss four reasons why people should be educated on the negative effects of bush fires in Ghana. This question was in three parts: the causes of bush fires, their effects and how to prevent them.

As an introduction, candidates were expected to explain bush fires as the deliberate or accidental burning of the bush during the dry season. They could discuss some of the causes of bush fire to include careless handling of fires by farmers, activities of cigarette smokers, burning of bush for hunting and burning of bush by herdsman to enable fresh grasses to grow for their animals to eat.

On the effects of bush fires, candidates could write points, such as bush fires destroying the environment and farms, their causing inadequate rainfall, destruction of water bodies and the nutrients in the soil.

Candidates were expected to suggest some preventive measures such as the following: general education by NCCE on the effects of bush burning and sensitizing people to the importance of afforestation. They could also say people who violate the rules should be punished severely to serve as a deterrent to others.

In conclusion, the candidates were to impress upon everybody to be involved in keeping the environment safe by avoiding bush fires.

### **QUESTION 4**

**Popone n tete sensola na wó kweeli de, “A wo maane wo kwaga yerane mo”.**

This topic is on storytelling and required candidates to compose a narrative piece which ends with the words ‘Had I known is always at last’. They were expected to use opening markers for storytelling after indicating the source of the story. Candidates were also expected to use appropriate characters that play various roles in the story. Again, they were to end the story with the saying ‘Had I known is always at last’.

Many candidates answered this question. They provided very interesting scenarios in their narration and presented the events in an orderly manner. They all appropriately ended their stories with the saying ‘Had I known is always at last’.

### **QUESTION 5 - TRANSLATION**

Candidates were here given a passage in English to be translated into Kasem.

Quite a few candidates presented answers that contained many of the required ideas. There were some who interlaced their work with English words, as it was quite difficult for them to find equivalents in Kasem. Overall, candidates' work was full of spelling mistakes. Some candidates resorted to word-for-word translation and this should be discouraged.

### **QUESTION 6 - COMPREHENSION**

Candidates were expected to read a passage and give appropriate responses to all ten questions based on it. The questions tested the candidates on stated facts, inferences, meaning, figures of speech and how to summarize the passage into a single sentence as a topic.

Candidates answered the questions well in most of the aspects but could not answer the ones whose answers were to be inferred from the passage. Candidates' performance here was generally good.

### **QUESTION 7**

- (a) **Vawola ni-mərɔ ye bɛ mo Kasem ne?**
- (b) **Popone botarebia bana se ko bere vawola ni-mərɔ kom na ye tei Kasem ne.**
- (c) **Maɲe vawola yanto seina:**
  - (i) /i/
  - (ii) /e/
  - (iii) /u/
  - (iv) /a/
  - (v) /ɛ/

Candidates were expected to define vowel harmony in Kasem and use four words to exemplify vowel harmony. They were also required to describe five vowels that were provided. The majority of the candidates could not define vowel harmony, but they indicated that Kasem vowels are ten and can be put into two groups. They also provided words indicating vowel harmony correctly, but they failed to underline the vowels used. Most of the candidates also described the vowels provided for them correctly.

### **QUESTION 8**

**Ma maana na maɲe to n popone se ko bere wonnu tento dedoa dedoa na ye tei to.**

- (a) Bagem sɔɔro**
- (b) Kwaga vawola**
- (c) Kv selabole yedaa**

Candidates were required to write short notes on plosives, back vowels and CV syllabus structure in Kasem. Candidates who answered this question did well by identifying and describing plosives. They also provided cv consonants with ease. However, most of them just mixed up the vowels where they were expected to write only back vowels. Others wrote all the vowels in Kasem, even though the question specifically mentioned back vowels.

### **QUESTION 9**

- (a) Tapun-mɔɔb ye bɛ mo?**
- (b) Popone tapun-mɔɔllo tetɔ se n daare n bere te ta-kuru de to keimbotarebia.**
- (c) Tapun-zɔɔɔ ye bɛ mo?**
- (d) Popone tapun-zɔɔro tetɔ.**

Candidates were expected to explain a simple sentence and provide three examples indicating the subject and the predicate. They were also asked to explain a compound sentence and write three compound sentences.

Most of the candidates who answered this question performed very well in (a) and (b). They could not attempt (c) and (d), which had to do with compound sentences. Some of them even repeated the simple sentences as answers to the questions on the compound ones.

### **QUESTION 10**

- (a) Popone nabiina yere-leirina dedoa de kɔɲɔ na ye tei to.**
- (b) Kwei tapuna yalei yalei n ma n ke maana se ko bere nabiina yere-leirina totoɲa yatɔ.**
- (c) Pa yereleirina bam dedoa dedoa na wo baɲa tapuna yam wone to totoɲa.**

Candidates were expected to write singular and plural form of personal pronouns and use any three of them to construct two sentences each. They were also expected to state the functions of the pronouns used in the sentences. This question was attempted by most of the candidates.

Most of them were able to state the personal pronouns and use them in sentences of their own. However, they had difficulty in providing the functions of the pronouns as demanded by the question. The performance of many candidates who attempted this question was above average.



## KASEM 2

### **1. GENERAL COMMENTS**

The standard of the paper was comparable with that of the previous year. The questions covered the entire syllabus. The performance of the candidates was lower than that of the previous year.

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

- (1) Candidates demonstrated fair knowledge of the requirement of the questions, especially in the aspects of customs and institutions.
- (2) Candidates' mechanical accuracy was also good, as there was much improvement over that of the previous year.
- (3) Candidates' appreciation of the literature aspect, especially the prose, has a tremendous improvement.

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

- (1) Spelling and construction of good sentences still posed a challenge to most of the candidates.
- (2) Candidates had difficulty in appreciating the poetry aspect of literature.
- (3) Understanding the demands of the questions was still a problem for some candidates. For example, they merely listed points where they were required to discuss them.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should take candidates through the orthography of the language. They should also teach them how to construct good sentences.
- (2) Teachers should take candidates through how to appreciate poetry.
- (3) Teachers should use past questions papers to explain the rubrics to candidates before they sit the main WASSCE.

### **5. DETAILED COMMENTS**

#### **QUESTION 1**

- (a) **Memaje ye be mo?**
- (b) **Pa memaja yanu de ya kura.**
- (c) **Pa memaja totoja yalei.**

Candidates were expected to define a proverb and write five proverbs with their meanings. They were also required to state two functions of proverbs.

Many candidates attempted this question. Most of them defined proverb as 'a short wise saying'. They also gave good examples of proverbs with their meanings. With the functions of proverbs, candidates outlined some of them as to educate, reprimand, warn, persuade and to serve as a shortcut way of expressing thoughts/ideas.

On the other hand, a few candidates could not define the proverb appropriately but were able to give the examples with their meanings. They were also able to state the functions of proverbs correctly.

### **QUESTION 2**

- (a) **Pa wunnu tetɔ, na wó woli se ba wane ba kuri nɔn-ɔweno sé o di paare Kasoŋo ne.**  
(b) **Kwei wonnu tena n ma n bwε pε totoŋa na ye yalo to Kasena tei ne.**  
(c) **Ma wonnu tetɔ n bwε Kasena Pε na ba jege se o ke kolo to.**

Candidates were expected to give three things Kasenas consider in selecting a candidate for a chief. They were also expected to discuss four roles of a chief and three things that a chief is forbidden to do.

Many of the candidates answered this question. On the first part of the question, they wrote that, for one to become a chief, he must come from the royal family, must not have any bad behavioral records, must be married, etc.

Regarding the roles of a chief, most of the candidates wrote that the chief unites members of the community, liaises with the government and other NGOs to bring development to the community, arbitrates disputes between members of his community and implements laws and by-laws in the community.

Candidates also outlined the taboos of a chief as follows: he should not be a drunkard, he should not move alone in public, he should not eat in public and he should not walk barefoot.

A few candidates could not give the qualities that qualify a person to be a chief among the Kasenas.

### **QUESTION 3.**

A statement was quoted from the novel 'Kawuri Nε Nanjara' and candidates were required to answer the following questions;

- (a) **Wɔ mo ɔɔɔna?**  
(b) **O tage taane dem de wɔ mo?**  
(c) **Bε mo ke pa se o ta konto?**  
(d) **Kwei wonnu tetɔ n ma n bwε kolo ɔwaane ye o ta taane dento to.**

Candidates were expected to mention the speaker, the addressee and the occasion on which the statement was made. They were also expected to discuss three reasons why the speaker made such the given statement.

Most of the candidates who answered this question stated that Lugukona was the speaker and Awuri was the one being addressed. They could however not give the occasion on which the statement was made. They could not also discuss three reasons for which the statement was made. Generally, this question was poorly answered.

#### **QUESTION 4.**

- (a) **Beerī tǎnǎ kom wone keira dedɛɛra balei n popone.**
- (b) **Bwɛ tǎnǎ kom wone keira dedɛɛra nǎna banto dedoa dedoa totoŋa yam na ye kolo to.**
- (c) **Wonnu tǎ, tetǎ mo nmo maane na wo tǎnǎ kom ne ye te bere swa nenɛɛne nabiina ŋwea naga na vei tei to.**

Candidates were expected to identify two main characters from the novel and discuss the roles each of them played. They were also demanded to identify three lessons the novel portrays.

Many of the candidates identified the two main characters correctly. They also gave the three lessons the novel portrays correctly. However, they failed to discuss the roles of the two characters they identified. They only wrote some statements the characters have made as the roles they have played. A few of them also identified minor characters instead of what was required.

#### **QUESTION 5.**

A statement was quoted from the play 'Nyɔɔre Tera' and candidates were asked to answer the following questions;

- (a) **Wǎ mo ŋǎna?**
- (b) **O ŋǎne de wǎ mo?**
- (c) **Bɛŋwaane mo o wora o ŋǎne konto?**
- (d) **Ba ŋŋa kam kwaga ne bɛ mo kea?**

This was a context question. Candidates were required to state the speaker and the addressee. They were also asked to give the reason why the statement was made. Finally, they were expected to state the effect of the statement on the drama.

Many candidates answered this question. They identified the speaker and the addressee correctly. They also gave good reasons why the statement was made and the effect of the statement on the drama. A few candidates could however not state the effects of the statement on the drama.

**QUESTION 6.**

(a) Beeri boboṅakurim yalei kwɛɛra tɔnɔ kom ne, n bwɛ ya na toṅe kolo de kolo to.

(b) Beeri maana dedwe dedwe kwɛɛra tɔnɔ kom ne n pa labara taana yanto:

i. ka-leiri-ka-ji nabiinu;

ii. metafo;

iii. tamangwola

(c) Bere labara taana yam dedoa dedoa na woli pa se kwɛɛra tɔnɔ kom jege nonogo ye ko kuri nim ke mɔle tei to.

Candidates were required to discuss two themes of the drama, “Nyɔɔre Tera”. They were also expected to identify the use of personification, metaphor and proverb in the play and show how each of them has helped to make the meaning of the play clear.

Many candidates failed to answer this question. The few who attempted it performed poorly. They could not identify the two themes of the play; neither were they able to identify examples of the three literary devices demanded by the question. Candidates also had trouble demonstrating how the literary devices have contributed to the meaning of the play.

A few candidates stated the two themes correctly but could not discuss any of them. As a result, they scored low marks.

**QUESTION 7.**

The title of the poem “Teo pa-faro” was quoted and candidates were asked to give answers to the following questions based on the poem.

(a) **Seina-taane dem tɛ bɛ mo?**

(b) **Bwɛ seina-taane dem yedaa.**

(c) **Beeri labaara taana yera yera yana na wo seina-taane dem ne n popone n tiŋi?**

This question required that candidates state the theme of the poem and discuss its structure. They were also expected to identify four literary devices in the poem.

Many candidates who attempted this question could not identify the theme of the poem as well as any literary devices. Most of the candidates also failed to write anything regarding the structure of the poem. Even the number of stanzas in the poem eluded them. One or two candidates tried to write some literary devices, but they deviated completely. The performance in this question in was very poor.



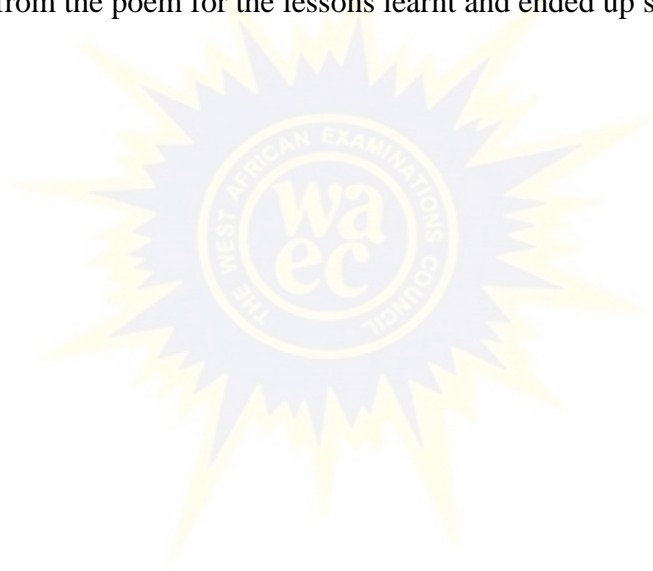
**QUESTION 8.**

The title of the poem, 'Feila Dane' was given and candidates were expected to respond to the following questions based on the poem:

- (a) **Bwɛ boboŋakurim delo chekke na wo seina-taane dem ne to.**
- (b) **Bwɛ seina taane dem na jege ŋwea maana yalo se de bere nabiina to.**
- (c) **Maŋe se ko veere, ko tɔge de ko na ye tei Seina-tapanno wom yera ne to.**

Candidates were expected to give the theme of the poem and discuss the lessons in the poem. They were also expected to discuss the poem to bring out the mood of the writer.

Many candidates found this question very challenging and did not do well in it. Most of them were able to state the theme correctly but failed to discuss the lesson learnt from the poem. They were also unable to discuss the mood of the writer. A few of them really copied certain stanzas from the poem for the lessons learnt and ended up scoring low marks.



## NZEMA 1

### **1. GENERAL COMMENTS**

The standard of the paper was within the level of the candidates. However, the performance of candidates fell below that of last year.

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

- (1) Candidates gave detailed narrations using good grammar, idiomatic expressions and well-thought-out points.
- (2) Candidates were able to organize their answers in a very good manner.
- (3) Ideas and arguments were presented in coherent manner.

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

- (1) Wrong spellings and faulty use of some punctuation marks.
- (2) Wrong use of the upper and lower cases.
- (3) Some candidates failed to read and understand the rubrics before attempting to answer.
- (4) Some candidates copied the whole comprehension passage and others lifted portions of it to compose their essays.
- (5) Few candidates were not able to give appropriate captions to the given passage.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should teach all aspects of the language.
- (2) Give copious exercises, especially in grammar and dictation.
- (3) Parents and teachers should encourage their wards to read widely.
- (4) Teachers should help students to develop interest in the Ghanaian language.

### **5. DETAILED COMMENTS**

#### **QUESTION 1**

**Ɓeɔeɔa Ɓeɔe wɔ ke ɛɔawɔ a ɛɔyinla sukuoavoma ne ati wɔ wɔ sukulu ne anu a. Kele kelata mɔɔ ɛbagenga wɔahile sukoavom ane wɔamaa ɛanwu ke wɔlie dibile ne wɔdo nu, na kile ngyehyeleɛ mɔɔ ɛbalua zo wɔali wɔ gyiman ela. (As a senior prefect elect of your school, write acceptance speech and state what you would do to make the school progress.)**

It was speech writing and candidates were expected to bring all the features of speech writing;

- Heading.
- An introduction (Acknowledge the chairperson, dignitaries and audience)

- The body; what the speech is about (Developmental project)
- Conclusion (Thanking the audience for their time and attention)

This was the choice of only a handful of the candidates. As a speech, candidates wrote all the formal features such as heading in capital letters and underlined, acknowledgement or observation of protocol, thanking colleagues for electing them to the position, etc.

The candidates indicated how they would liaise with the school authorities to provide or improve on accommodation facilities for boys and girls, classroom blocks, ICT centre or equipment. They also touched on how to improve on academic performance in the school, provision or improvement in sports and games' facilities and equipment. Liaising with the other student leaders to ensure discipline in the school by trying to obey and respect authority, obey the rules and regulations of the school, address their concerns through the laid down procedures, etc.

Candidates concluded by expressing gratitude to the audience. It was a well-answered question by the few who selected it except that some wrote a letter instead of a speech.

## **QUESTION 2**

**Kilewɔ adwenle wɔ ninyɛne nna mɔɔ ɔti ɛnea a ɔwɔkɛ yɛsukoa bɛ saa nloa gyima wɔ yɛ sukulu ne mɔ anu la.** (Give four reasons why technical/vocational skills should be studied in our schools.)

Expected responses from candidates;

- For self employment.
- For productivity
- To acquire skills

Most candidates answered this question and performed very well.

They gave reasons such as;

- Provide the individual with skill for employment.
- Becomes self sufficient and ensure personal development.
- Help them earn a living.
- Did not rely on government to earn.
- Solves unemployment problems and curtails robbery.

Majority did very well on this question except a few who moved the learning of the skills from the schools, which is a formal situation, to wayside shops and “master – apprentice” relationship.

### **QUESTION 3**

**Kilehile nu maa yenwu bodane nna mɔɔ ɔti senle etotole mgbanenwo ndetelene ɔwɔ ke kɔ zo wɔ Ganamaanle ye anu la. (Discuss four reasons why we should educate people on the effects of bushfires in Ghana.)**

Candidates were expected with these responses;

Causes:

- Burning the bush for hunting purposes.
- Careless handling of fire by farmers and palm wine tappers.
- Burning of bush by herdsmen.
- Activities of smokers.

Effects:

- To prevent destruction of the environment.
- Destruction of people's farms.

This was relatively the most popular of all the questions. Candidates discussed some causes which includes; burning the bush for hunting purposes, careless handling of fire by farmers and palm wine tappers, burning of bush by herdsmen and activities of smokers.

They also wrote on effects of bushfires such as; destruction of the environment, destruction of people's farms and other properties. Other possible reasons include preventing the extinction of wild animals and trees; prevent inadequate rainfall owing to climate change and the destruction of soil nutrients through soil erosion.

Most of the candidates who chose this question performed fairly except a few who concentrated on the effects of domestic fires instead of bushfires.

### **QUESTION 4**

**Kele adawu mɔɔ ye adwulale le. "Meze zo dahuu li amozi". (Write a story which ends with the expression "Had I known is always at last".)**

Candidates were asked to write a story which ends with the expression "Had I known is always at last".

Expected answers;

- Introduction includes; when, where.
- Body; cause of incident.
- Conclusion; effects.

As usual, most candidates answered this question very well by giving different incidents about themselves or a friend.

Many of the candidates discussed in detail, the cause of the incidents some of which include laziness, disobedience, stealing and telling lies. They also discussed some of the effects such as loss of property, failing examinations, punishment, teenage pregnancy and other forms of trouble and humiliation.

Many candidates were able to end their stories appropriately, but a few could not link theirs with the given words as expected and therefore lost some marks.

**QUESTION 5 - TRANSLATION**

**Kakyi adawu ehye mɔɔ wɔ nrelenza nu la kɔ Nzema nu.**

Candidates were asked to translate a given passage from English into Nzema.

The passage was within the level of the candidates but most of them lacked the skills of translation and hence performed below expectation. They needed to break down the passage into main ideas and translate them within the context of the whole passage, using appropriate register and good grammar.

Many of them did word – for – word translation instead of a text – based one, but some candidates scored zero for mechanical accuracy.

**QUESTION 6 - COMPREHENSION**

**Kenga adawu ehye na yey eedwε kemizane mɔ mɔɔ doa ye la amualaa nloa.**

Candidates were asked to read a passage in Nzema and answer questions based on it.

The questions were based on stated facts, inference, meaning, usage and summary. Generally, candidates' performance on this question was poor because most of them did not demonstrate the skills of comprehending the entire passage. While almost all of them performed well on the stated facts, the inference questions posed some considerable challenge to a good number of the candidates.

**QUESTION 7 - SOUND PATTERNS (ALƆRANGYEHYƆLEƆ)**

- (a) **Duzu a le vawolo koyƆle wɔ Nzema nu? What is meant by vowel harmony?**  
(b) **KƆle edwɛmgbɔkƆ ngakyile nna fa kilehili Nzema vawolo koyƆle ne anu (Use four different words to discuss how vowel harmony works).**  
(c) **KavawoloƆhyemɔ bialaanwoedwƆkƆ: (Describe the following vowels).**

- i. /i/  
ii. /e/  
iii. /u/  
iv. /a/  
v. /ɛ/

The question required candidates to explain:

- (a) Vowel harmony is the phenomenon where the vowels in a word have some property or properties in common. They share certain features.  
(b) [akɔle] All vowels are low vowels.  
[bote] All vowels are high vowels  
[bie] All vowels are spread vowels.  
[toku] All vowels are rounded vowels.  
(c) Describe these vowels.  
/i/ Ɔpi, ɔbikyekpale, ɔ nyunlu, teteleyeleɛvawolo.  
{Voiced, close, front, spread vowel}  
  
/e/ Ɔpi, ɔbikyeekeyi, ɔ nyunlu, teteleyeleɛvawolo.  
{Voiced, half close, front, spread vowel}  
  
/u/ Ɔpi, ɔbikyekpale, ɔ nzi, kulukuluyeleɛvawolo.  
{Voiced, close, back, rounded vowel}  
  
/a/ Ɔpi, ɔbukekpale, avinli, teteleyeleɛvawolo.  
{Voiced, open, central, spread vowel}  
  
/ɛ/ Ɔpi, ɔbukekeyi, ɔ nyunlu, teteleyeleɛvawolo.  
{Voiced, half open, front, spread vowel}

A few candidates managed to describe some of the vowels in the (c) part of the question, but the majority of them were not able to answer (a) and (b).

### **QUESTION 8**

**Fandonwobie mɔ kilehileehye mɔ bialaanuwienyi.**

- (a) Telera anzɛɛ pulosivi kɔnsɔnante (Plosive)**
- (b) ɛtafinlimanɛ nziv awolo (Back vowel)**
- (c) KV ɛnelɛkpɔkɛ ngyehyeɛ (CV syllabus structure)**

The question asked candidates to use appropriate examples to explain plosive consonant, back vowel and CV syllable structure.

Candidates' expected response to the question was as follows:

- a) Saa yɛbɔ teleraa nzɛɛpulosivikɔnsɔnante a, ɛlekanwiɔ beta nwolɛkyenyemaaanwoma mɔɔ vievovoa ne anu la basua ɔ nzinabeaviniliadearelelevilenu.  
Ndonwo: saayɛbɔ /k/ anzɛɛ /g/ a, ɛtafinlimanɛ ne anzi ne kɔbetavɛlame ne kyenyenaanwoma mɔɔ vi ɛvovoa ne anu la basua ɔ nzikyengye. Nzinilii, beavinlitearelelelenu maaanwomane se arelelevilenu.
- b) Kɛ mɔɔ duma ne kile la, yɛbɔ ɛtafinlimanlenzivawolo wɔɛtafinlimanɛ ne anzi. Saayɛbɔ /u/ a, ɛtafinlimanɛ ne anzi nekɔpɔgya ɔ nwozobikyepaletianzɛɛtalɛketekete ne kpale, nasaayɛbɔ /o/ a, yemɔ ɛtafinlimanlenemaa ɔnwozobikyepaleti ne ekyi. Saayɛbɔɛtafinlimanlenzivawolobiala a, yenloambabonle ne mɔ yekulukulu.
- c) KVɛnelɛkpɔkɛngyehyeɛ le ɛnelɛkpɔkɛ ne mɔkɔnsɔnante nee vawolo a maayenyiyela.  
Ndonwo: Kɔnsɔnante nee vawolobɔ - kv  
Kɔnsɔnantɛmɔnwo nee vawolokye-kv  
Kɔnsɔnante nee vawolondwenukisii – kv:

As usual, with questions on phonology, the performance of the majority of candidates was very low. In fact, candidates exhibited complete ignorance about the demands of the question

### **QUESTION 9 - SYNTAX (EDWEMGBOKEMELA)**

- (a) Duzu a le ɛdendɛmunli sikalɛ? (what a simple sentence?)**
- (b) Kɛɛ ɛdendɛmunli sikalɛ nsa na kile biala yevo nee ye ngilenukpɔkɛ. (Give three examples of simple sentence and indicate their subjects and predicates.)**
- (c) Duzu a le ɛdendɛmunli mɔnwo? (Define a compound sentence.)**
- (d) Kɛɛ ɛdendɛmunlimɔnwo ngakyile nsa (give three examples of a compound sentence.)**

Candidates were expected to give these responses.

- a) ɛdendɛmunlisikalɛ a le ɛdendɛmunli mɔɔ leyɛvo nee yɛkpɔkɛtitilikokyena ɔkileadwenletitilikoye la.

b) Ndonwo:

- i.  $\left[ \frac{\text{Raale ne elɛsi akɔnde}}{yv \quad Ng.kp} \right]$   
ii.  $\left[ \frac{\text{Egya hɔle Ngenla anoma}}{yv \quad Ng.kp} \right]$

c) Ɛdendɛmunlimɔnwɔ a le Ɛdendɛfoatitilinwiɔanzɛɛ mɔɔ bo zɔ mɔɔ monukpɔketitili bɔ bɛ nu la.

d) Ndonwo:

Kofi kɔ azuleyɛɛAamasiakɔnde

Bɛlera ne dwule ɔ ra ne na ɔmaanle ye aleɛ

Ɔkulokonlenoko ɔ nwoɛnyɛ se.

Most candidates who answered this question did well by defining the two different sentences correctly and gave the examples as required.

Again, they were able to identify the subjects in the simple sentence correctly but did not include the verbs in their predicates. A few of them also gave examples of complex sentences instead of compound sentences

### **QUESTION 10**

- (a) **Kɛɛ sonla dumagya titili mɔɔ yɛɛbɛ wɔ Nzema anɛɛ ne anu la bia labaholɛ nee ye dɔɔnwɔ-yɛɛ. (Write down the singular and plural forms of the major personal pronouns in Nzema.)**
- (b) **Fa sonla dumagya ɛhye mɔ anu nsa na fa kobia lakɛɛ Ɛdendɛmunli nwiɔ. (Select three examples of the personal pronouns and use each to form two sentences.)**
- (c) **Kile gyima mɔɔ sonla dumagya ɛhye mɔ biala ɛɛdi wɔ Ɛdendɛmunli mɔɔ wɔ (b) la biala anu la. (Identify the function of the pronoun in each of the sentences).**

Candidates were expected to give the following responses.

- |                         |                         |
|-------------------------|-------------------------|
| a) <b><u>Baholɛ</u></b> | <b><u>Dɔɔnwɔyɛɛ</u></b> |
| Me/Medame               | Yɛ/Yɛdayɛ               |
| Ɛ/Ɛdawɔ                 | bɛ/bɛdabɛ               |
| Ɔ/Ɔdaye/ye              | bɛ/bɛdabɛ               |

b) i. Mekɔ sukulu dahuu.

Anomaezule bole me.

ii. Bɛmaanle Adwoba ezukoa

Nrenyia ne maanlebɛbuluku.

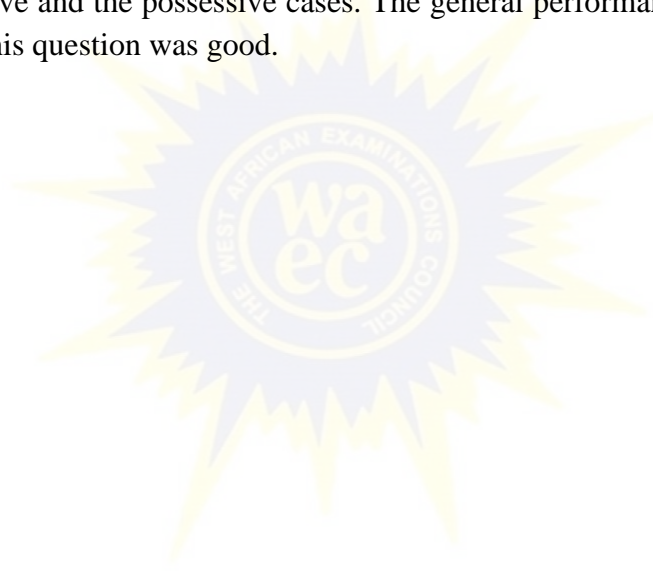
iii. Yɛdu adenle.



Kilehilevole ne bole ye.

- c) i.Me - yevogyima  
Me – nyiavogyima
- ii. Bε - yevo gyima  
bε - dievo gyima
- iii. Ye - yevo gyima  
ye – nyiavo gyima

Candidates who made attempts at this question were able to give some of the personal pronouns, but most did not provide their corresponding plurals. With regards to the grammatical functions of the pronouns, majority used them in the subjective cases rather than the objective and the possessive cases. The general performance of these candidates who attended this question was good.



## NZEMA 2

### **1. GENERAL COMMENTS:**

The standard of the paper as compared to previous years was the same.

The general performance was above average.

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

- (1) Candidates performed better in the oral literature and prose components of the paper.
- (2) Candidates were able to dilate on the points they used in answering the questions.
- (3) A good number of the candidates were able to state the theme of the poem and also identify correctly literary expressions they were expected to identify.
- (4) Candidates displayed a sense of comfortability with the customs and institutions of their traditions.
- (5) They easily itemized and discussed thoroughly the functions of a chief.

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

- (1) Generally, the question on poetry appreciation was poorly answered. The candidates were not able to appreciate the poem based on the features expected - number of stanzas and lines in each, sentence structure, rhyming scheme, sound pattern, repetition, literary devices etc.
- (2) Some responses on the written literature questions especially on the context questions showed that, the set books were not studied.
- (3) Inability to identify events surrounding a statement made by an interlocutor.
- (4) Inability of some candidates to discuss the themes of the prose and drama and appreciate the mood of the authors.
- (5) Candidates sometimes gave riddles instead of proverbs.

### **4. SUGGESTED REMEDIES**

- (1) Teachers are encouraged to teach their students the techniques of poetry appreciation.
- (2) Teachers should encourage the candidates to read the set books.
- (3) The books should be dramatized in class for more understanding.
- (4) Candidates should be encouraged to develop interest in the Ghanaian language.
- (5) Teachers should lay emphasis on literary devices.

## 5. DETAILED COMMENTS:

### QUESTION 1

- (a) **Duzu a le ɛrɛɛ? (What is a proverb?)**  
(b) **Maa mɛɛ nɔnɔwɔ ngakyile nnu na kile ko biala abo. (Give five examples of proverbs and give their meanings)**  
(c) **Kile gyima ngakyile nwiɔ mɔɔ mɛɛ di la (Give two functions of proverbs)**

Expected responses from candidates:

- (a) Duzu a le ɛrɛɛ?
- ~r ɛɛ ɛrɛɛ a le nɛɛɛbɛ edwɛkɛ sikalɛ, na ye ndɛɛɛbɛbo vɛɛ na ɔtu folɛ la. (A proverb is a short wise saying).
- (b) Maa mɛɛ nɔnɔwɔ ngakyile nnu na kile ko biala abo.
- Kukulukukulu ɛngɔ bɔnɛ nu. (An evil act done in secret eventually comes out)
  - Kakula ne ɔ ze agyake azo a bɛmpɛ bɛndo yɛ lo na bɛkyikyɛ. (If a child soils the laps of the father, he does not cut his lap but cleanses it.)
- (c) Kile gyima ngakyile nwiɔ mɔɔ mɛɛ di la.
- Bɛfa ɛdwɛkɛ sikalɛ (to summarize long statement.)
  - Bɛfa bɛtu folɛ. (to give advice)

Majority of the students did well by giving the correct definition of a proverb - “a short wise saying offering advice”. Likewise, they gave correct proverbs and provided their correct meanings. It is also commendable that they gave correctly the functions of proverbs. For example: it gives advice, reprimands and it summarizes a statement. On a whole, they performed well.

### QUESTION 2

- (a) **Saa babazie belemgbunli fofoll a, kile ninyɛne ngakyile nsa mɔɔ bɛbagyinla zo na bɛlayɛ awie mɔɔ ɔflɛta la. (Identify three qualities used to select a candidate as a chief)**  
(b) **Kile gyima ngakyile nna m mɔɔ ɔwɔ kɛ belemgbunli biala di maa maanle ne la. (Give four functions of a chief)**  
(c) **Kile ninyɛne nsa mɔɔ ɔnle kɛ belemgbunli biala yɛ la. (Mention three taboos that a chief should observe.)**

Expected answers:

- (a) Saa babazie belemgbunli fofoll a, kile ninyɛne ngakyile nsa mɔɔ bɛbagyinla zo na bɛlayɛ awie mɔɔ ɔflɛta la.
- +wɔ kɛ ahenle yɛ dehelɛ. (Be a royal)
  - +nle kɛ ɔyɛ awie mɔɔ ɛla efiade lɛ. (no criminal records)

- (b) Kile gyima ngakyile nna m mɔɔ ɔwɔ kɛ belemgbunli biala di maa maanle ne la.
- +nea ɔmaa anzondwoɛ ba ye sua ne azo. (ensures peace and stability).
  - +nea kɛ anyunluhole ɛra ye sua ne azo. (ensures development)
- (c) Kile ninylne nsa mɔɔ ɔnle kɛ belemgbunli biala ye la.
- +nle kɛ ɔye maanyɛɛ. (should not involved in active politics.)
  - Belemgbunli ɛnli alee menli nu. (not to eat in public).

Few candidates answered this question but gave poor responses. A few were able to give the qualities; for example, *the candidate should be a royal to the stool and should not have any bodily abnormality.*

The functions included *ensuring that there is peace in his community and should ensure the development of his community.*

The few who attempted it could hardly give the taboos a chief should observe.

### **QUESTION 3**

**A! Aboso, na ɛde alee ne anwo. Di debie!! nde kpɔkɛ ɔ?**

- (a) **Nwane a 1ɛɛka zɛhae edwɛkɛ ne a? (Who made the statement?)**
- (b) **Nwane a ɔlɛka yeahile ye a? (Who is the listener?)**
- (c) **Mekɛ boni a ɔhanle zɔhane edwɛkɛ ne a? (On what occasion was the statement made?)**
- (d) **Kilehile nu maa yenwu ninyene nsa mɔɔ ɔti ahenle hanle zɔhane edwɛkɛ (Three reasons why the ststement was made)**

Expected responses:

- (a) Nwane a 1ɛɛka zɛhae edwɛkɛ ne a?
- Alu Kenya
- (b) Nwane a ɔlɛka yeahile ye a?
- (c) Mekɛ boni a ɔhanle zɔhane edwɛkɛ ne a?
- ~nee Alu Kenya nee ɔ ye Asua ~ba de alee nwo beledi alee.
- (Alu Kenya and his wife Asua ~ba were at a meal togrther)
- (d) Kilehile nu maa yenwu ninyene nsa **mɔɔ** ɔti ahenle hanle zɔhane edwɛkɛ.
- ~nee Asua ~ba ɛnli alee ne la ati ɔ. (Because Asua ~ba was not eating).
  - Alu Kenya dwenle kɛ ɔ ye ɛnde kpɔkɛ ne la?
- (Discuss three reasons why the statement was made)

This was a context question from the prose ‘Adwoba Ehwia’.

- Most of the candidates who attempted this question could state the speaker correctly; Alu Kenya. The listener Asua ~ba was also correctly stated.

They were also able to state correctly the occasion on which the statement was made; when the couple were at a meal.

The question 'd' which required the candidates to discuss reasons like; Alu Kenya thought his wife was sick or he thought his wife was thinking about their inability to have an issue was poorly answered. Those who gave correct answers just gave points and could not elaborate on them as demanded by the question and lost marks but in whole score high marks.

#### **QUESTION 4**

- (a) **Kile nusonla titili nwiɔ mɔɔ wɔ adawu ne anu la (Identify two main characters in the prose)**
- (b) **Kilehile nu wienyi maa yenwu gyima mɔɔ nuhua ko biala lile wɔ adawu ne anu la. (Discuss the roles played by these characters in the story)**
- (c) **Kile folɛdule ngakyile nsa mɔɔ enyia efi adawu ne anu la. (Give three lessons that the story teaches)**

These are the expected responses from candidates:

- (a) Kile nusonla titili nwiɔ mɔɔ wɔ adawu ne anu la.
- Adwoba Ehwia
  - Alu Kenya
  - Dɔketa Nye vile Nda
- (b) Kilehile nu wienyi maa yenwu gyima mɔɔ nuhua ko biala lile wɔ adawu ne anu la.
- Adwoba Ehwia a le nusonla titli ne a. Yeandoa mrenyia na ɔyelele ɔ nwo ɔhole sukulu ɔdwule moa kpale.
- (c) Kile folɛdule ngakyile nsa mɔɔ enyia efi adawu ne anu la
- Saa ɛsokoa nwoma kpale enyia zole nvasoe. (It is beneficial to strive hard to be well educated).
  - +le kpale enyia zole nvasoe. (It pays to be patriotic).

This was a preferred question by majority of the candidates and they were able to identify and state the major characters (i). Adwoba Ehwia (ii). Alu Kenya (iii). Asua ~ba. Dɔketa Nye vile Nda. The roles played by the selected characters were perfectly discussed by a good number of the candidates. However, a few of them just stated points and lost marks.

Candidates gave mature responses to the lessons learnt from the story. For instance, some gave answers like

- i. It pays to listen to the advice of parents
- ii. If one takes his/her studies seriously he/she will earn a good job in future.

Candidates scored high marks on this question.

### **QUESTION 5**

Mmm! Mraall adale, anloa anu peawo peawo, anye zo kelam kelam, adi amole, anli wulira.

- (a) Nwane a 1εεka zεhae edwεkε ne a? (Who made the statement?)
- (b) Nwane a ελεka edwεkε ne yeahile ye? (Who is the listen
- (c) Duzu a maanle εhanle zεhane edwεkε a? (What prompted the statement to be made?)
- (d) +hanle zεhae edwεkε ne la, boni a zile ε nzi a? (What happened after the statement was made?)

These are the expected responses:

- (a) Nwane a 1εεka zεhae edwεkε ne a?
  - Menwonia Ayεε.
- (b) Nwane a ελεka edwεkε ne yeahile ye?
  - ~menleboo
- (c) Duzu a maanle εhanle zεhane edwεkε a?
  - ~nee ~menleboo vi gua nu εra na ε hu nee ye la anwo adwolie. (~menleboo had come from the market and the husband was discussing with the things she bought.
- (d) +hanle zεhae edwεkε ne la, boni a zile ε nzi a?
  - ~menleboo dule Menwonε Ayεε amra ne vile sua nu εkε na εhole anongonle na nzinilii εbεle ewole. (~menleboo sacked the husbands children from the house. When Menwonε Ayεε lost his job ~menleboo dirvoved him)

This question is a context question from the drama, ‘Nyamenle sa ~nlomboε’

Almost all the candidates got the answers to; *Menwonε Ayεε* and ~menleboε respectively. They however performed woefully in their responses. They were discussed items ~menleboε saw in the market that day and expressed interest in the husband buying them for her, ~menleboε sought for divorce when *Menwonε Ayεε* lost his job.

### **QUESTION 6**

- (a) Kilehile nu maa yεnwu bodane nwiε mεε nwεhoane gyi zo la. (Discuss 2 themes in the drama)
- (b) Kile adwenlenu nvoninli εhye mε biala anwo ndonwo ko mεε wε nwεhoane ne anu la: (Identify one example each of the following figurative expressions) i Sonlayεε (Personification), ii. ~rελεdendε (Metaphor), iii. ~dendεdenle (Idiom)
- (c) Kε adwenlenu nvoninli ne anu ko biala bazi amaa wεade nwεhoane ne *abo ε*? (Explain how each of them was used to enhance the understanding of the drama)



- Nzizoyeɛ (repetition)
- (c) Kile adwenlenu nvoninli ngakyile **nna mɔɔ** enwu be wɔ edwɛkɛdwɛndole ne anu.
  - Sonlayeɛ  
(Personification)~rɛl  
ɛdende  
(Metaphor)  
rɛɛ  
(Proverb)

This question is from the poem *Yevo I* selected from the poetry book ‘Meka Bie’. Response to the poem by the few who responded was poor. A lot of them could not state the theme; comparing the situation in Ghana years back when there was plenty to the present when there was scarcity of essential items.

Majority of the Candidates’ response to this question was poor. They could not discuss the structure which demanded them to identify from the poem features like, *number of stanzas and lines in each stanza, sentence structure, rhyming scheme, sound pattern, repetition, literary devices etc.*

Almost all the candidates who attempted this question found it difficult to identify the four different figures of speech, examples of which were; Metaphor, Personification, Idiom and Simile.

### **QUESTION 8**

- (a) **Kilehile nu maa yenwu bodane titili mɔɔ edwɛkɛdwɛndole ne gyi zo la. (Discuss the main theme of the poem ‘Meka Bie’).**
- (b) **Kilehile nu maa yɪnwu folɛdule titili mɔɔ yɛnyia yɛfi edwɛkɛdwɛndole ne anu la. (Discuss the main lesson the poem teaches).**
- (c) **Kile gyinlabelɛ fɔnwɔ mɔɔ kɛlevo ne wɔ nu la. (Indicate the mood of the poet).**

#### Expected answers:

- (a) Kilehile nu maa yenwu bodane titili mɔɔ edwɛkɛdwɛndole ne gyi zo la.
  - Awie mɔɔ beɛfa edwɛkɛ beado ɔ now zo la. (castigation without finding truth.)
- (b) Kilehile nu maa yɪnwu folɛdule titili mɔɔ yɛnyia yɛfi edwɛkɛdwɛndole ne anu la.
  - Awie biala anwo lɛ nvonlee, ɔti saa edwɛkɛ to awie a anrɛ bezuzu beha. (advices people)
- (c) Kile gyinlabelɛ fɔnwɔ mɔɔ kɛlevo ne wɔ nu la.
  - +lɛdi nyane (the poet is worried)

This question is from the poem ‘Meka Bie’.



Almost all the candidates stated correctly the main theme - Castigation without finding out the truth but they failed to elaborate on the point given thus losing marks. The lesson learnt from the poem - *advising* people not to condemn people outright without investigating was also not dilated on by the candidates who attempted this question as demanded by the question.

Almost all the candidates got the mood right - the poet was worried.



## TWI (AKUAPEM) 1

### **1. GENERAL COMMENTS**

The paper is comparatively of the same standard as that of previous years. The paper was appropriate to the level intended.

There was an improvement in performance this year by the candidates as compared to that of the previous year but there is room for improvement in both content and orthography.

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

- (1) Some candidates had good control over the language. They used proverbs and idiomatic expressions in their essay writings.
- (2) It was realized that, generally, a good number of candidates were able to write the required number of words on selected topics on the essay writing test. A few also went further to use contemporary expressions to enhance the beauty of their essays.
- (3) Regarding the translation, most candidates were able to translate the English text better into Akuapem Twi this time around.

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

- (1) The first weakness observed was poor spelling. This has been a major problem with candidates over the years. Every year, reference is made to how poor spelling makes candidates score low marks for mechanical accuracy. But it seems nothing is being done to improve students' spelling. For example, words that are supposed to be single entities were separated while words that are supposed to be separate units were written as one word.
- (2) The second weakness of some candidates was that they started writing their essays very well but, in the middle, lifted some portions of the comprehension passage and added conclusions.
- (3) Finally, it was observed that some candidates could not read and understand the comprehension passage based on the answers they provided.

### **4. SUGGESTED REMEDIES**

- (1) More spelling drills and vocabulary building activities could be used to help improve candidates' spelling. Candidates should also be given more essay writing exercises to assist them in the correct spelling and use of words.
- (2) They should also be educated to desist from copying portions of the comprehension passage as part of their essays.
- (3) Finally, teachers should use the Directed Reading Activity (DRA) method where they put questions on the board and give students a passage and make them read to the end of the paragraph where they can find the answer to a question. This will assist students to read and understand comprehension passages.

## 5. DETAILED COMMENTS

### QUESTION 1

**Wɔayi wo sɛ asuafo no so panyin wɔ wo sukuu mu. Kyerɛw w'anodisɛm sɛ woagye dibeɛ no atom na kyere nneɛma a esi w'ani so a wobeyɛ.**

This is a speech writing and the candidate was required to write an acceptance speech after being elected as senior prefect of his/her school and state what he/she intended to do to ensure the progress of the school.

The candidate was expected to give the speech a heading in capital letters before proceeding with any introduction.

In the introduction, the candidate needed to address the chair and observe protocol and show appreciation to the audience for turning up to listen to the speech. They could then go ahead with the discussion of the issue in question (what he/she intends to do for the school).

The candidate could discuss issues such as, liaising with PTA to improve staff and student's accommodation, provide essential facilities, see to the welfare and health needs of students and ensure discipline is in the school.

Finally, they could conclude the essay by appealing for the co-operation of the entire student body and expressing optimism for a better future of the school.

Most candidates were able to provide heading for their speech, observe the required protocol and discuss very well all the things they would do to improve the school during their tenure of office.

However, mechanical accuracy was generally poor, and some mistook the question for letter writing and such followed the letter writing style.

### QUESTION 2

**Kyere senti anan a esɛ sɛ wɔkyere na wosua nsaanodwuma wɔ yen sukuu ahorow mu.**

This is an expository essay and candidates were required to discuss four reasons in support of the teaching and learning of Technical/Vocational skills in schools.

Here, candidates were expected to give a good introduction which could be an explanation of Technical and Vocational education and its inclusion in the current school curriculum.

They were then expected to discuss the importance of Technical and Vocational education which include, to help students and pupils to acquire skills that will lead to specific trades/profession, to help the country in the provision of middle level manpower needs, to prepare students for self-employment, to lay a solid basis for industrialization, to offer additional income generating opportunities for people already in employment and to help the government in solving the problem of youth unemployment.

In concluding, candidates could express the optimism that the teaching and learning of technical/vocational skill in schools will be beneficial to the nation.

Most candidates attempted this question. Lots of ideas were presented. Some even went further to mention lapses in the liberal education system.

Here also, Mechanical Accuracy was generally poor, and some candidates also wrote about a technical/ vocational skill taught and learnt in their school.

### **QUESTION 3**

**Kyerε senti anan a εεε sε wεkε so ara bε ogya hyehyew ho dawuru wε εman yi mu.**

This is an expository essay which required that the candidate discusses four reasons why there should be public education on the effects of bushfire in Ghana.

This was the most unpopular question and in fact, only a few candidates attempted this question and performed poorly on it.

Candidates were expected to give a good introduction explaining what bushfire is and the fact that it is a problem in the country.

They could also have advanced that public education is needed to create public awareness on various human activities that cause bushfire, the effects of bushfire on the environment, the economy, on human health, on the climate and show how to guard against them.

Unfortunately, the performance of candidates was very poor.

### **QUESTION 4**

**Kyerεw ayεsεm bi a n'awiei ne mihui a anka nanso na aka akyi.**

Candidates were required to write a story to illustrate the adage " Had I known is always at last"

As usual, most candidates answered this question very well giving different incidents about themselves.

Many of the candidates discussed in detail, the causes of the incidents some of which include laziness, disobedience and telling lies. They also discussed some of the effects, such as loss of property, failing examinations, punishment and other forms of trouble and humiliation.

### **QUESTION 5**

A text in English was translated into Twi (Akuapem) by all the candidates. Quite a good number of them did well in answering this question. They were able to render quite faithfully, the original passage in English into Twi. Very good display of rich expressions was observed in candidates' rendition. A few candidates, however, had some difficulties with the appropriate language/expressions in their renditions and hence some lifted while others did literal translations

### **QUESTION 6**

Candidates were asked to read a comprehension passage and answer questions which ranged from stated facts through inference to grammar and summary. Most of the candidates demonstrated in their responses to the questions that they couldn't really read and understand the passage.

Though the questions on recall were very well answered, most candidates did not attempt the questions on meaning and literary devices.

Question (g)i & ii for instance were about meaning.

i) mmusu mmɔ mmofra - An idiomatic expression which means children have done something which they should not have done and so will be tried and sanctioned.

ii) ɔkɔre aniwa – this also shows parents are always vigilant about what their children do.

Candidates could not also answer questions on literary devices in Questions (h)i & ii ie Kasasu bɛn na edidi so yi?

i) awofonom bi yɛ asebo ne agyata

ii) te sɛ atetea

The expected answers are

(i) Nnyinahɔma (metaphor)

(i) Ntotoho (Simile)

### **QUESTION 7**

**(a) Dɛn ne Vowel Nnyigyeyi Biakoyɛ wɔ Twi Kasa mu?**

**(b) Kyerɛw nsɛmfua anan a edi Vowel Nnyigyeyi Biakoyɛ mmara so'**

**(c) Kyerɛ nnyigyeyi a edi so yi biara su.**

(i) /i/

(ii) /e/

(iii) /u/

(iv) /a/

(v) /ɛ/

Candidates were required to

(a) Define/Explain vowel harmony in Akuapem, (b) give 4 examples of vowel harmony in Akuapem Twi and (c) give the phonetic description of the following vowels. / i/ /e/ / u / /a/ /ɛ/.

Vowel Harmony is the system by which some vowels can follow each other, and others cannot do so in words because of their surrounding environment.

ie

ɛnne nnyegyeyi bikokoyɛ yɛ mmara bi ɛwɔ Akan ɛnne nnyegyeyi adesua ho a ɛkyerɛ sɛ ɛsɛ sɛ ɛnne nnyegyeyi a wɔ Akan asemfua bi mu no nyinaa fi ɛnne nnyegyeyi kuw ahorow biako mu; sɛ ebia

i obi - [obi] kankɔ

ii) asem- [ asem] ankɔkan (unadvanced vowels)

iii) kukuo [kukuo] kurukuruwa/kankɔ (rounded/advanced vowels)

iv) kɔkɔɔ- [ kɔkɔɔ]. kurukuruwa/ankɔkan (rounded/unadvanced vowels) etc.

c) the phonetic descriptions of the given vowels are;

i. [ i] anim, kankɔ, ntomu tɛtɛtɛ (front, advanced, spread, closed vowels)

ii. [u] akyi kankɔ ntomu kurukuruwa (back, advanced, rounded, closed vowel) etc

Candidates were able to define/ explain vowel harmony appropriately with good examples in words. However, most of them did not present their examples in square brackets.

### **QUESTION 8**

**Kyerɛw nea edidi so yi mu biara ho asem. Ma emu biara ho nhwɛso a ɛfata.**

- (a) Agyinae anom nnyigyei.**
- (b) ɛnne nnyigyei a ɛwɔ akyi.**
- (c) Anom nnyigyei ne ɛnne nyigyei asɛnsin**

This question demanded that candidates define/explain (a) plosives, (b) back vowels and (c) Akan CV syllable structure with examples.

Overall, this question was poorly answered. Few candidates were able to define plosives correctly with appropriate examples as;

A plosive sound is a consonant sound that is produced by completely stopping the flow of air out of the mouth and then suddenly releasing it, e.g./ p, b, t, d, k, g, /

Few candidates were able to say that back vowels are vowels that lie at the back of the tongue and their sounds are produced from the back of the tongue and gave correct examples as: /ɔ, o, u 3/

Few were also able to say that cv syllables were words that have consonants and vowel as their structure and gave correct examples [su:ro] [ka:sa], etc.

### **QUESTION 9**

- (a) Dɛn ne ɔkasamu tiawa**
- (b) Ma ɔkasamu tiawa ho nhwɛso abiɛsa na kyere ɔyɛfo ne nkasae ɛwɔ mu.**
- (c) Dɛn ne ɔkasamu mmɔho?**
- (d) Ma ɔkasamu mmɔho ho nhwɛso abiɛsa**

Candidates were required to (a) define/explain a simple sentence, (b) give 3 examples of a simple sentence and analyze them into subject and predicate, (c) define/explain what a compound sentence is and (d) give 3 examples of a compound sentence.

The candidate was expected to explain that a simple sentence is a group of words which contains or carries one idea. (ɛda adwene biako pɛ adi).

For examples,

i. Kofi kum ɔwɔ no

Subject- Kofi

Predicate- kum ɔwɔ no

ii. ɛpo nna Tamale

Subject- ɛpo

Predicate - nna Tamale

With (c), most candidates stated that a compound sentence is a combination of two simple sentences put together by a conjunction. Many of them failed to indicate that it carries more than one idea (Ɔkasamu mmɔho de adwene abien naa nea εboro saa to gua na ɔkasamufa no nyinaa yε atitiriw). For example; Amma noa aduan na ɔhoro ade nso.

### **QUESTION 10**

**(a) Kyerεw edi nnsiananmu a εfa nipa ho no biako ne dodow kabea a εwɔ Akuapem mu.**

**(b) Yi edinnsiananmu no mu abiesa na fa emu biara yε ɔkasamu abien.**

**(c) Kyere edinnsiananmu a εwɔ (b) no mu biara ho nhwεso**

Candidates were required to (a) provide the singular and plural forms of the Akan personal pronouns, (b) form 2 sentences with any 3 of the personal pronouns provided in (a), and (c) state the function of the pronoun in each of the sentences provided in (b)

The personal pronouns in Akuapem Twi are;

Biako kabea    Dodow kabea

i) me                    yen

ii) wo                    mo

iii) ɔno                    wɔn

Examples of pronouns in sentences:

Me tikya maa yetuu mmirika.

Me - Ɔyεfo

Yen - ɔyεtia etc

Many candidates stated the singular forms of the personal pronouns accurately.

They provided good sentences with the pronouns as well, but they could not state the functions of the pronouns they used in forming those sentences.



## **TWI (AKUAPEM) 2**

### **1. GENERAL COMMENTS**

The standard of the paper was comparable with that of previous years.

However, candidates' performance can hardly be said to be equally comparable. There was far more reliance on some commentary books than on candidates' own understanding and interpretation of the demands of the questions.

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

- (1) Overall, candidates exhibited strength in Customs and Institutions. Most of them were able to give good proverbs and their meanings. The duties of the chief were also well answered.
- (2) In written Literature, most of them were able to state literary devices in Q.7

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

- (1) Stating of the themes of the giving poems was problematic, candidates copied lines in the poem and used them as themes, instead of fishing out what the poem is about.
- (2) Candidates in answering questions from the Prose added irrelevant materials which were not related to the question.
- (3) Candidates did not elaborate points raised. They just stated the points and did not give any explanation thereby losing some marks.

### **4. SUGGESTED REMEDIES**

- (1) Subject teachers are advised to take the teaching of literary appreciation seriously.
- (2) In Literature, any point raised must be explained for the examiner to know what exactly the candidate is talking about.
- (3) Candidates must make good use of the time allocated for the paper by giving detailed or elaborated answers.

### **5. DETAILED COMMENTS**

#### **QUESTION 1**

- (a) **Dɛn ne ɛbɛ.**
- (b) **kyerɛw mmɛ anum na ma emu biara nkyerɛase.**
- (c) **Kyerɛ ɛbɛ ho mfasoabien.**

Candidates were expected to explain (a) what a proverb is, (b) give five proverbs with their meanings, and (c) give two importance of proverbs.

Many tackled this question and their performance was commendable. Most of them indicated that *a proverb is a traditional saying that expresses perceived truth based on common sense or experience*

They were also able to give examples of proverbs such as, “. *Neaonipagunaotwa, aboa bi beka wo a naofi wontama mu, huwm’ani so mamentinaatweabiennam.*

Again, they stated that proverbs are the gems of wisdom and proverbs are used to teach lessons.

Unfortunately, some used idioms and other literary devices as examples of proverbs. Others also stated proverbs as explanations to the proverbs that they gave which should not have been so.

## **QUESTION 2**

- (a) Kyerε nneεma abiεsa a Akanfo hwε ho de paw εhene**
- (b) Kyerεkyerε εhene εwuma di anan mu**
- (c) Kyerε nneεma abiεsa a εnsε sε εhene yε**

This was also a popular question which tasked candidates to (a) state three criteria for choosing a chief among the Akans, (b) explain four duties of a chief and (c) state three things that a chief is forbidden to do.

The question was well answered by most candidates who attempted it. They were able to state the following as the qualities for selecting a chief among the Akans:

- iv. He should be from a royal family;
- v. He should have no criminal record;
- vi. The person should be of sound mind.

They further explained that an Akan chief is supposed to see to developmental projects, organize festivals, protect stool lands and other stool properties, maintain peace among his people and then protect every soul in the community.

Unfortunately, the question on the taboos of a chief was not properly handled. They were expected to state that among the Akans, a chief cannot go near a corpse unless the person is a close relative of his, he cannot eat in public and he cannot sleep with another man’s wife.

In all, the question was well answered.  
Enne Nso Bio.

### **QUESTION 3.**

*Aden! Aden w'aye moden? W'aye moden na moafiri moafie mu abeto ahye ne so reboro no? Monkɔ, momfirim'ano so nkɔ namenhwɛ.*

- (a) **Hena na ɔkaasa asɛm yi?**
- (b) **Ɔka kyerɛ hefo?**
- (c) **Berebɛn na Ɔkasafɔ no kaa saa asɛm yi?**
- (d) **Kyerɛkyerɛ sɛntia biɛsa a ɔkasafɔ no kaa saa asɛm yi.**

This was a context question based on the novel, *Enne nso bio*. Most candidates were able to name the speaker as AbenaAgyem (Brenya'smother) and the addressees as Brenya'sage mates in the village.

However, they failed to state that this happened after a communal labour that Brenya refused to attend.

They couldn't also give reasons why this was said, which is:

- (i) the children came in their numbers to attack Brenya;
- (ii) Brenya was not well and;
- (iii) she needed to find all possible means of sending them away.

Teachers should constantly discuss major events during Literature lessons.

### **QUESTION 4**

- (a) **Kyerɛ nnipa baanu a wodi akoten wɔ nhoma no mu.**
- (b) **Kyerɛ dwumatitiriw a wɔn mu biara dii.**
- (c) **Kyerɛ adesua abiesa a wunya fi nhoma no mu.**

This question demanded that candidates (a) select two major characters from the novel, (b) discuss the major things that they did and (c) give three moral lessons the story teaches. Most candidates who answered this question did not do well because they were able to mention only one major character (Brenya) but added minor characters. In the narration of their major activities too, they just narrated everything about the character without restricting themselves to the major ones. Some also dwelt only on an aspect. For example, on his childhood, leaving out his adolescent and adult life.

The Major Characters are Kofi Brenya and Afua Birago. The good candidates presented essays that stated the correspondence of love from Kofi Brenya to Afua Birago when the two characters were students at Bekwae and Cape Coast. The encounter the two lovers had at Sawakyi was followed by the protest from Brenya's mother, Abena Agyem. Later, the two lovers met in Kumasi where they were queried by a Doctor to abort non-existent pregnancy. In the end, Birago fell into a ditch and was rescued by Opanyin Akwasi Agyei

who rushed her to the hospital after which he returned to Sawakyi and broadcast the incident to the whole community. In the long run, Afua Brago was married to Kofi Brenya.

Candidates were able to state the three lessons as;

- (i) The dynamism of culture which everyone must try and adopt;
- (ii) The need to persevere in everything that one does;
- (iii) The essence of good communal living;
- (iv) The need to be patient;
- (v) There is a lot to gain from schooling;
- (vi) It is not good to pay evil with evil.

### **QUESTION 5**

*Minim Afua Gyimaayi deɛ, w'asemyiw'asem yi ho nhiansusuhopii. Kan tete no aawofo pa ɔbaa ma wɔn ba barima no atwam. Nnɛ yi a anibue aba yi de, ɔbarima biara, ɔbaa a woƆe na woware no.*

- (a) **Henana ɔkaa saa asem yi?**
- (b) **Na ɔreka saa kyere hena?**
- (c) **Nkɔmmɔdi yi botae ne den?**
- (d) **Den na efii nkɔmmɔ di no mu bae?**

It was a popular question but poorly answered. It was a context question on the drama, *Guasohantan*. The candidate was expected to (a) give the speaker, (b) the addressee, (c) the purpose of the dialogue and (d) the outcome.

It was Ɔsɛ Bonsu who made this statement and it was directed to his mother. This happened when he wanted to decline marriage arrangement made by his mother for him. In the end, he married Akyere, the woman that he himself chose.

Candidates were able to name the speaker and the addressee, but they couldn't go any further to answer b. c and d.

### **QUESTION 6**

- (a) **Kyerekyere nsentitiriw abien a ewɔ agoru no mu mu.**
- (b) **Kyerew kasasu ahorow a edidi so yi mu biara ho nhweso wɔ agoru no mu.**
  - (i) **Sɛ-nipa;**
  - (ii) **Nnyinahɔma;**
  - (iii) **Kasakoa.**
- (c) **Kyere senea kasasu yi mu biara boa ma yete agoru yi ase.**

Candidates were tasked to identify two major events from the drama, *Guasohantann* and identify the following literary devices and how they were used effectively in the book

- (i) Personification;
- (ii) Metaphor;
- (iii) Idioms.

Not many candidates answered this question and the few who did, could not bring out the examples of the literary devices, let alone how they were used.

The major events from the book are the meeting between Osee Bonsu and Akyere at Lido, the extravagant traditional marriage between Akyere and Bonsu and then Bonsu's indebtedness and how Akyere salvaged the situation. Any two of these could have been discussed.

Examples of the literary devices used are;

Sɛ-nipa (Wiase nsakra)

Nnyinahoma (Afuagyimaa ye mmayewa mu bota)

Kasakoa (Meda ho gyan)

They were used to enhance the beauty of the text.

**QUESTION 7 - POETRY (Abrabɔ Mu Anwensem)**

Mia w'ani

- (a) Den na anwensem no da no adi?
- (b) Kyerekyerɛ anwensem no nhyehyɛ mu
- (c) Kyerɛw kasasuahorow anan wo anwensem no mu.

Candidates were required to (a) state the theme of the poem, "Mia w'ani", (b) discuss the structure of the poem and (c) discuss four different literary devices from the poem which the writer used effectively to enhance the authenticity of the poem.

Almost all candidates who answered this question gave three or four themes, instead of one, thereby giving right and wrong answers together and this made them lose some marks. The theme of the poem is perseverance and some literary devices used are;

- (i) Kasakoa (Idiom) – Aduane mpo tumi to apenten.
- (ii) Sɛ-nipa (Personification) - woda ohia apakan mu.
- (iii) Asesesɛm (Simile) – Ayere sɛ obɛnta.

Candidates, however, were able to do a fair analysis of the structure.

### **QUESTION 8**

Abrabɔ

- (a) Kyerɛkyerɛ asɛntitiriw a ɛwɔ anwɛnsɛm no mu mu.**
- (b) Kyerɛkyerɛ adesuade titiriw a ɛwɔ anwɛnsɛm no mu.**
- (c) Kyerɛkyerɛ tebea a ɔkasafɔ no wɔmu no mu.**

This question sought from candidates to provide (a) what the poem “Abrabɔ” is about, (b) the moral lessons it teaches and (c) the mood of the poet.

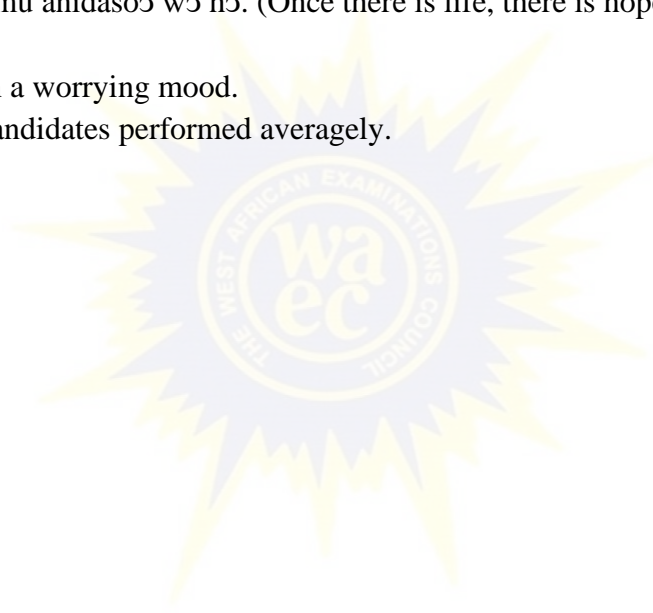
Candidates could not give the theme of the poem, but they were able to give the moral lessons it teaches.

The poem generally talks about life.

- (i) ɔbra di adaneadane (Time changes)
- (ii) Biribiara mu anidasɔw wɔ hɔ. (Once there is life, there is hope)

The poet was in a worrying mood.

All in all, the candidates performed averagely.



## **TWI (ASANTE) 1**

### **1. GENERAL COMMENTS**

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

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

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

#### **(1) Well Built Essays**

Generally, most candidates were able to write full length essays. They were able to raise appropriate points and discuss them effectively.

#### **(2) Good Organisation**

The organisation of answers of many candidates was very encouraging. In addition, they gave the composition appropriate paragraphs and presented their ideas coherently.

#### **(3) Vowel Sounds**

Most candidates were able to give the appropriate phonetic description of the vowels.

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

#### **(1) Poor orthography**

The spelling, punctuation, word division as well as tenses of some candidates were very poor.

#### **(2) Non-adherence to rubrics**

Candidates were required to answer only **one** question from the phonology section and one from the syntax section. In some instances, some candidates answered all the two questions under phonology and, or, all the two questions under syntax.

#### **(3) Language Structure**

Most candidates performed poorly with respect to both the phonology and syntax.

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

(1) **Poor Orthography**

Teachers should give much attention to the orthography of the language. Teachers should give students adequate class exercises including dictations, spellings and encourage them to read both intensively and extensively to improve on their orthography.

(2) **Non-adherence to Exams Directives**

Teachers should advise students on the need to adhere to exam directives. Apart from time wasting, it gives students unnecessary pressure as well as not getting enough time to deal with the questions appropriately.

(3) **Language Structure**

The needed attention must be given to both the teaching and learning of the structure of the language.

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

##### **QUESTION 1**

**“Wɔ̄ayi wo sɛ asuafoɔ so panyin wɔ̄ sukuu mu. Twerɛ w’anodisɛm sɛ woagyedibea no atom na kyere nnoɔma a ɛsiw’ani so a wobɛyɔ̄”.**

The question required the candidate to write a speech of acceptance and to indicate the contribution that he/she will make to the development of the school.

This was a speech writing and candidates who attempted it displayed all the features of this type of essay. These include provision of headings for the speech in capital letters, acknowledgement/observation of protocol, and thanking colleagues for electing him/her for the position.

They also gave their statement of vision or mission for the school. As expected, most of the candidates talked about the provision and improvement of infrastructure in the school.

Some of them talked about improvement of the lighting system of the school as well as the improvement of the school environment, improvement in academic performance, discipline and improvement on existing sports and games facilities and equipment.

In their conclusion, many of the candidates expressed their gratitude to the listeners. However, a few candidates failed to treat this question as a speech writing and misinterpreted it for letter writing.



## **QUESTION 2**

**“Kyerɛ senti nan a ɛsɛsɛ wɔkyerɛ na wɔsua nsaanodwuma wɔ yɛn sukuu ahodoɔ mu.**

Here the candidate was required to give four reasons why students should learn technical/vocational skills in schools.

Some of the candidates gave very encouraging reasons. Notable among them were: Technical/Vocational skills help students to learn a trade, help the country to provide the middle manpower needs for industries, prepare students to be self-employed, help people who are employed to engage in other works that can give them additional income and helps government to solve the unemployment problems.

## **QUESTION 3**

**“Kyerɛ senti nan a ɛsɛ sɛ wɔkɔ so ara bɔ ogyahyehyee ho dawuro wɔ ɔmanyi mu”**

This was the most answered question and most candidates performed creditably. The question required the candidates to discuss four reasons why we should educate people on the ‘effects of fire outbreak in Ghana’.

The candidates were expected to explain or define fire-outbreak or bush fires, for instance, deliberate or accidental burning of the bush during the dry season.

Most candidates were able to discuss the causes of fire-outbreak, effects as well as preventive measures.

Among the causes were illegal connection of electricity, use of leaking gas cylinders, careless handling of fire by palm-wine tappers, activities of cigarette/’wee’ smokers, burning of bushes by herdsmen to allow grass to grow early and burning of bush because of the traditional belief that the ashes enrich the soil for cultivation of crops.

Most candidates were able to give the expected effects. Some of them were destruction of the environment as well as people’s farms and property, extinction of animals or driving them far away into the bush/forest, inadequate rainfalls, destruction of life, water bodies and soil nutrients through erosion.

For the preventive measures, some candidates talked about the communities forming fire-fighting groups and intensifying general education by traditional leaders, opinion leaders, government, the media, churches and all stake holders. They also talked about encouraging re-afforestation and encouraging communities to desist from bush burning by instituting award schemes for communities that keep their bushes safe.

It must, however, be noted that few students failed to offer remedies/preventive measures.

#### **QUESTION 4**

**Twere ayɛsɛm bi a n'awieɛ ne: “*Mehunuiɛ a anka nanso na aka akyi*”.**

This was the second most popular question. The candidate was required to write a story which ends with the expression ‘Had I known is always at last’.

The question demanded a good introduction to expand the given topic.

Candidates who attempted it performed creditably. The narrations were either fiction or non-fiction, as candidates stated the characters and their roles. Stories were narrated chronologically, and the candidate explained his/her role in the story and why he/she regrets his/her role in the story.

However, very few candidates could not link the narration of the entire story with the saying as such.

#### **QUESTION 5 - TRANSLATION**

This was a passage in English to be translated into Asante Twi. Candidates’ performance was average. However, most of them could not translate some expressions in the passage and thus engaged in literal translation. For instance, many candidates translated the following expression as follows:

- 1) A feeling of shame ran through my veins
  - *Aniwuo ana animguaseɛ bɔ wuraa me ntini mu*
  - *Aniwuo wɔɔ me paneɛ*

Instead of *Meferee me titim/ M’ani wuiɛ*

- 2) Here I was, a rolling stone, sitting among fellow Ghanaians.
  - *Medanee ɛboɔ a na mete Ghanafoɔmu*

Instead of *Medanee nipa traa bi wɔ mafefoɔ Ghanafoɔ mu etc.*

#### **QUESTION 6 - COMPREHENSION**

This was a comprehension passage followed by ten questions. The questions were based on stated facts, meaning, literary device, inference and summary. The questions on stated facts, summary and literary device were well answered. However, those on inference and meaning were not well answered. Candidates could not also answer the questions on literary devices.

Questions (h)i& ii ie Kasasu ben na edidi so yi?

- i) awofonom bi yeasebo ne agyata
- ii) te se ate tea

The expected answers are:

- (ii) Nnyinahɔma (metaphor);
- (ii) Asesesɛm (simile).

Generally, candidates' performance was satisfactory.

### **QUESTION 7**

The candidates were expected to explain 'vowel harmony' and give four examples of words that follow vowel harmony rules. They were also expected to give phonetic description of five vowels.

- a) Explain the term 'vowel harmony' in your language
- b) Give four examples of words in your Asante Twi that follow vowel harmony rule.
- c) Give the phonetic description of the following vowel sounds:
  - i) /i/;
  - ii) /e/;
  - iii) /u/;
  - iv) /a/;
  - v) /ɛ/.

Most of the candidates were able to answer the second and third parts of the questions correctly but could not get the first part.

It must be noted that we have 'vowel harmony' when a word contains two or more vowels, with all the vowels belonging to one set e.g., Advanced or unadvanced, rounded or unrounded. Thus, in general, in any Akan word of two or more syllables, only the vowels of one set may occur. This means there is a restriction on the distribution of these vowels which does not generally allow the vowels of set I to occur in the same words with the vowels of set II e.g. [efie], [owuo], [adjdie].

### **QUESTION 8 - PHONOLOGY**

Twɛrɛ nea edidi so yi mu biara ho asɛm. Ma emu biara ho nhwɛsoɔ a ɛfata.

- (e) Agyinae anom nnyigyee.
- (f) Enne nnyigyee a ɛwɔ akyire.
- (c) Anom nnyigyee ne enne nyigyee asɛnsin

The question was in three parts. The first part required candidates to explain 'plosive' sounds and give appropriate examples. The second part also requested candidates to explain 'back' vowels and give appropriate examples. The last part asked candidates to explain the following syllable type and give suitable example: CV

Explain each of the following. Give suitable example of each:

- (a) Plosive;
- (b) Back vowel;
- (c) CV syllable structure.

Candidates were able to answer the second and third parts very well. They however, fumbled with the first part.

Candidates should note that ‘plosive’ sounds are made when air from the lungs is first completely blocked at some point in the mouth and then released suddenly so that air escapes from the mouth with a slight explosive sound e.g., /p/, /b/, /k/, /g/, /t/, /d/.

### **QUESTION 9**

- (a) **Dɛn ne ɔkasamu tiawa.**
- (b) **Ma ɔkasamu tiawa ho nhwɛsɔɔ mmiɛns a na kyereɔyɛfoɔ ne nkasaɛɛ a ɛwɔ mu.**
- (c) **Dɛn ne ɔkasamu mmɔho?**
- (d) **Ma ɔkasamu mmɔho ho nhwɛsɔɔ mmiɛnsa.**

The question was in four parts. The first part requested candidates to explain ‘simple sentence’. The second part requested that candidates give three examples of simple sentences and indicate the subject and predicate. The third part requested the explanation of ‘compound sentence’ and the last part requested them to give four examples of compound sentences.

Generally, candidates were able to explain the term ‘simple sentence’ with appropriate examples. However, most of the candidates failed to indicate the subject and predicate in the sentence they gave. Candidates should note that the subject is the person or the thing that the sentence talks about. The subject, thus, is the performer or the doer of an action in a sentence. It can also mean what the sentence is about.

E.g.

- 1) Amma atu kwan (Ama has travelled)  
Subject
- 2) ɔpanin no reto nnwom (The man is singing)  
Subject

On the other hand, the predicate of a sentence tells what the subject is or does. In other words, what is said about the subject is the predicate. Thus, when the subject is removed from the sentence, the remaining part is the predicate. Eg.

- 1) Amma atu kwan  
(Amma is the subject whilst atu kwan is the predicate).

### **QUESTION 10**

This question was in three parts. The first part requested candidates to state personal pronouns (Singular and plural) in Asante Twi. The second part requested candidates to select three of them and construct two sentences with each. The final part required candidates to indicate the functions of the pronouns in each of the sentences.

Candidates were able to state the pronouns in Akan correctly.

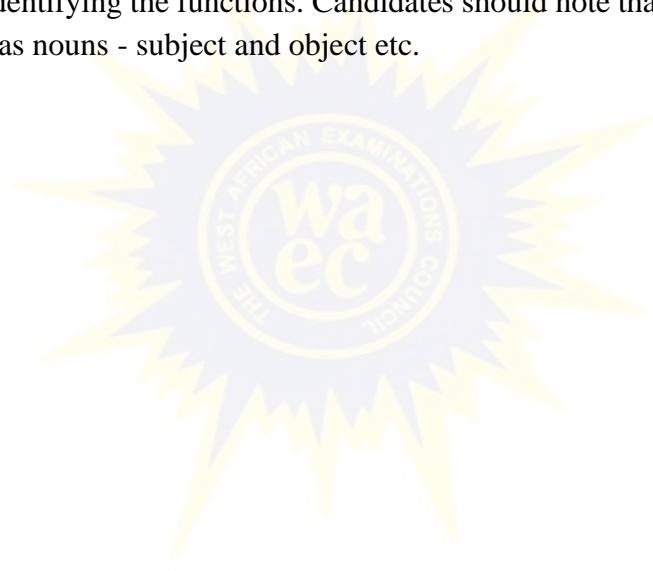
#### **Singular Plural**

Me                      Yen

Wo      Mo

Ɔno/Eno Wɔn/Enonon

They were also able to construct good sentences with them. However, most candidates did not do well in identifying the functions. Candidates should note that pronouns perform the same functions as nouns - subject and object etc.



## TWI ASANTE 2

### **1. GENERAL COMMENTS**

The general standard of this year's paper was the same as that of previous years. The overall performance of candidates this year had seen some remarkable improvement especially in the oral literature.

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

- (1) Most candidates had a fair idea about the two questions in the oral literature especially on the question on proverbs. A few others also distinguished themselves in the written literature; Drama.
- (2) There was clarity in the expressions of some candidates. Concise answers were provided by some candidates to buttress their points.
- (3) There was improvement in the handwriting of some candidates. These made it easy for their answers to be read without much difficulty.

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

- (1) Some candidates confused the characters of the prose and those of the drama.
- (2) The majority of candidates stated points for the answers without sampling them.
- (3) Many of the candidates were not able to handle well the question on the poems tested. Low marks were recorded in this section.

### **4. SUGGESTED REMEDIES**

- (1) Students must be taken through the literature texts intensively and given enough exercises.
- (2) Particular attention should be paid to the literary devices in poems and how they advance the meaning of the poem.
- (3) If possible, they should encourage candidates to work on past questions to help them to answer questions well.

### **5. DETAILED COMMENTS**

#### **QUESTION 1**

- (a) **Ɛɔɛn ne ɛɓɛ?**
- (b) **Twerɛ mme ahodoɔ num na kyere biara ase.**
- (c) **Twerɛ ɛɓɛ dwumadie mmienu.**

This question required that candidates (a) define a proverb, (b) write five proverbs and explain them and (c) give two functions of proverbs.

A good number of the candidates attempted this question and they answered it very well. They were able to define a proverb as *a construction whose meaning goes beyond its ordinary understanding*. However, some candidates could not give appropriate meanings to their proverbs. An example of a proverb and the meaning in Akan is *Nea onipa dua na otwa* is “*Obiara nya nea ɔye ho nsunsuanso*”. It means, what goes around comes around.

The third part of the question on the functions of the proverbs was well answered too. They were able to state that proverbs are used for entertainment and also for making lengthy issues brief.

Unfortunately, some got confused and substituted the functions of proverbs with the types of proverbs.

## **QUESTION 2**

- (a) Twerɛ nneɛma mmiɛnsa a Akanfoɔ gyina so paa yi ɔhene.**
- (b) Twerɛ ɔhene dwuma die nan.**
- (c) Twerɛ nneɛma mmiɛnsa a ɛnsɛ sɛ ɔhene yɛ.**

Here, the candidate was asked to (a) write three things that the Akans consider before selecting a chief, (b) give four duties of a chief and (c) mention three things that a chief is forbidden to do.

About 70% of the candidates answered the first part of the question very well. They were able to state that the person must come from the royal family, he should be of sound mind, he must not have any deformity and he should be respectable and respectful.

They were also able to give the duties of a chief such as the custodian of all stool properties, the initiator of community projects and the one who sees to the settling of disputes in the community.

Most of the candidates however could not produce what a chief is forbidden to do in their community. Among the Akans, a chief does not sleep with people’s wives, scarcely does he go near corpses and he does not eat outside.

In all, the question was very well answered.

### **QUESTION 3**

**“Na yɛndɛɛ yɛ wɔ amannɛɛ bi. Wo na yɛbiasa wo dɛɛ nti woabɛda ha?”**

- (a) Hwan na ɔkaa saa asɛm yi?**
- (b) ɔka kyerɛɛhwan?**
- (c) Bere bɛn na ɔkaa asɛm no?**
- (d) Kyerɛ senti mmiɛ nsa a ɔkaa saa asɛm no.**

This was a context question and candidates were tasked to identify the one associated with the above extract, the one to whom the statement was made, the time of the statement and give three reasons why the statement was made.

This question was tackled by many candidates. They were able to give the speaker and the addressee as Afua Dakoaa (Birago’s mother) and Afua Birago respectively. This happened when Birago was hospitalized and she went and met her mother there.

Unfortunately, they couldn’t give the reasons why she was sent there. It was because she wanted to know what sent her mother there and wanted to know if what she heard about her from ɔpanin Kwasi Agyei was true. Again, it showed how surprised she was to see her.

### **QUESTION 4**

- (a) Twerɛ nnipa baanu a wɔdi akotene wɔ nwoma no mu.**
- (b) Kyerɛkyerɛ dwumadie a wɔn mu biara dii wɔ abasɛm no mu**
- (c) Twerɛ adesuadaɛ mmiɛnsa a yɛnya firi abasɛm no mu.**

Here, the candidate was expected to (a) identify two major characters in the novel, “*Ennɛ nso bio*”, (b) discuss their roles in the story and (c) state three moral lessons learnt from the story.

Generally, most candidates who attempted this question did not perform up to the expected standard. Though the candidates were able to identify Kofi Brenya and Afia Birago as the major characters, the roles they played were not tackled by most of them. Their major role was their reunion which resulted in marriage despite all odds.

However, they were able to identify the following as the moral lessons from the passage;

- (i) There is a lot to gain from schooling;
- (ii) It is not good to pay evil with evil;
- (iii) One must not forget his/her root in good times;
- (iv) The dynamism of culture which everyone must try and adopt;
- (v) The need to persevere in everything that one does.



### **QUESTION 5**

**Me de menkasa ammerane no ho, nti mepɛ sɛ mede to w'anim sɛ efi sɛ me ne wo sianee kakra yi mahu sɛ wowɔ supa na wuye ma me.**

- (a) Hwan na ɔrekasa yi?**
- (b) ɔrekasa kyere hwan?**
- (c) Kyere wonkɔmmɔdie no botaeɛ**
- (d) Edeɛn na efiri nkɔmmɔdie no boaeɛ**

This is another context question on an extract from the drama, “Guasohantann” and candidates were required to identify (a) the speaker, (b) the addressee, (c) the purpose of the statement and (d) its outcome.

Candidates were able to answer sub-questions (a) and (b) well but sub-question (c) and (d) were poorly handled.

Ɔsɛɛ Bonsu and Akyere were the speaker and the addressee respectively. The statement was made because Bonsu wanted to assure her of his love for her. It finally ended in marriage.

### **QUESTION 6**

- (a) Kyerekyerɛ botaeɛ mmienu a ewɔ nwoma no mu.**
- (b) Yi saa kasasuahodɔɔ a edidi soɔ yi mu biara ho nhwosoɔ baako firi nwoma no mu.**
  - (i) Sɛ-nipa – Personification**
  - (ii) Nnyinahɔma – Metaphor**
  - (iii) Kasakoa – Idiomatic expression**
- (c) Kyere sɛdeɛ kasasu yi mu biara boa ma wote ahwegorɔ nwoma no ase.**

Here, candidates were expected to (a) identify two main themes in the book, “Guasohantann”, (b) give an example each of *personification*, *metaphor* and *idiomatic expression* and (c) explain how each of them helped in the advancement of the story.

Not many candidates answered this question and those who did, did not attempt sub-questions b and c at all.

They were expected to mention the effect of *extravagance* and *the need to be open to one's spouse* as the major themes.

Examples of the given literally devices are:

- (i) Sɛ-nipa – Personification (Wiase nsakra)
- (ii) Nnyinahɔma – Metaphor (Afua Gyimaa ye mmayewa no mu bota)
- (iii) Kasakoa – Idiomatic expression (Meda hɔ gyan)

### **QUESTION 7**

**Mia W'ani**

- (a) Ɛdeɛn na anwɔnsɛm no reda no adi?**
- (b) Pɛnsɛmpɛnsɛm anwɔnsɛm no nhyehyɛɛ mu.**
- (c) Twɛrɛ kasasu ahodoɔ nan firi anwɔnsɛm no mu.**

Candidates were required to (a) give the theme of the poem, *Mia W'ani*, (b) discuss the structure of the poem and (c) identify four literally devices from the poem.

Most candidates who attempted this question were perfect in the choice of the theme which is *perseverance*. They were also able to appreciate the poem by giving the correct stanzas and lines. Unfortunately, they only mentioned some literally devices without supporting them with quotations from the poem.

Some Literally devices used are;

- i. Kasakoa (Idiom) -Aduane mpo tumi to apenten.
- ii. Sɛ-nipa (Personification) Woda ohia apakan mu.
- iii. Asesɛsɛm (Simile) Ayere sɛ ɔbɛnta.

### **QUESTION 8 - ABRABO**

- (a) Kyerɛkyerɛ asɛn titire a ɛda adi wɔ anwɔnsɛm no mu.**
- (b) Kyerɛkyerɛ adesuadaɛ a wonya firi anwɔnsɛm no mu.**
- (c) Kyerɛkyerɛ tebea a ɔtwɛrɛfoɔ no wɔ mu.**

Candidates were asked to (a) write the main theme of the poem – *Abrabo*, (b) explain the moral lesson learnt from the poem and (c) state the mood displayed by the poet.

A good number of the candidates attempted this question and they performed averagely. Some of these themes given are;

- i. ɔbra di adaneadane (Time changes);
- ii. Biribiara mu anidasoo wɔ ho. (Once there is life, there is hope).

They stated that the poem teaches the need to be patient in life while striving hard to achieve whichever goal that is set.

They also did well by stating the mood of the poet – pain, sorrow, anxiety, etc.