

HUMANITIES

RÉSUMÉ OF HUMANTIES

1. STANDARD OF THE PAPER

The Chief Examiners for Social Studies 2, Christian Religious Studies 2, Music 2, Music 3A & 3B, Government 2, History 2 as well as Geography 2, Islamic Religious Studies 2 and Economics 2 reported that the standard of the papers compared favourably with that of the previous years.

2. PERFORMANCE OF CANDIDATES

Whilst the Chief Examiners for Social Studies 2, Music 2, Music 3A, Music 3B, History 2 as well as Geography 2 observed that the performance of candidates was better than that of last year, the Chief Examiners of Economics 2, Geography 3, Christian Religious Studies 2, Islamic Religious Studies 2 and Government 2 reported a dip in performance.

1 CHRISTIAN RELIGIOUS STUDIES 2

A. SUMMARY OF CANDIDATES' STRENGTHS

- (i) There was an improvement in candidates' knowledge on Peter's teaching on good citizenship.
- (ii) Candidates were able to outline the conditions under which prayers can be answered effectively as well as types of prayers offered by Christians
- (iii) Most candidates did well in outlining the role Jezebel played in the death of Naboth.
- (iv) Candidates outlined well the promises made to Joshua when he was appointed to lead the Israelites.

B. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Most candidates did not give detailed account of the contributions made by Cyrus in the return of the Jews from exile.
- (ii) Some candidates deviated and wrote on what was not captured in the scheme.

C. SUGGESTED REMEDIES

- (i) Teachers should make conscious effort to let students read the biblical text relating to the syllabus (RSV) and be equipped with knowledge on the subject matter so as to be able to give detailed account of events.
- (ii) Students should read questions more carefully to avoid deviation.

2. ECONOMICS

A. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Candidates quoted correct formular in the data-response questions.

(ii) Candidates were able to explain maximum and minimum price legislation.

(ii) Candidates labelled their diagrams correctly.

B. SUMMARY OF CANDIDATES' WEAKNESSES

(i) Some candidates did not adhere to the rubrics and so answered all the eight questions

(ii) Some candidates could not explained their points sufficiently.

(iii) Some candidates confused balance of trade with balance of payments.

C. SUGGESTED REMEDIES

(i) Candidates must adhere to the rubrics of the paper and answer the required number of questions

(ii) Candidates must explain their points adequately were required.

(iii) Candidates must learn the difference between balance of trade and balance of payments.

3. GEOGRAPHY 2

A. SUMMARY OF CANDIDATES' STRENGTHS

(1) Some candidates presented good map outlines and correctly located the landmarks required of them.

(2) Majority of the candidates were able to outline the factors which are responsible for high population density in a country.

(3) Most candidates were able to outline the contributions of the forest vegetation to the economy of Africa.

B. SUMMARY OF CANDIDATES' WEAKNESSES

(1) A number of candidates could not explain the ways in which urban settlements depend on rural settlements.

(2) Majority of the candidates could not highlight the problems created by the tourism industry in developing countries.

(3) Although good map outlines were drawn by candidates, a number of them did not provide the key for the maps which made it difficult to interpret and mark.

C. SUGGESTED REMEDIES

(1) Teachers should highlight the interdependence between urban and rural settlements to enable students explain how urban settlements depend on rural settlements.

(2) With appropriate examples, teachers should explain to candidates the problems created by the tourism industry in developing countries.

(3) Candidates should provide keys when outline maps are drawn for easy interpretation of features indicated on the map.

4. GEOGRAPHY 3

A. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Majority of the candidates were able to define environmental balance and explain water cycle with the aid of a diagram.
- (2) Candidates were able to cite examples of landforms associated with coastal erosion.
- (3) Most candidates were able to use longitudes to calculate the time, day and date of a given event
- (4) Majority of the candidates were able to outline the differences between sedimentary and metamorphic rocks.

B. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most candidates could not draw and label appropriately the diagram of laccolith.
- (2) Majority of the candidates were not able to draw the annotated cross profile along the line A - B.
- (3) Majority of the candidates could not explain how altitude, distance, slope and aspect affect the temperature of a place

C. SUGGESTED REMEDIES

- (1) Teachers should give candidates more exercises on geomorphology topics and to guide them to acquire the skill of drawing diagrams.
- (2) Teachers are encouraged to give students more exercises on the drawing of cross profile in order to acquire further understanding on annotated cross profile to enable them practice frequently.
- (3) Teachers should use examples to explain the factors that affect the temperature of a place.

5. GOVERNMENT

A. SUMMARY OF CANDIDATES' STRENGTHS

The Chief examiner commended the candidates for being able to;

- (i) apply the subject register well in almost all the questions.
- (ii) exhibit high knowledge of the Element of government which forms the foundation of the subject of the paper.
- (iii) give precise answers to the questions.

B. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Some candidates could not tackle questions which required application of knowledge well enough.
- (ii) Candidates could not state the objectives of the United Nation Organization.

- (iii) Most candidates could not highlight the problems of the United Nations Organization.
- (iv) Some candidates could not identify aspects of Ghana's foreign policy which undermined her sovereignty.
- (v) Some candidates were unable to explain ways in which colonial rule led to the decline of the rulers in Ghana.

C. SUGGESTED REMEDIES

- (i) Candidates must learn the skills in answering knowledge application questions.
- (ii) Teachers must help candidates to study the objectives of the United Nations Organization.
- (iii) Teachers must ensure that candidates understand the problems United Nations Organization.
- (iv) Candidates must learn the aspects of Ghana's foreign policy which undermined her sovereignty.
- (v) Candidates must learn about the ways in which colonial rule led to the decline of the rulers in Ghana.

6. HISTORY 2

A. SUMMARY OF CANDIDATES' STRENGTHS

- (i) A good number of candidates were able to answer questions on Egypt and the Berbers very well.
- (ii) Most candidates answered questions on Ghana satisfactorily.

B. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Most candidates could not highlight the land marks of African History from the earliest times to AD 1800
- (ii) Candidates deviated and wrote on the achievements of the Pharaohs instead of outlining the features of the religious system of Egypt.
- (iii) Candidates could not answer the question on aspects of Egyptian civilization.
- (iv) Candidates could not list groups of people who came into contact with the Berbers and how the Roman conquest impacted on the Berber civilization.

C. SUGGESTED REMEDIES

- (i) Candidates must be able to highlight the stories relating to the land marks of African History from the earliest times to AD 1800.
- (ii) Candidates must learn about the features of the religious system of Egypt.
- (iii) Teachers must help candidates to understand the aspects of Egyptian civilization.
- (iv) Candidates must learn about groups of people who came into contact with the Berbers and how the Roman conquest impacted on the Berber civilization.

7. ISLAMIC RELIGIOUS STUDIES

A. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Candidates were able to identify the Sahih, Gharib and Da'if terminologies in the field of Hadith and provided definitions for
- (ii) Many candidates did very well to outline the differences between Hadith and Sunnah.
- (iii) Candidates showed mastery and understanding on the Five Pillars of Islam.

B. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Candidates were unable to highlight the moral lessons in Qur'an chapter 17:23.
- (ii) Many Candidates deviated and could not write on Al-Hadanah (rules regarding the custody of children upon divorce or death of husband or wife).
- (iii) Many candidates could not highlight the terms of the Treaty of Al-Hudaybiyyah

C. SUGGESTED REMEDIES TO THE WEAKNESSES

- (i) Candidates should be made to understand the moral lessons in **Qur'an** chapter 17: 23.
- (ii) Tutors should devote time to teach Candidates about **Al-Hadanah** (rules regarding the custody of children upon divorce or death of husband or wife).
- (iii) Teachers should teach their students to understand the terms of the treaty of Al-Hudaybiyyah.

8. MUSIC 2

A. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiner noted that, candidates performed creditably on the:

- (i) Identification of Romantic composers
- (ii) Identification of musical instruments used in reggae and jazz
- (iii) Modulation to the dominant

B. SUMMARY OF CANDIDATES' WEAKNESSES

The weaknesses of candidates were observed in the following areas:

- (i) Music theory and rudiments
- (ii) Kpanlogo ensemble
- (iii) Writing of cadences at phrase ends
- (iv) Western Musical forms and terms

C. SUGGESTED REMEDIES

Teachers must help candidates to study:

- (i) Music theory and rudiments
- (ii) Kpanlogo ensemble
- (iii) Writing of cadences at phrase ends
- (iv) Western Musical forms and terms

9 **MUSIC 3A**

A. SUMMARY OF CANDIDATES' STRENGTHS

Most of the candidates had understanding on the following areas:

- (i) Rhythmic dictation and melody writing
- (ii) Two-part writing (Upper part)
- (ii) Identification of chords progressions and the appropriate inversions.

B. SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses include:

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

C. SUGGESTED REMEDIES

- (i) Candidates must be engaged to learn and understand terms associated with music cadences, musical types and modulations.
- (ii) Teachers must help candidates to learn how to arrange key signatures and time signatures appropriately in the staff.

10. **MUSIC 3B**

A. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Candidates rehearsed the technical exercise in the major key very well and presented it accordingly.
- (ii) Most candidates were confident and presented their pieces with seriousness.
- (iii) Fingering skills of candidates who used musical instruments were good.

B. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Candidates were unable to perform the sight-reading pieces very well.
- (ii) Candidates were unable to perform the technical exercise in the minor key well.
- (iii) Some candidates misinterpreted some of the note values and rhythms in the pieces.

C. SUGGESTED REMEDIES

- (i) Teachers must engage the candidates in writing and rehearsing simple sight-reading pieces.
- (ii) Candidates must learn the technical exercise in the minor key well.
- (iii) Teachers must help candidates to master the rudiments of note values and rhythms in musical pieces.
- (iv) Teachers must help candidates to develop self-confidence and prepare for performing at a gathering.

11. SOCIAL STUDIES

A. SUMMARY OF CANDIDATES' STRENGTHS

The following areas were identified as the strengths of candidates:

- (i) Explanation of the concept 'capabilities of individuals'.
- (ii) Socio-cultural practices that have outlived their usefulness and ways by which traditional music and dance promote national development.
- (iii) Reasons for which people marry and measures which couples can take to resolve their challenges.
- (iv) Explanation of the term 'peace building' and reasons for which ethnic conflicts should be discouraged.

B. SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates could not:

- (i) list the elements of social environment.
- (ii) describe ways by which the physical environment influences the activities of man
- (iii) discuss ways in which human resource can be effectively utilized in Ghana.
- (iv) discuss ways of preventing autocratic rule in Ghana.

C. SUGGESTED REMEDIES

Teachers need to discuss adequate topics in the syllabus with candidates so that they will be able to:

- (i) identify the elements of social environment.
- (ii) understand ways by which the physical environment influences the activities of man
- (iii) discover ways in which human resource can be effectively utilized in Ghana.
- (iii) discuss ways of preventing autocratic rule in Ghana.

CHRISTIAN RELIGIOUS STUDIES 2

GENERAL COMMENTS

1. STANDARD OF THE PAPER

The standard of the paper was normal within the limit of students. It was not above the students. The questions were at par with those of previous years.

1. PERFORMANCE OF CANDIDATES

The performance of candidates this year was average and not an improvement on last year's performance, however, a few candidates distinguished themselves by scoring high marks.

3. SUMMARY OF CANDIDATES' STRENGTHS

1. There was an improvement in candidates' knowledge on Peter's teaching on good citizenship.
2. Conditions under which prayers can be answered effectively as well as types of prayers offered by Christians were outlined well by majority of the candidates and as a result candidates scored high marks.
3. Most candidates did well in outlining the role Jezebel played in the death of Naboth.
4. The promises made to Joshua when he was appointed to lead the Israelites were well articulated by candidates.

4. SUMMARY OF CANDIDATES' WEAKNESSES

1. Most candidates scored low marks because they did not give detailed account of the contributions made by Cyrus to the return of the Jews in exile, instead they were discussing the political factors that characterized the reign of Cyrus.
2. Candidates were expected to write on the conflict between the Hellenists and the Hebrews on the neglect of the Hellenist widows in the daily distribution of goods (serving tables) and how the problem was solved by the appointment of the seven deacons. They rather wrote on James' teaching on impartiality and the resultant effect was that, they scored zero in some instances.
3. Some candidates spent a lot of time writing on why Joseph was hated by his brothers and some also wrote extensively on the dreams of the chief butler and chief baker which were not part of the scheme.

5. SUGGESTED REMEDIES

- (1) Teachers should make conscious effort to let students read the biblical text relating to the syllabus (RSV) and be equipped with knowledge on the subject matter so as to be able to give detail account of events.
- (1) Students should be taught how to structure their knowledge to provide precise and concise answers to questions. This is to avoid deviation.
- (2) Students should be encouraged to read the references from the RSV Bible to enable them write good essays and avoid unnecessary stories that may not be captured in the scheme.

6. DETAILED COMMENTS

SECTION A: THEMES FROM THE OLD TESTAMENT

- Q1. (a) Highlight the contributions of Cyrus to the return of the Jew.**
(b) State three measures a nation can take to prevent God's wrath.

Very few candidates answered this question. Most candidates scored low marks because they did not give detailed account of the contributions made by Cyrus to the return of the Jews in exile. They spent a lot of time discussing the political factors that characterized the reign of Cyrus. However, these points were some of the expected points from candidates;

- i. In 539 BC, Cyrus the king of Persia defeated Babylon and took control of the Babylonian empire.
- ii. Cyrus was inspired by God to pass a decree to return the Jews in Jerusalem to fulfill the prophecy of Jeremiah.
- iii. Cyrus declared that whoever is among you may his God be with him.
- iv. He further declared that the God of Israel is the God who is in Jerusalem.

Most of the candidates who answered this question got the three marks allotted to the (b) parts of the question. The points below were however expected from candidates.

- i. Avoiding shedding of innocent blood.
- ii. Confessing and repenting from sin
- ii. Avoidance of sexual immorality.

- Q2. (a) Narrate the circumstances that led Joseph's encounter with Pharaoh.**
(b) State three lessons which can be learnt by leaders from Joseph.

This question was very popular. However, some candidates spent a lot of time writing on why Joseph was hated by his brothers and in the process scored low marks. Some candidates also wrote extensively on the dreams of the chief butler and chief baker which were not part of the scheme. Majority of candidates scored high marks.

The (b) part was not dealt with well. Candidates failed to write that Joseph was/had;

- i a visionary
- ii administrative qualities
- iii a positive attitude towards misfortune
- iv using his talents for the benefit of other.

- Q3 (a) Outline the role played by Jezebel in the death of Naboth.**
(b) Give three reasons for which people are greedy.

This was the most popular question answered by candidates. Most candidates scored full marks in outlining the role Jezebel played in the death of Naboth. Some candidates however wasted a lot of time writing on the despotic nature of Jezebel which the marking scheme did not capture. The (b) part of the question was also well answered. However, these points should be noted as expected points;

- i unhealthy competition
- ii Societal/ family pressure.

- Q.4 (a) Highlight the promises God made to Joshua when he was appointed to lead the Israelites.**
(b) Explain three benefits of fulfilling one's promises.

Not many candidates answered this question. But those who did answered it well. The promises made to Joshua when he was appointed to lead the Israelites were well articulated by candidates. It should be noted that God promised Joshua that at Joshua's word, Israel shall go out and come out victorious.

The (b) part was also answered well. These points should however be noted as expected points;

- i. That fulfilling one's promises makes it possible for one to be given responsibilities.
- ii. It also encourages proper planning and promotion of development.

SECTION B: THEMES FROM THE SYNOPTIC GOSPELS AND THE ACTS OF THE APOSTLES

- Q5 (a) Recount the events that took place after Herod Agrippa I killed James.**
(b) State three factors that motivate Christians to pray.

This was a popular question answered by candidates in this section. Candidates were able to handle the (a) part of the question very well but surprisingly the (b) part was not answered well. The following points should be stressed when stating the factors that motivate Christians to pray;

- i When one is embarking on a journey.
- ii. When one is undertaking a project.
- iii. When it is a command from God.
- iv. That God is capable of changing one's situation through prayers.
- v. When one wants to make a difficult decision.

- Q6 (a) How was the problem of discrimination solved in the early church by the Apostles**
(b) State three effects of discrimination in society.

Not many candidates answered this question. A lot of the candidates who answered this question deviated. Most of them wrote on James' teaching on impartiality

and the resultant effect was that they scored zero in some instances. Candidates were expected to write on the conflict between the Hellenists and the Hebrews on the neglect of the Hellenist widows in the daily distribution of goods (serving tables) and how the problem was solved by the Apostles by the appointment of the seven deacons. The 'b' part of the question was also poorly answered. The following effects of discrimination in the society should be noted as expected points;

- i. It greatly affects team morale and can lead to apathy at work place.
- ii. It reduces people's trust and confidence in leadership.
- iii. Employees who are discriminated against may feel unappreciated by their employers.
- iv. It stifles initiative/innovation.

- Q7. (a) Narrate how Saul escaped the attempt on his life at Damascus.**
(b) Identify three reasons for which people wish evil for others.

This was a popular question but was not answered well. Candidates spent a lot of time writing on the conversion of Saul and in the process scored very low marks. Thus, the introductory part which should have started with Saul remaining with the disciples at Damascus for several days after his conversion was missed by many candidates. Though the question asked candidates to narrate how Saul escaped the attempt on his life at Damascus after his conversion, candidates rather wrote on how he was converted to Christianity. The poor performance of the candidates in answering the (a) part of the question was rather compensated for by candidates getting all the marks allotted to the (b) part.

Candidates should however note down the following reasons for which people wish evil for others;

- i. To win the favour of others.
- ii. Religious/Political difference.
- iii. Ethnic conflict/differences.
- iv. Intolerance/Ignorance/Impatience
- iv. Egocentrism.

SECTION C: THEMES FROM SELECTED EPISTLES

- Q8. (a) According to Peter, what are the necessary requirements a citizen should have to make him/her responsible?**

- (b) In what three ways can a good citizen help to develop his/her nation?**

Many candidates did not opt to answer this question. While there is improvement in candidates' knowledge on Peter's teaching on good citizenship, others sermonized on civic responsibilities of the citizens in the state without linking it to Peter's teaching. The following passages should be studied by candidates to improve their knowledge on Peter's teaching on responsible citizenship. (1Peter 2:13-17).

The (b) part was however well answered by the candidates, that is, ways citizens can contribute to national development. The following points should also be noted as expected responses;

- i. Good work ethics.
- ii. Being good ambassadors of your country.
- iii. Hard work.

iv Investing in the economy.

Q9. (a) Discuss the necessary conditions under which a Christian's prayer can be answered.

(b) State three types of Christians prayers. (3 marks)

This was a popular question which was well answered by candidates and most scored high marks.

The following types of prayer Christians offer should be noted:

- i. Prayer of dedication.
- ii. Liturgical prayer.
- iii. Meditation / contemplation pray



ECONOMICS 2

1. GENERAL COMMENTS

The standard of this year's paper is comparable to that of the previous years. The questions were within the required framework of the syllabus.

2. PERFORMANCE OF CANDIDATES

This year, the performance of candidates has fallen below expectation.

3. SUMMARY OF CANDIDATES' STRENGTHS

- (a) Most candidates were able to quote correct formulae in the data-response questions for question 2 i.e per capita income = $\text{NNPfc}/\text{population}$, etc.
- (b) There has been some improvement in candidates' expressions.
- (c) Most candidates were able to explain correctly maximum and minimum price controls.
- (d) Most candidates labelled their diagrams correctly.

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (a) Some candidates answered all eight questions which is highly unacceptable.
- (b) Some candidates misspelt words eg. depression instead of depreciation.
- (c) Some candidates explained their points in just one sentence, causing them to lose marks.
- (d) Some candidates wrote down all points to a question in one long sentence.
- (e) Some candidates confused terms like balance of trade with balance of payments.

5. SUGGESTED REMEDIES

- (a) Candidates should adhere to the rubrics of the paper.
- (b) Candidates should read widely and enhance their vocabulary with the right spellings.
- (c) Candidates are to explain any points they state thoroughly and add examples where necessary.
- (d) Candidates are to note that points should be separated and each one expatiated.
- (e) Candidates should have an in-depth knowledge of the subject matter to avoid confusing concepts and losing marks.

6. DETAILED COMMENTS

Q1. Figure 1 below shows the imposition of a tax on sellers of a product. Study it and answer the questions that follow.

- (a) What is the:
 - (i) price of the product before tax;
 - (ii) quantity supplied before tax;

(ii)

- (iii) price after tax;
 - (iv) amount of tax per unit of the product?
- (b) What is the:
- (i) quantity supplied after tax;
 - (ii) quantity demanded after tax;
 - (iii) price paid by buyers after tax;
 - (iv) amount retained by the sellers per unit;
 - (v) the tax paid by the buyers per unit;
 - (vi) the tax paid by the sellers per unit?

This was a data-response question based on the supply and demand functions of a product after a tax had been imposed.

Candidates were to identify price of the product before tax and after tax, tax per unit quantity demanded and supplied after tax, amount retained by seller after tax and the quantum of tax paid by the buyer and seller.

It was not a popular question and candidates who answered it performed averagely. Candidates are to note that the intersection of SoSo and DD is the **initial** equilibrium while the intersection of S_1S_1 and DD is the **final** equilibrium point. The vertical distance between SoSo and S_1S_1 is the tax element. The upper part of the triangle represents tax to be paid by the buyer while the lower part represents the tax borne by the seller.

From the diagram, candidates are to note the following:

For the (a) part, price before tax is \$50, quantity supplied before tax is 100 bags, price after tax is \$55 and amount of tax per unit of the product is \$20.

With the (b) part, both quantity supplied and demanded after tax are the same ie 80 bags, the price paid by buyers after the tax is \$55. Also amount retained by sellers per unit is \$35.

Finally, tax paid by buyers per unit is \$5, while the quantum of tax paid by sellers per unit is \$15.

Q2. Table 2 below represents the national income statistics of a country in 2010. Use the data to answer the questions that follow.

Table 2

Item	Amount
Personal Consumption	\$1250 million
Gross Investment	\$764 million
Government Purchases	\$952 million
Exports	\$380 million
Imports	\$456 million
Net factor income from abroad	\$-72 million
Indirect Taxes	\$300 million

Subsidies	\$200 million
Depreciation	\$118 million

This was a question on national income accounting where candidates were to calculate Net investment, GDP, GNP, NNPmp, NNPfc and per capita income. They were also to state two methods by which the national income of a country can be computed. It was the most popular of the two data-response questions and performance in it was satisfactory.

To compute the items, candidates are to note the following:

- (i) Net investment = Gross Investment - Depreciation = \$646m
- (ii) $GDP = C + I + G + (X - M) = \$2890m$
- (iii) $GNP = GDP + \text{Net factor income from abroad} = \$2818m$
- (iv) $NNPmp = GNP - \text{Depreciation} = \$2700m$
- (v) $NNPfc = NNPmp + \text{Subsidies} - \text{Indirect taxes} = \$2600m$
- (vi) Per capita income = $NNPfc / \text{Population} = \1300

With the (c) part, candidates should note that national income can be computed through the output, expenditure or the income methods.

It was obvious that if candidates pick wrong values, it would run through the calculations, affecting all answers. Some candidates had the correct formulae, but had problems picking accurate figures from the table. Others also picked the actual figures, but computed wrongly.

SECTION B

Answer three questions only from this section.

- Q3.**
- (a) **Distinguish between labour and labour force.**
 - (b) **Describe the relationship between Inflation and Unemployment.**
 - (c) **Explain the following types of unemployment;**
 - (i) **structural unemployment;**
 - (ii) **frictional unemployment;**
 - (iii) **cyclical unemployment.**

This was a question on labour and labour force, describing the relationship between inflation and unemployment and explaining various types of unemployment. It was very popular among candidates and performance was above average.

The distinction between labour and labour force was correctly made by candidates. Labour force includes those actively seeking jobs at the existing wage rate, not only the working population.

With the (b) part, candidates just explained inflation and unemployment separately without showing how they are linked.

Candidates are to note that the two are **inversely** related. During inflation, prices of factors of production increase, leading to a fall in investment. This will reduce employment or increase unemployment.

With the (c) part, the types of unemployment were well-explained by candidates, citing relevant examples.

- Q4. (a) Describe any two features of exceptional demand curves. Use of diagrams is necessary.**
- (b) Explain any three types of exceptional demand using relevant diagrams.**

This was a question on features of exceptional demand curves, and their explanation using appropriate diagrams. It was not popular among candidates and performance in it was below average. Candidates confused the features with elasticities and so scored low marks here.

With the (b) part, candidates were to write on articles of ostentation, the demand for rare commodities, a vertical demand curve and a horizontal demand curve. Candidates should note that all diagrams require explanation as demanded by the question.

- Q5. (a) Differentiate between maximum price control and minimum price control.**
- (b) Explain the following terms:**
- (i) bargaining;**
 - (ii) auctioning**
 - (iii) rationing**

This was a question on maximum and minimum price controls in the (a) part, explaining various forms of determining prices in the (b) part and show how the imposition of a minimum wage will affect the labour market in the (c) part. This was very popular among candidates and performance in it was very encouraging.

With the (a) part, candidates were able to state that maximum price is fixed **below** the equilibrium and it is **illegal** to sell the commodity above this price. Minimum price is fixed above the equilibrium and it is **illegal** to sell **below** this price.

With the (b) part, some candidates wrote the following:

Bargaining is the interaction between buyers and sellers.

Auctioning is where goods are auctioned to people.

Rationing is where buyers are more than the commodity to be sold.

Candidates are to note the following:

Bargaining is the process where buyers and sellers agree on a price reasonable to them.

Auction is pricing of a good through bidding where the highest bidder gets the good.

Rationing is when goods are in short supply so consumers are given limited quantities.

With the (c) part, some correctly drew the diagrams, but did not make reference to them in their explanations. This is a major weakness.

Candidates are to note that when a minimum wage is fixed above the equilibrium wage, demand for labour reduces while supply of labour increases. This will lead to excess supply over demand, creating surplus in the labour market. This excess labour will compete for available jobs, offering themselves for work at wages lower than the minimum wage.

- Q6. (a) Define money market**
(b) Explain any *three* functions of the money market
(c) Identify any *three* functions of Insurance Companies

Candidates were to define money market, explain functions of this market and state functions of insurance companies as well. It was not popular among candidates and performance in it was not encouraging.

Candidates wrote some of the following: Money market deals with institutions that give out loans to customers.

Money market deals with transactions in notes and coins and exchange of money. These definitions are wrong. Money market is a market for short-term lending and borrowing of funds.

On functions of money market, some candidates wrote on functions of money and features of money. Candidates are to note that functions of the money market are the ability to help investors save and earn interest, make funds available to investors, enables commercial banks borrow from it, allows control of money supply by the Central Bank among other points.

With the (c) part, candidates were to state the functions of insurance companies. Some listed the points but could not explain. Others just ignored this part of the question. Candidates are to note that insurance companies encourage international trade, provide funds to investors, compensate for disability and enable insured members spread

risk among other factors.

- Q7. (a) Define Fiscal Policy.**
(b) Using a specific example, explain the following terms
(i) capital expenditure;
(ii) recurrent expenditure;
(c) Describe any *four* objectives of Fiscal Policy

This required candidates to define fiscal policy, explain capital and recurrent expenditure and describe objectives of fiscal policy. This was a popular question, but performance in it was below expectation.

The candidates defined fiscal policy as the use of government expenditure and taxation to influence a country's economic activities in a desired direction which is correct.

With the (b) part, some candidates wrote that capital expenditure is the acquisition of capital goods and recurrent expenditure is expenditure that increases regularly. These are wrong.

Capital expenditure are expenditure on the provision of durable capital goods that is made only once e.g. construction of a stadium.

Recurrent expenditures is on provision of services and purchase of goods which are done on a regular basis e.g. purchase of fuel.

With the (c) part, some ignored it altogether. Others listed the points without any explanations. Candidates are to note that fiscal policy is aimed at eliminating a balance of payments disequilibrium, reducing unemployment, eliminating inflation, ensuring income equality among others.

- Q8. (a) Define Balance of Payments Deficit.**
(b) Differentiate between Balance of trade and Balance of payments.
(c) Outline *four* ways by which a country can finance her Balance of Payments deficit

This was a question on definition of balance of payments deficit, differentiating between balance of trade and balance of payments and outlining ways in which a country can finance a balance of payments deficit. This was a very popular question, but performance in it was not encouraging. Some candidates confused balance of payments deficit with budget deficit.

Candidates are to note that balance of payments deals with a country's total receipts as against her total payments with the rest of the world. A deficit occurs when the payments are more than the receipts.

With the (b) part, candidates got one definition correct while the other was wrong. They are to note the following:

Balance of trade is the difference between a country's **visible** imports and **visible**

exports in a year.

Balance of payments is a country's financial statement showing all her payments and receipts to and from other countries, annually.

With the (c) part, candidates wrote on **correcting** a balance of payments deficit which is a **long-term** measure.

Candidates are to note that to finance a balance of payments deficit (a short-term measure) a country can raise loans from other countries, run down her foreign resources, sell off her gold reserves and look for grants to offset the deficit among other points.



GEOGRAPHY 2

GENERAL COMMENTS

1 STANDARD OF THE PAPER

The standard of the paper compares favourably with that of the previous years.

2. CANDIDATES' PERFORMANCE

The general performance of candidates was better as compared to the previous year.

3. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some candidates presented good map outlines and correctly located the landmarks required of them.
- (2) Majority of the candidates were able to outline the factors which are responsible for high population density in a country.
- (3) Most candidates were able to outline the contributions of the forest vegetation to the economy of Africa.

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) A number of candidates could not explain the ways in which urban settlements depend on rural settlements.
- (2) Majority of the candidates could not highlight the problems created by the tourism industry in developing countries.
- (3) Although good map outlines were drawn by candidates, a number of them did not provide the key for the maps which makes it difficult to interpret and score

5. SUGGESTED REMEDIES

- (1) Teachers should highlight during instructional sessions the interdependence between urban and rural settlements to enable students explain how urban settlements depend on rural settlements.
- (2) With appropriate examples, teachers should explain to candidates the problems created by the tourism industry in developing countries.
- (3) Candidates should to provide keys when outline maps are drawn for easy interpretation of features indicated on the map.

DETAILED COMMENTS

Question 1

The table X below contains information on population of four districts of country Z in the year 2016.

Use the information to answer the questions which follow.

Table X

<i>District</i>	<i>Population(inmillions)</i>	<i>Land Area (km²)</i>
A	5.5	60,000
B	8.0	105,000
C	6.7	125,000
D	4.8	88,000

(a) Calculate the:

- (i) total population of country Z;
- (ii) total land area of country Z;
- (iii) population density of country Z.

(b) State four factors which are responsible for high population density of countries.

(c) Explain three advantages associated with countries of high population densities.

This question was very popular. Candidates' responses were accurate. The (a) part was particularly well answered. Candidates understood the concepts "total population, total land area and population density."

Candidates were able to manipulate the given figures to answer the questions given above.

The (b) and (c) parts were answered satisfactorily by candidates as candidates' responses were well expounded with appropriate examples.

Some of the remarkable answers expected from candidates include:

(a) (i) **Total population of Country Z (in millions)**

$$= 5.5 + 8.0 + 6.7 + 4.8$$

$$= 25 \text{ million}$$

(ii) **Total land area of Country Z (in km²)**

$$= 60,000 + 105,000 + 125,000 + 88,000$$

$$= 378,000 \text{ km}^2$$

(iii) **Population density of country Z**

$$= \frac{\text{Total population}}{\text{Land area}}$$

$$= \frac{25,000,000}{378,000}$$

$$= 66.1$$

$$= 66.1 = 66 \text{ persons per km}^2$$

(b) **Factors which are responsible for high population density in a country**

- favourable climate
- presence of fertile soil

- flourishing commercial activities/market
- good transportation network
- industrial concentration
- favourable government policies
- availability of social amenities

(c) **Advantages associated with countries with high population density**

- large labour force
- large market/demand
- quick dissemination of information
- population for defence
- respect in the committee of nations
- export of manpower
- full utilization of resources
- increase tax

Question 2

(a)(i) **Define settlement.**

(ii) **Name two types of urban settlement classified according to population size.**

(b) **In what five ways are urban settlements dependent on rural settlements?**

(c) **Outline three functions of urban settlements.**

This was another popular question that was well executed by candidates. In the (a) part, most of the candidates gave good definition of settlement with just a few omitting the word “a group of buildings” which should have been added to the definition. Likewise, candidates were able to identify the classes of urban settlement according to population size.

The (b) part expected candidates to come out in ways by which urban settlements depend on rural settlements and this question was not well responded to by many candidates who attempted it.

The (c) part of the question expected candidates to outline functions of urban settlements. Most candidates understood the question and provided very appropriate responses to score full marks.

The following are some answers expected:

(a) (i) **Definition of settlement**

- a building or group of buildings with people living in them.

(ii) **Classes of urban settlement**

- town
- city
- conurbation
- megalopolis
- metropolis
- millionaire city

(b) **Ways in which urban settlements depend on rural settlements**

- provision of food
- unskilled labour supply

- provision of medical herbs
 - provision of industrial raw materials
 - markets for manufactured goods
 - accommodation for urban workers
 - provision of local craft, artifacts
 - provision of tourist centres/ attractions
 - fuel wood and charcoal for urban workers
 - custodian for culture and tradition
- (c) **Functions of urban settlement**
- industrial
 - commercial/market
 - educational
 - port settlement
 - religious
 - administrative
 - mining
 - residential/satellite towns
 - recreational/tourism

Question 3

- (a) **What is *tourism*?**
- (b) **Outline five factors that favour the development of tourism.**
- (c) **Highlight four problems created by the tourism industry in developing countries.**

This question was attempted by many candidates. However, scores were very low.

Many candidates could not provide a good meaning of tourism for the (a) part.

The information given below was expected from candidates as the meaning of tourism:

- travelling of persons from their communities for pleasure and for personal reasons for a period not less than 24 hours and not more than one year

In the (b) part, candidates demonstrated a clear understanding of the question and provided relevant responses.

The following were the responses:

Factors that favour the development of tourism

- beautiful scenery
- favourable accommodating climate
- accessibility
- cultural attractions (festivals, sporting activities)
- site for historic events
- mass media/effective publicity/awareness
- good accommodation facilities
- park and game reserves
- political stability/good governance

Touching on the (c) part, some candidates deviated. Instead of providing answers for “problems created by the tourism industry”, they rather provided responses for “problems facing the tourism industry”. Scores were therefore very low.

Candidates could have provided some of the following points:

Problems created by the tourism industry in developing countries

- cultural adulteration/acculturation
- spread of disease
- increased social vices
- environmental pollution
- pressure on available resources
- high cost of products and services
- increase in government expenditure
- damage to historical sites
- change in traditional values e.g. abandoning school and farm work

Question 4

(a) Draw an outline map of Ghana.

On the map locate and name:

- (i) Bui dam;**
- (ii) Volta lake;**
- (iii) Kpong.**

(b) Highlight three factors that impede the development of solar energy in Ghana.

(c) Explain four problems created by the construction of the Akosombo Dam in Ghana.

This question was not popular and was attempted by few candidates.

The (a) part was poorly answered. Most candidates could not give the correct location of the Bui dam, Volta Lake and Kpong.

Responses given by most candidates on the (b) part were poor. They could not identify and explain factors that impede the development of solar energy in Ghana.

Candidates had no idea about solar energy as a resource.

Candidates could have considered some of the following summarized points:

Factors that impede development of solar energy in Ghana

- high cost of spare parts
- inadequate technical know how
- difficulty in acquiring land for solar power
- unreliability of solar radiation
- fear of toxic chemicals in cells manufacture
- poor maintenance culture
- lack of power
- government policy
- competition with other sources of power
- inadequate awareness

The (c) part of the question was well answered. Candidates exhibited a clear understanding of the demands of the question and were able to explain the problems created by the construction of the Akosombo dam.

The following responses were expected from candidates:

Problems created by the construction of the Akosombo dam in Ghana

- loss of cultivable land
- loss of pasturable land
- displacement of people
- silting
- flooding
- destruction of traditional occupation
- increased evaporation during the dry season
- spread of water borne diseases
- disruption of river transportation
- deforestation
- growth of aquatic weeds
- displacement of wildlife

Question 5

(a) **Draw an outline map of Ghana.**

On the map locate and name:

- (i) **Latitudes 6° N and 10° N;**
- (ii) **Longitudes 1° E and 3° W;**
- (iii) **Half Assini.**

(b) **Describe Ghana under the following headings:**

- (i) **size;**
- (ii) **location;**
- (iv) **position.**

This question was very unpopular. The few candidates who attempted it scored very low marks. For the (a) part, candidates could not locate on the sketched map latitudes 6° N and 10° N, longitude 1° E and 3° W and Half Assini.

The (b) part was equally answered unsatisfactorily. Almost all the candidates who attempted it exhibited difficulty in giving the full description of the size, location and position of Ghana. Valid responses expected from candidates include the following:

(b) **Description of Ghana under the following headings**

(i) **Size**

- has total area of 238,535km²
- stretches 672 km from north to south
- stretches 536 km east to west
- population is approximately 30.8 million
- fourth largest country in West Africa in terms of landmass

(ii) **Location:**

- in West Africa, a few degrees north of the equator
- northerly latitudinal limit is 11.30°N
- southerly latitudinal limit is 4.30°N
- westernmost longitudinal limit is 3.15°W
- easternmost longitudinal limit is 1.15°E
- north to south distance is approximately 672 km
- east to west distance is approximately 536 km
- coastline is 550 km
- longitude 0° (Greenwich meridian) passes through the country at Tema

(iii) **Position**

- bounded in the north by Burkina Faso
- bounded in the west by Cote D'Ivoire
- bounded in the east by Togo
- bounded in the south by the Atlantic Ocean/ Gulf of Guinea.
- the southernmost part is Cape Three Points

Question 6

- (a)(i) **List four industrial towns in Ghana.**
(ii) **Indicate one type of industrial activity in each of the towns listed in 6. (a)(i).**
- (b) **Outline three contributions of industries to the economic development of Ghana.**
- (c) **Identify three problems which are limiting industrial development in Ghana.**

This was a very popular question answered by many candidates satisfactorily. Marks scored were very high.

The (a) (i) and (ii) parts satisfactorily answered
Likewise, the (b) and (c) parts were also answered well by most candidates.

The following are responses expected:

(a)(i) **Industrial towns**

- Accra
- Tema
- Takoradi
- Kumasi

- Bonwire
- Sekondi
- Akosombo
- Juapong
- Sunyani
- Tamale
- Bolgatanga
- etc

(ii) **Type of industrial activity**

- textile - Akosombo and Juapong
- brewery/ distillery - Accra, Kumasi
- plywood and veneer - Samreboi , Takoradi, Sekondi, Nkawkaw, Mim,
- Leather goods - Bolgatanga, Bawku, Tamale, Kumasi, Accra
- kente weaving - Bonwire
- glass- Aboso
- pharmaceuticals (drugs, paints and chemicals) - Accra
- car assembly - Kumasi, Takoradi, Tema, Accra
- metallurgical- Tema
- cement - Takoradi, Aflao, Accra
- oil refinery - Tema
- rubber e.g. Interplast - Accra etc.

(b) **Contributions of industries to the economic development of Ghana**

- employment opportunities
- infrastructural development
- diversification of the economy
- stimulation of other sectors
- manpower development
- funding of education and research
- encourages international trade
- foreign exchange earnings
- foreign exchange conservation

(c) **Problems limiting industrial development in Ghana**

- inadequate supply of raw materials

- insufficient capital/difficulty in sourcing funds
- inadequate skilled labour/manpower
- inadequate power supply
- poor management
- political instability/poor governance
- shortage of entrepreneurs
- competition from foreign goods
- low purchasing power
- taste for foreign goods

Question 7

- (a) **Explain five problems that affect gold mining in South Africa.**
- (b) **In what five ways is gold mining beneficial in South Africa.**

This was the most popular question. Candidates displayed in-depth knowledge in the manner in which they presented their responses. Marks scored were therefore high.

Both the (a) and (b) parts were well executed citing cogent examples.

Some of the following answers were expected from candidates:

(a) **Problems that affect gold mining in South Africa**

- poor management
- flooding
- labour unrest
- poor ventilation
- difficult terrain
- fluctuation in world market price
- collapse of mines/mining hazards
- environmental pollution
- land degradation
- inadequate trained personnel

(b) **Ways in which gold mining is beneficial in South Africa**

- employment generation
- revenue generation
- earning of foreign exchange

- income to worker
- acquisition of skills
- improved standard of living
- development of towns
- infrastructural development
- raw materials to industries
- development of ancillary industries
- attraction of foreign investment

Question 8

- (a) **Draw an outline map of Africa.**
On the map, locate and name:
- (i) **the Canary ocean current, showing its direction of flow with an arrow;**
 - (ii) **the Mozambique ocean current, showing its direction of flow with an arrow;**
 - (iii) **the Tropical Continental Climatic belt.**
- (b) **Outline four characteristics of the Tropical Continental climate.**
- (c) **Explain two effects of the Mozambique ocean current on the climate of the adjacent coastland.**

This question was not popular. Some candidates could not draw the outline map of Africa correctly. The few candidates who attempted it performed poorly.

In the (a) part, candidates could not locate correctly the Canary current, Mozambique current as well as Tropical Continental Climatic belt.

The (b) part was also poorly answered by candidates. Candidates failed to give the characteristics of the Tropical Continental climate. Most candidates deviated and rather gave a description of the vegetation of the belt.

For the (c) part a number of candidates gave answers that did not relate to the questions. It was therefore not surprising that most candidates who attempted this question scored very low marks.

This poor performance may be attributed to either the students were not taught the characteristics of the climate and the effect of ocean current on the adjacent coast or they simply did not understand the demands of the question.

Some of the following were expected as responses:

(b) Characteristics of the Tropical Continental Climate

- it is located between latitudes 5⁰ and 20⁰ north and south of the equator (Sudan Climate)
- annual rainfall ranges from 1500mm at the equatorial border
- less than 250mm at the edge of the desert
- rainfall decreases northwards
- rainfall occurs in summer

- shorter rainy season of about 3 months duration in areas near the Sahara
- longer rainy season more than 3 months duration at equatorial edge
- single peak/maxima rainfall
- high temperature all year round
- rainfall is mostly convectional
- extreme temperature about 21⁰C - 33⁰C
- temperature range is about 9⁰C to 10⁰C
- relative humidity is between 20% to 40% during the dry season
- prevailing winds are north east trade winds and south west monsoon winds
- winds are onshore in wet season
- relative humidity is between 60% to 80% during the rainy season
- winds are offshore in the dry season

(c) **Effects of the Mozambique ocean current on the climate of the adjacent coastland**

- modifies climate of the coast/adjacent land
- heavy rainfall
- raises the temperature of the coastland
- sustains high relative humidity
- clear visibility
- maintains high temperature all year round
- thick cloud cover
- favour the growth of plankton

Question 9

- (a) **Draw a sketch map of Africa.**
One the map, locate and name:
 (i) **one tropical rain forest belt;**
 (ii) **one montane vegetation area;**
 (iii) **one desert vegetation belt.**
- (b) **Outline three characteristics of desert vegetation in Africa.**
- (c) **Explain three contributions of forest vegetation to the economy of Africa.**

This is one of the questions that was not popular with candidates. Most of the candidates therefore, did not attempt the question. Those who attempted it performed poorly especially the (a) and (b) parts. On the (a) part, the map of Africa was poorly drawn by most of the candidates. Many candidates could not locate correctly the 'tropical rainforest belt, the montane vegetation area and the desert vegetation belt. The (b) part was equally not well answered. It could be attributed to either the candidates not being taught or did not understand the demand of the question. Thus, candidates could not outline the characteristics of the desert vegetation in Africa.

With the (c) part, candidates provided the right responses as demanded by the question.

The following responses were expected:

(b) Characteristics of the desert vegetation

- all the plants are xerophytes. i.e. drought resistant
- scrub vegetation
- sparse/scanty vegetation
- plants and grass in some river courses
- plants and grasses adapt to harsh climatic conditions
- date palms found around oases
- short and stunted trees in some areas
- plants develop long tap roots
- plants store water in their leaves and stems e.g. the cactus and baobab
- some plants have waxy, leathery, hairy or needle- shaped leaves to check evapo- transpiration
- grasses grow fast during the short rainy season
- some of the plants are halophytes. e.g salt loving
- seeds have thick and tough ski

(c) Contributions of forest vegetation to the economy of Africa

- source of fuel wood
- timber for construction
- habitat for animals/ wildlife
- food for animals
- source of food e.g fruits, seeds and nuts
- raw materials for industries
- source of materials for local craft
- herbs for medicine
- tourism sites
- acts as wind break to protect tree crops
- protects the soil from agents of erosion
- provides employment for lumbermen.

GEOGRAPHY 3

GENERAL COMMENTS

1 STANDARD OF THE PAPER

The standard of the paper compares favourably with that of the previous years.

2. CANDIDATES' PERFORMANCE

Compared with previous years, the general performance of candidates was better.

3. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Majority of the candidates able to define environmental balance and explain water cycle with the aid of a diagram.
- (2) Candidates were able to come out with examples of landforms associated with coastal erosion.
- (3) Most candidates were able to calculate the time, day and date based on the given longitudes in the question.
- (4) Majority of the candidates were able to outline the differences sedimentary and metamorphic rocks.

4. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most candidates could not draw and label well the diagram which was required in the description of the mode of formation of a laccolith.
- (2) Majority of the candidates were not able to draw the annotated cross profile along the line A - B.
- (3) Majority of the candidates could not explain how altitude, distance, slope and aspect affect the temperature of a place.

5. SUGGESTED REMEDIES

- (1) Teachers should give candidates more exercises on geomorphology topics to enable them practice the diagrams that are associated with the major landforms.

- (2) Teachers are encouraged to give students more exercises on annotated cross profile to enable them practice frequently.
- (3) Teachers should explain using appropriate examples the factors that affect the temperature of a place.

5. **DETAILED COMMENTS**

Question1

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

- (a) On the graph paper provided in your answer booklet, draw an annotated cross profile along the line marked A--- B using a vertical scale of 1 cm to 200 ft.**
- (b) In your answer booklet, describe four characteristics of the road network in the mapped area.**
- (c) With evidence from the map, give three reasons for which NEW WORO BON is a major settlement in the mapped area.**

This was a poorly attempted question. Majority of the candidates could not understand the demands of the question. Hence, their inability to draw the annotated cross profile along the line A to B. Only a few of the candidates' performance was commendable.

In the (a) part, candidates lost mark because most of them did not use the vertical scale provided. Candidates could not use the correct horizontal distance which led many getting both the starting height and the ending height of the annotated cross section wrong. Additionally, they could not properly plot the annotated features while others did not provide titles for the map cross section drawn. This cumulatively made them loose marks.

In the (b) part, candidates could not give the characteristics of the road network in the mapped area. Candidates were expected to tell us the of the types of roads in the mapped area, where they could be found and how they run. Some of the responses provided by candidates include: the hills had no roads on them; the first or Class 1 road runs from east to west. Meanwhile there is no Class 1 road on the map.

The following responses were expected from candidates:

- (i) class 2 roads dominate the mapped area.
- (ii) a class 2 road runs from the north central through NEW WORO BON to the eastern end of the map.
- (iii) other class 2 roads can be located in the south and central parts of the mapped area
- (iv) roads are motorable.
- (v) roads avoid steep slopes
- (vi) roads run through towns and villages
- (vii) class 3 roads are also found.

In the (c) part, instead of candidates coming out with reasons for which NEW WORO BON is a major settlement in the mapped area, they rather described the functions. Notable among them were "it has schools thus an educational centre".

The following answers were expected from candidates:

- (i) it is the biggest settlement by size in the area
- (ii) it has many more schools
- (iii) it has more road links
- (iv) it has the only police station in the area
- (v) it has a market

Question 2

The Table X below contains data on the distribution of Groundnut production in four regions of country M in 2013.

Use the data in table X to answer the questions that follow

Table X

Region	Number of Passengers
A	100,000
B	260,000
C	200,000
D	80,000

- (a) Using the map of country M provided and a scale of 1dot to represent 20,000 metric tonnes, produce dots to represent the data. [Detach the dot map you have produced and attached it to your answer booklet]
- (b) State *three* disadvantages of dot maps.

This was the most popular question attempted by most of the candidates who scored between 10 and the full 15 marks. They all nearly scored the full 12 marks for the (a) part but most candidates could not provide the appropriate responses for the (b) part.

The entire performance for the (a) part was good for commendation.

The candidates were expected to provide the following as responses for the (a) part:

Title: A dot map representing the distribution of Groundnut production in four regions of country M in 2013.

Calculation of dots

A = 100,000/20,000 = 5 dots

B = 260, 000/20,000 = 13 dots

C = 200, 000/ 20, 000 = 10 dots

D = 80,000/ 20,000 = 4 dots

In the (b) part, candidates attracted lower marks because answers provided were not expected responses.

Some answers expected from candidates include:

(b) **Disadvantages of dot maps**

- (i) Dots may be placed in an area representing other features. E.g. marshes, lakes, rivers and mountains.
- (ii) Dots may coalesce
- (iii) Difficult to find dot value to show high and low densities
- (iv) Evenly spread dot over various areas may not reflect true distribution
- (v) Difficult to represent fractional dots
- (vi) Difficult to calculate actual values of production from dot maps

Question 3

- (a) List *three* landforms associated with coastal erosion.
- (b) Explain the following processes of wave erosion:
- (i) hydraulic action;
 - (ii) corrasion.

This happens to be another popular question that yielded various results.

In the (a) part, majority of the candidates scored the full marks as they were able to list the landforms that are associated with coastal erosion.

Their area of weakness was in the (b) part. Instead of explaining the processes, they only defined how the "sheer force of the waves force and dislodge the debris". They should have gone further to explain cracks, develop, how air is trapped, expansion and compression which eventually lead to the breakdown of the coastal rocks into smaller fragments.

The candidates were expected to provide the following among others as responses:

(a) **Landforms associated with coastal erosion**

- (i) cliff
- (ii) hanging valley
- (iii) arch
- (iv) wave cut platform
- (v) geo/ gloop

(b) **Processes of wave erosion:**

(i) **Hydraulic action**

- Action of moving water
- Wearing down of coastal landform
- Takes place on coastal rocks and river beds
- Due to sheer force of moving water
- Coastal rocks develop cracks
- Waves throw water against the cracked rocks
- Air is trapped in the cracks
- Trapped air is compressed by the force of the wave
- On retreat of waves, the compressed air expands
- The expansion is with explosive violence
- The process repeats itself multiple times
- The crack widens and the rock break
- Plunge pool develop at the foot waterfalls

(ii) **Corrasion**

- Erosive action of running water
- Wearing down of coastal landform
- Common in upper and middle courses of river
- Running water carries load
- The load could boulders, pebbles and other rock fragments
- The rock materials act as scouring tools
- They are hauled against the coastal rocks
- The rock materials scratch the coastal rock and erode their surfaces
- The coastal rocks are then worn back to form other landform features
- The rate of erosion depends on the volume of the debris
- The rate of erosion also depends on the level of resistance of the coastal rocks.

Question 4

Explain how the following factors affect the temperature of a place:

- (a) **Altitude;**
- (b) **Distance from the sea**
- (c) **Slope and aspect.**

This question attracted a very large number of candidates but unfortunately the performance was below average.

In the (a) part, candidates could not tell us how altitude affect temperature. They could not explain decrease of 6.5°C per 1000 m of ascent as well as indicating that the earth is heated by radiation and the heat rise upward through conduction.

Some of the expected responses were:

How altitude affect the temperature of a place

- Higher altitudes are cooler than the surrounding lowlands
- Altitude is high above sea level
- Temperature decreases with height
- The rate of decrease is about 6.5°C per 1000 m of ascent
- Air is directly not heated by insolation
- The heating of the earth surface is by radiation
- Air is then heated through conduction
- Heated air particles rise and cooler air descends
- The base of the atmosphere is warmer than the top
- This effect is only true in the troposphere.

In the (b) part, candidates could not explain how distance from the sea affect the temperature of a place. Instead they described land and sea breeze and its effect and lost marks.

The following are some of the expected responses:

How distance from the sea affect temperature of a place

- The sea heats up more slowly than the land.
- The land requires one-third energy to heat a given volume of land than the equivalent volume of the sea.
- Solar insolation penetrates the sea more deeply than it penetrates the land.
- Heating power is less concentrated on the sea than on the land.
- The impact of the insolation is felt more on the land surface than the sea surface.
- The ocean cools down slowly than the land as it slowly loses heat by radiation.
- Temperature over the sea are cooler than over the land.
- The lands closer to the sea have lower temperatures than those far away from the sea
- Sea breeze reduces the temperature of the adjacent coast lands
- This results in temperature increasing as one moves inland from the coast

The (c) part was also poorly answered. Candidates who answered this part attempted to draw the effect of the sun on the temperate areas. For one reason or the other, they all wrote the term ‘temperature’ instead of ‘temperate’ thus changing the entire meaning of the sentence. This made them loose marks.

The following are responses expected:

(c) How slope and aspect affect temperature of a place

- Beyond the northern and the southern tropics, slopes do not receive the same amount of insolation from the sun

- The amount of insolation received depend on the elevation of the midday sun
- In the northern hemisphere, the south facing slopes face the sun
- As such the south facing slopes receive good amount of insolation
- On the contrary, the north facing slopes in the northern hemisphere do not
- Therefore, the south facing slopes are warmer
- In the southern hemisphere, the north facing slopes receive good amount of insolation
- These slopes become warmer than the south facing slopes of the sun
- Therefore, they also become warmer

Question 5

- (a) **What is a *Great Circle*?**
 (b) **Outline three characteristics of a *Great Circle*.**
 (c) **If the time at longitude 100° E was 5 a.m. Monday 11th April, 2011, what was the:**
 (i) **time at longitude 10° W;**
 (ii) **day at longitude 10° W;**
 (iii) **date at longitude 10° W?**

This question was also popular as all candidates who attempted it scored very appreciable marks of between 10 and the full 15 marks. The (a) part was well attempted by the majority of candidates and scored the maximum marks. However, a few could not explain what is meant by a *Great Circle*. A Great Circle is any imaginary line that divides the earth into two equal parts halves.

(b) The majority of candidates stated clearly the characteristics of a Great Circle with some offering more than the required

The expected answers are:

Characteristics of a Great Circle

- Numerous on the globe
- Runs either vertically or horizontally
- Could run in any direction
- They are the shortest distances between any two points on the earth's surface.
- Most Great Circles are equal in length
- The equator is the only latitude which is a great circle
- The equator is the shortest Great Circle

On the (c) part, candidates' presentation on the calculation of time, day and date were perfect with a few losing a mark for not stating $15^0 = 1$ hour.

The expected answer as candidates equally provided is given below

Calculation of time, day and date

- (i) - difference in longitude = $100^0 + 10^0 = 110^0$
 - 1 hour = 15^0
 - $110^0 = \frac{110^0}{15} \times 1 \text{ hour}$
 - $= 7\frac{1}{3} \text{ hours}$
 - $= 7 \text{ hours } 20 \text{ minutes}$

Time at longitude 10°W is 7 hours 20 minutes behind 5am = 9: 40 pm

- (ii) Day at longitude 10° W = Sunday
 (iii) Date at longitude 10° W = 10th April, 2011

Question 6

- (a) **List three types of sedimentary rocks classified according to their mode of formation.**
- (b) **Name the rocks that are formed when the following undergo metamorphism:**
- (i) **granite;**
 - (ii) **clay;**
 - (iii) **shale;**
 - (iv) **limestone.**
- (c) **Outline four differences between sedimentary and metamorphic rocks**

This happens to be another popular question with the majority answering it. An encouraging mark of between 12 and the full 15 marks were scored by the candidates.

In the (a) part, a few went to state the three types of rocks instead of types of sedimentary rocks classified according to their mode of formation.

The expected responses are:

Types of sedimentary rocks

- mechanically formed sedimentary rocks
- chemically formed sedimentary rocks
- organically formed sedimentary rocks

In the (b) part, some candidates lost a mark because they could not properly spell the word gneiss. Words such as “gness”, “gensis” and “neiss” popped up as a response.

The expected responses for the (b) part are:

Rocks formed after metamorphism:

- (i) Granite = gneiss
- (ii) Clay = slate
- (iii) Shale = schist
- (iv) Limestone = marble

In the (c) part, most of them scored the full 4 marks as they were able outline the differences between sedimentary and metamorphic rocks.

Some of the expected responses are:

Differences between sedimentary and metamorphic rocks

- Sedimentary rocks contain hydrocarbons whereas metamorphic rocks contain non-ferrous minerals.
- Some sedimentary rocks are jointed rocks whereas metamorphic rocks are not.
- Sedimentary rocks contain fossils whereas metamorphic rocks do not.
- Sedimentary rocks are non- crystalline but metamorphic rocks are not.
- Sedimentary rocks are more permeable while metamorphic rocks are more impervious
- Sedimentary rocks are less resistant while metamorphic rocks are generally very ha

Question 7

- (a) **List three landforms that are associated with extrusive volcanic action**
- (b) **With the aid of a diagram, describe the characteristics and mode of formation of a laccolith.**

This question was not well answered though very popular to the candidates.

For the (a) part, majority of the candidates were able to provide the right responses which includes basic lava cone, acid lava cone, lava plateau, lava plain, pillow lava, ash and cinder cone, volcanic plug, composite cone, crater lake, caldera lake, lava dammed lake, hot spring and parasitic cones.

In respect of the (b) part, candidates could not amplify very well the points raised. Also candidates were not able to draw and appropriately label the sketched diagrams as expected.

The following are some of the answers expected:

Characteristics and mode of formation of laccolith

Characteristics

- Found in areas of volcanic activities
- Mushroom shaped
- Usually has a flat base and a round top
- Form the base of many great mountains
- Lies concordant or horizontal to the bedding plane
- Form a mountain when exposed
- It is resistant to erosion

Mode of formation

- Formed in areas of volcanic actions
- Formed when pressure on molten magma under the earth is released in to the crust
- Viscous magma released from the interior of the earth
- Magma freed through earth movement
- If the lines of movement is obstructed by thick layer of rock strata, upward movement stops
- Rising magma may come across a hard layer of rock to arch upwards
- Causing the layer to form a great oval or semi-circular shape
- Magma then squeezes beneath the pushed up / semi-circular shaped rock
- This cools and solidifies to form a dome-like feature resembling a mushroom
- Denudation may expose it to form an upland.

Question 8

- (a) **Define *environmental balance*.**
- (b) **With the aid of a diagram, explain the water cycle.**
- (c) **In what *three* ways is water cycle beneficial to man?**

This question attracted the attention of many candidates. Scores ranging between 10 to 14 marks obtained by candidates.

In the (a) part, Candidates were able to define well the concept of environmental balance which is defined as "the stable state of matter and energy within an ecosystem.

With the (b) part, candidates lost marks as they could not draw and label properly the water cycle to enable them attract the full marks.

The following diagram and responses were expected from candidates:

Diagram of water cycle

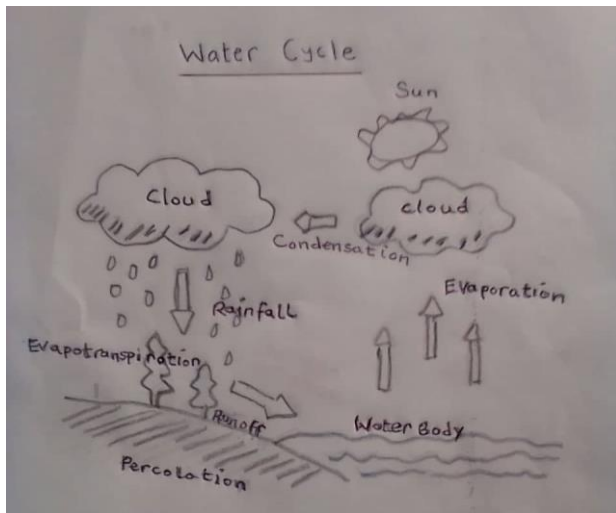


Diagram showing any three of the following well illustrated (precipitation, evaporation, evapotranspiration, percolation, evaporation, run off, underground water flow, clouds)

Explanation

- it is the natural exchange of water between water bodies, atmosphere, land and living things
- water evaporates when it warms up
- it evaporates from water bodies, land and forests
- atmosphere receives water through evaporation from land, rivers and oceans
- atmosphere also receives water through transpiration from plants
- atmospheric water vapour ascends, cools and condenses
- condensed water droplets coalesce to form clouds
- clouds release rainfall/ precipitation
- the rain water returns to water bodies through run off and underground water.
- water returns to the atmosphere again to complete the cycle

With the (c) part of question 8, the following were some of the answers expected from candidates:

Ways in which water cycle is beneficial to man

- all living organisms require water for life and hydration
- water is important for weathering of rocks to form soils for agriculture
- plants take nutrients in solution provided by soil water
- underground water serves as reservoir of water for man to harness through wells and bore holes
- water is necessary for photosynthesis through which plants produce for man's use
- underground water feeds springs and streams
- loss of water by transpiration aids cooling of plants
- rainfall provides water for domestic uses
- rainfall provides water for industrial uses

- water from rivers aid the generation of hydroelectric power.

In conclusion, candidates performance has improved compared with the previous year.



GOVERNMENT 2

1. GENERAL COMMENTS

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

The paper conformed to the requirements of the WASSCE syllabus and the questions were clear, unambiguous and specific in its demand. This time around the questions were directed to more of an application rather than mere knowledge or recall.

The performance of candidates dropped compared to the previous year.

2. SUMMARY OF CANDIDATES' STRENGTH

- (a) **Rubrics**: Most of the candidates adhered strictly to the rubrics of the paper by answering the required number of questions from the trio sections and the required number of points demanded by each question.
- (b) **Precision in Answers**: Very few candidates gave precise and straight - to - point answers to the questions rather than relying on 'warming up' with irrelevant materials not demanded by the questions.
- (c) **Presentation of Work**: There was orderly presentation and clarity of expressions in the work of candidates and good paragraphs for new points could be seen in candidates performance. This needs commendation.
- (d) **Improved Handwriting**: Legible and readable handwriting of candidates were commendable features of their answers especially the good ones.
- (e) **Better Understanding of the Questions**: Most candidates exhibited a high sense of better understanding and interpretation of the questions which made them to tackle the questions with ease.
- (f) **Good Expression**: Some candidates were able to express themselves very well using correct grammatical expressions and tenses. This showed that some candidates had a good command of the language.
- (g) **Correct Terminologies**: Some candidates were able to use the correct terminologies of the subject and were able to interpret them in the presentation of their essays.
- (h) **Spellings**: Spellings of complex and simple words were superb enabling the examiners to read their answers with fluency with better understanding.

3. A SUMMARY OF CANDIDATES' WEAKNESS

- (i) Most of the candidates had little or no knowledge at all about the topics on which questions were asked. They therefore wrote on irrelevant responses which either could not be readable or meaningful.
- (ii) The handwriting of many candidates were not legible and difficult to read.
- (iii) Many candidates had a lot of problems with spelling.
- (iv) Answers given by some candidates did not seem to follow any form of sequence of reasoning logically. Almost every answer to a question was full of irrelevant materials making answers shoddy and unrelated to the questions being answered.
- (v) Some candidates cancelled their work in an untidy manner. In some cases, it was done multiple times like the web of a spider. In some cases cancelling was more of painting.
- (vi) Some answers were too short to contain any relevant points to the question being answered.
- (vii) Some candidates copied down the questions before answering them wasting precious time. Others gave wrong numbering of the questions been answered.
- (viii) Some candidates continued to use symbols and abbreviations only understood by themselves. Example e' I.e, de, der4,c, etc.

4. SUGGESTED REMEDIES

- (1) To overcome language deficiency problem of candidates they should be encouraged to adopt the habit of reading relevant literature to improve their vocabulary.
- (2) Candidates should be advised to understand the questions, jot the points and be sure if those points are the answers before attempting them. The draft points should be neatly cancelled after expanding.
- (3) Teachers should explain in detail the terminologies of the subject for a better understanding to their students.
- (4) Teachers should give more assignments in essay form to sharpen their sense of expression and method of answering essay type of questions.
- (5) Spelling tests should be encouraged and organized in schools to increase the spelling skills of students.
- (6) The Government syllabus for should be covered by teachers before the WASSCE.

DETAILED COMMENTS

SECTION A ELEMENTS OF GOVERNMENT

Question 1. Highlight *five* features that make democracy the most popular system of government.

It was a popular question and a good number of the candidates who attempted showed in-depth knowledge of the subject matter and provided appropriate answers required of the question. The overall performance of candidates regarding the question was very good.

The following were some of the expected answers from candidates:

- A system of electing and replacing government
- Popular participation by citizens in government
- Fundamental human rights of all citizens
- Practice of Rule of Law
- Freedom of assembly/Association
- Freedom of speech, expression and choice
- Protection of minority rights
- Free, fair and periodic elections
- Free, fair and frequent elections
- Multi-party system

Question 2. Explain *five* factors that limit the powers of government

This question was about factors that limit the powers of government. It was not a popular question; the few candidates who answered were able to raise the appropriate points but had difficulty explaining them. Maximum marks will not be attained by mere listing of points. Again, the usual problem confronting candidates and their inability to answer questions satisfactorily resurfaced when the level of thinking regarding a question was hinged on application of knowledge. The overall performance of candidates was poor.

Among the answers expected from candidates include:

- Constitutional limitations
- Rule of law guides arbitrary rule
- To ensure effective checks and balances and separation of powers
- International convention and agreements
- Customs and traditions of the people
- Associational autonomy i.e., Trade unions, Civil Society Organisations, Faith Based Organisations etc.
- Regulatory enforcement mechanisms
- Consent of the governed/political sovereignty

Question 3. Outline *five* reasons for which the judiciary is kept independent of the control of the executive and legislature.

This question was popular, however, most of the candidates who attempted fared badly. Most of the candidates did not understand the demands of the question and therefore deviated in their responses. Most of them wrote on how to ensure the independence of the judiciary which the question did not ask for. Candidates were supposed to write on the benefits derived from safeguarding the independence of the judiciary. Since the question was specific in its demands and candidates veered off the mark, they were negatively affected hence the poor performance.

Some of the expected responses from candidates were:

- For the purpose of fair judgement
- Uphold the democratic principle of accountability
- Prevent arbitrary acts/rule
- Prevent autocracy/dictatorship
- Protection of individual rights/group rights

- For the maintenance of the Rule of Law
- For fair and just constitutional interpretation
- Ensures checks and balances in a constitutional government
- To ensure Free and fair elections

Question 4. Identify *five* factors that make public opinion an important aspect of the democratic process.

This was a popular question and the candidates who attempted performed extremely well. Most of the candidates were able to provide appropriate responses to the question asked and exhibited in-depth knowledge of the subject matter. The overall performance of candidates was very good.

The following were some of the answers expected from candidates:

- Serves as a guide to political parties in drawing their manifesto
- It gives direction to government actions
- Ensures accountability and transparency in government
- Device for effective control of the government
- Influences public policy
- Gives feedback to government in power
- It allows for citizens participation in government process
- It allows for freedom of expression

Question 5. Highlight *five* ways of effectively controlling the Local Government to live up to its mandate.

The question attracted many candidates. It had to do with how local government could be controlled effectively. Candidates could not perform creditably. Some candidates only listed the functions of local government while others were limited in scope by stating executive, legislative and judicial control as the only form of effectively checking local government. The question was not about the roles played by the local government but how effectively they could be controlled to live up to its mandate. Most of the candidates who attempted the question performed poorly.

The question was eliciting the following responses from candidates:

- Setting standards by the controlling government
- Sanctioning unsatisfactory performance
- Accountability mechanism i.e., local complaint unit
- Accountability mechanism i.e., local complaints unit
- Effective communication/debate on local needs and project
- Citizen's participation in local governance
- Effective coordination and supervision of local government projects by an oversight committee
- Legislative/parliamentary
- Periodic audit
- Public opinion

SECTION B

POLITICAL AND CONSTITUTIONAL DEVELOPMENTS AND INTERNATIONAL RELATIONS

Question 6. Explain *five* ways in which Post- World War II nationalism impacted on Ghana.

The question was very popular, however, candidates deviated. The question expected candidates to write on how the Second World War impacted on Ghana.

Most of the candidates who attempted deviated by writing on proto-nationalism and the activities of some nationalist leaders after World War II. Candidates were expected to perform better but failed woefully.

The scheme provided the following as appropriate answers to the question:

- i. Catalyst for Ghana's political independence
- ii. Formation of political parties
- iii. Promoted the struggle for independence by political parties
- iv. Development of national consciousness
- v. The rallying point of nationalist leaders who emerged on the scene
- vi. Emergence of militant trade unions/pressure groups
- vii. Strikes, boycotts and demonstrations were undertaken
- viii. Establishment of newspapers as a tool for propaganda by nationalist leaders
- ix. Town hall meetings/Rallies were organized to educate the people
- x. Active participation in constitutional and legislative conferences
- xi. Effective engagement of the youth in active politics
- xii. Establishment and expansion of educational institutions
- xiii. Development of infrastructure such as roads, rail etc.
- xiv. Facilitated the Africanisation of the civil service
- xv. It united the chiefs and educated elite in the struggle for independence
- xvi. Constant political education

Question 7. (a) State *three* functions of the president under the 1992 Fourth Republican Constitution.

(b) Highlight *three* limitations to the powers and functions of the president under the 1992 Fourth Republican Constitution.

This was a popular question. However, the performance was below average.

Candidates mistakenly stated the functions of the president as a

Commander-in-Chief of the army instead of Commander-in-Chief of the Armed Forces. They also stated as part of their major role, to declare war and

sign for peace among other answers given which were not accurate facts. The overall performance of candidates was poor.

Candidates were expected to address the (a) part of question by highlighting the following points as the scheme required:

- i. As a Commander-in-Chief of the Ghana Armed Forces, he declares war
- ii. Directs Ghana's foreign policy
- iii. Signs bills into laws

- iv. Delivers/renders account to the people on the state of the nation through parliament at the beginning of each parliamentary session/SONA
- v. Makes appointments to top public positions in the country
- vi. Exercises the power of prerogative of mercy
- vii. Formulates and implements government policies
- viii. Appoints ministers and their deputies
- ix. Chooses cabinet and presides over cabinet meetings
- x. Reshuffles/removes ministers from office
- xi. Preserves, protects and defends the constitution
- xii. Exercises executive authority/Head of State and Head of Government
- xiii. Declaration of state of emergency
- xiv. Preserves the safety of the homeland, Ghana/security of citizens in the state
- xv. Issues executive orders e.g. during crises
- xvi. Confers and bestows honours on deserving citizens/fount of honour

For the (b) part of the question the following responses were expected:

- i. Supremacy of the constitution
- ii. Enforcement of the constitution
- iii. The oath of office/Oath of allegiance
- iv. The protection of Fundamental Human Rights
- v. The principle of universal adult suffrage
- vi. Removal of the president/Impeachment
- vii. Rule of law
- viii. The direct principles of state policy
- ix. The principle that all powers of government

Question 8. Identify *five* ways in which democracy was stalled any time the military took over the administration of Ghana

It was a popular question but most of the candidates who attempted did not understand the word ‘**Stalled**’ - How democracy was stalled when the military took over the administration of Ghana. Stalled in the question simply mean impeded or stop making progress. While some candidates deviated completely by telling the history of military coups, some highlighted the role of the military and its leaders. Very few candidates gave splendid answers and had good marks as the scheme required of them. Candidates were expected to highlight points such as; press sponsorship; suspension of the constitution, rule by decrees and not degrees as written by some candidates; the rights of the individual was abused; lack of judicial independence, tendency to hang on to power, corruption extra judicial killings, persecution of critics of the regime etc. The overall performance of candidates was poor.

The following responses were could have satisfied the demands of the question:

- i. The constitution was suspended
- ii. Parliament was dissolved
- iii. Rule by decrees/edit
- iv. Freedom of the press was curtailed/restricted
- v. Fundamental human rights were disregarded/abused/infringed upon
- vi. Rule of Law was disregarded

- vii. Establishment of ‘Kangaroo courts’/tribunals
- viii. Citizens did not receive fair trial/justice by military tribunals
- ix. People lived in constant fear
- x. All democratic institutions were suppressed/dissolved
- xi. Culture of silence was instituted

Question 9. Identify *five* factors that drive the foreign policy of Ghana.

The question was on the factors that drive the foreign policy of Ghana.

Almost all the candidates who answered performed poorly. They did not understand the question. The word, ‘drive’ the foreign policy of Ghana simply mean objectives of Ghana’s foreign policy and not the determinants of the foreign policy of Ghana. Candidates were expected to raise and expand the following points as provided for in the scheme:

- i. Friendship and peace with all people of the world
 - ii. Promotion and protection of the interest of Ghana/national interest
 - iii. Establishment of a just and equitable international, economic, political and social order
 - iv. Promotion of respect for international law and treaty obligations
 - v. Economic development/economic diplomacy
 - vi. Eradication of racism and racial discrimination in the world/Africa
 - vii. Commitment to multilateral organisations and bilateral agreements
 - viii. Protection of the Sovereignty and Territorial integrity
 - ix. Friendly relations with neighbouring countries/Good neighbour lines
 - x. Promotion of the settlement of international disputes through peaceful means
 - xi. Adherence to the principles enshrined in the Charter and aims or ideals of the United Nations, the African Union, the ECOWAS, the Commonwealth and Non-Aligned Movement
 - xii. Promoting cooperation in human resource development
 - xiii. The quest for foreign investments and overseas markets
 - xiv. Promoting cooperation in scientific and technical research
 - xv. Non-interference in the domestic affairs of other states
- The overall performance of majority of candidates was poor.

Question 10. Explain *five* factors that hinder the Economic Community of West African States (ECOWAS) from achieving its aims and objectives.

This was quite a straight forward question which expected candidates to answer question on the factors that hinder ECOWAS from achieving its aims and objectives. Candidates produced relevant answers such as political instability, lack of common currency, poverty, border disputes, colonial ties, non-commitment to agreed protocols etc. The overall performance of candidates on this question was very good.

CONCLUSION

Teachers of the subject, should do well to give all topics in the syllabus equal attention as well as teach all topics with equal zeal and make the subject interesting to gain the attention and interest of the candidates.

In order to touch on all topics in the syllabus, teachers should adopt the method of project work in assigning class work to candidates thereby making them active participants in the search for

knowledge. Teachers should do well to whip up the interest of candidates in the section A part of Government paper 2 i.e., “ELEMENTS OF GOVERNMENT” as the performance of candidates keep falling.



HISTORY 2

1. GENERAL COMMENTS

- (i) The questions set this year, were within the scope of the syllabus, unambiguous and within the reach of the candidates in terms of the level of thinking.
- (ii) Performance of candidates was a mark improvement on the previous year, as they performed well on all the three critical grade points.

2. SUMMARY OF CANDIDATES' STRENGTH

- (i) **COHERENT ANSWERS**: An encouraging number of candidates wisely did some planning before writing their answer. Such planned answers flowed in logical and coherent order. Teachers should encourage this practice for it makes the reading, assessment and award of marks clear and fair. But candidates should cross out such plan/rough work because they do not intend them to be part of their final answers.
- (ii) **RELEVANCE**: An appreciable number of candidates did marvellously well by presenting their points with cogent and logical examples especially for questions 1, 4, 8 and 9 and obtaining high marks.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) **LEAVING BLANK LINES**: Still some and quite an appreciable number of candidates leave blank lines or spaces in presentation of their points instead of presenting each point in a paragraph.
- (ii) **ALL POINTS IN ONE PARAGRAPH**: Some also presented the points in one paragraph, thus making marking difficult since an examiner has to strain before awarding mark.
- (iii) **TENSES**: Surprisingly, quite a number of candidates presented their answers in present tense instead of past tense, thus losing marks.
- (iv) Section A of the history syllabus continue to remain a challenge to many history students. This is reflected in the weak manner candidates responded to questions posed in that section of the paper especially in questions 1, 2, and 3.

4. SUGGESTED REMEDIES

- (i) In future, candidates should be taught about tenses to be used in presenting their points, since most of the events from which questions set took place in the past.

- (ii) Candidates can overcome the use of wrong words by cultivating the habit of reading magazines and story books and relevant literature. They should get good dictionaries to aid them get the meanings and correct usage of the words. They may also keep an inventory of such words and refer to them often when in doubt.
- (iii) A careful and orderly arrangement of answers enhances accurate assessment. Candidates should therefore be advised to fully complete the answer to one question before they tackle the next. Where it becomes necessary to continue an answer to a question elsewhere, the examiner should be directed. Candidates are advised not to reserve pages or spaces for questions they are not ready to answer immediately.
- (iv) Teachers should come up with a teaching method that will make the teaching and learning of this subject interesting and meaningful to the candidates.

5. DETAILED COMMENTS

SECTION A: LANDMARKS OF AFRICAN HISTORY UP TO 1800

QUESTION 1

This question on Egypt was popular. Many of the candidates who attempted delivered well. However, a hand full of the candidates deviated from the task by writing everything on the the civilization of Egypt instead of outlining any five features of the religious system of Egypt. The question was specific in its demands and did expect candidates to write on the achievements of the Pharaohs and their contribution to world civilization. It must be stressed that a lot more of the candidates addressed the question aptly and scored high marks. The overall performance of candidates was good.

QUESTION 2

This question on the Berbers was not popular. This was evidenced in the kind of weak responses given by the candidates in addressing the question. Most of the candidates could not list the group of people Berbers came into contact with in the (a) part of the question neither could they aptly tackled the question on the impact of Roman conquest on the Berber civilization. The conclusion drawn from the poor performance of candidates on these questions is that, candidates do not do sufficient reading of the topics in the section 'A' part of the history syllabus.

QUESTION 3

Several candidates avoided this question on Axum. Candidates were to identify the social effect of the introduction of Christianity on the people. Those who attempted it dwelt more on the introduction of Christianity and partially explained the social effects. However, a few of the candidates performed excellently on the question. They ably expanded points such as; Christianity became recognized as a

State Religion; Christianity brought about peace in Axum; literature flourished etc. Aside the good performance put up by a few candidates regarding this question, the overall performance of candidates was poor..

QUESTION 4

This question was very popular and those who attempted it performed creditably with high scores. They ably identified and explained the ways the possession of iron improved the lives of people by way of employment, income, item of trade, as a currency, farming tools, war implements, household items and items for decoration among many others. The overall performance of candidates was very good.

QUESTION 5

Many candidates attempted this question. The 'a' part was rightly handled. The European countries involved in the scramble for and partition of Africa were correctly listed e.g France, Portugal, Italy, Britain, Spain, Germany and Belgium.

However, the 'b' part was poorly handled. The effects of the scramble for and partition of Africa were wrongly taken to be effects of colonization. Candidates should have explained how partition led to boundary disputes, loss of independence of traditional states, European interference in local affairs, division of ethnic groups and families as well as exploitation of natural resources.

The overall performance of candidates was average.

QUESTION 6:

Majority of candidates avoided this question. Those who attempted it were unable to impress with their answers. The 'a' part was done with errors in spellings. Some candidates simply wrote 'Assin' and did not specify whether Assin Apemanin or Assin Attandansu. Regarding the 'b' part, some candidates listed the points without expanding on it. They were able to identify trade rivalry, acquisition of guns and gunpowder, protection of wrongdoers by Europeans and personal desire of some leaders to expand their states and kingdoms. The overall performance of candidates was poor.

QUESTION 7

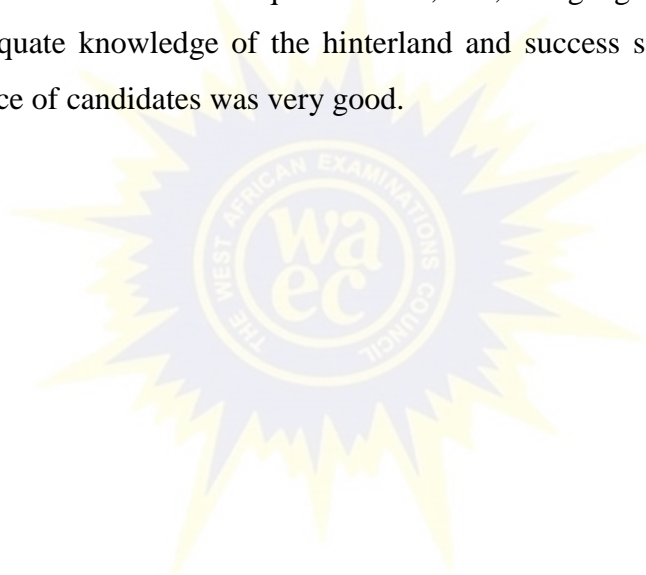
Few candidates attempted this question. They did not give many reasons that promoted nationalism in Ghana. They dwelt on unemployment, shortage of goods and high prices, problems of ex-servicemen and the 24thFebruary shooting incident which sparked the 1948 riots. Candidates fell short of mentioning discrimination against Africans in the political and economic structure of the country, role of the press, formation of political parties and lack of infrastructure. However, the overall performance of candidates was good.

QUESTION 8

This question was highly popular. Many of the candidates who attempted did extremely well. Candidates did well by highlighting on the major achievements of the Acheampong regime. Mention was made of the regimes flagship programmes such as Operation feed yourself and Industry, rice revolution, Irrigation of the Accra Plains, Kpong hydroelectric dam etc. The overall performance of candidates was good.

QUESTION 9

This question was very popular. The ‘a’ part was excellently done. However, some few candidates got the spelling of the names of the leaders of the UGCC wrong. The ‘b’ part was answered well. Reasons for the introduction of Indirect Rule were explained excellently by the candidates e.g insufficient British officers and inadequate funds, us, language barrier affecting effective communication, inadequate knowledge of the hinterland and success story of this policy elsewhere. The overall performance of candidates was very good.



ISLAMIC STUDIES 2

1. GENERAL COMMENTS

1. STANDARD OF THE PAPER

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

2. PERFORMANCE OF CANDIDATES

The performance of the candidates this year is lower than that of the previous year.

3. SUMMARY OF CANDIDATES' STRENGTH

- (v) Candidates were able to identify some terminologies in the field of Hadith and provided definitions for the terminologies.
- (vi) Many candidates did very well to outline the differences between Hadith and Sunnah
- (vii) Candidates showed mastery and understanding in writing about the Five Pillars of Islam

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (iv) Candidates were unable to highlight the moral lessons contained in Qur'an chapter 17:23.
- (v) Many Candidates deviated and could not write on Al- Hadanah (rules regarding the custody of children upon divorce or death of husband or wife)
- (vi) Many candidates deviated in highlighting the terms of the Treaty of Al-Hudaybiyyah

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (i) Candidates should be made to understand the moral lessons in **Qur'an** chapter 17: 23.
- (ii) Tutors should devote time to teach Candidates **Al-Hadanah** (rules regarding the custody of children upon divorce or death of husband or wife).
- (iii) Teachers should coach their students to be able to highlight the terms of the treaty of Al-Hudaybiyyah.

DETAILED COMMENTS

Q1. Highlight the terms of the Treaty of Hudaybiyyah.

Most candidates did so but could not raise enough points to earn the maximum marks. Other candidates deviated completely whilst another group wasted time narrating the event leading to the signing of the treaty. It is important to note that the treaty which denied the Muslims entry into Makkah for the purpose of Umrah in 628 C.E was signed at Hudaybiyyah.

Some salient points worthy of note include the ten (10) year period of truce, the freedom

granted Arab tribes to associate with any facility of their choice (Qayah or Muslims), the right of Muslim to join the Quraysh without hindrance but the same did not apply to Makkans (Quraysh) who wish to join Muslims. Animals of sacrifice were to be slaughtered at Hudaybiyyeh, the postponement of Umrah till the following year (629 C.E) etc.

Q2. Examine the custody of children (Al-Hadanah) in Islam

The question was on al-Hadarah (rules regarding the custody of children upon divorce or death of husband or wife). Many candidates avoided it. The few who attempted it only listed the prescribed order of priority of custody ie. wife, wife's mother, wife's maternal grandmother etc. In the event of divorce, the husband remains financially responsible for children and should have access to them. Children upbringing must be guided by Islamic rules and their welfare must be of prime importance. If the wife re-marries, it breaks the conditions for keeping children under her custody.

Q3. Explain any five of the following Hadith terminologies

- (i) **Muttafaq 'Alayhi;** (ii) **Sahih,** (iii) **Hasan** (iv) **Dā'if;**
(v) **Gharīb;** (vi) **Mashhūr;** (vii) **Munqati ;** (viii) **Mawdū;**

This was a popular question. Candidates were to explain five (5) of the following Hadith terminologies (i) Muttafaq 'Alayhi (ii) Sakīh (iii) Hasan (iv) Dā'if (v) Gharīb (vi) Mashhūr (iv) Munqath' and Mawdū'. Most candidates answered their selected terms very well except in case of Gharīb and Mashhūr. Gharīb (Scarce, Strange) relates to an hadith which has been narrated by only one person. Usually, a single reporter is found relating it at a stage of the Isnād. On the other hand, Mashhur (famous, Popular) is a hadith reported by more than two reporters.

Linguistically, mash-hūr is derived from the word Shahara which means to make well known, famous, renowned, or widespread. A hadith may be widespread but not authentic. It is called Mash-hur because of the larger number of narrators compared to the other types of āhād. It is also important to note in the case of Gharīb hadith that they are classified into al-gharīb al-mutlaq (absolutely strange). Al-gharib an-nisbī (relatively strange). When only one companion has narrated a report from the Prophet, but it became widespread and had many narrators later, it is classified as al-gharīb al-mutlaq. Al-gharib an-nisbī refers to a report narrated from only a single place, or by a single teacher. It is relative in the sense that it may have actually been narrated by many, but all belong to the same locality or group, such as the people of Basra, Kufa or Madīnah.

Q4. “Waqadā Rabbuka allāta’budūillāyyahu “(Q. 17:23)

- (a) **Complete the verse in transliteration**
(b) **Translate it into English**
(c) **Enumerate four of its lessons**

Many candidates avoided this question on moral lessons contained in Qur'ān Chapter 17:23. Part of verse 23 of suratul Isrā, was quoted in transliteration thus: “Waqadā Rabbuka allta tābudāilla iyyāhu.....’.

Candidates were then required to complete it in transliteration into English and enumerate four of its lessons. Some candidates had challenges with the transliteration but excelled at the translation and were able to draw out the lessons of the verse. Candidates should note among other things that Islam is a monotheistic faith and does not entertain polytheism. There is the need to be kind, patient and humble towards parents at all times. One should be selective in the choice of words when addressing them and pray for them whether they are alive or not.

Q5. Distinguish between Hadith and Sunnah

This was another popular question. Candidates were required to distinguish between Hadith and Sunnah. Most of the candidates who attempted this question did not have problem defining both terms (Hadith and Sunnah). A few other candidates were rather distinguishing between Qur'ān and Sunnah/Hadith. Others kept repeating the same points in different ways. As a result of the repetitions, did not earn maximum marks. It is significant to note that whilst the Hadith records the Sunnah, the latter (Sunnah) is wider in scope than the former (Hadith). Candidates should also note that Hadith is the Prophet's explanation of the Qur'ān while Sunnah is his practical demonstration of the contents of the Qur'ān. Worthy of note among other things is the fact that the word Sunnah is used in the way of the Qur'ān to mean a way or rule (eg. Sunnatul Awwalīn or the way of the former generations and Sunnatullah or Allah's way) while Hadith is used in Sāratul Mursalāt (Q.77:50) to challenge the belief of rejecters.

Q6. Write an essay on the Pillars of Islam

This was a direct question on recall requiring Candidates to write an essay on the five Pillars of Islam namely. Shahādah, Salāt, Zakāt, Sawm and Hajj. It was the most popular question. Most candidates failed to stress that these pillars constitute the foundations of Islam and that any Muslim who deliberately omits one of them is not a practising Muslim. In addition, one's degree of commitment to these pillars shows one's level of dedication to the Islamic religion but a mere pronouncement of the Shahādah does not make one a complete Muslim. Consequently, rejecting any of the five Pillars attracts Allah's punishment.



SOCIAL STUDIES 2

GENERAL COMMENTS

1. **STANDARD OF THE PAPER**

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

2. **PERFORMANCE OF CANDIDATES**

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

3. **SUMMARY OF CANDIDATES' STRENGTHS**

- (1) Majority of the candidates adhered to the rubrics of the paper.
- (2) For their strengths, most candidates were able to:
 - (i) explain the concept capabilities of individuals well.
 - (ii) outline socio-cultural practices that have outlived their usefulness and explain ways by which traditional music and dance promote national development.
 - (iii) outline reasons for which people marry and measures couples can take to resolve their challenges.
 - (iv) explain the term peace building and give reasons for which ethnic conflicts should be discouraged.
 - (v) highlight the roles of local industries in the socio-economic development of Ghana

4. **SUMMARY OF CANDIDATES' WEAKNESSES**

The weaknesses identified in candidates' scripts were that;

- (1) Some of the candidates had difficulty with the spelling of words that relates to the paper.
- (2) Some candidates had difficulty in providing answers to some of the questions. They could not:
 - (i) list the elements of social environment.
 - (ii) describe ways by which the physical environment influences the activities of man
 - (iii) discuss ways in which human resource can be effectively utilized in Ghana.
 - (iv) discuss ways of preventing autocratic rule in Ghana.

5. **SUGGESTED REMEDIES TO THE WEAKNESSES**

- (1) Candidates must read the recommended text books to be familiar with literature and vocabulary of the subject.
- (2) Tutors must ensure that candidates study all the topics in the Social Studies syllabus and gain mastery of the contents before they sit for the paper.
- (3) Teachers must help candidates to understand ways by which the physical environment influences the activities of man.
- (4) Teachers must help candidates to discover the ways in which human resource can be effectively utilized in Ghana.
- (5) Teachers must ensure candidates know the ways of preventing autocratic rule in Ghana.

6. DETAILED COMMENTS

- Q1. (a) Explain the concept capabilities of an individual**
(b) Outline three problems associated with false identity of an individual
(c) Discuss four actions that can be taken to discourage false identity among individuals.

This was a question in three parts; (a), (b) and (c) and candidates were expected to answer all. The (a) and (b) parts were fairly answered by the candidates and they scored good marks for them.

The (c) part of the questions required candidates to discuss actions that can be taken to discourage false identity among individuals. It was a difficult area for candidates. They either did not understand the question or did not study the topic well. Instead of writing about actions that can be taken to discourage false identity among individuals, some wrote on causes of false identity or how an individual can protect himself or herself from fraudsters. Some of their responses were (i) the individual should not move with peers and (ii) the individual should be confident etc.

The answers expected from candidates include;

- (i) Employing guidance and counselling
- (ii) Isolating those who fake their identity.
- (iii) Taking legal action against fake people.
- (iv) Rebuking and reprimanding people who fake their identity etc.

The performance of candidates was fairly good.

- Q2. (a) Outline four socio-cultural practices that have outlived their usefulness and should therefore be abolished.**
(b) Explain four ways by which traditional music and dance promote national development in Ghana

A good number of the candidates attempted this question and performed fairly on it. The (a) part tasked the candidates to outline four socio-cultural practices that have outlived their usefulness and should therefore be abolished. Most of the candidates who answered this question, were able to identify some of the outmoded socio-cultural practices but were unable to show why they should be abolished. They therefore lost some marks.

The (b) part of the question was answered by a good number of candidates with varied responses. Majority of the candidates who answered this question provided very good answers. There were very few candidates who could not provide the correct answers. The required answers those candidates could have provided were:

- (i) Intensifies the sense of communal living.
- (ii) Promotes entertainment and leisure.
- (iii) Promotes tourism and trade.
- (iv) Promotes good interpersonal relationships.
- (v) Creates employment avenue for musicians and dancers.
- (vi) Source of foreign exchange.
- (vii) Serves as a means of social control

- Q3. (a) Outline four reasons for which people marry in Ghana.**
(b) Discuss four measures that can be taken by couples to resolve challenges in their marriages.

This question has two parts: (a) and (b), and candidates were required to answer both. The (a) part tasked candidates to outline four reasons for which people marry. Candidates understood the question and provided the correct answers.

For the (b) part, most of the candidates explained the measures that can be taken by couples to resolve challenges in their marriages and scored good marks. Notable among the answers given by the candidates were; tolerance of each other, mutual trust and respect among couples and performance of marriage responsibilities. Majority of the candidates who answered this question scored very good marks. Performance of candidates on this question was good.

- Q4.**
- (a) (i) **Explain the term environmental challenges**
 - (ii) **List four examples of environmental challenges**
 - (b) **List four elements of social environment.**
 - (c) **Describe four ways by which the physical environment influences the activities of man.**

This question was in three parts: (a), (b) and (c), and candidates were required to answer all the parts. The (a) part required candidates to explain the term environmental challenges and list four examples of it. Candidates did not answer the question well. An example of wrong explanation of environmental challenges is ‘the social emphasis to conduct the planting of trees in the community’. Candidates were expected to write that environmental challenges are conditions that make it difficult for man to effectively utilise the resources of the environment to his survival. Most of the candidates lost marks for this part.

For the (b) part, candidates were to list four elements of social environment. Most candidates could not answer it. They scored zero marks. Some of the wrong answers they gave include traditions, birth rate, death rate, population and human consumption. The correct answers expected from candidates include school, community, markets, family, workplace, etc.

The (c) part was the worse answered. Candidates misunderstood the question. Whereas candidates were to describe ways by which the physical environment influences the activities of man, their answers were directed toward ways by which man’s activities influence the physical environment. Their answers then include mining activities, use of DDT for fishing etc. Almost all candidates who answered this question scored very low marks. Some of the correct answers candidates were expected to provide were:

- (i) Seasonal changes affect agricultural production - rainy and dry seasons
- (ii) Geology determines the nature of mining activities
- (iii) Topography of land influences road construction
- (iv) Topography of land determines farming and economic activities
- (v) Weather conditions and construction of buildings
- (vi) Dressing and dress codes are determined by the weather.
- (vii) Occupation and trade activities are determined by closeness to arable land and water bodies
- (viii) Settlement patterns are determined by the topography

The performance of candidates on this question was very poor.

- Q5. Examine five responsibilities that political independence imposes on the citizens of Ghana**

This was a straightforward question that required candidates to examine responsibilities that political independence imposes on the citizens of Ghana. Very few candidates answered this question and performed poorly. They did not understand the question. Some of them wrote on what the government of Ghana is expected to do for the development of the nation. Some too focused only on the citizens. They need to indicate that both leaders and citizens of the nation have the responsibility to develop the nation. Candidates were expected to explain the

responsibilities of the citizens toward the nation's development. Some of the responsibilities of citizens include;

- (i) Planning for the development and survival of the nation
 - (ii) Adherence to tenets of the constitution as the bases of rule of law/Law abiding
 - (iii) Provision of formal education for knowledge acquisition.
 - (iv) Ensuring political stability to provide stable environment for development
 - (v) Leaders and followers must co-operate and exhibit commitment to duty
 - (vi) Development of good international relations with other countries
 - (vii) Provision of social amenities to citizens
- The performance of candidates was fair

- Q6. (a) Explain the term peace building**
(b) Justify any four reasons for which ethnic conflicts should be discouraged in Ghana.

This question was in two parts; (a) and (b). Candidates were expected to answer both parts. Majority of the candidates answered this question. For the (a) part most of the candidates were able to explain the term peace building and scored very good marks. For the (b) part, candidates were expected to justify the reasons for which ethnic conflicts should be discouraged. Most of the candidates failed to answer the question very well. They rather described methods of conflict resolution instead of reasons for which conflicts should be discouraged. Only few candidates were able to answer the question well and provided answers such as;

- (i) Wars, use of firearms and illegal proliferation of arms will destabilize society.
- (ii) Destruction of lives
- (iii) Destruction of property
- (iv) Displacement of people
- (v) Interruption of developmental projects
- (vi) High cost of peace keeping operations
- (vii) Creation of hardships, fear and poverty
- (viii) Infringement on human rights
- (ix) Insecurity, enmity, mistrust and distrust

- Q7. (a) Highlight four features of democracy.**
(b) Discuss four ways of preventing autocratic rule in Ghana

The (a) part of the question required candidates to highlight features of democracy. Most candidates clearly exhibited their understanding of the question and provided accurate answers for this part.

Part (b) of the question on the other hand was not well understood by most of the candidates. They were asked to discuss ways of preventing autocratic rule in Ghana. Most of them described the characteristics of autocratic leadership instead of ways of preventing it. Due to this deviation most candidates lost marks. They could have provided the following points as answers to the question.

- (i) Prevention of hero worship and creation of a myth around a leader
- (ii) Prevention of political sycophancy and political indoctrination
- (iii) Existence of a rigid written constitution with entrenchment of fundamental human rights
- (iv) Entrenchment of fixed tenure of office of the chief executive/periodic election

- (v) A vibrant and independent judiciary where members are appointed on the advice of Judicial Council.

Candidates performance on the question was not good enough.

- Q8. (a) State two differences between science and technology**
(b) Highlight four measures that have been taken by the government of Ghana to advance the course of science and technology.

The (a) part of the question tasked candidates to state two differences between science and technology. Even though the question was very popular among candidates, not all of them were able to state the two differences as required. However, every candidate who attempted the question was able to state at least one difference between science and technology.

The (b) part of the question demanded four measures that have been taken by the government of Ghana to advance the course of science and technology. Most of the candidates got it right but some of them deviated and provided some unsatisfactory answers such as;

- (i) Scientific processing and packaging, manufacturing industries such as textiles industry, food processing industries use scientific basis for processing and packaging of products.
(ii) Improvement in the method of processing and preservation of crops.
(iii) investment /importation of machines.
Others presented answers suggesting what the government should do instead of what the government has done. Candidates' answers should have reflected what the government has done or is doing such as:

- (i) Granting more scholarships to science students.
(ii) Organizing more science and technology workshops (STEM)
(iii) Establishing more well-equipped science schools.
(iv) Admitting more science students at the secondary and tertiary levels.
(v) Establishing more science resource centres.
(vi) Training more science teachers.
(vii) Funding research in science and technology from local and international sources.

Overall performance of candidates on this question was fairly good.

- Q9. (a) Explain the term resource development**
(b) Highlight four ways in which human resource can be effectively utilized in Ghana.

The first part of the question required candidates to explain the term resource development. Many candidates were able to give a good explanation of the term while a good number could not explain it well. Some also wrote on human resource development.

For the (b) part majority of the candidates presented answers on how human resource is developed instead of how it is effectively utilized. The few candidates who understood the question gave very good answers and scored very good marks. Some correct answers expected from candidates include:

- (i) Creation of more job opportunities for the people.
(ii) Changing negative attitude to certain jobs such as farming, carpentry and other trades.

- (iii) Creating the environment for initiative and creativity for self-employment
 - (iv) Employing qualified people to work effectively.
- The performance of candidates on this question was good.

- Q10. (a) Explain the following terms**
- (i) **productivity**
 - (ii) **entrepreneurship**
- (b) Highlight four roles of local industries in the socio-economic development of Ghana.**

The first part of this question required candidates to explain the terms productivity and entrepreneurship. Most of the candidates were able to explain productivity only as output per man hour. They could not give any further explanation of what the phrase output per man hour means. For entrepreneurship, most candidates presented answers suggesting the description of an entrepreneur.

Entrepreneurship is the activity that is taken by a businessman or woman (an entrepreneur) to make changes in the world. It involves combining resources in creating business through innovations to make profit. It is a process of setting up businesses and combining resources to create products to solve social needs and also to make profit.

For the (b) part, candidates were required to highlight roles of local industries in the socio-economic development of Ghana. Majority of candidates who answered this question provided the correct responses and scored very good marks. Few of the candidates however, gave wrong answers and lost marks for them. The performance of candidates on this question was however good.

MUSIC 2

1. STANDARD OF THE PAPER

The standard of the paper compared favourably with that of the previous years. The questions were based on the syllabus and represented the various sections in the syllabus. There was no vagueness in the questions and all were within the comprehension of candidates.

2. PERFORMANCE OF CANDIDATES.

The overall performance of the candidates was good and higher than that of the previous year.

3. SUMMARY OF CANDIDATES' STRENGTHS

The candidates were able to answer questions on the following areas well.

- (1) Set-Piece (*Serenata*) by *Enrico Toselli's*
- (2) Identification of Romantic composers
- (3) Identification of musical instruments used in reggae and jazz
- (4) Modulation to the dominant

4. SUMMARY OF CANDIDATES' WEAKNESS

Candidates found the following areas challenging and therefore could not answer question on them well:

- (1) Music theory and rudiments
- (2) Kpanlogo ensemble
- (3) Writing of cadences at phrase ends
- (4) Western Musical forms and terms.

5. SUGGESTED REMEDY FOR THE WEAKNESSES

- (1) Candidates must upgrade their knowledge in music theory by taking exercises on music theory and rudiments in the syllabus.
- (2) Teachers must engage candidates to learn about Kpanlogo ensemble
- (3) Trained music teachers should help candidates to learn to write cadences.
- (4) Music teachers should guide candidates to study more on Western musical forms and terms.

6. DETAILED COMMENTS

(a) (i) Melody Writing

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

Many candidates wrote melodies which were shapeless in most cases without any form and structure. However, a good number of them displayed good knowledge of modulation to the subdominant as required. Almost all candidates did not show any phrasing. Below is the given melody;



(ii) Setting melody to a given text.

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

- (i) Breaking down syllables to strong and weak beats
- (ii) Suitability of rhythm to the text (meter, barring, alignment, etc);
- (iii) Melodic interest;
- (iv) Phrasing, tempo and dynamics;
- (v) Originality.

Generally, very few candidates attempted this question and performed poorly.

They did not set the given texts to a suitable melody. In most cases two or more syllables were assigned to a single pitch. Texts were set without recognition of their importance in the melody. Important texts were inappropriately placed on weak beats.

(b) Two-part writing-

Candidates were required to write/add a bass part below a given melody of four bars and in key C major in simple quadruple time. Candidates showed conspicuous evidence of insufficient preparation for this question. Candidates demonstrated a poor understanding of two-part writing. There was no independence in melodic curves as well as melodic interest. Contrast in rhythm/contour, harmonic interest and final cadence were also poorly done. However, re-copying of the question, phrasing and alignment received an improvement.

The question is as below;

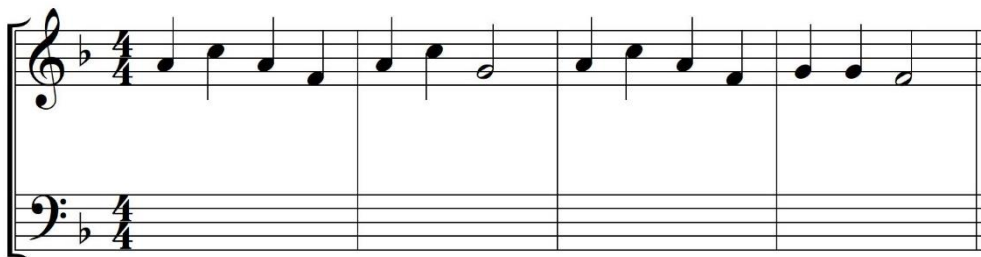


(c) Four-part harmony

Candidates were required to harmonise a given melody in F major. They were required to add alto, tenor and bass parts. Their performance was however an improvement over the previous years. The markings scheme suggested the following points:

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

Although all candidates wrote the correct time signature, key signature, clef and barred appropriately the harmonic interest(progression), final cadential progression, and alignment of notes were not done well. Performance of candidates was however fair. The melody given was as follows:



Q2 **Set-Pieces:** The pieces have been provided to the candidates in advance to study. Candidates were therefore required to recall the features of the pieces as demanded by the questions

(i) **Enrico Toselli's Serenata**

Candidates were asked to:

- (a) State the name of the writer of the English text to the music.
- (b) Mention the nationality of composer.
- (c) State the media for which the music was written?
- (d) Quote the first four bars of the soprano part at the point of entry.
- (e) List any three dynamic marks used in the piece.
- (f) State the meaning of any two of each of the following terms as used in the music

S/N	Term	Meaning
i	<i>Rall</i>	
ii	<i>Sempre</i>	
iii	<i>Allegretto</i>	
iv	<i>A tempo</i>	

Or

(ii) **Moremi by Mike Olatunji**

Candidates were required to

- (a) State the nationality of the composer
- (b) Indicate the metronome mark of the music
- (c) List any four dynamic marks of the music
- (d) Identify the cadence that ends the music
- (e) State the meaning of each of the following terms as used in the music.

S/N	Term	Meaning
i	<i>lento e cantabile</i>	
ii	<i>cresc</i>	
iii	<i>piu mosso</i>	
iv	<i>accel</i>	

- (f) Mention the ornament used in the piece
- (g) Identify the form of the piece
- (h) State any two compositional devices used in the music.

The instruction to this question required candidates to answer only one out of the two questions. All candidates who answered this question choose (i);

Serenata. No candidate answered (ii); Moremi

The candidates were able to provide the right responses to majority of the questions and this was commendable. They were able to quote the first four bars of the soprano part at the point of entry. They were also able to provide the meaning to the performance terms given. Candidates' performance was very good.

Question 3 Western Music

- (a) This question consisted of descriptions of some Western musical forms which candidates were required to identify and match with the musical forms given as below.
Baroque, Overture, Oratorio, Song Cycle, Mass, Strophic, Art Song, Suite, Development and Symphony

S/N	Description	Musical Form
i	It is the second section of the Sonata Allegro form	<i>Development</i>
ii	Consists of series of dance movements in the same key	<i>Suite</i>
iii	A multi-movement composition for the orchestra	<i>Symphony</i>
iv	A large vocal composition for solo voice, chorus and orchestra	<i>Oratorio</i>
v	It is an introductory instrumental composition to a larger work	<i>Overture</i>
vi	A group of songs related by text and thought which collectively constitute a musical identity	<i>Song Cycle</i>
vii	A composition for solo voice and piano	<i>Art Song</i>
viii	A form of music where two or more stanzas are set to the same tune	<i>Strophic</i>
ix	A sacred vocal composition made up of the sections Kyrie, Gloria, Credo, Agnus Dei and Santus.	<i>Mass</i>
x	A musical period which spans from 1600-1750	<i>Baroque</i>

It was obvious that students have not mastered the meanings of these common musical forms. Candidates' performance was not good enough.

- (b) **Identify the five Romantic composers from the list below: Robert Schuman, Franz Schubert, Franz List, Henry Purcell, George Frederick Handel, Frederick Chopin, Josef Haydn, Johann Brahms, Wolfgang Amadeus Mozart, Johann Sebastian Bach.**

This question required candidates to identify Romantic composers from the list of composers given. Majority of the candidates who answered this question were able to identify the Romantic composers correctly and scored very good marks.

Question 4 African Music

- (a) **Candidates were required to state the role of the following instruments of *Kpanlogo* ensemble. *Nonota, Pati, Atwereshi and Shekeshe.***

Many candidates attempted this question and performed below average. They could not outline the specific roles all the instruments perform. Candidates are therefore entreated to study a wide range of traditional musical ensembles in Ghana covering a lot of the ethnic groups.

- (b) **Candidates were required to state the playing technique of each of the instruments listed in 4(a) above.**

It was apparent that without a thorough knowledge of the instruments candidates will not be able to tell the playing technique. The performance of candidates was very bad for this question. Candidates displayed a gross ignorance of the instruments and their playing techniques.

- (c) **Candidates were required to mention the names of the master instrument of the following traditional musical types in Ghana.**

S/N	Musical Type	Master Drum
i.	Adowa	<i>Atumpan</i>
ii	Atsiagbeko	<i>Atsimevu</i>
iii	Gome	<i>Gome</i>
iv	Fontomfrom	<i>Farom</i>
v	Boboobo	<i>Vuga</i>
vi.	Bawa	<i>Gyile</i>
vii	Asafo	<i>Asafokyen</i>

It was obvious that candidates have not studied their traditional musical ensembles and therefore they had little idea about the master instruments. Overall, the performance of candidates was below average.

Question 5- African American Music in the Diaspora

Candidates were required to write on either Reggae or Jazz; stating any five features and list any five instruments used.

Candidates were confused with historical events of the musical genres and their features, but showed an appreciable knowledge of the instrumentation. On the whole, candidates' performance was good. It is imperative to encourage students to take keen interest in reading about music of the African-Americans in the Diaspora and to know the features of popular musical genres.

MUSIC 3A (AURAL)

GENERAL COMMENTS

1. STANDARD OF THE PAPER

The paper was structured to match international standard for WASSCE music. The standard compares favourably with that of the previous years.

2. CANDIDATES' PERFORMANCE

The overall performance of the candidates in the Aural Test this year was better than that of the previous years

3. SUMMARY OF CANDIDATES' STRENGTHS

This year, candidates' strengths were found in almost all the questions set for the paper. These include:

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

4. A SUMMARY OF CANDIDATES' WEAKNESS:

Candidates had challenges in the following areas:

- (1) Inability to spell simple terms associated with music cadences, musical types and modulations
- (2) Some other candidates also found it difficult to arrange key signatures and time signatures correctly in the staff.

5. SUGGESTED REMEDY FOR THE WEAKNESSES:

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

6. DETAILED COMMENTS

Test I: Rhythmic Dictation

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



Test II: Melody Writing

Candidates were required to listen to a 4-bar melody in simple quadruple time as played, and write it on a treble staff in Key C major. Most candidates performed well in the melody writing. However, some of them found it difficult to place the clef, the key signature and the time signature appropriately on the staff. Some candidates had difficulty in writing the melody.



Test III: Two-Part Writing

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



Test IV: Chords Progression

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

Test V: Cadences

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

Test VI: Modulations

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

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

Test VII: Identification of Themes

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



MUSIC 3B (PERFORMANCE TEST)

1. STANDARD OF THE PAPER

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

2. PERFORMANCE OF PAPER

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

3. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates rehearsed the technical exercise in the major key very well and presented it accordingly.
- (2) Most candidates were confident and presented their pieces with seriousness.
- (3) Fingering skills of candidates who used musical instruments were good.

4. SUMMARY OF CANDIDATES' WEAKNESS

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

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (1) Teachers must engage students in sight reading lessons from the early stages of the course.
- (2) Teachers should help candidates to master the technical exercise in the minor key.
- (3) Teachers must engage students in frequent and serious rhythmic activities to build their confidence and mastery.
- (4) Candidates must be serious with their studies and prepare well for the examination.

6. DETAILED COMMENTS

(1) Technical Exercises

Candidates were required to perform two technical exercises already given; one in a major key and the other in a minor key. Many candidates were able to perform the exercise in the major key with ease using the tonic solfa. The one in minor key posed a little challenge to few candidates. They could not stay in key at some points as they perform the minor technical exercise. Generally, candidates performed very well in this aspect.

(2) Set Pieces

Candidates were required to perform two pieces from given Set-Pieces.

All the candidates performed from the selected performance Set-Pieces. In some cases, phrasing, dynamics, articulations and dictions were not properly exhibited by candidates. The performance of candidates on the Set-Pieces was however good.

(3) Sight Singing

Candidates were required to sing from two unseen pieces. Candidates performed poorly. Only a few candidates were able to read the pieces correctly. Some could not make any attempt to read the pieces and only had to give up. Teachers are encouraged to do the following to help candidates gain mastery in sight reading:

- (i) start sight reading lessons with candidates from the beginning of the course.
- (ii) help candidates to identify key and time signatures of various pieces.
- (iii) do a lot of rhythm exercises with candidates
- (iv) help them identify and understand the use of dynamic signs in pieces

