





















## EWE 2

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. Candidates' performance however, continues to fall below expectation.

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

Only an insignificant number of candidates performed well in the Composition, Comprehension and the Lexis and Structure aspects of the paper. They displayed some maturity in their presentations.

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

The following weaknesses were identified in the candidates' scripts.

- (1) copying down of whole passages as answers to questions especially for comprehension.
- (2) some scripts were incomprehensible or could not be read at all.
- (3) presentation of answers to 'near similar questions' resulting in a lot of deviation.
- (4) presenting more than one alternative answer to one question, one of which is either correct or wrong.
- (5) jumping pages of the answer booklet in presenting answers to one particular question.
- (6) poor handwriting.
- (7) poor punctuation and spelling.
- (8) improper writing of some of the letters of the E e alphabet, especially: d & \*; f & \$; v & etc.
- (9) Non adherence to rubrics.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should teach their candidates how to answer composition and comprehension questions.
- (2) All candidates should not be registered en-block for the E e. E.g. where a teacher is not available or a candidate is on transfer from another language speaking area. Teachers who do not have indepth knowledge of the language should not be allowed to teach it. They are causing more harm than good.
- (3) Candidates should be well briefed on the proper use of the answer booklets and; rubrics to the questions and the entire paper should be read and understood.
- (4) Candidates need to read a lot of literature in the language to help them enrich their vocabulary and expression.

- (5) Teachers should give candidates adequate class exercise and mark them to enable candidates improve their grammar, handwriting and proper writing of the letters of the E e alphabet.

## 5. DETAILED COMMENTS

### **Question 1(a): Composition - Letter writing**

**Write a letter to your friend in another school telling him/her about an excursion you had recently.**

Most candidates attempted the question but only few of them presented scripts worthy of commendation. Majority only wrote down the addresses of their schools and scored zero (0) for such presentations. Some of the addresses and dates were wrongly written. Writing the address in the language is no more in vogue. It should not be written in block letters as done by most candidates. If a candidate chooses to write the address in the language (E e) it should be done properly e.g. Af=fi) 15 lia, 2011 or simply 15 - 04 - 2011 and not 15 lia Af=fie fe 2011. OR “Post +fisi A\*aka .....” As an address.

Such archaic salutations like “Na .....” should be avoided. Teachers and candidates should note that friendly letters are never signed. Only the writer’s first name is required.

Teachers and candidates should also note that conclusions to all compositions should be relevant to the topic given; not just any weak conclusion like “This is all about the excursion I had.”

### **Question 1(b): Composition - Descriptive**

**Describe how a Basket or a Mat is woven.**

The question was attempted by very few candidates. The question required the candidate to make a choice, then mention the materials required, how the materials are prepared and then detail the process involved in the weaving.

Candidates who attempted this question did not do well at all. Presentations could not be understood and not systematic, thus scoring low marks.

Conclusions were not good e.g. “This is how a basket/mat is woven” - not accepted for a full mark. Something brief like the benefits derived from the craft will be quite acceptable.

### **Question 1(c): Composition- Narrative**

**It happened that thieves/armed robbers raided your home one night. Narrate all that happened.**

This question was attempted by few candidates.

The question required the candidate to give details of how the thieves/robbers entered the house, their activities, resistance of the inmates, assistance offered by neighbours/police, etc.

This should end with a relevant conclusion e.g. candidate's role as an inmate of the house etc.

Of the candidates who attempted it only an insignificant number presented something worthy of commendation.

### **Question 1(d): Composition - Exposition**

**Which of these professions would you pursue, Teaching or Nursing?**

It was attempted by very few candidates.

The question required the candidate to make a choice and go on to give reasons for the choice made. Some of the reasons given were quite weak and repetitive. Some candidates did not follow the rubrics and wrote scantily on the two areas, thus scoring low marks.

Candidates' conclusions were not good e.g. "This is why I want to be a Teacher/Doctor/Nurse" - did not merit the reward of a full mark.

### **Question 2: Comprehension**

This was a compulsory question. Candidates are always required to read the given passage with understanding before attempting to answer the questions on it.

In this particular case, although the passage was within the reach of candidates, only few candidates understood it and answered the questions as required. Majority however fared badly. Some only copied down passages from the text as answers to the questions - thus scoring no marks.

Teachers are advised to intensify the teaching of Comprehension in the schools and give candidates the proper approach to answering comprehension questions. Candidates are

also advised to read a lot of literature in the language to enhance their reading habit, expression, vocabulary build up and understanding of given texts.

### **Question 3: Lexis and Structure**

This question had four sub-areas: identification of nouns in given sentences, punctuation of given simple sentences, identification of adjectives in given simple sentences and giving the antonyms/opposites of given words in short and simple sentences.

It was also a compulsory question and apparently the easier section/question of the paper. Only few candidates performed creditably well. Majority however, appeared to have had no knowledge of the Word Classes and Punctuation marks of the language, thus scoring little or no marks. Even words to be copied from the given sentences were wrongly spelt/written.

Teachers are advised to intensify the teaching of the Word Classes and the use of Punctuation Marks in the language to help their candidates perform creditably under these circumstances.

## **FANTE 2**

### **1. GENERAL COMMENTS**

- (1) The standard of the paper compared favourably with that of previous years.
- (2) In most of the public schools, the performance of the candidates was very disappointing - a clear indication that the teaching of the language was not being given the desired attention.

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

- (1) A few of the candidates need commendation for their maturity in answering the composition questions. They were able to meet the demand of the questions - good paragraphing, correct use of figurative expressions, good punctuating among others.
- (2) The Lexis and Structure (Section 3 of the paper) was satisfactorily answered. Most candidates scored good marks.
- (3) Most of the candidates were able to write the required number of words for the composition (150 words). This is encouraging. Consequently, this enhanced their total marks for the composition.

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

- (1) In most of the public schools the performance was generally poor.
- (2) Like previous years, lack of the correct orthography of the language still persisted in most of the schools.
- (3) Some candidates copied portions of the comprehension passage as answers to the composition.
- (4) In section 3 of the paper the section on punctuation was poorly answered. Some candidates instead of applying the correct punctuation marks in the sentences wrote the punctuation marks in isolation.

### **4. SUGGESTED REMEDIES**

- (1) Candidates should be encouraged to read more books in the language. They should also be taught the orthography of the language.
- (2) More exercises should be given on punctuations.

- (3) Candidates should be advised not to translate the addresses of letters into the local language. However, when a candidate wants to write the date in full, the month should be written in the local language.

## 5. DETAILED COMMENTS

### **Question 1(a): Composition - Letter writing**

**Write a letter to your friend in another school telling him/her about an excursion you had recently.**

The candidates were required to introduce the letter by greeting and giving the purpose of the letter. They were also expected to narrate the course and details of the excursion, stating the date, the preparation towards the journey, the journey itself, what were seen on the way and other activities of the place(s) they visited. They were also required to conclude by giving their impressions about the excursion.

Though a few candidates met the demands of the questions, most of them just mentioned what they did at the places they visited. They also failed to give their impressions about the excursion.

### **Question 1(b): Composition - Descriptive**

**Describe how a Basket or a Mat is woven.**

The candidates were expected to make a choice as the introduction. They were also expected to mention the materials used in weaving the object, the preparation of the materials and the process of weaving the chosen object. In conclusion, they were expected to mention the benefits of the object woven.

Only a few candidates answered this question. Those who did, could not meet the number of words required. However, they were able to mention the materials used in weaving and also describe the process vividly. Unfortunately, they failed to mention the uses of the object.

### **Question 1(c): Composition- Narrative**

**It happened that thieves/armed robbers raided your home one night. Narrate all that happened.**

The candidates were required to state the date and place of the incident and give the details. A sizable number of candidates wrote this composition. A good number of them

described interesting incidents. This is commendable. Some of them also stated the roles they played or what happened to them during the attack.

However, some of them just did the description but failed to provide the place and when the incident occurred

### **Question 1(d): Composition - Exposition**

#### **Which of these professions would you pursue, Teaching or Nursing?**

Candidates were expected to make a choice then discuss why that choice was made.

On the whole, this question was poorly answered. The few candidates who answered this question could not give sufficient reasons for their choices. They were expected to give about four reasons for their choice of profession.

### **Question 2: Comprehension**

This was a comprehension passage with ten questions set on it. The questions were made up of stated facts, inference, meaning and giving a title to the passage.

This question was poorly answered. Most of the candidates could only answer the questions on stated facts but failed to answer the other areas properly. Most of them wrote irrelevant answers to the questions.

Students are encouraged to read more story books in the language in preparation towards comprehension exercises.

### **Question 3: Lexis and Structure**

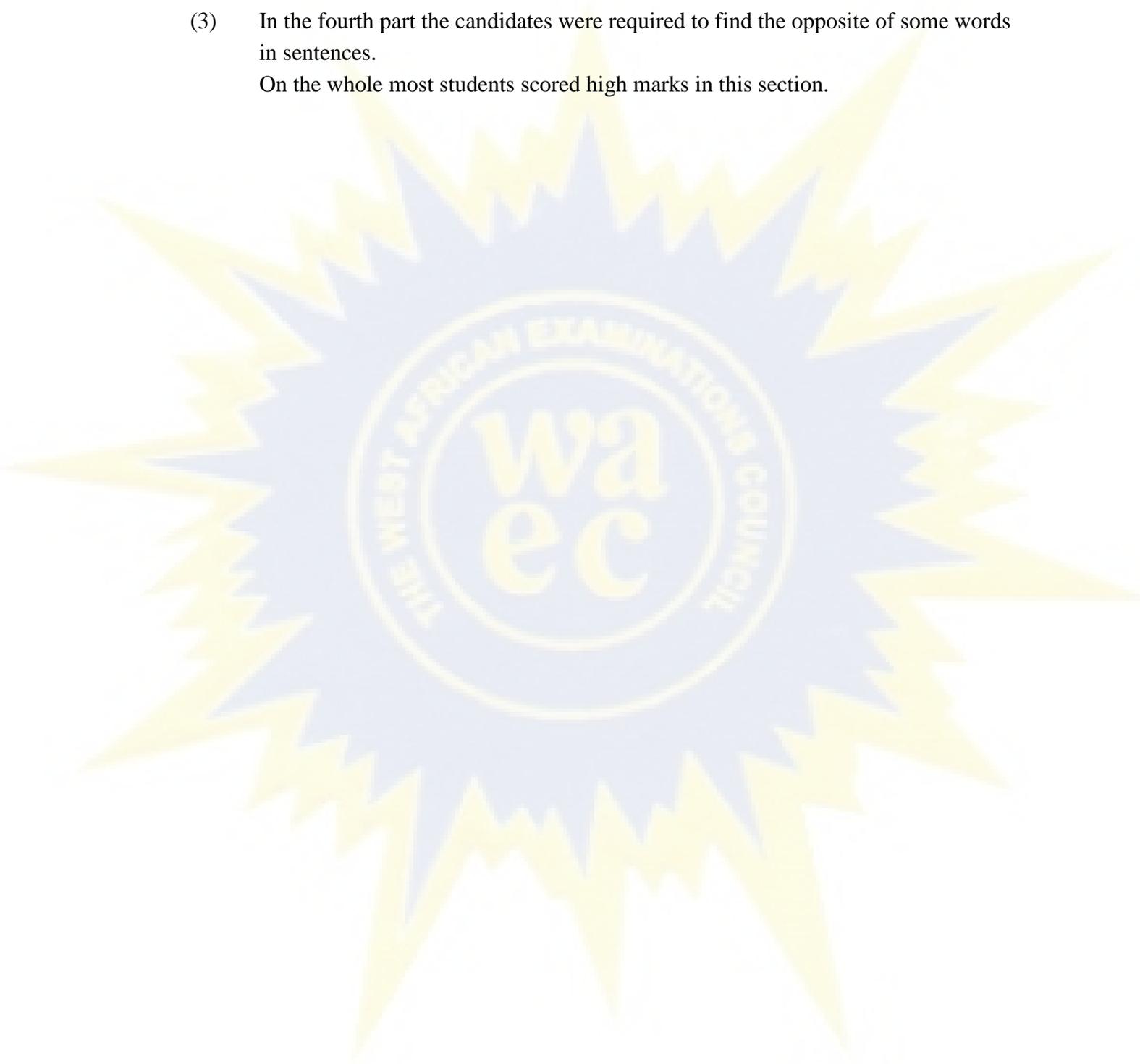
This question was made up of four parts.

- (1) In part one, the candidates were required to identify nouns from sentences.

Most of the candidates could not identify the abstract nouns from the sentences. They could however, identify the common and proper nouns.

- (2) In the second part, the candidates were expected to punctuate some sentences. This part seemed difficult for the candidates. It was poorly answered. Most of the candidates did not write the sentences but indicated the punctuation marks. That was a wrong approach and such candidates lost the marks for that part.

- (3) The candidates were expected to identify adjectives from sentences in this part. This part was well handled by the candidates.
- (3) In the fourth part the candidates were required to find the opposite of some words in sentences.  
On the whole most students scored high marks in this section.



## **GA 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. Candidates' performance however, continued to fall below expectation.

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

Only a few number of candidates performed well in the Composition, Comprehension and the Lexis and Structure aspects of the paper. They displayed some maturity in their presentations.

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

The following weaknesses were identified in candidates' scripts:

- (1) copying down of whole passages as answers to questions especially the comprehension.
- (2) some scripts were incomprehensible or could not be read at all.
- (3) presenting more than one alternative answer to one question, one of which is either correct or wrong.
- (4) jumping pages of the answer booklet in presenting answers to one particular question.
- (5) poor handwriting.
- (6) poor punctuation and spelling.
- (7) non-adherence to rubrics.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should teach their candidates how to answer composition and comprehension questions.
- (2) Candidates should be well briefed on the proper use of the answer booklets and; rubrics to the questions and the entire paper should be read and understood.
- (3) Candidates need to read a lot of literature in the language to help them enrich their vocabulary and expression.

### **5. DETAILED COMMENTS**

#### **Question 1(a): Composition - Letter writing**

**Write a letter to your friend in another school telling him/her about an excursion you had recently.**

Most candidates attempted the question but only few of them presented scripts worthy of commendation. Majority only wrote down the addresses of their schools and scored zero (0) for such presentations. Some of the addresses and dates were wrongly written.

Teachers and candidates should also note that conclusions to all compositions should be relevant to the topic given; not just any weak conclusion like “This is all about the excursion I had.”

**Question 1(b): Composition - Descriptive**  
**Describe how a Basket or a Mat is woven.**

The question was attempted by very few candidates. The question required the candidate to make a choice, then mention the materials required, how the materials were prepared and then in detail the process involved in the weaving.

Candidates who attempted this question did not do well at all. Presentations could not be understood and not systematic, thus scoring low marks.

Conclusions were not good e.g. “This is how a basket/mat is woven” - not accepted for a full mark. Something brief like the benefits derived from the craft was quite acceptable.

**Question 1(c): Composition - Narrative**  
**It happened that thieves/armed robbers raided your home one night. Narrate all that happened.**

Few candidates attempted this question.

The question required the candidate to give details of how the thieves/robbers entered the house, their activities, resistance of the inmates, assistance offered by neighbours/police, etc.

This essay required a relevant conclusion e.g. candidate’s role as and inmate of the house etc.

Of the candidates who attempted it, only an insignificant number presented something worthy of commendation.

**Question 1(d): Composition - Exposition**

**Which of these professions would you pursue, Teaching or Nursing?**

It was attempted by very few candidates.

The question required the candidate to make a choice and go on to give reasons for the choice made. Some of the reasons given were quite weak and repetitive. Some candidates did not follow the rubrics and wrote scantily on the two areas, thus scoring low marks.

Candidates' conclusions were not good e.g. "This is why I want to be a Teacher/Doctor/Nurse" - did not merit the reward of a full mark.

### **Question 2 : Comprehension**

This was a compulsory question. Candidates were required to read the given passage with understanding before attempting to answer the questions on it.

In this particular case, although the passage was within the reach of candidates, only a few of them understood it and answered the questions as required. Majority however fared badly. Some only copied down passages from the text as answers to the questions - thus scoring no marks.

Teachers are advised to intensify the teaching of Comprehension in the schools and give candidates the proper approach to answering comprehension questions. Candidates should read a lot of literature in the language to enhance their reading habit, expression, vocabulary build up and understanding of given texts.

### **Question 3: Lexis and Structure**

This question had four sub-areas: identification of nouns in given sentences, punctuation of given simple sentences, identification of adjectives in given simple sentences and giving the antonyms/opposites of given words in short and simple sentences.

It was also a compulsory question and apparently the easier section/question of the paper. Only few candidates performed creditably well. Majority however, appeared to have had no knowledge of the word classes and punctuation marks of the language, thus scoring little or no marks.

Teachers are advised to intensify the teaching of the word classes and the use of punctuation marks in the language to help their candidates perform creditably under these circumstances.

## **GONJA 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. There was an improvement in the performance of the candidates as compared to the previous years.

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

- (1) Some candidates wrote very good essays. Their expression, subject matter and organisation were good and meaningful. This is an indication that teachers in some schools now take the candidates through essay writing.
- (2) There was an improvement in the way candidates answered the comprehension questions. Their answers were brief and clear.
- (3) Many candidates did well in answering the nouns, adjectives and antonyms.

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

- (1) One weakness was that some candidates copied down the comprehension passage from the question paper as their essays.
- (2) A second weakness was lack of knowledge in developing ideas in essay writing. The contents produced on the questions were scanty and dry.
- (3) Poor spelling is also one of the weaknesses detected in the work of candidates. Examples of wrongly spelt words included: 'are' for 'ere', 'pue' for 'p=' and 'able' for 'ebel'.
- (4) In the Lexis and Structure aspect of the paper, many candidates could not punctuate the sentences correctly.
- (5) One other problem examiners detected was that in answering the comprehension questions, some candidates wrote the questions in their scripts before the answers.

### **4. SUGGESTED REMEDIES**

- (1) With regard to the copying down of materials from the question paper, the candidates are advised to desist from doing so since materials copied are scored zero.
- (2) On the part of developing ideas, teachers should do well to take candidates through the various skills of developing ideas in essay writing.

- (3) One way teachers can assist students to improve their spelling is to encourage them to read more books in the language.
- (4) Finally, teacher should help their candidates to do more exercises in punctuation as they prepare them for the examination. Copying the questions in the answer booklets before giving the answers is a waste of time and candidates are advised to desist from that.

## 5. DETAILED COMMENTS

### **Question 1(a): Composition - Letter writing**

**Write a letter to your friend in another school telling him/her about an excursion you had recently.**

The question was attempted by many students. A good example of the essays written by one of the candidates was the one which took him to the Kintampo Waterfalls and Damongo (Mole) Game Reserve on that day. This candidate beautifully developed his essay.

However, some candidates only lifted materials from the comprehension passage. Teachers should do well to discourage this type of attitude since a candidate who does so scores zero. Some candidates did not also use the appropriate tenses. They used the future tense instead of past tense.

### **Question 1(b): Composition - Descriptive**

**Topic: Describe how a Basket or a Mat is woven.**

Some candidates did well. They were able to make a choice of either the basket or mat in their introduction.

In the main body of the essay, the candidates were expected to talk about how the raw materials are gathered and prepared before the weaving starts. The main concern of the question is on the process involved in the weaving.

Generally, the students performed well in this question.

### **Question 1(c): Composition - Narrative**

**It happened that thieves/armed robbers raided your home one night. Narrate all that happened.**

Only few candidates answered the question. The candidates were expected to include the day, date and time the incident happened. This should form the introduction of the essay

The body should include:

- (1) how the thieves entered the house with their weapons
- (2) shouts for help by the inmates
- (3) How the thieves took them hostage
- (4) items taken away
- (5) assistance offered by neighbours
- (6) the aftermath of the robbery - how the case was reported at the police station.
- (7) the candidate's feelings or impressions.

On the whole, some candidates narrated the incident very well.

### **Question 1(d): Composition - Exposition**

#### **Which of these professions would you pursue, Teaching or Nursing?**

The choice of the candidate forms the introductory part of the composition. The candidate should give brief reasons for his/her choice.

In the body of the essay, the candidate is expected to develop the following points as paragraphs:

- (1) the level of education involved in the profession
- (2) prestige of the profession
- (3) to save lives
- (4) educate people
- (5) to save money
- (6) become more popular in the society.

The candidate is expected to affirm the future of his or her chosen profession in conclusion. The few candidates who attempted this question did well.

### **Question 2 : Comprehension**

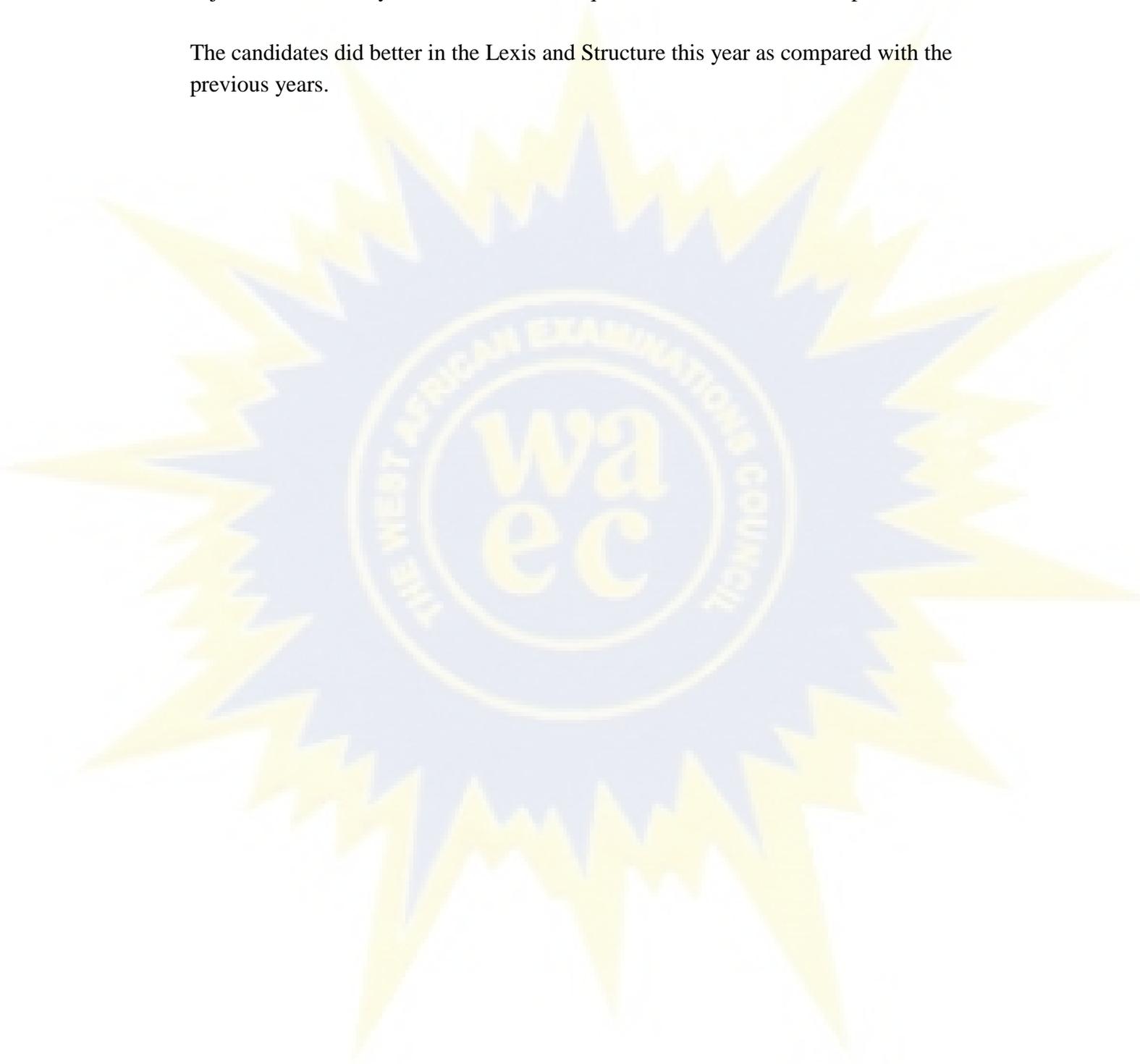
The candidates were expected to read a passage in Gonja and answer ten questions on it. Three of the questions were on stated facts, two on inference, four figures of speech and one on the title of the passage.

The candidates did well in the comprehension.

### **Question 3: Lexis and Structure**

This year's Lexis and Structure questions were on word classes (Nouns), punctuations, adjectives and antonyms. There were five questions on each of these aspects.

The candidates did better in the Lexis and Structure this year as compared with the previous years.



## **KASEM 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. Candidates' performance also remained the same as that of the previous years; except that private schools performed better than the public schools.

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

Most candidates offered detailed materials, fact and ideas on essay topics. A good number of candidates also provided suitable alternative responses where it was appropriate.

Some few candidates provided suitable titles where it was required, using capital letters. This was commendable.

As usual, most candidates were conversant with the features of letter writing. No wonder this topic attracted a great number of candidates.

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

Except for the private schools and other few candidates, the situation of poor spelling did not change. Candidates' spellings were very appalling. Even words correctly written in the question paper, were wrongly spelt by candidates. In some cases, candidates were not consistent in their spellings. E.g. "lage" (correct) - later "lagi" (wrong); "debam" (correct) - later "dibam" (wrong); "konto" (correct) - later "ko to" (wrong)

Candidates had no knowledge about punctuation marks. They did not apply the appropriate punctuation marks at the proper positions. They also started sentences with small letters and proper nouns were written in small letters.

### **4. SUGGESTED REMEDIES**

- (1) students should be taught the Kasem orthography at all levels.
- (2) subject teachers should give their students constant spelling drills.
- (3) students should be encouraged to read books written with the new Kasem orthography.

- (4) students may also be encouraged to transfer knowledge from other languages taught them to Kasem in some areas, such as punctuations.
- (5) Subject teachers may also do well to teach the subject properly, so as to raise the standard in candidates' performance.

## **5. DETAILED COMMENTS**

### **Question 1(a): Composition - Letter writing**

**Write a letter to your friend in another school telling him/her about an excursion you had recently.**

This question was poorly attempted by candidates. A good number of candidates deviated; possibly, they did not understand the question. These candidates took the question to mean “what goes on in the school”, though the rubrics were very clear. The word “beeri”, /to visit/ was mistaken to mean “bere”, /to teach/, hence candidates mis-fired. Meanwhile, candidates who understood the topic performed very well. They mentioned interesting places like the ‘Boti Water Falls’, ‘Paga Crocodile Pond’, ‘Damongo Game Park’ etc.

### **Question 1(b): Composition - Descriptive**

**Describe how a Basket or a Mat is woven.**

Most candidates ignored this question; only a few attempted it, but could not perform well.

Candidates were expected to mention the materials needed to weave the particular item, e.g. reeds or special grass, twine, big needle (specially made for the purpose) etc. They could proceed to mention the preparation of such material and the processes involved from start to finish. Candidates could also talk about the benefits derived from craft-works.

### **Question 1(c): Composition- Narrative**

**It happened that thieves/armed robbers raided your home one night. Narrate all that happened.**

This question attracted a good number of candidates. They performed fairly well as they provided the required details from start to finish. Candidates were expected to state how the thieves entered the house, noise/gunshots heard, shouts for help, defence put up, taking the thief hostage, items taken away, help offered by neighbours, report to the police or chief and possibly casualties etc. Candidates were able to narrate all these.

### **Question 1(d): Composition - Exposition**

#### **Which of these professions would you pursue, Teaching or Nursing?**

Candidates who chose this question performed quite well. They made their choices and continued to give reasons for such choices. Essays were developed along the lines of various arguments, that is, why they preferred one profession to the other. Their presentations were highly commendable.

### **Question 2: Comprehension**

A prose passage followed by ten (10) questions (a - j).

A few candidates fared well in this part. The questions covered the areas of 'stated facts', 'inferences', 'meanings', 'expressions' and 'summary'. The poor performance of candidates may be attributed to the inability of students being made to read.

At any rate a good number of candidates gave valid responses to some of the questions. Their performance in the areas of inference and summary were below standard. The inference questions (d) (e) and the summary (j) posed problems to candidates.

**Note:** Subject teachers may do well to teach students to read Kasem materials, that is, books written in Kasem. Students should learn to answer questions on passages appropriately.

### **Question 3: Lexis and Structure**

(a - e): In this area, candidates were expected to pick nouns to be identified in sentences. Almost all candidates scored the marks.

(f - j): Candidates were asked to identify places where punctuation marks should be applied. Most candidates had no problem in supplying the appropriate punctuations at the right places.

(k - o): This area sought to ask candidates to identify Adjectives in sentences. Candidates identified the adjectives and used them for their responses. Most candidates scored the marks.

(p - t): Candidates were to supply antonyms to some given words underlined in sentences. Most candidates performed very well.

On the whole candidates were comfortable with this part and performed quite creditably.

## NZEMA 2

### **1. GENERAL COMMENTS**

- (1) The standard of the paper compared favourably with that of previous years.
- (2) There was a slight improvement in the performance of the candidates over those of previous years. This improvement was noticed significantly in the private schools.

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

- (1) A few of the candidates need commendation for their maturity in answering the composition questions. They were able to meet the demand of the questions - good paragraphing, correct use of figurative expressions, good punctuating among others.
- (2) This year there was a significant improvement in the orthography of candidates, hence most of them scored good marks for Mechanical Accuracy. However, a lot need to be done to improve upon this achievement.
- (3) Section 3 of the paper - Lexis and Structure was satisfactorily answered. Most candidates scored good marks.
- (4) Most of the candidates were able to write the required number of words for the composition (150 words). This was encouraging. Consequently, this enhanced their total marks for the composition.
- (5) Most candidates were able to give very good titles to the comprehension passage.

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

- (1) In most of the public schools the performance was generally poor.
- (2) Like previous years, lack of the correct orthography of the language still persisted in most of the schools. Candidates continued to join the pronoun to the noun and detach it from the verb.
- (3) Wrong spelling of the word 'd==nw=' - 'many' cut across all the schools. Instead they wrote 'nd==nwo'. The word does not exist in the language.
- (4) Some candidates copied portions of the comprehension passage as answers to the composition.
- (5) In section 3 of the paper the section on punctuation was poorly answered. Some candidates instead of applying the correct punctuation marks in the sentences wrote the punctuation marks in isolation.
- (6) In the comprehension candidates had problems with answering questions on inference and meaning.

#### 4. **SUGGESTED REMEDIES**

- (1) Candidates should be encouraged to read more books in the language. They should also be taught the orthography of the language.
- (2) More exercises should be given on punctuations.
- (3) Teachers must teach their students the techniques of giving titles to passages read, and also answering questions on inference and meaning in comprehension.
- (4) Candidates should be advised not to translate the addresses of letters into the local language. However, when a candidate wants to write the date in full, the month should be written in the local language.

#### 5. **DETAILED COMMENTS**

##### **Question 1(a): Composition - Letter writing**

**Write a letter to your friend in another school telling him/her about an excursion you had recently.**

The candidates were required to introduce the letter by greeting and giving the purpose of the letter. They were also expected to narrate the course and details of the excursion, stating the date, the preparation towards the journey, the journey itself, what were seen on the way and other activities of the place(s) they visited. They were also required to conclude by giving their impressions about the excursion.

Though a few candidates met the demands of the questions, most of them just mentioned what they did at the places they visited. They also failed to give their impressions about the excursion.

##### **Question 1(b): Composition - Descriptive**

**Describe how a Basket or a Mat is woven.**

The candidates were expected to make a choice as the introduction. They were also expected to mention the materials used in weaving the object, the preparation of the materials and the process of weaving the chosen object.

In conclusion, they were expected to mention the benefits of the object woven.

Only a few candidates answered this question. Those who did, could not meet the number of words needed. However, they were able to mention the materials used in

weaving and also describe the process vividly. Unfortunately, they failed to mention the uses of the object.

**Question 1(c): Composition - Narrative**

**It happened that thieves/armed robbers raided your home one night. Narrate all that happened.**

The candidates were required to state the date and place of the incident and give the details. A sizable number of candidates wrote this composition. A good number of them described interesting incidents. This is commendable. Some of them also stated the roles they played or what happened to them during the attack.

However, some of them just did the description but failed to provide the place and date on which the incident occurred.

**Question 1(d): Composition - Exposition**

**Which of these professions would you pursue, Teaching or Nursing?**

Candidates were expected to make a choice then discuss why that choice was made.

On the whole, this question was poorly answered. The few candidates who answered this question could not give sufficient reasons for their choices. They were expected to give about four reasons for their choice of profession.

**Question 2: Comprehension**

This was a comprehension passage with ten questions set on it. The questions were made up of stated facts, inference, meaning and giving a title to the passage.

This question was poorly answered. Most of the candidates could only answer the questions on stated facts but failed to answer the other areas properly. Most of them wrote irrelevant answers to the questions.

Students are encouraged to read more story books in the language in preparation towards comprehension exercises.

**Question 3: Lexis and Structure**

This was a question on Lexis and Structure made up of four parts.

- (1) In part one, the candidates were required to identify nouns from sentences.

Most of the candidates could not identify the abstract nouns from the sentences. They could however, identify the common and proper nouns.

- (2) In the second part, the candidates were expected to punctuate some sentences. This part seemed difficult for the candidates. It was poorly answered. Most of the candidates did not write the sentences but indicated the punctuation marks rather. That was a wrong approach and such candidate lost the marks for that part.
- (3) The candidates were expected to identify adjectives from sentences in this part. This part was well handled by the candidates.
- (4) In the fourth part the candidates were required to find the opposite of some words in sentences.

On the whole most candidates scored high marks in this section.

## **(TWI) AKUAPEM 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. The performance of candidates was average.

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

- (1) Comprehension - A number of candidates gave straight forward answers to the comprehension questions.
- (2) Many candidates showed that they prepared for the Lexis and Structure section as they scored high marks.

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

- (1) Punctuation Marks:  
Some candidates started sentences without using the capital letters at the initial position. Some personal names were even written with lower case characters at the initial position.
- (2) Overcrowding of answers:-  
Some candidates crowded their answers over one page though the rubrics stated that they should begin each answer to a question on a fresh page. The instruction to leave two or more lines between answers where these are sub-questions to the same question was not adhered to.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should make a conscious effort to teach pupils the right use of the apostrophe and punctuation marks through a number of class exercises. Examples from very good textbooks must be used to build up the skills of writing in pupils.
- (2) Before and during examinations tutors should provide adequate rubrics to pupils to remedy the problem of overcrowding of answers.

### **5. DETAILED COMMENTS**

**Question 1(a): Composition - Letter writing**

**Write a letter to your friend in another school telling him/her about an excursion you had recently.**

Introduction: Greetings and purpose of the letter.

Body: The following points were expected:

- (1) - Date, Place, Preparations.
- Journey - means of transport, scenes along the way.
- Arrival at the designated place.
  
- (2) - Interesting places visited/site seeing
- Activities undertaken
- Departure and arrival back to school/home.

Conclusion: Candidates' impression about the excursion.

Majority of candidates attempted this question and they did well. Candidates followed the procedures of letter writing providing address, date, salutation and valediction.

However, there were a few pupils who mistook the topic to be visiting a sick person.

**Question 1(b): Composition - Descriptive**  
**Describe how a Basket or a Mat is woven.**

Introduction:- Candidates were to make choice - Mat weaving or Basket weaving.

Body:- Candidates to mention the materials required.

- (1) Palm branches, raffia, cane, reeds etc.
- (2) Preparation of the materials.
- (3) process involved in the weaving - from start to finishing.

Conclusion:- Candidates were to state the benefits derived from the craft.

This topic attracted just a few candidates who failed to state the facts above. Some candidates, who wrote on the topic, wrote on both Mat and Basket weaving without making a choice.

Candidates who attempted this topic performed poorly.

**Question 1(c): Composition - Narrative**

**It happened that thieves/armed robbers raided your home one night. Narrate all that happened.**

Introduction:- Candidates to state the day/date of the incident.

Body:- Candidates to give details of the incident.  
e.g. How the robbers entered the house, gunshots, shouts for help, defence put up by the inmates, items taken away, assistance offered by neighbours, report to the police etc.

Conclusion:- Candidates' impression e.g. frightened, hidden, assistance offered etc.

This is the second topic that attracted candidates. Candidates' work was average.

**Question 1(d):           Composition -           Exposition**  
**Which of these professions would you pursue, Teaching or Nursing?**

Introduction:- Candidates to make a choice.

Body:- Candidates to give reasons for the choice made.  
e.g. Level of education required, family profession, financial gain, for prestige, to educate people, to save lives, to travel abroad, leadership in society etc.

Conclusion:- Candidates affirmation of the future prospects of his/her chosen profession.

This topic attracted a few students who failed to state the facts above. Some candidates wrote on the two professions without making a choice.

**Question 2: Comprehension**

This was a compulsory prose passage with ten sub-questions to be answered by candidates. The very good candidates were able to answer the questions very well and were rewarded for their effort. However, the poor candidates merely copied the passage into the answer booklets which of course, earned them no mark. Quite a good number of candidates crowded their answers over one page.

**Question 3: Lexis and Structure**

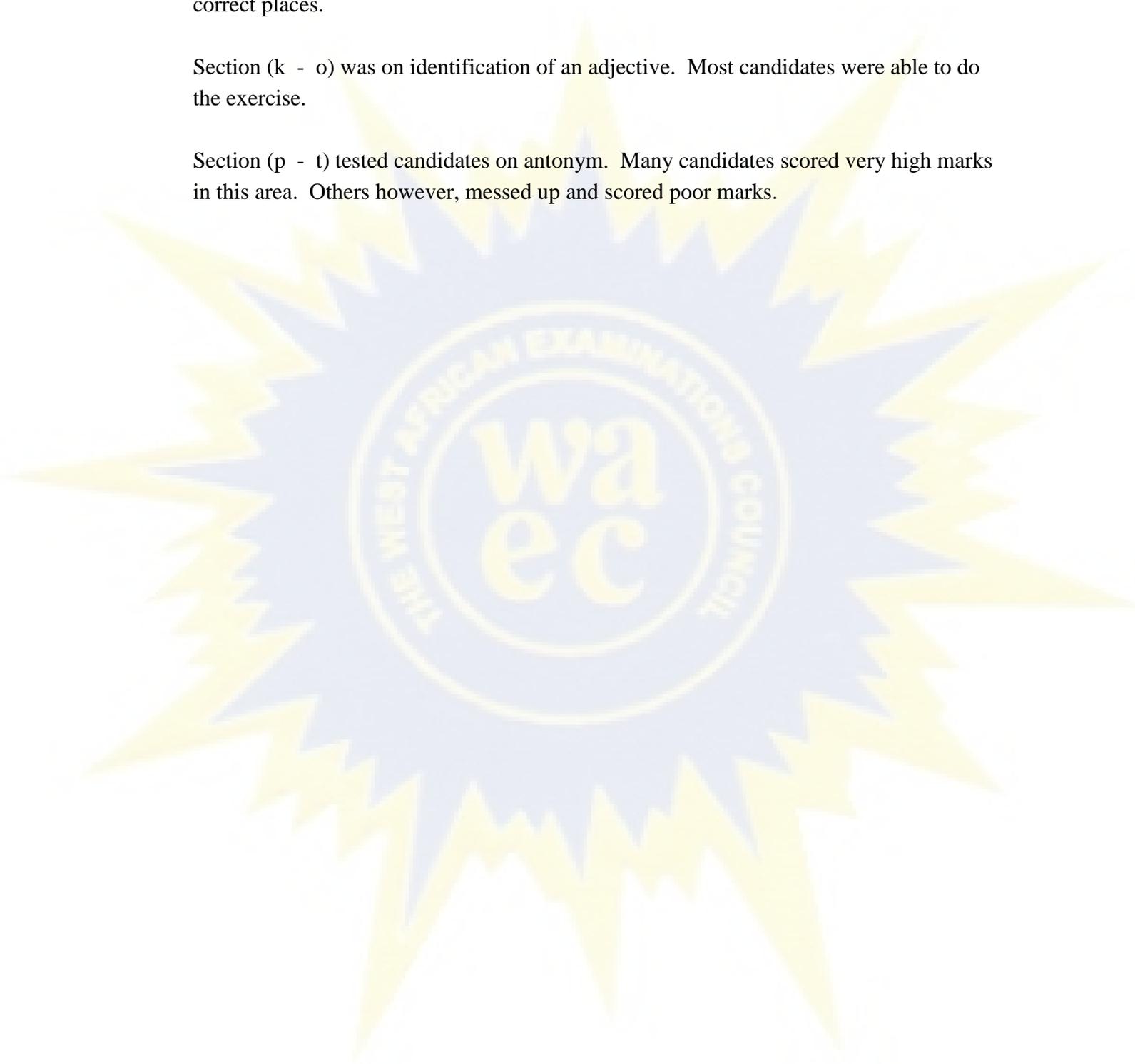
The question had four sections: a - e, f - j, k - o and p - t.

Section (a - e) was on identification of a noun in each of the five sentences. Most candidates were able to do the exercise. However, some candidates wrote the whole sentence and underlined these nouns which were also acceptable. They were however, expected to write down the word only.

Section (f - j) tested punctuation marks, capital letters, question marks,, exclamation marks and a comma. Many candidates could not write the right punctuation marks. Candidates were expected to write the full sentences and placed the expected marks at the correct places.

Section (k - o) was on identification of an adjective. Most candidates were able to do the exercise.

Section (p - t) tested candidates on antonym. Many candidates scored very high marks in this area. Others however, messed up and scored poor marks.



## **ASANTE TWI 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. The performance of candidates was above average.

However, performance of candidates from rural schools fell below expectation.

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

#### **(1) ESSAY**

There was improvement in essay writing. Most candidates were able to write over and above the 150 words they were supposed to write. Many candidates were able to score marks for Mechanical Accuracy which indicated that their orthography had improved.

#### **(2) COMPREHENSION**

A number of candidates gave straight forward answers to the comprehension questions.

(3) Many candidates showed that they prepared for the Lexis and Structure section as they scored high marks.

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

(1) Wrong use of the Twi personal pronouns:- Most candidates confused the third person *pronoun singular* - +no (he/she) with the third person *pronoun plural* - w=n (they). This wrong usage was rampant in the essay topics.

(2) Punctuation Marks:- Some candidates started sentences without using the capital letters at the initial position. Some personal names were even written with lower case characters at the initial position.

(c) Overcrowding of answers:- Some candidates crowded their answers over one page though the rubrics stated that they should begin each answer to a question on a fresh page. The instruction to leave two or more lines between answers where these are sub-questions to the same question was not adhered to.

### **4. SUGGESTED REMEDIES**

(1) Teachers should make conscious effort to teach pupils the right use of personal pronouns, the apostrophe and punctuation marks through a number of class

exercises. Examples from very good textbooks must be used to build up the skills of writing in pupils.

- (2) Before and during examinations tutors should provide adequate rubrics to pupils to remedy the problem of overcrowding of answers.

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However, there were a few candidates who mistook the topic to be attending to a family call or visiting a sick person.

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Conclusion:- Candidates to state the benefits derived from the handiwork/craft.

This topic attracted just a few students who failed to state the facts above. Some candidates, who wrote on the topic, wrote on both Mat and Basket weaving without making a choice.

Candidates who attempted this topic performed poorly.

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Conclusion:- Candidates' impression e.g. frightened, hidden, assistance offered etc.

This is the second topic that attracted candidates. Candidates' work was satisfactory.

### **Question 1(d): Composition - Exposition**

**Which of these professions would you pursue, Teaching or Nursing?**

Introduction:- Candidates to make a choice.

Body:- Candidates to give reasons for the choice made.  
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