

DAGAARE 2

1. GENERAL COMMENTS

The standard of the paper is comparable to that of the previous years'. Candidates' performance, however went down slightly. All the essay topics were remarkably familiar and the rubrics very straight to the point.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Generally, most of the candidates exhibited a fair understanding of the questions they tackled, most especially the essay topics. This was evidenced by the fact that the deviations were few.

Unlike in the past when most candidates used to write their essay in volumes, thus failing to tackle the other questions, this time round, they were able to apportion their time well. For that reason, most candidates succeeded in tackling all the the three questions.

The issue of candidates writing more than one essay was also virtually no more. A remarkable feature in their work was the legibility of their handwriting.

It was also noted that the number of unintelligible answers drastically reduced and that was very commendable.

Another aspect of the performance that needs commendation was the use of the appropriate language in the essay writing, though a lot of candidates showed limitations in ideas.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

A major weakness identified was the inability of some candidates to read and digest the questions well. As a result of this weakness, some of them could not answer the questions appropriately.

Some candidates also failed to understand the questions. They failed to plan their essays properly and good paragraphing was lacking.

The reproduction of stories verbatim was also a common feature.

4. SUGGESTED REMEDIES

Students should be taken through a lot of reading exercises as one of the numerous ways of preparing them for the exams.

Regular written exercises in essays comprehension and spelling should be conducted in classes at all levels of the first cycle schools.

Students should also be taken through the basic concepts of paragraph writing.

In teaching the language, teachers should do well to involve all students in discussions in order to make them creative and original in their thinking.

In conclusion all efforts must be made to teach the language effectively in every school that writes the BECE.

5. DETAILED COMMENTS

Question 1

Essay

(a) Direct a friend from your school to your house.

The essay topic required candidates to direct their friends from their school to their place of residence.

In answering this question the candidate was expected to give the geographical location of his/her house from the school, the distance, landmarks, features of the house, etc.

Most candidates who attempted the question were able to give the appropriate directions but they fell short of elaboration. A few who attempted stating the distance did so in unimaginable kilometers. (E.g. My house is about 150 kilometers from my school). Candidates failed to mention the position of their schools in the town or village and also failed to associate their houses with significant structures such as tall trees, market places, church buildings/mosques, chief palaces etc. A good number of candidates did not mention the names of their houses and did not mention those to be met in their houses in case they were absent.

Candidates were however able to use the appropriate language in answering this question.

(b) Narrate what you do on Saturdays OR Sundays.

Candidates were expected to narrate how they spend Saturdays or Sundays.

Generally most of the candidates who wrote on this topic were able to itemize the activities they normally carry out in chronological order from morning till evening.

They were also able to use the appropriate tense (i.e. the habitual tense) and registers. However, a lot of those candidates who attempted this topic exhibited a number of weaknesses.

First, they were expected to write on only one day's activities but some wrote on the two days' activities. Secondly, as daily activities throughout the year are not the same, they should have varied them according to the seasons of the year. Thirdly, most of them did not state how they normally feel on the days in questions.

(c) Write about a book you have read.

Candidates were to write about an interesting book they had ever read. Admittedly, the question was the most poorly answered in terms of content.

Even though the language was acceptable, presentation was flawed with total failure to give details of the book ever read. No mention of the books' title, authors years of publication and even content was made. The least talked about their prose, drama or poetry, the better.

Candidates were to give the highlights of the books and in conclusion state the lessons learnt but nothing of the sort was done.

(d) Should formal education be compulsory for all children in Ghana?

Question 1 (d) required candidates to argue **for** or **against** the motion: *“Every child in Ghana should be sent to school”*.

As expected candidates who wrote on it took sides and advanced convincing arguments. No candidate wrote against the motion and some of the cogent points raised included the following: Education enhances ones social and economic status. With education one is able to get a job and take care of oneself and that education makes a person live a healthy life.

Unfortunately however only a few candidates wrote on this topic and even then logical presentation of points was not done. They also had problems in coming out with relevant introductions and conclusions.

Mechanical Accuracy: Many candidates exhibited the lack of knowledge of vowel sequence as well as vowel harmony and for that reason they failed to write everyday words correctly. A very common word that several candidates could not write correctly is the personal pronoun “N” for “I” it was written as “Eng” instead of “N”.

Question 2 Comprehension

Candidates' performance in this section showed that either most of them did not have sufficient time to read the passage or they read it with little or no understanding at all.

This was evidenced by the fact that most of them were only able to answer the recall questions correctly. Those questions which called for inference could not be answered by the majority of them.

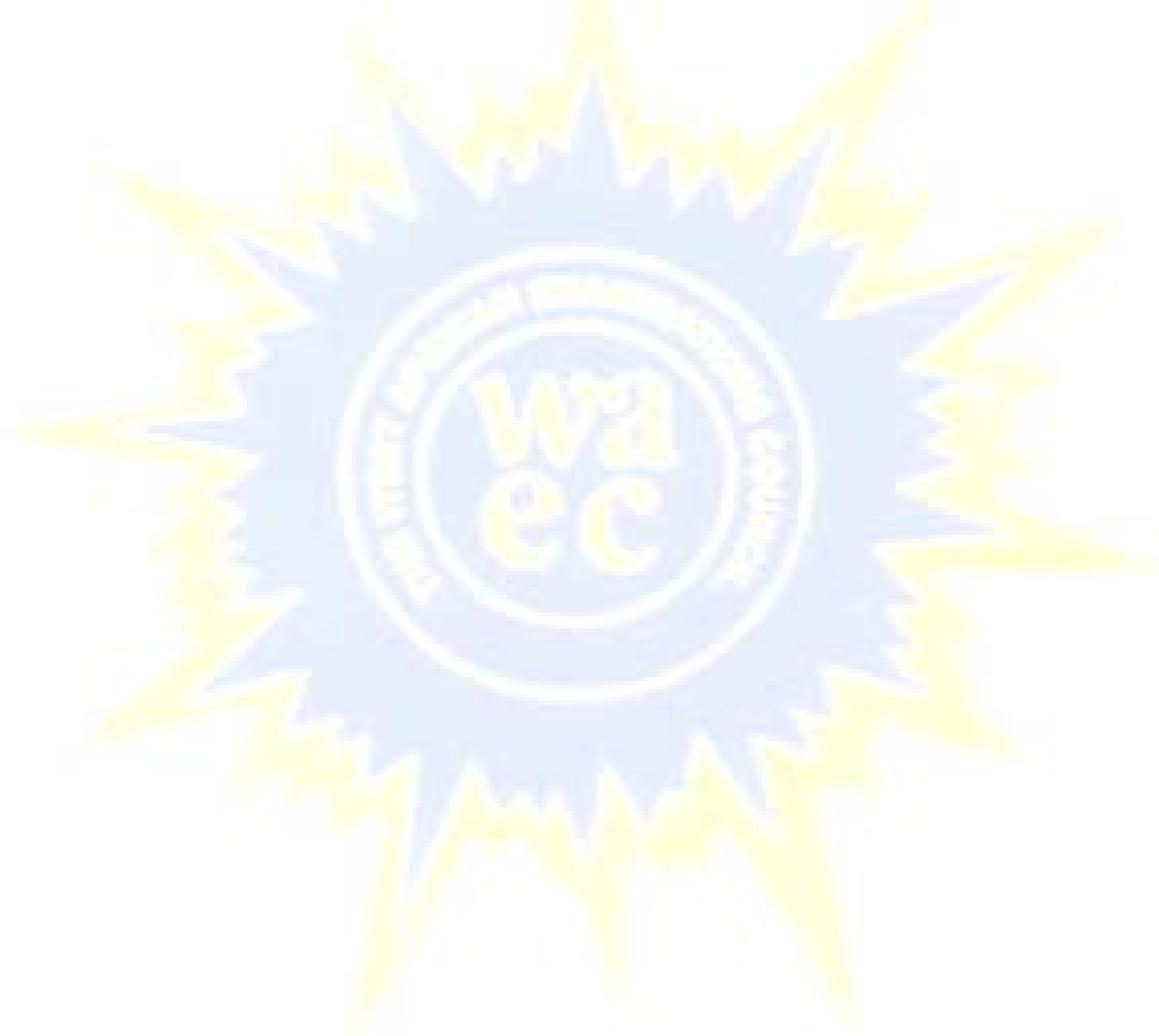
The extent to which candidates lifted portions of the passage also revealed their very little understanding of the passage.

Lexis and Structure

Comparatively candidates' performance in this section was average.

Most of them, for instance, had no difficulty in identifying the verbs in questions 3 (e) - 3 (t).

However, questions on punctuation were not well answered by a number of candidates. Many did not even realize that every sentence must have a period at the end. A very sad observation was that some candidates could not even copy words in the section correctly.



DAGBANI 2

1. GENERAL COMMENTS

The standard of paper and the performance of candidates was as high as those of previous years.

2. A SUMMARY CANDIDATES' STRENGTHS

(1) Length of Answers

In the composition, many candidates tried to write within the number of words given. Where they exceeded, they did this by a small number of words and where they fell short, they did this by few words.

In the other parts, the answers of many candidates were short and precise.

(2) Expression

There was also great improvement in the expression of many candidates. They used the appropriate proverbs, figures of speech, loan words and correct tenses, etc.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) Poor Orthography

The spelling, punctuation, word-division etc. of some candidates were very poor.

The following wrongly spelt words should have been written as indicated by the arrow.

[tooli → tu]li, nyaligi !maligi, feela → fiila, ninmi ni!mi, pke → kpe, che! cha! etc.]

The following words written as single words are usually separated as indicated by arrow.

[ny`lli → nya li, yuyapam → yuya pam etc.]

The following words written as separate words are usually written as single words.

[ben di rigu bindirigu, kua ri mi → k=rimi, pie li gu → piligu etc.]

(2) Writing of Question Numbers

Some candidates did not write numbers to the questions and sub-questions they answered.

4. SUGGESTED REMEDIES

Poor Orthography

(1) Candidates can overcome this problem through class exercises, intensive and

extensive reading, dictation and the use of Dagbani Dictionaries.

- (2) Candidates should always be made to write numbers to the exercises they do in the classrooms.

5. **DETAILED COMMENTS**

Candidates were given four questions and were expected to write about one hundred and fifty (150) words on only one of them.

Question 1 Essay

(a) Direct a friend from your school to your house.

In the introduction of their compositions, some candidates asked their friends to come/go to their schools firsts and start to locate their houses from there. Others asked their friends to go to their schools at the weekends to start looking for their houses as directed. Some other compositions had no introductions.

In the body of their compositions, some candidates gave a geographical location of their houses from their schools. They also gave a brief description of their houses also went further to mention what they would do when their friends finally arrived at their houses (e.g. warm embrace, introduction to parents and other friends). Some other candidates answered this question very well in the form of letters.

Other compositions were not detailed. Some candidates directed their friends to their houses without mentioning landmarks. Some also described their houses very poorly while others did not say what they would do when their friends finally arrive at their houses. Other candidates attempted answering this question in letter form but failed to continue their letters.

To conclude their compositions some candidates assured their friends warm reception. Some other compositions did not have any conclusions.

(b) Narrate what you do on Saturdays OR Sundays.

Many of the candidates who selected this questions introduced it by stating how Saturdays or Sundays are very valuable to them. Some compositions did not, however, have any introductions.

In the body of their compositions some candidates narrated what they did in the mornings, afternoons and evenings very well. Others said they spent the whole day playing games while others said they spent the two days trading. Other candidates started their compositions but could not finish them.

To conclude their compositions, some candidates said they enjoyed Saturdays or Sundays. Some compositions did not, however, have any conclusions.

(c) Write about a book you have read.

Some of the candidates who chose this question introduced it by stating the title and author of the books. They also mentioned the types of book they read as prose, poetry or drama and when they read them. Other candidates mentioned only the title. There were some compositions without any introductions.

In the body, some candidates gave a gist of the content of the books and/or what interests them most in the books very well. Some other candidates wrote down some stories without mentioning that they read them from books. Some other candidates started the body (of their compositions) but could not finish it.

To conclude, some candidates stated the lesson(s) they learnt from the books. Others re-emphasized the fact that they (actually) enjoyed reading the books. Some other compositions did not have any conclusions.

(d) Should formal education be compulsory for all children in Ghana?

To introduce their compositions, some candidates started by taking a stand that formal education should be compulsory for all children in Ghana. Others said it should not be compulsory in Ghana. Some other compositions did not have any introduction.

In the body, candidates defended their stand. They mentioned how education makes one a useful person, President of Ghana, parliamentarians etc. Others said that since some parents were very poor and needed the services of their children to generate money for them at home, education should not be compulsory.

In their conclusion, some candidates re-affirmed their stand. Other compositions did not, however, have any conclusions.

Question 2

Comprehension

Candidates were given a short prose passage and asked to answer ten questions on the passage. The questions were based on stated facts, inference, meaning and summary (title).

The questions on stated facts, meaning and summary were well attempted by many candidates. However, the questions on inference were not well attempted.

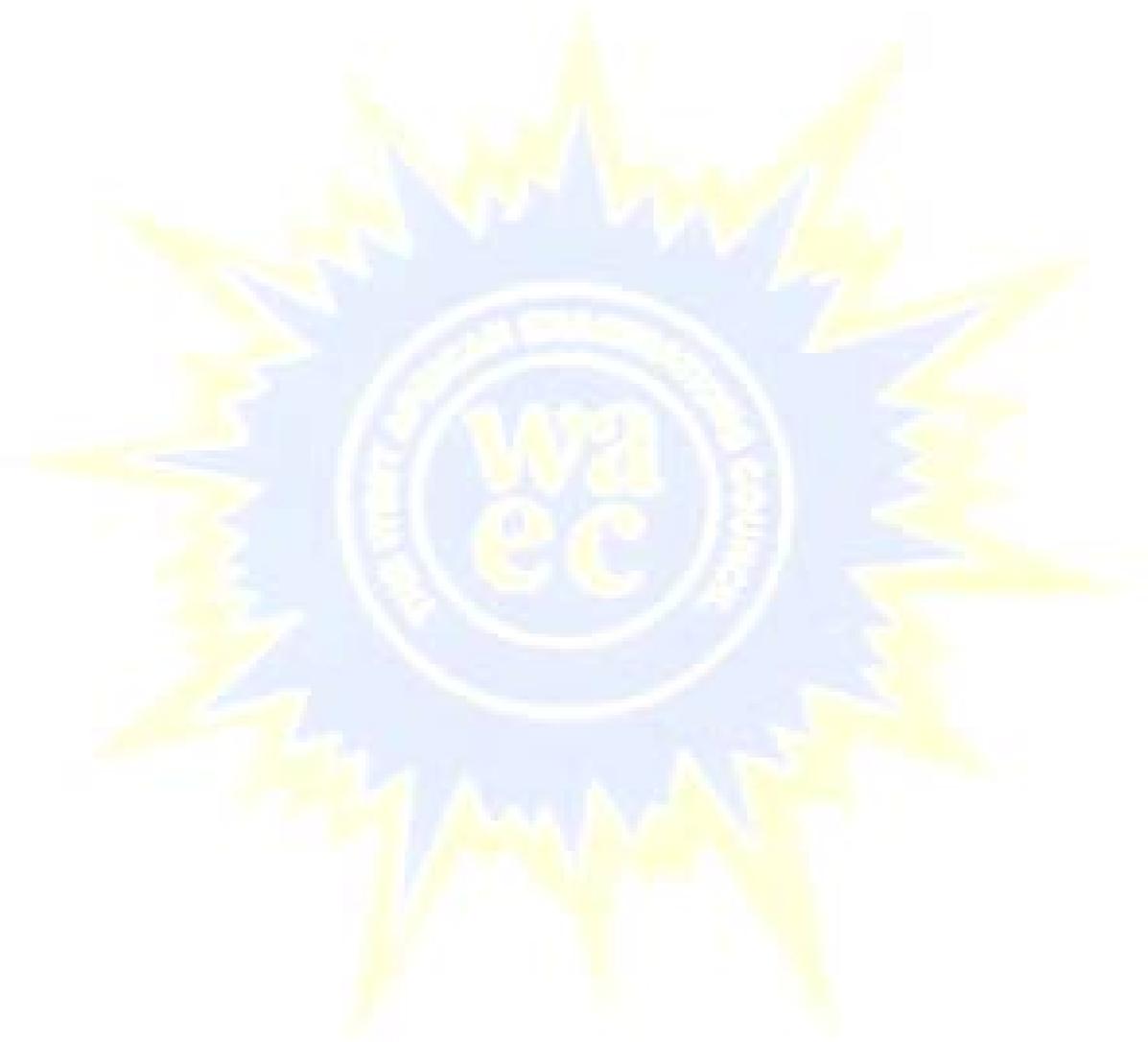
Some candidates copied out the questions before answering them, and very poorly too.

Question 3

Lexis and Structure

Candidates were given twenty (20) short sentences to provide opposites, indicate functions of words underlined, punctuations and identification of verbs.

The questions on verbs were well attempted by many candidates. However, the questions on opposites, functions and punctuations were not well answered.



DANGME 2

1. GENERAL COMMENTS

The 2012 BECE paper compares favourably with that of previous years. The content of the paper was appropriate and the items were clear. In terms of scope, the paper covered the required or relevant areas of study as presented by the teaching as well the examination syllabuses.

The paper can be said to be standard. The items were also set in accordance with WAEC's prescription. The paper therefore tested the prescribed aspects of the language (Dangme) as suggested by the teaching and examination syllabus.

In spite of all this, the general performance in this year's paper can be said to be a little below expectation. This notwithstanding, some candidates demonstrated some level of maturity in responding to the questions. Some responses reflected mastery and maturity in candidates' use of language. There was also some exhibition of competence in the way some candidates responded to the questions.

The paper tested candidates' knowledge and skills in Essay Writing, Comprehension, Lexis and Structure. The essay tested candidates' skills in writing Descriptive, Narrative and Argumentative essays.

Even though some candidates performed quite creditably in some areas of the paper, the general performance could be said to be a little below last year's performance.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Even though candidates' general performance in this year's paper could be said to have fallen below expectation, a few candidates exhibited some skills and strengths that need commendation.

- Candidates generally exhibited good understanding of the questions and therefore answered them appropriately.
- Candidates also showed systematic or orderly presentation of ideas and also wrote quite good paragraphs in their essays.
- In similar ways, candidates demonstrated or showed some maturity in the use of language (Dangme). Indeed, some candidates made appropriate use of some figures of speech e.g. proverbs and other idiomatic expressions.
- Most candidates also demonstrated considerable amount or level of understanding of the comprehension passage and did appreciably on the content-based questions.
- Another area of commendation has to do with candidates' knowledge in the use of verbs and punctuations.

Candidates are commended for their good performance in the above areas and should serve as encouragement to prospective candidates.

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

Candidates' major weaknesses as appeared in their scripts are summed up as follows:

- Some candidates, in fact, majority exceeded the required number of words of 150. On the contrary a few candidates also wrote far too less than the 150 words.
- Some candidates also showed lack of ability to express themselves properly in their own language.
- Candidates also showed difficulty in the use of the post-positional morpheme - 'mi' and attached it to the root noun or the root morpheme.
- Majority of candidates had considerable difficulty in dealing with the inferential questions in the comprehension test.
- Also revealed in their scripts, is the poor use of punctuations.
- Candidates generally confused negation with antonyms in Dangme.
- Weaknesses in the use of the upper case letters for names of the days of the week.
- Some candidates also use the word 'kotoka' for 'tokota'.

4. **SUGGESTED REMEDIES**

The following suggestions are therefore being made.

- Candidates/pupils should be encouraged to do a lot of reading, writing and speaking in Dangme.
- Candidates/pupils' attention should be drawn to the difference between Negation and Antonyms in Dangme.
- Candidates should be taken through the use of punctuations and also the use of the upper-case letter especially for the names of the days of the week.
- Pupils' attention should also be drawn to the difference between standard Dangme (written version) and dialectal or spoken versions.

5. **DETAILED COMMENTS**

This part of the paper had four (4) different topics for which candidates were expected to write not less than 150 words on any one of the topics.

Question 1

Essay

(a) Direct a friend from your school to your house.

The question demanded that the candidates should direct a friend from their school to their house. The question demanded that the candidate should be able to give the right direction to a friend to enable him/her locate the house. The candidate was expected to use all relevant sign posts and other visible signs that would lead to locating the house e.g. sign boards, brand of roads and paths, church buildings etc. Candidates were expected to use relevant register/vocabulary such as go straight, turn left or right at this sign etc.

A few candidates who attempted this question were able to respond appropriately to the demands of the question. A few candidates however, lacked the relevant expressions to express themselves clearly. This, notwithstanding, those who attempted this question performed averagely well.

(b) Narrate what you do on Saturdays OR Sundays.

This question requested the candidate to narrate what he or she does at the weekends. The candidate was to write what she/he does from the time he/she wakes up from the morning of Saturday to the evening - sleeping time on either Saturday or Sunday.

Majority of candidates constituting about 90% answered this question. Among those who attempted this question, a good number of them gave very good account of themselves. Candidates were able to say what they did for either of the two days of the weekend. Their narration was systematic arrangement of the events/activities for either Saturdays or Sundays. Candidates also used the right tense. The only conspicuous error/weakness that run through candidates responses were the use of lower case letters for the names of the days candidates used/mentioned.

(c) Write about a book you have read.

This question required candidates to narrate an interesting story they have read from a book. The question demanded that the candidate should identify the book i.e. give the title of the book and the author, narrate the story and say why he/she liked the story. Only some few candidates answered this question. Among those who answered it, a few of them were able to react appropriately to the demands of the question. Some wrote very interesting stories meaning they understood the question. However, a good number of them failed to give the title and the author(s) of the book. Nonetheless, candidates' performance on this question was quite good.

(d) Should formal education be compulsory for all children in Ghana?

This question sought to test the skill of writing argumentative essays by candidates. The question demanded that the candidate should take side and raise points to support his/her position on whether all children in Ghana should be made to go to school.

This was the least attempted question. However, those who attempted it demonstrated some level of understanding of the issues involved and were quite able to take side and argue appropriately. Some candidates toed the line of debate i.e. addressed chairperson, panel, co-debaters and audience.

Even though candidates demonstrated some level/fair ideas about argumentative essay writing, more need to be done by teachers to raise the level of skills in carrying out such argumentative writings. Candidates' weakness on this question was the fact that they could not really raise points on the benefits of schooling as well as the disadvantages of lack of schooling. On the whole, it was a good performance.

Question 2

Comprehension

This aspect of the paper demands that the candidate should read the comprehension passage, absorb the meaning and respond appropriately to questions that followed.

Quite a good number of the candidates demonstrated fair understanding of the passage and performed quite well on the content-based questions. Majority of candidates who attempted this question had considerable difficulty in answering the inferential questions.

The question that demanded explanation of some specific expression as used in the passage also posed some amount of difficulty to some candidates. Despite this difficulty, quite a good number of candidates did quite well on this higher level of questions. Majority of candidates were able to give suitable titles to the passage.

Question 3

Lexis and Structure

This section of the paper had four (4) parts and tested candidates' knowledge on antonyms in Dangme, grammatical functions of some specific words or clauses in given sentences, use of punctuation and verbs.

The section on antonyms demanded that the candidate should supply the appropriate antonyms for the underlined word/clauses in given sentences. Quite a good number of candidates were able to supply the correct/right antonyms. However, a few candidates confused antonyms with negation in Dangme.

The second part which tested the grammatical function of specific words/structures was well attempted by most candidates. Even though some candidates had considerable difficulty with this aspect, candidates' performance here can be said to be satisfactory.

The third (3rd) part of the paper tested the candidates' knowledge in the use of punctuations. The question demanded that candidates should write the full sentence and punctuate appropriately. Quite a good number of candidates who attempted this portion did quite well except in few cases, some candidates failed to write the sentence but wrote down only the punctuations. Candidates should be encouraged to read and obey instructions in such situations.

Finally, candidates' knowledge about verbs was tested in the last part of this section of the paper. Candidates were expected to write down the verbs in the given sentences. Majority of the candidates did well here except that a few candidates failed to recognize the auxiliaries also as verbs and so did not pick them.

This might also be attributed to the inability of candidates to read and understand out instructions or rubrics and candidates attention should be drawn to this.

EWE 2

1. GENERAL COMMENTS

The standard of the paper was okay, and candidates' performance compared with those of previous years have improved slightly because no candidate scored absolutely zero in the exams as has been practice in previous years.

2. A SUMMARY CANDIDATES' STRENGTHS

Majority of candidates attempted all the required number of questions, i.e. they wrote on one essay topic and answered all the questions on the said comprehension passage and the Lexis and Structure. This implies that candidates satisfied the requirements of the rubrics of the paper and it affected their performance positively.

Most candidates produced their essays in the required number of words i.e. 150 words and this fetched them better scores. Majority of the candidates presented their essays in the four components i.e. content, expression, organisation and mechanical accuracy which made them score good marks.

3. A SUMMARY OF CANDIDATES WEAKNESSES

Some candidates lifted portions of comprehension passage as their essays and this fetched them nothing. Some few others never attempted the required number of the questions expected be answered i.e. some answered questions 2 and 3 and left out questions 1. Some also spent all their time writing on one essay topic in over 400 words and this deprived them time to attempt the other questions.

4. SUGGESTED REMEDIES

Candidates have to be creative and imaginative as far as essay writing is concerned. They are therefore encouraged to learn to create their own essays in order to score good marks. Besides, candidates should endeavour to answer the required number of questions i.e. one essay must be written, all questions on the comprehension passage and Lexis and Structure must be answered.

Finally, candidates are advised to read the questions well, understand them well, sort out salient points and address them in order to avoid deviating content-wise.

5. DETAILED COMMENTS

Question 1 Essay

(a) Direct a friend from your school to your house.

This question required candidates to direct a friend from their school to their house. Candidates who attempted it performed fairly. They were able to state the geographical location of their house from the school, the distance from the school and described the various landmarks along the route. In addition, they described the features of their houses for easy identification.

However, they failed to state what was supposed to happen when their friends arrived at their homes. They could have stated that their friends would be given a warm welcome and would have introduced them to their parents.

Candidates used future and conditional tenses for expression which is commendable. Some did code mixing i.e. they mixed English with the Ewe especially when they wanted to state names of places. They however failed to present the English words in quotes. Candidates are advised to do so when they use foreign language alongside Ewe.

(b) Narrate what you do on Saturdays OR Sundays.

This was a popular question. Majority of candidates were able to make a choice i.e. they wrote solely on either the things they do on Saturdays or Sundays and did not talk about the activities of the two days. It was a feather in their cap when they discussed the activities they underwent in the morning, afternoon and evening on such a day. Some of the candidates were able to give reasons why they like or dislike such a day. All these are good points which attracted good marks. Candidates are advised to keep it up.

However, some few candidates wrote on the activities they do on both days which is an instance of deviation. Even though some candidates used the habitual and conditional tenses which they were supposed to use, some others used present/past tense and this affected their marks badly. Candidates are advised to use the tense suitable for such an essay which deals with habitual activities which inevitably calls for the use of habitual and conditional tenses.

(c) Write about a book you have read.

This was another popular question. Though all the candidates who attempted this question were able to state the title of the story as the introduction of the essay, just a handful stated the name of the author and when they read the book.

Candidates who attempted this question were commended for giving the gist of the content of the book they have read systematically. Some candidates however, failed to state the lesson(s) they learnt from the book.

Candidates were congratulated for presenting their work in the past tense since they were expected to narrate some past event they have undertaken.

(d) Should formal education be compulsory for all children in Ghana?

This question was attempted by quite a number of candidates. Every candidate was able to take a stand i.e. 'formal education should be compulsory for all children in Ghana' or 'formal education should not be compulsory for all children in Ghana'. Majority of the candidates took the stand that formal education should be compulsory for all children in Ghana.

Candidates were able to state the points regarding their stand. Some candidates discussed the points well - their reasons were clearly stated and every aspect was systematically presented. However, some candidates could not effectively bring out the points and reasons. They seemed to repeat the same point(s) over and over without supporting them with any sound reason(s). Even some of those who discussed the points well failed to dwell on **four** different points. Candidates are expected to discuss four different points in favour of their stand very well and comprehensively in order to do better content-wise.

Candidates were applauded for their effort to re-affirm their stand at the end of their essays since the re-affirmation is the salient point needed for the conclusion of the essay in question.

Candidates were also commended for presenting their essays in future and conditional tenses.

Question 2 Comprehension

Questions 2 (a), (b), (d) and (h) which were stated facts were well answered by candidates. However, some candidates just presented the portions of the comprehension passage which contained the answers to the questions as their answers and this was not the appropriate step to take. Candidates were expected to answer the questions precisely and, if possible, in their own words.

Questions 2 (c) and (g) which were inferences posed a problem for candidates. Majority of candidates produced wrong answers because they treated the question as stated facts. Candidates are expected to give answers and suggested reasons for their answers.

Question 2 (e), (f) and (i) demanded the meaning of some idioms from the passage. Majority of candidates produced wrong answers. Candidates were expected to give the meaning of the idioms related to the passage and not in isolation. E.g. 2 (e) which stated '@e nya sia g=me: wo*i yewo\$ amewo kumaw=e' was rendered as 'wome kunu na amewo ha\$ i *i wo o' by most candidates. The actual meaning is 'wo*i wo agbagbee/x=wo mu dze wo dzi' etc. Question 2 (j) being the title of the passage was well stated by the majority of candidates. They gave titles like 'Anyigba Juju le Ghana/Anyigba si Juju le \$e 1939 me'. Etc

Question 3

Lexis and Structure

Almost every candidate attempted these questions and were able to score some marks. Question 3 (a) - (e) required candidates to provide the antonyms of some underlined words. Majority of the candidates were able to give the right antonyms as follows:

- (a) *kabakaba* *=*=*= / *blewuu* / *blewublewu*
(b) *k=k=* *kpui*
(e) *dze ... g=me* *wu ... nu/w= ... v=*

Some candidates, however, provided the negation of 3 (c) *nyo* as *menyo o*, and 3 (d) *le avi \$am* as *mele avi fam o*. Candidates are to note that the antonym for 3 (c) *nyo* is *gblē / \$o*i / blu* and 3 (d) *le avi fam* is *le nu kom*.

Question 3 (f) - (j) required candidates to provide the word class of some underlined words. Most candidates provided the right answers for 3 (f) which was *\$u* a verb, and 3 (h) which was *kabakaba* an adverb. Majority, however, had 3 (g), (i) and (j) wrong. The right word class for 3 (g) *goglo* is adjective, 3 (i) *wò* is pronoun and 3 (j) *k=\$ea* is noun/noun phrase.

Question 3 (k) - (o) which were about autographical and grammatical rules of the language were badly treated. The majority scored zero while some few of them got 3 (l) - (o) right. Question 3 (k) dealt with reported speech so candidates were expected to put the expression *Nyemekp=e kp= o* into quotation marks thus: “*Nyemekp=e kp= o*”. Question 3 (l) dealt with a statement so it demanded a **full stop sign** at the end of the expression.

Question 3 (m) was a question whose question mark was omitted so candidates were supposed to put a **question mark** at the end of the expression. Question 3 (n) tested candidates' knowledge about proper nouns whose initial letters/alphabet have to be capitalized. The word *any=ny=* is the name of a month so it is a proper noun. With regard to this, it should be written *AnyDnyD*.

Question 3 (o) tested the punctuation of nouns that proceed each other. The rule is such that nouns must be punctuated with comma so the expression *Togo Benin kple Nigeria* calls for a comma between Togo and Benin thus: *Togo, Benin kple Nigeria*.

Question 3 (p) - (t) tested candidates' knowledge on verbs which has been badly treated. Candidates were asked to identify the verbs in the sentences, but some rather produced nouns, adverbs, adjectives and other word classes as the said verbs. A verb is the word that describes an action, condition or experience and this is the criteria that can help candidates to identify the verb in the expressions. With regard to this, the verb in 3 (p) is *kp=*, (q) is *adze*, (r) is *mi*, (s) is *le z=z=m* and (t) is *w=a*.

It has been observed that candidates do not take lessons in the Lexis and Structure seriously because if they do they will have scored high marks to their advantage. Candidates are advised to study hard.

FANTE 2

1. GENERAL COMMENTS

The standard of the paper was well structured, good and compared favourably with the previous years' papers.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates wrote well on what they do on Saturdays or Sundays. However, some candidates combined work on Saturday and Sunday.

A book you have read was popular. Candidates who attempted the question wrote all the requirements. That is, the title, author type of book, and when the book was written.

Candidates did not write lengthy essays. They limited themselves to the 150 words.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses came out in the following areas:

- (1) Spelling: *afei* and not *afie* (then)
so and not *nso* (also)
seseiara and not *seesiara* (now)
mpanyimfo and not *mpanyinfo* (elders)
mboa and not *mbowa* (help)
- (2) Candidates should not separate subject pronoun from a verb. (*midzidzi* and not *mi dzidzi*). The only exception goes with the plural e.g. *hom nom* and not *homnom*.
- (3) Paragraphing was poorly observed. Some candidates wrote long sentences without paragraphs.
- (4) Some candidates lifted parts of the comprehension passage whilst others copied the whole passage.

4. SUGGESTED REMEDIES

- (1) Candidates must be introduced to the rules of spelling and pronunciation.
- (2) Paragraphing must be treated well.
- (3) Subject verb agreement must be well treated.

5. DETAILED COMMENTS

Question 1 Essay

(a) **Direct a friend from your school to your house.**

Only a few candidates wrote on the topic. Candidates who did so wrote it in a letter form and they did a good work.

(b) **Narrate what you do on Saturdays OR Sundays.**

A good number of candidates attempted the topic. Candidates who wrote on the topic produced good work. Some candidates wrote what they do on Saturdays and Sundays instead of Saturday or Sunday.

Candidates were able to write on what they do in the morning, afternoon and evening.

(c) **Write about a book you have read.**

Candidates who wrote on the topic were able to highlight the elements in the topic. These were title, author, when the book was read, type of book, design at the back, etc. Candidates gave a gist of books they have read and stated lessons they have learnt from the books.

(d) **Should formal education be compulsory for all children in Ghana?**

Candidates who wrote on the topic stated emphatically that it is necessary for all children in Ghana to have formal education. Candidates were able to state why it is necessary for Ghanaian children to have formal education.

Some candidates wrote on activities of street children and advised parents to send their children to school.

Question 2 Comprehension

Candidates were to read a given passage and answer questions on it. The passage was clear and within the reach of the candidates.

Some candidates however, lifted portions of the passage as their answers.

Question 3 Lexis and Structure

Questions on antonyms, word class and punctuation marks met the test of time. Questions on phrasal verbs were not fully answered.

GA 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of previous years. Candidates performance also compare favourably with previous years’.

Essay Question 1(b) attracted most attention from candidates. A few candidates, answered this question.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

Many candidates wrote composition pieces of over 150 words. Candidates indicated paragraphs by indenting. A few candidates used spacing to indicate paragraphs. This year, the incidence of deviation was very minimal. Candidates who answered Question 1(a), 1(b) and 1(d) showed originality in their presentation.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

For many candidates, paragraphing simply means indenting or spacing. Punctuation was very badly done. One-sentence answers and sentences in compositions started with small letters and ended without end punctuation marks. Numbering of answers was poorly done by some candidates. Some answers were without numbers.

Some candidates used the pages of the answer booklet carelessly; an answer started on page 2 may be continued on page 4 without anything about it on page 3. Spelling and word division still a problem for many candidates. These pairs of vowels letters ‘o’ and ‘o’ and ‘e’ and ‘e’ still gave candidates challenges. Some candidates use ‘o’ for both ‘o’ and ‘=’ and ‘e’ for both ‘e’ and ‘’ some candidates had problem with the single, double and triple vowel letter in Ga orthograph as in ‘to’, ‘too’ and ‘tooo’ which represent 3 different Ga words.

4. SUGGESTED REMEDIES

Students should be made to do more practice in punctuation, numbering of answers, proper use of the pages of the answer booklet and spelling. They should also do more practice in paragraphing. The building of tables of minimal pairs to show the difference between the pairs of letters could help students. For example:

<i>be (to be cooked)</i>	<i>b` (to clip)</i>	<i>bo (you)</i>	<i>b= (mould)</i>
<i>ye (eat)</i>	<i>y` (to fetch)</i>	<i>fo (cut)</i>	<i>f= (to wet)</i>
<i>ke (give gift)</i>	<i>k` (and)</i>	<i>ho (to pass)</i>	<i>h= (to plait hair)</i>
<i>le (know)</i>	<i>l` (him/her)</i>	<i>to (to arrange)</i>	<i>t= (bottle)</i>
<i>he (side)</i>	<i>h` (waist)</i>	<i>wo (to bear fruit)</i>	<i>w= (to sleep)</i>

5. DETAILED COMMENTS

Question 1 **Essay**

(a) Direct a friend from your school to your house.

Candidates were expected to give the geographical location of the house from the school, distance, landmarks and the means to get there. Candidates who attempted this question were not many. They showed originality in that from different schools they directed their friends to their different homes. A few candidates answered this question in a form of letter, and this was accepted. The usual problem of spelling and word division ran through the essays.

(b) Narrate what you do on Saturdays OR Sundays.

Candidates were expected to indicate what they do at home on either Saturdays or Sundays. They were to indicate what they do in the morning, afternoon and evening, on the day they chose. This question was attractive to very many candidates. However, some candidates indicated what they do on Saturday and Sundays instead of what they do on Saturdays OR Sundays.

Candidates indicated what they do in the morning, afternoon and evening. Candidates' usual problem of word division and spelling showed in the essays.

(c) Write about a book you have read.

Candidates were expected to state the title and author of the book. They were to indicate the type (prose, drama) and give a summary or the main events in the book, and indicate what interest them in the book. They were to state any lessons learnt from the book.

Many candidates wrote folktales they had heard rather than books they had read. Very few candidates wrote very good essays giving all that was expected from them. Candidates showed problem with spelling and word division.

(d) Should formal education be compulsory for all children in Ghana?

Candidates were expected to take a position and put up argument for the position taken. They were to indicate why formal education should or should not be compulsory, what advantages or disadvantages are derived from formal education. For example, the advantages we have like the intellectual, social, economics etc. development of the child into adulthood, and the resultant development of the nation.

Only a few candidates attempted this question. Candidates, many who attempted this, were not able to argue well for or against formal education being made compulsory. Candidates' essays revealed their problem with spelling and word division.

Question 2 **Comprehension**

Candidates were expected to read a passage in Ga and answer questions on the passage. From the answers given, many candidates answered 2 (a), (b), (c), (d) and 2 (j) correctly.

Questions 2(e) to 2(i) were not very well answered. Many candidates could not give the meanings of the expressions in 2(e) and 2(i). Candidates' disregard for end punctuation marks showed clearly in Question 2.

Question 3 **Lexis and Structure**

This question was to test candidates in antonyms (3(a) -3 (e)), word classes (3 (f) - 3 (j)), punctuation (3(k) - 3(o)) and verbs (3(p) - 3(t)).

Many candidates performed well in this section of the paper. However, candidates' problem with punctuation showed in their answers for 3(k) to 3 (o).



GONJA 2

1. GENERAL COMMENTS

The paper consisted of three main components; Essay, Comprehension and Lexis and Structure. The rubrics to the questions were clearly stated. Like the previous years, the candidates were required to write one essay out of four in Section 'A', answer ten questions on comprehension passage in Section 'B' and answer twenty questions on Lexis and Structure in Section 'C'.

On the whole, the performance of the candidates improved as compared with performance of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

One of the strengths identified in the scripts of some candidates was the improvements of language usage. They were able to use simple and meaningful sentences in their essays. It was, therefore, easy for examiners to understand the ideas.

Another important improvement was the way some candidates answered the comprehension questions. Their answers were concise. This is an indication of their ability to read and understand the passage. Candidates are encouraged to read more language books to acquire the skill of understanding materials.

There was also an improvement in the way some candidates answered the questions on Lexis and Structure. This shows that they studied the grammar of the language seriously. This is a commendable feature and both teachers and candidates should take the grammar of Gonja serious.

Lastly, it was evident that the candidates organized their ideas in the essays sequentially. Future candidates are advised to organise their ideas in an orderly manner.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Many candidates showed a number of weaknesses. One of such weaknesses was that some candidates lifted the comprehension passage verbatim as their essays.

Another weakness was that, some candidates lacked the knowledge of the content or ideas about the essay topics. Such candidates could not develop the ideas satisfactorily.

Poor spelling was also detected. Some of the words which were wrongly spelt included the following:

p= (before) wrongly written as *pue*

b=i! (slowly) wrongly spelt as *bu!*

mushe (laugh) which was wrongly written as *mushi*.

4. **SUGGESTED REMEDIES**

Candidates who copied materials from the question paper as their essays scored zero. They are, therefore, advised to desist from that act.

Teachers should also give candidates more exercises on narrative, descriptive, argumentative and expository essay writing. By so doing the candidates can acquire a broad knowledge of the various types of essay writing.

In order to overcome the problem of poor spelling candidates are advised to read books written in Gonja.

5. **DETAILED COMMENTS**

Question 1 Essay

(a) Direct a friend from your school to your house.

The candidates were required to give their friends directions from the school to their houses. A good number of them wrote this essay. However, the work of some of them was very scanty. This may be due to lack of knowledge about the topic.

The content should have included the various ideas such as the geographical location, distance from the school, and the various landmarks and features found along the route. The candidates also needed to give a vivid description of the house to the friend for easy identification when he or she is near.

In conclusion, the candidates could also advise friend to find out from the neighbours if he or she became confused on the way to the house.

(b) Narrate what you do on Saturdays OR Sundays.

The question required the candidates to write on what they do on Saturdays or Sundays. This topic was attempted by a good number of candidates.

One major problem in handling this topic was that some candidates copied the comprehension passage from the question paper verbatim. Those who did so scored zero.

They were expected to give a vivid account of the various activities they do in the morning, afternoon and evening on either of the two days.

(c) Write about a book you have read.

Only a handful of the candidates attempted this question. This indicates that many students do not read books written in Gonja. On the whole the question was poorly answered.

The candidates were required to mention the title of the book, the author, year of publication and the publishers in the introduction. They could also add the number of pages and chapters the book had.

The content of the book including the theme and the various parts should be well discussed by the candidate.

To conclude, the candidates needed to state the lesson or experience they learnt from the book.

(d) Should formal education be compulsory for all children in Ghana?

This is an argumentative essay and the candidates were to express their opinions about whether formal education should be compulsory for all children in Ghana or not.

The question was poorly answered. Some candidates only wrote on few advantages of formal education. They failed to comment on the disadvantages before drawing their conclusions.

Question 2 Comprehension

The examinees were given a passage to read and answer ten questions (a - j) based on it.

The first four questions were stated facts. This means that the answers could be identified from the passage. Two were inference questions which involve critical thinking before arriving at the answers. There were two grammar and meaning based questions. The last question which was the tenth, asked for a title for the passage.

On the whole, all the ten questions were satisfactorily answered.

Question 3 Lexis and Structure

This question had four components. The first part was on antonyms. The candidates were asked to give the antonyms (Mmalgaba balafiito) of certain words. They were expected to give the opposites as follows:

- (a) *mana!* (fast) - *b=i!* (slow)
- (b) *tente!* (tall) - *shimbi* (short)
- (c) *wal`* (good) - *b=ni* (bad)
- (d) *shu* (cry) - *mushe* (laugh)
- (e) *fara* (start) - *luwe* (finish)

The second part of the question was on the identification of various word classes in sentences. The words to be classified were:

- (f) *la* (swim) - *kushu!so* (verb)
- (g) *chingli!* (deep) - *kudulwiso* (adjective)
- (h) *mana!* (quickly) - *kedelgeso* (adverb)
- (i) *fo* (you) - *kalilemu* (pronoun)

- (j) *kagbenefuli* (peace) - *ketere* (noun)

The candidates were also given some sentence to punctuate. The punctuation was to be done this way;

- (k) “*Ma! nyi mo kapl`kama*”, *Mansah ka!` prushi na.*
(l) *Kar`ch` kik` Ama bee nite akilomita anu ay= Sukuru.*
(m) *Afan` n` e y` bee! s=?*
(n) *Sukuru bee! buwi Do!i to.*
(o) *Bepelpo na y= Tofo, Benin n` Nigeria.*

The last part of the question was on the identification of some verbs in sentences. They were to underline the verbs this way:

- (p) *Abu wu d=kuta epulto.*
(q) *Kashinte! bee! ler efuli.*
(r) *Kuw= gbo!gbo!i na min kekala.*
(s) *Mbia na bee machi kul=nde na so.*
(t) *Katu! na bee sh`r kelu ko!wule kaf` kik`.*

On the whole, all the questions were well answered.

KASEM 2

1. GENERAL COMMENTS

The standard of this year's paper compared favourably with that of the previous years. However, few candidates performed at the same level as those of the previous years. It is sad that a lot of candidates performed below expectation. Some candidates seemed not to be able to read and follow the rubrics even though these were quite clear and unambiguous. This possibly led to the performance. An example is where candidates were expected to use not more than seven words in a sentence to give a suitable title to the passage. Some of them just listed seven different words in descending order.

At any rate, the paper was well within the content of the teaching syllabus and actually tested what students ought to know. Candidates who had the right treatment of relevant topics performed up to expectation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates attempted their chosen essay topics well and provided the needed facts and ideas, though in very poor or bad spellings as well as wrong construction of sentences. They provided relevant features of the chosen essay topics. Candidates are, however, advised to present their points direct instead of making repeated statements.
- (2) Comprehension passage - Few candidates gave suitable summary in the form of title sentence to the passage. This should be encouraged so that candidates can further improve their output.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor spelling - The poor or wrong spelling keeps repeating itself unabated. Candidates' spellings are quite appalling; something drastic should be done to remedy it. Even words correctly written and found in the question paper were wrongly spelt by candidates. Few examples are: 'de' for | d' |, for 'si' for | se |; 'yene', 'yeine' for | yeini |, 'zu' for | zo |.
- (2) Punctuation - This was a problem for many candidates. They did not know where to put a full-stop, comma, question mark etc. They did not also know how to apply a capital letter or small letter at the right positions; they started proper nouns with small letters, even found in question paper - 'togo' for Togo, 'navrongo' for Navrongo etc.
- (3) Word division - Wrong presentations included the following: 'biam' for | bia bam |, 'kurim' for | kuri dem |, 'yerane' for | yera ne |, etc.
- (4) Reading difficulty - From all indications, candidates could not read. This is evident in the responses given by them on the passage.

4. **SUGGESTED REMEDIES**

- (1) To arrest the poor spelling situation, students should be taught the right orthography and encouraged to read books written in the correct orthography. They should be given spelling drills.
- (2) It seems some schools have no Language teachers; where this situation exists, Ghanaian Language teachers should be posted to teach there. Where there are Ghanaian Language teachers, they should do well to teach the subject more effectively.
- (3) Transfer of knowledge: To help solve the problem of punctuation, students should be advised to apply their knowledge learned in the English Language when writing Kasem.

5. **DETAILED COMMENTS**

Question 1 Essay

(a) Direct a friend from your school to your house.

This was a descriptive essay and candidates who attempted it did justice to it. They kept to the requirements of the topic - pointing out the relevant geographical positions of their directions. Few candidates answered this question in the form of letter-writing, using their school as point of starting to direct their friends. They correctly exhibited the relevant features of this type of a letter.

(b) Narrate what you do on Saturdays OR Sundays.

This was a very popular topic and it attracted a lot of candidates. Unfortunately, some candidates did not fully understand it. They wrote for the two days, i.e. Saturdays and Sundays. Candidates gave good introductions to the topic. They indicated that these days are normally for rest and they always enjoyed them.

As expected in the body of the essay, candidates supplied very relevant points, ideas and facts about the activities carried out on such days. Their conclusions provided for the end of their activities in the night and their retirement to bed before the following day.

(c) Write about a book you have read.

This topic attracted quite a few candidates. A lot of those who wrote on it, only presented folktales instead of material or episode from a book. They were expected to state the title and author of the book they have read. They should have also indicated whether it was prose, drama or poetry. In conclusion candidates were expected to state lessons learnt from the book.

(d) Should formal education be compulsory for all children in Ghana?

Candidates who attempted this topic performed quite creditably. They used appropriate figures of speech and registers. They also used some few local jargons, loaned words and contemporary expressions.

Incidentally some candidates understood the topic to be either debate or argumentative. In such cases, they addressed various stage actors, such as “Mr. Chairman, panel of judges, time keeper” etc. as their introductory remarks. They then proceeded to give reasons why every child in Ghana should go to school.

At any rate, those who fully understood the topic introduced it quite appropriately. Some even stated that it was the offshoot of education that brought about the fight for Ghana’s independence. Candidates also supplied valid points and facts or ideas as to why it is important for every child in Ghana to go to school. Their ideas included good health, better understanding of issues and economic empowerment.

Question 2 Comprehension

From all indications, the passage seemed to be difficult for the candidates. This is also coupled with candidates’ inability to read. They did not fully understand the passage, hence they did not give suitable responses to half of the questions. In any case, they were able to give correct responses the stated facts, i.e. **(a) (b) (c)** and **(d)**. Questions on “inference” and “meaning” were not correctly answered. i.e. **(e) (f) (h)** and **(j)** while **(g)** posed a manageable problem. On the whole candidates’ performance fell below standard.

Question 3 Lexis and Structure

Items (a) - (e) demanded opposites of some given words in sentences. Almost all candidates scored the mark in this area.

Items (f) - (j) was on word classes (*Botarebia di*). Candidates performed very poorly in this area. It is an indication that they did not receive any teaching in this aspect. They were expected to indicate classes of words given and underlined in sentences.

Items (k) - (o) tested candidates on punctuations. Half of the candidates performed well, but item **(k)** which tested on quotation marks was a disaster. Almost all candidates failed to give any correct response.

Items (p) - (t) tested candidates’ ability to identify verbs used in sentences. Candidates performed well in this area but most of them failed to identify the auxiliary or helping verbs in the sentences.

On the whole, candidates or students need to be taught items form the teaching syllabus.

NZEMA 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years'. Candidates performance improved significantly.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Many candidates presented answers that met the demands of the essay. A few candidates presented mature material in the essay. There was a little improvement in the spellings and orthography of the candidates. With respect to the comprehension, most candidates were able to produce correct responses to questions on stated facts and were able to give the correct title. A few candidates were able to exceed the length of the essays.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Many of the candidates had problems with spellings and the orthography of the language. Candidates wrongly spelt the word "d==nwo" (many); Rendering it as "nd==nwo".

Many candidates could not answer the questions on inference and meaning for the comprehension. Some candidates copied portions of the comprehension passage for their essays, thus scoring zero. Others wrote on topics of their own choice, which was wrong.

4. SUGGESTED REMEDIES

We continue to impress on teachers to inculcate the habit of reading in their pupils in order to improve on their written Nzema. Teachers should intensify the use of spelling drills. Dictation exercises on single words passages should be used to improve spelling.

In-service training should be organized for teachers of Nzema periodically to improve on their competence in the teaching of the Nzema language.

5. DETAILED COMMENTS

Question 1 Essay

(a) Direct a friend from your school to your house.

The candidates were expected to use clear landmarks in the direction. They were also expected to give a brief description of the house for easy identification. Finally, they were to show how his/her guest would be received.

The few candidates who attempted this question presented satisfactory answers. Some even wrote their essays in the form of a letter which was good.

(b) Narrate what you do on Saturdays OR Sundays.

Candidates were expected to make a choice for the two days and state what they do from morning till they go to sleep. They were to state whether they enjoy the day or not and why.

This question was very popular and most of the candidates provided very good essays. However, some of them did not understand the question well and wrote on the two days.

(c) Write about a book you have read.

The candidates were expected to state the title and author of the book, and give a gist of the content of the book. They were also to state their impression about the book.

A good number of candidates answered this question. Regrettably, only a few were able to meet the demands of the question. Majority of the candidates gave narrations of stories. Others too failed to give their impression about the story.

(d) Should formal education be compulsory for all children in Ghana?

The candidates were expected to take a stand and state why; give about four reasons. The few candidates who answered this question gave convincing reasons for their stand.

Question 2 Comprehension

Candidates were given a short prose passage. They were expected to answer ten questions based on stated facts, meaning, inference and summary.

The questions on stated facts and summary were well answered. On the other hand, the questions on the other areas were poorly answered.

Question 3 Lexis and Structure

The candidates were given twenty questions on Lexis and Structure of the language. The sub-questions were based on opposites, word classes, punctuations and identification of verbs.

Candidates performed well in this section. However, some candidates negated the words instead of finding opposites of the words. Also, the sub-section on punctuations was poorly answered. Again, instead of writing the full sentences some candidates wrote the expected punctuation marks without the sentences which made the answers meaningless.

TWI (AKUAPEM) 2

1. GENERAL COMMENTS

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

Generally candidates' performance was satisfactory.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Most candidates could write in accordance with the required length of the essay topics. In view of this, some of them had good marks for the essay.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates lifted whole sentences from the comprehension passage as answers to the questions.

Others copied the comprehension passage as answers to essay topics.

Some candidates found problems with the use of the apostrophe mark, and they used the possessive nouns rather wrongly on subject-verb agreement; (e.g. m'ak. Ma'wie instead of mak, mawie).

Most candidates did not know when to use the full stop or comma. Even after a full stop, they did not use the capital letter. Some candidates did not use the capital letter for proper nouns.

4. SUGGESTED REMEDIES

- (1) Candidates should be made to do a lot of exercise on punctuation marks and capitalization.
- (2) Students should be made to read more supplementary Twi books. This will help improve their grasp of vocabulary, grammar and comprehension.
- (3) Teachers should teach candidates how to answer questions e.g. on essay topics and comprehension questions.
- (4) The practice of lifting passages or parts thereof from the question paper should be discouraged.

5. DETAILED COMMENTS

Question 1

(a) **Direct a friend from your school to your house.**

Candidates were expected to provide a setting in terms of the arrival of the friend at the school compound before/after school hours or on a weekend.

They were required to give the geographical location of the house from the school, distance, various landmarks along the route etc. They were also required to give a brief description of the house for easy identification, a warm embrace on arrival at the house and introduction of the friend to the parents before settling down.

As part of the conclusion, they were expected to give assurance of a warm reception to the friend.

Most candidates who attempted this question were able to meet the requirements.

They, however failed to conclude well. Most of them failed to welcome the friend properly and did not introduce the friend to their parents.

(b) **Narrate what you do on Saturdays OR Sundays**

As part of the introduction, candidate were expected to make a choice, stating how Saturdays or Sundays are valuable to them or otherwise. They were to narrate how they spend their Saturdays or Sundays e.g. morning activities, afternoon activities, evening activities etc. Whether they detest or enjoy Saturdays or Sundays because of the benefits or otherwise.

Candidates were required to use appropriate figures of speech, idiomatic expressions and registers.

This was the most popular question. However most candidates who answered this question narrated what they do on Saturdays and Sundays and NOT on Saturday OR Sundays as the question demanded.

(c) **Write about a book you have read**

Candidates were required to write about an interesting book they had read. They were to mention the title of the book, the author, the illustrations etc. They were also expected to cite at least one incident in the book that they were interested their, they moral lesson drawn from the story. The conclusion generally was poor.

(d) **Should formal education be compulsory for all children in Ghana?**

Candidates were expected to take a stand, that formal education should or should not be compulsory for all children in Ghana.

They were to defend the stand taken and in concluding re-affirm their stand.

Very few candidates chose this question. Those who answered this question did quite well.

Question 2 Comprehension

Candidates were to read and answer the ten questions.

Candidates performed well in this section. However, most of them were unable to answer the question which asked them to explain some expressions used in the passage e.g. “wosiee awufo no s` at=fo” and “w=atua sika at= w=n wu”.

A few weaker candidates copied parts of the passage as answers.

Most of them found questions (c), (e), (i) and (j) very difficult.

Question 3 Lexis and Structure

It consisted of 4 sections. Performance in this section was barely on average. Certain sections confused some candidates.

- (1) Antonyms (Abirab): Most candidates did well except that almost all candidates got (c) ‘ye’ wrong by writing the negative instead of the opposite ‘as`a’.
- (2) Parts of Speech (f - j): This section was poorly done. Most candidates messed up and did not know what they were writing.
- (3) Punctuation Marks (k - o): Performance in this section was fair. Questions ‘k’ and ‘n’ posed some challenge to most candidates i.e. the use of the inverted commas and capital letter for proper noun ‘~b=’.

Some candidates also failed to write the whole sentence and inserted the punctuation marks. They only indicated the type of punctuation mark for the question.

- (4) Picking the Verb (p - t): Most candidates were very comfortable with this section as they were able to pick the verb.

However, only a few were able to get questions ‘q’ and ‘s’ i.e. ‘b`da adi’ and ‘reb= nsra’.

TWI (ASANTE) 2

1. GENERAL COMMENTS

The standard of this year's paper was the same as that of the previous years. There was no change in the pattern of the questions and the various areas tested were within the capacity of candidates. On the whole, candidates performed quite satisfactorily.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates performed well in essay writing. Many of the candidates wrote comprehensive and comprehensible materials on the choices they made.

The comprehension section was also well treated by majority of candidates. Some candidates gave complete sentences to answer the questions asked.

Majority of candidates also performed well in the Lexis and Structure section of the paper.

The writing of some candidates was also legible and there were enough spaces between sub-answers which made the scoring of the responses easy for examiners.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Weaknesses in the orthography continue to be the greatest problem of candidates. Some candidates exhibited poor knowledge of the mechanics of the Language in such areas as spelling, punctuation, subject-verb agreement, use of capital and small letters as well as word joining and separation.

A few candidates who did not know what to write on the essay topics merely copied the comprehension passage as their answers. There were also a few cases of deviation from the requirements of the questions.

The handwriting of some candidates was very poor. In some cases, vowels and consonants were given the same height and standing on a line.

4. SUGGESTED REMEDIES

- Teachers should teach their students the mechanics of the language. They should give more exercises in punctuation, spelling drills or dictation, the use of capital letters and guide them to do intensive and extensive reading.
- Teachers should identify candidates with very bad handwriting and give them remedial exercises in writing.

- Teachers who have not been trained in the language should not be allowed to teach the language. The practice of allowing untrained native speakers to teach the language is causing more harm than good, especially at the primary level in schools.

5. DETAILED COMMENTS

Question 1 Essay

(a) Direct a friend from your school to your house.

Candidates were expected to mention the name of their school and indicate the various landmarks along the route to the house.

A brief description of the house for easy identification was also required.

Candidates' work met the demands of the question, but wrong spelling and other grammatical errors had a toll on the marks allocated for mechanical accuracy.

(b) Narrate what you do on Saturdays OR Sundays.

The candidate was to make a choice stating how Saturdays or Sundays are valuable to him or her.

He or she was also to narrate how he/she spends Saturdays or Sundays, narrating morning, afternoon and evening.

This was one of the popular questions attempted by majority of candidates, many of whom did well.

However, in few cases candidates did not make a choice but wrote on the activities they perform on both days.

(c) Write about a book you have read.

Candidates were to state the title and author of the book and when it was read. They were also expected to give a gist of the content of the book or what interests them most in the book. They were also to comment on the lessons learnt from the book.

This was the second topic that attracted candidates. Candidates who chose this topic did very well. They exhibited good performance by bringing out the above requirements.

However, few candidates ignored the title and author of the book and wrote the essay like a story they had heard and known without stating the lessons learnt from the book or story.

(d) Should formal education be compulsory for all children in Ghana?

Candidates were to take a stand whether formal education should or should not be compulsory for all children in Ghana and defend the stand taken.

This topic attracted few candidates who failed to raise points to defend their stand.

Question 2 Comprehension

Ten questions were set on the comprehension passage based on stated facts, inference, meaning/vocabulary and summary/title.

Candidates' performance was not all that encouraging. A good number of the candidates could not read the text hence they could not make meaning out of the text.

Teachers must pay great attention to reading comprehension by teaching the students the techniques, especially on inference and meaning/vocabulary questions.

Question 3 Lexis and Structure

This section was segmented into four parts and the following were tested: antonym, word classes, punctuation marks and verbs.

Majority of the candidates did not have any problem with this section of the paper. Glaringly, it was candidates from very remote areas who probably did not have any tuition in the language that performed very poorly. Teachers are, therefore, expected to study the syllabus very carefully and make conscious efforts to take candidates through it with enough oral and written exercises.