

## **DAGAARE 2**

### **1. GENERAL COMMENTS**

The standard of the paper accurately measured the level of the candidates. The level of the paper was such that every candidate could perform adequately with little difficulties.

Unfortunately, the performance of the candidates on the whole was average though a handful of candidates performed creditably.

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

- (1) Most candidates were able to answer the required number of questions.
- (2) Answers to comprehension demonstrated that most candidates were able to read and understand the passage.
- (3) Candidates' essays were reasonably lengthy. They avoided unnecessarily long essays.

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

- (1) Copying out the comprehension passage as their essays was a common feature that surfaced in candidates' work
- (2) There was still a problem of orthography among many candidates as spelling mistakes featured prominently.
- (3) Many candidates wrote essays that deviated from the demands of questions.
- (4) Candidates who wrote addresses using Dagaare did it badly and this should be avoided.

### **4. SUGGESTED REMEDIES**

- (1) More simple essay topics should be given to candidates to practise.
- (2) Vowel harmony and vowel sequence should feature consistently in an attempt to teach students on how to write words properly.
- (3) In letter writing, it is advised that addresses be written in the English form.

## 5. DETAILED COMMENTS

### Question 1

- (a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.**

This was a descriptive or narrative essay. Candidates were expected to start the essay by stating the date, time and duration of the rain. Candidates were to develop the essay by indicating the intensity of the rain and the havoc it caused before, during and after the rain.

Candidates who wrote on the topic performed well.

- (b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”**

Candidates were expected to start the story with the stated clause and develop the story complying with the given clause. All candidates who attempted it deviated completely. Candidates neither started the story with the given clause nor developed to comply with the stated clause. Candidates wrote down stories they had ever been told.

- (c) **Describe an incident you witnessed on a market day in your community.**

This was another narrative or descriptive essay. In this essay candidates were expected to state the date and time of the incident and the purpose of the candidates' visit to the market. Candidates were to state the type of incident and give vivid description of it.

Few candidates who answered the question did well. The rest rather described the market day in their town. Deviation was a common feature here.

- (d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

Candidates were to set the stage of the essay by greeting and stating the purpose of writing the letter.

In the body of the letter, candidates were to state the date, place and preparations for the excursion, interesting places visited and activities undertaken., departure and arrival back at the school.

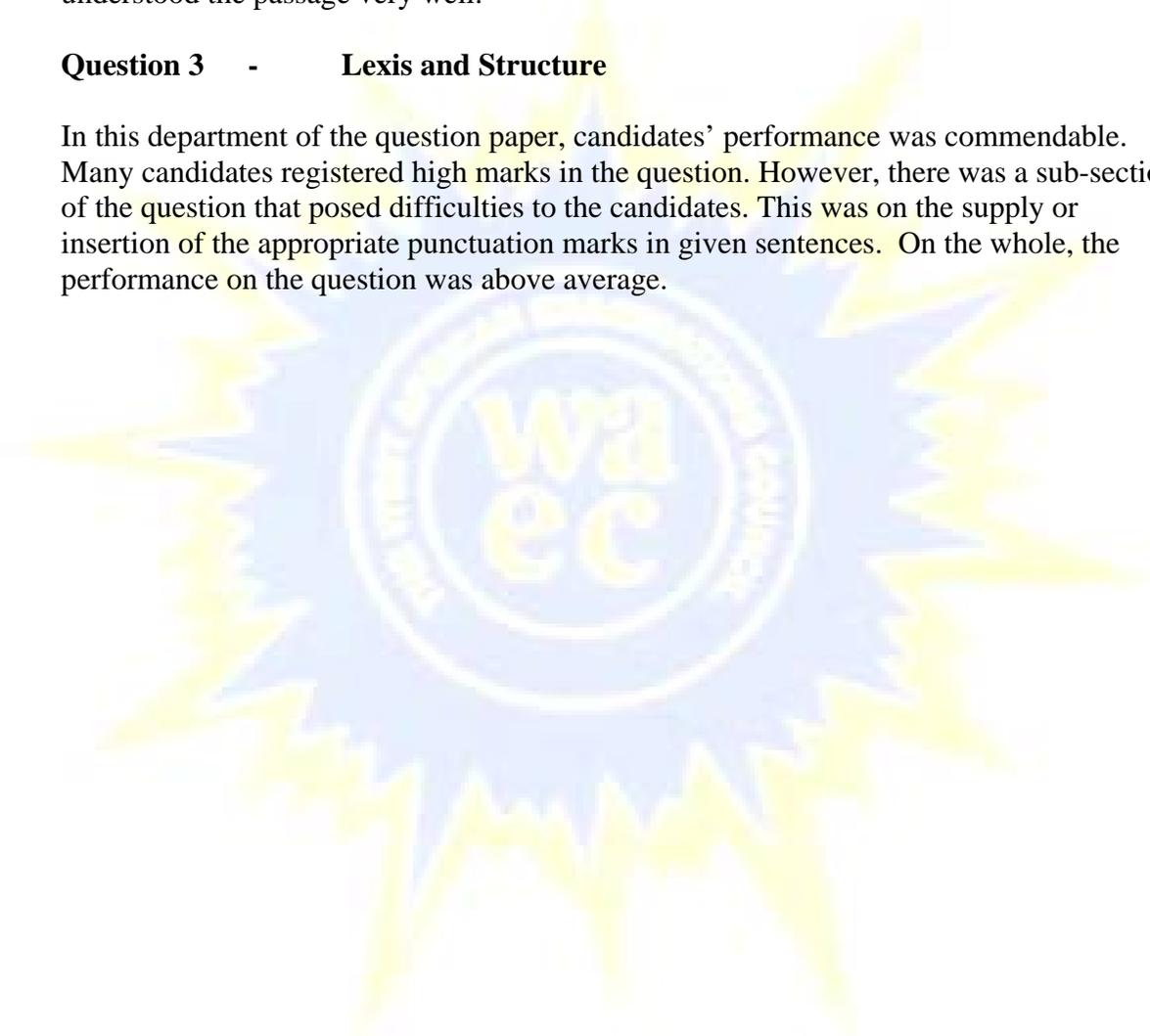
This question was heavily patronized by candidates and properly done too. Only candidates who attempted writing their addresses in Dagaare did it poorly. It is advisable that the address be written in the English form.

**Question 2 - Comprehension**

This was a simple passage which many candidates could read. This was reflected in the way the questions were answered. Most candidates used their own words to answer the questions. Wonderful answers were produced, an indication that the candidates understood the passage very well.

**Question 3 - Lexis and Structure**

In this department of the question paper, candidates' performance was commendable. Many candidates registered high marks in the question. However, there was a sub-section of the question that posed difficulties to the candidates. This was on the supply or insertion of the appropriate punctuation marks in given sentences. On the whole, the performance on the question was above average.



## **DAGBANI 2**

### **1. GENERAL COMMENTS**

The standard of the paper was as high as that of previous years. The performance of candidates improved greatly in content and Mechanical Accuracy.

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

- (1) Orthography  
The spelling, word-division, grammar and punctuation of many candidates were good.
- (2) Expression  
There was a marked improvement in the expression of most candidates. They used appropriate proverbs, idioms, loan words, etc. very well.

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

- (1) Poor Orthography  
The spelling, word-division and punctuation of some candidates were very poor. In the punctuation, capital letters and small letters were wrongly used. Other candidates did not know how to use the hyphen to divide words at the end of lines.
- (2) Copying out of questions  
Some candidates copied out questions before answering them or leaving them unanswered. In some cases they did not even write the Question Number of the question they copied out and/or attempted.

### **4. SUGGESTED REMEDIES**

- (1) Poor Orthography  
This can be overcome through reading, class exercises and dictation.
- (2) Copying out of questions  
Any time students are given class exercises they should be discouraged from copying out the exercises before attempting them. They should also be encouraged to write down numbers to the exercises they attempt.

### **5. DETAILED COMMENTS**

#### **Question 1**

- (a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed . Describe what happened.**

To introduce the topic, candidates who attempted this question mentioned the time, date and duration of the rain. Other candidates mentioned only the time the rain fell while some compositions did not have any introduction. In the body of the composition, some candidates mentioned the intensity of the rain and its aftermath. They also mentioned the plight of victims of the disaster and how they were helped to cope with the situation. Other candidates mentioned the intensity of the rain but could not describe well the destruction caused by the rain after it had stopped falling.

To conclude their compositions, some candidates gave their impression about all that happened. Other compositions did not, however, have conclusions.

**(b) Write a story beginning with the clause “Immediately we alighted from the vehicle ...”**

In the introduction of their compositions, some candidates set the stage for the story beginning with the stated clause. Other candidates wrote down the clause and copied out the comprehension as their original work. Others wrote down stories unrelated to the clause.

To conclude the story, some candidates made moral statements. Others concluded with proverbs while other compositions did not have any conclusions.

**(c) Describe an incident you witnessed on a market day in your community.**

To introduce their composition, some of the candidates gave the date and time of the incident at the market. Some went further to state the purpose of their visits to the market. However, there were other compositions without introductions.

In the body, some candidates were able to mention the type of incident and gave a vivid description of the incident. Other candidates mentioned the date, place, and time of the incident but described it poorly.

To conclude, some candidates gave their impression about the incident. Some compositions did not, however, have any conclusions.

**(d) Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

To introduce their letters, some of the candidates sent their greeting and stated the purpose of their letters. Some sent their greetings but did not state the purpose of their letters. Other candidates did not introduce their letters.

In the body of their letters, some candidates narrated the course and details of the excursion. They also gave the date, place, time and preparations made. They also mentioned the means of transport used, scenes on the way and arrival at the designated place. Others went further to mention the interesting places visited, activities undertaken and departure back to school. Other candidates only mentioned preparations made towards the excursion, what they saw but did not mention activities undertaken and how

they arrived back at school/home. In the conclusion, some candidates mentioned how interesting and successful the excursion was. Others discussed lessons learnt and wished for more of such excursions while others asked their aunts for assistance whenever the opportunity came again. Some compositions did not have any conclusions.

### **Question 2 - Comprehension**

Candidates were given a short passage to read and answer questions on it. The questions were based on stated facts, inference, meaning and summary (title).

The questions on stated facts and summary (title) were well answered. However, the questions on inference and meaning were not well answered.

### **Question 3 - Lexis and Structure**

Candidates were given twenty short sentences to read and write down adverbs in each of the sentences, re-write sentences and put in correct punctuations, give the opposites of underlined words and write down adjectives.

Candidates attempted the sentences on adverbs, adjectives and opposites well but those on punctuations were not well attempted.

## DANGME 2

### **1. GENERAL COMMENTS**

The 2013 BECE paper compared favourably with those of previous years. The items were set in accordance with WAEC's specifications. In terms of scope, the paper covered the required areas of study as prescribed by the examination syllabuses.

The paper tested candidates' knowledge and skills in Essay Writing, Comprehension and Lexis and Structure.

On the whole, candidates' performance was quite impressive and deserve some commendation.

This notwithstanding, a few individual candidates performed below expectation.

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

Quite a good number of candidates exhibited some skills and strengths which deserve commendation.

Generally, candidates demonstrated good understanding of the questions and, therefore, answered them quite appropriately.

There was also systematic presentation of facts and ideas in the essays. In most cases, candidates exhibited maturity in the use of language such as appropriate use of proverbs and idiomatic expressions.

Quite commendable this year, was candidates' ability to read and understand the comprehension passage. Apart from a few candidates who had some difficulty with the comprehension passage, the majority performed appreciably.

The general performance on the Lexis and Structure also needs commendation. Candidates had clear understanding of the aspects of language that were tested and so quite a good number of them performed very well in this area.

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

The major weaknesses of candidates are summed up as follows:

- (1) Some candidates wrote more than the required number of words for the essays. On the contrary, some candidates also wrote far below the required number of words for the essays.
- (2) A few candidates also used spoken (colloquial) and dialectal forms instead of standard written form of Dangme e.g. laebforhlae, b= m=di for b= m=de, he yifor

he ye, luu for hluu, klaa for kulaa, eny=ni, et`ni for eny=ne and et`ne etc. as the case may be.

- (3) A good number of candidates showed lack of grasp of the orthography.
- (4) Some candidates lifted portions or copied the whole comprehension passages for their essays. Also large portions of the comprehension passage were lifted as answers.
- (5) Another weakness had to do with some candidates only writing out the address for the letter without writing the full text.

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

The following suggestions are put forward as remedies:

- (1) Candidates/pupils should be encouraged to do intensive as well as extensive reading in Dangme. In fact language teachers should not gloss over this.
- (2) Candidates/pupils should be taught the skills/techniques of deriving meaning from texts.
- (3) Candidates/pupils' attention should be drawn to colloquial, dialectal or faulty language in order to avoid them in examinations and formal writings.
- (4) Teachers should endeavour to teach all the aspects of the language as prescribed by the teaching syllabus.

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

##### **Question 1**

- (a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed . Describe what happened.**

This question demanded that the candidate should give a vivid account of a heavy rainfall and damages caused. Not many candidates attempted this question. However, the few that answered the question demonstrated clear understanding of the tenets of the question. They were able to state when and how the rain started, the intensity, how long it lasted and the destruction it caused to life and property.

- (b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”**

Question **1b** expected the candidate to write a story beginning with the clause: ‘As soon as we got out of the car ...’.

This was the least attempted question. Only a few candidates answered it. And even though candidates seemed to understand the demands of the question, majority of those who made an attempt could not write very effective stories.

**(c) Describe an incident you witnessed on a market day in your community.**

This question requested candidates to give an account of an incident that took place on one market day in the candidates’ town.

Quite a good number of candidates attempted this question. Those who did demonstrated that they understood the demands of the question and so wrote about quite interesting incidents such as thefts and arrests, fire outbreaks, fights etc. A few candidates, however, misread the question to mean the daily activities that go on every market day in the town.

**(d) Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

This question required that the candidate should write a letter to an aunt telling her about an educational trip made to some interesting sites, recounting vividly things that they saw during the visit.

This was the most attempted question. Majority of the candidates answered this question and in a manner which showed that they understood the demands of the question and so performed quite appreciably.

Quite a good number of candidates were able to provide the address, salutation and validation. They were equally able to describe the journey and the various things they saw. This notwithstanding, some candidates wrote the addresses wrongly and in some other cases, they wrote down only the address. On the whole, however, it was a good performance.

**Question 2 - Comprehension**

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

Quite a good number of the candidates demonstrated fair understanding of the passage or the story and performed well on the content-based questions. The inferential and other higher order questions challenged a few of the candidates. Despite this challenge however, most candidates were able to answer them appropriately.

### **Question 3 - Lexis and Structure**

This section of the paper had four (4) parts and tested candidates' knowledge on adverbs, punctuations, antonyms and adjectives.

The first part requested candidates to pick out the adverbs from the given sentences. Majority of the candidates did well in this section. The second part which also tested candidates' knowledge about the use of punctuations was also well answered. Majority of the candidates were able to rewrite the sentences and supply the appropriate punctuation marks. The third part of this section tested candidates' knowledge of Dangme antonyms. Quite a good number of candidates performed well on this task. They were able to supply the right antonyms for the words indicated in the sentences. A few candidates' however, did not seem to have read the instruction properly and so messed up on this part.

The last part of this section tested candidates' knowledge on adjectives in Dangme. Most of the candidates had all the answers right in this part - an indication that candidates were quite conversant with Dangme adjectives.

Candidates' general performance in this section was appreciable.

## **EWE 2**

### **1. GENERAL COMMENTS**

The standard of the paper and candidates' performance compared favourably with those of previous years.

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

Majority of candidates attempted the required number of questions, i.e. each one wrote an essay, answered the Comprehension questions and the Lexis and Structure section. Most of the candidates presented their essays in 150 words and above.

Some candidates were able to express themselves eloquently in Ewe, did good paragraphing and presented their ideas in good sequential manner. In addition, some gave good introductions and conclusions for their essays. They were also able to develop the theme/title of the essays that they attempted into good comprehension work.

In the case of the Comprehension, majority of candidates attempted all the subquestions. They produced good answers for the questions which were based on stated facts. Majority of candidates tried answering all the subquestions of the Lexis and Structure and each one did well on the subsection which dealt with the identification of adjectives.

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

- (1) Expression: Vocabulary use, grammar, punctuation, paragraphing and orthography (spelling/word division) were not satisfactory.
- (2) There was a lot of deviation especially in the composition.
- (3) There was also a lot of copied material i.e. candidates copied the comprehension passage verbatim or merely changed characters as part of their composition.
- (4) Some scripts were either incomprehensible, unintelligible or unreadable.
- (5) There was poor handwriting.
- (6) Performance in Comprehension and Lexis and Structure was below standard.

### **4. SUGGESTED REMEDIES**

It appears that not much attention is being paid to the teaching and learning of the language. Teachers of the subject should have in-depth knowledge of the language themselves.

The pupils need to read a lot of literature in the language to enable them improve upon their vocabulary and expression.

They should do a lot of exercises in the subject; these should be marked and their mistakes pointed out to them for improvement.

The letters of the alphabet of the language should be properly written.

## 5. DETAILED COMMENTS

### Question 1

- (a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed . Describe what happened.**

The question required candidates to state the date/time of the rain, how it all started and give details of havoc caused. The candidate should then conclude with his/her own impression about the whole scenario.

It was quite popular and some of the candidates who attempted it gave details of the damage caused. However, many essays lacked relevant introductions and conclusions.

- (b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”**

The question required candidates to write a story which should start with the given clause. The story should follow a pattern i.e. complying with the given clause and then draw a relevant conclusion.

It was not a popular question and the few candidates who attempted it went wild; they did not start with the given clause and the stories written were not relevant. Some also deviated and no relevant conclusions were drawn.

- (c) **Describe an incident you witnessed on a market day in your community.**

It was quite popular but only few candidates conformed to the rubrics. The majority deviated by narrating series of scenes in the market when they went shopping while others wrote on general marketing or a market day in the town/community.

Candidates are advised to read questions well, understand what they demand before attempting to answer them. This will minimize the incidence of deviation.

- (d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

The question required the candidate to write a letter to an aunt telling her details of an excursion undertaken.

It was about letter writing and should have the features of a letter i.e. address, date, salutation, greetings, valediction and signature.

Vital areas such as date, place, preparations made; arrival at the designated place, interesting sites visited; then departure and return journey - should be covered.

There should be a relevant conclusion indicating candidate's impression about the whole excursion.

It was the most popular question. However, some of the candidates fumbled. They did not conform to the features of a letter. Details of places visited and scenes were not given. Some also wrote on places visited while on holiday - without the school's involvement. Preparations made and the journey itself was not covered. Teachers are urged to guide their candidates on the correct approach to letter writing and essays on excursion. The question was specific on writing to an aunt and not any other relative. This was side stepped by some candidates.

### **Question 2 - Comprehension**

This was a compulsory question of a given passage followed by ten questions.

It was not well answered. Only questions on re-call were well answered. Candidates fumbled with the deductive questions and those on meaning and title.

Some of the candidates ended up copying down whole paragraph(s) as answers to the questions. This is called passage lifting which should be discouraged.

Teachers are urged to guide their students to read given passages well, understand them before attempting to answer questions on the passage. The practice of passage lifting should be avoided.

### **Question 3 - Lexis and Structure**

This was a compulsory question on

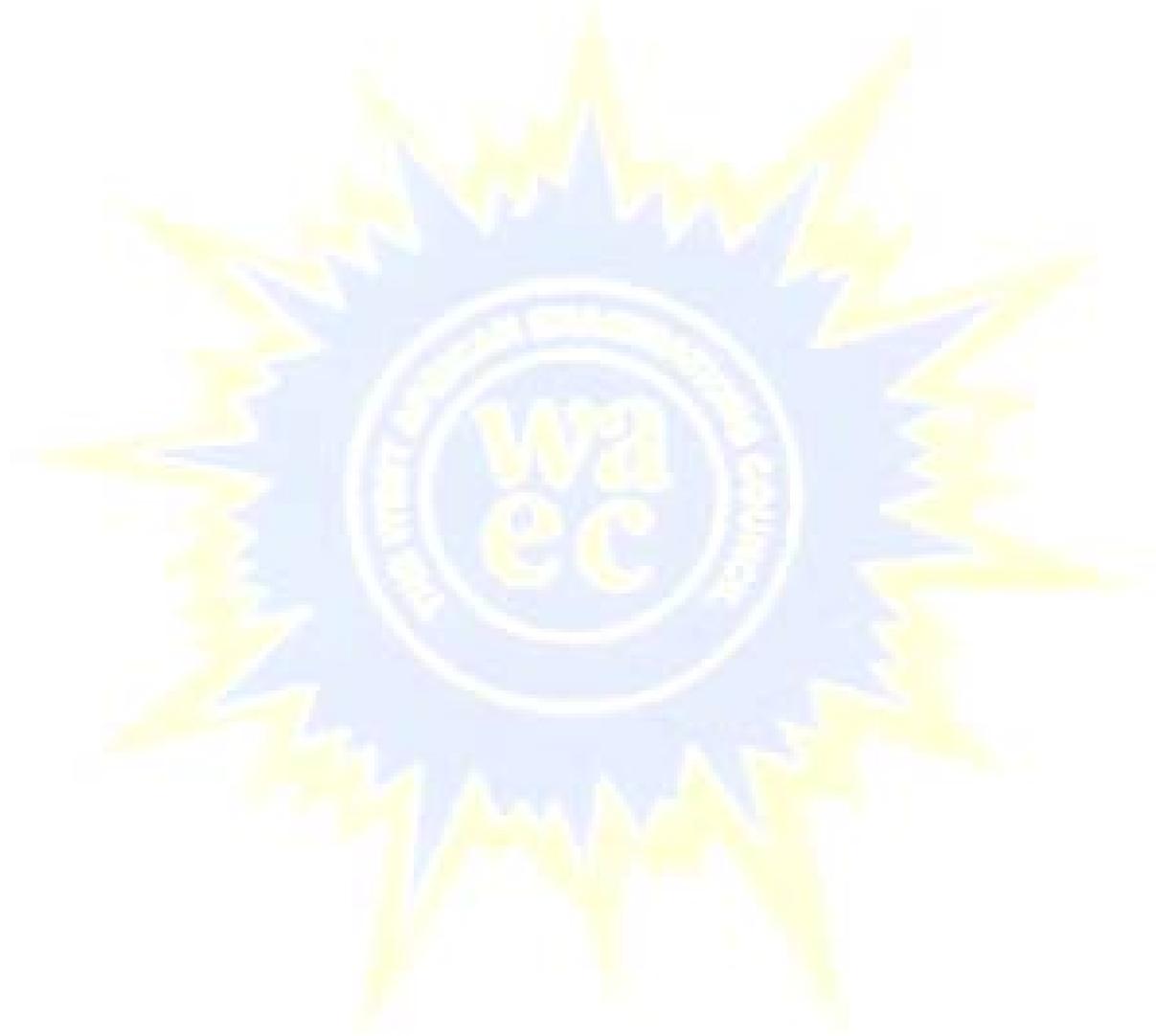
- (a) identification of adverbs
- (b) punctuation
- (c) opposites and
- (d) adjectives

This was apparently the simplest part of the paper. However, some of the candidates messed up; they appeared not to have had any knowledge of the parts of speech (word classes) of the language.

Teachers are again urged to tutor their students well on the word classes of the language.

## General Comments

- (1) Only teachers who have had some training in the subject (Ewe) should be employed to teach it.
- (2) Candidates whose mother tongue is not Ewe should not be registered for it. They produced the incomprehensible, unreadable and unintelligible scripts.



## **FANTE 2**

### **1. GENERAL COMMENTS**

The standard of this year's paper compared favourably with that of previous years. The performance of candidates improved a little in the comprehension and lexis and structure aspects of the paper.

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

- (1) Good Handwriting: The handwriting of some candidates was very good and this made the answers very easy to read and understand.
- (2) Use of Language: The use of language and expression of many candidates was commendable. Indeed, some candidates were able to use appropriate registers and tenses very well and correctly.
- (3) Length of Answer: In the composition, many candidates tried to write the given number of words but where they exceeded, they did it by a few words and where they fell short, they did this by a very small number of words.

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

- (1) Poor Handwriting: The handwriting of some candidates left much to be desired. In a few cases the language used was incomprehensible.
- (2) Cancellation: Some candidates also cancelled their answers very poorly (multiple and dirty cancellations).
- (3) Others failed to distinguish between descriptive essays and letter -writing; thus the question asking candidates to describe what happened when there was a heavy rainfall in their town, was attempted by candidates as though it required the features of letter-writing.

### **4. SUGGESTED REMEDIES**

- (1) Poor Handwriting: Teachers should identify students with this problem in the classroom and give them remedial exercises in writing. Candidates should also be taught how to cancel their work in order not to make it dirty.
- (2) Teachers should help students to know the different types of essays and address the problem through constant exercises.

## 5. DETAILED COMMENTS

### Question 1

- (a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed. Describe what happened.**

This was a descriptive/narrative essay which did not need the features of letter writing as some candidates did. The response included date, time/duration and aftermath and thereafter, a conclusion with candidates' impression about all that happened.

- (b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”.**

This question asked candidates to write a story beginning with “Immediately we alighted from the vehicle ...”. Candidates needed to set the stage for the story beginning with the stated clause using simple past tense and end with a relevant conclusion depending on the type of story written.

- (c) **Describe an incident you witnessed on a market day in your community.**

Many candidates attempted this question describing the incident they witnessed in the market on a market day in their community. Candidates had to indicate the date and time of the incident at the market; the purpose of the visit to the market and conclude with their impression about the incident. Candidates' attempt on the whole was satisfactory.

- (d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

This question required the features of a letter in which the candidate would tell his/her aunt about an excursion to a place of interest.

The details should include date, place, preparations made, the means of transport and scenes along the way with the candidate's impression about the visit/excursion as the conclusion.

### Question 2 - Comprehension

The passage for comprehension had ten questions based on it. Candidates were able to answer the questions on facts, meanings, inference and theme. Candidates' performance was very satisfactory.

### Question 3 - Lexis and Structure

This section was divided into four areas which tested candidates' knowledge in adverbs, punctuation, opposites and adjectives. It was a compulsory question and candidates' performance in this section was highly commendable.

## GA 2

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. Candidates' performance also compared favourably with the performances of previous years. Some candidates did not write on any of the four essay topics. Others copied the comprehension passage verbatim as their essays. Some candidates understood the passage for comprehension and answered the question well. Some candidates did not number their answers properly. In some instances the answers for Question 3 p - t were written against numbers different from 3 p - t.

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

Candidates displayed isolated cases of very legible writing, correct spelling of words and clear indication of word boundaries. The above observations should be encouraged.

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

Many of the weaknesses that candidates exhibited were phonological in nature.

- (1) Some candidates still could not differentiate between 'o' and '=', and between 'e' and '^'. In Ga, these four letters represent four different sounds.
- (2) Some candidates could not differentiate between the simple vowel letter, the double vowel letters and the triple vowel letters, as in "ba", "baa" and "baaa".
- (3) The phonological processes that the definite article "l" undergoes in speech did not show in the writing of candidates. For example, "nuu", for nuu l", "agbaa" for "agba l" and "t==" for t= l".
- (4) In addition to the above, punctuation was virtually absent in candidates' writing. The rules for the use of capital letters and marks like full stop, comma, question mark and others were not followed in candidates' writing.

### **4. SUGGESTED REMEDIES**

The weaknesses observed could be isolated and given more emphasis. For example, the definite article in the environment of several nouns in both speech and writing. The different shapes - orthographic, phonetic and semantics; the forms with single, double or triple vowels could be emphasized. For example ta, taa, taaa.

Minimal pairs which contain 'e' and '^', and 'o' and '=' could be emphasized as in "be/b^", "gbe/gb^", "he/h^" and "bo/b=", "gbo/gb=", "ho/h=".

## 5. DETAILED COMMENTS

### Question 1

- (a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed . Describe what happened.**

Candidates were expected to give the date, time, duration and intensity of the rain and the havoc caused in its aftermath.

Candidates who attempted this question were not many, but they wrote quite good essays. They indicated place, time and the destruction caused by the rain.

- (b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”.**

Candidates were expected to set a stage for the story beginning with the stated clause and to write a story complying with the given clause. Candidates who attempted this question were not many. A few of the candidates really showed a link between the clause and the story.

- (c) **Describe an incident you witnessed on a market day in your community.**

Candidates were expected to give the date and time of the incident at the market. They were to describe the incident vividly.

Candidates who attempted this question were not many. Some wrote on an ordinary visit to a market, no incident. A few others satisfied the requirement by showing incidents out of ordinary market scenes.

- (d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

Candidates were expected to show date, place and preparation for the journey, the journey itself, arrival and return.

This was the most popular topic with candidates and the best essays were recorded here. Some candidates just wrote the address and date, and concluded the letter.

Candidates went to places like Kakum National Park, Boti Falls and the Kwame Nkrumah Mausoleum. A few candidates, however, went on the excursion not as a school, but as a family with parents and siblings. In many instances, the aunts to whom the letters were written had male names, which is absurd.

## **Question 2 - Comprehension**

Candidates were expected to read a short passage and answer questions on it. From the answers, it was clear that some candidates understood the passage and the questions and therefore answered them well. It was also clear that some candidates looked for the words which made up the questions in the passage and copied them as answers. Almost all candidates who answered Question 2 (j) used seven or less words.

## **Question 3 - Lexis and Structure**

- (a) - (e): Candidates were expected to identify and write the adverbs in given sentences. Candidates did fairly well.
- (f) - (j): Candidates were expected to rewrite given sentences and put in appropriate punctuation marks. Some candidates, few though, just gave the punctuation marks. Very many candidates did not indicate the quotation marks required in 3(i).
- (k) - (o): Candidates were asked to give the opposites of words underlined in given sentences. Almost all candidates answered 3(n) correctly.
- (p) - (t): Candidates were to write the adjectives in given sentences. Many candidates did well in this section. A few, however, wrote both the noun and the adjective as the answer instead of just the adjective.

## **GONJA 2**

### **1. GENERAL COMMENTS**

As usual, this year's paper consisted of three main parts. The first part was made of four composition topics from which candidates were required to answer one. In the second part, the candidates were to read a comprehension passage and answer ten questions on it. Twenty questions on Lexis and structure formed the third part of the paper. All the questions measured up to the standard required of the BECE examination.

However, the performance of the candidates this year fell below average.

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

There was an improvement in the way some candidates answered some sections of the Lexis and Structure parts of the paper. Their answers in identifying adverbs and adjectives in sentences were quite encouraging. This is an indication of good preparation on word classes, particularly adverbs and adjectives by the candidates.

This was an outstanding feature in the scripts of some candidates and needs to be emulated by others.

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

One of the weaknesses identified in the work of the candidates was in section 'A' of the paper. Some candidates virtually copied the comprehension passage as their compositions. Those who did so scored zero for the work.

Another weakness was that, candidates did not understand the instructions for the composition. Some of them wrote on more than one topic instead of only one.

The punctuation section of the Lexis and Structure of the paper posed a problem to many candidates.

### **4. SUGGESTED REMEDIES**

In terms of copying materials from the question paper, teachers need to advise their candidates against the practice. They need to encourage their students to study how to write essays on their own.

Teachers are also advised to take the candidates through the rubrics before the examination starts.

Since punctuation is a problem to candidates much attention needs to be paid to sentence punctuation e.g. how to use the full stop, comma, question mark, exclamation sign, capitalization and quotation marks.

## 5. DETAILED COMMENTS

### Question 1

- (a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed . Describe what happened.**

This was a narrative essay on destruction caused by a heavy storm in the candidate's hometown or village.

A good number of the candidates attempted the question but some of them merely copied the comprehension passage from the question paper as their essays. Those who did so scored zero. Candidates are, therefore, advised to desist from such practices.

They were required to give the date, time and duration of the rain. The extent of havoc caused and the feeling of the people after the rain were also to be discussed. They also needed to talk about the nature of assistance received from the various organisations and individuals.

- (b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”.**

A few candidates wrote this essay. Like the preceding one some of them copied the comprehension passage from the question paper into their scripts. This practice should be discouraged by teachers.

The topic was unpopular to students and teachers should give them more practice in writing essays of this nature.

- (c) **Describe an incident you witnessed on a market day in your community.**

The question demanded an account of an incident that occurred in the market on a market day in the candidate's town.

This question was attempted by a good number of candidates. Some of them copied materials from the question paper into their answer booklets. Teachers should do well to discourage this behaviour.

The candidates were expected to mention the town, location of the market, the time of the incident and type. How the incident started, the peak and the conclusion are also important.

- (d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

Candidates who answered this question did well. Some interesting places they mentioned included the Mole Game Reserve at Damongo and Kintampo Water Falls. They talked about the various animals and things they saw.

This essay was better answered than the others.

### **Question 2 - Comprehension**

The candidates were given a passage to read and answer ten questions on it. The questions were based on stated facts, inference, vocabulary and title of the passage. The expected answers to the questions were:

- (a) Kilomata any=
- (b) Kupako to.
- (c) M=m=moniokawu so.
- (d) M=m= benklana e daa la fan`; monio e wu.
- (e) Ashibitiach` n` baa w=r=nliashishombur be kade to.
- (f) Nkpalshomburka ma!nyi m=m= be kade so.
- (g) "ma! k=kadigal", ela, "ma! k=kegben.
- (h) Shombur!ana b=t` to una n`Lakasa ta mo n y=kelibunana.
- (i) "Mf rabul=mo" ela, "Enyenshempo".
- (j) Shombur, Lakasa n` m=m= beketeri.

### **Question 3 - Lexis and Structure**

This area tested the candidates in adverbs, antonyms, punctuation and adjectives. Their performance this year was satisfactory but there is still room for improvement. The candidates were supposed to answer the questions this way:

Ashu!sodulwiso(Adverbs)

- (a) mfa
- (b) b=i!
- (c) ndre
- (d) ndo!
- (e) mana!

Ekurso (Punctuation):

- (f) Ah! nwu
- (g) KabreelaAlijima
- (h) Foka! y= t=miliki, sichiri n`paanu.
- (i) Kany`nna y`, "N la e!inipouna".
- (j) Man` n` fee w=r=?

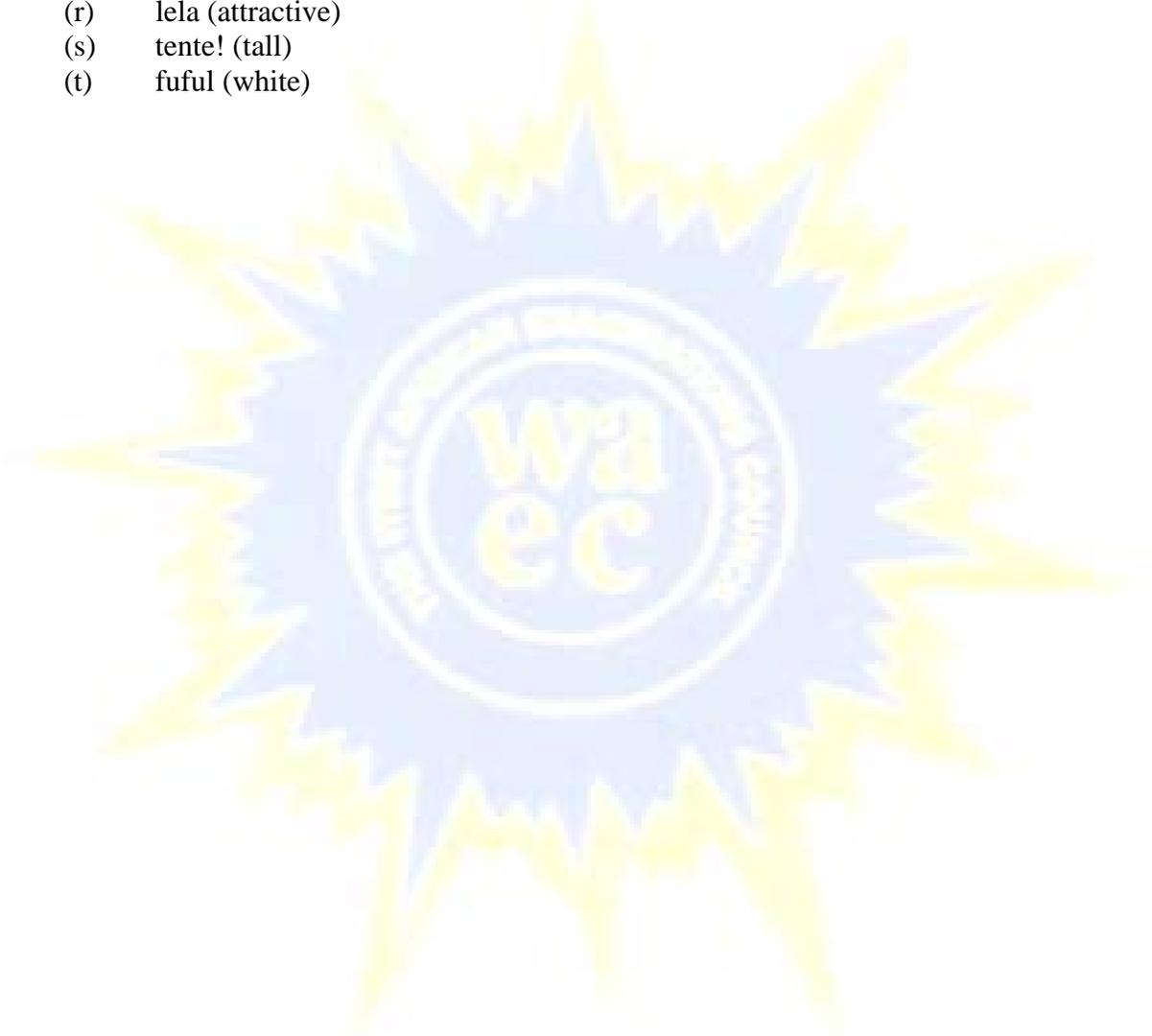
Mmalgabebalafiito (Antonyms):

- (k) mue (narrow) - Kpa!`to (wide)

- |     |                     |   |                   |
|-----|---------------------|---|-------------------|
| (l) | kanyiso (night)     | - | kapaso (day)      |
| (m) | da!so (fat)         | - | wolso (lean)      |
| (n) | wushi (cold)        | - | tushi (hot)       |
| (o) | kagbenefuli (happy) | - | kagbenejaj` (sad) |

Atere be adulwiso (Adjectives):

- (p) dra (old)
- (q) lembir (black)
- (r) lela (attractive)
- (s) tente! (tall)
- (t) fuful (white)



## KASEM 2

### 1. GENERAL COMMENTS

The standard of this year's paper compared favourably with that of the previous years. A good number of candidates performed at the same level as those of the previous years. Yet still a few of the candidates performed quite creditably; that is, they performed above average. This is evidenced in the mature manner in which they gave responses to questions. There is, however, more room for improvement.

### 2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Detailed provision of materials: Most candidates' enumerated suitable and relevant ideas on essay topics and invariably discussed their points in detail. Their responses were quite good and commendable.
- (2) Suitable alternative responses: Very good alternative responses were supplied by candidates apart from those suggested by the final marking scheme - that is, in the case of questions from the comprehension passage. There was also some remarkable improvement in candidates' performance in the Lexis and Structure component of the question paper.
- (3) Features of letter-writing: A good number of candidates were familiar and conversant with the features of letter-writing. They, however, need a lot more polishing up.
- (4) Good expressions: A lot of candidates also used suitable expressions or figures of speech. In this light they used appropriate registers relevant to their chosen essay topics. These included proverbs, idioms, personification and others.

### 3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor Spellings: Candidates continued to show complete ignorance in the Kasem orthography. Their spellings were quite appalling. Even words correctly written in the question paper were spelt wrongly by candidates. Examples: "t=n=" for /t=n=/, "jega" for /jeiga/, etc.
- (2) Poor Punctuations: Many candidates did not have any idea about punctuations; they did not know where to apply full-stops, commas, question marks and even when to use capital letters. It was quite pathetic as candidates could not even start proper nouns with upper case.
- (3) Bad Handwriting: The handwriting of some candidates was an eyesore, just as some could not be read.
- (4) Inconsistency: Some candidates were not consistent in their deliveries, especially, their spellings.

#### 4. SUGGESTED REMEDIES

- (1) Language teachers should do well to teach students the orthography of Kasem. They should give them dictation drills and encourage them to do a lot of reading of books written with the new orthography background.
- (2) Students should be taught how to apply punctuation marks.
- (3) Students should be given written exercises very often.
- (4) Subject teachers should ask students to be consistent in their deliveries of facts and spellings. They commit mistakes such as: a word first correctly written will later be wrongly spelt.

#### 5. DETAILED COMMENTS

##### Question 1

- (a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed . Describe what happened.**

This was a very popular topic with candidates. The candidate were expected to give detailed narration of events and occasions of a rainstorm in their localities or communities.

A lot of candidates were able to give convincing accounts of the havoc caused by the heavy rainfalls that occurred in their communities. Some even mentioned that human and animal lives were lost. In short, candidates performed very well, except that their spellings and punctuations were bad.

- (b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”.**

This topic attracted many candidates. Candidates opting for this topic, however, failed to comply with the rubrics; they ignored the instruction to start their stories with the given opening clause. Some narrated their stories and ended with the given clause, while others merely started with the given clause, but there was no relationship with the rest of the accounts stated there-off.

Candidates were expected to set the stage for the story beginning with the stated clause and give a relevant conclusion; that is, depending on the type of story given. They were to develop a story systematically according to the rubric given.

On the whole, candidates performed averagely. However, some candidates also only started the stated clause and ended up by copying out the passage from the question paper. Such candidates did not score any marks for that matter.

**(c) Describe an incident you witnessed on a market day in your community.**

Only a few candidates attempted this question. The candidate was supposed to state the date or day and time of the incident or scene and possibly state the reason that led to the scene or incident. The candidate was also expected to give vivid and relevant description of events that took place at the scene.

Candidates who opted for this topic performed quite appreciably.

**(d) Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

This question demanded that the candidate should identify a place of tourist attraction and write to tell the aunt about an excursion their school undertook which he/she was part of the team. The candidate was expected to address the aunt appropriately and to give a detailed account of events and scenes that were visible during this trip.

A good number of candidates answered this question and mentioned various places of tourist attraction, such as the Paga Crocodile Pond, Kumasi Zoo and Damongo Mole Game Park.

Most of the candidates were familiar with the features of letter writing and so did justice to the topic. Candidates are, however, advised to desist from writing the address in Kasem. They should also stop jumbling up words as essays.

**Question 2 - Comprehension**

Candidates were to read a given passage and answer ten (10) questions on it. The questions were based on: stated facts (a, b, d, e, h); inference (c, f); meaning (g, i) and summary (i.e. title, j). Candidates were comfortable with only questions on stated facts and the summary or title of the passage.

**Question 3 - Lexis and Structure**

This part of the paper consisted of twenty (20) questions based on (i) adverbs (5), (ii) punctuations (5), (iii) opposites (5), and (iv) adjectives (5).

Questions on punctuations were woefully answered by candidates; they had no enough idea about punctuations. Candidates performed well in the other areas

## NZEMA 2

### **1. GENERAL COMMENTS**

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

On the whole, there was no significant improvement in the performance of the candidates as compared to those of the previous years.

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

- (1) Generally, there was significant improvement in the orthography of the candidates as most of them scored average marks in the mechanical accuracy in the composition.
- (2) As regards the composition, a sizeable number of the candidates were able to exceed the required number of words and met other demands of the topics.
- (3) Many of the candidates used correct registers and idiomatic expressions to enhance the quality of their compositions.
- (4) For Questions 2 and 3 a few of the candidates gave concise answers to the items.

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

- (1) Most of the candidates who had not prepared adequately for the examination copied the comprehension passage and doctored it for the composition.
- (2) Word division was a major problem for many of the candidates: They joined the pronoun to the noun and detached the pronoun from the verb, which is rather the reverse.
- (3) A sizeable number of candidates never attempted the composition nor wrote the required number of words for the composition.
- (4) Candidates introduced the word “nd=nwo” meaning ‘many’ into the language. There is no plural form of the word “d=nwo”.
- (5) Many candidates were in the habit of writing the questions and rubrics before answering them. It is a wrong practice.

### **4. SUGGESTED REMEDIES**

Teachers should encourage their pupils to read more story books and call their attention to the orthography of the language as they read.

Some effort should be made by the teachers to teach the orthography of the language and word division. A lot of exercises including dictation should be given to correct the shortcomings.

Teachers should also give more exercises in comprehension and teach candidates the techniques for answering comprehension questions.

## 5. DETAILED COMMENTS

### Question 1

- (a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed . Describe what happened.**

This was a descriptive/narrative essay and the candidates were required to include the following points: place, date and time and a description of the rain - intensity and also mention the havoc caused during and after the rain and its effect on the people.

Many candidates attempted this essay. While a few met the requirements of the question, most of them failed even to mention the place and time of the rainfall. They only described the rainfall and the havoc it caused.

Generally, their conclusion or their impression about the incident was poor.

- (b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...**

The few candidates who answered this topic performed poorly. While some disregarded the opening and wrote their own stories others inserted the opening clause in the middle of their stories.

- (c) **Describe an incident you witnessed on a market day in your community.**

This was a descriptive/narrative topic. The requirements of the question included the town/village in which the market is located, date, time of the incident, candidate's purpose for going to the market, the type of incident - stealing, fighting, etc. and a vivid description of the incident. Candidates were also expected to give a suitable impression about the incident.

A few candidates fulfilled the demands of the question. However, most of them failed to mention the location and date of the incident but went on straight away to describe the incident. Candidates also failed to give their impression about the incident.

- (d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

The candidates were required to state the purpose of the letter and give a detailed

description of the journey; preparation, before the excursion, place, date, the journey itself and a description of the places visited. Finally, they were to give their impressions about the excursion.

Most candidates who answered this question presented good formats for the letter - address, date, salutation, greetings, valediction and signing off.

While a good number of candidates met the demands of the question others only described what they saw leaving out the other essential details.

### **Question 2 - Comprehension**

This was a compulsory prose passage with ten subquestions to be answered by candidates. The questions were based on stated facts, inference, idiomatic expressions to be explained and a title to be given.

On the whole the candidates scored good marks for their efforts. However, a good number of them could not answer the questions on the idiomatic expressions.

### **Question 3 - Lexis and Structure**

This section was based on Lexis and Structure of the language. There were four sub-sections.

In sub-section (a - e) candidates were to identify adverbs in sentences. Questions (f - j) were based on punctuation. In (k - o) candidates were asked to find the opposites of some nouns. In sub-section (p - t) candidates were asked to identify the adjectives in the sentences.

The performance of the candidates was satisfactory. The question on “quotation marks” generally posed a problem to candidates.

## **TWI (AKUAPEM) 2**

### **1. GENERAL COMMENTS**

The standard of the paper and candidates' performance this year, were good since many of the candidates were able to present a good exercise which yielded good grades.

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

The good candidates were able to give precise and concise answers to the questions they attempted. They adhered to the rubrics of the paper. One other commendable feature of their work was that they presented very neat exercises with legible handwriting.

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

The weaknesses of some candidates were as follows:

- (1) Non Adherence to Rubrics: Some candidates answered Questions 2 and 3 on the same page, though it was clearly stated that a major question should be answered on a fresh page.
- (2) Non Mastery of Punctuation Marks: Many candidates failed to write significant lexical items such as names of persons, rivers, towns and important places, with initial upper cases.
- (3) Non Mastery of Structure of Pronouns and Verbs: In Twi, the golden rule is that the pronoun is always written together with the verb as a unit. But only a few candidates fully mastered this structure, therefore their essays were full of incorrect rendition such as me rekyer`w, me huu,y`toaa, wokae, instead of the right form: merekyer`w, mehuu,y`toaa, wokae respectively.
- (4) Copying of Examination Questions: Some candidates exhibited a very bad approach. This was the reproduction of the Comprehension passage for the essay they selected. They scored zero.

### **4. SUGGESTED REMEDIES**

- (1) Tutors are advised to draw candidates' attention to the observance of the rubrics on the front page of the answer booklet during their mock examinations.
- (2) Candidates should be drilled through classroom teaching and made to understand the importance of other punctuation marks like full stop, comma, semi colon and question marks.

- (3) Tutors should make a conscious effort to teach their students to master the correct structure through reading good textbooks and copious assignments. Tutors must be more meticulous in vetting students' written exercises.

## 5. DETAILED COMMENTS

### Question 1

- (a) **There was a heavy rainfall in your town/village during which a lot of property was destroyed . Describe what happened.**

The very good candidates were able to state the day, time and duration of the rain. This was followed by an account of destruction of buildings, household items, farms, loss of life and effects of all these on the town. However, their major weakness was inability to use the past tense appropriately. This drained a lot of marks allocated for mechanical accuracy. The weak candidates were not able to write the required length of 150 words, and coupled with poor mechanical accuracies, they scored very low marks for their presentation.

- (b) **Write a story beginning with the clause “Immediately we alighted from the vehicle ...”.**

Few candidates attempted this question. The good candidates were able to meet all requirements of the topic and presented a good essay that scored good marks. On the other hand, the weak ones who did not probably understand the question wrote wild stories and therefore their performance was not good enough.

- (c) **Describe an incident you witnessed on a market day in your community.**

A good number of candidates attempted this question. The good candidates stated the name and the market day of their town, the time of the incident of which thievery was core, the punishment inflicted on the offenders and the intervention by the police or the traditional administration. The main defect, however, was the wrong use of the apostrophe on the past tense of the verbs in Twi. Some essays lacked concord. These affected the score of mechanical accuracy. On the whole, however, candidates' performance was good.

- (d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

More than 60% of the candidates tackled this question. The good essays satisfied all the requirements of letter writing ranging from address to date, salutation, paragraphing and valediction. The contents included: date, place and preparation, means of transport and scenes along the way, activities undertaken at the place and arrival back home.

Some candidates wrote about too many areas instead of one main place. For instance, they visited Akosombo Dam, Accra Zoo, Kakum National Park, Cape Coast Castle and Elmina Castle on that particular day, which of course, was impossible. Some stated that Aburi Botanical Gardens is in the Western Region. Other weak candidates did not know the difference between Kwame Nkrumah Museum and Kwame Nkruma Mausoleum and therefore, their essays fell flat. A candidate stated that Cape Coast is in the Northern Region which is also wrong. There was not a good agreement with the past tenses of the verbs in their narratives.

### **Question 2 - Comprehension**

Candidates were required to read the passage and answer all the questions that followed. There were nine subquestions (a - i).

The excellent candidates scored full marks for all nine questions. Many others did justice to some of the questions. One group of the weak candidates could not answer questions (e, h, and i). Therefore, their marks were very low.

### **Question 3 - Lexis and Structure**

This comprised 20 subquestions grouped under 5 items for specific topics.

- (i) Subquestions (a - e) demanded identification of an adverb in each of the 5 sentences. Candidates' performance was high.
- (ii) Candidates were required to copy each of the 5 sentences (f - j) and insert the appropriate punctuation mark. Some candidates did not follow the instruction. They put only the punctuation mark against the letter of the subquestion (f - j); they wrote the letter without the full sentence. Therefore, they scored nothing for their effort.
- (iii) Candidates were required to write the antonyms of the word underlined in each of the 5 sentences (k - o). Candidates' performance was good.
- (iv) Subquestions (p - t) demanded identification of an adjective in each of the 5 given sentences. Many candidates did well in this section.

Apart from subquestions (f - j) mentioned above, candidates could have written only the correct word for an answer, but some candidates spent time in copying the whole sentence before providing the answer or underlining a word for the answer. This wasted time.

## **TWI (ASANTE) 2**

### **1. GENERAL COMMENTS**

The standard of the paper and the performance of the candidates compared favourably with those of previous years. The candidates were able to answer the questions since they were within the scope of the syllabus.

There were, however, a few candidates who performed poorly which suggests that they did not have qualified Twi teachers to teach them.

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

- (1) In essay writing, a good number of the candidates understood the questions and deviation was minimal.
- (2) There was an improvement in paragraphing.
- (3) Some students were able to use idiomatic expressions appropriately and thus enriched their essays.
- (4) A good number of candidates were able to find correct answers to the questions in section B.

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

- (1) A few candidates could not write full length essays.
- (2) Some of the candidates mixed capital and small letters at random. For example, some candidates wrote "i" instead of 'I'
- (3) There was ample evidence of the wrong use of tenses, error of concord as well as the poor handling of the direct and reported speech.

### **4. SUGGESTED REMEDIES**

- (1) Candidates should be encouraged to read widely in order to enrich their vocabulary and improve on their expression and spelling.
- (2) There is an urgent need for teachers to teach the candidates how to answer questions.
- (1) Dictation drills should be encouraged in schools.

- (4) It is necessary, even critical, that students are taught functional grammar in addition to the structural method as advocated by some grammarians and practitioners.

5. **DETAILED COMMENTS**

(a)

About 30% of the candidates answered this question, however, they could not tell the time and date of the heavy rainfall. They also failed to narrate events leading to the heavy rainfall, that is changes in the weather, strong wind, attitude of the people and birds even before the heavy rainfall which are common scenes of this kind of occurrence.

(b)

This question was poorly answered by the few candidates who attempted it. They could not start with the given clause thus starting their own story they might have read or heard.

Candidates are to be taught to use any clause given either to start or end with a story.

(c) **Describe an incident you witnessed on a market day in your community.**

This question was widely answered; however, many of the candidates took it as an ordinary market day in their town. In view of that they failed to mention the specific events or incidents which the question required.

They did well by mentioning the town where the markets are but failed to indicate the day and time. As pointed out earlier, candidates are to be advised to read and understand the questions very well, thus satisfying the requirements of that particular question.

(d) **Your school went on an excursion to a place of interest. Write a letter to your aunt in another town, telling her about all that you saw.**

This was the most popular question answered by the majority of the candidates. However, candidates failed to mention their preparations towards the excursion. They also failed to mention the journey itself, i.e. the means of transport, what they saw along the way, how they felt as they were going which are good ingredients in a composition of such nature.

They only concentrated on what they saw and did at the places they visited. Some even forgot to say when they returned to their towns or schools. The importance and benefits of such trips should also not be neglected.

**Question 2 - Comprehension**

The comprehension passage which seemed to be familiar was well answered. Few candidates, however, could not answer the questions as expected because of poor ability on the part of those students/candidates to understand passages.

The main weakness identified here was poor spelling which needs to be polished. On the whole it was well answered.

**Question 3 - Lexis and Structure**

This part was the best answered question. Many candidates scored almost all the marks. Their weakness was with regards to questions dealing with the punctuations.

