

DAGBANI 2

1. GENERAL COMMENTS

The standard of the paper was as high as that of previous years. Even though the performance of candidates had improved gradually over the years poor orthography detracted from their performance orthography.

2. A SUMMARY CANDIDATES' STRENGTHS

(1) Creativity

Some of the candidates were very creative particularly in the Composition. They produced original work which was better than producing other people's work.

(2) Good Orthography

The spelling and punctuation of some candidates were very good. They combined their vowels very well. They used the capitals and small letters appropriately. They also used the punctuation marks correctly.

(3) Good Expression

A few candidates exhibited high sense of maturity in their use of appropriate figures of speech, idiomatic expressions, loan words, etc. This can be seen as a mark of serious preparations towards the examination.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) The spelling, word-division and vowel combination of some candidates were very poor. Some other candidates did know how to write the diagraphs [kp, gb, ny, sh, ch] correctly. They wrote them as [pk, m`, yn, bg, hs, ts]

(2) Some candidates rewrote questions before answering them. In other cases some candidates copied out the comprehension passage as their composition.

4. SUGGESTED REMEDIES

(1) The problems about orthography can be solved through class exercises and intensive and extensive reading and writing by students.

(2) Teachers should discourage students from copying out questions before answering them when giving class exercises.

5. DETAILED COMMENTS

Question 1

(a) **Describe your best friend.**

To introduce their compositions many candidates gave the names, sex, ages, schools and hometowns of their friends. Others mentioned only the names of their friends without mentioning the sex, school and hometown. Other candidates did not introduce their compositions.

In the body, some candidates gave a brief description of the physical appearance of their friends vividly and went further to give reasons why they liked their friends. Some other candidates described the physical appearance of their friends without giving reasons why they liked them. Others also gave reasons why they liked their friends without describing them.

To conclude their compositions, some candidates re-appraised reasons why they liked their friends. Some compositions did not have any conclusion.

(b) **Narrate what you do on Saturdays/How you spend your Saturdays.**

Many candidates chose this topic.

To introduce their compositions, many candidates said that Saturday was a resting day for them before describing what they did on the day. Some other candidates did not introduce the topic.

In the body, many candidates narrated very well what they did on Saturdays. Others described the activities poorly while others started but could not continue.

To conclude, many candidates re-appraised the day's activities with or without satisfaction while other compositions did not have any conclusions.

(c) **Who is more important: the Farmer or the Teacher?**

To introduce the topic some of the candidates took a stance. However, some compositions did not have any introductions.

In the body of their composition, some candidates explained in detail four reasons for their choice. Others raised two points while others raised three points. Other candidates also discussed only one point and very poorly too.

To conclude, some candidates re-affirmed the reasons for the stance they took while others could not conclude their compositions.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

In their introductions, most of the candidates mentioned the place, date, time and duration of the rainstorm. Others mentioned the place, date and time without mentioning duration. Other candidates did not, however, introduce the topic.

In the body, some candidates discussed how the rainstorm started, its intensity and the havoc caused. Some others only described the damage caused.

To conclude, some candidates expressed their opinions on the damage caused by the rainstorm and the way forward. Other candidates only expressed their opinions about the rainstorm but did not mention anything about the way forward while some other compositions did not have any conclusion.

Question 2 - Comprehension

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

The questions on stated facts and summary were well answered. However, the questions on inference and function were poorly attempted.

Question 3 - Lexis and Structure

Candidates were given twenty short sentences on verbs, negation, punctuation and conjunctions.

The sentences on verbs and conjunctions were well answered. However, some candidates seemed to have little knowledge about punctuation and negation and therefore, answered them very poorly.

DAGAARE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. A point worth noting is that the comprehension passage and the lexis and structure items were interesting and accessible. However, candidates' performance in general was not encouraging both in terms of the understanding of the questions and language competence.

2. A SUMMARY OF CANDIDATES' STRENGTHS

(1) Part I - Essays

- (a) Except for the really bad candidates, there were encouraging signs of improvement in organization and content.
- (b) The contents of many essays were relevant.
- (c) Candidates generally followed the rubrics of the various questions.

(2) Part II - Comprehension

There were strong indications that a small number of candidates stopped guessing the answers to the questions. Some answers might not have been right but they were at least derived from the passage.

(3) Part III - Lexis and Structure

Most candidates showed clearly that they made conscious efforts to understand the questions. They gave correct answers to most of the questions indicating that they tried hard to understand the questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The most obvious weakness here was understanding the demands of the essay topics. This resulted in deviation and lifting of whole paragraphs from the comprehension passage.
- (2) Candidates' expressions were not always precise. There were indications of wrong use of tenses for the various essay topics attempted.
- (3) Another weakness was in spelling. It appeared many of the candidates did not do enough reading and dictation exercises in the language.
- (4) The most worrying weakness in the comprehension was lifting of portions of the given passage as answers.

- (5) Questions on the lexis and structure were poorly answered.

4. SUGGESTED REMEDIES

- (1) Teachers should teach paragraphing
- (2) Teachers should discourage candidates from copying portions of the comprehension passage as answers.
- (3) The teaching of tenses should be intensified by teachers using the various essay types.
- (4) Teaching of dictation should also be intensified.
- (5) Candidates should be taken through how to answer comprehension questions.
- (6) Teachers discourage students' from repeating the lexis and structure items as answers.

5. DETAILED COMMENTS

Question 1

(a) Describe your best friend.

The candidate was asked to describe his/her best friend. Most candidates who attempted this question deviated. They wrote letters to their friends instead of describing their best friends. They needed to touch on the age, sex, parentage and place of origin of their friends. They also needed to talk about the physical appearance of their friends; his/her values and principles – likes and dislikes and assign reasons for liking him/her.

(b) Narrate what you do on Saturdays/How you spend your Saturdays.

Candidates were asked to narrate what they did on Saturdays. Candidates who attempted this question gave brief introductions relevant to the topic, narrated the activities undertaken on Saturdays, from morning till evening and appraised the day's activities using formal language in the habitual tense.

They got good marks. Others just lifted portions of the comprehension passage and got no mark.

(c) Who is more important: the Farmer or the Teacher?

This question was an argumentative essay. Candidates were asked to say who was more important; the Farmer or the Teacher? They were to take a stance; explain in detail four reasons for their choices or compare and contrast the

importance of the farmer and the teacher, re-affirm the reasons for the choice made using informal language in the present and conditional tenses.

The few candidates who attempted this question got good marks.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

Candidates were asked to narrate or describe the havoc caused by a rainstorm in their towns. They were supposed to state the date, time/duration of the rainstorm; how it all started; its intensity and havoc caused and candidates' opinions on the damage and the way forward for the town; using informal language in the past, future and conditional tenses.

Candidates who attempted this question performed well.

Question 2 - Comprehension

The comprehension exercise gave the candidates lots of problems. Many of them did not fully understand the passage and so gave answers that the rubric did not ask of.

Questions on parts of speech (2b, 2d and 2e) were generally not well answered. Many candidates did wild guessing of the answers. Others simply copied out the questions as their answers. Again, questions 2a, 2b, 2c, 2f, 2g, 2h, 2i and 2j were poorly answered by a small number of candidates.

Question 3 - Lexis and Structure

Candidates were asked to write down the verbs in the questions 3a – 3e. Candidates demonstrated good knowledge of the use of verbs in sentences.

Questions 3f – 3j asked candidates to re-write these sentences in the negative form. These questions gave the candidates lots of problems. Many candidates ended up re-writing the sentences in the opposite form.

Questions 3k – 3o were on punctuation. Candidates were asked to punctuate the given sentences. Many candidates answered these questions well.

Questions 3p – 3t were on filling in the correct conjunctions in the written sentences. These questions were also correctly answered. Few candidates did not understand the questions and, therefore, filled in the gaps with words from the question paper.

DANGME 2

1. GENERAL COMMENTS

The 2014 paper compared favourably with those of previous years. The paper was of standard because it tested the various aspects of the Dangmelanguage as prescribed by the teaching and the examination syllabuses. The items as well as the rubrics were rendered with clarity.

In spite of all this, the general performance of most candidates seemed to have fallen below expectation. This, notwithstanding, quite a good number of the candidates demonstrated some level of mastery of the language and exhibited some amount of competence and maturity in responding to the questions. Candidates' approach to answering the items indicated that they had fair understanding of the demands and tenets of the questions. On the whole candidates' performance showed some improvement over that of the previous year.

2. A SUMMARY CANDIDATES' STRENGTH

It emerged generally from candidates' scripts that majority of them understood the demands and tenets of the questions and so answered them appropriately.

On the whole, candidates demonstrated good understanding of issues involved in the paper. A good number of them wrote good essays on the chosen topics and also answered most of the comprehension questions appropriately. Candidates demonstrated ability to use proverbs, idiomatic expressions as well as other figures of speech appropriately.

The majority of candidates were able to write the essays in good paragraphs. Equally commendable was candidates' ability to read and react appropriately to the comprehension text. Most candidates also demonstrated a fair grasp of grammar as tested under Lexis and Structure.

These skills demonstrated by the candidates deserve commendation and should be encouraged by teachers of the language for further improvement in candidates' language skills development.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates also wrote far below the required number of words for the essay.
- (2) Some candidates wrote down the writer's address for questions that did not even require letter writing.
- (3) A few candidates also wrote spoken (colloquial) language and dialects/varieties instead of the standard Dangme e.g. "I he yi" instead of "I he ye". "I ng llae"

instead of “I ng1hlae”, “kiiba” for “keiba”, “eny4ni”, “et1ni” for “eny4ne” and “et1ne” respectively.

- (4) While some candidates copied portions from the comprehension passage others lifted the whole passage as their answers to some of the questions.

4. SUGGESTED REMEDIES

- (1) Pupils’ attention should be drawn to the need to use the standard Dangme in writing. That is, teachers should teach the orthography of Dangme.
- (2) Pupils’ attention should be drawn to the fact that they earn no mark for lifting whole or portions from the question booklet for their essays.
- (3) Pupils should be encouraged to do extensive as well as intensive reading in Dangme.
- (4) Impromptu speeches and other forms of language drills and conversation should be held in classes so as to encourage children to use the language appropriately.

5. DETAILED COMMENTS

Question 1

(a) Describe your best friend.

This question required the candidate to vividly describe his or her best friend. Quite a good number of the candidates attempted this question and many of them demonstrated fair understanding of the question and actually gave good descriptions of their choices. Candidates used the right adjectives and the appropriate expressions to talk about their friends. Systematic descriptions were made. Descriptions covered physical appearance, likes and dislikes, parents and siblings and reason why they made and liked such friends.

(b) Narrate what you do on Saturdays/How you spend your Saturdays.

The question demanded that the candidate should narrate what he/she did on Saturdays. The majority of the candidates answered this question. Candidates really demonstrated good understanding of the tenets of the question. They were able to narrate systematically/sequentially most of the activities they often engaged in on Saturday’s right from dawn to bedtime. Some of the activities included brushing their teeth, praying, engaging in domestic chores such as sweeping, dusting items (furniture), fetching water, assisting parents in their jobs, preparing the family meals, washing clothes, reading, playing games with friends and engaging in Saturday classes, etc. On the whole the question was satisfactorily dealt with.

(c) Who is more important: the Farmer or the Teacher?

This question was argumentative and required the candidate to discuss the importance of the work of a farmer and a teacher and to make a choice or take sides. It did not attract many candidates.

However, the few candidates who attempted it really showed maturity and assigned very tangible reasons for the side they supported. Many of those who answered this question could not raise enough points but basically concluded in favour of the farmer with the simple reason that even though the teacher educated and are knowledge, he could not survive without food or without the support of the farmer, arguing that our ancestors survived on food and not on the teacher in those days.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

This question requested the candidate to narrate a rainstorm that hit his or her area some time ago. This was the least attempted question. Just a small number of candidates chose it. And they were all able to narrate the events systematically. They recounted the beginning and gave the time period of the day that the event occurred. Their narrations also covered, the extent of damage/destruction caused and the duration of the rain. Efforts that were made to retrieve items and humans, etc. were recounted.

Question 2 - Comprehension

This aspect of the paper demanded that the candidate should read the passage, make out meaning and react appropriately to the questions.

The majority of the candidates demonstrated good understanding of the passage and performed quite well on the content-based questions. A few candidates, however, had some considerable difficulty in dealing with this level of questions. All the same most of them were able to provide suitable titles for the passage.

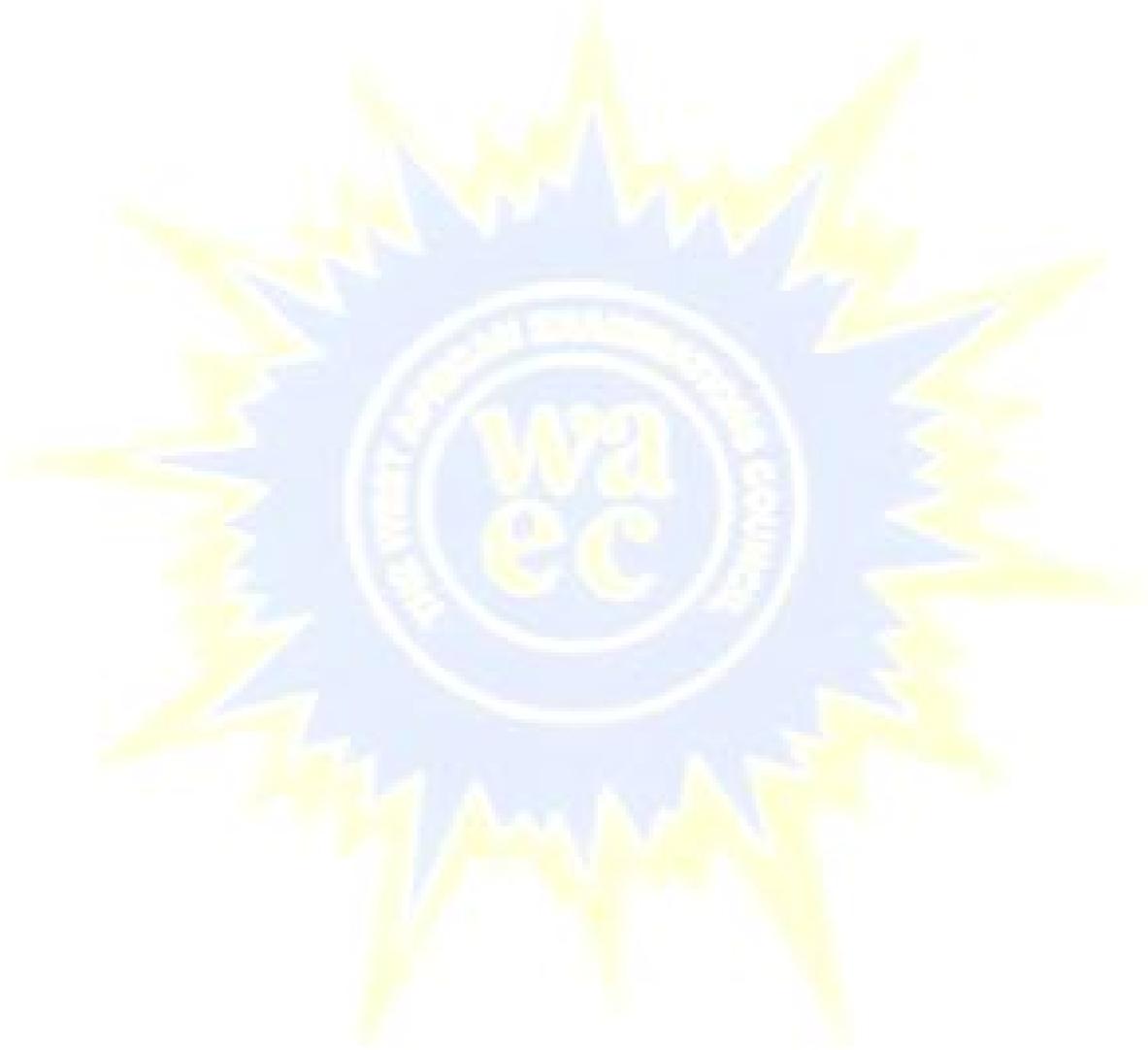
Question 3 - Lexis and Structure

This section of the paper tested candidates' knowledge in some aspects of Dangme grammar viz, verbs, punctuations and conjunctions. The aspect on verbs demanded that the candidate should pick out the verbs in the given sentences

Many of the candidates did very well in this area. Few candidates, however, could not differentiate between verbs and nouns and in most cases put them together.

The second part of this section tested the candidate's knowledge in the use of punctuation marks – the use of the comma, quotation marks, question mark and capitalization. With the exception of a few candidates who had difficulty with the quotation marks, the rest of them were able to re-write the sentences and put the punctuation marks appropriately.

The third part of this section tested the candidate's knowledge on the use of conjunctions. The majority of the candidates demonstrated fair knowledge of the use of conjunction in Dangme and so their general performance here was creditable.



EWE 2

1. GENERAL COMMENTS

The standard of the paper compared favourable with that of previous years. No significant improvement was noticed in candidates' performance as compared with that of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Very few candidates displayed some maturity in writing the compositions, i.e. language use, grammar and punctuation.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Generally language use was not good; grammar and presentation were below expectation. Paragraphing was not given much attention.

Performance in comprehension, Lexis and Structure was below expectation and there were a lot of deviations and copying from the question paper.

Handwriting was poor and some of the scripts were unintelligible.

Proper writing of some of the letters of the Ewe alphabet was not adhered to.

E.g. 'h' for 'x', 'q' for 'g', 'm' for 'm a', etc.

4. SUGGESTED REMEDIES

Candidates are advised to read a lot of literature in the language to enable them improve their vocabulary and expression.

Teachers are urged to give a lot of exercises to the pupils. These should be thoroughly marked to enable the pupils identify their mistakes and overcome them.

5. DETAILED COMMENTS

Question 1

(a) Describe your best friend.

This was a descriptive essay. The question was popular and except in a few cases, majority of the candidates who attempted it did well to give the name, sex, age, hometown, school and parentage of the friend they like best.

They also gave copious physical description/appearance of the friends.

Further, they gave good reasons for choosing him/her as the best friend, among several others. Introductions and conclusions to the composition were quite good.

(b) Narrate what you do on Saturdays/How you spend your Saturdays.

This was a narrative essay. It was the most popular question. However, some of the candidates dwelt too much on praying to God, washing of the face, cleaning of the teeth and greeting of parents as major activities of the day.

Domestic chores, helping of parents, use of leisure, etc. needed to be highlighted.

Many of the candidates gave no introduction to their essays and conclusions were weak. E.g. “This is how I spend my Saturdays”, is not good enough.

(c) Who is more important: the Farmer or the Teacher?

This was argumentative in nature. It attracted only a handful of candidates and the few candidates who attempted it only did fairly well.

Candidates were to either make a choice and give reasons for the choice made or compare and contrast the two options.

Reasons advanced for the choices were only one-way: e.g. production of food by the farmer or teaching by the teacher. Candidates should have expanded these reasons.

Teachers are urged to help their students write good argumentative essays.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

This question was both a narration and a description. It was quite popular and most of the candidates who attempted it gave detailed narration and description of the rainstorm. E.g. how it all started, its intensity, damage caused and how it affected the town and its folk.

Introductions and conclusions to the essays were also quite good.

Question 2 - Comprehension

The given passage was well within the comprehension of the candidates. However, only the re-call questions were properly answered. In particular, questions on grammar and deduction were not well answered.

Some of the candidates only copied out sentences from the passage as answers to the questions. This is called passage lifting and should be discouraged.

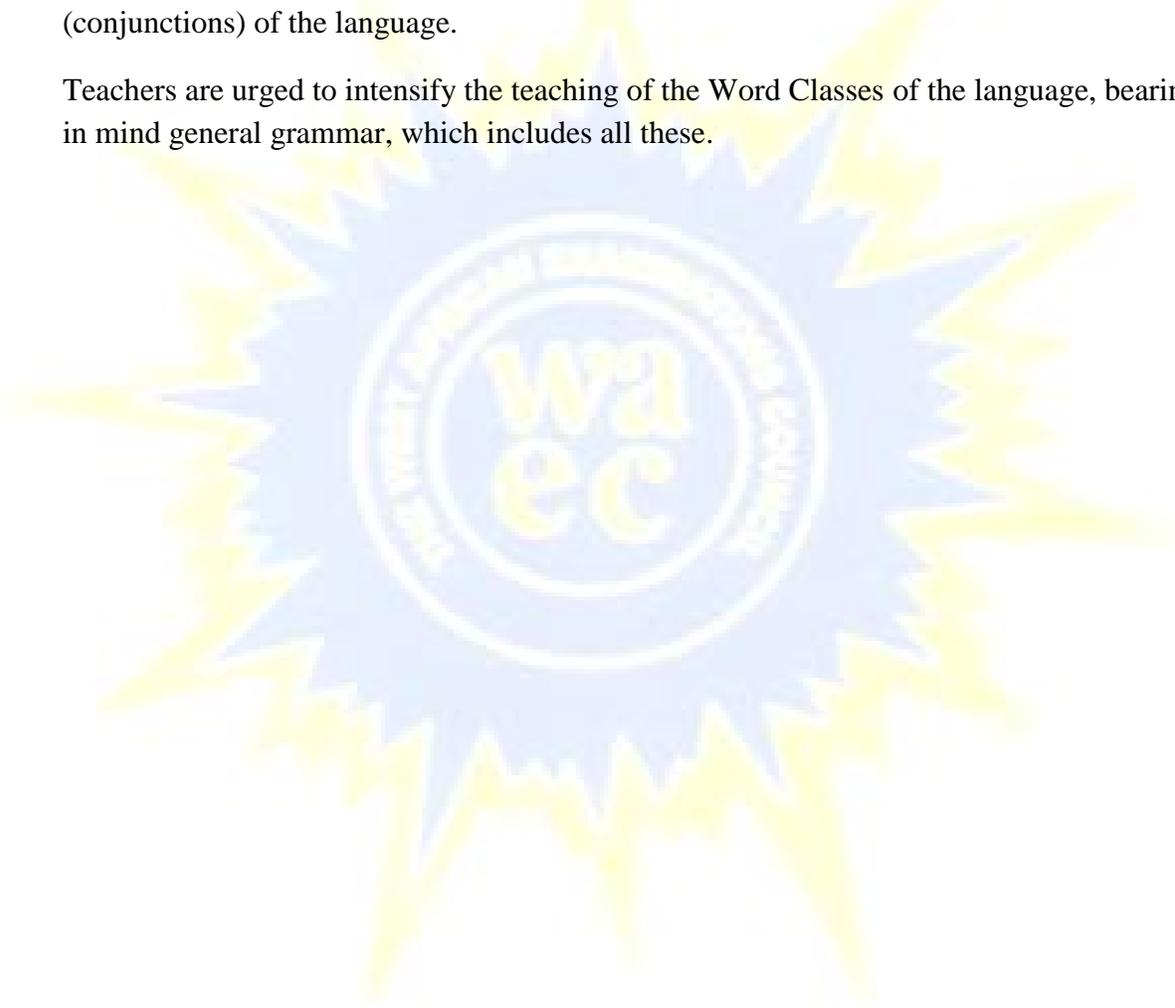
Candidates are advised to answer comprehension questions in full sentences where required. Most of the one-word answers given were also wrongly spelt and this cost them marks.

Pupils should be taught the correct approach to answering comprehension questions – e.g. passage reading and understanding.

Question 3 - Lexis and Structure

Apparently, this was the easiest question but candidates fared badly. It appeared they had little or no knowledge of verbs, negation, punctuation and the link elements (conjunctions) of the language.

Teachers are urged to intensify the teaching of the Word Classes of the language, bearing in mind general grammar, which includes all these.



FANTE 2

1. GENERAL COMMENTS

The standard of this year's paper and candidates' performance compared quite favourably with that of previous years.

The rubric was quite clear and the questions were set to actually test what candidates ought to have covered before writing the paper. Candidates who received the right tuition proved equal to the task.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A few candidates' scripts were worthy of commendation because of the following qualities:

- (1) The compositions were straightforward and in most cases candidates' writing was legible.
- (2) Some candidates exhibited one great strength in the paper: In dealing with the question 2 of the comprehension question, they gave direct and accurate answers in simple language. This is very important and needs to be encouraged.
- (3) Appropriate titles were given to the passage on comprehension and the number of words was not more than seven as specified.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates' scripts showed that some still had difficulty joining and separating words as exemplified hereunder:
 - (i) My son: **meba** instead of **me ba**
 - (ii) I come: **me ba** instead of **meba**
- (2) Spelling was still a problem to candidates probably due to lack of thorough preparation.
- (3) Some candidates simply copied (portions of) the comprehension passage out as the topic for composition.
- (4) Again, the rules for writing words in the negative were still a problem to candidates.
- (5) Some candidates exceeded by far the 150 words restriction for the essay.

4. **SUGGESTED REMEDIES**

- (1) Teachers must always draw candidates' attention to the rubric for essay writing so that they do not go too much beyond the required length.
- (2) There is the need to ensure continuity in teaching and setting exercises on composition and comprehension so that the problem of orthography could be overcome.
- (3) Students must also be encouraged to read extensively. In this way they will know when pronouns are joined to verbs and as well separated from nouns.

5. **DETAILED COMMENTS**

Question 1

(a) Describe your best friend.

This question demanded the name, sex, age, hometown/school as part of the introduction.

Body: This should include a brief physical description/appearance and at least two or three reasons why he/she likes him/her and a re-appraisal of reasons for the conclusion:

Many candidates attempted this question and their performance was good.

(b) Narrate what you do on Saturdays/How you spend your Saturdays.

This was a narrative essay and many candidates attempted it and indicated various activities performed on Saturday from morning till evening.

To conclude, candidates needed to give a re-appraisal of the day's activities with/without satisfaction.

(c) Who is more important: the Farmer or the Teacher?

This was an argumentative essay and candidates had to declare their stance and explain in detail four reasons for their choice. OR, candidates had to compare and contrast the importance of the farmer and the teacher – one to outweigh the other.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

This question required of the candidates to describe “what happened when a rainstorm hit your town” mentioning the havoc caused e.g. roofs of houses ripped off, flooding and property destroyed.

Candidates were required to state the date, time, duration of the rainstorm and mention how it all started, its intensity and the damage caused.

The candidate could then conclude the essay with how he/she felt personally.

Question 2 - Comprehension

This question consisted of ten questions which varied from factual questions, giving meanings to some expressions to inference questions. Many answered the question well. It was, however, observed that question 2(d) and (g) seemed difficult for candidates.

Candidates were expected to give one title to the passage in not more than seven (7) words. Some candidates merely lifted statements from the passage as titles. Candidates should be taught to give suitable titles and in capital letters.

Question 3 - Lexis and Structure

The Lexis and Structure section of the paper comprised questions on four areas namely, verbs, negation, punctuation and conjunction. On the whole candidates' performance in the areas specified was very satisfactory.

GA 2

1. GENERAL COMMENTS

The standard of the Ghanaian Language and Culture (Ga) 2 Paper and the performance of candidates as a whole compared equally with that of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Many of the candidates performed creditably as illustrated below:

- (1) Composition: These were generally good; many of the candidates were able to meet the 150 words set as the required length of each essay. They were also able to meet the demands of the topics, especially question 1(a) "Describe your best friend" and 1(b) Narrate what you do on Saturdays".
- (2) Comprehension: Many candidates were able to give accurate responses to the items.
- (3) Lexis and Structure: Candidates performed very well in the identification of verbs in given sentences with the appropriate conjunctions.

Many of the candidates were also able to punctuate given sentences correctly except for the one which required quotation marks.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates, as in previous years, continued to show the following weaknesses:

- (1) poor orthography and grammar;
- (2) poor adherence to the rubric;
- (3) poor knowledge of sentence structure/syntax;
- (4) poor understanding and analyses of the demands of the questions;
- (5) copying of text from the comprehension passages as their responses to some essay test items.

4. SUGGESTED REMEDIES

- (1) Candidates must read widely and also do a lot of dictation exercises and write-ups to help them improve on their spelling.
- (2) Comprehension exercises in school should include items on sentence structure and also inferences.

- (3) In teaching punctuation of sentences in school, teachers should emphasize the use of quotation marks.
- (4) Students should be made to do a lot of class exercises which will help them understand the rubrics of examination.
- (5) Candidates should be advised to desist from copying out texts from comprehension passages as their responses to essay test items.

5. DETAILED COMMENTS

Question 1

(a) Describe your best friend.

A. Content

- (1) Introduction: Candidates were expected to state the name, age, sex, hometown, parents and also the residence and school the friend attends or attended.
- (2) Body: Candidates were to give a brief physical description/appearance of the friend. They were also to state the likes and dislikes of the friend and why they selected the person as the best friend.
- (3) Conclusion: Candidates were expected to re-appraise or affirm the reasons given for choosing the person as the best friend.

B. Expression: Candidates were expected to use informal language, appropriate figures of speech, idiomatic expressions, registers and jargons. Sentences were to be in the habitual/everyday tense.

C. Organisation: Candidates were expected to write a good introduction, employ good paragraphing and present their ideas in an orderly manner and provide a relevant conclusion.

Candidates who tackled this topic handled it satisfactorily except that some veered off to dwell on some events of interest that took place between them and their friends to the detriment of the requirements of the question.

(b) Narrate what you do on Saturdays/How you spend your Saturdays.

A. Content

- (1) Introduction: Candidates were expected to give brief introduction bordering on what Saturdays means to them or how they see/view Saturdays.
 - (2) Body: Candidates were expected to narrate the activities performed on Saturdays (from morning till evening)
 - (3) Conclusion: Candidates were to appraise the activities they performed on Saturdays and their satisfaction or otherwise of the things they did on the day.
- B. Expression: There was the need to use informal language, appropriate figures of speech, idiomatic expressions, registers, jargons and contemporary expressions. Sentences were expected to be in the everyday/habitual tense.
- C. Organisation: Candidates were expected to write good introductions, employ good paragraphing and present ideas in an orderly manner; and also write good conclusions.

Candidates who chose this topic handled it satisfactorily. Some candidates, however, added some activities they performed on Sunday which was not part of the requirements of the topic.

(c) **Who is more important: the Farmer or the Teacher?**

- A. Content
- (1) Introduction: Candidates were expected to take a stance or write any relevant introduction on the two choices.
 - (2) Body: Candidates were expected to explain in detail reasons for their choice or compare and contrast the importance of the farmer and the teacher such that one may outweigh the other.
 - (3) Conclusion: Candidates were to re-affirm the reasons for the choice made or stance taken.
- B. Expression: Candidates were expected to use informal language, appropriate figures of speech, idiomatic expressions, registers, jargons and contemporary expressions. Ideas were expected to be expressed in the habitual and conditional tenses.
- C. Organisation: Candidates were expected to write a good introduction, employ good paragraphing and present their ideas logically. They were also to provide good conclusions.

Candidates who tackled this topic did so satisfactorily. They produced sound arguments to back the choice made/stance taken.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

A. Content

- (1) Introduction: Candidates were expected to state where the event took place and the date, time and or duration of the rainstorm.
- (2) Body: Candidates were expected to narrate/describe how the rain started; its intensity and the havoc/damage it caused before, during and its aftermath.
- (3) Conclusion: Candidates were expected to express their opinions on the damage caused and the way forward for the town/community.

B. Expression: Candidates were expected to use informal language, appropriate figures of speech, idiomatic expressions, registers, jargons, loan words and contemporary expressions. Ideas were to be expressed using the past, future, and conditional tenses.

C. Organisation: Candidates were expected to write a good introduction, employ good paragraphing and present ideas logically. They were also expected to provide a good conclusion.

Candidates handled this topic appreciably. However, punctuation of sentences was a major problem for many of the candidates. Lengthy paragraphs were written without any punctuations. Many candidates did not begin proper nouns with uppercase letter.

Question 2 - Comprehension

Candidates were expected to answer ten (10) items which were based on facts, inference, sentence structure and summary (in the form of giving a title to the passage read).

Many of the candidates were able to give concise answers to the questions while others gave long and winding responses thereby committing errors in grammar and spelling. As a result, they lost vital marks.

The majority of the candidates were not able to answer correctly the items on syntax. They were not able to identify the subject of a given sentence, neither were they able to state the part of speech of a given word in a given sentence.

A few of the candidates copied out the questions or irrelevant material from the comprehension passage as their responses. This indicated a clear lack of understanding of the passage and/or test items.

Question 3 - Lexis and Structure

There were four (4) sub-sections.

Sub-Section I: Candidates were to identify the verbs in five (5) given sentences.

Candidates performed very well in this sub-section. However, in item (c) where there were two (2) verbs, the majority of the candidates identified only one thereby losing vital marks.

Sub-Section II: Candidates were expected to change given sentences from positive to negative.

The majority of the candidates did not go by the rubric which demanded that they should rewrite the given sentences in the negative form.

Also, many of the candidates were not able to negate appropriately the given sentences in the given tenses/aspects.

Sub-Section III: Candidates were expected to re-write five (5) given sentences and put in the appropriate punctuations.

The majority of the candidates did not comply with the rubric in this sub-section. They only put down the barepunctuation marks as their responses without re-writing the sentences and punctuating them appropriately.

For those who re-wrote and punctuated the sentences, the item numbered (n) which involved a direct speech posed a challenge to them.

Again, there was another challenge where candidates wrote names of the days of the week with lower case letters even though these were correctly written in the examination paper.

Sub-Section IV: Candidates were expected to complete five given sentences with the appropriate conjunctions. Candidates performed very well in this sub-section.

GONJA 2

1. GENERAL COMMENTS

The paper as usual had three main parts (I, II and III). The first part was made up of four essay topics ie a, b, c and d, and the candidates were to choose and write on one. The second part was a comprehension passage with ten questions (a – j) based on the passage. The Lexis and Structure part formed the third part of the paper. It had twenty questions (a – t).

All the questions were based on the WAEC examination syllabus for that level.

The general performance of the candidates in the paper was below average as compared with those of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

There was a little improvement in the way candidates answered the questions on the word classes, specifically the verbs, in the Lexis and Structure part of the paper. This indicated that they prepare well for this section of the examination. It is a remarkable achievement for future candidates to follow.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some weaknesses were identified in the work of candidates. The most serious of them were in the composition. Many candidates copied out the comprehension passage unto the answer booklets as their essays. Those who did so scored zero. The questions on negation and punctuation in the Lexis and Structure were also poorly answered.

4. SUGGESTED REMEDIES

Teachers should do well to discourage their students from copying out the comprehension passage in the question paper as their essays. The candidates should be encouraged to use their own ideas in writing the essay.

Teachers should do well to give their students more comprehension exercises when they are preparing for the examination. They should also encourage them to read supplementary Gonja books. Attention should be paid to the Lexis and Structure part of the syllabus, especially negation and punctuation of sentences.

5. DETAILED COMMENTS

Question 1

The subquestions were four (a – d) and candidates were expected to choose and write on one.

(a) Describe your best friend.

Only a few candidates attempted this question. Many of them just copied the comprehension passage into their answer booklets as their composition. This is a very bad practice and those who did so scored zero.

The candidate in writing about the friend needed to mention the name, sex, age and the home town of the friend. These could form a good introduction. There was also the need to give a brief physical description of the friend. The candidate could then give at least two reasons for liking the friend.

(b) Narrate what you do on Saturdays/How you spend your Saturdays.

This narrative essay required the candidate to give an account of what he or she did on Saturdays.

It was attempted by few candidates. Many of them also wrote the comprehension passage down as their answers. The candidate could have given a brief introduction relevant to the topic, e.g. “I do a lot of work at home on Saturdays”.

Candidates were required to narrate what happened immediately they woke up in the morning e.g. washing the face, cleaning the teeth, sweeping the compound and fetching water.

The candidates could also talk about some major activities like washing their clothing and school uniform or accompanying their parents to the farm or work places. Then they needed to narrate what usually happened at such places. They could also give an account of what happened at home in the evening.

The candidate’s impression about the day could form a very nice conclusion of the topic. It was a poorly attempted question.

(c) Who is more important: the Farmer or the Teacher?

This was an argumentative essay. A good number of students attempted the question but many of them copied the comprehension passage into their answer booklets as their essays. Those who did so scored a zero mark. They should have used their own ideas to write the essay.

The candidates were expected to write a relevant introduction which talked about the importance of the farmer or teacher before taking a stand. In developing the points, the candidate could give at least three tangible reasons for their choice.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

This topic being both a descriptive and a narrative essay, the candidate was expected to narrate or describe what happened during a rain storm in his or her town.

A good number of them answered the question. Although some of them did well, others just copied out the comprehension passage from the question paper. Those who did so are advised to desist from the practice.

In the introduction, candidates could mention the town, date and the day of the week. The time and duration of the storm should be given as well.

The candidates' impression about the storm could form a very good conclusion of the composition.

Question 2 - Comprehension

This question was on comprehension. A passage was given and the candidates were to read it and answer ten questions.

Three out of the ten questions which posed problems to the students were those on "inference" and "meaning" e.g. (c), (d) and (e). The correct answers to the questions are:

- (c) Because water was afraid that the house of the sun would be destroyed
- (d) "spacious" in the sentence is an adjective.
- (e) "Sun" in the sentence is a noun.

Question 3 - Lexis and Structure

The Lexis and Structure questions were twenty and each carried one mark.

The first five (a – e) tested the candidates in the identification of verbs in sentences. They were given some sentences and asked to identify the verbs. The questions were satisfactorily answered. The verbs in the sentences were:

- (a) ji (b) y (c) p r (d) ba (e) sh r

The questions on negation (g – j) were poorly answered. The candidates might not have been taught what negation (kekinimalga) meant in the language. The sentences could be negated as follows:

- (f) Beyunama`shile.
- (g) N nio n1 n tutoma`bamfa.
- (h) Ed4ponamaawushi.
- (i) Sama`jjajibina kik1.
- (j) Bebiiponamaabiiga.

The candidates were asked to punctuate some sentences. Many of them could not do the punctuation correctly. The sentences could be punctuated as follows:

- (k) Use of the “question mark”;
E bee`ba kashinte1aa?
- (l) “Capitalisation”
Amabamfaama e ma`wu ma.
- (m) Use of the “full stop”.
E `ini fan1kesh1rkpa`na la kashinte`.
- (h) Use of the “quotation marks”.
Kofi ka`1moteriana, “M maa`ti` n w r lo`”.
- (i) Use of the “comma”
Bu sh1rAledi,Atinia n1Alilata.

The final section of this part was on “conjunctions”. The candidates were required to supply the appropriate conjunction in each sentence. The correct conjunctions were:

- (p) but
- (q) because
- (r) so
- (s) or
- (t) so

KASEM 2

1. GENERAL COMMENTS

The standard of the paper did not differ from that of the previous years'. There were, however, some indications that where the subject was well taught, candidates performed creditably well but where the subject was not well taught, candidates performed on below average.

Meanwhile, it appears there are schools where the subject seems not to have been taught as candidates' performance was nothing to write home about.

On the whole, the majority of candidates' performance was slightly above average. That is, there was not much difference in candidates' performance as compared to the previous year's.

2. A SUMMARY OF CANDIDATES STRENGTHS

- (1) Most candidates gave good introductory information to their essay topics. The conclusion aspects of their essays were also commendable.
- (2) A good number of candidates captured valid facts or ideas in their essays.
- (3) Candidates were able to provide alternative responses, apart from those offered by the marking scheme.
- (4) Suitable titles were provided by candidates and put in uppercase letters.

The above commendable features in candidates' responses need to be encouraged.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Very poor spelling:Bad spellings continued to characterize candidates' work. Even words spelt or written correctly in the question paper were wrongly spelt in candidates' materials.
- (2) Bad punctuations. Most candidates seemed not to have any idea about punctuation. They even started names of towns with small letters. They did not know where to apply full stops, question marks and so on. Some examples on capitalization included: paga for Paga, bebele for Bebele, etc.
- (3) Bad hand-writing:Some of the essays of the candidates was illegible. This made it very difficult for the examiners to read their work.

4. SUGGESTED REMEDIES

- (1) Students should be taken through handwriting skills.

- (2) Students are supposed to learn punctuations at all levels in language study. Knowledge in general punctuation could be transferred and applied in the Kasem language; that is, if even they were not taught by Kasem teachers.
- (3) Using the Kasem orthography as a guide, language teachers are strongly advised to teach students to overcome their poor spelling problem. Students may be drilled in spelling or dictation of Kasem words.

5. DETAILED COMMENTS

Question 1

(a) Describe your best friend.

This was a very popular topic with candidates. From the information contained in the marking schemes, the topic was well managed by the candidates. Their introductions were very commendable; an example is, “I have very many friends from many different places or towns, but ... is the one very close to me”. The conclusion were also good eg. thus “Nothing on this earth will ever separate my friend from me”.

On the whole, candidates performed very well.

(b) Narrate what you do on Saturdays/How you spend your Saturdays.

Many candidates opted for this topic. As expected, candidates narrated activities they did on Saturdays, starting from morning till evening. They offered valid introductions to their essays. An example was” “All work without play makes Jack a dull boy; that is, all learning without rest is not good”. A good number of candidates offered exciting accounts of what they did on Saturdays.

(c) Who is more important: the Farmer or the Teacher?

This topic attracted few candidates. These candidates offered relevant introductions leading to good exposés on their choices. Candidates defined or gave job descriptions of the farmer and the teacher before taking their stance or opting for the one who was more important. Candidates performed creditably well.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

A handful of candidates opted for this topic. They were able to give relevant introductions, that is, the date, time and duration of the storm. Most of the candidates also offered valid points on what the rainstorm did to the environment; destruction of buildings, plants and other valuable items and properties. The topic was well attempted.

Question 2 - Comprehension

Candidates were presented with a prose passage to read and answer questions based on it. These questions tested areas such as stated facts or recall, inference, meanings, grammar and summary or title. They were able to give correct or suitable responses to the stated facts; that is (a), (f), (h) and (i). They had problems with (b) subject in the given sentence; (d) testing word class – adjectival phrase; and (j) summary or title. Questions on inference (c) and (g) had good responses from candidates. Generally, candidates' performance was good.

Question 3 - Lexis and Structure

This part sought to test candidates' knowledge in the Grammar aspect of the language (subject). The areas involved were as follows:

- (i) Verbs (a) – (e): Candidates were expected to identify verbs in given sentences. Candidates' performance was very encouraging.
- (ii) Opposites (Negation) (f) – (j): Candidates were requested to give the opposites or negative aspect of given statements (sentences). While a good number of candidates fared well, others did not have any knowledge on what was expected. A clear case was where some candidates started the statements from the end to the beginning, i.e. /weene ban duribajei/ as “Jeiduri`weena bam ba”. Candidates performed averagely.
- (iii) Punctuations (k) – (o): Candidates were expected to punctuate given sentences correctly. Candidates' performance in this area was quite disappointing. Students need to be taken through various types of punctuation.
- (iv) Conjunction (p) – (t): Some sentences were presented to candidates with blank spaces to be filled in with suitable or correct conjunctions. Candidates' performance was on the average. A few of them performed below expectation. Items (q), (r) and (t) were not properly answered by candidates.

NZEMA 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The candidates' performance was, however, better than those of the previous years.

2. A SUMMARY CANDIDATES' STRENGTH

- (1) With regards to the composition, many candidates exhibited maturity. Many of them were able to write very good compositions to meet the demands of the rubrics, most especially the topic "Describe your best friend". They were able to use the correct registers and idiomatic expressions.
- (2) For Sections B and C many candidates gave concise answers and numbered their responses accurately.
- (3) The handwriting of many candidates improved significantly this year.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Many candidates still had problems with the orthography, with word division constituting the major problem. Many candidates joined the pronoun to the verb, instead of joining the verb to the pronoun.
- (2) In Section C, candidates' performance on "Negation" was generally poor. Many candidates rather gave the opposites of the words. Those who could give the correct negation spelt them wrongly.

The question on reported speech was also poorly handled.

4. SUGGESTED REMEDIES

- (1) Serious study of the language should begin from the basic level so as to give a firm foundation for candidates to build on when they enter Senior High School.
- (2) Teachers should give more exercises on dictation to improve on the orthography of the candidates.
- (3) Pupils should be encouraged to read more books in the language to enable them to be aware of the structures they need to know to improve their knowledge in the language.

5. DETAILED COMMENTS

Question 1

(a) Describe your best friend.

The candidate was expected to describe his/her best friend giving the name, sex, age, hometown, parentage, school being attended and personality traits.

They were also to come out with the likes and dislikes of their friend. He/she was also to give reasons for his/her choice.

The candidates' performance on this topic was generally good.

(b) Narrate what you do on Saturdays/How you spend your Saturdays.

In this question the candidate was expected to give a brief introduction relevant to the topic. He/she was expected to narrate the activities from the morning till the evening. The candidate was expected to end by giving an appraisal of the day's activities with or without satisfaction and give reasons. Though this question was not popular, candidates who answered it performed fairly well.

(c) Who is more important: the Farmer or the Teacher?

In this question, the candidate was expected to take a stand and give four reasons for his/her choice.

For example if the choice is the farmer the candidate was expected to mention the following:

A farmer feeds the nation, he/she will get revenue from his/her farm to take care of himself/herself and family; a farmer feeds the country's industries with raw materials, etc.

In choosing a teacher, the candidate was expected to mention the following:

Teachers are paid monthly, respected in the community, get ready accommodation if they teach in a secondary school, give moral training to their children, etc.

Candidates would then end with a relevant conclusion.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

Candidates were expected to come out with the following points:

- (1) Date, time, duration, place of the rainstorm.
- (2) How the storm started and havoc caused e.g. it caused buildings to collapse, roofs of buildings were removed, people got injured by flying roofs, etc.
- (3) Effect of the rainstorm on the people.
- (4) Any relevant conclusion

Candidates' performance was satisfactory. However, many candidates who answered this question failed to mention the town in which the rainstorm occurred and how the rainstorm started.

Question 2 - Comprehension

This was a compulsory prose passage with ten compulsory questions. The questions were based on stated facts, inference, meaning, word class, function and a title to be given to the passage.

The performance of the candidates was satisfactory.

Question 3 - Lexis and Structure

This was a compulsory question on lexis and structure, made up of 4 parts:

- (1) Identification of verbs: Candidates' performance was very good.
- (2) Negation: Candidates' performance was poor as many of them gave the opposites of the words.
- (3) Punctuations: The candidates could not answer the question on reported speech.
- (4) Conjunction: Though performance was good, some candidates used participles as conjunctions and lost marks accordingly.

TWI (AKUAPEM) 2

1. GENERAL COMMENTS

The standard of the paper and candidates' performance were as good as those of the previous years. Many candidates were able to present good exercises this year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The good candidates were able to give precise and concise answers to the questions they tackled. These candidates adhered to all the rubrics of the paper and, therefore, their performance was high.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following were the weaknesses of many a candidate:

(1) Wrong use of the Akan Apostrophe

Many candidates used the apostrophe for the perfective aspect of the verbs in their composition exercise which was wrong. Examples were: **m'ada, m'adidi, m'ak prapa, w'afa, y a'nom, w'amainstead of mada, madidi, mak prapa, wafa, y anom, wama** respectively.

(2) Non Mastery of the Akan "Golden Rule"

The Akan "Golden Rule" states that Pronoun Subjects and Verbs are written together as single units. All the candidates violated this rule and presented incorrect renditions such as: **Me p , me k t , 4b1 fr , me nim, y k d w, me hohoro, y di** instead of **Mep , mek t , b fr , menim, y k d w, mehohoro, y di** respectively.

(3) Copying of Examination Materials

Some weak candidates who could not compose their own ideas for the essay resorted to copying parts of the comprehension passage for which they scored zero.

4. SUGGESTED REMEDIES

(1) Tutors must make a conscious effort to teach their students the Twi structure of the apostrophe.

(2) Teachers of the language have the responsibility to teach their students the structure of the Akan pronoun, subjects and verbs. During the Reading Aloud

sessions in the classroom, tutors should draw the attention of students to these structures in their textbooks. Tutors must be more meticulous when vetting their students' exercises and point out such mistakes out to students.

- (3) Tutors have to train their students in the writing of essays.

5. DETAILED COMMENTS

Question 1

Question 1 comprised 4 sub-questions a, b, c, d and candidates were required to write an essay of not less than 150 words on any one of them.

(a) Describe your best friend.

Many candidates chose this topic and produced good essays. They were able to state the age, sex, physical appearance, hometown, school, name of parents and siblings of the friend in question. The reasons for liking the friend were clearly stated.

However, some essays were unnecessarily long which resulted in repetition and a lot of mechanical errors.

(b) Narrate what you do on Saturdays/How you spend your Saturdays.

The good candidates wrote very good essays that covered the various activities from the morning through afternoon to the evening. Here again, some of the essays were too long with repetitions. One bad feature of such essays was the violation of the Golden Rule in Twi, where the pronoun subjects and verbs were written together as single units.

(c) Who is more important: the Farmer or the Teacher?

Candidates who tackled this question were able to marshal the relevant points for their choice. These included the various services each of the characters offered the society and the country as a whole. The violation of the "Golden Rule" took a toll of the marks allocated for mechanical accuracy. All the same, candidates' performance was good.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

The very good candidates were able to state the day, time and duration of the rainstorm. This was followed by destruction of buildings/houses, household items, farms, loss of life and effects of all these on the town. They also included

the help from NADMO, the District Assembly and advice from the local chief on tree planting and indiscriminate felling of trees.

The major weakness of candidates was their inability to use the past tense consistently which drained away a lot of marks allocated for mechanical accuracy.

Question 2 - Comprehension

Candidates were required to read a passage and answer all the 10 questions that followed. The excellent candidates scored full marks for all the 10 questions. Many others did justice to some of the questions. One group of candidates could not answer sub-question (d) which demanded the identification of the word class of “k se” in the passage. “k se” (big) is an adjective which the candidates failed to state. Another group could not give precise answers to sub-questions (g) and (i).

Question 3 - Lexis and Structure

The question comprised subquestions grouped under 5 items for specific task.

- (i) Subquestions (a – e) demanded identification of the verb in each of the five sentences. Candidates’ performance in this section was high.
- (ii) Candidates were required to write the negative form of each of the 5 sentences (f – j). Subquestion (f) had two consecutive verbs which had to be negated. The weak candidates could not do this effectively.
- (iii) Candidates were required to copy each of the five sentences (k – o) and insert the appropriate punctuation mark. The good candidates met the demands of the task and scored very good marks. On the other hand, some candidates failed to copy the sentences; they merely put the punctuation mark against the letter of the sub question which was a violation of the rubric, therefore, they scored no mark
- (iv) The task for sub questions (p – t) was completion of five sentences with appropriate conjunctions. Many candidates met the demands of the task and scored very high marks in this section.

TWI (ASANTE) 2

1. GENERAL COMMENTS

Generally the standard of the paper was the same as that of the previous years. The questions were simple and straightforward with no ambiguity whatsoever.

The performance disparity between rural or less endowed schools and their city or better endowed schools was once again very evident. The performance of rural candidates generally fell below average whilst their city counterparts performed well.

However, the overall performance of candidates this year was slightly better than that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) On the whole, candidates' best performance was in the area of lexis and structure. A comparatively large number of candidates performed creditably in this area.
- (2) Some candidates wrote relevant essays of 150 words and above. Candidates organized their essays very well. Their introduction, body and conclusion as well as paragraphing were logically presented.
- (3) A fair number of candidates gave straightforward answers to the comprehensive questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates continued to show weaknesses in the following areas:

- (1) Grammar: Wrong use of the Twi personal pronouns. Most candidates confused the third person singular no(he/she) with the third person plural pronoun, w n(they). This wrong usage was rampant in essay topics on "My best friend" and "A farmer and a teacher: who is more important?".
- (2) Paragraphing: Some candidates had problems with paragraphing. Some wrote several pages of composition with only one paragraph. On the other hand some paragraphs which should have been part of other paragraphs were allowed to stand on their own.
- (c) Deviation: A few candidates who did not know what to write on the essay topics merely copied the comprehension passage from the question paper. There were also some cases of deviation from the requirements of the questions.
- (d) Punctuation marks: Some candidates started sentences without using the capital letter at the initial position. Some personal names were begun with small letters. The comma was used indiscriminately.

- (e) Spelling: Inconsistencies in spelling of some words was another weakness. These were mainly the separation of the Twi pronoun and verbs such as **me p** which should be **mep1, mep1s1** which should be **mep s ; abrante** instead of **aberante** and **aberimaa** rather than **abarimaa**, etc.

4. SUGGESTED REMEDIES

- (1) Teachers should discourage students from copying the comprehension passage for their essay.
- (2) Teachers should endeavor to teach paragraphing.
- (3) Teachers should make conscious efforts to teach the right use of personal pronouns, punctuation marks and assimilation of consonants through a number of class exercises.
- (4) Spelling sessions and dictation should be encouraged.
- (5) Teachers should also take a second look at teaching of capitalization and construction of sentences.

5. DETAILED COMMENTS

Question 1

- (a) **Describe your best friend.**

The question demanded the name, sex, age, hometown and the school he/she attends. Physique, personality traits, hobbies and morality were also required. The reasons for liking him/her must be stated.

Candidates' work met the demands of the question but wrong spelling and other grammatical errors took a toll on the marks allocated for mechanical accuracy. In some cases, the description of "My best friend" was treated as letter writing and so candidates lost marks for organization.

- (b) **Narrate what you do on Saturdays/How you spend your Saturdays.**

Candidates were expected to narrate the activities performed on Saturdays from morning till evening. For example, cleaning of teeth, sweeping the room and compound, washing uniforms, helping in household chores, playing, doing school assignments, etc. The candidate's appraisal of the day's activities, with or without satisfaction, was also expected.

Most of the essays met these requirements but again bad orthography and other grammatical errors eroded the marks for mechanical accuracy.

(c) Who is more important: the Farmer or the Teacher?

The candidate was to take a stand whether he/she thought a farmer or teacher is more important. He/she was to explain in detail reasons for his/her choice. For example

- A
 - The farmer produces food to feed his family and the nation.
 - The farmer produces food and other crops for export to earn foreign exchange.
 - The farmer does not need too much capital to start farming.
 - Without food produced by the farmer, nobody can live.
 - The farmer feeds the people to keep them healthy and strong.
- B.
 - The teacher teaches or helps pupils to acquire knowledge or become literate.
 - The human resource needs of the nation are developed by teachers.
 - The farmer needs education in order to carry out his work well.
 - The development of every nation depends on teachers.

In concluding the essay, the candidate was to re-affirm the reasons for the choice made. The majority of candidates who attempted this question did well.

(d) Narrate/Describe the havoc caused by a rainstorm in your town/village.

Candidates were expected to mention the date, time and duration of the rainstorm. They were to narrate how it all started, its intensity and the havoc/damage caused.

Candidates' opinion on the damage and the way forward for the town should be indicated.

Candidates' performance was satisfactory.

Question 2 - Comprehension

The passage comprised ten questions made up of

- (a) Simple factual questions
- (b) Giving or explaining grammatical expressions
- (c) An inference or deductive question and

(d) Titling of the passage.

Very good candidates were able to answer the questions concisely and were rewarded for their efforts. However, the very poor candidates who could not read the passage merely copied the passage into their answer booklets, which of course earned them no mark.

Question 3 - Lexis and Structure

This question had four sections.

Section I (a – e)

This was on identification of verbs in each of the five sentences. Most candidates were able to do this exercise.

Section II (f – j)

This was based on negation of verbs in five given sentences. Most candidates could not negate verbs which involved assimilation of consonants. For example b ba becomes mma not mba. In the negation of the serial verb “adwenek4”, most candidates negated only one part of the verb and left the other part. Even in the negation of adwene, candidates had problem with assimilation. Thus adwene is nnwane and not ndwane. Therefore, the negation is nnwanenk e and not ndwane nk as indicated by some candidates.

Section III (k – o)

This tested punctuation marks. These included the question mark, capitalization, full stop, quotation marks and comma. Many candidates could not get the right punctuation (quotation mark) for sub-question (n)

Section IV (p – t)

Candidates were required to fill blank spaces with the right conjunctions to make the sentences correct. The majority of candidates scored very high marks in this area. Only a few messed up and scored poor marks.

