

DAGAARE 2

1. GENERAL COMMENTS

This year's paper compared favourably with that of previous years. It tested the various aspects of the language studies as prescribed by the teaching as well as the examination syllabuses for the Junior High School level. The questions were also rendered in a manner that suited the level and experience of the candidate.

However, candidates' general performance fell below expectation. In a few cases, however, some candidates scored higher marks than that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some candidates had good control of the language and used idiomatic expressions and proverbs in their compositions.
- (2) Candidates avoided unnecessarily lengthy compositions.
- (3) Some candidates had the ability to develop their points in their compositions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) A good number of candidates had considerable difficulty in using the language effectively as noticed in the essays, comprehension as well as the lexis and structure.
- (2) The spelling, punctuation and word-division of some candidates were very poor.
- (3) Some candidates answered more than one question on one page.
- (4) Some candidates did not number the questions they attempted.
- (5) Some candidates copied portions of the comprehension passage and others lifted words from the questions as part of their essays.
- (5) Others deviated totally from the demands of the questions.

4. SUGGESTED REMEDIES

- (1) Candidates must be encouraged to do a lot of reading and writing in Dagaare.
- (2) Teachers should help students to overcome the problems of spelling, punctuation and word-division through dictation and punctuation exercises.

- (3) Teachers should acquaint students with the rubrics of answering examination questions.
- (4) Students should be taught how to answer comprehension questions effectively. More comprehension questions should be done in class.
- (5) Effective teaching should be done on essay writing.

5. DETAILED COMMENTS

Question 1 (a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programs their children watch?

The question was an argumentative topic and demanded that the candidate should take a stance, either accepting or rejecting the question posed; and giving reasons for the stance taken.

A small number of candidates attempted this question and performed poorly. They could neither take a clear cut stance nor get the appropriate registers for the TV programmes.

Question 1(b)

Write an interesting dream you had.

The question demanded that the candidate should give an elaborate narrative of an interesting dream he/she had.

The majority of candidates answered this question. Some of the candidates were able to state the day, time and type of dream as well as develop the necessary points satisfactorily. Few of them narrated more than one dream that they had.

Question 1(c)

Discuss four (4) causes of lorry accidents and suggest ways to reduce them.

The candidate was required to affirm the statement, state and discuss four causes of lorry accidents and suggest four ways to reduce lorry accidents.

Very few candidates attempted this question and some of them listed the causes and suggestions without discussing the issues.

Question 1(d)

What work would you like to do in the future? Give three reasons for your choice.

The candidate was to state the type of work he/she would like to do in the future and discuss three reasons for the choice made. The candidate was to give a relevant conclusion to the topic.

A good number of candidates attempted this question. Some candidates performed well and scored high marks. Some wrote letters while others simply copied the comprehension passage.

Question 2 - Comprehension

A comprehension passage was given and candidates were asked to answer questions based on it. Many candidates had considerable difficulties in understanding the text. The general performance was below expectation and this might be due to lack of intensive and extensive reading in Dagaare. Some candidates lifted parts of the passage as answers while others copied the questions as answers.

Question 3 - Lexis and Structure

This question comprised four sections of five subquestions each. Candidates were required to change five positive sentences into negative sentences in the first section, identify adjectives in five sentences in the second section, punctuate five sentences in the third section and in the fourth section they were to identify the word class of underlined words in five given sentences.

The majority of candidates who attempted this question demonstrated lack of understanding of the subquestions in sections one, three and four and thus scored low marks. A few candidates, however, performed creditably.

DAGBANI 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. The performance of many candidates improved greatly with respect to content and orthography.

2. A SUMMARY OF CANDIDATES' STRENGTHS

(1) Good Orthography

The spelling, punctuation and word-division of many students were good. They also used the hyphen appropriately to divide words into two at the end of lines.

(2) Expression

The use of language of many candidates was appreciable. They employed appropriate proverbs, idiomatic expressions, loan words and contemporary expressions.

(3) Length of Answers

In the composition, many candidates tried to write within the given number of words. Where they exceeded or fell short, they did this by a few words. In the other parts, their answers were short and precise.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) Poor Orthography

The spelling, word-division and punctuation of some students were very poor as in:

- (a) [pki] should be written as [kpi]
[dam] should be written as [daam]
[pooni] should be written as [puuni], etc.

- (b) The following words usually written as single words were separated
[du ni ya] is usually written as [dunia]
[tam kpe gbuligu] is written as [tamkpagbuliga]
[guu ri mi] is written as [guuirim], etc.

(c) The following words written as separate words were written as single words.

[sakudoya] is written as [sa kuli doya]

[diyini`] is written as [di yi ni`]

(2) Length of Answers

In the composition, some candidates' answers exceeded the given number of words by far (e.g. 2 to 3 pages). In the other parts, their answers were very long and not relevant.

(3) Copying down of questions

In the composition, some candidates copied down the comprehension passage as their dreams. In the other parts, some candidate copied down the questions before answering them or not answering them at all.

4. SUGGESTED REMEDIES

(1) Poor Orthography

This can be overcome through dictation and other class exercises, intensive and extensive reading. It can also be overcome through spelling competitions.

(2) Copying of questions and length of answers

Any time students are given class exercises, teachers should discourage them from copying the questions. They should also know that verbosity in examination does not give them any advantage.

5. DETAILED COMMENTS

Question 1(a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programmes their children watch?

This question was not popular with candidates.

Candidates were required to take a stance to the topic and give reasons for doing so.

Some candidates were able to give three or more reasons well discussed. Other candidates gave one or two reasons and discussed them poorly.

Come candidates concluded their compositions by affirming the stance taken. However some compositions did not have any conclusions.

Question 1 (b)

Narrate an interesting dream you had.

This question was very popular with candidates.

Some of the candidates who chose this question indicated day, time and type of dream. Other candidates mentioned only the time of the dream.

Many candidates narrated their dreams vividly. They mentioned how their dreams started, events in the dreams, climax and conclusion. However some candidates wrote stories without relating them to dreams whilst others copied the comprehension passage as their dreams.

To conclude, some candidates stated how they felt when they woke up to realize that they were only dreaming. **Question 1 (c)**

Discuss four (4) causes of lorry accidents and suggest ways to reduce them.

A good number of candidates chose this question.

Candidates were to affirm the statement that lorry accidents were rampant on our roads.

They were also to state and discuss four causes of lorry accidents and suggest four ways of reducing them. . Candidates stated the four causes and discussed them well. Some examples given were bad roads, use of non-road worthy vehicles, drunkenness, etc. They went further to suggest four ways to reduce the accidents. Some points raised included the fact that drivers should desist from alcohol, regular in-service training for drivers, drivers not to use mobile phones while driving, etc.

Some candidates mentioned one or two causes of lorry accidents on our roads and discussed them poorly. Others mentioned one or two ways to reduce lorry accidents without mentioning the causes. Other candidates wrote instead about motor bicycle and bicycle accidents on our roads.

To conclude their compositions, some candidates were optimistic that when their suggestions are adhered to lorry accidents would reduce on our roads.

Question 1 (d)

What work would you like to do in the future? Give three reasons for your choice.

A small number of candidates chose this question.

Candidates were to state the type of work they would like to do in future and give three reasons for their choice made.

Some candidates discussed three or more reasons why they chose their careers. Some of the reasons given were for monetary gains, prestige in society, travelling to work abroad, to maintain family, etc. Some candidates were unable to give reasons for their choice of career.

To conclude, some of the candidates mentioned that they could become what they wanted to be in the future through hard work and determination.

Question 2 - Comprehension

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

The questions on stated facts and inference were well attempted. However, those on meaning and summary were not well attempted.

Question 3 - Lexis and Structure

Candidates were given twenty sentences to analyze. These questions were based on negation, adjectives, punctuation, nouns, pronouns and adverbs.

The questions on negation and adjectives were well attempted. However, those on punctuation, nouns and pronouns were not well attempted.

DANGME 2

1. GENERAL COMMENTS

The standard of the 2015 BECE paper compared favourably with that of previous years. The questions were within the scope of the syllabus. There was a little improvement in the performance of candidates over that of the previous years.

A few candidates, however, performed below average especially in the comprehension test.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Generally, candidates demonstrated good understanding of the questions and answered them quite appropriately.
- (2) Candidates ensured systematic and orderly presentation of facts and ideas in writing the essays;
- (3) The essays were presented in good paragraphs.
- (4) Most of the candidates exhibited some level of maturity in their use of language such as appropriate use of proverbs, idioms and other figures of speech.
- (5) Quite a good number of candidates were able to read and understand the comprehension passage and thus answered the questions quite appropriately.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Quite a good number of candidates exceeded the required number of words for the essay. Some candidates also wrote far below the prescribed number of words for the essays.
- (2) Some candidates wrote addresses and salutations even though the questions did not demand that.
- (3) A good number of candidates demonstrated lack of understanding of the comprehension passage.
- (4) Most candidates used spoken (colloquial) and dialectal forms of the language rather than the standard Dangme e.g. “*he yi*” instead of “*he ye*”, “*lae*” for “*hlae*”, “*hi4*” for “*hi14*”, “*b4 m4di*” for “*b4 m4de*”, “*eny4 ni*”, “*et1 ni*” for “*eny4ne*” and “*et1ne*” as the case may be and “*klaa*” for “*kulaa*”, etc.

- (5) Some candidates lifted the comprehension passage or portions of it for their essays.
- (6) Some candidates disregarded the rubrics for the Lexis and structure section of the paper.

4. SUGGESTED REMEDIES

- (1) Pupils' attention should be drawn to the standard form/orthography of the Dangme language.
- (2) Pupils should be taught how to derive meaning from texts.
- (3) Pupils should be encouraged to do a lot of reading in Dangme.
- (4) Pupils' attention should be drawn to the need to read very carefully the rubrics before proceeding to answer the questions that follow.
- (5) Language teachers are reminded to teach all the aspects of the language as prescribed by the syllabus.

5. DETAILED COMMENTS

Question 1(a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programmes their children watch?

This question required the candidate to argue for or against the motion whether parents should control or guide their children in the programmes they watch on television. Very few candidates attempted this question. The few who answered this question demonstrated that they understood the demands of the question. They were able to argue for or against the motion after stating their position.

Some of the issues raised were that: some television programmes are educative teaching some subjects such as Mathematics, English Language, Science and general issues. They educate people about happenings in the world, etc. Some of the adverse effects stated were that children watch pornographic films, get glued to the programmes and do not learn at home, refuse to run errands for their parents, etc.

Question 1 (b)

Narrate an interesting dream you had.

For this question, the candidate was required to narrate a dream he/she had that he/she would not forget. The majority of the candidates attempted this question. Those who attempted this question were able to narrate incidents with happy endings such as travelling abroad for schooling and for jobs, attending well organized parties, receiving unexpected presents and gifts, passing their BECE examinations with good grades and winning scholarships to study abroad, going to heaven to interact with God, etc.

Question 1 (c)

Discuss four (4) causes of lorry accidents and suggest ways to reduce them.

For this question, the candidate was required to state and discuss four causes of road accidents and suggest four ways by which these accidents could be curbed.

Most candidates attempted this question and they really demonstrated that they understood the demands of the question. Some of the causes they raised were overloading of vehicles by drivers, over speeding, over taking anyhow, bad nature of roads, drivers drinking hard liquors before driving, driving tired resulting in dozing while driving, and observation of road signs, etc.

For the solutions, candidates stated that recalcitrant drivers should be put before the law courts, the police should apprehend and punish drivers who drink and drive and also drivers who overload and over speed. Government should repair the bad roads, etc.

Question 1(d)

What work would you like to do in the future? Give three reasons for your choice.

This question demanded that the candidate should discuss the job he/she would like to do in future and give reasons for the choice.

Not many candidates attempted this question. However, those who attempted it made choices and gave reasons. The majority of those who attempted this question wanted to be doctors, teachers, pilots, soldiers, etc. Various reasons were assigned for the choices they made. Their responses indicated that they had insights, fair ideas about what the various jobs entail apart from earning income to support their families, etc.

Question 2 - Comprehension

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

Candidates' responses to this aspect of the paper indicated that they had considerable difficulty in comprehending what they read. Apart from a few candidates who demonstrated some level of understanding of what they read, the majority of candidates performed rather poorly on both the content-based as well as the inferential questions. This resulted generally in low performance of most candidates. A few candidates, however, did quite well.

Question 3 - Lexis and Structure

This aspect of the paper had four (4) parts or sections and tested candidates' knowledge of negation, adjectives, punctuations and word classes.

The first part requested the candidates to negate positive statements. The majority of candidates could not differentiate between antonyms and negation and rather wrote the opposites for negation.

The second part tested candidates' knowledge of adjectives. The majority of candidates did very well on this test. Candidates demonstrated fair knowledge of adjectives in Dangme.

The third part of this section tested candidates' knowledge of punctuations in sentence constructions. The majority of the candidates were able to rewrite the statements and put in the punctuation marks appropriately. A few candidates, however, failed to rewrite the sentences but only wrote down the punctuation marks.

The last part of this section which requested the candidates to indicate word classes of some underlined words was well answered by most candidates. Apart from a few candidates who could not identify the classes of the underlined words, the majority of candidates did very well on this test.

EWE 2

1. GENERAL COMMENTS

The standard of the paper as compared to that of previous years was good. Candidates' performance was also good with regard to the standard of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) The majority of candidates attempted the required number of questions.
- (2) Most candidates showed improved knowledge of the orthographical rules and hence scored some marks there.
- (3) The majority of candidates numbered their work.
- (4) The instance of scoring zero for the whole paper reduced drastically.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates presented examination materials especially the comprehension passage as their essays and ended up scoring no point.
- (2) Some candidates attempted just one or two questions on the comprehension passage and Lexis and Structure.
- (3) A few of the candidates answered all the essay topics and ended up running out of time to attempt the rest of the required questions.
- (4) A few of the candidates scored zero in all three areas of the paper.
- (5) Some candidates could not write the required number of words for their essays. Candidates were supposed to do so in 150 words. On the other hand, some candidates wrote very lengthy essays i.e. between 300 – 500 words and this made them unable to attempt the other questions because of lack of time.
- (6) Some candidates wrote incomprehensible ideas which could neither be read nor understood and this attracted zero.
- (7) A few of the candidates deviated content-wise and this affected their performance in the essays.

4. **SUGGESTED REMEDIES**

- (1) Candidates are advised to present their own ideas for their essays and desist from presenting exams materials for essays.
- (2) Candidates are also advised to attempt the required number of questions (as dictated by the rubrics).
- (3) Candidates are advised to desist from writing on all the essay topics to avoid wasting time and ignoring other aspects of the paper.
- (4) Candidates who spend most of their time writing lengthy essays may do very well at the expense of the other areas. This affects performance. Furthermore, the rubrics of the essay demand that candidates should write essays in 150 words so candidates are advised to practise writing essays in the said number of words in order to improve their performance.
- (5) Candidates are advised to endeavour to read and write in the language so that they can produce comprehensive ideas to be assessed.
- (6) Candidates are advised to meet the demands of the contents of the essays in order to improve their performance.

5. **DETAILED COMMENTS**

Question 1(a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programmes their children watch?

This was an argumentative essay and just a handful of candidates attempted it. They were able to take a stance as the introduction, i.e. accept or reject the question posed. In fact all the candidates agreed that parents should choose TV programmes for their children.

They gave reasons why they agreed that parents should do so. Some of the reasons were: bad things such as sexual immorality, stealing, killing, 'juju', etc. are shown on the TV and if parents do not supervise their children they would copy all these vices and practise them.

Candidates are commended for identifying some of these vices. However, some failed to elaborate the points well and this affected their scores for the body of the essay.

Candidates are advised to develop any point mentioned in an essay in order to score good marks. Besides some candidates did not give any conclusion to their essay. A good conclusion could be an affirmation to the stance taken.

Question 1(b)

Narrate an interesting dream you had.

This essay topic was the most popular one. Candidates are commended for stating the date, time and type of dream they had. Most of them gave a vivid narrative of the dream. For example, they stated how it started, the course, climax and the end. However, those who could not do this started as if they were narrating the dream they had and switched on with the presentation of the comprehension passage. Some were smart to rename the characters in the passage. This practice affected their score. Candidates are advised to try and produce their own compositions on any of the given the essay topics.

In terms of the conclusion, just a few candidates could state their disposition on waking up, i.e. "I was so happy that I prayed that it should be fulfilled in my life". Candidates are reminded that an essay of such nature needs a good suitable conclusion.

Question 1(c)

Discuss four (4) causes of lorry accidents and suggest ways to reduce them.

Some of the candidates who attempted this question affirmed that lorry accidents were rampant on our road. This fetched them some score for the introduction. However, those who did not introduce their essays lost the mark. Candidates are to note that every essay demands a suitable introduction.

Most of the candidates stated four causes of lorry accidents such as bad roads, drunkenness, use of mobile phones while driving, reckless driving by drivers, conversing with passengers; illiteracy of drivers and their non-compliance with road signs, etc. Although most candidates discussed the four points made, a few candidates failed to do so.

Some candidates deserve commendation for suggesting four ways to reduce the lorry accidents e.g. regular maintenance of roads and vehicles, drivers to desist from taking alcohol when driving, drivers should desist from using mobile phones when driving, they should not converse when driving, they should have regular in-service training from the DVLA, etc. All these enabled their contents to attract good marks.

Most candidates expressed their optimism that when their suggestions were adhered to, lorry accidents would reduce. Candidates were rewarded for that.

Question 1(d)

What work would you like to do in the future? Give three reasons for your choice.

This question was attempted by quite a number of candidates. They were commended for stating the type of work they would like to do in future, i.e. a teacher, doctor, farmer, nurse, police, etc. Even though some of them discussed three reasons for their choice, i.e. monetary gain, maintenance of family, prestige in the society, contribution of their quota to the development of the country, etc. some candidates just stated what they would like to do in future. Such candidates scored low marks for content. Candidates are reminded that for this question, a good content that can attract good marks must contain three well discussed reasons for their choice.

Question 2 - Comprehension

The performance of candidates in comprehension this year seems very poor.

Question 2(a) – (c) were stated facts and the answers could be located in the passage. But the majority of candidates had them wrong. This implies that candidates were not vested in reading a passage, understanding it and answering questions on it. Candidates are advised to do more exercises in order to locate answers in passages.

Questions (d), (e) and (h) were inference types. Just a handful of candidates got some of them right. The answers were not stated in the passage. Candidates were expected to read, understand and infer the answers according to their own view. Candidates should do a lot of practice in this aspect in order to improve.

Questions (f) and (g) related to idioms in the passage. Just a few candidates got them right. Candidates are advised to read passages, understand them and give meanings to idioms in them according to the connotation of the passages.

Question (i) was based on the lesson learned in the passage. The majority got it right. Candidates are to note that questions can be asked about the lesson a passage has, so they have to do more exercises with regard to that.

Question (j) was on stating the title of the passage. Most candidates gave the right title.

Candidates' performance in the comprehension indicated that they should pay more attention to reading, understanding passages and doing the various exercises on them in order to improve their performance.

Question 3 - Lexis and Structure

Question 3(a) – (d) was about the negation of tenses. Some candidates did well to score all the marks here. They were able to use the negation maker well for the tenses. 3(a) being a future tense has 'ma ... o'. 3(b) – (e) take the normal 'me ... o'. But some candidates state me and left o or vice versa. Candidates are to note that "me ... o" is the negation marker and if they are asked to change a tense into its negation form it should be done so with 'me' at the beginning and 'o' at the end.

Question 3(f) – (j) was about the identification of adjectives in some sentences. Candidates are commended for being able to identify the adjectives. They are advised to keep it up.

Question 3(k) – (o) was about punctuation. The problematic ones were (m) and (o). Question (m) tested the features of quotation but most candidates just reproduced the sentence without the punctuation. The right punctuation is *Wodo gbe 2a be, "Mawu, kp4 nublani na nu"*.

Question (o) tested the exclamation sign in the expression '*Hei, t4*'. Some candidates put the exclamation sign after '*Hei! t4*'. They are to note that '*Hei*' has already been punctuated thus '*Hei,*' so it cannot be punctuated the second time. It is 't4' which calls for the exclamation sign. So it has to be '*Hei, t4!*' and not '*Hei! t4*'.

Question 3(p) – (t) tested the grammatical names of some underlined words. Most candidates got 3(p) fle as "*d4w4nya*" – verb which is right. 3(r) sesi as "*bl4w4nya24nya*" adverb. The majority of candidates had the rest wrong. The paper tested the identification of noun in 3(q), pronouns in 3(s) and adjectives in 3(t). Candidates are advised to learn and know grammatical units and their examples in order to do better.

FANTE 2

1. GENERAL COMMENTS

The standard of the paper was in line with that of the previous years. However, candidates' performance especially in the comprehension test was not very encouraging as compared with those of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates wrote more than the one hundred and fifty (150) words on the composition topics they chose. There was also improvement on how candidates answered questions on comprehension and the Lexis and Structure by leaving a line between the answers.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The majority of candidates could not read and understand the comprehension passage and this affected their answers to the questions.
- (2) Another weakness was that while some candidates numbered their questions wrongly, others did not number them at all. That is they gave answers to different question numbers especially in the Comprehension and Lexis and Structure.
- (3) Candidates continued to use English vowel sounds to spell words in Fante.
- (4) It appeared some candidates did not know where punctuation marks are to be placed. Some candidates wrote only the punctuation marks without the sentences.

4. SUGGESTED REMEDIES

- (1) Teachers should spend time and teach candidates skills for reading irrespective of the level or class.
- (2) Candidates should be taught that each question number demands a specific answer; so if they mis-number their answers or fail to number them it would affect their performance.
- (3) Candidates should be drilled in vowel names and sounds in Fante so that they would refrain from using English vowel sounds to spell Fante words: E.g. *Adzeban* for *Edziban*, etc.

5. DETAILED COMMENTS

Question 1(a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programmes their children watch?

A few candidates attempted this question. They could not take a stance, i.e. accepting or rejecting the question posed. Candidates talked about the interesting programmes shown on Television instead of talking about positive or negative effects which necessitates the action of parents.

Question 1(b)

Narrate an interesting dream you had.

This question was answered by many candidates. Some of the weaknesses were that candidates presented their answer in a form of letter writing; again they could not give the day and time they had the dream. Some of them even went on to write on an excursion they had had.

Candidates were to give the time, the day and how it all started to the end.

Question 1(c)

Discuss four (4) causes of lorry accidents and suggest three ways to reduce them.

The majority of candidates who attempted this question did very well. They could write on the causes of road accidents. However, a few of them could not suggest the ways to reduce or minimize road accidents. Candidates should be taught to read the questions very well and take note of the demands of the questions.

Question 1(d)

What work would you like to do in the future? Give three reasons for your choice.

This was the most popular question among the composition topics answered by the candidates. However, candidates failed to use the appropriate registers in their essays.

Question 2 - Comprehension

It appeared from candidates' responses that they did not understand the passage. The questions varied from stated facts to inference and the lesson that candidates could learn from the passage. Very few candidates gave impressive answers.

Question 3 - Lexis and Structure

The four sub-questions under this question were on the negation of tenses. Candidates were to negate the sentences properly, and not merely attach a negation marker in any part of the sentence. They were also to identify adjectives in given sentences. This did not pose much problem to candidates. However, a lot of the candidates performed poorly in the subsection on punctuation (such as the quotation marks and the exclamation marks) of given sentences. There was also a subsection on grammar.

In all performance was average.

GA 2

1. GENERAL COMMENTS

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

2. A SUMMARY OF CANDIDATES' STRENGTHS

Some candidates read and understood the comprehension passage and therefore answered the questions on it well.

There were also isolated instances of very legible handwriting, correct spelling of words and clear indications of word boundaries.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates used 'o' and '4', and 'e' and 'l' freely. In Ga, these letters represent sounds which are significant for meaning. Some candidates did not show that the single, double and triple vowel letters have different values as in *ba* (to come) *baa* (coming, leaf) *baaa* (is not, does not, did not come).

Punctuations were almost out of candidates' writing. The rules for the use of capital letters, full-stop, comma and question mark were not followed in candidates' writing.

A few candidates copied the comprehension passage verbatim as their essays.

Some candidates did not number the answers properly.

4. SUGGESTED REMEDIES

The weakness observed should be isolated and given more attention. For example, minimal pairs which contain 'e' and 'l' and 'o' and '4' could be given more attention as in *be/b1*, *gbo/gb4*, *ho/h4* and *to/t4*.

5. DETAILED COMMENTS

Question 1(a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programmes their children watch?

Candidates were expected to take a stance and give reasons for the stance taken. Quite a number of candidates answered this question. They were all of the opinion that parents should have a say in the types of programmes their children watch on TV. Some of their reasons were that some of the programmes meant for adults should not be made freely available to children, and that children, when not under any parental control, may spend more time than necessary watching the television, and spend too little time studying.

Question 1(b)

Narrate an interesting dream you had.

Candidates were expected to indicate time, place and type of dream, as well as the beginning, course and end of the dream. A few of the candidates who attempted this question misread the word dream (dream) for dream (singing) and so deviated. Candidates wrote interesting dreams they had which made them happy when they woke up.

Question 1(c)

Discuss four (4) causes of lorry accidents and suggest ways to reduce them.

Candidates were expected to state and discuss four causes of accidents on our roads, and to suggest four ways to reduce these accidents.

Candidates gave such causes as faulty vehicles, drunk-driving, over-speeding, bad roads and use of mobile phones when driving. Candidates relied on the causes they had given to suggest steps that could be taken to reduce accidents. For example, they suggested that the law on the use of phone when driving should be enforced.

Question 1(d)

What work would you like to do in the future? Give three reasons for your choice.

Candidates were expected to state the work they would do in future and give reasons for the chosen work. Candidates would like to be doctors, lawyers, teachers, farmers, blacksmiths, policemen and fishermen. Candidates gave reasons for the choices made, the main reasons being income and prestige.

Question 2 - Comprehension

Candidates were to read a passage and answer questions on the passage. Many candidates did not answer 2(e).

Question 3 - Lexis and Structure

Candidates were expected to negate given sentences in 3(a) – 3(e). Many candidates had problems with negation in general. In 3(t) – 3(j), candidates were expected to identify adjectives in given sentences. This was done well by many candidates. In 3(k) – 3(o) where candidates were expected to punctuate given sentences, many showed weakness in the use of capital letters and inverted commas. In 3(p) – (3(t) many candidates correctly identified the parts of speech of the underlined items.

GONJA 2

1. GENERAL COMMENTS

The standard of the paper was virtually the same as that of the previous years. It was also observed that the overall performance of candidates did not deviate from what obtained in the previous years

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) The majority of the candidates were able to write up to the mandatory one hundred and fifty (150) words for the composition.
- (2) Almost all the candidates attempted the number of questions as required.
- (3). Many candidates enriched their language through the use of appropriate figures of speech and registers.
- (4) The spelling, punctuation and word division of most candidates was commendable

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The majority of candidates performed poorly in the comprehension which suggests that they did not understand the passage.
- (2) Many of the candidates did not present their ideas in separate paragraphs.
- (3) A number of candidates did not leave lines in between answers to different questions.
- 4) Some candidates wrote only the punctuation marks instead of punctuating the sentences in the lexis and structure section of the paper.

4. SUGGESTED REMEDIES

- (1) Teachers should teach students the techniques of answering comprehension questions.
- (2) Candidates should be taught to develop every major idea in a separate paragraph.
- (3) Teachers should draw candidates' attention to the instructions which state that a major question should be answered on a fresh page and answers to subquestions should be separated by a line each.

5. DETAILED COMMENTS

Question 1(a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programmes their children watch?

About half of the candidates answered this question. Unfortunately, some did not take a clear stance either by accepting or rejecting the topic. This was in direct contrast to the demands of the question. However, a good number of them took a stance which was virtually an acceptance of the topic and supported that position by weighing the positive and negative effects of TV programmes on children, and the danger that children could use too much of their precious time to watch TV if left alone.

Question 1(b)

Narrate an interesting dream you had.

The majority of the candidates answered this question. However, some of the candidates did not give the day and time they had the dream. Some just narrated a life time event or their wishes and desires.

Candidates needed to give the date and time of the dream as well as narrate the dream itself and how it affected them personally.

Question 1(c)

Discuss four (4) causes of lorry accidents and suggest three ways to reduce them.

Candidates generally performed well on this question. Some of the causes they listed included poor state of vehicles, poor judgement by drivers, driver tiredness, drunk driving, wrong overtaking, and distraction of drivers by passengers, among others. The solutions offered centered on drivers maintaining their vehicles regularly, being cautious on the road, and taking a rest when they are tired. Some also suggested that the laws on driving should be strictly enforced and drivers punished severely for driving offences.

Question 1(d)

What work would you like to do in the future? Give three reasons for your choice.

A good number of candidates attempted this question. The professions they chose ranged from doctors, lawyers, pilots, to engineers and lecturers. Some of the boys settled on football. They advanced various reasons for the careers and these include earning good income, the prestige and joy associated with the job, travelling all over the world and contributing to the betterment of society.

The overall performance was good.

Question 2 - Comprehension

The general performance of candidates on this aspect of the paper was not encouraging. The questions bothered on stated facts which means that candidates could find the answers in the passage. But the majority of candidates had them wrong. The other questions were on inference, some idiomatic expressions and the moral of the passage. Candidates were also asked to suggest a suitable title to the passage.

Answers to the different types of questions left much to be desired.

Question 3 - Lexis and Structure

The Lexis and Structure section covered questions on negation of sentences, the identification of adjectives in a number of sentences and punctuation of some sentences. The last part tested candidates on the grammatical categories of some underlined words.

Apart from the identification of the adjectives, candidates' performance in the other subsections was not encouraging.

KASEM 2

1. GENERAL COMMENTS

The standard of this year's paper compared favourably with that of previous years. The questions were all within the prescribed syllabus and the rubrics were clear.

Candidates' overall performance fell below expectation though a few candidates did very well.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some candidates displayed good command over the language through the use of idiomatic expressions and other figures of speech.
- (2) Paragraphs were well laid out in some of the essays.
- (3) Some candidates showed originality in the way they developed the points they raised.
4. Candidates generally presented their points in a systematic and orderly manner.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates copied portions of the comprehension passage and others lifted words from the questions as part of their essays.
- (2) A good number of candidates displayed poor spelling, punctuation and word-division; in short orthography and mechanical accuracy was poor.
- (3) Some candidates answered more than one question on one page.
- (4) Total deviation from the demands of the questions was very common.

4. SUGGESTED REMEDIES

- (1) Candidates must be encouraged to desist from lifting portions of any part of the question paper to add to their essays.
- (2) Frequent relevant exercises can help students to overcome the problems of spelling, punctuation and word-division
- (3) Teachers should help candidates to familiarise themselves with the rubrics of the examination paper.
- (4) Candidates must read over questions to fully understand their demands before attempting to answer them.

5. DETAILED COMMENTS

Question 1 (a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programs their children watch?

This was an argumentative question and the candidate needed to state clearly if he/she agreed or disagreed with the topic.

Even though a good number of candidates answered this question, performance was generally poor because of poor language use and weak arguments raised.

Question 1(b)

Write an interesting dream you had.

Here, the candidate was expected to give a sequential and an elaborate narration of an interesting dream he/she had had. This should include the day, time and type of dream. He/she was also expected to develop the relevant points in an appreciable manner.

Many candidates answered this question and a good number of them met the demands of the question.

Question 1(c)

Discuss four (4) causes of lorry accidents and suggest ways to reduce them.

The candidate did not have an option but to list and discuss four causes of lorry accidents and suggest four ways to reduce such accidents.

Few candidates answered this question. Overall performance was above average.

Question 1(d)

What work would you like to do in the future? Give three reasons for your choice.

A good number of candidates attempted this question. Many of them discussed the reasons as monetary gain, maintenance of family, prestige in the society and contributing to the development of the country and society at large.

In all the question was well attempted.

Question 2 - Comprehension

Candidates were to read a comprehension passage and answer questions based on it. The responses showed that many of the candidates did not understand the passage very well. Consequently some resorted to copying copiously from the passage as answers

Question 3 - Lexis and Structure

There were four sections, each having five sub-questions. They consisted of negating sentences, identifying adjectives in given sentences, punctuation and identifying the word class of underlined words in five sentences.

Candidates did not have much difficulty identifying the adjectives. Their biggest difficulty was in giving the word class of the underlined words. Also, some wrote only the punctuation marks instead of punctuating the sentences.

NZEMA 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of previous years. The questions were also within the scope of the syllabus.

There was some improvement in the performance of most of the candidates as compared to that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) A good number of students were able to produce well organized essays – good paragraphing, appropriate punctuations, use of appropriate idiomatic expressions and good conclusions.
- (2) This time round most candidates were able to exceed the required number of words, and this went a long way to enhance their marks in the composition.
- (3) A good number of students wrote legibly as compared to the previous years and this made marking very easy.
- (4) Most candidates gave precise answers to the comprehension questions.
- (5) With respect to the Lexis and Structure, most candidates gave precise answers. This time the question on punctuations was well done. Candidates wrote the sentences and fitted in the correct punctuation marks.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates could not write the required number of words and that affected their marks in the composition.
- (2) Most candidates performed poorly in answering the question on “my future career”. Instead of discussing the benefits of going into that career, they rather discussed the importance of the chosen career.
- (3) Some candidates also deviated by writing on prepared questions which had nothing to do with the questions.
- (4) Most candidates could not answer the questions on inference and idiomatic expressions.
- (5) Most candidates could not answer the question on negation and word classes.
- (6) Many candidates had problems with spelling.

4. **SUGGESTED REMEDIES**

- (1) Teachers are encouraged to teach their pupils how to answer questions on idiomatic expressions.
- (2) Teachers should take their pupils through a lot of spelling drills and dictation on single words to improve the spelling capacity of their pupils.
- (3) Teachers should encourage their pupils to read story books while taking note of the spelling of difficult words and punctuations.

5. **DETAILED COMMENTS**

Question 1(a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programmes their children watch?

Candidates were expected to take a stance on the above statement and give reasons for the stance taken. Though the question was not a popular one candidates who wrote on it gave reasonable reasons for the stance they took. However, the issue of poor orthography usage existed.

Question 1(b)

Narrate an interesting dream you had.

In this question the candidates were required to come out with the following: i. The day, time and type of dream they had. ii. Narrate how it started, the course, climax and conclusion.

A few candidates came out with dreams which seemed real. However, most of them only wrote stories and failed to conclude that their narrations were dreams.

Question 1(c)

Discuss four (4) causes of lorry accidents and suggest ways to reduce them.

The candidates were expected to confirm the statement. They were then expected to state and discuss four of such causes – e.g. bad roads, reckless driving, drunk driving, etc. Candidates were then expected to discuss four ways to reduce lorry accidents – e.g. maintenance of roads, drivers to desist from drunk driving and severe punishment for drivers caught for drunk driving, etc.

A few candidates wrote very mature essays stating most of the facts required. However, most of them failed to suggest solutions to the causes they gave. Others too mentioned the causes but failed to discuss them. They also failed to discuss the solutions they stated.

Question 1(d)

What work would you like to do in the future? Give three reasons for your choice.

The candidates were required to state the type of work they would like to do in future. They were also expected to discuss three reasons for their choices – e.g. monetary gains, prestige etc; then a good conclusion.

Some of the candidates mentioned their careers and gave very good reasons for their choices. However, a good number of the candidates stated their careers but discussed the significance of their selected careers.

Question 2 - Comprehension

Candidates were asked to read a passage on prose and answer 10 questions based on it. It comprised recall questions, inference, vocabulary and a title.

A good number of candidates were able to give correct answers to the questions of stated facts and the title to the passage. However, the questions on inference and vocabulary were poorly answered.

Question 3 - Lexis and Structure

This was a Lexis and Structure part of the language from the following areas:

- i. Negation
- ii. Adjectives
- iii. Punctuations
- iv. Word classes

The questions on adjectives and word classes were perfectly answered. Candidates, however, had problems with negation and some aspects of punctuations. A few candidates managed to give correct answers to some of the questions on negation.

With respect to the punctuations candidates had problems with the questions on quotation marks and interjection marks.

TWI (AKUAPEM) 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years in structure and content.

Candidates' performance was similar to that of last year in particular and other previous years in general.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The good candidates provided very impressive answers to all the questions they attempted. They adhered to all the rubrics for each section of the paper.

Other commendable feature were was that their handwriting was legible and their responses were neatly organized.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The weaknesses of some candidates were:

- (a) Wrong spelling and concord of pronouns
- (b) Non-mastery of the structure of the Twi pronouns and verbs that are written as a single unit. The following are examples that ran through the composition texts that the candidates presented:

(a) Incorrect	(b) Correct
Me p1, m1 y1, me nya	Mep1, m1y1, menya
Me soo, w4 nom, w4 ko	Mesoo, w4nom, w4ko
Y1 reba, w4n nsua, w'aba	Y1reba, w4nsua, waba
Me huus1, maa so dae	Mihuu s1, maso dae

4. **SUGGESTED REMEDIES**

Tutors who handle these candidates should make conscious efforts to teach their students the right structures of the Twi pronouns and verbs.

During reading sessions the tutors should pay attention to these structures found in their prescribed textbooks. When tutors process students' exercises, these major errors should not be overlooked.

5. **DETAILED COMMENTS**

Question 1(a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programmes their children watch?

Candidates who wrote on this topic took the stance that parents should exercise control over the programmes that their children watch. Their reasons were cogent. However, bad spelling and other grammatical errors drained the marks for Mechanical Accuracy which consequently affected the expression slot. On the whole, their performance was above average.

Question 1(b)

Narrate an interesting dream you had.

The good candidates presented very impressive pieces. Candidates were able to state the day, time and type of dream as well as develop the necessary points satisfactorily. One major handicap was inconsistency of tenses. This of course took a toll on the marks allocated for Mechanical Accuracy.

Question 1(c)

Discuss four (4) causes of lorry accidents and suggest ways to reduce them.

The good essays revealed the causes: drunkenness, reckless driving, over-speeding, bad roads, use of mobile phones while driving, illiteracy and non-compliance with road signs, dangers posed by broken down vehicles, conversing with passengers and harassment from them. The remedy for each of the four causes was also given. Candidates' weaknesses in spelling and other mechanical accuracies marred the beauty of some essays and resulted in the loss of a great deal of marks.

Question 1(d)

What work would you like to do in the future? Give three reasons for your choice.

Many a candidate wrote on this topic. They marshalled the following reasons – monetary gains, prestige in the society, to travel and work abroad, to maintain the family, contribution to the development of the country – and they wanted to become nurses, doctors, teachers, journalists and parliamentarians. Those who wanted to be farmers presented equally convincing reasons. But here again, their general weakness was the poor mechanical accuracies that affected expression and caused loss of marks.

Question 2 - Comprehension

Candidates were required to read the passage and answer all the sub-questions (a – j). Some good candidates were able to score the full marks of 10. The weaknesses of candidates varied from one question to another. Many could not answer subquestions e.g. (h). One other weakness of the weak candidates was that they overcrowded their answers. They should have left at least one line between each of their answers.

Question 3 - Lexis and Structure

Candidates were required to answer all the 20 sub-questions numbered (a – t). For subquestions (a – e) candidates were instructed to write the full negation of each of the 5 sentences. Some candidates did not adhere to the rubrics and provided only the single word in its negative form. Those who complied with the instruction fumbled with sub-questions (c) and (e).

The performance of candidates in this section was very good.

Sub-questions (k – o) required candidates to copy each of the 5 sentences and insert the appropriate punctuation mark. Some candidates did not copy the sentences at all but presented the mere punctuation mark which was wrong and therefore scored no points. Many candidates had sub-questions (m) and (o) wrong.

Sub-questions (p – t) involved the identification of the word class of each of the underlined words in every sentence. Candidates' performance in this section was good.

TWI (ASANTE) 2

1. GENERAL COMMENTS

This year's paper compared very favourably with those of previous years. All questions were clear and within the syllabus.

Candidates' performance was also comparable to those of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) There were a number of essays with very legible handwritings
- (2) Many candidates used well laid out paragraphs in expressing main ideas in their essays. Some also correctly used idiomatic expressions and other figures of speech.
- (3) Most candidates gave precise answers to the comprehension and lexis and structure questions.
- (4) Most candidates exceeded the minimum number of words for the essays. This enabled them to discuss sufficiently the points they raised.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates could not spell correctly even words that were used in the comprehension text. This shows that they were simply not diligent.
- (2) Most candidates deviated from the requirements of the essay topics.
- (3) Generally candidates performed poorly in answering the questions on comprehension, inference and idiomatic expressions.

4. SUGGESTED REMEDIES

- (1) Pupils should be taught how to answer questions on idiomatic expressions and also how to infer from comprehension passages.
- (2) Students should be taken through dictation and other drills to improve on their spelling. They should also be encouraged to read copiously and take note of unfamiliar words.
- (3) Teachers should draw the attention of students to the need to understand the demands of a question before attempting to answer it.

5. DETAILED COMMENTS

Question 1(a)

Should parents choose TV programmes for their children? / Should parents have a say in the type of TV programmes their children watch?

Many candidates did well by stating their position on the topic. Invariably, they argued that parents should control what children watch on the television. Reasons adduced included the fact that children could spend too much time watching TV at the expense of their studies and home work. Another is the fact that they could be influenced negatively by inappropriate programmes some of which are characterized by sex, violence, etc. Generally performance was commendable.

Question 1(b)

Narrate an interesting dream you had.

This question required that the candidate should mention the day and time of the dream and discuss what type of dream that it was, lead the reader to the climax of the dream and state how he/she took it personally.

Unfortunately, many of the essays were ordinary narrations, rather than dreams.

Question 1(c)

Discuss four (4) causes of lorry accidents and suggest ways to reduce them.

A lot of candidates answered this question. They were able to give the four causes of lorry accidents. Some of them revolved around the use of vehicles which are not roadworthy, recklessness on the part of some drivers, bad roads, wrong overtaking, among many others. They suggested driver education, maintenance of the roads and enforcement of the motor traffic laws to reduce these accidents.

Unfortunately, some candidates merely listed the points without discussing them and this resulted in their scoring low marks.

Question 1(d)

What work would you like to do in the future? Give three reasons for your choice.

This question was about what the candidate would like to be in future. Candidates discussed various professions and gave good reasons for their choices. They included passion for the chosen career, the good name or recognition that they would get and for monetary gains.

Some candidates produced very good essays which consequently gave them good marks.

Question 2 - Comprehension

Candidates were to read a passage and answer a number of questions on it. The questions were on recall, inference, idiomatic expressions and giving a title to the passage.

On the whole this section gave candidates the most trouble.

Question 3 - Lexis and Structure

This section had questions on parts of speech, adjectives, negation and grammatical categories. Negating the sentences and punctuating the other group of sentences posed problems to most of the candidates. However, candidates easily identified the adjectives from the sentences.

It was an average performance.