

# **RESUME OF CHIEF EXAMINERS' REPORT FOR THE GENERAL SUBJECTS SECTION**

## **1. STANDARD OF PAPERS**

All the Chief Examiners reported that the standard of the papers compared favourably with that of previous years.

## **2. PERFORMANCE OF CANDIDATES**

The Chief Examiners expressed varied opinions on the performance of the candidates. While the Chief Examiners for Geography 1B and Islamic Religious Studies observed that the output of candidates was similar to that of last year, performance in Music 1A, Music 1B, Christian Religious Studies, Government and History was reported to be poorer.

In the view of the Chief Examiners for Social Studies and Economics, most of the candidates performed excellently while a few performed below average.

## **3. SUMMARY OF CANDIDATES' STRENGTHS**

The Chief Examiners for the various subjects identified the following as commendable features of most of the candidates:

### **(1) Good command over the English Language**

The Chief Examiners for Social Studies, History, Geography 1B and Islamic Religious Studies reported that some of the candidates were able to articulate their ideas very comprehensively.

### **(2) Regard for rubrics**

Most of the candidates for Music, Government, Social Studies and Islamic Religious Studies were reported to have obeyed the rubrics of the papers

### **(3) Legible handwriting**

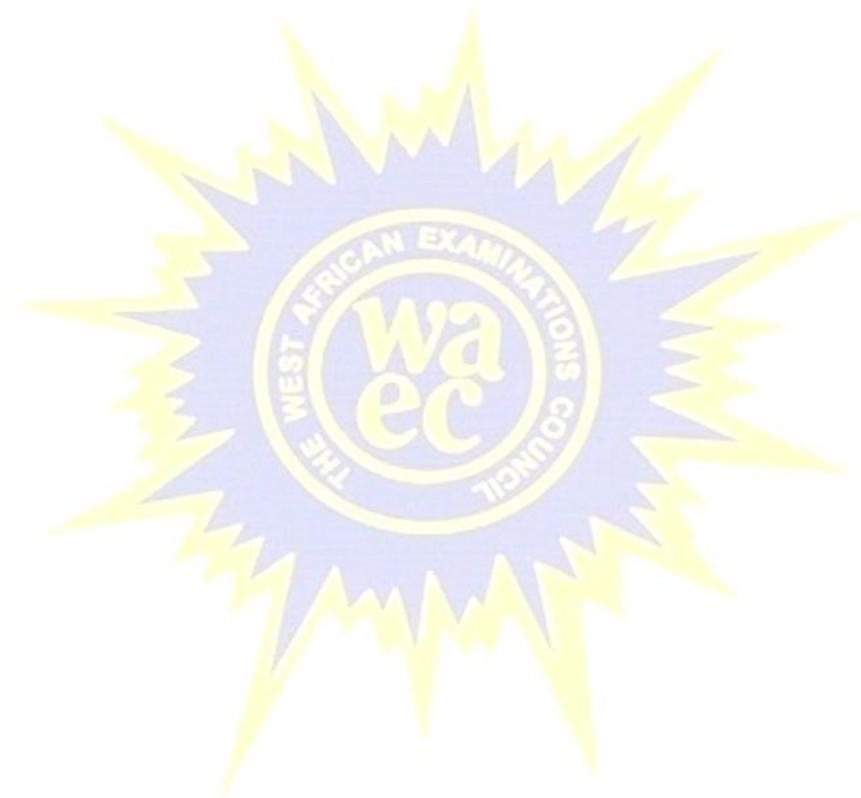
The Chief Examiners for Geography 1B, Geography 2 and Economics reported that the candidates exhibited very clear and readable handwriting.

### **(4) Good organization of answers**

Some candidates were reported to have organized their work very well eg. Geography 1B, Economics and History.

(5) Relevant illustrations and sketches

Some of the candidates have been commended by the Chief Examiner for Geography 2 for their ability to draw good sketch maps of Ghana.



## **CHRISTIAN RELIGIOUS STUDIES 2**

### **1. GENERAL COMMENTS**

The standard of the paper did not differ significantly from that of previous years. While a few of the candidates performed excellently, majority performed averagely.

It was observed that last year's performance was better than this year's.

Candidates were at a loss when they needed to relate the topics to real life situations. Hence teachers need to encourage students to eliminate abstract ideas.

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

Most of the candidates' strengths were in the narrative questions.

Candidates who prepared adequately for the paper were able to analyse the questions they selected well. It was realized that majority of candidates had committed extracts from books into memory and hence reproduced them. Candidates need to be careful in such situations.

Question 10 from I Peter seemed to have received very little attention from candidates. Despite the fact that teachers more often than not fail to handle this aspect of the syllabus, a handful of candidates wrote excellent essays and scored very high marks.

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

- (i) Some of the candidates made inadequate preparation for the examination. As a result of this, their answers lacked indepth knowledge of the subject.
- (ii) Most candidates used small letters in writing names of people and towns, e.g. pharaoh, peter, andrew, caesarea, caperaum, mooses, jesus, etc.
- (iii) Candidates resorted to writing stories instead of comments on some of the topics/questions.
- (iv) Poor spelling of even simple words was common in a number of the answers.
- (v) Some candidates wrote extensively without punctuation marks.
- (vi) Some candidates did not find out the demands of the questions before they attempted them. Mid-way the essays, they had to cancel their work.

### **4. SUGGESTED REMEDIES**

- (i) Candidates should be encouraged to pay attention to their language in order to be able to convey their thoughts well.
- (ii) While candidates need to be encouraged to read through commentary books, Christian Religious Studies teachers need to teach their students how to write commentaries on various topics.

Teachers are to teach students how to answer examination questions.

- (iii) Candidates must be encouraged to use dictionaries in order to overcome their spelling weaknesses.
- (iv) Candidates need to do analysis to find the demands of each question before attempting them. In this way, valuable time will not be wasted.

## 5. DETAILED COMMENTS

### Question 1

- (a) **Highlight the leadership qualities exhibited by Moses on the Israelites.**
- (b) **What *three* challenges did Moses face as a leader?**

It was attempted by very few candidates. While some candidates wrote very good answers, others resorted to vague stories about Moses. Some of these stories were wild and had nothing to do with Moses at all. The following qualities of Moses could be considered:

- (i) Intercessor/compassionate;
- (ii) Courageous/spirit of endurance;
- (iii) Liberator/deliverer;
- (iv) Patriotic;
- (v) Humble;
- (vi) Prayerful/faithful and obedient;
- (vii) Military strategist;
- (viii) Lawmaker;
- (ix) Judge/Administrator;
- (x) Visionary;
- (xi) Founder of the nation and Judaism.

Each of the above qualities could be explained in one or two sentences.

### Question 2

- (a) **Examine the misunderstanding that developed between Saul and Samuel at Michmash.**
- (b) **What *three* lessons can be drawn from this incident?**

The question, which demanded explanation of the misunderstanding between Saul and Samuel was misunderstood. Instead of candidates writing about the event at Michmash (I Sam 13:1-15), candidates wrote on Israel's war with the Amalekites. Hence a lot of emphasis was placed on the sparing of King Agag of Amalek.

Since candidates failed to remain within the ambit of the question, they obtained poor marks.

Since candidates could not write on the 'a' part, they could not write on lessons from the incident, e.g.

- (i) Need to be patient in life;
- (ii) Need to be time conscious/punctuality is very necessary.
- (iii) Need to avoid petty jealousy.
- (iv) Need to respect authority.
- (v) Leaders must be firm and not yield to pressure.
- (vi) Disobedience attracts punishment.

### **Question 3**

- (a) **Describe the role played by women during Israel's battle with the Canaanite King, Jabin.**
- (b) **In what *three* ways are women contributing to national development?.**

Candidates who were able to recall the story in Judges 4 scored very high marks. Of the majority who attempted this question, only a few failed to score half of the marks. Some candidates brought in irrelevant materials such as formation of treaties by the Canaanites.

### **Question 4**

- (a)
  - (i) **Highlight any *three* practices in the religious life of Israel which the prophet Amos condemned.**
  - (ii) **State *three* things he recommended in their place.**
- (b) **What three steps are being taken by your country to stamp out corruption?**

The few candidates who attempted the question focussed on social practices instead of religious practices: e.g. false worshipping of God, what happened at the religious centres - Bethel, Dan, Gilgal and Beersheba, rejection of the worship of Yahweh for Baal worship. Candidates were also unable to write what Amos recommended to the Israelites.

Read Amos 2:6-8; 4:5:1-27 for the answers.

### **Question 5**

- (a) **Who were the Herodians?**
- (b) **Explain the role of the Herodians at the time of Jesus.**
- (c) **What *three* lessons can be learnt from the attitude of the Herodians?**

This question was attempted by only a few candidates but performance was very good. Candidates were able to score almost all the marks.

### **Question 6**

- (a) **Discuss the call of the twelve disciples according to the Synoptic gospels.**
- (b) **Identify *three* good qualities expected of Christian leaders.**

The question was attempted by only a handful of candidates and it was also poorly answered, There is the need to differentiate between what Matthew and Mark recorded and what Luke also recorded. The twelve disciples had different vocations and were called at different times and places. They were trained for the ministry and were to be with Jesus and be sent out to prophesy and drive out evil spirit, etc.

### **Question 7**

- (a) **Relate the teaching of Jesus on *one* of the following:**
  - (i) **Prayer;**
  - (ii) **Forgiveness.**
- (b) **In what *three* ways is *either* prayer or forgiveness important to the Christian?**

Candidates were required to write on either prayer or forgiveness and not on both. It was a popular question and many of the candidates performed creditably well. However, a few attempted both and mixed them up, The (b) part was equally well answered. Candidates knew the importance of prayer and forgiveness.

### **Question 8**

- (a) **Comment on the story of the transfiguration.**
- (b) **In what *two* ways was the transfiguration significant?**

Majority of the candidates attempted this question.

However, only a few could comment on the story. Others merely narrated the story. The (b) part escaped many candidates

eg. confirmation of the glory of Jesus and the confirmation of Jesus' divinity. Christians will be vindicated even if they suffer humiliation etc.

### **Question 9**

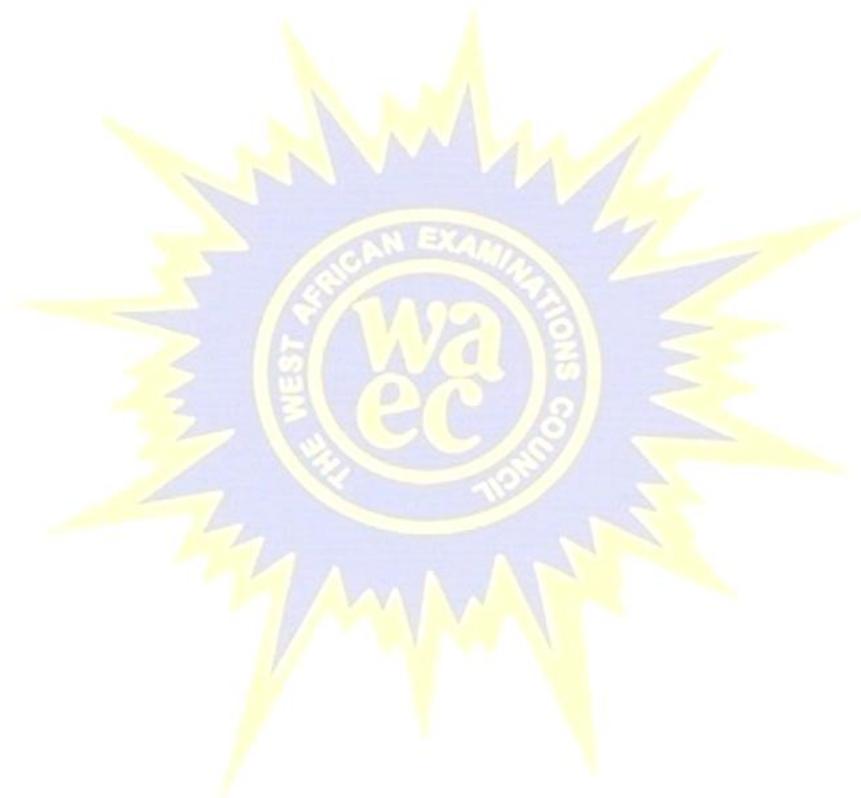
- (a) **Comment on the story of Ananias and Sapphira.**
- (b) **In what *three* ways do Christians demonstrate dishonesty in the church today?**

Almost all the candidates attempted this question. Again most of them wrote the narrative part, leaving out the commentary, and hence scored low marks.

**Question 10**

- (a) **Discuss Peter's view on interpersonal relationships among Christians.**
- (b) **Indicate *three* duties of a church leader.**

Almost all the candidates avoided this question. Most of the few who attempted it scored low marks or deviated completely. Some wrote 'sermons'. This aspect of the syllabus need teachers' attention.



## **ECONOMICS 2**

### **1. GENERAL COMMENTS**

The standard of the questions compares favourably with that of the previous years. The questions covered most of the topics in the syllabus. They were well within the reach of the candidates. That means they were not too difficult nor too easy for their class. On the whole, the performance of the candidates demonstrated slight improvement over that of last year.

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

Commendable features noted in candidates answers included

- (i) good analytical answers resulting from full comprehension of concepts being tested;
- (ii) accurate computations for data response questions requiring mathematical calculations. Correct formulae were given and accurate substitutions were made;
- (iii) logical presentation of material by a good number of candidates;
- (iv) presentation of answers in legible handwriting;
- (v) Illustration of points with real and current examples from relevant countries.

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

Candidates' weaknesses detected from the scripts marked included

- (i) listing of points by many candidates although the rubrics demanded discussion or analytical approach;
- (ii) complete ignorance of concepts being tested;
- (iii) misunderstanding of what was being tested resulting in deviations;
- (iv) inability of some candidates to express their ideas in clear language.

### **4. SUGGESTED REMEDIES**

- (i) Teachers in the various schools should educate their students to appreciate the fact that unless a question demands mentioning or listing of points, they should not merely mention or list points.

- (ii) Teachers/schools should make it a point to complete/teach all aspects of the prescribed syllabus for this subject. This will enable candidates answer both the objective test and the written paper successfully.
- (iii) Schools should try to teach candidates how to produce analytical answers where necessary.

## 5. DETAILED COMMENTS

### Question 1

At the output level of 3000 units Dondu and Sons Ltd had the following short-run costs:

Costs	(in dollars)
Rent	1200
Telephone bills	800
Transport cost	400
Insurance premiums	500
Fuel and power	1000
Managerial salaries	2500
Wages to casual labour	1800
Raw materials	3000

A unit of the firm's output was sold at \$5.00. Use the information above to answer the following questions:

- (a) Calculate the firm's
  - (i) Total Fixed Cost;
  - (ii) Total Variable Cost;
  - (iii) Total Cost.
- (b) Calculate the firm's:
  - (i) Total Revenue;
  - (ii) Total Profit.
- (c) Distinguish between fixed cost and variable cost.

This was an extremely unpopular question. The very few who attempted it performed very poorly. At some centres, no candidate attempted it at all. It was clear that most candidates did not understand the terms on which the calculations were based. Teachers are reminded to treat the cost and revenue lessons with the students very carefully.

In the (a) part of the question, candidates were unable to classify the items into fixed and variable costs.

The fixed and variable costs are as follows:

- (i) fixed costs: rent, insurance premiums and managerial salaries;
- (ii) variable costs: advertising, fuel and power, wages to casual labour, telephone bills.

In the (b) part, most candidates recognised that  $TR = \text{Price} \times \text{Quantity sold}$  and therefore were able to answer the question correctly. The (c) part was also well answered.

### Question 2

The market for apples is represented by the following functions:

**Demand:**  $Q_d = 32 - 2p$

**Supply:**  $Q_s = 4p - 10$

- (a) Calculate the quantity demanded and quantity supplied when price is
  - (i) \$ 3.00;
  - (ii) \$10.00;
  - (iii) \$14.00;
- (b) Determine the equilibrium market price for apples.
- (c) (i) Calculate the elasticity of demand for apples when price changed from \$3.00 to \$10.00.
  - (ii) What type of elasticity is it?

It was a very popular question. At some centres, it was the only data-response question attempted. Most candidates scored very high marks. However, many were found wanting at (c). They could not calculate the elasticity of demand effectively and failed to mention the degree of elasticity.

### Question 3

- (a) Distinguish between secondary production and tertiary production.
- (b) State *four reasons each* why the contributions of the secondary and tertiary sectors to total output increases as an economy develops.

Many candidates attempted this question but failed to satisfy the requirements of the (b) part. On the whole, they performed very poorly.

- (a) Secondary production refers to the transformation of raw materials and semi finished goods into finished goods. It includes all kinds of manufacturing and construction. Tertiary production refers to the provision of commercial and professional services eg. trading, banking, teaching.
- (b) Some of the reasons why the contributions of the secondary sector increases are

- (i) productivity is higher in industry than in the primary sector due to a more rapid rate of technological progress in industry; Hence countries plan to industrialize during the process of economic development.
- (ii) economic development requires the development of infrastructure which is part of Secondary production
- (iii) to increase export earnings, it is usual for countries to process their primary products before exporting them.
- (iv) rise in incomes in the primary sector depends on increased industrial demand for raw materials.

Some reasons why the contribution of the tertiary sector increases are:

- (i) as agricultural and industrial production increase, trading increases.
- (ii) as urbanization increases in the process of economic development, trading increases
- (iii) economic development requires professional services e.g. banking, teaching, engineering etc.

#### **Question 4**

- (a) Differentiate between average revenue and marginal revenue of a firm.**
- (b) Explain how price elasticity of demand affects the pricing policy of a firm.**

It was a very unpopular question. In the (b) part, most candidates deviated badly. Some rather gave the meaning of the various degrees of price elasticity of demand while others explained the three types of price elasticity of demand.

- (a) Average revenue is the revenue per unit of the item sold while marginal revenue is the change in total revenue due to a change of one unit in sales.
- (b)
  - (i) if the demand for a commodity is price elastic, an increase in price will bring about a fall in total revenue;
  - (ii) if the demand is price inelastic, an increase in its price will bring about an increase in revenue;
  - (iii) if the demand is unitary price elastic, change in price will not bring about any change in revenue. Candidates are advised to study the various aspects of demand and supply including the elasticities very meticulously.

#### **Question 5**

- (a) State the law of demand.**
- (b) Explain any *three* exceptions to the law.**
- (c) Describe any *three* factors that can cause a decrease in the demand for a commodity.**

This was a very popular question. In fact, almost all the candidates attempted it. The result, however, differed from candidate to candidate.

- (a) The law of demand states that, ceteris paribus, at a higher, price, a lower quantity is demanded and vice versa.

- (b) Some exceptions to the law are:
- (i) Article of ostentation
  - (ii) expectation of future change in price
  - (iii) giffen goods
  - (iv) when the value of a commodity is judged by its price
  - (v) valuable antiquities or rare commodities
  - (vi) Goods subject to satiety,
  - (vii) when demand is perfectly elastic.
- (c) A decrease in the demand for a good shows that less is bought at the same price. This may occur when
- (i) there is an increase in the price of a complement.
  - (ii) a fall in the price of the substitute occurs
  - (iii) There is an unfavourable change in taste and fashion
  - (iv) There is a fall in the consuming population
  - (v) a new product is introduced which makes the good obsolete;
  - (iv) a fall in the incomes of consumers occurs.
  - (vii) weather or seasonal changes occur
  - (viii) there is an expectation of future fall in price of the commodity.

Many candidates referred to articles of ostentation as ostentation articles/goods. In (c), many candidates wrote on the factors which determine demand instead of the points mentioned above and hence lost marks. Candidates are advised to consult good textbooks to correct this erroneous views.

### **Question 6**

- (a) **Explain Gross National Product (GNP)**
- (b) **Outline four reasons why a higher GNP in country X than in country Y may not necessarily mean that economic welfare in country X is greater.**

Very few candidates attempted this question and obtained very poor marks

- (a) G.N.P. is the market value of all goods and services produced by a nation's factors of production in a year.
- (b) Some of the reasons are
- (i) market prices may be different in the countries.
  - (ii) the scope of the subsistence sector may be larger in one country than in another;
  - (iii) Income distribution may be more equal in one country than in another
  - (iv) The efficiency of the statistical service may be different in the countries.
  - (v) The GNP data does not give any information about leisure in the countries;
  - (vi) the exchange rate between the countries may not reflect the internal values (the purchasing power) of the currencies in the respective countries.

### **Question 7**

- (a) **Define the terms**
- (i) **location of industry;**
  - (ii) **localization of industry.**
- (b) **With the use of appropriate examples, explain how the following factors influence the location of firms:**
- (i) **Market;**
  - (ii) **Raw materials;**
  - (iii) **Labour;**
  - (iv) **Power supply.**

This question was fairly popular. However, most of the answers given were very poor, especially for the (b) part. Candidates failed to pay careful attention to the requirements of the question. In writing on each of the factors, most of the candidates only stated that the factor is important in locating an industry. They could not explain how a particular factor's condition help in influencing the location of the industry concerned.

- (a)
- (i) Location of industry refers to the siting of an industry in a particular place
  - (ii) Localization of industry is concentration of firms of an industry in a particular area.
- (b)
- (i) Market Firms are located near the market when finished products are perishable or fragile or bulky and expensive to transport
  - (ii) Firms are located near the source of raw materials when the raw materials are perishable, bulky and where the finished product loses considerable weight in the process of production.
  - (iii) Availability of labour can be considered when savings can be made in overhead costs by utilizing labour which already has housing and other social facilities or existing skilled labour can be used without incurring cost of training.
  - (iv) Power: Where the firm needs regular supply of power and transmission or extending power is expensive e.g. Aluminium-smelting and oil refinery.

### **Question 8**

- (a) **Distinguish between direct and indirect taxes.**
- (b) **Explain four reasons why indirect taxes are more desirable than direct taxes.**

A lot of candidates attempted this question. They performed fairly well on the whole. Their main weakness was their inability to explain the points sufficiently in the (b) part. Direct taxes are levied on incomes and properties of individuals.

Indirect taxes are taxes levied on goods and services.

- (b) Why indirect taxes are more desirable: The burden of the tax is relatively small.  
Indirect taxes are paid in small units.

- (ii) Unlike direct taxes, indirect taxes do not serve as a disincentive to work
- (iii) indirect taxes can be used to check the importation of undesirable goods.
- (iv) They are more difficult to evade because when a consumer buys a taxed good, he pays the tax
- (v) They have lower cost of collection.
- (vi) They can be used to check excessive imports and hence correct adverse balance of payments
- (vii) They serve as important source of revenue to government because of their wider coverage than direct taxes. Candidates are advised to study from good text books to help them get sufficient explanations on these points.

### **Question 9**

- (a) **What is**
  - (i) **peasant farming;**
  - (ii) **commercial farming.**
- (b) **Describe *four* ways by which peasant farming can be improved in your community.**

This was a very popular question and the performance by candidates was very good.

In part (a) (i) Candidate were expected to explain peasant farming. Most candidates could not answer this part of the question because they equated peasant farming to subsistence farming. This is wrong. A lot of farmers who produce for export or for the local market are peasant farmers. Peasant farming, simply means small scale farming, usually dependent on family labour that uses simple tools like cutlasses and hoes. Productivity of labour is usually low.

In part (a) (ii), a good number of candidates were able to describe commercial farming accurately as large scale farming, dependent on hired labour and using machinery to a large extent. A few however, defined it as production for sale without mentioning the main features of large scale farming using modern technology.

- (b) The (b) part was well answered by most candidates.

### **Question 10**

- (a) **Briefly explain**
  - (i) **budget surplus;**
  - (ii) **budget deficit.**
- (b) **Outline *four* effects of budget surplus on an economy.**
- (c) **State any *two* uses of budget.**

This question was attempted by a few candidates and their performance was poor.

A good number of candidates could explained accurately “budget surplus” as a situation in which expected government revenue exceeds proposed government expenditure during a financial year. A few however omitted the words “expected” or “proposed” and lost vital marks in consequence.

Candidates were able to explain that a budget deficit describes a situation in which expected government revenues is less than the proposed government expenditure during a financial year. Again there was the omission of ‘expected/proposed’ in some answers.

A lot of candidates could not see a budget surplus as a leakage in the circular flow of income which has depressionary effects on the economy. They, therefore, mentioned inflation, increase in economic activities, improvements in infrastructure etc. as effects of a budget surplus. This was wrong. A budget surplus could have some of the following effects:

- (i) a decrease in households consumption expenditure resulting from increased income taxes;
- (ii) a reduction in business investment expenditure which could create unemployment;
- (iii) a reduction in the provision of infrastructure;
- (iv) deflation, fall in output and employment etc.

Candidates had problems describing the uses of budget. The following were expected: A budget can be used to

- (i) control inflation/deflation;
- (ii) increase aggregate demand;
- (iii) raise revenue;
- (iv) reduce income inequalities and
- (v) for economic planning etc.

### **Question 11**

- (a) Outline the four functions of money.**
- (b) Explain the effect of persistent increase in price on any *two* functions of money.**

This was a very popular question and candidate’s performance was good. Candidates were able to state and explain the functions of money as expected. A good number of candidates could not explain the effect of persistent increase in price on the functions of money. A summary of the effects are given below:

Persistent increase in price

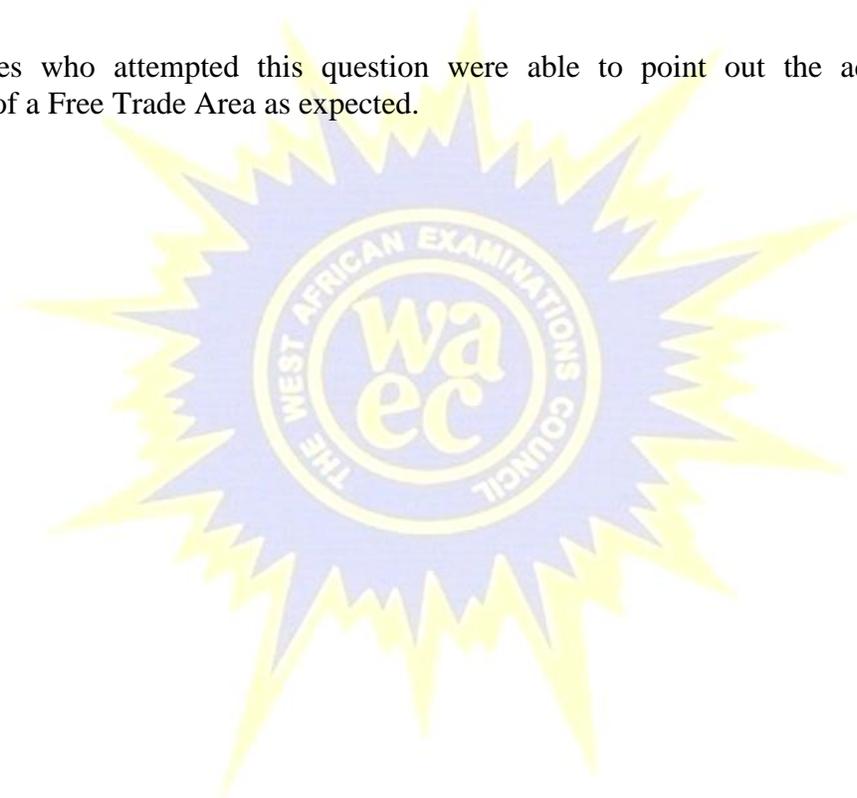
- (i) reduces the value of money and makes it no longer acceptable as a medium of exchange;
- (ii) when the value of money is not stable because of persistent rise in prices, it no longer serves as a good measuring rod.
- (iii) when the value of money falls as a result of increase in prices, people would prefer to store their wealth in other assets and so money ceases to function effectively as a store of value and
- (iv) when the value of money falls people would be unwilling to accept payments at a later day and so money ceases to function as a standard for deferred payments.

## **Question 12**

- (a) Differentiate between a Free Trade Area and Free trade.**
- (b) Explain *two* advantages and *two* disadvantages of a Free Trade Area.**
- (c) State *two* disadvantages of free trade.**

Very few candidates attempted this question and their performance was poor. Most candidates could not bring out clearly, the distinction between a Free Trade Area and Free trade. The former is a form of economic integration in which countries abolish all forms of restriction on trade among themselves. Member countries, however, have no common tariff policy in their trade with non members. Free trade on the other hand, is when countries allow trade to go on without any restriction. Most candidates could not point out clearly the distinction between them as outlined above.

Most candidates who attempted this question were able to point out the advantages and disadvantages of a Free Trade Area as expected.



# **GEOGRAPHY 1B**

## **1. GENERAL COMMENTS**

The standard of the paper compares favourably with that of the previous years. The performance of majority of the candidates was almost the same as those of the previous years.

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

- (i) The handwriting of the candidates was on the whole legible and must be sustained.
- (ii) Some candidates expressed themselves in good English Language.
- (iii) Most of the candidates presented their answers orderly.

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

- (i) Some of the candidates did not answer the compulsory question. (Question 1). They rather answered any four other questions of their choice.
- (ii) It was evident in the work of some of the candidates that they did not adequately prepare for the examination.
- (iii) Some candidates answered more than the four questions required. They had spent their energy on too many questions, and that did not make them achieve excellence.

## **4. SUGGESTED REMEDIES FOR THE WEAKNESSES**

- (1) Teachers should endeavour to cover the entire syllabus with their students.
- (ii) Teachers should advise candidates to learn hard towards the final examinations.
- (iii) Candidates should be advised to obey the rubrics of the paper and answer the required number of questions only.

## **DETAILED COMMENTS**

### **Question 1**

Study the map extract provided on a scale of 1:50,000 and answer the following questions:

- (a) **Enlarge the area marked ABCD to twice its original size and state the scale of the new outline.**
- (b) **On your outline, insert:**

- (i) **the first class roads;**
  - (ii) **ABURI and Kitease (Kitase) settlements.**
- (c) **In your answer booklet**
- (i) **state *three* functions of ABURI;**
  - (ii) **describe the road network of the mapped area.**

This was a compulsory question which was not well answered by most of the candidates.

- (a) Majority of the candidates got the outline correct.
- (b) The insertions were poorly done by most of the candidates.
- (c) (i) Some candidates did well in identifying the functions of ABURI with evidence. Some of them however wrote only the function without evidence and others wrote the evidence without the function . This made them loose marks.
- (ii) The description of the road network was also poorly done by most of the candidates. They could have considered the following:
  - the road network is dominated by two class 1 roads running roughly north-south;
  - a number of class 3 roads and a class 2 road connect the three class 1 roads;
  - the class 1 road to the east is straight because of the low lying nature of the area;
  - other roads are winding because of the relief of the area;
  - the road network is denser in the south than in the north because of the low lying nature of the area in the south.

**Question 2**

- (a) **The table below shows the values of export of agricultural commodities for country Q in 2010. Use the information to draw a pie chart.**

**Values of export of agricultural commodities in Country Q in 2010**

<b>Commodity</b>	<b>Amount in dollars</b>
<b>Groundnut</b>	<b>70,000</b>
<b>Rubber</b>	<b>60,000</b>
<b>Cocoa</b>	<b>100,000</b>
<b>Cotton</b>	<b>40,000</b>
<b>Oil palm</b>	<b>30,000</b>
<b>Total</b>	<b>300,000</b>

**(b) State two advantages of using pie chart in representing data.**

- (a) The calculation of the values for the pie chart was well done. Some candidates on the other hand wrote the dollar sign instead of the degree.

The drawing of the pie chart was well also done. Most of the candidates scored very high marks.

- (b) Most of the candidates did not know the advantages of using pie chart in representing data.

They could have considered the following:

- easy to construct;
- easy to compare;
- easy to read and interpret;
- diagram gives clear view than figures.

**Question 3**

- (a) **Draw a labelled diagram to show the internal structure of the earth.**

- (b) **Outline *three* characteristics of each of the following:**

- (i) **the hydrosphere;**  
(ii) **the mantle**

- (a) This was a popular question. The diagram was well drawn and well labelled by most of the candidates.
- (b) (i) This part too was well answered. Very few candidates however mistook the hydrosphere for the lithosphere.
- (ii) This aspect of the question was poorly answered by most of the candidates.

They could have considered the following:

- the middle zone in the internal structure of the earth;
- found immediately below the earth's crust;
- made up mainly of dense rocks rich in olivine;
- about 2,900 km (1800 miles) thick;
- also called mesosphere;
- density ranges from 3.0 to 3.3;
- plastic and in semi-liquid form.

#### **Question 4**

- (a) **Define the term rock.**
- (b) **Outline any *three* differences between sedimentary and igneous rocks.**
- (c) **Highlight any *four* importance of rocks to man.**

- (a) Most candidates supplied incomplete answers to this question. Most of them were not able to give a complete definition of rock.
- (b) Some candidates presented their answers in a tabular form instead of using comparative words such as “while” “whereas”, “unlike”, etc. to compare them. They therefore lost marks.
- (c) Most candidates did well in highlighting the importance of rocks to man.

#### **Question 5**

**Describe the characteristics and mode of formation of the following:**

- (a) **rift valley;**
- (b) **ox-bow lake.**

- (a) Candidates were to explain the characteristics and mode of formation of a rift valley. Most of the candidates could not differentiate between the characteristics and mode of formation. In some cases, only one part of the question was answered. The theories of tensional and compressional forces were confused in their application.
- (b) Candidates were expected to explain the Characteristics and mode of formation of ox-bow lakes. They were to explain how the neck of a meander is cut through by erosion at the concave bank and the deposition that occurs at the convex bank. Some of the candidates could not explain very well how the neck of the meander is cut through. There was confusion about what happens at the concave and convex banks.

#### **Question 6**

- (a) **Write explanatory notes on the characteristics of the following:**
  - (i) **sandy soil;**
  - (ii) **clayed soil;**
- (b) **Highlight *four* uses of soil.**

This was a very popular question which was answered by majority of the candidates.

- (a) The candidates were expected to write explanatory notes on the characteristics of sandy and clayey soils in terms of the properties of soils such as colour, texture, porosity, quality etc. Here also, there were cases of confusion and mix-up of characteristics.

The (b) part of the question was well answered by most of the candidates.

### **Question 7**

- (a) **Define environmental resource.**
- (b) **Outline *four* ways in which water is important as an environmental resource.**
- (c) **Highlight *three* problems that may result from over exploitation of water as a resource.**

This question was not popular.

- (a) Most of the candidates were unable to define environmental resource. They could have defined it as “any useful resource (both living and non-living) provided by nature which is useful to satisfy human wants or to achieve certain goals.
- (b) This part of the question was well answered by majority of the candidates and most of them scored very high marks.
- (c) The performance of most of the candidates in this part was only average. Most of the candidates could not identify the problems associated with over exploitation of water resources.

They could have identified the following:

- depletion/extinction of certain species of fish;
- pollution of water resources eg. in dams;
- imbalance in the ecosystems;
- relocation of settlements due to pollution;
- disruption of the hydrological cycle;
- over fishing;
- displacement of wildlife.

### **Question 8**

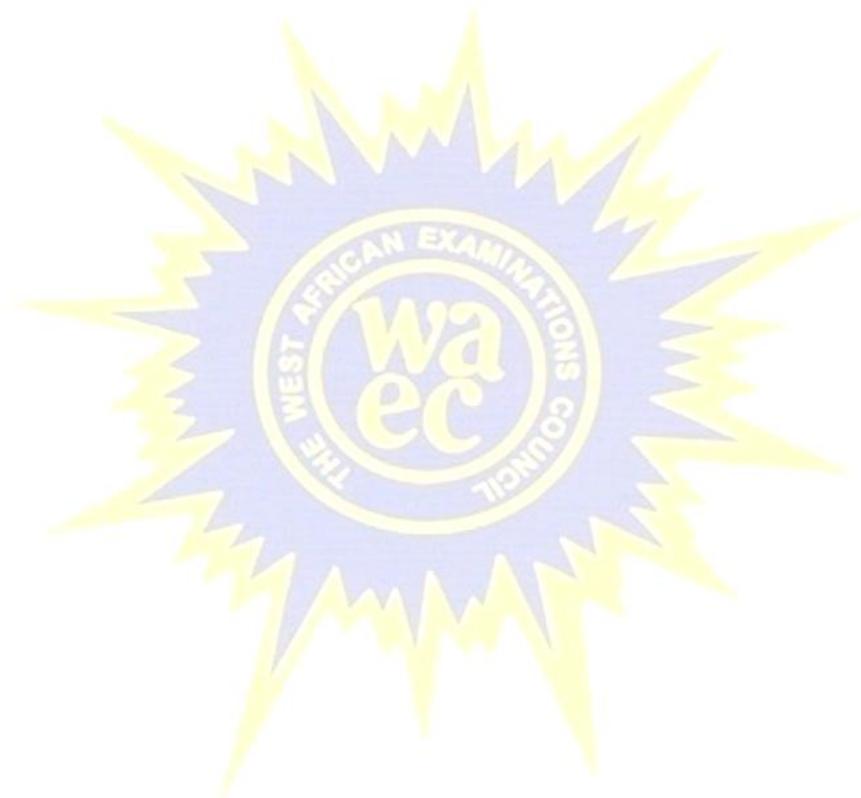
- (a) **Name the *two* broad groups of world vegetation.**
- (b) **Highlight *four* characteristics of the Tropical Rain Forest vegetation.**
- (c) **In what *three* ways is the vegetation type in (b) above important?**

This question was not very popular.

For the (a) part, most candidates were unable to identify the two broad vegetation groups. The two broad vegetation groups which the candidates were expected to mention are the forest and grassland.

The candidates were expected to highlight the characteristics of the tropical rain forest in the (b) part. This was well answered by most of the candidates who attempted this question.

For the (c) part, the candidates were to explain the ways in which the tropical rain forest vegetation is important. The points were well stated by most of the candidates but most of them failed to explain them in detail.



## **GEOGRAPHY 2**

### **1. GENERAL COMMENTS**

The standard of the paper compares favourably with that of previous years. General performance of candidates was low even though very few candidates performed better than last year.

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

- (i) A good number of candidates understood the questions and answered them as required.
- (ii) Most candidates exhibited legible handwriting.
- (iii) Most candidates were able to draw good sketch maps of Ghana.

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

- (i) Some candidates did not abide by the rubrics i.e they answered more questions than required.
- (ii) Some candidates presented long introductions that were irrelevant.
- (iii) Few candidates also failed to match questions answered with their respective question numbers. This affected the marking process.
- (iv) Some candidates had problems with grammar, spelling punctuation and paragraphing.
- (v) Most candidates drew very crooked sketch maps of Africa.
- (vi) Some Candidates could not locate and name physical and human features the outline maps of Ghana and Africa.

### **4. SUGGESTED REMEDIES**

- (i) Teachers are advised to give equal attention to all topics especially those in section C (i.e. Africa). In fact, teachers should not be selective in their choice of topics. It is detrimental to students.
- (ii) Teachers should encourage students to draw good sketch maps of Ghana, West Africa and Africa.
- (iii) Candidates should be encouraged to read relevant textbooks on the subject to improve upon their knowledge of the subject matter.

- (iv) Teachers should encourage students to own simple atlases which should be used to study the location of physical and human features and other landmarks. e.g. rivers, mountains, political divisions, towns, vegetation, mineral sites etc.
- (v) The teaching of grammar, spelling etc. should be intensified to help candidates articulate their ideas comprehensively.

## 5. DETAILED COMMENTS

### Question 1

- (a) **Highlight any *five* reasons for the high population growth in the countries of Africa.**
- (b) **Outline any *five* problems associated with the high population growth in the countries of Africa.**

The (a) part of the question was well answered by most of the candidates.

The candidates were expected to highlight reasons for the high population growth in the countries of Africa. Most candidates were able to identify and explain the reasons for the high population growth in Africa.

of rural settlements:

- (i) dispersed settlement;
- (ii) nucleated settlement.

- (b) Highlight any **four** factors which could determine the pattern of settlement.

This was not a popular question and it was answered by a few of the candidates. The (a) part was not satisfactorily answered. Most candidates had no idea of the characteristics of “dispersed” and nucleated settlements. While some candidates discussed the functions of settlements generally, others outlined the problems of urban settlements. Candidates could have considered the following among others:-

- (i) Characteristics of dispersed settlements

- rural in nature
- quiet lifestyle
- limited social amenities
- mainly involved in primary activities

However, few candidates identified the main points but could not explain them in detail. Few candidates also explained “high fertility and “high birth rate “separately even though they both mean the same thing.

The (b) part was also well answered by the candidates. They were expected to outline the problems associated with high population growth in Africa. A good number of candidates were able to identify and explain the problems and thus scored high marks.

### **Question 2**

(a) (i) Outline any *three* characteristics of **each** of the following patterns

- sparsely populated
- consists of houses/buildings that are scattered across the area.
- houses or buildings are separated from one another.

(ii) Characteristics of nucleated settlements

- The settlements are compact.
- They are groups of several family residences
- They are more populated
- A feature of urban settlement
- Provided with many social amenities.
- People are mainly involved in secondary and tertiary activities.

The (b) part was also poorly answered. The few candidates who tried it had no idea about factors that could determine the pattern of settlements. They rather provided factors that determine the location of settlements in general. Others discussed factors that were irrelevant to settlement. They could have outlined the following:-

- water supply
- topography/relief
- type of economy
- population growth
- government influences
- soil factor/fertility
- social influences
- transport and communication.

### **Question 3**

(a) **Outline any *five* reasons for the high volume of trade between developed and under-developed countries of the world.**

(b) **Highlight any *five* problems which may limit international trade.**

Many candidates avoided this question. The few candidates who attempted it presented good answers. The (a) part was however poorly answered. Others gave long introductions of trade and international trade that were irrelevant.

Few candidates misapplied the words ‘imports’ and ‘exports’. That is, they mistook one for the other hence they performed poorly. Few candidates identified one or two main points but could not explain them satisfactorily. Other candidates also outlined the advantages of international trade. Candidates were expected to give the following responses among others:-

- non similarity of products
- colonial ties
- differences in import duties
- preference for imported goods
- political considerations
- need for foreign exchange
- differences in natural resources
- political stability

#### **Question 4**

- (a) State *two* advantages of industrialization in Ghana.**
- (b) Explain *four* problems that retard industrialization in Ghana.**
- (c) How can the problems mentioned in (b) above be solved?**

The (a) part was answered by most of the candidates and the performance was above average. Candidates were to state two advantages of industrialisation in Ghana. While some candidates explained the points fully, others only listed the points and could not explain them well.

The (b) part was well answered by most of the candidates. They were able to explain the problems that retard industrialisation in Ghana. However, a few of the candidates misunderstood the question and therefore provided answers that had no bearing on the question. The (c) part was poorly answered by most of the candidates. They were to suggest solutions to the problems that retard industrialisation which they have identified in (b). However, most of the candidates could not suggest solutions to the problems. Some also identified solutions to problems that they did not identify in 4 (b) and as such lost all the marks under 4 (c). This is because, they did not adhere to the rubrics.

#### **Question 5**

- (a) In what *five* ways is the environment in Ghana being degraded?**
- (b) Suggest *five* measures that could be taken to conserve the natural resources of Ghana.**

This part required candidates to explain any five ways in which the environment is degraded in Ghana. This was well answered by most of the candidates who attempted this question. The (b) part was also well answered by most of the candidates. A few of the candidates however gave one word answers and as such lost vital marks.

### **Question 6**

- (a) **Draw a sketch map of Ghana.**  
**On the map, show and name:**  
(i) *two* river ports;  
(ii) *two* sea ports;  
(iii) *one* international airport.
- (b) **In what *four* ways has inland water navigation positively affected Ghana's economic activities?**
- (c) **Highlight *three* limitations of inland water navigation in Ghana.**

The (a) part was not properly answered by most of the candidates. The outline maps of Ghana were poorly drawn by some of the candidates.

Most of them could also not locate and name two river ports, two sea ports and an international airport. Seaports were located by some of the candidates far inland from the coastline. Some candidates also failed to provide keys for the features shown on their outline maps.

The (b) part was also poorly answered by most of the candidates. Many candidates described the usefulness of rivers instead of focussing on the use of inland water for navigation. Some candidates even discussed ocean and sea navigation. The (c) part was well answered by most of the candidates. However, a few of them stated the points without explaining them. They therefore lost vital marks.

### **Question 7**

- (a) **Draw a sketch map of Africa.**  
**On the map, locate and name:**  
(i) **River Niger and River Orange;**  
(ii) **the Inland Niger Delta.**
- (b) **Describe any *three* conditions that make irrigation possible in the Inland Niger Delta area.**
- (c) **Outline *three* problems that have arisen because of the inland Niger Delta Irrigation Project.**

(a) The outline maps produced by some of the candidates were crooked. Some of the candidates could also not differentiate between River Niger in West Africa and River Nile in North-eastern part of African. Some of the candidates therefore located River Nile in West Africa. The sketch maps also exposed the ignorance of most candidates as they could not distinguish between the inland Niger Delta in Mali and the Niger Delta on the South-eastern coast of Nigeria. Many of the candidates got the location of the inland delta wrong. River Orange was also wrongly located by most of the candidates.

The (b) part was also poorly answered by most of the candidates. Most of the candidates could not describe the conditions that make irrigation possible in the Inland Niger Delta area.

The (c) part was also poorly answered by most of the candidates. They could not state the problems that have arisen because of the Inland Niger Delta Irrigation Project. They could have considered the following:

- growth of water weeds
- salinization in the irrigation channels
- flooding of cultivable land
- river farms attract pests
- water-borne diseases
- silting of channels/canals
- expensive irrigation equipment.

### **Question 8**

(a) **Draw an outline map of Africa.**

**On the map, locate and name:**

- (i) ***two* areas important for copper mining;**
- (ii) ***one* important town in each area.**

(b) **In what *three* ways is copper important to any *one* of the areas shown on your map?**

(c) **Highlight *three* problems associated with mining in Africa.**

The (a) part of the question was poorly answered by most of the candidates who attempted this question. Some of the candidates could not locate any two areas important for copper mining in Africa. The few candidates who knew the locations also used single dots to show the areas where copper is mined.

The (b) part was well-answered by most of the candidates who attempted this question and scored very high marks. The (c) part was however, poorly answered by most of the candidates. The candidates were to explain the problems resulting from mining but many of them deviated to explain the problems that affect mining. They therefore ended up scoring low marks in this part of the question.

### **Question 9**

(a) State ***four*** characteristics of plantation agriculture.

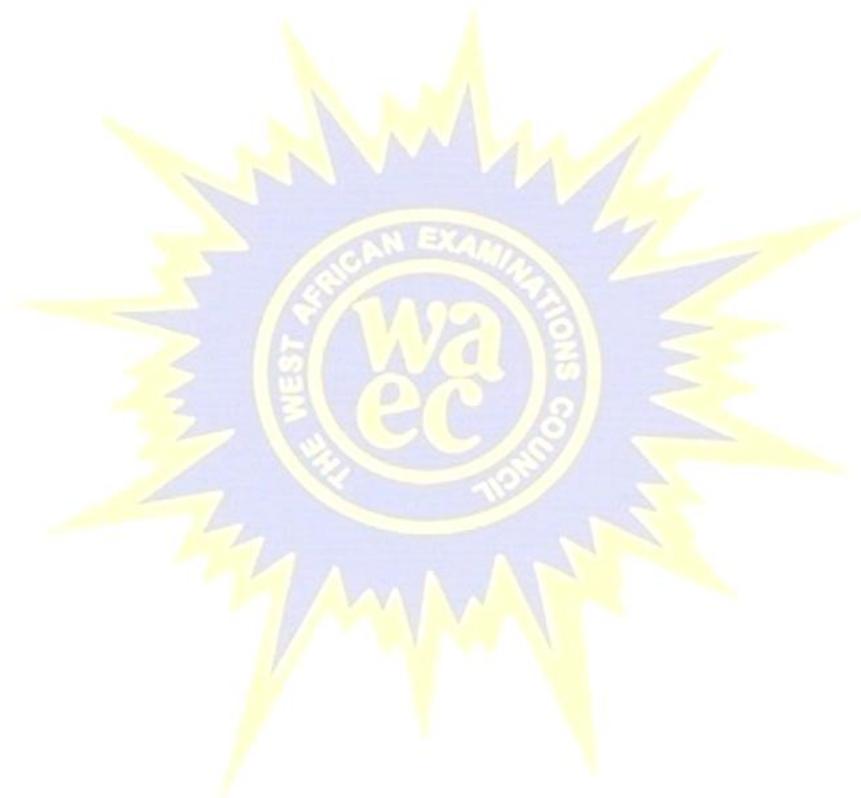
(b) Highlight any ***four*** differences between plantation agriculture in East Africa and plantation agriculture in West Africa.

This was a very popular question which was answered by majority of the candidates.

The (a) part of the question was well-answered by most of the candidates. The characteristics of plantation Agriculture was well discussed.

However, some candidates gave long introductions by defining plantation agriculture which was not required.

The (b) part was also well answered by most of the candidates. However, a few of the candidates presented their answers in tabular form instead of using comparative words such as ‘while’ ‘whereas’ ‘unlike’ etc. to compare them. They therefore lost vital marks.



# **GOVERNMENT**

## **1 GENERAL COMMENTS**

The paper compares favourably with that of the previous years in terms of standard and clarity.

However, the performance of candidates showed a downward trend. The general standard of candidates' performance ranged from average to poor.

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

- (i) Some candidates demonstrated that they had adequately prepared for the examination by providing very elaborate and good answers.
- (ii) Some showed very clear understanding of the questions and what was required with respect to the content of the answers.
- (iii) Some exhibited excellent control over the English Language and therefore presented very good answers.
- (iv) Most candidates also clearly adhered to the rubrics with regards to the number of questions they were required to answer from each section.
- (v) Some candidates also presented their answers in very orderly manner with good paragraphing.

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

- (i) Some candidates could not express themselves in clear and coherent manner thereby, making it difficult for examiners to grasp what they wanted to put across.
- (ii) Spelling and punctuation were bad for quite a number of candidates.
- (iii) Some candidates showed a lack of understanding of questions by raising points that did not answer the questions.
- (iv) There were also instances of total deviation on the part of some candidates.
- (v) A few candidates failed to adhere to the rubrics of the paper by answering more than the required number of questions.

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

- (i) There must be an improvement in the teaching of the English Language which is the only means of communication with the candidates.
- (ii) Teachers of Government should guide their students to acquire the basic facts to enable them answer questions very well.
- (ii) Candidates must read instructions carefully before attempting to answer questions.
- (iv) Teachers should prepare the candidates adequately before the examination.
- (v) Candidates should read their questions over and over again so that they understand clearly the demands of the question.

#### **Question 1**

- (a) **Differentiate between centralization and decentralization.**
- (b) **Highlight four advantages of decentralization.**

Candidates who answered this question performed creditably as they were able to clearly distinguish between centralisation and decentralization as in the (a) part of the question.

The (b) part was also well-handled as they were able to explain the advantages of decentralisation. On the whole, it was a well-answered question and also a very popular one.

#### **Question 2**

- (a) **What is separation of powers?**
- (b) **State *five* reasons for the adoption of separation of powers in a country.**

This was a very popular question which was well-answered by candidates. The candidates performed quite well with this question.

#### **Question 3**

- (a) **What is public opinion?**
- (b) **Highlight *five* advantages of public opinion in a state.**

Candidates demonstrated a clear understanding of the term 'public opinion' as well as its advantages. Candidates performed creditably in answering this question.

#### **Question 4**

**State *six* functions of the Civil Service.**

This was another popular question as most candidates were able to state six functions of the Civil Service with excellence. A good number of the candidates were able to explain the functions of the Civil Service, citing relevant examples where necessary. Some candidates however, wrote on the factors that militate against the Civil Service, while others also dwelt mainly on the characteristics of the Civil Service, causing them to lose marks.

#### **Question 5**

**Identify *four* features of the Electoral Management Board.**

This was not a very popular question and most candidates who attempted this question presented very good answers. For some candidates, the idea they had and wrote on was on the functions of the Electoral Commission.

#### **Question 6**

**In what *six* ways can the pre-colonial government be described as democratic?**

Though this question was on ways in which the pre-colonial government can be described as democratic, candidates who attempted it rather wrote on functions that make a government democratic. Some other candidates wrote on the functions of traditional rulers which was not demanded by the question. It was not popular among candidates.

#### **Question 7**

**In what *six* ways was Loi Cadre significant in French West Africa?**

The performance of candidates on this question was average. Though the question was on the significance of Loi Cadre in French West Africa, some candidates confused Loi Cadre with federation and assimilation systems. Points raised by candidates seemed to suggest that they had not even heard about the term “Loi Cadre”.

#### **Question 8**

**Highlight *six* factors that promoted nationalist activities in the Gold Coast between 1946 and 1951.**

This was very popular among candidates and those who answered it raised very good points. Candidates were able to explain both internal and external factors however, a few candidates were unable to distinguish between proto-nationalism and militant nationalism.

### **Question 9**

**State *six* significance of the 1951 general elections in the Gold Coast.**

This was not a very popular question, and the few candidates who answered it failed to elaborate on the demands of the question and rather wrote on the importance of elections in general which were irrelevant to the demands of the question. Performance was not encouraging.

### **Question 10**

**Outline *six* factors that accounted for the military involvement in the political administration of Ghana in 1981.**

This was a very popular question among candidates. Candidates' answers were in general terms and not related to the 1981 coup d'e'tat as demanded by the question. They merely stated the general causes of military coup d'etats. Performance was generally poor.

### **Question 11**

**Highlight *six* challenges facing District Assemblies in Ghana.**

This was the most popular and the best answered of all questions set. Candidates were able to highlight the challenges facing District Assemblies in Ghana. Candidates' performance on this question was very encouraging.

### **Question 12**

**Outline any *six* contributions of Ghana towards the growth of the Economic Community of West African States (ECOWAS).**

This was very popular among candidates and it was fairly well-answered. Some candidates wrote on what Ghana should do to make ECOWAS achieve its objectives instead of what Ghana has done to contribute to the well-being of ECOWAS. Candidates could have mentioned points like contribution of troops to ECOMOG duties, attendance of meetings, payment of dues, participating in sporting activities etc.

# HISTORY

## **1. GENERAL COMMENTS**

The standard of the paper compares favourably with that of the previous years. The questions were generally not above the capability of any serious history candidate who has mastered the syllabus. Surprisingly, however, performance was quite below expectation - an indication that still an appreciable number of the candidates did not read the government-approved text books, or properly taught.

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

### (i) Selection of Questions

An appreciable number of candidates were able to select questions appropriately from the three sections. Questions 1, 2, 5, 8 and 9 were selected by candidates.

### (ii) Presentation of facts

Quite an appreciable number of candidates presented their points in very coherent and logical manner to the delight of examiners - an indication that candidates are now taking WAEC Chief Examiners' Reports seriously.

### (iii) Paragraphing

Most of the candidates stated their points in very good paragraphs thus, making marking quite easy unlike previous years.

### (iv) Vocabulary

Comparatively, many candidates expressed their points in good English with correct tenses. Their spellings were also good.

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

### (i) Disregard for Rubrics

Surprisingly a number of candidates did not obey the rubrics of the paper. They selected their four questions from two sections instead of the three - thus compelling examiners to cancel one of the answers and, thus losing vital 15 marks.

### (ii) Political, Economic and Social factors

Quite a number of candidates failed to differentiate points which are political, economic and social.

- (iii) Lack of historical facts

Some of the candidates presented points which were historically invalid.

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

- (i) Candidates should be taught the political, economic and social aspects of the discipline since a history paper, in most cases, has questions which demand answers in such areas.
- (ii) Candidates should be advised to obey the rubrics of the questions to save them from losing vital marks.
- (iii) Candidates should also be encouraged to read the prescribed text books to be abreast of relevant historical facts.

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

##### **Question 1**

- (a) **What are the *two* forms of oral tradition?**
- (b) **To which type of oral tradition does stool dynastic histories belong?**
- (c) **State any *four* limitations of written materials for the writing of African history.**

A very popular question attempted by candidates and generally, they performed quite well.

Most of them were able to name the two forms of the oral tradition, but quite a number could not answer the (b) part correctly. Most of the candidates satisfactorily answered the (c) part of the question with valid historical facts to buttress their points. A few candidates also deviated by writing on the sources of history.

##### **Question 2**

- (a) **Mention any *four* tools used by the Stone Age Man (primitive man) in his daily activities.**
- (b) **Which area in Africa did archaeologists discover the fossils of the Early man?**
- (c) **Outline any *four* ways the discovery of fire helped to improve the life of the Early man.**

Candidates performed quite well and even scored higher marks than for question one. Most of the candidates ably mentioned the four tools used by the stone Age Man (Primitive man) in his daily activities and also named the area - the Olduvai gorge in Northern Tanzania - correctly. For the (c) part however only a few of them were able to state the point that “the discovery of fire helped the stone Age man to move from the Savanna area to settle in the forest”.

### **Question 3**

- (a) Name any *three* Maghrebian states of North Africa.**
- (b) In what *four* ways did the Arab conquest of North Africa in the Seventh Century AD influence its people?**

An unpopular question which most candidates failed to answer though the few who attempted it performed well. They even gave valid and cogent examples to support their points as demanded by the question. They however failed to state the point that the Arab conquest of North Africa in the 7th Century led to the emergence of three independent muslim states namely modern Morocco, Algeria and Tunisia.

### **Question 4**

- (a) Identify any *three* major kingdoms which developed in the coastal states of West Africa.**
- (b) Describe any *four* economic activities of the West African coastal people.**

Few candidates attempted this question and their performance was generally average. While some of them were able to identify the three major kingdoms demanded by the question - that is the (a) part, the rest were confused and cited the names of empires which developed in the Savanna region of West Africa – e.g. Ancient Ghana, Mali and Songhai.

Again, many failed to state the point that the West African coastal people engaged in inter-regional trade before the arrival of the Europeans to the shores of West Africa in the fifteenth century. They also failed to state that there was north-south trade (the trans-saharan trade) which involved the exchange of gold-dust, kola, etc. to the Hausaland for commodities like textiles and iron etc. However, the good candidates who attempted this question were able to bring out the following points:-

- (i) the west African coastal people engaged in crop farming producing crops like yam, cocoyam, maize and plantain.
- (ii) they practised fishing in the sea, lagoons, rivers, etc and
- (iii) engaged in animal husbandry.

### **Question 5**

- (a) Describe the process of bead-making in the pre-colonial period.**
- (b) Discuss the importance of beads to pre-colonial Ghanaians.**

An appreciable number of candidates attempted this question and the general performance was quite satisfactory. Majority answered the question by describing the process of bead-making in the pre-colonial period and discussing the importance of beads to pre-colonial Ghanaians. Nevertheless, some candidates mentioned the use of bottles for the making of beads - an example which is historically incorrect in the pre-colonial period.

### **Question 6**

- (a) List any *three* methods the trans-Atlantic slave traders used to obtain slaves.
- (b) Highlight any *four* negative effects of the trans-Atlantic slavetrade on the people of Ghana between the sixteenth and nineteenth centuries.

Another popular question which was well handled by candidates.

Though some of the weak candidates who attempted it listed European items like alcohol, mirror, cloth as some of the items the trans-Atlantic slave traders used to obtain slaves, majority of them scored the first part of the question and satisfactorily met the demands of the second part of the question. They expressed their points in detail.

### **Question 7**

- (a) Name the *three* warlords who led the Fante from Tekyiman to their present settlements.
- (b) Identify any *four* reasons leading to the collapse of the Fante confederacy of 1868 to 1873.

An unpopular question among candidates. However, any candidate who had read the Adu Boahen book - "Ghana revolution in the nineteenth and twentieth centuries" and Vincent N. Okyere's book - "Ghana, A Historical Survey" - the two leading books recommended by G.E.S. to history students, would have found this question easy. The few good ones who attempted it might have been taught or read the listed books. They performed creditably well.

### **Question 8**

**Examine any *five* social benefits Ghanaians derived from the christian missions.**

A very popular question which generally was well-handled by candidates. Most of them met the demands of the question and gave good examples to support their points. Majority of them were able to raise the following points:-

- (i) the Christian missions introduced Christianity,
- (ii) spoke against the inhuman practices like human sacrifice and killing of twins;
- (iii) promoted western education;
- (iv) reduced the local language,
- (v) that they also introduced new food crops like orange, mango, pineapple to improve the diets of Ghanaians and
- (vi) built clinics and hospitals to improve the health needs of Ghanaians.

However many could not bring out the point that the missions constructed roads to facilitate their missionary work for example the Osu- Akuapem road by the Basel Mission.

### **Question 9**

- (a) **Identify any three constitutions introduced in Ghana between 1900 and 1960.**
- (b) **Highlight any four social benefits Ghana derived from colonial rule.**

This question was very popular among candidates. They excelled generally. Majority were able to identify the three constitutions introduced in Ghana between 1900 and 1960 which is the 'a' part of the question. The 'b' part of the question - highlighting any four social benefits Ghanaians derived from colonial rule was also satisfactorily answered.

Good candidates supported their facts with good and valid examples.

However, like question 8, an appreciable number mixed economic benefits of the period with the social ones thus losing vital marks.

Some candidates also cited secondary schools established by the various missions like Mfantshipim, Adisadel College, the Presbyterian Boys School as schools established by the colonial masters - which were not historically true.

### **Question 10**

**Trace the events that led to the British-Asante War (Yaa Asantewaa War) of 1900-1901.**

A very unpopular question, few candidates obtained good marks.

Probably, they failed to understand the question. Most of them wrote on the history of Yaa Asantewaa and thus totally deviated.

### **Question 11**

**Outline any *five* measures adopted by the National Liberation Council (NLC) to solve the political problems it inherited in 1966.**

A fairly appreciable number of candidates attempted this question but performance of candidates was generally below expectation - though few excelled. Many of the candidates were able to state the following points -

- (i) that the NLC immediately released all the political detainees of the previous C.P.P. government;
- (ii) that the NLC appealed to all political exiles to return home to assist in building the nation and;
- (ii) that chiefs who were destooled or unskinned for political reasons were re-installed.

### **Question 12**

(a) **Name the headquarters of any *three* of the following international organisations:**

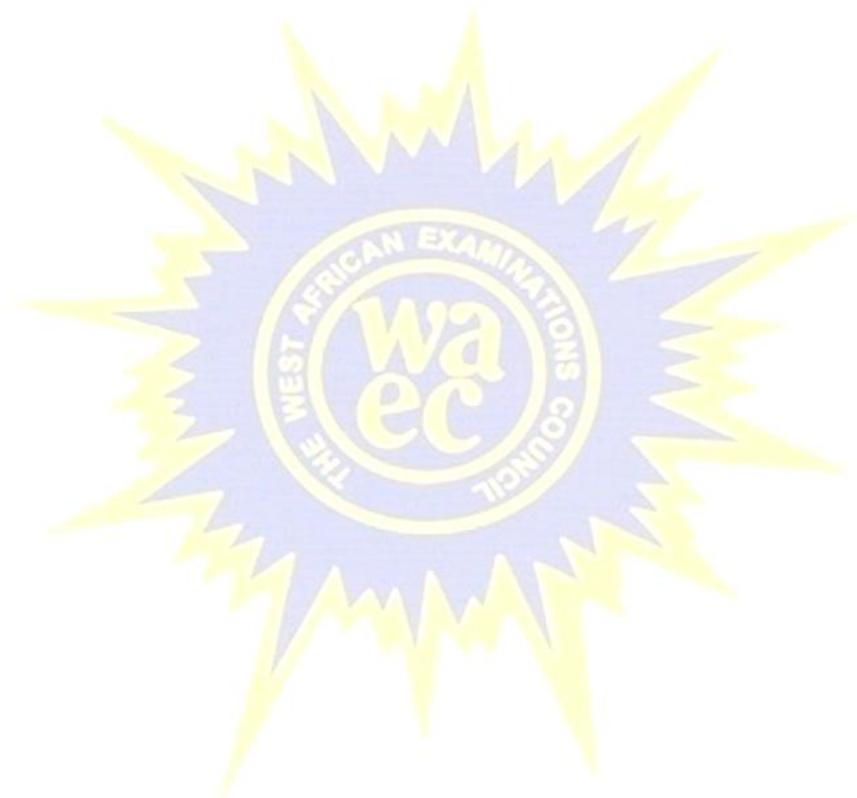
- (i) **The United Nations Organisation (UNO).**

- (ii) **The Commonwealth of Nations.**
- (iii) **The Organisation of African Unity (OAU).**
- (iv) **The Economic Community of West African State (ECOWAS).**

(b) **Highlight any *four* benefits Ghana has derived from her membership of the United Nations Organisation.**

Many attempted this question and the general performance was satisfactory. Many of the candidates mixed the benefits Ghana derived from the UNO with those obtained from other international organisations.

However, most of the candidates mentioned employment as one of the benefits Ghana derived from her membership of the UNO.



## **ISLAMIC STUDIES 2**

### **1. GENERAL COMMENTS**

The standard of the paper compares favourably with that of the previous year. The questions cut across all the relevant sections of the syllabus.

The performance of the candidates however dipped compared to last year.

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

- (i) Some candidates wrote in beautiful Arabic calligraphy Suratul Kafirun and Hadith 5 of an- Nawwawi collection.
- (ii) Most candidates' translation of the Surah was superb.
- (iii) Rubrics of the paper was obeyed by most of the candidates.

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

- (i) Most candidates had problems with transliteration of Quranic verses and 'Ahadith (traditions) of the Prophet.
- (ii) Some candidates did not know when to use Kh or h, Q or k, S or S, long or short vowels.
- (iii) Candidates had problems with spelling especially of 'know' and 'No'.
- (iv) Some candidates did not take time to understand the demands of the questions before attempting them.

### **4. SUGGESTED REMEDIES**

- (i) Teachers should teach their students the rules of transliteration of Arabic text.
- (ii) Candidates should not rush to answer questions but spend time to understand them first.
- (iii) Candidates should read wide to improve upon their vocabulary.

### **4. DETAILED COMMENTS**

#### **Question 1**

**Examine the socio-religious conditions of the Arabs before Islam.**

The question required candidates to highlight the social and religious activities of the Arabs before the advent of Islam. Ideally, students should be introduced to the social, religious, economic, political as well as the literary activities of the Arabs in that era. The essence is to enable students understand the difference between the Jahiliyyah culture and Islamic civilization so that, they can clearly see the changes Islam made to the Arabic culture.

The candidates were required to discuss just the social and religious activities during that era. To begin with, candidates were to state their understanding of the Jahiliyyah period. Secondly, to highlight the social issues at the time. The ethnic feuds, their marriage systems, the status and treatment of the vulnerable especially women, the practice of female infanticide, alcohol abuse, the state of divorce among other were some of the social ideals of the Arabs at the time.

Besides the socials, they also had their religious activities as well. Some of these were, their concept of the Supreme Being, the different forms of the expression of spirituality, the dominance or popularity of idolatory, the ka'bah as a pantheon of deities, the state of morality/immorality, belief in animism and heavenly bodies among others.

This was a popular question with excellent scores by some candidates. However, not without some problems. The first issue was, the phrase 'socio-religious'. Majority of the candidates used it as a compound word starting every sentence or activity with the phrases socio-religious. Others spent time on a comprehensive discussion on all the activities of the Jahiliyyah. Others wasted their time on the economic and political situation at the time. Yet others did a comparative analysis between the Jahiliyyah and Islamic periods. Some candidates spent time on the biography of prophet Muhammad (S.A.W.) Candidates must understand that, the number of pages they write is immaterial. What is of significance is highlighting relevant issues that relate to the question.

## **Question 2**

### **Describe the aims of the Jihad of various reformers in West African.**

Candidates were requested to examine the aims of West African Jihadist or reformers such as Uthman Dan Fodio, Hajj Umar al-Futi, Ahmad of Macina, Ahmad Baba of Timbuktu and others in the 19th Century.

Candidates were required to define Jihad and put into perspectives, the 19th Century Jihads or reformers in West Africa. The Jihadist targeted Muslims as well as non-Muslims.

With the Muslims, the aim of the reformers was to assist them practice Islam correctly as well as purging off unacceptable Islamic practices in their Syncretic Islamic Heritage.

To the non-Muslims, the aim was to introduce Islam to them and in some cases fight their way into non-Islamic territories and replace the leadership with Muslims.

They achieved their motive, through fighting, preaching, writing Islamic books in West African languages, establishing Islamic and Arabic institutions of learning and disseminating the puritine Islamic teaching in the region.

The methods they adopted to achieve these noble objectives were the hand, tongue and heart.

Very few candidates attempted this question and performance was below average. Some of them instead wrote on the Sokoto Jihad. Others highlighted the factors that contributed to the spread of Islam in West Africa, especially trade and pilgrimage. Either the candidates did not understand the question or teachers do not highlight that aspect of the syllabus.

### **Question 3**

**Write on attitude to one's parents according to the Qur'an.**

The question was simply on the right attitude of children towards their parents from the perspective of the Qur'an. This is one of the moral teachings of the Qur'an students are required to study.

Basically, candidates were required to resort to Qur'an (17: 23-24 &31:14-15) which highlights children relationship with parents. From these verses, children are enjoined to protect, respect, obey and honour their parents particularly, when they are aged.

Children should neither shout at nor insult them. The mother deserves a special treatment. Even after death, children should pray for Allah's mercies for them for the transition of their souls.

Candidates performance was poor with some of them scoring very low marks. From all indications some candidates seemed not to have understood the question as such deviated completely. Some candidates rather highlighted on parents duties or responsibilities towards their children. Others too made a general discussion on children's relationship with their parents in Islam. It is vital for candidates to understand questions before they attempt them.

### **Question 4**

**Write Sur tul Kafirun either in Arabic or transliteration, translate it into English and comment on its relevance to our modern day society.**

Candidates were required to address issues relating to Surah Kafirun that is Qur'an chapter 108. They were required to deal with three aspects: Write it in Arabic or its transliteration, then its meaning in English and finally its relevance to society. This is one of the Surah (chapters) candidates are required to study.

This is a straight-forward recall question as far as the Text and meaning are concerned. Candidates will after that proceed to highlight the relevance of its contents in modern times. The chapter makes important points on inter religious-relations. It emphasizes that there is neither compromise nor compulsion in matters of faith. The Surah urges religious people to be committed to their faith and come to terms with religious pluralism in society. Finally, it guarantees freedom of worship. Performance of candidates was very good with some scoring the maximum score for the question. There were some excellent answers on the text and translation. However, the following were some short comings.

Some candidates did not address all the three aspects of the question. While some answered two aspects, others limited themselves to one. There were some few total deviations. For instance a few wrote on Ikhlas (chapter 112) instead of K firun (108).

### **Question 5**

**Write preferably in Arabic or transliteration an-Nawawi's Hadith No.3 and comment on it.**

The question required candidates to state the text of an-Nawawi Hadith no. 3 in either Arabic or transliteration and then to comment on its contents.

The first part is a direct recall of one of the Ahadith (traditions) candidates are required to study extensively. The second part is an examination of the issues contained in an-Nawawi Hadith no three.

The Hadith focuses on the five fundamental observances of Islam, normally referred to as the five pillars of Islam. These pillars are Kalimatush - Shah dah (confession of faith) S l t (Prayer) Zak t (Alms-Giving), Siy m/Sawm (Ramadan Fast) and Hajj (Pilgrimage to M kkah) Candidates were required to explain the relevance of these pillars to the best of their ability. Performance was quite satisfactory with some candidates obtaining the maximum score. However, there were some challenges. A number of candidates instead of stating the text wrote the translation. Secondly, some candidates after the text, translated the text rather than commenting on the contents.

Candidates instead of stating the text wrote the translation. Secondly some candidates after the text, translated the text rather than commenting on the contents.

Although translation was not required, majority of the candidates translated the text into English before the commentary. Some just stated the text without commentary.

Finally, there were some who deviated completely by writing different Hadith all together. For instance some wrote on Hadith No. one of an-Nawawi collection. It is in the interest of candidates to patiently read the questions and answer them appropriately since they will save time and energy. It is unacceptable for candidates to write what they want rather than what the question demands.

### **Question 6**

**State three similarities and three differences between Sunnah and Hadith.**

Candidates were to compare and contrast Hadith and Sunnah.

The question was basically on the personal contributions of Muhammad (S.A.W) to the development of Islam.

The first primary source of Islamic injunctions is the Qur' n that is the word of God (S.W.A.) . While the Sunnah is the deeds and silent approvals, Hadith is the sayings of Prophet Muhammad (S.A.W.). The companions observed all his actions and retained in their memory Muhammed's (S.A.W.) in form of his sermons, parables and admonitions. Candidates were to look at these concepts closely and highlight three similarities and three differences.

Performance of candidates was average. Some candidates were confused with the terms. They defined Hadith as the actions and Sunnah the sayings of Prophet Mohammad (S.A.W). Others stated that while Hadith is the words of the Prophet, Sunnah, is the word of God. More interesting was the view that Hadith are revelation received in

Makkah and those revealed in Madinah are Sunnah. Those who defined these terms wrongly, also messed up with the similarities and differences.

### **Question 7**

- (a) **What is shari'ah?**
- (b) **Explain its relevance to Muslims.**

The question is on the Shari'ah and its relevance to Muslims. The question is into two parts. The first is a definition of the term and secondly its relevance to Muslims. Candidates were required under the first part to give the literal and technical explanation of Shari'ah in Islam. Then proceed to highlight its benefits to Muslims Shari'ah is the universal and unchanging constitution for Muslims. It is the law that regulates all spheres of life of a Muslim. It is aimed at ensuring social justice, guaranteeing fundamental human rights and finally instilling peace and tranquility in the Muslim community. Above all, it emphasises the need for humankind to be God and man centered and the avoidance of crime (sin) in society.

Performance was generally satisfactory. Most students explained either the literal or technical meaning of the Shariah. Few candidates explained the two aspects of the term. On the relevance, rather than raising issues, some candidates resorted to giving examples. Others just raised points but failed to explain them.

### **Question 8**

**Write notes on the following:**

- (a) **Khul';**
- (b) **Faskh;**
- (c) **Mubara'ah;**
- (d) **Li'an.**

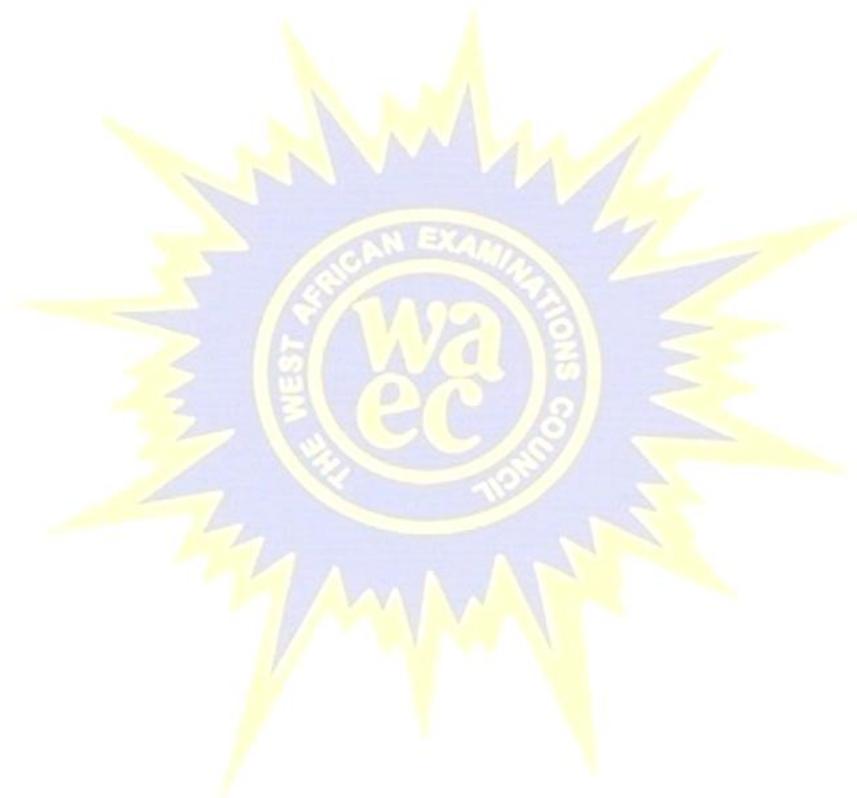
The question was on the explanation of Four different types of Talaq (Divorce in Islam) These are: Khul', Faskh, Mubara'ah and Li n.

Candidates were required to define each of them and go further to describe how they are effected in Islam.

Some candidates wasted time describing Marriage and then Talaq.

Candidates were to go straight to explain these issues without an introduction. Majority of them just defined these terms without any explanation of how it is effected and the remedies and compensation there in (of). Most candidates defined Khul' and Faskh correctly as divorce initiated by the woman and the Islamic courts respectively. However, they fumbled with Mub\_rah and Li\_n. Some defined Mab\_rah as divorce initiated by a man and Li\_n as when a man likened the wife as the back of his mother which is rather Zihar another form of Talago.

Candidates should know that Mub\_rah is Talaga through mutual consent/agreement while Li'\_n is mutual imprecation where a man takes an oath after accusing his wife of infidelity without witnesses. From all indication candidates lacked adequate knowledge on the subject. Performance was average.



## **SOCIAL STUDIES 2**

### **1. GENERAL COMMENTS**

The paper compares favourably with the standard of those of previous years. Question 6 was quite difficult for the candidates since many candidates avoided it. Among those who chose Q6, many did not score high marks. On the whole, the performance of the candidates this year was better than that of last year (2011).

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

- (i) The good candidates wrote very good essays in response to the questions they selected. Such essays were very detailed and answered their questions very well.
- (ii) Some candidates showed evidence of good command of the English Language. These candidates gave answers, which indicated their understanding of the questions.
- (iii) The good candidates were able to write their answers in very good paragraphs explaining their points.
- (iv) Many of the candidates had good handwriting and therefore made it easy for examiners to read their answers.
- (v) The good candidates understood the instructions on the question paper and worked in accordance with those instructions.

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

- (i) Some candidates gave long introductions to their answers. Such long introductions are really not necessary.
- (ii) Some candidates wrote very bad essays. Their understanding of and command of the English Language was very poor as evidenced by the essays they wrote.
- (iii) Quite a number of the candidates could not answer the questions they selected. The answers given were very poor evidenced by the low marks they scored. Many of them showed little evidence of mastery of the topics in Social Studies.
- (iv) Some candidates also wrote essays which were very difficult for examiners to read because of poor handwriting.

#### 4. SUGGESTED REMEDIES

- (i) Candidates must be precise in the answers they provide for the selected questions. They should not waste time on things which the questions had not requested from them.
- (ii) Those of poor understanding of the English Language are advised to use the dictionary very often. They must also read a lot of story books.
- (iii) Teachers must put in extra effort to bring up the weak students in their classes. Schools must also treat Social Studies as a serious and important subject. Students on their part must also learn the subject.
- (iv) Those candidates with poor handwriting must try to improve upon them. A good candidate may be affected negatively if examiners cannot read his handwriting.
- (v) In answering questions, candidates should be guided by the marks indicated against sections or parts of the question.

#### 5. DETAILED COMMENTS

##### Question 1

**Highlight *five* ways traditional festivals help to promote national development.**

This was a very popular question and majority of those who attempted it were able to answer it well. As a result, high marks were scored here.

Many of the candidates were able to provide answers such as

- (i) attracts foreign and local tourists,
- (ii) helps to ensure good moral behaviour
- (iii) provides opportunity to raise funds for projects in many communities
- (iv) helps in the preservation of the culture of the people
- (v) offers opportunity for chiefs and government officials to explain economic policies to the people.

##### Question 2

- (a) **What are socio-cultural practices?**
- (b) **Give *four* reasons why female genital mutilation should be abolished.**

This question was the most popular question under section 'A'. Majority of those who answered this question were able to provide good answers. They scored high marks. The question has two parts 'a' and 'b'; both were well answered.

Candidates were expected to provide answers for 'a' such as

- (i) Socio-cultural practices are habitual cultural activities cherished by a society. They include ways of doing things, thinking and behaving and the customs of the people.

OR

- (ii) Socio-cultural practices refers to all the distinctive spiritual, material, intellectual and emotional features that characterises a society or social group.  
For the 'b' part, Candidates were expected to provide answers such as;
  - (i) Female Genital Mutilation leads to health hazard - urinary tract infection, excessive bleeding, painful menstruation etc.
  - (ii) difficulty in child birth, experience of difficulty and pain when giving birth
  - (iii) Death- bleeding excessively may lead to death.
  - (iv) Loss of sexual sensitivity
  - (v) Violation of human rights - girls who undergo this operation do not do so willingly.
  - (vi) It is barbaric and society frowns upon it.

### **Question 3**

**In what *five* ways can parent-child conflicts be prevented in the Ghanaian society?**

This question was not one of the popular choices of candidates. Some of those candidates who selected this question scored high marks. Others scored low marks probably because they did not understand the question. Candidates were expected to write five factors that prevent parent-child conflict. Answers expected of candidates were:

- (i) Parents being fair and firm with the children
- (ii) Parents showing concern about children's general welfare providing both physical and emotional needs.
- (iii) Avoiding overprotection of children.
- (iv) Parents focusing on children's strengths
- (v) Children using resources judiciously
- (vi) Parents having positive lifestyles
- (vii) Children must be obedient on show gratitude to parents.

### **Question 4**

**Highlight *five* factors that hinder the family from playing its role as an agency of socialization.**

This question was also not popular. However, some of those who answered this question scored high marks because they provided good answers. Some of them gave wrong answers because they did not understand the word 'hindering' and as such wrote on agencies of socialization. Candidates were expected to write on any five factors hindering the family as an agency of socialization. These would include:

- (i) Demands of work taking parents out of home

- (ii) The breakdown of the extended family system
- (iii) Economic hardships
- (iv) Broken homes or single parenting
- (v) Influence of the mass media etc.

### **Question 5**

- (a) **What is constitutional rule?**
- (b) **Examine four ways in which constitutional rule promotes national development.**

This was a popular question. Many of those who attempted it answered it well. However, some candidates were not able to show how constitutional government promotes national development. They gave features of constitutional government but were not able to show these promote national development. The question has two sections 'a' and 'b'.

- (a) Constitutional rule is the governance of a country whereby the procedures concern with the administration of a country are laid down in a written constitution. In this, the government and its agencies act according to the laid down regulations or rules enshrined in the constitution.
- (b) The ways in which constitutional rule promotes national development included
  - (i) It ensure sustainable development
  - (ii) It discourages abuse of power
  - (iii) It ensures the protection of the rights of the people
  - (iv) It ensures respect from the international community
  - (v) It ensures peaceful change of government.
  - (vi) It creates the opportunity for people to participate in the administration of the country.

### **Question 6**

**Describe *five* ways leaders can carry their followers along.**

This question was unpopular. Only few candidates attempted it. Quite a number of them did not understand the question and therefore scored low marks. They were not able to show how leaders can carry their followers along. They were expected to provide answers such as

- (i) Being open - frank, open minded etc.
- (ii) Being honest and transparent
  - (iii) Being dedicated to duty
  - (iv) Being humble
  - (v) Monitoring followers
  - (vi) Being tolerant
  - (vii) Being intelligent etc.
- (b) Measures Ghana can adopt to be self-reliant include the following:

- (i) developing long-term plans
- (ii) diversification of the economy
- (iii) efficient tax system
- (iv) development of positive work ethics
- (v) ensuring democracy and good governance
- (vi) promoting industrialization etc.

### **Question 7**

- (a) **Explain the following terms:**
- (i) **political independence;**
  - (ii) **self-reliance.**

- (b) **Discuss *four* measures that Ghana can use to be self-reliant.**

This was a very popular question. Most of those who answered it score high marks. There are two sections 'a' and 'b'. 'A' required definition of two terms; (i) political independence and (ii) self-reliance. Majority of the candidates were able to give the right definition for political independence. However, many of them could not define self-reliance correctly. Self-reliance refers to the ability of a country to depend mainly on her own resources for survival. That is being able to produce most of her needs and not being controlled by external forces. Candidates must note that natural and artificial factors or conditions will not make it possible for any nation to produce all her needs alone.

- (b) Measures Ghana can adopt to be self-reliant include the following:
- (i) developing long-term plans
  - (ii) diversification of the economy
  - (iii) adopting efficient tax system
  - (iv) development of positive work ethics
  - (v) ensuring democracy and good governance
  - (vi) promoting industrialization, etc.

### **Question 8**

- (a) **What is a state enterprise?**
- (b) **Outline four reasons for establishment of state enterprises in Ghana.**

Question 8 was the most popular of the questions under section C. Most of the candidates were able to answer the question very well. This question had two sections 'a' and 'b' and candidates were able to give good answers to the sections.

- (a) A state enterprise is a business organisation established and owned by the government or the state. They are financed by the government, but managed by board of directors appointed by the government.
- (b) Reasons for the establishment of the state enterprises include the following:

- (i) To provide job opportunities for the people
- (ii) To provide essential services
- (iii) Desire to achieve regional balance
- (iv) Security and strategic reasons
- (v) Demand for huge capital for investment
- (vi) Desire to generate revenue

### **Question 9**

**Outline *five* sources of finance available to the private entrepreneur in Ghana.**

This question was not attempted by many candidates although it was a straight forward one. Most of those who attempted it were able to give the right answers. There were some candidates who did not show understanding of the question. They therefore wrote on the qualities and functions of the entrepreneur and therefore deviated.

The expected answers for this question include;

- (i) Personal savings
- (ii) Loans from friends and relatives
- (iii) Trade credits
- (iv) Plough-back profits
- (v) Loans from financial institutions
- (vi) Sales of shares
- (vii) Private loan scheme (Susu) etc.

### **Question 10**

- (a) **Discuss *four* factors that can account for the low standard of living in Ghana.**
- (b) **Highlight *four* measures that can be used to raise the standard of living in Ghana.**

This question was a popular one. Many of those who answered this question scored high marks. The structure of the question contributed to this state of affairs.

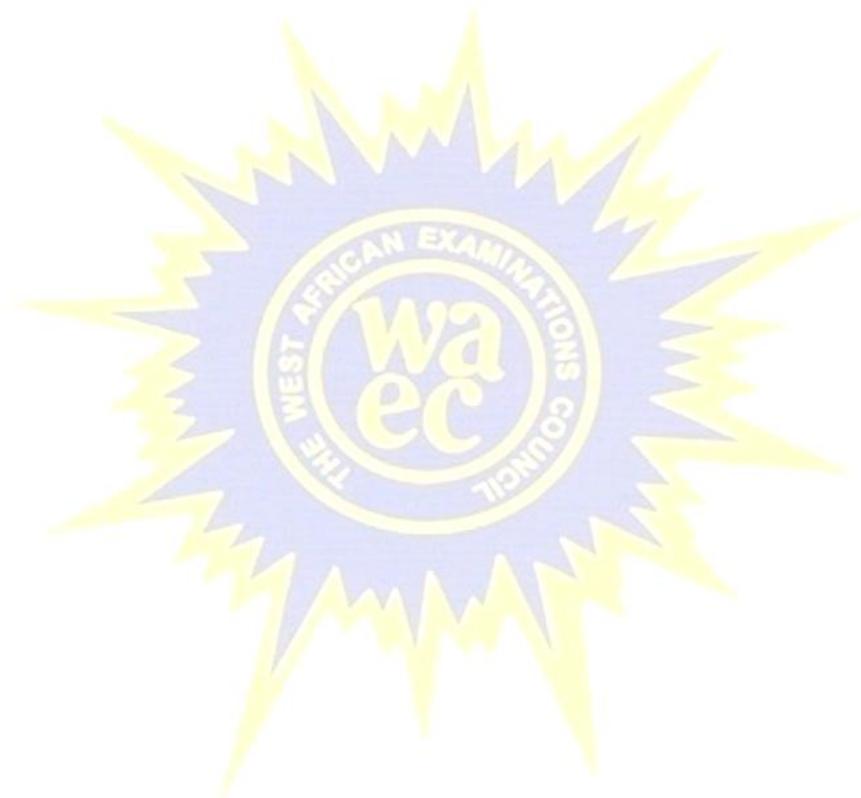
The 'a' part had 8 marks and the 'b' part had 12 marks. Many of the candidates were able to score all the eight marks for 'a' and equally high marks for 'b'. A few candidates could not answer the question well because they did not understand what standard of living means.

The 'a' part requires the following answers;

- (i) Low savings because of low salaries and wages
- (ii) High level of illiteracy
- (iii) High cost of living
- (iv) Low investments because of low salaries or incomes
- (v) Rapid population growth
- (vi) Poor attitude to work by both management and workers.

For the 'b' the following points were required;

- (i) Raising the level of investment
- (ii) Making education and training accessible to all
- (iii) Population policies to reduce rapid population growth
- (iv) Good policies to encourage savings
- (v) Good tax policies; for example providing tax holidays to industrial establishments
- (vi) Change in attitude to work to increase labour productivity.



# **MUSIC 1A & 1B**

## **1. GENERAL COMMENTS**

The questions were valid and reliable to measure the competences of the candidates and the standard compares favourably with that of previous years. Candidates' performance was not good.

Most candidates performed poorly and the standard of candidates' performance seems to be lower as compared to that of previous years.

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

Identification of cadences and chords progression was good.

Candidates also showed improvement in the correct direction of note stems in melody writing.

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

- (i) Candidates wrote time signatures as fractions. e.g. instead of
- (ii) Grouping of notes according to time signatures were not appropriate.
- (iii) Candidates could not also write inverted chords in the progression.
- (iv) Most candidates could not name the new key in the modulations.
- (v) Some candidates did not write the treble clef well on the treble staff.
- (vi) Most candidates could also not use the given pulse to write the rhythmic dictation.

## **4. SUGGESTED REMEDIES**

- (i) Candidates should be given adequate tuition in rudiments including appropriate ways of writing clefs, arrangement of clefs, time signatures and key signatures on the staff. Notes groupings according to time signatures should be stressed
- (ii) In addition, candidates should be made to listen to a lot of recorded music, clap and notate the rhythms used, identify themes and write out melodic lines involved.

## **5. DETAILED COMMENTS**

### **Question 1**

#### **TEST 1 (RHYTHMIC NOTATION)**

**Candidates were asked to listen to a melody in time as played and notate its rhythm on monotone according to a given pulse.**

Some candidates were able to notate the melody correctly. However, instead of time, most candidates group their notes in time. Candidates also misinterpreted the given pulse into embodiment of quavers, crotchets and minims instead of semiquavers, quavers and crotchets. Eight (8) bars were then written instead of four (4) bars.

### **Question 2**

#### **TEST 2 (MELODIC DICTATION)**

Candidate were asked to write a given melody using the key of G major on the treble staff and in time.

Most candidates were able to put the clef, key signature and the bar lines on the staff with the correct barring. Some candidates wrote the first phrase correctly. Meanwhile, some candidates could not indicate the key and the time signatures at the appropriate places on the staff. The second phrase of the melody was a major problem to the candidates and they could not write it at all.

### **Question 3**

#### **TEST 3 (TWO-PART WRITING)**

Candidates were asked to write the upper part of a played two-part music. Most candidates did well by providing the clef, the key and the time signature. Barring was also properly done. However, some candidates began the melody with the lower part instead of the upper part.

### **Question 4**

#### **TEST 4 (CHORDS)**

Candidates were required to use roman numerals to indicate chords played in a progression. Most candidates were able to identify the chords by their positions using the roman numerals. Meanwhile, some candidates could not identify the inversions of the chords.

### **Question 5**

#### **TEST 4 (CADENCES)**

Candidates were expected to write down sequentially, cadences played from a given piece of music

Some candidates had problem in spelling the cadential terms. However, most candidates scored good marks for this question.

### **Question 6**

#### **TEST 6 (MODULATIONS)**

Candidates were expected to identify three modulations as well as new keys from a piece of music.

Some candidates could not identify the new keys of the modulations. Nevertheless, most candidates were able to identify the modulations and the key relationships.

### **Question 7**

#### **TEST 7 (IDENTIFICATION OF THEMES/DESCRIPTION OF THEMES)**

Candidates were required to identify and describe three characteristics of a piece played. These are the solo instrument, bass instrument and the type of musical genre played.

Most candidates were able to identify all the characteristics with few of them who could identify the string instrument as viola.

#### **MUSIC 1B (PERFORMANCE TEST)**

The performance test comprises of three sections:

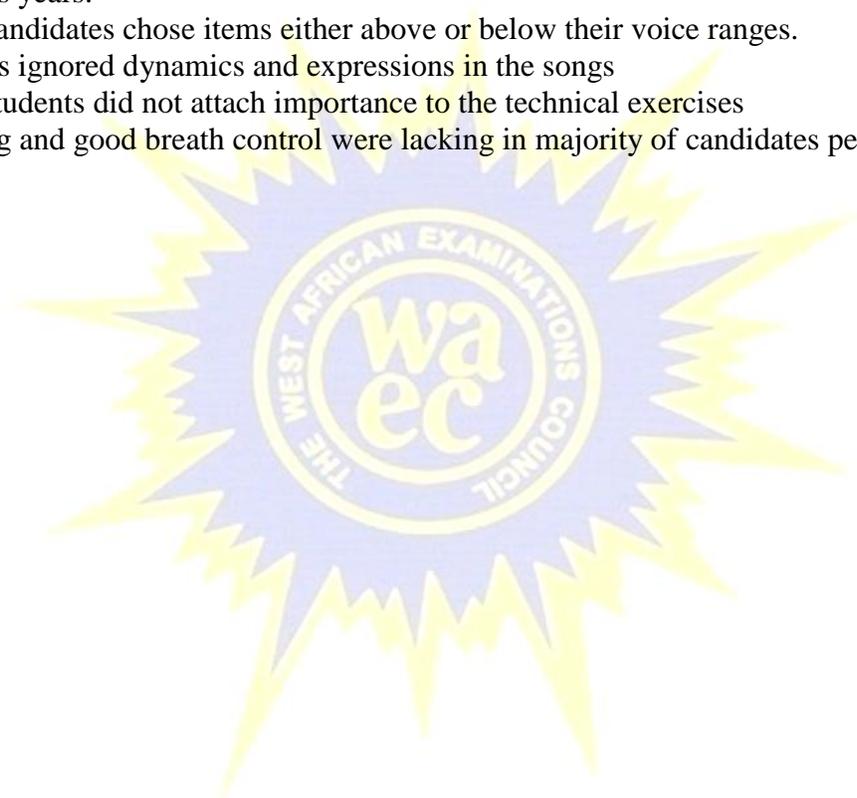
- (i) Two (2) technical exercises of scales and arpeggios
- (ii) Two (2) pieces, 1 Western and 1 African selected from two group of lists
- (iii) Two (2) short pieces for sight reading

## **CANDIDATES' STRENGTHS**

- (i) The instruments presented were Voice and Atenteben. Most of the candidates sung the technical exercises correctly. Most candidates performed the voice pieces creditably. The accompanists showed evidence of sufficient rehearsals with the candidates. Majority of students rendered the songs in the correct pitches. Candidates' general presentations were fairly good.

## **CANDIDATES' WEAKNESSES**

- (ii) Few candidates performed pieces not listed for the year even though they were listed in previous years.
- (iii) Some candidates chose items either above or below their voice ranges.
- (iv) Students ignored dynamics and expressions in the songs
- (v) Some students did not attach importance to the technical exercises
- (vi) Phrasing and good breath control were lacking in majority of candidates performance.



## MUSIC 2

### 1. GENERAL COMMENTS

The overall general performance of the paper was below average as compared with previous years' Only a few schools performed on the average. It was clearly observed that music teachers in the Senior High Schools are not doing enough to help the students.

### 2. A SUMMARY OF CANDIDATES' STRENGTHS

A very good fraction of candidates who answered questions 4 and 5 did quite well. Most of the candidates knew much about Michael Jackson, Bob Marley and E.T. Mensah but little or nothing about Mariam Makeba and King Sunny Ade. The Nationality, type of Music and works were well answered.

### 3. A SUMMARY OF CANDIDATES' WEAKNESSES

#### Question 1 (a) Melody Writing

- (i) Candidates did not exhibit a thorough knowledge of balance in melody writing as well as form and modulation to the relative minor. A few who made the attempt to modulate did not show adequate knowledge in their modulation. Stems of notes were in most cases wrongly directed and melodies were shapeless.
- (ii) Candidates also displayed a very poor knowledge of chord progression and cadences.  
Spacing in parts was poor, more than octave. Notes were written above or below the voice ranges.
- (iii) Set Works: Candidates could not quote the opening phrase of the Praeludium.  
They could not tell of the nationality of the composer. With reference to 'Yo Yama O by Sam Ojukwu', no candidate attempted this question.
- (iv) Candidates expressed poor knowledge of Music theory.
- (v) The instruments associated with the composers were mixed up.

### 4. SUGGESTED REMEDIES

- (i) Candidates should upgrade their knowledge in Music by spending adequate time reading and practicing the art of harmony. Trained music teachers should be appointed to prepare students for the examination.
- (ii) Students should be prepared quite ahead of time of the examination for their proficiency.



(b) Two part writing-

Add an independent flowing part above the following bass.

*Andante*



Candidates show a palpable evidence of inadequate preparation for this question. Many candidates duplicated the correct key signature, time signature, clef and barred appropriately. Candidates demonstrated a poor understanding in two part writing. The counter melody did not stand on its own.

There was no independence in melodic curves as well as melodic interest, contrasting and rhythm/contour, harmonic interest. Final cadence could not be spelt out and copying, phrasing and alignment were poor.

(c) Four part harmony

Harmonize the melody below by adding Alto, Tenor and Bass parts.

*Use the suggested chords at the point indicated.*



There was a generally poor performance. Although all candidates wrote the correct time signature, key signature, clef and barred appropriately the harmonic interest (progression), final cadential progression, copying, phrase marks and alignment were poorly done.

## Question 2

### SET WORKS

With reference to Praeludium by James Hook,

- (a) What is a Praeludium?
- (b) State the nationality of the composer.
- (c) Notate the **main** rhythmic motif/figure used in the right hand.
- (d) Quote the **first** bar of the opening phrase in the right hand.
- (e) Identify any **four** compositional devices used by the composer and
- (f) Explain the following terms as used:
  - (i) pp ma ben articoloto;
  - (ii) Allegro Moderato.

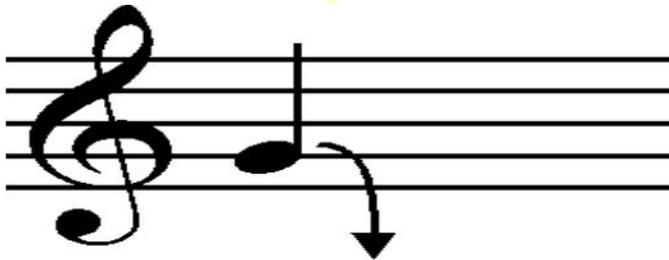
Candidates' performance on this question was on the whole average.

OR

With reference to Yo Yama O by Sam Ojukwu

- (a) In what language is the music written?
- (b) Quote the opening **four** bars in the tenor part;
- (c) Name any **three** other compositions by the composer;
- (d) Explain the following terms/signs as used

(i)



(ii) 

- (e) State the key of the music.

Candidates' performance was generally average. Candidates did well by notating the main rhythmic motif/figure used in the right hand, and quoting the first bar of the opening phrase in the right hand. In candidates attempt to identify compositional devices as used by the composer they went outside the piece to mention general compositional devices. There was a clear evidence that candidates have not adequately mastered musical terms and signs.

### **Question 3**

- (a) Write brief notes on any three of the following:
- (i) Major scale
  - (ii) Minor scale
  - (iii) Chromatic scale
  - (iv) Pentatonic scale
- (b) On the treble staff, notate one example each of the three scales in (a) above. Candidates' answers were below average. Candidates were displaced on this question. This question should have been under the purview of Rudiments of Western Music and not Music Literature. Preparation to answer this question was therefore zero.

### **Question 4**

- (a) **Mention and define any three main classes of African musical instruments.**
- (b) **Identify any three attributes of a traditional African musician.**

Many candidates were able to mention all the classes of instruments and provided adequate examples to portray their understanding of the question. However, the second section was poorly answered. On the whole the performance of candidates was average.

### **Question 5**

**Write briefly on any of the following Black musicians:**

- (a) **Michael Jackson**
- (b) **Bob Marley**
- (c) **Mariam Makeba**
- (d) **E.T. Mensah**
- (e) **King Sunny Ade;**

**Focusing on**

- (i) **Nationality**
- (ii) **Type of Music performed**
- (iii) **Titles of any two of their works**
- (i) **Instrument(s) associated with.**

On the whole, candidates' performance was on average. It is imperative to encourage students to take keen interest in watching Pop Musicians of the African /Ghanaian origin.

