

MAY/JUNE 2014 WEST AFRICAN SENIOR SCHOOL CERTIFICATE
EXAMINATION

RESUME OF THE HUMANITIES

1. STANDARD OF THE PAPERS

The Chief Examiners of all subjects handled in the Section reported that the standard of the papers compared favourably with that of previous years. They indicated that all the questions were within the scope of the various syllabuses.

2. CANDIDATES' PERFORMANCE

The report of the Chief Examiners expressed on the performance of the candidates were varied. While the Chief Examiners for Islamic Studies 2, Christian Religious 2, Geography 2, Geography 3, History 2 and Economics 2 all reported that candidates' performance was poorer than in previous years, performance was reported to have slightly improved in Social Studies 2, Music 3A and Music 3B.

In the view of the Chief Examiners for Government 2, a few number of candidates did exceedingly well while the majority performed below average.

3. A SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners of the various subjects identified the following as commendable features of this year's candidates:

- (1) The Chief Examiners for Islamic Studies 2, Economics 2, Social Studies 2, Christian Religious Studies 2, History 2, Geography 2 and Geography 3 commended most of the candidates on their ability to keep the rubrics of the papers;

- (2) The Chief Examiners for Government 2, Economics 2, Social Studies 2, Christian Religious Studies 2, Geography 2 and Geography 3 observed that quite a good number of the candidates demonstrated a good command of the English Language; they presented their answers in clear comprehensible language which made marking less tedious.
- (3) Some candidates were reported to have presented their answers in very clear and readable handwriting - History 2, Government 2 and Geography 3;
- (4) The Chief Examiners for Government 2, Geography 2 and Islamic Studies 2 observed that quite a good number of candidates presented their answers in well arranged paragraphs;
- (5) It was also reported that a few of the candidates for Geography 3, Government 2 and Christian Religious Studies 2 exhibited good knowledge of the various subjects.

4. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The Chief Examiners for Islamic Studies 2, Government 2, Economics 2, Geography 2 and Christian Religious Studies 2 observed that most candidates have no control over the English Language. Their tenses and spelling were bad.
- (2) It was also reported by the Chief Examiners for Government 2, Christian Religious Studies 2 and Social Studies that many of the candidates failed to obey the rubrics of the papers.
- (3) The Chief Examiners for Geography 2, History 2, Government 2 and Islamic Studies 2 reported of deviations by some of the candidates. They introduced a lot of irrelevant points into their answers.

Other weaknesses reported were:

- (i) Poor sketching of maps and non-labelling of diagrams - Geography 2 and Economics 2.
- (ii) Stating of points without explaining them - Economics 2, Social Studies 2, Geography 2 and Geography 3.

5. SUGGESTED REMEDIES

All the Chief Examiners recommended, among other things that:

- (1) candidates should be encouraged to devote time to the reading of relevant literature and novels to enrich their language and knowledge on the various subjects.
- (2) tutors are enjoined to urge their candidates to stick rigidly to the rubrics since their infringement would definitely lead to loss of precious marks.
- (3) candidates should be encouraged to read the questions thoroughly to know their requirements in their responses in their responses . They should then keep to the points and refrain from deviating from them.
- (4) Candidates should be advised to expand their points in order to earn good marks for each point.

CHRISTIAN RELIGIOUS STUDIES 2

1. GENERAL COMMENTS

The standard of the paper was good. It was comparable to previous years' papers. However, the performance of candidates declined slightly relative to that of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) A few of the candidates were able to express their opinions or ideas logically.
- (2) Some candidates demonstrated their knowledge in the subject very well.
- (3) A few of the candidates presented their answers in very clear English.
- (4) Quite a number of the candidates adhered to the rubrics.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Many candidates lacked the ability to express their answers in comprehensible language. The English Language was a big problem for most of them.
- (2) Some candidates did not follow the rubrics and as such lost marks heavily.
- (3) Many candidates lacked basic knowledge of Biblical texts.

4. SUGGESTED REMEDIES

- (1) The problem of the English Language should be the concern of all stakeholders.
Students and teachers should take this problem on board and deal with it.
- (2) Candidates should follow the rubrics and note that examiners pay attention to this.
- (3) Knowledge of the Biblical passages is very important in answering examination questions. Teachers must insist on students reading the Biblical texts in class and mastering the contents of the selected topics. Each student should endeavour to own a own Bible as the basic textbook for the course. Candidates should study the selected Biblical passages and should not rely on pamphlets and other shoddy materials.

5. DETAILED COMMENTS

Question 1

(a) **Describe God's creation of the following:**

(i) **Light;**

(ii) **Woman.**

(b) **In what *three* ways does creation reveal God's nature?**

Candidates were asked to describe God's creation of light and woman and to state three

ways creation reveals God's nature. It was a very popular question and was answered by

most of the candidates. Performance was average. Instead of concentrating on the creation of light as outlined in Genesis 1: 1- 5, candidates wrote on the purpose of light in the daily life of humankind.

The (b) part was poorly answered by some candidates. Instead of writing on God's sovereignty, omnipotence, omniscience, ultimate love, wisdom and absolute freedom, some candidates narrated the story of creation again.

Question 2

(a) **Relate how Israel asked for a king to rule them.**

(b) **Identify *four* consequences of the king's disobedience to God.**

Although this question was quite popular, it was poorly answered by the candidates who attempted it.

Most candidates confused the children of Eli with those of Samuel. Others stated points which were outside the syllabus being used currently like the settlement pattern, the nature of topography, the lapses of priestly rule etc.

It is sad to note that some candidates narrated the call of Moses and ended with the anointment of Saul as King. The story is in 1 Samuel 8: 1-5. Certainly, candidates were

not conversant with the text in question. The 'b' part was however well-answered.

Question 3

(a) What role did King Hiram of Tyre play in Solomon's preparation towards the building of the temple?

(b) Indicate three benefits of making friends.

Many candidates were not familiar with the topic "the role of King Hiram of Tyre" in Solomon's preparation towards the building of the temple". Performance was poor. The story can be read in 1 Kings 5: 1 - 12. The (b) part of the question which asked candidates to indicate three benefits of making friends " was well-answered.

Question 4

(a) Outline Amos' vision of a basket of ripe fruits.

(b) State *three* practices that Amos condemned.

This question was not popular and performance was very poor. Candidates lacked knowledge of the story in Amos 8: 1-10. This should be studied. The 'b' part was however well-answered. Candidates were able to state three practices that Amos condemned.

Question 5

- (a) **Highlight Jesus' encounter with Matthew, the tax collector.**
- (b) **What three lessons can be drawn from the encounter in (a) above.**

This question dealt with Jesus' encounter with Matthew. Although many candidates were vague about where Jesus encountered Matthew, the question was fairly answered.

Some of the candidates however wrote on the call of the twelve apostles, a clear indication of students' illiteracy in Biblical studies.

The 'b' part was poorly answered. Candidates must note the following:

- (i) God hates sin but loves the sinner.
- (ii) Need to reciprocate good gestures or show gratitude.
- (iii) God can use anybody to fulfil His purpose.
- (iv) Need to avoid discrimination and treat people equally.

Question 6

- (a) **What demands did Jesus make of the prospective disciples he encountered?**
- (b) **Identify any three attitudes that true disciples of Christ must exhibit.**

Quite a number of the candidates attempted this question. However it was poorly answered by most candidates. Many confused "demands" made of prospective disciples. Attitudes to be exhibited by prospective disciples could not be pointed out. Candidates should note the following: commitment, truthfulness, obedience, steadfastness, diligence, self-control, endurance, perseverance, humility etc.

Question 7

- (a) **Summarize Peter's speech on Pentecost day.**
- (b) **What three changes occurred in the life of the disciples after the coming of the Holy Spirit on Pentecost day?**

This was another popular question but most candidates concentrated on the narrative part that is, what happened on the day of Pentecost, leaving out the content of the speech. This is found in Acts 2. Some of them however, performed very well and were able to identify three changes that occurred in the life of the disciples after the coming of the Holy Spirit on Pentecost day.

Candidates are advised to note carefully the import of a question before attempting to answer it.

Question 8

- (a) **“Is any among you sick? Let him call for the elders of the church and let them pray over him” What else did James say about effective prayer?**
- (b) **Outline *three* reasons why some prayers are *not* answered.**

This question was based on James 1: 2 - 8 5: 13 -18. It was very popular and performance was encouraging.

Some candidates however wrote on the significance of prayer in general without reference to the teaching of James on the topic of effective prayer. The ‘b’ part was well-answered.

Question 9

- (a) **Discuss how Peter exhorts Christians to be good citizens.**
- (b) **In what three ways is Peter's exhortation to Christians significant?**

Though the question was popular, it was poorly-answered. One could realise that candidates showed lack of knowledge of the Biblical passages. They wrote at length on what a good citizen should do, but not based on Peter's exhortation to Christians. Candidates must read 1 Peter for the full text of Peter's exhortation.

Candidates must note the following;

- (i) Authorities are ordained by God.
- (ii) Christians need to obey civil authority.
- (iii) Christians need to pray for the leaders of the nation.
- (iv) Avoid subversive movements.
- (v) Live at peace with one another.

ECONOMICS 2

1. GENERAL COMMENTS

The standard of the paper was good as compared with that of previous years. There was a deterioration in candidates' performance as this was clearly evident in the

scripts marked. It appears candidates were not at home at all with basic Economic concepts.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some candidates stated the points before explaining them thoroughly.
- (2) Most candidates obeyed the rubrics of the paper by answering the required number of questions from the various sections as demanded by the paper.
- (3) Some candidates were mindful of the figures quoted, units of currency and worked with them accordingly.
- (4) Most candidates presented their answers in good language and in an orderly manner. This should be encouraged since it facilitates marking.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The data-response section is a big problem to most candidates. In this particular paper, many candidates exhibited shallow understanding of some economics concepts. Some candidates either avoided answering the data-response questions, or performed abysmally.
- (2) There is clear indication that many candidates did not read widely or they prepared for some selected topics which failed them miserably.
- (3) A few candidates were fond of mentioning the points without elaboration because of inadequate preparation or understanding of the question.
- (4) Other candidates had diagrams that were labelled wrongly, leading to a loss of marks.
- (5) The poor expression exhibited by some candidates in the English Language, made marking very difficult since one could not understand what was written.

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to read widely and prepare well to answer the compulsory data-response questions.

- (2) Candidates should manage to study all topics in the syllabus. They should know that every topic in the syllabus is important.
- (3) Candidates should understand all the basic the concepts of the discipline such as price, cross and income elasticities. Knowledge of those concepts will enable them present very good responses to questions.
- (4) Candidates should be encouraged to really amplify points they raise, supporting it, with relevant examples to make them earn the maximum marks for questions.

5. DETAILED COMMENTS

Question 1

The table below shows an extract from balance of payments for country A. Use the table to answer the questions that follow:

Balance of payment items

Items of transaction	Receipts (\$)	Payment (\$)
1. Merchandise (visible trade)	52,000.00	40,000.00
2. Shipping, other transport and travel	4,000.00	8,000.00
3. Investment income	20,000.00	5,000.00
4. Other services	2,500.00	7,500.00
5. Unrequited transfer	22,800.00	7,000.00
6. Direct investment	50,000.00	26,000.00
7. Other long-term capital	254,000.00	289,000.00
8. Short-term capital	221,000.00	238,000.00

Calculate the:

- (a) **Balance of Trade;**
- (b) **Balance of Current Account;**
- (c) **Balance on Capital Account;**
- (d) **Balance of Payments.**

This question was not popular with candidates. Most of them avoided it probably because they were not familiar with the components of a country's Balance of Payments Accounts. The few who attempted it performed poorly, except on the Balance of trade where they were able to identify the visible exports and visible imports and calculated it correctly. On the calculation of

the Balance of Payments, a handful of those who attempted it added all the receipts and payments and subtracted the total payments from the total receipts and arrived at the correct answer. It was evident from their answers that candidates could not identify the items that constitute the Current Account and the Capital Account.

Question 2

The table below presents the price and quantity supplied by a palm oil producer.

Use it to answer the following questions:

Price (\$)	Quantity supplied (gallons)
6	200
12	300
18	400
20	500
24	600

- (a) **If the price of palm oil falls from \$20.00 to \$18.00, calculate the price elasticity of supply.**
- (b) **Interpret your answer in question 2 (a) above.**
- (c) **Assuming the price of palm oil remains at \$6.00 per gallon, but an increase in the price of a related product causes an increase in the supply of palm oil:**
- (i) **Give a graphical presentation to illustrate this change;**
(ii) **Indicate the type of supply for the two products.**
- (d) **State three reasons that can cause a change in supply.**

This was a popular question and those who attempted it performed quite well.

Those who were able to get the formula for the calculation of the price elasticity of supply did well and scored the maximum mark for the 'a' part of the question.

Some were able to identify that supply was fairly elastic, but could not interpret the elasticity coefficient in 'b'.

A good number of candidates failed to give the correct graphical presentation of an increase in the price of a related product that causes an increase in the supply of palm oil as in the 'c' part of the question.

In the (d) part, most candidates were able to identify the type of supply for the two products as joint/complementary supply.

Points were merely mentioned with no elaboration. Some candidates mixed up factors that cause a change in supply with factors that cause a change in demand.

Question 3

- (a) **Define occupational mobility of labour.**
- (b) **Identify any four barriers to occupational mobility of labour.**
- (c) **State any two factors that will make labour efficient.**

This question was popular but the general performance was below average.

In the 'a' part, most candidates failed to use the word 'ease' in the definition of occupational mobility of labour and they lost vital marks. Some even defined geographical mobility of labour instead of occupational mobility of labour. The 'b' part was misunderstood by candidates. Most of them wrote on factors encouraging mobility instead of barriers to mobility which the question demanded. Performance in the 'c' part of the question was quite good.

Question 4

- (a) **What is crop farming?**
- (b) **Outline any *four* measurers that can be adopted to increase crop production in your country.**

- (c) **State any *two* contributions of the industrial sector to agriculture in your country.**

This was another popular question and the general performance was good. However, in the definition of crop farming in (a), most candidates failed to highlight food and cash crop farming and also failed to give good examples. Some candidates just defined crop farming as a system whereby only crops are grown or cultivated on a piece of land for a period. However, it is also a system where cash crops are cultivated’.

In ‘b’, candidates were able to identify the measures but majority of them failed to link the points to the increase in crop farming. The ‘c’ part of the question which was on contributions of the industrial sector to agriculture was well-answered.

Question 5

- (a) **Highlight any *four* differences between a public limited liability company and a private limited liability company.**
- (b) **Explain any *four* advantages of a limited liability company.**

Only a few candidates answered this question. The general performance was far below average.

- (a) In the ‘a’ part, candidates misunderstood the question. Public Limited Liability Company was interpreted as public corporation and therefore, candidates wrote about government ownership while private limited liability company was interpreted as sole proprietorship. It was a complete deviation. Candidates should have stated that public limited liability company floats shares while private limited liability does not among others.
- (b) The advantages of a limited liability company were, however, well-handled. This included points like greater degree of continuity, separation of ownership from control and so on.

Question 6

- (a) Define gross national income.**

- (b) Using appropriate examples, distinguish between:**
 - (i) Personal income and disposable income;**
 - (ii) Nominal income and real income.**

- (c) Outline any *three* uses of national income statistics.**

This question was unpopular with candidates. Most candidates who attempted this question exhibited lack of knowledge of the National Income concept.

In comparing the two sets of concepts, the distinction between personal income and disposable income on one hand and nominal income and real income on the other hand, was poorly done. Candidates should have stated that nominal income is what one earns, while real income refers to the basket of goods that nominal income can buy.

In the (c) part, only a handful of candidates were able to outline the uses of national income statistics well. Others misunderstood it to be uses of government revenue. Points that they could have raised include helping in planning, making intertemporal comparison, helps to determine the standard of living and so on.

Question 7

- (a) What is the normal chain of distribution?**

- (b) State any three functions of middlemen in the chain of distribution.**

- (c) Highlight any four problems involved in the distribution of goods in**

West Africa.

This was another popular question. Candidates who answered this question did well, except that some candidates did not show the arrows to indicate the normal chain of distribution. With the 'b' part, some candidates had slight problems with the functions of middlemen. They mentioned that middlemen buy goods in bulk and sell directly to the final consumers and a whole lot of irrelevant points. They could have stated that middle men provide warehousing facilities, give credit to the retailer, provide after-sales service, help in repackaging goods and so on.

Candidates did well in identifying the problems involved in the distribution of goods in West Africa, but failed to link them to the distribution of goods for the producers/manufacturers to the final consumers. Some candidates even wrote on problems of distribution across borders and mentioned problems such as language and different currencies. In some cases, answers one came across included distribution of goods and services, forgetting that 'distribution' is an act of providing services.

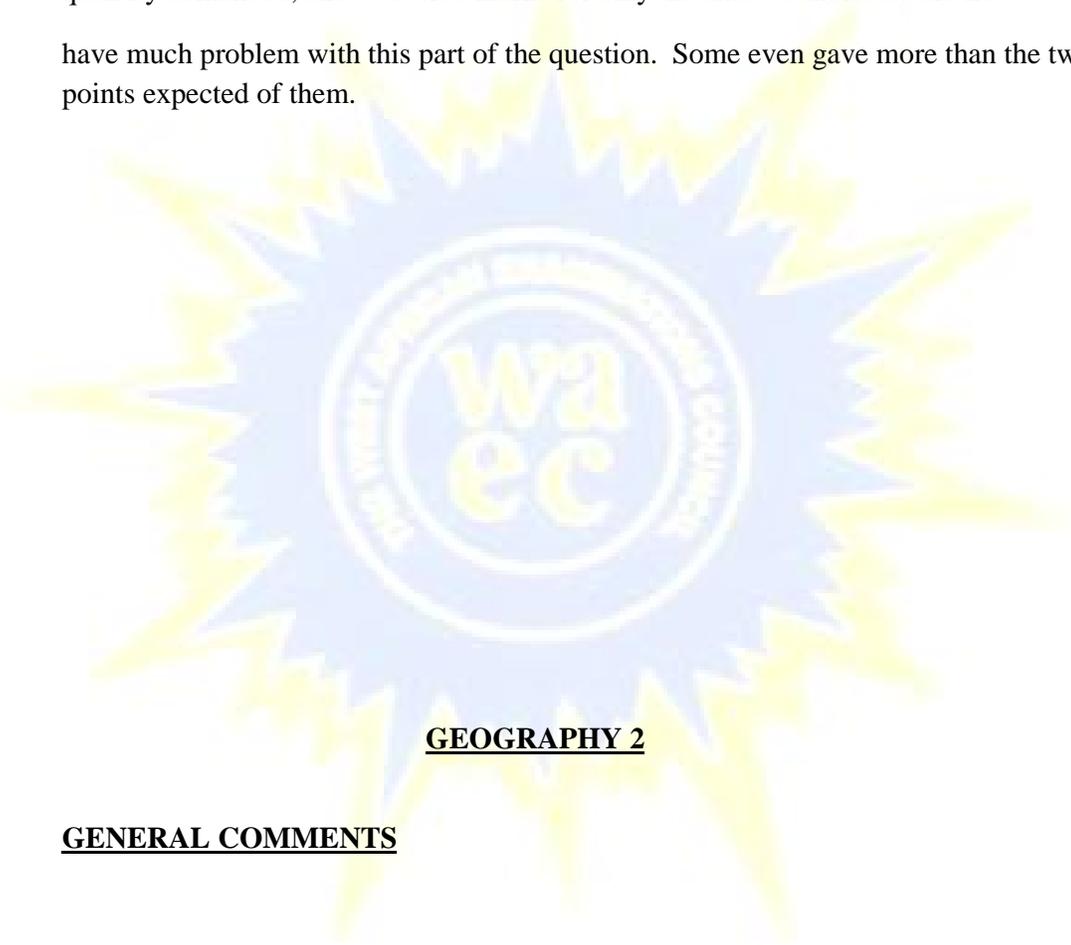
Question 8

- (a) **What is a specific tax?**
- (b) **Explain with the aid of diagrams, the effects of specific tax on a commodity that has a:**
- (i) **Perfectly elastic demand;**
 - (ii) **Perfectly inelastic demand.**
- (c) **State *two* differences between a direct tax and an indirect tax.**

This question was not popular and was also poorly answered. A greater number of candidates could not define specific tax correctly. Candidates were also not able to explain the effects of a specific tax on a commodity with:

- (i) perfectly elastic demand;
- (ii) perfectly inelastic demand.

Candidates drew bad diagrams to show the effects of the specific tax on the price and quantity demanded, and so scored marks for only the axes. Candidates did not have much problem with this part of the question. Some even gave more than the two points expected of them.



GEOGRAPHY 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of the previous years. The questions were clear and straight forward. However, very few candidates performed quite well. On the whole, performance was poor as compared to the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) The rubrics of the paper were generally observed by majority of the candidates. They answered the required number of questions from the appropriate sections.
- (2) Most of the candidates stated their points clearly and supported them with relevant examples. This is commendable and must be kept up.
- (3) Some of the candidates presented their answers in well arranged paragraphs.
- (4) The handwriting of most of the candidates was quite legible.
- (5) Candidates exhibited deep knowledge of cattle rearing in Northern Ghana.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Many candidates only listed the correct points without explaining them. They therefore scored low marks for their effort.
- (2) The sketch maps of Ghana and Africa were poorly drawn by most of the candidates. They could also not locate and name the features tested correctly.
- (3) Most of the candidates who attempted question 4 (a) did not understand it. They had no idea about Ghana's location and size.
- (4) There were a lot of repetitions and deviations in the work of some candidates.

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to expand their points. They should be made to know that they lose marks if the points are not well explained.
- (2) Candidates should be given proper tuition on the basic principles of drawing simple sketch maps of Ghana and Africa. A lot of exercises should also be given to candidates to help improve their skills.
- (3) Candidates should be encouraged to read the questions very carefully to know what they are required to write on. They should then keep to the points required for the answers and refrain from deviating.

5. DETAILED COMMENTS

Question 1

(a) **Highlight any five factors that have accounted for the world's rapid population growth.**

(b) **Outline any five problems of rapid population growth.**

This was a very popular question. However, many candidates did not perform well.

For the (a) part, many candidates misunderstood the question and rather outlined factors that account for the world's population distribution instead of factors that have accounted for the world's rapid population growth.

They could have considered the following:

- improved medical care/low mortality rate
- advances in science and technology
- early marriages
- poor family planning
- viewing child bearing as traditional function of women
- improved sanitation/hygiene
- religious beliefs
- desire for particular sex
- polygamy/desire for large family size
- improved social amenities

The (b) part was answered satisfactorily by most of the candidates. A few however listed the points without explaining them.

Question 2

(a) (i) **Describe four classes of towns based on their functions.**

- (ii) **Give one example of each of the classes of towns described in (a) (i) above.**

- (b) **Explain four ways in which rural and urban areas are inter-dependent.**

Another popular question which was not well answered by majority of the candidates.

A large number of the candidates did not understand the question. They misinterpreted classes and functions of towns. Some rather described linear, isolated, dispersed and nucleated settlements.

Few candidates identified the classes of towns but could not explain their functions as well as give examples. Candidates could have considered the following:

- mining towns
- market towns
- educational towns
- royal towns
- resort towns
- port towns
- commercial towns

The (b) part was well answered by most of the candidates. They were able to explain the ways in which rural and urban areas are interdependent and most of them scored high marks.

Question 3

- (a) **Highlight five characteristics of manufacturing industries in Tropical African countries.**

- (b) **Outline *five* problems of manufacturing industries in your country.**

This was another popular question. The (a) part of the question required candidates to

explain the characteristics of manufacturing industries in Tropical Africa. This was poorly answered by most of the candidates who instead described factors of industrial location.

They could have considered the following:

- concentrated in towns
- mainly import substitution
- depend on imported machinery/technology
- mainly light industries
- labour intensive
- production of consumer goods
- mainly small scale industries
- Some raw materials are imported
- dominated by foreign multi-national corporations
- products mainly consumed internally

The (b) part was well answered by most of the candidates. They were able to identify and explain the problems of manufacturing industries.

Question 4

(a) **Describe Ghana under the following headings:**

- (i) **location;**
- (ii) **size.**

(b) **In what *five* ways are highlands important to the economy of Ghana?**

This question was not answered satisfactorily by the few candidates who attempted it. In fact, candidates had no information on the **location** and **size** of Ghana. They therefore provided irrelevant answers and scored very low marks for their efforts. They could have considered the following:

(a) (i) Location of Ghana

- between latitudes 4.7 °N and 11.3 °N
- the Greenwich Meridian passes through the city of Tema in Ghana
- located at the western part of the African continent
- bordered in the north by Burkina Faso

- bordered in the west by Cote D'Ivoire
- bordered in the south by the Atlantic Ocean

(a) (ii) Size of Ghana

- fourth largest country in West Africa by landmass
- total area of 238,533 km²
- stretches for about 672 km north to south
- stretches for about 53 km east to west

The (b) part of the question was satisfactorily answered by most of the candidates. Few candidates, however, deviated by not giving cognisance to the word “economy” in the question. They thus provided general answers as if the question was on the importance of highlands to Ghana”.

Question 5

(a) Draw an outline map of Ghana.

On the map, show and name;

- (i) The Akwapim - Togo Ranges;**
- (ii) Rivers Volta and Oti;**
- (iii) The Volta Lake;**
- (iv) Cape Coast.**

(b) Highlight any three characteristics of rivers in Ghana.

(c) State any two benefits of the Volta Lake to Ghana.

This question was the most popular even though the (a) part was poorly answered. Most of the candidates could neither produce good sketch maps of Ghana nor locate and name

The Akwapim-Togo Ranges, Rivers Volta and Oti, the Volta Lake and Cape Coast.

They therefore scored very low marks.

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

were able to highlight the characteristics of rivers in Ghana. Few candidates, however, took the word “characteristics” to mean importance and thus gave points that were irrelevant.

The (c) part was satisfactorily answered by the candidates. They were able to state the benefits of the Volta Lake to Ghana and most of them scored high marks.

Question 6

(a) Draw a sketch map of Ghana.

On the map, locate and name:

- (i) two areas important for cattle rearing;**
- (ii) one town in any of the areas shown in (a) (i) above.**

(b) Explain four factors which encourage cattle rearing in Northern Ghana.

(c) Highlight three reasons that make cattle rearing less important in Southern Ghana.

It was a popular question which was fairly well answered by the candidates. The (a) part required candidates to show and name two areas important for cattle rearing and to show and name one town in any of the areas.

Only a few of the candidates were able to locate and name the important cattle rearing areas. Others wrongly located cattle rearing areas in the forest zones in the south. They could not also locate a town in the cattle rearing areas. The sketch map of Ghana was also poorly drawn by most of the candidates. The (b) part was fairly well answered by

most of the candidates. They were able to identify the factors which encourage cattle rearing in Northern Ghana. They, however, could not explain the points into detail.

The (c) part was poorly answered by many candidates. Candidates could not identify the reasons why cattle rearing is less important in Southern Ghana. They could have considered the following:

- limited pasture
- conflict with crop cultivators/farmers
- presence of tsetseflies which cause sleeping sickness for cattle
- heavy rainfall encourage foot rot disease in cattle
- southerners are mainly cultivators of plants by tradition
- cattle rearing is alien to the ethnic groups in the south
- comparative cost advantage of farming over cattle rearing
- presence of the thick vegetation hinders easy movement of cattle

Question 7

- (a) Name two areas in West Africa and two areas in East Africa where plantation farming is practised.**
- (b) Highlight four factors favouring plantation agriculture in Africa.**
- (c) Outline four problems faced by plantation farmers in Africa.**

A very popular question which was poorly answered by most of the candidates.

The (a) part required the candidates to name areas in West and East Africa where plantation farming is practised.

Few candidates were able to identify the countries but could not provide names for specific plantation farming in the countries named. Performance was generally not encouraging.

The (b) part of the question was not well answered by many candidates. They wrote on the importance of plantation agriculture instead of the factors that favour plantation agriculture. They therefore scored very low marks. The candidates could have considered the following:

- fertile soil

- abundant rainfall
- large market
- large pool of labour force
- early contact with Europeans
- adequate initial capital
- availability of good transport network etc.

(c) The (c) part was well answered by most of the candidates. They were able to outline the problems faced by plantation farmers in Africa.

Question 8

(a) Draw a sketch map of Africa.

On the map, locate and name:

- (i) the Equator and the Tropic of Cancer;**
- (ii) the Sahara Desert;**
- (iii) the Lake Volta.**

(b) Highlight five physical conditions that discourage settlement of people in the Sahara Desert.

A very popular question. Performance was generally not encouraging. For the (a) part, candidates presented very poor sketch maps of Africa.

They could not locate and name the Equator and the Tropic of Cancer, the Sahara Desert and the Lake Volta. Marks scored were very low.

The (b) part was satisfactorily answered by most of the candidates. They were able to identify and explain the physical conditions that discourage settlement of people in the Sahara Desert. Scores were high.

Question 8

(a) Draw an outline map of Africa.

On the map, show and name:

- (i) *one* area important for the mining of gold;**
- (ii) *one* area important for the mining of copper;**
- (iii) *one* town in *each* of the areas shown in (a) (i) and (a) (ii) above.**

(b) Highlight three problems that Zambia encounters in the exploitation of copper.

(c) In what three ways has copper contributed to the economy of Zambia?

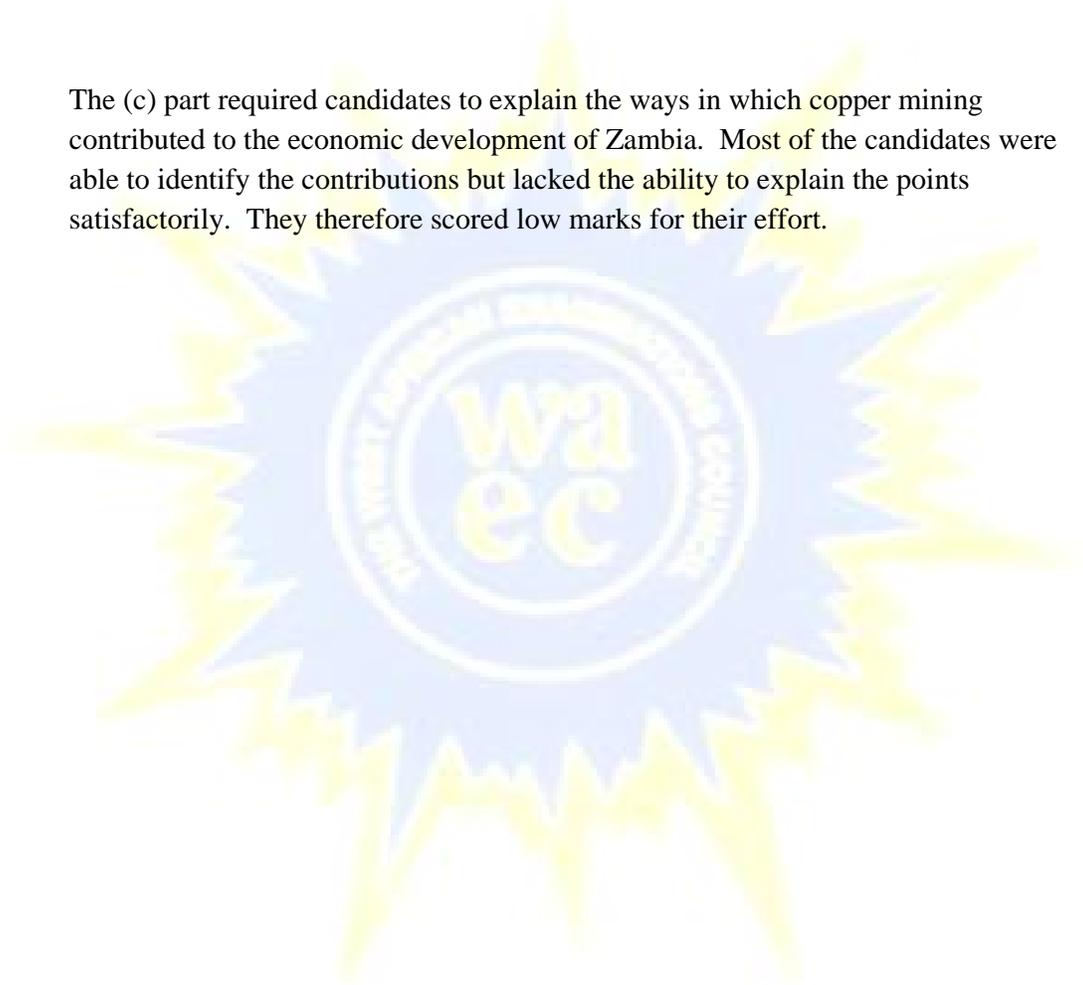
It was a very unpopular question. Only few candidates attempted it and the performance was poor. For the (a) part, the sketch map of Africa was poorly drawn by most of the candidates. Gold and copper mining areas and towns were wrongly located. Few candidates for example identified Ghana, South Africa and Democratic Republic of Congo as gold mining countries but could not locate these countries within the outline map of Africa. South Africa for example was located at the position of Tanzania.

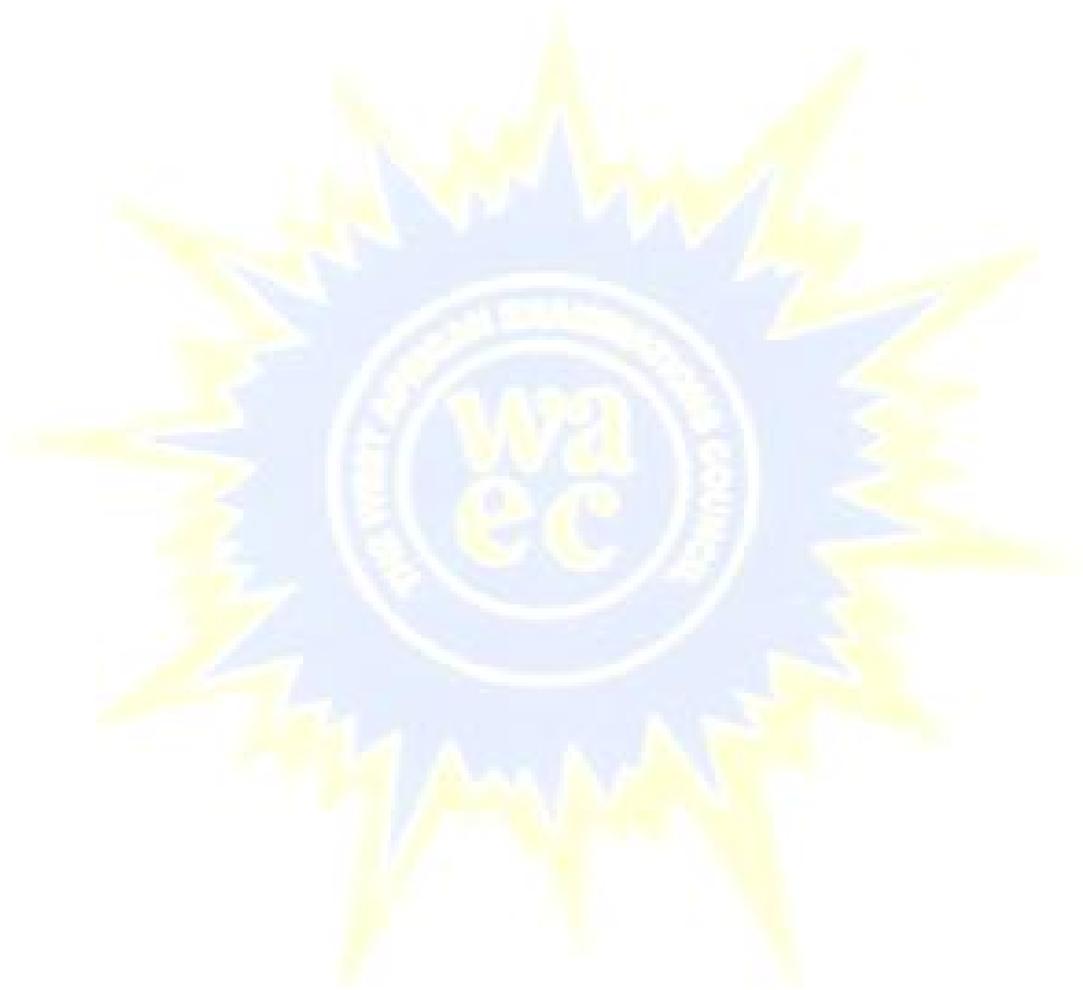
Many candidates could also not explain the problems that Zambia encounters in the exploration of copper. Infact, they appeared not to have any knowledge on the question. Candidates could have considered the following points:

- inadequate capital
- environmental hazard
- pollution
- shortage of skilled labour
- poor transportation facilities
- high cost of mining
- industrial unrest
- increasing depth of deposits/depletion of reserves
- illegal mining
- collapse of mines

- fluctuation in world prices
- poor management
- flooding of mines
- respiratory diseases e.g. silicosis
- outdated geological maps
- erratic power supply.

The (c) part required candidates to explain the ways in which copper mining contributed to the economic development of Zambia. Most of the candidates were able to identify the contributions but lacked the ability to explain the points satisfactorily. They therefore scored low marks for their effort.





GEOGRAPHY 3

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of the previous years. However, the performance of candidates was slightly below that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) The rubrics of the paper were observed by most of the candidates
- (2) The handwritings of most of the candidates were legible and this made marking of such scripts less difficult
- (3) A few of the candidates had very good command of the English Language and presented their works in very good English Language
- (4) Some of the candidates gave examples to support their answers. This is a good practice and must be encouraged.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some of the candidates listed the points but failed to explain them
- (2) Most of the diagrams drawn by candidates to illustrate their answers were wrong and poorly labelled
- (3) Some of the candidates drew diagrams and maps without stating the scale, title and key
- (4) Some of the candidates could not explain simple geographical concepts

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to read the approved textbooks and stop depending on pamphlets which do not provide enough explanation of points.

- (2) Candidates should be adequately prepared for the examination and they should also learn how to draw diagrams of geographical features.
- (3) Teachers should guide students to provide title, scale and key to maps drawn. They should be made aware that there cannot be a map without a title, scale or key.
- (4) Candidates should endeavour to learn simple geographical concepts and vocabulary.

5. DETAILED COMMENTS

Question 1

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

- (a) **Draw the outline of the area enclosed by ABCD to a new scale of 1 : 25,000.**
- (b) **In your new outline, insert and name:**
- (i) **River Owan and indicate its direction of flow with an arrow;**
 - (ii) **the 250 ft contour line;**
 - (iii) **SABONGIDA built-up area.**
- (c) **Using evidence from the map, identify any *two* likely occupations of the people who live in the area enclosed by ABCD.**
- (d) **Using the entire map extract, state with evidence any four land use types in the mapped area.**
- (a) Candidates were expected to calculate the scale factor and use it to draw an outline of the enclosed area. Most of the candidates were able to draw the correct outline. A few however did the calculation correctly but could not draw the outline correctly.
- (b) Candidates were required to insert certain features. Most of them were able to insert the river and the 250 feet contour line. However, some of the candidates

could not indicate the direction of flow of the river. The insertion of SABONGIDA built up area was also poorly done by many candidates.

- (c) Candidates were required to state two occupations with evidence from the map. This was well answered by a few of the candidates. Most of the candidates on the other hand stated the occupation of the people but failed to provide the corresponding map evidence. They therefore lost marks.
- (d) The candidates were expected to state four land use types with evidence. Most candidates could not state the land use types of the mapped area. They rather stated the functions of settlements.

Question 2

Use the data in the table below to answer the questions that follow. Production of cocoa

in country Z (thousand tonnes) for **2008** and **2009** from three production regions **A, B & C.**

REGION	YEAR	
	2008	2009
A	30	40
B	40	30
C	50	70

- (a) **Construct a multiple bar graph to show the data.**
- (b) **Outline any three advantages of the method used.**

The (a) part of the question required candidates to construct a multiple bar graph.

This

was correctly done by most of the candidates who attempted this question. A few however, deviated and drew the simple bar graph or the divided bar graph. Some of the candidates also failed to state the title, scale and the key of the map.

The (b) part of the question required candidates to outline three advantages of the method used. This was poorly answered by most of the candidates.

They could have considered the following:

- easy to construct
- attractive and eye catching
- easy to understand
- makes comparison easy
- gives clarity as to the quantities of production

Question 3

- (a) **What is a latitude?**
- (b) **State any three similarities between lines of longitudes and lines of latitudes.**
- (c) **Outline any *five* ways in which lines of longitudes differ from lines of latitudes.**

(a) Candidates were expected to state what a latitude is. Only few of the students who attempted this question were able to give a good definition of latitude. Some of the candidates confused latitude with longitude. Others also wrote on the characteristics of latitudes which was not required.

(b) Candidates were to state three similarities between latitudes and longitudes.

This was well answered by most of the candidates and they scored high marks for their efforts.

- (c) This was a bit challenging to most of the candidates. Most of them presented their answers in a tabular form instead of bringing out clearly the differences between the two lines using words like while, but, whereas etc. It should be stated that candidates who used tables to show the difference between the lines of latitude and longitude lost half of the marks allocated to each point.

Question 4

- (a) **Define climate.**
(b) **With the aid of a diagram, describe how latitudes influence temperature.**
(c) **Calculate the temperature at a coastal mountain peak of height 6000 metres when the temperature at sea level is 40°C.**

This was not a popular question. The (a) part required the candidates to define climate but this was poorly done by most of them. For the (b) part, candidates were to describe with the aid of a diagram, how latitudes influence temperature. This was poorly answered. Most of the candidates failed to draw a diagram and they could not also state the relationship between latitudes and temperature.

They could have considered the following:

- temperature decreases from equatorial regions to the poles.
- band of rays from the sun falls vertically over the equatorial region
- this band travels through a very short distance at the same time
- this band falls or heat up a small surface area
- this results in the equatorial regions being hotter, the sun's rays fall obliquely on the surface in temperate latitudes.
- this band travels a longer distance and much of the heat is lost to clouds, water vapour and dust particles.
- the rays in the temperate latitudes heat up a larger area than that of the tropics.
- this results in the temperate latitudes having lower temperatures.

The (c) part required candidates to calculate the temperature at the top of a mountain by applying the normal lapse rate. This was poorly answered by most of the candidates. Instead of subtracting the figure they got from the temperature figure at the top of the mountain, they rather added the figures.

Question 5

Describe chemically formed sedimentary rocks under the following headings:

- (a) mode of formation;**
- (b) examples;**
- (c) importance.**

The question was popular among the candidates. The (a) part was poorly answered by most of the candidates. Most of them wrote on sedimentary rocks in general instead of chemically formed sedimentary rocks.

The (b) part which required candidates to give examples of chemically formed sedimentary rocks was also poorly answered. Some of the candidates listed examples of igneous rocks instead of chemically formed sedimentary rocks like sodium, chloride, rock salt, nitrates, limestones, dolomites among others.

The (c) part required candidates to state the importance of chemically formed sedimentary rocks. Here again, candidates stated the general importance of rocks without any specific example of chemically formed sedimentary rocks.

They could have considered the following:

- source of minerals eg. limonite, gypsum, potash
- construction materials eg. limestone
- ornaments

- tourist attraction eg. stalactites and stalagmites in caves
- fertile soil formation eg. potash nitrate
- raw materials for industries eg. gypsum, dolomite
- for food eg. rocksalt
- medical purpose eg. Kaolin.

Question 6

Explain the occurrence of drought under the following headings:

- (a) causes;**
- (b) areas affected;**
- (c) effects;**
- (d) control.**

- (a) Candidates were expected to explain the causes of drought. Many of the candidates merely stated the causes but failed to explain them. A few of the candidates also deviated and wrote on the causes of floods instead.
- (b) This part of the question required candidates to give examples of areas affected by drought. Only a few of the candidates were able to give specific examples of countries and areas affected by drought. Most of them did not understand the question and gave examples of vegetation and climatic areas.
- (c) Candidates were to explain the effects of drought. Most of the candidates were able to identify the effects of drought but they failed to explain them well. They therefore lost marks.
- (d) Candidates were to give measures that could be used to control drought. Most of the candidates did well by stating the measures.

Question 7

- (a) List three processes of river erosion.**

- (b) **Outline four characteristics of each of the following sections of a river valley:**
- (i) **upper course;**
 - (ii) **middle course;**
 - (iii) **lower course.**

This was the most popular question which was attempted by over 95% of the candidates.

The (a) part required the candidates to list the processes of river erosion and it was well answered by most of the candidates.

The (b) part which required candidates to outline four characteristics each of the upper course, middle course and the lower course of a river was also well answered by most of the candidates.

Question 8

- (a) **With the aid of a diagram, describe water table.**
- (b) **Outline three factors that influence the depth of water table.**

This was another unpopular question. For the (a) part, candidates were to describe water table with the aid of a diagram. This was poorly answered by the few candidates who attempted this question. The diagrams were poorly drawn and they could not describe the water table as well.

The (b) part required candidates to outline factors that influence the depth of water table. They were to explain whether the water table will be high or low based on these factors.

However, the question was poorly answered. Candidates merely mentioned the factors but could not explain how these factors affect the level of the water table.

GOVERNMENT 2

1. GENERAL COMMENTS

- (1) The standard of the paper compared favourably with that of the previous years.
- (2) Performance on the whole was varied. While a few of the candidates performed creditably well, a large number had a relatively poor performance.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Good and legible handwriting
- (2) Good spellings of both technical and simple words
- (3) An appreciable knowledge of the subject matter with relevant examples and explanations
- (4) A recommendable depth of knowledge coupled with logical presentation of relevant material
- (5) Good use of paragraphs and correct use of punctuation marks
- (6) Good number of candidates followed the rubrics of the paper by answering the required number of questions from the required sections
- (7) Good candidates produced good English Language with well expanded explanations bringing out the meaning of the main points

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Writing abbreviated words understood only by candidates, eg. "Allocatn" for allocation "e" for the; "o" for of; "a" for and; etc.
- (2) Answering two or more questions on a page
- (3) Refusing to number questions or wrong numbering of questions
- (4) Irrelevant materials making answers shoddy and irrelevant
- (5) Leaving two or three pages in between answers
- (6) Some candidates could not understand the wording of the question therefore deviated
- (7) Refusing to write index numbers in the spaces provided in the answer booklets

4. SUGGESTED REMEDIES

- (1) Teachers must pay attention to all areas of the syllabus and no topic should be ignored.
- (2) Candidates are advised to answer each question on a new page.
- (3) Candidates are expected to number correctly each question attempted.
- (4) Candidates should work within the confines of the questions they have selected.
- (5) Candidates should read and understand questions before they set out to answer.

5. DETAILED COMMENTS

Question 1

State five reasons for the study of government.

This was a popular a question and those who answered performed fairly well. Most candidates wasted time in defining government as an institution of the state and government as a subject of study. These were not asked so candidates were not credited with any marks. A few candidates deviated by bringing out the functions of government as an institution of the state. Quite a reasonable number performed creditably.

Question 2

- (a) **Define capitalism.**
- (b) **State two advantages and two disadvantages of capitalism.**

It was a popular question. The definition of capitalism was fairly done by candidates only a few of them defined capitalism as a system of government where individuals have the right to own property. Capitalism however, is a political and economic system in which the means of production, distribution and exchange of goods and services are in the hands of individuals. The advantages of capitalism were also fairly done but most candidates failed to articulate well the disadvantages.

Question 3

- (a) **Define legitimacy.**
- (b) **Highlight any *four* factors that determine legitimacy.**

It was not a popular question. The few that attempted it found problems with definition of legitimacy. On the other hand, the few candidates that answered were able to bring out the factors that determine legitimacy as good governance; good leadership; ideology; periodic free and fair elections etc. The only problem here was how to amplify the points raised.

Question 4

Outline *five* factors that give rise to the adoption of federalism.

A fairly popular question. Majority of those candidates that answered did fairly well. Only a few of the candidates brought out the features of federalism e.g. bicameralism, written constitution, supremacy of the centre etc. Others also talked of advantages/disadvantages of federalism. These candidates did not understand the wording of the question and therefore scored no marks.

Question 5

In what *five* ways can elections be made free and fair in the country?

A very popular question and was well answered by the greater portion of candidates. The way candidates answered the questions showed that they clearly understand it. The only hindrance was that some candidates only enumerated the valid points without further explanation. eg. existence of an independent judiciary; adequate security, transparent ballot boxes; secret voting; political education etc. Even though these answers are correct, they could not fetch enough marks for candidates to pass. There should have been further explanation to fetch maximum marks. Freedom of the press for instance should be equal access to the media by the contesting candidates and all political parties etc.

Question 6

Identify *five* functions and powers of the Council of King makers of the Akan during the pre-colonial period.

It was quite a popular question but candidates were confused by answering questions of the Yoruba or Wolof. By specifically mentioning Yoruba or Wolof showed that they have infringed on the rubrics of the paper. The rubrics said that candidates should answer questions on the country in which they are taking the examination. A few candidates also wrote on the Mole-Dagbani kingdom while the question demanded functions of the Council of Kingmakers of the Akan during the pre-colonial era. Other candidates also wrote on the role of chiefs during the colonial era; ie chiefs were intermediaries between the people and the Governor. The Council of the Kingmakers was rather an intermediary between the people and the chiefs; helped the chief priest to perform religious functions etc. Council of king-makers are not synonymous with Chiefs.

Question 7

Highlight *five* reasons for the slow rate of nationalism in French speaking West Africa.

Not a popular question. Very few candidates answered well but the rest performed abysmally. Some candidates confused nationalism in French speaking West Africa with the British West

Africa. Others only wrote on the features of Assimilation policy while a few wrote on the features of the French Colonial Administration in West Africa. Very few candidates understood the question and brought the cogent points needed. Suppression of political rights; the use of oppressive measures; limited access to education; late establishment of newspapers; the political parties were late in coming and were only off shoots of parties in France etc.

Question 8

Identify *five* powers of the President under the 1992 Constitution of Ghana.

This was very popular and well answered. A few candidates scored full marks. A negligible number wrote on the functions of government rather than the 1992 constitutional powers of the President eg. provision of social amenities; making laws; protect citizens rights; commander in Chief of the Armed Forces. The candidates should have stated that, the President is the Commander in Chief of the Armed Forces ie the Army, Navy and Air force. The President does not open, prorogue or dissolve parliament as some candidates made us to believe. Candidates should be made aware that even though the president declares war, he does this with approval of parliament. The problem here is how average candidates could explain their points.

Question 9

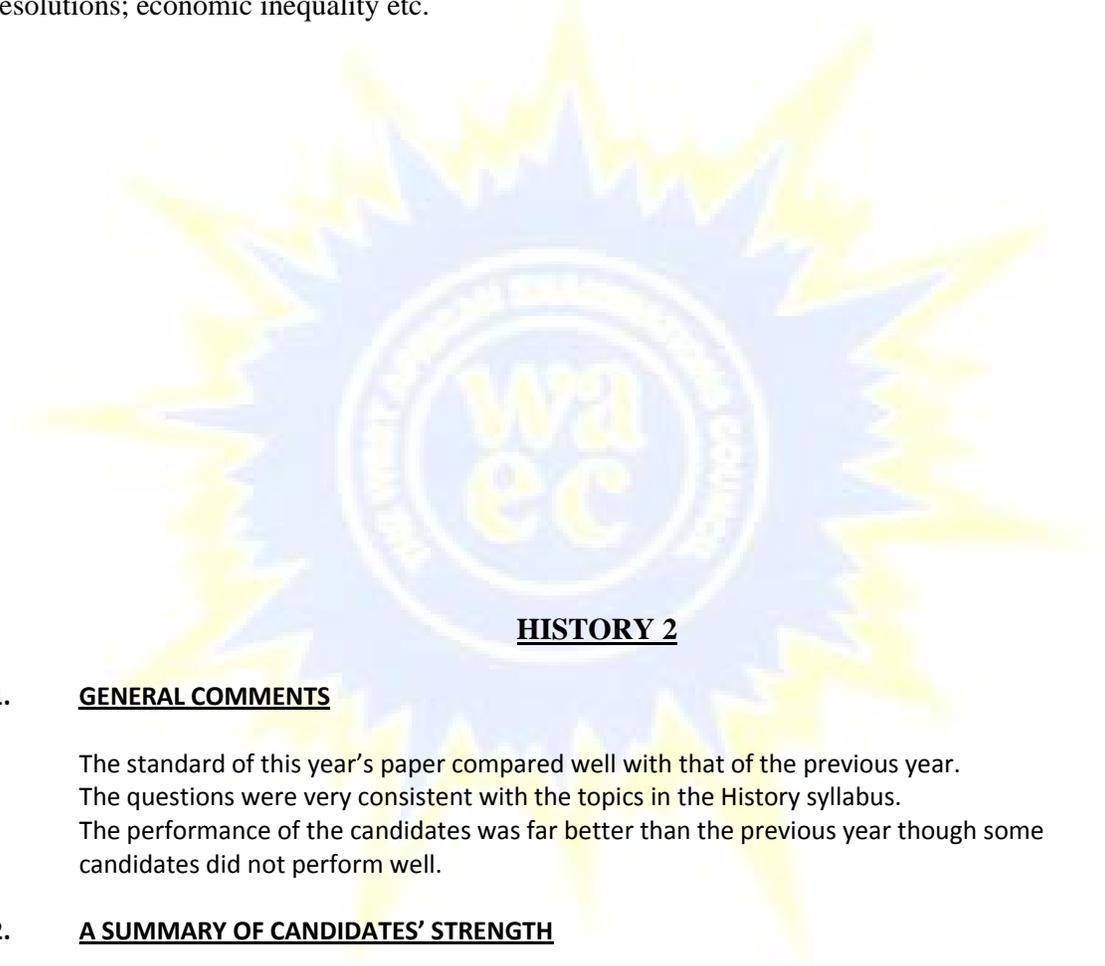
Outline *five* reasons people prefer democratic governments to military regimes.

Quite a popular question and the performance was fairly good. As an application question, candidates used their knowledge on the features of democracy and features of military regimes to answer. Most candidates could not do the comparison but relied heavily on the advantages of democracy leaving the disadvantages of military rule. Good answers could involve the following; Democratic government use constitution while Military Regimes use decrees; Democratic governments involve popular participation while Military Regimes rely on the military junta; there is separation of powers in democratic governance while the military has fusion of powers etc.

Question 10

Identify *five* challenges facing the Commonwealth of Nations.

The questions dealt with the challenges facing the Commonwealth. The question was unpopular and performance was poor. Some candidates wasted their time to write on irrelevant things as the origin, aims and benefits of the Commonwealth. This was a complete deviation. Some candidates also erroneously said the challenges were: lack of standing army; differences in language; differences in currency; promotion of sports; receiving technical assistance etc. These answers are wrong. What candidates were expected to write on should involve: ideological differences, political instability; divided loyalty; inability to enforce resolutions; economic inequality etc.

The logo of the Western Australian Certificate of Education (WACE) is centered on the page. It features a blue sunburst design with a central circle containing the letters 'w' and 'e' stacked vertically. The text 'WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION' is written around the inner edge of the circle, and 'WACE' is written in large letters in the center.

HISTORY 2

1. GENERAL COMMENTS

The standard of this year's paper compared well with that of the previous year. The questions were very consistent with the topics in the History syllabus. The performance of the candidates was far better than the previous year though some candidates did not perform well.

2. A SUMMARY OF CANDIDATES' STRENGTH

- (1) A good number of candidates showed clear understanding of the questions by giving precise answers.
- (2) An appreciable number of candidates wrote legibly and arranged their points in paragraphs which made the scripts very easy to mark.
- (3) Several candidates have now realized the importance of writing brief introduction and thereby saving time for points elaboration. The conclusions too were concise and saved time.

- (4) Numbering of points by candidates did not resurface; an indication that candidates are taking recommendations in the Chief Examiners Report seriously.
- (5) The candidates did not deviate much from the questions asked.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Wrong choice of words: The problem of selecting the appropriate words to describe situations was a headache for some candidates. For example, some candidates wrote "boarders" instead of "borders". Instead of "search", some candidates wrote "such", "awear" instead of "aware".
- (2) Time wasting: Many candidates did well by starting their answers with introductions. The length of the introductions however took so much time that the candidates were handicapped in writing good answers. In some cases, lack of time made the candidates stop mid-way on the last question.
- (3) Understanding the Question: Instead of restricting themselves to the demands of a question some candidates went to the extent of writing all that they know about the topic on which the question was set thus performing abysmally.
- (4) Many Candidates listed their points without explaining them.

4. SUGGESTED REMEDIES

- (1) Reading for pleasure: The acquisition of good dictionaries and the habit of reading for reading sake will help candidates to come across several new words thus improving upon spellings and meaning of words. Keeping a small notebook for new words will be very beneficial and improve candidates mastery of words.
- (2) Explaining the points: Examiners award marks for relevant points well explained. Candidates are advised to write short introductions and concentrate on expanding the points and give examples where necessary. It is vital that they read over their essays to make minor corrections that mar their essays.
- (3) Key words: Those who teach the subject should remember to advise candidates to look for key words in the questions they decide to answer. In question 2, for example, candidates were required to write about the political and religious importance of the Pharaoh in ancient Egypt. The key words are underlined above and will be out of place for one to mention the importance of the Nile and the importance of agriculture and trade; which relate to the economy.

5. DETAILED COMMENTS

Question 1

- (a) List any three methods used for the writing of African history.
- (b) In what four ways has oral tradition helped in the writing of African history?

A popular question attempted by almost all the candidates. Part “a” of the question was well tackled but the “b” part was poorly done. Candidates were expected to mention ways oral tradition helped in the writing of African History; but they wasted time on the importance and characteristics of oral tradition. A few mentioned that oral tradition was less expensive, easily accessible, confirms historical trends but a very important point was that in the absence of any source of information, it provides available information.

Question 2

Highlight any five political and religious importance of the Pharaoh in ancient Egypt.

A popular question and well answered by the large number of Candidates who attempted. However, the following points were missing in their answers:

- (i) The Pharaohs built pyramids which had religious significance.
- (ii) The Pharaohs sent trade missions to neighbouring states like Kush.

Question 3

(a) In what three ways was the Geez script(written language) different from the Sabeian language introduced by the South Arabian immigrants?

(b) State any *four* effects of the introduction of Christianity on Ethiopia.

The question was not very popular with the candidates. This showed that they were not either taught or they did not study the topic. A few who attempted the question touched on how Christianity was introduced instead of the effects of Christianity on Ethiopia.

Question 4

Outline any five ways in which indigenous iron industry was important to the people of Ghana.

Most candidates answered the question and the performance was relatively high. They provided vividly the ways the iron industry was very important to the people of Ghana.

Question 5

Highlight any five common burial practices in pre-colonial Ghana.

It was not a popular question and many of the candidates who attempted it presented the points needed but not in detail. Candidates were to highlight five common burial practices in pre-colonial Ghana;

- (i) An appreciable number highlighted the burial practices in their specific communities or localities but not the common ones.

- (ii) Many also failed to present the point that in most parts of Ghana, the successor to the deceased was appointed during the final funeral rites. In respect of a chief, the successor was appointed before the final rites.

Question 6

- (a) **Name any three Christian missions which had operated in Ghana by 1900.**
- (b) **Outline any four areas in which the Christian mission contributed to the economic development of Ghana in the 19th century.**

This question was popular but not well answered. Candidates mentioned mostly social contributions of Christian missions instead of economic. They wrote about education, health, architecture etc. instead of economic contributions like, introduction of cash crops, animal husbandry, trading companies, training of artisans etc.

Question 7

- (a) **Outline any three main features of the Guggisberg Constitution of 1925.**
- (b) **Give any two reasons for the criticisms of the 1946 Allan Burns Constitution of Ghana.**

It was a popular question but candidates could not answer it properly especially the part (b) on the Allan Burns constitution. Many even stated that the 1946 Allan Burns Constitution failed to include the provision of social amenities like building of schools and hospitals. This statement by candidates is historically invalid since constitutional question is political not social.

Almost all the candidates ably stated the following points on the part (a) of the question:

- (i) That the constitution introduced elective principle into the legislative council.
- (ii) It provided a legislative council of 29 members made up of 15 official members and 14 unofficial members.

Question 8

Highlight any five ways used by the National Redemption Council (NRC) to improve agriculture in Ghana.

This was also a popular question but poorly managed. The question demanded for the ways the National Redemption Council used to improve upon agriculture in the country and not its achievements. The following points are worthy of note:

- (i) It appointed Colonel Bernasko as a special Commissioner of Agriculture and his dynamism encouraged Ghanaians to cultivate food crops.
- (ii) It set up the ADB to give loans to farmers on liberal terms to expand their farms.

- (iii) Embarked upon irrigation projects to boost food and vegetable production in the Tono and Dawhenya irrigation projects.

Question 9

Outline any five reasons for the fall of Dr. Hilla Limann's Government.

This was not a popular question. It was an average performance by candidates who answered it. They failed to discuss the reasons for the fall of Dr.Hilla Limann's Government as the question demanded. They rather provided general factors such as:

- (i) The ambition of Rawlings to take over government again;
- (ii) The instigation of foreign powers especially President Gaddafi of Libya;
- (iii) Lip service to the cocoa sector;
- (iv) Mismanagement of the economy;
- (v) Dr. Limann not good as a President.

ISLAMIC STUDIES 2

1. GENERAL COMMENTS

The paper for this year meets the required standard and compares favourably with previous years.

Candidates' performance appears to have dropped below that of last year, since on the whole, output of candidates was nothing to write home about.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates displayed good skills in Arabic calligraphy, particularly those who answered question two.
- (2) Most candidates obeyed the rubrics of the paper by answering the required number of questions.
- (3) Some candidates presented their answers in well-arranged paragraphs. The points raised were also well-ordered.
- (4) Some candidates' handwriting was very legible and this made marking very easy. This is very commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates had problems with English Grammar and the spellings of some words.
- (2) Some candidates transliterated poorly.
- (3) There were also cases of complete deviation in answering some questions.
- (4) Few candidates did not conform to the rubrics of the paper. They answered any four questions instead of three questions in addition to question one which was compulsory.

4. **SUGGESTED REMEDIES**

- (1) Candidates should take the English Language serious by reading widely to improve their grammar.
- (2) Candidates should also study the rules of transliteration and should therefore transliterate well before explaining texts.
- (3) Candidates should obey the rubrics of the paper by following instructions as set out in the paper, to make marking easy.

5. **DETAILED COMMENTS**

Question 1

State the factors that contributed to the success of the Prophet's (S.A.W.) mission in

Mad nah.

Some candidates wrote generally on the biography of prophet Mohammad (S.A.W). Others devoted their time to the two (2) pledges of Aqabah. Some candidates highlighted the consequences of Mohammad's (S.A.W) message and the effects of persecution. Yet, some concentrated on the support Mohammad (S.A.W) received from Khadijah, Abu Talib and his companions. There were others who also highlighted the activities of prophet Mohammad (S.A.W) that earned him the title "al Amin".

Candidates were required to highlight activities in Madinah that contributed to the ultimate success of Islam namely, the support Mohammed (S.A.W) had from the Anar and the Muhajiron, the general peaceful environment in Madinah, the cooperation of the Jews, the Aws and the Khazraj, the effects of the Ummah document and the general freedom of worship in Madinah after the Hijrah.

Question 2

Write *Sūratun-Nās* in either Arabic or transliteration, translate and comment on it.

This was a popular question and some candidates scored high marks. However, there were some short-comings. For instance, some candidates deviated completely. Some wrote on Surah Fatihah (chapter 1). Others too wrote on Surah Naser (Chapter 110). Surah Masad (Chapter 111). Others still wrote on Surah Tin (Chapter 95), Surah Falaq (Chapter 113) and Hadith 18 of an-Nawwawi collection. Some only transliterated and left out the translation. Others still left out the commentary entirely.

Candidates were required to transliterate or write in Arabic Surah Nas, translate and comment on it. Candidates who satisfied the historical dimensions of the question correctly, scored high marks.

Question 3

Write on the Hadith collection of *Imām Bukhār*

This was not a popular question and performance was average. Instead of writing on the

Hadith's collection of Imam Bukhari, some candidates wrote on the biography of the Imam. Others also wrote on the classification of Hadith into Sahih, Hasan and Daif, and some also devoted their time to the role of women in the development of Hadith literature.

Candidates were required to highlight the Sahih of Imam Bukhari, the efforts the Imam made in the compilation of the Sahih, the quality of the number of traditions in

the Sahih, the number the Imam memorized himself, the uniqueness of the Sahih in Sumi Islam among others.

Question 4

Complete and comment on an-Nawawi's Hadith which begins with "Actions are judged ..."

This was another popular question answered by candidates. Some candidates scored high marks, however, others deviated completely. Some candidates wrote on Hadith 2, others on Hadith 9, others on Hadith 10 while others wrote on Hadith 13. Some candidates gave a general discussion on Hadith, rather than the complete Hadith.

Candidates were required to complete Hadith 1 of an-Nawawi collection and comment on it. Some completed it perfectly, but failed to comment on it. The main theme of the Hadith is "Islam's teaching on intentions and its relationship to a muslim's deeds and actions". Intentions are fundamental in assessing the benefits of a muslim's actions or deeds in order to benefit from one's actions and to attract God's mercy. As such, the intentions must be divinely inspired.

Question 5

Highlight the significance of Zakāt

Performance was average though a few candidates scored high marks. Some candidates devoted their time to the collection of zakat, while others did a comparative analysis between zakat and salaah. Others also wrote on the whole institution of zakat. There were some candidates who devoted their time to the beneficiaries of Zakat as spelt out in Quran 9:60. Candidates were required to highlight the spiritual, socio-economic and the humanitarian relevance of zakat.

Question 6

Describe the conditions under which a Muslim performs ritual bath (ghusl)

Some candidates performed creditably in answering this question. However, there were

a few deviations. For instance, some candidates wrote on Wudu, while others wrote on Tayammum. Strangely enough, candidates wrote on the battle of Uhud which was uncalled for. Some candidates devoted their time to the performance of Ghusl rather than the conditions required. Candidates were required to highlight the conditions that necessitated the performance of Ghusl. There are two types of Ghusl, the obligatory and optional Ghusl. Under the obligatory, we have Janabah, Janazah, Hayd, Nifas and Dhuhul Ul- Islam. Under optional Ghusl, we have; Ihram, Jumuah, Id-Fitr and Adha.

SOCIAL STUDIES 2

1 GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The questions were within the purview of the syllabus and the demands of the questions were appropriate for the level. The performance of the candidates has also improved slightly as compared to the previous year.

2 A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most of the candidates adhered to the rubrics of the examination.

- good
- (2) Quite a good number of the candidates demonstrated good command of the English Language. It was a delight to read such answers presented in sentences with correct use of punctuation marks and spellings.
 - (3) There was clarity of expression and explanation of points with practical examples in candidates' presentations.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- especially
five questions in
- (1) Some candidates answered more than the required number of questions. For example, some answered more than two questions from one section section A. Quite a number of candidates answered more than all.

- Other
university,
dispute, disease
stealing.
- (2) Spelling of some words were difficult for many candidates. For example 'abstinence' was spelt variously as abstinence, abstainance, abstains etc. words that were wrongly spelt were 'silk for skill, uninvisy for cosses for causes, tubalism for tribalism, land distuite for land for disease, triebal war for tribal war and stilling for stealing.

- (3) Some candidates gave long and unnecessary introductory paragraphs, which do not fetch any marks.

4. SUGGESTED REMEDY FOR THE WEAKNESSES

- (1) Candidates must be encouraged to read a lot and use the dictionary to check the spelling of words.
- (2) Candidates must be orientated to avoid writing unnecessary introductions which do not fetch any marks.

5. DETAILED COMMENTS

Question 1

- (a) Explain the term *adolescent chastity*.
- (b) Highlight four benefits of chastity to the adolescent.

This question was in two parts (a) and (b). For the (a) part, candidates were asked to explain the term 'adolescent chastity' and this most candidates did correctly. A few who could not answer the question adequately demonstrated that they had a fair idea of the term adolescent chastity. Some candidates left out some important ingredients like 'before getting married' and they did not also state some of the sexually related activities as stated in the marking scheme. The definition provided by the marking scheme is as follows:

This is a state of the adolescent abstaining from sexually related activities until marriage. Sexually related activities include masturbation, premarital sex, oral sex etc.

For the (b) part, candidates were required to highlight four benefits of chastity to the adolescent. Most of the candidates gave accurate answers to this part of the question. They were able to explain their points with practical examples. Answers expected from candidates include the following:

- (i) Helps to draw respect and honour from society/gains social prestige.
- (ii) Promotes acquisition of better job opportunities.
- (iii) Enhances the prevention of the acquisition of sexually transmitted diseases.
- (iv) Helps to avoid social stigma.
- (v) Helps to prevent early pregnancy and childbearing.
- (vi) Helps to avoid unwanted pregnancy.
- (vii) Contributes to stable marriage/Trust in marriage.
- (viii) Promotes the realization of educational goals.
- (ix) Leads to responsible parenting
- (x) Promotes physical and emotional growth

On the whole, question 1 was a popular choice for the candidates and their performance was good.

Question 2

Describe five roles the family plays as an institution.

This question required candidates to describe five roles of the family as an institution. Most candidates avoided this question. Of the few who attempted it, majority did not understand the question. They wrote on the role of the family head instead of the family as an institution. Some gave points like 'the family should participate in communal labour' and 'the family should pay taxes'. The answers expected from the candidates are as follows:

- (i) Gives identity to members.
- (ii) Provides security to members.
- (iii) Provides support and comfort.
- (iv) Provides domestic training to members.
- (v) Gives a sense of belongingness/affection.
- (vi) Provides a sense of self-esteem.
- (vii) Produces new ones to replace lost ones/Procreation.
- (viii) Socializes members by transmitting the culture, values and beliefs to them.
- (ix) Provides physiological needs(basic needs) of members.

- (x) Ensures the maintenance of law and order in the society/Instills discipline.
 - (xi) Provides occupational training to members.
 - (xii) Provides special care to the aged.
- On the whole this question was poorly answered

Question 3

- (a) Differentiate between *parenthood* and *parenting*.**
- (b) Explain four ways by which children cause their parents to be irresponsible.**

This is one of the popular choice of candidates. The (a) part required candidates to differentiate between parenthood and parenting. Few candidates interchange the definitions and some could not show the difference between the two. The marking scheme provided that;

Parenthood refers to the state of being a parent. It refers to biological parents who also perform the activity of bringing up a child. Parenthood is limited to only biological parents. Whiles Parenting refers to the activity of caring for or bringing up a child. It refers to the role or the process of child upbringing, which can be performed by anybody.

In the (b) part, most candidates did well by providing correct answers. Few candidates however did not understand the question. They rather wrote on parental irresponsibility instead of how children cause their parents to be irresponsible. A few also wrote on broken homes.

Ways by which children cause their parents to be irresponsible as provided by the marking scheme include;

- (i) Flouting of parental authority.
- (ii) Yielding to negative influence of peers.
- (iii) Showing of ingratitude to parents.
- (iv) Displaying of gross misconduct (in drug abuse, promiscuity etc.)
- (v) Displaying of laziness/Poor performance in school.
- (vi) Engaging in truancy and absenteeism from school.
- (vii) Refusal to perform assigned duties.

Candidates' performance on this question was good.

Question 4

- (a) Explain Education and give two examples.**
- (b) Highlight four positive impacts of education on national development in Ghana.**

This question was not popular among candidates. Only few candidates attempted it. This question was also in two parts (a) and (b). The (a) part demanded that candidates explained education and gave two examples. Some candidates could not give proper definition of education and also gave examples. They limited their understanding of education to learning in the classroom. Hence, some listed types of education as primary education, secondary education and tertiary education. Some also gave examples like 'a

child learning to walk or talk'. What the marking scheme expected from candidates was;

'Education is the total process of human learning by which knowledge is acquired, skills developed and attitudes and values imbibed'.

Examples of education include;

- (i) Formal education
- (ii) Informal education
- (iii) Non-formal education

In the (b) part, most candidates deviated from the correct answers. They did not write on the positive effects of education on national development. They rather wrote on general importance of education and did not link it to national development. They scored low marks. Some positive impacts of education on national development in Ghana as stated in the marking scheme are:

- (i) Brings about documentation of events
- (ii) Provides one official language for the nation
- (iii) Provides means of understanding other people's culture
- (iv) Provides the grounds for tolerating divergent views
- (v) Helps to eliminate obnoxious cultural practices (e.g. human sacrifice, female genital mutilation etc.)
- (vi) Helps to eliminate superstitious beliefs/Promotes mental liberation.
- (vii) Provides scientific basis for solving problems.
- (viii) Brings about improved standard of living.
- (ix) Enhances family and population control mechanism.
- (x) Provides ability to read and write.
- (xi) Enhances nationalistic feeling.
- (xii) It makes it possible for handicapped people to be useful citizens.
- (xiii) It enables individuals to go beyond their immediate environment/Adjust to other environments.

Candidates' performance on this questions was not good enough.

Question 5

Explain five ways by which self-reliance can be achieved in Ghana

Not many candidates answered this question. Most of those who answered this question had a fair idea of the demands of the question but could not explain their points well. Some dwelt on sustainability in the life of an individual.

Some however were able to give the correct answers and explain them very well. The question required candidates to explain what Ghana **can** do to survive on its own and reduce her dependence on other nations. Ways by which self-reliance can be achieved in Ghana are;

- (i) Adoption of change in mentality/attitude.
- (ii) Re-orientation of the educational system.
- (iii) Adoption of modern technology.
- (iv) Formation of capital for entrepreneurial development.

- (v) Demonstration of dedication to duty and hardwork by citizens/Positive work attitudes.
- (vi) Demonstration of selflessness by leaders.
- (vii) Leaders must be responsive to the needs and aspirations of the people.
- (viii) Implementation of programmes for the development of human resources.

- (ix) Resolve of citizens to patronise made-in-Ghana goods.
- (x) Promotion of industrialization.
- (xi) Leaders and followers must adhere to the rule of law to ensure peace and stability.

- (xii) Adoption of efficient tax system.
- (xiii) Adoption of strategic medium/long term plan to minimize dependence on other countries.

Candidates' performance on this question was fairly good.

Question 6

- (a) Identify four causes of conflicts in Ghana.**
- (b) Describe four effects of conflicts.**

This question is in two parts (a) and (b) and it was the most popular choice of the candidates. They understood the question and answered both the (a) and (b) parts correctly. However, a few candidates who could not answer the question well interchanged the (a) and (b) parts. Others wrote the causes of conflicts as misunderstanding, disagreement and wars. Candidates were expected to give the causes of conflicts in Ghana as follows: Greed/dishonesty, Injustice, Discrimination, Disrespect and humiliation, Intolerance, Loss of security, Struggle for power, Suspicion, Unfair distribution of resources, Bad relationships, Poor Communication, Land disputes/litigation, Stereotyping or misconception - tagging people as thieves, murderers, cheats etc. and bad governance.

The (b) part was very well answered by majority of the candidates. They provided such answers in the marking scheme as

- (i) It breeds hatred that brings enmity or rancour between feuding factions.
- (ii) It results in the destruction of life and property.
- (iii) It leads to displacement of people; civil wars compel people to flee towns, villages or countries to seek refuge in other places.
- (iv) It leads to slow pace of development/Stifles development of the state.
- (v) It brings about outbreak of diseases.
- (vi) It brings about poverty and famine.
- (vii) It leads to diversion of resources.
- (viii) It results in low productivity.
- (ix) It brings about insecurity.
- (x) It leads to abuse of human rights e.g. curfews, indiscriminate arrest and imprisonment.
- (xi) It leads to the destruction of the environment.
- (xii) It leads to the destruction of infrastructure.

Candidates performed very well on this question

Question 7

Highlight five benefits Ghana derives from the Commonwealth.

This question requires candidates to bring to light five benefits Ghana derives from the Commonwealth. Most candidates did not answer this question. However, many of those who answered it did very well. Some candidates who did not understand the question compared the Commonwealth with either African Union or ECOWAS and as such gave wrong answers. Some saw Commonwealth as another UN and gave erroneous points. They cited examples of commonwealth countries as China, Japan and Ivory Coast.

Responses expected of candidates on this question include:

- (i) Receives opportunity for education and training.
- (ii) Gets technical assistance for developmental programmes.
- (iii) Receives financial aid to meet developmental needs.
- (iv) Ghana's membership entreats her to the practice of democratic governance.
- (v) Gets opportunity to participate in sporting activities.
- (vi) Receives volunteer services from member countries.
- (vii) Gets opportunity to have wider market for the promotion of trade.
- (viii) Gets the platform for the sharing of ideas.
- (ix) Gets opportunity to military training/assistance.
- (x) Investment by Britain and other commonwealth countries, e.g. Unilever, Twifo Palm Oil Company, Accra Brewery etc.

Candidates' performance on this question was fairly good

Question 8

- (a) Explain the terms *community and community development***
- (b) Highlight *four* factors to be considered in community development decision-making process.**

This question required candidates to explain community and community development for the (a) part. Few candidates were able to give correct explanations to the two terms. Some just wrote 'community is an area where different people live'. For Community development, candidates took it to mean the various infrastructural developments that take place, that is the school buildings, roads, and hospitals etc. that are constructed in the communities. What was expected from candidates were:

- (i) A community is a group of people living in a defined locality.
The group has common values, interests, enduring ties, frequent interactions and sense of closeness.
- (ii) Community development refers to a positive change that occurs in the attitudes and values of a people that leads to an improvement in the quality of life of the people living in a particular community.

Most candidates did not do well in the (b) part. They did not understand the question and therefore were unable to give the factors to be considered in community development decision-making process. Those candidates presented answers on community development and not on decision-making process that the question demanded. Some presented points on what the

people

can use to bring development in their communities. Some too talked about such things as social factors, economic factors, and technical factors etc., which have no bearing on the question.

Factors to be considered in community development decision making process are:

- (i) Identification of the needs of the community
- (ii) Sensitization of the people on the needs
- (iii) Prioritization of the needs
- (iv) Study of alternative solutions
- (v) Mobilization of community support
- (vi) Mobilization of funds and resources
- (vii) Development of strategies for implementation of final decision

The performance of candidates for this question was below average.

Question 9

- (a) Explain the term *maintenance culture*.
- (b) Outline any *four* measures that can be adopted to ensure sustainability in a person's life.

Many candidates attempted this question. Most of them did not understand the question and therefore could not answer it well. For the (a) part, most of the candidates wrote on how to maintain the culture of the people or how to preserve their culture. This made them score low marks. Candidates were expected to explain maintenance culture as **'the habit of servicing and repairing tools, machines, infrastructure and other facilities regularly to ensure their long stay'**. Only few candidates were able to write the correct answer.

The (b) part of the question was linked to the (a) part by most candidates perhaps based on their experience of questions 1, 3, and 6 and therefore wrote on how to sustain their cultural heritage instead of measures to be adopted to ensure sustainability in a person's life. Some too understood the question to mean the basic needs of a person to stay alive. They therefore gave answers like food, shelter, clothing and means of transport.

The demands of the question include the following:

- (i) A person must have good education and professional or vocational training.
- (ii) A person must continue to improve on one's skills.
- (iii) One must set goals and work towards their attainment.
- (iv) One must maintain future financial plan; e.g. saving.
- (v) A person must develop positive attitude to solving problems.
- (vi) One must lead moderate life style.
- (vii) One must shun laziness so as to work hard for development.

Some candidates were able to provide the correct answers for both parts of the question and therefore had good marks. General performance for this question was below average.

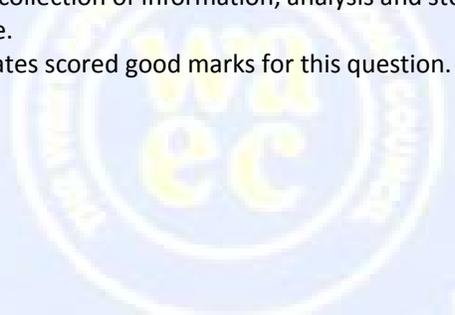
Question 10

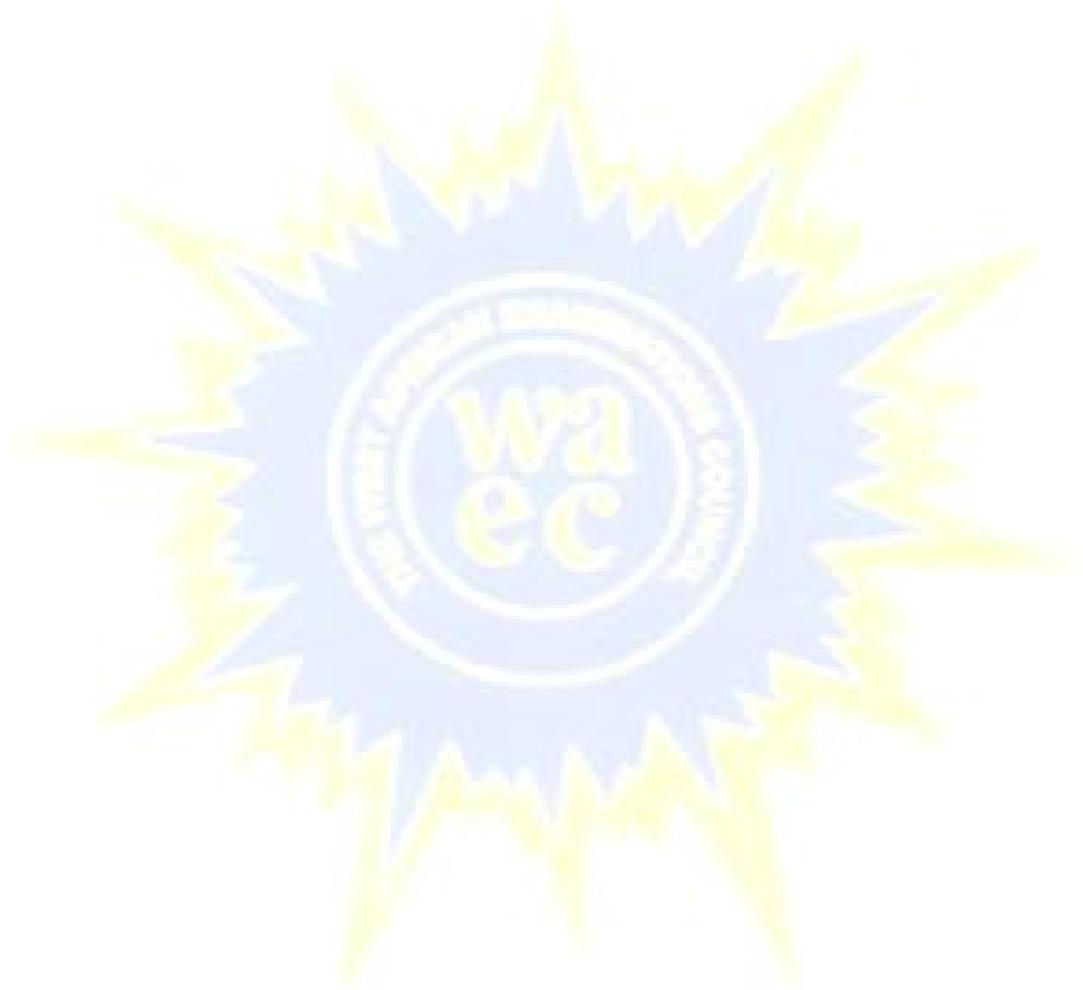
Outline *five* ways by which information communication technology can promote socio-economic development in Ghana.

Very few candidates attempted this question. Most of them however, gave the correct answers but were unable to explain them. Due to this, they could not score full marks. Some started by giving the definition of the three components of I. C. T. (Information Communication Technology). Most of them focused on the technology aspect of the concept and wrote about what computers can do. What the candidates were expected to provide were the ways by which information and communication technology can be used to promote socio-economic development of Ghana. Some of the points expected from candidates were:

- (i) Creation of employment.
- (ii) Enhancing efficiency at work places.
- (iii) Provision of knowledge and skills for work.
- (iv) Promotion of health care delivery.
- (v) Promoting the delivery of education.
- (vi) Promotion of the undertaking of research.
- (vii) Promotion of commerce and banking.
- (viii) Bridging the gap between nations.
- (ix) Useful in all areas of infrastructural development.
- (x) Promotion of better farming practices.
- (xi) Promotion of collection of information, analysis and storage of data for present and future use.

On the whole, candidates scored good marks for this question.





MUSIC 2

1. GENERAL COMMENTS

The questions were based on the syllabus and adequately drawn from the various sections of the syllabus. They were clear and were within the scope of the candidates. The standard of the paper compares favourably with that of the previous years. The performance of the candidates was average. Only a few candidates performed above average. It was evident from the scripts that the candidates did not prepare sufficiently for the examination. They may not have had ample time for the preparation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates were able to identify the origin of traditional musical forms
- (2) Candidates were also able to identify the context in which traditional musical types are performed.

3. A SUMMARY OF CANDIDATES' WEAKNESS

- (1) Candidates' inability to exhibit thorough knowledge of balance in melody writing as well as form and modulation continues to exist. A few who attempted to modulate did not show adequate knowledge of modulations. Stems of notes which used to be wrongly directed were better but melodies were still shapeless. In fact, candidates only wrote notes in isolation.
- (2) Some of the candidates displayed very poor knowledge of chord progression and cadences. Spacing in parts was more than octave. In some cases, notes were written above or below the voice ranges.
- (3) Candidates' attempt in the writing of cadences showed gross ignorance on the topic.
- (4) With the Set Works, candidates could not tell of contemporaries of Akin Euba. With reference to Symphony in E minor (from The New World) by Anton Dvorak, a few candidates attempted this question and performed very poorly. Candidates displayed a poor knowledge of Music theory.

4. SUGGESTED REMEDY FOR THE WEAKNESSES

- (1) Candidates should upgrade their knowledge in Music by spending adequate time reading and practicing the art of harmony.
 - (2) In most cases Music candidates waited until close to examination before looking for materials towards the examination. Candidates should quite ahead of time for their proficiency.
- prepare

5. DETAILED COMMENTS

Question 1

(a) (i) Melody Writing

Candidates were required to continue a given melody to form a passage of **not less than 12 and not more than 16 bars**. The candidates were also to modulate to the relative minor in the course of the passage and return to the original key. The given melody was in simple triple (3/4) time with a length of three-bar phrase.

Many candidates wrote melodies, which were without form and structure.

Some neglected the time signature and wrote notes less or more than necessary in the bar. Many candidates did not show evidence of modulation to the relative minor as required. A few who modulated did not show enough understanding of how to modulate. They only had the idea that the note preceding the relative minor key should be raised. Almost all candidates did not show any phrasing.

(ii) Setting melody to a given text

Candidates were required to set a given text to a suitable melody, indicating tempo, phrasing and dynamic marks. Credit was to be given to originality of composition and proper alignment of texts to the notes.

The marking scheme suggested

- (i) Breaking down of syllables to strong and weak beats
- (ii) Suitability of rhythm to the text (meter, barring, alignment, etc.)

- (iii) Melodic interest;
- (iv) Phrasing, tempo and dynamics;
- (v) Originality.

Generally, very few candidates attempted this question and performed below average. Candidates did not set the given texts to a suitable melody. In most cases, two or more syllables were assigned to a single pitch. Texts were set without the recognition of their importance in the melody. Important texts were inappropriately placed on weak beats.

(b) **Two part writing**

Candidates were required to write/add an independent flowing part below a given melody, four bars long, in the key of G major and in 3/4 time.

Candidates showed an intense evidence of inadequate preparation for this question. Though many candidates duplicated the correct key signature, time signature, clef and barred appropriately, they demonstrated poor understanding of two-part writing. The counter melody did not stand on its own.

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

(c) **Four part harmony**

Candidates were required to harmonize a given melody in C major. They were required to add soprano, alto and tenor parts to a given bass. There was

generally poor performance. The marking scheme suggested the following points:

- (i) Correct key signature
- (ii) Correct Time signature
- (iii) Correct Clef
- (iv) Appropriate barring
- (v) Harmonic interest (Progression)
- (vi) Final cadential progression
- (vii) Added Parts
- (viii) Copying/phrase marks/alignment

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 Work

Symphony in E minor

Candidates were required to

- (a) show the medium in which the music was originally written.
- (b) state the key in which the excerpt was written.
- (c) mention any four of the following terms and signs as used in the excerpt.

- i. *Largo*,
- ii. 
- iii. *r.h*
- iv. 
- v. *s.f*
- vi. 
- vii. *ff*

- (d) Mention any five compositional devices used by the composer.
 - (e) The movement which the entire music the excerpt taken
 - (f) The overall form of the excerpt
 - (g) State nationality of the composer
- Candidates' performance was on the whole average.

OR

Ore Meta by Akin Euba

Candidates were asked to

- (a) indicate the language in which the song was written
- (b) state the English translation of the title of the piece
- (c) state the medium the piece was written for
- (d) mention the nationality of the composer
- (e) mention any contemporaries of the composer
- (f) explain any four of the following terms and signs as used in the music

- i. *allegro*

- ii. *mf*
- iii. *mp*
- iv. 
- v. *p*
- vi. *f*
- vii. 

- (g) Mention any three compositional devices used in the music
- (h) State the form of the music

Candidates' performance was on the whole average.

Question 3

Western Music

Candidates were required to

- (a) Write short notes on any three of the following composers
 - (a) George Frederick Handel;
 - (b) Johannes Brahms
 - (c) J.S Bach
 - (d) Henry Purcell
 - (e) Felix Mendelssohn
- With reference to
- (i) Nationality
 - (ii) Two musical forms associated with
 - (iii) One work composed
 - (iv) Musical period he/she lived

The few candidates who attempted this question did well

Question 4

African Music

Candidates were required to write on any three of the following traditional forms:

- (a) *Agbadza*
- (b) *Boboobol*
- (c) *Kpanlogo*
- (d) *Adowa*
- (e) *Apatampa*
- (f) *Bamaya*

With reference to:

- (i) the origin;
- (ii) any two instruments use in its performance
- (iii) Any two contexts in which it is performed

This question was well answered by many candidates. In a few cases, candidates' responses were generalized to the instruments of the musical type.

There was a clear indication also that candidates have not mastered the instrumentation of traditional musical ensembles.

Question 5

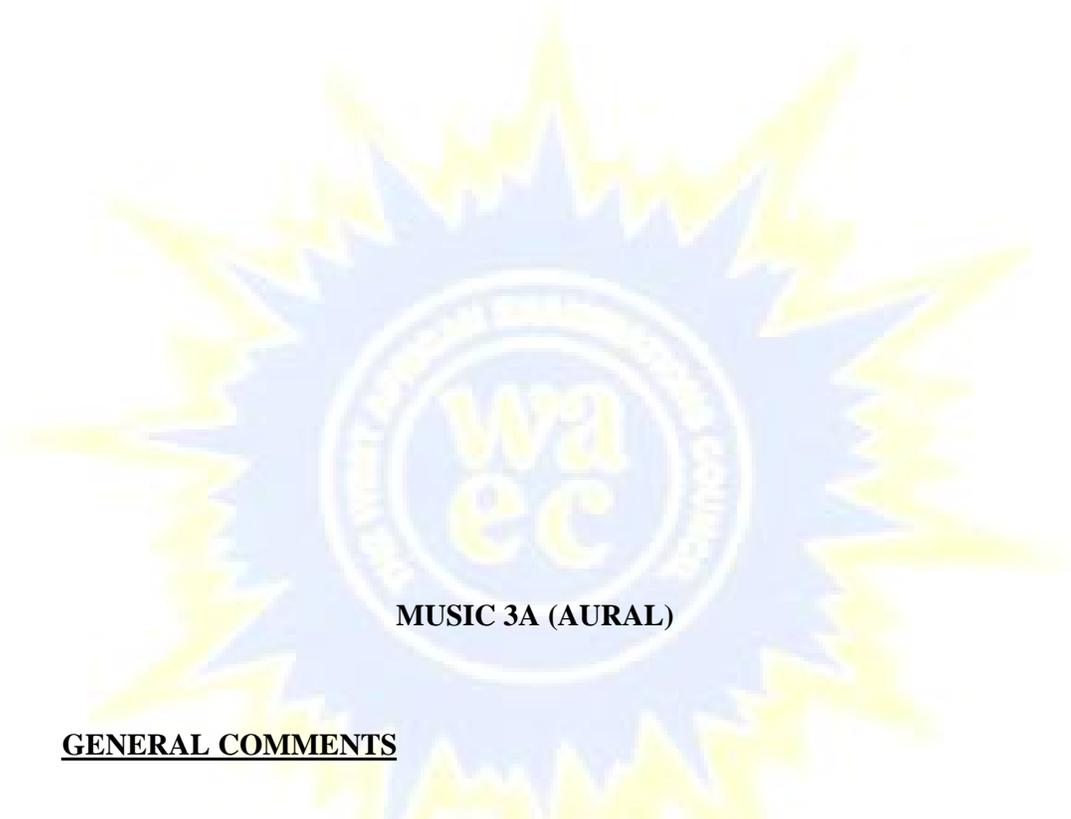
Music in the Diaspora

Candidates were required to answer the following questions;

- (a) What is Afrobeat?
- (b) Who is the originator of Afrobeat?
- (c) Identify four instruments used in Afrobeat

- (d) List four exponents of Afrobeat
- (e) List four popular Afrobeat tracts

Only a few candidates attempted this question. The performances of candidates was not good enough. It is imperative to encourage students to take keen interest in studying Music in the Diaspora.

The logo of the West African Senior Certificate Examination Council (WASC) is centered on the page. It features a blue sunburst design with a white circle in the center containing the letters 'wasc' in a stylized font. The text 'WEST AFRICAN SENIOR CERTIFICATE EXAMINATIONS COUNCIL' is written around the perimeter of the inner circle.

MUSIC 3A (AURAL)

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of the previous years. The overall performance of the candidates in the Aural Test was average. Quite a good number of the candidates performed very well. Candidates for this year performed better in this paper as compared to last year's candidates.

2. A SUMMARY OF CANDIDATES' STRENGTHS

There was much exhibition of knowledge of rudiments and theory of music in candidates answers. Auditory skills have also improved slightly.

3 A SUMMARY OF CANDIDATES' WEAKNESS

Candidates still lack knowledge in melody writing and two-part writing.

4 SUGGESTED REMEDY FOR THE WEAKNESSES

- (1) Candidates need to be guided from the first year to learn to write simple melodies from pieces played with the keyboard or audio CD players. Sound discrimination should be well taught to enable students acquire the skill of approaching two part writing.
- (2) Candidates should also be made to notate melodies of simple familiar songs as a way of training to acquire notational skills.

5. DETAILED COMMENTS

Question 1 Rhythmic Dictation

Candidates were required to listen to a four-bar melody and notate the rhythm accordingly on monotone for 8 marks with each bar carrying 2 marks. Many candidates performed very well. They adhered to writing the rhythms on monotones instead of previously writing rhythms like melodies. Most candidates missed the rhythm of the third bar which was supposed to have be $\frac{3}{4}$ like thi \downarrow . \uparrow \uparrow \uparrow e

Question 2 Melody Writing

Candidates were required to listen to a melody as played and write it accordingly. Generally, candidates performed poorly in the melody writing. However, most candidates did well bringing the correct clef, correct time signature, correct barring and the correct key signature.

Candidates rather scored very well for these but could not write the melody at all. Only about 20% of the total candidates attempted to write the melody correctly with slight challenges.

Question 3 Two-Part Writing

Candidates were expected to write the upper part of a two part musical piece. There was generally poor performance in the two-part writing. However, most candidates scored for correct clef, correct time signature, correct barring and the correct key signature. 8 marks was allotted for this question.

Question 4 Chords Progression

Eight Chords were played for candidates to identify and write them accordingly using Roman numerals. The general performance of the candidates in this aspect has always been good. This year, although candidates did well, some had challenges with the question.

Question 5 Cadences

Candidates were required to identify cadences in the order in which they were played. The order was Interrupted/Deceptive, Perfect/Full Close, Plagal/Amen. Most candidates scored very well in this question, however some candidates provided more than three answers. In this case, the first three answers provided were considered.

Question 6 Modulations

Candidates were expected to listen to excerpts of musical pieces and identify the modulations as Subdominant, Dominant and Relative minor. Performance in this area was very good. Each correct answer scored 2 marks. The order of the correct answer is Subdominant, Dominant and Relative Minor. The challenge here was that, most candidates could not spell these musical terms properly. 'Dominant' was commonly spelt 'dominate', 'minor' was spelt 'manor or manior'. Teachers will have to drill students on technical terms in a dictation form to curb this problem.

Question 7 Identification of Themes

Three different themes were played and candidates were asked to identify the main instrument, other two instruments used and the musical type. Candidates performed tremendously in this question except that numbering was a problem for them. It is important that numbering is well stressed in their training to avoid these challenges. Over the years, candidates have been performing creditably in this aspect.

MUSIC 3B (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.

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of the previous years. The pieces selected were suitable for the level of the candidates. The overall performance of the candidates in the performance test was good; however, a few candidates had challenges due to ill preparation for the practical examination. It is prudent therefore to state that either the teachers of those students did not do much or the students did not avail themselves fully for effective tutorials.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Gradually, candidates' performance in the practical test is improving.
- (2) Most of the candidates rehearsed the technical exercises very well and presented them accordingly.
- (3) Sight reading skills have seen a little improvement in some schools.

3 A SUMMARY OF CANDIDATES' WEAKNESS

- (1) Some candidates did not show fervent preparation towards the performance test. They learnt only one piece or none. Some candidates could not perform

the technical exercises accurately and some did not attempt the sight reading pieces at all.

- (2) There was also problem with pitching among some of the candidates, as they could not perform in tune with the accompaniment.
- (3) Some students of Voice could not begin with the pitch given them by the accompanist. Entries after the piano introduction was poorly exhibited. There was generally lack of proper phrasing and dynamics in their performances.
- (4) Greater number of candidates who did voice encountered voice straining as pitches of the pieces they selected were not within their voice ranges.
- (5) Candidates spelt notes of the sight reading pieces instead of singing them. This might have been due to lack of consistent practice among the candidates.

4 SUGGESTED REMEDY FOR THE WEAKNESSES

- (1) Candidates should be provided with more sight-reading materials to practice beginning with key C major and moving on to the sharp keys as well as other flats keys.
- (2) Teachers need to audition students to know their voice ranges so as to help them select the appropriate pieces.

5. DETAILED COMMENTS

(a) (i) Technical Exercises

Candidates were required to perform two already given technical exercises. One in the major key and the other in the minor key. Many candidates were able to perform the exercises accordingly using the tonic solfa or non-lexical words. In some cases, candidates spelt the tonic solfa instead of singing them. It is advisable that teachers use some non-lexical words such as 'la', 'ah', 'oo' to teach the technical exercises apart from using the tonic solfas.

Generally, candidates performed very well in this aspect.

(b) Set Pieces

Candidates were required to perform two pieces from given set pieces. All the candidates performed from the selected performance test pieces. Some of the Voice candidates lacked precision of knowledge with the accompanist and could not attack pieces as expected. Phrasing and dynamics were not clearly exhibited. However, articulations and the diction were very good. Candidates who performed ateneben this year did very well. Congratulations to teachers of such students. The performance of candidates was good.

(c) Sight Singing

Candidates were required to sing from two unseen pieces. There was a generally poor performance in the sight-reading. Some Candidates were however very good and were able to read correctly. Others were able to read the notes without correct pitches.

