

**RESUME OF CHIEF EXAMINERS' REPORTS FOR THE**  
**HUMANITIES SUBJECTS SECTION**

1. **STANDARD OF THE PAPERS**

All the Chief Examiners reported that the standard of this year's papers is comparable to that of previous years.

2. **PERFORMANCE OF CANDIDATES**

The Chief Examiners reported that the performance of candidates varied from subject to subject. A decline in the performance of candidates was reported by the Chief Examiners for History 2, Government 2, Social Studies 2, Economics 2, Islamic Studies 2, Music 2 and Geography 2.

The Chief Examiner for Geography 3 however reported an improvement in the performance of candidates over the previous years while that of Christian Religious Studies 2 reported an average performance.

3. **SUMMARY OF CANDIDATES' STRENGTHS**

The Chief Examiners noted the following commendable features of the candidates' scripts.

(1) **Orderly Presentation of Material and Good Expression**

Candidates were commended for orderly presentation of facts, expression and accurate spelling in the following papers; Geography 2 and 3, Government 2, History 2, Economics 2, Christian Religious Studies 2 and Islamic Studies 2.

(2) **Relevant Examples and Illustrations**

A good number of candidates in Economics, Geography 3, Islamic Studies 2 and Christian Religious Studies 2 were given credit for supporting their points with relevant examples.

(3) **Compliance with Rubrics**

History 2, Government 2, Economics 2, Geography 2 and 3, Islamic Studies 2, Social Studies 2 and Music 2 were subjects reported to have candidates who followed the dictates of the rubrics.

(4) **Legible Handwriting**

The Chief Examiners for Government 2, History 2, Geography 2 and Christian Religious Studies 2, Social Studies 2 and Music 2 commended candidates for good handwriting.

## **SUMMARY OF CANDIDATES' WEAKNESSES**

The Chief Examiners identified the following weaknesses of the candidates.

(1) **Inability to Draw Diagrams Properly**

The Chief Examiner for Geography 2 reported that the candidates failed to properly outline the map of Ghana and Africa and could not locate certain features correctly.

(2) **Sketchy Answers**

The Chief Examiners for Social Studies 2 and Economics 2 reported that some candidates merely listed the responses to questions in single sentences or phrases.

(3) **Lack of Knowledge of the Subject Matter**

The Chief Examiners for Music 2, Christian Religious Studies 2 and History 2 reported that most candidates demonstrated inadequate knowledge and preparation for the papers.

(4) **Deviation**

Most candidates for History 2, Government 2 and Economics 2, deviated because of lack of understanding of some of the questions they attempted. This was clearly demonstrated in the kind of responses given.

## **SUGGESTED REMEDIES**

The following suggestions were recommended to remedy candidates' weaknesses.

- (1) Candidates should practice regularly drawing the map of Ghana and Africa as well as study into details the location of physical and human features.
- (2) Teachers should endeavour to cover all topics in the syllabus and give explanatory notes with relevant examples. This will equip candidates with the necessary facts to tackle questions during examination.
- (3) Candidates should be advised to read consistently the approved textbooks for their subjects.
- (4) Candidates should read questions thoroughly before they attempt to answer. They should look out for keywords in the question and what is demanded of them.

- (5) Teachers should endeavour to give students exercises and mark them in order to correct weaknesses detected.

## **CHRISTIAN RELIGIOUS STUDIES 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of the previous years. The rubrics were also clear and concise. The general performance was average.

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

- (1) There was marked improvement in the organisation of the essays of some of the candidates.
- (2) Ideas were provided in a coherent manner.
- (3) A reasonable number of candidates provided accurate and precise answers.
- (4) Answers to questions were provided in legible handwriting

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

- (1) Most of the candidates demonstrated inadequate knowledge and preparation for the paper.
- (2) Candidates continue to overlook the rubrics and answer more than one question from Section 'C' hoping that this would not be detected.
- (3) Candidates who performed badly were not conversant with the Biblical texts.
- (4) Some candidates had very illegible handwriting.

### **4. SUGGESTED REMEDIES**

- (1) Subject teachers should work hard to cover the syllabus with their students.
- (2) Candidates should be advised to read instructions carefully before answering the questions.
- (3) Candidates who opt for Christian Religious Studies **should** be acquainted with the relevant texts and passages from the Bible.
- (4) Candidates should write legibly and clearly as examiners found it difficult to read through some of the scripts making assessment very difficult.

### **5. DETAILED COMMENTS**

### Question 1

- (a) **Highlight the problems encountered by Joseph with his brothers.**
- (b) **Indicate how Joseph and his brothers were reconciled.**
- (c) **What three lessons can be learnt from the relationship between Joseph and his family?**

This was one of the most popular questions candidates answered. Most candidates were able to answer 1a very well. Majority of those who attempted this question performed creditably.

However, 1b was poorly answered by majority of candidates. Candidates could not discuss how Joseph reconciled with his brothers properly. Candidates should read Gen.45:1-15 and note the following points;

- (i) The famine in Israel led Joseph's brothers to seek for corn in Egypt.
- (ii) On their second visit to Egypt, Joseph revealed himself to them as the one they sold into slavery.
- (iii) Joseph wept aloud in front of them and inquired about his father.
- (iv) He told his brothers not to be distressed or angry with themselves for their wrong act.
- (v) He told them God sent him before them to preserve life/His predicament was thus a divine scheme.
- (vi) Though what they did was evil God meant it for good.
- (vii) Joseph gave an open invitation to the family to settle in Goshen.
- (viii) He gave them abundant food and clothes to return home.
- (ix) Joseph shed tears of joy over Benjamin and the rest of his brothers with kisses to assure them of his love.

Question 1c was also well answered by candidates.

### Question 2

- (a) **Discuss the appointment of Joshua as Moses' successor. {12 marks}**
- (b) **What three qualities of Joshua can be recommended for leaders of today?**

This was not a popular question for the candidates. Candidates did not understand the question, an indication that they were not conversant with the text in Numbers 27:15-23.

Some of the leadership qualities of Joshua that leaders must follow include:

- (i) Fear of God and trust in Him
- (ii) Faithfulness and obedience to God's rules
- (iii) Respect for all shades of people
- (iv) Being courageous and strong in taking decisions and implementing them
- (v) Must be visionary and have foresight

- (vi) Must be a good planner and selfless

### Question 3

- (a) Describe how the supremacy of God was made manifest during the contest on Mount Carmel.
- (b) In what three ways can the church fight against immoral acts in society?

The candidates were expected to describe how the supremacy of God was manifested on Mt. Carmel.

Most candidates answered this question very well. Though most of them could not cite direct quotations from the text, they were able to score all the points in 3a.

However, candidates stated that it were the Baals and the Asherah that were killed at the Brook Kishon instead of Baal Prophets. Candidates must read 1 Kings 18: 17-46.

Question 3b was well answered and candidates should be commended for that. The candidates listed among other things that the Church can fight against moral acts if members of the church avoid sin and lead exemplary lives, refuse to compromise with sinners, focus on God only, help the needy in society, avoid partiality, counsel those who go astray etc.

### Question 4

- (a) Give an account of Amos' encounter with Amaziah the priest.
- (b) Indicate any three practices in your society that need to be condemned

This question was not a popular one and was the least answered in Section 'A'. However, the few candidates who selected it did quite well.

Question 3b was well answered. Some of the notable points mentioned include:

- I. Disrespect of the Sabbath
- II. Ethnicity/ Corruption/ Injustice etc.
- III. Commercial preachers in vehicles etc.
- IV. Face or superficial worship/ occultism/ ancestral practices
- V. Widowhood rites
- VI. Female genital mutilation ( FGM )
- VII. Sexual immorality/ Homosexuality

### Question 5

- (a) Examine the baptism of Jesus as narrated in Matthew's Gospel.

**(b) In what two ways is baptism relevant to Christians?**

This was another popular question attempted by candidates. However, instead of writing on the baptism of Jesus, some candidates wrote about the temptation of Jesus, thus deviating.

Only a few of those who attempted this question wrote on the baptism in Matthew 3:13-17. Candidates should have noted the following as the relevance of baptism to Christians.

- I. It is a response to God's command
- II. It is an identification with Christ and all Christians
- III. It marks the physical and ritual cleansing of Christians
- IV. It is a sign of repentance and forgiveness.

**Question 6**

**(a) Describe the appearance of the Risen Christ to the two men on their way to Emmaus.**

**(b) What three benefits do Christians derive from the resurrection of Jesus Christ?**

This question on the appearance of the Risen Christ to the men on their way to Emmaus was not popular and the few who attempted it scored very low marks. It was 6b which helped candidates to score marks. Candidates are advised to read Luke 24:13-35. Candidates mentioned benefits Christians derive from the resurrection such as confirmation of Christians hope for salvation, assurance that all those who die in the Lord would be alive in the last day and the fact that as Jesus overcame death and the sorrow and pain it brings among others.

**Question 7**

**(a) Describe how Saul became converted.**

**(b) Identify any three visible signs of a convert.**

This was the most popular question and was well answered. Candidates knew the visible signs of a convert. There was good presentation of answers. Some of the visible signs of a convert mentioned by candidates include:

- (i) Daily study of the word of God
- (ii) Embarking on evangelism
- (iii) Honesty in dealing with people.
- (iv) Helping to fight evil in the society
- (v) Participating in extra-church activities
- (vi) Daily attendance at church services etc.

However, some deviated and wrote on King Saul in the Old Testament and therefore performed abysmally. Candidates should read Acts 9:1-22.

### **Question 8**

- (a) **Highlight the relationship between faith and works according to the Teaching of James.**
- (b) **In what three ways can Christians demonstrate their faith in works.**

This was one of the popular questions attempted by candidates. However, performance was very poor. Candidates were out of touch with the Biblical Text (James 1:2-27, 2:14-26) and produced unnecessary 'sermons'.

Candidates should have mentioned some of the following as ways Christians can demonstrate their faith in works.

- (i) Respecting themselves and others.
- (ii) Offering selfless service to the society.
- (iii) Loving one another/being hospitable.
- (iv) Being law abiding
- (v) Avoiding pride/arrogance and violence etc.

### **Question 9**

- (a) **What was Peter's advice to Christians living among non-Christians?**
- (b) **What three challenges can Christians face among non-Christians?**

This was the least answered question. Candidates' performance was poor. There is the need for candidates to study 1 Peter 2:9-25.

Candidates thought it was a general question and instead of focusing on the actual question and context, they gave 'sermons' on interpersonal relationship among Christians.

Among other things, Christians can face the following challenges:

- (i) Satanic practices eg. occultism.
- (ii) Tribalism/Nepotism/Discrimination.
- (iii) Sexual immorality
- (iv) Backsliding/compromising of the faith
- (v) Secular law in conflict with religious norms
- (vi) Intermarriage with non-believers eg. Christians/muslims/traditionalists.
- (vii) Indiscipline among the youth eg. area boys, land-guards etc.

## **ECONOMICS 2**

### **1. GENERAL COMMENTS**

The standard of the paper compares favourably with those of previous years. Candidates' performance was not encouraging as compared to previous years. The answers of some candidates indicated that they resorted to mere guesswork.

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

- (1) Some candidates were able to write coherently and explain their points clearly.
- (2) Some candidates illustrated their answers with appropriate illustrations.
- (3) Most candidates obeyed the rubrics of the paper.

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

- (1) Some candidates listed points and explained them in just a sentence; causing them to lose vital marks.
- (2) Some candidates deviated completely and this indicated that they did not understand the questions properly.
- (3) Some candidates confused one economic concept with the other eg. trade union and international trade.

### **4. SUGGESTED REMEDIES**

- (1) Candidates should endeavour to explain points they list very well, adding relevant examples.
- (2) Teachers should cover completely all topics in the syllabus to enable candidates get a firm grasp of the subject matter.
- (3) Candidates should think through questions carefully and know the demands of the questions before attempting to answer them.

5. **DETAILED COMMENTS**

**Question 1**

**The total fixed cost (TFC) and total cost (TC) functions of a hypothetical firm are**

**shown in the graph below. Study it and answer the questions that follow.**

- (a) **Determine the firm's:**
- (i) **variable cost at output levels 2, 4 and 6:**
  - (ii) **average total cost at output levels 2 and 3:**
  - (iii) **marginal cost at output levels 4 and 6.**
- (b) **If the price of the firm's product is \$40, calculate the firm's profit or loss when the following units are sold:**
- (i) **2 units;**
  - (ii) **4 units.**

This question was designed to test candidates' understanding of the costs of a firm interpreted from a graph. The question was quite popular and few brilliant candidates performed quite well in it.

Good candidates were able to state correctly the formulas required for the calculations.

It is important to remember that from the graph  $TFC = \$40$ .

The weakness of candidates in this question centered on their inability to use correct

formulas. Since  $TC = TFC + TVC$ , candidates were to use the formula

$TVC = TC - TFC$  in the calculation of the total variable cost,  $AC = \frac{TC}{Q}$  and

$MC =$

$\frac{\Delta TC}{\Delta Q}$

$Q$

## Question 2

The table below shows the incomes and rates of income tax levied on four professionals in an economy. Use the data to answer the questions that follow.

Profession	Income per month (\$)	Tax rate (%)	Disposable Income (\$)
Doctor	8,000	10	
Engineer	7,000	12	
Civil Servant	5,000	18	
Nurse	6,000	15	

- Calculate the disposable income of the four individuals.
- What system of taxation was employed?
- Give a reason for your answer in (b).
- With the aid of a diagram, explain the system of taxation employed in

This was a question on taxation. Candidates were to calculate disposable incomes of four given workers and determine the type of tax system employed.

Candidates were required to use the given percentages to calculate the taxes payable by the workers. They were then to deduct the taxes obtained from the gross salaries to obtain the

the required disposable incomes.

A large number of candidates merely subtracted the given percentages from the gross salaries

Others who could calculate the taxes also failed to deduct them from the gross salaries to obtain disposable incomes.

A number of candidates were able to draw the graph of the tax rates against the incomes to show that the tax was regressive. Other candidates could not explain why the tax was regressive.

This is because as income increases, the tax rate reduces.

### Question 3

- (a) **What is a trade union?**
- (b) **Describe any *four* functions of trade unions.**
- (c) **Outline any two weapons used by trade unions to achieve their objectives.**

This question was quite popular, although performance in it was poor. The question demanded a knowledge of what a trade union is, its functions and the weapons it uses to achieve its objectives.

The functions of trade unions were well discussed by only a few brilliant candidates. The functions demands in the question included the following:-

- i. Negotiating for improvement in the conditions of service of their members.
- ii. Educating their members on civil and political opportunities.
- iii. Offering social services to their members.
- iv. Organising workers into functional groups.
- v. Encouraging forums to increase workers participation in business decision making.

In 3 (c) candidates were to write on weapons such as strikes, threat of strikes, demonstrations

work-to-rule, collective bargaining, picketing and protests. In some cases, candidates raised the points above but could not elaborate well on them to earn the deserved marks.

#### **Question 4**

- (a) **Outline any *four* objectives of a price control policy.**
- (b) **Highlight any *four* effects of a maximum price control policy.**

This question was structured to test understanding of the objectives and effects of price

control. It was quite a popular question although performance in it was just average.

Question 4(a) was quite well handled and the following were some points raised:

- (i) To prevent exploitation of consumers.
- (ii) To control inflation.
- (iii) To help low income earners.
- (iv) To control the profits of companies.

In 4 (b) some candidates deviated and rather discussed the objectives of price control policy. They were to mention points such as

- The creation of shortages
- Hoarding of goods
- Black marketing
- Preferential treatment and first-come first-served.
- The existence of queues and so on.

The explanation of most students was not encouraging.

#### **Question 5**

- (a) **What are infant industries?**
- (b) **State any *four* reasons for protecting infant industries.**
- (c) **Outline any *three* ways by which industries can be financed in West Africa.**

This was a test on infant industries. Candidates were required to explain what an infant

Industry is in 5a; why it is necessary to protect infant industries in 5 (b); 5 (c) demanded knowledge of how businesses are financed in West Africa.

The question was popular, and performance in it was satisfactory. Candidates were able to infant correctly define industries. They were also able to discuss vital points demanded by Question 5 (b) such as the following:

- (i) To encourage domestic production
- (ii) For the economy to be self reliant.
- (iii) To encourage the consumption of locally produced goods.
- (iv) To conserve scarce foreign exchange.
- (v) To develop the local market etc.

It was surprising that in 5(c), most candidates failed to identify ways of financing

businesses, such as lack of capital, lack of entrepreneurial skills etc. Candidates should have

raised points like bank loans, share contributions, sale of debentures, ploughed back profits, trade credit, personal savings and so on.

### Question 6

- (a) **What is balance of payment disequilibrium?**
- (b) **Explain the *two* types of balance of payment disequilibrium.**
- (c) **Highlight any *four* reasons most West African countries are experiencing balance of payment problems.**

This question was designed to test understanding of balance of payments disequilibrium and reasons why West African countries experience balance of payments problems. Not many candidates attempted it and performance in it was quite poor.

In 5 (a), candidates explained disequilibrium in terms of the balance of trade by restricting their explanation to imports and exports of goods. (merchandizes only). Balance of payments

disequilibrium is a situation where a country's receipts in respect of exports of goods and services plus autonomous capital transfers are not equal to its payments in respect of imports of goods and services plus autonomous capital transfers.

In 5 (b), part candidates could not identify balance of payments disequilibrium as a surplus

and a deficit. They were to state that in the case of a surplus, total receipts from exports of

goods and services and autonomous capital transfers exceed payments in respect of imports of goods and services and autonomous capital transfers.

Question 5 (c) was ignored by most candidates, but points that could have been raised include

over-reliance on imports, low technological know-how, political instability, over reliance on unprocessed exports, devolution and falling export prices; to mention but a few.

### **Question 7**

- (a) What is deflation?**
- (b) Outline any *three* positive effects of deflation.**
- (c) Explain the ways by which inflation affects any *three* functions**

This question was quite popular. It was to test deflation and its positive effects. Candidates were

able to explain the positive effects of deflation correctly such as

- Increase in demand for goods and services.
- Improvement in the balance of payments.
- Increase in savings.
- Improvement in the standard of living

In 7(b) part, some candidates failed to meet the demands of the question and rather discussed the general effects of inflation on the economy.

In 7 (c), candidates were required to explain ways by which inflation affects functions of money namely - medium of exchange, store of value, unit of account or measure of value, and standard for deferred payments. In the cases above, candidates were to state that during inflation, these functions of money are undermined

because money loses its value.

### **Question 8**

- (a) What is protective tariff?**

**(b) Outline any *four* reasons in favour of protective tariff.**

**(c) State any *two* reasons against protection tariff.**

This was another popular question. It was structured to test understanding of reasons for imposing

protective tariffs. Candidates' performance was satisfactory.

Question 8 (a), protective tariff was correctly stated as an import duty imposed on certain commodities to protect domestic industries from foreign competition.

In 8 (b), candidates were to explain reasons against protective tariffs. Candidates were to discuss points such as these:

- It limits the variety of goods enjoyed in a country.
- The possibility of retaliation by other countries.
- High tariffs may lead to inflation.
- May lead to a fall in the standard of living.
- Over protection of domestic industries may lead to inefficiency.

Question 8 (c) part, it demanded reasons against tariffs. The reasons are that other countries may

retaliate, leads to price increases, limits variety of goods in the country etc. Performance of candidates in this question was not encouraging.

## **GEOGRAPHY 3**

### 1. **GENERAL COMMENTS**

The standard of the paper compares favourably with that of previous years. The performance of candidates this year improved slightly as compared to that of the previous year.

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

- (1) Most candidates followed the rubrics of the paper. This is commendable.
- (2) The standard of the English Language as used by most candidates has improved drastically.
- (3) Most candidates' answers indicated that they read widely. Some even quoted sources from the internet.

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

- (1) Some candidates could not differentiate between simple bar graphs and compound bar graphs.
- (2) Some candidates' handwriting was not very legible and this made marking somewhat

difficult.

- (3) The answers given by some candidates lacked geographical terms. Such candidates used the layman's English.

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

- (1) Candidates need to be assisted by the teachers to cover the syllabus comprehensively.
- (2) Some candidates need to improve their handwriting to make it more readable.
- (3) Candidates should be taken through more practical work (map work) to enable them answer the compulsory question effectively.

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

##### **Question 1**

**Study the map extract provided on a scale of 1.50,000 and use it to answer the questions that follows.**

- (a) **In your answer booklet, reduce the mapped area to a third of its original size and state the scale of the new outline.**
- (b) **In your new outline, insert and name:**
  - (i) **River Pra and indicate its direction of flow with an arrow;**
  - (ii) **The class 3 road running from PRASO settlement to AKIM OFOASE settlement;**
  - (iii) **KOTOKUOM settlement.**
- (c) **Describe *three* drainage characteristics of River Pra.**
- (d) **Using evidence from the map, state three functions of AKIM OFOASE settlement.**

This was a compulsory question which was poorly answered by most of the candidates.

##### **Question 1 (a)**

Although most of the candidates were able to draw the reduced outline to its correct size, few of them were able to state the scale of the new outline, an indication that they were ill-prepared for the paper.

##### **Question 1 (b)**

Few of the candidates were able to insert River Pra and its direction of flow correctly. The class 3 road running from Praso settlement to AKIM OFOASE settle was well inserted by candidates as well as KOTOKUOM settlement.

Question 1 (c)

Many candidates who answered the question on map-work were able to identify the characteristics of River Pra. They were able to identify the flow of River Pra from the North East to South-West, the dendritic pattern of drainage, the numerous tributaries the meandering nature of the river, the Pra River being the major river etc.

Question 1 (d)

Most of the candidates were able to state three functions of AKIM OFOASE without using evidence on the map or supporting the functions with evidence from the map. The candidates therefore could not get the maximum marks.

**Question 2**

**The table below shows the number of farmers who cultivated the underlisted crops**

**Ajok Region from 2005 to 2007.**

<b>YEAR</b>	<b>CASSAVA</b>	<b>MAIZE</b>	<b>RICE</b>	<b>YAM</b>
<b>2005</b>	<b>50</b>	<b>60</b>	<b>45</b>	<b>80</b>
<b>2006</b>	<b>40</b>	<b>62</b>	<b>55</b>	<b>48</b>
<b>2007</b>	<b>48</b>	<b>58</b>	<b>70</b>	<b>35</b>

**(a) Draw a divided bar graph to represent the data.**

**(b) Calculate the number of farmers who cultivated rice from 2005 to 2007.**

**(c) What is the *major* difference between simple bar chart and the component/divided bar graph?**

This was not a popular question and was not well-answered by the few candidates who attempted it.

Question 2 (a)

Most of the candidates did not indicate the title of the graph and therefore lost

marks.

Question 2 (b)

All the candidates who attempted the question were able to calculate the number of farmers who cultivated rice.

Question 2 (c)

Majority of the candidates could not explain the major difference between simple bar chart and the divided/compound bar graph. A few however were able to easily explain it and scored full marks.

**Question 3**

(a) **Explain the following terms:**

- (i) **Rotation of the earth;**
- (ii) **Revolution of the earth;**
- (iii) **Equinox.**

(b) **Outline *three* effects of the revolution of the earth**

This was a very popular question which was not well answered by the candidates.

Question 3 (a)

- (i) Rotation of the earth was properly explained by majority of the candidates.
- (ii) Revolution of the earth was not properly explained as most of the candidates mentioned the fact that the sun moves around the earth instead of the earth moving around the sun in an elliptical orbit.
- (iii) Equinox was not well explained as most of the candidates could explain it as equal day and equal night all over the world, leaving out other points like occurring twice year, 21<sup>st</sup> March and 23<sup>rd</sup> September, mid day sun being directly overhead at the equator etc.

Question 3 (b)

Most of the candidates could not explain the effects of the revolution of the earth

and therefore scored low marks.

Few candidates were able to explain that a complete revolution of the earth marks

a year. Again, the revolution of the earth causes changes in seasons such as summer, winter, autumn and spring, varying lengths of day and night and the changes in the altitude of the mid-day sun etc.

#### **Question 4**

- (a) **List *three* landforms found in the upper course of a river valley.**
- (b) **With the aid of diagrams, describe the characteristics and mode of formation of an ox-bow lake.**

This was a popular question which was poorly answered.

#### Question 4 (a)

The listing of the landforms in the upper course of a river was well answered.

#### Question 4 (b)

The explanation of the formation and characteristics of ox-bow lake was very poor.

The candidates' answers showed that they did not know much about geomorphology.

Most of the candidates could not explain the characteristics and formation of ox-bow lake. For example, candidates did not mention that an ox-bow lake is a landform of lower course of a river, occurs in marshy areas, has a horse-shoe shape etc.

Most of the candidates could not label their diagrams and were able to draw only one instead of two or three diagrams.

#### **Question 5**

- (a) **List any *three* types of mountains**
- (b) **In what *four* ways are mountains important to man?**
- (c) **Outline *two* problems caused by mountains.**

This was a popular question which was averagely answered.

#### Question 5 (a)

Candidates were able to name the types of mountains and therefore scored full marks.

#### Question 5 (b)

The four ways in which mountains are important to man was not well answered.

Though candidates were able to state the points, they were not able to explain them.

Question 5 (c)

Problems caused by mountains as a question was also not well answered. Candidates just listed the points without explanation and therefore scored low marks.

**Question 6**

- (a) **Define climate.**
- (b) **Describe the three climate belts recognized by the Greek system of classification**
- (c) **Outline three reasons why Koppen's system of climatic classification is most widely accepted.**

This was **not** a popular question and only a few of the candidates attempted it. However those who answered it performed creditably.

**Question 7**

- (a) **What are environmental hazards?**
- (b) **List *three* examples of environmental hazards.**
- (c) **Explain *five* ways of preventing desert encroachment.**

This was another popular question which was averagely answered.

- (a) Question 7 (a) was well answered by candidates who attempted it.
- (b) The 7 (b) was also well answered by majority of the candidates.
- (c) Candidates found Question 7 (c) difficult to answer. They could not explain the five ways of preventing desert encroachment. Candidates were expected to explain points like afforestation – planting of trees to replace the felled trees, irrigation; to water the land to have plant growth all the time, to have land covered by plants; cover cropping which is the planting of leguminous crops to keep the land covered by vegetation to avoid or prevent the encroachment of desert/preventing desert encroachment.

**Question 8**

- (a) **List three features of coastal erosion.**
- (b) **With the aid of diagrams, describe the characteristics and mode of formation of a beach.**

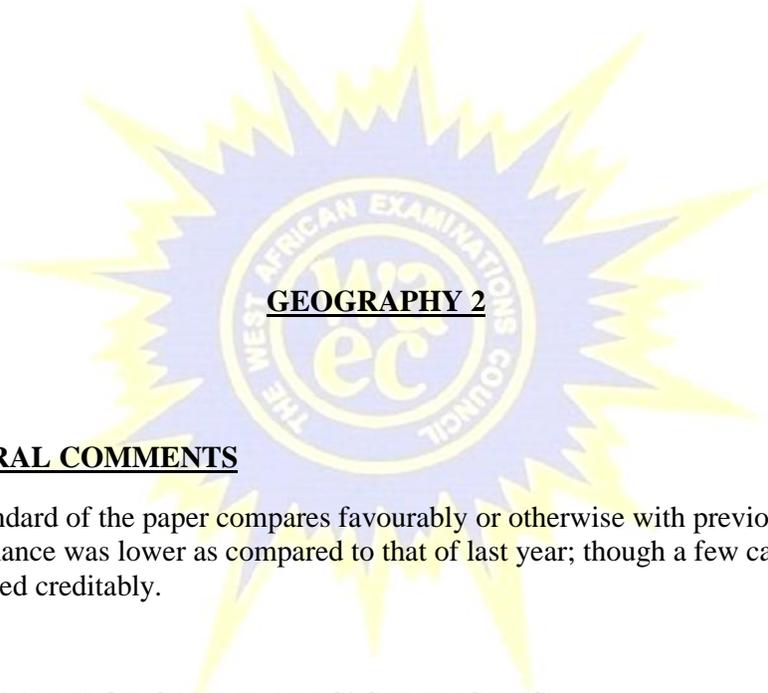
This was not a popular question. Few candidates answered the question. Those who answered it performed abysmally.

Question 8 (a) was poorly answered as many of the candidates who attempted the question did not know the erosional coastal features and therefore could not list features as, cave, cliff, wave-cut platform, stack, bay, arch etc.

Question 8 (b) was also not well answered. Candidates who answered it seemed not to know much about the formation and characteristics of a beach.

Many candidates did not know a beach as coastal landform, accumulation of sand, gravel, shingles, mostly found where the coast is low-lying, covering many kilometres along the coast, slopes gently towards the sea with examples like La Beach and Busua Beach in Ghana.

Since the candidates could not explain the formation and characteristics very well, they scored very low marks. Moreover all the diagrams drawn were poor and unlabelled.



## GEOGRAPHY 2

### 1. GENERAL COMMENTS

The standard of the paper compares favourably or otherwise with previous years. Performance was lower as compared to that of last year; though a few candidates performed creditably.

### 2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Handwriting of most candidates was legible.
- (2) Most candidates followed the rubrics of the paper.
- (3) Most candidates presented their essays in well-arranged paragraphs with proper punctuation.

### 3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates presented very bad outline maps of Ghana and Africa. Such Candidates could also not locate certain features correctly.

- (2) Some candidates deviated totally in the answers they presented.
- (3) A few candidates presented very bad essays.

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

Candidates should practise regularly drawing the maps of Ghana and Africa. They should study into detail the location of physical and human features.

- (1) Candidates should endeavour to present their essays in well-arranged paragraphs;  
with the appropriate punctuation.
- (2) Teachers should endeavour to cover all the topics in the syllabus for students/candidates to grasp fully the subject matter.

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

##### **Question 1**

- (a) **List *four* commodities exported from your country to any one European country.**
- (b) **Outline *four* reasons for the low volume of trade among West African countries**
- (c) **Suggest *four* ways of improving trade among West African countries**

This question was satisfactorily answered by candidates who attempted it. Section 1(a) was satisfactorily answered. Most candidates, however failed to mention the 'one' European country at the end of the question.

Candidates were expected to provide the following answers.

Commodities exported include:

- Cocoa
- Timber
- Gold
- Cashew
- Manganese
- Bauxite
- Diamond
- Fruits
- Crude oil etc.

Commodities are exported to European countries like:

- United Kingdom
- The Netherlands
- Germany
- Spain
- France
- Belgium
- Italy.

Sections 'b' and 'c' were satisfactorily answered.

## Question 2

- (a) **Define the following terms:**
- (i) **death rate:**
  - (ii) **population explosion**

(b) **Explain five factors that influence death rate in Tropical Africa.**

(c) **Outline three effects of a growing population in Tropical Africa.**

This question was popular. However question 2 (a) (i) and 2 (a) (ii) were not answered satisfactorily. Candidates could have considered the following:

- "Death rate" is the number of deaths in a year per 1000 of a given population in a country.
- "Population explosion" refers to the rapid increase in the population of a place over a short period of time.

Section 'b' was poorly answered. Most candidates had faint idea about the factors that influence death rate in Tropical Africa. The following answers were expected from candidates:

- Improvement in health care
- Improved sanitation and hygiene
- Wars and conflicts
- Diseases and epidemics
- Education/illiteracy
- Improvement in food production
- Level of economic development
- Natural disasters
- Frequency of accidents
- Family planning
- Poverty/insufficient food
- 

Section 'c' was satisfactorily answered.

## Question 3

- (a) **Outline five factors that should be considered in the location of an industry.**

**(b) State five benefits of industrialization to a country.**

This was the most popular question with almost all the candidates answering it. Candidates

were able to explain points they listed. Candidates answered the question satisfactorily.

**Question 4**

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

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

- (i) the position of Tropical Maritime air mass (S.W. Winds) in July;**
- (ii) the position of Inter Tropical Convergence Zone (I.T.C.Z.) in July;**
- (iii) the relative position of Tropical Continental air mass (N.E. Winds) in July;**
- (iv) three towns located in (a) (i) above.**

**(b) State four characteristics of the wet season in Ghana.**

**(c) List two cash crops grown during the wet season in Ghana**

This was not a popular question among candidates and most of them avoided it.

The performance was very poor.

Candidates who answered the question had no idea about the Tropical Maritime air mass

(S.W.winds) and the Tropical Continental air mass (N.E. winds). Candidates thus located the winds at wrong places. The outline map of Ghana was poorly drawn.

For Question 4 (b), most of the candidates could not outline the major characteristics of the wet season in Ghana. The following responses were expected from candidates:

- temperature is high, 27°C to 33°C
- the prevailing wind is the Tropical Maritime air mass
- there is low pressure in the north due to high temperature.
- there is high pressure in the South due to low temperature.
- heavy rainfall occurs in Ghana during the wet season (+1500 mm).
- the south experience double maxima of rainfall.
- the north experience single maximum of rainfall etc.

Question 4 (c) was satisfactorily answered by candidates who attempted it.

**Question 5**

- (a) **Outline *five* problems of agricultural development in Ghana.**
- (b) **Suggest solutions to the problems outlined in (a) above.**

The question was on the whole satisfactorily answered by the few candidates who attempted it.

In part 5 (a) many candidates were able to identify the problems of agricultural development in Ghana. However, they could not explain the points identified well.

Candidates were however able to suggest solutions to problems identified in part 5 (a).

### **Question 6**

- (a) **Draw a sketch map of Ghana.**
- On the map, show and name one area with:**
- (i) **Mangrove swamp vegetation;**
  - (ii) **Rain forest vegetation;**
  - (iii) **Guinea savanna vegetation;**
  - (iv) **Sudan savanna vegetation**
- (b) **Name *three* types of trees found in the zone of Ghana.**
- (c) **Explain *four* contributions of forest vegetation to the economic development of Ghana.**

Most candidates attempted this question. Candidates could not draw the outline map of Ghana well. They also could not locate correctly the vegetation zones named

in the question. Few candidates used dots to locate vegetation zones.

Question 6 (b) was however well-answered by candidates. They were able to name trees found in the forest zone of Ghana and thus scored high marks.

Candidates were able to identify the contributions of forest vegetation to the economic development of Ghana in the '6 (c). They could not, however, explain the points into detail.

Candidates could have provided the following answers:

- provide food
- provide wood for construction purpose.
- timber for export/foreign exchange.
- provide jobs for hunters, lumber men etc.
- provides raw materials for industries
- provision of fuel wood
- provides herbs for medicine.
- attracts tourism
- provides raw materials for art & craft

- provide habitats for wild life.

### Question 7

- (a) **Draw a sketch map of Africa.**  
**On the map, locate and name:**
- (i) **The Equator;**
  - (ii) **One natural lake in the northern hemisphere;**
  - (iii) **One artificial lake in the southern hemisphere;**
  - (iv) **Atlas Mountain.**
- (b) **Outline five benefits derived from lakes in Africa**

This question was attempted by many candidates. However the 7 (a) part was poorly answered.

The sketch map of Africa was poorly drawn. Candidates could not locate the Equator and Atlas Mountains correctly. They could also not locate a natural lake in the Northern Hemisphere and an artificial lake in the Southern Hemisphere.

Question 7 (b) was however well answered by many candidates with some of them providing very good examples to support their points.

### Question 8

- (a) (i) **Name two countries in African that are noted for Lumbering.**
- (ii) **Give two examples of trees that are exploited for export in any of the countries identified in (a) (i) above**
- (b) **Explain four factors that encourage lumbering in Africa.**
- (c) **Outline four negative effects of lumbering on the environment of Tropical Africa.**

Many candidates answered this question and performed well. Candidates were able to name two African countries that are noted for lumbering. They were also able to give factors that encourage lumbering in Africa and the negative effects of lumbering in Tropical Africa.

### Question 9

(a) Describe any two the following methods of irrigation in Africa:

- (i) Shaduf (Shadouf);
- (ii) Basin;
- (iii) Perennial.

(b) State four contributions of irrigation agriculture to the economy of Mali.

This question was fairly answered by the few candidates who attempted it. The 9(a) question registered a lot of deviations from candidates.

Most of the candidates had no idea about the three irrigation methods in the question. Candidates were expected to provide the following answers:

(a) (i) Shaduf/Shaduf irrigation method

- presence of a river/water body
- channels dug to the farmland
- involves the rise of hand-operated lever
- bucket tied to the end of lever
- the lever lifts up buckets of water from the river.
- the water is poured into irrigation channels.
- the water in the channels is directed to the farms.
- it is a traditional method.

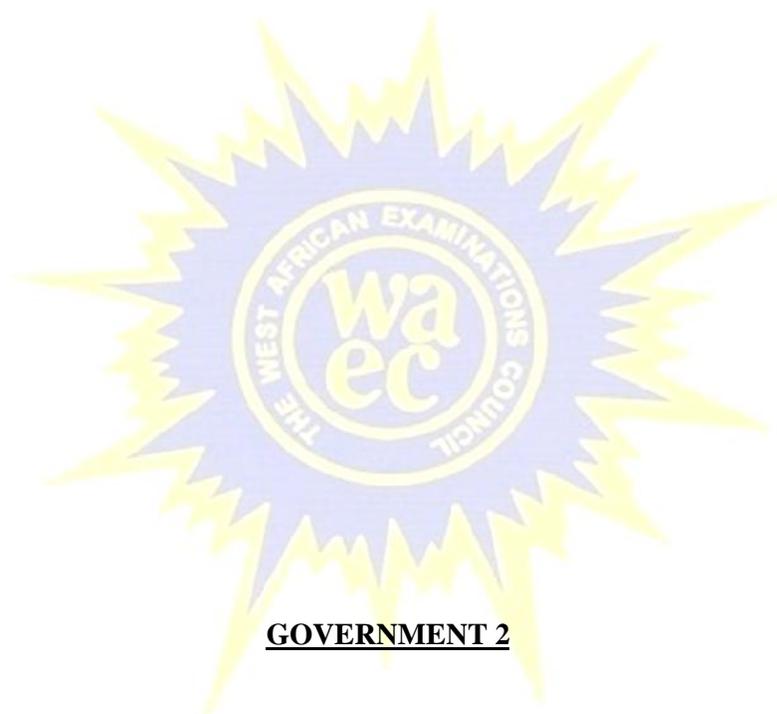
(ii) Basin Irrigation method

- occurs during flooding of rivers.
- earth banks are built on the flood plains.
- flood water is held back by the earth banks.
- water is released later during the dry season back to the river.
- season back to the river.
- cultivation takes place on soaked soils.

(iii) Perennial method of Irrigation

- dams/barrages are built across rivers
- water is stored behinds the dams.
- stored water is released through channels/canals
- water flows through the channels/canals to farmlands.
- enables all season cultivation.

Question 9 (b) was very well answered by the few candidates that answered it. Candidates scored high marks.



## **GOVERNMENT 2**

### **1. GENERAL COMMENTS**

The standard of the paper compares favourably with that of the previous years. The questions were within the scope of the syllabus and were clearly stated.

Performance of candidates compared to previous years declined. However a few candidates performed creditably well.

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

- (i) Most candidates adhered to the rubrics of the paper by answering the required number of questions.
- (ii) Most candidates had legible handwriting and well-organised answers.

- (iii) Most candidates had their spellings, concepts and terminologies right.

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

- (i) Most candidates used unacceptable abbreviations and symbols in their answers.
- (ii) Most candidates deviated from the questions.
- (iii) Most candidates exhibited inadequate knowledge of the subject.

### **4. SUGGESTED REMEDIES**

- (i) Candidates should be advised not to introduce abbreviations and symbols in their work or answers.
- (ii) Candidates should read the questions thoroughly, understand the demands of the question before they set out to answer.
- (iii) Candidates should be encouraged to read the right textbooks and teachers must give explanatory notes to their students so as to have adequate knowledge and confidence in the subject.

### **5. DETAILED COMMENTS**

#### **Question 1**

- (a) **Explain Constitutionalism.**
- (b) **State four factors that can promote Constitutionalism.**

This question was popular but majority of the candidates who attempted it performed poorly in

1(a). Most of them could not explain constitutionalism; instead they defined constitution and that was not the focus of the question.

Constitutionalism is widely explained to be strict adherence to the provisions of the constitution by both the political leaders in power and the governed in a constitutional environment or state. This should have been the response to 1(a).

Question 1 (b) was well addressed by most of the candidates. They were able to identify and explain well some factors that can promote constitutionalism. The following were some of the good points raised and explained;

- (i) The Rule of Law
- (ii) Independent judiciary
- (iii) Freedom of the press
- (iv) Separation of powers/Checks and balances
- (v) Multi-party system
- (vi) Type of government in existence
- (vii) Free and fair elections
- (viii) Guaranteeing human rights in the constitution

The overall performance of candidates' was good.

### **Question 2**

- (a) **What is Separation of powers?**
- (b) **How does the principle of Separation of powers operate under the:**
  - (i) **Presidential System of government?**
  - (ii) **Cabinet System of government?**

Many candidates attempted this question and performed well in 2(a) where they were tasked to explain separation of powers. However in 2(b) the candidates' performance was poor. Most of them could not explain effectively how separation of powers operates under the Presidential and Cabinet systems of government.

Responses from candidates which liken separation of powers to separate functions of Head of State and Head of Government or the Prime Minister suggest they did not understand the question hence such responses. Overall performance of candidates' was poor.

### **Question 3**

- (a) **What is Parliamentary system of government?**
- (b) **Identify four differences between Parliamentary and Presidential systems of government.**

This was a popular question attempted by many candidates with varied performance in 3 (a) and (b).

In 3 (a) performance of most of the candidates' was poor as they were unable to explain the Parliamentary system of government. They erroneously explained it as a system where the rules and laws that govern the state are made by parliamentarians. Others described it as a system where the Monarch is the Head of government and the Prime Minister the Head of

state.

It was also described as a system where all ministers are picked from parliament.

A few brilliant candidates correctly described it as bicephalous; a system of government in which there exists a Head of state who performs ceremonial functions and a Head of government who performs executive functions.

Candidates performed quite well in 3 (b). They were able to make comparative analysis of the parliamentary and presidential systems of government i.e. fixed term of office in the presidential as against the flexibility in the tenure of the parliamentary system, separation of powers in the presidential as against fusion of powers in the parliamentary system etc.

#### **Question 4**

- (a) **Define Public Opinion.**
- (b) **Highlight *three* ways by which Public Opinion can be formed.**
- (c) **In what *three* ways can Public Opinion be encouraged in your country?**

The question attracted many candidates, eliciting varied performances.

performance in 4 (a) was below average. Most candidates could not define public opinion. They defined it as views of the public. These responses from most candidates fall short of the definition of public opinion. Rather, public opinion is defined as the aggregate views of people on a particular issue at a given period of time.

In 4 (b) candidates' correctly stated mass media, political parties, pressure groups, symposia, trade unions, professional associations etc. as ways by which public opinion can be formed. Candidates performance was average.

In 4 (c) candidates' performance fell below average. They could not raise and explain points such as: press freedom, public education, freedom of speech and association, democratic government etc. as ways by which public opinion be encouraged.

#### **Question 5**

- (a) **Identify five officials used in the conduct of election on the polling day**
- (b) **Sate one function of each of the official identified in 5 (a).**

This was not a popular question and performance of the few candidates' who attempted it was below average.

#### Question 5 (a)

A few of the candidates' could not correctly identify any of the officials used in the conduct of election on the polling day. Some candidates mentioned materials used in the conduct of election as election officials. Others could not identify all five election officials as the question demands.

Some of the recognized officials in the conduct of elections are as follows:

- (i) Chairman/Electoral Commissioners,
- (ii) Resident/Regional/State/Electoral Officers,
- (iii) Returning Officers,
- (iv) Presiding Officers,
- (v) Polling Assistants/Clerks,
- (vi) Polling Agents/Party Agents,
- (vii) Security Officers/polling Orderlies,
- (viii) Election Observers.

#### Question 5 (b)

The poor performance of candidates' in 5 (a) reflected in 5 (b). However, there were good responses from a handful of candidates who were able to state and explain the functions of most of the electoral officials identified in 5 (a).

Overall performance of candidates' was poor.

#### **Question 6**

##### **Highlight any five functions of the Secretary of State for the colonies in the colonial period**

This was a popular question with an above average performance from most of the candidates' who opted for it. The candidates exhibited great understanding of the question and presented relevant examples to buttress their points in the answers provided.

Their output on this question is highly commendable.

The following are some of the points raised:

- (i) Made recommendation to the British Crown of people to be appointed, transferred or dismissed as governors and officials,
- (ii) Advised the governor on state of affairs of the colonies especially during crises,
- (iii) Received petitions and grievances on behalf of the British parliament,
- (iv) Submitted annual reports to the British Crown on the activities of the colonies through the British Parliament,
- (v) Controlled the finances of the colonies through budgetary approval and auditing of accounts.
- (vi) Major projects to be undertaken in the colonies were approved by him.

Some candidates on the other hand just listed points with no given explanations.

### Question 7

- (a) **State any *three* newspapers founded by nationalists in Gold Coast after the Second World War.**
- (b) **Highlight any *four* roles played by Local Newspapers in the struggle against colonial rule.**

It was not a popular question and the candidates who answered performed poorly especially in 7 (a). Most candidates' in 7 (a) could hardly state the three newspapers founded by the nationalists. Others mentioned the Daily Graphic, Ghanaian Times, Daily Guide, The Mirror and Spectator. A few of them however were able to mention The Evening News, The Talking Drum,

The West African Pilot and The African Morning Post correctly.

In 7 (b), candidates' performance was above average. They were able to advance correctly Points such as;

- (i) Exposed the ills of colonialism,
- (ii) Served as the mouthpiece of the nationalist,
- (iii) Mobilized the people against colonial rule,
- (iv) Created political consciousness and national identity,
- (v) Projected the African society and cultural heritage.

### Question 8

**Highlight five reasons for the fall of the People's National Party (PNP) government in 1981.**

This was not a popular question and the general performance of the few candidates who attempted was below average. Some candidates did not understand the question and wrote on the fall of Busia's administration, citing points like Apollo 568 and the Sallah's case to justify their argument. Other candidates' raised valid points but could not explain.

The question required candidates to write on the following points:

- (i) High level of corruption/mismanagement of funds,
- (ii) Inordinate ambition of the military to come back to power,
- (iii) Trade malpractices in the issuance of special unnumbered licenses,
- (iv) The internal bickering between the old guards and the new members,
- (v) The inability of the President to control his ministers and party functionaries,
- (vi) High level of unemployment,
- (vii) High inflation and shortage of essential commodities.

### Question 9

- (a) (i) **Explain the term military.**
- (ii) **What is a military coup d'e'tat?**
- (b) **Outline three basic features of military rule**

This was not a popular question but the few candidates who opted for it put up an above average performance.

The term military was not well explained by the candidates. Some referred to the military as “a group of soldiers with common aim”; a few others also described the military as “security agency responsible for protecting the country against external aggression or invasion”.

The term **military** however, **refers** to the Armed forces comprising the Army (ground troops),

The Navy (sea troops), and the Air Force (air troops).

Question 9 (a) (ii) was answered well by the candidates'. They correctly defined military coup d'état as the forceful overthrow of a constituted government by the armed forces.

Candidates' performed above average in 9 (b). They were able to outline features of military rule using the following points;

- (i) Suspension of the constitution,
- (ii) Rule by decrees,
- (iii) Setting up of military tribunals,
- (iv) Abuse of human rights,
- (v) Dictatorship,
- (vi) Proscription of political parties,
- (vii) Fusion of both legislative and executive functions,
- (viii) Highly centralized system of government.

Overall performance of candidates' was above average.

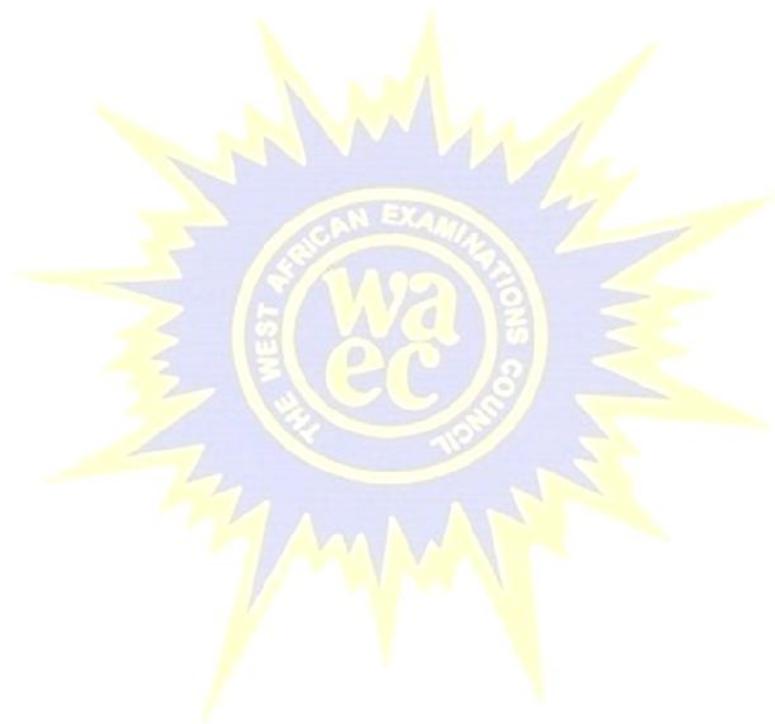
### **Question 10**

**What are the factors that determine the external relations of West African countries?**

This was a popular question well answered by most candidates' who attempted it with an overall performance that could be described as good. They provided good points and clearly explained them with relevant examples to buttress their points. The following are some of the good points raised:

- (i) Colonial heritage/Historical experience,
- (ii) Trade,
- (iii) Membership of international organizations,
- (iv) Personality of the leadership,
- (v) Natural resources endowment,
- (vi) Political ideology,

- (vii) Geographical nearness,
- (viii) Military strength,
- (ix) International Law and Conventions,
- (x) Religious affiliations,
- (xi) System of government in operation,
- (xii) Ethnic and tribal affiliations.



## **HISTORY 2**

### **1. GENERAL COMMENTS**

The standard of this year's paper compared well with that of the previous year. All questions were within the scope of the syllabus. Generally, performance of candidates declined compared with that of previous years.

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

- (i) Most candidates wrote legibly with correct punctuation and well arranged paragraphs.
- (ii) Most candidates adhered to the rubrics by selecting questions from the appropriate sections of the paper.
- (iii) Most candidates were able to express themselves well and it showed in their tenses and apt spelling.

### 3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Most candidates produced facts which had nothing to do with the question they set out to answer.
- (ii) Most candidates did not read well to understand the demands of the question before answering. This led to many of the candidates deviating.
- (iii) Some candidates wrote their answers scattered on different pages which made their work clumsy and very difficult for examiners to mark.

### 4. SUGGESTED REMEDIES

- (i) Candidates should be advised to read consistently the approved textbooks to acquaint themselves with the relevant facts so as to answer questions aptly.
- (ii) Candidates should read questions thoroughly before they attempt to answer. They should look out for key words in the question and what it demands of them.
- (iii) Candidates should be advised not to answer questions in bits and pieces. Every question they tackle should be completed before the commencement of another. Candidates should avoid reserving space for questions they had no answers to.

### 5. DETAILED COMMENTS

#### Question 1

- (a) List any *three* examples of Art forms.
- (b) Identify any *four* benefits of oral tradition to a historian.

Many candidates attempted this question and got 1(a) right by mentioning the following as examples of Art forms;

- (i) Drawing
- (ii) Painting
- (iii) Beads making
- (iv) carving

For 1 (b), many candidates were unable to explain the benefits of oral tradition to

a historian. What they did was to define oral tradition and its sources and that was not the focus of the question.

The benefits of oral tradition to a historian are;

- (i) oral tradition is less expensive as a source material
- (ii) confirm archeological discovery
- (iii) easily accessible
- (iv) heavily relied on in the absence of documentary evidence

The overall performance of the candidates' was average.

### Question 2

- (a) **Mention any three gods that were worshipped by ancient Egyptians.**
- (b) **Highlight any four features of the religious system of ancient Egypt.**

This was a popular question well-answered by many of the candidates' who attempted it both in 2(a) as well as 2(b). However a few candidates were penalized for wrong spelling in the names of some of the Egyptians gods like Hath and Isis.

Candidates overall performance was good.

### Question 3

- (a) **Identify any three Maghrebian states**
- (b) **In what four ways were the people of Northern Africa affected by the Arab invasion in the 7<sup>th</sup> century?**

This was a popular question with 3(a) well-answered by many of the candidates who attempted it i.e.

- (i) Morocco
- (ii) Tunisia
- (iii) Algeria
- (iv) Libya

3 (b) on the other hand was not well tackled by the candidates. Instead of looking at ways the people were affected by the Arab invasion in the 7<sup>th</sup> century, their answers centred on the activities that occurred before their arrival.

Many candidates missed out on points such as; the Arabic language became widespread, the Arabic invasion influenced the politico and socio life of the people as well as development of legal system centred on the Sharia. The Arab expansion and the spread of Islam aided the development of trade and commerce, banking and finance institutions of learning and industrialization. There was also the emergence of independent Muslim states i.e. Morocco, Algeria, and Tunisia.

The overall performance of the candidates was below average.

#### Question 4

(a) Name the kingdoms whose rulers had the following titles:

- (i) Nayiri;
- (ii) Ya Na;
- (iii) Yagbum Wura.

(b) Trace the origin and migration of the Mole-Dagbani people to their present settlement

This was not a popular question but the few candidates who attempted it performed well.

They were able to relate the migration account and the various leaders directly involved in a chronological order. Candidates' approach to the question is highly commendable.

Candidates' overall performance was very good.

#### Question 5

Identify any *five* features of trade development in pre-colonial Ghana.

Many candidates attempted this question but failed to deal with the key word in the question i.e. the **features** of trade development in pre-colonial Ghana. They did not understand the word **features** and as such wrongly dwelt on the trade with the Europeans particularly the period of the slave trade and the commodities used in the trade. However, the question required the candidates to write about the barter trade, development of market days, professional traders in local and long distance trade and the use of footpaths and waterways in pre-colonial Ghana. Also candidates should have highlighted features like collection of taxes and tolls, development of trade guides and use of porters as part of features of trade.

The overall performance of candidates was poor.

#### Question 6

Outline any *five* effects of the British conquest of Ghana.

This was a popular question and most of the candidates who attempted it put up a good performance though the question posed suggests the whole of Gold Coast (Ghana) came under British rule through conquest which is historically incorrect. It should be noted that it was only Asante Kingdom that was conquered through war.

In their answers, candidates correctly stated economic, social, political education, improved health care/medicine and infrastructural development as the positive effects of the British dominance of Ghana with cogent examples to buttress their points. Others also argued by way of conclusion that British influence was not all positive as their culture, religion and African identity was negatively affected.

Candidates overall performance was good.

#### Question 4

**Highlight any five ways in which Western education promoted nationalism in Ghana.**

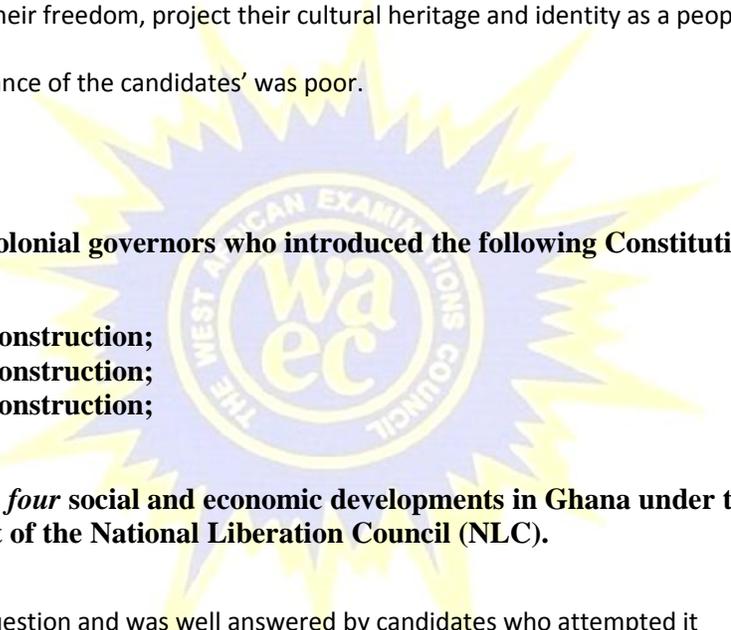
This was not a popular question and the candidates who attempted it performed woefully. In answering, they wrote on the general factors that contributed to nationalism in Ghana with much emphasis on the effects of World War II. Candidates should have opined that, Western education promoted nationalism as there was a growing number of indigenes who had the ability to read and write. They understood all the happenings around them as well as their rights in their own environment making it easy for them to be galvanized into action against British rule.

Some of the educated indigenes emerged as leaders and formed political parties to agitate for self-rule through rallies, symposia, town hall meetings etc.

The educated class who were products of Western education took to the establishment of the newspaper press as a powerful medium through which they could engage and combat British colonial policies, educate the masses on self- rule and how other nations under British dominance have fought to gain their freedom, project their cultural heritage and identity as a people among many others.

The overall performance of the candidates' was poor.

#### Question 8

- 
- (a) **Name the colonial governors who introduced the following Constitutions in Ghana:**
- (i) **The 1916 Construction;**
  - (ii) **The 1925 Construction;**
  - (iii) **The 1946 Construction;**
- (b) **Outline any *four* social and economic developments in Ghana under the government of the National Liberation Council (NLC).**

This was a popular question and was well answered by candidates who attempted it especially 8 (a). The governors who introduced the 1916, 1925, and 1946 constitutions were correctly identified but those who misspelt their names were penalized.

For 8(b), most of the candidates' dwelt mainly on the economic measures leaving the social development in Ghana under the government of the National Liberation Council (NLC).

The social developments undertaken by the regime were provision of potable water, expansion of electricity and health facilities to rural communities to check rural urban drift as well as expansion in educational facilities and scholarships to students for further training.

The candidates overall performance was average.

#### Question 9

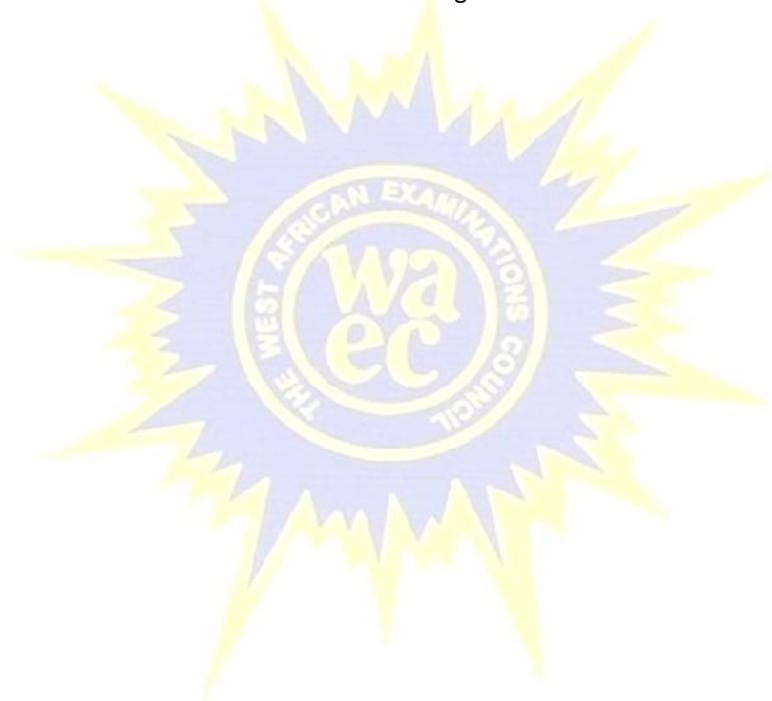
**Identify any five factors that motivated Ghana to join the Organization of African Unity (OAU).**

This was a popular question but was poorly handled by most of the candidates who attempted it. Instead of discussing how Ghana was motivated to join the Organization of African Unity, candidates talked about the achievements of the O.A.U and roped in the ECOWAS.

Candidates should have considered the following points;

- (i) Defend her territorial integrity, sovereignty and independence as well as that of other African states.
- (ii) End to colonialism and neo-colonialism in Africa.
- (iii) Promote culture, education, and defense and security cooperation with other African countries.
- (iv) Technical assistance.
- (v) Trade and access to other African markets i.e. free movements of goods and services.
- (vi) Cooperation through sports.
- (vii) To have a voice in the scheme of world affairs through the Union.

Overall performance of the candidates' was below average.



## **ISLAMIC STUDIES 2**

### **1. GENERAL COMMENTS**

The standard of the paper is comparable to those of previous years. However, candidates performance dropped, as compared to that of last year.

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

- (1) Most candidates followed the rubrics of the paper as required of them.
- (2) Some candidates made references to the Qu'ran and Hadith in support of their answers.

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

- (1) Some candidates attempted three questions while others also attempted five questions, instead of the required four.
- (2) Some candidates had their spellings, grammar and punctuation wrong. Their use of the English Language was bad.
- (3) Some candidates used local terminologies instead of Islamic terminologies.

4. **SUGGESTED REMEDIES**

- (1) Candidates should stick to the rubrics of the paper.
- (2) Candidates should endeavour to understand questions thoroughly before attempting them.
- (3) Candidate should strive to avoid the use of local terminologies and rather concentrate on Islamic terminologies.

5. **DETAILED COMMENTS**

**Question 1**

- (a) **Distinguish between Hadith and Sunnah.**
- (b) **Outline six benefits of Sunnah.**

This was a compulsory question and candidates' performance was satisfactory. While some candidates performed excellently, others performed poorly.

Some candidates could not define Sunnah and Hadith. Some referred to Sunnah as Makkan Suras. Question 1 (a) which was to distinguish Sunnah from Hadith was not dealt with critically. Some candidates just defined Sunnah and Hadith for the whole part. Other candidates rather than distinguishing Sunnah from Hadith, highlighted on the

similarities between Sunnah and Hadith. Some candidates also failed to see any distinction between Hadith and Sunnah.

Candidates were required to address 1 (a) as well as the 1 (b) adequately. In 1 (a) candidates were required to define Hadith and Sunnah and go further to indicate the differences between them, notwithstanding the fact that they both stem from Prophet Muhammad (S.A.W). What is more, candidates were required to highlight the theoretical nature of Hadith as well as the practical nature of Sunnah.

In 1(b) part candidates were required to highlight the benefits of Sunnah to Muslims. They were therefore required to talk on Sunnah as a source of law, as a source of devotion, ethics and morality and as a reference point to all aspects of Islam besides the Quran.

## **Question 2**

### **Analyze the lessons contained in Suratul-Fatihah.**

Performance by some candidates was excellent though there were cases of complete deviation from the question by other candidates. Rather than highlighting the lessons contained in Suratul Fatiha, some candidates transliterated the Surah only. Others rather than analysing the lessons were commenting on the Surah. For instance, majority of the candidates wrote on the chapter being a Makkan Sarah, stated the number of verses contained in the Surah, the Surah being the Mother of the book the Surah deny the often reported verses, the significance of the Surah in Salat without which no Salat is valid. Some also dwelt on the spiritual potency of the Surah among others. However, candidates were required to derive those lessons from the Seven Verses of the Surah. Each of these verses highlights on a particular theme which candidates were supposed to concentrate on. For instance, the first verse indicates to Muslims the need to begin every halal' activity in the name of Allah for the Grace and Mercies of Allah.

## **Question 3**

### **Write on the Qur'an from revelation to compilation.**

Some candidates performed excellently in this question scoring very high marks. Candidates were required to address revelation and compilation of the Qur'an. Yet, there were some candidates who misunderstood the question. There was a case of a candidate who wrote on Hadith 15 or An-Nawawi Collection of Hadith. Others also limited themselves to the revelation of the Quran. There were cases where some candidates who limited themselves to the first revelation, highlighting extensively on the roles Khadijah and Waraqah Ibn Nawfal played in consoling the Prophet after the incident. Others also went overboard and discussed the standardization of the Quran during the reign of Uthman Ibn Affan the third Caliph. Some candidates were also confused with the roles Umar Ibn Khattab and Abu Bakr Ibu Abu Quhatah played in the compilation of the Holy Quran. Others wrongly stated that the compiled Quran was in the custody of Ayishah.

In the revelation they were supposed to discuss the modes of revelation, the first revelation,

the preservation of the Quran, the role Jibril played in its revelation among others. With the compilation, candidates were required to highlight the circumstances that led to compilation and the roles Umar ibn Al Khattab Abu Bakr ibn Abu Quhata, Zayd ibn Habit and Hafsa bint Umar played.

#### **Question 4**

##### **Describe the political life of the pre-Islamic Arabs.**

Performance was satisfactory. However, there were cases of complete deviation by some candidates. Rather than highlighting the political activities of the Arabs, some candidates wrote entirely on the activities of the Jahiliyyah Arabs. Some candidates concentrated on the social activities of the Arabs during that period. For instance they discussed issues such as gambling, the taking of alcoholic beverages, the types of marriages, the status of women, the practice of child infanticide and the moral lapses during the period. Others devoted their time to the religious life of the Arabs at the time, concentrating on polytheistic the religious life of the people.

Candidates were required to outline the leadership structure and institutions during the Jahiliyyah period. They were supposed to highlight on the leadership of the family, the clan and that of the tribe. They were required to highlight the effectiveness of this leadership structure. What is more, they were supposed to indicate the qualities and functions of the shaykh as a leader. And the status of leadership beyond the jurisdiction of the shaykh. And finally, the security nature of the people at the time.

#### **Question 5**

##### **Write on the significance of the first pillar of Islam.**

The performance was satisfactory, though some candidates deviated completely. Rather than concentrating on the first pillar of Islam, some candidates discussed all the five pillars of Islam. Others devoted their time entirely on Salat claiming Salat is the first pillar of Islam. Some did same for Zakat and Hajj. It means candidates do not know the order of the five pillars of Islam.

Candidates were required to concentrate on the first pillar of Islam which is the Kalimatus Shahadah. The Shahadah is the confession of faith in Islam highlighting the position of Allah and that of the Prophet Muhammad (S.A.W). Muslims are required to give testimony to Allah and Prophet Muhammad respectively. The Shahadah inculcates in Muslims to avoid, shirk and concentrate on Allah as far as devotion is concerned. The Shahadah also highlights the human nature of Prophet Muhammad (S.A.W).

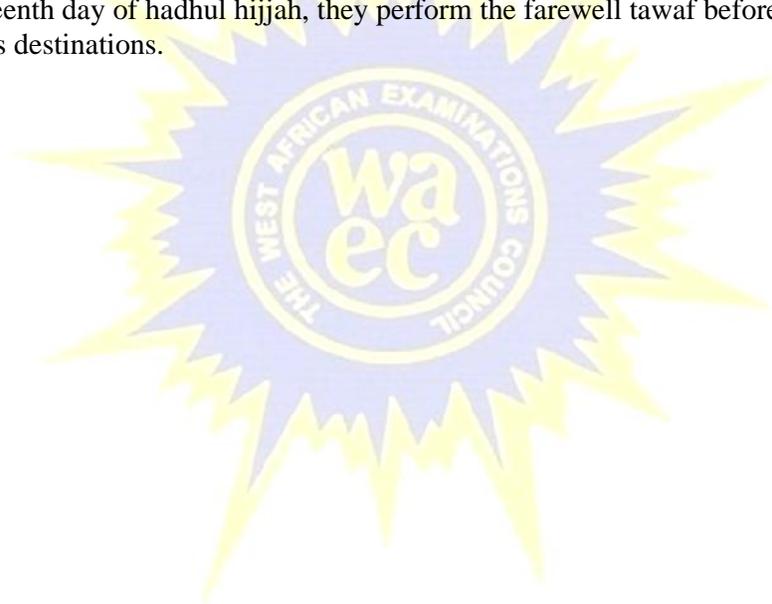
From the performance, it is clear that some candidates do not know the order of the five pillars of Islam. The first pillar of Islam is the Kalimatus Shahadah followed by Salat, then Zakat, then Sawm/Siyaam and finally Hajj.

## Question 6

### Describe how Hajj is performed.

Some candidates performed excellently scoring very high marks. However some candidates performed badly. Candidates were required to explain how hajj is performed. Some candidates devoted their time to the conditions that must be satisfied before hajj becomes mandatory, especially finance and the sources of it. Others discussed generally the four rites of hajj i.e. Ihram, Tawaf, Saye and Wafuf bil Arafah. Some candidates strangely stated that pilgrims are required to pelt forty pebbles at the Kabbah. Some also concentrated on the visit to the Prophet's grave and the rites performed at Madinah.

Hajj is specifically performed within six days. It begins with on the eighth and ends on the thirteenth on dhul hijjah, the twelve month of the Islam Calendar. On the 8<sup>th</sup> day all pilgrims move to Muna and perform all the rights thereof. On the 9<sup>th</sup> day, they leave Muna to the Plain of Arafah and after sunset move to Muzdalifah and perform the rites thereof. On the 10<sup>th</sup> day they leave Muzdalifah back to Muna and perform a set of rites for that day including ramyu, nahr tawaful, fadah, sharing among others. Then from the eleventh to the thirteenth day, they stay at, Muna. On each day they pelt 21 pebbles at the three designated pillars. After the thirteenth day of hadhul hijjah, they perform the farewell tawaf before they depart to their various destinations.



## **SOCIAL STUDIES 2**

### **1. GENERAL COMMENTS**

The standard of the paper was generally the same as that of the previous years'. The questions were within the scope of the syllabus and the requirements of the questions were appropriate for the level.

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

The general performance of the candidates unfortunately fell below that of the previous year.

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

- (1) Some candidates failed to read and understand the rubrics of the paper and answered more than the required number of questions.
- (2) Spelling of some words were difficult for many candidates. Example of misspelt words include 'no' for 'know', 'multivate' for 'motivate' and 'is' for 'his'.
- (3) A good number of candidates did not display mastery over questions in the paper. They therefore deviated or gave inadequate explanations to the points they raised.

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

- (1) Candidates must be advised to read the rubrics of the papers very well before they answer questions. This will help them to know the number of questions they are required to answer for the paper.
- (2) Candidates must be advised to read a lot of books to upgrade their vocabulary and language.
- (3) Candidates need to do a thorough study of all the topics in the syllabus before sitting for the paper. This will make them have mastery over the topics.

### **5. DETAILED COMMENTS**

#### **Question 1**

**Explain five reasons why the individual needs to know himself or herself.**

This question required candidates to explain five reasons why an individual needs to know himself or herself. Majority of the candidates attempted the question and

provided the required number of points. Some of the points were correct but candidates could not explain them vividly. They therefore lost some marks. A good number of the candidates also gave wrong answers which earned them no marks. Such wrong answers include;

- (i) Knowing oneself helps the doctors and the nurses to help when you are involved in an accident.
- (ii) If you know yourself before you go for an interview you will be able to talk about your age, where you come from etc.

Some candidates dwelt on how capabilities could be developed in the individuals; hence, they provided points such as 'education', 'parental support', 'encouragement', 'vision' etc.

Candidates could have considered the following points as answers to the question;

- (i) To identify one's positive qualities or potentials
- (ii) To discover one's weaknesses and strengths
- (iii) To take right decisions/make right choices
- (iv) To cordially live and interact freely with other people
- (v) To appreciate other people's views or perceptions of himself/herself
- (vi) To understand and accept himself/herself within his/her social environment
- (vii) To build self-confidence
- (viii) To respect others for what they are.

Due to the wrong answers, and unexplained points provided by candidates, the general performance of the candidates was below expectation and not good enough.

## **Question 2**

- (a) **Explain *marriage*.**
- (b) **Discuss four challenges that confront a married couple in the Ghanaian society.**

This question was in two parts, (a) and (b) and candidates were required to answer both parts. Almost all the candidates attempted this question. 2 (a) tasked candidates to explain marriage. It was well answered and high marks were scored.

Question 2 (b) required candidates to discuss the challenges that confront married couples in the Ghanaian society.

Many candidates were able to enumerate the challenges that confront married couples but failed to indicate the effects of the challenges on the stability of marriage since the question

demanding of them to discuss the challenges. Marks scored by the candidates were however high indicating a good performance generally.

### **Question 3**

- (a) **Explain the term socialization.**
- (b) **Discuss four ways by which socialization is promoted in the Ghanaian society.**

This was another question in two parts: (a) and (b). Candidates were required to answer both parts. 3 (a) required candidates to explain the term socialization. This was well done by majority of the candidates who attempted the question and they scored good marks. However, some candidates explained socialization as the 'act of freely interacting with individuals and groups without any problem' and 'people coming together to share ideas and to socialize with other people'. These kinds of explanations of the concept socialization were wrong and made these candidates lose vital marks. Candidates could have considered the explanation of socialization as;

'The total process by which the older generation makes a conscious effort to pass on the culture of the society to the younger generation. It starts from birth to death. Because culture is dynamic, socialization process also changes from time to time'.

For 3 (b) candidates were to discuss ways by which socialization is promoted in the Ghanaian society. Majority of the candidates deviated from the requirements in the marking scheme and decided to write about the benefits of socialization and hence gave such points as 'it prepares the individual to fit into the society', 'it helps to maintain the norms and culture of the society'. Some wrote on the reasons for promoting socialization in society e.g. 'for children to know the norms of society'. Again, some focused on the agencies and their roles in the socialization process e.g. 'the family teaches the child to learn to respect', 'greetings' and 'the church teaches values and morals'.

The candidates were rather expected to consider the following points as ways of promoting socialization in the Ghanaian society.

- (i) Encouragement of children to participate in cultural programmes
- (ii) Provision of moral education to younger generation
- (iii) Helping the young ones to develop patterns of good behaviour
- (iv) Provision of family life education in schools
- (v) Organization of cultural festivals in the communities and schools
- (vi) Production and staging of patriotic songs to show virtues and values of the society
- (vii) Broadcasting of dramatic performances that show virtues and values of the society
- (viii) Organization of variety of programmes for youth development
- (ix) Provision of opportunities for occupational training of the youth
- (x) Provision of opportunities for domestic training of the youth

The performance of candidates in this question was poor.

### **Question 4**

**Discuss four measures that the Environmental Protection Agency (EPA) can take to control hazards created by mining activities in Ghana.**

This question was unpopular with the candidates. Only few candidates attempted it and they performed poorly. They seemed not to have any idea of Environmental Protection Agency (EPA).

The candidates were expected to provide the following points;

- (i) Strict application of environmental laws including sanctions and imposition of penalties
- (ii) Liaising with the Minerals Commission to make mining companies comply with environmental laws.
- (iii) Ensuring that chemicals such as cyanide and mercury are carefully used to avoid water pollution and mining related diseases
- (iv) Resettlement of people displaced by mining activities to set them free from sound and air pollution.
- (v) Compelling the mining companies to undertake afforestation projects at mining sites
- (vi) Compelling the mining companies to provide adequate social amenities such as schools, hospitals and clinics as well as ventilated houses in the mining communities
- (vii) Conducting periodic inspection of mining facilities
- (viii) Attachment of EPA units to mining establishments
- (ix) Regularization of illegal mining and 'galamsey' operations
- (x) Control of the granting of mining concessions
- (xi) Provision of efficient and safety equipment for miners
- (xii) Insisting on deep shaft mining as against surface mining methods

**Question 5**

**(a) State two characteristics of each of the following leadership styles**

- (i) Democratic**
- (ii) Laissez-faire**

**(b) Describe four roles of a leader in nation building**

This question was in two parts: (a) and (b). Question 5 (a) also had two parts: (i) and (ii). Candidates were tasked to answer all the sections of the question. It was a popular choice of many candidates. Most candidates were confused however, and mixed up the characteristics of the two leadership styles. Some treated the laissez-fair leadership style as the opposite of democratic leadership style. Some even wrote features of democracy and provided the opposite for laissez-fair. Candidates could have considered the following points for the two leadership styles;

5(a) (i) Characteristics of democratic leadership style;

- (1) Power sharing
- (2) Expression of opinion by followers
- (3) Consultation of followers
- (4) Equal consideration for all
- (5) The use of persuasion
- (6) Emphasis on task accomplishment and achievement

5(a) (ii) Characteristics of laissez-faire leadership style

- (1) Substantial power is given to the followers
- (2) Followers determine goals and aspirations of the group
- (3) Little work centred
- (4) Emphasis is on human relations
- (5) Leader lacks confidence in himself

Question 5 (b) was also not answered satisfactorily by the candidates. Most of the candidates discussed the qualities of a leader instead of the roles of a leader. They listed such points as ‘a leader should be hardworking’, ‘a leader should have foresight’, etc. This led to loss of marks and poor performance by candidates.

The points expected from the candidates include;

- (i) Enforcement of rules and regulations
- (ii) Formulation of policies for development
- (iii) Leading in decision making
- (iv) Motivation of followers
- (v) Helps followers to develop their skills
- (vi) Supervision and control of followers and projects
- (vii) Giving orientation and direction to followers
- (viii) Providing external relations
- (ix) Planning of activities of followers

(x) Settling disputes and resolve problems

(xi) He is an innovator

Candidates' overall performance on this question was not good at all.

### **Question 6**

**(a) What is democratic governance?**

**(b) Highlight four benefits Ghana derives from practising democratic governance.**

This question was in two parts: (a) and (b). Candidates were tasked to answer both sections of the question. Many candidates attempted the question but most of them performed poorly. For 6 (a) majority of the candidates wrote on democracy instead of democratic governance. They explained democratic governance as government of the people, by the people and for the people' a definition by Abraham Lincoln of the United States of America for democracy. Candidates could not distinguish government from governance. Candidates were expected to explain democratic governance as follows;

A system of administering a state, a group or a community through elected representatives in which consensus building, rule of law and respect for human rights *among* others are the guiding principles in determining the direction of affairs.

For 6 (b) even though most candidates were able to list the correct points on the benefits Ghana derives from practising democratic governance, they could not elaborate enough on the points to score full marks. The overall marks scored for this part were very low.

### **Question 7**

**(a) With two examples each, distinguish between natural rights and political rights.**

**(b) Describe four ways by which the state protects the rights of the individual in Ghana.**

Question 7 was two parts: (a) and (b). Candidates were required to answer both parts. Many candidates attempted the question and performed well. For 7 (a) most of the candidates were able to differentiate between natural rights and political rights. However, some could not provide the fact that natural rights are inherent in man and cannot be taken away from him. Despite this weakness the overall performance for 7 (a) was good.

Question 7(b) was also well patronised by the candidates but some could not describe the points well. They were to describe the ways by which the state protects the rights of individuals in Ghana. Majority of the candidates only described the various rights the individuals are entitled to but could not tell the steps the state takes to ensure that the individuals realize the enjoyment of the various rights. Meanwhile, a good number of the candidates displayed adequate evidence that they understood the question and answered it well.

Candidates were expected to provide the following points;

- (i) Entrenchment of rights in the constitution of Ghana
- (ii) Establishment and effective use of independent judiciary
- (iii) Existence and use of free press
- (iv) Existence and free use of CHRAJ
- (v) Provision and efficient policing
- (vi) Provision of public education on the rights of individuals
- (vii) Periodic inspection of prisons
- (viii) Upholding of international guarantees
- (ix) Practice of democratic system of governance
- (x) Operation of prerogative orders (certiorari, writ of mandamus, habeas corpus etc.)

The overall performance for this question was good.

### **Question 8**

#### **Discuss five ways of motivating the youth to contribute effectively to national development**

This was another question answered by majority of the candidates. The question demanded candidates to discuss ways of motivating the youth to contribute to national development. Most of the candidates misunderstood the question to mean what the youth can do to contribute to national development and gave answers to that effect. They gave answers such as 'payment of taxes, participating in communal labour, reporting saboteurs, accepting posting to rural areas for national service etc. Due to the misunderstanding of the question, a good number of the candidates lost marks. The candidates could have considered the following;

- (i) Provision of national youth policy aimed at integrating the youth into national development.
- (ii) Recognition of the youth as part and parcel of national development effort
- (iii) Provision of guidance and counselling services formally and informally
- (iv) Involving the youth in major decision making process at community and national levels
- (v) Encouraging the youth to acquire skills needed to fit into the world of work.
- (vi) Exposing the youth to apprenticeship and entrepreneurial training
- (vii) Giving the youth opportunity to hold responsible positions at various levels of the public sector
- (viii) Encouraging the youth in community development projects with some sort of minimal financial motivation.

- (ix) Organizing workshops, seminars and symposia on youth leadership
- (x) Organizing sporting, recreational and cultural activities for the youth
- (xi) Creating employment opportunities for the youth.
- (xii) Adults should serve as good role models for the youth

### **Question 9**

- (a) What is resource development?**
- (b) Explain four measures that are adopted to develop human resource in Ghana.**

This question was in two parts: (a) and (b). Candidates were required to answer both parts. Question 9(a) tasked candidates to define resource development. It was a popular choice but candidates response were not impressive. They defined resource development as the ‘use or utilization of resources’ instead of improvement in the country’s tools, capabilities and assets that can be used to produce goods and services. They focused on the use of the resources instead of how the resources are upgraded and maintained for use.

Candidates could have considered the following definition;

‘This is the quantitative and qualitative improvement in a country’s tools, capabilities and assets that can be used to produce goods and services’.

Question 9 (b) required candidates to explain measures that are adopted to develop human resource in Ghana. The answers provided by candidates for this part were fairly good. Meanwhile, some candidates linked their answers to productivity instead of how resources could be developed. Some even listed points such as ‘prevention of galamsey’, ‘afforestation’, ‘prevention of use of DDT in fishing’, etc. Some candidates however provided good answers and scored good marks. The candidates were expected to provide the following points

- (i) Provision of general education
- (ii) Provision of technical and vocational education
- (iii) Undertaking of on-the-job training
- (iv) Holding of conferences, seminars and workshops
- (v) Provision of organized visits to established institutions
- (vi) Provision of refresher in-service training courses for the workforce
- (vii) Formulation of policy direction making human resource a major focus
- (viii) Government and public support for training institutions
- (ix) Programme for re-training of displaced workers
- (x) Provision of job opportunities
- (xi) Provision of career counselling services

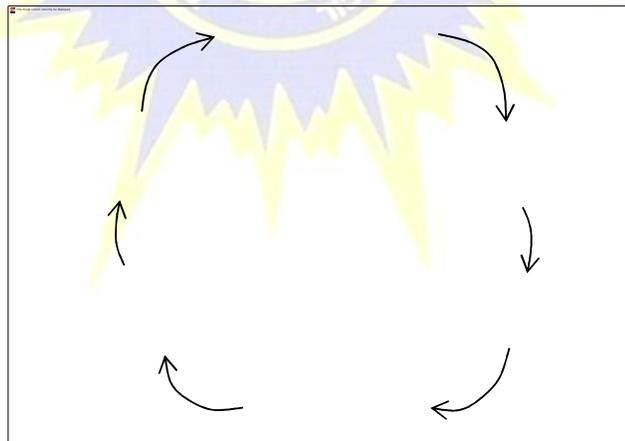
(xii) Provision of programmes for motivating workers

General performance of the candidates was however good.

### Question 10

- (a) **With the aid of a diagram, explain the concept of vicious cycle of population growth.**
- (b) **Outline four measures that can be adopted to break the vicious cycle of population growth in Ghana.**

Question 10 was also in two parts: (a) and (b). Candidates were expected to answer both parts. 10 (a) required candidates to explain the concept of vicious cycle of population growth and support it with the aid of diagram. Very few candidates answered this question and they performed poorly. Most of the candidates could not draw the diagram of vicious cycle of population growth. Instead, they drew the population pyramid and their explanations reflected the population pyramid. Few of the candidates who were able to draw the diagram of vicious cycle of population growth could not label it well. Candidates lost a lot of marks for the wrong answers they provided. The candidates were expected to draw the diagram of vicious cycle of population growth as below and offer the explanation subsequently.



#### Explanation of vicious cycle of population growth

With high population growth rate of about 3.4% the result is high dependency burden as the rise of the young expands rapidly. This results in low savings and low investment for the individual and the government as a whole. Low investment leads to low economic growth, which leads to low standard of living among the people.

Question 10 (b) was however answered quite well by many of the candidates. The candidates were able to list the four points expected of them. Most of the candidates could not explain the points well leading to loss of marks.

The overall performance in this question was not good enough.

## MUSIC 2

### 1. GENERAL COMMENTS

The questions were based on the various sections of the syllabus. There was no vagueness in the questions and all were within the level and comprehension of candidates. The standard of the paper compared favourably with that of previous years.

### 2. A SUMMARY OF CANDIDATES' STRENGTHS

The overall performance of candidates for the paper compared favourably with that of previous years and it was as usual, below average. Only a few candidates performed on the average.

### 3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates did not exhibit a thorough knowledge of balance in melody writing as well as form and modulation to the subdominant. A few candidates who made the attempt to modulate did not show adequate knowledge in their modulation.
- (2) Stems and flags/beams of notes and note heads were in most cases wrongly directed and melodies were ill-defined.
- (4) Candidates also displayed a very poor knowledge of chord progression and cadences. Intervals between parts were poor, more than octave. Notes were written above or below the voice ranges.
- (4) Set Works: Most candidates could not quote the first four bars of the opening melody of the piano work. However, a few of the candidates who attempted this question performed very well.

### 4. SUGGESTED REMEDY FOR THE WEAKNESSES

- (1) Candidates should learn and practice a lot of rudiments and theory of Music so that they can acquire the knowledge of basic music rudiments and melody writing. Trained music teachers should be appointed to prepare students for the examination.

- (2) Candidates must learn the rules regarding direction of note stems, flagging or beaming of notes and positioning of note heads.
- (3) Candidates must study simple musical compositions by analysing the types of chords used and how they progress from one to the other. This will make them gain knowledge of chord progression and cadences.
- (4) Candidates must also do a thorough study of the Set Work in order to prepare quite ahead of time for their proficiency.
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 dominant in the course of the passage and return to the original key. The given melody was in simple triple (3/4) time and four-bars long.

Many candidates wrote melodies, which were shapeless in most cases without any 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 subdominant as required. A few who tried to modulate indicated no understanding of how to modulate. They only had the idea that the subdominant should be lowered so instead of lowering a sharp with the natural they used the flat. Almost all candidates did not show any phrasing.

Performance of candidates was not good enough.

(ii) **Setting melody to a given text.**

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

The marking scheme suggested

- (i) Breaking down 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, a small number of candidates attempted this question and performed poorly. 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 recognizing their importance in the melody. Important texts were inappropriately placed on weak beats.

(b) **Two -part writing**

Candidates were required to write/add a bass part below a given melody, eight bars and in Key C major in 2/4 time. Candidates showed a tangible evidence of inadequate preparation for this question. Many candidates however duplicated the correct key signature, time signature, clef and barred appropriately. Candidates demonstrated a poor understanding in two-part writing. The counter melody did not stand independently. There was no individuality in melodic curves as well as melodic interest, contrasting and rhythm/contour, and harmonic interest. 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 G major. They were required to add alto, tenor and bass parts. There was a 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 Works**

*Gavotte (from French suite) by Bach*

Candidates were required to

- (a) Quote the first four bars of the melody,
- (b) Indicate the time signature of the music,
- (c) Indicate the period the music was composed,
- (d) List any five dynamics or symbols used in the music,
- (e) Indicate the tempo of the music.

Candidates' performance was on the whole average.

OR

*Nne, Bia Nyerem Aka by Laz Ekwueme*

Candidates were asked to

- (a) State the time signature of the music
- (b) Indicate the instrument, which introduces the song.
- (c) State the metronome mark that depicts the tempo of the piece
- (d) Indicate which Nigerian language in which the music was written
- (e) Notate the range of the voice part using semibreve
- (f) Identify any four compositional devices used in the piano part
- (g) Indicate what category of voice part the music was written
- (h) Identify the cadence which ends the music

No Ghanaian candidate answered this question.

### Question 3

#### Western Music

Candidates were required to group the following composers into Baroque, Classical and Romantic periods:

John Sebastian Back;  
 Franz Listz  
 Joseph Haydn

Richard Wagner  
 C.P.E Bach  
 Claudio Monteveedi  
 George Fredrick Handel  
 Johannes Brahms  
 Henry Purcell  
 Franz Schubert

Candidates did well, even though few of them placed some of the composers in the wrong groups. Candidates' performance was good for this question.

### Question 4

#### African Music

Candidates were required to write short notes on *Atsiagbeko* dance using the following headings;

- (i) Brief history
- (ii) The instrumental set up
- (iii) Context of performance

Most candidates did well by providing the right information expected of them. Few candidates however stated instruments which do not belong to the *Astsiagbekor* ensemble and lost marks for it.

On the whole the performance of candidates was average.

### Question 5

#### African American Music in the Diaspora

Candidates were required to briefly discuss Jazz in relation to

- (i) Its origin
- (ii) Any four features
- (iii) Any five instruments
- (iv) Any three exponents

A good number of candidates answered this question and provided good materials in response to the question. Few of the candidates could not provide answers to all the points but demonstrated they have some knowledge of the subject matter. On the whole, candidates' performance was good.

### **MUSIC 3A (AURAL)**

#### **1. GENERAL COMMENTS**

The standard of the paper compares favourably with that of the previous years. The questions were based on the various sections of the paper and they were appropriate for the level.

#### **2. PERFORMANCE OF CANDIDATES**

The overall performance of the candidates in the Aural Test was not good at all. Almost 60% of the candidates scored below 50% of the total mark allocated for this component of the Music paper. Performance for last year was extremely better than this year.

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

Most of the candidates were able to identify the cadences in the order they occurred as required in question 5.

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

- (1) Candidates lacked the skill or artistry in performing music; they could not write clefs, correct time signatures and key signatures in their correct positions on the staff.
- (2) Most candidates lacked the ability to identify rhythmic patterns in compound duple time as well as notating pitch sounds on the staff.
- (3) Candidates could not notate the rhythmic pattern, melody, and the upper part of the two-part pieces given.
- (4) Most candidates could not number their answers properly, and that affected them.

## 5. SUGGESTED REMEDY FOR THE WEAKNESSES

- (1) Candidates need to learn to write the clefs, time signatures and key signatures in their correct positions on both the treble and the staff clefs.
- (2) Music teachers must help candidates to identify various rhythmic patterns in simple and compound time and notate them as well as notate them correct on the staff.
- (3) Music instructors must help candidates to acquire basic knowledge in the rudiments and theory of music by adopting a holistic approach during instructions. This means listening should be combined with the actual theory teaching in the classroom.
- (4) Most candidates should learn to number their answers properly so that they would not lose marks.

### DETAILED COMMENTS

#### Test I: Rhythmic Dictation

Candidates were required to listen to a four-bar melody in  $\text{6/8}$  and notate the rhythm accordingly on monotone for 8 marks with each bar carrying 2 marks. Many candidates did not perform well at all. Even though candidates adhered to writing the rhythms on monotone, most of them were not mindful of the time signature given and therefore missed the pulse of the melody given. The correct answer for the rhythmic dictation was:



#### Test II: Melody Writing

Candidates were required to listen to an 8-bar melody in  $\text{G major}$  and write it on a staff in  $\text{2/4}$  time. Candidates performed poorly in the melody writing. Positioning of the treble clef, the key signature and the time signature were badly done. Quite a number of candidates chose their own time signature and so barring was also done wrongly. Only few candidates were able to write the correct clef, time signature, key signature and barred appropriately. Most candidates did not attempt the question at all. What was expected from the candidates was;



#### Test III: Two-Part Writing

Candidates were expected to write the upper part of a two-part musical piece of four bars in simple triple time using the treble staff and Key C major. There was generally poor performance in the two-part writing as well. Candidates rather scored marks for correct clef, time signature, barring and the correct key signature. Other candidates also notated the pitch an octave lower which was incorrect. The correct answer required from candidates is:



#### **Test IV: Chords Progression**

Eight Chords were played for candidates to identify accordingly using Roman numerals. Candidates did not perform well at all although the few who got the answer also did it excellently. Candidates were normally given the key chord

(Tonic chord) before being asked to identify the chords in a progression but some candidates ended up including the key chord in the progression thereby writing nine chords instead of eight. Those candidates were affected since the order of the occurrence of the chords is paramount in mark allocation.

I → IVb → IV → V → Ib → IV → V → I

#### **Test V: Cadences**

Candidates were required to identify three cadences in the order they were played. The order was Perfect, Plagal, and Perfect. Most candidates did well. Some candidates provided more than three Cadences and so the first three were considered. Performance of candidates was however good.

#### **Test VI: Modulations**

Candidates were expected to listen to excerpts of musical pieces and identify the modulations as subdominant, dominant or relative minor and then indicate the new keys of modulation. Performance in this area was very good. The order of the correct answer was Dominant (D major), Relative minor (E minor) and Subdominant (C major). Meanwhile some candidates could not identify the new key of the modulations. Improper spellings of the terms were also identified.

#### **Test VII: Identification of Themes**

As usual, three different themes or excerpts of musical pieces were played and candidates were asked to identify the dominating instrument in Excerpt 1, the time signature in Excerpt 2 and the musical type in Excerpt 3. Indeed, most candidates scored all the marks for this question, however, a greater number of candidates could

not spell the word “Reggae”. It is sad that the spelling of this word was a problem for more than 50% of the candidates who answered this question.

The answers expected from the candidates are;

Excerpt 1	Goje			
Excerpt 2	<del>4</del> 4	or	or	or
Excerpt 3	Reggae	c	<del>2</del> 4	¢

### MUSIC 3B (PERFORMANCE TEST)

#### GENERAL COMMENTS

#### 1. STANDARD OF THE PAPER

The pieces selected were suitable for the level of the candidates. They were selected from the syllabus and represented the various sections of the syllabus.

#### 2. PERFORMANCE OF CANDIDATES

The overall performance of the candidates in the Performance Test showed a gradual retrogression in students’ performance as compared to that of last year. However, few candidates did well.

#### 3. A SUMMARY OF CANDIDATES’ STRENGTHS

Some of the candidates could not rehearse the technical exercises very well leading to poor rendition of the test. Sight-reading skills have seen no improvement either in many of the schools.

#### 4. A SUMMARY OF CANDIDATES’ WEAKNESS

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

- (2) The technical exercises were performed with accuracy and some did not attempt the sight reading pieces at all. There is also A problem with pitching among some of the candidates, as they could not perform in tune with the accompaniment.
- (3) Some Voice students could not begin with the pitch given to them by the accompanist. An entry after the piano introduction was poorly exhibited.
- (4) 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 selected for them 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 students.

## **5. 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 of flat keys. Some of the sight-reading pieces are also above the level of the candidates. Difficulty level of the pieces can be reduced to enhance candidates' performance.
- (2) Teachers need to audition students to know their voice range levels before selecting pieces for them.

## **6. DETAILED COMMENTS**

### **(i) Technical Exercises**

Candidates were required to perform two pieces from already given technical exercises. One piece should be 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 otherwise. 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 well in this aspect.

### **(ii) 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 atenteben this year did very well.

(iii) 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 but without correct pitches.

The overall performance on the performance test was good.

