

RESUME OF THE LANGUAGES

1. STANDARD OF THE PAPERS

It was generally agreed that the standard of this year's papers has been maintained as compared to the previous year's papers.

2. PERFORMANCE OF CANDIDATES

Different performance ratings were assigned to candidates for the various papers. While an 'improved performance' was observed for some, others reported a decline in performance compared to that of previous years. In some other papers, the performance was said to have remained the same. Candidates showed considerable improvement in the English Language 2 and Gonja 1.

Average performance was reported for AkuapemTwi 1, while candidates performed 'below expectation' in Literature-in- English 3 & 2 and Ga 1. There was 'slight improvement' in Dangme 1 while performance in Kasem 1 was said to be 'below that of last year'. Performance was described in AkuapemTwi 2 as 'good', while in Dangme 2, it was 'commendable'.

3. SUMMARY OF CANDIDATES' STRENGTHS

Some commendable features were identified in candidates' scripts. Notable among them include the following:

- (1) Adherence to Rubrics
The majority of candidates were lauded for strictly observing the rubrics in terms of the number of questions to answer, choice of questions from the various sections and the length of essays required. These were noted in Literature-in-English 3, Ewe 1, Fante 2 and AkuapemTwi 2.
- (2) Good Organizational Skills
In Ga 2, Ewe 2, Dangme 1 and Literature-In-English 2 candidates were praised for the orderly manner in which they presented their ideas.
- (3) Mastery of Subject-Matter
Evidence of in-depth knowledge of subject-matter was reported in Dangme 1, English Language 2, Kasem 2, Ga 2 and French 1 for some candidates. Candidates understood the questions and were able to raise and develop good points. A few candidates showed skill in answering comprehension and summary questions.
- (4) Knowledge of the Formal Features of Essay Writing
The majority of candidates were able to identify the types of essay required. Some candidates from English Language 2, Ewe 1 and French 2, were commended for the able manner in which they handled the formal features of essay such as speech writing, letter writing, both formal and informal, debates etc.

- (5) Appropriate Use of Language
Some candidates were commended for making appropriate and effective use of language fundamentals such as tenses, punctuation and sentence structure. Register was good and appropriately used. Examples were cited in Asante Twi 1.

4. SUMMARY OF CANDIDATES' WEAKNESSES

The strong points of candidates notwithstanding, certain weaknesses were identified in the following areas:

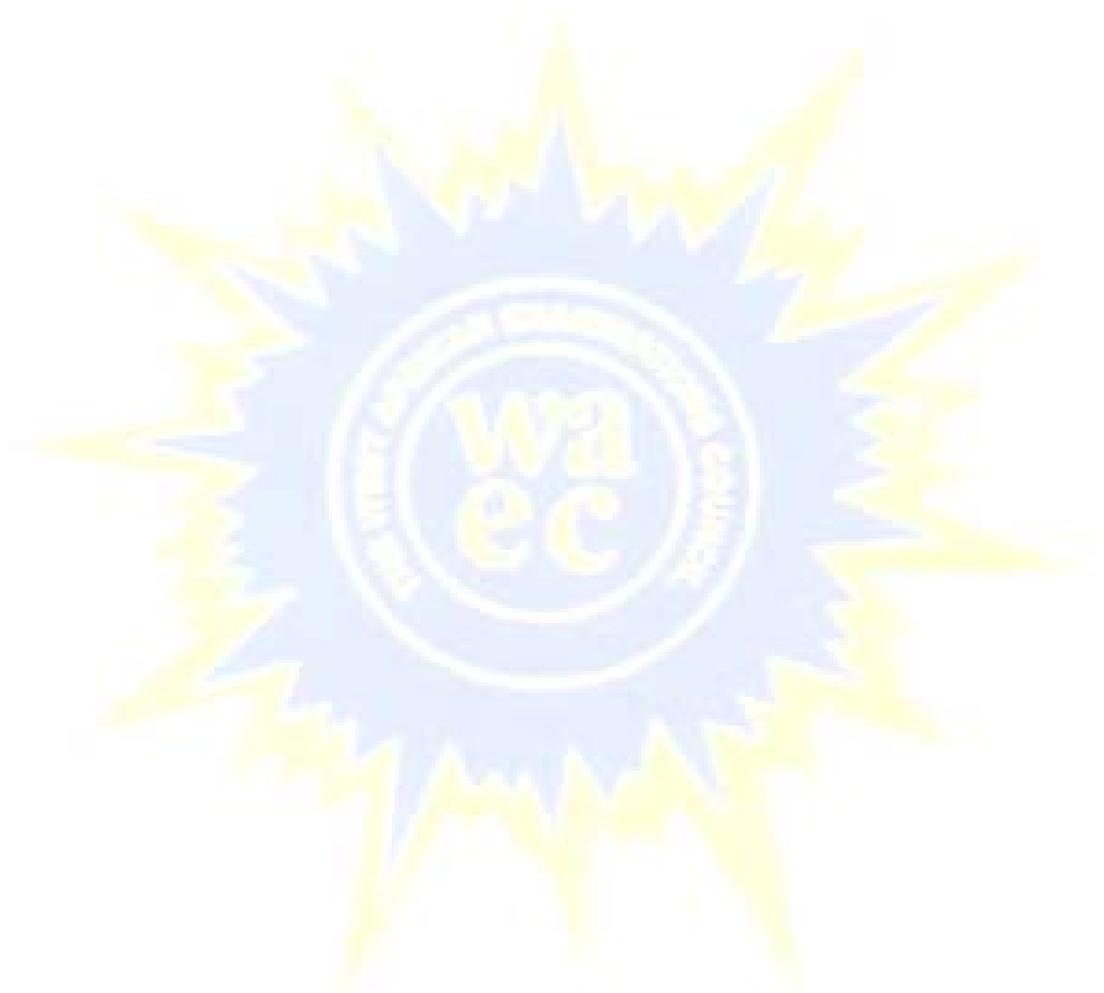
- (1) Poor Orthography and Inappropriate Use of Language
It was reported that some candidates could not spell words correctly. They had difficulty, for instance, in word division in AkuapemTwi 1. Other grammatical errors such as poor use of verbs, concord and wrong sequence of tenses were identified in English Language 2, French 2 and Asante Twi 1 & 2.
- (2) Lack of Answering Skills and Understanding of Questions.
A number of candidates failed to read the questions well thereby failing to answer correctly the summary and comprehension question. This was noted in French 2 and English Language 2. A few candidates did direct translation from vernacular into English. Examples were given in Ewe 1 & 2.
- (3) Poor Preparation
Answers provided by a significant number of candidates showed that they had not adequately prepared for the exams. This was noted in English Language 2, French 2 and Literature-in-English 3.
- (4) Non Adherence to Rubrics
Some candidates were said to have failed to observe the rubrics with regard to the number and choice of questions as well as required length of essays. These were observed in, Ga 2, Nzema 1 and English Language 2.
- (5) Poor Handwriting
The Chief Examiners for Literature-in-English 2 reported that the handwriting of a substantial number of candidates was appalling.

5. SUGGESTED REMEDIES

A number of recommendations were given to address the weaknesses identified. These include:

- (1) The teaching of grammar and continuous writing should be intensified.
- (2) Extensive reading of good material to improve language usage.
- (3) Literary devices should be learned not in isolation, but as part of the explanation of meanings of texts studied.

- (4) Careful reading and understanding of questions as well as strict adherence to rubrics.
- (5) Encouragement of more class exercises on summary, comprehension and essay writing as well as prompt marking of exercises to help students to correct their mistakes.
- (6) Need to improve on handwriting.



ENGLISH LANGUAGE 2

1. GENERAL COMMENTS

In comparison with the previous years the paper compares favourably in terms of quality and standard. The paper was standard and the questions as usual were well crafted and topical enough to elicit positive responses from the candidates. As usual there were a few brilliant scripts, but the overall performance falls woefully below expectation.

A striking observation is that most candidates lacked a good grasp of fundamentals such as tenses, grammar, punctuation and sentence construction. As usual, the comprehension and summary passages have a high interest level for the candidates to encourage them to take advantage. It is, however surprising to note that candidates failed woefully to take advantage of this.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates had a good understanding of the essay questions.
- (2) Candidates followed the format for writing the essays.
- (3) Candidates were able to write the full length of the essays.
- (4) They raised a number of good points.
- (5) Candidates used appropriate register as well as the correct of tenses.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates did not understand the questions. They did not read the comprehension passage and question well. Summary was even worse. Inability to read and understand the passages.
- (2) Very poor vocabulary and expression that did not meet the demands of the question.
- (3) The displayed very poor knowledge of the basic rules of English especially concord. They used conjunctions to join many sentences. A whole paragraph could be one sentence.
- (4) Transliteration was clearly evident.
- (5) Poor spelling and wrong use of words.
- (6) Inability of candidates to give grammatical names and functions.

4. **SUGGESTED REMEDIES**

- (1) Students should read wider and make a conscious effort to grasp rudiments of writing.
- (2) Spelling drills, enforcement in the teaching of grammar and exercises should be intensified.
- (3) They should be taught how to answer questions.
- (4) Regular exercises on summary and comprehension should be enforced.

5. **DETAILED COMMENTS**

Question 1

Write a letter to your friend in another school giving him/her three reasons why your school has been excelling in academic work.

Candidates were required to write a letter to their friends giving reasons why their schools excelled academically.

This was an informal letter that required the formal features i.e. address of the writer and date e.g. “Dear”, “Hi” together with the name of friend. Subscription – Yours sincerely and first name.

Content: candidates were to give reasons for the excellent academic performance e.g. adequate academic facilities like classrooms well furnished, qualified teachers, well stocked libraries and laboratories, discipline, etc.

Most candidates attempted this question. Most could not link the points raised with their effect on academic excellence as they did not understand the form academic excellence.

Question 2

Write an article suitable for publication on a National Newspaper on the topic “*The importance of National Sports Festivals*”.

The candidates was required to write an article for publication. The target audience is the entire nation and therefore the essay should be devoid of slang, jargon, colloquialism and the use of informal language. The introduction, the body and the conclusion coupled with a good use of apt sports register should form a plausible structure. Many candidates showed improvement in the organization of article.

However, most of them wrote letters rather than articles. They did not understand the sports festival and so they wrote on traditional festivals. Others wrote on tournaments thereby failing to bring out the overall importance of sports festivals.

Question 3

The School Hero is an award meant for the student considered to have exhibited exemplary leadership qualities. As the Senior Prefect, write a letter to the head of your school, giving three reasons why your nominee should be given the award.

This is a formal letter in which the school prefect is to write to the head of school telling him/her why their nominee should be considered for the School Hero award. A few of the candidates who chose this question did quite well, raising cogent points as to why their preferred candidate deserved the award.

The majority of candidates, however, did not understand the question. They included pleasantries and contracted forms which cost them marks. The formality of the language expected here was missing.

The candidate is to demonstrate knowledge of the formal and informal features of the official letter and to organize these with a discussion of why his/her nominee should be awarded. Some of the pertinent issues centre around the nominee's conduct, honesty, dedication, academic status, etc.

This was not a very popular question.

Question 4

You are the main speaker in a debate on the topic: *students in rural schools have more advantages than those in the urban centres*. Write your arguments for OR against the motion.

This was a debate speech writing. The candidate was to present arguments for or against the motion, 'Students in the rural schools have more advantages than those in the urban centre. A chosen stance should be palpably defended. Vocatives were essential in this essay.

This was not a popular question and was not very well handled either. However, some good points were raised on either side by the good candidates. Points such as proximity to the school, abundance of food in the rural areas, relaxed and serene atmosphere of rural schools, etc. Regrettably they lack good infrastructure, electricity and other social amenities which make it difficult for them to study.

Question 5

Write a story ending with the statement: *We apologized to each other and reconciled.*

The candidates were required to write a story ending with the expression 'We apologized to each other and reconciled'. This implies that each party in the story must have erred in one way or the other.

This was not a popular question. The few who attempted it failed to impress because they did not grasp the stated theme. Aspects deemed to be appropriate for the development of this story include; introduction, build up, the climax and the resolution.

Section B: Comprehension

The performance in this section was very poor, with many candidates scoring well below the pass mark. Most candidates did not resort to the three reading skills necessary for a good comprehension exercise. The comprehension was reduced to a 'copying' exercise where candidates copied and reproduced from the passage verbatim.

The vocabulary section of the comprehension was equally poorly done. Most of the answers provided revealed that candidates repertoire of vocabulary is woefully limited. The words suggested did not collocate and did not fit their context grammatically. Some candidates give more than one word to replace given vocabulary. This is contrary to the rubrics. Candidates are in dire need of developing interest in reading and developing the skills of comprehension.

Section C: Summary

Summary continues to pose the greatest challenge to candidates. Besides candidates' inability to locate the main points in the passage, they are unable to separate extraneous materials and illustrations from the main point. As a result they resort to copying and lifting chunks of the passage as answers. Such blind copying or mindless lifting does no good.

Although the passage was about the invention of robots, which is a technological invention in the modern world, did not help matters. The few candidates who did well only managed to scrape through. The fact that candidates did not understand the passage was obvious.

Due to their poor command of the English Language, some candidates veered off the passage completely by introducing their own ideas in an effort to couch their answers in their own English.

LITERATURE-IN-ENGLISH 2

1. GENERAL COMMENTS

The standard of the paper favourably compares with that of previous years. Generally, the performance of candidates was not encouraging. However, a handful of candidates lived up to expectation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Despite the overall low standard of performance a few commendable features were found in the answers of good candidates.

- (1) A few candidates displayed a good command of the language which made their essays interesting to read.
- (2) Some candidates made use of exposition instead of mere narration.
- (3) There was systematic presentation of material from the good candidates.
- (4) A few candidates made close references to texts to support points raised and discussed.
- (5) A few candidates also wrote well and demonstrated familiarity with the set texts.
- (6) There were also instances where candidates stated good points not stated in the marking scheme and they were rewarded accordingly.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The majority of candidates merely reproduced notes or commentaries on the texts. These candidates lifted material from commentaries without relating it to the demands of the questions being answered.
- (2) Many candidates failed to write fully to meet demands of questions.
- (3) Some of the candidates also showed lack of familiarity with the recommended texts.
- (4) Many candidates wrote lengthy irrelevant introductions which have no bearing on questions.
- (5) Answers were shallow and scanty due to their inability to use materials from texts to support points. Most of them failed to link their answers to the questions they answered.

4. SUGGESTED REMEDIES

- (1) Students must be encouraged to read the texts for themselves.

- (2) Assignments given must be marked and discussed in class in order to bring out the strength of candidates and improve candidates' weaknesses.
- (3) Candidates must learn to use relevant portions of notes and commentaries to answer questions.
- (4) Candidates must read questions carefully to know what they are requested to do.
- (5) Students should be encouraged to read widely to improve their language control and expressions.
- (6) Students should avoid direct quotations from the texts if they are not sure of what they quote.

5. **DETAILED COMMENTS**

Question 1

What role does tradition play in the relation between Pokuwaa and her mother?

The question demands that candidates write on the relationship between Pokuwaa and her mother pertaining to tradition. Here the key words are 'relationship' and 'tradition'. Points raised on relationship must therefore be linked to tradition. However, in many cases, candidates took only tradition and wrote at length, ignoring the relationship between Pokuwaa and her mother. Other candidates took only the relationship between Pokuwaa and her mother ignoring the link with tradition. Divorcing of husbands due to the inability to have children is not traditional as some candidates assert. This point should therefore be linked to tradition where matrilineal inheritance which pertains in Brenhoma, the offspring of sons belong to the families of the sons' wives. The majority of candidates wrote on mother-daughter relationships which did not relate to the demands of the question.

Question 2

Discuss the significance of Tano Kofi in the novel.

The operative words here were 'discuss' and 'significance'. The question demands that Tano Kofi's importance in the novel is discussed. Tano Kofi is a god that is revered very much in that village and its activities are observed. Tano Kofi is a uniting force and a custodian of the welfare of the people. This is evident in the way people throng to his shrine for consultations and sacrifices. This is why we meet Pokuwaa making frantic effort to look for the lost jet-black hen to present at Tanofie on the day of sacrifice. His name is also invoked during the search of Yaw Boakye. During the Odwira Festival the name Tano and the seventy-seven gods are invoked to bring healing, blessing and happiness to the people. His significance should be discussed in relation to its activities with close reference to text.

Most candidates, however, could not identify Tano as a deity or god because of the names 'Kofi' and 'Tano'. Candidates confused Tano Kofi with the Tano priest or the high priest of Brenhoma. Even where they were able to identify Tano Kofi correctly, their essays did not stay focused on the god. They kept straying into the functions of the priest. Some candidates also considered Tano Kofi as both man and god in their essays.

Questions 3

Examine the relationship between Eugene and his wife in the novel.

Not many candidates answered this question. Those who did so had only a shallow knowledge of the text. They merely narrated Eugene's treatment of his wife without examining the relationship between the two.

Question 4

Examine the importance of the military in the novel.

The question required that candidates bring out the irony surrounding the military. The soldiers stage a coup d'état and allege corruption against the civilian regime they overthrow. However, in the pursuit of their principles of assumed legitimacy, the soldiers/military run roughshod over everyone to the extent of eliminating whoever is in their way. For instance, after his arrest and release, Ade Coker still does not realize that the military will stop at nothing. As he will not relent, he receives a letter bomb. It is clear that the military have suppressed opposition and freedom of speech is minimal.

Only a few candidates answered this question.

Question 5

Comment on the significance of Piggy's glasses.

The question was answered by most of the candidates. The question demanded that candidates comment on the significance of Piggy's glasses.

Piggy's glasses are significant in several ways:

It is a significant symbol which bears directly on the survival strategies of the boys. Piggy's glasses become the useful tool to light the pile of wood for this purpose. The glasses again used to re-enliven the boys' rescue attempts when Ralph leads Piggy and Sameric to re-light the fire.

Another significance is its importance to the tribe. They can roast meat and light their part of the island. Finally, it is not only a symbol of Piggy's weakness as a character but also significant to the development of the plot of the novel.

Some answers started with irrelevant introduction on William Golding. Some candidates even wrote 'Golding' as 'Golden'. Other candidates wrote scantily on Piggy's glasses and focused on Piggy while others wrote on symbolism in general. Candidates could not highlight the fact that the destruction of Piggy's glasses symbolized or started the degeneration of the lives of the children on the island.

Question 6

Consider Ralph as a hero in the novel.

The operative word here is hero. Hence Ralph is to be considered as such.

The moment he finds the conch and is taught how to use it by Piggy, he blows the conch and its sound attracts and draws the other boys to where he and Piggy are. There and then Ralph begins to exercise some form of authority over the boys by asserting that whoever wants to express his views must hold the conch.

He initiates the democratic process of electing the leaders and is thus elected. He works out strategies for their survival on the island and their rescue. He suggests they make a fire that will raise smoke to attract rescuers. He defends Piggy against Jack's brutality. As a good leader he never wavers even when he is virtually deserted by all the boys.

As a hero in the novel, Ralph's fighting spirit eventually pays off. He is thus able to respond proudly and loudly, 'I am' to the rescuing naval officer's question: "who's the boss here?"

Many candidates were able to discuss why Ralph was a hero. However, in a few cases some candidates discussed who a hero is generally.

Question 7

To what extent is the old man successful on his last fishing trip?

The question demands the successfulness of the old man on his last fishing trip.

The old man after fishing for eighty-four days without a catch is determined to break this cycle of failure and turn defeat to victory.

He sails far out to sea, works hard and long and eventually catches a big fish. He moves with the fish for several days and loses sight of the coastal landscape but feels at home in his boat on the wide expanse of the ocean.

Before the fish is caught, the old man experiences intense pain of endurance with a cramped hand. He feels exhausted and has little food, feeds on raw fish and scarcely sleeps at night. He struggles to kill the fish and fastens it to his boat.

Unfortunately for him the sharks begin to feast on his catch. He kill several of them but they came in their numbers. Lack of weapons cripples his defence for his catch. By the time he reaches the shore, there is nothing left of the huge fish.

In spite of his apparent failure to retain his catch it is worth noting his indomitable courage hugely displayed in his fight against the sharks.

Many candidates embarked upon mere narration of the story. There were a lot of deviations where candidates shifted from Santiago's struggle and the pain he went through until success is achieved, to his friendship with Manolin and his poor surroundings. Others wasted time discussing the previous fishing trips.

Question 8

Comment on the significance of Santiago's dream about the lions.

Candidates were to comment on Santiago's dream about the lions.

Santiago dreams about the lions three times in the novel. He first dreams about the lions as he departs on his three-day fishing expedition. He sees a similarity between the cubs and his boy Manolin. The lions make him happy as his boy, Manolin.

They appear again in his dream as he sleeps on the boat for a few hours during his battle with the marlin. The lions appear this time as adults giving him strength and honour, providing him with inspiration to move on.

Finally, the lions appear in Santiago's dream at the very end of the story which signify promises of regeneration and renewal.

This question was not properly handled by candidates who attempted it. Presentations were far from what the marking scheme suggested. Candidates picked words like 'motivation', 'hope', 'enthusiasm' and commented around these words without any textual reference to the periods of the dreams and the unique circumstances surrounding each period.

LITERATURE-IN-ENGLISH 3

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates' performance was only slightly better than the previous year's performance.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A small number of candidates improved in the way they answered questions. There were no long, largely unnecessary introductions. Instead, candidates highlighted points they would develop in the body of the essay.

For that small number of candidates, attention to language and expression was important. Candidates expressed familiarity with literary terms like setting, irony, humour, etc. and demonstrated their use and significance in answering the relevant questions.

In some cases, candidates' answers were remarkable in raising and justifying points not well articulated in the marking scheme or seemingly ignored.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

These can only be highlighted as follows:

- (1) very poor use of English on a massive scale;
- (2) inability to answer questions directly. Too many candidates felt more at ease with use of extraneous materials, such as biographical details of authors and their socio-political milieu;
- (3) reliance on prepared and memorized texts without considering their relevance to the question(s);
- (4) merely defining literary terms without providing contexts for their use and relevance to the prescribed texts and the questions asked;
- (5) in a large majority of cases, total unfamiliarity with the prescribed texts.

4. SUGGESTED REMEDIES

This will include:

- (1) significant improvements in candidates' ability to express themselves grammatically, logically and imaginatively.
- (2) candidates making the effort to understand the demands of questions and staying the course.
- (3) being guilty of (in some cases, teachers' misinterpretations) rendering strange meanings of texts.

5. DETAILED COMMENTS

Question 1

A brief definition or explanation of the term setting is in order and candidates who answered the question generally did this. However, many were not able to demonstrate its importance in the play. Setting was important because it influenced the behaviour of the characters, especially the major characters. England was alluded to, and Cape Coast featured prominently. The two locations both influenced and explained the behaviour of the characters. For example, Mrs. Bor4fos1m's ridiculous habits and preferences were acquired from her stay in England for only three months! But Mr. Onyimdze stayed longer, spoke impeccable English when he trained as a lawyer; yet he neither lost his place in, nor his respect for his traditional culture. Time also mattered as the play was set in colonial Cape Coast and conflict between Western and traditional influences manifested in the behaviour of the characters. Those set in traditional ways like Naa Sompa and Nana Katawerwa were bound to clash with fanatics of the English language and English manners like Mrs. Bor4fos1m and members of her Cosmopolitan Club. In the end, it was the balanced attitude of Mr. Onyimdze that held sway. Many candidates failed to relate setting to the actions of the characters.

Question 2

The question on humour at the wedding reception at Hamilton House, was well answered by some candidates. While the play as a whole exuded humour, this was restricted to the wedding reception and candidates who went beyond were marked down. Candidates were expected to highlight incidents, utterances and behaviours of Club members, especially Mrs. Bor4fos1m. Of particular interest were the speeches full of bombast and grammatical infelicities. Good answers provided details, including members' ridiculous dress codes and all. The sudden appearance of Nana Katawerwa to claim her granddaughter, Barbara Emymtrude from her husband-to-be, Mr. Okadu, created a scene and lots of humour. Good candidates provided more hilarious details than were provided in the marking scheme and scored very good marks.

Question 3

The question on Orisaye's madness was not well answered by many candidates. The few good answers went beyond the well known facts, such as her being Erelu's daughter and devotee of a god with her own shrine. They pointed out, quite rightly, that Orisaye's madness could be attributed to a post-traumatic stress disorder, having seen her people, men and children destroyed by the allied forces and their woman being shared as booty. That could have set off her madness. But an additional point was her having been possessed by the gods and how becoming their mouth piece in her strange and inexplicably wayward behaviour. Thus, though her attempts were not taken serious, such as her predicting her mother's death, her preparing herself for her abominable 'betrothal' to General BologunDerin whom she would kill and again her predicting the fate of the Allied Forces, she was a clairvoyant, event in her madness avenges of the destruction of her people.

Question 4

Too much time was spent by candidates in providing background. It was enough to refer to her as MayeOkunade's estranged wife whom he had come to punish after the Allied Forces had conquered Owu. She mounted her defence on two planks; first, rebut Erelu's charges that she enjoyed the luxury of a king's wife and would not run back to her husband even when urge to do so and second, her won defence, that she tried, unsuccessfully to return; she never forgot her husband and continued his trade; she suffered the indignity of being of a different tribe in an alien land, and that if Erelu had obeyed her gods and killed her son, he would not have lived to bring this shame upon her. However, the climax of her defence was her beauty which Erelu warned Okunade not to look upon. He eventually did and was conquered even as he rode back with her in his caravan. A large number of candidates failed to provide the required details.

Question 5

This was one of the badly answered questions. Many candidates interpreted 'romantic love' rather broadly to include all the love relationships in the play. However, the answer required would restrict 'romantic love' to mean 'idealistic' as opposed to 'realistic'. In this restrictive view, the Raina/Sergius heroism in the war, later proved by Bluntschili to be based more on foolhardiness, sheer bravado and luck rather than experience. This romantic love was based on class and family ties and wealth and fantasy (ref. Raina's readings in Byron and Pushkin). Above all, it was based on deception, as each tried to hide their true feelings. Segius eventually married beneath him and Raina could have done the same if Bluntschili had not turned to be an inheritor of a huge wealth. Eventually, realism won over idealism.

Question 6

Candidates presented a one-sided view of the conflict between Sergius and Bluntschili. They readily referred to Bluntschili's 'poaching' of Raina from Sergius. The affair was leaked by Louka to Sergius who had her own plans on the latter. Good candidates brought out the details of the intrigues. The other side of the conflict, which was often not discussed, was the gradual professional rivalry that ensued between Sergius and Bluntschili. Both soldiers were from opposing camps, Bluntschili saw Sergius as rather inexperienced and unprofessional in the manner he executed the war, though he won. And Major Petkoff agreed to Bluntschili's suggestions for the disengagement of the three cavalry regiments. Hence, Sergius's invitation to Bluntschili for a Duel which the latter accepted should be understood as his frustration at Bluntschili upstaging him in the affairs of soldiering and love. They reconciled only where they both realized they had been exposed in their affairs of love, as Sergius went for Louka and left Raina for Bluntschili.

Question 7

Most candidates did not answer this question on irony. The few, however, pointed out some of the incidents, situations and utterances that were ironical in the play. These included Algernon's true but profound observation that women quarreled before they become friends. Ironically, the friendship between Cecily and Gwendolen was founded on an argument over who claimed the name Earnest for a lover. Other examples of irony involved Algernon's 'bumburying' and Jack's escapades to the city to look for pleasure. Jack's being left in a bag at a railway station by Miss Prism and his subsequent discovery and 'adoption' by Mr. Cardew had its own ironical twists, as did Jack being interviewed by Lady Bracknell who would turn out to be his aunt and who was not at all parentless and poor as she initially thought. Reference could also be made to the ladies' quest to marry 'Earnest' and the discovery that Jack Worthing was born and christened "Ernest John". Also Lady Bracknell's insistence that her future son-in-law should be wealthy contradicted her own confessed position before she married.

Question 8

The question on Miss Prism's importance was poorly answered or answered from a less holistic point of view. Candidates were able to determine her importance as one responsible for the misplacement of the toddler in a bag left at a railway station luggage room in London. That bag was mistakenly given to one Thomas Cardew travelling from London to Worthing. As things turned out, the baby named Jack Worthing was born and christened, Ernest John and Miss Prism was nanny to Ernest John as she became nanny to Jack Worthing. All the conflict and comedies of error involving Jack and friend, Algernon, who were really brothers, and Cecily and Gwendolen, as well as Lady Bracknell were traceable to Miss Prism's original 'sin' of putting the baby in a bag, instead of in a pram at the London railway station.

Some of the points here were well articulated by some of the candidates. But that Miss Prism was also the one solving the puzzle after 29 years was not accounted for by a number of candidates. Conspicuously missing was also her secret love relationship with Dr. Chasuble which revealed the other love relationships.

Question 9

The question on the boy's identity crisis was badly answered generally. A lot of candidates ignored both poem and question and considered, rather, the socio-political conditions of apartheid South Africa. Occasionally a line or two from the poem were thrown in to justify the external reality. Candidates were expected to have examined the boy's changing reactions to the swing as it moved slowly, then faster and then swirling him into a state of disorientation when he began to ask questions about his current situation. That was the point of his identity crisis and the questions posed by the erstwhile innocent boy turned out to be rhetorical only. Candidates must be dissuaded from looking to external sources to understand the poem.

Question 10

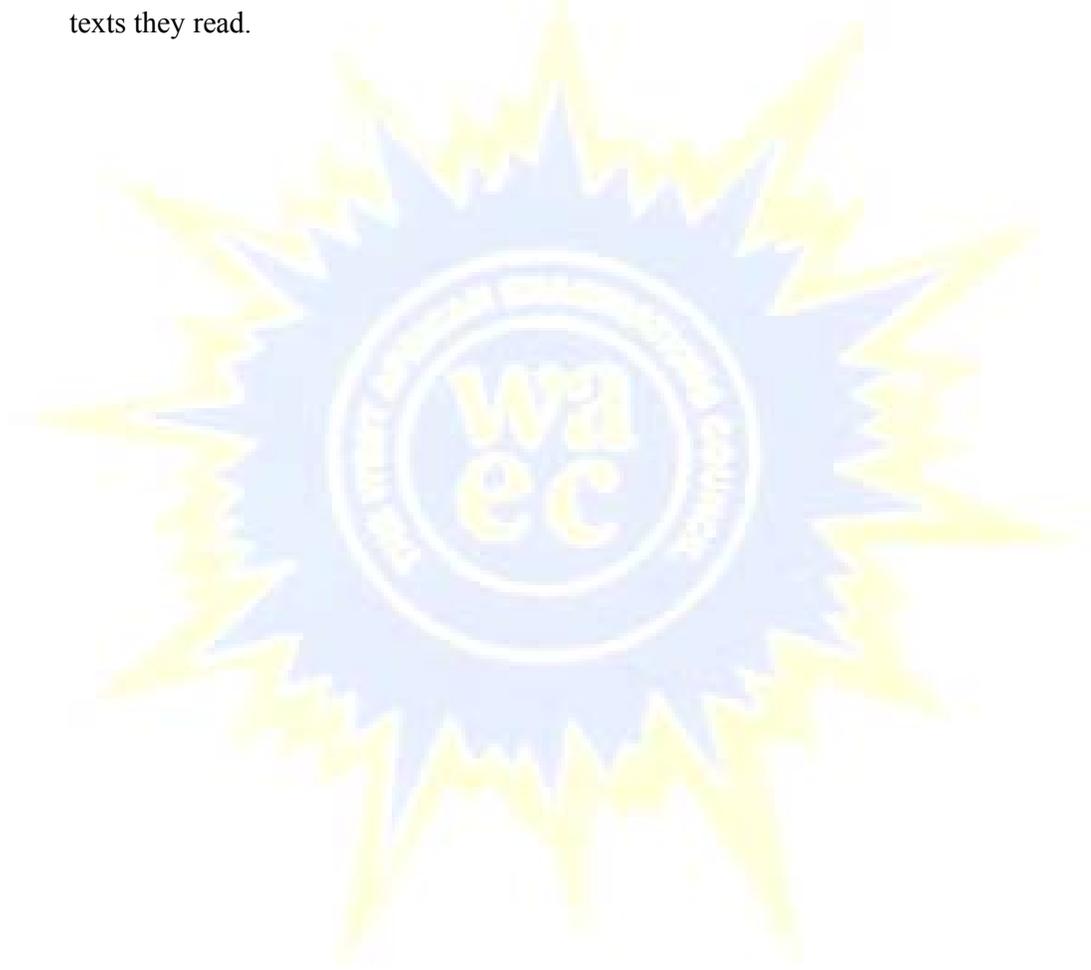
Answers to question 10 were about the same as those for question 9 in candidates depending on external sources in the colonial establishment to discuss the persona's experiences in the poem '*Expelled*'. The demands of the question involved use of literary devices which were ignored. The perfect pre-colonial establishment with its harmonious, yet competitive trade relations was captured by most candidates. Then followed the period of colonization captured, essentially, in images of destruction. The persona's reactions were personal, counting his loss in metaphors and hyperboles and similes and culminating in his being left in abject penury.

Question 11

Only a few candidates vividly described and discussed the poet's changing mood. This ranged from anger in referring to the sun as a "busy old foole" and making sarcastic remarks about its duties. Then followed a mood change into one of jubilation and triumph as Donne asserted that he and his loved one were King and Queen and controlled a rich kingdom which his room embodied. Then the mood changed as he patronizingly invited the sun to shine on them only, commiserating with its age and indicating that it cut short its labour by shining on them only. Most candidates were unable to discuss the various mood changes.

Question 12

This was a popular question and one that was fairly well answered by many candidates. The soul, being indestructible, was the perfect messenger to deliver “the lie” about the corruption and deception that characterized institutions like the church, the courts, powerful people and even the so-called virtues mankind cherished: beauty, truth, love, etc. All these were never true to themselves and showed their opposites. Though candidates were able to provide details, their interpretation of the soul’s telling them “the lie” was not right. The soul was to insist they lied if they put up their defence and was not to condone the lie. It seemed that the error of interpretation emanated more from the tuition candidates received from their teachers the reference texts they read.



FRENCH 3 (ORAL)

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The oral examination that is French 3 was made up of 3 tests namely, A. Listening Comprehension, B. Reading Test and C. Conversation.

Candidates' performance improved in the listening comprehension. Performance also improved slightly in the conversation test. On the whole, the performance of candidates was average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Some candidates showed mastery of language in all the tests, therefore scoring high marks.
- Passages were read with understanding; pauses were appropriate.
- Good pronunciation.
- In the conversation test on general topics in content and diction, candidates performed very well.
- Correct tenses; complete sentences, and appropriate vocabulary with some idiomatic expressions.
- In the literature aspect, answers given by candidates was a proof of having read the literature texts into detail.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Inadequate vocabulary was the major weakness. This affected candidates' performance in all the tests especially in the listening comprehension. This was because the options candidates selected showed that it was all guesswork depending on the words or phrases they heard in the passage. Examples were Questions 1, 2 and 3.
- Some candidates did not write any answers for the open-ended questions.
- With the *vrai/faux* part, some candidates did not know what it was about. They just did guesswork though the instructions warned candidates against it.

4. SUGGESTED REMEDIES

- Teachers should start oral tests from SHS 1, this will help remove the tension faced by candidates during the final exams.
- They should be encouraged to read supplementary materials.
- There should be group discussions in class. Candidates should be encouraged to read aloud in class.
- Candidates should be encouraged to answer questions. Teachers should distribute the questions in such a way that there will be total participation of students. This will help them to be well prepared for the exams.
- Candidates should speak French when they are on their own after classes. They should not be afraid of making mistakes.
- Test books and other reading materials should be made available to students.

5. DETIALED COMMENTS

A. Listening Comprehension

The Listening Comprehension test was on one passage. Candidates had to listen to the passage twice and answer 10 questions on it. Seven of these questions were multiple choice, two were open-ended questions and one was *vrai/faux*.

B. Reading Test

The reading test was on two passages; A and B used by the examiner at random and not in a particular pattern.

The following were some wrong pronunciations by candidates.

	Passage A	Passage B
Liaison	Des appareils [de apare]	Sesyeux [seyo]
They ignored the apostrophe	L'effet [loefe]	L'électricité [lel1RtRisite]
The final 'e' with accent aigu	La fumée [fym]	Fatigué [fatig]
The final 'e' without an accent	Noircies [nwasie]	Grace [gRase]
Candidates pronounced the 'ent' ending of the 3 rd person plural present tense	Coûtent [kutâ]	
Influence of the English Language and the local language	Femme [flm]	Bref [bRif]
'ment' ending is wrongly pronounced	Vêtement [v1tm0]	Facilement [fasilm0]
Words ending with 'tion'	Attention [atâf4]	
Words that are new to them were difficult for them	Charbon [kaRb-]	

Some candidates read the punctuation marks too. Fluency was affected by pronunciation. This was because candidates took too much time reading the passage, sometimes reading without meaning.

C. The Conversation Test

The conversation test was in two parts; (a) the dialogue – 5 general questions in a form of literary set texts and part (b) exposition. This was a test on candidates' ability to speak on a given topic on themes of general interest.

Candidates gave one word answers even after prompting some, in order to give a sentence would repeat the question and add a one word answer.

Example: Qu'est-ce que tu fais le matin?

Qu'est-ce que tu fais la lessive.

Conjugation was another difficulty.

Some candidates had not read any of the texts and were therefore unable to answer the questions.

FRENCH 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The questions were within the scope of candidates. They were the type of questions that should not pose much difficulty to candidates with average knowledge of French at that level. The number of candidates who did not make any attempt at answering the questions was very minimal. Generally performance was good.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Candidates' main strength was in letter-writing where there was evidence of mastery of the formal features. The improvement was very noticeable.
- There were very few cases of deviation from subject matter.
- There was marked improvement in the organization of the essays – introduction, body and conclusion.
- A small percentage wrote almost flawless essays (grammatically), using idiomatic expressions very correctly.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The major grammatical challenges faced by candidates were:

- conjugation;
- omission of accents, wrong accents (e.g. á, très, élèves, etc.);
- wrong auxiliaries (confusion between 'avoir' and 'être' verbs);
- failure to contract (e.g. à le, à les, de le, etc);
- misuse of tenses;
- confusion between direct and indirect object pronouns.
- On lexis some still have limited vocabulary and either use English words or coin their own from English.

4. SUGGESTED REMEDIES

- (1) Candidates should be made to write more essays in class to enable teachers correct avoidable grammatical errors.
- (2) Supplementary readers should be prescribed for students to enable them read more French and enrich their vocabulary and expression.
- (3) Structural exercises on major grammatical errors in students' composition should be given

5. DETAILED COMMENTS

Question 1

Décrivez votre frère ou sœur.

Candidates were asked to describe a brother or a sister. They were expected to give the name of the brother/sister, give a physical and moral description, talk about likes/dislikes and conclude by indicating why that brother/sister was chosen.

A On the whole the subject was well treated and content mark was high in most cases. few candidates did not understand the word 'ou', taking it for 'et' and hence writing about both brother and sister.

This was the most popular question in this section.

Question 2

Pour voyager, quel moyen de transport préférez-vous et pourquoi?

Candidates were required to write about their preferred means of transport and give reasons for their choice. Candidates were expected to mention various means of transport before printing out their preferred one and assigning reasons for the choice – speed, comfort, safety, low fare, etc. They were expected to conclude on the note that each means has its advantages and disadvantages and that the choice depends on the traveller's aim for travelling and his means.

It was not a very popular question and those who attempted it chose road transport. They struggled with vocabulary but reasons assigned were cogent.

Question 3

Entre l'école publique et l'école privée, laquelle préférez-vous et pourquoi?

Candidates were expected to make a choice between private and public schools and give reasons.

In the introduction they were required to show an understanding of private and public school.

In the body of the essay the following points were expected:

- characteristics of the public and private school;
- administration.
- teaching.
- fees, etc.

After that they were to state their preference before making a general conclusion.

Candidates who attempted the question dwelt mostly on infrastructure, teaching and good results. The major hindrance was the vocabulary to bring out the ideas. Few candidates attempted this question.

Question 4

Votre professeur de français vient d'être promu au poste de directeur de votre école. Ecrivez-lui une lettre de félicitation.

A congratulatory letter to candidates' French teacher newly promoted as head of the school. In the body of the letter candidates were expected to express their interest in the event, congratulate the teacher and say how he would be missed and wish him the best for the future.

The problem with the question was whether the letter should be formal, semi-formal or informal. Candidates who attempted it used the last form – informal. Most of them were found wanting with regards to what to tell the teacher apart from congratulating him. The content of this essay was not really rich in ideas even in the marking scheme. Formal features of the letter were however correctly written.

Question 5

Votre écolier vient de célébrer son anniversaire auquel tous les élèves ont participé. Ecrivez une lettre à un/une ami(e) à l'étranger pour lui parler de la célébration et du rôle que vous avez joué.

A letter to a friend outside the country telling him/her about an event celebrated in candidate's school and the role he/she played. In the body of the essay candidates were expected to indicate the occasion, describe what happened and the role he/she played.

Not a popular question but those who attempted made some good effort. Others misread or misunderstood and deviated by writing about the celebration of their birthday.

Question 6

Ecrivez une lettre à votre père pour lui expliquer pourquoi vous avez choisi le français comme matière.

A letter to father explaining why candidate chose French as a subject. Many candidates answered this question. Most of the expected reasons were given – French as an international language, job opportunities, ability to handle it as a subject in school, good teachers, etc.

DAGAARE 1

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. All the questions were set within the scope of the syllabus and did test what candidates were expected to cover before writing the paper.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Generally, the best performance was in the area of essay writing and a section of the language structure which should be upheld and further improved. On the whole some candidates did well.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

A number of weaknesses that could be avoided recurred in candidates' answers. A few of them re-copied the whole comprehension passage before answering. Wrong spelling of words was still a problem. Others also deviated from what was expected of them.

4. SUGGESTED REMEDIES

For the re-copying of the questions before answering, teachers should do regular supervision and give more exercises and spelling to students.

5. DETAILED COMMENTS

Question 1

Write a speech on the theme "Youth and discipline" to climax the First Anniversary celebration of the Youth Association in your community.

Candidates were expected to give the heading of the speech, address the chair and dignitaries, but most of them did not. They just went ahead with their points. However, some were able to develop their points to the conclusion.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

This was the most answered question in this section. Candidates who answered this question did very well as most of them were able to state important projects that were carried out in their communities. As informal letter, candidates really displayed the features, such as creating laughter, jargons and the like.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying “Two heads are better than one”.

Here, candidates were expected to give a brief introduction relevant to the topic. For instance the explanation of the meaning of the proverb, but most did not do that.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

A few of the students attempted this question. Those who answered it did not have much to say. On the whole, it was well answered.

Question 5 - Translation

This was a compulsory question and candidates did well as almost all who answered it got more than half of the main ideas.

Question 6 - Comprehension

The passage was alright. It was an interesting story and the language was simple enough to be understood by candidates.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**

- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

This question was well answered by some of the candidates. There were also some who deviated by stating rather the place of articulation. Others simply did not know what they were doing.

Question 8

- (a) **Draw the vowel chart.**
- (b) **Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.**
- (c) **With appropriate examples demonstrate the word distribution of the vowels of your language.**

This question was also well answered by most of the candidates except a few who could not even draw the vowel chart.

Question 9

- (a) **Join the following short sentences together to form compound or complex sentences.**
- (b) **Copy down each of the following sentences and underline the free/independent clauses in each of them**
- (c) **Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

Most students had no problem with the above question. However, there were some who could not get the main clauses in 9(b) above.

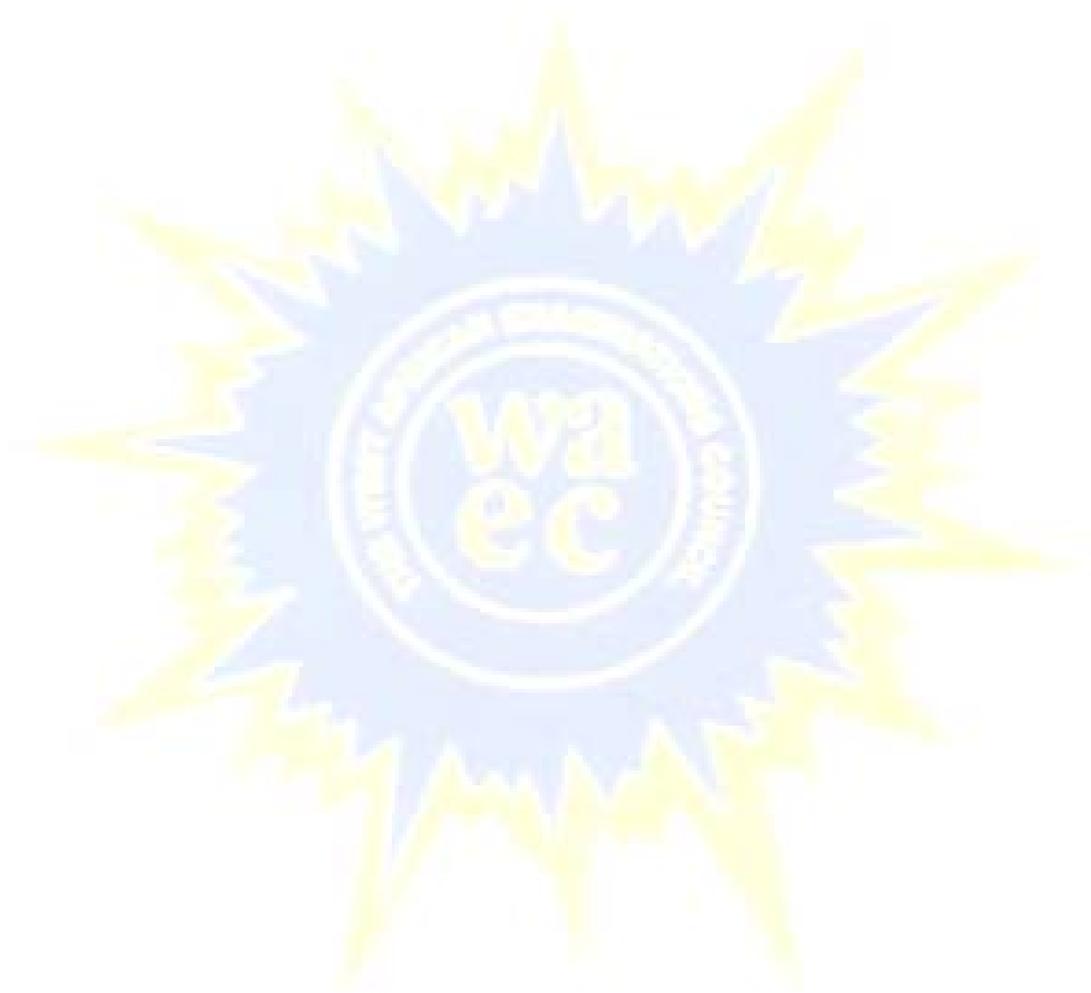
Question 10

- (a) **With two sentences each give examples of the following phrases. Underline the phrases in the sentences:**
- (1) **Verb phrase**
 - (2) **Adjectival phrase**
 - (3) **Adverbial phrase**
 - (4) **Prepositional phrase**

(b) Rewrite the following sentences. Underline the noun phrases.

Most of the candidates who attempted this question did not perform well. It was difficult for many of them to construct and underline the phrases in question 10(a). As for question 10(b), a few were able to underline the noun phrases.

On the whole this question was not properly answered.



DAGAARE 2

1. GENERAL COMMENTS

The paper was of the same standard as those of the previous years. It was set in accordance with the topics stipulated in the Dagaare syllabus for the three-year senior high school programme. It was within the reach of the candidates. There was considerable improvement in candidates' performance as compared with those of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Many candidates adhered to the rubrics on the answer sheet. They also understood the rubrics of the questions asked. A good number of candidates gave elaborate answers to questions they attempted especially the context questions. There was accuracy and clearness of expression in the answers of some candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Weaknesses recorded in candidates' scripts include:

- (1) misunderstanding of the rubrics: some candidates did not understand the rubrics asking them to answer only one question in Section A and three questions in Section B, making four questions in all. Instead they answered all the eight questions and their performance was quite low;
- (2) wrong use of punctuation marks: some candidates wrote their discourses without putting punctuation marks where necessary. Other candidates also used only commas to punctuate their work;
- (3) use of lower case letters in words to begin sentences;
- (4) giving of one-word answers to questions: some candidates gave one-word answers to the subquestions (a) and (b) of question 4 and 6. Candidates could write complete sentences as answers to these questions;
- (5) spelling mistakes: many candidates could not spell words simply because they lack knowledge in the application of vowel harmony in spelling words;
- (6) lack of technique in answering questions: some candidates failed to discuss characters in a coherent way. They jumbled up events thereby showing poor performance in answering the essay questions;
- (7) Misunderstanding some questions and lack of knowledge in poetry appreciation: some candidates misunderstood questions 3, 5, 7 and 8.

Questions 3 and 5 were on characterization while question 7 and 8 were poetry appreciation. Some students used the characters asked for in question 3 to answer questions 5 and vice versa. For questions 7 and 8 some candidates paraphrased the poem instead of appreciating them;

- (8) poor handwriting: some candidates' handwriting was not quite legible.

4. **SUGGESTED REMEDIES**

- (1) Misunderstanding of rubrics: Candidates should be taken through the rubrics of the question papers using past question papers before candidates write the examination.
- (2) Wrong use of punctuation marks: Students should be thought the use of punctuation marks using passages from the set book on prose. More exercises should be given to the students to enable them become conversant in the use of punctuation marks.
- (3) Use of lower case letters in words to begin sentences: The students should be taught sentence construction laying more emphasis on the use of upper case and lower case letters in the construction of sentences. They should be made to understand that upper case letters are used when starting a sentence and also for proper nouns. Students should be given more exercises to enable them know when to use upper case letters or lower case letters.
- (4) Giving one word answers to context questions: The candidates should be taught how to answer context questions using questions from the previous years' examinations.
- (5) Spelling mistakes: Students should be taught vowel harmony and how it is applied in the spelling of words. Dictation exercises should be conducted as often as possible in order to enable candidates acquire the knowledge in the application of vowel harmony in spelling words.
- (6) Lack of technique in answering questions: Students should be assisted to inculcate the techniques of answering questions by using questions from the set books in prose, drama and poetry.
- (7) Misunderstanding some questions and lack of knowledge in poetry appreciation: Teachers should use the set books on the prose, drama and poetry to acquaint students with the characterization and appreciation of poetry. Questions on characterization and poetry appreciation of the previous years could be used to help the students to understand the terms better.
- (8) Poor handwriting: Teachers should insist on good handwriting from students when they give them written exercises. Lessons on handwriting should be taught and exercises should be given to the students more often.

5. DETAILED COMMENTS

Question 1

- (a) **What is a cradle song?**
- (b) **Write down two cradle songs.**
- (c) **State the theme of each cradle song you have written down.**
- (d) **State four importance of cradle songs.**

Candidates were expected to define a cradle songs, write down correctly two cradle songs, state the theme of each cradle song written down and state four importance of cradle songs.

All candidates who answered this question gave all the important points required in their answers thus scoring high marks.

Question 2

- (a) **Give three reasons why people in your area do marry.**
- (b) **State three responsibilities of a man towards his wife.**
- (c) **State two main practices your people uphold to protect a pregnant woman.**

To answer the question, candidates were to give three reasons why their people do marry i.e. procreation, respect and support for example. They were to state three duties of a man towards his wife, i.e. food, shelter and clothing. Also, they were expected to state two main customary practices their people uphold to protect a pregnant woman; e.g. she is not supposed to sleep on her back; she is not supposed to squat and she is not supposed to eat eggs.

Some candidates who answered this question provided the necessary demands of the question and thereby scored high marks.

On the other hand, other candidates either answered the question and gave the translated version in English or gave their answers to subquestions in essay form. Some candidates also gave the definition of marriage before answering the subquestions. They scored low marks.

Question 3

This question was on characterization of the prose set book “D4manaa`mene”

- (a) **Identify three characters from the story.**

- (b) **Discuss the parts played by two of the characters you have chosen in the story.**
- (c) **With facts from the story state and discuss the moral you have learnt from the story.**

In subquestion (a) candidates were to choose three characters from the story “D4manaa`mene” e.g. D4mala1, Suuriko1 and Maaloogaa1.

Subquestion(b) demanded that candidates should discuss two of the three characters chosen, and subquestion (c) required the candidates to discuss the moral of the story.

A small number of candidates attempted this question. Some of them provided the important points required in the answers to score high marks. Other candidates, however, did not understand the subquestions (a) and (b) hence they identified more than three characters and discussed more than two characters. Other candidates also identified characters from the Drama set book “Namalene1” as well as discussing them. Consequently, they score very low marks.

Question 4

This was a context question. A quotation was taken from the set book “D4manaa`mene” and the following questions were asked on it.

- (a) **Who made this statement?**
- (b) **To whom was this statement made?**
- (c) **What prompted the speaker to say these words?**
- (d) **What happened after statement was made?**

In complete sentences, candidates were required to state the speaker and the one addressed, for example (a) This was said by D4mala1; (b) D4mala1 was speaking to her husband Suuriko1.

Subquestion (c) demanded that candidates should state what made D4mala1 say this to Suuriko1 and subquestion (d) expects candidates to discuss the consequences of what was said.

Many candidates attempted this question and performed very well. However, a few of them copied the quotation and each subquestion before providing the answers. Other candidates also gave one word answers to subquestions (a) and (b).

Question 5

This question was on characterization.

- (a) **Write down the name of the main character in the play.**

- (b) **Briefly discuss the part played by the main character in the play “Namalene1”.**
- (c) **Briefly discuss the theme of the play.**

Candidates were expected to give the name of the main character in the play, i.e. A`kaabale; briefly discuss the main character and to state and briefly discuss the theme of the play.

Not many candidates attempted this question. However, some of the few candidates who attempted the question performed well. The rest gave the name of the main character in the story *D4manaa`mene* and therefore scored no marks.

Question 6

This question is also a context question and the quotation and the quotation was taken from the play “*Namalene1*”

- (a) **Who made the statement?**
- (b) **Who is the person speaking to?**
- (c) **What prompted him to make the statement?**
- (d) **What happened after the statement was made?**

Candidates were expected to answer subquestion (a) and (b) in complete sentences, i.e.

- (a) Nenfaayeli is speaking.
- (b) He is speaking to A`kaabale.

Subquestion (c) wanted candidates to discuss why Nenfaayeli is saying these words and were required to discuss what happened after the conversation between Nenfaayeli and A`kaabale.

Majority of the candidates answered this question. They provided all the important points required in their answers and consequently scored high marks.

Question 7

This question was on the appreciation of a given poem, “Kamba`kale” (Had I Known)

- (a) **Give three literary devices used in the poem.**
- (b) **Discuss the usefulness of these three literary devices in the poem.**
- (c) **Briefly discuss the theme of the poem.**

Candidates were required to list any three literary devices used in the poem; e.g. proverbs, personification, parallelism and repetition. They were required to discuss the usefulness of these three literary devices in the poem and to briefly discuss the theme of the poem.

A handful of candidates attempted this question. They could not identify the correct literary devices used in the poem neither could they discuss the usefulness of the literary devices they gave. They could not also state the correct theme nor discuss it. In all they scored no marks.

Question 8

This was on poetry appreciation of the poem “E Ba` A Pare” (Intimidation)

- (a) **State the theme of the poem.**
- (b) **Discuss the structure of the poem.**
- (c) **State the mood of the writer on the poem.**
- (d) **Quote lines from the poem which portray the writer’s mood.**

Candidates were required to:

- (a) state the theme of the poem, i.e. Cut your coat according to your cloth;
- (b) discuss the structure of the poem, i.e. the number of stanzas, the poem written in verse, the literary devices used and their usefulness in the poem;
- (c) state the mood of the writer, i.e. He abhors intimidation;
- (d) quote lines from the poem that portrays the writer’s mood; e.g.

“Kaapela, k’o nevũna m4’
Y1 iribuulaak’o ta ona”

“Kataleri`ny4gebanalaa
Y1 bare k’ov4le”

A good number of candidates answered this question. Some of these candidates provided the important points required in the answer and they scored high marks. Others either stated the points instead of discussing the structure or simply paraphrased the poem. Yet other candidates put parts of their answers in quotation marks. Consequently they scored low marks.

DAGBANI 1

1. GENERAL COMMENTS

The standard of this year's paper was as high as that of previous years.

The performance of candidates had also improved significantly.

2. A SUMMARY OF CANDIDATES' STRENGTHS

(1) Good Orthography

The spelling, punctuation and word-division were very good. This made their answers very easy to read and understand.

(2) Length of Answers

The length of answers in the composition fell within the given word count. In the other sections their answers were short and precise.

(3) Control of Language

Some candidates had very good control of the language. They used appropriate proverbs, idiomatic expressions and figures of speech where necessary. They also used appropriate loan words and contemporary concepts.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) Poor Orthography

The spelling, word-division, use of the elision sign and hyphen when dividing words into two at the end of lines was very poor. Pronouns were also added to verbs.

(2) Copying down of questions

Some candidates copied down questions before answering them. In other cases candidates did not answer the questions after copying them, implying that those were their answers.

(3) Poor Cancellation

Some candidates cancelled their answers very poorly, in some cases rendering their work dirty.

4. **SUGGESTED REMEDIES**

(1) Poor Orthography

This weakness can be overcome through intensive and extensive reading, spelling drills and other class exercises.

(2) Copying down of questions

Any time students do class exercises, teachers should discourage them from copying down the questions.

(3) Poor cancellation

Teachers should teach students the correct way of cancellation. This should be done once or twice and neatly too.

5. **DETAILED COMMENTS**

Question 1

Write a speech on the theme “Youth and discipline” to climax the First Anniversary celebration of the Youth Association in your community.

No candidate attempted this question. The reason could be that candidates do not know how to write a speech.

In the introduction, candidates were expected to write the heading of the speech, address the chair, dignitaries and association members and being appreciative for the invitation.

In the body, candidates were expected to develop the speech by explaining what discipline is, the need for it, effects of indiscipline and advise the community members on how to support the youth, etc.

They were also expected to give good conclusions to their compositions e.g. expressing gratitude to audience for attention given, etc.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

A good number of candidates chose this question. In the introduction, some candidates gave the traditional greetings and stated the purpose of their letter. Other candidates did not state the purpose of their letters.

In the body of their essays, some candidates mentioned three major projects needed by their communities and how the community contributed towards the execution of the projects. They also mentioned how these projects were completed, commissioned and handing-over ceremonies. Other candidates mentioned less than three projects. They went further to say how they were completed but did not say how they were commissioned and handed-over to the community.

To conclude their compositions, many candidates mentioned how people are enjoying the facilities. Other candidates appealed to the government and other organizations to give their communities many more projects. Some other compositions did not have conclusions.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying “Two heads are better than one”.

A small number of candidates chose this story. In the introduction of their composition, some candidates gave brief introduction relevant to the topic. Other candidates did not introduce their compositions.

In the body of their compositions, some candidates narrated incidents leading to the episode. They developed the story very well from the beginning, middle, climax and ending. Other candidates used traditional folktales appropriate to the saying. Other candidates started their stories but could not complete them.

To conclude their compositions, some candidates gave good conclusions relevant of the saying. Other compositions did not have any conclusions.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

A good number of candidates chose this topic. In the introduction, most of them gave the date/day, time and place the ceremony took place. Other candidates did not introduce their compositions. In the body, some candidates mentioned how the ceremony started, the players involved in the ceremony and the process of child naming. Others also mentioned the entertaining and refreshments there. Other candidates only described the process of child naming poorly.

Question 5 - Translation

Candidates were given a short passage of about fifteen ideas to translate from English into Dagbani.

Some candidates were able to translate the passage very well into eleven to fifteen ideas whilst others translated it to between six to ten ideas. Others also summarized it very poorly whilst other candidates started translating it but could not continue. A very small number of candidates could not attempt it.

Question 6 - Comprehension

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

The questions on stated facts, meaning and title were well attempted whilst the questions on inference and analysis were not well attempted.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**
- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

This question was avoided by nearly all the candidates. The few who attempted it avoided (a) and (c) and attempted (c) very poorly.

Question 8

- (a) **Draw the vowel chart.**
- (b) **Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.**
- (c) **With appropriate examples demonstrate the word distribution of the vowels of your language.**

This question was very popular with candidates. Some of them were able to draw the vowel chart, indicate their positions and discuss their distribution very well. Others drew the vowel chart but could not indicate their points of production well. Some candidates also drew the vowel chart poorly and could not discuss the distribution of the vowels.

Question 9

- (a) **Join the following short sentences together to form compound or complex sentences.**
- (b) **Copy down each of the following sentences and underline the free/independent clauses in each of them**
- (c) **Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

Some of the candidates who chose this question were able to join the sentences and to complete the sentences very well but could not underline the free/independent clauses correctly. Other candidates attempted only (c).

Question 10

- (a) **With two sentences each give examples of the following phrases. Underline the phrases in the sentences:**
 - (1) **Verb phrase**
 - (2) **Adjectival phrase**
 - (3) **Adverbial phrase**
 - (4) **Prepositional phrase**
- (b) **Rewrite the following sentences. Underline the noun phrases.**

This question was not popular with candidates.

The few candidates who chose this question wrote down sentences unrelated to the specified phrases in (a). They could not also underline the noun phrases in (b) correctly.

DAGBANI 2

1. GENERAL COMMENTS

The standard of this year's paper compares favourably with that of previous years.

The general performance of candidates were appreciably high. That notwithstanding a few others performed below average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) The spelling, sentence construction and word division of some candidates had improved.
- (2) Some candidates' responses to the questions were direct and orderly.
- (3) The rubrics of the question papers were strictly adhered to hence there was little deviations.
- (4) The handwriting of some candidates had also improved. Hence it was easy to read and understand their responses.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates performed poorly in the Written Literature especially on questions 7 and 8. They had difficulty in identifying the three literary devices in question 7. There were others who did not understand the stanzas of the text in question 8.
- (2) The answers of some candidates were in some cases too long and unnecessary especially question 5(b).
- (3) Some candidates also cancelled their work poorly. Several crosses were drawn across the work thus rendering the work dirty and untidy.

4. SUGGESTED REMEDIES

- (1) Language teachers are advised to pay attention to the teaching of Literary Appreciation. Student should be drilled extensively on the rudiments of Literary Appreciation.
- (2) Students should be encouraged to write short and precise answers to questions.

- (3) Students must be taught the correct way of cancelling their work. This could be done by drawing at least one line across the work.

5. **DETAILED COMMENTS**

Question 1

- (a) **What is a cradle song?**
- (b) **Write down two cradle songs.**
- (c) **State the theme of each cradle song you have written down.**
- (d) **State four importance of cradle songs.**

The question was popular with students. Most of the candidates who attempted it distinguished themselves creditably.

Question 2

- (a) **Give three reasons why people in your area do marry.**
- (b) **State three responsibilities of a man towards his wife.**
- (c) **State two main practices your people uphold to protect a pregnant woman.**

The question was well attempted. Many of the candidates who attempted it had a fair idea of Dagomba system of cultural marriage. As a result they had little difficulties in explaining themselves. On the whole it was a good attempt.

Question 3

This question was on characterization of the prose set book “Salinwa6i`li”

- (a) **Identify three characters from the story.**
- (b) **Discuss the parts played by two of the characters you have chosen in the story.**
- (c) **With facts from the story state and discuss the moral you have learnt from the story.**

Candidates’ general performance was good. This is an indication that they have now developed the habit of reading and studying the novel and its content seriously.

Question 4

This was a context question. A quotation was taken from the set book “Dima`a” and the following questions were asked on it.

- (a) **Who made this statement?**
- (b) **To whom was this statement made?**
- (c) **What prompted the speaker to say these words?**
- (d) **What happened after statement was made?**

As I indicated in question (3), the candidates had a fair idea of the demands of the question. Hence their overall performance was satisfactory.

Question 5

This question was on characterization.

- (a) **Write down the name of the main character in the play “Ti YidanaYaaKpee Yinyari”.**
- (b) **Briefly discuss the part played by the main character in the play “Ti YidanaYaaKpeeYinyari”.**
- (c) **Briefly discuss the theme of the play.**

Some of the candidates who attempted it distinguished themselves creditably. They were able to identify the hero of the text, stated his works vividly and mentioned the theme appropriately.

Question 6

This question was also a context question and the quotation was taken from the play “*Ti YidanaYaaKpeeYinyari*”

- (a) **Who made the statement?**
- (b) **Who is the person speaking to?**
- (c) **What prompted him to make the statement?**
- (d) **What happened after the statement was made?**

The question was well attempted. Candidates’ responses to the questions were direct and orderly.

Question 7

This question was on the appreciation of a given poem, “Dunia Ti`gb4`”. There were three subquestions in all.

- (a) **Give three literary devices used in the poem.**
- (b) **Discuss the usefulness of these three literary devices in the poem.**
- (c) **Briefly discuss the theme of the poem.**

Candidates were asked to identify three literary devices in the text. They were also asked to state how the writer used the three literary devices to enrich the language. Finally, they were requested to state the theme of the text.

The question was poorly handled especially subquestions (a) and (b). Some candidates could not identify and state the three literary devices while others were unable to show how the writer used the three literary devices to enrich his language.

Question 8

This was on poetry appreciation of the poem “Saa” (Rain)

- (a) **State the theme of the poem.**
- (b) **Discuss the structure of the poem.**
- (c) **State the mood of the writer on the poem.**
- (d) **Quote lines from the poem which portray the writer’s mood.**

Candidates were requested to state the theme of the text. They were also requested to state the stanzas of the text and show the state of mind of the writer.

Some candidates did not understand what the stanzas of the text are and as such did not answer the question. There were others who could not identify the section of the text that shows or clearly explains the state of mind of the writer.

DANGME 1.

1. GENERAL COMMENTS

The May/June 2015 paper compares favourably with that of previous years. The paper was of standard and it tested the various aspects of language (Dangme) studies as prescribed by both the teaching and examination syllabuses. The questions were rendered in a manner that suits the level and experience of the candidates. The language used in rendering the questions was clear. The vocabulary range was also within the level and experience of the candidates. The rubrics to the questions were also very clear.

The majority of candidates attempted all the questions. Candidates' performance in this year's paper improved slightly over that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Generally, most candidates performed quite well in the paper and deserve some commendation.

Candidates' strengths were noted as follows:

- (1) good understanding of the questions;
- (2) systematic or orderly presentation of facts or ideas;
- (3) good paragraphing in the essays;
- (4) appropriate use of language such as proverbs and idioms;
- (5) Some good command over the language.
- (6) the majority of candidates understood the demands and tenets of the questions and so attempted them quite appropriately;
- (7) candidates' general performance in the essays, translation, comprehension and language structure were quite commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

A few weaknesses were noted as follows:

- (1) a few candidates exceeded the prescribed number of words for the essays whilst some also quite less than the prescribed number of words;
- (2) some candidates wrote dialects instead of the standard Dangme. A number of colloquial expressions emerged in candidates' writings;

- (3) faulty pronunciations and local slangs were found in candidates' writings. Some of which were "lae" for "hlae", "he yi" instead of "he ye", "se womi" instead of "sIwomi", "ngmaa" for "ngmae", "m4di" for "m4de", "en4" for "en1 4", "bemi" for "be mi", "n4" for "n1 4", "nitsumi" for "nitsumi", "kIjill kI" for "K1 jill k1I", "Abai" for "Amlaalo".
- (4) Also lack or inappropriate use of punctuation marks.

4. SUGGESTED REMEDIES

The following suggestions are therefore being made:

- (1) Students should be encouraged to read extensively and intensively in Dangme. There should be practical conversation sessions for students and also students should be taken through textual analysis and writing in Dangme.
- (2) Students' attention should be drawn to the use of punctuations.
- (3) How to express and write the continuous forms in Dangme should be taught.
- (4) The conventionally accepted forms of speech and writing of Dangme should be vigorously taught in the schools.
- (5) The syntax, semantics, phonology, morphology aspects of the Dangme should be taught more seriously.

5. DETAILED COMMENTS

Question 1

Write a speech on the theme "Youth and discipline" to climax the First Anniversary celebration of the Youth Association in your community.

The question required the candidate to write a speech for the youth on their first anniversary celebration on the theme: "Youth and discipline".

Very few candidates answered this question. Those who attempted it, however, demonstrated understanding of the demands and tenets of the question. They were able to raise issues associated with adolescence such as physical changes in body size, emotional challenges, feelings of oppression, liberation, gross disrespect and feeling of equality with adults, sexual desires, etc. Issues of caution were sounded as care should be taken because they are yet to be adults, respect for adults, learn from adults, show early sexual relations with peers, etc. Candidates followed the format for writing speech e.g. provision of heading and observation of protocol, etc.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

The question demanded that the student should write a letter to a friend outside Ghana telling him/her about any three developmental projects that had taken place in candidates' area. This was the most attempted question. Almost all the candidates answered this question. Candidates did well on this question by observing the format for informal letter writing and were able to discuss the deserved development projects. Such as roads, pipe borne water projects, toilet facility, provision of electricity, establishment of schools and financial institutions and agricultural projects and the relief that these projects have brought to their respective communities.

Candidates performed quite well on this task.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying “Two heads are better than one”.

For this question, the candidate was expected to write an article for publication in a local newspaper on the topic; “Two Heads are better than one”.

Not many candidates attempted this question. However, those who attempted this question did quite well. They followed the procedure for writing and submitting of such articles for publication. The candidates were able to create stories to reflect the topic.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

This question demanded that the candidate should narrate the main/major cultural activities that took place at a naming ceremony he/she has attended. Very few candidates answered this question. However, those who attempted it were able to narrate sequentially the events including the initial ceremonies or rituals such as outdoor activities that precedes the actual naming ceremony. The actual cultural activities that go with naming ceremonies were well narrated.

Question 5 - Translation

This aspect of the paper requested the candidate to translate a written text from English in Dangme. Candidates' performance on this question was quite

commendable. Their renditions indicated that they understood the text in English. The majority of candidates did well in the translation exercise. However, a few candidates had some difficulty in getting the appropriate equivalence for some of the English expressions and words in Dangme. In some of such cases, borrowing/lifting were adopted by some of the candidates.

On the whole, candidates did not perform too badly on this question.

Question 6 - Comprehension

The majority of candidates demonstrated good understanding of the comprehension passage. The candidates were able to deal with both the content based questions as well as the inferential questions. A few candidates could, however, not provide suitable titles for the passages. On the whole, candidates' performance is commendable.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**
- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

This question had three (3) parts; a, b and c. Part (a) required that the candidate should classify or group them according to their points of articulation. Part (b) requested the candidate to groups the consonant sounds into voiced and voiceless categories while part (c) demanded that the candidate should show the distribution of these sounds in Dangme words.

Only a few candidates attempted this question. However, those who attempted did not do very well on this question. The (a) part seemed quite challenging while parts (b) and (c) were quite well executed. Performance on this question is not impressive at all.

Question 8

- (a) **Draw the vowel chart.**
- (b) **Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.**
- (c) **With appropriate examples demonstrate the word distribution of the vowels of your language.**

This question also requested the candidate to draw the vowel chart for Dangme, pick out and write the front and back vowels of Dangme and lastly show the distribution of these vowels in Dangme.

Quite a good number of candidates answered this question. They were able to draw the Dangme vowel chart and plot the vowels at their appropriate points. A few candidates, however, either turned the vowel chart upside down or plotted the vowels wrongly. They were able to group the vowels into front and back as demanded by the (b) part of the question.

A good number of the candidates were also able to show their distribution in Dangme with appropriate Dangme words. On the whole, candidates' performance on this question was commendable.

Question 9

- (a) **Join the following short sentences together to form compound or complex sentences.**
- (b) **Copy down each of the following sentences and underline the free/independent clauses in each of them**
- (c) **Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

This question tested candidates' knowledge about sentences and their types in Dangme. The first part tested candidates' knowledge about how to compound independent sentences using the appropriate coordinating conjunctions. The second part requested the candidate to rewrite the given sentences and underline the dependent clauses while the third part required the candidate to use either an independent or dependent clauses to make given structures complete sentences.

Candidates' general performance on this question indicated they understood the demands and tenets of the question. They were able to use the appropriate conjunctions to compound the given sentences. Most candidates scored quite good marks on this question.

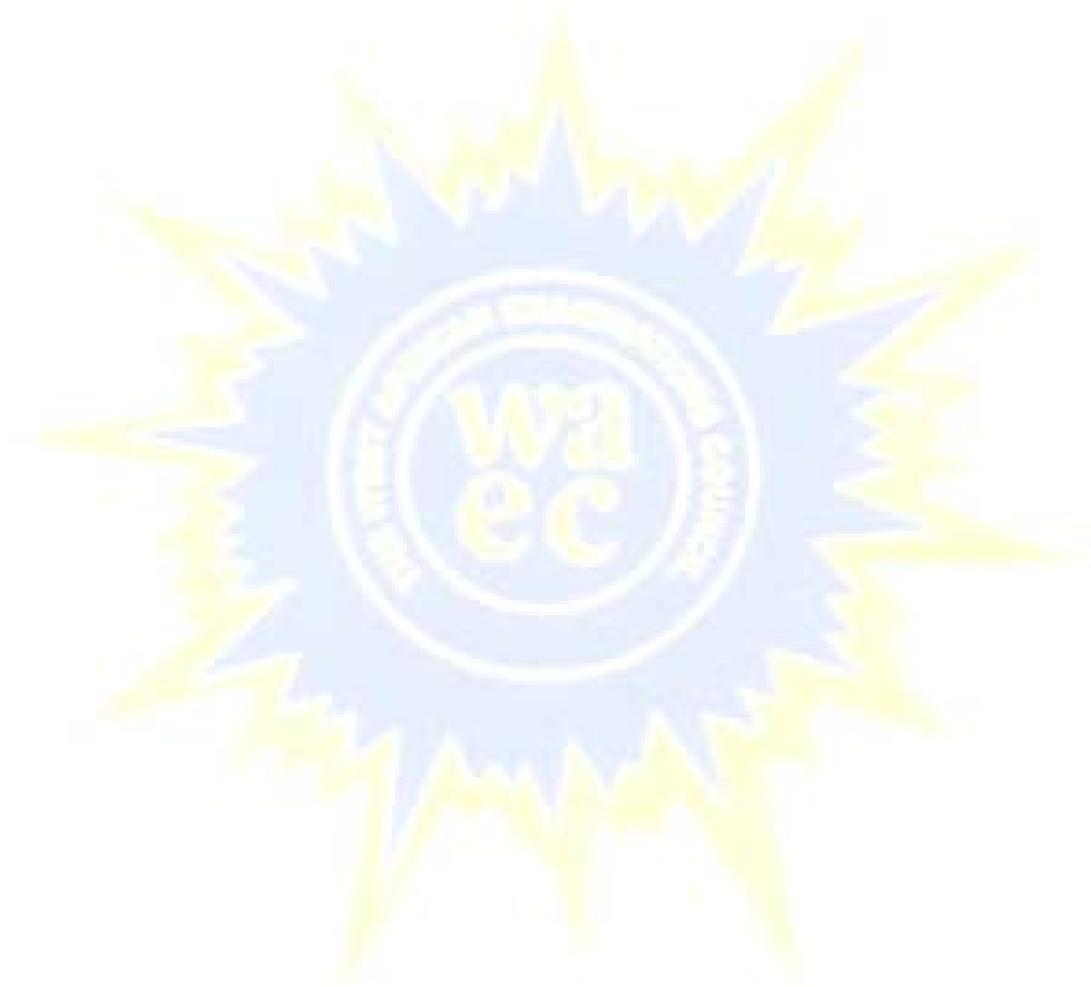
Question 10

- (a) **With two sentences each give examples of the following phrases. Underline the phrases in the sentences:**
 - (1) **Verb phrase**
 - (2) **Adjectival phrase**
 - (3) **Adverbial phrase**
 - (4) **Prepositional phrase**

(b) Rewrite the following sentences. Underline the noun phrases.

For this question, the candidate was tested on the knowledge of the phrase types in Dangme i.e. the noun phrase, the verb phrase, the adjective phrase and the postpositional phrase. In the first part, candidate was to give two sentences and underline the phrases in the constructed sentences. The second part requested candidates to identify the noun clauses in the given sentences by underlining them.

Only a few candidates attempted this question. The general performance on this question was not very good.



DANGME 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Generally, candidates' performance in this section of the paper was commendably better than that of last year. Candidates' answers to the questions satisfied the requirements of the questions.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Identification of characters: a few of the candidates were able to state characters whose roles were of significance. Those candidates were also able to explain with quotations to support lessons they have learnt from the book.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most candidates gave answers which clearly indicated that they were not answering from mastery of what they had studied – an indication that they were depending on guess work.

The question on identifying the character who made a statement, to whom the statement was made and what happened after the statement was made was woefully answered.

- (2) Drama: Most candidates found it difficult to identify the principal character in the play. As a result they listed a number of characters and left the question unanswered.
- (3) Poetry: Candidates showed ignorance of figures of speech. They were only taught names of figures of speech without relevant examples which could enable them identify them in texts.

4. SUGGESTED REMEDIES

Teachers should be advised to study the set books and poems painstakingly making sure that they are competently conversant with the figures of speech in Dangme and have appropriate Dangme examples for the students in their lessons over the three-year period. This will make students relevantly equipped to perform well in their final examinations.

5. DETAILED COMMENTS

Question 1

- (a) **What is a cradle song?**
- (b) **Write down two cradle songs.**
- (c) **State the theme of each cradle song you have written down.**
- (d) **State four importance of cradle songs.**

Many candidates were able to explain or define what a lullaby is as well as create their own songs. A few candidates, however, wrote their examples in other languages – Ga, Twi and Ewe. The majority of candidates were able to state clearly the themes of their songs but a few could not. Candidates were able to state the importance of a lullaby.

On the whole, candidates performed well on this question.

Question 2

- (a) **Give three reasons why people in your area do marry.**
- (b) **State three responsibilities of a man towards his wife.**
- (c) **State two main practices your people uphold to protect a pregnant woman.**

Candidates were able to state reasons why the Dangmes enter into marriage as well as state the responsibilities of the husband towards the wife. Unfortunately, some candidates who answered this question could not state some of the ways the Dangmes protect pregnancy of their expectant wives. On the whole, that was the only problem faced by candidates.

Question 3

This question was on characterization of the prose set book “Ny1Ko Pee Ye Ya”.

- (a) **Identify three characters from the story.**
- (b) **Discuss the parts played by two of the characters you have chosen in the story.**
- (c) **With facts from the story state and discuss the moral you have learnt from the story.**

Candidates were able to state the characters in the book “Ny1Ko Pee Ye Ya”. Most of the candidates were able to state clearly the roles played by the various characters stated in (a) above. Just a few could not write about them. The majority of candidates were able to state lesson(s) learnt from the book.

On the whole, candidates who answered this question did well.

Question 4

This was a context question. A quotation was taken from the set book “*NyIKo Pee Ye Ya*” and the following questions were asked on it.

- (a) **Who made this statement?**
- (b) **To whom was this statement made?**
- (c) **What prompted the speaker to say these words?**
- (d) **What happened after statement was made?**

Most candidates could not state who made the statement but they were able to state the character(s) to whom the statement was addressed. A few of the candidates were able to state the reason why such a statement was made. Most of the candidates could not state the consequences of after the statement was made just a few were able to state it well.

On the whole, performance was not commendable.

Question 5

This question was on characterization.

- (a) **Write down the name of the main character in the play.**
- (b) **Briefly discuss the part played by the main character in the play.**
- (c) **Briefly discuss the theme of the play.**

Most of the candidates who answered this question could not state the main character but listed a number of characters – in most cases three characters. Candidates could not state the role(s) played by the main character they stated. Candidates were also able to state the message conveyed or the theme of the book.

On the whole candidates did not do well.

Question 6

This question is also a context question and the quotation was taken from the play.

- (a) **Who made the following statement?**
“E sa n1 ny11 le kaa k44 hi4 yobu n1. Mawu ye4 k1 buaa no tsuaa n4 n1 ye4 k1 buaa 11 nits1 e he”.
- (b) **Who is the person speaking to?**
- (c) **What prompted him to make the statement?**
- (d) **What happened after the statement was made?**

Candidates were able to identify the very clearly who made the statement. They were also able to identify the character being addressed as well as the reasons why such a

statement was made. However, candidates failed to state in detail the consequences that followed this statement. Some candidates gave brief reasons only.

On the whole, candidates did quite well on this question.

Question 7

This question was on the appreciation of a given poem, “Kuakualabite”.

- (a) **Give three literary devices used in the poem.**
- (b) **Discuss the usefulness of these three literary devices in the poem.**
- (c) **Briefly discuss the theme of the poem.**

Some candidates who answered this question were able to state vaguely the three commonest figures of speech they had committed to memory – simile, metaphor and irony. They, however, failed to pick quotations from the poem to support the figures of speech they had stated – a gesture of inadequate mastery.

Some candidates also lacked knowledge of the requirement of the question and they could not state the mood of the poet.

This question was poorly answered by candidates.

Question 8

This was on poetry appreciation of the poem “P4p4li”.

- (a) **State the theme of the poem.**
- (b) **Discuss the structure of the poem.**
- (c) **State the mood of the writer on the poem.**
- (d) **Quote lines from the poem which portray the writer’s mood.**

Discussing the structure of the poem candidates were unable to answer this question creditably. They could neither state the mood of the poet nor pick any quotation from the poem to support their answer in (b) and (c) above.

Candidates’ performance on this question was not commendable.

EWE 1

1. GENERAL COMMENTS

The paper was of standard and compared favourably with that of previous years. All the questions were at the level of candidates and it covered all the areas of the syllabus. The performance of candidates was on the average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most of the candidates made reasonable choices on the essays. They were able to bring out their points clearly with some of the points well explained.
- (2) Candidates also managed to write the required length of essay. Their essays were reasonably long.
- (3) Some of the candidates have improved on their writing. Punctuation marks and paragraphing were excellently managed by candidates. Arrangement of facts and ideas were also commendable.

3. A SUMMARY OF CANDIDATES WEAKNESSES

The performance of some candidates was below expectation. Some candidates have difficulty understanding the questions. The answers to some of their questions were incorrect. In the essay writing, some of the candidates only tried to fill the lines with words; they did not know exactly what they were writing. Some of the words written were unreadable and they mixed Ewe with some English words.

4. SUGGESTED REMEDIES

Candidates should be helped to improve upon the study of the Ewe language. It should be handled more seriously and not something to add to their subject selection. It should be learnt as a language which could help them anywhere.

Candidates should be taught to know the difference between the standard Ewe that is the written language and the dialect.

They should also be taught to be conversant with the use of the diacritical marks including the nasal sign and also the use of the Ewe pluralizer (wo), etc.

5. DETAILED COMMENTS

Question 1

Write a speech on the theme “Youth and discipline” to climax the First Anniversary celebration of the Youth Association in your community.

Only a few candidates answered this question. This was an indication that candidates did not very well understand the question. A few of those who attempted it, however, were able to provide salient points which were well explained. The only problem candidates had was their inability to suggest effects of indiscipline in the society.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

Almost all the candidates answered this question. It was a friendly letter writing. The candidates who attempted this question were able to advance good points – that is the developmental projects undertaken in the community. However, there were a few candidates who could not see the difference between developmental projects and some facilities already found in the community. Some of the candidates talked about the presence of police station which is already in the town as the developmental project. Other candidates also mentioned market places while another group also discussed the celebration of festivals and other social gathering like football clubs, internet café, physical training and the like. These facilities or amenities are already cited in the communities and therefore cannot be called developmental projects.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying “Two heads are better than one”.

Only a few candidates answered this topic. It was on article writing to be published in a community magazine, to illustrate the saying, “Two head are better than one”

The few candidates who attempted this question did not begin their essay well. There was no relevant introduction. The development of the situation leading to the saying too was not well done. There were no clear beginning, middle and climax of the story. There was no proper connection between the parts of the story. The question was not well answered.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

This topic was a complete narrative essay. Candidates were asked to narrate or give an account of a naming ceremony they had recently attended in their community or village or town. Some of the candidates did well but others did not. Instead of narrating what they actually witnessed, they only talked about the procedures taken during the naming ceremony. This means that candidates discussed generally how naming ceremony is performed. This was a complete deviation from the requirement of the question. The correct tense form was also not used.

Question 5 - Translation

This was done fairly well though some candidates had difficulty tackling it. The passage was simple because it was based on bush fire an everyday occurrence especially in the farming communities. It talks about the natural causes of bushfires and human activities that cause bushfires. The passage plainly explains these factors. Candidates had problem explaining the causes of non-human activities that causes bushfire. They could not explain how lightening or hot weather conditions could cause bushfires. Some candidates, however, did very well.

Question 6 - Comprehension

The comprehension passage was also simple. The question based on it were also within the level of candidates – simple and straightforward. Candidates did well by giving accurate and meaningful answers. However, there were some candidates who did not know how to answer comprehension questions. Instead of writing answers in full sentences, they just quoted some part of the answers rendering their work ambiguous and meaningless.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**
- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

This question was straightforward question. It was in three parts; (a), (b), and (c). Subquestion (a) was about the manner of articulation of the six consonant sounds

given. The consonants were grouped in pairs i.e. 2 plosives, 2, nasals, and 2 fricatives.

The subsection (b) was about the voicing of the listed consonants i.e. either voiced sounds or voiceless sounds and the subquestion (c) demanded candidates to give two examples of the four sounds listed as they are distributed in words. That is word initial position, word medial position and word final position.

Question 8

- (a) Draw the vowel chart.**
- (b) Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.**
- (c) With appropriate examples demonstrate the word distribution of the vowels of your language.**

This question was also in three parts. In subquestions (a) and (b) candidates were to draw the vowel chart and insert the vowel sounds at their appropriate positions as well as list the front vowels and back vowels using the vowel chart drawn. In subquestion (c) candidates were to use appropriate examples to demonstrate the word distribution of the vowels.

Some students could not answer the question correctly. They were not able to draw the vowel chart correctly, let alone insert the vowel sounds at their appropriate positions or places.

Question 9

- (a) Join the following short sentences together to form compound or complex sentences.**
- (b) Copy down each of the following sentences and underline the free/independent clauses in each of them**
- (c) Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

Question 9 was in three parts – (a), (b) and (c). Part (a) dealt with combining two sentences that were stated for form either compound sentences or complex sentences.

Candidates had a problem of joining these sentences by the use of coordinating conjunction or subordinating conjunction. Some of the candidates did very well but others also did their own thing. Those candidates chose to change the

sentences on their own which could not in any way give meaningful sentences. In the subquestion (b), candidates were given complex sentences and they were asked to identify and underline the main clauses in each case. Some of the candidates could not differentiate between independent clause and dependent clause. The subquestion (c) required of candidates to complete sentences using another clause to make the sentences complete. The responds of candidates for this question showed that they did not know what clauses are.

Question 10

(a) With two sentences each give examples of the following phrases. Underline the phrases in the sentences:

- (1) Verb phrase**
- (2) Adjectival phrase**
- (3) Adverbial phrase**
- (4) Prepositional phrase**

(b) Rewrite the following sentences. Underline the noun phrases.

This question was in two parts; (a) and (b). In (a), candidates were asked to give two sentences of their own based on the four phrases listed. These phrases were verb phrase, adjectival phrase, adverbial phrase and prepositional phrase.

The answers given by candidates indicated that they have a problem with phrases. Candidates did not know the various phrase types.

In the (b) part, full sentences were given and the candidates were asked to identify and also underline the noun phrases in each of the sentences. Again, many candidates failed to identify the noun phrases. Most of them scored zero in this section.

EWE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. The questions were within the scope of the teaching and examination syllabus. The language used in framing the questions was simple and there made comprehension of the questions very simple and easy.

The performance of candidates, however, fell a little below that of the previous years. Just a few of the candidates performed above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) A few of the candidates exhibited good control of the language and therefore gave detailed explanation of points raised.
- (2) Most candidates could handle the prose and drama as well as the Oral Literature/Customs and Institutions questions effectively.
- (3) Most of the candidates were able to identify the literary devices present in the poems tested.
- (4) Some of the candidates displayed good knowledge of the characters in the drama and prose studied.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Many of the candidates ignored the rubrics of the paper and therefore ended up answering the two questions in each section instead of one.
- (2) Some candidates confused the subject matter and the characters of the prose and drama.
- (3) The majority of candidates stated points for the answers without exemplifying them.
- (4) A few of the candidates lacked the language to express themselves coherently, while discussing the role of the characters tested in the drama and prose.
- (5) Many of the candidates were not able to handle the question on the poems tested well. Low marks were recorded in this section.

4. SUGGESTED REMEDIES

- (1) Teachers should draw the attention of their students to the rubrics of the paper before examination.
- (2) Students must be taken through the literature texts intensively and given enough exercises.
- (3) Particular attention must be paid to the literary devices in poems and how they advance the meaning of the poem.
- (4) Students should be taught paragraph development.
- (5) Refresher courses should be organized by school authorities and GES for teachers of the language.

5. DETAILED COMMENTS

Question 1

- (a) **What is a cradle song?**
- (b) **Write down two cradle songs.**
- (c) **State the theme of each cradle song you have written down.**
- (d) **State four importance of cradle songs.**

The candidate was expected to define lullaby, write down two of them and then state their themes and lastly state four importance of lullabies.

The definition was well-attempted by many. Few, however, gave that of traditional game songs. Some rendered their lullabies in prose instead of poetic form and failed to write any good themes. The importance of lullabies was, however, well stated by many candidates.

Question 2

- (a) **Give three reasons why people in your area do marry.**
- (b) **State three responsibilities of a man towards his wife.**
- (c) **State two main practices your people uphold to protect a pregnant woman.**

The question demanded of the candidate to write down three reasons for marriage, three responsibilities of a husband to his wife and two rites to fortify a pregnancy.

Sub-questions (a) and (b) were well answered except that some candidates wrote down the father's responsibilities to the children. Most of them could not indicate the rites but rather indicated taboos.

Question 3

This question was on characterization of the prose set book "Ku Le X4me"

- (a) **Identify three characters from the story.**
- (b) **Discuss the parts played by two of the characters you have chosen in the story.**
- (c) **With facts from the story state and discuss the moral you have learnt from the story.**

The candidate was to list three characters from the prose, discuss the role of two of them and state the moral lesson in the story.

The characters were correctly listed except in few cases where there was confusion between the characters in the drama and prose. Many were able to write down the moral lesson. However, some only stated it without drawing references from the text to substantiate their claim.

This was a popular question among the candidates and excellent marks were scored by many.

Question 4

This was a context question. A quotation was taken from the set book "Ku le X4me" and the following questions were asked on it.

- (a) **Who made this statement?**
"Az4 af4kpa siamea do hafi 2i2i le k4a dzi la g4me 2e 2i nyuie, eye wòdze le fotosia h7 me g7a. X4e nàkp4e 2a".
- (b) **To whom was this statement made?**
- (c) **What prompted the speaker to say these words?**
- (d) **What happened after statement was made?**

The candidate was to identify the speaker of the lines and the addressee and state the reason and the outcome of the speech.

This question was the waterloo of many who attempted it. They could hardly score more than three out of the twenty marks. Only the speaker was identified in almost all the scripts.

Question 5

This question was on characterization.

- (a) **Write down the name of the main character in the play.**
- (b) **Briefly discuss the part played by the main character in the play “T4gbui Kpeglo II”.**
- (c) **Briefly discuss the theme of the play.**

The question required that candidates identify the main character (protagonist), discuss his role in the unfolding drama briefly and discuss also the theme.

Candidates’ performance here was commendable as they were able to state the protagonist, T4gbui Kpeglo II and talked extensively about his role. Some, however, could not differentiate between the role and character traits of the protagonist. The theme was also well-handled by many. In few instances, the candidates repeated the answer for (b) in (c), without indicating the theme.

This happened to be the most popular question among the candidates. Excellent marks were scored by many.

Question 6

This question is also a context question and the quotation was taken from the play “T4gbui Kpeglo II”

- (a) **Who made the statement?**
“Zi ale si Ameyib4wo le `g4gbe yim, eye míele gb4gbl4m 6i sia 6i be woan4 Ameyib4wo h7 dom 2e `g4gbe ... la, elevevie be Ameyib4 siwo woda 2e te5e k4k4wo la nafiawo 2okuiwo be yewodzena te5e k4k4 siwowoda yewo2o la”
- (b) **Who is the person speaking to?**
- (c) **What prompted him to make the statement?**
- (d) **What happened after the statement was made?**

The demand of the question was simple – stating the speaker of the lines and the addressee(s) and then giving the reason and outcome of the speech.

It was a disaster for the few candidates who attempted it. All they could do was to identify the speaker. They could go no further to score any many for the answers given.

Question 7

This question was on the appreciation of a given poem, “Ta ~ue Wo2ea @a @o”

- (a) **Give three literary devices used in the poem.**
- (b) **Discuss the usefulness of these three literary devices in the poem.**
- (c) **Briefly discuss the theme of the poem.**

All that the candidate was expected to do was to identify three figures of speech present in the poem, discuss their effect on the meaning and then briefly discuss the theme.

Most of the candidates only listed the figures without illustrating them. Many also found it difficult to discuss the effect on the meaning. The theme was well discussed except few who just stated it but failed to substantiate it with evidence from the poem.

Question 8

This was on poetry appreciation of the poem “~4tsie Gliwo”.

- (a) **State the theme of the poem.**
- (b) **Discuss the structure of the poem.**
- (c) **State the mood of the writer on the poem.**
- (d) **Quote lines from the poem which portray the writer’s mood.**

The candidate was required to state the theme of the poem, discuss its structure, identify the mood and bring out evidence from the poem to illustrate the mood.

Most candidates failed to identify the theme but were able to give the pervading mood. Worthy of note was that many candidates exhibited fair knowledge of the structure of the poem but could not do detailed analysis.

It was also evident that some candidates were unfamiliar with the poem tested.

FANTE 1

1. GENERAL COMMENTS

The standard of the paper was good and compared favourably with that of the previous papers. The paper unearthed the candidates' strengths and weaknesses.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) The candidates observed the rubrics of each question and answered them accordingly.
- (2) Candidates wrote about five hundred (500) words on each essay topic.
- (3) The passage for translation was well structured. Candidates understood the passage and translated it as required. The fifteen (15) main ideas in the passage were clearly stated.
- (4) Candidates went straight to the requirement of the letter to a known friend overseas. They enumerated the developmental projects in their towns and villages.
- (5) Candidates wrote well on the child naming ceremony. The processes were clearly stated.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses were noted in the following areas:

- (1) some candidates started sentences with small letters and punctuation some wrongly;
- (2) some candidates wrote long sentences without paragraphs;
- (3) some proverbs were wrongly used and did not bring out correct meanings;
- (4) the following words were not correctly used:
 - (i) *mpayimfo* (elders) and not '*mpanyinfo*'
 - (ii) *ye* (good) and not '*yie*'. '*yie*' rather means 'well' e.g. '*\$akasayie*'.
 - (iii) *seseiara* (now) and not '*seesiara*'
 - (iv) modern terminology could be transliterated e.g.
computer – k4mputa
telephone – foon
 - (v) *bio* and not '*bio so*'.

4. SUGGESTED REMEDIES

- (1) Candidates must be introduced to the rules of spelling and pronunciation.
- (2) Progressive and future tense markers must be treated effectively.
Progressive markers: *ri, ro, re* and *ru – ridzi, ronom, resaw, rubu*
Future markers: *be, b4, bo, b1 – bedzi, b4nom, bobu, b1ba*
- (3) Subject verb agreement must be addressed. Verbs always move with pronouns. E.g. *mok4, mefa, meda, mubu*.

5. DETAILED COMMENTS

Question 1

Write a speech on the theme “Youth and discipline” to climax the First Anniversary celebration of the Youth Association in your community.

Candidates were to explain what discipline is and express the need for discipline in the society among the youth.

Traits such as respect for authority, obedience to rules and regulations were to be outlined. Candidates were to write on some effects of indiscipline in society. Indisciplinary activities like lawlessness, sanitary conditions, thefts and ill-health were expected to feature.

Candidates were expected to write on how to support the youth to ensure maximum discipline in the society. Members are to accommodate each other, sympathize and empathize when there is the need. Religious guidance and counselling were expected in the speech.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

The letter was an informal type and was to be addressed to a friend. Elements such as address, date, salutation, pleasantries and valediction were provided.

Candidates were expected to express concern about some deplorable conditions in the community. They were expected to write on some developmental projects taking place or completed in their village or town. Projects such as schools, market, hospital, road and others were to be stated. Some candidates wrote the address in Fante; this is not accepted.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying “Two heads are better than one”.

Candidates were to write brief explanation of the proverb. Candidates were to narrate an incident leading to the great saying. The following stages were expected in the article, beginning, middle and the climax. The climax of the article should indicate that truly two heads are better than one.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

Many candidates wrote on the topic. Date, day, time and place of the ceremony were stated. Names of the father and mother of the child were stated. The processes of child naming were to be stated. These include Christian, Muslim, Traditional and other societies were to be stated. Entertainment and refreshments are also part of the ceremony. Attendants at the ceremony normally donate something for the upkeep of the new born child.

Question 5 - Translation

A given passage was to be translated into Fante.

Candidates translated the passage as required. The fifteen main ideas were outlined coherently.

Question 6 - Comprehension

Candidates were given a passage to read and answer questions on it. The passage was clear and explanatory. However, some candidates lifted some portions of the passage as their answers.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**
- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

The question was well answered. Candidates were expected to regroup the consonants according to the manner of production.

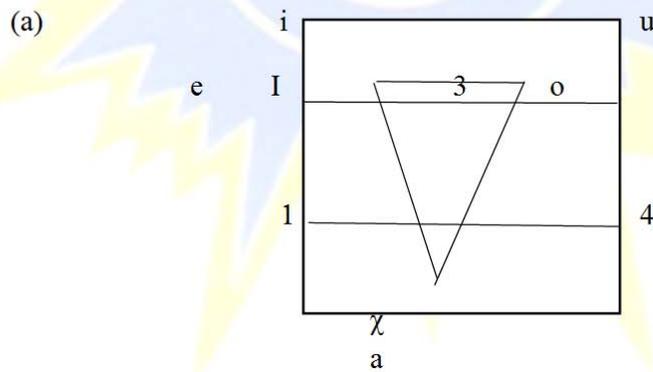
- (a) [b] [t] - plosive
 [m] - nasal
 [s] [f] - fricative
 [ʰ] - velar

- (b) [b] [m] [ʰ] - voiced
 [t] [s] [f] - voiceless

- (c) Consonant distribution
 [b] as in: [bankyI], [beberee]
 [m] as in: [mIm], [mouko]
 [f] as in: [fafranta], [f3f3r]
 [t] as in: [t1t1r], [tatar]

Question 8

- (a) Draw the vowel chart.
 (b) Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.
 (c) With appropriate examples demonstrate the word distribution of the vowels of your language.



(b) ENYIM

EKYIR

- [i]
 [ɪ]
 [e]
 [ɪ]

- [u]
 [o]
 [ɔ]
 [4]

(c) Vowel Distribution

ENYIM

[i] ibure

[I] Ib3a

[e] ekutu

[1] 1h11

[u]–

[o] okura

[4] 4w4

[3] –

FINIMFIN

sisi

kyIr

ker

nky1ky1r

fufu

kookoo

4k4t4

k3k3

EKYIR

dzi

adzI

dede

k1t1

kutu

booboo

akok4

mf3f3

Question 9

(a) **Join the following short sentences together to form compound or complex sentences.**

(b) **Copy down each of the following sentences and underline the free/independent clauses in each of them**

(c) **Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

(a) The following words were used to join the given sentences.

e.g. W4tse h1n fie nky1n. Yehu h4n aberbiara.

W4tse hen fie nky1n ntsiyehu h4n aberbiara.

Osiand1

Ntsi/naaso

Na

Ntsi

(b) The clauses in the sentences were to be underlined.

(i) Me maame fi Kumaseba4kyena a, m'enyi b1gye papaapa.

(ii) !y1krado a, fr1 me.

(c) The under listed sentences were to be completed with main clauses or e subordinat clauses.

Osiand1nna me maameefi fie ntsimedae.

Nkrom y1 l n'adwen d14b4t4n l4re no ennsi pi.

Question 10

(a) **With two sentences each give examples of the following phrases. Underline the phrases in the sentences:**

- (1) **Verb phrase**
- (2) **Adjectival phrase**
- (3) **Adverbial phrase**
- (4) **Prepositional phrase**

(b) **Rewrite the following sentences. Underline the noun phrases.**

(a) The given phrases were to be used in two different sentences.

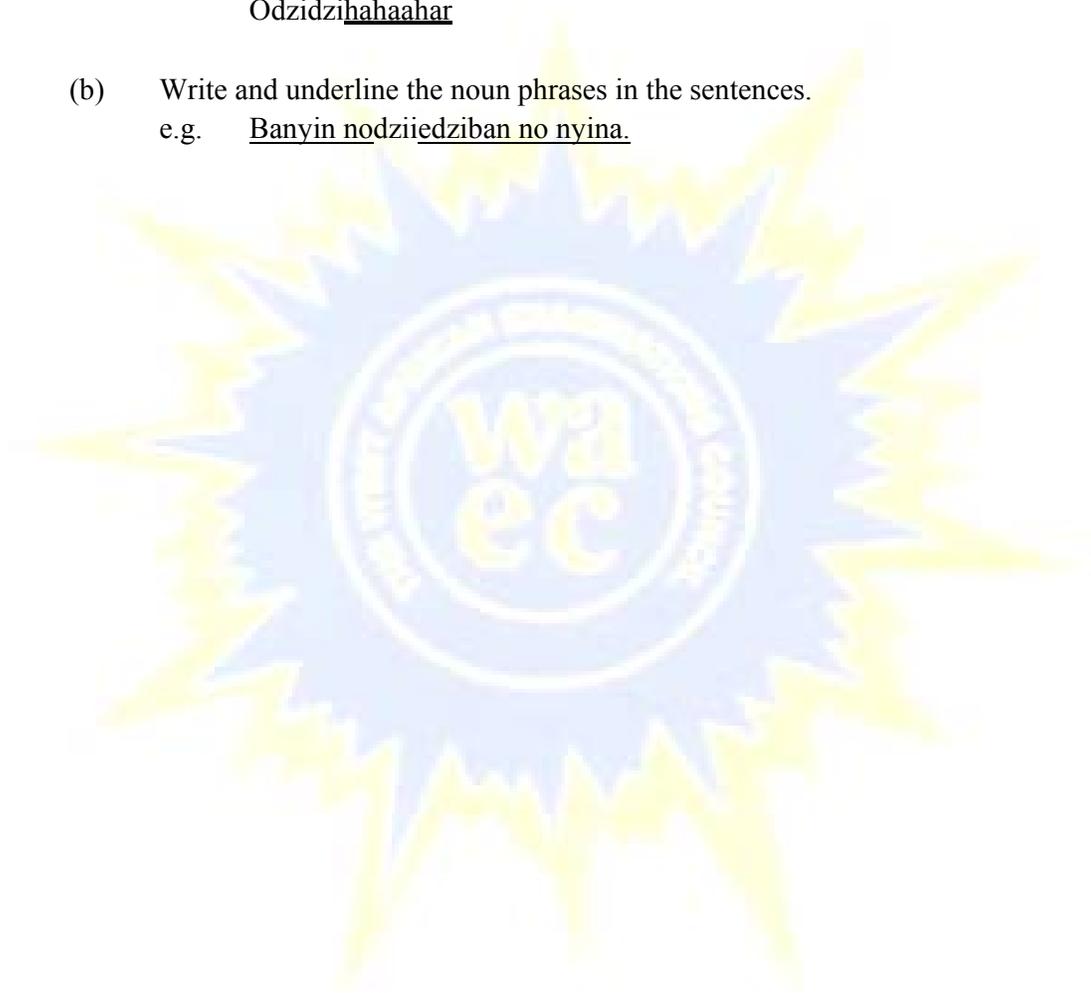
e.g. Nyle-tamsi as1mfua

\$nantsewb4k44

Odzidzihahaahar

(b) Write and underline the noun phrases in the sentences.

e.g. Banyin nodziiedziban no nyina.



FANTE 2

1. GENERAL COMMENTS

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

The rubrics were quite clear and the questions were set to actually test what candidates ought to have covered before writing the paper. A few candidates, however, performed below average as noted in the question set on poetry.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Good handwriting: The handwriting of some of the candidates was good. This made their answers very easy to read and understand.
- (2) Good orthography: The orthography of many of the candidates was very appreciably. Many of them spelt their words correctly, joined and/or divided their words well and punctuated their answers well.
- (3) Use of language: The use of language and expression of many candidates was commendable. They used appropriate registers and tenses fairly well.
- (4) Some maturity was demonstrated in the presentation of ideas especially in the question on characterization and some conclusions were also quite relevant.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates had difficulty in identifying the theme for the poem. Some merely quoted or wrote a line from the poem as the theme.
- (2) Some answers given contained errors of concord.
- (3) Some candidates were rather very verbose.

4. SUGGESTED REMEDIES

- (1) Length of answers: Any time students are given written exercises in the classroom, they should be guided or helped to do it within a given number of words.

- (2) Errors of concord: This problem can be remedied through intensive and extensive reading and dictation.
- (3) Students should be taught by their teachers how to identify the theme of a given poem instead of the students lifting lines from the poem.

5. DETAILED COMMENTS

Question 1

- (a) **What is a cradle song?**
- (b) **Write down two cradle songs.**
- (c) **State the theme of each cradle song you have written down.**
- (d) **State four importance of cradle songs.**

Very few candidates answered this question and those who attempted it did well – an indication that they know the Fante customs and institutions very well.

The examples of lullabies given were rather too short although candidates were able to state four functions of lullabies as demanded by the question.

e.g. (i) Lullabies help to strengthen the relationship between the nursing mother and the child;

(ii) It enables the child to sleep/stop crying

(iii) The nursing mother is able to attend to her duties.

Question 2

- (a) **Give three reasons why people in your area do marry.**
- (b) **State three responsibilities of a man towards his wife.**
- (c) **State two main practices your people uphold to protect a pregnant woman.**

This asked for three reasons of marriage, the role of the husband and what the society does to protect the pregnant mother.

- (a) Reasons for marriage: for procreation

As a sign of respect in the society

To enable the couple to help each other in times of need

- (b) Husband's role: - He is to ensure that the wife and children have a comfortable place to lay their heads.
- He must provide for the upkeep of the family
 - He must protect the wife and children in time of need.

- (c) Protection for the pregnant mother:
- She is not to do hard work
 - She must ensure that she takes good diet
 - Must see the doctor to ensure safe delivery

Question 3

This question was on characterization of the prose set book.

- (a) **Identify three characters from the story.**
- (b) **Discuss the parts played by two of the characters you have chosen in the story.**
- (c) **With facts from the story state and discuss the moral you have learnt from the story.**

Candidates were to list three characters from the story book they read and thereafter comment on the role of two. Example

- (1) MaameEfuwaMaana – the mother of EwuraEfuwa and YooKwesi’s mother-in-law. Her main concern was to ensure that her only daughter gets a child as it is always the wish of mothers to ensure that their daughters give birth to children when they marry.
- (2) EwuraEfuwa: The wife of YooKwesi whose patience rewarded her with a child born to help.

On the whole candidates’ performance was very satisfactory.

Question 4

This was a context question. A quotation was taken from the set book and the following questions were asked on it.

- (a) **Who made this statement?**
- (b) **To whom was this statement made?**
- (c) **What prompted the speaker to say these words?**
- (d) **What happened after statement was made?**

The answers candidates gave to this question were very relevant. Some candidates, however, were confused with B4weebo and EgyaDuku both of who, according to the book were ‘juju men’ (spiritualists).

Question 5

This question was on characterization.

- (a) **Write down the name of the main character in the play.**
- (b) **Briefly discuss the part played by the main character in the play.**
- (c) **Briefly discuss the theme of the play.**

This was a popular question which asked for the major character (ArabaOnnyibi) whose patience, loving, care, etc. won the admiration of her admirers including the chief of Anka.

Her characteristic included the following:

- (i) always ready to forgive and forget;
- (ii) she was a devoted Christian;
- (iii) very principled indeed.

Question 6

This question is also a context question and the quotation was taken from the play.

- (a) **Who made the statement?**
- (b) **Who is the person speaking to?**
- (c) **What prompted him to make the statement?**
- (d) **What happened after the statement was made?**

This was a context question based on the drama book. The question called for the agony/challenges that Nyameky1 went through following the deportation of her only daughter from Anka. In the end Nyameky1 lost her life.

Question 7

This question was on the appreciation of a given poem, “Daanu”.

- (a) **Give three literary devices used in the poem.**
- (b) **Discuss the usefulness of these three literary devices in the poem.**
- (c) **Briefly discuss the theme of the poem.**

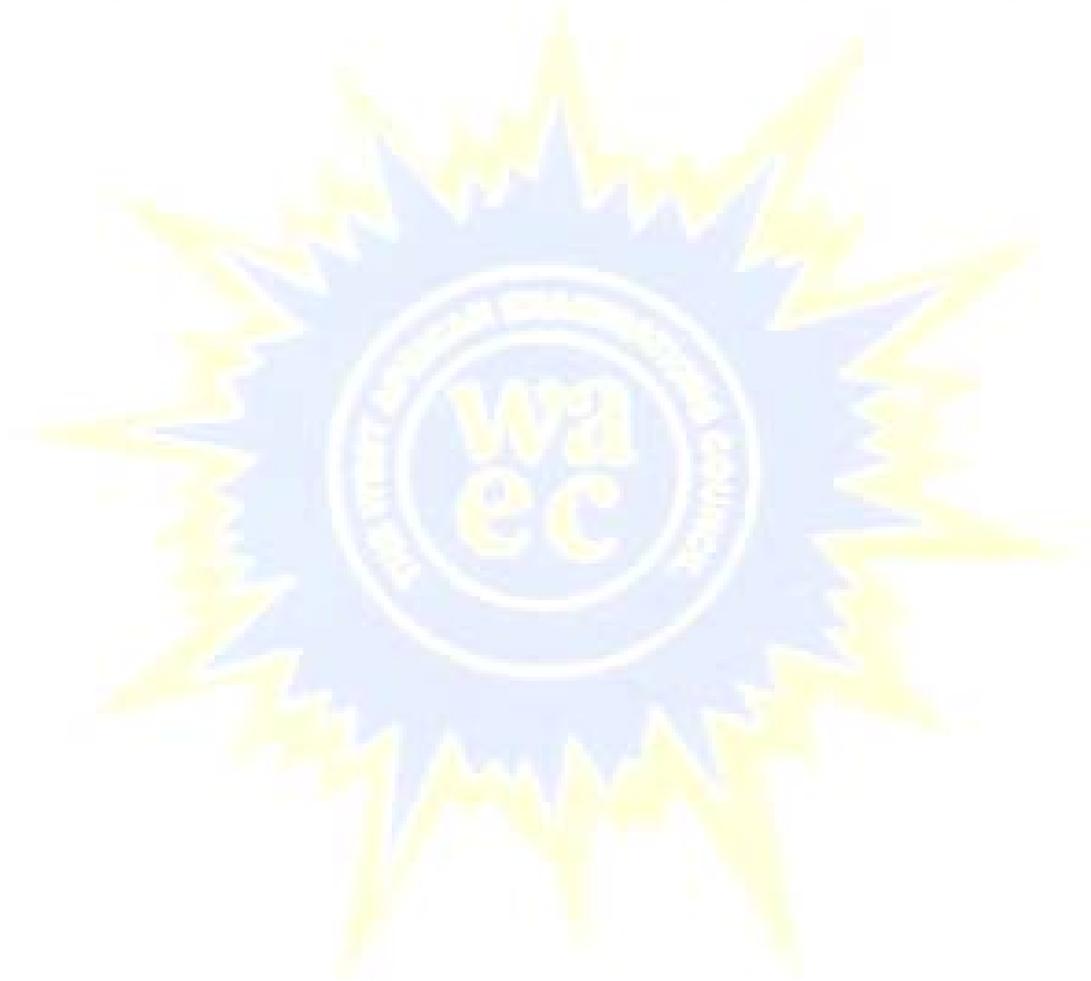
Many of the candidates merely quoted or lifted a line from the poem. The theme of the poem is ‘all days are not equal/Time changes’. Very few of the candidates were able to give right theme for the poem.

Question 8

This was on poetry appreciation of the poem “Nky1 minnyim”.

- (a) **State the theme of the poem.**
- (b) **Discuss the structure of the poem.**
- (c) **State the mood of the writer on the poem.**
- (d) **Quote lines from the poem which portray the writer’s mood.**

Many of the candidates merely quoted or lifted a line from the poem. The theme of the poem is ‘love’. Very few candidates were able to give right theme for the poem.



GA 1

1. GENERAL COMMENTS

The standard of the paper and the candidates' performance compared favourably with that of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Many candidates answered the required number of questions. Many candidates wrote the required number of words for the composition.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Orthographic representation of sounds: Candidates use the letter 'o' to represent the sounds [o] and [4], and the letter 'e' to represent the sound [e] and [1].

The four sounds are represented in Ga with

[o]	-	'o'
[4]	-	'4'
[e]	-	'e'
[1]	-	'1'

- (2) Punctuation: There seemed to be absolute disregard for punctuation. Capital letters were used where they should not be used, and were left out where they must be used.
- (3) Rubrics: Candidates gave the impression that they did not read the rubrics attentively. Some candidates selected two questions from the same section instead of one question. Others give one example when two examples were demanded.
- (5) Translation: Candidates waste time to break the given passage for translation into ideas.
- (6)

4. SUGGESTED REMEDIES

- (1) It should be emphasized for candidates that Ga unlike English language represents the four sounds [o], [4], [e] and [1] with four letters 'o', '4', 'e' and '1' respectively.

- (2) The use of capital letters for proper nouns (first letter) and the first word in a sentence (first letter) should be emphasized for candidates. End punctuation marks, full-stop and question marks should be given more practice. A sentence without an end punctuation may not attract maximum marks.
- (3) Candidates should endeavor to select the questions according to the rubrics.
- (4) Candidates should translate the passage for translation following the number of paragraphs (at least) in which the passage is presented.

5. DETAILED COMMENTS

Question 1

Write a speech on the theme “Youth and discipline” to climax the First Anniversary celebration of the Youth Association in your community.

Candidates were required to explain discipline, and the need for discipline among the youth in the community. They were to indicate the effects of indiscipline in the community and to entreat community members in general to be sympathetic, accommodating and supportive to the youth in the community.

No candidate attempted this question among the scripts marked.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

Candidates were required to indicate three developmental projects needed by the community and explain how community members contributed towards the execution of the project, members’ participation in the execution of the project, the completion and commissioning of the project.

Many candidates attempted this question, but very few candidates wrote on community projects. Many of the essays covered national projects like Kwame Nkrumah Circle project, the load shedding in Ghana, building of schools and hospitals to provide easy access to education and health and support for farmers to improve agricultural output. Many of the essays were deficient in the facts on the ground. For example, the rationing of power in Ghana was still a problem at the time of writing the examination.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying “Two heads are better than one”.

Candidates were required to write a story or narrate an incident which shows that decisions taken by two or more people, often, are better than decisions taken by single persons. The story was to show a beginning, a middle and an end.

No candidate attempted this question.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

Candidates were required to indicate time, date and place of the ceremony, how the ceremony started, those involved in the ceremony, the type – Christian, Muslim, Traditional, etc., refreshment or entertainment, if any.

Many candidates attempted this question. Most of the candidates who attempted it wrote on naming ceremony as a cultural practice, but not a naming ceremony attended or witnessed.

Question 5 - Translation

Candidates were required to translate an English language passage into Ga. Candidates had problem with Ga equivalents of expressions like bushfire - `a mli la, felled trees – tseiniatoowieshi, game – mli loo, live brands – jatI`ni la yInaa, palm wine tappers – tI`fol4i, lightning – srawa, and grassland - `a. ‘Strike a tree dead’ and ‘strike a dead tree’ mean different things.

Question 6 - Comprehension

Candidates were required to read a passage and answer questions on the passage. Almost all candidates got Question 6(e) correct. Many candidates could not explain the expressions in 6(f) in their own words.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**

- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

Candidates were required to put given sounds into classes based on manner of release and voicing, and to show the distribution of the sounds in Ga.

Very few candidates attempted this question. Performance was not encouraging leaving the impression that candidates did not understand the question.

Manner of release will give plosive, nasal, fricative, etc. Classes of sounds and voicing will give voiced and voiceless classes of sounds. Distribution show the occurrence of the sound in initial, medial and final positions of words.

Question 8

- (a) **Draw the vowel chart.**
- (b) **Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.**
- (c) **With appropriate examples demonstrate the word distribution of the vowels of your language.**

Candidates were required to draw the vowel chart, fix the Ga vowels, indicate front and back vowels and show the distribution of given vowels in Ga words.

Many attempted this question, but candidates performed poorly. Candidates should not that Ga has 7 vowels letters and they are used in the orthography to represent 12 vowel sounds. They should also note that sound production and sound distribution are two entirely different phenomena in language.

Question 9

- (a) **Join the following short sentences together to form compound or complex sentences.**
- (b) **Copy down each of the following sentences and underline the free/independent clauses in each of them**
- (c) **Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

Candidates were required to join given sentence pairs into compound and complex sentences, break given sentences into main and subordinate clauses and to complete sentences with main or subordinate clauses.

Many candidates attempted this question. Candidates should not that conjunctions help to identify compound and complex sentences and that the form 'ni' represent two different conjunctions – 'ni' with a low tone, and 'ni' with a high tone.

Question 10

(a) **With two sentences each give examples of the following phrases. Underline the phrases in the sentences:**

- (1) **Verb phrase**
- (2) **Adjectival phrase**
- (3) **Adverbial phrase**
- (4) **Prepositional phrase**

(b) **Rewrite the following sentences. Underline the noun phrases.**

Candidates were required to use given phrases types in sentences and to underline noun phrases in given sentences.

Many candidates attempted this question. Candidates should note that a phrase goes beyond the word, but that a phrase could be represented by a single word and that a noun phrase is included in the structure of the Ga postpositional phrase.

GA 2

1. GENERAL COMMENTS

There was no difference between the standard of this year's paper and that of previous ones. It measured up to candidates' level of education and knowledge of the subject.

However, generally candidates' performance this year was below expectation. Last years' performance was far better.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) A considerable number of candidates who attempted the question on lullaby performed extremely well. This time around no candidate presented a hymn or play song as a lullaby.
- (2) A few if the candidates showed how well prepared they were by answering questions on marriage and the three set books satisfactorily.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates' major weakness was their inability to answer correctly questions on the set books.
- (2) Another weakness was that a substantial number of candidates answered more than one question from one section.
- (3) One other flaw detected was some candidates' inability to differentiate between marriage procedures and a husband's responsibilities towards the wife and children.

4. SUGGESTED REMEDIES

- (1) Teachers should prevail upon students to get copies of the set books and read them.
- (2) Students should take their time and learn terms like '*henum4*' (mood), '*oti*' (theme), '*su/jeb4*' (structure), '*wiem4he`44m4wol4i*' (figures of speech), etc. and note their relevance in written literature.
- (3) Students should read the rubrics carefully and make sure they understand them before attempting to answer questions.

- (4) Students should follow lessons in customs and institutions with keen interest and observe carefully local cultural practices in their communities. Adherence to the above suggestions will help students to overcome their difficulties.

5. DETAILED COMMENTS

Question 1

- (a) **What is a cradle song?**
- (b) **Write down two cradle songs.**
- (c) **State the theme of each cradle song you have written down.**
- (d) **State four importance of cradle songs.**

The majority of candidates who answered this question performed well. They were able to explain what a lullaby is, write two different lullabies in verse and point out four importance of a lullaby with ease. They thus scored good marks.

Question 2

- (a) **Give three reasons why people in your area do marry.**
- (b) **State three responsibilities of a man towards his wife.**
- (c) **State two main practices your people uphold to protect a pregnant woman.**

Most of the candidates who attempted this question were able to give reasons why people marry, namely procreation, unity, respect, continuity of cultural practices, etc.

However, responsibilities like provision of shelter, clothing, food, school fees and measures like prohibition from hard work, fighting, eating with people or taking her to the clinic/shrine or spiritualist to be attended to were lost in a fair number of candidates scripts.

Question 3

This question was on characterization of the prose set book “Je`ba He Ehia”

- (a) **Identify three characters from the story.**
- (b) **Discuss the parts played by two of the characters you have chosen in the story.**
- (c) **With facts from the story state and discuss the moral you have learnt from the story.**

Candidates were expected to mention three characters from “Je`ba He Ehia” the set book for prose, explain roles played by any two of them in the story and to state and explain lessons learnt.

Candidates found it easier mentioning the characters for example, Nuumo An4kwate Kootu, Adukwli and OwulaKwao, but fumbled with their respective roles in the story and any lessons learnt. They thus scored low marks.

Question 4

This was a context question. A quotation was taken from the set book “Je`ba He Ehia” and the following questions were asked on it.

- (a) **Who made this statement?**
- (b) **To whom was this statement made?**
- (c) **What prompted the speaker to say these words?**
- (d) **What happened after statement was made?**

A few of the candidates who answered this question were able to identify the speaker and the addressee, explain the reason why the statement was made and the outcome of it (that statement) as expected. The lot just beat about the bush.

Question 5

This question was on characterization.

- (a) **Write down the name of the main character in the play.**
- (b) **Briefly discuss the part played by the main character in the play.**
- (c) **Briefly discuss the theme of the play.**

Candidates were simply required to mention the main character in the drama and explain things he did and the theme.

A substantial number of candidates who attempted this question were able to mention only the main character, but could not talk about things he did in the drama nor explain the theme.

Question 6

This question is also a context question and the quotation was taken from the play.

- (a) **Who made the statement?**
- (b) **Who is the person speaking to?**
- (c) **What prompted him to make the statement?**

(d) What happened after the statement was made?

As in question 4, the candidates were expected to mention the speaker and the addressee, explain the reason why that statement was made and its outcome.

Most of the candidates, as if phobic about context questions did not answer this question well. They only mentioned the speaker and the addressee and left out what necessitated that statement and its outcome, which incidentally carried more marks.

Question 7

This question was on the appreciation of a given poem, “Mak4la Hulushiny44”.

- (a) Give three literary devices used in the poem.**
- (b) Discuss the usefulness of these three literary devices in the poem.**
- (c) Briefly discuss the theme of the poem.**

Candidates were required to write three literary devices employed by the author and discuss how each was used to enhance the beauty and meaning of the verse as well as explain the theme.

All the candidates who answered this question were able to identify the literary devices, namely repletion, metaphor, simile, personification, euphemism, etc. used by the author.

However, it was only a few of them who could explain that the author employed those literary devices to compare issues, buttress points and to make the verse more appealing.

But explaining the theme that ‘Mak4la’ which used to be the bread-winner of all and sundry was pulled down for nothing was lost on candidates.

Question 8

This was on poetry appreciation of the poem “H4m4w4”.

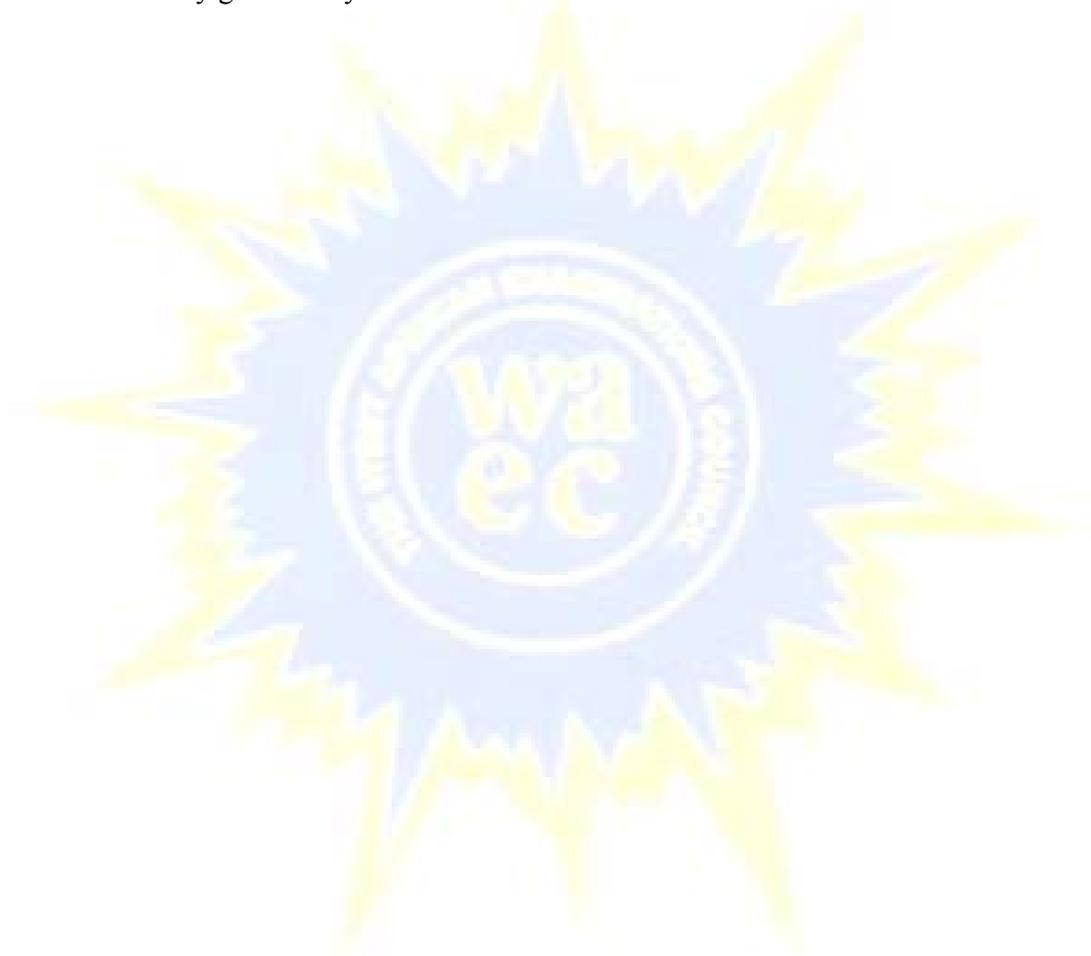
- (a) State the theme of the poem.**
- (b) Discuss the structure of the poem.**
- (c) State the mood of the writer on the poem.**
- (d) Quote lines from the poem which portray the writer’s mood.**

A few of the candidates who answered this question were able to state the main them and mood of the verse, describe its structure and quote relevant lines to buttress their stand.

However, the majority of candidates did not perform as expected, especially they could not say that:

- (i) the verse was written in lines and stanzas with each stanza having ten lines;
- (ii) a particular line ran through all stanzas;
- (iii) the last two words of any two lines rhyme;
- (iv) punctuation marks have been used, etc.

Like the structure of the verse, the theme and the mood of the poet were lost in most of the candidates' scripts. They could not also quote relevant lines to back the wrong mood they gave. They thus scored low marks.



GONJA 1

1. GENERAL COMMENTS

The standard of the paper compared favourable with that of previous years. It was up to the level of and understanding of the majority of candidates. Previously some candidates could not attempt some questions, but there were fewer candidates who could not attempt one or two questions.

The general performance of candidates was higher compared with that of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

There were several strengths observed in candidates' answers that need to be pointed out for which they need commendation.

- (1) One of the strength was the use of proverbs and figures of speech and expressions such as idioms and similes. Even though the candidates who used these were few, it is worth mentioning.
- (2) Another strength was improvement in essay writing where more candidates were able to write up to the number of words required for the essays. The number of candidates who could write between four hundred and five hundred words was higher than that of previous years.
- (3) It was also observed that this year, the performance of candidates in the comprehension exercise was better. The majority of candidates could comprehend what they read and therefore scored good marks in that exercise.
- (4) In addition, there was a little improvement in the translation exercise. Again, the majority of candidates scored above average. This was an improvement over that of the previous year.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The weaknesses observed in candidates' answers were as follows:

- (1) Poor spelling: Candidates continue to loose marks for mechanical accuracy as a result of poor spelling.

- (2) Word division: Some whole words were separated a for example, ‘*e che*’ instead of ‘*eche*’, ‘*be nimu*’ instead of ‘*benimu*’.Also, two or three words were written as one word as for example ‘*kuw4rma*’ instead of ‘*ku w4r4 ma*’, ‘*dunuso*’ instead of ‘*du nuso*’.
- (3) Copying the comprehension passage as answers to essay questions or portions of it being mixed with candidates’ essays.
- (4) Inability of candidates who answered the question on speech writing to follow the techniques of speech writing, i.e. no heading and no protocol observed.

4. SUGGESTED REMEDIES

To overcome these weaknesses the following suggestions are made:

- (1) For poor spelling to be overcome, more exercises to be given and common spelling mistakes noted and corrected by teachers and students. In addition, students should be drilled in spelling and dictation regularly.
- (2) Teachers should endeavour to create ‘word banks’ by making a word list and continue to add more words correctly spelt each day.
- (3) Candidates should be cautioned from copying examination questions for answers since that will give the zero mark.
- (4) Efforts should be made to take students through all mechanics of the different types of essay writing.

5. DETAILED COMMENTS

Question 1

Write a speech on the theme “Youth and discipline” to climax the First Anniversary celebration of the Youth Association in your community.

This was on speech writing and the candidate was required to give a heading and address dignitaries and talk about discipline among the youth. It was observed that less than two percent of the candidates attempted this question. Out of that number, only a few could give a heading. Almost all who attempted this question failed to address the dignitaries and to address the main issue of discipline. Over all, the question was poorly answered.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

Candidates were required to write a letter to a friend abroad telling him/her about three areas of development in their area. This question was the most popular among candidates.

The majority of candidates who attempted this question did very well by being able to state three things or areas where development had taken place in their town or area. This question was well answered.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying “Two heads are better than one”.

The candidate was required to give a story that would end with the proverb, ‘two heads are better than one’. Only a few candidates attempted this question. Candidates who attempted this question told stories that had no bearing with the proverb but force-landed with the proverb. Also most of the candidates could not write up to the required number of words.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

With this question, the candidate was asked to describe a naming ceremony that was performed recently. It was observed that only a few candidates wrote on this. Those who attempted it gave the place and time of the ceremony. Also they managed to describe the process of the ceremony and items involved in the naming ceremony. This was good. Those candidates named the people involved in the naming process and how the ceremony ended. A few of them, however, failed to write up to the required number of words which made them lose marks. Furthermore, none of the candidates was able to state the purpose of a naming ceremony or its importance to the child. Thus, the performance here was only average.

Question 5 - Translation

This was a translation exercise. This exercise was within the understanding of candidates because they are familiar with bushfires. As a result, the majority of candidates scored above average. The only problem was that candidates spelt words

wrongly and therefore scored nothing for mechanical accuracy. On the whole the performance was better than that of the previous year.

Question 6 - Comprehension

The comprehension was well answered. It was observed that the passage was simple and most candidates could read and comprehend. It was therefore not difficult for candidates to answer the questions. As a result, the majority of candidates scored above average. The problem that candidates faced was that some of them wrote so many irrelevant things before bringing the answer instead of simply stating the answer direct. Also, most candidates were unable to answer questions grammatical function or figures of speech.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**
- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

This question was on the sound system of the language. It was observed that only a few candidates attempted this question. Almost all of them scored poorly because they could not arrange the consonants according to their articulation and voicing. Also, they failed to show their distribution in words. On the whole, the question was poorly answered.

Question 8

- (a) **Draw the vowel chart.**
- (b) **Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.**
- (c) **With appropriate examples demonstrate the word distribution of the vowels of your language.**

Candidates who attempted this question scored high marks. Out of the number of candidates who answered this question, over fifty per cent (50%) scored good marks. This was because they were able to draw the vowel chart and place the vowels appropriately. However, many of them failed to distribute the vowels at initial, medial and final positions. They only put them in final positions or in sentences.

On the other hand, about twenty per cent (20%) of candidates could not draw the vowel chart properly and could not label it either.

Question 9

- (a) Join the following short sentences together to form compound or complex sentences.**
- (b) Copy down each of the following sentences and underline the free/independent clauses in each of them**
- (c) Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

Most of the candidates attempted this question. Those candidates understood the demands of the question and scored high marks. A few of the candidates failed to provide the right conjunctions to link the sentences in the first part. Some candidates also failed to identify the independent clauses in the second part of the question. It was in the third part that most of them succeeded in completing the given sentences.

Question 10

- (a) With two sentences each give examples of the following phrases. Underline the phrases in the sentences:**
 - (1) Verb phrase**
 - (2) Adjectival phrase**
 - (3) Adverbial phrase**
 - (4) Prepositional phrase**
- (b) Rewrite the following sentences. Underline the noun phrases.**

This question required the candidate to construct different types of phrases in the first part. Only a few of the candidates attempted this question. Those who answered it could not construct any of the phrase types. Those who constructed sentences underlined words and not phrase as required by the question.

Also, in the second part of the question, the candidates failed to identify the noun phrases in the sentences and only underlined nouns. On the whole this question was poorly answered.

GONJA 2

1. GENERAL COMMENTS

The paper compares favourably with that of the previous years. The candidates performed better in this paper as compared with the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A few strengths were identified in the output of candidates. One was that, the students answered the questions on oral literature and customs very well this year. It showed that the candidates paid much attention to this aspect of the syllabus.

The candidates also did well in the prose and drama questions. It also showed that candidates read the prescribed books thoroughly.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The performance of candidates in the poetry aspect of the paper was poor.

4. SUGGESTED REMEDIES

Teachers should do well to study the selected poems from the prescribed book and assist the students go through them when preparing for the examination. The candidates should be assisted to identify the theme, literary devices and structures of the poems.

5. DETAILED COMMENTS

Question 1

- (a) What is a cradle song?**
- (b) Write down two cradle songs.**
- (c) State the theme of each cradle song you have written down.**
- (d) State four importance of cradle songs.**

This was an oral literature question on lullabies. The candidates were to explain the term lullaby. They were also required to write two lullabies and to state the theme of each song written as well as give the significance of lullabies.

On the whole, this question was well answered.

Question 2

- (a) **Give three reasons why people in your area do marry.**
- (b) **State three responsibilities of a man towards his wife.**
- (c) **State two main practices your people uphold to protect a pregnant woman.**

This question was on customs. One of the demands of the question was on the significance of marriage. Many of the candidates answered the question very well. However, they could have mentioned some of the significance of marriage as:

- (i) getting children
- (ii) maintenance of unity and peace
- (iii) economic development

Question 3

This question was on characterization of the prose set book.

- (a) **Identify three characters from the story.**
- (b) **Discuss the parts played by two of the characters you have chosen in the story.**
- (c) **With facts from the story state and discuss the moral you have learnt from the story.**

The candidates were required to identify the main character in the play and two others. The main character is Ndefoso. They could mention other characters like D4`k4rmo and EnimuLansa. The second part of the question was on the role of each of the characters. The students could discuss the roles based on the importance of what the characters did to sustain the theme of the play.

Question 4

This was a context question. A quotation was taken from the set book and the following questions were asked on it.

- (a) **Who made this statement?**
- (b) **To whom was this statement made?**
- (c) **What prompted the speaker to say these words?**
- (d) **What happened after statement was made?**

It was a prose question and the answers the students could give were:

- (a) It was who D4`k4rmo was speaking.
- (b) He was talking to Adur.

- (c) He wanted Adur to accompany Ndefoso to Jiakul4to.
- (d) Some of the incidence involving Adur and Ndefoso in the play include the following:
 - (i) the disappearing of the lion which they met on the way to Jiakul4to;
 - (ii) the evil spirit that followed Ndefoso on their way to Jiakul4to.

Question 5

This question was on characterization.

- (a) **Write down the name of the main character in the play.**
- (b) **Briefly discuss the part played by the main character in the play.**
- (c) **Briefly discuss the theme of the play.**

This was one of the drama questions in the paper. In the subquestion (a) the students were required to mention the main character in the play. The main character is Keshe`eba. In the subquestion (b) they were to discuss the role played by the main character (Keshe`eba). Candidates could mention

- (i) reasons why he left home;
- (ii) he and the girlfriend Foriwa;
- (iii) Events at home when Keshe`eba returned.

Question 6

This question is also a context question and the quotation was taken from the play.

- (a) **Who made the statement?**
- (b) **Who is the person speaking to?**
- (c) **What prompted him to make the statement?**
- (d) **What happened after the statement was made?**

This was a context question on the play.

- (a) The students were expected to identify the speaker. It was Keshe`eba who was speaking.
- (b) He was speaking to Amaba`1 or his friend.
- (c) Keshe`eba was explaining why his people wanted him to return home.
- (d) When Keshe`eba returned home, he could not withstand the situation so he killed himself. This is a tragedy.

Question 7

This question was on the appreciation of a given poem, “Echetishakebaba”

- (a) **Give three literary devices used in the poem.**
- (b) **Discuss the usefulness of these three literary devices in the poem.**
- (c) **Briefly discuss the theme of the poem.**

(a) Candidates were required to identify three literary devices from the poem.

Examples of such devices are:

- (i) Metaphor (Ketankarso)
- (ii) Simile (Kedulubi)
- (iii) Personification (Ketankiesa)

(b) The candidates were also to discuss the effective use of those devices such as

- (i) to exhibit braveness or cowardice;
- (ii) conceal or reveal some secrets;
- (iii) there is coherence in the poem as a result of the use of the literary devices.

On the whole, the candidates did not answer the question well.

Question 8

This was on poetry appreciation of the poem “Da` kul ma”.

- (a) **State the theme of the poem.**
- (b) **Discuss the structure of the poem.**
- (c) **State the mood of the writer on the poem.**
- (d) **Quote lines from the poem which portray the writer’s mood.**

Candidates were to identify the theme and discuss the structure of the poem. The question was not well answered by candidates.

KASEM 1

1. GENERAL COMMENTS

The standard of this year's paper 1 and the performance of candidates compared quite favourably with those of the previous years. The paper tested items within the confines of the syllabus which the candidates were expected to have covered within the period before the examination was written.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Detailed account of ideas or events: The majority of candidates showed maturity especially on the topic about letter-writing. The subject matter covered by candidates on the essays was highly commendably. Candidates' presentation of ideas was quite sequential as regards the introduction, paragraphing and conclusion were quite satisfactory in many cases.
- (2) A good number of candidates proved to be in control of the use of figures of speech, especially proverbs and idiomatic expressions as well as the use of appropriate diction and registers.
- (3) Understanding of comprehension passages: The majority of candidates understood the content of the given passage for the comprehension exercise; this was evident in the responses to the tested areas on stated facts and expressions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor spelling: Candidates' spelling was terrible. Examples of misspelt words were: *leire* for *leiri*, *jwo`e* for *jwo`i*, *ma`e*, *kon* for *kom*, *tipw4`e* for *tipwo`a*. Some of these misspelt words happened to have appeared in the question paper.
- (2) Punctuation: Candidates seemed to have no indepth knowledge about punctuations. They even started proper nouns with small letters, e.g. *navrongo* for *Navrongo*, *beanea* for *Bwanea* (both are names of towns). They also started new sentences with small letters.
- (3) Bad handwriting: A good number of candidates exhibited very bad handwriting, making it very difficult to read their scripts.
- (4) Lack of indepth knowledge of the sound patterns of the language was also evident in candidates' scripts. Most of the candidate performed poorly in the "vowel chart" section.

4. SUGGESTED REMEDIES

- (1) There should be a lot of reading texts or Kasem materials written in the correct orthography and spelling drills so as to help candidates to improve upon their spelling.
- (2) Candidates or students should be taught the correct use of punctuation marks, especially, the full-stop, comma and question marks, as well as the use of capital and small letters.
- (3) Students with bad handwriting should be given a lot of practices in writing exercises. They should be encouraged to make their work neat by cancelling their work neatly.
- (4) Teachers of the subject (Kasem) should do well to teach students appropriate language structures i.e. phonology and syntax.

5. DETAILED COMMENTS

Question 1

Write a speech on the theme “Youth and discipline” to climax the First Anniversary celebration of the Youth Association in your community.

This topic did not attract more than two (2) candidates. Those who opted for it performed very poorly. They could not present any convincing ideas or facts on the topic.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

Most of the candidates opted for this topic. It was a very popular topic. As expected candidates provided the needed facts and ideas. The developmental projects candidates provided included social life, education, health and sanitation, toilets, dams, pipes, bore-holes, lights, good roads, hospitals, clinics and other facilities. They developed their facts, points and ideas quite well.

However, a few of them seemed not to have totally grasped the import of the content of the topic. This was shown in the greetings to the friend overseas; they wanted to know the health conditions of the friends’ family. At any rate, it was a well-managed topic.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying “Two heads are better than one”.

This topic attracted only a few candidates. Their introduction to the topic was quite good, some of them used idiomatic expressions to introduce their ideas e.g. “One finger cannot tie a knot”, etc. They also concluded their essays with expressions such as “two ducks go together so as to untie ropes tied on one’s neck”. Candidates also narrated events or incidents leading to the episode. On the whole, candidates fared well.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

Quite a few candidates attempted this topic. They did justice to it. As expected, they gave quite valid narration on naming ceremonies. Candidates stated why names are given to individuals and the type of names among the Kasena people. They gave accounts that are preceded by the naming ceremonies. They indicated naming among many ethnic groups is always an important event, and that they differ from tribe to tribe.

Generally, the majority of candidates performed quite well in the essay writing.

Question 5 - Translation

Candidates were presented with a passage in the English Language and were expected to render in into Kasem, capturing a maximum of fifteen (15) ideas, to attract 15 marks. While a good number of candidates performed quite well, others also did not make the mark; they missed out any of the ideas.

Question 6 - Comprehension

Candidates were demanded to supply appropriate responses to questions based on a passage. The areas included the following: stated facts, inferences, grammar, figures of speech, expressions, extracts from the passage for meaning and summary or title for the passage.

Candidates who did not do well were those who probably could not read and understand the passage. On the whole the majority of candidates fared well.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**
- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

Question 7 was based on consonants and their points of articulation. Candidates were to state the voicing of the listed consonants and give two examples of each consonants in words.

Candidates seemed to have little knowledge on the subject. They did not offer satisfactory points for any of the subquestions.

Question 8

- (a) **Draw the vowel chart.**
- (b) **Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.**
- (c) **With appropriate examples demonstrate the word distribution of the vowels of your language.**

Question 8 was centred on vowels. Candidates could draw the vowel chart, label it and plot the vowels. They could not, however, show the distribution of these vowels in words.

Question 9

- (a) **Join the following short sentences together to form compound or complex sentences.**
- (b) **Copy down each of the following sentences and underline the free/independent clauses in each of them**
- (c) **Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

Question 9 (a) subquestion was on linkers, (b) the identification of main clauses and (c) main or subordination clauses to complete sentences. The majority of candidates performed very well on this question.

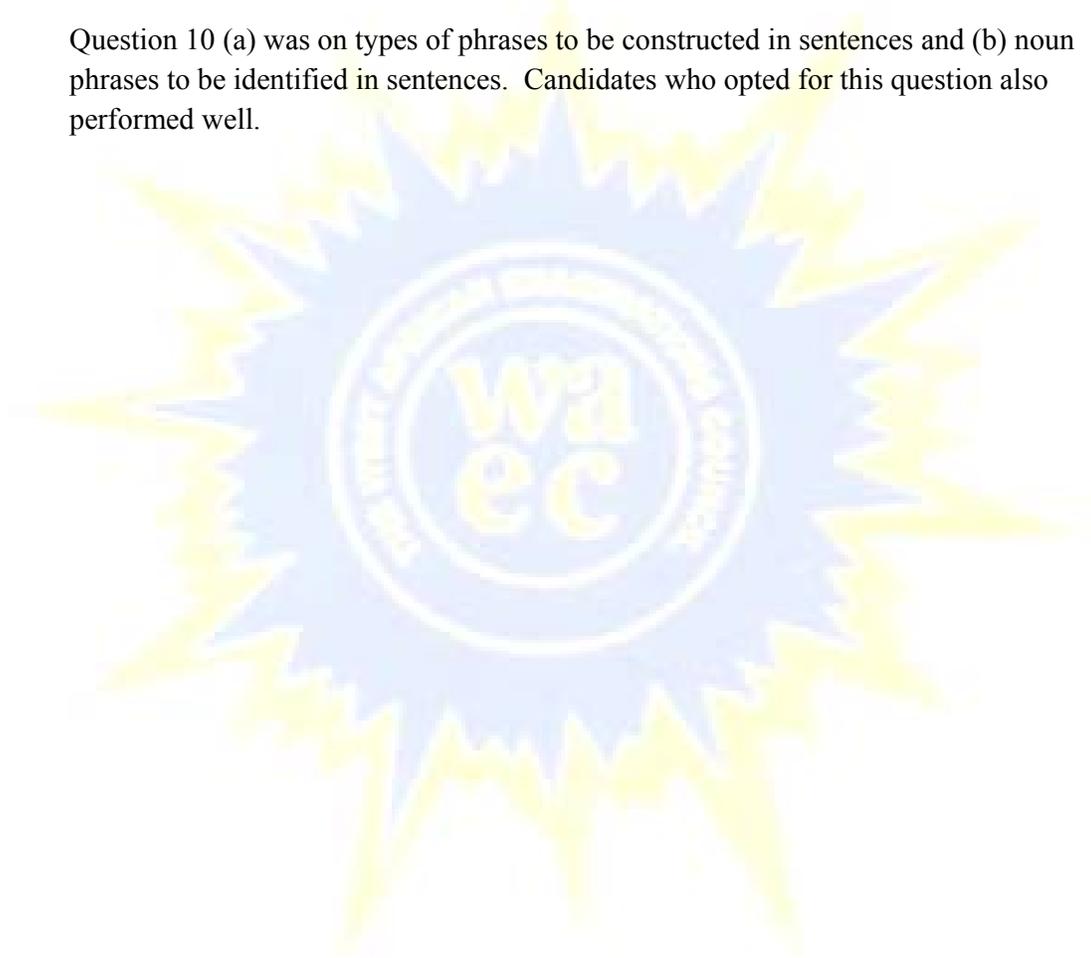
Question 10

(a) **With two sentences each give examples of the following phrases. Underline the phrases in the sentences:**

- (1) **Verb phrase**
- (2) **Adjectival phrase**
- (3) **Adverbial phrase**
- (4) **Prepositional phrase**

(b) **Rewrite the following sentences. Underline the noun phrases.**

Question 10 (a) was on types of phrases to be constructed in sentences and (b) noun phrases to be identified in sentences. Candidates who opted for this question also performed well.



KASEM 2

1. GENERAL COMMENTS

The standard of the paper as well as the performance of candidates compared favourably with that of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

There was massive improvement in the orthography. The oral literature and customs and institutions questions were answered with enough explanation. Candidates could identify literary devices. They could also identify the theme of either the story or the poem. A few of the candidates attempted structure of the poem and this should be encouraged.

3. A SUMMARY OF CANDIDATES WEAKNESSES

One phrase/sentence answer e.g. Bia`waane (Because of him). The vowel "4" does not follow the "w" consonant. Candidates outline points without explaining them. In question 3 candidate used one or two sentences to discuss a character. In poetry (lullaby) every line begins with a capital letter.

Theme cannot be in one-word or one sentence. More work needed in vowel harmony.

E.g. Lanyirane - lanyerane
S11ni - seeni
Chagi - cheigi

4. SUGGESTED REMEDIES

Candidates should learn about topic sentences and how to expand them. Kasem orthography or writing rules should be visited from time to time. Continuous reading will lead to improvement in candidates' performance.

5. DETAILED COMMENTS

Question 1

- (a) What is a cradle song?
- (b) Write down two cradle songs.
- (c) State the theme of each cradle song you have written down.
- (d) State four importance of cradle songs.

Candidates defined lullabies as a song sang to make babies stop crying. Most candidates mentioned only one thing that lullabies do when they are sang to make babies eat, play, stop crying, be happy, etc.

Candidates wrote lullabies in prose instead of verses. Those few who wrote in verse form did not start each line with a capital letter. A few candidates were able to provide the theme of the lullabies. Candidates' answers were good.

Question 2

- (a) Give three reasons why people in your area do marry.**
- (b) State three responsibilities of a man towards his wife.**
- (c) State two main practices your people uphold to protect a pregnant woman.**

For the 2(a) candidates gave satisfactory answers such as for procreation, sex, company, work, etc. For 2(b) candidates mentioned sex, shelter, and food. A few candidates gave wrong answers such as talking, care of the children and loving the wife.

Question 3

This question was on characterization of the prose set book "*KadaVeiAsititi*"

- (a) Identify three characters from the story.**
- (b) Discuss the parts played by two of the characters you have chosen in the story.**
- (c) With facts from the story state and discuss the moral you have learnt from the story.**

In subquestion (a) candidates were able to mention Kada, D4geta, Kayaa, Kadabaro, Kadabubaaro. In (b) candidates were able to write about the characters well. For (c) candidates gave appropriate answers such as "we should see a doctor when we are sick", "if we keep our environment clean we will be in good health", etc.

Question 4

This was a context question. A quotation was taken from the set book "*KadaVeiAsititi*" and the following questions were asked on it.

- (a) Who made this statement?**
- (b) To whom was this statement made?**
- (c) What prompted the speaker to say these words?**
- (d) What happened after statement was made?**

For subquestion (a) candidates were able to name the one who made the statement. In (b) candidates gave D4geta as the answer which was correct. For the (c) candidates were able to say “Kada wanted to know what they should do so that mosquitoes would not worry them and give them malaria”. Kada and her family cleaned their compound. The neighbours copied them and cleaned their environment as well so the community lived happily. Candidate had this written correctly as well.

Question 5

This question was on characterization.

- (a) **Write down the name of the main character in the play.**
- (b) **Briefly discuss the part played by the main character in the play.**
- (c) **Briefly discuss the theme of the play.**

The main character is Asuba. For (b), Asuba’s mother is poisoned. She moves from aunt to aunt as a maidservant until she was raped by a pastor and gives birth to a boy. The boy’s father, the pastor, dies and it is here that Asuba got a husband. For (c), the themes of the story include marrying more than one wife is not the best; marrying someone who has a wife is not the best; some men of God are false.

Candidates’ got (a) correct. The answers for (b) were also good. Candidates, however, wrote dependent and independent clauses as the answer for (c). Candidates need to expand their topic sentences and not leave them bare.

Question 6

This question is also a context question and the quotation was taken from the play.

- (a) **Who made the statement?**
- (b) **Who is the person speaking to?**
- (c) **What prompted him to make the statement?**
- (d) **What happened after the statement was made?**

- (a) Anuyere
- (b) Ada
- (c) Ada if you eat all your food you are not satiated.
- (d) Anuyere cooked and brought the food to Ada and this led to her death. This led to the suffering of Kada and Asuba.

Candidates answered questions (a) and (b) correctly. Questions (c) and (d) were answered in more or less dependent and independent clauses; single or two sentences.

Question 7

This question was on the appreciation of a given poem.

- (a) **Give three literary devices used in the poem.**
- (b) **Discuss the usefulness of these three literary devices in the poem.**
- (c) **Briefly discuss the theme of the poem.**

- (a) Select 3 literary devices from the poem
 - (i) Repetition – W4mobajegepeigajei
 - (ii) Metaphor – Nanjoatetere
 - (iii) Assonance – W1moyage-m pan ba logo ba`a
- (b) Emphasis, Reality and Melody
- (c) Poor man has no friend, God loves the poor man, we were born naked and without anything.

Candidates listed the terms without accompanying examples or devices. In (b) instead of discussing the different functions of the devices, candidates put them together and discussed only one function e.g. melody or emphasis. Candidates should have discussed one device after the other. The section (c) was answered well.

Question 8

This was on poetry appreciation of the poem.

- (a) **State the theme of the poem.**
 - (b) **Discuss the structure of the poem.**
 - (c) **State the mood of the writer on the poem.**
 - (d) **Quote lines from the poem which portray the writer's mood.**
- (a) We cannot keep secrets forever, teenage pregnancy is evil; if you are pregnant, don't abort for you can die, etc.
 - (b) Three stanza; first stanza has 9 lines, second and third has 6 stanzas each. Literary devices include metaphor, satire, simile, repetition, etc.
 - (c) He is not happy for there is sorrow in the end. There could be death. Future happiness is ruined.
 - (d) "Kama`a ta woyi".

Candidates' answers to (a) were good. In the case of (b), candidates gave a summary of the poem. (c) was adequately answered. Candidates could not pick a line from the poem and rather made their own statements.

NZEMA 1

1. GENERAL COMMENTS

The standard of the paper was comparable to that of previous years and was well within the scope of the syllabus. There was a marked improvement in the general performance of candidates as compared to last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates were able to write very good essays by discussing issues thoroughly and presenting ideas and facts in an orderly manner.
- (2) Candidates were able to answer the comprehension questions in their own words and they were also able to give precise answers.
- (3) Candidates generally did well by translating ideas and not literal meanings of individual words.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates were not able to satisfy the required number of words in answering the essay questions and therefore scored low marks according to the scaling table.
- (2) Most candidates performed poorly in answering the phonology questions i.e. questions 7 and 8.
- (3) A few candidates copied portions of the comprehension passage as their essay which showed a sign of ill-preparation for the paper.

4. SUGGESTED REMEDIES

- (1) Teachers must encourage their students to satisfy the full length of the essay of 500 words in order to attract high marks.
- (2) Teachers and students should give more attention to the teaching and learning of phonology since most candidates lack basic knowledge in the area.
- (3) Candidates must be prepared adequately in the writing of the essay to avoid the practice of copying the comprehension passage as their essay.

5. DETAILED COMMENTS

Question 1

Write a speech on the theme “Youth and discipline” to climax the First Anniversary celebration of the Youth Association in your community.

Candidates were to write a speech on the theme “Youth and discipline” that they would deliver to climax the First Anniversary celebration of the Youth Association in their community. Most candidates who answered this question did well by giving a fitting introduction such as the heading of the speech, addressing the chair, dignitaries and association members and being appreciative to members for the invitation. They then defined discipline, outlined reasons for the need for discipline in society and gave some of the negative effects of indiscipline in society. They concluded by advising community members to guide the youth to be law abiding, patriotic, sympathetic, religious, etc. and express gratitude to the audience for their attention.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

The candidate was asked to write a letter to a friend overseas telling him/her about three developmental projects undertaken in their communities.

Most of the candidates attempted this question and did well by providing all the ingredients needed which included an introduction, greeting the friend and spelling out the purpose of the letter. This was then followed by the mentioning of the three projects needed by the community, how they were executed, those who contributed or participated in its execution, how they were completed, commissioned and handed over to the beneficiary groups. They completed by indicating how the new projects have improved the living standard of the people.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying “Two heads are better than one”.

This question required candidates to write an interesting story to be published in their community magazine to illustrate the saying “Two heads are better than one”.

Candidates mostly did well by either narrating incidents or situations that led to the episode or narrated stories that illustrated the proverb. A few candidates, however, narrated stories which had nothing to do with the required theme.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

The question asked candidates to give an account of a naming ceremony they have recently attended in their community i.e. village or town. Candidates who attempted this question did well but some could not give a coherent account of the event thereby mixing them up. They were expected to indicate the date, day, time and place of the event, the organizers such as the parents or grandparents of the child, preparations made, how the ceremony started, the processes followed in the naming ceremony, roles played by some dignitaries present, entertainment and refreshment given and how the ceremony finally ended.

Question 5 - Translation

Candidates were required to translate a given passage from English into Nzema. Most of them did well by translating ideas thereby scoring very high marks. A few also did word for word translation and lost a great deal of marks.

Question 6 - Comprehension

The question asked candidates to read a given passage and answer questions based on it. As a compulsory question, almost all candidates attempted it and did a good job by answering questions precisely and in their own words. A few candidates, however, lifted large chunks of the passage as their answers to questions.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**
- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

Candidates were asked to group the sounds | b |, | s |, | m |, | f |, | ` | and | t | into groups according to:

- (a) manner of articulation and
- (b) state of the vocal cords.

They were also to show the distribution of the sounds | b |, | m |, | f |, | t |.

Most of the candidates who attempted this question performed poorly. They couldn't make a head or tail of the question.

Question 8

- (a) Draw the vowel chart.**
- (b) Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.**
- (c) With appropriate examples demonstrate the word distribution of the vowels of your language.**

The question required candidates to (a) draw the Nzema vowel chart, showing all the vowels, (b) show the front and back vowels, (c) show how all the Nzema vowels are distributed.

Again, most candidates could not draw the vowel chart correctly and those who managed to produce something that looked like the chart could not even show the correct locations of the vowels. In like manner, a lot of the candidates did not understand what was meant by vowel distribution and were rather describing how the vowels are produced.

Question 9

- (a) Join the following short sentences together to form compound or complex sentences.**
- (b) Copy down each of the following sentences and underline the free/independent clauses in each of them**
- (c) Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

Candidates were asked to (a) use appropriate conjunctions to join given pairs of simple sentences to become compound or complex sentences, (b) re-write 5 given complex sentences and underline the main clause in each, (c) add a main or subordinate clause to each of 5 incomplete sentences to make them complete.

Most candidates who answered this question did very well but a few of them could not differentiate between a main clause and a subordinate clause.

Question 10

- (a) With two sentences each give examples of the following phrases. Underline the phrases in the sentences:

- (1) Verb phrase
- (2) Adjectival phrase
- (3) Adverbial phrase
- (4) Prepositional phrase

- (b) Rewrite the following sentences. Underline the noun phrases.

Candidates were requested to (a) construct two different sentences with each of the following phrases and underline the above phrases, (b) re-write 10 given sentences and underline all the noun phrases in each of them.

This question was also well attended to by some of the candidates. However, a reasonable number of them wrote the sentences as required in the (a) section of the question but could not underline the correct phrases. In the (b) section, most candidates could only identify the noun phrases that were functioning as subjects but did not underline those that were functioning as objects. A few of them also underlined only a part of the phrase and ignored the rest. This was an indication that they did not know what constitute the full component of the noun phrase.

NZEMA 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of the previous years. It was also within the scope of the syllabus. There was a significant improvement in the performance of candidates as compared to that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates showed understanding of the questions and this was observed by the way the questions were answered.
- (2) Performance of most candidates in the oral literature/customs and institutions was very encouraging as mature answers were given – most of the candidates gave popular lullabies which were also written in poetic form.

3. A SUMMARY OF CANDIDATES WEAKNESSES

- (1) Some of the candidates did not read the questions well. Consequently, they either answered more questions than what was required or left some parts of the questions not answered.
- (2) The section on Written Literature was poorly answered by most candidates, especially the section on poetry appreciation; an evidence that candidates failed to study the poems well.
- (3) Most candidates gave sketchy answers to questions which needed to be explained.

4. SUGGESTED REMEDIES

- (1) There is the need for teachers to teach the techniques of answering questions, particularly in the area of poetry appreciation.
- (2) Teachers are encouraged to impress on their students to study the set books on Written Literature exhaustively.
- (3) Teachers should give short tests frequently to enable their students to practise answering questions on Written Literature.
- (4) Students should be impressed upon to read the instructions and questions well before they attempt to answer the questions.

5. DETAILED COMMENTS

Question 1

- (a) **What is a cradle song?**
- (b) **Write down two cradle songs.**
- (c) **State the theme of each cradle song you have written down.**
- (d) **State four importance of cradle songs.**

The question required the candidates to define a lullaby, write two lullabies, state the themes of the lullabies and also state four importance of lullabies.

Most of the candidates were able to define a lullaby. They were also able to write the two lullabies and give mature answers to the importance of lullabies. Most candidates could not state the themes of their lullabies – the best they could do was to state the importance of lullabies.

Question 2

- (a) **Give three reasons why people in your area do marry.**
- (b) **State three responsibilities of a man towards his wife.**
- (c) **State two main practices your people uphold to protect a pregnant woman.**

The candidates were expected to give three reasons why people marry in the Nzema society. They were to show three roles of a husband to the wife, e.g. giving security and shelter to the wife, and finally give two ways by which the pregnancy of a woman is protected e.g. observing of some taboos on food.

Candidates who answered this question gave good answers to (b) and (c). Subquestion (a) was poorly answered by most candidates.

Question 3

This question was on characterization of the prose set book “Awie Inze Awielel”

- (a) **Identify three characters from the story.**
- (b) **Discuss the parts played by two of the characters you have chosen in the story.**
- (c) **With facts from the story state and discuss the moral you have learnt from the story.**

Candidates were expected to write three characters in the book *Awie Inze Awielel*. They were also expected to show the role of two of the characters mentioned in (a) and to give the lesson that the story teaches.

Subquestion (a) was well answered as candidates were able to write the three characters required. However, most candidates wrote sketchy notes thus failing to come out with the roles they played in the story instead candidates described the characters. In most cases, candidates wrote about all the three characters instead of two. Though candidates were able to state their good morals learnt from the story, they failed to explain their answers with facts from the story.

Question 4

This was a context question. A quotation was taken from the set book “*Awie Inze Awielel*” and the following questions were asked on it.

- (a) **Who made this statement?**
- (b) **To whom was this statement made?**
- (c) **What prompted the speaker to say these words?**
- (d) **What happened after statement was made?**

This was a context question. Candidates were to state the speaker, the addressee and explain what prompted the statement to be made. They were also to explain the outcome of the statement.

The first two parts of the question were well answered – Eya Kofi and the invited guests to the naming ceremony. Subquestions (c) and (d) were poorly answered. Candidates gave sketchy answers. Others gave answers which were out of context.

Question 5

This question was on characterization.

- (a) **Write down the name of the main character in the play.**
- (b) **Briefly discuss the part played by the main character in the play.**
- (c) **Briefly discuss the theme of the play.**

The question required the candidates to identify the major character – Yabakyi. It also demanded the role that the major character played – her role as a store-keeper for Abudu, using juju to manipulate the minds of men, etc. Finally they were to briefly discuss the theme.

Those who attempted this question handled (a) very well. (b) was poorly answered as candidates only described the character and failed to discuss her role. Most candidates were able to come out with one of the themes but failed to explain their answers.

Question 6

This question is also a context question and the quotation was taken from the play.

- (a) Who made the statement?**
- (b) Who is the person speaking to?**
- (c) What prompted him to make the statement?**
- (d) What happened after the statement was made?**

This was another context question. It required candidates to give the one who made the statement and addressee – Yabakyi and Nsop1ta Atepo respectively. It also required what prompted the statement to be made and the outcome – Abudu was made to pay the money which was demanded ...

Subquestions (a) and (b) of the question were well answered. For (c) and (d) though candidates had an idea they gave sketchy answers and that cost them marks.

Question 7

This question was on the appreciation of a given poem.

- (a) Give three literary devices used in the poem.**
- (b) Discuss the usefulness of these three literary devices in the poem.**
- (c) Briefly discuss the theme of the poem.**

The question required the candidates to identify three different literary expressions from the poem. They were also to show how the expressions were used to enhance the meaning of the poem as well as state the theme of the poem and illustrate it.

This question was poorly answered. Candidates could not mention the expressions. Those who attempted something just wrote the types of expression but failed to exemplify. In the same vain, they failed to show how the expressions were used to enhance the meaning and beauty of the poem. Most students could not give the correct theme.

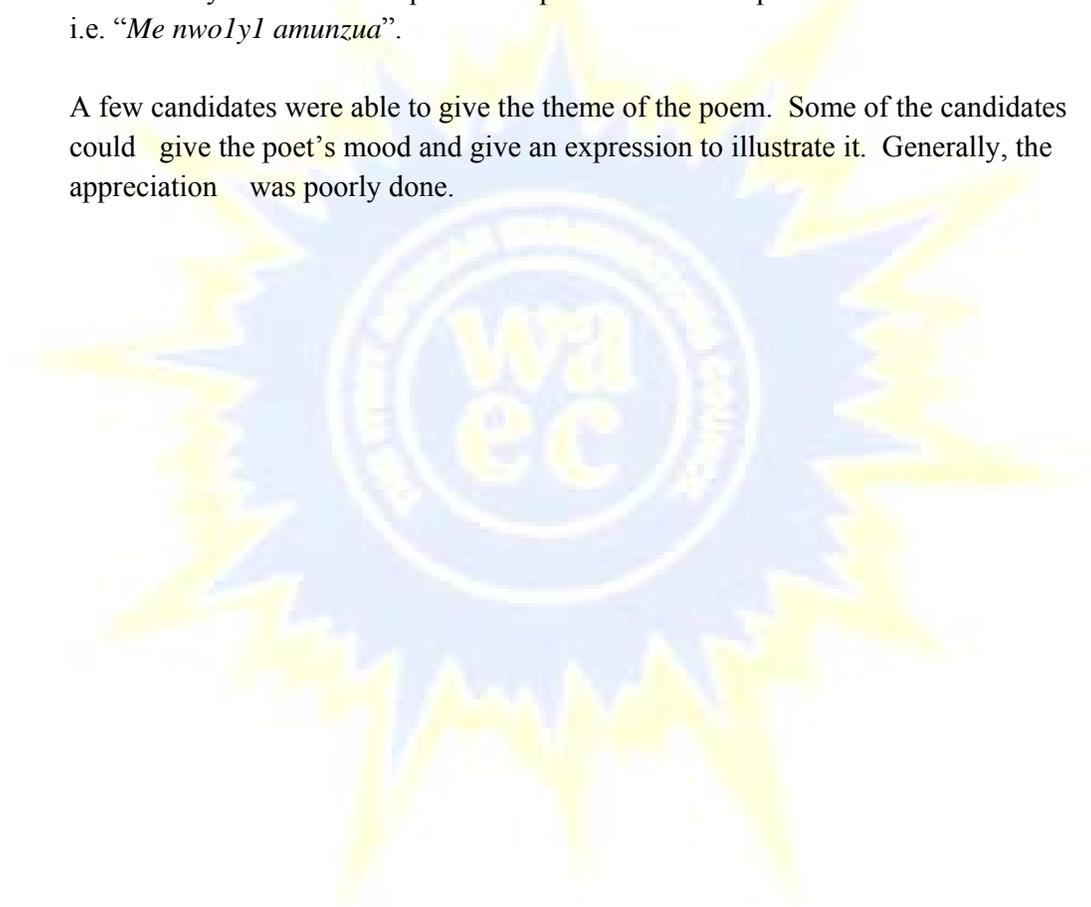
Question 8

This was on poetry appreciation of the poem.

- (a) **State the theme of the poem.**
- (b) **Discuss the structure of the poem.**
- (c) **State the mood of the writer on the poem.**
- (d) **Quote lines from the poem which portray the writer's mood.**

The candidates were required to state the theme of the poem, how the poem has been structured e.g. the number of stanzas and lines in each stanza, literary expressions used, sentence pattern, sound pattern, etc. and show the mood of the poet – sad mood. They were also to quote an expression from the poem to illustrate the mood i.e. “*Me nwoIyl amunzua*”.

A few candidates were able to give the theme of the poem. Some of the candidates could give the poet's mood and give an expression to illustrate it. Generally, the appreciation was poorly done.



TWI (AKUAPEM) 1

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The paper was generally within the standard of candidates. Candidates' performance was on the average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A good number of students showed tremendous improvement in areas such as:

- (1) Essay: on the essays the average student wrote comprehensive essays, explaining the points raised very well. Many candidates exceeded the 500 words target.
- (2) Handwriting: The handwriting of many candidates was legible and deserve commendation.
- (3) Straightforward answers were given in the Translation, Comprehension and word usage. Lifting of words to answer questions as well as copying down of passages was minimal.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Notwithstanding the fact that a good number wrote very good essays there were still others who could not expand their points very well.
- (2) Some of the candidates could not write up to the 500 words expected of them.
- (3) Accuracy in spelling was still a handicap to some of the students; so also was the act of writing pronouns together with verbs as expected. Some errors were E.g. instead of 'mepI' candidates wrote 'me pI', 'w4n atase' for 'w4atase', 'binom' for 'binom', 'merekyerIw' for 'merekyerIw'.
- (4) Candidates had problem with the use of apostrophe (') meant for possessive in the singular form only with nouns beginning with 'a'. For example candidates wrote 'w'adidi' for 'woadidi'; 'm'agyaе' for 'magyaе', etc.

4. SUGGESTED REMEDIES

- (1) Teachers should make frantic effort to correct the common errors made by students. E.g. writing the pronouns and the verb together.
Me + k4 = mek4
4no + didi = odidi
Y1n + afa = y1afa, etc.
- (2) Phonology: The central vowel | x | that takes letter ‘a’ for words like ‘*ani*, *aduan*, *agya*, etc. are always written *Ini*, *Iduan*, *Igya*, etc. Students should be taught the proper positioning of the letters in the vowel box as well as the proper usage of vowels and consonants.
- (3) Spelling: Instead of ‘*fam*’ and ‘*pa ara*’ candidates should be taught to write ‘*f4m*’ and ‘*paa*’ respectively.

5. DETAILED COMMENTS

Question 1

Write a speech on the theme “Youth and discipline” to climax the First Anniversary celebration of the Youth Association in your community.

The candidates were supposed to write a speech they would give to climax Youth Anniversary (i.e. to youth group/peers) on the theme “Youth and discipline”.

Candidates were expected to give proper introduction as expected of speech writing – i.e. heading in capital letters, addressing the Chair, dignitaries/members of the association and showing appreciation to the organizers for such invitation.

On the main theme, candidates were expected to explain what discipline is; the need for discipline in the society among the youth.

- Traits like respect for all, obedience to rules and regulations within the society.
- Effects of indiscipline in society – lawlessness, rotten society, no social and economic development, insanitary conditions, ill-health, loss of properties, etc.
- Advice to the community members in general on how to support the youth e.g. accommodating, sympathies, religious guidance and counselling, etc.

Unfortunately, this wasn’t a popular question at all. The few candidates who attempted it understood the Twi translation of “*Mmabun ne AhonyIso*” as preventing oneself from sexual misconduct so as to be respectful in the society instead of “Youth and Discipline”. This prevented them from giving more elaborate points on discipline in general.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

This was the most popular question. It was a letter to a friend overseas telling him/her about three developmental projects in your community.

Almost all the candidates who attempted this question met the demands of the question.

- Introduction: Greetings and telling the purpose of writing.
- Mention projects like construction of good roads, erection of schools, hospitals, markets, etc. These have enhanced the community's way of life. Happiness in the community and progressive way of living.
- Congratulated the government, community leaders, chiefs, philanthropists who helped made the projects.

Some candidates who attempted this question answered it without the format of letter writing. However, on the whole, the question was well tackled.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying "Two heads are better than one".

Question 3 was unpopular. Just a few candidates attempted the question.

Candidates were supposed to have introduced the essay with meaningful explanation of the proverb. For the body of the topic students were expected to

- narrate an incident/situation leading to the episode;
- develop the story i.e. how it all began.
- How it developed to the middle stage.
- The climax, ending to meet the topic.

Very few candidates attempted it. This showed lack of reading among students. Teachers are advised to encourage students to read more story books to help them write stories of such nature or be creative in writing stories.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

Just a few candidates attempted this question. Because it was an aspect of Oral Literature, candidates who attempted it had transfer of knowledge and were able to make good presentation.

- Candidates were supposed to introduce their essays with a date, day, place of meeting, etc.

The body was supposed to contain

- how the ceremony started;
- the players of the ceremony – Abusuapenyin, one after whom the child would be named, parents and other relatives of the child of whom the writer was one, friends and others from far and near;
- the process of the child naming e.g. Christian, Muslim, Traditional, etc.
- entertainment, refreshments and gift offerings.

Question 5 - Translation

The text was easier for candidates to translate as compared to the previous years. Greater number of students did very well in coming out with the ideas in the text. Other candidates, however, still battled with some vocabularies in Twi for the most appropriate or correct usage. For example instead of using '*tInee/ogyatIn*' for the live brands of the palm wine tapper some used '*ogyatanaa*' which was inappropriate. Instead of using '*aprana/ayerIm*' candidates used '*kanea*' for lightning.

Question 6 - Comprehension

The passage for the comprehension was within the reach of the candidates. Many of them answered the questions diligently; thus scoring higher marks.

However, teachers are advised to help children to give straightforward answers rather than winding about the core answers.

The act of some candidates writing seven (7) topics instead of seven words to make the topic has gone down. Candidates answered the comprehension passage better than that of last year.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**
- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

On the Question 7, a few candidates attempted it. It was unpopular. Those who attempted it could not group the consonants under fricative, plosive and nasal forms, nor give the functions of some consonants.

Question 8

- (a) **Draw the vowel chart.**
- (b) **Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.**
- (c) **With appropriate examples demonstrate the word distribution of the vowels of your language.**

This was the most attractive phonology question. However, many of the students failed to meet the demands of the marking scheme i.e. drawing the vowel table and putting in the vowels correctly; showing the front and the back vowels and grouping them or showing how they function.

Students need to sit up on phonology which continue to be difficult aspect of Twi 1 paper.

Question 9

- (a) **Join the following short sentences together to form compound or complex sentences.**
- (b) **Copy down each of the following sentences and underline the free/independent clauses in each of them.**
- (c) **Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

Question 9 was popular when compared with the Question 10. Candidates who attempted it did well. The question was straightforward and easy for many of the candidates. However, some fondled with it and failed. Candidates are advised to understand the demands of the question before they attempt it.

Question 10

(a) With two sentences each give examples of the following phrases. Underline the phrases in the sentences:

- (1) Verb phrase
- (2) Adjectival phrase
- (3) Adverbial phrase
- (4) Prepositional phrase

(b) Rewrite the following sentences. Underline the noun phrases.

Many of the candidates who attempted this question failed. Though the question was very easy candidates could not meet the demands of the marking scheme. Constructing simple sentences under verbal, adjectival, adverbial and prepositional (postposition) phrases and underlining noun phrases is a given sentence was a challenge to the majority of candidates. Instead of underlining noun phrases, candidates underlined only the nouns in the given sentences.



TWI (AKUAPEM) 2

1. GENERAL COMMENTS

This year candidates could answer only a question from the Section A on Oral Literature/Customs and Institutions. The performance of the candidates was good.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Some of the candidates presented impressive responses to the question they attempted. These candidates adhered to the rubrics of the paper. Their handwriting was very legible and this enhanced the reading and scoring of their work.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses occurred in grammatical and spelling errors. The following were typical examples.

Incorrect	Correct
obeá	4beá
4berima	4barima
4kunu	okunu
akohoma	ak4hama
onnipa	onipa/nnipa
benua	b1noa
k4 ware	k4ware

- '*\$pemfon' didiwobadwam*' instead of '*\$pemfonnidiwobadwam*'.
- '*\$p1mfolguareanadwu*' instead of '*\$pemfonguareanadwo*'.
- '*\$beatan y1nedwumabere a w'adedaabofranu*' instead of '*\$beatan y1n'adwumabere a wadedaabofra no*'.

4. SUGGESTED REMEDIES

Candidates must read good textbooks to acquire mastery of these words. Tutors should be more meticulous when processing exercises that students submit. Dictation exercises and spelling drills can help students acquire skills of good rendition.

5. DETAILED COMMENTS

Question 1

- (a) **What is a cradle song?**
- (b) **Write down two cradle songs.**
- (c) **State the theme of each cradle song you have written down.**
- (d) **State four importance of cradle songs.**

The good candidates were able to define lullaby as a soothing song sung by mothers or babysitters that put a child to sleep, coax it to eat, to bath, to stop crying or for amusement.

The two examples rendered in a verse were good. But in subquestion (c) some themes were wayward. Answers for (d) were culled from the definition for the child, the relationship between the child and the mother, the peace that the community enjoys when a child stops crying through the influence of a lullaby were good points candidates marshalled.

On the other hand, the weak candidates could not fully meet the requirements of the question. For instance, their illustrations were presented in prose, the themes were incorrect and their answers for (d) were inadequate, though they had no problem with (a).

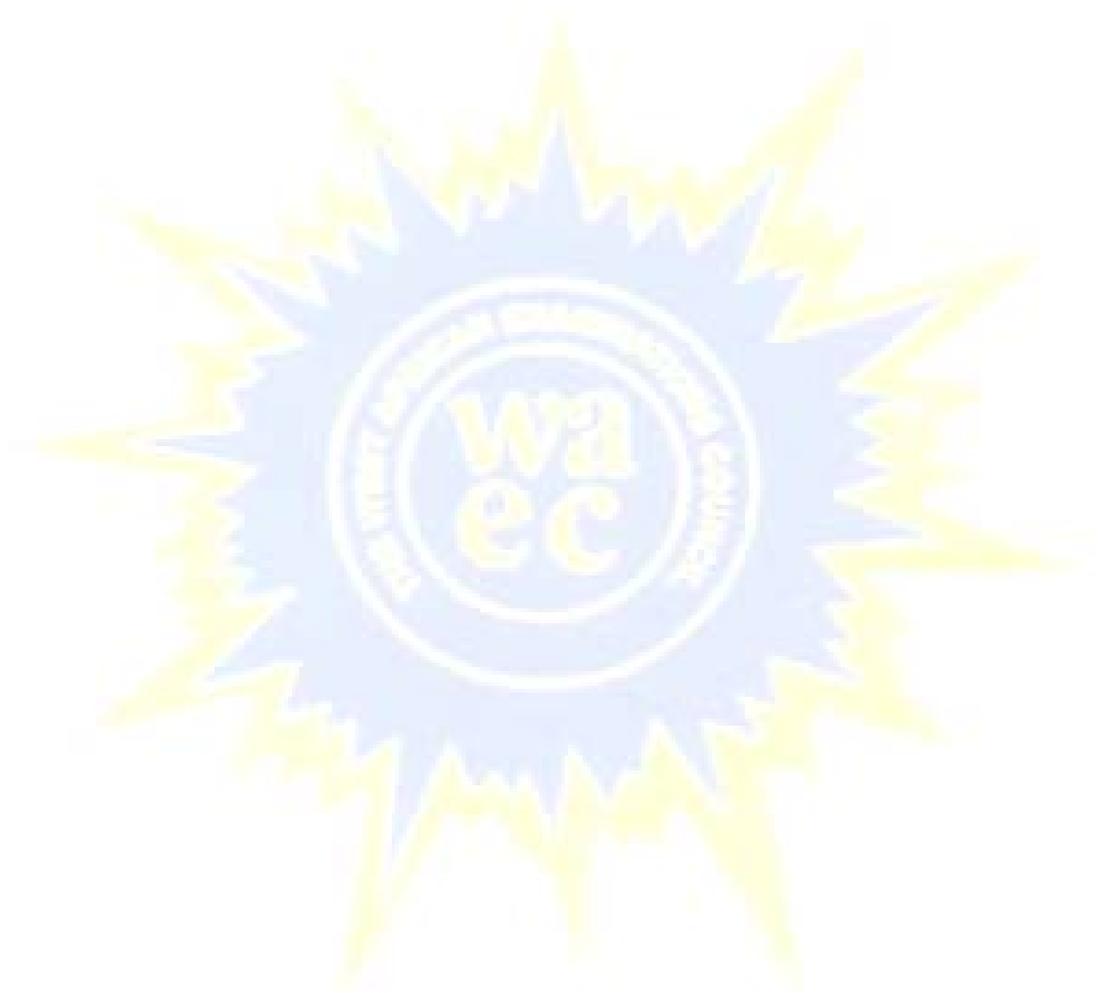
Question 2

- (a) **Give three reasons why people in your area do marry.**
- (b) **State three responsibilities of a man towards his wife.**
- (c) **State two main practices your people uphold to protect a pregnant woman.**

- (a) The good candidates stated that Akans marry for procreation, maintenance of lineage, interdependence, cohesion of families of the couple, respect and honour, mutual responsibilities and enlightenment.
- (b) The husband's responsibilities included:
 - provision of house-keeping money;
 - clothing for the wife;
 - accords the wife some respect;
 - offers good advice
 - provides capital for economic venture;
 - conjugal performance;
 - safety;
 - assistance during ill health, etc.
- (c) The pregnant woman is protected from diseases like malaria, Tuberculosis, diarrhoea, etc. She adheres to traditional or orthodox medication. She is prohibited from alcoholism, smoking and use of hard drugs. She is exempted

from very tedious house tasks, observed dietary rules, protected from beating and avoids fighting.

Many candidates answered this question, but for a few grammatical and spelling errors, their performance was good. One bad feature of some candidates was that they defined marriage which was not relevant to the task.



TWI (ASANTE) 1

1. GENERAL COMMENTS

Like the previous years, the paper was standard and all the questions were within the scope of the syllabus. The questions were well framed, concise and devoid of any ambiguity. The general performance of candidates was average. Though some candidates score less than ten (10) and even zero (0) out of the total marks of one hundred and twenty (120), it must be noted that there is a little improvement of candidates' performance as compared with that of last year.

2. A SUMMARY A CANDIDATES' STRENGTHS

- (1) Composition
Generally, candidates performed well under content and organization. Thus, most candidates were able to raise very good points and discussed them well.
- (2) Comprehension
Candidates' performance in this section was very encouraging. Candidates did well in 'stated facts' questions as well as inference.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates had problem with the orthography of the language as well as spelling and punctuation. Again, it seemed some candidates were not familiar with the Twi digraphs, and as a result used 'ch', 'j' 'wh' and 'sh' for 'ky', 'gy', 'hw' and 'hy' respectively.

Most candidates also found the phonology very tough.

4. SUGGESTED REMEDIES

- (1) Teachers of the language should have continuous workshops, seminars and in-service training.
- (2) Teachers should give these areas the needed attention.
- (3) Students should be encouraged to read a lot of Twi books and write more essays.

5. DETAILED COMMENTS

Question 1

Write a speech on the theme “Youth and discipline” to climax the First Anniversary celebration of the Youth Association in your community.

Question 1 required candidates to write a speech on the theme “Youth and Discipline” to climax the First Anniversary celebration of the Youth Association in their community.

Question 2

Write a letter to a friend overseas telling him/her about three developmental projects in your community (village or town).

Question 2 was letter-writing. It required the candidates to write a letter to a friend overseas telling him or her about three developmental projects in his or her community.

Question 3

Write an interesting story to be published in your community magazine to illustrate the saying “Two heads are better than one”.

Question 3 was article writing. Candidates were asked to write an interesting story to be published in their community magazine to illustrate the saying, “two heads are better than one”.

Question 4

Give an account of a naming ceremony you have recently attended in your community. (Village or town)

Question 4 was narrative and candidates were requested to give an account of a naming ceremony attended recently in their community.

The most popular question was Question 2, followed by Question 4. Very few candidates attempted Questions 1 and 3.

It must be noted that most candidates were able to raise very good points, arranged them orderly and discussed them well. Consequently, those who wrote the required number of words scored good marks for content, expression and organization. However, candidates performed very badly in Mechanical Accuracy. It was also noted in Question 1 that some candidates, though very few, wrote address in Twi and

the date in English. Candidates should take note that in Twi letter-writing, the address is always in English and the date is written in Twi.

Question 5 - Translation

The passage was made up of one hundred and seventy-two (172) words and it was about causes and effects of bushfire on our vegetation and environment. As bushfire is a household word throughout the country, most candidates were able to use the appropriate registers and came out with the salient points. However, like other sections of the paper, candidates' spellings were bad and they committed a lot of orthographical and punctuation errors as well. It was also very surprising to see that some candidates itemized the ideas in the passage. Furthermore, in spite of the fact that most candidates used appropriate registers, it was noticed that some candidates translated some words in isolation without looking at the context which they had been used. For example, some candidates translated 'game' in the following sentences as 'agor4' instead of 'hanam', 'wiram-nam' or 'aboa'. Others were "setting fire to grassland to help hunters catch game".

Question 6 - Comprehension

Relatively, candidates performed very creditably in this section. They did well in answering both the 'stated fact' and 'inference' questions.

It must be mentioned, however, that most candidates got the subquestion (g) wrong. This question requested candidates to indicate the kind of literary device of the following sentence: \$maa ne ho y11 hare te s1adanko. Though the answer is Simile, a large number of them wrote either personification or idiom.

Question 7

- (a) **Put these consonants according to their manner of articulation.**
(| b |, | s |, | m |, | f |, | ` |, | t |)
- (b) **State the voicing of the consonants listed in 7(a) above.**
- (c) **With two examples of words each, demonstrate the word distribution of the following consonants in your language | b |, | m |, | f |, | t |.**

Question 7 was in three parts. The first part (a) requested candidates to group the following sounds according to manner of articulation - | b |, | s |, | m |, | f |, | ` |, | t |. The second part (b) demanded that candidates should group the sounds in (a) according to voicing. The last part (c) asked candidates to use two examples each to show the distribution of the following sounds - | b |, | m |, | f |, | t |.

Those who selected this question found it very difficult to group the sounds according to manner of articulation as well as voicing.

Question 8

- (a) Draw the vowel chart.**
- (b) Put each of the front vowels and each of the back vowels at their appropriate positions on the vowel chart.**
- (c) With appropriate examples demonstrate the word distribution of the vowels of your language.**

This question was also in three parts. The first part (a) asked candidates to draw the vowel chart. The second part (b) requested candidates to state the front and back vowels of the language. The third part (c) demanded that candidates use appropriate examples to show the distribution of all the Twi vowels.

Question 8 was more popular than question 7. Candidates' performance in this section was not encouraging at all. The majority of candidates who opted for question 8 misconstrued the vowel distribution for vowel description. Some candidates also drew the vowel chart haphazardly. Furthermore, in the distribution of the vowels, they failed to give appropriate examples.

Question 9

- (a) Join the following short sentences together to form compound or complex sentences.**
- (b) Copy down each of the following sentences and underline the free/independent clauses in each of them**
- (c) Use a free clause or a subordinate clause (bound/dependent) to complete each of the following sentences.**

Question 9 was in three parts (a), (b) and (c). The (a) contained five questions. Each question contained two simple sentences and candidates were to put them together as one sentence (compound or complex). The (b) part was also made up of five complex sentences and candidates were requested to write them and underline the independent clause in each. (c) was also five in number. Each of them had incomplete sentence and candidates were requested to complete it with either an independent clause or a dependent clause.

Candidates who opted for it scored very good marks. It must, however, be mentioned that some candidates failed to comply with the given instructions and paid dearly for it.

For instance, some candidates just wrote the conjunctions for the (a) part and wrote down only the independent clauses for (b).

Question 10

(a) With two sentences each give examples of the following phrases. Underline the phrases in the sentences:

- (1) Verb phrase
- (2) Adjectival phrase
- (3) Adverbial phrase
- (4) Prepositional phrase

(b) Rewrite the following sentences. Underline the noun phrases.

Question 10 was least popular and candidates who selected it did not do well. The question was in two parts (a) and (b). The (a) was sentence construction. Candidates were requested to construct two sentences each with the above phrases and underline those phrases in the sentences. It must be mentioned that almost everyone who answered this question could not construct a sentence containing words functioning as post- position. Candidates should note that the Twi language does not have prepositions but rather post-positions. Examples of postpositions in Twi are ‘mu’, ‘ase’, ‘so’, ‘nkyln’, ‘anim’ and ‘akyi’. E.g.

- Ntoma no w4adaka no mu.
- !da akonnwa no ase.

The (b) part contained twelve (12) sentences where candidates were requested to write them and underline the noun phrase in each sentence. In fact, most candidates found it very unfriendly to identify the noun phrases, especially when it contains more than one word. It was noticed that when it is made up of more than a word, they only underlined the headword, leaving out the modifiers. Candidates should be reminded that the noun phrase comprises the headword and the modifiers. E.g.

- Abaayewa nimdefo4 no too nnwonkor4.
- Mm4fra a w4n aniagyeyiresaazonto.

TWI (ASANTI) 2

1. GENERAL COMMENTS

Standard of the paper cannot be compared to the previous years because questions were answered on only Section A.

Generally, performance of candidates was very encouraging.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates' strengths was on Question 2 where that majority of them answered it very well.

On Question 1, a few candidates answered it but instead of writing the lullaby in a poetic form, they wrote it in a prose form. E.g. "*Gyae o, gyae, gyaena mIma wo t4, !t4na wodie, nkwannawonom, wobInom. bInom, nkwanurodo, gyae o!*"

Candidates should have answered the lullaby in a poetic form like;

Gyae o, gyae

Gyaena mIma wo t4

!t4na wodie,

Nkwannawonom,

WobInom. bInom, nkwanurodo,

WobInom. bInom, nkwanurodo,

Gyae o, gyae

3. A SUMMARY OF CANDIDATES' WEAKNESSS

Orthographical mistakes were the major problem for the candidates. Candidates did not explain the major points that they raised but they only wrote down the points.

4. SUGGESTED REMEDIES

Classroom teachers should lay more emphasis on the need for students to explain the points raised in answering questions.

5. DETAILED COMMENTS

Question 1

- (a) **What is a cradle song?**
- (b) **Write down two cradle songs.**
- (c) **State the theme of each cradle song you have written down.**
- (d) **State four importance of cradle songs.**

A few candidates answered this question. Instead of writing the lullaby in a poetic form some of the candidates wrote it in a prose form which made them lose marks. Most of the candidates couldn't bring out the main theme of the lullaby they wrote. Candidates, however, did well in answering subquestion (d).

Question 2

- (a) **Give three reasons why people in your area do marry.**
- (b) **State three responsibilities of a man towards his wife.**
- (c) **State two main practices your people uphold to protect a pregnant woman.**

The majority of candidates answered this question. The candidates who attempted this question did well but the only problem was that instead of giving three reasons some gave four or five reasons why people in their area marry.