

## **RESUME OF THE LANGUAGES**

### **1. STANDARD OF THE PAPERS**

The Chief Examiners noted that the standard of the papers this compares favourably with those of previous years.

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

They gave varied opinions about the performance. Most of them said performance was average. The French candidates' performance was said to have seen improvement. The Chief Examiner for Literature observed that some of the candidates used surprisingly very good languages.

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

The Chief Examiners commended the candidates for displaying some positive features in their scripts.

(1) Appropriate use of Language

Good candidates in French, Literature – in English and Kasem were commended for the correct use of tenses, very good use of the language and the use of idiomatic expressions respectively. For example some of the candidates were commended for using the expression “year tega mo”

Some of the students also performed very well in the English Language, especially in the comprehension and summary.

(2) Adherence to Rubrics

Most candidates paid attention to the rubrics. They answered the required number of questions. For example the candidates for French answered a question each from two different sections.

(3) Neat work

Some of the candidates were commended for neat presentation of work and in legible handwriting.

(4) Length of Essay

Most of the good candidates wrote full essays with adequate and right content.

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

The following weaknesses on the part of some candidates were identified:

(1) Lack of Vocabulary

Some of the candidates displayed their lack of the appropriate vocabulary.

In French, some of the candidates coined their expressions from English instead of using the right expression in French.

- (2) Lifting of Comprehension Passage  
Some of the candidates lifted sections the comprehension passage to answer the essay question, thereby deviating. It also showed their lack of understanding of the question especially in French.  
In English Language, the candidates were beating about the bush and some provided answers to last year's summary questions for this year.  
In Literature- in-English, some the candidates could not give good analysis, indicating that they had not read the prescribed books.
- (3) Poor Handwriting / Spelling  
Some of the candidates' handwriting left much to be desired, especially Dagabani. Some of the candidates for Dagaare also spelt most of the words wrongly with wrong punctuations. The lower and the upper cases were also wrongly used.
- (4) Poor Accents  
In French, some of the candidates could not differentiate between these two accents, "accent aïgu" (/) and "accent grave" (\)

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

The following were proposed as remedies for the identified shortfalls:

- (1) Purposive extensive reading should be encouraged among students to improve their stock of vocabulary and ability to use the language effectively.
- (2) More exercises on tenses, especially in French, should be encouraged.
- (3) The teachers of French should make use of modern methodology obtainable at the Centers for Teaching French.
- (4) Students should be discouraged from chewing answers from prepared note.
- (5) Literature-in-English candidates should do a thorough reading of their texts in order to be able to appreciate them well.

## ENGLISH LANGUAGE

### **1. GENERAL COMMENTS**

The standard of the paper compares favorably with that of previous years. The paper conformed to the requirements of the WASSCE syllabus. The essay topics were indeed topical and fell within the scope of the candidates. The comprehension and summary passages were related to the general circumstances of the candidates. There was clarity in all the questions.

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

- Candidates were able to come up with relevant ideas for the content of the essays. A few were able to write full length essays.
- There was quite some improvement in paragraphing.
- A good number of candidates displayed knowledge of the formal features of the various essay types.
- A few were able to find correct answers to some of the questions in sections B and C.
- Quite a few displayed skills in answering summary questions.

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

- A good number could not write full length essays.
- They displayed a lack of grasp of the mechanics of the language.
- Candidates' spelling especially of common words was poor.
- They performed poorly in the two sided essays. They paid more attention to one side leaving the other.
- Candidates still have difficulty locating answers in the summary and comprehension passages.
- Identifying grammatical names and functions remains a major problem of most candidates.

### **4. DETAILED COMMENTS**

#### **Question 1**

**Your friend is surprised that after the Senior School Certificate Examination you decided to learn a trade while waiting for admission to the university. Write a letter to him/her explaining the advantages of acquiring a skill in addition to a university degree.**

A good number of candidates attempted this question. The few good ones presented the desired chatty atmosphere. The formal features were in place.

However, many of them flopped due to their poor language and their narrow understanding of the expression “learn a trade”. Their weakest point had to do with incorrect use of tenses.

## **Question 2**

**Write an article suitable for publication in a national newspaper on why corrupt practices are thriving in your country and what can be done to curb them.**

Many candidates avoided this question. The few who answered it had the formal features in place. For content, only a small number understood what is meant by “corrupt practices”. This affected their performance adversely.

## **Question 3**

**The performance of candidates in the English Language in public examinations has been very poor. Write a letter to the minister of education in your country stating the causes of the poor performance and suggesting some measures to improve the situation.**

Quite a number of candidates answered this question. Candidates were required to state the causes of poor performance in English Language in public examinations and suggest measures to improve the situation. Lots of ideas were presented and useful measures were also suggested to improve the situation. However, poor language and inability of candidates to recognize that tone and attitude used in formal discourse was required in answering this type of question, affected them adversely.

## **Question 4**

**You have been elected chairman of the local government of your area. Write a speech you would deliver at your inauguration, highlighting at least three problems you would deal with during your term of office.**

This question was not popular with the candidates. The question required candidates to highlight problems of their local government areas and how they would deal with them as the in-coming chairman. The very few candidates who attempted this question performed poorly. The formal features were absent in most of the answers and the language was also poor. A few, however, got it right and raised pertinent issues in their essays.

## **Question 5**

**Write a story to illustrate the saying: “Don’t judge a book by its cover”.**

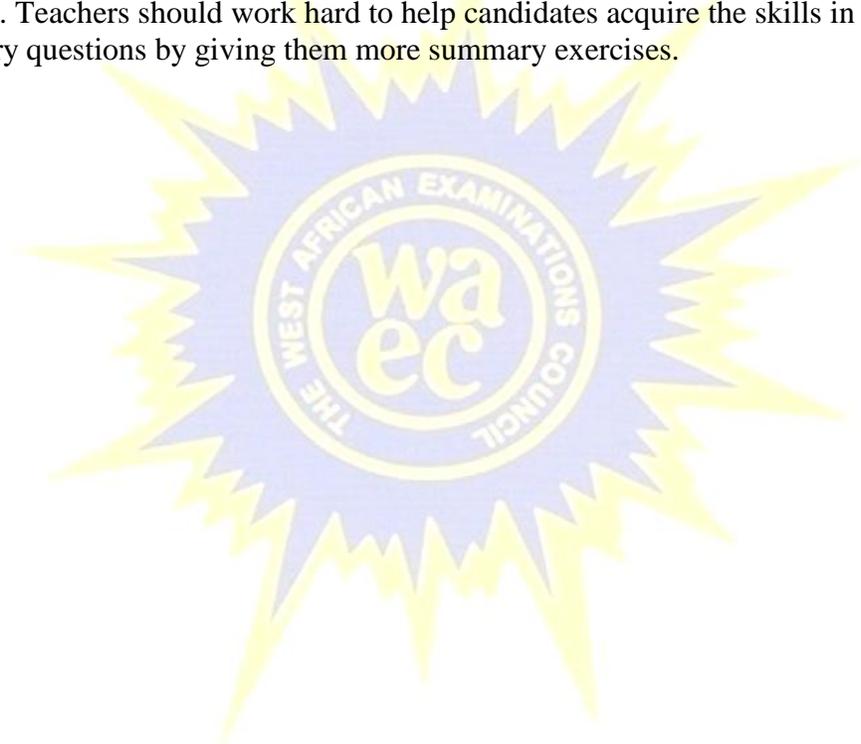
Just a few candidates answered this question. These candidates flopped due to lack of understanding of what the saying meant. They also had a problem with the language. The few who understood the question got stranded midway as their stories unfolded.

### **Question 6**

The passage was very interesting and quite easy to understand. However, candidates performed poorly. A good number of them displayed outright misunderstanding of the questions. There was strong evidence that candidates have not been taught functional grammar because they were unable to state correctly the name and function of the grammatical item: (6g). Candidates were also not able to supply words or phrases that meant the same and could replace the words as used in the passage.

### **Question 7**

The summary passage was easy to understand. The question was also very clear. Yet many candidates performed poorly. Most of them resorted to “lifting” as if they were answering questions in comprehension. Some of the answers had no bearing on the passage. Teachers should work hard to help candidates acquire the skills in answering summary questions by giving them more summary exercises.



## **LITERATURE-IN-ENGLISH 2**

### **1. GENERAL COMMENTS**

The standard of the paper is comparable to that of previous years. Questions were equitably distributed from all areas both African and Non-African prose. Candidates' performance was below expectation. Although there were a few good centres, the poor performance of most of the candidates adversely affected the overall performance.

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

The strengths found in the scripts of good candidates can be summed up as follows:

- (1) these candidates adhered to the rubrics of the paper;
- (2) they exhibited a good knowledge of Amma Darko's *Faceless*;
- (3) systematic/logical presentation of material;
- (4) the use of textual evidence to support points made;
- (5) a significant number of students are commended for legible handwriting;
- (6) Use of fluent and acceptable language.

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

The following weaknesses were observed in some of the candidates' work which accounted for their abysmal performance.

- (1) Some candidates misunderstood some of the questions and therefore provided extraneous materials and irrelevant answers.
- (2) Candidates provided sketchy and scanty answers.
- (3) Most candidates had very poor communication skill. Example were grammatical errors, wrongly spelt words, wrong identification of characters and text and poor punctuation which detracted the quality of analyses.
- (4) Answers to questions were mostly generalized having no bearing on the questions asked.
- (5) Failure to use material from text to support points made.

### **4. SUGGESTED REMEDIES**

To overcome the weaknesses of candidates the following recommendations are made:

- (1) intensive and extensive reading of relevant novels and other supplementary readers to broaden their knowledge and acquire appropriate vocabulary should be encouraged by teachers;
- (2) schools and teachers must ensure that students possess and read texts;
- (3) teachers need to be taken through a lot of workshops to better their teaching skills;
- (4) assignments given to students should be marked and discussed;
- (5) teachers should study Chief Examiner's report to help them guide students;
- (6) students must be encouraged to read the set books before going to the commentaries;
- (7) students must be exposed to techniques of answering questions.

## 5. DETAILED COMMENTS

### Question 1

**Discuss the relationship between Nii Kpakpo and Maa Tsuru in the novel.**

The key words here are *discuss* and *relationship*. The question demands that the relationship between Nii Kpakpo and Maa Tsuru be discussed.

Candidates were expected to discuss how Nii Kpakpo and Maa Tsuru's relationship is. They being lovers and not married couple in the real sense. Kpakpo's deceitful character must be mentioned with close reference to text. His presence in the house causing the departure of Maa Tsuru's four children leaving the house to live on the streets. Maa Tsuru's gullibility making the main gain more confidence to move in with her and his final exit from Maa Tsuru's life.

Weak candidates narrated relationship in general and irresponsibility of parents instead of sticking to the demands of the question.

### Question 2

**Examine the significance of Vickie and Kabria's visit to the Police Station.**

The operative words are *examine* and *significance*. The question demands that students examine the significance of Vickie and Kabria's visit to the police station.

Candidates were expected to bring out the following significance:

The decadence of the facilities at the police station, lack of motivation and unreliability of the police shows MUTE's interest in Baby T's case, it promises hope (MUTE's visit) for the hopeless and voiceless people in the society.

The above must be examined with close reference to text linking it to the question.

The weak candidates merely narrated without linking it to significance. Some also generalized the answers without textual proof.

### Question 3

**Discuss the theme of loneliness in the novel.**

The key words are *discuss* and *loneliness*. Candidates were required to discuss the various instances of loneliness in the novel.

The major causes of loneliness being widowhood must be established by candidates.

Victims in the novel are to be identified and discussed e.g. Yaremi, Dedewa, Radeke and Fayoyin. Effects of loneliness on characters must be discussed. Yaremi's rejection of the tradition of cap-picking intensifying her loneliness.

All these must be discussed in relation to text. Unfortunately the majority of the candidates dwelt on the plight of the widow not linking it to loneliness as the question demands.

#### Question 4

##### **Comment on the writer's narrative style in the novel.**

The key words are *comment* and *narrative style* of the writer. The third person view point where he observes people and events very closely and pass appropriate comments on them. The writer drawing largely from tradition that is the use of folk tales.

He uses flashback techniques where Yaremi on a number of occasions recalled the days with her late husband.

Dialogue is also employed in the narration. The above should be done with close reference to text.

Only a few candidates attempted this question.

#### Question 5

##### **Consider the view that it is society that makes Bigger a murderer in the novel.**

The operative words are *consider*, *society* and *murderer*.

Candidates were to give their views on how society makes Bigger a murderer under the following with close reference to text:

- Segregation/social discrimination  
Whites and Blacks are segregated where each must know their place i.e. in prison, shops, restaurant, schools, etc. Male blacks are not to come close to white females much less make friends with them.
- Deprivation  
The black feel deprived of many things, for example, they cannot go higher in education. Menial jobs are their reserve.
- Fear  
The Blacks always live in fear because a crime committed by a White is glossed over but same crime by a Black meets the severest punishment.

This question enjoyed patronage but candidates failed to link answers to the question. They rather discussed racial discrimination not linking it to Bigger as a murderer.

#### Question 6

##### **What is Max's attitude towards racial relations in the novel?**

The question demands that candidates look at Max's attitude to racial relations. The key words here are *attitude* and *racial relations*.

Candidates are to state:

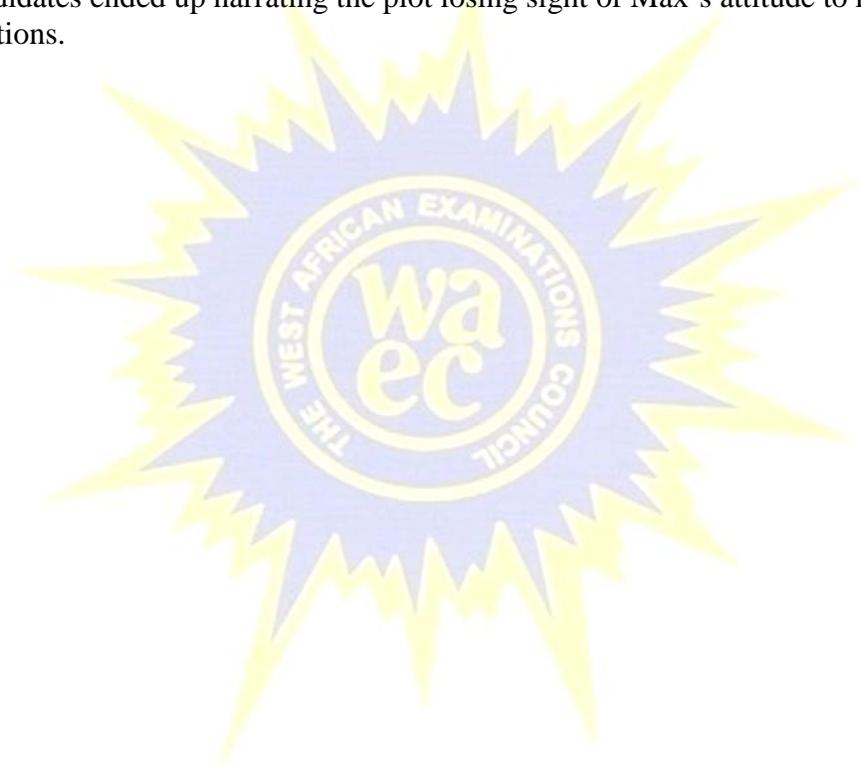
Max's stance on racial relations. He not being satisfied with American society.

His defence of Bigger citing instances that lead Bigger to be violent. Max's indictment of the Whites making reference to Mr. Dalton sending dozen pingpong tables to the South Side Boys club. Max asserts that pingpong will not "keep men from murdering". He condemns Mr. Dalton's philanthropic nature where he employs the likes of Bigger, sending them to school but not employing the educated Blacks he creates. Again, he speaks against Mr. Dalton's Negro tenants' unfair rent.

Max's final submission

His insistence that killing of Bigger isn't going to help anybody until fairness prevails in the system.

Candidates were to write on the above with close reference to text. Unfortunately, candidates ended up narrating the plot losing sight of Max's attitude to racial relations.



## **LITERATURE-IN-ENGLISH 3**

### **1. GENERAL COMMENTS**

The standard of the paper and candidates' performance compare favourably with those of previous years.

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

There were answers that were a delight to read. These demonstrated students' understanding of the texts, their ability to tailor answers to the demands of the questions and their mature handling of the written form of the language.

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

Candidates' weaknesses include:

- (1) texts not having been read;
- (2) reliance on commentaries and neglecting to read the original or authority texts.
- (3) poor command of the language
- (4) inability to stick to the demands of the questions.
- (5) failure to understand literary terms and apply them where the questions demanded such knowledge.

### **4. SUGGESTED REMEDIES**

- (1) Candidates should read the prescribed texts before they resort to commentaries if they want to.
- (2) Literary terms should be learnt and understood in contexts.
- (3) Students' writing skills must improve. What some write is gibberish.
- (4) There is no need to write elaborate introductions, including details of biographical or historical information. For introduction, candidates only need to state how they intend to answer a question.

### **5. DETAILED COMMENTS**

#### **Question 1**

**Consider the view that the play exposes the colonialist exploitation of Africa.**

Candidates failed to base their answers on the text. They rather commented on the negative effects of European influence on Africa, economically and socially.

- They were supposed to identify Whitehead as a colonialist representative NOT an agent.
- Also the role of Kindo in opposing colonialist exploitation and restoring the dignity of Mando Land.

Few candidates answered this question.

## **Question 2**

### **Examine the role of Kindo as a warlord in the play.**

Candidates were to identify qualities in Kindo that show that he is a responsible war leader.

Though candidates could not make all the relevant points, they identified Kindo's position as the heir apparent, his role as warrior leader and defender of the state, his opposition to Maligu, Soko and Whitehead, his confrontation with his father, the King, his relationship with Wara and his unjust exile. Few candidates answered this question.

## **Question 3**

### **Comment on Aloho as a victim of circumstance in the play.**

This question attracted many candidates. Weak answers dwelt on Aloho's poor family background, her education and her status as an unemployed graduate. They included her involvement with her friends, Ogeyi and Ochuole alright, as well as her entanglements with Chief leading to her arrest and release and culminating in her pregnancy and death. Very good answers were more analytic and saw Aloho not merely as a victim of circumstance, when she shunned the saving hand and grace of her Christian and loyal friend, Ogeyi.

## **Question 4**

### **Discuss the role of Chief Haladu Ade-Amaka in the play.**

Many candidates answered the question on Chief Haladu Ade-Amaka's role in the play. Answers ranged from average to good. Average answers did not provide enough details to support Chief's nefarious role in the play. Many answers digressed into a narrative on corruption in modern African societies. There was little or no attempt to refer to the restoration of faith in state institutions epitomized by men like Assistant Commissioner of Police (ACP) Yakubu and Inspector Inaku who would not be corrupted.

## **Question 5**

### **What impression do you form of Mama's character in the play?**

The question looked to candidates' individual and personal response to Mama as portrayed by the playwright. A few of the answers were worthless as they showed no evidence of knowledge of the text. The average answers highlighted Mama's physical and moral attributes. Good answers contextualized them by providing examples of her abiding faith in God, her loyalty to the family – late husband and children in their own specific ways, and her fulfilled ambition to move up and out of poverty. The very good answers also discussed Mama's character from the perspective of her children and Ruth.

## **Question 6**

### **Consider the importance of the check in the play.**

For candidates who had not read the text, the spelling, 'check', might have put them off. But that is the American spelling for the British 'cheque'. Most answers did not consider much the centrality of the check in the life of the Younger family. Of course, good answers would have mentioned the fact that the check is an insurance benefit accrued from a life insurance policy on behalf of husband and father, the late Mr. M. Younger. What many candidates ignored, however, was the conflict generated in the family by the arrival of the check, as each member of the family had built their own dreams around it. But the check also banded and bonded the family as each member was able to fulfil an ambition that had threatened to pull the family apart.

## **Question 7**

### **Examine the use of dramatic irony in the play.**

Good answers explained the meaning of the term and demonstrated its use as an effective dramatic technique in the play. The very good answers provided detailed illustrations, beginning with Tony Lumpkin's deliberate misleading of Marlow and his friend, Hastings, to believe that the Hardcastles' mansion is an inn. Marlow's subsequent misdemeanours before Mr. Hardcastle and Kate take their root from Tony's deception, as does his mother, Mrs. Hardcastle's belief that she is being attacked by robbers. Thus the difference between the average and very good answers was largely determined by candidates' ability to construct the details illustrating the use of dramatic irony in the play.

## **Question 8**

### **Assess the character of Mrs. Hardcastle in the play.**

More candidates chose to answer the question on the character of Mrs. Hardcastle. However, answers generally showed that Mrs. Hardcastle's character was not being assessed. Candidates needed to apply their knowledge of characterization and assess Mrs. Hardcastle's character three dimensionally – how she saw herself, how other characters saw her and the writer's own quiet insinuations. Judged in this manner, Mrs. Hardcastle would come off as comical, self-conceited, and impressionable. Thus Tony could play his pranks on her without the reader feeling pity for her. Details of her relationship with her husband would also reveal her pretences and affectations. Quite a good number of candidates failed to assess her character.

### **Question 9**

#### **Discuss the clash of cultures in Okara's "Piano and Drums".**

There were a few remarkably good answers which recognized the clash of cultures symbolized by the piano and the drums. Such answers contrasted the vigour and excitement, as well as the natural simplicity of African traditional culture which is pitched against the sophisticated and artificiality of Western culture. Details based on contrasting images and vocabulary were relied on. But there were also the weak answers which were mere narrations and sought to veer off into a diatribe on the colonial issue. For those candidates who gauged the author's tone and mood right, it was not difficult to conclude that the persona or author felt more at home in his African tradition.

### **Question 10**

#### **Examine the persona's view of ageing in "The Panic of Growing Older".**

The question was poorly answered by the majority of candidates who answered it. The fault lay in failure to read the question properly. Candidates were expected to know the persona's view and then examine it. This would bring out the persona's cynicism about the ageing process which offered hope at an early age, but by age 30, it was all over, as nature took its course and toll on man. Nothing surprised anymore till death. Candidates quoted the poem profusely without commenting on the effect of the lines on the persona's view of the ageing process. Candidates need to know that quoting lines extensively without commenting on their effects in their contexts is not good criticism.

### **Question 11**

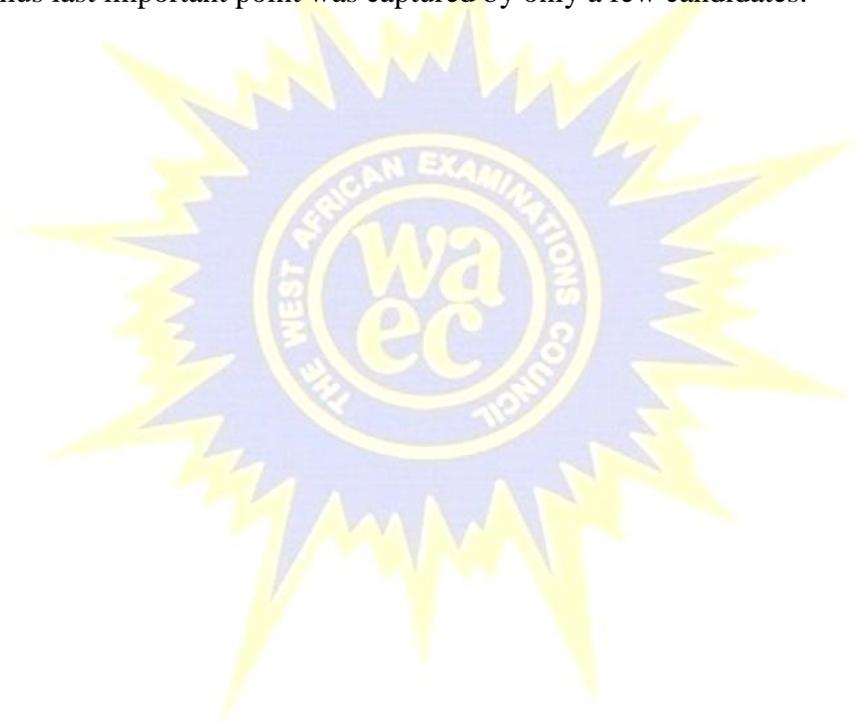
#### **Comment of the poet's attitude to nature in Frost's "Birches".**

The question was poorly answered by most candidates. There were attempts to explain the poem line by line and not pay attention to the poet's observation of nature – the ice storm and the birch trees which bend and crack under the weight of snow, but rise somewhat when the ice thaws. Candidates were, here, expected to observe something the poet found admirable about nature – its resilience which enabled the poet to swing on the birch trees. The other attitudes, a philosophical one, is based on the trees' capacity to survive. The poet draws a lesson which will enable him to overcome life's buffetings. This attitude seemed captured in some of the answers, but the connection with the first was missing.

## Question 12

**Examine the theme of beauty in the poem “Shall I Compare Thee to a Summer’s Day?”**

The answers were mostly average. Though the question was not on the sonnet form, a recognition of the form could have helped the answers, as each of the three quatrains developed the theme of beauty of a loved one which culminated in the immortalization of the loved one’s beauty in the final couplet. Thus, most of the answers were repetitive and ignored the rather obvious progressions from the lover being more temperate than summer to the sometimes excessive heat of summer which is spared the poet’s loved one. Then follows the point about summer’s beauty fading and passing away while his loved one’s beauty remains pure and undefiled by death. The thematic climax is then reserved for the final couplet which immortalises the loved one’s beauty by virtue of the poem itself. Thus last important point was captured by only a few candidates.



## FRENCH 2

### **1. GENERAL COMMENTS**

The paper was within the scope and expected standard of WASSCE candidates.

Its standard was also comparable to that of the previous year.

No ambiguous questions were set. All questions were within the reach of most students  
Performance of candidates was, however, slightly below that of last year.

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

Candidates' main strengths were

- (1) formal features of a letter – date, address, salutation, etc.;
- (2) ability to write the essay in French. The number of essays written entirely in English is also on the decrease and the cases of complete deviation were fewer;
- (3) conjugation of verbs – subject-verb agreement;
- (4) the use idiomatic expressions.

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

Even though the majority of candidates performed well, a few others faced the following challenges:

- (1) grammatical errors;
  - wrong use of articles
  - ignorance of gender of common nouns e.g. “le femme” instead of “la femme”
  - confusion between *son / sont, on / ont*
  - confusion between direct and indirect object pronouns
  - personal pronouns and possessive adjectives e.g. *tu école* instead of *ton école*
- (2) Orthographical errors: Some of these were due to negligence e.g. “*vancances*”, “*becoupe*”, “*traville*”. “*je'cris*”, etc.
- (3) Errors of syntax: a lot of candidates were unable to write basic simple sentences (S + V + O).
- (4) Deviation: a few of the candidates did not understand the questions they chose and so, they deviated.
- (5) Lack of vocabulary: some of the candidates lacked the appropriate vocabulary and so ended up writing English expressions.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should combine “*méthode directe*” and “*méthode tradionnelle*” especially when they are teaching grammar.
- (2) A lot of structural exercises should be done.

- (3) While encouraging students to read, teachers should also advise them not to rely on model essays with the aim of reproducing them in the examination. This has been the major cause of deviation.
- (4) More exercises should be given on the writing of simple sentences (S + V + O).

## 5. DETAILED COMMENTS

### Question 1

Candidates were to assume that they had been transferred to a new school and write about their new mathematics teacher. The idea of transfer to the new school was expected to be captured in the introduction – name of the school, name of the new Mathematics teacher, etc. The rest of the essay included physical and moral traits and a conclusion indicating their disposition towards the new teacher.

A lot of candidates failed to bring out the idea of new school and new teacher in the introduction and just described their Mathematics teacher. The rest of the essay appeared quite familiar. Some essays were really detailed, making one wonder how one could know so much about a “new teacher”.

### Question 2

The question required candidates to describe how Independence Day is celebrated in their country. The question pinned them down to what is usually done, NOT how one particular anniversary was celebrated.

Candidates who did not understand the question well and chose the latter option used the past tense instead of present and this affected their marks. A few who did not understand the question also described their countries. Others also described the celebration of traditional festivals.

### Question 3

The question asked candidates to narrate their experience after going to watch a movie with a friend (upon the invitation of the latter) a week earlier.

From the way the question was framed, the narration was to be made in the past. An introduction centred on the invitation – when? how?, etc. was expected. In the body, candidates were expected to write about the cinema house, its name and location, the film (title and what it was all about) before concluding with a general impression. The few candidates who attempted the question had no problem with the content. They, however, struggled with vocabulary and tense. They, therefore, talked more on what they did at the cinema with the friend who invited them and said nothing or less about the movie.

### Question 4

This was a letter from candidates to a brother overseas. In this letter, the writer would describe their father’s new house into which they had moved. Apart from the features of a

letter, candidates were to write about the time they moved into the house, its location, description (inner and outer) of the house, before giving a general impression. A few candidates wrote about their house without capturing the idea of a new one and the movement into it. Such candidates could not express the excitement or joy of moving into one's own house.

Other candidates talked about a new accommodation. On the whole, the description of the house was done well but candidates' lack of vocabulary was obvious with terms like "*salle de chambre*" (i.e. bedroom), etc.

Question 4 was a popular choice for candidates.

### **Question 5**

This was a letter to parents telling them what one would like to do during the long vacation. This projection into the future or future plans required the use of **the present conditional tense**. It proved to be a big problem for most candidates as they showed their lack of mastery of this tense. The content of the letter, however, was not difficult for candidates. They were able to talk about extra classes, sporting, religious and other activities, travels, etc.

### **Question 6**

This letter to a cousin inviting him or her to an evening party organized by the youth of candidate's suburb was expected to touch on reasons for the invitation, organisers, date and the various activities lined up.

The first problem was the tense – present future.

It was observed that a lot of candidates are more conversant with the immediate future (*futur proche*). Those who tackled it did not have much problem with content and letter format. The general problem of inadequate mastery of the French language was evident here too. Some decided to coin their own words or insert some English words which they put in quotation marks.

## **FRENCH 3 (ORALS)**

### **1. GENERAL COMMENTS**

This year's Oral French examination was made up of three tests as in previous examinations. They are:

- A. Listening Comprehension
- B. Reading test
- C. Conversation test

#### **A. Listening Comprehension**

This test was based on a passage of about 200 words read by an examiner twice after which candidates were expected to answer 10 questions, 7 of which were multiple choice questions, 2 open ended questions and one true or false question. The total score is 10.

#### **B. Reading Test**

Each candidate was given a passage of about 100 words to prepare and read for assessment by an examiner. There were two alternatives chosen at random by the examiner. The reading was marked out of 15 marks as follows:

- a. pronunciation – 10 marks on 20 tested words
- b. fluency – 5 marks

#### **C. Conversation test**

This test was made up of 2 parts:

- a. Dialogue – 5 questions were based on general topics. 5 other questions were based on literary set texts studied in class.
- b. Exposition – each candidate was given a topic from themes of general contemporary interest. The candidate was expected to speak on the topic in at least 5 sentences.

Considering the passages, the questions, options the topics and the marking scheme the standard of past examinations has been maintained.

### **2. CANDIDATES' PERFORMANCE**

Standard of performance varied. There were excellent performances and others which were not so good. Generally speaking, the standard was the same as those of previous years.

### 3. CANDIDATES' STRENGTHS

- (a) Some candidates scored the total mark in the Listening Comprehension test because they understood the passage. For the multiple choice questions, there was no confusion in their minds as to which option was the key. Their answers to the open ended questions were grammatically correct and the content was also correct.
- (b) Their reading was good and they were quite fluent with the correct intonation and they did not have much difficulty in the pronunciation of the tested words and in the passage.
- (c) In the conversation test, their responses were correct in diction and content. They were alert and did not need to ask for questions to be repeated.
- (d) These candidates had no problem answering questions on the literary set texts because they had prepared adequately by reading as much as they could and this was obvious.
- (e) In the exposition test, the good candidates did not need to be prompted. They spoke quite fluently and content and grammar were good.

### 4. CANDIDATES' WEAKNESSES

#### (1) Listening Comprehension

Their weaknesses stem from the fact that they did not understand the passage so, chose the wrong options because they thought options that had words they heard in the passage were the correct answers. For example Question 1

- A. Aïsha passait souvent des vacances à Boutou.
- B. Les étudiants s'habillaient à la mode
- C. Monsieur Smith est allé à Boutou chercher Aïsha.

Candidates chose these options because they heard the underlined words in the passage. They did guess work.

Question 2 – Some did not seem to know *vrai ou faux* and therefore did not attempt the question.

Questions 6 and 10 were the open ended questions which many candidates did not attempt. Some of those who did, made spelling mistakes or wrong content. For example Question 6 many candidates wrote “*l'agent*”. Question 10 “*a pu*” seemed to be new to many candidates. Many gave the answer “*expérience*” but “*a pu*” cannot be followed by a noun. Lack of vocabulary and practice are the main reasons for their weaknesses.

#### (2) Reading Test

The first reason for their weakness is their ignorance of the basics of French pronunciation. For example

- (a) Liaison – Passage A: *des autre*. Candidates' pronunciation [ deotr ]  
Passage B: *Leurs études* [ letyd ]
- (b) They ignored the apostrophe in Passage A - *l'écran* and Passage B – *qu'ils*.

- (c) Silent 'h': "*habitudes*" in Passage A and "*histoires*" in passage B. Some of the candidates pronounced the 'h'.
- (d) There is also the problem of interference of English pronunciation. There are some words that were pronounced as it is done in English. Examples:
- |            |             |
|------------|-------------|
| Passage A  | Passage B   |
| trâce      | chaîne      |
| télévision | pièce       |
| violence   | culture     |
| parents    | innovations |
| enfants    | théatrales  |

- Another problem is the issue of 'i' in front of two "l"s. Almost every candidate pronounced d'ailleurs as [ daloER ] instead of [ dajoER ]
- The silent "ent" of the 3<sup>rd</sup> person plural of the present tense was pronounced by many candidates: examples – Passage A: *apprennent*; Passage B: *peuvent* [ aprenã ] [ puvã ].
- "Laisser" pronounced [ l ze ]. They do not know the rule for double s
- For some of the candidates, words ending with é are silent and those without it, are rather pronounced. e.g

Passage A

Même [ meme ]

Passage B

passee [ pase ]

- (e) Difficulty in pronunciation hindered smooth reading and fluency. Examples are:
- Passage A: *Autrefois, renseignements, scientifiques, l'escroquerie, voyons.*
- Passage B: *leurs histoires, technologies, avancements généraux, moyens, chez soi.*

Constant reading exercises would make it easier. Candidates only need adequate preparation. Teachers should explain to them the basics.

(3) Conversation Test

Dialogue

- Candidates did not pay attention. They would like the question repeated so that they turn it round as a response.  
E.g. : Qu'est-ce que tu fais le soir?  
Answer: Qu'est-ce que tu fais manger.
- Use of wrong tense.  
E.g. Où est-ce que tu as passé les vacances?

Response: Je passe les vacances à Accra.

- *J'habite* is used wrongly by many. E.g. *Mon père j'habite à ...*
- Some gave one word responses even when reminded to give complete sentences.
- Many candidates did not understand questions with “*Quand, combien, pourquoi, où, qui, qu'est-ce que*”. They would give the response “*Oui*”.
- Another challenge is the use of the personal pronouns. E.g. *Ta soeur regarde la télévision? Oui tu regardes la télévision, Vous mangez après les cours? Oui ils mangent.*
- Instead of *j'ai 18ans*, some said *je suis 18ans*.
- Some did not know the periods of the day i.e. *le matin, l'après-midi, le soir, la nuit*.
- They did not know the time, the days of the week, the months and the date.
- The literature segment was mainly on content. Those who studied “*Le tour du monde en 80 jours*” performed better in content. Those who studied “*La belle fleur*” did not do so well because they read only a few stories. Some read only one story, some did not read any. They said their teacher did not tell them anything about the set texts. Teachers have to read and know the syllabus.
- Exposition – The same problem of language was evident in this segment. Their weakness was due to lack of vocabulary, incorrect grammar and sometimes wrong content.

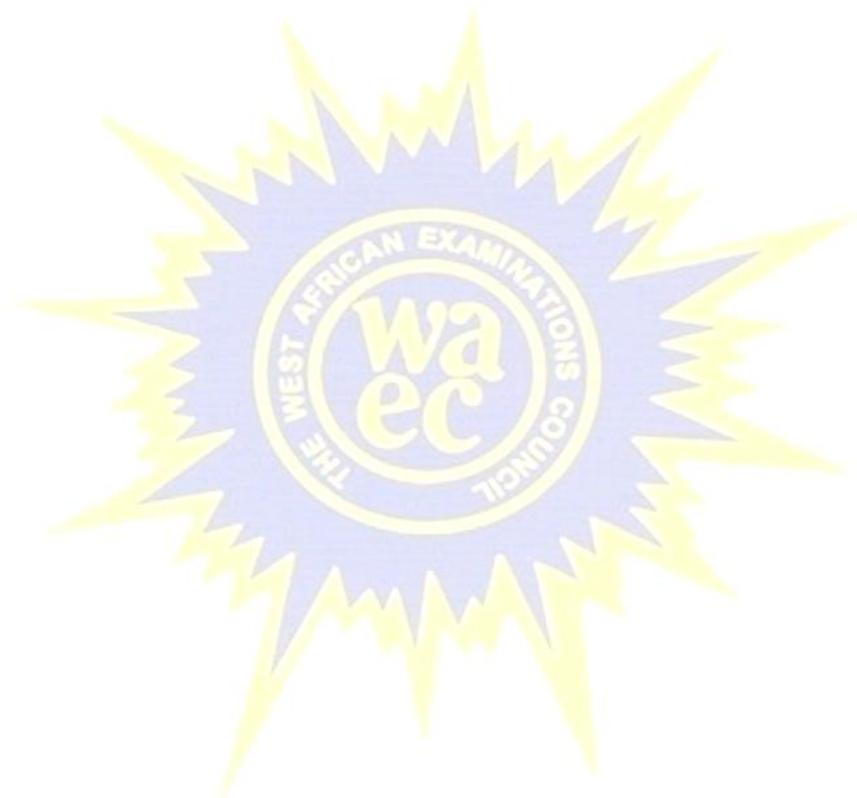
In describing a person, many candidates did not describe physical features. They rather concentrated on facts like: “*Il habite ..., il a 40 ans, il est marié, il a 2 enfants, son plat favori ...*”

Teachers should teach candidates that the physical description is very important and lay emphasis on it.

## 5. SUGGESTED REMEDIES

- (1) Teachers should make students know from SHS 1 that French is more of a language than a subject. This will encourage them to speak it often and not only speak in class. Their aim should, therefore, be to be able to have a simple everyday conversation with the examiner on the day of the orals and also with anyone who speaks French.
- (2) In class, candidates must participate in activities and answer questions. Teachers should distribute questions in such a way that all students will have a chance of answering them.
- (3) Reading aloud should be encouraged especially in literature classes. These set texts could be used for oral (spoken) comprehension exercises. These and other suitable passages should be used for written comprehension exercises from which students will learn vocabulary, idiomatic expressions, sentence structure and grammar.

- (4) Dictation is no more tested but it is a good exercise of listening and spelling.
- (5) Teachers should not wait till SHS 3 to start oral tests. They could start in the first year with short passages, simple questions and topics.
- (6) Students should be encouraged to read more. Visits to CREF (if possible) would be of help.
- (7) Teachers should advise their students to be of good behaviour and be quiet as they wait for their turn, during the oral examination.



# **DAGAARE 1**

## **1. GENERAL COMMENTS**

Generally, the paper was manageable. The essay topics were very much within the level of the candidates except Question 3 which most candidates found difficult to handle and hence avoided it completely.

The performance of the candidates was much better than that of last year. Candidates scored high marks in most of the questions.

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

It was observed that most candidates did not, on the whole, lack ideas on the presentation of their essays. In actual fact, most of them answered the essay topics with confidence. In all, candidates showed a good knowledge of all the features for organization of the essays.

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

Generally, candidates' weaknesses of poor spellings, grammar and presentation of loose and wobbly sentences were very common.

Candidates were also guilty of writing wrong sequence of tenses. This trend was not different from the situation in the previous years.

## **4. SUGGESTED REMEDIES**

One possible way of solving this persistent problem is for teachers to teach the spellings and grammar aspects of the language. Candidates should be encouraged to cultivate the habit of reading so that they can acquire the sense of good grammar and spellings in the language.

## **5. DETAILED COMMENTS**

### **Question 1**

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

This question was relatively the most popular of all. It was fairly well handled except that a few of the candidates failed to pinpoint clearly the challenges. Some of the candidates also discussed the challenges but did not suggest ways to overcome them.

## **Question 2**

### **A journey at night that was frightful.**

This was equally popular among the candidates and was well treated. The candidate was expected to mention the date and time of the journey. They were also expected to say why there was the need for the journey and where he/she had set off and to where. The body of the essay was then to discuss the details of the journey that made it frightful; heavy rains in the night, armed robbery in a thick forest or an attack by wild beasts. It was also important to add how they survived the conditions. They could conclude by stating their wish never to embark on such a journey again. They really portrayed how frightening the journey was.

## **Question 3**

### **The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to be delivered on this occasion.**

This was the most unpopular essay question among the candidates. Here, the candidate was to observe the features of speech writing – acknowledging the audience, expressing gratitude for the opportunity to address and frequently referring to the chairman. The thrust of the essay was to recount the achievements of the outgoing headmaster in the areas of academic performance, infrastructure, good staff-students relationships, etc. An appropriate conclusion could include thanking all and sundry and especially the headmaster for such a great feat and express the desire that he would stay. A few candidates attempted this question and performed very poorly on it.

## **Question 4**

### **Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

This was a letter and the features of letter writing were expected to be observed – i.e. address (of the writer) salutation, date, valediction and writer's name. However, the import was to narrate events in the course of a football match between two schools. Hence the candidate was to mention the schools involved and where the match took place. They were also to discuss officiating, spectatorship, level of competition by the players and the eventual winner, if any. Most candidates answered this question very well using chatty language and jargons.

## **Question 5 - Translation**

Candidates were asked to translate an English version of a passage into Dagaare. The passage contained fifteen basic ideas and was within the level of candidates all right, but

most candidates lacked the skills of translation and thus performed poorly. This is because most of them did word-for-word translation instead of a text-based translation

### **Question 6 - Comprehension**

The comprehension passage was followed by ten questions for candidates to answer after reading the passage. They were in the categories of recall, inference, grammar and summary (title). The observation over the years is that candidates usually do better in the recall questions and the questions on grammar often pose the biggest challenge to candidates.

Generally, candidates' performance in this question was not good because most candidates did not have the skills of comprehending the passage.

### **Question 7**

- (a) **Copy the following words and indicate tone on each of them.**
- (b) **Show rounded and un-rounded vowels in the words in (a) above.**
- (c) **Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.**

The first part of the question required of the candidate to do a transcription of given words. He/she was then to identify rounded and spread vowels respectively in each of the words. Finally, he/she was to draw the vowel chart and indicate the point of articulation of each of the vowels in each of the words.

Candidates generally lack the knowledge of phonology and hence most candidates performed poorly in this particular question.

### **Question 8**

- (a) **What is vowel elision?**
- (b) **With appropriate examples discuss two types of vowel elision.**

Candidates were asked to explain/define vowels mutation or elision and show with appropriate examples two ways by which vowel elision occurs in Dagaare. To say the least, candidates performed abysmally in answering this question as they could neither define vowel elision properly nor show how this is done in Dagaare.

### **Question 9**

- (a) **Define each of the following sentences**
  - (i) **Simple sentence**
  - (ii) **Compound sentence**
  - (iii) **Complex sentence**
- (b) **Use appropriate examples to illustrate each of them.**

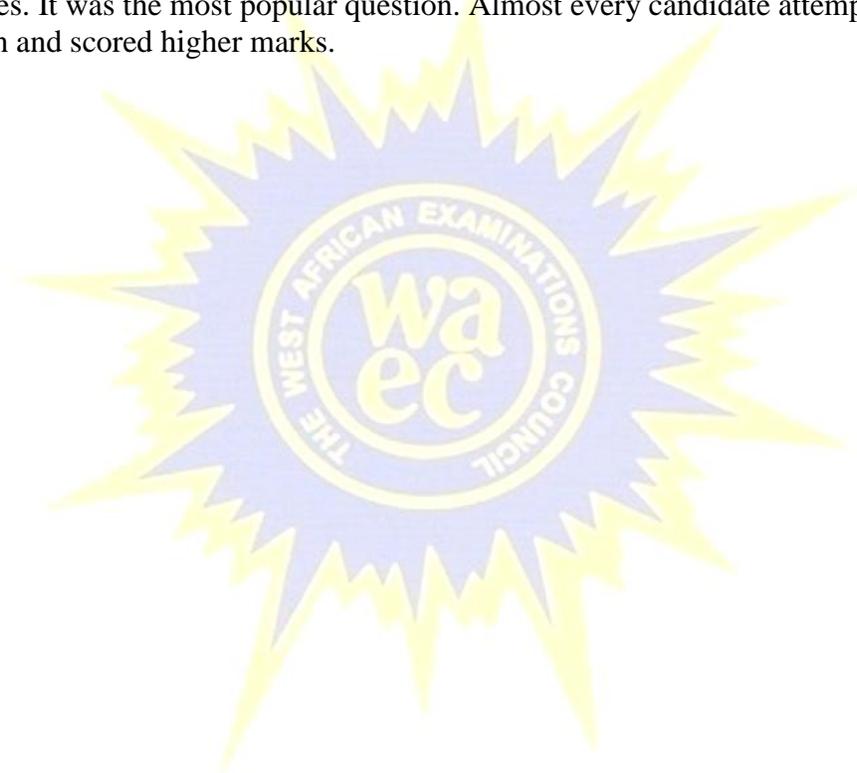
The question tested candidates knowledge of the types of sentences. The candidate was asked to define and explain the three types and give two examples of each. They generally fared better in the simple and compound sentences. They failed to realise that the basic difference between compound and complex sentences lies in the types of clauses that are conjoined and the types of conjunctions used to conjoin them. It was one of the most popular questions answered by candidates. Their performance was encouraging as most of them scored high marks.

### **Question 10**

**(a) What is an Adverb Phrase?**

**(b) Use the following adverbs phrases to form sentences.**

Candidates were asked to explain an adverb and give two specific examples each in sentences. It was the most popular question. Almost every candidate attempted this question and scored higher marks.



## **DAGAARE 2**

### **1. GENERAL COMMENTS**

The general performance of the candidates was better than that of last year. Candidates understood the demands of most of the questions and answered them thereby scoring high marks.

The question paper was manageable. Questions were within the level of the candidates. However, almost all the candidates did not understand and therefore did not answer question one, probably because they did not understand it.

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

- (1) Candidates' handwriting was quite legible.
- (2) Answers were neatly arranged by many candidates.
- (3) Many candidates gave correct examples to support their answers.

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

- (1) The rubrics were broken. For instance, some candidates answered all the eight questions instead of one question each from the four sections of the question paper. Others gave more ideas instead of keeping to what the questions demanded.
- (2) Candidates' chronic problem of poor spelling, wrong application of upper case and lower letters, and the non-use of punctuation marks still persisted.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should assist candidates to understand the rubrics of question papers early enough before writing the examination.
- (2) Teachers should teach spellings, the correct use of upper case and lower case letters and the correct application of punctuation marks. This can be achieved if students are encouraged to consult more supplementary readers.

### **5. DETAILED COMMENTS**

#### **Question 1**

- (a) **In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) **Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) **Discuss two morals of your folktale.**

This question proved difficult for all the candidates. About four candidates attempted the question and performed below average.

They probably did not understand the term used for folktales. Consequently, instead of writing their own folktales they discussed the set book *Ban4n4kaae*.

### **Question 2**

- (a) Define the term divorce.**
- (b) List three (3) causes of divorce.**
- (c) State three (3) effects of divorce.**

Almost all the candidates attempted this question and got high marks. They gave the correct definition of divorce, stated correctly the three causes and the three effects of divorce.

### **Question 3**

- (a) Identify and discuss one main character from the novel *Ban4n4kaae*.**
- (b) Discuss two themes of the novel *Ban4n4kaae*.**

A good number of candidates attempted this question. Some of the candidates provided the demands of the question and got high marks. However, others discussed not only the main character but also other characters in the novel, thus scoring low marks.

### **Question 4**

- (a) Identify the following quoted literary device.**
- (b) Relate the meaning of the literary device as used in the novel *Ban4n4kaae*.**
- (c) Discuss the significance of the literary device in the story.**

This question was answered by a few candidates who performed averagely well. Some of them, however, gave the correct term for the literary device but failed to relate it to the novel.

### **Question 5**

A context question on the Drama set book.

- (a) Who said this and to whom?**
- (b) Where and when was this said?**
- (c) What effect did the saying have in the play?**

The question was attempted by many candidates who provided the demands of the question and got high marks.

### Question 6

Candidates were asked to discuss three (3) given characters:

- (a) **YI`gannaa**
- (b) **Nyuuri**
- (c) **Wombu**

Few candidates attempted this question and scored high marks.

### Question 7

The question was based on the poem *D4nne` Wlgrl*.

- (a) **Discuss two (2) themes of the poem.**
- (b) **Discuss the structure of the poem.**

All candidates who answered this question got very low marks because they simply did not understand the terms *theme* and *structure* of a poem.

### Question 8

The question was also based on the poem *DI`II Na` Ga`*.

- (a) **Identify and discuss three (3) literary devices used in the poem.**
- (b) **Identify and discuss the mood of the author of the poem.**

Not many candidates answered this question. Candidates who attempted it got low marks. They gave literary devices that are not used in the poem. They also failed to identify and discuss the mood of the author of the poem.

# **DAGBANI 1**

## **1. GENERAL COMMENTS**

The standard of the paper was as high as that of previous years. However, the performance of candidates fell particularly in the phonology and syntax.

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

### (1) Adequate Preparation

The content of some candidates' answers showed that they had prepared adequately for the examination. Their answers were relevant to the questions and precise.

### (2) Use of Language

The expression of many candidates was very rich. They used formal or informal language where appropriate. They also used appropriate proverbs, idiomatic expressions, registers and other figures of speech. Loan words, jargons and contemporary expressions were used.

### (3) Good Orthography

The orthography of many candidates was very good. They spelt their words correctly and used their punctuations appropriately. This made their answers easy to read and understand.

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

### (1) In-adequate preparation for examination

The poor manner in which some candidates answered some of the questions showed clearly that they did not prepare adequately for the examination. There were some deviations and irrelevant materials in the composition. Some candidates did not attempt the phonology and syntax.

### (2) Copying of questions

Some candidates copied the questions before answering them. This is unacceptable and should stop.

### (3) Poor Orthography

The spelling, use of punctuation and word-division of some candidates were very poor. This made their answers very difficult to read and understand.

## **4. SUGGESTED REMEDIES**

(1) Teachers should not take it for granted that because students are native speakers of Dagbani they need little preparation for examinations. They should help students to prepare very well for all subjects all the time.

(2) Teachers should impress upon students that copying of questions before answering them is unnecessary, and wastes a lot of time and should be avoided.

- (3) For students to overcome the problems of orthography there is the need for teachers to give students written exercises and encourage them to read extensively and intensively. Spelling and other written competitions could also be organized periodically for them.

## 5. DETAILED COMMENTS

### Question 1

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

A good number of candidates chose this question. In their introduction, some candidates mentioned that there are many problems that the youth face.

In the body of their answers, some candidates mentioned some challenges such as disregard for traditional and cultural practices, wanting to be independent from parental control and blindly copying foreign cultures. Others mentioned the social behaviour, unemployment and get-rich-quick attitude (e.g. sakawa, cyber fraud and/or ritual killings) of the youth. Other candidates went further to mention imposition of norms and values on the youth by adults.

Some candidates raised only one, or two of the above points and discussed them very poorly.

For solution, some candidates mentioned the need to rekindle traditional education, show-casing the good aspects of our culture in schools and Some candidates also mentioned that parents should guide and control the use of social media, TV programmes and the need for government to create jobs for the youth. Some other candidates mentioned that the nation's education should be tailored towards employable skills development and the need for more education to be given on radio and TV on the use of drugs. Some candidates did not, however, suggest any solutions to the problems they raised.

To conclude their answers, some candidates reiterated that if their suggested solutions were implemented the problems facing the youth would be minimized. Some answers did not have any conclusions.

### Question 2

**A journey at night that was frightful.**

Many candidates chose this topic. Some of them were able to mention date and time of the journey. They also mentioned the purpose and destination of the journey. Some answers did not have any introduction.

In the body, some candidates mentioned means of transport (on foot, bicycle, etc.), major problems encountered on the way that made the journey dangerous and the hardships suffered. Others also mentioned being attacked by armed robbers and how they were badly treated. Other candidates went further to discuss how they got out of the problems.

However, some candidates only mentioned how they went on the journey and the danger they faced but did not touch on how they got out of the story. To conclude their answers, many of the candidates resolved never to travel at night again. However, some answers did not have any conclusion.

### **Question 3**

**The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to be delivered on this occasion.**

This question was not popular with candidates. Some of the few candidates who chose this question introduced it by addressing the audience appropriately. Unfortunately, some answers did not have any introduction.

In the body, they expressed happiness for the opportunity given them. After that they talked about the tenure of office of the headmaster in the school. They also discussed the successes chalked by the headmaster and thanked the outgoing headmaster and the student body for the achievements.

However, the way some candidates attempted this question showed that they knew little about speech writing. They wrote it in the form of letters and the content of the body was unrelated to the demands of the question.

To conclude, some candidates thanked the entire audience for giving them attention. But some answers did not have any conclusions.

### **Question 4**

**Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

This question was very popular with the majority of candidates. All candidates who chose this question were able to write the address, date and salutation very well.

To introduce their answers some candidates stated that football is a popular game in the country and a source of entertainment. For that reason, schools enjoy competing in it. However, some answers did not have any introduction.

In the body of the essay, most of the candidates wrote the date, time and venue of the football. They also mentioned the competing schools and stated the purpose of the match. Some went further to mention the attendance and supporters and described how they behaved. Candidates also discussed the kick-off and the progress of the match, officiating and scoring, and how and when the match ended.

Some candidates did not write about football. They rather wrote about sporting activities and games. Some candidates started the essay but could not continue.

To conclude, some of the candidates stated their opinions about how the matches were played or ended. Some also indicated whether the purpose was achieved or not whilst others showed how players and spectators departed. There were, however, compositions without conclusions.

### **Question 5 - Translation**

Candidates were given a short passage of about fifteen ideas to translate very faithfully into Dagbani.

Some candidates were able to translate it very faithfully into eleven to fifteen ideas. Some were able to translate it into six to ten ideas whilst others translated it into one to five ideas. Some candidates started translating it but could not continue.

### **Question 6 - Comprehension**

Candidates were given a short passage to read and answer ten questions on it. The questions were based on stated facts, inference, meaning, function and summary (title). The questions on stated facts and meaning were well answered. However, the questions on inference, function and summary were not well attempted.

### **Question 7**

- (a) **Copy the following words and indicate tone on each of them.**
- (b) **Show rounded and un-rounded vowels in the words in (a) above.**
- (c) **Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.**

Some candidates were able to copy the words but could not put tone marks on them. Some were able to write down the rounded and unrounded vowels correctly whilst some wrote down all the Dagbani vowels without putting them into groups. A few candidates were able to draw the vowel chart well but could not show the point of articulation well. Others merely drew figures not related to vowel chart.

### **Question 8**

- (a) **What is vowel elision?**
- (b) **With appropriate examples discuss two types of vowel elision.**

Some candidates were able to define vowel elision well and used appropriate examples to discuss the two types of vowel elision. Some, however, could neither define vowel elision nor use appropriate examples to discuss it. Some candidates avoided the question.

### **Question 9**

- (a) **Define each of the following sentences**
  - (i) **Simple sentence**
  - (ii) **Compound sentence**

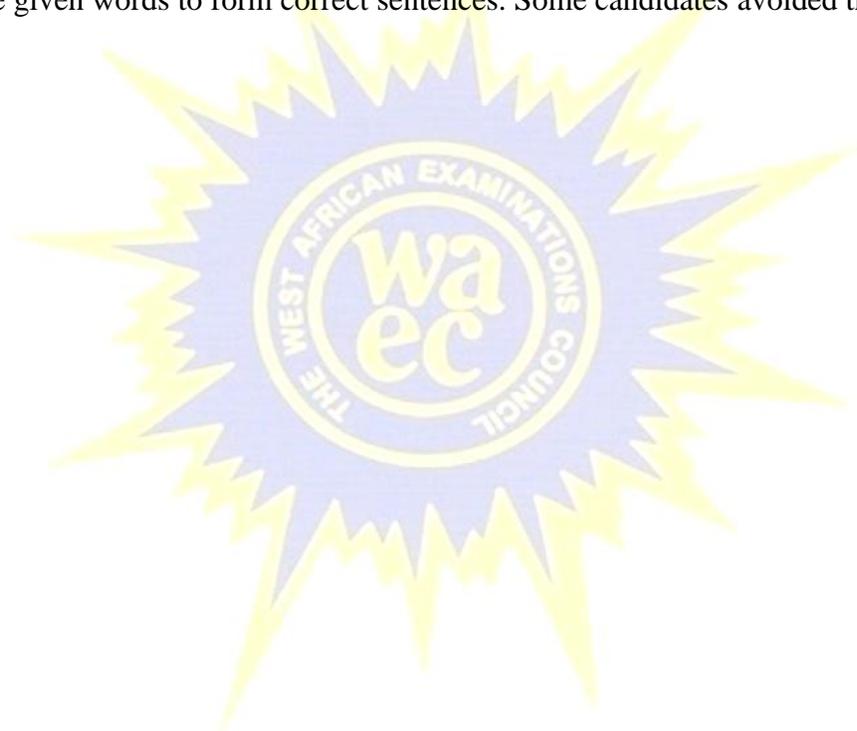
- (iii) **Complex sentence**  
(b) **Use appropriate examples to illustrate each of them.**

Some candidates were able to define the simple sentence correctly but could not define the compound and complex sentences correctly. A good number of candidates avoided answering the question.

#### **Question 10**

- (a) **What is an Adverb Phrase?**  
(b) **Use the following adverbs phrases to form sentences.**

Some candidates were able to define the adverb phrase correctly and were able to use the adverb phrases given to form good sentences. Others could not define it correctly but used the given words to form correct sentences. Some candidates avoided the question.



## **DAGBANI 2**

### **1. GENERAL COMMENTS**

The standard of this year's paper was comparable to that of last year. The questions were within the scope of the syllabus. It was therefore expected that candidates' performance this year would be better than that of last year. However, this was not the case.

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

- (1) Some candidates' understanding of the questions coupled with their general performance was good.
- (2) There was no marked deviation in candidates' answers to the questions.
- (3) Most candidates did independent work. Thus, they did not lift materials from other sources to support their work.
- (4) The question on divorce and its effects on the family in the Oral Literature was well managed.
- (5) There was clarity and good expressions on the part of some candidates in the presentation of their answers to the questions.

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

- (1) The overall performance of candidates in the Written Literature was abysmal. Most of the candidates did not seem to have a fair idea of literary appreciation, hence their inability to answer the questions.
- (2) A few candidates answered more than one question in a section.
- (3) Some candidates exhibited poor handwriting.
- (4) Some other candidates cancelled their work poorly by drawing several lines across their work, thus rendering their work dirty and untidy.

### **4. SUGGESTED REMEDIES**

- (1) The issue of candidates' poor performance in written literature has become an annual ritual. Language teachers are therefore advised to strictly pay attention to the teaching of literary appreciation. Students should be taken through series of exercises to help them overcome the problem.
- (2) Students should be taken through the question paper section by section and taught the correct number of questions they are expected to answer in each section.
- (3) Students with poor handwriting should be identified and given remedial tuition in handwriting.

## 5. DETAILED COMMENTS

### Question 1

- (a) **In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) **Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) **Discuss two morals of your folktale.**

Candidates were to write a folktale in a Dagomba setting, indicating both human and animals behaving and performing similar functions. They were also to state three roles the animals play in a folktale and write down two morals of their folktales. The performance of candidates was generally fair.

### Question 2

- (a) **Define the term divorce.**
- (b) **List three (3) causes of divorce.**
- (c) **State three (3) effects of divorce.**

Candidates had a fair idea of the question. Most of those who attempted it gave a good account of themselves.

### Question 3

- (a) **Identify and discuss one main character from the novel *Chentiwuni*.**
- (b) **Discuss two themes of the novel *Chentiwuni*.**

Candidates were asked to select one of the principal characters in the *Chentiwuni* Drama text and describe his work in detail. They were further requested to select two themes in the story and show their importance.

The question was fairly handled. Candidates had little difficulty in dealing with the first question. However, they had problems handling the second question.

### Question 4

- (a) **Identify the following quoted literary device.**
- (b) **Relate the meaning of the literary device as used in the novel.**
- (c) **Discuss the significance of the literary device in the story.**

Question 4 was based on a saying, thus, “*if your head is good you do not leave it on a street or path*”.

Candidates were asked to determine what type of literary device the saying is. They were further asked to state in clear terms its literary meaning. Finally they were requested to show the work or function the saying had in the story.

Candidates had a fair idea of what literary device is and went further to explain its literary meaning and function.

### **Question 5**

A context question on the *Mba`ya* Drama set book.

- (a) **Who said this and to whom?**
- (b) **Where and when was this said?**
- (c) **What effect did the saying have in the play?**

Question 5 was based on a statement attributed to one of the characters in the *Mba`ya* Drama text. The first question relates to the person who made the statement and whom the statement referred to. Question (b) relates to where the statement was made and at what time. Candidates were further asked to state the outcome of the statement.

Some of the candidates who took pains to read the story well had very little problem in dealing with the questions. A few others performed poorly as a result of laxity.

### **Question 6**

Candidates were asked to discuss three (3) given characters:

- (a) **Amina**
- (b) **Kabisidabiya**
- (c) **Dumasarigilu**

Candidates were requested to write short notes on three characters in the story and explain their individual roles.

Generally, candidates were able to write comfortably on Amina and performed creditably well.

### **Question 7**

**The question was based on the poem *Pololi*.**

- (a) **Discuss two (2) themes of the poem.**
- (b) **Discuss the structure of the poem.**

Candidates were asked to select two themes in the poem “*Pololi*” – and show their work or functions. Secondly they were requested to state the structure of the poem.

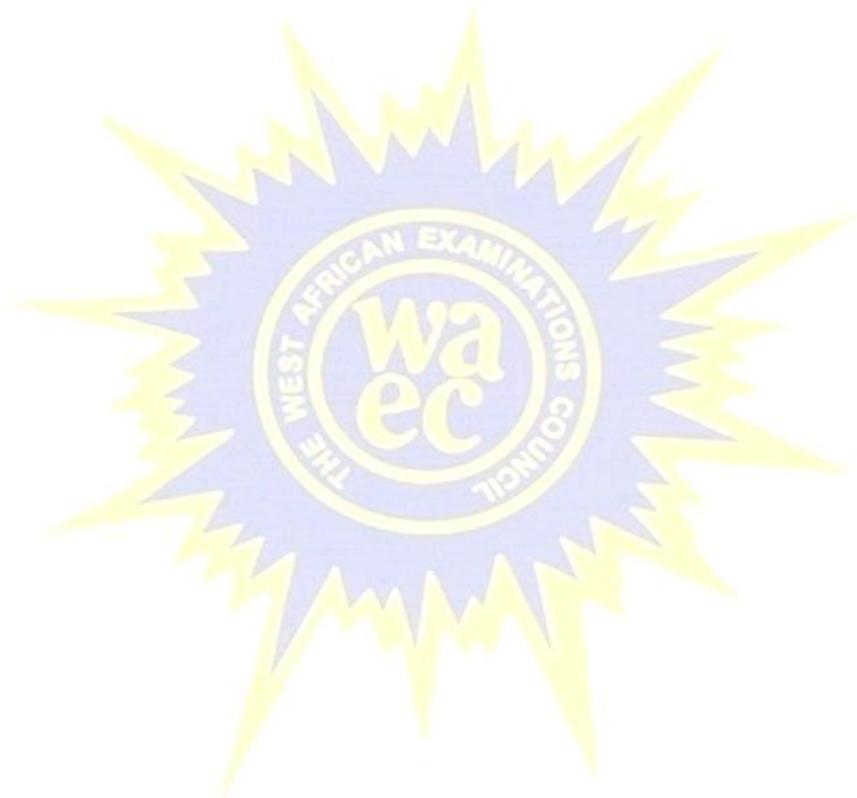
This question was poorly attempted. Most of the candidates did not understand the basic issues involved in the question. As a result those who attempted it failed woefully.

## Question 8

- (a) **Identify and discuss three (3) literary devices used in the poem.**
- (b) **Identify and discuss the mood of the author of the poem.**

Question 8(a) was based on literary devices while question 8(b) was based on the state of mind of the writer of the text.

Question 8(a) was poorly handled. However, a good number of candidates did well by pointing out and stating the correct state of mind of the writer.



# DANGME 1

## **1. GENERAL COMMENTS**

This year's paper compared favourably to that of previous years. In general terms, the paper was of standard and tested the various aspects of language studies as prescribed by the examination and teaching syllabuses. The questions were also rendered in a manner that suits the level and experience of the candidates.

This notwithstanding, the general performance of candidates seemed to have fallen below that of last year. In a few isolated cases, however, some candidates scored good marks and deserve commendation.

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

- (1) Candidates demonstrated understanding of the questions. It emerged from the scripts of candidates that most of them understood the demands and tenants of the questions and dealt with them quite appropriately.
- (2) Candidates ensured systematic and orderly presentation of facts and ideas. Most candidates were able to develop points on the issues demanded by the questions and presented them logically and in appropriate paragraphs.
- (3) Good use of language such as proverbs, idioms/idiomatic expressions and euphemisms were made appropriately. A few candidates exhibited maturity in their use of figurative language such as idioms, euphemisms, proverbs, hyperbole, etc.
- (4) Good paragraphing was ensured in the essays and translation.

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

- (1) Little or lack of knowledge of elision in Dangme.
- (2) Inability to render ideas faithfully and coherently in translation.
- (3) Unnecessary double pluralisation in Dangme e.g. *F4li* for *f4lihi*, *mmlihi* for *mimli*, *nihikoml*, etc.
- (4) Inability to differentiate between spoken and written versions of Dangme e.g. *eny4ni* for *en4ne*, *lae* for *hlae*.
- (5) Little knowledge about the use of the continuous/progress tense in Dangme e.g. *ngmaa* for *ngmae*, *laa* for *lae*, *lae* for *hlae*, etc.

## **4. SUGGESTED REMEDIES**

- (1) The conventionally accepted forms of speech and written forms of the language should be vigorously taught and students encouraged to adhere to the correct forms and versions in their writings.
- (2) Translation lessons should be handled seriously and vigorously in the schools.

- (3) The issue of standard Dangme and dialects should be pointed out to candidates.
- (4) Students should do lot of reading in Dangme.

## 5. DETAILED COMMENTS

### Question 1

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

Quite a good number of candidates attempted this question. Candidates who attempted this question were able to give some of the challenges such as unemployment, poor parental care, parental over-control, peer pressure, drug issues, non-academic pursuit, etc.

Some solutions were given as: government to provide employment for the youth, parents to recognize the youth as adults and involve them in some activities of adults, education on the harmful effects of drugs, etc.

### Question 2

**A journey at night that was frightful.**

The candidate was to narrate events of a journey she/he made in the night – a frightening one. A good number of candidates attempted this question. Those who attempted it were able to recount some events such as time of set-off, what warranted the journey, breakdown of vehicle, attack by armed robbers, accidents, etc.

Even though candidates did well on the question, most of the events seemed exaggerated.

### Question 3

**The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to be delivered on this occasion.**

A sizeable number of candidates attempted this question. Most of those who attempted it did quite well. They observed the features of speechwriting i.e. they acknowledged the presence of the audience, showed gratitude for the opportunity, etc. They recounted the achievements of the outgoing head which included building projects, achievement in sports, academic and total facelift of the school. Appropriate conclusions were made for this topic – how the whole school was going to miss him and wished he had never retired, etc.

#### **Question 4**

**Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

The majority of candidates answered this question. Those who attempted it did quite well. They were able to give the time, date of the match, the schools involved, the venue, the referee, jerseys of the teams, the scores and the awards given.

#### **Question 5 - Translation**

A text in English was to be translated into Dangme. Quite a good number of candidates did well on this question. They were able to render quite faithfully the original passage into Dangme. A few candidates, however, had some difficulties with the orthography i.e. spelling while others also faced the challenges of self-expression. General performance was quite good.

#### **Question 6 - Comprehension**

Quite a good number of candidates demonstrated real understanding of the passage. They were able to answer most of the questions correctly. A few candidates, however, showed lack of understanding of the passage and got most of the answers wrong. Candidates' difficulties had to do with the high order or the inferential questions. On the whole, performance was commendable.

#### **Question 7**

- (a) Copy the following words and indicate tone on each of them.**
- (b) Show rounded and un-rounded vowels in the words in (a) above.**
- (c) Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.**

This question was in three parts. The candidate was to provide the phonetic transcription of some given words, pick out the front and back vowels from the given words and state the position of the lips. For the third part, the candidate was to draw the vowel chart and label it.

Very few candidates attempted this question. Those who attempted it did well by drawing the chart and labelling it but had difficulty with the phonetic transcription especially the symbol for it. Quite a good number, however, were able to pick the front and back vowels in the given words.

### **Question 8**

- (a) What is vowel elision?**
- (b) With appropriate examples discuss two types of vowel elision.**

The candidate was required to discuss vowel elision and use two examples to illustrate two ways by which vowels are elided in Dangme.

This was the least attempted question in this paper. That is, only a few candidates attempted this question. Those who attempted it, however, were able to explain the term but could not give any elaborate illustration of the two ways. It appeared this question was difficult for the candidates.

### **Question 9**

- (a) Define each of the following sentences**
  - (i) Simple sentence**
  - (ii) Compound sentence**
  - (iii) Complex sentence**
- (b) Use appropriate examples to illustrate each of them.**

This question tested candidates' knowledge about the sentence types, i.e. Simple, Compound and Complex sentences. Candidates were to explain the three types and give two examples for each type. Quite a good number of candidates attempted this question. They did quite well on the Simple and Compound sentence types and gave appropriate examples. Most candidates, however, could not define the Complex sentence and therefore could not give the right examples.

### **Question 10**

- (a) What is an Adverb Phrase?**
- (b) Use the following adverb phrases to form sentences.**

This question which was in two parts tested candidates' knowledge about adverbs. The first part of the question demanded a definition of the term 'adverb' while the second part required the candidate to construct sentences based on some aspects such as manner, place and time. This was the most attempted question. Even though candidates understood the question, they could not properly define an adverb. However, they were able to give good examples to reflect the given aspects. General performance on this question was highly impressive.

## DANGME 2

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. Candidates' performance this year, compared to previous years, was poorer.

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

A good number of candidates obeyed the rubrics by answering the required number of questions and from the different sections.

Some candidates had very legible handwriting which made reading of their work easy. Many candidates used appropriate figures of speech and literary devices to enrich their language

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

Many of the candidates showed inadequacy in mastery in the orthography of the language.

Written literature: candidates did not study the set books with the seriousness required and so could not respond appropriately.

### **4. SUGGESTED REMEDIES**

Teachers are advised to follow the syllabus to the letter and cover details to enable candidates to be able to answer questions, covering in detail the relevant requirements of particular questions.

After the delivery of lessons, teachers should set exercises to find out the strengths and weaknesses of students. This will help to discover where emphasis is needed.

From candidates' performance it became clear that teachers do not pay meticulous attention to the teaching of Oral Literature/Customs and Institutions. Teachers are advised to painstakingly teach students this aspect of the language.

### **5. DETAILED COMMENTS**

#### **Question 1**

- (a) In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) Discuss two morals of your folktale.**

Not many candidates attempted this question apparently because they did not know the roles animals play in folktales through personification.

The question required candidates to show how animals cited in folktales are presented in a personification manner.

Candidates could not write a folktale to illustrate their responses to 1(a).

1(c) was poorly answered where the question required lessons that could be derived from the folktale that the candidate was expected to have written.

## **Question 2**

- (a) Define the term divorce.**
- (b) List three (3) causes of divorce.**
- (c) State three (3) effects of divorce.**

Candidates were expected to define the term 'divorce' and state three causes that lead to divorce and problems that come about as a result of divorce.

Some candidates could not answer 2(c) satisfactorily. Most of the candidates just repeated the points for causes of divorce instead of stating effects of divorce.

## **Question 3**

- (a) Identify and discuss one main character from the novel.**
- (b) Discuss two themes of the novel.**

The question required the identification of the principal character. Many candidates attempted this question. They were able to state the principal character – *Ajesiw4* but they were unable to capture the chronology and sequence of the episode.

## **Question 4**

- (a) Identify the following quoted literary device.**
- (b) Relate the meaning of the literary device as used in the novel.**
- (c) Discuss the significance of the literary device in the story.**

Many candidates attempted this question but could not identify the literary device the question demanded and this undermined their performance woefully.

## **Question 5**

A context question on the Drama set book.

- (a) Who said this and to whom?**
- (b) Where and when was this said?**
- (c) What effect did the saying have in the play?**

From candidates' responses, it could be deduced that candidates were let loose to study on their own. Teachers probably feel that the indigenous language is quite easy for students to manage. This line of thinking made candidates' performance not commendable. Character study is an area which needs meticulous guidance and study.

### **Question 6**

**Candidates were asked to discuss three (3) given characters in the drama text.**

The question required specific roles played by specific characters. Candidates could not identify the roles relevantly played by the characters stated in the question. Since this part of the paper is in the set book, teachers are advised to avoid complacency and approach the work with all seriousness.

### **Question 7**

**The question was based on a recommended poem.**

- (a) Discuss two (2) themes of the poem.**
- (b) Discuss the structure of the poem.**

Candidates were unable to identify the literary devices which the question demanded. From candidates' responses, it became clear that teachers did not pay sufficient attention to the study of the poems.

### **Question 8**

**The question was also based on the poem.**

- (a) Identify and discuss three (3) literary devices used in the poem.**
- (b) Identify and discuss the mood of the author of the poem.**

It needs to be noted that the comments on question 7 also go for question 8.

## **EWE 1**

### **1. GENERAL COMMENTS**

On the whole, the Ewe 1 paper was very good and was of standard, that is, Senior High School level. All questions were relevant and at the level of candidates. The general performance of candidates as compared to that of previous years was average.

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

- (1) Most candidates made good choices and their language was generally good. For example candidates who selected essay questions (1), (2) and (4) did very well. All the points enumerated were very relevant and correct. Candidates were able to give reasonable points to support their views.
- (2) Many candidates were able to write the required length of words and some even more.
- (3) There was also an improvement in the expression especially in the areas of punctuation and orthography.
- (4) There was much improvement also in paragraphing.
- (5) With the translation, candidates were able to translate meaningfully into their language.
- (6) The comprehension passage was well understood by candidates. Most candidates were able to answer the questions very well.

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

The above strengths notwithstanding, some candidates still had problems and other weaknesses.

- (1) A few of the candidates could not understand the demands of the questions.
- (2) In the translations some of the candidates wrote down different things not related to the given passage. Some also tried to copy the comprehension passage.
- (3) Some candidates also copied whole paragraphs as answers to some of the comprehension questions.
- (4) For the language structure, some candidates did very different things not related to the question.

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

- (1) Candidates should be helped to improve upon the study of the Ewe language.
- (2) The subject teachers should try as much as possible to have time with those who have peculiar problems in the language.
- (3) Candidates are to be taught the differences between spoken Ewe and written Ewe.
- (4) Students should be encouraged to read Ewe books.

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

##### **Question 1**

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

Question 1 was answered by the majority of candidates. In fact, candidates did very well in answering this question. Correct and relevant points were raised and discussed. The points raised were relevant especially the challenges faced by the youth. It was quite good.

##### **Question 2**

**A journey at night that was frightful.**

Question 2 also followed the same trend; that is it was well answered by many candidates. The topic was a narrative – a journey at night that was frightening. It was well tackled and interesting points were raised. They recounted problems encountered on the journey and how they got out of these problems.

##### **Question 3**

**The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to be delivered on this occasion.**

This was the question candidates did not answer well at all. Only a handful of them tried it. It looked like the question was difficult for candidates. The question was on speech writing.

#### **Question 4**

**Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

Candidates who attempted this question also did well. This was a letter writing. Even though there were problems of writing the address, the salutation, paragraphing and also the valediction, the points discussed were very good and relevant.

#### **Question 5 - Translation**

Candidates tried to translate the passage into their language but not very well. There were some idiomatic expressions in the passage which candidates could not explain very well. This did not make the translation flow smoothly and meaningfully.

#### **Question 6 - Comprehension**

This was the comprehension subsection. The passage talks about one of the occupations in their localities; that is fishing. Candidates gave accurate answers. The practical experience candidates had probably helped them to find answers to the questions.

#### **Question 7**

- (a) Copy the following words and indicate tone on each of them.**
- (b) Show rounded and un-rounded vowels in the words in (a) above.**
- (c) Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.**

This question was simple and straight forward. The question was in three parts – (a), (b) and (c). Part (a) was on transcription of some words. Only a handful of candidates were able to do it. The rest did not understand the question.

The part (b) dealt with the vowel sounds – that is, the rounded and the unrounded vowels in the words listed in part (a). Those who understood it gave very good answers, but those who did not understand it did not do well at all.

The (c) part of the same question also required candidates to draw the vowel chart and indicate the positions of the vowel sounds. This part of the question also did not go well with many candidates.

### **Question 8**

- (a) What is vowel elision?**
- (b) With appropriate examples discuss two types of vowel elision.**

The question on vowel elision was by far the most difficult question for the candidates looking at how they answered it. It looked like candidates did not understand the word 'elision'. They did different things altogether.

### **Question 9**

- (a) Define each of the following sentences**
  - (i) Simple sentence**
  - (ii) Compound sentence**
  - (iii) Complex sentence**
- (b) Use appropriate examples to illustrate each of them.**

This question dealt with the three types of sentences, that is, Simple, Compound and Complex, and the need for examples in each case. It was quite well done, but the important points or the characteristics of each one were not given at all. Others also confused the compound with the complex, looking at the examples given.

### **Question 10**

- (a) What is an Adverb Phrase?**
- (b) Use the following adverb phrases to form sentences.**

The question was on Adverbs. A simple definition of an adverb could not be given. Many candidates changed the adverbs to suit them. Some even changed the whole form to other classes.

## EWE 2

### **1. GENERAL COMMENTS**

The standard of this year's paper was generally good as was the case in the past few years. Candidates' performance as compared to the previous years showed no significant change or improvement.

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

- (1) Candidates exhibited a good understanding of issues they were expected to raise in the questions they answered. In the Oral and Literature section of the paper for example, the causes and effects of "sr-gbegbe" (divorce) were effectively discussed.
- (2) Characterization in the drama segment was also handled well. Roles of characters were traced quite diligently to the satisfaction of the demands of the question.

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

In the area of prose, candidates had a challenge in the explanations they gave for the 'proverb' quoted in a context question. Candidates could not relate the effectiveness of this literary device and its remote meaning to the general meaning of the story. Neither could they discuss well how important the proverb is to the understanding of the entire story.

The poetry segment was the greater difficulty area for candidates. Many could not discuss satisfactorily the themes in a given poem, "*Asino tsi Nàka*" as demanded by the question. Nor could candidates discuss anything meaningful about the structure of the poem.

### **4. SUGGESTED REMEDIES**

Teachers should drive home the importance of candidates having to be conversant with the literary devices of Ewe Literature. They should let them see such devices as tools and building blocks of a poem, whereby understanding them is crucial to the entire meaning of the entire poem.

### **5. DETAILED COMMENTS**

#### **Question 1**

- (a) **In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) **Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) **Discuss two morals of your folktale.**

This question was very unpopular and the very few who answered it could only open the tale with the usual permission asking phrases such as “*Mise gli loo! Gli neva*”. This phrase is to prepare the reader for an action-packed narration but somehow it was badly done.

Orthography problems mostly marred the beauty of tales written and oftentimes, candidates concluded the story without the narrator showing how he/she came by the story. An Ewe folktale is not complete without the last portions of the performance stated.

## **Question 2**

- (a) Define the term divorce.**
- (b) List three (3) causes of divorce.**
- (c) State three (3) effects of divorce.**

This was the most popular of all the questions in the paper.

This was the best answered among all the questions. Candidates gave a pictorial and passionate description of the impact of divorce on society, an indication that they understand this social problem.

The definition of divorce “*sr-gbegbe*” produced a bit of a difficulty for some candidates. ‘Divorce’, according to the demands of the question, did not ask for the rituals performed to separate couples but what the phenomenon actually means. Candidates should therefore be circumspect in the way they read and understand a question before giving answers.

## **Question 3**

- (a) Identify and discuss one main character from the novel *Hl-biabia*.**
- (b) Discuss two themes of the novel *Hl-biabia*.**

This was quite a popular question with candidates.

Nyuiemedi the major character was popularly selected by candidates to work on. Candidates proved that they had the storyline on their fingertips.

Candidates could not, however, develop in their discussions, the themes in *Hl-biabia*. Stating the theme cast in a proverb must be seen as one thing and developing it another altogether.

## **Question 4**

- (a) Identify the following quoted literary device.**
- (b) Relate the meaning of the literary device as used in the novel *Hl-biabia*.**
- (c) Discuss the significance of the literary device in the story.**

Candidates could easily identify the device as a ‘proverb’.

Linking the meaning of the literary device to the general understanding of the story left much to be desired. Candidates beat about the bush without making any tangible case for a link between the proverb and the story.

### **Question 5**

A context question on the Drama set book.

- (a) Who said this and to whom?**
- (b) Where and when was this said?**
- (c) What effect did the saying have in the play?**

This was a context question on drama.

Several candidates were apt at stating the characters involved in the conversation i.e. Kwaw and Agbeba2a, an indication that they knew the story line. To buttress their knowledge, they were able to state the occasion and the place where the statement was made.

The effect of the conversation on the play was not well handled. Agbeba2a, the antagonist’s statement turned out to be ironical as the simmering anger and hatred he harboured for Kumasi, the protagonist in the play turned the scales on him. Candidates could not catch the point there.

### **Question 6**

Candidates were asked to discuss three (3) given characters:

- (a) Kumasi**
- (b) Agbeba2a**
- (c) Dzikunya**

Candidates were asked to do a character sketch on the above characters in the drama.

All three characters were significantly discussed well to the satisfaction of the rubrics of the questions.

### **Question 7**

**The question was based on the poem *Asiwo Tsi Nàka*.**

- (a) Discuss two (2) themes of the poem.**
- (b) Discuss the structure of the poem.**

Candidates did well to account for the number of stanzas in the poem and number of corresponding lines in each stanza as a way of analyzing the poem’s structure.

Discussions regarding the themes identified by candidates were shallow and did not show any supporting evidence from the poem. Any such discussions depleted of facts in support of statements made do not call for a good score. Most candidates could not go beyond stating the number of lines and stanzas in their discussion of the structure and were silent about literary devices.

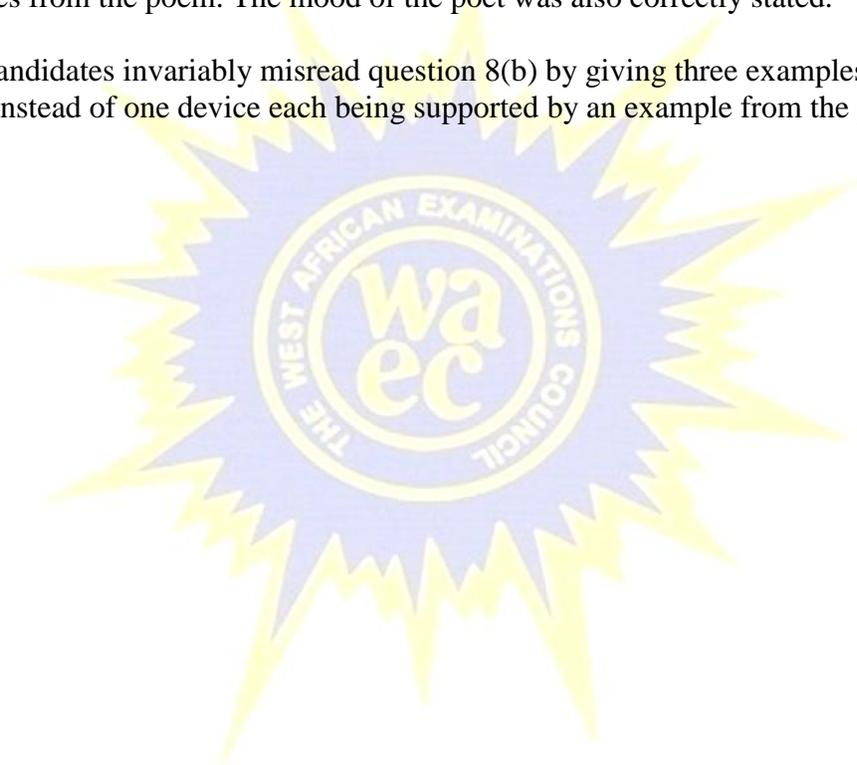
### **Question 8**

**The question was also based on the poem *Tsitsiawo H7 Fena***

- (a) Identify and discuss three (3) literary devices used in the poem.**
- (b) Identify and discuss the mood of the author of the poem.**

Candidates sorted out the devices and explained the significant roles each played with examples from the poem. The mood of the poet was also correctly stated.

Some candidates invariably misread question 8(b) by giving three examples on the same device instead of one device each being supported by an example from the poem.



## **FANTE 1**

### **1. GENERAL COMMENTS**

The standard of the paper was as good as that for the previous papers.

The paper unearthed candidates' strengths and weaknesses for discussion. The paper passed the test and accomplished the task it sought to address.

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

- (1) The candidates observed the rubrics of each question and answered them as required. The majority of candidates wrote about five hundred (500) words on each essay topic.
- (2) The passage for translation was well structured. Candidates understood the passage and translated it accordingly. The fifteen main ideas in the passage were clearly stated.
- (3) The comprehension passage was good, clear and explanatory. As a result, candidates did justice to it
- (4) The vowel chart was well drawn and labelled.
- (5) The work on word class is highly commendable.

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

Candidates' weaknesses were noted in the following areas.

- (1) Some candidates started sentences with small letters and punctuated them wrongly.
- (2) Some candidates wrote long essays instead of limiting themselves to the length they were expected to write.
- (3) Some proverbs and expressions were wrongly used.
- (4) The following words must be used appropriately and correctly:
  - *afei* and not *afie*
  - *ye* (good) and not *yie* - *yie* means well e.g. *\$kamfo yie*
  - *seseiara* (now)
  - *twe4n* (wait)
  - *mfonyim*
  - *edzikamfo* and not *edzikanfo*

### **4. SUGGESTED REMEDIES**

- (1) Modern terminologies could be transliterated. E.g. park – '*paak*', computer – '*k4mputa*'.
- (2) Candidates must be introduced to the rules of spelling and pronunciation.

- (3) Subject-verb agreement should be treated effectively. Verbs always move with pronouns. E.g. *mehy1, mesaw, mob4, y1fa, yedzi*.
- (4) Pluralization should be addressed. *W4aba – 4aba, woedzidzi – oedzidzi*

## 5. DETAILED COMMENTS

### Question 1

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

Candidates were to discuss some problems among the youth and suggest ways of solving them. Most of the candidates who answered the question enumerated some challenges without necessarily discussing them.

Some of the challenges the candidates were expected to address were:

- Indiscipline in the society – traits such as respect for authority, obedience to rules and regulations.
- Blindly copying foreign cultures.
- Unemployment leading to poverty.
- Imposition of norms, values on the youth by adults.
- Get-rich quick attitude

Candidates were to solve the problems by suggesting the need to rekindle traditional education and to showcase the good aspects of our culture in schools and homes. Government should create jobs for the youth. Radio and T.V. education must be intensified.

### Question 2

**A journey at night that was frightful.**

A lot of candidates wrote on the topic and did very well.

Candidates did well to write on how they started the journey and had some problems. The causes of the problems were stated. However, how the problems were solved was not well narrated.

Candidates were expected to narrate how the passengers were saved. For example, did a police patrol team come to rescue them? Did an empty bus come to pick them?

A suitable conclusion that a victim will not travel at night again was absent.

### Question 3

**The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to be delivered on this occasion.**

A few candidates wrote on the topic. Candidates who wrote on the topic did not provide the vocatives and failed to thank the audience for the opportunity given them. Candidates did well to talk about the achievements of the headmasters.

Some of the successes chalked are:

- Infrastructure
- Improved teacher-student relations
- Sports
- Improved academic performance

Candidates failed to thank the audience for the attention given them. Some candidates used clichés to invite students present to admire their speeches.

### Question 4

**Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

The letter was an informal type and was to be addressed to a friend. The elements were provided. These were: the addresses, dates, salutation, pleasantries and valediction.

Candidates wrote on preparations made towards the game. Competing teams were named and venues stated.

The majority of candidates wrote on the topic and expressed happiness and joy on the event. Winners were declared and prizes were presented to deserving teams.

### 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. '*foundation*' and '*empty hands*' posed problems to the candidates.

### Question 6 - Comprehension

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

**Question 7**

- (a) Copy the following words and indicate tone on each of them.
- (b) Show rounded and un-rounded vowels in the words in (a) above.
- (c) Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.

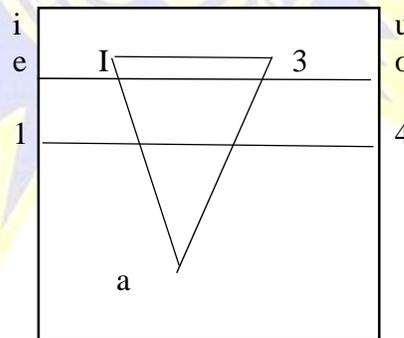
(a) Candidates were to write the following words in phonetic transcription

- (i) ka - / ka /
- (ii) fie - / fie /
- (iii) ak k4 - / ak k4 /
- (iv) siro - / suro /
- (v) af11f1dze - / af11f1dZI /

(b) Candidates were to put the vowels in subquestion (a) into two groups and classify them under 'spread' and 'rounded' positions.



(c) Vowel chart being labelled



**Question 8**

- (a) What is vowel elision?
- (b) With appropriate examples discuss two types of vowel elision.

(a) Explanation of vowel elision  
S1 ndze ngyegyee bi wie kasafua na kasafua kor so dze ndze ngyegyee hy1 ase ad1m ndze ngyegyee no yew.

(b) S1 'mu' wie kasafua bi a 'u' a owie kasafua no yew.

- (i) Mfatoho:      tsir + mu                      b1y1 /tsirm/  
                          nsa + mu                      b1y1 /nsam/  
                          nka + mu                      b1y1 /nkam/  
                          kurow + mu                      b1y1 /kurom/
- (ii) S1 'wo' y1 4y1tsia a 'o' a owie 4y1tsia no yew.  
 Mfataho:      m4b4 wo                      b1y1 /m4b4 /  
                          medzi no                      b1y1 /medzin/
- (iii) S1 dzinhy1ananmu nye kasafua a ndze ngyegyee hy1 ase hyia  
 a ndze ngyegyee a owie dzinhy1ananmu no yew.  
 Mfataho:      ne egya                      b1y1 /negya/  
                          wo ano                      b1y1 /wan /

Question 8 was answered by a few candidates. Those candidates answered the question poorly.

### Question 9

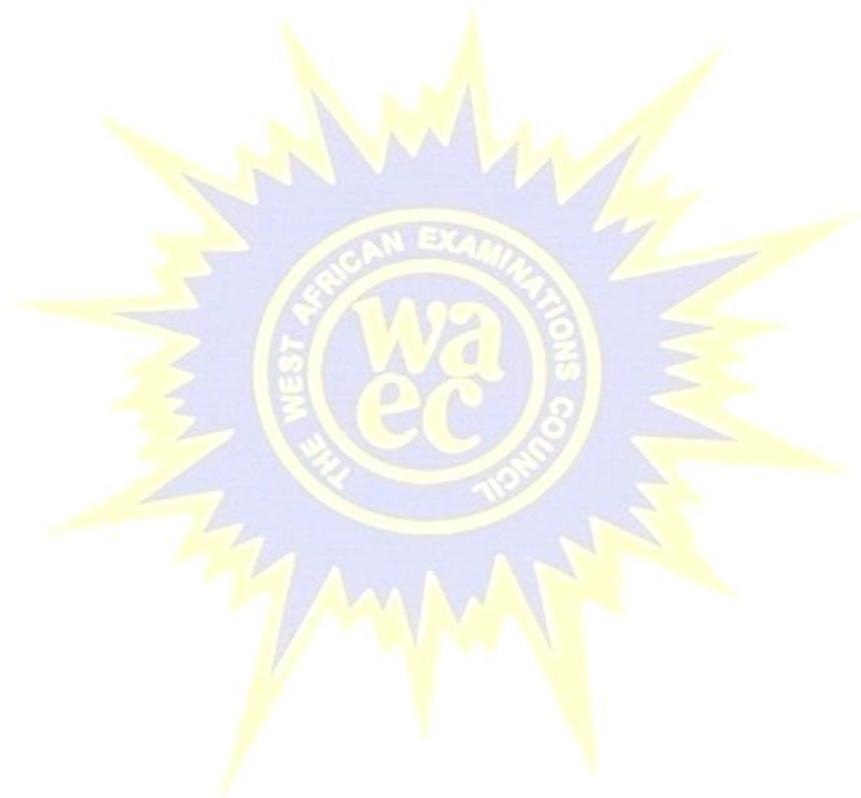
- (a) **Define each of the following sentences**  
 (i) **Simple sentence**  
 (ii) **Compound sentence**  
 (iii) **Complex sentence**
- (b) **Use appropriate examples to illustrate each of them.**
- (a) Explanation of the following sentences  
 (i) As1nt4w tsiaba - \$y1 nkasafuakuw a w4 aka ab4 mu na 4da adwen kor edzi.  
 Mfataho: Kwesi dzi mpusa
- (ii) As1nt4w mb4ho - \$y1 nkasafuakuw a w4aka ab4 mu na 4da adwen emu-emu ebien edzi.  
 Mfataho: Kofi yaree ntsi 4annk4 skuul.
- (iii) As1nt4w kuntann - \$y1 nkasafuakuw a s4aka ab4 mu na 4da adwen ebien anaa no mboree edzi. \$t4 d1 w4dze nkab4mudze ka ns1nt4w no bo mo. E.g. ntsi, naaso, ama, ma  
 Mfataho: Esuafo no suaa adze yie na w4y1 l ns4hw4 no wodzii konyim.

This question was answered by a few candidates, but it was well answered.

### Question 10

- (a) **What is an Adverb Phrase?**  
 (b) **Use the following adverbs phrases to form sentences.**

- (a) Ny1etamsi nkyer1ase.  
Ny1atamsi y1 kasafua a osi ny1e tam w4 as1nt4w mu.  
Mfataho: Mbofra nantssew br1ww  
Nhyiren no ah1nf1f1few  
Nsu k1se t4 w4 kwa mu  
Mbofra dzidzi anapa  
Afarfo pii kwan Memenda biara  
Ahem ak1se hyia ndeda ewimbir



## **FANTE 2**

### **1. GENERAL COMMENTS**

The standard of the paper as well as the performance of the candidates compared favourably with those of previous years. Generally, the questions set were within the scope of the syllabus and the reach of the candidates.

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

- (1) A good number of candidates were able to provide appropriate answers to the question on Oral Literature and Customs and Institutions. Candidates gave good answers – an indication that they have been observing the culture of their language group.
- (2) Some candidates exhibited knowledge of certain aspects of their language, for instance, idioms which helped to enrich what they wrote.
- (3) There was also a slight improvement in the appropriate use of language registers.
- (4) Candidates obeyed the rubrics of the paper which included answering only one question in each section.

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

- (1) It was clear that some candidates did not read of the prescribed books and some merely seemed to have listened to a narration of the story from friends.
- (2) Few candidates attempted Question 1 on folktales and those who attempted it could not state the role played by the characters as demanded by the question.
- (3) Some folktales did not even have names of animals as characters.
- (4) The handwritings of some candidates were illegible.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should advice and encourage their students to have copies of the text books recommended for use.
- (2) Teachers should give exercises which involve a lot of writing to individuals with poor handwritings.
- (3) Teachers should encourage students to do both extensive and intensive reading so as to enable students to widen their scope.

## 5. DETAILED COMMENTS

### Question 1

- (a) **In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) **Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) **Discuss two morals of your folktale.**

This was a question which required of candidates to write a folktale with animals being the characters. Very few candidates attempted this question and in some cases the folktale was devoid of animal characters. The second part of the question which demanded the role of the named animals was fairly good.

### Question 2

- (a) **Define the term divorce.**
- (b) **List three (3) causes of divorce.**
- (c) **State three (3) effects of divorce.**

This question appeared to be the most popular of all the questions as no fewer than 90% of the candidates attempted it and their responses were very satisfactory – an indication that candidates were well versed in Akan marriage custom. Recklessness, drunkenness, infertility and witchcraft were some of the causes discussed. Effects included waywardness of the children, lack of respect for the former couple, disorientation of the couple, unemployment, etc.

### Question 3

- (a) **Identify and discuss one main character from the novel *Mbo-na-yi*.**
- (b) **Discuss two themes of the novel *Mbo-na-yi*.**

This question called for the major character in the book *Mbo-na-yi*. Candidates who attempted this question performed creditably well; however, a few candidates could not identify the major character (Ekuwa Myameky1) but went on to discuss the role of other characters such as Araba Pentsiwa, barumba Kweku Esuon, etc. which were not the right answers expected.

#### Question 4

- (a) **Identify the following quoted literary device.**
- (b) **Relate the meaning of the literary device as used in the novel *Mbo-na-y1*.**
- (c) **Discuss the significance of the literary device in the story.**

This was a context question asking candidates to identify the statement and discuss its implications and usefulness. A few candidates failed to identify the statement which is a Proverb but were able to discuss its benefits.

#### Question 5

A context question on the Drama set book.

- (a) **Who said this and to whom?**
- (b) **Where and when was this said?**
- (c) **What effect did the saying have in the play?**

This was also a context question from the drama book. The majority of the candidates performed well in this area.

#### Question 6

Candidates were asked to discuss three (3) given characters:

- (a) **B1kyed4**
- (b) **Kyer1hun**
- (c) **Sikabir**

This question was on characterization asking candidates to discuss the role of the named characters – B1kyed4, Kyer1hun and Sikabir briefly. Candidates' performance was highly commendable.

#### Question 7

The question was based on the poem *Enyimia*.

- (a) **Discuss two (2) themes of the poem.**
- (b) **Discuss the structure of the poem.**

This question asked for two themes of the poem entitled "*Enyimia*" and students were to go on to discuss the structure. Candidates who attempted it did well.

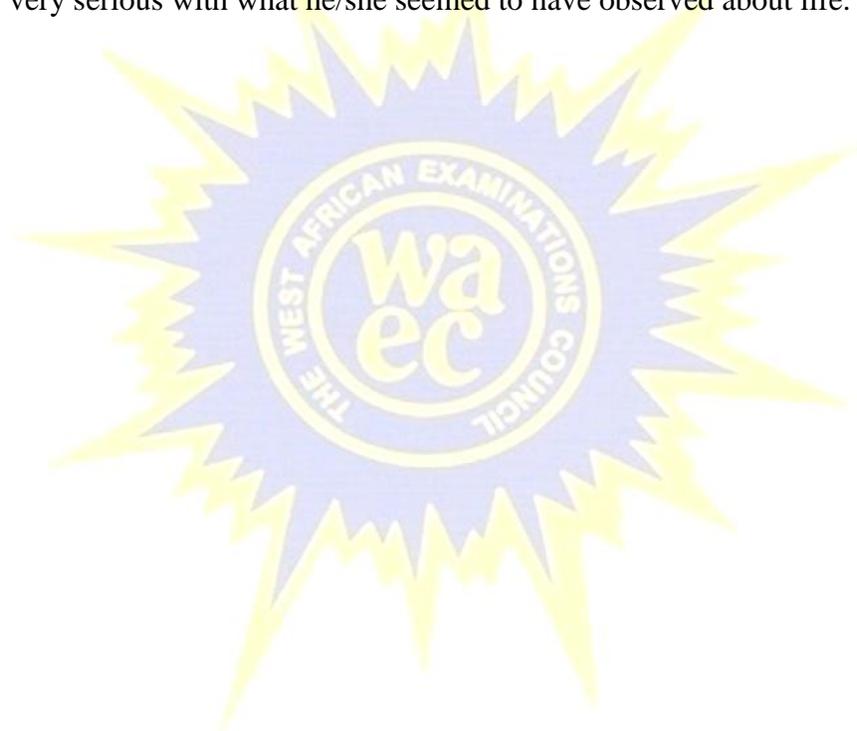
### Question 8

The question was also based on the poem *Esian w4 wimu*

- (a) Identify and discuss three (3) literary devices used in the poem.
- (b) Identify and discuss the mood of the author of the poem.

Candidates were to identify three devices from the poem entitled “Esian w4 wimu” the answers of which included (i) repetition, (ii) idiomatic expression, (iii) rhetorical question.

The sub-question under (b) called for the mood of the writer. The writer as could be seen from the poem was offering advice to his readers and again making known that he/she is actually very serious with what he/she seemed to have observed about life.



## GA 1

### **1. GENERAL COMMENTS**

The standard of the paper was high and compared favourably with the standard of previous years.

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

Many candidates used rich expressions to enhance their work. These included proverbs, idiomatic expressions, registers and other figures of speech.

A good number of the candidates got their orthography right. They spelt their words correctly and used their punctuations appropriately.

Some candidates wrote the required number of words and also showed a good understanding of the questions and therefore kept within the limits of the questions.

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

Many candidates did not show any knowledge of the rules of punctuations and capital letters. Full-stops and commas which appear frequently in written pieces were virtually absent in candidates' work. Word boundary was an easily observable weakness in candidates' writing. An expression written as a word, would be written as two words in another part of the same answers.

### **4. SUGGESTED REMEDIES**

Teachers should pay more attention to the teaching of punctuation. Assessment of students' work in school should pay attention to punctuation in whatever students write. The same should go for word boundary. E.g. proper nouns and sentences begin with capital letters. Sentences end with punctuation marks like full-stops or question marks. In Ga, the subject pronoun and the verb are written as one word. The root verb and all the verbal affixes selected for use in the sentence are written as one word. E.g. Kofi ye + ko – Kofi yeko – Eyeko (E representing Kofi).

### **5. DETAILED COMMENTS**

#### **Question 1**

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

Candidates were expected to discuss disregard for traditional and cultural practices, quest for independence/freedom by the youth, blind copying of foreign ways of life, influence of social media, unemployment, drugs misuse, imposition of norms on youth and the money-driven get-rich quick attitude. Candidates were also expected to suggest solutions to these challenges.

Quite a number of candidates answered this question. They raised interesting challenges, but the solutions suggested only showed rewording of the challenges. E.g. for unemployment, government should employ the youth.

## **Question 2**

### **A journey at night that was frightful.**

the Candidates were expected to indicate time and direction of the journey and incidents in cause of the journey which made it frightening. E.g. a breakdown of the vehicle, attack by animals or robbers, etc. Candidates were also expected to indicate how they got out of the problem.

Quite a number of candidates answered this question. Candidates gave weird incidents in the journeys, some of which were no journeys at all.

## **Question 3**

### **The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to be delivered on this occasion.**

Candidates were expected to talk about the tenure of office; achievements in terms of infrastructure, academic work, discipline, sports and others. Vocatives were expected because it is a speech.

No candidate attempted this question.

## **Question 4**

### **Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

Candidates were expected to give the time and venue of the match, and to indicate the competing schools. They were also expected to comment on what happened during the course of the match and to indicate the winner. This was the most popular question for candidates. In Ga, the word 'shwlm4' represents the two English words 'drama' and 'sports'.

A few candidates therefore wrote letters and talked about drama competition in their schools. The ambiguity notwithstanding, candidates handled their answers satisfactorily.

## **Question 5 - Translation**

Candidates were to translate an English passage of three paragraphs into Ga. This was a compulsory question. Some candidates tried to break the passage into ideas in their answers. This is absolutely unnecessary and time wasting.

Candidates should, for translation questions, maintain the paragraphs. Generally, performance of candidates was about average, with a very small percentage of candidates performing very well.

### **Question 6 - Comprehension**

Candidates were to answer ten questions on a passage. Many candidates answered sub-question 6(a) which was a straight recall question. The two inference questions, 6(f) and 6(g), were not satisfactorily answered. Questions 6(c), 6(d) and 6(e) on grammar were answered fairly satisfactorily.

### **Question 7**

- (a) Copy the following words and indicate tone on each of them.**
- (b) Show rounded and un-rounded vowels in the words in (a) above.**
- (c) Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.**

Candidates were to transcribe given Ga words, group Ga vowels into spread and rounded vowels, and show the vowels on the vowel chart. Some candidates used the letters of the alphabet instead of the phonetic symbols, others transcribed but without the slashes. Some of the phonetic symbols were poorly shaped. Few candidates drew what could be said to be a vowel chart. Many candidates drew figures that looked like the heart, lungs and other internal body organs. Some candidates mixed up the positions of the vowels on the chart.

### **Question 8**

- (a) What is vowel elision?**
- (b) With appropriate examples discuss two types of vowel elision.**

Candidate were expected to define elision and to give two instances in Ga when deletion (elision) takes place. This question was poorly answered. Candidates could not define deletion and could not give instances of deletion in Ga.

For example: Possessive pronoun and the noun possessed that begins with a vowel or a nasal. *Mi + akutu – mikutu, mi + `kati1 – mikati1.*

### Question 9

- (a) **Define each of the following sentences**
  - (i) **Simple sentence**
  - (ii) **Compound sentence**
  - (iii) **Complex sentence**
- (b) **Use appropriate examples to illustrate each of them.**

Candidates were expected to define simple, compound and complex sentences and to give two examples of each type of sentence. Many candidates easily defined a simple sentence. Some candidates got confused between the compound and complex sentences. The difference between the compound and complex sentences is in the conjunctions and the types of clauses that are conjoined to construct the sentence.

A compound sentence must contain only coordinate conjunction. A single subordinate conjunction in a sentence renders the sentence a complex sentence. The confusion that arose in the definition of the sentence types spread into the examples. Some sentences given as compound sentences were complex sentences because of the conjunctions used.

### Question 10

- (a) **What is an Adverb Phrase?**
- (b) **Use the following adverb phrases to form sentences.**

Candidates were expected to define an adverb and use given adverb phrases in sentences. Some candidates missed the point that the adverb modifies the verb. In 10(b)(i), many candidates misread the adverb “sh44” as the verb “sh44” which means “to create” and therefore used it as a verb instead of adverb. Candidates’ performance was appreciably high, but for 10(b)(i).

## GA 2

### **1. GENERAL COMMENTS**

The standard of this year's paper was the same as that of previous years. The performance this year showed a considerable improvement over the previous examinations. It appears more and more schools are studying the set books with more circumspection and thoroughness.

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

- (1) There was a marked improvement in the quality of language (Ga) in a great number of scripts.
- (2) Many candidates seemed to have adequate knowledge of the set books and teachers should be commended for this.
- (3) Most questions were better understood and treated this year than in the last two years.
- (4) Unlike the previous years, more candidates followed the rubrics.
- (5) Many candidates exhibited in-depth knowledge of traditional practices.

All these features are commendable and should be encouraged in all schools.

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

- (1) Some of the candidates exhibited ignorance of literary appreciation and critical analysis.
- (2) A few of the candidates answered questions arbitrarily; that is, accordingly to their own fancies. They decided to answer more than one question from a particular section.

### **4. SUGGESTED REMEDIES**

- (1) To improve their standard of literary appreciation, candidates need more exposure to literary practice and set book study. In addition, they should be made to write more essays on their set books as class or home assignments.
- (2) Teachers should continuously caution students about the valuable time lost in answering questions which should not be answered. They should consistently remind their students of the rules and guidelines of the examination.

## 5. DETAILED COMMENTS

### Question 1

- (a) **In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) **Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) **Discuss two morals of your folktale.**

A sizeable number of the candidates who attempted this question wrote interesting stories and discussed lessons to be learnt from them (the stories), but faulted with the human related roles played by animals in folktales.

For instances, human related acts like cooking, speaking, organizing events, washing, brushing the teeth, etc. eluded the candidates. Instead, they wrote things like: dogs bark to ward off intruders, cats chase and catch mice, donkeys cart goods, etc.

### Question 2

- (a) **Define the term divorce.**
- (b) **List three (3) causes of divorce.**
- (c) **State three (3) effects of divorce.**

The majority of the candidates who answered this question excelled. They defined dissolution of marriage correctly and expatiated on causes and the attendant problems.

They mentioned excessive drinking, impotence/infertility, voodooism, witchcraft, disrespect, etc. as some causes and waywardness on the part of the children, loss of societal respect, the couple getting disorganized and disoriented and the couple finding it difficult to get suitors again, etc. as some of the problems associated with dissolution of marriages.

### Question 3

- (a) **Identify and discuss one main character from the novel *Nam4ale*.**
- (b) **Discuss two themes of the novel *Nam4ale*.**

Candidates were expected to pick one character from the book of study and discuss various roles he/she played in the story as well as discuss two different themes of the story.

Most of the candidates were able to pick a character and gave a vivid account of what he/she did or the role he/she played in the story. Instead of supporting the themes they chose with cogent and specific points, candidates rather tried to retell the whole story and in doing so missed out on the salient points.

#### Question 4

- (a) **Identify the following quoted literary device.**
- (b) **Relate the meaning of the literary device as used in the novel *Nam4ale*.**
- (c) **Discuss the significance of the literary device in the story.**

A fair number of candidates who attempted this question were able to point out correctly that the given statement was a proverb. Candidates also explained the proverb admirably but failed woefully to discuss the effect(s) of that particular proverb on the life of the character in question.

A few candidates, however, scored high marks by pointing out that the given statement was a proverb, providing its meaning and stating that its usage on that occasion changed the main character, Tawia Apiajei's status from an ordinary person to an office holder, an Asafoiats1 with the stool name, Asafoiats1 Tawia Apiajei Nam4ale I.

#### Question 5

A context question on the Drama set book *M4 Ko N4 Leebi*.

- (a) **Who said this and to whom?**
- (b) **Where and when was this said?**
- (c) **What effect did the saying have in the play?**

The majority of candidates who answered this context question performed well, thus scoring high marks. Candidates were able to mention who the speaker is, the occasion on which the statement was made, the place at which the statement was made as well as the outcome of the statement which to some extent, impacted on the way the drama ended.

However, a few of the candidates who apparently had not read or studied the set book performed abysmally.

#### Question 6

Candidates were asked to discuss three (3) given characters:

- (a) **Ayikwei (the main character)**
- (b) **Am11le (a minor character)**
- (c) **Ataa Ado (a minor character)**

Most of the candidates who attempted this question answered it creditably, and scored high marks.

A few of the candidates however, produced sketchy notes which showed that their preparation for the examination was lackadaisical.

## Question 7

The question was based on the poem *~maa Yi Eyl*.

- (a) Discuss two (2) themes of the poem.
- (b) Discuss the structure of the poem.

Candidates were required to mention any two themes of the poem like unity, peaceful, co-existence, up-holding of traditional tenets, etc. and explain them. The subquestion (b) required candidates to discuss the structure of the poem thus:

- It has a title and written in verse form
- It is written in lines and each line has eight words.
- Every stanza has ten lines
- The poet uses literary devices like repetition, simile, metaphor, assonance, alliteration, historical allusions, etc.

Some of the candidates performed creditably well by mentioning and explaining the structure of the poem admirably. However, a few candidates either mentioned and explained the two themes and ignored the structure or discussed the structure and failed to mention and explain any two themes of the poem.

## Question 8

The question was also based on the poem *W4 F11 W4sane Ni*.

- (a) Identify and discuss three (3) literary devices used in the poem.
- (b) Identify and discuss the mood of the author of the poem.

The question demanded candidates to pick three literary devices from the verse and discuss them as well as the mood of the poet.

A substantial number of the candidates who answered this question were only able to pick the three literary devices but could not discuss them as they did the mood of the poet.

However, some candidates answered it satisfactorily. Apart from discussing the mood that the poet was angry and calling people to order, they mentioned the three literary devices and explained that the poet used them to

- (i) reinforce a sense of unity;
- (ii) ensure clarity and certainty;
- (iii) obtain comic effect.

They thus scored high marks.

# **GONJA 1**

## **1. GENERAL COMMENTS**

The standard of the paper was high and comparable to that of previous years. The questions were within the level of the candidates.

Candidates' performance showed a bit of improvement over that of the previous year. This is because fewer candidates scored zero mark than the previous years. Also, there were no deviations with respect to the essay questions.

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

The strengths of candidates noted include the following:

- (1) More candidates attempted all the questions and fewer candidates mixed their answers in Gonja and English.
- (2) Fewer candidates copied the comprehension passages as answers to the essays.
- (3) Some candidates tried to use proverbs and idiomatic expressions in the exposition. Even though these were few this is good and should be encouraged.
- (4) It was also observed that candidates tried to answer the comprehension questions without copying long portions as their answers.

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

Weaknesses observed included poor spelling of words. Some words were separated even though they should not. Other words were also amalgamated though they should be separated.

Few students still picked portions of the comprehension passage and mixed them with the writing of their essays. This distorted the beauty of their essays.

It was observed that the phonetics and phonology aspects were not properly taught because performance in that area was poor. Simple transcription and questions on assimilation were poorly answered by candidates.

## **4. SUGGESTED REMEDIES**

Teachers should do more spelling drills and dictations for students to improve upon their vocabulary. Other vocabulary activities should be explored to help students.

Candidates should be educated on the need to write their essays in Gonja and not to pick English words or portions of the comprehension passages.

More attention should be given to the teaching of phonetics and phonology of the language.

## 5. DETAILED COMMENTS

### Question 1

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

This question required the candidate to discuss four problems confronting the youth and how to overcome them. Some of such problems include drug addiction, prostitution, exposure to internet fraud, etc.

This question was attempted by about ten percent (10%) of candidates. Out of that number, about seventy percent (70%) managed to enumerate the problems and gave some suggestions as to how to overcome those problems. It was well answered.

### Question 2

**A journey at night that was frightful.**

With this question, the candidate was expected to narrate a frightening night journey made. About twenty percent (20%) of candidates attempted this question. It was observed that about fifty percent (50%) of those who attempted it did justice to it. However, the others only tried to narrate a journey they made without the frightening aspect.

### Question 3

**The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to deliver on this occasion.**

This question was attempted by about ten percent (10%) of candidates; of that number about seventy percent (70%) did not treat it as a speech. Most of them treated it as a letter. Others also wrote it without a heading.

### Question 4

**Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

This question demanded candidates to write a letter to a friend telling him/her about a games competition among schools.

This question was attempted by about sixty percent (60%) of the candidates. It was observed that out of that number only about 60% actually met the demands. The rest were talking about organizing local or traditional dances and their school going to visit some school and playing a dance.

### **Question 5 - Translation**

All candidates attempted this question. The problems observed were that some candidates could not understand some of the expressions. Also, many words were wrongly spelt and this made candidates lose marks for Mechanical Accuracy.

### **Question 6 - Comprehension**

This was the comprehension passage. This question was well answered. It seems the candidates could read and comprehend what they read. The only problem was that many candidates could not answer questions on grammatical function of the statement provided.

### **Question 7**

- (a) Copy the following words and indicate tone on each of them.**
- (b) Show rounded and un-rounded vowels in the words in (a) above.**
- (c) Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.**

This question was about transcription, spread and rounded vowels and using them to form words.

Most of the candidates forming about fifty percent (50%) could not transcribe the sound in the words. Also, using the vowels to form words was problematic.

### **Question 8**

- (a) What is vowel elision?**
- (b) With appropriate examples discuss two types of vowel elision.**

This was about assimilation (vowel). It was observed that about sixty percent (60%) of the candidates did not understand the demands of the question. Those who could define the assimilation could not give suitable examples on vowel assimilation.

### **Question 9**

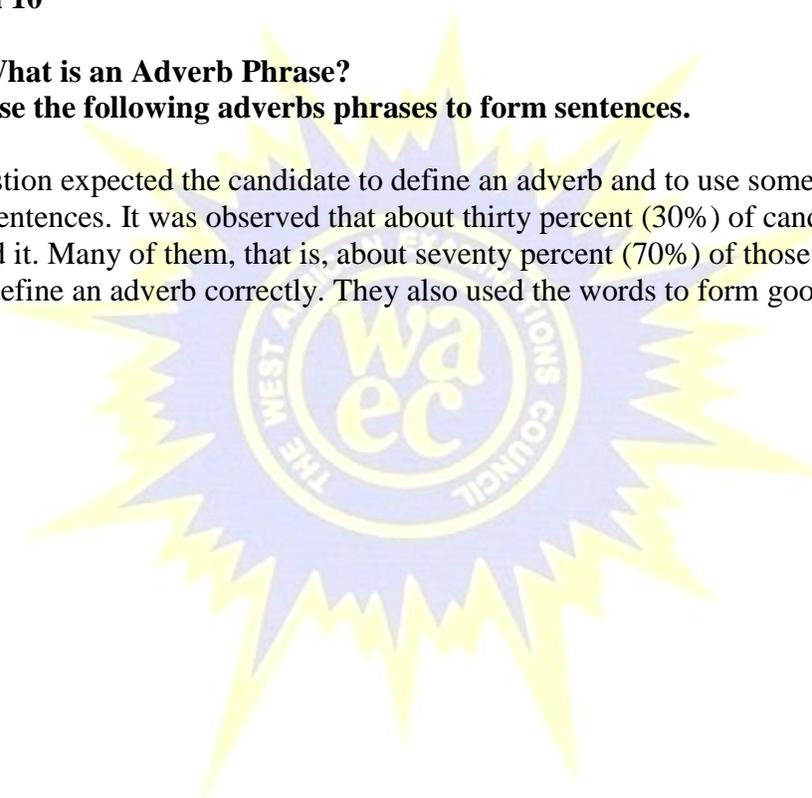
- (a) Define each of the following sentences**
  - (i) Simple sentence**
  - (ii) Compound sentence**
  - (iii) Complex sentence**
- (b) Use appropriate examples to illustrate each of them.**

Candidates were required to explain the types of sentences and give examples of each. This question was popular among candidates. About fifty percent (50%) of candidates could work on this and out of that number about eighty percent (80%) performed well.

### **Question 10**

- (a) What is an Adverb Phrase?**
- (b) Use the following adverbs phrases to form sentences.**

This question expected the candidate to define an adverb and to use some given adverbs to form sentences. It was observed that about thirty percent (30%) of candidates attempted it. Many of them, that is, about seventy percent (70%) of those who attempted it could define an adverb correctly. They also used the words to form good sentences.



## **GONJA 2**

### **1. GENERAL COMMENTS**

Structurally, the paper consisted of two main sections, A and B. The first, section A had two questions on Customs and Institutions and Oral Literature. The second section or section B was divided into three parts, I, II and III. These included written literature questions on prose, drama and poetry.

In all, the paper had eight questions and candidates were required to answer four.

With regard to the level of the paper, it can be said that, it measured up to the standard expected by the WASSCE syllabus. It was neither too high nor below the level of the students.

Candidates did not perform well in this year's paper, especially in the section B.

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

It was generally observed that the candidates did well in the Section A of the paper. The two questions were on Customs and Institutions and Oral Literature.

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

The candidates did not perform well in the written literature section of the paper. This might be attributed to the change of prescribed literature set books for the examination this year.

### **4. SUGGESTED REMEDIES**

Teachers should encourage their students to get the set books and read them when preparing for the examination. The current set books for the course are as follows;

- (i) Prose – gb1 adese (M. M. Mahawa)
- (ii) Drama – Awodima (I. D. Sulemana)
- (iii) Poetry – K4n4wal1 (S. Sulemana)

## 5. DETAILED COMMENTS

### Question 1

- (a) **In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) **Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) **Discuss two morals of your folktale.**

This was an oral literature question on folktales. The candidates were able to write their own stories as demanded by the question. However, they could not clearly bring out the personifications in the stories. In other words, the candidates failed to explain how animals and other objects are made to behave and talk like human beings.

### Question 2

- (a) **Define the term divorce.**
- (b) **List three (3) causes of divorce.**
- (c) **State three (3) effects of divorce.**

Question two was attempted by a good number of the candidates. Some of them were able to meet the demands of the question. In other words, they were able to define the term, give its causes and discuss the effects of divorce very well.

The causes they discussed included the following:

- (i) barrenness – inability of the couple to bear children;
- (ii) laziness on the part of either the man or woman;
- (iii) social vices such as stealing and smoking of “wee”;
- (iv) disrespect for people in the society.

### Question 3

- (a) **Identify and discuss one main character from the novel *GbIadese*.**
- (b) **Discuss two themes of the novel *GbIadese*.**

The candidates were asked to discuss the role of the main character in the story. They were also asked to discuss the theme.

The main character in the story is “GbIadese”. In discussing the role he played, the candidates needed to talk about his attitude towards the wife Edo`b4n1 which led to their divorce and how they reconciled by the end of the story.

Looking at the theme, they were expected to say something about the reward of patience.

#### Question 4

- (a) Identify the following quoted literary device.
- (b) Relate the meaning of the literary device as used in the novel *Gbladese*.
- (c) Discuss the significance of the literary device in the story.

This was a context question from the story, “Gbladese”. The quotation is, “*Awoladese ni a bee`ka`purwe*”.

Generally, the question was not well answered. It could be treated this way:

- (a) The quotation is a proverb;
- (b) It was used as a figure of speech in the story;
- (c) Gbladese said so to draw the wife’s attention to the fact that the truth shall be known in the near future.

#### Question 5

A context question on the Drama set book.

- (a) Who said this and to whom?
- (b) Where and when was this said?
- (c) What effect did the saying have in the play?

It was a context question from the play entitled, “Awodima”. The quotation is as follows:

*“Kemansh1rbi mall ch4 bre n kraa ch4 a y4. Namiere la ele` bee luwe. Eb4r1so fan1 Awurashe` erekaa ma` da` koso n da` ti` birkagbeneso fan1 enyIn ela ma. Amakabrebre ...!!*

The few students who attempted it could not answer it satisfactorily. The question could be answered in this manner:

- (a) Awodima was speaking to lawyer Tuntumba.
- (b) It was at the time the lawyer visited him.
- (c) The case in court ended in favour of Awodima.

#### Question 6

Candidates were asked to discuss three (3) given characters:

- (a) Awodima
- (b) Shamoya
- (c) Esaedi

The question was attempted by many candidates.

- (a) Awodima: he is the main character in the play. His ambition was to become a chief. His wife, Shamoya, urged him to withdraw his two children from school.

The termination of the education of these children had an adverse effect on them. Ntuwe and Esaedi could not get any job.

Candidates were also expected to discuss the episode in which Lawyer Tuntumba went to the house of Awodima to hold talks with him about the pending case in court and the aftermath.

- (b) Shamoya: Shamoya was the wife of Awodima. She was not the biological mother of Esaedi and Ntuwe. In discussing the role of Shamoya in the play the candidates should discuss how she influenced Awodima to remove his children from school, looking at the consequence of her behaviour.
- (c) Esaedi: Esaedi was Awodima's son. His sister was Ntuwe and their step mother was Shamoya. He was withdrawn from the secondary school by the father who spent all his money struggling to be a chief.

In the end, Esaedi became a liability to the family and was eventually jailed.

#### Question 7

**The question was based on the poem *Tuntumba*.**

- (a) **Discuss two (2) themes of the poem.**
- (b) **Discuss the structure of the poem.**

The title of the poem is "Tuntumba". It was not well answered. This might be due to their inability to study the prescribed or selected poem.

The writer was trying to reveal the effect of jealousy in the poem. The students could have quoted this part of the poem to support what they explained;

*"N kilgianyebaasafulo`  
Foka bee y4kade a  
Ma`kala".*

Structurally, the poem is made of four stanzas. The second stanza is shorter than the other three. The longest stanza is the final one.

There is constant repetition of the word Tuntumba in all the stanzas.

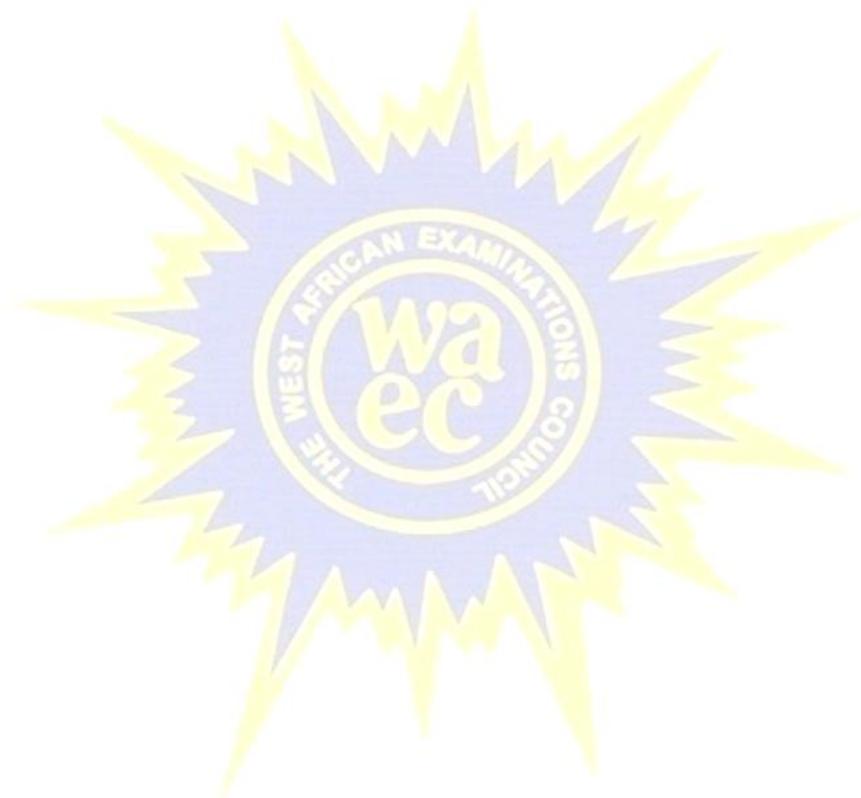
#### Question 8

**The question was also based on the poem *Baa k4 wali*.**

- (a) **Identify and discuss three (3) literary devices used in the poem.**
- (b) **Identify and discuss the mood of the author of the poem.**

The title of the poem is "Baa k4wali". The candidates were to identify three literary devices in the poem and discuss them.

- (a) Some of the literary devices include the following:
- (i) metaphor: “Ajaajibla`ba` gore gber  
Abulombuto bee`pelaa?”
  - (ii) simile: “Tuntumbajimurafi  
As4b4aya be won jomu.”
  - (iii) proverb: “Bomin e w4 af1so  
N1Nyimpetale w4 aw4r4 so.”



## **KASEM 1**

### **1. GENERAL COMMENTS**

The standard of the paper was comparable to that of the previous years. There were a few cases of good work exhibited by some candidates, but generally there was no marked difference in the performance of candidates, no spectacular improvement over the performance of the previous years’.

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

In spite of the fact that a lot of the candidates did not perform above average as expected, one cannot help, but commend few of them in the following areas:

- (1) Length and relevance of essays: most of the candidates wrote the required length of words, i.e. 500 words and above. Candidates showed a good understanding of the questions and therefore kept within the limits of the questions.
- (2) Letter writing: candidates’ work in this area was quite encouraging as regards the use of appropriate features for informal letters.
- (3) Figures of speech and idiomatic expressions: it was quite refreshing to note that a lot of the candidates tried to use appropriate figures of speech such as proverbs and other idiomatic expressions e.g. “*yara tega mo*” (body died out) meaning “am so shocked”, “*n monwI nam wae de tia*” (your nose can finish) meaning “you can lose your life”, etc.
- (4) Responses to questions: many candidates offered some good and valid alternative responses to some questions on the comprehension passage, apart from those suggested in the marking scheme.

### **3. A SUMMARY CANDIDATES’ WEAKNESSES**

The weaknesses in the work of the majority of the candidates included the following:

- (1) Poor spelling: the majority of candidates rendered their work with faulty spellings. Words even correctly used in the question paper were wrongly spelt by candidates. This could be avoided if candidates paid attention to the use of words in the question paper.
- (2) Wrong punctuations: it is quite disturbing to find in candidates’ work quite a lot of inaccurate punctuations; a lot of them seemed to have no knowledge of punctuation marks and the use of capital letters. Candidates used small letters for proper nouns, such as “*namolo*” for /*Namolo*/, the name of a town.
- (3) Bad handwriting: very poor handwriting of some candidates made their work very difficult to read and make sense out of it.

- (4) Time wasted: a good number of candidates wasted valuable time in their introductions and other irrelevant issues.
- (5) Wrong amalgamation and word division: wrong amalgamation such as *ye rane* for *yera ne*; *b44lem* for *b44le dem*, etc. and wrong breaking up of words e.g. *kom to* for *konto*, *lam yerane* for *lamyerane*, was common in candidates' scripts.

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

The following suggestions will help bring some changes, if applied:

- (1) teachers should intensify their teaching of spelling, basic orthographic rules, and organize more dictation and other exercises for students to learn the correct spelling of words;
- (2) schools should endeavour to get appropriate reading materials (books) in Kasem for their libraries and encourage students to make use of such books;
- (3) subject teachers should go through WASSCE past questions and teach students how to answer such questions.
- (4) teachers should encourage students to try and learn how to exhibit good handwriting;
- (5) teachers should intensify the teaching of correct amalgamation and word-division.

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

##### **Question 1**

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

This topic was in two parts. In part 1, the candidate was required to mention and discuss three challenges the youth of today face; in the second part, the candidate was to offer possible solutions or ways to overcome these challenges. The topic was very popular with candidates. They mentioned most of the challenges suggested by the marking scheme. Some of the challenges are prostitution, armed-robbery, drunkenness, drug abuse, lack of employment, modernity as against tradition, half-baked education (academic), laziness, motor accidents and peer influence on negative activities.

Candidates produced good or relevant introductions, such as the definition of youth and mentioned that there are very many problems confronting the youth of today. On the whole, the topic was well handled by candidates.

## **Question 2**

### **A journey at night that was frightful.**

Few candidates opted for this topic. Their introductions as expected, included the date (day) of the journey and why it was necessary to embark upon such a journey. Candidates actually created the frightening nature of the journey and obstacles they encountered. Most of them, however, were full of exaggerations; these included coming face-to-face with wild animals and wrestling with lions and crocodiles. Those who attempted it performed quite well. Their conclusions were suitable.

## **Question 3**

### **The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to be delivered on this occasion.**

Only a handful of candidates attempted this topic. Out of the number, half of them were not conversant with speech writing. They did not address the audience such as Board of Directors, PTA, school teaching staff, etc. appropriately. This could do for the introduction.

In the body, the candidate was expected to indicate his/her happiness for the opportunity given him/her to deliver an address/speech on such an occasion. The candidate was also expected to mention some of the achievements or successes chalked by the headmaster/mistress during his/her tenure of office. Some candidates were able to mention these ideas or facts in their essay. Candidates performed averagely well.

## **Question 4**

### **Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

Most or the majority of the candidates chose this topic, presumably, they were comfortable with the features of letter writing. At any rate most of them wasted time and space expressing concerns about relations and irrelevant informal issues, thereby having less time to talk about the actual demands of the topic. Candidates, however, produced relevant episodes during the match such as fighting breaking out occasioned by confusion and bad officiating. There were flashes of good idiomatic expressions and the use of loan words appropriately featuring in the candidates' work.

On the whole a very good number of candidates performed creditably in this section (composition) of the paper.

### **Question 5 - Translation**

The candidates were given a passage to translate it into Kasem. They were required to capture fifteen valid ideas in their translation. The majority of candidates were able to score a mark above half for the required ideas.

As usual, bad or wrong spellings made candidates to lose marks for coherence and Mechanical Accuracy. In some cases one could not just understand what some candidates were writing about. Students need to sit up in this area of the paper. No literal translation is acceptable.

### **Question 6 - Comprehension**

Ten questions based on a given passage were presented to the candidates. These questions covered areas such as stated facts, inference, meaning, grammar and summary or title. Most candidates were able to offer valid responses and even good or better alternative responses apart from those suggested by the marking scheme. Subquestion (d) asked for the grammatical name of the phrase “*ko na yi ywona paanem ja`a*”. Candidates did not know this – adverbial phrase of time.

### **Question 7**

- (a) **Copy the following words and indicate tone on each of them.**
- (b) **Show rounded and un-rounded vowels in the words in (a) above.**
- (c) **Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.**

This area of the paper consisted of two (2) parts. Part I deals with the sound patterns while part II deals with the syntax.

Sub-question (a): candidates did not do well here. They seemed to have no idea of the various sounds of the Kasem vowels.

Sub-question (b): many candidates scored the mark here, i.e. lip spreading and lip rounding vowels.

Sub-question (c): almost all candidates performed well in the vowel chart and plotting of the vowels.

### **Question 8**

- (a) **What is vowel elision?**
- (b) **With appropriate examples discuss two types of vowel elision.**

No candidate attempted this question. This is an indication that they had no idea of vowel elision. It is not a prominent occurrence in Kasem; very few instances, however, do occur e.g. “*mage-o*” becomes / *mag4* /, “*chilwo`i*” becomes / *chilwo`* /, “*busankana kam*” becomes / *busankan kam* /, “*kukuri tua*” becomes / *kukur tua* /, “*yigi-o*” becomes / *yigu* /.

These may not however, be considered in the subject as “vowel elision”. At any rate, no candidate opted for it.

### **Question 9**

- (a) Define each of the following sentences:**
  - (i) Simple sentence**
  - (ii) Compound sentence**
  - (iii) Complex sentence**
- (b) Use appropriate examples to illustrate each of them.**

This question was based on the three types of sentences. Candidates were expected to first of all define simple, compound and complex sentences. Almost all the candidates failed to do justice to this part of the question. They, however, offered good examples as the second part (b) demanded of them. Instead of candidates giving two (2) examples each, they produced only one each. They could have done better. They therefore did not score full marks.

### **Question 10**

- (a) What is an Adverb Phrase?**
- (b) Use the following adverb phrases to form sentences.**

The candidate was expected to define an Adverb and proceed to construct suitable sentences with some given types of adverbial phrases. The question was very popular with students. They were required to produce two (2) sentences with each of the given phrases, but most of them offered only one each, thereby missing the full mark.

Generally, students need to be given thorough lessons in the “Language Structure” aspect of the subject. They have a lot of work to do to cover this area to lead them to perform better.

## **KASEM 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of the previous years. Candidates' performance compared to other years was a little lower.

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

There was improvement in candidates' answers as they no longer wrote down only the points. Many candidates expanded their answers by way of explanation and giving examples. Some candidates also used the standard Kasem orthography to write. The word division of many candidates also improved tremendously. The word 'tom' which was used copiously by candidates over the years almost disappeared this time round in candidates' writing.

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

It appeared that many of the candidates did not study the literature books. At best, they may have read them just for pleasure. Hence many of them could not discuss their answers in detail. They could neither quote accurately from the set texts nor give adequate examples to support their answers. The situation was even worst in the answers they provided to questions on the poetry. Many a candidate still had problems with spelling while the handwriting of some of them was not legible at all

### **4. SUGGESTED REMEDIES**

Candidates should study the literature books but not merely read them for pleasure; for, in the context of examinations, it is not enough just to know how to tell the story. Candidates should know the stories as if they are part of their lives. Teachers also need to take the teaching of the literature aspect of the syllabus, especially the poetry, seriously. Again, teachers should do what it takes to get students to use the standardized Kasem orthography. They can also identify students with bad handwriting and help them out.

### **5. DETAILED COMMENTS**

#### **Question 1**

- (a) In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) Discuss two morals of your folktale.**

Most candidates wrote stories on why the cat and the dog stay with human beings. They were able to meet the demands of the question, including the required length. Some of the

answers they provided really made interesting reading. A good number of them stated that the lessons they learnt were patience and kindness.

### **Question 2**

- (a) Define the term divorce.**
- (b) List three (3) causes of divorce.**
- (c) State three (3) effects of divorce.**

Many of the candidates were able to define divorce as the customary separation of a wife and a husband. Candidates mentioned adultery, inability to give birth and also to cook as instances for divorce. However, these do not constitute factors for divorce among the Kasenas. These factors often lead to neglect of the wife, not divorce. The three main instances for divorce among the Kasenas are witchcraft, stealing and tale bearing.

Three main disadvantages or effects of divorce are loneliness, early death and drunkenness, which candidates mentioned. Divorce can also lead to broken homes. Scores obtained for this question were average.

### **Question 3**

- (a) Identify and discuss one main character from the novel *Kawuri NI Nanjara*.**
- (b) Discuss two themes of the novel *Kawuri NI Nanjara*.**

The main characters are Kawuri and Awuri. Kawuri and Awuri are twins. Kawuri is born with an elephant tusk in her hand. Awuri has to cut Kawuri's hand and remove the tusk to marry with. Kawuri, the main character then marries with one hand. Her rivals try to betray her but a python saves her life.

Candidates were not able to narrate the story sequentially. They, however, got the main characters correct. Themes for the story include: People are always ready to give advice whether you ask them to give or not; good acts deserve rewards and bad acts also deserve negative rewards or punishment. Candidates could not discuss the themes satisfactorily.

### **Question 4**

- (a) Identify the following quoted literary device.**
- (b) Relate the meaning of the literary device as used in the novel *Kawuri NI Nanjara*.**
- (c) Discuss the significance of the literary device in the story.**

The literary device that was quoted is a proverb. It means that the vampire bat says it wants to urinate on the face of God and rather ends up urinating on its own face. The women in the novel made an attempt to punish the main character, Kawuri. However, in the end they suffered the punishment. The significance of this proverb lies in the lessons that are meant to be learnt from the story: if you do good, you do it for yourself, and vice versa. It is like invoking the law of Karma into motion.

### Question 5

A context question on the Drama set book.

- (a) **Who said this and to whom?**
- (b) **Where and when was this said?**
- (c) **What effect did the saying have in the play?**

- (a) Kaduum made the statement. She was talking to the old women and the man doing the excision.
- (b) She was being excised under a tree.
- (c) The statement fitted the story because without the excision the woman can perform her duties as any person.

### Question 6

Candidates were asked to discuss three (3) given characters:

- (a) **Kaduum**
- (b) **Al4**
- (c) **Kaw1**

Kaduum is the main character. She underwent excision against her will. After the excision she could not find a husband and people were laughing at her. She could also not give birth. So she came to her father's house and killed herself.

Al4 is the brother of Kaduum. Al4 told his parents not to excise his sister but his parents refused. When Kaduum killed herself, Al4 asked them what they had gained.

Kaw1 is the mother of Al4 and Kaduum. Kaw1 wants Kaduum to be excised so that Kaduum will be able to perform her funeral. When Kaduum killed herself Kaw1 was weeping and seemed to regret her action.

### Question 7

The question was based on the poem.

- (a) **Discuss two (2) themes of the poem.**
- (b) **Discuss the structure of the poem.**

- (a) The theme of the poem is that only children of the chief's descent can also become chiefs. The children of chiefs inherit all the characteristics of chiefs from their ancestors and can, therefore, rule well. Another theme is that chiefs should love all their subjects.
- (b) The poem has three stanzas. They are not of the same length. There are alliterations in the poem; 'd' is one, 't' is another. There are assonances in the poem too; 'a' and 'o' and 'e' are some of them.

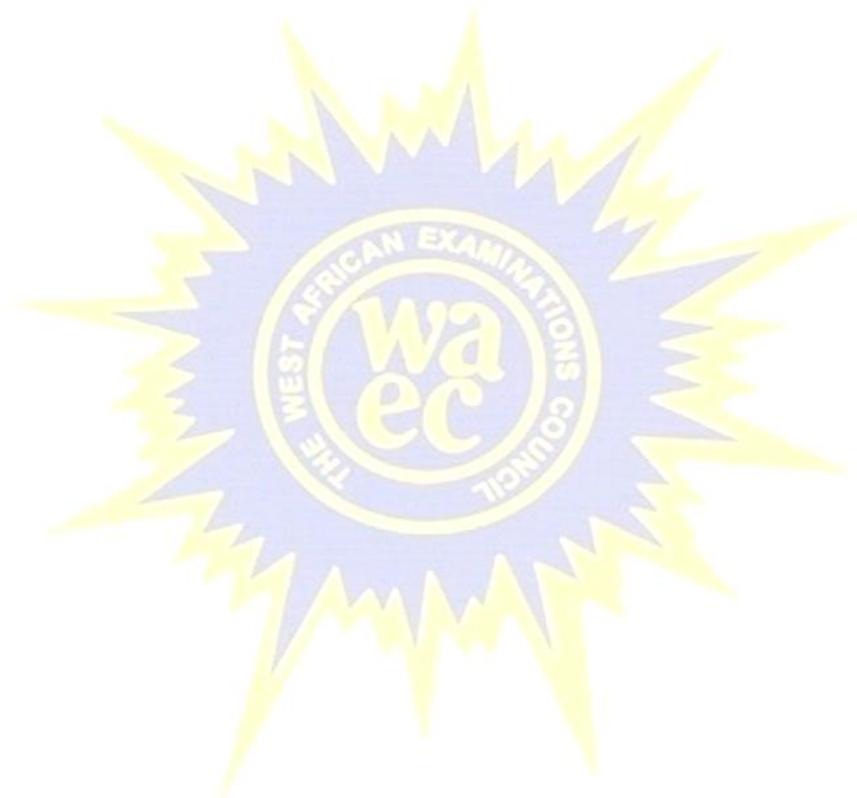
## Question 8

The question was also based on the poem.

- (a) Identify and discuss three (3) literary devices used in the poem.
- (b) Identify and discuss the mood of the author of the poem.

The literary items in the poem include alliteration, assonance, similes and repetitions. The repetitions help to emphasize the main ideas. The metaphors make the actions of a character concrete; so do the similes.

The alliterations and the assonances give a musical touch to the poem, thereby making it interesting to read.



# **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. Candidates' performance improved remarkably this year as compared to those of previous years.

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

- (1) Candidates' understanding of the questions was very evident.
- (2) Candidates' performance in the essay was very encouraging. Not only did most of them satisfy the required number of words but they were also able to organize their thoughts in a coherent manner.
- (3) Most candidates were able to provide precise and accurate answers to the comprehension questions in their own words.
- (4) There was a marked improvement in the answering of questions on sound patterns.

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

- (1) Candidates generally performed poorly in the Mechanical Accuracy aspect of the essay. The specifics include wrong spelling, wrong concord, wrong punctuation, wrong capitalization, etc.
- (2) Poor handwriting affected the performance of most candidates as it was very difficult to determine word boundaries.
- (3) Lack of understanding of rubrics led to some candidates answering all the questions in a section which were rather options, thereby failing to answer questions in other sections.

## **4. SUGGESTED REMEDIES**

- (1) Candidates should be encouraged to do a lot of reading to enable them to overcome problems with spellings, concord, tenses, etc.
- (2) Candidates with poor handwriting should be given special exercises to be able to write legibly.
- (3) Candidates must be taught how to read and understand rubrics in order to satisfy the requirements of every section of the test.

## 5. DETAILED COMMENTS

### Question 1

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

Candidates were asked to discuss three challenges the youth face and suggest ways to overcome them. Those who attempted this question did well by discussing some challenges such as disregarding traditional/cultural practices, blindly copying foreign cultures, use of hard drugs, engaging in get-rich-quick activities such as *sakawa*, cyber fraud, etc. They also suggested the right remedies.

### Question 2

**A journey at night that was frightful.**

Candidates were to write on a journey they made at night which was frightening. Most candidates who chose this question were able to mention the date, time and purpose of the journey. They also indicated why it became necessary to travel at night, problems and hardships faced during the journey and why they would not want to embark on such journey again in the future.

### Question 3

**The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to be delivered on this occasion.**

The question demanded candidates to write a speech they would deliver as head prefect of their school on the occasion of the retirement of the Headmaster of the school.

The few who answered this question did well by addressing the dignitaries present and indicated their happiness for the opportunity given them to address the audience. They then went ahead to outline the achievements of the headmaster such as building of new infrastructure, improvement in academic performance, discipline of both staff and students, etc. and entreated the incoming headmaster to continue with such good works.

### Question 4

**Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

The candidate was to write a letter to a friend in another country telling him/her what happened during a football match between two schools.

Most of the candidates answered this question and did well by indicating the date, time and venue of the match and the competing teams. They indicated the purpose of the match, the spectators present, how it started and how it ended.

### **Question 5 - Translation**

This was a compulsory question which required candidates to translate a given passage from English into Nzema. Most candidates did well by translating the ideas whilst a few of them also did word-for-word translation. This should be discouraged.

### **Question 6 - Comprehension**

This was also a compulsory question which requested candidates to read a given passage and answer questions based on it. Most candidates did well by answering the questions in their own words. A few, however, found it difficult to answer the grammatical and inference questions involved.

### **Question 7**

- (a) Copy the following words and indicate tone on each of them.**
- (b) Show rounded and un-rounded vowels in the words in (a) above.**
- (c) Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.**

The question required candidates to transcribe given words and put them into the square brackets. They were also to put all the vowels in those words into two groups of rounded or spread. They were finally to indicate those vowels on the vowel chart. This question could not be properly answered by most candidates. A lot of them could not transcribe some words correctly and also did not know how to draw the vowel chart. A few were, however, able to group the vowels into spread and rounded and were also able to indicate them correctly on the chart.

### **Question 8**

- (a) What is vowel elision?**
- (b) With appropriate examples discuss two types of vowel elision.**

Candidates were to explain the term “vowel elision” and with appropriate examples show two major ways through which vowels are elided in the Nzema language. Most candidates were able to define the term “vowel elision” but could not show the two ways through which vowels are elided. However, they were able to give examples of elided vowels in words.

### Question 9

- (a) Define each of the following sentences
  - (i) Simple sentence
  - (ii) Compound sentence
  - (iii) Complex sentence
- (b) Use appropriate examples to illustrate each of them.

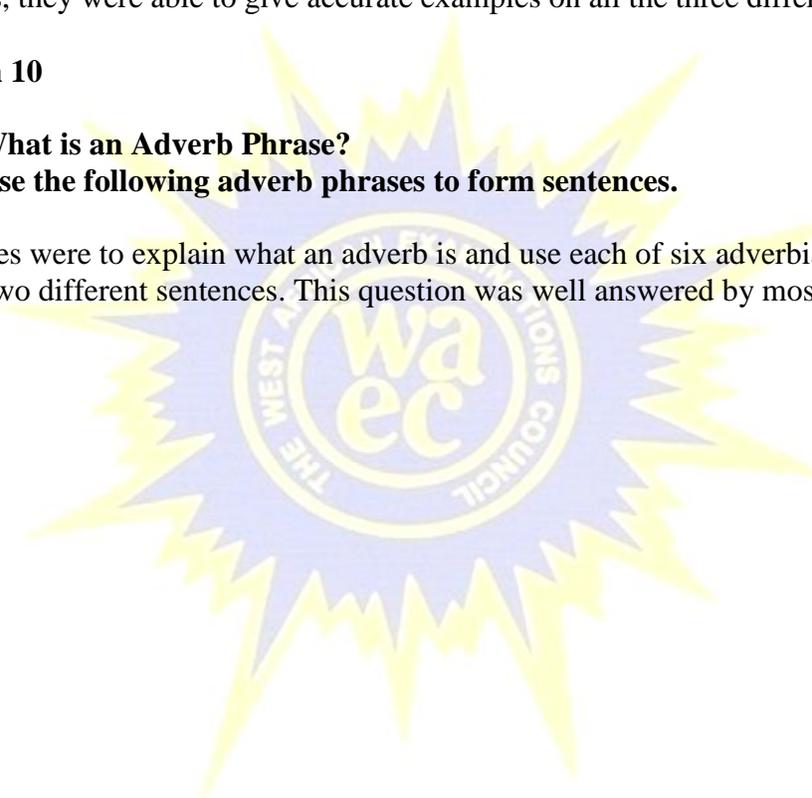
The question asked candidates to describe a simple sentence, compound sentence and complex sentence and give two examples of each.

Even though a few candidates could not show the features of compound and complex sentences, they were able to give accurate examples on all the three different sentences.

### Question 10

- (a) What is an Adverb Phrase?
- (b) Use the following adverb phrases to form sentences.

Candidates were to explain what an adverb is and use each of six adverbial phrases given to form two different sentences. This question was well answered by most candidates.



## NZEMA 2

### **1. GENERAL COMMENTS**

The standard of the paper was comparable to that of the previous years. On the whole, the performance of the candidates was of the same level as that of the previous years.

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

- (1) Most of the candidates provided mature answers that met the demands of the questions.
- (2) Some of the candidates explained the answers that they gave to questions that demanded it. This was evident in section A of the paper.
- (3) Most of the candidates scored good marks in the written literature question – Drama – which was a context question; evidence that they studied the book thoroughly.
- (4) Most candidates provided good answers on characterization.

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

- (1) Some candidates gave points to some of their answers but failed to explain them.
- (2) With respect to section B of the paper, some candidates performed poorly; evidence that they did not study the set books.
- (3) The problem on wrong spelling of words still persisted among most of the candidates.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should encourage their students to read and study their set books on Written Literature by giving them more exercises on them.
- (2) Candidates should be encouraged to do a lot of reading in order to overcome the poor spelling of words in their answers.

## 5. DETAILED COMMENTS

### Question 1

- (a) **In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) **Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) **Discuss two morals of your folktale.**

The question required the candidate to write a folktale in which the animal characters performed activities normally performed by human beings e.g. speaking, marrying, etc. They were also to identify three of such human characteristics. Finally, they were to give three lessons they learnt from the story.

This question was not popular at all. However, the few candidates who answered it were able to bring out the human elements in the story.

### Question 2

- (a) **Define the term divorce.**
- (b) **List three (3) causes of divorce.**
- (c) **State three (3) effects of divorce.**

The candidates were required to define and explain divorce – the customary separation of man and wife. They were also to give three causes of divorce and three effects of divorce.

Some candidates were able to give the definition and illustrated their answers while most of them only defined it. On the second part of the question, most candidates gave convincing answers like, drunkenness and inability of the couple to have children, and illustrated the answers accordingly.

On the third part of the question, most candidates were able to give the effects and explained their points.

However, there were some candidates who only mentioned the points and failed to explain them.

### Question 3

- (a) **Identify and discuss one main character from the novel *Adwoba Ehwia***
- (b) **Discuss two themes of the novel *Adwoba Ehwia*.**

In this question the candidates were required to identify the main character in the story – *Adwoba Ehwia* – discuss the role she played in the story and show some character traits that she exhibited.

The candidates were able to identify the main character which is Adwoba Ehwia. Some did well by discussing the role she played e.g. as a hardworking student who won a scholarship to further her education abroad and came back as a medical doctor to help her community.

Some candidates were able to come out with the two themes and illustrated them accordingly e.g. hardwork and patriotism. However, most of the candidates could not give convincing themes, while some did not illustrate their answers.

### Question 4

- (a) **Identify the following quoted literary device.**
- (b) **Relate the meaning of the literary device as used in the novel *Adwoba Ehwia*.**
- (c) **Discuss the significance of the literary device in the story.**

The candidates were expected to give the correct literary device of the expression – a proverb. They were also to explain the expression as used in the story – *in every situation, a person is advantaged if he/she has someone to support him/her*.

In sub-question (c) the candidates were expected to explain the relevance of the expression – *because the main character, Adwoba Ehwia had the support of her uncle who was himself a teacher she was able to excel to become a medical doctor*.

Those who attempted the question were able to answer the first part. However, they failed to satisfy the demands of the other two parts.

### Question 5

A context question on the Drama set book.

- (a) **Who said this and to whom?**
- (b) **Where and when was this said?**
- (c) **What effect did the saying have in the play?**

This was a context question and candidates were to answer three questions based on the statement.

- (a) The statement was made by Egya Toab1 to his friend Menwon1 Ay111.

- (b) The statement was made in the house of Egya Menwon1 Ay111 when they were discussing his intention to marry \$m4 !menlebo4.
- (c) They went to perform the marriage rites of \$m4 !menlebo4.

Most of the candidates attempted this question giving correct answers as required. However, some candidates could not give good answers to the part (c) of the question.

### Question 6

Candidates were asked to discuss three (3) given characters:

- (a) **!menlebo4**
- (b) **Menwon1 Ay111**
- (c) **Mel1ngayez4**

The question expected the candidates to identify the character traits of the above characters.

Most candidates were able to identify characters associated with them and also illustrated their answers with relevant examples from the drama.

Example:

- (a) **!menlebo4**– Shewas the wife of Egya Menwon1 Ay111. She maltreated the children of Enya Menwon1 Ay111 when she came into the marriage compelling the children to leave their father’s house. She was an ungrateful wife and sought divorce when her husband lost his job.
- (b) **Menwon1 Ay111**– Hewas the widower in the drama who married \$m4 !menlebo4 on the demise of his wife. He was the father of three children – Mel1ngayez4, Ale1y1f1 and Iwonane Tenyane. He was a caring husband and father. He was hardworking.
- (c) **Mel1ngayez4**– He was one of the children of Egya Menwon1 Ay111. He was instrumental in convincing his brothers to leave their father’s house to work when their step-mother started to maltreat them.

Some of the candidates wrote sketchy answers and failed to illustrate their answers as required.

### Question 7

**The question was based on the poem *!b1la ne a le 1daw4*.**

- (a) **Discuss two (2) themes of the poem.**
- (b) **Discuss the structure of the poem.**

Candidates were expected to identify two of the themes in the poem “*!b1la ne a le 1daw4*” and discuss its structure.

Some of the candidates were able to identify the two themes as required. For example – “The need to rely on one’s abilities to be somebody in life” and “Not to be too reliant on somebody”.

As regards the structure, some of the candidates were able to discuss about four of the ways used to compose the poem; the stanzas used and lines in the stanzas, the diction, literary expressions used and the sentence structures.

On the other hand, it was evident from most of the candidates’ answers that they did not study the poem. Their answers were outside the question.

### **Question 8**

**The question was also based on the poem *Dwe I nye*.**

- (a) Identify and discuss three (3) literary devices used in the poem.**
- (b) Identify and discuss the mood of the author of the poem.**

In the question the candidates were required to identify and discuss three literary devices the poet used in the poem and also discuss the mood of the poet.

Some of the literary devices are:

- (i) Idiom – *Dwe I nye* – to advise that one should avoid struggling too much to amass wealth.
- (ii) Proverb - *!koll kpondl duzu ...?* It questioned the use of getting too much property which one eventually leaves behind on one’s death.

Most of the candidates who answered this question just mentioned the type of literary expression used but failed to give examples from the poem. Some of them also used sentence types as literary devices which was wrong.

In the second part of the question the candidates were required to show the mood of the poet and discuss it. Most of the candidates were able to answer the first part correctly; advisory mood. But candidates failed to explain their answers, that is, the struggle to amass wealth is vanity, since one leaves all that one acquired behind on one’s death.

## **TWI (AKUAPEM) 1**

### **1. GENERAL COMMENTS**

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

Candidates' performance saw marked improvement in certain aspects of the subject.

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

- (1) Candidates were able to write compositions of five hundred (500) words and above as required by the rubrics. They were able to fulfil the requirements of the various topics.
- (2) Candidates' performance in the comprehension aspect of the paper was encouraging. It was a clear evidence that candidates understood the given passage.
- (3) The grammar questions – questions 9 and 10 were the best answered questions in most cases.

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

- (1) Mechanical accuracy in the form of spelling and tenses posed a big challenge to the candidates across the board.
- (2) Candidates' performance in the translation aspect of the paper – Question 5 – was not encouraging. Most of the candidates were unable to translate simple sentences, phrases and words from English into Akuapem Twi.
- (3) Candidates' performance in the phonology section – Question 7 and 8 – gave clear evidence that generally, teaching and learning of that aspect of the language was below expectation.

### **4. SUGGESTED REMEDIES**

- (1) There must be enough vocabulary exercises geared towards improving the teaching and learning of spellings and tenses, punctuation and other components of mechanical accuracy and orthography.
- (2) Teaching and learning of translation should be intensified. This can be done by introducing more exercises on that aspect right from first year instead of starting in the final (examination) year.

- (3) Candidates must be made to do a lot of exercises in the phonology aspect of the language. Workshops on the teaching of phonology should be mounted for teachers of the subject.

## 5. **DETAILED COMMENTS**

### **Question 1**

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

Candidates were required to discuss three challenges or problems confronting the youth and suggest ways to overcome them.

The question required that candidates open their composition with a relevant introduction affirming that the youth face certain problems these days.

They were required to discuss such problems as:

- (i) disregard for traditional and cultural values;
- (ii) quest for freedom from parental control;
- (iii) influence of the social media
- (iv) unemployment;
- (v) lust to 'get-rich-quick';
- (vi) drug abuse, etc.

Candidates were required to suggest solutions to each of the problems discussed. Candidates were able to discuss the problems as required. Some of them were able to identify the causes of the problems, their nature and effects. However, most of the candidates failed to suggest solutions.

### **Question 2**

**A journey at night that was frightful.**

Candidates were required to write about a journey at night that was frightening.

The question required that candidates start their composition with a good introduction stating the date and purpose of the journey.

They were expected to explain why it became very necessary for them to make the journey at night, how the journey was made, the problems encountered on the way, e.g. attack by highway robbers, breakdown of vehicle, heavy rainstorm that made the journey very impossible at some point, etc.

They were required to explain the effect of the problems discussed and how they got out of them.

Conclusion – any suitable conclusion, resolving that they will not travel at night again.

### **Question 3**

**The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to be delivered on this occasion.**

Candidates were required to write a speech to be delivered at a send-off ceremony in honour of a retiring headmaster of their school.

The question required that candidates introduce the speech by acknowledging the presence of some identifiable dignitaries at the ceremony e.g. the chairman of the occasion, the chairman of the Board of Management, other members, the chairman and members of the PTA staff, students, etc.

Candidates were required to develop the speech as follows:

- Expressing of gratitude for the opportunity
- A brief explanation of the purpose of the ceremony
- A detailed account of the tenure of the retiring celebrant, as the headmaster of the school and the notable achievement during the period in terms of academic performance of the school, infrastructural development, games and sports, discipline, etc.
- Expressing of gratitude to the out-going headmaster for his contribution to the growth and development of the school.
- Conclusion e.g. expressing the hope that the school will have a good headmaster in place of the outgoing. And thanking the audience for the attention given him/her.

### **Question 4**

**Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

Candidates were required to write a letter to a friend in another country about a recent football tournament among schools.

- Candidates were required to start a good introduction e.g. stating the fact that football is a passion of the nation, etc.
- They were required to develop their composition as follows:
  - Date and venue of the tournament
  - The competing schools
  - Arrival and commencement of the tournament
  - Officiating
  - Highlights of the tournament
  - Other side attractions e.g. good music.

- Personalities invited to the tournament e.g. the chief and elders, authorities of the District Education directorate, etc.
- The outcome of the tournament
- Presentation of awards and departure

Generally, candidates' performance in this aspect of the paper was encouraging.

### **Question 5 - Translation**

Candidates were required to translate a given text from English into Akuapem Twi.

They were required to identify fifteen main ideas and translate same in a coherent manner.

- Candidates, however, were unable to identify all the fifteen ideas as required.
- They were unable to translate some phrases, sentences and words.
- Some of them did literal translation that is not meaningful in Akuapem Twi e.g. "... many parents make a sad mistake ..." was translated as "... awofo (bebre/pii) y4 awerIho mfomso ..." instead of "... awofo bebre/pii y1 mfomso klse ...".

### **Question 6 - Comprehension**

Candidates were required to read a given passage and answer the questions that follow it.

- Generally, candidates' performance was encouraging. However, most of them were unable to answer question (d) on the grammatical function of a selected clause.
- Again candidates found it difficult to answer sub-questions (h) and (j) – inference and title respectively.

### **Question 7**

- Copy down the following words and indicate tone on each of them.**
- Show rounded and un-rounded vowels in the words in (a) above.**
- Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.**

This question was in three subsections: (a), (b), (c).

Candidates were unable to transcribe the words. Their performance indicated that they did not know the difference between the orthography and phonology – letters and sounds.

Most candidates were able to identify the rounded and unrounded vowels in the given words. A few candidates just wrote all the ten vowels of the language in the triangle.

Many candidates exhibited general knowledge on the vowel chart and the insertion thereon. However, a few candidates just inserted all the vowels in the language on the chart.

### Question 8

- (a) **What is vowel elision?**
- (b) **With appropriate examples discuss two types of vowel elision.**

Candidates were required to explain vowel elision in Akan (Akuapem Twi) and to discuss means by which vowel elision can occur in the language with examples.

The majority of candidates who attempted this question were able to define or explain vowel elision. However, with regard to how vowel elision occurs in the language, the majority of candidates were unable to discuss the processes, but they were able to give good examples.

### Question 9

- (a) **Define each of the following sentences**
  - (i) **Simple sentence**
  - (ii) **Compound sentence**
  - (iii) **Complex sentence**
- (b) **Use appropriate examples to illustrate each of them.**

The majority of candidates were able to explain/define the types of sentences. However, some of them failed to indicate that all the clauses of a compound sentence are independent/main clauses and again that in a complex sentence there is a combination of main and subordinate clauses.

They were able to give good examples of a simple sentence but failed to give good examples of compound and complex sentences.

### Question 10

- (a) **What is an Adverb Phrase?**
- (b) **Use the following adverbs phrases to form sentences.**

Candidates were able to form good sentences with all the phrases except “*f1f11f1*” beautifully. Their sentences with “*f1f11f1*” indicated the adjectival use of the word instead of the adverbial.

## **TWI (AKUAPEM) 2**

### **1. GENERAL COMMENTS**

The general standard of the paper as well as candidates' performance this year was good and therefore comparable to those of the previous years. This is because the performance of the good candidates was good while that of the weak candidates was otherwise. This has been the trend over the years.

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

The good candidates provided impressive answers to all the questions they attempted. They also adhered to the rubrics for each section of the paper. Their handwriting was legible and their answers were neatly organized which enhanced the scoring of their scripts.

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

The following were the weaknesses of many a candidate:

They ignored the importance of punctuation marks. They failed to use upper case at the initial position of very important lexical items such as the names of the persons that they mentioned in their presentation. The same thing happened with towns. The examples below ran through the work of many candidates.

| Candidates' incorrect version   | Correct rendition            |
|---------------------------------|------------------------------|
| 1. 4s1e bonsu, antiri           | \$s1e Bonsu, Akyer1, Antiri  |
| 2. asante mamp4n, aburi         | Asante Mamp4n, Aburi         |
| 3. akwawua, lido, kaneshie      | Akwawua, Lido, Kaneshie      |
| 4. memeneda, alaha gbanjo       | Memeneda, Alaha Gbanjo       |
| 5. akonn4bea, afua gyimaa       | Akonn4bea, Afua Gyimaa       |
| 6. kofi brenya. birago, sawakyi | Kofi Brenya. Birago, Sawakyi |
| 7. kumase, kwasi, agyei, kwaman | Kumase, Kwasi, Agyei, Kwaman |
| 8. kofi nyame, adowa d4nk4      | Kofi Nyame, Adowa D4nk4      |

### **4. SUGGESTED REMEDIES**

1. To remedy this, the appropriate punctuation marks in the language must be taught and learned in the classroom. Candidates must read very good textbooks to acquire the mastery of punctuation marks, especially capitalization at initial position of important lexical items.
2. Tutors should drill candidates in editing passage to master the skill. Other exercises that border on the topic should be vetted meticulously.

## 5. DETAILED COMMENTS

### Question 1

- (a) **In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) **Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) **Discuss two morals of your folktale.**

This question comprised three subquestions (a, b, c).

(a) Candidates were required to write an Ananse story on the role of animals. (b) give three major functions of the animals mentioned in the story and (c) provide two lessons derived from the story.

The good candidates were able to meet the requirements of the question and scored very good marks for their effort. On the other hand, the weak ones only narrated the story and fumbled with the other parts of the question.

### Question 2

- (a) **Define the term divorce.**
- (b) **List three (3) causes of divorce.**
- (c) **State three (3) effects of divorce.**

The question had three subquestions (a, b, c).

(a) demanded definition of divorce in Akan society. (b) requested three causes of divorce and (c) asked for three effects of divorce.

The good candidates, as usual, gave a good definition. They were able to state that any three of these points could cause divorce – infertility among the couple, adultery, disrespect for each other's family members, unusual laziness, long sojourn by either partner, excessive drunkenness, irresponsible attitudes, domestic violence. They also stated the effects on the children, the divorced partners, the families and even the community. Some weak candidates, however, were not able to define divorce appropriately and they lost some points.

### Question 3

- (a) **Identify and discuss the role of Afua Biragoin the novel *!nnI Nso Bio*.**
- (b) **Discuss two themes of the novel *!nnI Nso Bio*.**

The question demanded the following ideas about the character involved. Her parents and birth place, parents' occupation, her primary education at Sawakyi and at Kwaaman for further course in nursing, her betrothal to \$panyin Kwasi Agyei, her illicit relationship

with Kofi Brenya and its consequences, the episode in Kumase. It also demanded information on her marriage to Kofi Brenya after the latter had returned to Sawakyi as a qualified medical doctor.

Many candidates met the demands of the question, especially those who had read the textbook thoroughly. Some weak candidates messed up with (b) because they could not state two other themes in the novel. On the whole, candidates' performance was good.

#### **Question 4**

- (a) Identify the following quoted literary device.**
- (b) Relate the meaning of the literary device as used in the novel!**
- (c) Discuss the significance of the literary device in the story.**

This comprised three sub-questions: a, b, c that dwelt on a proverb in context of the novel.

Candidates were able to identify the literary device correctly and were also able to give a good explanation. However, the weak ones could not identify the addressee, and consequently lost the chunk of marks for this part.

#### **Question 5**

A context question on the Drama set book.

- (a) Who said this and to whom?**
- (b) Where and when was this said?**
- (c) What effect did the saying have in the play?**

Candidates' performance was very good because they met the demands of the question.

#### **Question 6**

Candidates were asked to discuss three (3) given characters:

- (a) \$s1e Bonsu**
- (b) Akyer1**
- (c) Antiri**

(a) \$s1e Bonsu – Candidates who attempted this question raised salient points ranging from parentage, birth place, education occupation, interaction with Akyer1 the would-be wife, final marriage and consequences of extravagance of the character who was bailed out by his wife, Akyer1.

(b) Akyer1 – Candidates provided enough points on the character and scored good marks for their effort.

(c) Antiri – Candidates marshalled good points ranging from being the father of Akyer1, occupation, to his social position in the society at Aburi.

#### **Question 7**

**The question was based on the poem Abrab4.**

- (a) Discuss two (2) themes of the poem.**
- (b) Discuss the structure of the poem.**

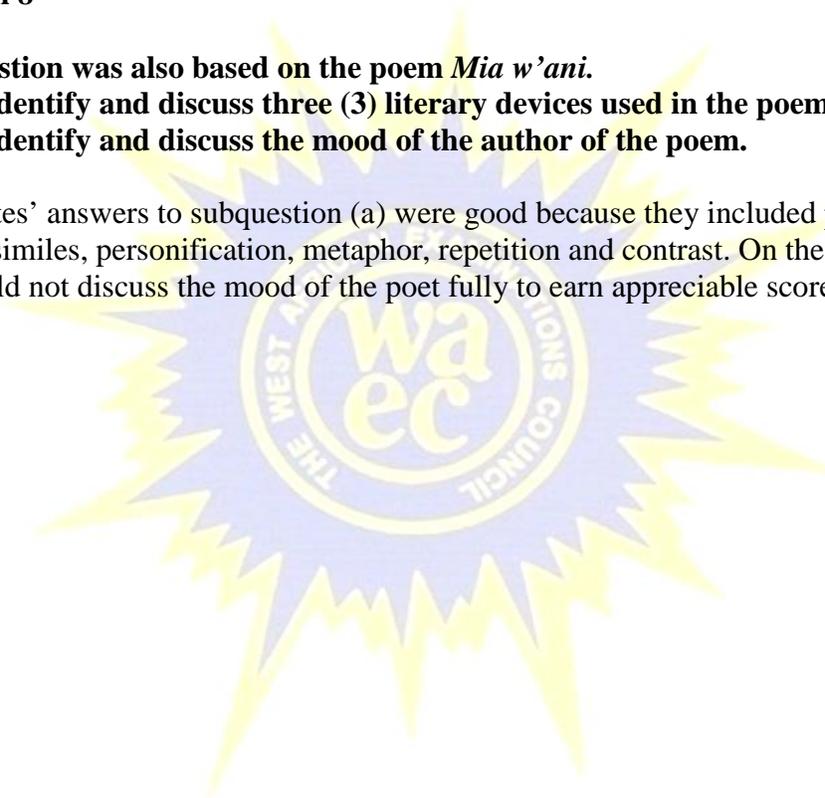
The very good candidates provided precise and concise responses to both subquestions and scored very good marks. However, a group of weak students fumbled with the structure of the poem and scored low marks.

#### **Question 8**

**The question was also based on the poem *Mia w'ani*.**

- (a) Identify and discuss three (3) literary devices used in the poem.**
- (b) Identify and discuss the mood of the author of the poem.**

Candidates' answers to subquestion (a) were good because they included proverbs, idioms, similes, personification, metaphor, repetition and contrast. On the other hand, they could not discuss the mood of the poet fully to earn appreciable score.



## **TWI (ASANTE) 1**

### **1. GENERAL COMMENTS**

The questions set for the candidates were up to standard and were within the reach of candidates prepared to write the paper.

The questions were without ambiguity and were straight to the point. Candidates' performance was average, though compared to that of the previous year, it was slightly better.

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

Composition: Candidates did well by going straight to the demands of the question. Most candidates tried to avoid circumlocution. Their choice of appropriate registers, figures of speech and idiomatic expressions was highly commendable.

Translation: Comparatively, candidates who wrote the 2016 WASSCE registered a little improvement over the previous year because they were able to denote the ideas within the passage. Coherence was also good.

Comprehension: A good performance was registered in the comprehension work. Candidates provided expected answers. They avoided copying paragraphs to answer a question.

Phonology: The questions were phonologically answered.

Syntax: The questions were nicely answered. Candidates avoided telling tales in answering the questions on syntax. The correct terms/registers were used in this respect.

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

- (1) A number of candidates used lower case letters to begin sentences. They also used lower case letters to write initial letters of proper nouns.
- (2) Candidates found it difficult to transcribe the very simple words in Asante Twi.
- (3) Candidates' performance in Mechanical Accuracy e.g. orthography, spelling, punctuations, etc. was poor.
- (4) Most candidates found it difficult to differentiate between "grammatical function" and "literary device".
- (5) Generally, candidates performed poorly in the language structure (phonology and syntax).

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

- (1) Teachers should give equal attention to all aspects of the language.
- (2) Teachers should be mindful of their students' handwriting.
- (3) Teachers should encourage students to read more literature books.
- (4) Students should write at least two essays in a term.
- (5) Provision should be made for in-service training for teachers.

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

##### **Question 1**

**Discuss three challenges (problems) the youth face and suggest ways to overcome them.**

Candidates were asked to discuss three challenges the youth face and suggest ways to overcome them.

Some candidates gave good introductions which were relevant to the topic. The body of the essay was well discussed and good solutions were provided based upon the challenges they mentioned. However, some candidates could not discuss the challenges well and no proper solutions were discussed either.

##### **Question 2**

**A journey at night that was frightful.**

Many candidates attempted this question. On the whole, a good number of them were able to give good introductions as well as the body, and concluded it well. On the other hand, few candidates also failed to introduce the question well; they jumbled up points in an attempt to build the body and some even failed to conclude their work.

##### **Question 3**

**The headmaster of your school is retiring from service. You are the head prefect of your school; write a speech to be delivered on this occasion.**

Candidates were asked to deliver a speech at an occasion where their headmaster was going on retirement. This was the least attempted question. Candidates who attempted the question made a mess of the question, forgetting about the vocatives needed to address the audience. However, some were able to touch on the successes the headmaster chalked. Most of them failed to conclude their essays.

#### **Question 4**

**Write a letter to a friend in another country and tell him/her what happened in a football match between two schools.**

Candidates were asked to write a letter to a friend in another country telling him/her what happened during a football match between two schools.

A good introduction was noted, the body was very exciting as candidates were able to talk about a few incidents that occurred during the match.

The body of the letter was nicely built. It is no wonder that a good number of candidates wrote on that question.

#### **Question 5 - Translation**

A fifteen idea passage was put down for candidates to translate. This time round, candidates were able to break the passage into formidable ideas. Most of the candidates did not fuse two or three ideas into one as it used to be in the previous years. The main problem registered was orthography. Poor spelling and punctuation affected most candidates.

#### **Question 6 - Comprehension**

A six paragraph passage of about 500 words was put down for candidates to read and answer the questions that followed. Questions were asked on stated facts, inference, title and grammar. Candidates did very well showing their ability to read and understand the passage. In a few instances, few candidates were not able to answer the grammar questions set. It was a good performance, though.

#### **Question 7**

- (a) Copy the following words and indicate tone on each of them.**
- (b) Show rounded and un-rounded vowels in the words in (a) above.**
- (c) Draw a vowel chart and show the point of articulation of each of the vowels in (b) above.**

Question 7(a) asked candidates to transcribe some words. In 7(b) they were asked to break the vowels found in 7(a) into rounded and spread vowels. It was nicely done by candidates who attempted it. However, a few candidates mixed them up.

In 7(c) candidates were asked to draw the vowel chart and label the vowels which they had dealt with. In this line, some candidates' drawing was nothing to write home about. However, the labelling was done correctly.

#### **Question 8**

- (a) **What is vowel elision?**
- (b) **With appropriate examples discuss two types of vowel elision.**

Few of the candidates who opted for this question were able to explain the term appropriately but failed to answer the (b) part. Candidates failed to realize that they were answering questions under phonology and not orthography.

**Question 9**

- (a) **Define each of the following sentences:**
  - (i) **Simple sentence**
  - (ii) **Compound sentence**
  - (iii) **Complex sentence**
- (b) **Use appropriate examples to illustrate each of them.**

It was noted that candidates could hardly draw a line between Compound Sentence and Complex Sentence. Candidates should be mindful that a Compound Sentence expresses more than one idea with all the clauses being independent. On the other hand, a Complex Sentence expresses more than one idea and it contains both independent and dependent clauses.

**Question 10**

- (a) **What is an Adverb Phrase?**
- (b) **Use the following adverb phrases to form sentences.**

The (a) part requested candidates to explain the term ‘adverb’ while under (b) six words/expressions were given to candidates to form two sentences each.

Candidates who opted for this question performed relatively better. However, in explaining that an adverb is a modifier, most of them failed to link it to verbs. Candidates performed well in the second part.

Nonetheless, a large number of candidates failed to construct appropriate sentences with the word “*flflfl*” functioning as ‘adverb’. Instead, they used it either attributively or predicatively and consequently it functioning as ‘adjective’.

Example:

Twi: \$sii nne1ma no flflfl - He/she washed the clothes beautifully/nicely  
(Adverb)

\$sii nne1ma flflfl no. - He/She washed the nice/beautiful clothes.  
(Adjective)

Again, candidates should note that every sentence begins with a capital letter and every sentence ends with a punctuation mark.

## **TWI (ASANTE) 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of previous years. Candidates' performance was average as compared to that of the previous year.

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

Candidates' strength was on question 2 which is about "Awaregyae1" where the majority of them answered it very well. They were able to give different examples that cause divorce.

Candidates answered question 3(a) well. Most of them answered in an essay form as expected. Few of them numbered their points.

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

The orthographical mistakes were the major problem for the candidates. Candidates did not explain the major points that they raised but they only wrote down or tabulated the points.

Most candidates answered questions 7 and 8, but could not answer sub-question (b) of these two questions well.

Some candidates quoted wrong lines from the poem to support their answer.

### **4. SUGGESTED REMEDIES**

Classroom teachers should lay more emphasis on the need for students to explain the points raised in answering questions. Teachers should also try to work more on poetry appreciation because students are not able to appreciate poems well as indicated from their scripts.

### **5. DETAILED COMMENTS**

#### **Question 1**

- (a) In folktales animal characters play the roles of human beings. Write a folktale to illustrate this statement.**
- (b) Identify and discuss briefly three (3) human roles that the animal characters play in your folktale.**
- (c) Discuss two morals of your folktale.**

This question asked candidates to write a story depicting that both human beings and animals do a lot of things in common.

Most candidates did not attempt this question. However, those who attempted it did well only in the sub-question (a), that is the writing of the story. Even with that, most candidates failed to bring the introduction – “*YInse sI nse sI o*” and the conclusion – “*M’anansesIm a metooe1 yi s1ly1 dI o, s1Iny1 do, ebi nk4 na ebi mmra, mede soa ...*”. In the sub-questions (b) and (c), they failed or did not realize that the work of the animals and the lesson were to come from the story they had written.

## Question 2

- (a) **Define the term divorce.**
- (b) **List three (3) causes of divorce.**
- (c) **State three (3) effects of divorce.**

Question 2 asked candidates to define divorce, give three causes of divorce and three problems associated with it.

Most candidates attempted this question. The definition most of them gave was up to expectation. In the sub-question (b), candidates just mentioned the causes without explaining them. For example, “*De1Ide awaregyae ba ne adwamam4, nsanom, krawa, barima a 4d4 benada*” and so on. In the sub-question (c) which was about the problems, most of the candidates repeated answers in all the three they gave. For example, “*awaregyae1 ma mm4fea no y1 basaa/1ma mm4frano abrab4 y1 basaa/1ma mm4fra no sukuu y1 basaa*”.

## Question 3

- (a) **Identify and discuss one main character from the novel.**
- (b) **Discuss two themes of the novel.**

The question was explicitly stated. There were two parts of the question which candidates were expected to answer. A few candidates attempted this question and those who attempted it were able to answer the first part very well. They were able to state in detail the role played by the said character – Afua Birago. While some candidates put down their facts in essay form, others tabulated their points. For example

- Afua Birago awofo4 ne Agya Kofi Nyame ne Eno Afua Bakowaa
- \$k44 sukuu w4 Sawakyi.
- \$no nko ara ne abaayewa a sukuu baa Sawakyi no 4tumi k4 wiewe1 san k4toaa so w4 n11sefo4 k4legyi a 1w4 Kwaman no mu ... and so on.

Candidates’ performance in the second part of the question was very poor. Candidates were expected to relate their answers to the role played by the character in question as pertains in the book and what the family and community at large can do to shape the lives of such characters. However, most candidates related their answers to other characters which were irrelevant.

Candidates just tabulated the points without explaining them. Literature is for life. Therefore teachers in the classroom should teach their students and explain to them the real life situation the book seeks to depict. Students should read the books thoroughly to have full grasp of the text.

#### Question 4

- (a) **Identify the following quoted literary device.**
- (b) **Relate the meaning of the literary device as used in the novel “!nn1 Nso Bio”.**
- (c) **Discuss the significance of the literary device in the story“!nn1 Nso Bio”.**

“Mpanin se, nnimo antumi woa 1tete wo ntoma? This is a proverb quoted from the set book *!nn1 Nso Bio*. Candidates were asked to state the type of the device used, tell what the literary device means and show the effect it had on the person.

Few candidates attempted this question, and those who answered it were able to answer the sub-question (a) well but were unable to answer sub-questions (b) and (c) as expected.

#### Question 5

A context question on the Drama set book.

- (a) **Who said this and to whom?**
- (b) **Where and when was this said?**
- (c) **What effect did the saying have in the play?**

It was a context question. Many candidates answered this question and answered sub-questions (a) and (b) as demanded by the marking scheme. But candidates were unable to answer sub-question (c) well. The wife was helpful to the husband - \$s1e Bonsu and even paid some of his debts for him.

#### Question 6

Candidates were asked to discuss three (3) given characters from the drama book *Guasohantan*:

- (a) **\$s1e Bonsu**
- (b) **Akyer1**
- (c) **Antiri**

This question was demanding a brief account of the given characters - \$s1e Bonsu, Akyer1 and Antiri in the Drama book entitle “Guasohantan” and the candidates were expected to present their answers in an essay form. Most of the candidates did the right thing but a few of them numbered their answers as illustrated below about the answer to a character like \$s1e Bonsu.

- Illustration:
- (1) \$s1e Bonsu didwuma w4 Guasohantan mu akotene
  - (2) \$firi Asante Mamp4n
  - (3) Ne 4papa din de Anane na na 4y1 okuani w4 Asante ne Ahafo
  - (4) Na ne maame nso de S11wa

On the whole candidates did quite a good work with respect to this particular question.

### Question 7

**The question was based on the poem *Abrab4*.**

- (a) **Discuss two (2) themes of the poem.**
- (b) **Discuss the structure of the poem.**

Candidates who chose to answer this question lacked in-depth knowledge of this aspect of literature. Candidates only stated the points for part (a) of the question without quoting any portion of the poem under discussion to support their explanations. This indicated that candidates' knowledge of poetry appreciation was very shallow. Candidates couldn't give the right theme of the poem "*Abrab4*".

With respect to the (b) part of the question, it was answered quite well but candidates could not extract anything from the said poem to back their stated literary device.

Most of the candidates were giving three or four conditions at the same time e.g. "*Na 4w4 awerIho4 mu, 4w4 ahohiahia mu, 4w4 ahokyer1 mu*", etc. Tutors of the subject should endeavour to teach their students how to appreciate poems.

### Question 8

**The question was also based on the poem.**

- (a) **Identify and discuss three (3) literary devices used in the poem.**
- (b) **Identify and discuss the mood of the author of the poem.**

Most of the candidates were able to give the figures of speech but they couldn't give the right examples from the text therefore losing some marks. Some candidates had a problem with proverbs and metaphor – '*1b1*' and '*kasakoa*' using one for the other. Tutors should give students more examples of each figure of speech to make candidates/students conversant with their use.

Candidates were then asked to state and explain the mood of the writer but the majority of them just stated the mood without explaining it with some lines from the text. Tutors should let students know and understand the two:

- (a) state – "*kyer1 tebea a 4nwomfo4 no w4 mu*"
- (b) state and explain – "*kyer1kyer1 tebea a 4nwomfo4 no w4 mu yie*"

Few candidates who were able to state and explain used verses and lines from different poems showing that they did not read the poems well. Teachers should insist that students

buy the prescribed books and treat them well with the students. Generally, candidates did well with this question.

