

DAGAARE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The performance of candidates had also improved especially in the area of use of correct expressions.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Expression

The use of language by candidates had improved greatly. They used pronouns, appropriate figures of speech, idiomatic expressions and registers. Their sentences were also short and well linked to each other.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Organisation of answers

Some candidates did not organise their answers into paragraphs. Other candidates could not present their answers orderly.

Copying of Questions

A small number of candidates copied down some of the questions as their work.

4. SUGGESTED REMEDIES

Teachers should encourage students to read and do class exercises as expected of them. Students should also be encouraged to create their own answers instead of copying down questions as their original work.

5. DETAILED COMMENTS

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

In the introduction to some compositions, candidates expressed their greetings and stated the purpose of the letters. Some candidates expressed their greetings but did not state the purpose of the letters. Some compositions did not however have any introductions.

In the body of their compositions some candidates were able to narrate the course and details of the excursion. They stated date, place and the preparations they made, means of transport and arrival at the place. They also mentioned interesting places visited, activities undertaken and departure and arrival at home.

The compositions of other candidates were not detailed. They mentioned date of departure and arrival at designated place but could not describe the interesting places they visited well.

To conclude their compositions some candidates gave their impression about the excursion. However, some compositions did not have any conclusions.

Question 1(b): Composition - Descriptive
Describe how a Basket or a Mat is woven.

Some of the candidates who chose this question introduced it by making a choice of the many handiworks in their communities. There were however some compositions without any introductions.

In the body, some candidates mentioned the materials required, preparation of the materials and process involved in weaving from start to finish. Some other candidates mentioned the materials but could not discuss the process of weaving it.

In the conclusion, some candidates stated one or two benefits derived from the handiwork. However, there were some compositions without any conclusion.

Question 1(c): Composition - Narrative
It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

A good number of candidates chose this question. Some of the candidates introduced their compositions by stating place, date, and time of the incident. Other candidates only mentioned the time the incident took place. There were other candidates who did not introduce their compositions.

In the body of their compositions, some candidates gave details of the incident. They mentioned how the robbers entered their houses, gunshots, taking of hostage, shout for help, reporting at the police station etc. Other candidates described very shallowly how they were robbed.

To conclude their compositions, some candidates gave their impression about the incident. Some candidates did not conclude their compositions well.

Question 1(d): Composition - Exposition

Which of these professions would you pursue, Teaching or Nursing?

A good number of candidates chose this question.

In the introduction of their composition, some candidates made choices. Other candidates did not introduce their compositions.

In the body of the composition some candidates gave four or more good reasons for their choice. Some of the reasons were level of education required, family profession, financial gains, prestige, respect in society, travelling abroad and becoming a leader in society. Other candidates gave one or two reasons and did not even discuss them well.

To conclude their compositions, some candidates affirmed the future prospects of their chosen professions. Other candidates could not finish or conclude their compositions.

Question 2: Comprehension

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

The questions on stated facts and meaning were well attempted. However, the questions on inference and summary were not well answered.

Question 3: Lexis and Structure

Candidates were given twenty sentences to indicate nouns, punctuation, adjectives and opposites as instructed.

Many candidates were able to identify the nouns and adjectives well. However, the sentences on punctuation and opposites were not well attempted.

DAGBANI 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The performance of candidates had also improved greatly in content and use of appropriate expressions.

2. A SUMMARY OF CANDIDATES' STRENGTHS

EXPRESSION

The use of language by candidates had improved greatly. They used pronouns, idiomatic expressions, appropriate figures of speech and registers. Their sentences were also short and well linked to each other.

LENGTH OF ANSWERS

In the composition, some candidates tried to write within the given number of words. Where they exceeded or fell short, they did this by a few words. In the other sections, their answers were very short and precise.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

MECHANICAL ACCURACY

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

ORGANISATION OF ANSWERS

Some candidates did not organise their answers into paragraphs. Other candidates could not present their answers orderly.

COPYING OF QUESTIONS

A small number of candidates copied down some of the questions as their original work.

4. SUGGESTED REMEDIES

The remedy to mechanical accuracy and orderly presentation of materials can be found in intensive and extensive reading and extra exercises in the classroom. Teachers should therefore encourage students to read and do class exercises as expected of them. Students

should also be encouraged to create instead of copying down questions as their original work.

5. DETAILED COMMENTS

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

In the introduction of some compositions, candidates expressed their greetings and stated the purpose of the letter. Some candidates sent their greetings but did not state the purpose of the letters. Some compositions did not however have any introductions.

In the body of their compositions some candidates were able to narrate the course and details of the excursion. They stated date, place and the preparations they made, means of transport and arrival at the place. They also mentioned interesting places visited, activities undertaken and departure and arrival at home.

The compositions of other candidate were not detailed. They mentioned dates of departure and arrival at designated places but could not describe the interesting places they visited well. Other candidates started their compositions but could not complete them.

To conclude their compositions some candidates gave their impression about the excursion. However, some compositions did not have any conclusions.

Question 1(b): Composition - Descriptive **Describe how a Basket or a Mat is woven.**

Some of the candidates who chose this question introduced it by making a choice of the many handiworks in their communities. There were some compositions without any introductions.

In the body, some candidates mentioned the materials required, preparation of the materials and process involved in weaving from start to finish. Some other candidates mentioned the materials but could not discuss the process of weaving it.

In the conclusion, some candidates stated one or two benefits derived from the handiwork. However, there were some compositions without any conclusion.

Question 1(c): Composition - Narrative

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

A good number of candidates chose this question. Some of the candidates introduced their compositions by stating place, date, and time of the incident. Other candidates only mentioned the time the incident took place. There were other candidates who did not introduce their compositions.

In the body of their compositions, some candidates gave details of the incident. They mentioned how the robbers entered their houses, gunshots, taking of hostage etc. Other candidates also mentioned how they shouted for help and how help came to them at last. Other candidates described very shallowly how they were robbed.

To conclude their compositions, some candidates gave their impression about the incident. Others also asked God to curse/kill the robbers. Some candidates did not conclude their compositions.

Question 1(d): Composition - Exposition

Which of these professions would you pursue, Teaching or Nursing?

A good number of candidates chose this question.

In the introduction of their composition, some candidates made choices. Other candidates did not introduce their compositions.

In the body of the composition some candidates gave four or more good reasons for their choices. Some of the reasons were level of education required, family profession, financial gains, prestige, respect in society, travelling abroad and becoming a leader in society. Other candidates gave one or two reasons but did not discuss them well.

To conclude their compositions, some candidates affirmed the future prospects of their chosen professions. Other candidates could not finish or conclude their compositions.

Question 2: Comprehension

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

The questions on stated facts and meaning were well attempted. However, the questions on inference and summary were not well answered.

Question 3: Lexis and Structure

Candidates were given twenty sentences and required to indicate nouns, punctuation, adjectives and opposites as instructed.

Many candidates were able to identify the nouns and adjectives well. However, the sentences on punctuation and opposites were not well attempted.

DANGME 2

1. GENERAL COMMENTS

The 2011 paper compared favourably with those of previous years in terms of scope, clarity and content. The paper is of standard because it tested the various aspects of language as prescribed by the teaching syllabus. In spite of all this, the general performance of candidates could however be said to be below expectation. Nonetheless, a few candidates demonstrated some level of mastery of the language and showed some competence and maturity in responding to the questions. Therefore, it can be said that candidates performed a little better than last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

It emerged generally from candidates' scripts that most of them understood the demands and tenets of the questions and so answered them well.

Generally, candidates demonstrated good understanding of the questions and proceeded to answer them appropriately. Candidates also ensured systematic and orderly presentation of facts and ideas. Candidates in most cases exhibited some level of maturity in their use of language such as appropriate use of proverbs, idiomatic expressions and other figures of speech.

Most candidates were able to write the essays in good paragraphs. Equally commendable is the fact that most candidates were able to read and react appropriately to the comprehension text. Majority of candidates also demonstrated fair knowledge about the use of punctuations and antonyms. These skills demonstrated by the candidates deserve commendation and should be encouraged by teachers to improve language skill development at this level.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Quite a good number of candidates wrote more than the required number of words for the essay. On the contrary, some candidates also wrote far below the required number of words for the essays.
- Some candidates also wrote only the writer's address.
- Most candidates used the spoken (colloquial) and dialectal forms rather than the standard form of Dangme. E.g. 'I he yi' instead of "I he ye", 'lae' instead of 'hlae', 'hi=' for 'hi'=', 'ki iba' for 'ke iba'. Candidates also could not use the continuous tense appropriately. E.g. 'ngmaa instead of 'ngmae', 'eny=ni' for 'eny=ne' etc.
- Some candidates also lifted portions or the whole comprehension passage for their essays.
- Some candidates also listed lines from the comprehension for their answers - a sign of inability to comprehend and also construct own sentences.

4. SUGGESTED REMEDIES

- Children's attention should be drawn to the use of standard or written version of Dangme.
- Pupils should be taught how to derive meaning from texts.
- Candidates/pupils should be encouraged to do a lot of reading and writing in Dangme.
- Candidates should be encouraged to write the writer's address in English. Also, candidates should be discouraged from writing only the writer's address as this would not earn any mark.

5. DETAILED COMMENTS

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

The question demands from the candidate, the skill of informal letter writing. Majority of candidates attempted this question. Those who attempted this question exhibited fair knowledge about how informal (friendly) letters are written. Majority of the candidates who attempted this question were able to write the features of an informal (friendly) letter correctly. A few candidates however wrote down only the addressee's address, and in some other cases the recipient's address and signed the valediction.

Question 1(b): Composition - Descriptive
Describe how a Basket or a Mat is woven.

The candidate was required to list or mention the items used, preparations and describe the process(es). Only a few candidates attempted this question. Those who answered this question were able to meet the demands of the question. A few candidates however, even though had some ideas failed to convey them meaningfully.

Question 1(c): Composition- Narrative
It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

Those who answered this question demonstrated fair understanding of the demands of the question. They were able to state the time, narrated vividly what happened and the outcome of the attack.

Question 1(d): Composition - Exposition
Which of these professions would you pursue, Teaching or Nursing?

The question was among the least attempted questions. Quite a good number of the candidates who attempted this question were able to make a choice, defend them quite appreciably. These candidates demonstrated that they know what each of the professions entails. They were able to talk about job training, qualification for the jobs and the prospects therein. However, a few candidates, even though were able to make a choice could not substantiate the choices they made.

Question 2: Comprehension

This aspect or part of the paper demanded that the candidate should read the passage, absorb the meaning and react appropriately to the questions.

Quite a good number of the candidates demonstrated understanding of the passage and performed well on the content-based questions. Candidates were also able to answer most of the inferential questions even though this aspect posed some considerable challenge or difficulty to a few candidates. Even though quite a good number of the candidates were able to explain specific expressions, this aspect posed the biggest challenge/difficulty to some candidates. A good number of candidates were able to give suitable titles to the passage.

Question 3: Lexis and Structure

This section of the paper had four (4) parts and sought to test candidates knowledge in some aspects of grammar via, nouns, punctuations, adjectives and antonyms. The part on nouns demanded that candidates should pick the nouns in the sentences. Quite a good number of candidates were able to answer this question. A few candidates however picked only a noun even in cases where there were two nouns in a sentence.

The second part of this section tested candidates' knowledge in the use of the punctuation marks; the comma, capitalization, question mark and exclamation. With the exception of a few candidates who faulted in this area, quite a good number were able to punctuate the given sentences correctly.

The third part of this section tested candidates' knowledge on the use of adjectives. Majority of the candidates performed creditably on this part. Candidates' performance here is very satisfactory.

Candidates' knowledge about antonyms was tested in the last part of this paper. The performance of majority of the candidates was satisfactory and quite commendable. Apart from a few candidates who had some difficulty with this part, quite a good number did well.

EWE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates' performance however, continues to fall below expectation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Only an insignificant number of candidates performed well in the Composition, Comprehension and the Lexis and Structure aspects of the paper. They displayed some maturity in their presentations.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following weaknesses were identified in the candidates' scripts.

- (1) copying down of whole passages as answers to questions especially for comprehension.
- (2) some scripts were incomprehensible or could not be read at all.
- (3) presentation of answers to 'near similar questions' resulting in a lot of deviation.
- (4) presenting more than one alternative answer to one question, one of which is either correct or wrong.
- (5) jumping pages of the answer booklet in presenting answers to one particular question.
- (6) poor handwriting.
- (7) poor punctuation and spelling.
- (8) improper writing of some of the letters of the Ewe alphabet, especially: d & *; f & \$; v & v etc.
- (9) Non adherence to rubrics.

4. SUGGESTED REMEDIES

- (1) Teachers should teach their candidates how to answer composition and comprehension questions.
- (2) All candidates should not be registered en-block for the Ewe. E.g. where a teacher is not available or a candidate is on transfer from another language speaking area. Teachers who do not have indepth knowledge of the language should not be allowed to teach it. They are causing more harm than good.
- (3) Candidates should be well briefed on the proper use of the answer booklets and; rubrics to the questions and the entire paper should be read and understood.
- (4) Candidates need to read a lot of literature in the language to help them enrich their vocabulary and expression.

- (5) Teachers should give candidates adequate class exercise and mark them to enable candidates improve their grammar, handwriting and proper writing of the letters of the Eve alphabet.

5. DETAILED COMMENTS

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

Most candidates attempted the question but only few of them presented scripts worthy of commendation. Majority only wrote down the addresses of their schools and scored zero (0) for such presentations. Some of the addresses and dates were wrongly written. Writing the address in the language is no more in vogue. It should not be written in block letters as done by most candidates. If a candidate chooses to write the address in the language (Eve) it should be done properly e.g. Af=fi) 15 lia, 2011 or simply 15 - 04 - 2011 and not 15 lia Af=fie fe 2011. OR “Post +fisi A*aka” As an address.

Such archaic salutations like “Na” should be avoided. Teachers and candidates should note that friendly letters are never signed. Only the writer’s first name is required.

Teachers and candidates should also note that conclusions to all compositions should be relevant to the topic given; not just any weak conclusion like “This is all about the excursion I had.”

Question 1(b): Composition - Descriptive

Describe how a Basket or a Mat is woven.

The question was attempted by very few candidates. The question required the candidate to make a choice, then mention the materials required, how the materials are prepared and then detail the process involved in the weaving.

Candidates who attempted this question did not do well at all. Presentations could not be understood and not systematic, thus scoring low marks.

Conclusions were not good e.g. “This is how a basket/mat is woven” - not accepted for a full mark. Something brief like the benefits derived from the craft will be quite acceptable.

Question 1(c): Composition- Narrative

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

This question was attempted by few candidates.

The question required the candidate to give details of how the thieves/robbers entered the house, their activities, resistance of the inmates, assistance offered by neighbours/police, etc.

This should end with a relevant conclusion e.g. candidate's role as an inmate of the house etc.

Of the candidates who attempted it only an insignificant number presented something worthy of commendation.

Question 1(d): Composition - Exposition

Which of these professions would you pursue, Teaching or Nursing?

It was attempted by very few candidates.

The question required the candidate to make a choice and go on to give reasons for the choice made. Some of the reasons given were quite weak and repetitive. Some candidates did not follow the rubrics and wrote scantily on the two areas, thus scoring low marks.

Candidates' conclusions were not good e.g. "This is why I want to be a Teacher/Doctor/Nurse" - did not merit the reward of a full mark.

Question 2: Comprehension

This was a compulsory question. Candidates are always required to read the given passage with understanding before attempting to answer the questions on it.

In this particular case, although the passage was within the reach of candidates, only few candidates understood it and answered the questions as required. Majority however fared badly. Some only copied down passages from the text as answers to the questions - thus scoring no marks.

Teachers are advised to intensify the teaching of Comprehension in the schools and give candidates the proper approach to answering comprehension questions. Candidates are

also advised to read a lot of literature in the language to enhance their reading habit, expression, vocabulary build up and understanding of given texts.

Question 3: Lexis and Structure

This question had four sub-areas: identification of nouns in given sentences, punctuation of given simple sentences, identification of adjectives in given simple sentences and giving the antonyms/opposites of given words in short and simple sentences.

It was also a compulsory question and apparently the easier section/question of the paper. Only few candidates performed creditably well. Majority however, appeared to have had no knowledge of the Word Classes and Punctuation marks of the language, thus scoring little or no marks. Even words to be copied from the given sentences were wrongly spelt/written.

Teachers are advised to intensify the teaching of the Word Classes and the use of Punctuation Marks in the language to help their candidates perform creditably under these circumstances.

FANTE 2

1. GENERAL COMMENTS

- (1) The standard of the paper compared favourably with that of previous years.
- (2) In most of the public schools, the performance of the candidates was very disappointing - a clear indication that the teaching of the language was not being given the desired attention.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) A few of the candidates need commendation for their maturity in answering the composition questions. They were able to meet the demand of the questions - good paragraphing, correct use of figurative expressions, good punctuating among others.
- (2) The Lexis and Structure (Section 3 of the paper) was satisfactorily answered. Most candidates scored good marks.
- (3) Most of the candidates were able to write the required number of words for the composition (150 words). This is encouraging. Consequently, this enhanced their total marks for the composition.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) In most of the public schools the performance was generally poor.
- (2) Like previous years, lack of the correct orthography of the language still persisted in most of the schools.
- (3) Some candidates copied portions of the comprehension passage as answers to the composition.
- (4) In section 3 of the paper the section on punctuation was poorly answered. Some candidates instead of applying the correct punctuation marks in the sentences wrote the punctuation marks in isolation.

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to read more books in the language. They should also be taught the orthography of the language.
- (2) More exercises should be given on punctuations.

- (3) Candidates should be advised not to translate the addresses of letters into the local language. However, when a candidate wants to write the date in full, the month should be written in the local language.

5. DETAILED COMMENTS

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

The candidates were required to introduce the letter by greeting and giving the purpose of the letter. They were also expected to narrate the course and details of the excursion, stating the date, the preparation towards the journey, the journey itself, what were seen on the way and other activities of the place(s) they visited. They were also required to conclude by giving their impressions about the excursion.

Though a few candidates met the demands of the questions, most of them just mentioned what they did at the places they visited. They also failed to give their impressions about the excursion.

Question 1(b): Composition - Descriptive

Describe how a Basket or a Mat is woven.

The candidates were expected to make a choice as the introduction. They were also expected to mention the materials used in weaving the object, the preparation of the materials and the process of weaving the chosen object. In conclusion, they were expected to mention the benefits of the object woven.

Only a few candidates answered this question. Those who did, could not meet the number of words required. However, they were able to mention the materials used in weaving and also describe the process vividly. Unfortunately, they failed to mention the uses of the object.

Question 1(c): Composition- Narrative

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

The candidates were required to state the date and place of the incident and give the details. A sizable number of candidates wrote this composition. A good number of them

described interesting incidents. This is commendable. Some of them also stated the roles they played or what happened to them during the attack.

However, some of them just did the description but failed to provide the place and when the incident occurred

Question 1(d): Composition - Exposition

Which of these professions would you pursue, Teaching or Nursing?

Candidates were expected to make a choice then discuss why that choice was made.

On the whole, this question was poorly answered. The few candidates who answered this question could not give sufficient reasons for their choices. They were expected to give about four reasons for their choice of profession.

Question 2: Comprehension

This was a comprehension passage with ten questions set on it. The questions were made up of stated facts, inference, meaning and giving a title to the passage.

This question was poorly answered. Most of the candidates could only answer the questions on stated facts but failed to answer the other areas properly. Most of them wrote irrelevant answers to the questions.

Students are encouraged to read more story books in the language in preparation towards comprehension exercises.

Question 3: Lexis and Structure

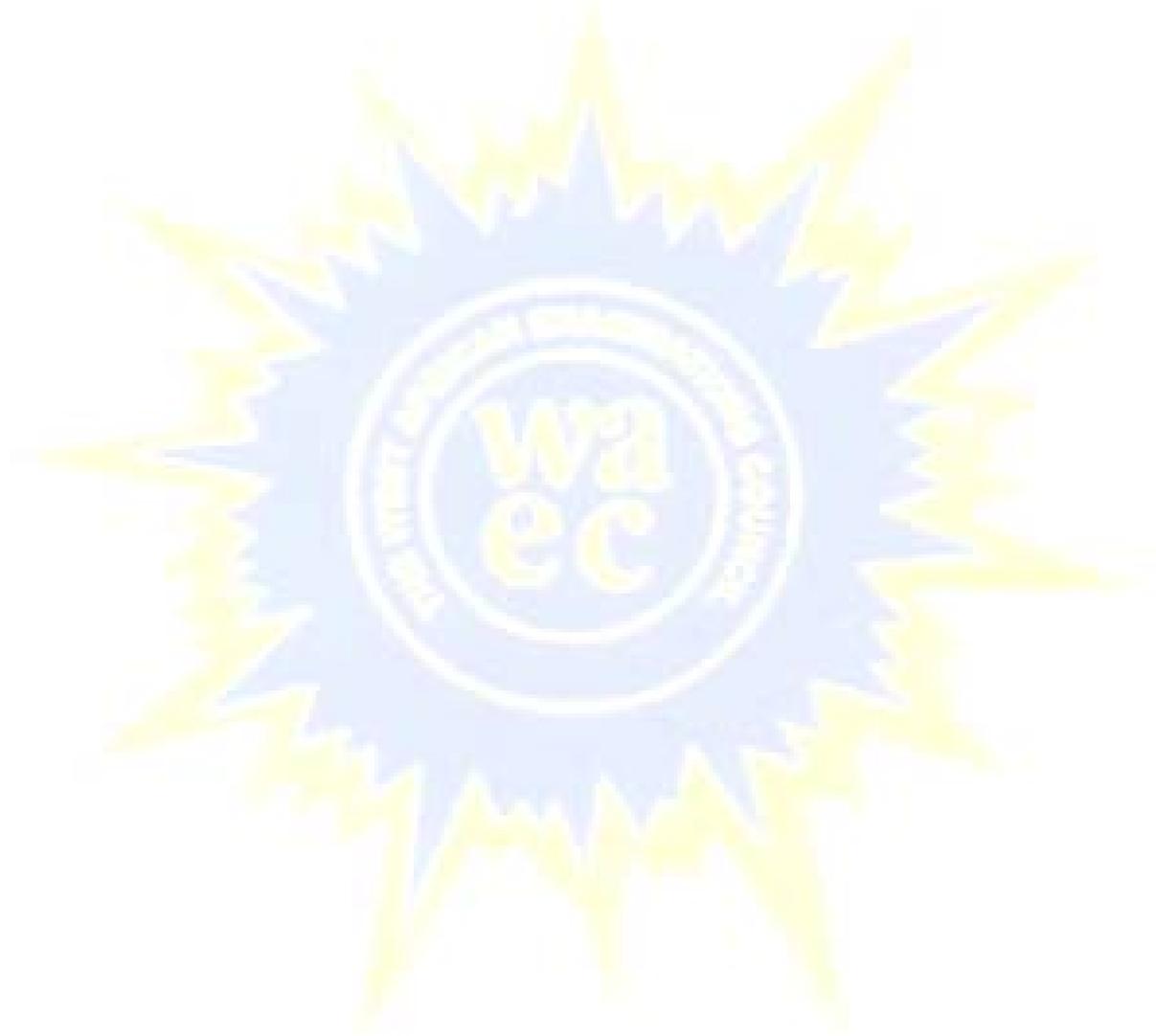
This question was made up of four parts.

- (1) In part one, the candidates were required to identify nouns from sentences.

Most of the candidates could not identify the abstract nouns from the sentences. They could however, identify the common and proper nouns.

- (2) In the second part, the candidates were expected to punctuate some sentences. This part seemed difficult for the candidates. It was poorly answered. Most of the candidates did not write the sentences but indicated the punctuation marks. That was a wrong approach and such candidates lost the marks for that part.

- (3) The candidates were expected to identify adjectives from sentences in this part. This part was well handled by the candidates.
- (3) In the fourth part the candidates were required to find the opposite of some words in sentences.
On the whole most students scored high marks in this section.



GA 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates' performance however, continued to fall below expectation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Only a few number of candidates performed well in the Composition, Comprehension and the Lexis and Structure aspects of the paper. They displayed some maturity in their presentations.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following weaknesses were identified in candidates' scripts:

- (1) copying down of whole passages as answers to questions especially the comprehension.
- (2) some scripts were incomprehensible or could not be read at all.
- (3) presenting more than one alternative answer to one question, one of which is either correct or wrong.
- (4) jumping pages of the answer booklet in presenting answers to one particular question.
- (5) poor handwriting.
- (6) poor punctuation and spelling.
- (7) non-adherence to rubrics.

4. SUGGESTED REMEDIES

- (1) Teachers should teach their candidates how to answer composition and comprehension questions.
- (2) Candidates should be well briefed on the proper use of the answer booklets and; rubrics to the questions and the entire paper should be read and understood.
- (3) Candidates need to read a lot of literature in the language to help them enrich their vocabulary and expression.

5. DETAILED COMMENTS

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

Most candidates attempted the question but only few of them presented scripts worthy of commendation. Majority only wrote down the addresses of their schools and scored zero (0) for such presentations. Some of the addresses and dates were wrongly written.

Teachers and candidates should also note that conclusions to all compositions should be relevant to the topic given; not just any weak conclusion like “This is all about the excursion I had.”

Question 1(b): Composition - Descriptive
Describe how a Basket or a Mat is woven.

The question was attempted by very few candidates. The question required the candidate to make a choice, then mention the materials required, how the materials were prepared and then in detail the process involved in the weaving.

Candidates who attempted this question did not do well at all. Presentations could not be understood and not systematic, thus scoring low marks.

Conclusions were not good e.g. “This is how a basket/mat is woven” - not accepted for a full mark. Something brief like the benefits derived from the craft was quite acceptable.

Question 1(c): Composition - Narrative
It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

Few candidates attempted this question.

The question required the candidate to give details of how the thieves/robbers entered the house, their activities, resistance of the inmates, assistance offered by neighbours/police, etc.

This essay required a relevant conclusion e.g. candidate’s role as and inmate of the house etc.

Of the candidates who attempted it, only an insignificant number presented something worthy of commendation.

Question 1(d): Composition - Exposition

Which of these professions would you pursue, Teaching or Nursing?

It was attempted by very few candidates.

The question required the candidate to make a choice and go on to give reasons for the choice made. Some of the reasons given were quite weak and repetitive. Some candidates did not follow the rubrics and wrote scantily on the two areas, thus scoring low marks.

Candidates' conclusions were not good e.g. "This is why I want to be a Teacher/Doctor/Nurse" - did not merit the reward of a full mark.

Question 2 : Comprehension

This was a compulsory question. Candidates were required to read the given passage with understanding before attempting to answer the questions on it.

In this particular case, although the passage was within the reach of candidates, only a few of them understood it and answered the questions as required. Majority however fared badly. Some only copied down passages from the text as answers to the questions - thus scoring no marks.

Teachers are advised to intensify the teaching of Comprehension in the schools and give candidates the proper approach to answering comprehension questions. Candidates should read a lot of literature in the language to enhance their reading habit, expression, vocabulary build up and understanding of given texts.

Question 3: Lexis and Structure

This question had four sub-areas: identification of nouns in given sentences, punctuation of given simple sentences, identification of adjectives in given simple sentences and giving the antonyms/opposites of given words in short and simple sentences.

It was also a compulsory question and apparently the easier section/question of the paper. Only few candidates performed creditably well. Majority however, appeared to have had no knowledge of the word classes and punctuation marks of the language, thus scoring little or no marks.

Teachers are advised to intensify the teaching of the word classes and the use of punctuation marks in the language to help their candidates perform creditably under these circumstances.

GONJA 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. There was an improvement in the performance of the candidates as compared to the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some candidates wrote very good essays. Their expression, subject matter and organisation were good and meaningful. This is an indication that teachers in some schools now take the candidates through essay writing.
- (2) There was an improvement in the way candidates answered the comprehension questions. Their answers were brief and clear.
- (3) Many candidates did well in answering the nouns, adjectives and antonyms.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) One weakness was that some candidates copied down the comprehension passage from the question paper as their essays.
- (2) A second weakness was lack of knowledge in developing ideas in essay writing. The contents produced on the questions were scanty and dry.
- (3) Poor spelling is also one of the weaknesses detected in the work of candidates. Examples of wrongly spelt words included: 'are' for 'ere', 'pue' for 'p=' and 'able' for 'ebel'.
- (4) In the Lexis and Structure aspect of the paper, many candidates could not punctuate the sentences correctly.
- (5) One other problem examiners detected was that in answering the comprehension questions, some candidates wrote the questions in their scripts before the answers.

4. SUGGESTED REMEDIES

- (1) With regard to the copying down of materials from the question paper, the candidates are advised to desist from doing so since materials copied are scored zero.
- (2) On the part of developing ideas, teachers should do well to take candidates through the various skills of developing ideas in essay writing.

- (3) One way teachers can assist students to improve their spelling is to encourage them to read more books in the language.
- (4) Finally, teacher should help their candidates to do more exercises in punctuation as they prepare them for the examination. Copying the questions in the answer booklets before giving the answers is a waste of time and candidates are advised to desist from that.

5. **DETAILED COMMENTS**

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

The question was attempted by many students. A good example of the essays written by one of the candidates was the one which took him to the Kintampo Waterfalls and Damongo (Mole) Game Reserve on that day. This candidate beautifully developed his essay.

However, some candidates only lifted materials from the comprehension passage. Teachers should do well to discourage this type of attitude since a candidate who does so scores zero. Some candidates did not also use the appropriate tenses. They used the future tense instead of past tense.

Question 1(b): Composition - Descriptive

Topic: Describe how a Basket or a Mat is woven.

Some candidates did well. They were able to make a choice of either the basket or mat in their introduction.

In the main body of the essay, the candidates were expected to talk about how the raw materials are gathered and prepared before the weaving starts. The main concern of the question is on the process involved in the weaving.

Generally, the students performed well in this question.

Question 1(c): Composition - Narrative

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

Only few candidates answered the question. The candidates were expected to include the day, date and time the incident happened. This should form the introduction of the essay
The body should include:

- (1) how the thieves entered the house with their weapons
- (2) shouts for help by the inmates
- (3) How the thieves took them hostage
- (4) items taken away
- (5) assistance offered by neighbours
- (6) the aftermath of the robbery - how the case was reported at the police station.
- (7) the candidate's feelings or impressions.

On the whole, some candidates narrated the incident very well.

Question 1(d): Composition - Exposition

Which of these professions would you pursue, Teaching or Nursing?

The choice of the candidate forms the introductory part of the composition. The candidate should give brief reasons for his/her choice.

In the body of the essay, the candidate is expected to develop the following points as paragraphs:

- (1) the level of education involved in the profession
- (2) prestige of the profession
- (3) to save lives
- (4) educate people
- (5) to save money
- (6) become more popular in the society.

The candidate is expected to affirm the future of his or her chosen profession in conclusion. The few candidates who attempted this question did well.

Question 2 : Comprehension

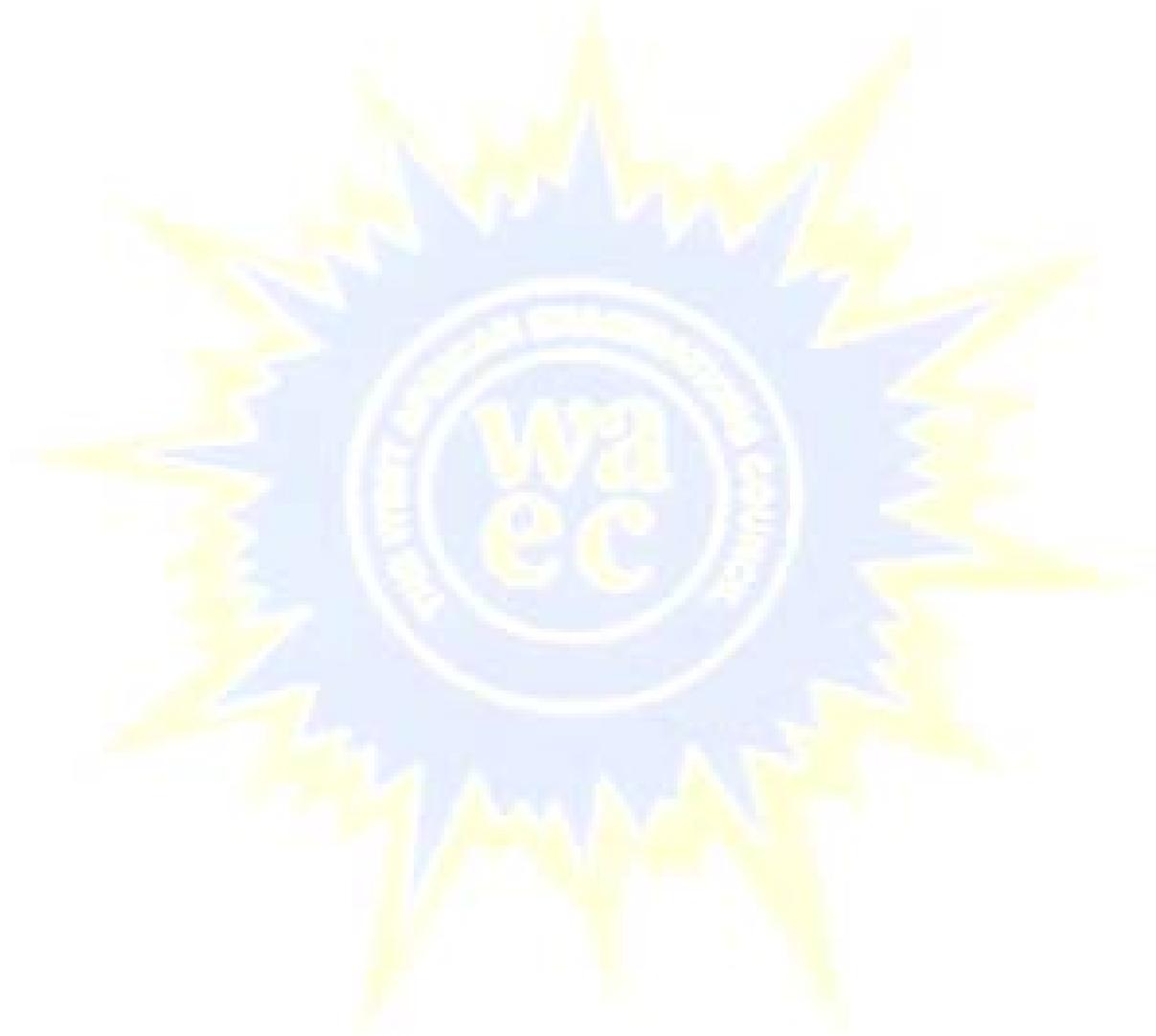
The candidates were expected to read a passage in Gonja and answer ten questions on it. Three of the questions were on stated facts, two on inference, four figures of speech and one on the title of the passage.

The candidates did well in the comprehension.

Question 3: Lexis and Structure

This year's Lexis and Structure questions were on word classes (Nouns), punctuations, adjectives and antonyms. There were five questions on each of these aspects.

The candidates did better in the Lexis and Structure this year as compared with the previous years.



KASEM 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates' performance also remained the same as that of the previous years; except that private schools performed better than the public schools.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Most candidates offered detailed materials, fact and ideas on essay topics. A good number of candidates also provided suitable alternative responses where it was appropriate.

Some few candidates provided suitable titles where it was required, using capital letters. This was commendable.

As usual, most candidates were conversant with the features of letter writing. No wonder this topic attracted a great number of candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Except for the private schools and other few candidates, the situation of poor spelling did not change. Candidates' spellings were very appalling. Even words correctly written in the question paper, were wrongly spelt by candidates. In some cases, candidates were not consistent in their spellings. E.g. "lage" (correct) - later "lagi" (wrong); "debam" (correct) - later "dibam" (wrong); "konto" (correct) - later "ko to" (wrong)

Candidates had no knowledge about punctuation marks. They did not apply the appropriate punctuation marks at the proper positions. They also started sentences with small letters and proper nouns were written in small letters.

4. SUGGESTED REMEDIES

- (1) students should be taught the Kasem orthography at all levels.
- (2) subject teachers should give their students constant spelling drills.
- (3) students should be encouraged to read books written with the new Kasem orthography.

- (4) students may also be encouraged to transfer knowledge from other languages taught them to Kasem in some areas, such as punctuations.
- (5) Subject teachers may also do well to teach the subject properly, so as to raise the standard in candidates' performance.

5. DETAILED COMMENTS

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

This question was poorly attempted by candidates. A good number of candidates deviated; possibly, they did not understand the question. These candidates took the question to mean “what goes on in the school”, though the rubrics were very clear. The word “beeri”, /to visit/ was mistaken to mean “bere”, /to teach/, hence candidates misfired. Meanwhile, candidates who understood the topic performed very well. They mentioned interesting places like the ‘Boti Water Falls’, ‘Paga Crocodile Pond’, ‘Damongo Game Park’ etc.

Question 1(b): Composition - Descriptive

Describe how a Basket or a Mat is woven.

Most candidates ignored this question; only a few attempted it, but could not perform well.

Candidates were expected to mention the materials needed to weave the particular item, e.g. reeds or special grass, twine, big needle (specially made for the purpose) etc. They could proceed to mention the preparation of such material and the processes involved from start to finish. Candidates could also talk about the benefits derived from craft-works.

Question 1(c): Composition- Narrative

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

This question attracted a good number of candidates. They performed fairly well as they provided the required details from start to finish. Candidates were expected to state how the thieves entered the house, noise/gunshots heard, shouts for help, defence put up, taking the thief hostage, items taken away, help offered by neighbours, report to the police or chief and possibly casualties etc. Candidates were able to narrate all these.

Question 1(d): Composition - Exposition

Which of these professions would you pursue, Teaching or Nursing?

Candidates who chose this question performed quite well. They made their choices and continued to give reasons for such choices. Essays were developed along the lines of various arguments, that is, why they preferred one profession to the other. Their presentations were highly commendable.

Question 2: Comprehension

A prose passage followed by ten (10) questions (a - j).

A few candidates fared well in this part. The questions covered the areas of 'stated facts', 'inferences', 'meanings', 'expressions' and 'summary'. The poor performance of candidates may be attributed to the inability of students being made to read.

At any rate a good number of candidates gave valid responses to some of the questions. Their performance in the areas of inference and summary were below standard. The inference questions (d) (e) and the summary (j) posed problems to candidates.

Note: Subject teachers may do well to teach students to read Kasem materials, that is, books written in Kasem. Students should learn to answer questions on passages appropriately.

Question 3: Lexis and Structure

- (a - e): In this area, candidates were expected to pick nouns to be identified in sentences. Almost all candidates scored the marks.
- (f - j): Candidates were asked to identify places where punctuation marks should be applied. Most candidates had no problem in supplying the appropriate punctuations at the right places.
- (k - o): This area sought to ask candidates to identify Adjectives in sentences. Candidates identified the adjectives and used them for their responses. Most candidates scored the marks.
- (p - t): Candidates were to supply antonyms to some given words underlined in sentences. Most candidates performed very well.

On the whole candidates were comfortable with this part and performed quite creditably.

NZEMA 2

1. GENERAL COMMENTS

- (1) The standard of the paper compared favourably with that of previous years.
- (2) There was a slight improvement in the performance of the candidates over those of previous years. This improvement was noticed significantly in the private schools.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) A few of the candidates need commendation for their maturity in answering the composition questions. They were able to meet the demand of the questions - good paragraphing, correct use of figurative expressions, good punctuating among others.
- (2) This year there was a significant improvement in the orthography of candidates, hence most of them scored good marks for Mechanical Accuracy. However, a lot need to be done to improve upon this achievement.
- (3) Section 3 of the paper - Lexis and Structure was satisfactorily answered. Most candidates scored good marks.
- (4) Most of the candidates were able to write the required number of words for the composition (150 words). This was encouraging. Consequently, this enhanced their total marks for the composition.
- (5) Most candidates were able to give very good titles to the comprehension passage.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) In most of the public schools the performance was generally poor.
- (2) Like previous years, lack of the correct orthography of the language still persisted in most of the schools. Candidates continued to join the pronoun to the noun and detach it from the verb.
- (3) Wrong spelling of the word 'd==nw=' - 'many' cut across all the schools. Instead they wrote 'nd==nwo'. The word does not exist in the language.
- (4) Some candidates copied portions of the comprehension passage as answers to the composition.
- (5) In section 3 of the paper the section on punctuation was poorly answered. Some candidates instead of applying the correct punctuation marks in the sentences wrote the punctuation marks in isolation.
- (6) In the comprehension candidates had problems with answering questions on inference and meaning.

4. **SUGGESTED REMEDIES**

- (1) Candidates should be encouraged to read more books in the language. They should also be taught the orthography of the language.
- (2) More exercises should be given on punctuations.
- (3) Teachers must teach their students the techniques of giving titles to passages read, and also answering questions on inference and meaning in comprehension.
- (4) Candidates should be advised not to translate the addresses of letters into the local language. However, when a candidate wants to write the date in full, the month should be written in the local language.

5. **DETAILED COMMENTS**

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

The candidates were required to introduce the letter by greeting and giving the purpose of the letter. They were also expected to narrate the course and details of the excursion, stating the date, the preparation towards the journey, the journey itself, what were seen on the way and other activities of the place(s) they visited. They were also required to conclude by giving their impressions about the excursion.

Though a few candidates met the demands of the questions, most of them just mentioned what they did at the places they visited. They also failed to give their impressions about the excursion.

Question 1(b): Composition - Descriptive

Describe how a Basket or a Mat is woven.

The candidates were expected to make a choice as the introduction. They were also expected to mention the materials used in weaving the object, the preparation of the materials and the process of weaving the chosen object.

In conclusion, they were expected to mention the benefits of the object woven.

Only a few candidates answered this question. Those who did, could not meet the number of words needed. However, they were able to mention the materials used in

weaving and also describe the process vividly. Unfortunately, they failed to mention the uses of the object.

Question 1(c): Composition - Narrative

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

The candidates were required to state the date and place of the incident and give the details. A sizable number of candidates wrote this composition. A good number of them described interesting incidents. This is commendable. Some of them also stated the roles they played or what happened to them during the attack.

However, some of them just did the description but failed to provide the place and date on which the incident occurred.

Question 1(d): Composition - Exposition

Which of these professions would you pursue, Teaching or Nursing?

Candidates were expected to make a choice then discuss why that choice was made.

On the whole, this question was poorly answered. The few candidates who answered this question could not give sufficient reasons for their choices. They were expected to give about four reasons for their choice of profession.

Question 2: Comprehension

This was a comprehension passage with ten questions set on it. The questions were made up of stated facts, inference, meaning and giving a title to the passage.

This question was poorly answered. Most of the candidates could only answer the questions on stated facts but failed to answer the other areas properly. Most of them wrote irrelevant answers to the questions.

Students are encouraged to read more story books in the language in preparation towards comprehension exercises.

Question 3: Lexis and Structure

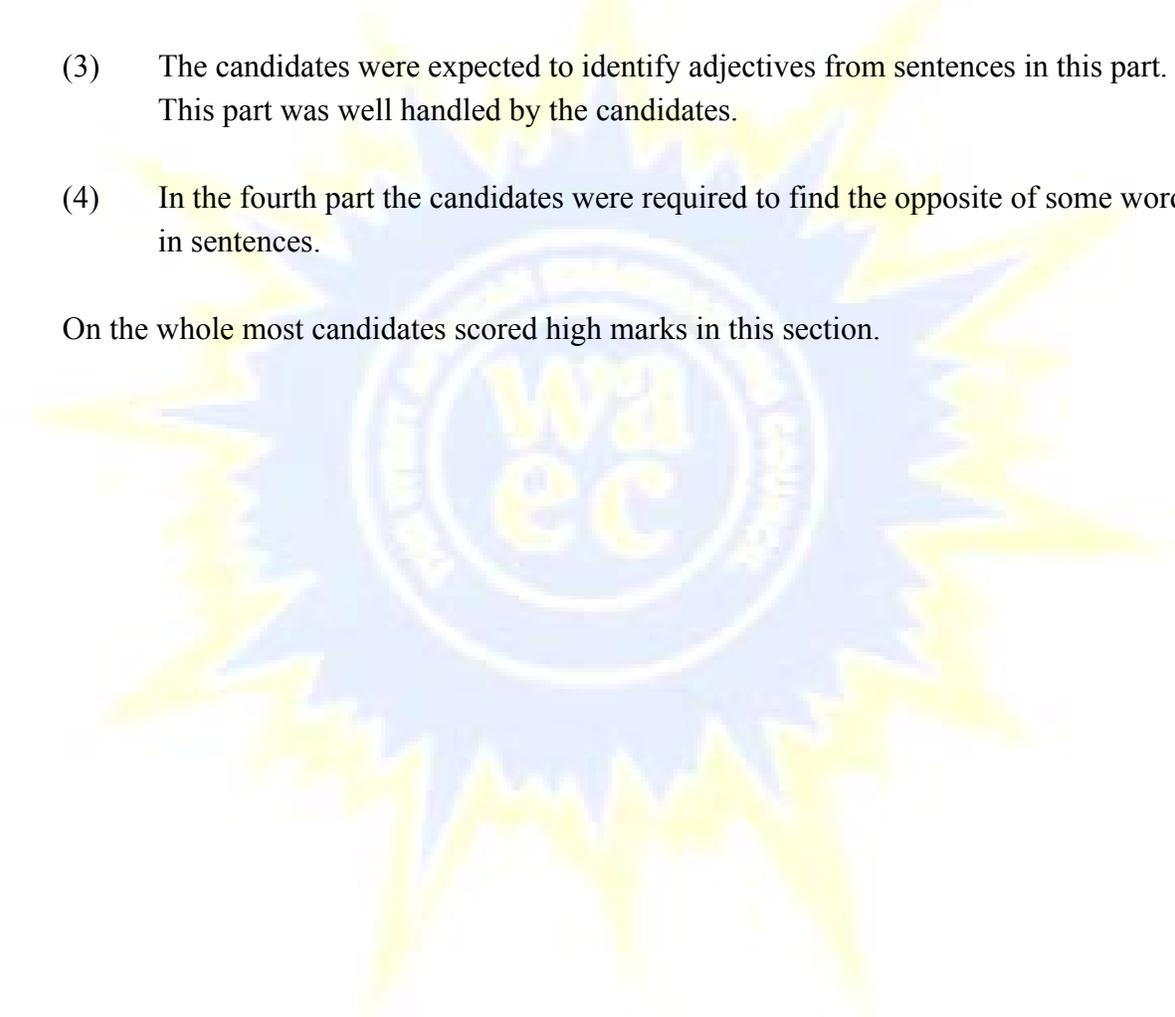
This was a question on Lexis and Structure made up of four parts.

- (1) In part one, the candidates were required to identify nouns from sentences.

Most of the candidates could not identify the abstract nouns from the sentences. They could however, identify the common and proper nouns.

- (2) In the second part, the candidates were expected to punctuate some sentences. This part seemed difficult for the candidates. It was poorly answered. Most of the candidates did not write the sentences but indicated the punctuation marks rather. That was a wrong approach and such candidate lost the marks for that part.
- (3) The candidates were expected to identify adjectives from sentences in this part. This part was well handled by the candidates.
- (4) In the fourth part the candidates were required to find the opposite of some words in sentences.

On the whole most candidates scored high marks in this section.



(TWI) AKUAPEM 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The performance of candidates was average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Comprehension - A number of candidates gave straight forward answers to the comprehension questions.
- (2) Many candidates showed that they prepared for the Lexis and Structure section as they scored high marks.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Punctuation Marks:
Some candidates started sentences without using the capital letters at the initial position. Some personal names were even written with lower case characters at the initial position.
- (2) Overcrowding of answers:-
Some candidates crowded their answers over one page though the rubrics stated that they should begin each answer to a question on a fresh page. The instruction to leave two or more lines between answers where these are sub-questions to the same question was not adhered to.

4. SUGGESTED REMEDIES

- (1) Teachers should make a conscious effort to teach pupils the right use of the apostrophe and punctuation marks through a number of class exercises. Examples from very good textbooks must be used to build up the skills of writing in pupils.
- (2) Before and during examinations tutors should provide adequate rubrics to pupils to remedy the problem of overcrowding of answers.

5. DETAILED COMMENTS

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

Introduction: Greetings and purpose of the letter.

Body: The following points were expected:

- (1) - Date, Place, Preparations.
- Journey - means of transport, scenes along the way.
- Arrival at the designated place.

- (2) - Interesting places visited/site seeing
- Activities undertaken
- Departure and arrival back to school/home.

Conclusion: Candidates' impression about the excursion.

Majority of candidates attempted this question and they did well. Candidates followed the procedures of letter writing providing address, date, salutation and valediction.

However, there were a few pupils who mistook the topic to be visiting a sick person.

Question 1(b): Composition - Descriptive
Describe how a Basket or a Mat is woven.

Introduction:- Candidates were to make choice - Mat weaving or Basket weaving.

Body:- Candidates to mention the materials required.

- (1) Palm branches, raffia, cane, reeds etc.
- (2) Preparation of the materials.
- (3) process involved in the weaving - from start to finishing.

Conclusion:- Candidates were to state the benefits derived from the craft.

This topic attracted just a few candidates who failed to state the facts above. Some candidates, who wrote on the topic, wrote on both Mat and Basket weaving without making a choice.

Candidates who attempted this topic performed poorly.

Question 1(c):Composition - Narrative

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

Introduction:- Candidates to state the day/date of the incident.

Body:- Candidates to give details of the incident.
e.g. How the robbers entered the house, gunshots, shouts for help, defence put up by the inmates, items taken away, assistance offered by neighbours, report to the police etc.

Conclusion:- Candidates' impression e.g. frightened, hidden, assistance offered etc.

This is the second topic that attracted candidates. Candidates' work was average.

Question 1(d): Composition - Exposition
Which of these professions would you pursue, Teaching or Nursing?

Introduction:- Candidates to make a choice.

Body:- Candidates to give reasons for the choice made.
e.g. Level of education required, family profession, financial gain, for prestige, to educate people, to save lives, to travel abroad, leadership in society etc.

Conclusion:- Candidates affirmation of the future prospects of his/her chosen profession.

This topic attracted a few students who failed to state the facts above. Some candidates wrote on the two professions without making a choice.

Question 2: Comprehension

This was a compulsory prose passage with ten sub-questions to be answered by candidates. The very good candidates were able to answer the questions very well and were rewarded for their effort. However, the poor candidates merely copied the passage into the answer booklets which of course, earned them no mark. Quite a good number of candidates crowded their answers over one page.

Question 3: Lexis and Structure

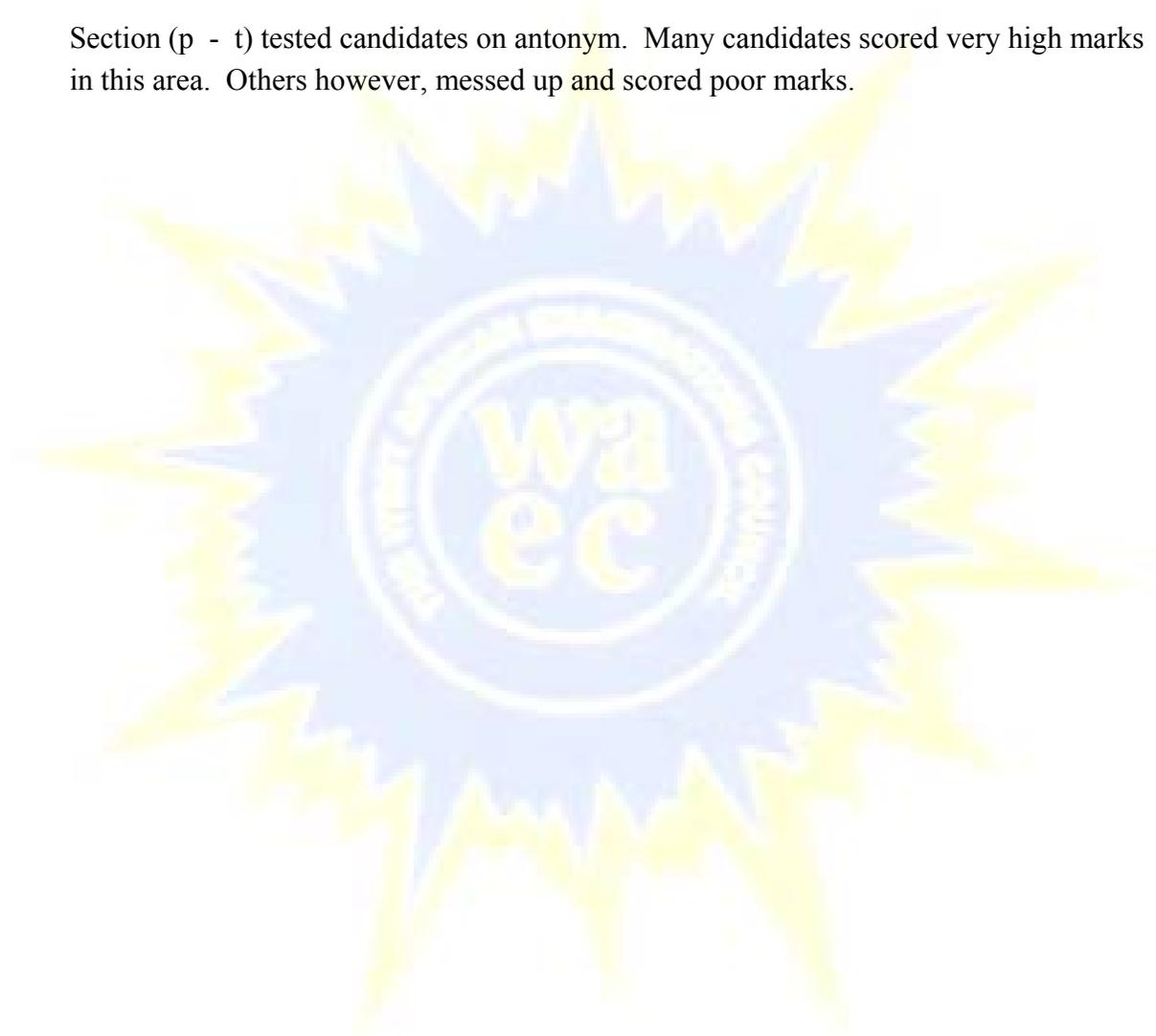
The question had four sections: a - e, f - j, k - o and p - t.

Section (a - e) was on identification of a noun in each of the five sentences. Most candidates were able to do the exercise. However, some candidates wrote the whole sentence and underlined these nouns which were also acceptable. They were however, expected to write down the word only.

Section (f - j) tested punctuation marks, capital letters, question marks,, exclamation marks and a comma. Many candidates could not write the right punctuation marks. Candidates were expected to write the full sentences and placed the expected marks at the correct places.

Section (k - o) was on identification of an adjective. Most candidates were able to do the exercise.

Section (p - t) tested candidates on antonym. Many candidates scored very high marks in this area. Others however, messed up and scored poor marks.



ASANTE TWI 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The performance of candidates was above average.

However, performance of candidates from rural schools fell below expectation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

(1) ESSAY

There was improvement in essay writing. Most candidates were able to write over and above the 150 words they were supposed to write. Many candidates were able to score marks for Mechanical Accuracy which indicated that their orthography had improved.

(2) COMPREHENSION

A number of candidates gave straight forward answers to the comprehension questions.

(3) Many candidates showed that they prepared for the Lexis and Structure section as they scored high marks.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) Wrong use of the Twi personal pronouns:- Most candidates confused the third person *pronoun singular* - +no (he/she) with the third person *pronoun plural* - w=n (they). This wrong usage was rampant in the essay topics.

(2) Punctuation Marks:- Some candidates started sentences without using the capital letters at the initial position. Some personal names were even written with lower case characters at the initial position.

(c) Overcrowding of answers:- Some candidates crowded their answers over one page though the rubrics stated that they should begin each answer to a question on a fresh page. The instruction to leave two or more lines between answers where these are sub-questions to the same question was not adhered to.

4. SUGGESTED REMEDIES

(1) Teachers should make conscious effort to teach pupils the right use of personal pronouns, the apostrophe and punctuation marks through a number of class

exercises. Examples from very good textbooks must be used to build up the skills of writing in pupils.

- (2) Before and during examinations tutors should provide adequate rubrics to pupils to remedy the problem of overcrowding of answers.

5. DETAILED COMMENTS

Question 1(a): Composition - Letter writing

Write a letter to your friend in another school telling him/her about an excursion you had recently.

Introduction:- Greetings and purpose of the letter.

Body:- The following points were expected:

- (1) - Date, Place, Preparations.
- Journey - means of transport, scenes along the way.
- Arrival at the designated place.
- (2) - Interesting places visited/site seeing
- Activities undertaken
- Departure and arrival back to school/home.

Conclusion:- Candidates' impression about the excursion.

Majority of candidates attempted this question and they did well. Candidates followed the procedures of letter writing providing address, date, salutation and valediction.

However, there were a few candidates who mistook the topic to be attending to a family call or visiting a sick person.

Question 1(b): Composition - Descriptive

Describe how a Basket or a Mat is woven.

Introduction:- Candidates were to make a choice - Mat weaving or Basket weaving.

Body:- candidates to mention the materials required.

- e.g.
- (1) Palm branches, raffia, cane, reeds etc.
 - (2) Preparation of the materials.
 - (3) process involved in the weaving - from start to finishing.

Conclusion:- Candidates to state the benefits derived from the handiwork/craft.

This topic attracted just a few students who failed to state the facts above. Some candidates, who wrote on the topic, wrote on both Mat and Basket weaving without making a choice.

Candidates who attempted this topic performed poorly.

Question 1(c): Composition- Narrative

It happened that thieves/armed robbers raided your home one night. Narrate all that happened.

Introduction:- candidates to state the day/date of the incident.

Body:- Candidates to give details of the incident.
e.g. How the thieves/robbers entered the house, gunshots, shouts for help, defence put up by the inmates, taking them hostage, items taken away, assistance offered by neighbours, report to the police etc.

Conclusion:- Candidates' impression e.g. frightened, hidden, assistance offered etc.

This is the second topic that attracted candidates. Candidates' work was satisfactory.

Question 1(d): Composition - Exposition

Which of these professions would you pursue, Teaching or Nursing?

Introduction:- Candidates to make a choice.

Body:- Candidates to give reasons for the choice made.
e.g. Level of education required, it is a family profession, for financial gain, for prestige, to educate people, to save lives, to travel abroad, leadership etc.

Conclusion:- Candidates affirmation of the future prospects of their chosen profession.

This topic attracted a few students who failed to state the facts above. Some candidates wrote on the two professions without making a choice.

Question 2: Comprehension

This was a compulsory prose passage with ten sub-questions to be answered by candidates. The very good candidates were able to answer the questions concisely and were rewarded for their effort. However, the poor candidates merely copied the passage into the answer booklets which of course, earned them no mark. Quite a good number of candidates crowded their answers over one page.

Question 3: Lexis and Structure

The question had four sections: a - e, f - j, k - o and p - t.

Section (a - e) was on identification of a noun in each of the five sentences. Most candidates were able to do the exercise. However, some candidates wrote the whole sentences and underlined the nouns which was also acceptable. They were however, expected to write down the word only.

Section (f - j) tested punctuation marks, capital letters, question marks,, exclamation marks and a comma. Many candidates could not write the right punctuation marks. Candidates were expected to write the full sentences and place the expected marks at the correct places.

Section (k - o) was on identification of an adjective. Most candidates were able to do the exercise.

Section (p - t) tested candidates on antonym. Many candidates scored very high marks in this area. Others however, messed up and scored poor marks.

