

RESUME OF CHIEF EXAMINERS' REPORT FOR THE GENERAL SUBJECTS SECTION

1. STANDARD OF PAPERS

All the Chief Examiners reported that the standard of the papers compared favourably with that of previous years.

2. PERFORMANCE OF CANDIDATES

The Chief Examiners expressed varied opinions about candidates' performance. An improved performance was reported by the Chief Examiners of History, Economics, Geography 1B, Christian Religious Studies, Islamic Studies, Government and Social Studies.

However the Chief Examiner for Geography 2 reported a slight decline in the performance of candidates.

3. A SUMMARY OF CANDIDATES' STRENGTHS

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

(1) Orderly Presentation of material and good expression

The subjects for which candidates were commended for orderly presentation of material and clarity of expression include Christian Religious Studies, Economics, History, Islamic Studies, Government and Social Studies.

(2) Relevant examples and illustrations

An appreciable number of candidates in Geography 1, Social Studies, History and Government were commended by the Chief Examiners for buttressing their points with relevant examples.

(3) Compliance with the rubrics

Candidates of History, Christian Religious Studies, Government, Geography 1 and 2 were reported to have adhered to the rubrics of the paper very strictly.

(4) Legible Handwriting

The Chief Examiners for Christian Religious Studies, Economics, History, Islamic Studies, Government and Social Studies commended candidates for good handwriting.

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

The Chief examiners reported the following as weaknesses of most of the candidates:

(1) **Inability to draw diagrams properly**

The Chief Examiner for Geography 1B reported that the candidates failed to draw well-labelled diagrams and could not interpret graph and other statistical data.

(2) **Sketchy answers**

The Chief Examiners for Economics 2, Social Studies 2 and History 2 reported that some candidates merely listed their answers in a single sentence or phrase.

(3) **Lack of knowledge of Subject matter**

The Chief Examiners for Christian Religious Studies reported that most of the candidates lacked knowledge of the Biblical passages whilst that of Geography 1B and Economics reported lack of knowledge of concepts.

(4) **Deviations**

There were quite a number of deviations as a result of lack of understanding of some of the questions. For example, History 2 and Geography 1 & 2.

5. **SUGGESTED REMEDIES**

The following suggestions were recommended for candidates' weaknesses.

- (1) Teachers should endeavour to cover all topics in the syllabus to enable candidates prepare adequately for the examination.
- (2) Candidates should be exposed to good examination techniques and be taught how to tackle specific demands of questions.
- (3) Relevant textbooks should be secured by students and teachers.
- (4) Teachers should encourage their students to read more materials that could enhance their skills in English Language.
- (5) Copious exercises should be given and marked so that candidates' weaknesses could be detected for remedy.

CHRISTIAN RELIGIOUS STUDIES 2

1. GENERAL COMMENTS

Candidates' performance was better as compared to previous years.

The standard of the papers compared favourably with that of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) The standard of English Language is improving.
- (ii) Rubrics were followed with the exception of very few candidates.
- (iii) Students who prepared well were comfortable with most of the questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Students' failure to study and keep to the Biblical texts.
- (ii) Lack of commentary work.
- (iii) Sermonizing especially on Q10.

4. SUGGESTED REMEDIES

- (i) It is important for candidates to own and study their Bibles for knowledge and understanding of the selected passages.
- (ii) They are also encouraged to read Biblical commentaries on the prescribed texts to understand the passages clearly.
- (iii) Candidates should note that no marks are awarded for the presentation of sermons. They should not pretend to know the passages by presenting long sermons because examiners do not award marks for good or bad sermons.

5. DETAILED COMMENTS

Question 1

- (a) **Examine the circumstances that led to the killing of Abel by Cain.**
- (b) **Mention any three lessons that can be learnt from this incident.**

Candidates were asked to examine the circumstances that led to the killing of Abel by Cain. They were also to mention three lessons that can be learnt from the incident. Both parts of the question were well answered and high marks scored. This is very commendable.

Question 2

- (a) **Discuss the conquest of Jericho under the leadership of Joshua.**
- (b) **Identify *three* leadership qualities Joshua exhibited.**

Candidates were to discuss the conquest of Jericho under the leadership of Joshua.

They were also to identify three leadership qualities Joshua exhibited. It was apparent that many candidates were not conversant with the passage and others spent time repeating the instructions God gave to Joshua concerning how Jericho was to be conquered. The rest of them focused on how Rahab and his family were spared. Comprehensive account of the story can be found in Joshua Chapter 6.

Question 3

- (a) **Explain why Elijah pronounced drought on Israel**
- (b) **How did Ahab react to this ?**
- (c) **What three lessons about the supremacy of God can be learnt from this event?**

Many candidates could not explain why Elijah pronounced drought on Israel. They could also not explain how Ahab reacted to Elijah's pronouncement.

It was clear that candidates produced an already mastered past answer on the conquest between Elijah and the Baal prophets as well as Naboth's encounter with Ahab on his vineyard. This was **not** part of the question. Candidates should study 1 Kings 16:29-34; 17: 1-7.

Candidates were however able to indicate three lessons that can be learnt from the story.

Question 4

- (a) **Outline Nehemiah's response to the news of the broken wall of Jerusalem.**
- (b) **Mention three things a citizen can do to demonstrate patriotism.**

This question requested candidates to outline Nehemiah's response to the news of the broken wall of Jerusalem and also mention three things a citizen can do to demonstrate patriotism. It was the most unpopular question. Part (b) was however well-answered.

However for details of the (a) part, candidates should study Nehemiah 1:1-11; 2:9-20; 4: 1-23.

Question 5

- (a) Discuss the roles played by the Temple in the life of Jesus.**
- (b) List *three* deeds which may defile the body as the temple of God.**

Candidates were to discuss the role played by the Temple in the life of Jesus. They were to list three things that may defile the body as the temple of God. It was the most unpopular question in Section B and was badly answered.

Unnecessary emphasis was placed on the structure of the temple. This was not needed, others spent time on the history of the temple which fetched them no marks. It appears students did not read around the topic and could therefore not give convincing answers. Candidates should note the following:

- (i) The temple served as a place of instruction/education. Thus Jesus was found interacting with the scribes at the age of 12. (Lk 2: 46 - 47).
- (ii) It was a place for the dedication of first male children, hence Jesus was presented where Simeon and Anna met him
- (iii) The temple was also associated with the temptation story.
- (iv) Jesus cleansed the temple by driving out the traders.
- (v) Jesus also paid the temple tax.

The 'b' aspect was well answered.

Question 6

- (a) Outline the Lukan account of the birth of Jesus.**
- (b) What three implications can Christians derive from the story?**

Candidates were asked to outline the Lukan account of the birth of Jesus. They were also asked to state the implications of the story. However, some went astray by narrating the encounter between Herod and the three wisemen from the East which was not Lukan.

Question 7

- (a) Discuss the reaction of Jesus to the Pharisees' teaching on two of the following:**
 - (i) murder;**
 - (ii) swearing;**
 - (iii) retaliation.**

- (b) In what three ways can Christians demonstrate the spirit of reconciliation in the community?**

Candidates lacked knowledge of Jesus' teachings outlined in Matthew 5 on the specified topics eg. murder, swearing and retaliation.

It is important for students to study the text and the commentary on it.

The 'b' aspect was well answered. Candidates were to indicate three ways Christians can demonstrate the spirit of reconciliation in the community.

Question 8

- (a) Give an account of the story of the last supper.**
(b) In what three ways is the last supper significant to the Christian?

Candidates were to give an account of the story of the last supper, and they were able to do this creditably as outlined in the specified passages.

They were also able to state its significance to Christians. However, some students veered off by narrating the conversation between Peter and Jesus concerning the denial of the latter by Peter.

Question 9

- (a) Trace how Christianity came to Samaria.**
(b) In what three ways can Christians help spread the gospel?

Students were able to trace how Christianity came to Samaria according to the account as given in Acts 8:4 - 25. They were also able to state three ways Christians can help to spread the Gospel.

The following points should also be noted.

- (i) Christians should live exemplary lives.
- (ii) Mass media should be used to win souls.
- (iii) Charity programmes should be organized to reach out to people.
- (iv) Social amenities should be provided eg. schools, hospitals, water etc.

Question 10

- (a) What was Peter's advice to Christians living among non-Christians?**
(b) State three problems the church faces today.

This question demanded Peter's advice to Christians living among non-Christians. (1 Peter 2: 9 - 25). Unnecessary sermons were preached which fetched no marks. Candidates need to study the texts properly.

Candidates were however able to state three problems the church faces today.

ECONOMICS 2

1. GENERAL COMMENTS

The standard of the paper is comparable to those of previous years.

The performance of the candidates slightly improved compared to the last two years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) A good number of candidates provided relevant materials in clear intelligible language which facilitated the assessment of their answers.
- (ii) Many candidates presented their answers in legible handwriting. This facilitated the marking and award of marks.
- (iii) There was logical presentation of material by many candidates.
- (iv) A good number of answers were analytical as required and not merely descriptive.
- (v) Many candidates displayed an appreciable understanding of the concepts tested.
- (vi) Many candidates were able to illustrate their answers with current and relevant examples.
- (vii) In the data response questions, many candidates were able to provide correct formulae and also did the substitution as required.

Teachers should encourage their students to keep this up.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Some candidates merely listed points even when the question demanded a discussion.
- (ii) Some candidates numbered wrongly the questions they had answered.
- (iii) Some candidates displayed complete ignorance of concepts being tested.
- (iv) Some candidates were not able to express their ideas in intelligible English Language.

4. SUGGESTED REMEDIES

- (i) Candidates need to know that listing or mere mentioning of points will not earn them good passes in the subject. The points should be amplified.
- (ii) Wrong numbering of questions should be discouraged.
- (iii) Thorough teaching of all topics in the syllabus and the setting and marking of copious exercises on the topic taught will make candidates knowledgeable of the concepts being tested.
- (iv) Candidates have to equip themselves, through extensive reading, with the ability to express their ideas in intelligible English Language.

Question 1

The table below shows the total and marginal utilities of a consumer as he purchases various units of ice cream.

Quantity	Total utility	Marginal utility
1	12	12
2	A	8
3	26	B
4	30	4
5	32	C
6	D	0
7	30	-2

- (a) Find the values of A, B, C and D.
- (b) Explain the economic law illustrated by the marginal utility column.
- (c) At what level of consumption does the consumer maximize total utility?
- (d) Suppose the consumer has \$10 to spend on ice cream and the price of ice cream is \$2. How many units of ice cream will he consume to be in equilibrium? Explain your answer.

The question is a data response question. Candidates were therefore required to use the information given to answer the question.

Part (a) required the calculation or derivation of total and marginal utilities from the data or figures provided. Most candidates did well in finding the total utility (TU) and the marginal utility (MU).

Part (b) required the explanation of the law of diminishing marginal utility.

The question was “explain the economic law illustrated by the marginal utility column”.

Candidates were required to first state that the economic law was “diminishing marginal utility” before proceeding to explain it. However, most candidates did not state the law but went ahead to explain what the law is. This cost such candidates a mark.

In part (c) candidates were required to indicate the consumption level that the consumer maximizes total utility. A substantial number of candidates did not get the answers correct because they selected consumption level 5 where TU was 32 and MU was 2. TU is maximized when $MU=0$. Therefore consumption level 6 at which point TU was 32 and $MU=0$ was the correct response.

In Part (d), given the consumer’s income and the price of the commodity (ice cream), candidates were required to find the consumption level at which the consumer will be at equilibrium.

Most candidates did well in this section. However, some of the candidates did not know the equilibrium condition where only one commodity is concerned. Consumer equilibrium occurs where the $MU_x = P_x$ (marginal utility equals Price of the commodity). Therefore with the given data, equilibrium occurs at consumption level 5 where $MU = P$.

Question 2

The table below shows the output cost and revenue situations of a firm, study the table and answer the questions that follow.

Q	TVC	TC	MC	P	TR	MR
0	0	150	0	200	0	-
1	110	S	110	175	175	175
2	170	320	T	150	300	125
3	R	366	46	135	405	105
4	250	400	34	120	U	75
5	295	445	45	105	525	45
6	360	510	65	90	540	V

- (a) What is the fixed cost of the firm? Explain your answer.
- (b) Determine the values of R.S.T.U.V.

- (c) **At what quantity and price is the firm in equilibrium?**
- (d) **Calculate the profit or loss at the equilibrium position.**
- (e) **In what market is the firm operating? Explain your answer.**

This is another data response question and candidates were required to use the information given to answer the questions.

(a) Candidates were asked to indicate the fixed cost of the firm and explain why it was the fixed cost. Most candidates were able to pick the figures and explain. However, a number of them got the fixed cost correct but could not explain that, since total variable cost (TVC) was zero the only cost to the firm was the fixed cost of 150 or that total cost of any firm is made up of total fixed cost (TFC) plus TVC. From the data given $TC = 150$; $TVC = 0$; therefore, $TFC = 150$.

(b) Candidates were to determine the values of TVC, TC, marginal cost (MC) total revenue (TR) and marginal revenue (MR) missing in a given table. Most candidates did very well in calculating these values.

Some candidates provided the correct value in a tabular form without showing working. It is important for candidates to show working when they are asked to “determine”, “calculate” or “find” the values in a question.

In Part (c), candidates were to indicate the quantity and price at which the firm was in equilibrium. This was well done by the majority of candidates. Candidates who got this section wrong had forgotten or did not know that the equilibrium condition of the firm was $MC = MR$. Equilibrium output is 5 and equilibrium price is \$105.

In Part (d), all candidates who got (c) correct got this section correct. The few who did not know the equilibrium condition naturally got this section wrong. $\text{Profit} = TR - TC = \$525 - 445 = \$80$.

In Part (e), candidates were required to indicate the market in which the firm was operating and explain why. Again, most candidates got the market structure correct and gave the correct explanation. i.e. Monopoly or imperfect market. This is because the firm has to reduce price to sell more or the firm faces a downward sloping demand curve.

Question 3

- (a) **Define cross *elasticity of demand*.**
- (b) **With diagrams and specific examples, explain the effects of**
 - (i) **an increase in the price of commodity M on the quantity demanded and the price of commodity N, where M and N are complements.**
 - (i) **a decrease in the price of commodity A on the quantity demanded and the price of commodity B, where A and B are substitutes.**

This was an unpopular question. In the first part, most candidates were able to define cross elasticity of demand.

In b(i) candidates were to explain the effects of an increase in price of commodity M on the quantity demanded and the price of commodity N, where M and N were complements. Candidates were to use diagrams and specific examples. Some candidates did not give any example of complementary goods, Most candidates did not realize that, to show the effect on the price of commodity N they needed the supply curve.

Most of them could not show that the demand curve for commodity N would shift leftward.

In b(ii), again, the candidates left out the supply curve in their analysis.

Question 4

- (a) Define production.**
- (b) Explain any four economies of large-scale production.**

The question was popular. However, apart from the definition in part (a), the rest of the question was not well answered.

Candidates failed to explain clearly what the economies were and how they led to savings in cost. Some of the economies of large scale production are:

- (i) Financial economies:- A large firm is able to borrow more cheaply from banks.
- (ii) Marketing economies:- A large firm is able to buy inputs in bulk and thereby enjoy discounts. It is also better able to market its products.
- (iii) Technical economies: - A large firm is able to install larger plants which are cheaper to operate.
- (iv) Research economies:- A large firm is better able to do research which leads to improvements in quality of products, and hence higher productivity.
- (v) Welfare economies:- A large firm is better able to provide welfare facilities to its employees. This leads to increase in productivity.

Question 5

- (a) Explain opportunity cost.**
- (b) Of what importance is opportunity cost to the**
 - (i) individual;**
 - (ii) firm;**
 - (iii) government;**
- (c) Differentiate between money cost and social cost.**

Candidates' performance in this question was disappointing, considering how basic the concept is.

They were to explain opportunity cost as the forgone alternative and use an illustration to show that it arises because of scarcity. In part (b) candidates were to explain that opportunity cost enables the individual to make judicious use of his scarce resources.

It helps the firm to decide on which resources to use in the production of its chosen commodity. It helps the government in the preparation of its budget and aid in policy-making.

In part (c) candidates were to explain that money cost refers to the amount of money spent to procure an item. Social cost on the other hand refers to the inconvenience that society suffers as a result of activities carried out by producers and other individuals eg. pollution.

Question 6

- (a) What is a Consumers' co-operative Society?**
- (b) Highlight any four features of a co-operative society.**

Candidates' performance in this question was just average, with sketchy explanations. The features of a co-operative society are

- (i) Profits made are shared on the basis of patronage by members.
- (ii) It operates on democratic principles.
- (iii) It is formed with a minimum of 2 persons but has no maximum number of persons.
- (iv) Membership is open to those who fulfil certain conditions.
- (v) They are formed to promote the welfare of members.
- (vi) They have unlimited liability.
- (vii) The business is not a separate legal entity.
- (viii) The profits of co-operative societies are tax-free.

Question 7

- (a) What is monopoly?**
- (b) Explain four ways in which a monopoly can arise.**

This question was aimed at testing candidates' understanding of the factors which give rise to monopoly as a market structure. It was quite popular and performance was quite satisfactory. A few candidates however failed to meet the demands of the question as summarized below:

- (i) Patents and copyrights. This is an official right granted an inventor of a machine or process (patent) or of any literary work (copyright).
- (ii) Charter or franchise: A special permission of right given to someone to carry out production or provide a service exclusively.
- (iii) Economies of scale: By producing on a very large scale and selling at a lower price, competitors are warded off.
- (iv) Branding: By using brand names, manufacturers differentiate their products and create monopoly.

- (v) Control of particular resources:- If the resources needed for the production of a particular product are in the hands of a single producer, he becomes a monopolist.

Question 8

- (a) **What is maximum price legislation?**
(b) **State three reasons why government imposes maximum price control.**
(c) **Outline three reasons why government imposes maximum price control.**

This is another theory question designed to test candidates' understanding of maximum price legislation and its associated problems.

Part (a) of the question was fairly well-handled. However, some candidates deviated completely and discussed minimum prices, i.e prices fixed above the equilibrium market prices.

In part (b) candidates were required to explain that government fixes maximum price to

- (i) control rising prices of commodities.
- (ii) protect poor consumers.
- (iii) discourage speculation.
- (iv) ensure a fairer or equitable distribution of goods in periods of acute shortages.
- (v) control the consumption of certain goods.

On problems associated with maximum price legislation, candidates were expected to outline the following:

- (i) Long queues,
- (ii) Hoarding,
- (iii) Black marketing & under-the-counter sales,
- (iv) Nepotism and favouritism,
- (v) smuggling,
- (vi) Conditional sales.

Question 9

- (a) **Define price discrimination.**
(b) **Explain any four conditions that make price discrimination possible.**

This question was to test candidates' understanding of price discrimination. The definition of the concept in part (a) was poorly done and the factors that make price discrimination possible were not well-plained either.

In part (a) candidates were to explain that price discrimination is the practice of selling the same product, produced at the same cost at different prices in different markets; the difference in price not due to cost.

The conditions making price discrimination possible are as follows:

- (i) The seller must be a monopolist.

- (iii) The seller must be able to segregate the market with each market having the ability to pay.
- (iii) There should be no possibility of resale of the product.
- (iv) The elasticities of demand in the separate markets must be different.

Question 10

- (a)
 - (i) **What is an *optimum population*?**
 - (ii) **Give reasons why optimum population is considered ideal population for a country.**
- (b) **Outline any three economic effects of over-population.**

The objective of this question was to test understanding of the concepts of optimum population and over-population.

Many candidates wrongly defined optimum population as one in which available resources are equal to the population. Optimum population is that population which when combined with the available resources and the existing level of technology results in maximum output per head.

In part (a) candidates were to state the following as reasons why optimum population is ideal.

- (i) Optimum population yields maximum returns per head.
- (ii) Optimum population results in a high standard of living.
- (iii) Optimum population results in the most efficient use of resources.

In discussing the economic effects of over-population, some candidates wrongly discussed factors which were the characteristics of a growing population such as a potential for large labour force, a large market for goods and services etc.

The economic effects of over-population include.

- (i) a fall in per capita income and hence the standard of living.
- (ii) a high consumption and low savings and investment.
- (iii) excessive pressure on existing infrastructure and other resources.
- (iv) a high level of unemployment.
- (v) increase in imports leading to balance of payments problems.
- (vi) high public expenditure on social amenities.
- (vii) shortage of food and other essential commodities.

Question 11

- (a) **Explain the term location of a firm.**

(b) Highlight four factors that influence location of a firm.

Part (a) of the question required the explanation of the term “location of a firm”. This means “the siting of a firm in a particular place” due to “the existence of certain factors: eg. raw materials, power, existence of other firms etc. “However, most candidates stated the “siting of firm in a particular place or area” and ignored the other aspect.

In Part (b), most candidates did well. However, some candidates were unable to explain the factors. For example, the firm must be sited near the market where the finished product is bulky and therefore expensive to transport or where the product is fragile and therefore risky to transport or where the final product is perishable and must be disposed of as soon as it is produced. Other factors such as nearness to raw materials, proximity to pool of labour were not explained well.

Question 12

- (a) Define *government budget***
- (b) Distinguish between**
 - (i) recurrent revenue and capital receipts;**
 - (ii) capital expenditure and recurrent expenditure.**
- (c) Highlight any *two* aims of a budget.**

Generally, the performance of candidates who attempted this question was below average. However, there were few outstanding ones.

The part (a) was well done in a number of cases but in some cases candidates defined government budget as “the revenue and expenditure of the government.” But a budget is “a financial statement of the total estimated revenue and the proposed expenditure of a government in a given period, usually in a year.”

In part (b) (i) Candidates were asked to distinguish between “recurrent revenue” and “capital receipts”. The recurrent revenue was well-known to the candidates but capital receipts, which are “irregular sources of revenue and used to finance heavy projects” was a problem for many of them.

In (b)(ii), candidates were to “distinguish between recurrent expenditure and capital expenditure.

Again, candidates were very familiar with recurrent expenditure but a substantial number of them could not explain capital expenditure which is “the proposed expenses of a government on projects of long duration such as roads, hospitals and the like.

Part (c) required candidates to highlight on two **aims** of a budget.

The aims of a budget such as raising the level of employment; correcting balance of payments disequilibrium/stabilizing the general price level; raising revenue and spending it were identified by candidates but some of them could not explain these points well.

GEOGRAPHY 1B

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of previous years. Candidates' performance was generally satisfactory compared to previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most of the candidates demonstrated that they understood the rubrics of the paper and adhered to them.
- (2) A few of the candidates presented their answers without irrelevant introductions. This is highly commendable.
- (3) Candidates were able to show the steps or methods involved in the calculation of time and distance.
- (4) The handwriting of most of the candidates was legible.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Diagrams were not well-labelled and in some cases, they were not required at all.
- (2) Some of the candidates lacked knowledge of geographical concepts.
- (3) Some candidates demonstrated inability to select scales and interpret graph and other statistical data.
- (4) There were a lot of deviations resulting from lack of understanding of the questions.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Students should be encouraged to draw well-labelled diagrams when required.
- (2) Candidates should endeavour to learn simple Geographical concepts and vocabulary.
- (3) Teachers should make sure that students use graph sheets to do the practical work in class.

- (4) Candidates should be advised to read questions very well to know the demands of the questions before attempting them.

DETAILED COMMENTS

Question 1

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

- (a) (i) Calculate the distance “as the crow flies” from Adabokrom to the junction of the class 1 and class 2 roads at APOWA.
- (ii) What is the bearing of Deabenekrom from Mampon?
- (b) With evidence from the map, state three functions of TAKORADI.
- (c) Describe three drainage characteristics of River Hwin.
- (d) Identify two characteristic features of the coastline.

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

- (a) Most of the candidates could not measure the distance as “the crow flies” from Adabokrom to the junction of the class 1 and class 2 roads at Apowa. They could also not use the scale of the map to calculate the distance between the two points. The calculation of the bearing of Deabenekrom from Mampon was also poorly done by most of the candidates.
- (b) This part of the question demanded the functions of Takoradi with evidence from the map. However, some students gave only the evidence or the function. In some cases, the evidence did not match with the functions given by some of the students.
- (c) The candidates were expected to identify the drainage characteristics of River Hwin but this was poorly done. Many of them could not identify the direction of flow of the river. They couldn’t also mention the tributary rivers, the drainage pattern and the parts of the river that meanders.

Question 2

Study the rainfall and temperature figures in the table below and use the data to answer the questions that follow.

STATION A	J	F	M	A	M	J	J	A	S	O	N	D
Temperature °C”	21	24	28	32	30	28	28	27	26	25	26	26

Rainfall (mm)	0	3	4	15	58	122	202	304	130	14	0	0
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- (a) **Construct a combined rainfall and temperature graph for the station.**
- (b) **Describe the rainfall pattern of the station.**
- (c) **In which climatic region is station A ? Give one reason for your answer.**

This question was well-answered by the majority of candidates who attempted it. They were able to construct the combined temperature and rainfall graphs for the station with ease.

However, most of them were not able to describe the rainfall pattern of the station and therefore scored low marks. They could also not identify the climatic region in which the station was located.

Question 3

- (a) **Name two types of Earth’s movement.**
- (b) **Highlight four effects of any one of the Earth’s movement in (a) above.**
- (c) **When it is 12.00 noon local time on Friday at Cairo, Longitude 30° E, what will be the local time in New York 75° E?**

This question was also poorly answered by most of the candidates who attempted it.

For the first part, candidates confused earth’s movement with the earth’s crustal movement and went ahead to mention earthquake, faulting and folding instead of the Earth’s rotation and revolution.

The (b) part of the question was also poorly answered by most of the candidates simply because they couldn’t identify the types of earth’s movement in the first part of the question.

Part (c) was however well-answered by most of the candidates. They were able to calculate the longitude and time correctly and scored the full marks for the sub-question.

Question 4

- (a) **Outline any four characteristics of the lower course of a river.**
- (b) **Describe any four features associated with the lower course of a river.**

This was another popular question which was well-answered.

For Part (a), many of the candidates were able to explain the characteristics of the lower course of a river and scored full marks.

Part (b) was also well-answered by the candidates. They were able to describe the features associated with the lower course of a river and scored high marks.

Question 5

Using suitable diagrams, describe the appearance and mode of formation of any two of the following:

- (a) Zeugens;**
- (b) River Deltas;**
- (c) Marine Dunes.**

This question was attempted by very few candidates.

Those who attempted this question wrote on Zeugens and River Deltas. They dodged the marine Dunes which was unfamiliar to them.

The question also demanded three things; diagrams, description of appearance and formation of features. Diagrams were poorly drawn and not labelled in most cases. For the Zeugens, candidates did not know the correct arrangement of the soft and hard layers and confused Zeugens with yardangs. Some also did not touch on both the appearance and formation of the features.

Question 6

- (a) Name *two* types of tectonic forces.**
- (b) Describe the formation and appearance of block mountains.**
- (c) Highlight three ways in which rift valleys are important to man.**

This was another popular question which was attempted by the majority of candidates.

Sub-question (a) was well-answered by most of the candidates.

Part (b) was however poorly answered. Many candidates could not explain properly the formation and appearance of block mountains. The Part (c) was also poorly answered by the candidates. They could not highlight the importance of block mountains. They could have considered the following:

- lowland for construction of transport routes.
- many contain lakes that could be used for domestic purposes.
- Scenery for tourist attraction.
- rift valley lakes provide water for irrigation and good sites for settlement.

Question 7

- (a) Describe the characteristics of the Tropical Continental climate.**
- (b) Explain how the vegetation in the Tropical Continental Climate region adapts to the climate.**

This was not a popular question. Part (a) of the question required the candidates to describe the characteristics of the Tropical Continental climate i.e. they were to use temperature, rainfall, humidity and wind to explain the characteristics of the Tropical Continental Climate. Most of them limited their answers to only temperature.

Part (b) of the question was also poorly answered by most of the candidates. They could not explain how the vegetation has adapted to the climate.

They rather wrote on the characteristics of the vegetation which earned them no marks.

They could have considered the following:

- many trees have umbrella shape to shield their roots.
- trees like the baobab store water in their trunks against the dry season.
- some trees shed their leaves to prevent loss of water from their trunks.
- some trees have long roots to reach layers of moist soils several metres below the surface.
- the trees remain dormant in the dry season and when the rain comes, they produce new shoots.
- some have thick barks to withstand bush fires and needle-like leaves to control evapo-transpiration.

Question 8

Write notes on soil erosion under the following headings:

- (a) **definition;**
- (b) **causes;**
- (c) **effects;**
- (d) **solutions.**

This question was attempted by almost all the candidates. Most of them were able to define soil erosion correctly. The causes and the effects of soil erosion were also clearly stated by the candidates.

In fact, this question was well-answered by most of the candidates who attempted it and they scored very high marks.

GEOGRAPHY 2

1. GENERAL COMMENTS

The standard of the paper was the same as that of last year. Like the previous years, the performance of candidates in sections A and B was above average while the performance of candidates in section C (Africa) continues to be poor.

Most of the candidates did not appear to have indepth knowledge of topics under human and economic geography of Africa.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most of the candidates arranged their answers in logical order with good paragraphing.
- (2) Some candidates were able to articulate their points very comprehensively. Their spelling of words, grammar and punctuation were very good.
- (3) The majority of candidates obeyed the rubrics of the paper.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The outline maps of Ghana and Africa were poorly drawn by most of the candidates. The features were also poorly located on the Sketch maps.
- (2) There were deviations and irrelevant points in the answers of some candidates.
Some of the candidates did not take time to read the questions well before attempting them. Consequently, they wasted a great deal of time writing on irrelevant material which did not earn them any marks.
- (3) Most of the candidates did not have a good command of the English Language and therefore were not able to articulate their points very well.
- (4) The handwriting of some of the candidates was not legible and this made the marking of such scripts very difficult.

4. SUGGESTED REMEDIES

- (1) Students of Geography should be encouraged to purchase and study atlases.

They should also be given exercises that quite often involve the drawing of the outline maps of Ghana, West Africa and Africa.

(2) Teachers should encourage their students to read widely, materials that could enhance their skills in English Language.
They should also be taken through a lot of spelling drills.

(3) Teachers should explain the importance of rubrics to their students for them to know the number of questions to be answered from each Section.

5. DETAILED COMMENTS

Question 1

- (a) **Explain the term migration.**
- (b) **Describe *four* factors that could lead to migration.**
- (c) **Highlight four effects of migration on the destination region.**

This question was answered by most of the candidates. Part (a) was answered satisfactorily even though candidates could not capture the “temporary” and “permanent” aspects of the answer.

Part (b) was well-answered except that candidates could not expand their points.

Part (c) registered some deviations e.g. some candidates instead of providing answers on “destination region” rather provided answers on “source region.”

Question 2

- (a) **Explain any *three* advantages and three disadvantages of air transport.**
- (b) **Highlight any *four* contributions of transportation to the economic development of nations.**

Many students attempted this question but could not provide concrete answers for the first part. A few candidates who captured the key points failed to explain or expand them. They therefore lost vital marks.

The Part (b) was well-answered by most of the candidates.

Question 3

- (a) **Outline *three* reasons for the dominance of consumer goods industry in Tropical Africa.**
- (b) **Highlight *four* problems associated with manufacturing industries in Tropical Africa.**
- (c) **Suggest solutions to any *three* of the problems highlighted in (b) above.**

Many of the candidates did not understand the first part of the question and therefore performed poorly. The word “dominance” was misunderstood.

Part (b) was well-answered by most of the candidates. Many, however, did not understand the rubrics of the sub-question (c) and therefore deviated. In fact, some candidates explained solutions to problems which they did not outline in the Part (b).

Question 4

**(a) Draw an outline map of Ghana.
On the map, show and name:**

- (i) Gambaga Escarpment;**
- (ii) Akwapim-Togo ranges;**
- (iii) Koforidua-Kintampo ranges;**
- (iv) River Densu;**
- (v) River Ankobra;**
- (vi) Lake Volta;**
- (vii) River Oti**

(a) Describe any three characteristics of rivers in Ghana.

(b) Outline any three ways in which rivers in Ghana are important.

Most candidates failed to produce good outline maps of Ghana. Features were not properly located. River Ankobra, Densu, Oti and Lake Volta were wrongly located. Most candidates had no idea about the Koforidua-Kintampo ranges. Sub-question (b) was poorly answered. The following could have been considered.

- seasonality of rivers.
- short and swift flowing rivers.
- shallowness of some rivers.
- fluctuation in the volume of rivers.
- presence of rapids, cataracts and waterfalls
- muddy nature of some rivers.
- presence of water weeds/water hyacinth.

Part (c) was well-answered by most of the candidates.

Question 5

Write a geographical account of agriculture in the northern region of Ghana under the following headings:

- (a) favourable factors;**
- (b) contributions to economic development;**
- (c) problems;**
- (d) solutions.**

Only few candidates were able to provide answers to (a).

Most candidates had no idea about the factors. Part (b) was however, well-answered. Major key points for (c) and (d) were captured but not properly explained. They could therefore not score the full marks for each of the points mentioned.

Question 6

- (a) **Draw a sketch map of Ghana.**
On the map, locate and name:
- (i) **the prevailing winds in June and December;**
 - (ii) **one ocean current showing its direction of flow with an arrow;**
 - (iii) **one area of heavy annual rainfall and one area of low annual rainfall.**
 - (iv) **one important town in each of the areas shown in (a) (iii) .**
- (b) **Explain three effects of the ocean current shown in (a) ii on the climate of Ghana.**
- (c) **Highlight three factors that account for the rainfall of Ghana.**

This question was not satisfactorily answered by the few candidates who attempted it. Candidates had no idea of the prevailing winds in June and December and ocean currents that affect Ghana. (b) and (c) were also poorly answered. Candidates had no idea about ocean currents. Others referred to the Cold Canary ocean currents instead of the Warm Guinea current. Although many candidates were able to identify the three factors that account for the rainfall of Ghana, they could not explain them fully.

Question 7

- (a) **Name *four* irrigation schemes in West Africa.**
- (b) **State four advantages of plantation agriculture.**
- (c) **Highlight any *four* problems of plantation agriculture.**

The first part of the question was poorly answered. Candidates had no idea of irrigation schemes in West Africa. They could have considered the following:

- Lower Volta and Accra Plains Basins Scheme.
- Sokoto - Rima Valley.
- Tulabary Irrigation Scheme in Niger Delta.
- New Bagre Scheme in Burkina Faso.
- Senegal Valley Scheme.
- Chad Basin
- Richard Toll Scheme.
- Jahally - Pachart Scheme
- Mid-Niger Scheme /Inland Niger Delta Scheme.

TParts (b) and (c) were satisfactorily answered by most of the candidates.

Question 8

- (a) **Name any two areas of gold mining in South Africa.**

- (b) **Highlight any five ways in which gold is of importance to the economy of South Africa.**
- (c) **Explain any four problems of gold mining in South Africa.**

Most candidates answered this question.

Candidates failed to identify the main gold mining areas in South Africa.

Part (b) was answered satisfactorily by most of the candidates; (c) was however not well-answered by most of the candidates. Most of them stated problems which are applicable to other parts of Africa but not South Africa.

They could have considered the following:

- flooding
- environmental degradation
- labour unrest
- inadequate labour
- water problem
- respiratory diseases
- conflict with the local people
- illegal mining of gold
- fluctuation in world market price
- collapse of mines
- poor ventilation of mines
- high temperature in the mines.

Question 9

- (a) **Draw a sketch map of Africa.**
On the map, show and name:
- (i) **Latitudes 0° and 35°N;**
 - (ii) **Longitudes 0° and 20°E**
- (b) Describe the continent of Africa under the following headings:
- (i) location;
 - (ii) position;
 - (iii) size.

The question was not popular with candidates. The few candidates who attempted it did not answer (a) and (b) well. The sketch map of Africa was not properly drawn. Almost all the candidates who attempted it had no idea of the location, position and size of Africa.

GOVERNMENT

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of previous years.

The questions covered all the essential areas of the syllabus.

The general performance for this year is slightly better than the previous years' as candidates answered the questions better and in most cases seemed to be conversant with the relevant materials. The instructions were clearly stated and with the exception of very few candidates, the instructions were properly understood and followed.

2. A SUMMARY OF CANDIDATES' STRENGTHS

(i) Most candidates understood and followed instructions appropriately. For example, most candidates answered the required number of questions from each section.

(ii) Many candidates also presented their answers logically and in an orderly manner.

(iii) There was evidence to show that candidates had understood the questions and knew what was required of them.

(iv) There was improvement in the language used by most candidates. Better expression in terms of English usage was evident in the answers provided by most candidates.

(v) Some candidates showed mastery of the subject-matter and it fetched them high marks.

(vi) Legible handwriting by some candidates made the scripts easier to read and mark.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(i) Some candidates still have problems understanding the questions. There is evidence of some students misinterpreting questions set.

- (ii) There is still some level of mediocrity in the answers presented in terms of language. Poor grammar accounted for this lapse.
- (iii) Some of the candidates have not demonstrated adequate tuition or preparation for the examination. They either did not understand the topics treated in class or were lazy in their preparation.
- (iv) A few of the candidates still did not read or understand the instructions with regard to the required number of questions to be answered.

4. SUGGESTED REMEDIES

- (i) Provision of adequate and relevant textbooks by the Ministry of Education on the subject to replace the pamphlets used by students.
- (ii) Notes given by teachers should be elaborate enough to capture all the essential elements of the subject.
- (iii) Candidates should adequately prepare for the subject through constant exercises.
- (iv) Teachers of the subject should try hard to cover every aspect of the syllabus rather than specializing in some topics to the neglect of others.
- (v) The correct terminologies should be used by teachers and this should be encouraged among students of the subject.

5. DETAILED COMMENTS

Question 1

- (a) **What is a state?**
- (b) **Describe any five features of a state.**

This question required candidates to define a state and its features. The question was well-answered as candidates were able to define a state. They were also able to identify and describe its features to include territory, population, sovereignty, government, having a system of laws, permanence and recognition by other states.

Question 2

- (a) **Identify two sources of a written constitution.**
- (b) **Highlight any four constitutional provisions that safeguard the rights of citizens.**

This question demanded an identification of any two sources of a written constitution and any four constitutional provisions that safeguard the right of citizens. Even though a good number of candidates answered the question, the answers provided were not excellent.

A good number of candidates were able to identify the sources of written constitutions but faltered in highlighting the constitutional provisions that safeguard rights of citizens.

Question 3

Highlight six roles of the media in a state.

Here, candidates were required to outline six roles of the media in a state. This question was well-answered by many candidates. Candidates were able to identify political education, creation of social and political consciousness, information dissemination, communication, entertainment, protection of rights of citizens, protection of minority interests and a forum for expressing public opinion among others.

Question 4

- (a) **What is *centralization*?**
- (b) **Highlight *five* demerits of centralization.**

The question required candidates to explain centralization and to highlight five demerits of centralizations. This question was answered by few candidates. The few candidates who answered it were able to define or explain centralization.

Question 5

- (a) **What is a political party?**
- (b) **Outline five functions of a political party in a democratic state.**

This was a very popular question and very well-answered. Candidates were able to explain what a political party is and its functions to include political education, interest aggregation, recruitment and training of political leaders, a machinery for peaceful change of government, a watchdog over government, interest articulation and organizing social activities.

Question 5

- (a) **What is a political party?**
- (b) **Outline five functions of a political party in a democratic state.**

This was a very popular question and very well-answered. Candidates were able to explain what a political party is and its functions to include political education, interest aggregation, recruitment and training of political leaders, a machinery for peaceful change of government, a watchdog over government, interest articulation and organizing social activities.

Question 6

Identify six functions of a traditional ruler in the pre-colonial era.

This question demanded that candidates explain the functions of a traditional ruler in pre-colonial era. This question was well-answered. Many candidates who scored high marks. They were able to identify the spiritual, military, executive, legislative, judicial, financial, policy formulation and implementation of other related roles of the traditional ruler. Few candidates, however, misunderstood the question and rather wrote on the role of the traditional ruler during the colonial period.

Question 7

Highlight six causes of chieftaincy disputes in Ghana.

Candidates were required to highlight six causes of chieftaincy disputes in Ghana. The question was answered by few candidates whose performance was barely average. Very few candidates scored high marks. The few good answers identified included, succession problems, rivalry among royal houses, distortion of oral history, political interference, bribery and corruption of kingmakers and failure of chiefs to promote the interests of their subjects.

Question 8

State four reasons for Nkrumah's breakaway from the United Gold Coast Convention (UGCC).

This question required candidates to state **four** reasons why Nkrumah broke away from the UGCC. Only few candidates answered this question and it was evident that they did not know the reasons.

Question 9

Identify four limitations on the powers of parliament under the 1979 Constitution of Ghana.

Again, this was not a very popular question. The question required candidates to identify **four** limitations on the powers of parliament under the 1979 Constitution. Few candidates who answered it scored relatively high marks. They could not identify the fact that the parliament could not pass retrogressive laws, a law establishing a one-party state, pass a law to establishing a youth movement, state religion. It had no power to amend the transitional provisions and it could not pass a law requiring citizens to obtain a license before operating a newspaper or mass media.

Question 10

- (a) **Explain the term *diplomacy*.**
- (b) **Highlight five functions of Ghana's embassies in foreign countries.**

The question required candidates to explain the term diplomacy and to highlight any five functions of Ghana's embassies in foreign countries. It was a well-answered question.

Candidates were able to define diplomacy and to outline the functions of Ghana's embassies abroad.

Question 11

Outline any *four* challenges facing the African Union (AU)

This question demanded that candidates outline any four challenges facing the African Union (AU). This was also one of the most popular and well-answered questions. Candidates understood the question so well and answered it as demanded. Only few candidates could not provide reasonable answers.

Candidates identified the challenges of the AU to include allegiance to former colonial masters, overdependence on developed nations, lack of political will to implement decisions reached, political instability/civil wars, irregular payment of dues and its effect on financial viability of the Union, refugee problems, lack of standing army, poverty, ignorance and diseases etc.

Question 12

Identify six factors that make the United Nations Organization a useful international body.

Candidates were to identify six factors that make the UNO a useful organization. Candidates answered the question with very relevant answers. Performance was high and answers straight to the point. Candidates did not deviate as they understood the question appropriately. They were able to explain that the UN has succeeded in preventing a third world war, it has provided a forum to states to articulate their views on world issues, it has helped to decolonize many dependent territories, it caters for refugees, engages in peacekeeping operations to avert catastrophes, gives technical assistance through its specialised agencies and promotes democratic governance in member states as some of its uses.

HISTORY

1. GENERAL COMMENTS

The paper compares favourably with that of the previous years. The questions were straight forward and thus posed no problem to candidates who had mastered the syllabus. The general performance was better as compared to the previous years'.

2. A SUMMARY OF CANDIDATES' STRENGTHS

(i) Expression

An appreciable number of candidates expressed themselves in good and acceptable language. They presented their answers in fluent and delightful English and in correct tenses, correct spelling and the points clearly stated.

(ii) Selection of Questions

A good number of candidates selected their **four** questions from the three **SECTIONS** as required - an indication that they prepared well for the paper, especially Questions 3, 6, 10, 11 and 12.

(iii) Handwriting

Unlike previous papers, the majority of candidates wrote their answers in legible handwriting which made reading and award of marks by examiners easy - an indication that Chief Examiners' Reports sent to schools are now being taken seriously. This is a commendable improvement.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(i) Selection of Questions

Despite the improvement in this area, still an appreciable number of candidates selected their questions anyhow without examining the demands of the questions, thus losing vital marks. Some also attempted more than two questions from one Section, thus losing marks since they failed to obey the **rubrics** of the paper.

(ii) Irrelevance

Some candidates also presented points which had no relevance to the questions asked. Some presented points which were historically invalid. Some candidates still numbered their points and also left lines blank.

4. **SUGGESTED REMEDIES**

- (i) Future candidates should be educated to select questions they personally feel they could answer well instead of choosing to answer questions for which they have not prepared adequately.
- (ii) Candidates should also ensure that they are abreast of political, economic and social factors in their presentation so as to avoid losing vital marks.

5. **DETAILED COMMENTS**

Question 1

- (a) **List six documentary sources used for African history.**
- (b) **Discuss the major methods used in gathering information for the writing of African history.**

This question was attempted by almost all the candidates. Surprisingly, the general performance was average, though this question was quite easy to handle.

Candidates were expected to (a) List six documentary sources used for African history and also (b) discuss the major methods used in gathering information for the writing of African history.

For the first part, candidates were to list other documentary sources like newspapers, party manifestos, diaries and court records.

In discussing (b) they were expected to

- (i) review written sources, both primary and secondary;
- (ii) make personal enquiries from knowledgeable people like chiefs, court linguists and aged people,
- (iii) draw up questionnaires, consult experts or specialists in the other disciplines- that is the interdisciplinary approach and
- (iv) visiting places of historical importance in order to obtain the relevant information.

While most of the candidates were able to list the six documentary sources, many failed miserably to meet the demands of the second part of the question - the discussion of the major methods.

Many rather wrote on the sources of history and also stated that the use of physics. - (Radio-carbon dating) is also a method used for writing history - which is not correct.

However, some candidates - the good ones met the demands of the question and even gave good examples to buttress their points -thus obtaining high marks.

Question 2

Outline five features of the Swahili civilization.

Performance generally, was good for this question. Most of them met the demands of the question and presented their points in detail by giving concrete and tangible examples to support them.

Candidates were to outline five features of the Swahili civilization.

They were to state that

- (i) the Swahili had a distinct language - the Kiswahili - which was basically a Bantu language enriched with Arabic, Persian, Portuguese etc. words and it was a written language.
- (ii) The Swahili had a centralized government led by kings;
- (ii) and the Kings lived in luxury and dressed in fine clothes and were copied by their subjects.

Almost all the candidates stated that the Swahili had Kiswahili as their language; had centralized government and were ruled by Kings who lived in luxury and dressed in fine cloths. However most of the candidates failed to state the point - that the Swahili diet included fruits like banana, fish and meat from sheep, cattle and fowls.

Question 3

Describe the economy of the Bantu people in central, eastern and southern Africa before AD 1800.

Not a popular question among candidates and performance was below average generally - though the question was a straight forward one. Most of the candidates wrote on the factors that brought about the spread of the Bantu to their present settlement but deviated.

Some of the candidates did not write only on the economy but included the political and social lives of the Bantu people.

Candidates were to describe the economy of the Bantu people in the Central, Eastern and Southern Africa before AD 1800, and they were expected to state among others that the Bantu were great agriculturalists – producing South-East Asian food crops eg. banana, taro (Cocoyam) etc. reared animals like sheep, cattle, goats and fowls, and those living along

rivers Zambezi, Limpopo, indulged in fishing activities.

Question 4

- (a) **Mention the names of the core groups (people) of the following ancient Western Sudanese states:**
- (i) **Ghana;**
 - (ii) **Mali;**
 - (iii) **Songhai;**
 - (iv) **Kanem Bornu.**
- (b) **State briefly the *two* ways in which slaves were acquired in the Western Sudanese states.**
- (c) **Describe *six* features of the western Sudanese political system.**

Not quite an appreciable number attempted it but the few who did answered it satisfactorily, obtaining high marks. They showed a clear knowledge of facts and good historical examples to support their answers.

Candidates were to name the core groups or the founders of the ancient Western Sudanese states: (i) Ghana, (ii) Mali, (iii) Songhai and (iv) Kanem-Bornu.

They were also to state; (b) briefly the two ways the Western-Sudanese obtained slaves and (c) give a description of the Western Sudanese political system.

Most of the candidates were able to name the core groups of the states and also the fact that slaves were captured but failed to state the second way that they were bought.

For Part (c) of the question, almost all the candidates were able to state that

- (i) the system of government was monarchical;
- (ii) therefore the rulers were regarded as divine and sacred and
- (iii) that the rulers were assisted by ministers they appointed.

Question 5

- (a) **List *six* Akan groups.**
- (b) **Outline *four* features of the Akan clan system.**

A significant number of candidates answered this question and performance was average. Candidates were to

- (a) list six Akan groups and
- (b) outline four features of the Akan clan system.

The Akan groups candidates were to list include Asante, Akwamu, Akuapem, Fante etc. and in the second part of the question - (b) they were to outline among other points that - (i) the Akan speak Twi and Fante with some variations, (ii) the Akan Society is organized into

clans; and that members of the same clan are forbidden to marry since they are regarded as brothers and sisters and that each Akan clan has a totem which is revered.

Whereas most candidates listed the six groups, some deviated by writing on the origins of the Akan as an answer to the second part of the question and also on funerals, marriage, festivals and widowhood rites.

Nevertheless, almost all the candidates stated (i) that marriage from the same clan was a taboo and also that each Akan clan has a totem, like parrot, hawk, snake, which was highly revered.

Question 6

(a) **Name *three* European countries whose nationals had traded in Ghana by AD 1700.**

(b) **State *four* factors that motivated the Europeans to sail to Ghana by AD 1800.**

A good number of candidates answered this question and performance generally was above average.

They were expected to name three European countries whose nationals had by AD 1700 traded in Ghana and (b) state four factors that motivated the Europeans to come to Ghana by AD 1800.

While most candidates scored high marks for the first part of the question, some scored zero by rather naming the nationals of the countries like Portuguese, French, British instead of Portugal, France, Britain. Again an appreciable number also deviated by stating the factors or reasons for the *Scramble and Partition of Africa*- an activity which happened between AD 1880 and 1900.

Question 7

In which five ways did the coming of the Europeans affect the social life of Ghanaians?

Generally, candidates answered this question quite well but a number of them lost vital marks by also writing on the economic effects. They were expected to state five ways in which the social life of the Ghanaian was affected by the coming of the Europeans.

Most of the candidates presented the points on the introduction of Western education, promotion of Christianity, introduction of new crops eg. orange, mango, inter-marriage with Europeans and adoption of new names like Mills, Blankson, Peter, Da Rocha etc and the introduction of new words into Ghanaian languages like Paano (bread), Bokiti (Bucket), Aspatie (slippers) etc.

Question 8

(a) **Identify three peoples who practised the monarchical system of government in pre-colonial Ghana.**

(b) **Outline four outstanding political features of the pre-colonial Guan.**

Most candidates did not attempt this question and the few who answered it scored low marks. Though they identified the three peoples who practised monarchical system of government in Ghana in pre-colonial times, they failed in the second part of the question (b) The abysmal performance of the candidates could be attributed to the fact that the political features of the Guan is not a popular topic and materials on it are scanty .

Question 9

Highlight *five* measures adopted by the British Colonial government to improve transport and communications up to 1950.

Few candidates also attempted this question and performance was average. They were expected to state five measures which the British Colonial government used to improve transport and communication up to 1950. Most of the candidates could not present the following points as demanded by the question:-

- (i) the building of telegraphic and telephone facilities,
- (ii) establishment of a cable link between Accra and Liverpool in 1886 and
- (iii) building of bridges and ferries across important rivers eg. Pra, Volta, Ofin.

Question 10

Why was the Progress party government overthrown in February 1972?

A very popular question which was well-handled by most of the candidates. They really met the demands of the question and supported their points with correct historical facts. Most of them stated the following points demanded by the question:- that

- (i) the Progress Party government fell due to the unpopular 44% devaluation of the cedi.
- (ii) the ambition of some military officers like Colonel Acheampong and his friends
- (iii) Busia's refusal to re-instate E.K. Salla despite the Supreme Court's ruling in his favour.

“No Court episode” (Apollo 568) and the sacking of the Editor of the Daily Graphic, Cameron E Duodu for criticising the government's foreign policy on South Africa (Apartheid).

Question 11

Highlight *five* measures that the Convention People's Party took to promote education in Ghana between 1951 and 1957.

Another popular question and performance generally was satisfactory.

Candidates were to highlight **five** measures the C.P.P. Party took to promote education in the country between 1951 and 1957. Many candidates stated the following points which were correct -

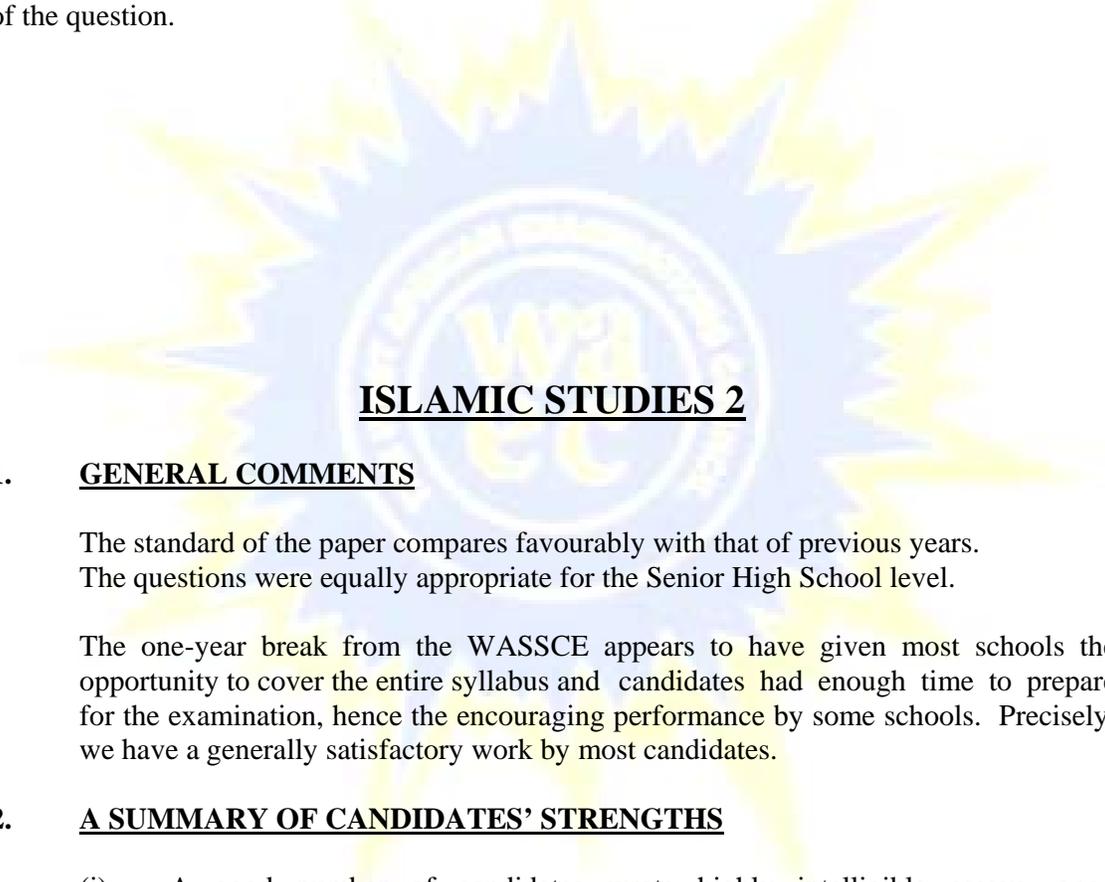
- (i) the government initiated the Accelerated Development Plan in education,
- (ii) introduced a policy of fee-free Compulsory Primary Education for Children of 6 to 12 years.

- (iii) the government awarded Scholarships to deserving students to study abroad in courses which at that time were not available locally. However, the building of the Trust Secondary Schools- e.g. Accra Girls, Tema Secondary, Apam Secondary School - which some candidates cited as examples, took place after independence.

Question 12

Outline *five* roles played by Ghana in the promotion of the objectives of the Commonwealth of Nation since independence.

This question was well-handled by most of candidates. While some of the weak ones almost deviated by writing on the benefits derived by Ghana, the majority of them met the demands of the question.



ISLAMIC STUDIES 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of previous years. The questions were equally appropriate for the Senior High School level.

The one-year break from the WASSCE appears to have given most schools the opportunity to cover the entire syllabus and candidates had enough time to prepare for the examination, hence the encouraging performance by some schools. Precisely, we have a generally satisfactory work by most candidates.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) A good number of candidates wrote highly intelligible essays, good paragraphing with each paragraph containing a major point or idea.
- (ii) Some candidates produced clear and easy-to-read answers. Legible and neat handwriting has been an asset to a presentable answer.
- (iii) Even candidates whose English was poor this time around were able to answer their questions with accurate material. Candidates should therefore be encouraged to maintain this feature while trying to improve upon their English Language.

- (iv) There was clear indication of adequate preparation for the examination by candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Some candidates were unable to realize that Islamic Studies is purely an academic exercise and not a practical devotion.
- (ii) Some candidates could not understand the questions very well, so they found it difficult to present the right materials required of them.
- (iii) Other candidates also misunderstood the instructions on how to choose questions. This misled them to choose question from the same part instead of one from each of the four parts, thus losing valuable marks.

4. SUGGESTED REMEDIES

- (i) Candidates should learn to observe the rubrics of the questions.
- (ii) More exercises, class tests, quizzes should be given to students.
- (iii) Teachers and candidates should carefully study the Chief Examiner's Report.
- (iv) Relevant textbooks should be secured by students and teachers

5. DETAILED COMMENTS

Question 1

Write on the reforms introduced by Islam of Jahiliyyah practices.

Candidates were required to indicate Islamic reforms in Jahiliyyah practices. The majority of candidates who attempted this question earned good marks for responding appropriately. Some others just discussed Jahiliyyah practices without pointing to changes introduced by Islam. Issues such as human rights violations, the role of education in eliminating 'ignorance' of the Jahiliyyahera, trade malpractices such as usury, etc and other social imbalances of the period were ignored by most candidates. It was important for candidates to indicate that with the introduction of Islam, raiding, idolatory, polyandry, female infanticide, fornication, alcoholism and games of chance as well as other vices became things of the past.

Question 2

Highlight five tragic events in the life of Prophet Muhammad (S.A.W.)

The answer to this question involves highlighting five tragic events in the life of Prophet Muhammad (S.A.W.). Most candidates avoided the question. The few who attempted it did not score high marks because of the way they handled it. Others who misunderstood the question wrote on the life of the Prophet and neglected the tragic events. The tragic events in the life of Mahammad was the death of his father before his birth. This was followed by his mother at age six and grandfather at eight. The Amul Huzn (Year of Sorrow) was so named

because both the Prophet's beloved wife Khadijah and uncle passed on in 619 C.E. Other events worth noting included the Fatrah, his rejection at Taif and near lynching, death of all his children except Fatimah as well as the incident at Uhud. It must be emphasized that Muhammad's encounter at cave Hira with Jibril, the event of the Elephant and the Hijrah were not tragic events.

Question 3

“Amannar-Rasulu bima ‘unzila ilayhi min rabbih.....”(Qur’an 2: 285)

- (a) Complete the verse**
- (b) Comment on it.**

Many candidates could not complete the first verse of Ayat Amanar Rasil in transliteration as required by the question. Those who did, went beyond the requirement to include the second verse (i.e Q2:285 of 286).

Others did the wrong thing by completing the verse in Arabic. Some candidates chose to translate the verse instead which is a form of deviation. There was a general difficulty with the commentary on the verse. In transliteration, attention should be paid to long vowels as well as diphthong.

Question 4

Explain *eight* other names by which the Qur’an is known.

Another popular question. Candidates were to explain eight other names of the Qur’an with little or no explanation in some cases. As is the case with most questions, confused candidates deviated by giving Allah's attributes as other names of the Qur’an. Performance of candidates as

far as this question was concerned was excellent as they did include Quranic references to their answers. Attention should be paid to the following names of the Quran: Al Burhan (Q4: 174) The Evidence, Al-Haqq (Q17:81). The Truth, al Maw'izah (Q10:57) The Admonition, Ahsanal Hadith (Q 39:23) etc.

Question 5

Write Hadith 16 of an-Nawawi either in Arabic or transliteration, translate and comment on it.

Hadith No: 16 of An-Nawawi was popular with candidates. They had the option to write it in either Arabic or transliteration and then complete the work with a translation and commentary. Remarkable answers were given in both Arabic and transliteration. The translation and comments were equally commendable.

Question 6

Outline the three categories of Hadith according to their degrees of reliability.

Most candidates avoided this straightforward question on the three categories of Hadith Sahih, Hasan and Da'if. Those who attempted it either mentioned all the three categories or

deviated. Those who got it wrong identified the following as the three categories of Hadith: Isnad,

Matn, Rawi; Sahih Bukhari; Sahih Muslim; Sunan Abu Dawud etc. Others wrote extensively about the Pillars of Islam. This is an indication that the candidates misunderstood the question despite its clarity.

Question 7

Examine the concept of at-Taharah in Islam.

Another unpopular question. Candidates were to examine the concept of at-Taharah in Islam. Most candidates rightly identified Taharah as purification and mentioned its forms but failed in examining the concept. Taharah is the means of removing both physical and spiritual dirt from the place of prayer, body and the dress of the devotee. Physical Taharah is achieved by the use of water or its substitute to remove a concrete or ceremonial pollution.

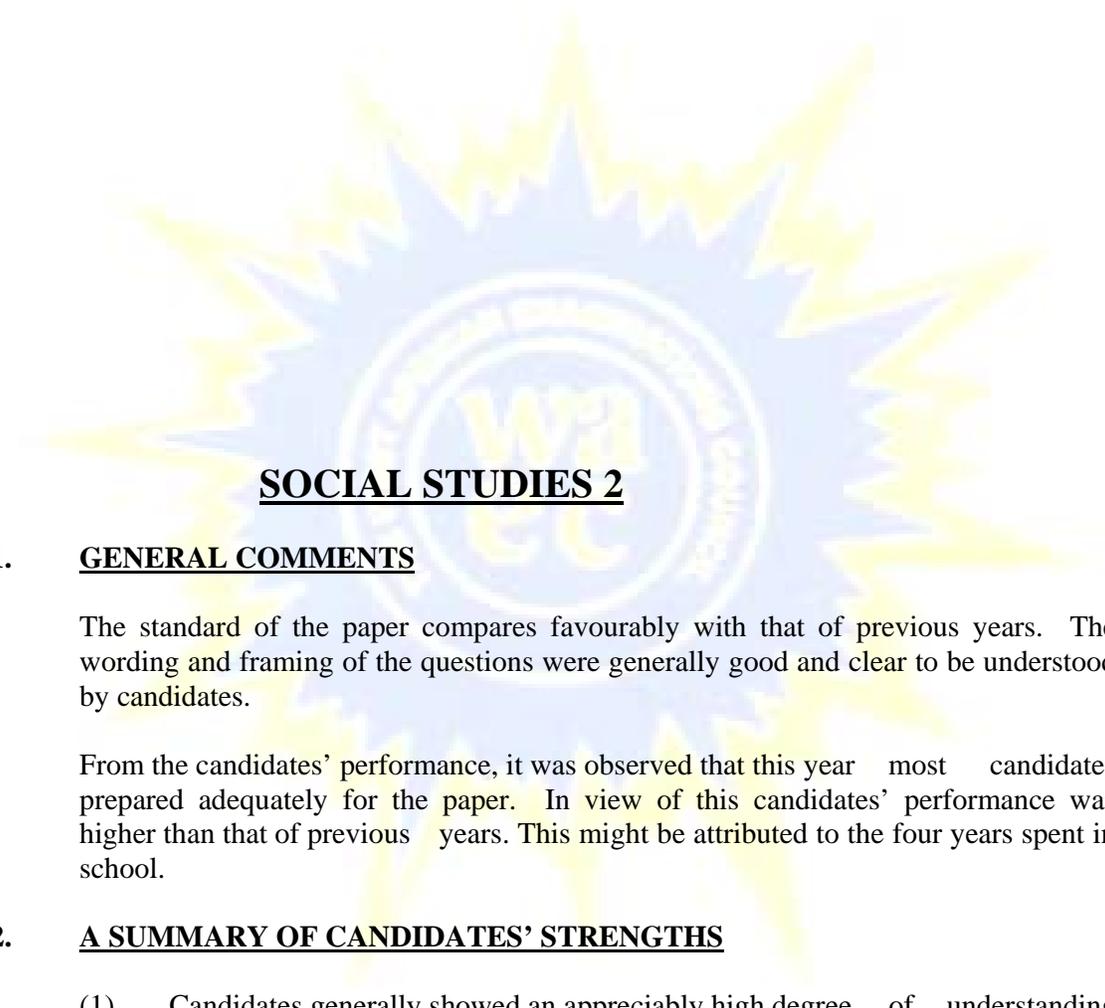
Spiritual Taharah is achieved by cultivating such virtues as love, sympathy, repentance, remorse for mistakes, craving to attain Allah's pleasure and freeing the heart from such vices as hatred, jealousy, rancour etc. Consequently, taharah is half of faith and an act of spiritual obedience in worship.

Question 8

Describe how Salat al-Jumu'ah is performed.

Almost all the candidates described how the Jumu'ah service is performed as the question demanded. Candidates who attempted the question did well.

A few were, however, careless in answering the question and accordingly lost marks. The Jumu'ah service is held on Fridays congregationally at the time of Zuhr preceded by a sermon (Khutbah) delivered in two parts by Iman from a (Pulpit (Mimbar). It is a two-rakah prayer preceded by Fatiha and another Surah or ayat recited loudly. Like all other obligatory prayers, it ends with the Tashahhud and Taslim.



SOCIAL STUDIES 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of previous years. The wording and framing of the questions were generally good and clear to be understood by candidates.

From the candidates' performance, it was observed that this year most candidates prepared adequately for the paper. In view of this candidates' performance was higher than that of previous years. This might be attributed to the four years spent in school.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates generally showed an appreciably high degree of understanding of the questions.
- (2) Some candidates wrote very good essays which demonstrated evidence of good knowledge of the subject matter.
- (3) Most candidates adhered to the rubrics of the paper and answered at least one question from each Section as required of them.
- (4) Most candidates wrote in very clear handwriting which made the marking less tedious.

- (5) Orderly presentation of answers was visible in most of the answers that were presented by the candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Some candidates failed to discuss in detail and also to support their answers with examples where necessary.
- (ii) Where candidates were expected to mention some causes/points for only four (4) marks, they rather wrote copiously on this, wasting a lot of time.
- (iii) Many candidates misunderstood certain words used in setting the questions, and therefore deviated completely in their answers. eg. words like “inhibit”.
- (iv) Many candidates demonstrated poor command over the English Language, especially in terms of grammar, construction and spelling.
- (v) A few candidates also showed poor handwriting.

4. SUGGESTED REMEDIES

- (i) Candidates should encourage group discussion of topics treated in class.
- (ii) Students should learn the meanings of command words used in setting questions. e.g. words like “mention” “state” “identify” “highlight” “explain” etc.
- (iii) Learning of English Language in schools should be emphasized and speaking of pidgin English should be discouraged.
- (iv) Candidates should be encouraged to write clearly.

5. DETAILED COMMENTS

Question 1

- (a) **State four environmental problems which are of national concern to Ghanaians.**
- (b) **In what four ways can the problems identified in (a) be minimized?**

This question was answered by many candidates. However, the performance was not very good. In the first place, many candidates wasted time explaining the environmental problems instead of just stating them.

In the same vein the Part (b) was not well tackled as candidates failed to show how the problems stated in (a) could be minimized. Their suggested solutions were expanded and explained but they failed to show how they could be solved or minimized. Nevertheless, some candidates did quite well in this regard.

Question 2

- (a) Identify *four* causes of broken marriage.**
- (b) Highlight *four* effects of broken marriages in your society.**

Candidates wasted so much time writing full explanations to these causes. This made many candidates tackle Part (b) inadequately. This part asked candidates to highlight four effects of broken marriages in their society, and this called on them to throw more light on the effects.

This notwithstanding, many candidates performed very well in this question.

Question 3

- (a) What is self?**
- (b) Discuss four factors which inhibit the development of an individual's capabilities.**

Few candidates answered this question. But it was the second part that proved difficult for many candidates because of the word inhibit”.

It seems many candidates did not understand that word. Many candidates who tackled this question defined “self” very well. Others too missed out on it. Instead of defining “self” they rather defined “self identity”. This, of course, is a deviation and attracted zero. Even the Part (b) posed more or greater problems to some candidates. They did not understand the operative word “inhibit” and for that reason wrote about factors that promote the development of an individual's capabilities. For eg. candidates wrote about “encouragement from others” instead of “lack of encouragement from others” etc.

Question 4

In what five ways has rural urban-migration affected rural communities in Ghana?

This question was not very popular with candidates for obvious reasons. Candidates were well aware of the effects of rural- urban migration on the urban areas or the receiving areas, but not very much about its effects on the rural areas where the people are coming from. This put off many candidates, otherwise it would have been one of the most popular questions. Those who answered this question wrote about its effects on the urban areas like unemployment. congestion, crimes, etc. Few indeed tackled this question in the right way, but even with this, their marks were not encouraging.

Question 5

Explain five benefits Ghana can derive from the New Partnership for Africa's Development (NEPAD).

This was the first time a question on NEPAD had been set and very few candidates tackled it. Maybe, because it was a new topic in the syllabus and does not appear in many of their text books, it was not taught at all. The few that answered this question did not perform well, or their performance was just average .

Question 6

- (a) Distinguish between bilateral co-operation and multilateral co-operation.**
- (b) Outline *four* problems that your country may face as a result of her co-operation with other nations.**

This question was not very popular with candidates. Those who tackled it, did well in the first part, but Part (b) posed a little problem to the candidates. The candidates distinguished between bilateral co-operation and multilateral co-operation very well.

Question 7

- (a) What is democracy?**
- (b) Explain four conditions for free and fair elections in a democratic state.**

Most candidates answered this section, perhaps because of the first part. Many defined democracy very well, whilst others also gave the old-time Abraham Lincoln definition. It is recommended that teachers encourage their students to learn the modern definitions.

However, the Part (b) was messed up by many candidates. Instead of tackling the conditions that encourage free and fair elections in a democratic state, they rather dwelt on the tenets or conditions that must exist in a democratic state. This was quite an unfortunate deviation.

Question 8

Highlight five reasons for the need to save money.

This was a simple and straightforward question. But surprisingly, not all candidates did well. Some only dwelt on the fact that saving is for future use which is obvious. But the question is, future use on what? Many were not able to bring out these things clearly, and so earned low marks.

Question 9

Explain five factors that militate against the development of indigenous industries in Ghana.

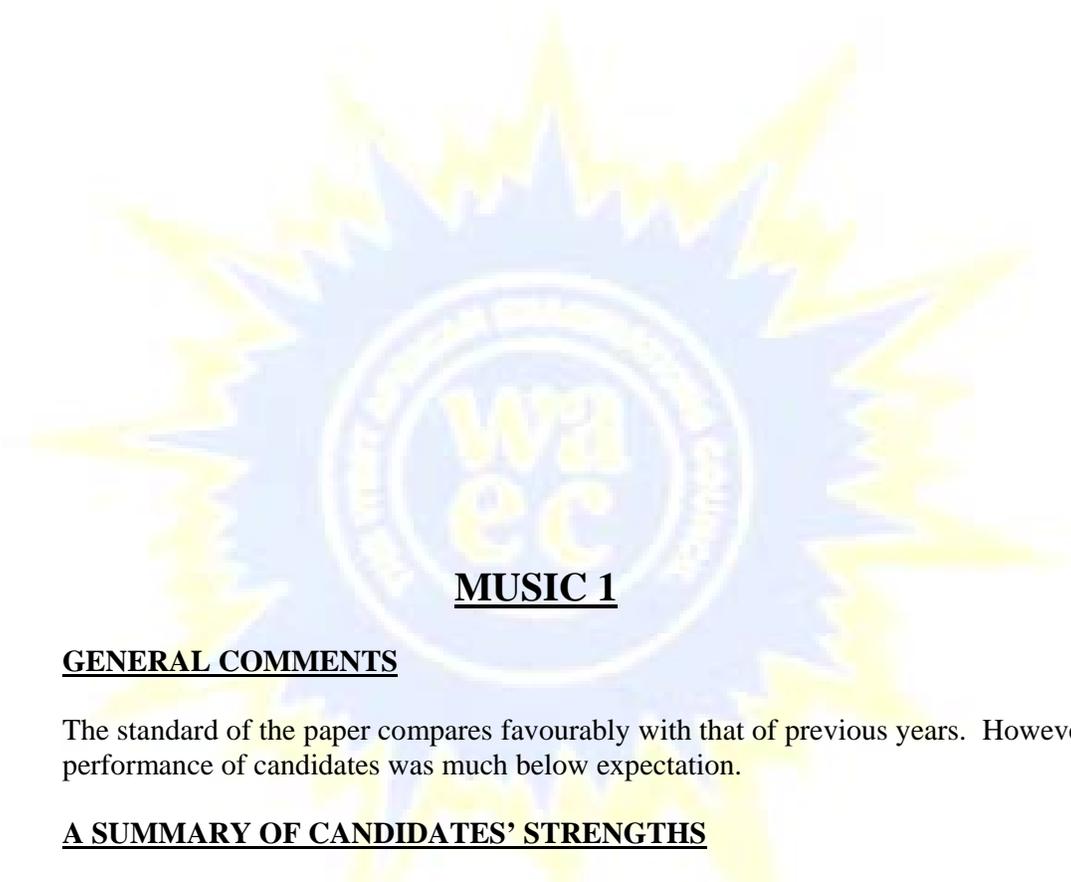
Many candidates avoided this question, perhaps, because of the use of the word “militate against” in the question.

Maybe if the question had asked for the problems facing the development of indigenous industries in Ghana, the response by candidates would have been different and the question more popular. But those who attempted it, did quite well.

Question 10

In what five ways can negative work attitudes affect business concerns in Ghana?

This question was also quite popular with candidates. Many instead of dwelling on the effects of negative work attitudes on Ghanaian businesses, rather dwelt on the description of the negative work attitudes, saying little or nothing about the effects themselves.

The logo of the West African Senior Certificate Examinations Council (WASC) is centered in the background. It features a blue sunburst design with a circular emblem in the center containing the letters 'wa' over 'ec'. The text 'WEST AFRICAN SENIOR CERTIFICATE EXAMINATIONS COUNCIL' is written around the inner circle.

MUSIC 1

1. GENERAL COMMENTS

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

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates identified the notes in the order that they were played.
- (2) Candidates showed exceptional abilities in the identification of modulations in the correct order of subdominant, dominant and relative minor.
- (3) Candidates demonstrated good hearing abilities.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates continued to show great weakness in melody writing.
- (2) A lot of candidates could not grasp the basic skills in rudiments of theory of music.

4. SUGGESTED REMEDIES

Teachers must drill candidates in skills of music listening, identification and interpretation of music in writing. Sight reading of short melodies should be regular in every music lesson. Pitch of notes of any scale should be drilled as just rhythmic phrases in every time signature.

On the whole, music reading and writing should be more than the literature of music.

5. DETAILED COMMENTS

TEST 1 - RHYTHMIC DICTATION

Candidates were to write down a four-bar rhythm on monotone in time. Many candidates failed to write anything meaningful. Many candidates could only write the correct definition. Some of them failed to write the time signature and insert bars.

TEST 2 - MELODY WRITING

A two-phrase passage of four (4) bars each and in the key of F major was to be notated. Candidates were expected to write down the correct key signature, time signature and correct phrasing in the music. This was one of the candidates' greatest weaknesses.

TEST 3 - TWO-PART WRITING

Candidates were required to write the upper part of a four-bar passage in two-part writing in C major and in time. Candidates' performance was very poor. Nothing meaningful was written by candidates generally.

TEST 4 – CHORDS

Candidates were required to identify eight (8) chords in progression in G major. Performance of candidates was very poor.

TEST 5 – CADENCES

There were three cadences - perfect, imperfect and interrupted cadences. Candidates were to identify them in that order. Performance of candidates was below expectation even though some of them performed quite well.

TEST 6 – MODULATION

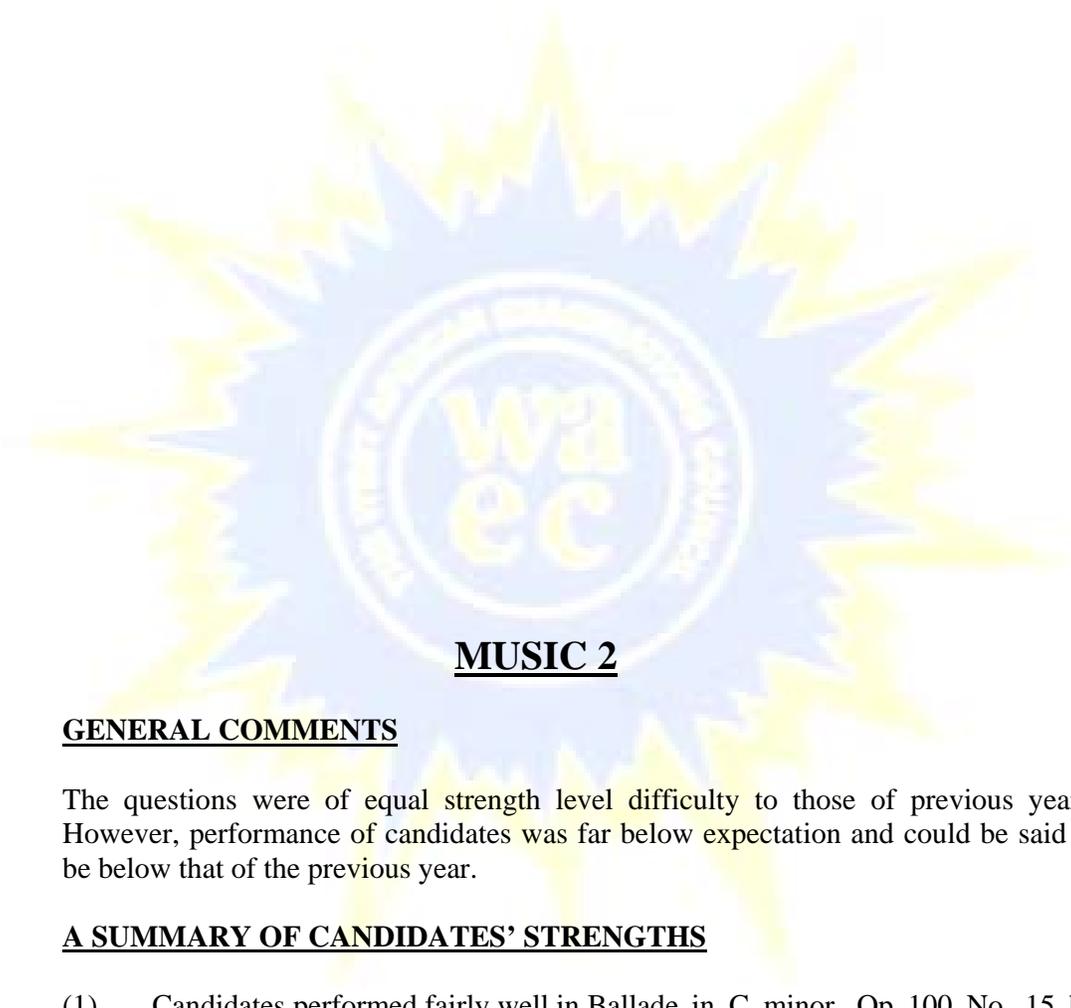
Candidates were required to identify three modulations in the following order: subdominant, dominant and relative minor.

Performance was above average. Some candidates mixed the correct order in which the music modulated.

TEST 7 - IDENTIFICATION

Description of themes and instruments. In this test, three excerpts were played and candidates were required to identify the type of music, name the time signature and the principal instrument used.

Candidates performed well. Teachers need to use the keyboard to teach aural lessons effectively to improve the concept of sound for the candidates.

The logo of the West African Examinations Council (Waec) is centered in the background. It features a blue sunburst design with a circular emblem in the center containing the letters 'waec' in a stylized font. The emblem is surrounded by the text 'WEST AFRICAN EXAMINATIONS COUNCIL' in a circular arrangement.

MUSIC 2

1. GENERAL COMMENTS

The questions were of equal strength level difficulty to those of previous years. However, performance of candidates was far below expectation and could be said to be below that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- J.F.
- (1) Candidates performed fairly well in Ballade in C minor, Op 100 No. 15 by Burgmuller.
 - (2) Candidates were familiar with African traditional music.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates could not write any meaningful melody. They found it difficult setting words to music.
- (2) In the two-part writing, most candidates could not add an independent flowing part to the melody.

(3) Many candidates avoided certain parts of the syllabus which made their optional preferences narrow.

4. **SUGGESTED REMEDIES**

- (1) Teachers and candidates are advised to pay more attention to the teaching and study of the subject. Areas concerning music notation, basic rudiments of theory, creating and reading of melodies should be studied thoroughly.
- (2) All parts of the syllabus should be covered to give the candidate a wider range of preferences.

5. **DETAILED COMMENTS**

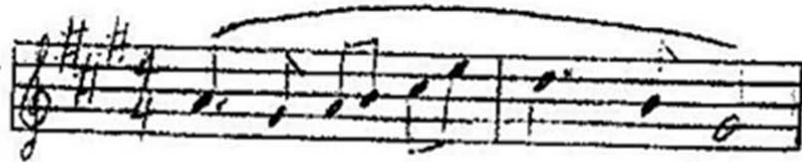
Question 1

(a) **Melody Writing**

Either

Continue the given melody to form a passage of not less than 12 and more than 16 bars. Modulate to the subdominant key in the course of the passage and return to the original key.

Andante



Or

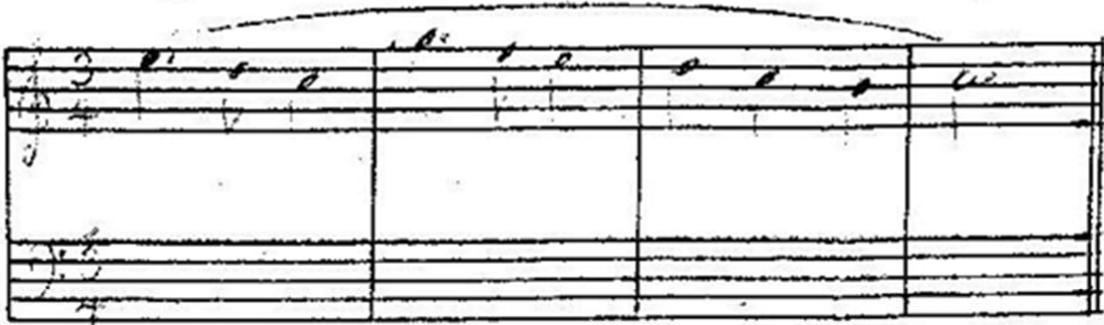
Set the text below to a suitable melody. Indicate the tempo, phrasing and dynamic marks. Credit will be given for originality of the composition and proper alignment of texts to the notes.

Oh! You have been through the rigours,
But your labour seems gone sour;
Exert only a little pressure
And you will realise all your pleasures.

(b) **Two-Part Writing**

Add an independent flowing part below the given melody.

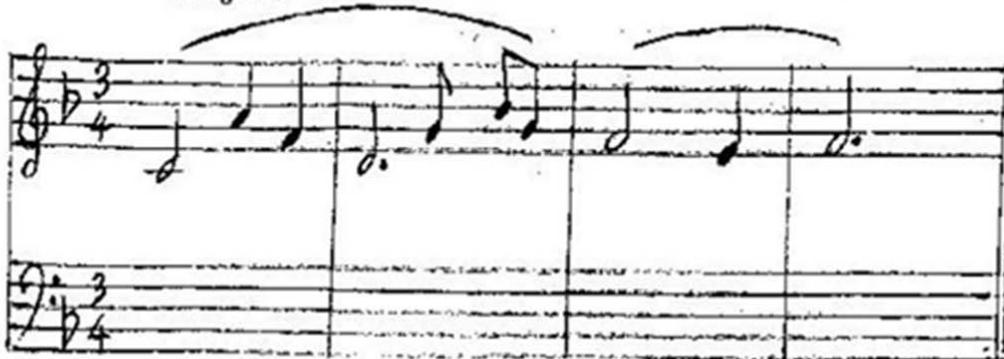
Allegro



(c) **Four-Part Harmony**

Harmonise the melody below by adding Alto, Tenor and Bass parts.

Allegretto



Performance of candidates was below expectation. The melodies written in case were meaningless. There was no good modulation and in setting text to music.

Some candidates had no idea about syllabic delineation.

Candidates' answers showed that most of them lacked knowledge of elementary harmony. Some candidates could not work in the correct key which was F major. Notes of chords used were wrong and in most cases elementary harmonic rules were not known by them.

Question 2

Either

With reference to Ballade in C minor Op. 100 No. 15 by J.F. Burgmuller,

- (a) state the nationality of the composer;
- (b) (i) identify the two main keys used in the music;

(ii) explain the relationship between two main keys identified in (b)(i) above;

(c) explain the following terms/signs as used:-

- (i) *Allegro con brio*;
- (ii) *misterioso*;
- (iii) *p dolce*;
- (iv) *animato*;
- (v) *poco rit.*

(d)



Re-write the score above to show the correct interpretation of the way it should be performed.

Or

With reference to *Idegbani (Igbo Folksong)* for voice and piano by Adam Fiberesima,

- (a) state the metre and the tempo used in the piece;
- (b) identify any two contemporaries of Adam Fiberesima;
- (c) list any three compositional devices used;
- (d) quote the main rhythm employed in the first section of the melody;
- (e) state the Italian translation of the tempo mark 'SLOW AND GRAND';
- (f) explain the following terms as used:
 - (i) *Tempo Rubato*;
 - (ii) *a tempo*.

Candidates' performance in this question was above average, an indication that candidates prepared more adequately for certain topics than for others.

Question 3

- (a) Outline any four similarities between George Frederik Handel and Johann Sebastian Bach.

(b) **Mention any seven musical instruments that were not in use during the Baroque period.**

(a) The similarities between George Frederik Handel and Johann Sebastian Bach are: both were Germans; both were born in 1685; both lost their sight before their death; etc. Candidates provided favourable answers.

(b) Few candidates who answered this question performed just on the average. Candidates could not answer properly the question on number of instruments that were not in use during the Baroque period.

The instruments include clarinet, banjo, piano, mouth organ, saxophone and others.

Question 4

(a) **Identify any four characteristics of African traditional music.**

(b) **Give two examples each of:**

- (a) **idiophone;**
- (b) **aerophone;**
- (c) **membranophone;**
- (d) **chordophone.**

(c) **List any three popular traditional musicians in Ghana.**

(a) Candidates answered correctly this question and secured the maximum marks.

(b) Candidates' answers were quite impressive as they managed to give the examples required.

(c) Candidates were familiar with the popular traditional musicians in Ghana. Performance was above average.

Question 7

(a) **State any three distinguishing features between contemporary African Art music and contemporary popular music.**

(b) **Name the country of origin of the following musical types performed by the Blacks in the diaspora:**

- (i) **Jazz;**
- (ii) **Ragtime;**
- (iii) **Rap;**
- (iv) **Calypso;**
- (v) **Rhumba;**
- (vi) **Afrobeat.**

This question attracted less candidates and performance was not encouraging.

- (a) Candidates could not draw the line of distinction between contemporary African art music and contemporary popular music. One of the differences is that contemporary African art music is usually written by formally trained musicians while contemporary African popular music is performed by informally or semi-formally trained musician.
- (b) It was quite surprising that many candidates did not know the country of origin of certain musical types performed by Blacks in the diaspora. They erroneously stated the origin of Ragtime as Jamaica and not the USA.

