

# **RESUME OF THE LANGUAGES**

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

All the Chief Examiners reported that the standard of this year's papers compared favourably with that of the previous years.

## **2. PERFORMANCE OF CANDIDATES**

Opinions, however, differed on the overall performance of this year's candidates compared to the previous years'. While in the view of the Chief Examiners for Dagbani 2, Literature-In-English 2, Ga 1 and Twi (Akuapem) 2, the performance was the same as that of last year, others such as Gonja 1, Dagaare 1, Nzema 1 & 2, Fante 2 and Ewe 1 reported an improved performance. The Chief examiners for Dagaare 2, Twi – Asante 1&2, Gonja 2, Ga 2 and Ewe 2 believed, on the other hand, that performance fell relatively below expectation.

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

The Chief Examiners reported that candidates exhibited certain qualities worth mentioning.

### **(1) Adherence to Rubrics**

Many candidates answered the required number of questions as specified from the various sections. They also wrote within the required length. E.g. Fante 2, French 1, Twi (Akuapem) 2.

### **(2) Originality of Answers**

A good number of the candidates showed good knowledge and understanding of the questions by using their own words to answer the comprehension questions.

Some also used appropriate registers and supplied relevant proverbs, idioms and loan words in the essays to support their arguments. They also departed from the hitherto irresistible urge of mixing English words with words from their mother tongue. E.g. Dagbani 2, Dagaare 1, Gonja 1.

### **Good Organization**

### **(3) Some of the candidates showed good knowledge of the formal features of the different types of essay – letter, article, story telling. They also used well-developed and well-linked paragraphs in their answers, thereby producing well organized essays.**

### **(4) Mastery of Subject Matter**

Some candidates showed an appreciable knowledge of characterization and were also able to identify major literary devices.

This year also saw an improvement in the way candidates discussed the theme of drama pieces. E.g. Dangme 1, Fante 2, French 1, Dagbani 2.

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

In spite of the above strengths, a number of weaknesses manifested in the scripts of some candidates. These include:

(1) Illegible handwriting

The handwriting of some candidates was so bad that examiners had to strain their eyes to decipher some words. This resulted in delays in the marking of scripts.

(2) Poor Orthography

Students showed weaknesses in their knowledge of syllabisation, resulting in wrong word division.

They also showed deficiency in vowel harmony and capitalization, among others. E.g. Twi (Akuapem), Kasem 1, Twi (Asante) 2, Dagbani.

(3) Bad Grammar

There were numerous cases of grammatical lapses, especially with regard to the use of subject-verb agreement and progressive and future tense markers. Candidates also showed weaknesses in conjugation and the correct use of tenses. Some got confused in the use of the plural marker (s) and the possessive ('s). Others could simply not distinguish between written and spoken language. E.g. Dagaare 2, Fante 1, French 1.

(4) Translation

Rather than do a meaning-based translation where ideas would be translated, some candidates resorted to word-for-word renditions which distorted meanings. E.g. Twi (Asante) 1, Nzema 1.

(5) Literary Appreciation

This was a big headache to many candidates. They could not explain how literary devices were used to develop the theme of a story let alone discuss the appropriateness of the structure of a folktale. In much the same way, the majority of them could not bring out the theme of a literary work. E.g. Kasem 2, Fante 2, Dagaare 2, Literature-in-English 2, Gonja 2.

## 5. SUGGESTED REMEDIES

As a way of minimizing the weaknesses identified above, the Chief Examiners suggested the following:

(1) Bad Handwriting

Candidates with the problem of illegible handwriting should be identified before the examination and taken through hand-writing drills.

(2) Examination Techniques

Students should be taught basic examination techniques such as choosing the questions and how to answer them with emphasis on content and expression. The need for them to read over their work should also be stressed.

(3) Effective Teaching

Teachers should endeavour to cover all topics in the syllabus, touching on appropriate punctuation and vocabulary drills in the form of regular dictations and other exercises which should be corrected in class.

(4) Reading Habits

Teachers should encourage students to procure prescribed texts and other relevant materials to expose them to various writing styles and improve their reading skills.

(5) Literary Appreciation

Students need to be taken through literary appreciation in a thorough manner.

# **ENGLISH LANGUAGE 1**

## **1. GENERAL COMMENTS**

The paper was standard, compared favourably with that of previous years and met the demands of the WASSCE syllabus.

The passages were topical, dealing with issues that had hit the headlines in recent times. Though the Comprehension and Summary passages were not above the standard expected of the candidates, they did not do too well. Candidates did not take the trouble to understand the passage.

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

Candidates showed some degree of improvement in the following areas:

- Candidates showed improvement in their grasp of the fundamentals of English Language such as grammar, tenses, punctuation and sentence structure. Sentences were well constructed and there were variety in choice of sentence patterns. There were flashes of good use of idiomatic expressions pertinent to the essay topics.
- Candidates demonstrated appropriate use of register in the discussion of points, particularly in the letter and expository writing.
- Candidates developed points exhaustively with good illustrations, usually drawn from school life experiences or from their own reading. There was also evidence of transfer of knowledge from other subjects.

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

The following weaknesses were evident in the work of the candidates.

- Vernacular translation of English idioms was employed, resulting in inappropriate use of vocabulary. This gave the impression of lack of good grasp of English idioms.
- The essays were full of grammatical errors such as omitting full stops at the end of sentences, starting sentences with small letters, writing the 1st person singular pronoun with a small letter (i), wrong use of the apostrophe, mixing capital letters and small letters.
- There was also the tendency of candidates writing long-winding rumbling sentences, thereby making their essays difficult to understand.
- Candidates showed weaknesses in spellings. Words often spelt wrongly were the following “writing - writting”, “receiving - recieving”, “dormitory - dormatory”.

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

- Candidates must be encouraged to read extensively as this is the surest way of improving their proficiency in the English Language.
- The teaching of grammar should be intensified. Teachers of English Language should be encouraged to teach grammar, by making good reference to them in the textbooks they use in class.
- Candidates should be made to go through a lot of dictation drills in class. This will help build their repertoire of vocabulary.
- Candidates should be taught how to answer “how”, “why” and “what” questions.

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

##### **Question 1**

**Write an article for publication in a national newspaper on the topic: *Tourism can be of great benefit to the country and should be encouraged by the government.***

This question was a test in article writing. The candidates were expected to highlight the benefits of tourism to his country, and present in fluid expository prose the need for the government to give it the necessary boost. The essay was in two parts.

##### **Strengths**

- (1) Some candidates showed great improvement in the organisation of article writing.
- (2) Many of the candidates who answered this question were able to link the economic benefits of tourism to the individual community and the nation.

##### **Weaknesses**

- (1) Most candidates dwelt exhaustively on the benefits of tourism to the neglect of the second part. They could not explain why tourism should be encouraged by government.
- (2) There were still problems with introduction as some candidates requested for space to express their views on the topic, as if they were writing letters to the editor.

## **Question 2**

**Write a letter to the Minister of Education, suggesting three ways of making public secondary schools in deprived communities more attractive to students.**

This was a test in formal letter-writing. The question demanded candidates to suggest three ways in which public secondary schools in deprived communities could be made more attractive to students. The candidates were expected to show their knowledge of the stylistic features of this type of essay and combine these with an in-depth discussion of the reasons which discourage most students from pursuing their secondary education in deprived communities. They were to suggest three ways in which these community schools could be made more attractive.

### **Strengths**

- (1) Most candidates handled both parts appreciably well. There was also evidence of formality of language conveying politeness and decorum in the essays.
- (2) Most candidates were at home with the register of facilities in boarding schools and requested for the provision of such facilities in schools in deprived communities.

### **Weaknesses**

- (1) Some candidates wrote the date below the recipient's address, the title before the salutation while the subscription, "Yours faithfully" in most cases started with small 'y'.
- (2) Poor paragraphing was one of the weaknesses depicted in the answers of most candidates. The use of paragraph connectives was in most cases limited to 'Firstly', 'Secondly', 'Thirdly', while intra-paragraph connectives were rarely used, making the essays to lack fluidity.
- (3) Some candidates limited their answers to individual schools instead of writing on schools in general.

## **Question 3**

**Write a letter to your friend in another school recounting the experiences you went through when you visited the city for the first time.**

This was one of the popular questions. The candidate was expected to show his/her knowledge of the stylistic features of this type of essay and organise these features in such a way as to bring out in good English, an account of a first time visit to the city.

### Strength

- (1) The use of pleasantries and conversational expressions depicting intimacy with the recipient indicated candidates knowledge of the features of informal letter.

### Weaknesses

- (1) Some candidates did not handle the tenses, agreement, concord, punctuation and spellings well.
- (2) Some candidates also wrote copiously describing their journey but wrote very little on their experiences in the city.

### Question 4

**Write a story that ends the words: *That experience was one of the best things that ever happened to me.***

This was a story-writing task. The candidate was to write a story ending “That experience was one of the best things that ever happened to me”.

### Strength

Some of the candidates used different sentence patterns and also introduced/built suspense in the stories.

### Weaknesses

- (1) Some candidates did not develop their stories well as the stories lacked introduction, a climax and an end.
- (2) Some candidates did not understand the question as they claimed to have been raped, robbed, duped, etc. - experiences did not agree with the concluding words.

### Question 5

**The Social Life Club of your school is organizing a symposium on the topic: *The role of the youth in a rapidly changing society.* As a speaker, write your speech.**

This was not a popular question as most candidates did not attempt it. The question sought to ask candidates to state the role the youth should play, relating it to the rapid change in society.

### Strength

Some candidates who answered this question were able to present logical reasoning in calling on the youth to play the role expected of them in a rapidly changing society.

### Weaknesses

- (1) Some candidates could not understand the topic. The word ‘symposium’ or the phrase “rapidly changing society” seemed to have confused them.
- (2) Some candidates wrote the essay as if it were a debate, arguing whether society was changing rapidly or not.

### **Question 6:            Comprehension**

The performance of candidates with regard to answering questions on the passage did not show much improvement.

### Strength

Some of the candidates did well.

### Weakness

A lot of the candidates did not fully understand the passage. As a result, most of the answers provided were direct liftings from the passage which did not have any relevance as far as the demands of the questions were concerned.

### Answers

- (a) General performance was good.
- (b) Some candidates gave their answers without doing the comparison.
- (c) Candidates performance was not too good.
- (d) Answers provided by some of the candidates had grammatical (tense and concord) and spelling mistakes.
- (e) Some candidates did not understand the question.
- (f)
  - (i) Candidates showed they had poor knowledge of lexical items.
  - (ii) Some candidates could not distinguish between a noun and a pronoun.
- (g) Although most of the candidates knew the answer to this question, they could not spell the word.
- (h) Many candidates did not do well here whereas some wrote dictionary meanings, others wrote sentences of between two and four lines to explain the words.

Performance of candidates was fair.

**Question 7:                    Comprehension**

Many of the answers of candidates were not adapted to make them answer the questions.

Answers

- (a) Many candidates answered the questions well.  
However, some added the definite article to the answer.
- (b) Most candidates did well.
- (c) Some candidates displayed their poor knowledge of the parts of speech as they could get the answer right. Some resorted to writing sentences.
- (d) Some candidates failed to realize that the question was in a the present tense hence they answered it in the past tense.
- (e) Many candidates got this wrong.
- (f) (i) Many candidates did not know the difference between a clause and phrase.  
(ii) Some candidates' poor knowledge of the parts of speech was evident here.
- (g) The answer was wrongly spelt by some candidates.
- (h) Candidates performed fairly well.

General performance was fair.

**Question 8:                    Summary**

This section continues to pose the greatest challenge to candidates, as candidates are not able to understand the passages despite their high interest level.

Apart from a few outstanding performances, the majority of the candidates failed to use their own expressions to render the answers but rather resorted to blind copying and 'lifting'. Some candidates also introduced ideas of their own usually for lack of the right expressions and vocabulary.

Answers

- (a) Some candidates wrote faulty preambles that made them lose marks, instead of going straight to the point.
- (b) Answers in this part were better than those in (a).  
However, there were too many extraneous materials here which could have been avoided.

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

### **1. GENERAL COMMENTS**

The paper is a good one. It compares favourably with those of previous years. The various questions test a variety of skills, knowledge and competencies in the two genres of literature; drama and poetry. Candidates' performance is not very different from previous years' performance.

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

The good candidates wrote better organized essays and showed evidence of being able to engage the texts and responded to questions imaginatively.

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

These include:

- (1) not having read the texts;
- (2) poorly interpreting the texts;
- (3) indulging in interpolating unrelating information into responses to questions;
- (4) demonstrating unfamiliarity with literary terms.

### **4. SUGGESTED REMEDIES**

The following may be considered:

- (1) Primary texts should be read. Secondary sources must be studied with care and guidance.
- (2) There must be a marked improvement in candidates' use of the English language (content and expression are weighted together in grading candidates).
- (3) Most of the questions invited candidates to write essays of the expository or argumentative type.

Candidates need to be taught how to answer literature questions.

### **5. DETAILED COMMENTS**

**Kobina Sekyi - *The Blinkards***

#### **Question 1**

**How does Sekyi ridicule the uncritical acceptance of European values in the play?**

This was not a popular question. Candidates who answered it performed poorly, generally, due to lack of understanding, deviation and restricting answers to Mrs. Borofosem only.

Good answers observed the behaviours and actions of characters like Mrs. Borofosem, Mr. Okadu and ladies of the Cosmopolitan Club, for example. Details ranging from food to manners of dressing and talking were expected to have been commented on. However, candidates who provided mere details and did not express the author's ridicule and disdain did not earn high marks.

## **Question 2**

**Mrs. Borofosem is a ridiculous character, but transforms later. Discuss.**

This was a popular question. Many candidates succeeded in presenting Mrs. Borofese as a ridiculous character and provided illustrations, such as her preference for the name "Duckie", her choice of English food and dress and her semi-literate English, among others.

Others did not provide enough detail. Nevertheless, most of the essays said little or nothing about Mrs. Borofosem's transformation and acceptance of her Fanti culture at the end of the play.

**Fem Osafisan - Women of Owu**

## **Question 3**

**Comment on the use of irony in the play.**

Not many students answered this question, perhaps, because it was on style. A few defined irony but were unable to provide illustrations. There were many instances of use of irony. These ranged from the god's own destruction of Owu kingdom to Anlugbua's appearance before the women sent to fetch water and his own confession of inability to save his people. Other instances include Erelu's fall from royalty to being a slave and Iyunloye's triumphal return to her husband, in spite of her infidelity which started the war.

## **Question 4**

**Examine Gesinde's role in the play.**

This was a favourite question. There were a few excellent scripts on Gesinde's role. Of the many references to his role as messenger of doom, (according to Erelu) and his fondness for gossip as in his gratuitously announcing to the Owu women Iyunloye's return in her erstwhile husband's caravan, one that few students commented on was also Gesinde's expression of remorse as he watched Adumaadan pay her last respect to her son whom Gesinde had killed. He had presented himself all along as one without feeling and merely performing his master's will.

**Benrad Shaw - Arms and the Man**

**Question 5**

**Give an account of Catherine's reception of Captain Bluntschli in the garden**

The few candidates who answered this question either deviated or just told the story of the encounter without discussing its significance. Candidates (many in their faulty English) gave accounts of Bluntschli's surprise entry into Raina's room and her mother's complicity in assisting her (Raina) to protect Bluntschli as he escaped in Major Petkoff's coat, etc.

What was demanded as part of the answer was the significance of the encounter which initiated the breakdown of social barriers, the abrogation of the Sergius-Raina romantic relationship, as well as the myth of war as a demonstration of heroism.

**Question 6**

**Discuss the first encounter of Raina and Bluntschli in the play**

This was not a favourite question though it called for narration. This was expected to begin from Bluntschli's attempt to return the coat and Catherine and Raina's determined effort to conceal knowledge of Bluntschli's first encounter with them in Raina's room, (though suspected) by not receiving the coat openly before Sergius and Major Petkoff. Happily for them, they succeeded.

**Question 7**

**Oscar Wilde - The Importance of Being Earnest**

**Comment on the relationship between Jack and Algernon**

Candidates who had read the text were comfortable with this question. Presented as friends, Algernon and Jack are actually brothers. Details of their close relationship abound in the text and candidates were expected to have referred to them. Though they have differences, as in their attitudes to marriage, they both indulge their passions one way or the other and are content, eventually, to marry their loved ones, Cecily and Gwendolyn, but not without subterfuge.

**Question 8**

**To what extent do the fantasies of Jack, Algernon and Cecily help to advance the plot?**

This was not a popular choice. The few answers were not sure about the word fantasy and therefore deviated. All three characteristics fantasize. Jack "creates" a young brother, Ernest, as an excuse to visit town as often as possible;

Algernon creates his Bunbury to visit in the country side while Cecily imagines being in love with Jack's brother and proceeds to be engaged and buys the engagement ring. It is such a make-believe world which the character create and which enables them to eventually fulfil their desires to love and to marry.

## **African Poetry**

### **Question 9**

**Comment on the use of irony in Homeless, not Hopeless**

Many candidates answered this question, but there were also those who had not sufficiently read the poem. Among those who had, there were those who merely, poorly paraphrased the poem without considering the demands of the question.

Thus the irony was lost on them. The irony is based on the contrast between the conditions of the poor and the rich in society. In spite of the differences in the style of living and expectations, there is a dependency relation. The poor seem. Ironically, to accept and even enjoy their position while the rich, look up to the poor for the blessings they need from God to increase their fortunes. There are other examples of the tables turning on the rich in their relations with the poor who expect their reward after death.

### **Question 10**

**Examine the poet's reaction to his predicament in the poem Expelled**

This was a popular question but it was not well answered. Candidates performed poorly for not being able to understand the meaning of the poem. The question asked for the poet's reaction to his predicament. Candidates identified the colonial theme alright, but failed to restrict themselves to what the speaker was lamenting. In the poem, the speaker laments the political and economic domination of the colonial masters over the indigenous Africans.

The domination took the form of theft and pillage as they "cut our ribs", "dried our cows" and "burst the cowshed".

The speaker is left in penury and waits for total annihilation. The speaker's reactions take the form of protest, anger sorrow and despair.

## **Non-African Poetry**

### **Question 11**

How does the poet portray the effects of war in Strange Meeting?

This was a popular but badly answered question. Candidates spent inordinate time narrating how the speaker met his enemy, instead of accounting for the effects of war.

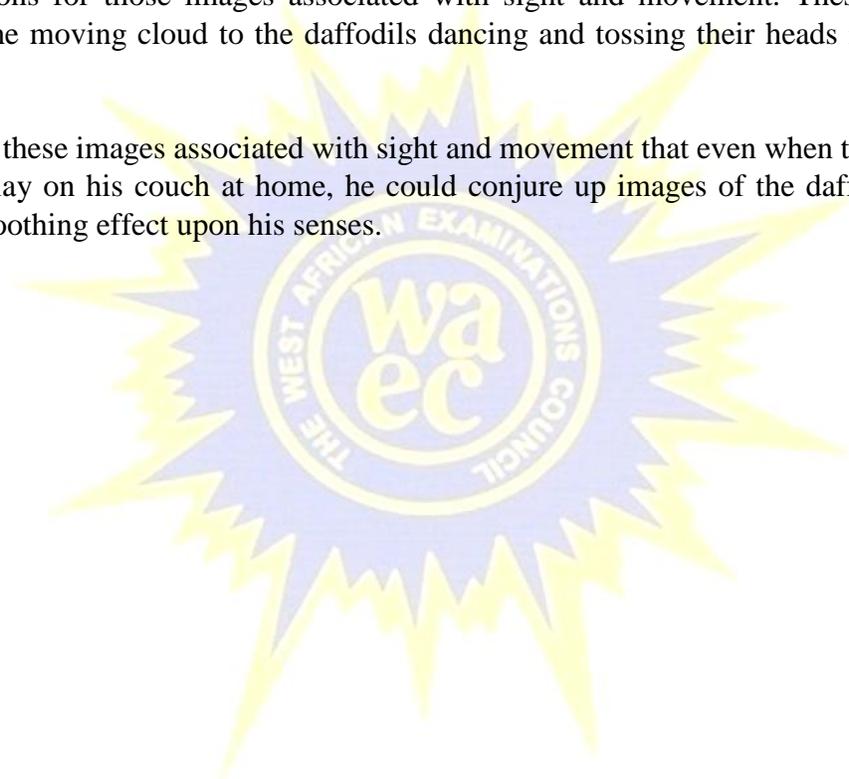
Attention should have been focussed on the “undone years” which include years of lost opportunity to love, to indulge one’s youthful fantasies, to avoid the agonies and atrocities of war. These are indeed lost opportunities which the dead will not be able to avail themselves of. Instead, nations will trek from progress and men will kill and be killed for they have denied themselves “the pity war instead”.

### **Question 12**

#### **Examine the use of imagery in Daffodils**

Quite a number of candidates did not know what to look for under imagery. The poem was thus, badly paraphrased. The few good candidates, however, looked for sensuous imagery and found many illustrations for those images associated with sight and movement. These ranged from loneliness of the moving cloud to the daffodils dancing and tossing their heads in their infinite number.

So strong were these images associated with sight and movement that even when the poet had left the scene and lay on his couch at home, he could conjure up images of the daffodils and such images had a soothing effect upon his senses.



# **LITERATURE-IN-ENGLISH 3**

## **1. GENERAL COMMENTS**

The standard of the paper was all right as compared with that of the previous years. This year too, even though the questions were straightforward, the general performance of the candidates was below the expected standard.

Some candidates indicated they knew the texts very well. They however lacked the ability to use the relevant portions of that knowledge to answer the specific questions asked. They would rather narrate the whole story or part of it.

The impression one gets is that certain misleading model answers are in circulation and that some students get hooked onto those answers and reproduce them in examinations whether these answers are appropriate or not to the questions asked.

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

Some centres put up a very impressive performance. Candidates exhibited that they were in control both in expression and in material. Expression was good as well as material.

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

With some candidates it was a matter of pure misunderstanding of the topic. They failed to subject the topic to context analysis before rushing to write. Some of them have difficulties with the meaning of certain words; for example "plight" and "consequences of leadership crisis".

Again for some candidates, the English was so bad that what they wrote was almost unintelligible.

Illegible handwriting still abounds. Spelling mistakes of key characters were unparadonable. Names like Pokuwaa, Koramoa, Kwadwo Fordwuo were misspelt (Pookoa, Pokuah, Pokuaa, Kodzo, Kojo, Kwaadjo, Forjour, Fordzo, etc.).

## **4. SUGGESTED REMEDIES**

It should be impressed upon candidates that they should read their texts very well and know them before they look for commentaries. Frequent exercises should be set and marked and discussed with students. This approach will help. They should be taught how to answer questions very well as they always tend to narrate.

Sequence of tenses was non-existent. Grammar of language should be seriously taught. Extensive reading should be encouraged.

Candidates should not underestimate the importance of good and legible handwriting.

## 5. DETAILED COMMENTS

**Asare Konadu** - *A Woman in Her Prime*

### Question 1

#### **How effective is the use of flashback in the novel?**

Many candidates answered this question. A few were able to define flashback adequately and gave instances as examples.

However, they failed to treat the effectiveness of flashback. Others gave instances that could not be accepted as examples of flashback. For example the death of Yaw Boakye. This is wrong.

Candidates were expected to bring out the instances of flashback and the effectiveness.

- (a) Pokuwaa and her childhood friend Koramoa, how they got married, Pokuwaa's marriages collapsing (the first and second because of childlessness). Koramoa remained with her first husband.
- (b) Flashback was also used to shed light on Pokuwaa and Koramoa's dancing skills especially during the Odwira Festival thus enhancing the beauty of the festival and making Pokuwaa and Koramoa the focus of the men's attention and the envy of the women.
- (c) Through flashback Pokuwaa recollected her father's death in the hands of a herbalist making readers aware of the intimacy between her and the father.
- (d) Again flashback was used to reenact Pokuwaa and Koramoa's portrait of the late chief of the town. Through this means, the reader learnt that the chief (late) had been an exemplary leader of Brenhoma for about fifty years, being a lover of peace and builder of the town.

This flashback was used to bring back into sharp focus some definition moments in Pokuwaa's life and the people with whom she was intimately associated. Thus flashback is used to link the past with the present.

### Question 2

#### **Examine the plight of the barren woman, Pokuwaa.**

This was more popular than Question 1. Whereas a few were able to discuss the plight of the barren woman adequately, others merely reproduced commentaries they had read and thus failed to answer the question as expected. A third group of candidates only used their socio-cultural environment and wrote down their practices without textual references. It was in these two questions (1, 2) that names of important characters were misspelt giving the impression that candidates never read the textbook.

The best way to tackle this question was to examine it from three angles.

- (a) How the barren woman i.e. Pokuwaa viewed her childlessness.
- (b) From her mother's point of view.
- (c) From the Brenhoma community.

## **NO QUESTIONS 3 AND 4 FROM CHIMAMANDA ADICHIE'S 'PURPLE HIBISCUS'.**

### **Non African Prose**

**William Golding** - *Lord of the Flies*

#### **Question 5**

The dreaded beast exists **only** in the boys' imagination. Discuss.

This question was not well treated. Many candidates wrote down notes/commentaries that addressed the boys' attitude to the beast.

In this case, they failed to discuss the claim in the question that 'the beast exists only in the boys' imagination'.

- (i) The young boys, marooned on an island after surviving an air crash, were haunted by the fear of a mysterious beast because one or two of them claimed to have seen the beast come out of the water in the night.
- (ii) Ralph, Jack and Roger confirmed the existence of the beast after their search on the mountain top. Out of fear they left their stick spears.
- (iii) Jack envious of Ralph's leadership, accused him of being a coward, and therefore unfit to lead. Fear was put in the boys by Jack making it appear that without him they were doomed.
- (iv) Jack broke away from Ralph's authority, leading a group of boys, and building a personality cult around him.
- (v) What he did to the head of the pig he killed.
- (vi) Wandering and confused Simon stumbling on the decomposing remains of an ejected airman - what Ralph and the others had mistaken for the beast. Simon never had the chance to tell the rest of the group as he was mistaken for the beast and killed by Jack and his boys in the 'Kill the beast dance'.
- (vii) The effect of the heavy rain and so the truth never came to light so the boys continued to harbour the fear of the beast.

## **Question 6**

### **Comment on the consequences of the leadership crisis in the novel.**

Some candidates merely compared and contrasted the leadership styles of Ralph and Jack, and therefore fell short of discussing the consequences of the leadership crisis. Again candidates relied on commentaries and thus performed badly.

Jack was the originator of the leadership crisis because of his overambitious nature. Jack turned the choir group into a hunters' group and carved a separate identity for them.

He finally broke away with a group of loyalists with the promises of meat and security in the face of hunger and the fear of the beasts on the hill top.

- Immediate consequence - Ralph's leadership became weak and ineffective. Only Piggy followed him.
- Another serious consequence - Jack's refusal to keep alive the rescue fire on the mountain. As a result they missed an early rescue opportunity as there was no fire or smoke to call anybody's attention to their plight.
- Another alarming consequence - Jack's exploitation of the pervading fear of the beast on the mountain. He built a personality cult around him and set up a reign of terror.
- Through this Piggy was killed by Roger when he went to collect his glasses; Simon was also mistaken for a beast and brutally butchered by Jack's boys in their 'Kill the beast dance'. The death of Piggy made the boys lose their voice of wisdom and reason while that of Simon prevented them from knowing the truth about the beast.

**Ernest Hemingway**

***The Old Man and the Sea***

## **Question 7**

### **Comment on Santiago as a man of great courage.**

There were some good scripts for this question, but as usual, it was obvious that some candidates had relied on some commentaries which did not help them much. Their answers were not detailed enough. Some put down irrelevant material.

Candidates were expected to write a little about Santiago and why Manolin had left him. To prove his courage candidates were to write on:

- (a) Santiago's exemplary courage in the face of adversity
- (b) His great encounter with the marlin (big fish).
- (c) His battle against the sharped-long-toothed sharks

## **Question 8**

**Discuss the old man's encounter with the first shark.**

Question 7 was more popular than this one. Some candidates did not read the question well and waded into Question 7. As usual the details were missing. Some wrote irrelevant commentaries as answers.

The old man had been successful. He had caught the biggest fish he had ever seen.

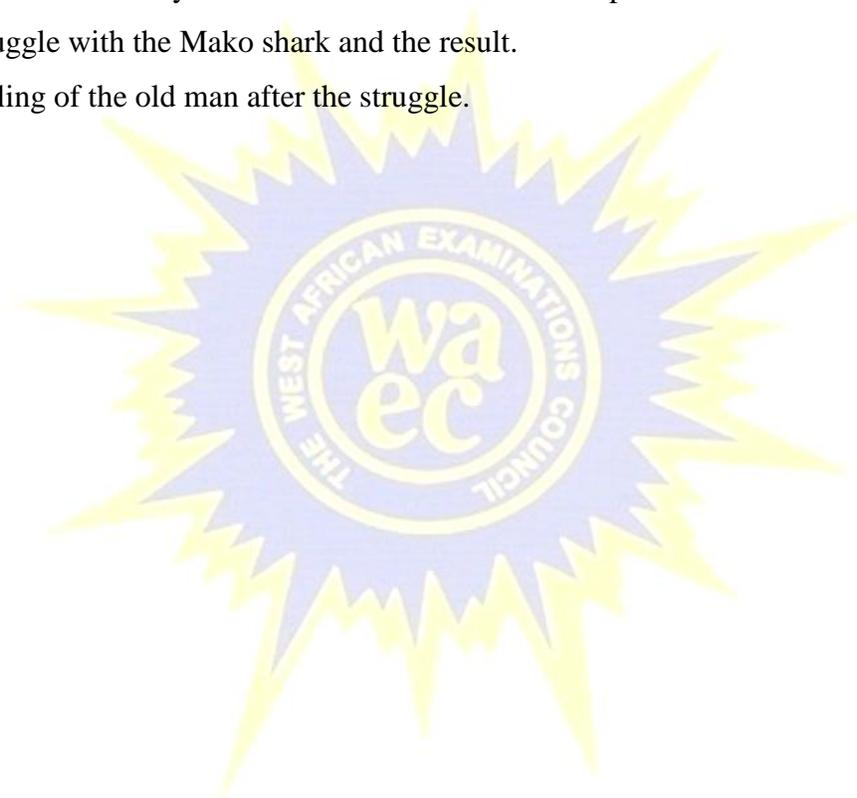
Heading for home, he strapped it onto his skiff.

The first shark, i.e. the Mako shark, attacked an hour after.

It had been aroused by the blood that had reached it deep down in the sea.

The struggle with the Mako shark and the result.

The feeling of the old man after the struggle.



# **FRENCH 1C**

## **1. GENERAL COMMENTS**

The standard of the paper compares favourably with those of previous years. The performance of candidates was above average.

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

Most candidates tried to answer the required two questions: one on letter writing and the other on general essay. This means that most candidates took time to read the instructions before they started writing. Candidates must be reminded at every point in time that understanding of the rubrics of an examination goes a long way to determine the results to be obtained at the end.

Most candidates also showed mastery over the formalities of letter writing. Most of them were able to write good introductions and conclusions to their letters. They were able to differentiate between a topic that is a letter and the one that is a general essay. A few years ago, most candidates could not even distinguish between a letter and a general essay. This time round, there seems to be a slight improvement in this area. This must be encouraged.

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

Candidates' weaknesses hover around lack of vocabulary, weak conjugation, tenses and weak grammar.

Due to lack of vocabulary some candidates tend to use English words which they put in inverted commas.

Others wrote *j'ai "prendu"* instead of *j'ai "pris"*. This is because they did not know the past participle of the verb "*prendre*". They wrote "*j'ai allé*" instead of "*je suis allé*". Others wrote "*j'ai regarde*" instead of "*j'ai regardé*". In fact they could not put the correct accents.

Some candidates lacked adequate preparation for the examination. It seemed some of them were rushed through the course and did not have the strong grounding and foundation for an examination of this nature. Most of them lacked maturity in their approach to questions.

Some candidates lacked proper understanding of the questions and their answers did not dwell directly on the subject matter of the questions that they chose to answer.

These have been problems that candidates faced over the years and need to be addressed by teachers.

#### 4. SUGGESTED REMEDIES

The remedy will be for teachers to take candidates through proper vocabulary drill.

They should organise conjugation exercises and take candidates through the conjugation of

- (1) -er regular verbs like regarder, tomber;
- (2) -ir regular verbs like finir, punir;
- (3) the irregular verbs must also be treated separately in class.

Teachers should also organise exercises on study vocabulary for their candidates.

#### 5. DETAILED COMMENTS

##### Question 1

**Décrire un mariage inoubliable auquel vous avez assisté. Dites pourquoi vous le considérez inoubliable.**

This question requested the candidate to state that he/she really attended an unforgettable marriage or wedding ceremony. Candidates must be able to narrate briefly what they saw. More so the question laid emphasis on the “unforgettable” nature of this marriage. So the candidate must be able to write in the essay what was special or peculiar about this marriage that makes it “unforgettable”.

Unfortunately, most candidates rather chose to write about -a marriage ceremony in Ghana or in a particular ethnic group in Ghana. They failed woefully to say anything about the particular couple involved, when and where the marriage took place etc. Their essays were really hollow and lacked the eye witness account that should make it interesting.

##### Question 2

**Vous avez commencé un travail bien payé. Parlez de vos rêves pour votre famille.**

This question demanded that the candidate must state that he/she had started a well-paid job and must go ahead to talk about what he/she intends doing for his/her family. So the essay requires that the candidate state the type of job he/she had found, the remuneration, the present status of his/her family and what he/she planned to do to uplift the status of the family.

This question, however, was not very popular with the candidates, so those who attempted it performed poorly. Whilst some went ahead to talk about their future career, others wrote about the salary that they would earn when they start a job they had chosen for themselves. Only a few said something about sponsoring the education of their siblings and buying cars for their parents and helping their communities.

### **Question 3**

**Vous êtes convaincu(e) que les parents peuvent aider l'école à faire de leurs enfants de bons citoyens. Discutez les rôles que les parents doivent jouer pour y arriver.**

Candidates were to write on the role that parents can play in collaborating with teachers in the up-bringing of their children to become good citizens.

The candidates were expected to state the problems of school children i.e. moral, social, educational problems etc. They must also state the role that teachers are playing. They will then add what parents must do in collaboration with teachers to help students grow to become responsible adults in future. Candidates could state things like: frequent visits to wards, sitting with class teachers, housemasters/mistresses, heads of schools to discuss problems concerning their wards etc. And above all they must be able to provide the basic needs of their wards and pay their fees regularly and on time to enable their wards have the peace of mind in school.

Most candidates avoided this question. Those who attempted it did it haphazardly.

### **Question 4**

**Un(e) ami(e) qui vient d'échouer à son examen de WASSCE a besoin de votre consolation. Ecrivez-lui pour l'assurer que ce n'est pas la fin de la vie.**

This question was not popular among candidates. The question however, entails consoling a friend who has failed in his/her WASSCE examination. The candidate must be able to say that there is hope and life even after WASSCE examination even if there is a failure. The candidates must be able to suggest a way forward for the friend and advise him/her as to what to do to come back to normal track of life and concentrate on other things. The candidates could even suggest some help for the friend in distress to get his mind at rest.

The question really needed a mature mind to be able to answer it adequately. It also needed appropriate vocabulary to be able to convey the right message. This is what most candidates could not do convincingly. It is strictly a letter and all the features of a letter must be followed in order to make it complete.

### **Question 5**

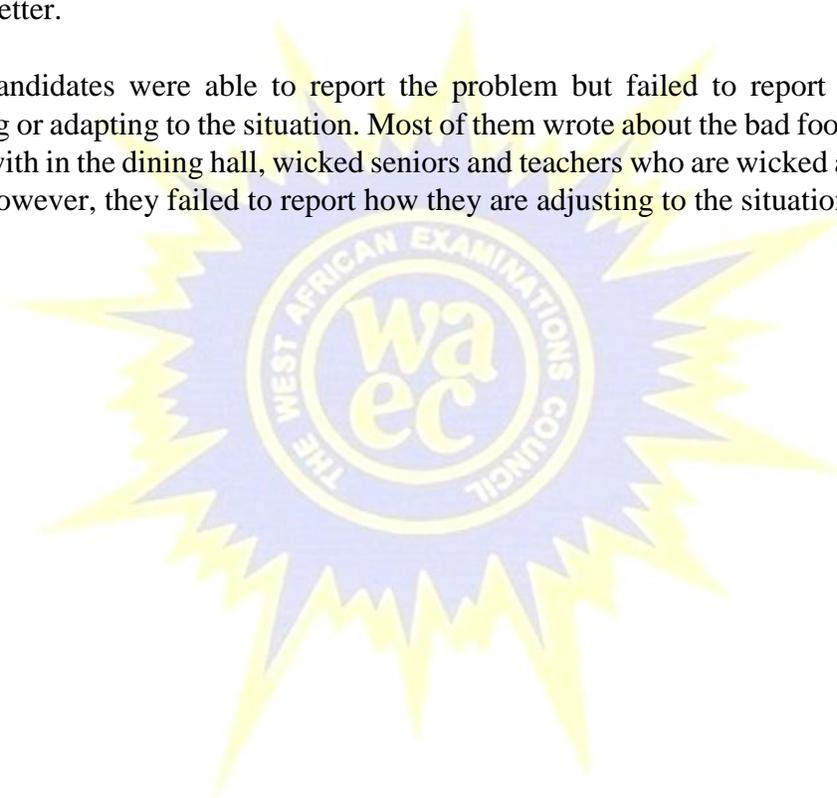
**Vous venez d'être admis(e) à l'école secondaire.**

**Ecrivez une lettre à votre père pour lui décrire votre vie à l'école en général. Parlez-lui des difficultés que vous y rencontrez et de comment vous vous y adaptez.**

As a new student in a secondary school, the candidate was required to write to his/her father narrating the problems of adjustment, bullying, extortions of provisions and other items by senior students.

Moreover, inadequate facilities e.g. dormitories, classrooms, dining hall, library, science and I. C. T. labs etc. These are the things the candidate is reporting back to the father in his/her letter.

Many candidates were able to report the problem but failed to report how they were adjusting or adapting to the situation. Most of them wrote about the bad food that they were served with in the dining hall, wicked seniors and teachers who are wicked and do not teach well. However, they failed to report how they are adjusting to the situation.



# **DAGBANI 1**

## **1. GENERAL COMMENTS**

The standard of the paper was as high as that of previous years. The performance of candidates also improved greatly especially in orthography, content of answers and organization.

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

### (1) Expression

The use of language of many students was commendable. They used appropriate proverbs, idioms, loanwords and tenses.

### (2) Length of answers

Many candidates were not verbose. In the composition they tried to write within the given number of words. Where they exceeded or fell short, they did this by few words. In the other sections, their answers were short and precise.

### (3) Orthography

The spelling, word-division and punctuation of some candidates were good. Words meant to be written as one were written as such and words meant to be separated were written separately. They also used the full stop and capital letters very well. They also combined their vowels appreciably.

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

### (1) Poor Orthography

The spelling, word-division and punctuation of some candidates were poor. Some of them combined their vowels wrongly. Others also did not know how to use the elision sign.

### (2) Some candidates tried to answer more than one question on one page, in some cases without numbering them.

### (3) Copying out of questions

Some candidates wasted their time to copy out the questions before answering them. This is a sheer waste of precious time.

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

- (1) The problems of orthography can be solved through dictation, intensive and extensive reading and class exercises.
- (2) Teachers should help students to answer every major question on a new page and number them accordingly.
- (3) Students should also be discouraged from copying out questions before answering them.

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

##### **Question 1**

##### **Discuss ways by which we can keep our environment clean**

Many candidates who chose this question gave good introductions. Some of them agreed that their environments should be kept clean always. Others also said that a clean environment meant healthy and long life. However, some candidates did not introduce their compositions.

In the body of their compositions, many candidates mentioned some of the ways such as weeding around our houses, sweeping our compounds and surroundings and finding ideal places for our refuse. Other candidates mentioned attitudes and the need to change the negative ones. Some other candidates mentioned one or two ways and discussed them shallowly.

To conclude their answers, some candidates suggested the re-introduction of sanitary inspectors. Others stressed the importance of the need to keep the environment clean and suggested the need for organised cleaning of the environment. Some other candidates could not conclude their answers.

##### **Question 2**

##### **Write a letter to your Regional Minister requesting for three amenities for your community. Explain the need for these amenities.**

To introduce their compositions, most of the candidates who chose this question gave reasons for writing their letters.

In the body, some candidates requested for three amenities like good roads, water, electricity, schools, markets, places of convenience, health posts, etc. Some candidates started their letters but could not finish them. Other candidates wrote down only the address and nothing else.

Some candidates were able to give three or more reasons why their communities needed those amenities. Some candidates gave two reasons while others gave only one.

To conclude, some candidates expressed the hope that the Regional Minister would consider their request and grant them the amenities. Other candidates could not conclude their letters.

### **Question 3**

**If you had to travel outside, which country would you like to visit? Explain why you would choose that country.**

To introduce their composition, many candidates mentioned the name of the particular country they would choose to visit. Other candidates did not introduce their compositions.

In the body, some candidates gave reasons for their choice. Some of these are economic and places of interests like airports, schools, libraries, ponds, skyscrapers, waterfalls, etc. Other candidates started but could not continue.

To conclude, some candidates gave their impression about the countries of their choice. Other candidates did not give any conclusion.

### **Question 4**

**Is it necessary for parents to impose TV programmes their children should watch on them? Explain your point of view.**

To introduce their compositions, some candidates took sides. Other compositions did not have an introduction.

In the body, candidates who said it was necessary gave four or more reasons. These were that some TV programmes are not good for children, long duration of some programmes, distraction of children's attention from studies and bad influence of some programmes on the lives of children, etc.

Candidates who said it was not necessary gave four or more reasons as respecting children's rights, exposure to various aspects of life, learning on their own from TV programmes, and children picking their idols from their choice of programmes, etc.

Some candidates did not make any choice. They raised one or two points and argued for and against it poorly. Others started but could not continue their compositions.

To conclude their compositions, some candidates re-emphasized their positions. Some other compositions did not have any conclusion.

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

Candidates were given a short passage (of about fifteen ideas) in English to be translated into Dagbani.

Some candidates were able to translate it into twelve to fifteen ideas. Others did it into between six to nine ideas while others did it into one to five ideas. Other candidates could not translate the passage.

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

Candidates were given a short passage in Dagbani and expected to answer ten questions on it.

The questions were based on stated facts, inference, meaning, usage and summary.

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

### **Question 7**

(a)     **Show the point of articulation of the following consonants.**

(i)     [ m ]   [ b ]   [ p ]

(ii)    [ t ]     [ d ]   [ n ]

(iii)   [ k ]     [ g ]

(b)     **Use the three-term label to describe the production of two consonants from each group.**

(c)     **Discuss the distribution of the consonants in word structure.**

Some candidates were able to indicate the points of articulation very well (Bilabials, alveolar and velar). Other candidates were also able to use the three-term label to describe the point and manner of articulation of the consonants well (e.g. [ b ] = voiced bilabial stop). They were also able to discuss the distribution of the given consonants in word structure (e.g. initial, medial and final).

Other candidates discussed only the distribution of the given consonants, and very poorly too.

### **Question 8**

(a)     **Show the pronunciation of each of the following words**

(i)     tooni

(ii)    baa!a

(iii)   tua

(iv)    liiga

(v)    pi`liga

- (b) Describe the production of each of the following vowels: [ i ], [ a ], [ o ]
- (c) Discuss the distribution of the following vowels: [ i ], [ o ]

Some candidates were able to show the (phonological) pronunciation of the words correctly. They were also able to describe the production of the vowels using the vowel chart. Others went further to discuss the distribution of each of the vowels in word structure and this was well done. Other candidates avoided (a) and attempted (b) and (c) which were poorly done.

**Question 9**                      **Syntax**

- (a) What is an adverb?
- (b) Show three different types of adverbs.
- (c) Use each type of adverb to write two sentences and underline the adverbs in each sentence.

Some candidates were able to show what an adverb is. They were also able to show three types of adverbs correctly and underlined them in the sentences they gave.

Other candidates confused verbs with adverbs. The examples they gave and underlined were also not appropriate.

**Question 10**

- (a) What is a sentence?
- (b) Illustrate the following with two examples for each of them
  - (i) Simple sentence
  - (ii) Compound sentence
  - (iii) Complex sentence

Some candidates were able to define the sentence very well. They were also able to provide appropriate examples.

Other candidates could not define a sentence well. Others seemed to confuse phrases with sentences. Most of the examples given were also not appropriate.

## **DAGBANI 2**

### **1. GENERAL COMMENTS**

The standard of this year's paper compared favourably with that of previous years. However, the general performance of candidates was fair.

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

- (1) Good knowledge and understanding of the questions:  
Some candidates showed good knowledge and understanding of the questions. This helped them to be able to answer the questions well without deviating.
- (2) Originality of answers:  
A good number of candidates produced their own work without relying on others.
- (3) There was a remarkable improvement in candidates' handwriting, spelling of words and sentence structure.
- (4) Some candidates also showed good knowledge of cultural practices.
- (5) Candidates also did well by not answering more than one question from one section as directed by the rubrics.

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

- (1) Performance of candidates in the Written Literature:  
The general performance of candidates in the Written Literature was still a source of concern. It appeared candidates were not making good use of the recommended set books. This accounts for the seemingly poor performance recorded over the past two years.
- (2) Many candidates did not understand the question on folktale. As such, instead of writing on traditional folktale they rather produced their own imaginary stories.
- (3) Stanzas of the story: Some candidates did not understand what the stanzas of the story were. They were therefore unable to state the stanzas of the folktale.

### **4. SUGGESTED REMEDIES**

- (i) Teachers are advised to spend more time on the teaching of written literature. It is essential that they concentrate on Literary Appreciation.

- (ii) The teaching of folktale should be intensified. This will help students to know the difference between folktale and ordinary stories.
- (iii) Students should be taught Literary Appreciation. This will help them to thoroughly understand stanzas of a story or a poem.

**5. DETAILED COMMENTS**

**Question 1**

**State the roles played by the following persons in a judgement case at the chief's palace:**

- (a) **The person who has been offended (Plaintiff)**
- (b) **The person who has been reported to the chief's palace (Defendant)**
- (c) **The chief and his elders**
- (d) **The witnesses**

The question required the knowledge of how cases are heard and handled by our tradition/local chiefs. The question was fairly handled. Many candidates did well in their presentation and submissions of the judgement case.

**Question 2**

- (a) **Write down one traditional folktale.**
- (b) **Show the stanzas of the folktale.**
- (c) **Identify the main theme of the story.**

The question required the knowledge of folktales. The question was poorly handled. Many candidates did not know what folktales were. Instead of writing traditional folktales they simply produced stories of their own imagination. Some student did not also know what stanzas were.

**Question 3**

**Write short notes on the following characters:**

- (i) **Tifomi**
- (ii) **Puumaaya**
- (iii) **Bu<uli**
- (iv) **Daaraa**

The question required the knowledge of the characters of the people and the role they each played in the story.

The question was well managed, an indication that students had read the novel and understood the role played by those people.

#### **Question 4**

An extract was picked from the book and questions asked.

**“When you are apprehensive of an issue, it eventually catches up with you”**

- (a) **Who made the statement?**
- (b) **To whom was the statement directed?**
- (c) **What prompted him to make the statement?**
- (d) **What was the import of the statement?**

The question was fairly attempted. Many of the candidates were able to provide good answers to questions (a), (b) and (c). However, there were a few who were unable to state the import of the statement.

#### **Question 5**

- (a) **Write down four literary devices the writer used in his literary work.**
- (b) **Show how these literary devices helped to enrich his literary work.**

The question required the knowledge of literary devices in the text.

The question was poorly handled. Many candidates lacked the knowledge of Literary Appreciation. Hence they could not state the literary devices let alone talk of how the writer used them to enrich his language.

#### **Question 6**

A drama piece was given and the following questions asked:

- (a) **Write down the theme of the Drama.**
- (b) **Show the important events that happened to bring out the theme.**
- (c) **Point out the lessons learnt in the Drama.**

Candidates were required to answer question on the theme and show the important events that happened to bring out the theme. They were also required to state the lessons learnt from the drama.

The question was poorly answered. Some candidates could not state the theme while others could also not state the lessons learnt in the act.

#### **Question 7**

This question was based on verse where candidates were to:

- (a) **Write down the theme of the verse.**
- (b) **Indicate the state of mind of the writer.**

(c) **Point out these literary devices:**

- (i) **!mahinli**
- (ii) **za!zalizaani**
- (iii) **labiy`li**

**and show how each of them was used in the verse.**

Candidates were not familiar with the questions. It appeared that very little preparation on Literary Appreciation was done, hence the poor performance.

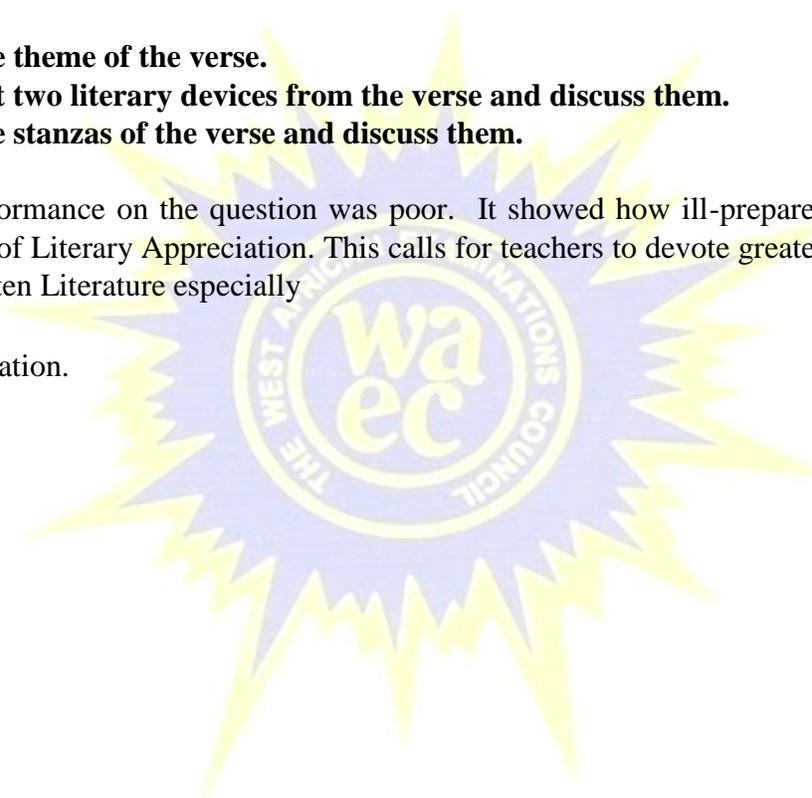
### **Question 8**

The questions were based on a given verse:

- (a) **Show the theme of the verse.**
- (b) **Point out two literary devices from the verse and discuss them.**
- (c) **Show the stanzas of the verse and discuss them.**

The overall performance on the question was poor. It showed how ill-prepared the candidates were in the area of Literary Appreciation. This calls for teachers to devote greater attention to the teaching of Written Literature especially

Literary Appreciation.



# **DAGAARE 1**

## **1. GENERAL COMMENTS**

The paper compared favourably with those of the previous years. There was a slight improvement in candidates' performance as compared with that of the previous years as a result of their improvement in the lengths of the essays.

All candidates were able to answer the required number of questions as against what used to happen in previous years.

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

- (1) Candidates' essays were reasonably lengthy and toed the line of questions.
- (2) There was improvement in the orthography of the language.
- (3) Quality of compositions was commendable as many essays contained proverbs, idioms and literary devices relating to the appropriate situations.
- (4) Candidates' performance on syntax was quite good as compared with those of previous years.
- (5) Candidates generally avoided answering all questions from certain sections. This is contrary to what used to happen in previous years.
- (6) Most candidates answered questions on the comprehension passage using their own words. They avoided lifting.

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

- (1) Candidates wrote lengthy sentences resulting in the loss of meaning of what they wanted to express.
- (2) Some candidates wrote down questions before answering them. This is a sheer waste of time leading to other questions not properly being answered due to lack of time.
- (3) Good choice of questions was a problem to some candidates.
- (4) Copied material from the question paper was a common practice of some candidates. This should be avoided at this level.

## **4. SUGGESTED REMEDIES**

- (1) Short and straight-to-the-point sentences are the hallmark of good sentence constructions. Candidates need to observe this.
- (2) As much as possible candidates should write brief answers to questions. Copying of questions should be avoided.
- (3) Candidates should attempt questions on which they have ample information.

- (4) Candidates who do not know the real names of terms or words in the language should describe them instead of writing the English equivalents in quotes.
- (5) Coping materials to increase lengths of compositions should be avoided at this level.

## 5. DETAILED COMMENTS

### Question 1

#### **Discuss ways by which we can keep our environment clean**

The question demanded that candidates mentioned points such as weeding around houses, sweeping compounds and surroundings, dumping refuse at proper places, draining gutters, indulging in regular clean-up exercises, etc.

This question was well answered by all candidates who attempted it.

### Question 2

#### **Write a letter to your Regional Minister requesting for three important amenities for your community. Explain the need for these amenities.**

The question was heavily patronized by candidates. Candidates followed the conventions of formal letter writing. In the body of the letter, candidates raised points such as the need for water, schools, good roads, electricity, market, places of convenience, health posts, etc. These were also the demands of the question.

Few candidates however, ended with the English valediction.

### Question 3

#### **If you had a chance to travel outside, which country would you like to visit? Explain why you would choose that country.**

Candidates were expected to mention reasons for visiting the country of choice such as peaceful environment, places of interest as schools, factories, tourist sites, etc.

Candidates did a good job here except that the number was negligible.

### Question 4

#### **Is it necessary for parents to impose TV programmes their children should watch on them? Explain your point of view.**

This was an argumentative essay. Candidates were to take sides and expand their views. The few candidates who answered it handled it as a debate, thus deviating from the format.

### **Question 5                      Translation**

Candidates were given a passage in English to be translated into Dagaare. They were expected to translate the main ideas.

This was well done by all candidates. However, most of the candidates could not get the Dagaare term or explanation for “extension officers”. They wrote the English form in quotes.

### **Question 6                      Comprehension**

This was a passage of a little more than four hundred words and candidates were asked to answer ten (10) questions based on it.

The performance of candidates in this section was commendable. They answered questions, using their own words. They read and got the message clear in the passage.

### **Question 7**

- (a)     **Write the place of articulation of the following groups of consonant sounds.**  
         / m /, / b /, / p /  
         / t /, / d /, / n /  
         / k /, / g /
- (b)     **Describe how the first two sounds of every group are produced.**
- (c)     **Show the positions of 2 selected sounds from each group in words in your language.**

In (a), candidates were expected to mention places of articulation like labials, alveolar and velar. This was not well done by candidates. They did not know the places of articulation of sounds in the language.

In (b), candidates were to use the 3-term labels - place of articulation, manner of articulation and voicing - to describe the first two sounds in every group and not all as some candidates did. This was generally poorly answered.

In (c), candidates were to give physical examples of words in which the sound is found in initial, medial or final positions.

It was sad to note that all candidates only stated that the sound can be found in word initial, medial or final. There was no practical demonstration of what they stated.

### **Question 8**

Candidates were to:

- (a) transcribe selected words in their language.**
- (b) describe how some selected vowel sounds are produced in their language.**
- (c) show the positions in which two selected vowel sounds occur in words in their language.**

In (a), candidates were expected to give the phonetic transcriptions of the words given. This was poorly done by all candidates who answered the question.

In (b), the candidates were to mention the position of the vowel, its roundedness or unroundedness and the advanced tongue root nature in an attempt to describe how every vowel sound is produced. It could not be done by candidates.

In (c), candidates were expected to demonstrate practically the positions in which the selected sounds occur in words, that is, initial, medial and final positions. This was not done by any candidate.

On the whole, performance of candidates in the question was appalling. Whoever answered this question scored zero (0).

### **Question 9**

- (a) What is an adverb?**
- (b) Give three types of adverbs in your language.**
- (c) Use each type to construct two sentences. Underline the adverb in each sentence.**

In (a), candidates were to define what an adverb is. This was averagely done.

In (b), any three types of adverbs could be mentioned such as adverb of reason, place, manner, concession, time etc. Most candidates did well here.

In (c), candidates gave good examples of sentences containing the adverbial types . Most candidates answered the question well.

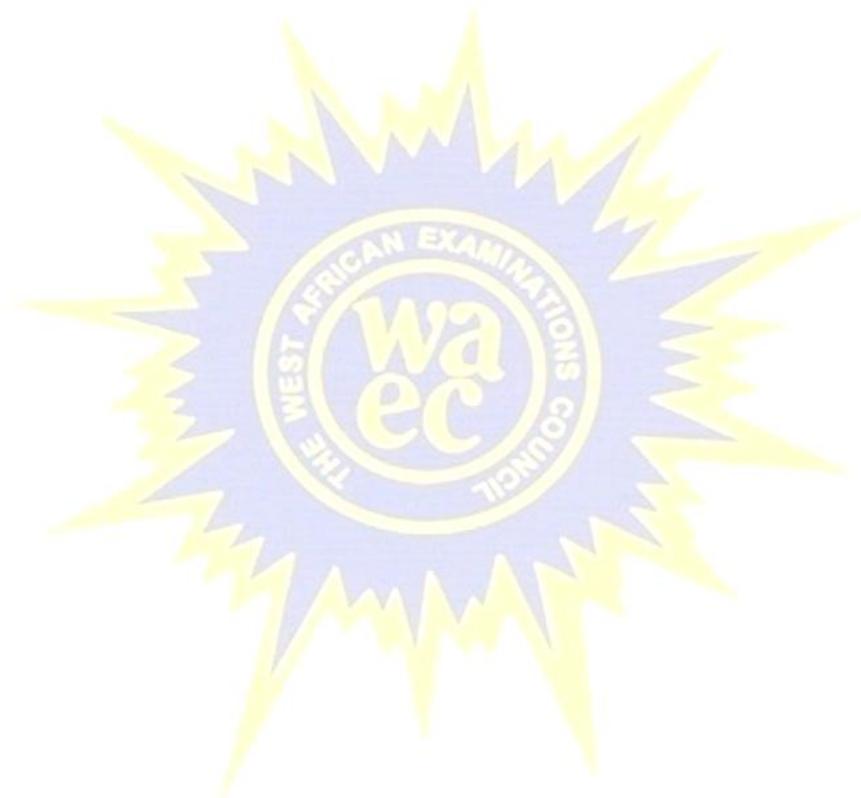
### **Question 10**

- (a) What is a sentence?**
- (b) Give two examples each of the following types of sentences.**
  - (i) Simple sentence**
  - (ii) Compound sentence**
  - (iii) Complex sentence**

Candidates needed to give an acceptable definition of a sentence in 10(a). The definition was not appropriate in most cases.

In (b), candidates were to give their own examples each of a simple, compound and complex sentences. They gave good examples of simple sentence. Unfortunately, they failed to demonstrate ample knowledge on compound and complex sentences as evidenced in the examples they gave.

On the whole, performance of candidates in the question was not impressive.



## **DAGAARE 2**

### **1. GENERAL COMMENTS**

From the candidates' performance, the paper can be said to be comparable to those of previous years. A few candidates performed quite well, some performed poorly while the performance of others was average.

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

Candidates could write a folktale, write short notes on four related characters from the novel and could also answer the content questions fairly well.

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

Candidates could not adequately describe the role of various people in the settlement of disputes in their community nor could they describe the structure of the folktales they wrote. Candidates also had difficulty describing how various literary devices enhanced the meaning of the play. The same is true when it came to discussing the structure of the related poem. Poor spelling continued to be a problem.

### **4. SUGGESTED REMEDIES**

As much as possible, all topics in the syllabus should be covered. Candidates should also be given regular exercises that cover the syllabus. It is also important that all the selected poems for the period be studied since teachers cannot tell which particular poems would be examined in a particular year.

Candidates also need to be drilled in the fundamentals of spelling in Dagaare paying particular attention to how the sounds are represented in the orthography and also how vowel harmony affects spelling.

### **5. DETAILED COMMENTS**

#### **Question 1**

**Show the roles of the following in traditional arbitration:**

- (i) The plaintiff**
- (ii) The defendant**
- (iii) The jury (chief/elders)**
- (iv) Witness**

Candidates were required to describe the role of the complainant/plaintiff, defendant, traditional authorities and witnesses in the settlement of disputes.

The plaintiff brings the matter in question before the traditional authorities, deposits an amount and states his case. He also cross examines the defendant and the witnesses.

The defendant responds to the summons and answers any questions put to him by the traditional authorities and the plaintiff. He also cross-examines the plaintiff.

The traditional authorities listen to both sides, cross examine them and the witnesses and decide who is right and who is at fault and award any penalty.

The witnesses state what they know about the matter and also answer any question put to them by the traditional authorities, the plaintiff and defendant.

### **Question 2**

- (a) **Write a folktale**
- (b) **Show the structure of the folktale**
- (c) **Examine the role played by the main character**

Candidates were to narrate a folktale, describe its structure and discuss the role of the major character in the story. Most candidates who answered this question could narrate a suitable folktale; however the structure was not well discussed.

Candidates were expected to state the opening formulae, development of the story and the ending formulae or state how the story started, major development and the ending of the story.

### **Question 3**

Candidates were expected to write short notes on the four related characters of the novel D=manaa!mene.

This question on the whole was very well answered by most candidates.

### **Question 4**

This was a context question on the novel D=manaa!mene. This question was also fairly answered though some candidates could not discuss the role of the quoted text in the novel. The statement in the quoted text led to the chief and elders agreeing that the most beautiful maiden in the town be sacrificed and her lover used for medicine to restore the hair of the queen.

### **Question 5**

Candidates were required to select four literary devices from the play Namalene` and describe how each device helped enhance the play's meaning.

Some candidates could not state any four of such devices from the play such as metaphor, simile, parallelism, proverbs, repetition, etc.

### **Question 6**

Candidates were required to state the theme of the play Namalene`, describe how the actions of the major character highlight the theme and state the lesson of the play.

This question was fairly well answered, though some candidates could not identify the lesson of the play which is that one should not dream of doing evil to another person because the evil you intend for the person may overtake you.

### **Question 7**

Candidates were required to state the theme of the poem "*E Ba! a Pare`*", state the mood of the poet and discuss the role of idioms, exaggeration and personification in the poem.

This question was not well answered. The theme of the poem is that people are not the same, people have different abilities, therefore one should not seek to do something far beyond one's ability. The poet is exasperated by people who foolishly imitate others and seek to do things that are impossible for them.

### **Question 8**

Candidates were required to discuss two literary devices used in the poem "Sazu Kuuri", state the poem's theme and discuss the structure of the poem.

This question was also not well answered. Some of the devices used in the poem include parallelism (yellannoo/yelp`roo) which helped to build the poem together and made it memorable i.e. easy to remember. There are many examples of parallelism in the poem e.g. "*Da mo=ra kyooma zu, le` wa bala buulaa`*".

Another device is personification such as "*Ka kãã laara`*". The personification helps to stress the theme of the poem which is that one should not rejoice at another's misfortune. A main structural device in the poem is parallelism; all the stanzas have parallelisms. The poem has eight stanzas of which the first two have three lines each while the rest have four lines each.

# DANGME 1

## 1. GENERAL COMMENTS

The 2012 paper compared favourably with that of previous years. The paper was of standard because it tested the various aspects of the language studies as prescribed by the teaching as well as the examination syllabuses. The test items were clear. The language used was clear and suited the level of the candidates and so majority of them attempted almost all the questions as demanded by the paper.

In spite of all this, the general performance seemed to have fallen a little below expectation. In a few isolated cases however, some candidates scored higher marks than those of the previous year. Those candidates demonstrated some level of maturity in responding to the questions.

## 2. A SUMMARY CANDIDATES' STRENGTHS

Some commendable features as noticed in their responses were as follows:

- understanding of the questions;
- systematic/orderly/sequential presentation of ideas especially in the essays and translation;
- good use of language such as proverbs, idioms/idiomatic expression, euphemisms and verbal taboos.

It emerged from the scripts of candidates that they understood the demands of the questions and so dealt with them appropriately. Candidates' performance in essay writing, translation, comprehension and language structure was commendable. They were able to raise the relevant points for the essays and presented them in reasonable paragraphs.

Appropriate rendition was also made for the translation.

Generally, candidates exhibited a high sense of maturity in their approach to answering the questions – evidence of good preparation by some candidates.

## 3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some weaknesses of candidates were noticed as follows:

- little or lack of knowledge in the use of the postpositional nouns;
- the use of the continuous tense e.g. *baa* instead of *bae*;
- little or lack of knowledge about phonetic transcription;
- little or no knowledge about Dangme Syntax especially sentence types and word classes;
- faulty pronunciation that affected their writing e.g. *lae* for *hlae*.

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

The following suggestions are being made for consideration:

- Candidates should be encouraged to do a lot of reading, both intensive and extensive, in Dangme.
- Grammar – Syntax should be vigorously taught at the Junior High Schools.
- Candidates should be encouraged to speak and use the correct forms and pronunciations in Dangme.
- The teaching of phonology and morphology should be intensified at the Junior High Schools.

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

##### **Question 1**

**Discuss four ways by which you can keep your environment clean.**

This question demanded that the candidates discussed four (4) ways by which they could keep their environment clean.

Quite a good number of candidates attempted it. Candidates who answered this question did well by stating things or behaviours that polluted the environment and consequently were able to discuss the 4 ways by which the environment could be kept clean. Candidates used the appropriate language and tense in their response to this question.

##### **Question 2**

**Write a letter to your Regional Minister requesting for three important amenities for your community. Explain the need for the amenities.**

The question requested that the candidate wrote a letter to his/her Regional Minister for the provision of three essential amenities for his/her community.

Majority of the candidates answered this question and did quite well. Candidates were able to identify areas of need for assistance such as provision of good drinking water, good roads, public place of convenience, hospitals/health facilities, schools, etc.

The appropriate format for formal letter writing was followed by most candidates.

However, a few candidates failed to write the heading and some also wrote the recipient address in the Language 1. In spite of this, majority of candidates who attempted this question demonstrated understanding of the question. Formal and polite language were used by majority of candidates.

### **Question 3**

**If you had a chance to travel outside, which country would you like to visit? Explain why you would choose that country.**

This question demanded that the candidates made a choice of a country for a visit and state the reasons for the choice.

This was the least attempted question. Those who made attempts at this question did quite well. They were able to give reasons for their choice; some of which were the technological development of the place, cleanliness, law and order, hospitality, industrial development, etc.

### **Question 4**

**Is it necessary for parents to impose T.V. programmes their children watch on them? Explain your point of view.**

This question is argumentative and demanded that the candidates took a stand for or against the statement – whether parents should choose programmes their children should watch on television.

Quite a good number of candidates answered this question.

Those who attempted it were able to take sides and advanced the relevant arguments. Majority of the good candidates agreed that television was a good source of information and education but also argued that there were programmes for adults which were not suitable for children to watch and parents should therefore control what programmes their children watch. Sound arguments were made which showed that candidates were aware of both the positive and negative effects of watching every programme on television.

### **Question 5                      Translation**

A text in English was to be translated into Dangme.

Majority of the candidates did a good rendition of the main ideas from English into Dangme. A few candidates, however, had difficulty with terms like ‘Agricultural Science’, ‘Extension Officers’ and ‘Research’.

On the whole, the question was well tackled by majority of the candidates.

### **Question 6                      Comprehension**

Candidates were requested to answer ten questions on a passage of about four hundred words.

A good number of candidates demonstrated good understanding of the passage. They were able to answer most of the questions correctly. Quite a good number of candidates however, showed

lack of understanding of the passage and hence got most of the answers wrong. While the knowledge -or context-based questions were correctly answered, the inferential questions posed considerable difficulty to some candidates. This might be due to lack of both intensive and extensive reading in Dangme by most candidates.

### **Question 7**                      **Languages Structure**

- (a) **Write the place of articulation of the following groups of consonant sounds.**  
/ m /, / b /, / p /  
/ t /, / d /, / n /  
/ k /, / g /
- (b) **Describe how the first two sounds of every group are produced.**
- (c) **Show the positions of two selected sounds from each group in words in your language.**

A few candidates answered this question. Majority of those who attempted it did not understand the demands of the question especially in (a) candidates proceeded to describe the sounds using the three-term label here instead of in (b). Candidates did quite well on the (b) part but in most cases forgot some of the labels and terms and hence scored quite low marks for this question, the (c) part was, however, well understood and well answered.

### **Question 8**

The question requested the candidates to write the phonetic transcription for the words provided i.e. *ngany`*, *tsaats`*, *gb`jegb`*, *abosiam* and *aboda*.

Majority of candidates either misunderstood the question or did not really know what the question demanded. Most candidates provided the syllable structure for the said words. A few candidates, however, answered the question correctly. The (b) and (c) parts of the question were, however, well answered by most candidates who attempted the question. Most of them were able to describe the vowel sounds / a /, / i / ... / o / and also showed their distribution in Dangme words.

### **Question 9**

- (a) **What is an adverb?**
- (b) **Give three types of adverbs in your language.**
- (c) **Use each type to construct two sentences.**  
**Underline the adverb in each sentence.**

For this question, the candidate was to explain/define an adverb, state three functions of adverbs and show how they function in sentences.

Quite a good number of students answered this question. However, most of them had difficulty in explaining what an adverb is in Dangme. This difficulty affected the responses to the (b) and (c) parts of the question. Those candidates who were able to answer the (a) part also answered the (b)

and (c) parts of the question well. Candidates' response to this question revealed lack of knowledge of Dangme Syntax or grammar. Its teaching should therefore, be intensified in the schools.

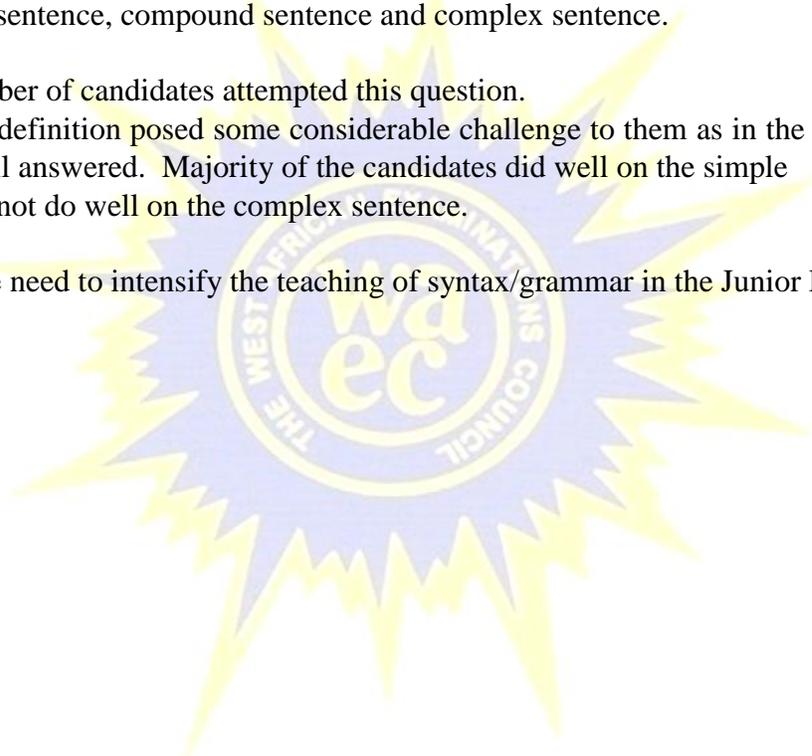
### **Question 10**

- (a) What is a sentence?**
- (b) Give two examples each of the following types of sentences.**
  - (i) Simple sentence**
  - (ii) Compound sentence**
  - (iii) Complex sentence**

This question requested the candidates to explain or define a sentence and provide two examples each for a simple sentence, compound sentence and complex sentence.

Quite a good number of candidates attempted this question. Even though the definition posed some considerable challenge to them as in the (a) part, the (b) part was quite well answered. Majority of the candidates did well on the simple and compound sentences but did not do well on the complex sentence.

Again, there is the need to intensify the teaching of syntax/grammar in the Junior High Schools.



## **DANGME 2**

### **1. GENERAL COMMENTS**

The standard of the paper was the same as that of the previous years.

Candidates' performance, this year, showed a remarkable improvement over performance in the previous year. The number of candidates opting for Dangme has been increasing over the years and the number that wrote the paper this year increased appreciably because of yearly improvement in candidates' performance.

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

Most of the candidates answered Questions 2, 4, 6, 7 and 8 quite satisfactorily. On Question 2, where candidates were required to state the structure of an Ananse story, an appreciable number of candidates exhibited a high degree of mastery. Candidates' performance in questions under section B - Written Literature - was quite commendable, especially in the area of characterization.

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

#### Oral Literature

A few of the candidates attempted Question 1 on justice arbitration. Performance here was not encouraging. Teachers are advised to make efforts to teach all topics and avoid being selective.

#### Prose, Drama and Poetry

Most candidates could not identify the themes, especially in the Poems (Questions 7 and 8).

Identifying the mood of the poet in Question 7 also posed a problem to most of the candidates who attempted this question.

Questions on identification of figures of speech have over the years been a problem to candidates. Performance in this aspect did not show any significant improvement over performance in previous years.

Question 3 on Prose was attempted by few candidates and their performance was woefully poor.

### **4. SUGGESTED REMEDIES**

- In order that candidates would be adequately equipped for the answering of

questions which require definitions, identification of themes and characterization, teachers would be advised to use the appropriate register (diction/terminologies) in their delivery of lessons.

- More time should be spent on character study. Poetry study is a complex aspect of Literature and so teachers would be advised to take time to study the poems thoroughly themselves. This will enhance their competence level which will enable them equip the students to overcome the inadequacies in this section of the paper.
- Written exercise: Teachers are advised to increase the number of exercises on all the aspects since these exercises will help them to uncover the weaknesses of their students for appropriate remedial strategies.

## **5. DETAILED COMMENTS**

### **Question 1**

**Show the roles of the following in traditional arbitration:**

- (i) **The plaintiff**
- (ii) **The defendant**
- (iii) **The jury**
- (iv) **Witness**

Not many candidates attempted this question and those who did, performed poorly because they did not understand what was required. They took the plaintiff for a sanitary inspector and the defendant for a lawyer.

### **Question 2**

- (a) **Write a folktale**
- (b) **Show the structure of the folktale**
- (c) **Examine the role played by the main character**

Many candidates attempted this question but could not identify the theme. They were unable to state the structure of the Ananse story they wrote.

### **Question 3**

This question sought to demand answers on characters selected from the textbook on prose. Most of the candidates attempted this question and showed commendable performance.

#### **Question 4**

This was a context question.

A statement was quoted and candidates had to state who made it, to whom it was made and why the person made it. Candidates were to discuss the effect of the statement.

This was the most popular question and those who attempted it did commendably well.

#### **Question 5**                      **Literary devices**

The candidate was to:

- (a) select four literary devices from a drama and**
- (b) state how they have been used efficiently in the story.**

This was a question on figures of speech. Candidates had a problem identifying the required figures of speech and how each had been used in the play.

#### **Question 6**

The questions were based on the set book as follows:

- (a) State the theme of the drama**
- (b) Discuss how the activities of the main character helped to bring the theme of the story and state what can be learnt from the story.**

Identification of the principal character was also a problem to most candidates who attempted this question so they wrote on all the characters for the examiner to select for them.

#### **Questions 7 & 8**

Each question consisted of a poem and the candidate was expected to:

- (a) comment on the theme of the poem;**
- (b) discuss the mood of the poet;**
- (c) identify the following literary devices and show how they are used to enhance the meaning of the poem.**
  - (i) Repetition;**
  - (ii) Metaphor;**
  - (iii) Proverb.**

Candidates could not identify/comment on the themes in the poems. Discussing the mood of the poet in Question 8 also posed a problem.

# **FANTE 1**

## **1. GENERAL COMMENTS**

The standard of the paper was as good as the previous years' papers. It passed the test and was, therefore, acceptable.

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

Candidates did not write lengthy essays. They wrote within the 500 words as required.

The comprehension passage was fairly simple and quite open. As such, it did not pose much problem to candidates as majority of them understood the message in the passage.

The topic that required candidates to write on how to keep their environment clean was well written.

The letter that was to be addressed to the Regional Minister was written by many candidates. The necessary elements were provided: The addresses, Dates, Salutation, Topic and Valediction. The three important amenities were presented.

Candidates wrote systematically and logically. Pleasantries in formal letters are not necessary and were thus omitted.

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

Candidates' weaknesses were seen in the following areas.

The major problem was with punctuation. Candidates started sentences with small letters and used commas at wrong places.

Some candidates wrote long sentences without paragraphs. Candidates could not use the following words properly:

- *seseira* (now) and not *seesiara*
- *ye* (good) and not *yie*
- *mpanyimfo* (elders) and not *mpanyinfo*
- *as`nka* (message) and not *as`mka*.

The root word is *as`m* but because of phonological process the word then becomes *as`nka*.

## **4. SUGGESTED REMEDIES**

- Paragraphing should be well handled.
- Subject-verb agreement should be observed. E.g. *mok=, midzi, meda, mutu.*
- Progressive and future tense markers should be well treated.  
e.g. *ri, ro, re, ru - ridzi, rek=, resaw, retu*  
*b`, bo, be, b= - meb`, mubo, mibe, mob=*
- Candidates should be introduced to the rules of spelling and pronunciation.
- Candidates need to be made aware that scientific terminologies should be transliterated. E.g. Agriculture - *Agrik=kya.*

## 5. DETAILED COMMENTS

### Question 1

**Discuss ways by which we can keep our environment clean.**

Candidates were to discuss how they could keep their environment clean and maintain good health.

Areas candidates were expected to write on were:

- to weed around houses;
- to sweep compounds and surroundings;
- to drain gutters regularly;
- to avoid spitting unnecessarily;
- to avoid urinating and defecating at unauthorised places.

Most candidates wrote well on the topic and showed that they cared for good health.

### Question 2

**Write a letter to your Regional Minister requesting for three important amenities for your community. Explain the need for these amenities.**

The letter was a formal type and was to be addressed to the Regional Minister. The following elements were provided.

The address, Date, Salutation, Topic and Valediction.

The three important amenities presented notably were, water, sanitation, schools, roads, markets, police station, etc.

Candidates wrote systematically and logically.

It must be noted that these formal pleasantries in letters are not accepted.

Some candidates however, wrote the names of the various ministers instead of writing '*Mant=w Mu +soafo*'.

### **Question 3**

**If you had a chance to travel outside, which country would you like to visit? Explain why you would choose that country?**

Candidates who wrote on the topic did well to mention the countries of their choice and stated why they would like to visit the countries mentioned.

A few candidates mentioned places of interest instead of countries and concentrated on benefits they would derive from the visit.

### **Question 4**

**Is it necessary for parents to impose T.V. programmes their children should watch on them? Explain your point of view.**

Some candidates took a stand on the topic and wrote well on it. Many argued that there were programmes suitable for only adults and thus the need for censorship by parents. Others mixed the two points and ended without stating where they belonged.

### **Question 5                      Translation**

Candidates were to translate a given passage from English into Fante.

Candidates did well to translate the main ideas of the passage. However, some candidates were not able to translate the scientific terminologies, like Agricultural Science, extension services and Agricultural scientists.

### **Question 6                      Comprehension**

Candidates were given a passage and asked to answer questions on it. The questions centred around stated facts, inference, meaning, grammar, summary, expressions and literary devices.

Candidates answered the questions well. The passage was clear and candidates understood it well.

However, some candidates lifted portions of the passage as their answers.

### Question 7

(a) **State the place of articulation of each of the following groups of consonants.**

(i) / m /, / b /, / p /

(ii) / t /, / d /, / n /

(iii) / k /, / g /

(i) / m /, / b /, / p / - Anofamfa (Plosive)

(ii) / t /, / d /, / n / - Se-ekyir (Alveolar)

(iii) / k /, / g / - Anomu nkurii

ember`mber`w (Velar)

Some candidates gave attention to individual sounds instead of giving them collective attention as above.

(b) **Describe how the first two sounds of every group are produced.**

/ m / - Bilabial, Nasal, Voiced

/ b / - Bilabial, Plosive, Voiced

/ t / - Alveolar, Stop, Voiceless

/ d / - Alveolar, Plosive, Voiced

/ k / - Velar, Plosive, Voiceless

/ g / - Velar, Plosive, Voiced

This part of the question was not well answered by most of candidates.

(c) **Show the position of two of the sounds from each group in words in your language.**

This part was ignored by virtually all candidates who answered this question.

### Question 8

(a) **Transcribe the following words in Fante**

The transcription was not well written. It should read:

(i) anoma - / an]ma/

(ii) =y`fo - / =y`f] /

(iii) sekan - / s]kan /

(iv) =b=fo - / =b=f] /

(v) edur - / edur /

(b) **Describe the following vowels**

/ i / - Sor, Enyim, T`t`r

/ a / - Finimfin, Anntokan, T`t`r

/ o / - Sor/Kank=, Ekyir, Kurkurwa

(c) Show how / i / and / o / are distributed in words.

/ i / - Enim, Finimfin. Ekyir  
/ o / - Enyim, Finimfin, Ekyir

### **Question 9**

- (a) **What is an adverb?**  
(b) **Give three types of adverbs in your language.**  
(c) **Use each type to construct two sentences.**  
**Underline the adverb in each sentence.**

- (a) Ny`e-tamsi (adverb) y` kasafua a osi ny`e bi tom w= as`nt=w mu. Iyi kyer` d`  
=kyer`kyer` ny`e no mu.
- (b) Ny`e-tamsi ahorow abiasa (Three types of Adverbs)
- (i) Ny`e-tamsi a =kyer` ny`bea (Manner)
  - (ii) Ny`e-tamsi a =kyer` ber (Time)
  - (iii) Ny`e-tamsi a =kyer` bea (Place)
  - (iv) Ny`e-tamsi a =kyer` siantsir (Reason)
  - (v) Ny`e-tamsi a =kyer` nsunsuando (Results)
- (c) Ny`bea  
Abosomanketsew namtesw b=k==
- Ber  
Mbofra da ewiaber
- Bea  
+panyim tsentsen no ne yer b=k= Nkran.

Most candidates did not underline the adverbs given.

### **Question 10**

- (a) **What is a sentence?**  
(b) **Give two examples each of the following types of sentences.**
- (i) **Simple sentence**
  - (ii) **Compound sentence**
  - (iii) **Complex sentence**

Definition: As`nt=w (sentence) y` kasafua anaa nkasafuakuw a w=b= mu yi adwen mu  
edzi, na odzi mu, =t= asomu/ ntseasee w= mu.

**(b) Ns`nt=w ebien ho mfatoho (simple sentence)**

As`nt=w tsiaba

- (i) Kofi t=n mango
- (ii) Wo fie w= hen?

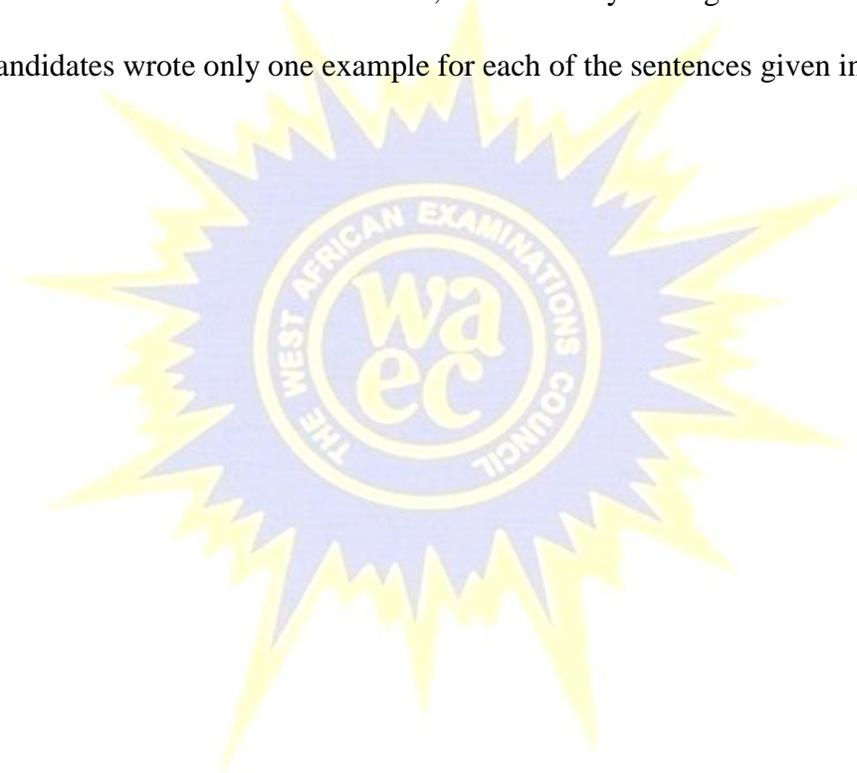
**As`nt=w mb=ho (compound sentence)**

- (i) +panyim Badu y` okuafo na Egya Duku y` =farnyi.
- (ii) Me maame t=n atam anaa =t=n =t=n mpaboa?

**As`nt=w tsentsen (complex sentence)**

- (i) Aber a skullfo no rob= nsera no h=n mu baako n`enyi do siiw no ma w=b== no nsu.
- (ii) S` esuafo no b= h=nho mb=dsen a, w=b=k= ak`y` no Oguaa nomu.

Some candidates wrote only one example for each of the sentences given instead of two.



## **FANTE 2**

### **1. GENERAL COMMENTS**

The standard of the Paper was very comparable to that of previous years in the area of difficulty level and content coverage. Candidates performed better, on the average. Indeed there was marked improvement in the performance of candidates over that of the previous years.

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

- (1) Candidates' performance on the character studies was highly commendable. There was clear evidence that many schools secured copies of the prescribed textbooks.
- (2) A good number of candidates read and understood the instruction on the paper so they answered ONE question from each section as demanded by the paper.
- (3) The handwriting of some candidates was very good; therefore the answers given were very easy to read and understand.
- (4) Most of the candidates gave precise answers to the questions they attempted.

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

- (1) Most of the candidates were unable to identify most of the literary devices used in the poem.
- (2) Again, identifying the theme of the poems on which they were examined and the drama was also a problem to candidates.
- (3) Some candidates provided only a point or two on the character studies - an indication that the candidates knew very little about the traditional method of resolving dispute as contained in Question 1.
- (4) Furthermore, some candidates also did not know the structure of "Ananse" story.

### **4. SUGGESTED REMEDIES**

- (1) Teachers should encourage candidates to secure copies of textbooks prescribed for use so that candidates can have access to them and be able to answer questions accordingly.
- (2) Teachers should do well to help candidates to identify literary devices used by authors as well as the theme of the story contained in the book.
- (3) Spelling bee and dictation should be done to enable candidates to write correctly as some candidates' work was marred by wrong spelling.

## 5. DETAILED COMMENTS

### Question 1

**Show the roles of the following in traditional arbitration:**

- (i) **The plaintiff**
- (ii) **The defendant**
- (iii) **The jury**
- (iv) **Witness**

This question tested the candidates' knowledge in the traditional method of settling cases and expected candidates to know the role/function of the characters given in the settlement of cases.

- (i) **Plaintiff:-** He is the complainant who accuses someone of an offence for which she/he demands an explanation (and possibly compensation) to the offence. He swears an oath.
- (ii) **Defendant:** He/she is the one who has been accused of acting offensively and has to explain why he/she acted in that manner.
- (iii) **The panel:** They are elderly people who are well-versed in the customary practices of the people and listen to both the plaintiff and defendant as well as witness before pronouncing judgement.
- (iv) **Witness:** They appear before the panel, swear an oath before narrating what they know about the issue.

This question was poorly answered - an indication that candidates had very little idea about the topic.

### Question 2

- (a) **Write a folktale**
- (b) **Show the structure of the folktale**
- (c) **Examine the role played by the main character**

This question was on any Ananse story the candidate knew. It was really a popular question and those who attempted it did well except that the sub-question demanding the structure of the story was poor.

Ananse stories always have a beginning, the actual story and the end. In each of these areas candidates needed to indicate what the story teller does.

### Question 3

This question was indeed the most popular one as it sought to demand answers on characters selected from the textbook on prose.

Answers given were good in most of the scripts marked - an indication that candidates had access to the textbook.

#### **Question 4**

This was a context question which called for the following:

- (i) The speaker - Ekuwa Mbor=wa's uncle.
- (ii) The occasion - When Mbor=wa's father wanted the uncle's view on Mbor=wa's marriage.
- (iii) Why the statement was made
- (iv) The outcome of the statement - Mbor=wa finally married Kodwo Anko.

Very few candidates attempted this question and even the few who attempted it did not do well. Indeed their response was below average.

#### **Questions 5 & 6**

These were questions based on the Drama book prescribed.

In question 5, candidates were required to identify four literary devices and discuss their effects in the play. Question 6 was on theme and characterization. That is, candidates needed to identify the theme of the play and the role played by the main character.

Candidates were able to identify some of the literary devices used by the author and were also able to identify the theme demanded by the question.

Devices such as

- (i) Personification - "*Akwadwer na enyihaw eguar no*"
- (ii) Proverb - "*Adze w= fie a, wohu no w mbofra ho*"
- (iii) Simile - "*Nd` ahan f`fw d` nhyiren*"
- (iv) Idiom - "*No nt=n ehima*"

were identified and candidates were able to explain how the writer used them to enhance the beauty of his message.

#### **Questions 7 & 8**

These were questions based on the poems entitled

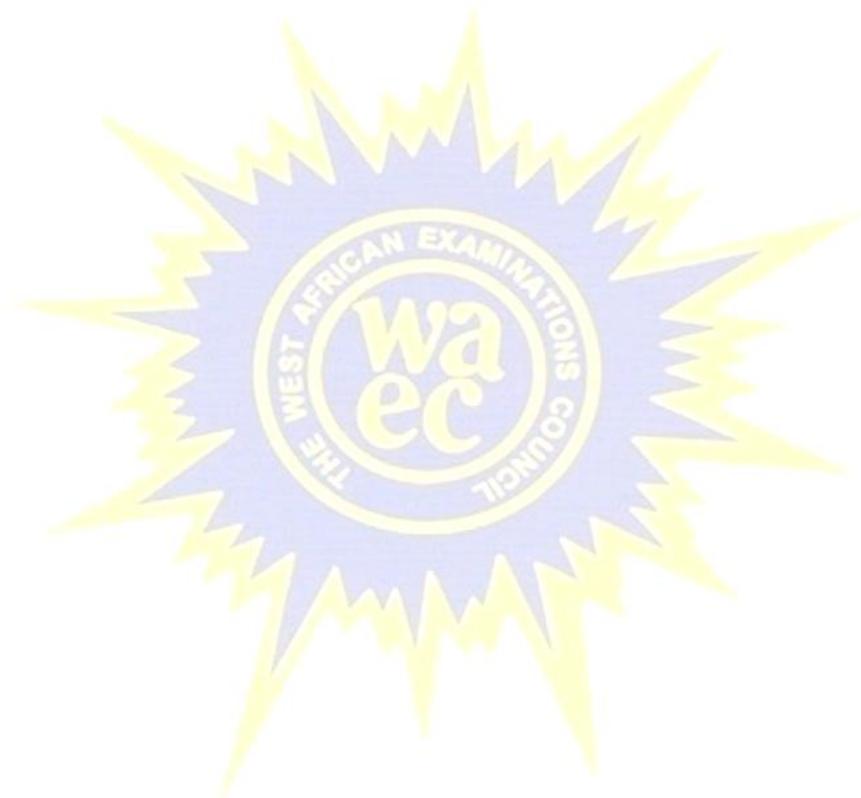
- (i) Keka Wo ho
- (ii) So`r

Whereas question 7 requested the candidate to discuss the mood, theme and three literary devices, the demands of question 8 were the theme, literary devices and structure of the poem.

Both poems had themes and several literary devices used by the poet. Candidates were able to provide the theme for each of the poems above including the devices used as well as the structure of So`r which includes

- (i) Metaphor - *Gyata a obi nnsen wo ndam*
- (ii) Simile - *Ma wonyumdzee nhyer`n d` kan*

So`r has as theme, Patriotism (Amand=) while Keke Wo ho has Perseverance/hardwork in order to overcome difficulties.



# GA 1

## 1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates' performance also compared favourably with those of previous years. Question 1 and 2 attracted candidates' attention most. However, almost all those who attempted Question 1 understood the question to mean four ways to protect the environment. Candidates appeared to be unfamiliar with the Ga word for environment - *w=hew=*. Section D did not appeal to many candidates. Their performance gave an indication that they were not familiar with the terminologies for Ga linguistics which came up in the questions.

## 2. A SUMMARY OF CANDIDATES' STRENGTHS

There was no marked improvement in candidates strengths except that some showed originality in the points raised in answering all the essay questions.

## 3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates had problem with numbering their answers. Some candidates wrote answers without numbers. Word division was still a problem for many candidates.

Candidates wrote spoken Ga, for example *Ats== mi* for *Ats`= mi*. Many candidates still represented the sounds / e / and / ` / wrongly using the letters "e" and "`" interchangeably. The two letters represent two different sounds in Ga. The indefinite future and the negative for the habitual, part and progressive, which involve the use of three vowel letters posed candidates problems.

E.g. *Eeeba* (he may come), *Ebaaa* (He did not come, He does not come, He is not coming).

## 3. SUGGESTED REMEDIES

Teachers should isolate identified weaknesses and give candidates more practice. E.g. *be* (to be cooked) *b`* (to clip). Where there is a marked difference between spoken and written forms, teachers should match spoken form against written form for candidates to note the difference. E.g. "Ha neya" for "Ha ni eya". Candidates should be given more practice in the indefinite future and the negative for the habitual, progressive and the past.

#### **4. DETAILED COMMENTS**

##### **Question 1**

**Discuss four ways by which we can keep our environment clean.**

Candidates were expected to raise issues like weeding around our houses, sweeping our compounds and surroundings, finding ideal places for our refuse, putting dustbins at vantage points, draining our gutters regularly and indulging in regular cleaning exercises. This question attracted the attention of many candidates. Candidates raised all the issues above for the maintenance of personal hygiene rather than maintaining a clean environment.

##### **Question 2**

**Write a letter to your Regional Minister requesting for three important amenities for the community. Explain the need for the amenities.**

Candidates were required to request for amenities like water, electricity, place of convenience, market, roads, schools, recreational centres, and health posts. Many candidates answered this question. A few candidates had problem with the organisation of the letter which required a formal approach. Candidates concentrated on these three amenities: electricity, water and roads. They gave very good reasons for requesting for those amenities. For example, without good roads, farm produce do not get to the markets easily and cause losses to the farmers.

##### **Question 3**

**If you had the chance to travel outside which country would you like to visit? Explain why you would choose that country.**

Candidates were expected to give reasons like visits to places of interest such as the airport, schools, libraries, ponds, rivers, waterfalls, factories and so on. The few candidates who chose to answer the question would like to go to the USA.

Many gave economic reasons for wishing to go there.

##### **Question 4**

**Is it necessary for parents to impose TV programmes their children should watch on them? Explain your point of view.**

Candidates were expected to take sides for or against. All the candidates who attempted this question took sides for the imposition of TV programmes on children. They gave reasons such as, some programmes are not good for children, and free access to TV programmes would disturb children's studies at home.

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

Candidates were to translate a piece in English into Ga.

Some candidates broke the 3-paragraph piece into 15 ideas, reflecting the outline in the marking scheme. Candidates had some problem with the Ga equivalent for the following expressions: Agricultural Science, extension services, agricultural research. Candidates had problem with punctuation and word division.

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

Candidates were to answer questions on a passage. They covered recall, inference, meaning, grammar, summary, expressions as well as literary devices.

Many candidates did not answer Question 6 (e) correctly. They could not indicate that “ama!f=” is “a deserted place”.

### **Question 7**                      **Phonology**

(a) Candidates were asked to mention the places of articulation for the following pairs of sounds:

(i) / m /, / b /, / p /

(ii) / t /, / d /, / n /

(iii) / k /, / g /

(b) **They were to give the three term label description of two from each pair.**

Many candidates could not identify the places of articulation of the given sounds. Again, they could not give the three-term labels for the sounds given.

### **Question 8**

This question was based on the transcription, production and distribution of some sounds.

Very few candidates transcribed the words given. Some were able to show the distribution of the vowels given.

### **Question 9**

(a) **What is an adverb?**

(b) **Give three types of adverbs in your language.**

(c) **Use each type to construct two sentences.**

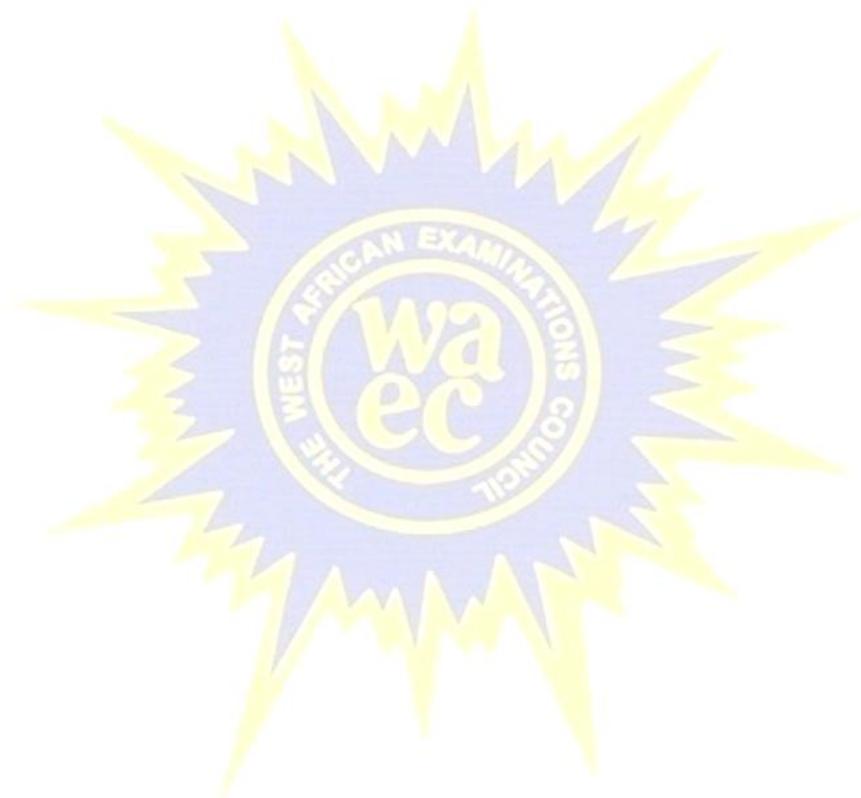
**Underline the adverb in each sentence.**

Many candidates could not properly define an adverb. Some candidates gave one example each instead of two examples for each of the three adverb types.

**Question 10**

- (a) What is a sentence?**
- (b) Give two examples each of the following types of sentences.**
  - (i) Simple sentence**
  - (ii) Compound sentence**
  - (iii) Complex sentence**

Many candidates did not give adequate definition of a sentence. Many gave the required two examples of a simple sentence. However, examples of compound and complex sentences were not satisfactorily given.



## **GA 2**

### **1. GENERAL COMMENTS**

The standard of the paper did not differ in any significant way from the previous ones. Therefore, it should have been within the grasp of the average candidate.

However, candidates' performance was below that of last year.

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

- (1) There was a marked improvement in the quality of language of a good number of candidates.
- (2) Unlike in the previous years, candidates followed the rubrics.
- (3) Most of the candidates planned their work well. They answered each question on a different sheet and left enough spaces between sub-questions.

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

- (1) Many candidates this year seemed to have had inadequate knowledge of the set books.
- (2) Candidates were generally unable to discuss the structure of a poem or story.
- (3) Candidates could not adequately comment on how authors and poets use literary devices to enhance their writings or pieces.

### **4. SUGGESTED REMEDIES**

- (1) Candidates and for that matter students need more exposure to literary practice and how to study the set books.  
In addition, they should be made to write more essays on their set books as class or home assignments.
- (2) Teachers should prevail upon students to get their own copies of the set books if that is not the case now.
- (3) Teachers should teach students to understand terms like plot, theme, mood, characters, structure, literary devices, etc. used in written literature.

### **5. DETAILED COMMENTS**

#### **Question 1**

**Show the roles of the following in traditional arbitration:**

- (i) **The plaintiff**
- (ii) **The defendant**
- (iii) **The jury**
- (iv) **Witness**

Candidates were required to explain roles played by each of the following people in traditional dispute resolution: The

- (i) complainant/plaintiff
- (ii) defendant
- (iii) panel members
- (iv) witness

A few candidates who were familiar with arbitration procedures performed remarkably well by stating the following:

- (i) the complainant initiates summons and pays a prescribed fee, states his/her claim, answers questions from the panel and defendant, cross-examines the defendant, the defendant's witness and his/her own witness(es);
- (ii) the defendant responds to the summons, pays a prescribed fee, makes counter claims or states his/her version, cross-examines the complainant, the witnesses and answers questions from the panelists;
- (iii) the panelists listen to both the complainant and the defendant, cross-examine them and all the witnesses, give their verdict and award costs and appeasement;
- (iv) witnesses answer questions from panelists and contesting parties, testify and give evidence.

Some of the candidates who seemed to be ignorant about arbitration processes just beat about the bush and thus scored low marks.

### **Question 2**

- (a) **Write a folktale**
- (b) **Show the structure of the folktale**
- (c) **Examine the role played by the main character**

Majority of the candidates who attempted this question performed abysmally. They were able to write half-baked stories which did not have the following:

- (i) Opening marker e.g. "*Mita ny` aloo nikata ny`?*"
- (ii) Songs
- (iii) Lessons learned
- (iv) Conclusion e.g. "*Midesa n` !== jio, e!== jio ...*".

Also, they could not discuss the structure of the story.

### **Question 3**

Candidates were to write short notes on some given characters.

A substantial number of candidates who attempted this question performed creditably well. They were able to write brief but concise notes on the four characters.

However, a few of them who might not have read the book on the prose peddled falsehood about roles played by the characters.

#### **Question 4**

This was a context question which called for the following:

- (a) The speaker**
- (b) The occasion**
- (c) Why the statement was made**
- (d) The outcome/effect of the statement**

This question simply requested the candidates to identify the speaker and the addressee and explain the circumstances which led to that statement being made and the outcome of the statement.

Most of the candidates pointed out the speaker, the addressee and the circumstance(s) but failed miserably to comment on the outcome of the statement, that is its effect on either the speaker or the addressee or the story in general.

#### **Question 5**

The candidate was to:

- (a) select four literary devices from a drama book and**
- (b) state how they have been used efficiently in the story.**

Candidates were required to write four literary devices employed by the author and discuss how each was used to enhance the meaning of the play.

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

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

#### **Question 6**

A drama piece was given and the following questions asked:

- (a) Write down the theme of the Drama.**
- (b) Show the important events that happened to bring out the theme.**
- (c) Point out the lessons learnt in the Drama.**

Candidates were asked to identify the main theme of the drama, discuss the role played by the main character and how that role helped to project the theme and finally state the lesson learned from the drama.

Majority of the candidates who attempted this question answered it as expected and thus scored high marks.

**Question 7**

**Poetry - H=m=w=**

This question was based on a verse where candidates were to:

- (a) Write down the theme of the verse.**
- (b) Indicate the state of mind of the writer.**
- (c) Point out these literary devices:**
  - (i) Metaphor**
  - (ii) Simile**
  - (iii) Personification****and show how each of them was used in the verse.**

Majority of the candidates who answered this question handled it as expected. Quite a few, however, were not able to recognize the given literary devices and could not provide appropriate examples from the poem.

**Question 8**

**Poetry - Ayawaso**

- (a) Show the theme of the verse.**
- (b) Point out two literary devices from the verse and discuss them.**
- (c) Show the stanzas of the verse and discuss them.**

The few candidates who attempted this question could only recognize the theme of the poem. They could neither select any two literary devices used in the poem and discuss them nor discuss the structure of the poem convincingly.

# **GONJA 1**

## **1. GENERAL COMMENTS**

The standard of this year's paper was high and comparable to that of previous years. It covered all aspects of the syllabus and the questions were of good quality. The language was simple and up to the level of candidates. The questions under the different sections were well structured and very challenging such that there was no room for guess work.

Candidates' performance was also quite high and commendable. As compared to last year's, the performance was observed to be higher. Last year the general performance was average. In general, the performance this year was good.

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

The improvement in candidates' performance which needs recommendation was that many of them were no longer copying the questions or comprehension passages to form the essay. Also, most candidates stopped mixing Gonja with English. Candidates also wrote short answers or fewer words for the essay, but this time many of them were able to write up to or more than the required number of words.

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

The weaknesses observed were spelling mistakes of very simple and common words. Even words that could be found in the question were wrongly spelt. Secondly, candidates wrote more than the required number of words. Some even wrote up to eight hundred words.

Many of those who spent so much time writing very long essays failed to complete the work. It was also observed that many of the candidates lacked knowledge of the phonetic aspect of the language.

## **4. SUGGESTED REMEDIES**

- (1) Candidates should be taken through spelling exercises.
- (2) Efforts must be made to educate candidates on how to answer examination questions.
- (3) More efforts should be put into the teaching of the phonetics of Gonja.

## **5. DETAILED COMMENTS**

### **Question 1**

**Discuss four ways by which you can keep your environment clean**

This question was answered by about 20% of the candidates. Many of those who answered it were able to state and discuss the problem. Areas of concern included weeding around houses, sweeping compound and surroundings, dumping of refuse at proper places, draining of gullters, etc. About 5% of them failed to state four ways by which you can keep your environment clean.

### **Question 2**

**Write a letter to your Regional Minister requesting for three important amenities for your community. Explain the need for the amenities.**

About sixty to eighty percent of the candidates attempted this question. In general the responses were good. The candidates were able to give good reasons for the need for the amenities.

Some of the candidates, about 5% failed to treat it as an official letter while some addressed it to the Chief of the town.

### **Question 3**

**If you had a chance to travel outside, which country would you like to visit? Explain why you would choose that country.**

Only 1% of candidates answered this question. About 70% of them were able to state their country of choice and gave reasons. They cited economic considerations and places of interest such as skyscrapers, waterfalls, airports and schools.

However, many of them, did not have enough facts and so their essays were short.

### **Question 4**

**Is it necessary for parents to impose T.V. programmes their children should watch on them? Explain your point of view.**

This question was attempted by 5% of the candidates. About 70% of those who attempted it were able to give reasons why parents should regulate T.V. programmes for their children. They centered on the negative influence of some programmes on children.

The only problem was that it seemed many of them did not have a good idea of T.V. programmes, so they narrowed their answers to maths and science programmes and news. The question was not very well answered.

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

A passage with about fifteen ideas was to be translated from English into Gonja.

There was a general problem that candidates faced in the translation. This was inability to translate words like, 'Agricultural Science', 'Banks' and also to get the Gonja equivalence of words like, 'Research, 'Extension Officers' 'Co-operatives' etc. This made 80% of the candidates use inverted commas or write the words in English. There were also many spelling mistakes. This made them loose marks. In general, the question was not well answered.

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

This was a passage of a little more than four hundred words and candidates were asked to answer ten (10) questions based on it.

The performance in the comprehension was poor. The problem was that about 50% of the candidates were not able to read and understand what they read. As a result many of them copied long portions of the passage for their answers. The candidates' knowledge of words and grammatical function of phrases or expressions was very low.

### **Question 7**                      **Phonology (Sound Pattern)**

- (a)     **Write the place of articulation of the following groups of consonant sounds.**  
       / m /, / b /, / p /  
       / t /, / d /, / n /  
       / k /, / g /
- (b)     **Describe how the first two sounds of every group are produced.**
- (c)     **Show the positions of 2 selected sounds from each group in words in your language.**

This question was poorly answered. About 80% of the candidates who answered it did not know the three term label and the speech organs used for the production of the sounds. About 90% could not even show how these sounds operate in words.

### **Question 8**

Candidates were to:

- (a)     **transcribe selected words in their language.**
- (b)     **describe how some selected vowel sounds are produced in their language.**
- (c)     **show the positions in which two selected vowel sounds occur in words in their language.**

This question was also poorly answered. About 95% of those who answered it did not know what transcription is. They all used the words to form sentences. The (b) was the only part that was well answered. They failed to show how the sounds in (c) are distributed in words.

### **Question 9**

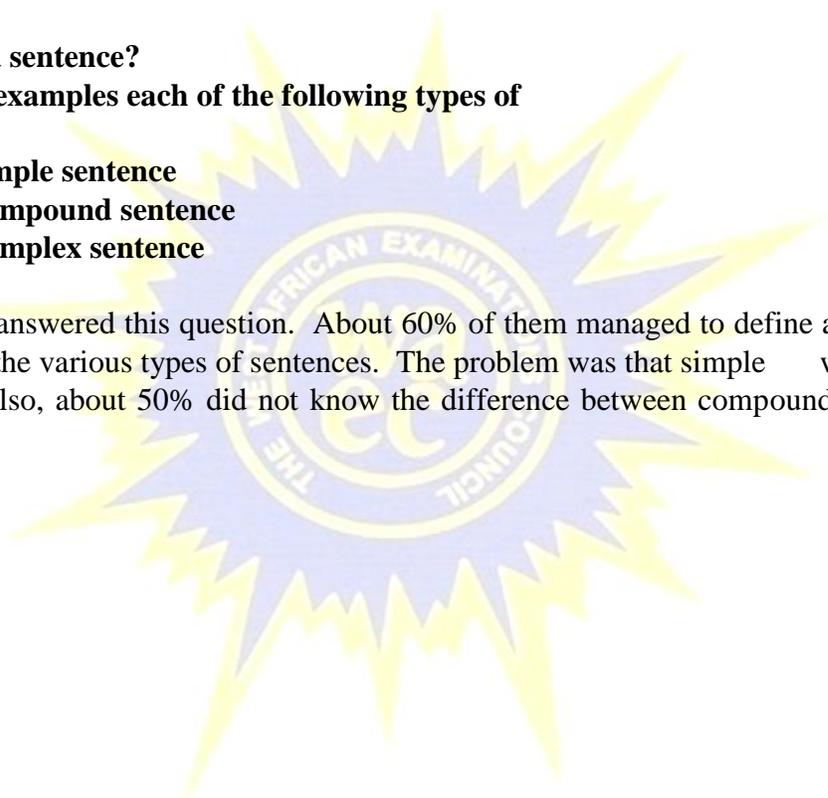
- (a) What is an adverb?**
- (b) Give three types of adverbs in your language.**
- (c) Use each type to construct two sentences.  
Underline the adverb in each sentence.**

About 80% of candidates who answered this question could not define an adverb. They did not know the types of Gonja adverbs. Some, about 60% , took adverbs to mean appellations. They failed to differentiate between ‘adelegeso’ and ‘adelebi’ (adverbs and appellations respectively).

### **Question 10                      Sentence Structure**

- (a) What is a sentence?**
- (b) Give two examples each of the following types of sentences.**
  - (i) Simple sentence**
  - (ii) Compound sentence**
  - (iii) Complex sentence**

Many candidates answered this question. About 60% of them managed to define a sentence and tried to construct the various types of sentences. The problem was that simple words were wrongly spelt. Also, about 50% did not know the difference between compound and complex sentences.



## **GONJA 2**

### **1. GENERAL COMMENTS**

The paper which consisted of two sections was made up of oral literature, customs and institutions and written literature questions.

Out of the two questions in Section 'A', one was on customs and institutions while the other was on Oral literature.

Candidates were required to answer either of the two questions.

The other section, section 'B', was solely on written literature. It was divided into three parts; prose, drama and poetry. Each of the three parts was made up of two questions and the candidates were to answer one from each part.

There was an improvement in the performance of some candidates while the performance of other candidates was below average.

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

During the marking exercise the examiners observed some commendable features in the output of some of the candidates. One of such features was that the candidates were able to answer the prose and drama questions well. This is an indication that they studied the set books recommended by WAEC very well.

Another commendable strength in the performance of the candidates was the mature way some of them answered the questions on customs and institutions and oral literature. It showed how serious the candidates studied the customs and institutions and oral literature of the language.

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

The main weakness was in the poor manner the questions on the poems were answered by candidates. They were not able to identify and explain the literary devices used in the poems.

Another problem was the inability of the candidates to discuss the structure of the poems.

### **4. SUGGESTED REMEDIES**

Teachers are advised to take the candidates through the various poems selected for study by the WAEC from "the Gonja Drums". They should thoroughly go through the themes and literary devices such as metaphor, simile and personification in each of the poems. They should also discuss the structure of each poem very well with the candidates in the classroom.

## 5. DETAILED COMMENTS

### **Section A: Oral Literature/Customs and Institutions.**

#### **Question 1 Traditional Arbitration**

This was a customs and institution question on arbitration. It required the candidates to discuss the roles played by each of the following people in the arbitration of cases in the chief's palace;

- (i) the plaintiff
- (ii) the accused
- (iii) the chief or chiefs
- (iv) the witness or witnesses

The question could have been answered in the following way.

The plaintiff pays the sermon dues. He or she narrates his or her side of the story and answers questions during the arbitration. The plaintiff also asks the accused and his witnesses questions for clarifications on certain issues. He has the right to call his or her witnesses. He or she pays a fine if found guilty.

On the part of the accused he/she pays a summons dues and narrates his or her story. The accused answers questions put before him or her during arbitration. He pays a fine if found guilty of the offence. He/she may also call in witnesses.

The chief listens to the plaintiff, accused and witness. He has the right to ask questions for clarification on certain issues. The chief gives the verdict and imposes the fine to conclude the case.

It is the responsibility of the witness to narrate what they know either in support or against the plaintiff or accused in the arbitration. They ask and answer the questions to clarify issues.

On the whole, this question was well answered by candidates who attempted it.

#### **Question 2 Story**

The candidate was required to write a story/folktale. He or she was supposed to discuss the structure and theme of the story.

This question was partially well answered. A good number of candidates were able to write their stories; however, the discussion of the structure was not satisfactory. They needed to talk about the features found in the introduction, the body and conclusion of the story.

**Section B:                    Written Literature**

**Part I**

**Question 3                    Prose**

The candidates were to briefly discuss the roles played by Ndefoso, Dukulubi, Bimonka and Enimu Lansa in I. D. Sulemana's prose book entitled Ndefoso.

Ndefoso is the main character. He started life at Dodope, to Jiakul=to, back to Dodope and to Kpembu.

The candidates were expected to discuss the role of Ndefoso at all these places.

Dukulubi was Ndefoso's step father. He killed Ndefoso's father, D=!k=rmo. Dukulubi later committed suicide by hanging himself.

The candidates were expected to take these incidents and discuss them briefly.

Bimouka was Ndefoso's step mother. She made Ndefoso impotent at Dodope and that made him travel to Kpemba for treatment.

Enimu Lansa was a friend to Ndefoso's father on two occasions at Jiakul=to and Kpembu. Candidates were supposed to have discussed these incidents from the play briefly.

While the candidates who studied the book did well others performed poorly because they never read the book.

**Question 4                    Context Question**

This was a context question from the play. It was Lonshina who made the statement to Kunuto. Lonshina's fear was that Dukulubi would escape if the information reached him.

The candidates were to discuss the effect of the statement in the play.

**Part II**

**Question 5                    Literary Devices**

The candidates were required to identify four literary devices and discuss their effects on the play.

One of such devices is the proverb, "*K=n=bu! n` ketaya be mbarga maa m=n nn=pirbi be kebir abarso*". The writer used proverbs in the play to make it interesting.

Other literary devices which are in the book include metaphors, similes and personifications.

The candidates were expected to discuss their effects in the play.

**Question 6**            **Theme and Characterization**

The candidates were asked to write the theme of the play and the role played by the main character. They were also required to bring out the moral lesson learnt from the play.

The theme of the play is the conflict between traditional religion and Christianity and its consequences on Keshe!eba. This is a lesson to the society.

Keshe`eba, the main character in the play was found at the cross road as to whether to follow his people's traditional religion or Christianity.

Keshe`eba was the main character. He left home for the city as a result of religious conflict where he fell in love with Foriwa. He later returned home because of pressure from his people and the pastor of his village.

The moral lesson from the play is that people should not be forced into marriage and religion against their wish.

Some candidates answered the question poorly.

**Part III**

**Question 7**    **Theme, Mood and Literary Devices**

The theme of the poem and mood of the poet were required by the question. The candidates were also given three literary devices to identify and discuss.

The poem had a theme which showed that patience and courage lead to success. The poet was thrown into a state of confusion and hardship but with patience and continuous struggle he overcame the problem.

The three literary devices were: repetition, simile and personification. The repetition: *Jawula* is found in the second, third and fourth stanzas. The simile: *Jawula kaala kapalkulbi* is also found in the fourth stanza.

**Question 8**    **Theme, Literary Devices and Structure of the poem**

The candidates were asked to identify the theme and two literary devices from the poem.

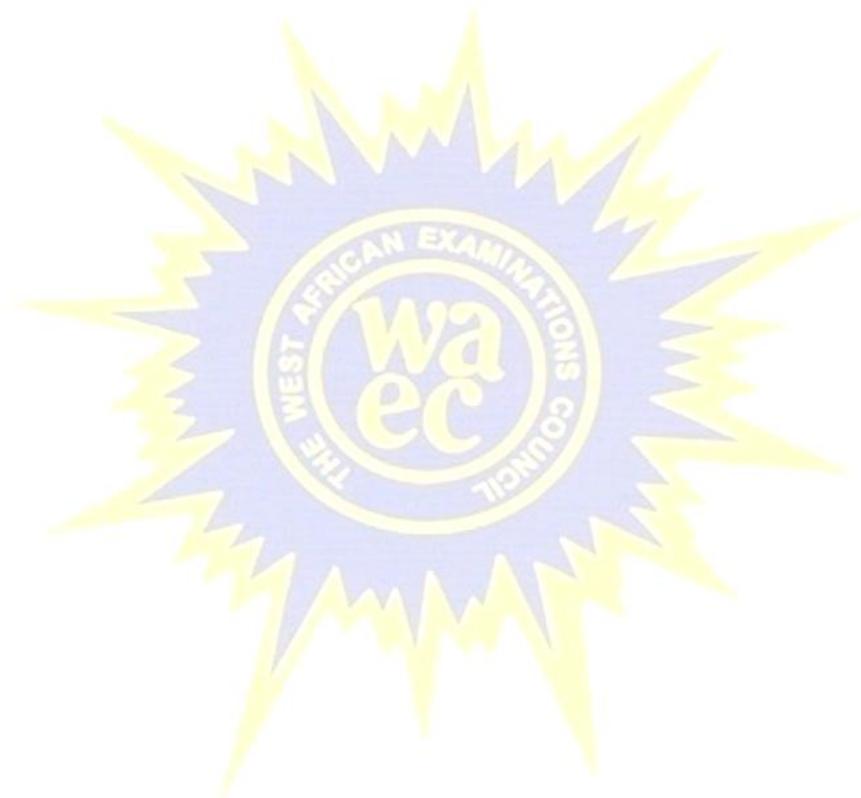
The theme of the poem is "Dibiriwura be ketande". The origin of Diber.

The two literary devices were:

- (i) “*kutu*” which is a metaphor.
- (ii) “*Mo w=pa ela bua-yipo ji ngbili*”, which is simile.

Structurally, the poem is made of four stanzas. It has an introduction, the middle and conclusion. There are also pieces of evidence of repetition like *ashe`* in the last stanza.

Generally, the question was not well answered.



# KASEM 1

## 1. GENERAL COMMENTS

The standard of the paper and the performance of the candidates compared favourably with those of the previous years. There was an indication of a bit of improvement in the standard of performance by candidates over those of the previous years. The improvement in performance was noticed in sections A and C. i.e. Composition and Comprehension.

## 2. A SUMMARY OF CANDIDATES' STRENGTHS

### (1) Length of essays

Some candidates used lengthy material for their essays, thereby providing relevant and more facts or ideas needed on the topics. Candidates also provided appropriate features of the various types of essays.

### (2) Use of appropriate or good literary devices

Some candidates used good registers, loanwords, literary devices, jargons and idiomatic expressions. They also used contemporary terms.

Most candidates gave suitable titles and in upper case to their chosen topics. They did not attempt to avoid the use of foreign words, such as “clinic”, “T. V.”, “movies”, “electricity” etc.

### (3) Relevant and brief responses

A good number of candidates gave brief but accurate answers to comprehension questions. This should be encouraged by teachers.

## 3. A SUMMARY OF CANDIDATE'S WEAKNESSES

### (1) Poor spelling: Candidates' spelling was generally terrible. Words used correctly in the question paper were even misspelt by candidates.

This is very appalling and should be checked.

Examples include: “tuge” for / t=ge /, “o” for / wó /, “zoori” for / z=re / or / zware/, “ke” for / k` /, “sekuule” for / sikuuli /, etc.

### (2) Poor punctuation: At this level, punctuation still posed a big challenge to some candidates. Some of them used small letters for proper nouns, they did not know where to place a full stop and the need to begin a sentence with a capital letter.

### (3) Poor Handwriting: Some candidates exhibited very bad handwriting, making

their scripts difficult to read their responses corrected.

- (4) Word Division: Most candidates were culprits in this area. Words found include: “yera ne” for / yera ne /, “wontolo” for / wonnu telo /, “lokom” for /logo kom/ , “tikom” for / teo kom /, etc.

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

- (1) It will be very appropriate for subject teachers to teach or introduce the Kasem orthography to students. They are advised to give exercises on spellings and possibly dictation. They should introduce books with the new orthography to students.
- (2) Teachers should also teach punctuations or encourage students to transfer knowledge from other languages to Kasem in this direction; they should lay emphasis on capitalization.
- (3) Students should be encouraged to exhibit better or good handwriting. They should be given tasks to write out passages, and other pieces neatly.
- (4) Teachers are strongly advised to present the correct word division to students, since mixing up words makes it very difficult to read and readily get the meaning.

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

##### **Section A - Composition**

##### **Question 1**

**Discuss four (4) ways by which we can keep our environment clean.**

This topic attracted a good number of candidates. They fared quite well. Apart from what the marking scheme provided, candidates also included points such as the need for places to be neat, among others. Candidates also provided very suitable introductions and conclusions: some stated that “cleanliness is next to Godliness”, “Good environment provides for good health”, “Anyone who keeps the environment neat or clean, is highly respected by many people”. The performance of candidates showed that they understood the topic.

## **Question 2**

**Write a letter to your Regional Minister and request for three important amenities for your community. Explain the need for those amenities.**

This topic was more popular than the rest of the other options. It attracted more than half of the candidates. A good number of them mentioned the three facilities needed by their various communities. Some of them stated that a lot of amenities were missing in their communities but settled on the most important ones that they needed. Most of them mentioned dams, boreholes, classroom blocks, clinics, public places of convenience, among others.

Most candidates displayed enough knowledge of the features of formal and informal letter-writing; they provided all the features of formal letters. Candidates justified and provided substantial facts and ideas for their requests.

Introductions offered by candidates were very appropriate: For example: “I write on behalf of my community to request for very important facilities that are lacking...”. Others introduced themselves first before introducing their topics. For their conclusions, they pleaded further for consideration of their requests to make life bearable for their communities. Candidates’ performance was highly commendable.

## **Question 3**

**If you had a chance to travel outside, which country would you like to visit? Explain why you would choose that country.**

The topic failed to attract any significant number of candidates. Those who attempted it performed very well though. They intimated that there are so many countries of their interests but decided to opt for the most convenient or acceptable one as their choice. Most of them mentioned the United States of America, (the U. S. A.), Germany and Nigeria. They gave very tangible reasons for their choices, some of which included peaceful environment, places of interest such as schools, factories and of course, financial considerations.

## **Question 4**

**Is it necessary for parents to impose on their children the T.V. programmes that they (children) should watch? Explain your point of view.**

This topic attracted very few candidates. Those who chose it performed quite well. They conceded that some programmes on T.V. are really very bad; they mentioned some movies which are meant for only adults and should not be viewed by children. They tried to justify why parents should select programmes their children to watch.

On the part of positive effects of programmes necessary for children to watch, they mentioned “What do you know?”. “Distance Learning Initiative” among other programmes meant for children. Candidates also agreed that parents should regulate the viewing of T. V. by their children. On the whole, it was a well treated topic by candidates opting for it.

**Section B:**                    **Translation**

**Question 5**

Candidates were expected to translate a piece (passage) from English into Kasem. Their performance was only satisfactory; only few of them presented neat and accurate translations.

Most candidates rendered the translation in poor spellings, grammatical errors and very bad handwriting. This made them score marks below average. On the whole, candidates’ performance was fair.

**Section C:**                    **Comprehension**

**Question 6**

The comprehension passage tasked candidates to answer questions on recall or stated facts, inference, meaning, grammar and summary as well as expressions and literary devices. Candidates’ performance on items (a), (b), (c), (d), (e), (h), (i), and (j) was quite good. Few of them did not give suitable responses to (f) and (g). On the whole candidates’ performance was above average. It is worth noting that candidates provided very good summary or title to the passage.

**Section D:**                    **Language Structure**

This section was in two parts: phonology (S==ro Nyenyero) and syntax (Botarebia tigusim); each part containing two (2) questions from the section, one from each part.

**Part 1**                    **Phonology**

**Question 7**

(a) **Mention the places of articulation of these sounds:**

(i) | m |, | b |, | P |;

(ii) | t |, | d |, | n |;

(iii) | k |, | g |.

(i) bilabial; (ii) alveolar and (iii) velar.  
Candidates fared well here.

- (b) **Describe how the first two sounds of every group are produced.**

Most candidates did not do well in this area. Their knowledge indicated less tuition.

- (c) **Show the positions of two selected sounds from each group in words in your language.**

Candidates offered good responses.

This question, which attracted many candidates, saw them performing averagely.

### **Question 8**

- (a) Candidates were given five words in Kasem which they were asked to transcribe. Candidates who opted for this question did not have any idea in this area; they fared badly.
- (b) Describe how some vowel sounds are produced in your language. Candidates' performance was not encouraging.
- (c) This was on the distribution of three vowels to be selected by candidates. Candidates failed to give responses to this item, an indication that they had no knowledge on the subject.

### **Part II**

#### **Syntax**

### **Question 9**

- (a) **What is an adverb?**

This was a straight forward item, but candidates' responses were very scanty and incomplete.

- (b) **Give three types of adverbs in your language**

Candidates were expected to provide three types of adverbs such as 'time', 'manner', 'place', 'reason', etc. Most candidates fared well here, but others rather provided examples of an adverb.

- (c) **Use each type of adverb selected to construct two sentences and underline each adverb.**

Candidates exhibited good knowledge here and performed well.

## **Question 10**

### **(a) What is a sentence?**

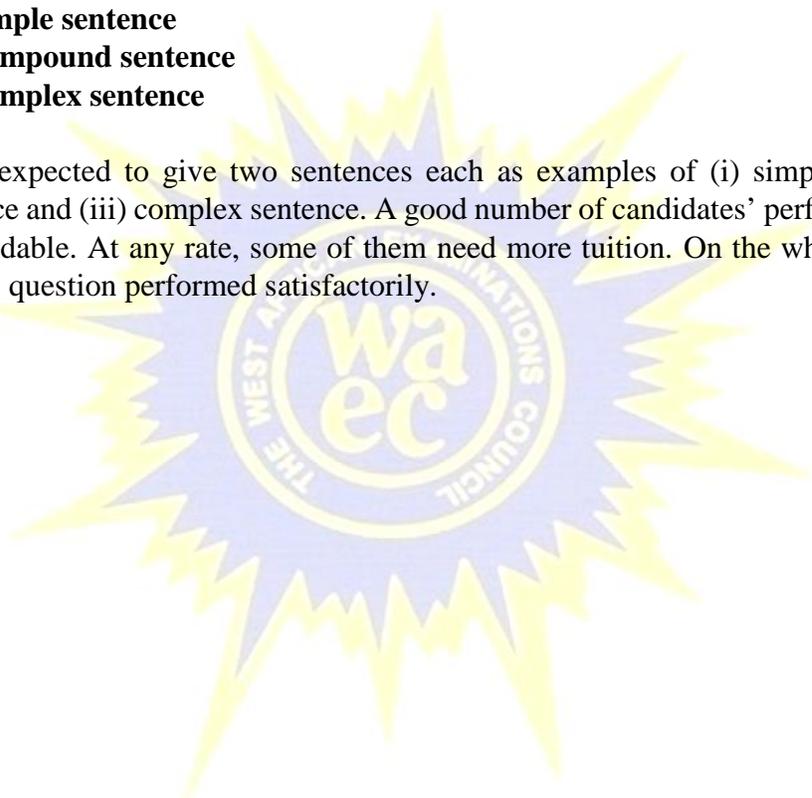
Candidates' answers were not complete to warrant full marks; they only defined it half way. They should have also indicated that a sentence could be a one-word sentence, such as "Ba!" | come! |.

It is very necessary that a sentence should contain a verb or a predicate. Students need thorough tuition in this area.

### **(b) Give two examples each of the following types of sentences.**

- (i) Simple sentence**
- (ii) Compound sentence**
- (iii) Complex sentence**

Candidates were expected to give two sentences each as examples of (i) simple sentence, ii) compound sentence and (iii) complex sentence. A good number of candidates' performance in this area was commendable. At any rate, some of them need more tuition. On the whole, candidates who opted for this question performed satisfactorily.



## **KASEM 2**

### **1. GENERAL COMMENTS**

The standard of the paper as a whole was very good and the same as last year's paper. The performance this year improved over that of last year.

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

There was much improvement in candidates' spelling. Their answers to the poetry questions also showed improvements.

Candidates again showed improvements in discussing the themes of the drama, prose and poetry texts.

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

- Candidates had great difficulty using nouns that combine with adjectives to form a compound word.
- Answers demanding literary devices were brief.
- Candidates did not know the structure of a story.
- Candidates described what the literary devices were without recourse to the poems.
- Candidates began sentences with lower case letters.
- Their sentences were also too long with six or more lines in one sentence.
- The new orthography has not caught up well with the candidates.

### **4. SUGGESTED REMEDIES**

Candidates need to be taught that a noun that takes an adjective is truncated, takes a hyphen before the adjective is attached.

Candidates should learn to put a story into three parts instead of giving its summary. Since candidates could show what a particular literary device was, they needed only to pick it from the text and discuss it.

The standard rule is that a sentence begins with an upper case, not a lower case. There is also the need for candidates to avoid long and winding sentences; short sentences are effective. Candidates must use the new orthography in writing.

## 5. DETAILED COMMENTS

### Question 1

The question demanded the functions or roles of the complainant, defendant, witness and panel in traditional arbitration.

Candidates failed to list their functions and rather described who each of them is.

### Question 2

- (a) **Write a folktale**
- (b) **Show the structure of the folktale**
- (c) **Examine the role played by the main character**

Candidates were asked to write a folktale/story, then show how the story was structured and the main character in it.

Candidates wrote their stories faithfully. However, they gave summaries of their stories instead of the structures.

Candidates also wrote down the names of only the main characters.

### Question 3

Write short notes on the following characters: Kada, Kada Faru, Kagaa and Asgeta.

Many of the sketches of the characters were good, though a few were brief.

### Question 4

This was a context question which called for the following:

- (a) **The speaker**
- (b) **The occasion**
- (c) **Why the statement was made**
- (d) **The outcome/effect of the statement**

The first and second questions demanded one-word answers. The others demanded explanations but candidates provided one-word answers to question (c). Candidates were able to discuss the effects of the statement satisfactorily; for example, the action helped to rid the area of mosquitoes.

### Question 5

- (a) **Select four literary devices from a drama book and**
- (b) **State how they have been used effectively in the story.**

Candidates were expected to select any four literary devices and explain how their use enhanced the story. Candidates were able to select the devices but rather gave their meanings without stating how they had been used to enhance the story/drama.

### **Question 6**

- (a) State the theme of the drama**
- (b) Discuss how the activities of the main character helped to bring the theme of the story and state what can be learnt from the story.**

Candidates gave various themes which were appropriate.

Candidates mentioned the name of the main character and described how her activities in the story contributed to making the theme effective. They also gave many lessons that people could learn from the story.

### **Question 7**

The question asked for the theme of the poem, the feelings/ mood of the poet and identification of literary devices.

Candidates provided many themes which were appropriate. The characters in the poem were two; many candidates, however spoke of only one. Candidates either listed the literary devices and did not state how they made the poem interesting or merely stated what the literary devices were.

### **Question 8**

The question asked for the theme of the poem, discussion of the literary devices in the poem and the structure of the poem.

Candidates were expected to state the theme of the poem. However, many answers were summary of the poem.

Candidates were able to pick the literary devices but could not discuss them well. The discussion of the structure was also poor as candidates only stated a number of lines. They should have added the literary devices and a number of verses.

# **EWE 1**

## **1. GENERAL COMMENTS**

Students' performance in the paper was quite good. Even though there were one or two deviations especially in the composition section i.e. - Section A, on the whole, their knowledge in the subject area had improved. The area where students need more tuition was Section B, i.e. the translation. The performance there was not encouraging at all. Section C, which was the comprehension was also quite good. Students need to be taught how to answer comprehension questions. Most of them copied the whole of the paragraph or sentences where the answers could be located. Under section D, Language Structure, students found it so technical that they didn't know what to do especially in question 8 which talked about transcription. The grammar was generally good, but most of them confused the sentence types. There should be more teaching on the word classes and their functions in the language i.e. nouns, verbs, adverbs, adjectives etc.

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

Most students approached the questions in a mature manner. Their answers were very suitable and relevant. They gave relevant points to support their ideas. Most students who answered question four (4) of the essay did very well. Most of them agreed that parents should select T. V. programmes for their wards and they gave concrete reasons.

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

Question one was not fully understood. Students took environment to mean their houses, their rooms and even their bodies. E.g. sweeping the bedrooms, dusting their further, washing their faces, etc.

Many candidates performed woefully under letter writing.

Some candidates didn't know how to write the recipient's address; they even wrote the date under the recipient's address. Most of them also wrote the address in Ewe.

## **4. SUGGESTED REMEDIES**

Students should be advised to read the questions thoroughly and carefully before tackling them. Time should be made for reading over. They should read and understand the questions before tackling them i.e. organizing themselves before starting the work. This calls for planning their work.

## 5. DETAILED COMMENTS

### Question 1

**Discuss four (4) ways by which we can keep our environment clean.**

This question was not fully understood by many candidates. Instead of environment, they talked about how to take care of themselves, that is personal hygiene.

They dwelt on cleaning their teeth, bathing two or three times daily, etc. On the other hand, a few of them clearly discussed the environment and that was very good.

### Question 2

**Write a letter to your Regional Minister requesting for three important amenities for your community. Explain the need for those amenities.**

Students did not demonstrate good command of the features of formal letter writing. They should be taught clearly how to write the addresses; the writer's address and the receiver's address. Postal Box numbers should not be written in the Ghanaian Languages (Posu Adakari Ewo) etc. The date for that matter could be written in the Ghanaian Language.

### Question 3

**If you had a chance to travel outside, which country would you like to visit? Explain why you would choose that country.**

A few students deviated. They mistook a different country to be a different town such as Accra. Some even used Ghana. The question demanded a country outside Ghana. Performance was, therefore, very poor.

### Question 4

**Is it necessary for parents to impose on their children the T.V. programmes that they (children) should watch? Explain your point of view.**

Those who attempted this question did very well. Most of them were able to give good reasons for accepting their parents to select T.V. programmes for their wards because of the dangers and disadvantages of allowing children to watch every programme on the television. One interesting thing was that no candidate argued that no parents should select the programmes for the children.

### Question 5                      Translation

Candidates were asked to translate a passage containing fifteen ideas from English into Ewe.

Instead of translating the whole passage into their languages, many candidates found it difficult to translate some terms/words and for that matter, they only put down the English names e.g. Agricultural Science, extension services, etc. It, therefore, made reading uninteresting.

### **Question 7**

- (a) **Write the place of articulation of the following groups of consonant sounds.**  
/ m /, / b /, / p /  
/ t /, / d /, / n /  
/ k /, / g /
- (b) **Describe how the first two sounds of every group are produced.**
- (c) **Show the positions of 2 selected sounds from each group in words in your language.**

This question was divided into three parts - A, B and C. 'A' talked about places of articulation.

Here, many students just discussed all the terms used in describing the sounds, thereby wasting time.

This shows that they did not understand the question.

Apart from very few candidates, the rest scored zero. In the 'B' part which talked about the description of the vowel sound, many of them didn't use all the labels to describe the sounds. Some also drew the vowels chart and inserted the three vowels in the word structure.

### **Question 8**

Candidates were to:

- (a) **transcribe selected words in their language.**
- (b) **describe how some selected vowel sounds are produced in their language.**
- (c) **show the positions in which two selected vowel sounds occur in words in their language.**

In sub-question (a), instead of transcribing the words, students simply grouped them into syllabuses. Their inadequate knowledge in phonology was carried over to both sub-questions (b) and (c). Students' performance in this question was very poor.

### **Question 9**

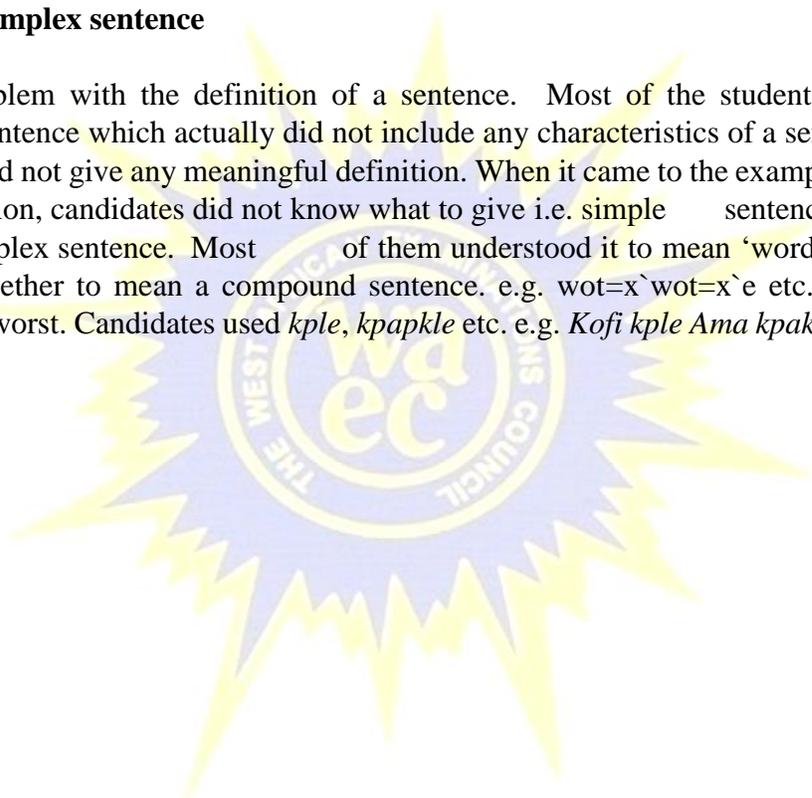
- (a) **What is an adverb?**
- (b) **Give three types of adverbs in your language.**
- (c) **Use each type to construct two sentences.**  
**Underline the adverb in each sentence.**

Here, students were confused about the term adverb. It looked like they did not know the difference between adverbs and verbs. Candidates therefore gave wrong answers especially using them in sentences. Some could not give the three types.

### **Question 10**

- (a) What is a sentence?**
- (b) Give two examples each of the following types of sentences.**
  - (i) Simple sentence**
  - (ii) Compound sentence**
  - (iii) Complex sentence**

There was a problem with the definition of a sentence. Most of the students gave skeletal definitions of a sentence which actually did not include any characteristics of a sentence. In fact, most of them could not give any meaningful definition. When it came to the examples of the types given in the question, candidates did not know what to give i.e. simple sentence, compound sentence and complex sentence. Most of them understood it to mean 'word formation' i.e. putting words together to mean a compound sentence. e.g. *wot=x`wot=x`e* etc. The complex sentence was the worst. Candidates used *kple, kpakple* etc. e.g. *Kofi kple Ama kpakple Kodzo woyi suku* etc.



## **EWE 2**

### **1. GENERAL COMMENTS**

The 2012 Ewe paper was generally of good standard. All the questions were based on the syllabus and structured such that they could easily have been handled by candidates.

However, as compared to last year, candidates' overall performance appeared to have fallen below expectation. Reasons for this low output seemed to be borne out of the following:

- (1) Selective tutorials/teaching given students by subject tutors.
- (2) Selective learning of topics on the part of students.
- (3) Inability of students to develop enough points for the full discussion of ideas in the answering of questions.
- (4) Poor vocabulary and orthography of candidates.

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

Most of the candidates did better at the literature questions, particularly the prose question on characterization. All the four (4) sketches done on the characters in Akafia's *Ku Le X=me* showed their strength, indicating that they studied the text in anticipation of the question.

Candidates' ability to identify literary devices from texts they read was, as well, commendable. Their ability to specify poetic or literary elements on demand calls for a pat on the shoulder.

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

Candidates could not expand/develop points raised resulting in their giving two-sentence answers to whole questions. This could be due to the lack of clear understanding of the question or rubrics of the question or lack of vocabulary or appropriate expressions in developing points raised.

When it came to explaining the usage and function of literary devices in their context(s), candidates got entangled in the challenge.

### **4. SUGGESTED REMEDIES**

Questions that require, for example, short notes on a character in a novel should be treated accordingly. The candidates must set out on the business of exploring the activities of the said character in the context viz; the things she/he did, things he/she said, things other characters said about him and the author/narrator's own views about this character in the novel.

The aggregate of all these should avail candidates the ideas they need to develop or expand the answers given.

## 5. DETAILED COMMENTS

### Question 1

Candidates were asked to state the various roles played by the following stakeholders in an arbitration.

- (a) **Nyat= (Plaintiff)**
- (b) **Ame si !u wots= nya \*o (Defendant)**
- (c) **#=nudr>lawo (Arbitrators)**
- (d) **@asefowo (Witnesses)**

#### Strengths

All candidates managed to state at least one role each for the participants.

#### Weaknesses

At least, six actions on the part of the first three stakeholders were expected of candidates to be discussed. Only two of these actions on the part of the 'witness' in the adjudication of a matter in court were needed. These ranged from

- making a formal complaint, opening the case with statements, cross-examination of plaintiff here and there;
- responding to summons, imposition of fines, testifying at the hearing (witnesses) through to passing of sentence and ensuring that peace prevails, etc. on the part of stakeholders.

The lack of these details contributed to the abysmal performance of students in the handling of this question.

### Question 2

Candidates were to:

- (a) **Write down a folktale**
- (b) **State the structure of the folktale**
- (c) **Discuss the main character's role in the tale.**

#### Strengths

Several interesting tales were told as far as content and structure were concerned. Statements on the chief character's role were also satisfactory.

### Weaknesses

Orthography and mechanical errors marred the beauty of many of the stories narrated. Many still did not place the narration in a conclusive structural frame which is expected of a folktale.

Some began well but left the story hanging without the necessary closure and statement of the moral lesson in the story which usually is done by the narrator.

For Question 2 (b) candidates failed to state the structure of their own stories but surprisingly brought in imaginary literary devices such as metaphors, similes and such stuff that is used in appreciating poems as constituting the structure of their folktales. This was a clear case of deviating from the answer expected. Other candidates who came closer to the answers did not elaborate on what they meant by 'the beginning', 'body' and 'ending' of their stories. This is not good enough.

### Question 3

Candidates were to write short notes on the following characters in Akafia's novel Ku le X=me.

- (a) **Zānu**
- (b) **Kokoroko**
- (c) **Agbeko**
- (d) **Kugbl nu**

### Strengths

This was a very popular question. All necessary points were stated to gain candidates high scores.

### Weaknesses

Some points raised turned out to be overlapping ones. For instance, by stating that Kokoroko was a wealthy man, the means by which he got his wealth should be discussed in developing the points of his wealth. Candidates expected to be scored different points on this matter. If Agbeko is said to be a renowned investigator and detective, the successes he chalked in his work could be mentioned in support of the earlier points raised and not altogether taken as a point by itself. Candidates should guard against this in future.

### Question 4

This was a context question.

Few candidates attempted it. This drama question demanded that candidates stated

- (a) **the originator of a statement;**
- (b) **to whom the statement was addressed;**
- (c) **the reason the statement was made, and**
- (d) **discuss the effect of the statement in the drama.**

### Strengths

A handful of candidates could correctly give the names of the originator and recipient of the statement which are Kugbl nu and Agbeko respectively.

### Weaknesses

Almost all who attempted this question could not convincingly tell why the statement was made or discuss its effect in the drama. The answer to this could be summed up thus: The fresh murders of Hobia!u and Kokoroko placed the folks in danger of their lives which necessitated quick action on the part of Agbeko, the investigator - hence the statement. Agbeko's strong resolve to fish out perpetrators of the heinous crime set him working day and night (tirelessly) which yielded results as the murderers, Zānu and X=meku were duly brought to book.

Candidates missed these points.

### Question 5

The rubrics spelt out that candidates should

- (a) **write down four literary devices employed by Setsoafia in the drama, T=gbui Kpeglo II.**
- (b) **State how these devices promoted the beauty and understanding of the play.**

### Strengths

The very few candidates who attempted this were able to list the devices correctly.

### Weaknesses

Candidates woefully failed to explore how the devices used enhanced the meaning of issues raised. For example the copious use of proverbs, repetition, soliloquy, metaphors, similes, etc. in the play enriched the beauty of the language used by characters. A proverb similar to “*Ad= nya nu kakaka hā, azā vuvu koe \$on*” to wit: “no matter how wise the rat claims to be, he is always caught by/with a broken trap” shows how the reader gets an inkling into the predicament the chief character King Kpeglo II will later face in future. In other words, with all the intelligence he claimed he was endowed with, it took the resilience and wit of the insignificant common men in town to have him destroyed. Discussions of such nature make mature analysis of issues on the table.

### Question 6

The candidate was to

- (a) **give the main theme in T=gbui Kpeglo II**
- (b) **discuss how the chief character's role enhanced the theme of the play,**
- (c) **determine the moral lesson in the play.**

### Strengths

This question was very popular. Candidates rightly enumerated the bad deeds of T=gbui Kpeglo II in support of their chosen themes. They diligently gave the moral lessons as required.

### Weaknesses

The major theme of the drama was left out. Indeed no one could tell how the main theme - “colonial masters’ meddling in affairs of governance in Africa” (which was resisted by T=gbui Kpeglo II) generated the sub-themes of greed, wickedness, adultery, etc. as candidates put down.

Indeed, the main theme is developed with supporting utterances from other characters like the District Commissioner, the liaison between the Governor and Kpeglo II’s kingdom. Again, it was so glaring how candidates could not structure answers in a way as to arrange the various behaviours Kpeglo put up under one umbrella/section.

### Question 7

This question on poetry demanded of candidates to

- (a) **state the theme of Kwamikuma’s poem Nya Media Ame o.**
- (b) **state the emotions of the poet;**
- (c) **determine and show how a number of poetic devices were correctly used in the poem.**

### Strengths

A few candidates appropriately located examples of these devices. They were also specific in giving the theme.

### Weaknesses

Giving a good explanation for how literary devices are applied in a literary piece of work is the bane of students. A piece of writing (particularly poetry) that comes with no literary devices can be ‘tasteless’. It is the devices that drive home the meaning of the poem. Again, the complexity or otherwise of a poetry piece depends on how effective the devices therein were used. For example, the hyperbolic use of “*\$a kpekpewo nono*” and “*dr>e !=!=ewo kuku*” (to wit: gargantuan snoring and vivid/sweet dreams) as found in the poem creates a vivid imagery in the mind of the reader such that he/she understands the need for not swapping hardwork for all-day pleasure if one must succeed in life.

### Question 8

Candidates were to

- (a) **identify the theme of the poem in “Ama W= D=”;**
- (b) **discuss two literary devices in the poem;**
- (c) **discuss the structure of the poem.**

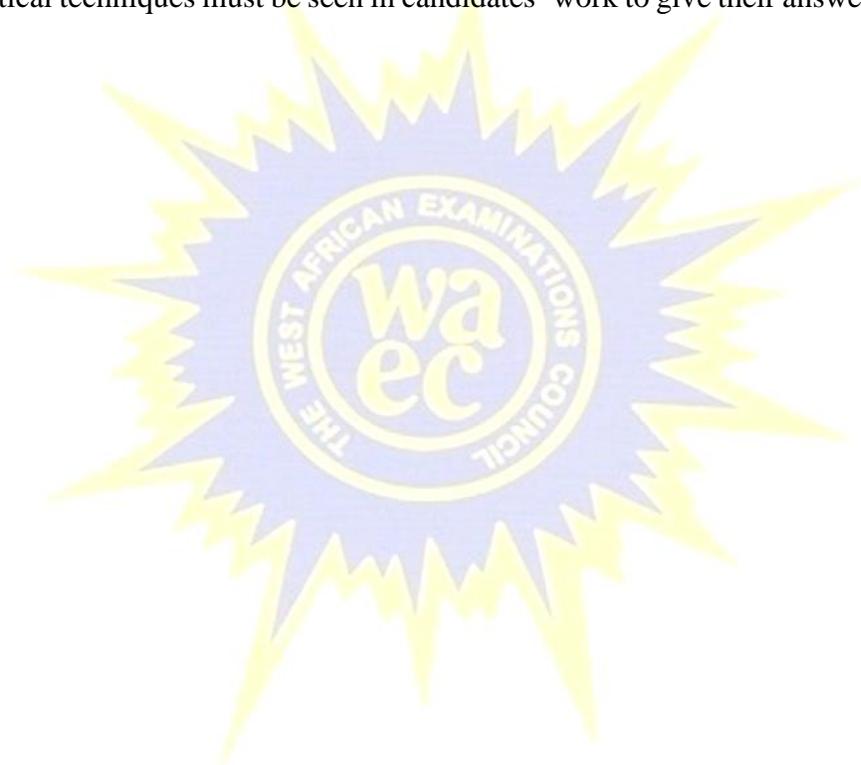
### Strengths

Candidates gave a fair account of themselves as they stated the theme and devices in the poem.

### Weaknesses

Giving a detailed account of the poem's structure was problematic for candidates. Most of them listed the points without elucidating them. An idea such as a device specified is expected to be explained in terms of how applicable it has been used for the enhancement of the theme. Take the metaphor, *zã yib== a\*e gb=na dodo ge* for example *za yib==* is used by the poet here to extol the virtue of continuous hardwork which goes with intermittent rest.

'Rest' is denoted by the metaphorical figure of speech "zã yib=" (black night). Also, the use of repetition as the poet has employed simply fortifies the need for hardwork and perseverance. These and other analytical techniques must be seen in candidates' work to give their answers the maturity they deserve.



# **NZEMA 1**

## **1. GENERAL COMMENTS**

The standard of the paper was comparable to that of previous years and was well within the scope of the syllabus.

Candidates' performance improved remarkably this year as compared to the previous years.

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

- (1) Candidates' understanding of the questions was very evident.
- (2) Candidates' performance in the essay questions was very encouraging. Majority of them satisfied the required number of words and also organised their ideas in clear language.
- (3) Most candidates were able to answer the comprehension questions in their own words as required of them.
- (4) There was a marked improvement in the answering of questions on sound patterns (Al`ra Ngyehy`le`).

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

- (1) A few candidates still had problems with correct spellings, punctuation, concord and the use of capital letters.
- (2) Instead of translating ideas, some candidates did word-for-word translation and, therefore, failed to get the import of the message.
- (3) Some candidates had problems with word boundaries and, therefore, it was difficult for them to determine where one word ended and where the next one began.

## **4. SUGGESTED REMEDIES**

- (1) Candidates should be encouraged to do a lot of reading in order to overcome problems such as wrong spelling, concord, punctuation, etc.
- (2) Candidates must be given more exercises on translation to help them know how to translate ideas from one language to another.
- (3) Candidates with poor handwriting should be given special training in word-spacing.

## 5. DETAILED COMMENTS

### Composition

#### Question 1

**Discuss four (4) ways by which we can keep our environment clean.**

Candidates were asked to discuss ways by which we can keep our environment clean. The few candidates who answered this question did well by discussing the need to sweep our compounds and surroundings, weed around our homes, find ideal places for our refuse, drain our gutters, etc.

#### Question 2

**Write a letter to your Regional Minister requesting for three important amenities for your community. Explain the need for those amenities.**

The question asked candidates to write a letter to their Regional Minister requesting for **three** important amenities for their community and explaining the need for those amenities.

Most candidates attempted this question and did well by explaining why they needed such amenities like water, electricity, place of convenience, market, roads, schools, etc.

#### Question 3

**If you had a chance to travel outside, which country would you like to visit? Explain why you would choose that country.**

Candidates were asked to choose a country they would like to visit if they had a chance of travelling outside. They were also to explain why they would choose that country. A few candidates chose this question but could not give any good reasons for the countries they chose.

#### Question 4

**Is it necessary for parents to impose on their children the T.V. programmes that they (children) should watch? Explain your point of view.**

The question required candidates to explain their point of view on whether it was necessary for parents to determine the types of T.V. programme their children should watch.

Those candidates who attempted the question did well by raising sound arguments **for or against**.

### **Question 5**

Candidates were asked to translate a given passage of about fifteen ideas from English into Nzema. Some candidates did a good work and scored high marks. A few of them, however, did word for word translation and therefore lost the import of the passage.

### **Question 6**

This question was on comprehension.

Candidates were to read a given passage and answer all ten questions based on it. Most candidates did well by answering questions in their own words while a few lifted whole paragraphs from the passage with the hope of 'arriving at' the answer from within.

### **Question 7**

- (a) **Write the place of articulation of the following groups of consonant sounds.**  
/ m /, / b /, / p /  
/ t /, / d /, / n /  
/ k /, / g /
- (b) **Describe how the first two sounds of every group are produced.**
- (c) **Show the positions of 2 selected sounds from each group in words in your language.**

The question required candidates to identify the places of articulating some selected groups of sounds and describe the first two in each group according to the three-term label. They were also to show the distribution of the sounds / m /, / b / and / p /.

The few candidates who attempted this question did well by identifying the places of articulation and the distribution of the sounds but the majority could not describe them.

### **Question 8**

Candidates were to:

- (a) **transcribe selected words in their language.**
- (b) **describe how some selected vowel sounds are produced.**
- (c) **show the positions in which two selected vowel sounds occur in words.**

Candidates were asked to transcribe some given words. They were also to describe the vowels /i/, /a/ and /o/ and show the distribution of /i/ and /o/. Candidates who answered this question did well but most of them confused /o/ with /ɔ/ and /I/ with /e/.

### **Question 9**

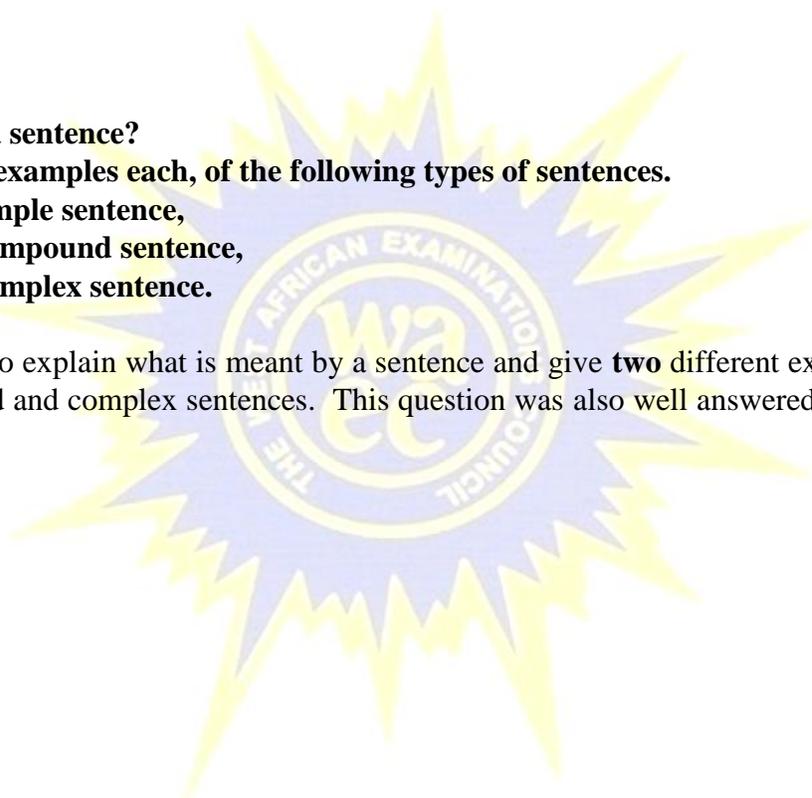
- (a) What is an adverb?**
- (b) Give three types of adverb in your language.**
- (c) Use each type to construct two sentences.  
Underline the adverb in each sentence.**

The question asked candidates to explain what an adverb is and identify three different types. They were then to give two examples of each type and use them in sentences, underlining each adverb in each sentence. Most of the candidates answered this question and did well, except a few whose examples were rather adjectives and not adverbs.

### **Question 10**

- (a) What is a sentence?**
- (b) Give two examples each, of the following types of sentences.**
  - (i) Simple sentence,**
  - (ii) Compound sentence,**
  - (iii) Complex sentence.**

Candidates were to explain what is meant by a sentence and give **two** different examples each of simple, compound and complex sentences. This question was also well answered by most of the candidates.



## **NZEMA 2**

### **1. GENERAL COMMENTS**

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

The performance of the candidates on the whole showed significant improvement this year, compared to that of previous years.

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

The candidates generally exhibited good understanding and interpretation of the questions and provided answers that met the demands of the questions, most especially, in the written literature section; prose and drama.

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

- (1) Some of the candidates still had problems with the orthography of the language.
- (2) Many of the candidates failed to illustrate their points, thus producing sketchy answers. At their level they were expected to illustrate their points and give examples where appropriate.
- (3) Some candidates created their own folktales which lacked the element, of folktales.

### **4. SUGGESTED REMEDIES**

Students should endeavour to do enough literary appreciation, most especially the use of literary devices to enhance a piece of literary work.

More written exercises should be given in this area and students should learn how to discuss the points they give in their answers.

### **5. DETAILED COMMENTS**

#### **Question 1**

**Show the roles of the following in traditional arbitration:**

- (i) The plaintiff,**
- (ii) The defendant,**
- (iii) The jury,**
- (iv) Witness.**

The few candidates who answered this question performed poorly. The answer expected was as follows:

- (i) The plaintiff: - Makes a complaint to the elders by paying a laid down amount.
  - Gives evidence at the arbitration under oath.
  - Answers questions from the jury and defendant.
  - Invites a witness.
  - Pays settlement fee to the elders if found guilty.
- (ii) The defendant:- Responds to the invitation.
  - Gives evidence under oath.
  - Answers questions from plaintiff and jury.
  - Pays settlement fee to elders if found guilty.
- (iii) The jury: - Invites the two parties.
  - Hears their evidence.
  - Asks plaintiff, defendants and witness questions.
  - Rules over the case.
  - Offers advice to the two parties for reconciliation.
- (iv) The witness: - Takes an oath.
  - Gives evidence.
  - Answers questions from the jury and the other party.

In all cases candidates were expected to explain their points briefly.

## **Question 2**

- (a) **Write a folktale.**
- (b) **Show the structure of the folktale.**
- (c) **Examine the role played by the main character.**

In this question the candidates were expected to use a folktale to illustrate the structure but most of them failed to do so. Many candidates created their own stories which did not meet the demands of a folktale. Additionally, some of the candidates failed to mention the name of the main character but went ahead to talk about the role of the main character.

However, a few candidates were able to write popular folktales and use them to discuss (b). Answer to (b) - A folktale has three major parts.

- (i) The introduction - *B`dre me nwra ko o!...*
- (ii) The story itself which may contain a song.
- (iii) The conclusion: *yem= a le asalada kenwo ...*

This is where the story teller gives the moral lesson of the folktale and asks another person to tell a folktale. The candidates should have used this to illustrate the above structure.

### **Question 3**

**Write short notes on the following characters:**

- (a) **Egya Kofi,**
- (b) **Egya Akpule Maanle,**
- (c) **Nw=doḃ̀,**
- (d) **Meanzoabò.**

A few candidates were able to identify the characters associated with them and illustrate their answers with good examples from the story. However, some did not illustrate their answers. Others just wrote stories about the characters.

Expected response:

E.g. Egya Kofi - He was a businessman. He managed through small beginnings to set up a big company and employed a lot of workers. He was a bad parent. He pampered his son Meanzoabò who eventually became a spoilt person.

### **Question 4**                      **Context Question**

An extract was quoted and the following questions asked:

- (a) **Who made the statement?**
- (b) **Who was the addressee?**
- (c) **What prompted the statement?**
- (d) **What was the effect of the statement?**

This question was satisfactorily answered by all those who attempted it. However, a few faltered in answering (d).

Expected answers:

- (a) The father of Egya Akpule Maanle.
- (b) Egya Akpule Maanle.
- (c) He observed that the business he wanted to do would not be helpful to him.
- (d) When Egya Akpule Maanle failed to take his father's advice and went into timber business it had a long term negative effect on him; Egya Akpule Maanle went bankrupt and became poor throughout his life.

### **Question 5**

- (a) **Write four literary devices that the dramatist used.**
- (b) **Show how he used each of them to enhance the meaning of the drama.**

A few candidates were able to identify the four literary devices but could not use them to answer the second part of the question.

Others too just mentioned the names of the literary expressions but failed to give examples from the drama.

Some of the literary devices used and how the writer used them to enhance the meaning/beauty of the drama were:

- (a) Proverb: *Inze w= koliagya a ...*  
The speaker used the proverb to let the addressee know that he was aware of her bad intentions.
- (b) Simile: *Subue ne `y` kasokaso k` ...*  
The speaker used it to illustrate the salty nature of the soup being discussed.
- (c) Proverb: *Amonle ne anyunlu a ...*  
The speaker used it to remind the addressee that the marriage should be contracted before the addressee's parents.
- (d) Idiom: *+ nloa `de*  
It was used to illustrate the eloquence of the addressee.

### **Question 6**

This question was based on the following:

- (a) **The theme of the drama.**
- (b) **The role of the main character which illustrates the theme.**
- (c) **What lessons do you learn from the drama?**

The candidates were able to give very good themes and convincing lessons. However, question (b) was poorly answered.

Expected answers:

- (a) - Unfaithfulness  
- Paying for one's evil deeds
- (b) The main character Yabakyi used foul means to dupe the men she married and later dumped them. She ended up dying a very miserable death after confessing her evil deeds.
- (c) - Women should be faithful to their husbands.  
- Always have a written document done when you go into an agreement with someone.

### **Question 7**            **Nea ye Bo`**

Areas to be considered included:

- (a) **The theme of the poem.**
- (b) **The mood of the poet.**

- (c) **Identifying the following literary expressions and showing how they were used to enhance the meaning of the poem.**
- (i) **Repetition**
  - (ii) **Metaphor**
  - (iii) **Proverb**

Parts (a) and (b) of the question were well answered by the candidates who attempted them. For part (c), though candidates were able to identify the literary expressions they failed miserably to answer the second part.

Expected Answers:

- (a) Avoiding total trust of friends
- (b) Appealing and advisory mood.
- (c) (i) Repetition: *Nea ye, bo`*. *Debie w= = sa abo* used to emphasize the importance of the advice.
- (ii) Metaphor: *W=y` tandi* used to show that unadherence to the advice will not augur well to the addressee.
- (iii) Proverb: *W= a!ed= p` w= a ...* used to advise the addressee to be careful with the one very close to him as he/she could be harmful.

### Question 8 “Alehyenl` kpokpoti `nz”

This question sought candidates’ knowledge on

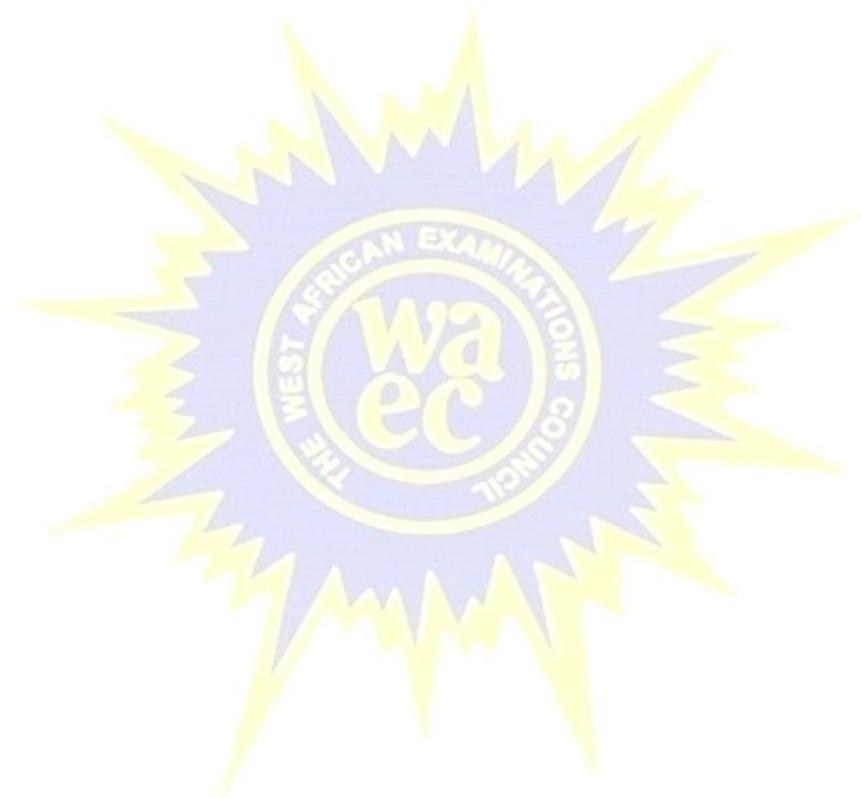
- (a) **The theme of the poem.**
- (b) **Identifying and discussing two literary expressions used in the poem.**
- (c) **Showing the structure of the poem.**

Expected answers:

- (a) Discrimination
- (b) (i) Idiom: “*!b`la di ngyimane*”. The writer used it to show that conditions change.
- (ii) Apostrophe: “*Asoo ezukoa hyia t`la sonla =?*”  
The poet used it to show that the individual is more precious than riches.
- (c) (i) Has eight stanzas but unequal lines.
- (ii) Rhyming features: “a” ending most of the lines.
- (iii) Assonance: e.g. *`n` w`to `muo ny`l`*
- (iv) Uses different literal features e.g.  
Proverb: *Ehyianli banyia = nwoa ...*

Parts **(b)** and **(c)** of the question were poorly answered. For Part **(b)** candidates who could identify the literary expressions could not relate them to the enhancement of the beauty of the poem.

For **(c)** candidates just mentioned the devices but did not give examples as used in the poem.



# **TWI (AKUAPEM) 1**

## **1. GENERAL COMMENTS**

The standard of the paper was similar to that of the previous years, both in structure and content.

Generally, candidates' performance was not at all different from the performance in previous years. However, the performance in specific components of the paper showed some marked differences.

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

- Candidates were able to write good compositions on the topics given. The majority of them were able to meet the required length of 500 words. The content, expression and organisation of ideas and material were commendable.
- Candidates' performance in the comprehension also showed a remarkable improvement.
- Candidates' performance in the Syntax - Section D Part 2 was a commendable feature that should be encouraged.

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

Generally, candidates' performance in the Translation, Section **B** revealed their weakness in that aspect of the paper.

Again, performance in the Phonology was not encouraging.

Mechanical accuracy especially spelling, was very poor. This revealed that candidates had very little knowledge about the rules of orthography in Twi.

## **4. SUGGESTED REMEDIES**

Some of the candidates' weaknesses suggest that they were not taught by specialist Ghanaian Language teachers. The Ghana Education Service should therefore ensure that schools have qualified Ghanaian Language teachers before they are allowed to offer the subject at the WASSCE level. Some of the Ghanaian Language teachers are compelled to teach the subject, hence their handicap in the subject.

Workshops should be organized for Language teachers to enable them sharpen their skills and knowledge.

Students should be encouraged to read supplementary readers in the language so as to improve their orthography.

## 5. DETAILED COMMENTS

### Question 1

**Discuss four ways by which we can keep our environment clean.**

Requirements of the question:

- (i) A good introduction that is relevant to the need to keep our environment clean.
- (ii) Any four ways of keeping the environment clean. E.g.
  - weeding around our houses;
  - sweeping our compounds and surroundings;
  - good waste management practices;
  - draining gutters regularly;
  - embarking on regular clean-up exercises.

For each of the ways, candidates were required to discuss the specific challenges it is targeted to address.

- (iii) Any good conclusion summing up the benefits of the ways should be discussed.

### Question 2

**Write a letter to your Regional Minister requesting for three important amenities in your community. Explain the need for those amenities.**

Requirements of the question.

- i. The format of a formal letter – writer’s address, date, recipient’s address, salutation, heading, etc.
- ii. Enumeration of any three amenities that are needed in the community. E.g.
  - potable water
  - electricity
  - market
  - good roads
  - schools
  - recreational centres
  - health facilities, - (health post, clinic, hospital)
  - community library with ICT facilities, etc.

For each of the amenities requested candidates must discuss the challenges they are meant to address in terms of the benefits the community would derive from it.

### **Question 3**

**If you had a chance to travel outside, which country would you like to visit? Explain why you would make that choice.**

Requirements of the question

- (i) A good introduction in which the candidate's choice would be declared.
- (ii) Reasons for the choice. Candidates were to discuss at least **four** good reasons informing the choice made.

### **Question 4**

**Is it necessary for parents to impose TV programmes their children should watch on them? Explain your point of view.**

A good introduction and declaring one's position **for** or **against** the proposition was necessary.

- (a) Points in support of the proposition
  - Some programmes are not good for children. E.g. programmes that expose them to pornography and violence.
  - They spend long hours of the night watching TV programmes thereby having little sleep.
  - Some programmes, impact negatively on their studies, etc.
- (b) Points against the proposition
  - Excessive parental control can lead to violation of the rights of the children.
  - Children learn a lot from some of the programmes.
  - Parents should rather advise the children on some of the effects of the programmes so that they can on their own desist from watching them.
  - Some programmes enable children to choose good role models and emulate them.

Candidates were required to discuss any four points either **for** or **against** the proposition. A good conclusion summing up the discussion and confirming the candidates stand should be added.

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

Candidates were required to break a given passage into fifteen ideas and translate each in a very intelligible and coherent way.

Some candidates failed to do this; rather they commented on what was given and introduced new ideas into their versions.

Others mixed English expressions with what they wrote, thereby deviating from the requirements of the question. For example, terms like "government establishment and support of agricultural research", "extension services", "agricultural production", "co-operative" were reproduced in some of the Twi versions.

## Question 6

## Comprehension

Ten questions were asked based on a given passage.

- (a) Candidates were required to explain how the leader taught his followers to lead virtuous lives. Instead of explaining that he made them perform some activities that enabled them to lead good lives, some reproduced the entire first paragraph.
- (b) The question required candidates to explain why the followers were reluctant and grumbled when they were first asked to pick stones and carry them.

The expected response was that “they were hungry and tired”.

Many of the candidates could not give the two simple reasons. They wrote either “They were tired” or “They were hungry”.

- (c) Candidates were to explain why they thought Paulo and his fellow greedy ones were unhappy when on the second occasion the leader gave them the same size of bread. Instead of responding that: “Contrary to their expectation the leader did not turn the stones they carried into bread since they carried the biggest stones” many candidates reproduced almost the whole of the last paragraph.
- (d) Instead of explaining whether or not the leader treated his followers fairly, many of the candidates just wrote “Yes” without any further explanation.
- (e) Candidates were required to give the meanings of each of the expressions:
  - (i) *to b=e* - got finished
  - (ii) *nwiinwii* - grumbled
  - (iii) *fifiri guaree Paulo* - He was drenched in sweat because he was very tired.

Many of the candidates did not get these expressions well explained.

- (f) Candidates were required to identify the clause “... w=rek=no” - when they were going, i.e. adverbial clause (of time).

Many candidates failed to get this right.

- (g) Candidates were required to identify some qualities the leader exhibited.

E.g. - hardworking  
- patient  
- had foresight, etc.

Candidates rather talked about what the leader did.

- (h) Candidates were required to identify the literary device implied in “..., te s` abofra a wadi mfe anum tostre” (... like the fist of a 4-year old child).

Instead of “simile” many candidates wrote answers like “noun clause”, subordinate clause” etc. which are not literary devices at all.

- (i) Candidates were required to explain the lessons that Paulo learnt from their leader. Happily almost all candidates answered this question well.

- (j) Candidates were required to suggest a suitable title to the passage.

This was well answered by almost all the candidates.

However, a few candidates exceeded the permissible number of words - seven.

### **Question 7**

- (a) Candidates were required to identify the place of articulation of the following sets of consonants:

- (i) [ m ], [ b ], [ p ] - bilabial (Anofafa)  
(ii) [ t ], [ d ], [ n ] - Alveolar (ese aluji)  
(iii) [ k ], [ d ] - velar (dadamu b`t`)

- (b) Candidates were required to describe the first two consonants in each set, i.e.

- (i) [ m ] and [ b ]  
(ii) [ t ] and [ d ]  
(iii) [ k ] and [ g ]

- (c) Candidates were required to explain/illustrate the distribution of the consonants [ m ], [ b ] and [ p ].

Many candidates were able to identify the place of articulation of all the consonants in (a).

For sub-question (b) candidates were to use the three-term to describe the given consonants as follows:

- [ m ] voiced bilabial nasal (anofafa hwenemu a emu pi)  
[ b ] voiced bilabial plosive (anofafa agyinae a emu pi)  
[ t ] voiceless alveolar plosive (ese akyi agyinae a emu mpi)  
[ d ] voiced alveolar plosive (ese akyi agyinae a emu pi)  
[ k ] voiceless velar plosive (dadamu b`t` agyinae a emu mpi)  
[ g ] voiced velar plosive (dadamu b`t` agyinae a emu pi)

However, many candidates used the terms used in describing vowels e.g.

- [ m ] anim, *anodwom*, *ano t`tr`a emu pi*.  
[ b ] *mfimfini ano kurukuruwaa emu pi* etc.

For sub-question (c) many candidates answered it very well e.g.

- [ m ] - *as`mfua anim, mfimfini ne akyire*.  
[ b ] - *as`mfua anim, ne mfimfini*.  
[ p ] - *as`mfua anim ne mfimfini*.

### **Question 8**

Candidates were required to

**(a) transcribe the following words.**

- (i) dade (cutlass)**
- (ii) sempoa (three pence)**
- (iii) ofie (home/house)**
- (iv) ahy`ase (beginning)**
- (v) abusuafo (relatives)**

**(b) describe each of the vowels:**

**[ i ] [ d ] [ o ]**

**(c) explain the distribution of the vowels:**

**[ i ] [ o ]**

For subquestion (a) many candidates were able to transcribe all the words. E.g.

- (i) [ dadI ]
- (ii) [ sImpoa ]
- (iii) [ ofie ]
- (iv) [ ahy`asI ]
- (v) [ æbusuaf ]

For subsection (b) instead of using the terms:

- (i) Front                      central                      back
- (ii) Close                      half close                      half open and open
- (iii) Advanced and Unadvanced
- (iv) Rounded and Unrounded

many candidates mixed the three-term label for describing consonants with the above and thus failed to address the question.

For subquestion (c) many candidates were able to explain the distribution of the two vowels:

- [ i ] as`mfua mfimfini ne akyire
- [ o ] as`mfua anim mfimfini ne akyire

## **Question 9**

## **Grammar**

Candidates were required to

**(a) explain/define what an adverb is.**

**(b) give any three types of adverb.**

**(c) give two (2) examples each of the types of adverbs given and use them in good sentences and underline each adverb.**

For sub-question (a) candidates were able to give a partial definition of an adverb. Instead

of explaining that an adverb modifies a verb, an adjective or another adverb; most of the candidates omitted either an 'adjective' or 'another adverb' or both; and emphasized the verb.

For sub-question (b) many candidates were able to enumerate the required number of types of adverb e.g. Adverb of time, place, manner, purpose, etc.

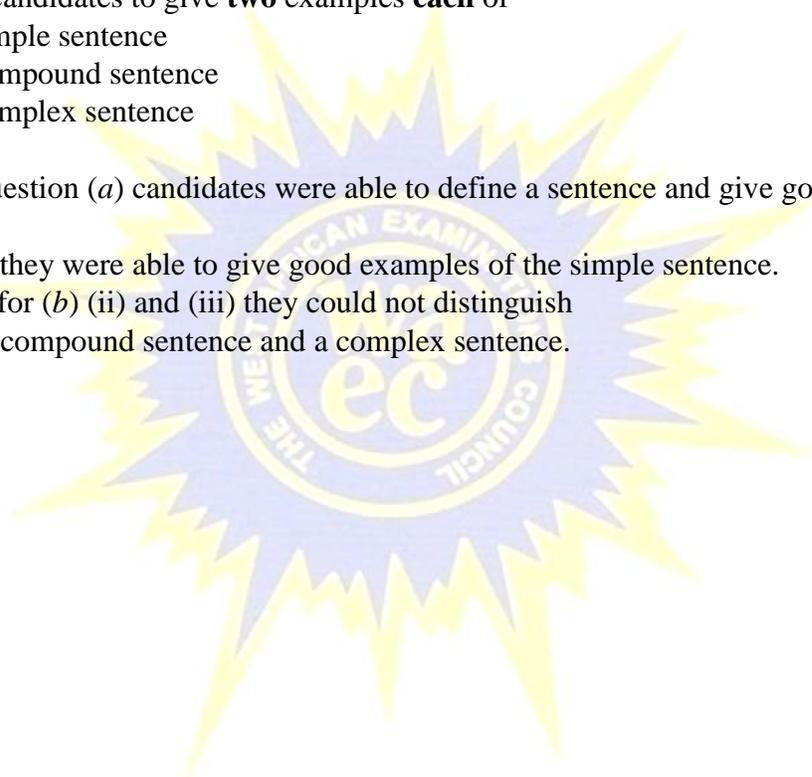
For sub-question (c) they gave good sentences and underlined the adverbs used as required.

### **Question 10**

- (a) Required candidates to define a sentence.
- (b) Required candidates to give **two** examples **each** of
  - (i) Simple sentence
  - (ii) Compound sentence
  - (iii) Complex sentence

For sub-question (a) candidates were able to define a sentence and give good examples.

For (b) (i) they were able to give good examples of the simple sentence. However, for (b) (ii) and (iii) they could not distinguish between a compound sentence and a complex sentence.



## **TWI (AKUAPEM) 2**

### **1. GENERAL COMMENTS**

The general standard of the paper as well as candidates' performance this year was comparable to those of the previous years and therefore, good.

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

The good candidates presented impressive answers to the questions they chose. Many of the candidates adhered to the rubrics for each section of the paper. Their handwriting was legible and this enhanced the scoring of their responses.

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

The following were the weaknesses of some candidates.

- (1) They ignored the importance of punctuation marks. They failed to use capital letters at the initial position of very important items like the names of persons that they mentioned in their presentation. The same was true of days of the week, towns and animal characters in Ananse stories.

The examples below ran through the work of many candidates.

#### **(2) Wrong use of the apostrophe**

- (a) Candidates did not master the use of the apostrophe in Twi. Unlike English, the apostrophe does not operate on the perfect aspect of the verb. For instance, in English language it is okay to write: I've eaten. But in Twi, it is wrong to write: *M'adidi*. The correct rendition is *Madidi*. The wrong examples that were rampant in almost all the scripts were: *m'ahu*, *w'ak=fa*, *w'anoa*, *m'ank=y`*, *w'anantew* instead of the correct forms: *mahu*, *wak=fa*, *wanoa*, *mank=y`*, *wanantew* respectively.
- (b) The apostrophe was rather ignored for words that needed it i.e. the possessive use. Candidates wrote: *nakyi*, *wanim*, *naso*, *nahias`m* instead of the correct forms: *n'akyi*, *w'anim*, *n'aso*, *n'ahias`m* respectively.

#### **(3) Twi pronouns and verbs**

Candidates violated the Golden Rule. In Twi, the pronoun subjects and verbs are written together as single units. All the scripts contained errors which involved the separation of the pronoun subjects from verbs. Examples were: *Y` rek=*, *w=re ba*, *wohyiae*, *w= noaa*, *=k= t==* instead of the correct versions: *Yrek=*, *w=reba*, *wohyiae*, *w=noaa*, *=k=t==* respectively.

- (4) Non adherence to rubrics  
Some candidates failed to adhere to the rubrics. The paper had 4 main parts, and candidates were required to answer only **one** question from each part. But some candidates answered **two** questions from the same part.
- (5) Poor paragraphing  
One other weakness of some candidates was poor paragraphing of the answers to some of the questions. The answers to Question **2(a)** on Ananse story and Question **6(b)** were presented without paragraphs.

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

- (1) The appropriate punctuation marks in the language must be taught and learned in the classroom.  
Candidates must read good textbooks to acquire the mastery of punctuation marks, especially capitalization.
- (2) Teachers of the language should emphasize the appropriate use of the Twi apostrophe as to where and when they are supposed to be used.
- (3) Tutors who handle these candidates should make conscious efforts at teaching the structural differences between English and Twi pronoun subjects and their verbs. The class must have very good standard textbooks for reading and candidates can depend on the present Written Literature set books for Prose, Drama and Poetry. Copious class exercises are also useful and more importantly, tutors must be more meticulous when processing candidates' assignments.
- (4) Candidates must be exposed to past question papers prior to the examination date so that they are conversant with all the rules that the papers demand.
- (5) Teachers must teach candidates the appropriate ways to present paragraphs through various class exercises and reading periods.

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

##### **Section A: Oral Literature**

##### **Question 1**

**What role do the following persons play at Akan traditional arbitration?**

- (a) **The plaintiff**
- (b) **The defendant**
- (c) **The jury of Elders**
- (d) **The witnesses**

Many candidates attempted this question and their answers included the following good points:

- (a) The plaintiff
  - (i) He/she is the one who has been offended; makes a preliminary report to +kyeame; pays a fee for the summons.
  - (ii) At the traditional court sitting he/she is the first to present the charges against the defendant through “nkurob=”.
  - (iii) He/she has the right to call in witnesses.
  
- (b) The defendant
  - (i) He/she reinforces the fee that the plaintiff has paid.
  - (ii) He/she answers the charges stated by the plaintiff through narration of his/her version i.e. “nkurob=”.
  - (iii) The jury allows him/her to cross-examine the plaintiff.
  - (iv) He/she has the right to call in witnesses.
  
- (c) The jury
  - (i) comprises the Elders of the society.
  - (ii) make the plaintiff and defendant swear an oath that binds each of them to tell the truth; they listen to both sides at a time.
  - (iii) cross-examine both sides.
  - (iv) take counsel with one another after which their verdict is announced through “+kyeame”.
  - (v) demand a fee from the guilty person to pacify the exonerated person.
  - (vi) advise both sides to live in harmony thereafter.
  - (vii) share the summons fee among themselves.
  
- (d) The witnesses
  - (i) are persons who testify on behalf of either the plaintiff or the defendant.
  - (ii) are made to swear an oath to tell the truth.
  - (iii) The plaintiff is allowed to cross question the defendant’s witnesses and vice versa.
  - (iv) The jury can throw questions to the witnesses.

The weak candidates could not raise more than two points for each sub-question and therefore scored very low marks.

## **Question 2**

- (a) Write an Ananse story that you know.**
- (b) State the structure of your story.**
- (c) Indicate the role of the main character.**

Many of the good candidates wrote very interesting Ananse stories. They introduced their stories with the relevant starters such as “*Abrabra o, - Yoo*”; “*Ananses`m nse s` - Y`sesa soa wo*”. The central story was neatly presented and ended with the concluding statement.

On the other hand, the weak candidates were unable to discuss the structure satisfactorily. Similarly they merely mentioned the character without indicating the role it played.

In Akan folktale the stories are told in the past. One weakness on the part of many a candidate was that they mixed up the tenses. In writing Ananse stories the characters are personified and therefore the initial letters of their names should be upper cases such as Kwaku Ananse, Ntikuma, Gyata, Adowa , Adanko, Akyekyere, +kraman. But most candidates rendered these with lower-cases letters.

**Section B: Written Literature**  
**Part I Prose (Kwabena Adi - Brako)**

**Question 3**

**Write what you know about each of the following characters:**

- (a) **Yaw Ado**
- (b) **Awo Daampo**
- (c) **Oforiwa**
- (d) **Owura Allahandu**

The following salient points were required for each of the characters.

- (a) Yaw Ado

His encounter with Brako in Accra. In the absence of white-collar job, he and his friend Brako resorted to menial jobs for their livelihood in the city; they were duped by the trickster Allahandu; thieves raided their house; both of them were imprisoned. They finally relocated to their individual villages. When Brako was installed the Ab=ntend=nhene, Ado was invited to the former’s hometown where he had the opportunity of addressing the newly formed Youth Group for Development Projects.

- (b) Awo Daampo

She was the biological mother of Brako. Her husband was Akora Hw`wode`so. She was a hardworking woman who helped the husband in farming for their livelihood. The townfolk respected her because of her exemplary character. When Brako was leaving for Accra, she advised him on many issues. She offered her son enough money for the journey to the city.

When Brako returned home Awo Daampo was instrumental in finding him a suitable wife named Yaa Oforiwa.

(c) Oforiwa

Oforiwa was the woman who was married to Brako through the efforts of his parents, Akora Hw`wode`so and Awo Daampo. She was a hardworking person who helped Brako in cultivating his farms. Their marriage was blessed with six children. She related well with the in-laws. During the funeral of her father-in-law, Akora Hw`wode`so, she was accompanied to their farms by someone who claimed to be a kinsman of Akora Hw`wode`so. This fictitious kinsman became a litigant who wanted to claim the properties of Akora Hw`wode`so. But the elders of +brakyer` fiercely resisted and helped Brako to retrieve all that his father bequeathed to him.

(d) Owura Allahandu

He was a young man living in Accra. His accomplice was Opumpuni. Allahandu was a trickster and with the connivance of Opumpuni, he duped Yaw Ado and Brako of their earned income from the menial job they had done on that fateful day. This was one of the incidents that prompted Yaw Ado and Brako to leave the city.

A good number of candidates attempted this question. The good candidates were able to mention the salient points stated under each character. On the other hand, the weak group wrote less than three points and therefore scored very low marks.

One weakness on the part of most candidates was that they failed to write their answers in the past.

**Question 4**

This was a context question. The Quotation was followed by **e the statement?**

The answer is: It was P`wode`. But some candidates stated that it was Brako's friend with whom he was travelling on the same vehicle to Accra. Such a question required a precise name to avoid ambiguity. Some candidates' response was either Salawu or Allahandu which was totally wrong.

**(b) To whom was the statement addressed?**

The answer was: Brako. All candidates who attempted this question had the answer right.

**(c) Why was the statement made?**

Because P`wode` had once lived in Accra and because life was very unbearable he had to relocate to his hometown. The hardships he encountered in Accra were fresh in his mind.

**(d) What was the consequence of the statement on the addressee?**

Brako's spirit was dampened. He lost hope; he became confused; he nearly returned to +brakyer`.

Any of these answers had to be supported by three instances that confronted him on his arrival or subsequent stay in Accra.

These were:

- (i) the loss of his box in the very night he arrived in Accra;
- (ii) he never had a good job;
- (iii) he was imprisoned with Yaw Ado;
- (iv) He never had a square meal;
- (v) he lost his money through pickpocketing;
- (vi) he was duped by Allahandu, the trickster;
- (vii) he was nearly killed by a vehicle.

Candidates who ignored this part of the question lost all the **6** marks allocated for the answers. The good candidates did justice to the question.

## **Part II Drama**

**B. O. Amoako: Etire Nni Safoa**

### **Question 5**

There were 2 sub-questions (*a, b*) for Question 5.

(a) **Write four literary devices that the author used in the story.**

Candidates were expected to write any four literary devices from this list:

- (1) Proverb - 'b`
- (2) Idiom - kasakoa
- (3) Simile - ases`s`m
- (4) Archaism - tete kasa
- (5) Contrast - abirab=
- (6) Personification- s`nipa
- (7) Rhetoric question - amp`-mmuae-as`mmisa

(b) Candidates were expected to quote an example to bring out the understanding of the story. They were expected to indicate the character associated with the particular literary device and relate it to the situation, condition or the mood of the character.

Candidates who attempted this question were able to tackle the first part (a) very well, but the second part (b) was missing from their responses.

### **Question 6**

This question had three sub-questions (a, b, c).

**(a) What was the main theme of the drama?**

Examples of some of the good answers candidates wrote were:

- (i) Beware of close friends;
- (ii) the wages of sin is death;
- (iii) evil deeds cannot be concealed;
- (iv) one cannot cut open the head like a pawpaw in order to see what is inside it.

But those who merely quoted the Title of the book Etire Nni Safoa scored very low marks because their answer was not satisfactory.

**(b) State the activities of the protagonist that relate to the theme stated above.**

The candidates were able to mention Araba Akyer` as the protagonist. They also showed that Araba Akyer` was involved in many activities that indicated envy, covetousness, falsehood, murder, brutality, discrimination and selfishness against other characters like Adwoa Adiyea, Paa Kofi and An=pawi who were in the same family.

**(c) What lesson do we learn from the drama?**

Candidates stated that all the vices of Araba Akyer` had repercussions.

The good candidates did justice to the question, but the weak ones were not able to meet all that the question demanded, especially sub-question (b) where they raised less than three points instead of four and above.

**Part III Poetry**

**A. A. Opoku - Mese Wo Amen**

**Question 7 (Towia)**

This question comprised three subquestions (a, b, c)

**(a) State the theme of the poem**

Many candidates raised the following good points which met the requirements of the question.

- There is hope in every situation we find ourselves.
- We should not despair.
- There is favour for mankind.
- Favour has a boundary.
- We must put a lot of effort in our lives.

**(b) What was the mood of the poet?**

Some of the good answers were:

- At the beginning, the poet was in a state of cheerfulness or happiness.
- Later the poet became distressed.
- He/she ran into a state of mixed joy, happiness and grief.

**(c) Give examples of the following literary devices and how each of them was used by the poet.**

- (i) *ntim* - repetition
- (ii) *`b`* - proverb
- (iii) *s`nipa* - personification

Candidates were able to give the relevant examples for the first part of the question. But the second part posed difficulty.

**Question 8 (Afe Ato Y`n)**

Like Question 7, this question comprised three sub-questions (*a, b, c*).

**(a) State the theme of the poem**

Candidates gave good answers such as:

- We should be happy;
- We are not able to achieve all our desires;
- As we advance in age we get near our graves;
- We make New Year resolutions;
- There is a change in our living conditions.

**(b) State two literary devices from the poem.**

Some candidates answered this sub-question very well by giving examples from the list below.

- (i) Repetition (Ntim e.g. *Afe ato y`n*)
- (ii) Personification (*s`nipa* e.g. *Anihaw ne abor=d== ne =fom asiane y`n afeb==*).
- (iii) Proverb (*~b`* e.g. *~k=n ntee a, annyae adeso a soa*).
- (iv) Idiom (Kasakoa e.g. *Afrakua ne ne mma adaworoma*).
- (v) Parallelism (Nsawso e.g. *Onyin bi y` nk=anim. Nk=anim biara nso y` onyin*).
- (vi) Contrast (*Abirab=* e.g. *Siade ne mmusu, Nk=mp= ne nk=ntene*).

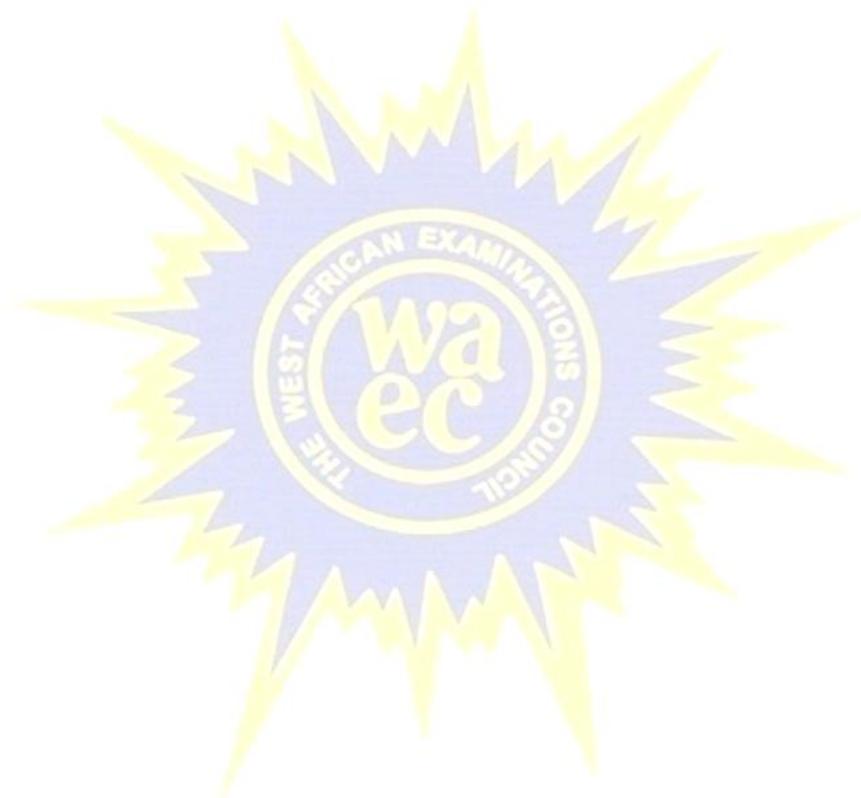
On the other hand, the weak candidates mentioned the literary devices only without the necessary quotations.

**(c) State the structure of the poem.**

The good candidates wrote the following precise answers.

- (i) The poem comprises 13 verses.
- (ii) Each verse has 8 lines.
- (iii) The expression “Afe ato y`n” runs through all the first and last lines of each verse, and
- (iv) each line is composed of a short sentence.

Candidates’ performance was good.



# **TWI (ASANTE) 1**

## **1. GENERAL COMMENTS**

The standard of the paper was up to the level of the candidates. The questions were well framed, devoid of any ambiguity. They were also within the scope of the syllabus.

Generally, performance of candidates was satisfactory.

Candidates' performance as compared with that of the previous years was almost the same.

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

### Composition

Generally, candidates were able to write the required number of words (five hundred). They also performed well under content and expression.

### Comprehension

Many candidates were able to answer questions which required inference. Most of them also did well in giving a suitable title to the passage.

### **Language Structure**

#### Phonology

Candidates who selected Question 8 performed creditably, especially (a) - transcription and (c) - vowel distribution.

#### Syntax

Candidates who selected Question 9 performed well in the (b) and (c) parts, i.e. the three functions of adverb and the sentence construction respectively.

Candidates also performed creditably in giving appropriate examples of simple sentence, compound sentence and complex sentence.

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

Generally, candidates' orthography was not very encouraging. Most candidates also found the translation very unfriendly. It was observed that most of them did literal translation, while some did not use the appropriate tenses and registers.

Furthermore, most candidates could not give the correct description of the sounds (Questions 7 (b) and 8 (b)). Also, most candidates failed to give the place of articulation of the set of sounds provided in Question 7 (a).

With respect to syntax, a large number of candidates failed to explain the term ‘adverb’ (Question 9 (a)). Also, a number of them did not follow the instruction as Question 9 (c) demanded. Thus, they failed to underline the adverbs in the sentences formed.

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

Students should be encouraged to read a lot of Twi books. Also, teachers of the language should emphasize much the teaching of the orthography.

Moreover, teachers should treat the teaching of language structure with all the seriousness it deserves.

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

##### **Question 1**

**Discuss ways by which we can keep our environment clean.**

Candidates were requested to discuss ways by which we can keep our environment clean.

Candidates were expected to give a good introduction relating to the need to keep our environment clean.

The body of the essay may include the following:

- Weeding around our houses
- Sweeping our compounds and surroundings
- Finding ideal places for our refuse
- Putting dustbins at vantage points
- Draining our gutters regularly
- Indulging in regular cleaning exercises, etc.

Candidates were expected to use the present tense as well as give any good conclusion relating to sanitation.

Candidates were also expected to give good paragraphing and logical presentation of facts. Candidates who selected this question did well.

##### **Question 2**

**Write a letter to your Regional Minister requesting for three important amenities for your community. Explain the need for those amenities.**

The question requested the candidates to write a letter to their Regional Minister requesting for **three** important amenities for their community. The candidate was supposed to explain the need for these amenities.

The candidates were expected to give a good introduction by giving reason(s) for writing the letter. The request may include amenities like water, electricity, place of convenience, market, roads, schools, recreational centres, health posts, etc.

Candidates were expected to use formal language. It should also follow the formal letter format. Candidates were also expected to give good paragraphing and logical presentation of ideas. In addition, they were expected to give a good conclusion. and subscription.

### **Question 3**

**If you had a chance to travel outside, which country would you like to visit? Explain why you would choose that country.**

The question requested candidates to choose a country they would like to visit if they had the chance to travel outside and also to explain why they chose that country.

Candidates were expected to state a particular country and give reasons for visiting their country of choice. They were expected to use conditional sentences and give good paragraphing and present the ideas logically.

### **Question 4**

**Is it necessary for parents to impose TV programmes their children should watch on them? Explain your point of view.**

This question was an argumentative essay. It required candidates to explain whether it is necessary for parents to impose on their children the TV programmes they should watch. Candidates were also expected to take a stand-taking sides **for** or **against** and to give reasons for their stand.

It was expected that candidates would use conditional tenses, literary devices, jargons and idiomatic expressions.

Candidates could also use loanwords and contemporary terms as well as appropriate registers.

Like the first three questions, there should be good paragraphing and orderly presentation of ideas or facts.

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

Candidates were required to translate an English passage of one hundred and eighty three (183) words into Asante Twi.

They were expected to bring out the main ideas of the passage. However, most candidates found it very difficult and consequently performed very poorly.

While some did literal translation, others even changed the tenses. others also found it difficult understand words or terms like ‘Agricultural Science’, ‘Agriculture’, ‘agricultural research and extension services’, agricultural scientists’, ‘agricultural extension officers’, etc.

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

The passage was made up of four hundred and seventeen (**417**) words and candidates were requested to answer **ten (10)** questions based on it.

Generally, candidates performed creditably in this area. However, it must be noted that most candidates could not give the kind of dependent clause question (*f*) requested for. Candidates should note that a ‘simple sentence’ is not the same as a ‘dependent clause’.

### **Part I**                              **Phonology**

Two questions were set for candidates to select one.

### **Question 7**

Question 7 was in three parts: a, b, and c.

The first part of the question (*a*) requested candidates to give the place of articulation of the following three sets of consonants:

- (i)     [ m ], [ b ], [ p ]
- (ii)    [ t ], [ d ], [ n ]
- (iii)   [ k ], [ g ]

It must be noted that most candidates performed poorly in this area. Some either gave wrong phonetic description or they never attempted it at all.

In the case of the second part (*b*), candidates were to describe how the first two sounds of every group are produced. Most candidates either could not give the appropriate description or left the place blank.

The final part of the question, (*c*) requested candidates to give the distribution of the following consonant sounds: [ *m* ], [ *b* ] and [ *p* ].

It must be noted that most candidates performed relatively well in this part.

### **Question 8**                              **Phonology**

This question was also in three parts: *a*, *b*, and *c*.

The first part (*a*) was on transcription. Five words were given to candidates to transcribe.

Generally, candidates performed creditably, though a number of them failed to put the words in slashes.

The second part, (*b*) was on description. Three vowel sounds were provided for candidates to describe. Most candidates performed well, except that some of them failed to give the whole four-label description.

The last part, which was (*c*) was on distribution. Two vowel sounds were provided for candidates to state their distribution in words: [ i ], [ o ].

Candidates performed very well in this part.

## **Part II      Syntax**

**Two** questions were set for candidates to select **one**.

### **Question 9**

This question was about ‘adverb’ and was in three parts: *a*, *b*. and *c*.

The first part (*a*) requested candidates to explain the term ‘adverb’. Many of the candidates rather gave the definition of ‘adjective’ instead of ‘adverb’.

The second part (*b*) requested candidates to state **three** functions of adverb which they did very well.

The final part of the question (*c*) requested candidates to construct two sentences each and underline the adverbs.

On the whole, candidates’ performance was ‘average’. A few of them, however, failed to underline the adverbs in the sentences as requested.

### **Question 10**

The question was in **two** parts: *a* and *b*.

The first part requested candidates to explain the term ‘sentence’ and the majority of the candidates performed very creditably.

The second part of the question asked candidates to give **two** examples **each** on simple sentence, compound sentence and complex sentence. Generally, candidates performed very well. However, candidates failed to recognise that ‘because’ is not a co-ordinating conjunction and therefore cannot be used in compound sentences as was done by a number of candidates.

## **TWI (ASANTE) 2**

### **1. GENERAL COMMENTS**

The paper was not above the knowledge of the candidates. All the questions were within the scope of the syllabus. The questions were clear, concise and simple.

It could be observed that candidates' performance in the written literature, especially the prose (*Brako*) was relatively poor.

In the case of the Section A (Oral Literature and Customs) candidates' performance in Question 1 - "The roles played by the complainant/plaintiff, the defendant, the panel members and the witnesses" was not very encouraging.

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

Candidates performed well in Question 2 which was on folktales. They were able to give the structure as well as tell the story creditably.

Generally, most of them were able to depict the role of the main character which in no small way helped to bring out the theme and the subject-matter of the story.

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

Generally, most of them misconstrued the traditional court to mean modern court where culprits/suspects can arrange for lawyers. Also, quite a number of them did not indicate vividly the procedure of traditional arbitration and judiciary system.

Their orthography was equally not good. E.g. some used the apostrophe in pronouns and verbs such as "m'ak=" instead of mak=.

Most of them started sentences with small letters. Also, in writing proper nouns, some candidates used small letters e.g. "brako", "akora hw`wode` so" and many more.

On the set books of the written literature, it was observed that the students could not identify the characters from each book; so characters in Etire Nni Safoa were used for Brako and vice versa.

Some candidates did not use the answer booklet well and numbers of questions answered were not written where the candidates used more than a page for a particular question.

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

- Teachers should teach students how to use the answer booklet.
- To help students to write with good orthography, teachers should try and give exercises and discuss marked exercises with the students.
- Periodic dictations will also help improve their spellings.
- Students should devote enough time for the reading and appreciation of the set texts.
- Teachers should be well-versed in the contents of the books.

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

##### **Question 1**

**Show the roles of the following in traditional arbitration:**

- (i) **The plaintiff;**
- (ii) **The defendant;**
- (iii) **The jury;**
- (iv) **The Witness.**

About a third of the candidates attempted this question.

However, it was not well answered. Candidates could not give more than two points on each of the sub-questions given. Thus, the question was poorly answered.

##### **Question 2**

- (a) **Write a folktale.**
- (b) **Show the structure of the folktale.**
- (c) **Examine the role played by the main character.**

It was more popular than question one. Generally, candidates who answered it performed very creditably, especially the subsection (a) where students were to write a folktale. They wrote interesting stories and were able to bring out the main character as well as the theme in their stories.

##### **Question 3                      Prose (Brako)**

This question required for candidates' knowledge of some characters and the role they each played in the story.

It was answered by many candidates. However, most candidates could not write much about the characters; "Yaw Addo", Awo Daampo", "Oforiwaa" and "Allahandu" and consequently failed to meet the demands of the marking scheme.

It is suggested that teachers take time to treat the books well with students.

#### **Question 4**

An extract was quoted and the following questions asked:

- (a) Who made the statement?**
- (b) Who was the addressee?**
- (c) What prompted the statement?**
- (d) What was the effect of the statement?**

Generally, candidates attributed the statement in 4 (a) to “Akora Hw`wode` so” instead of “P`wode” in answering the context question. However, most of them were able to tell the one he was talking to as requested in question 4 (b). 4 (c) requested candidates to give reasons for that statement. It was observed that most candidates could not answer it well. In 4 (d) candidates were able to come out with effects of the statement.

#### **Question 5**

- (a) Select four literary devices from a drama book and**
- (b) State how they have been used efficiently in the story.**

Candidates who answered this question were able to bring out the literary devices employed by the author but most of them could not give examples from the set book to support what they wrote. Some gave examples which were not from the set book.

#### **Question 6**

This question was based on the following:

- (a) The theme of the drama.**
- (b) The role of the main character which illustrates the theme.**
- (c) What lessons do you learn from the drama?**

Almost every candidate who answered this question scored good marks for the sub-section (A). They performed very well but could not discuss the role played by the main character in the drama as expected. In Part B of the question which demanded the role the main character played, candidates could have given more than what they wrote. The sub-section (Question c) was partially answered.

#### **Question 7**

This question was based on a verse where candidates were to:

- (a) write down the theme of the verse;**
- (b) indicate the state of mind of the writer;**
- (c) point out some literary devices.**

Candidates who attempted this question did not perform well. Some candidates could not give the main theme of the poem. Nonetheless, a large number of them did well in giving appropriate examples on the literary devices, though, they could not explain how they were functioning in the poem.

### **Question 8**

This question sought candidates' knowledge on

- (a) **The theme of the poem.**
- (b) **Identifying and discussing two literary expressions used in the poem.**
- (c) **Showing the structure of the poem.**

Candidates' performance in this question was better than that of Question 7. They were able to give the figures of speech and examples from the poem.

