

RESUME OF CHIEF EXAMINERS' REPORTS FOR HUMANITIES SECTION

1. STANDARD OF PAPERS

The Chief Examiners for all the Humanities reported that the standard of the papers was comparable to that of previous years. For example Christian Religious Studies 2, History 2, Government 2, Geography 1B &2 and Social Studies 2.

2. PERFORMANCE OF CANDIDATES

The performance of the candidates, however, varied in various subjects. In subjects like Geography 2, and Social Studies 2, the performance of candidates was reported to have improved. While for Government 2, History 2, Economics 2 and Christian Religious Studies 2, it was not as good as last year's.

3. SUMMARY OF CANDIDATES' STRENGTHS

The commendable features noted by the Chief Examiners include the following:-

(1) Adequate knowledge and understanding of the questions and texts

A few candidates demonstrated adequate knowledge of the texts. Some candidates for Government 2, Geography 1B & 2, Social Studies 2 and History 2 were commended for exhibiting good knowledge of the subject matter.

(2) Adherence to Rubrics

Some candidates for Christian Religious Studies 2, Islamic Studies 2, Government 2, Geography 2 and Social Studies 2 were commended for strict adherence to the instructions for their papers.

(3) Good use of English Language

It was indicated in the reports for Social Studies 2 and Islamic Studies 2 that the candidates expressed themselves coherently due to their good command of the English Language.

(4) Good paragraphing

The Chief Examiners for Christian Religious Studies 2, Government 2 and History 2 indicated that a good number of candidates displayed good paragraphing and logical presentation of material. This made marking quite easy.

4. **SUMMARY OF CANDIDATES' WEAKNESSES**

(1) **Poor understanding of the Questions**

In Christian Religious Studies 2 and Economics 2, some of the candidates were reported to have demonstrated little or no understanding of the questions set.

(2) **Misspelling of words and Poor Grammar**

In the reports for Social Studies 2, History 2, Economics 2, Government 2 and Geography 2, the Chief Examiners remarked that the candidates showed poor command of the English Language. This was noticeable in the wrong tenses and spellings in their answers.

5. **SUGGESTED REMEDIES**

The following remedies were presented by the Chief Examiners to help the candidates improve upon their performance:

- (1) there is the need for students to read widely to improve upon their language and spellings;
- (2) candidates should read the questions carefully to ensure a clear understanding before plunging into answering them;
- (3) candidates should be encouraged to write legibly since it facilitates marking.

CHRISTIAN RELIGIOUS STUDIES 2

1. **GENERAL COMMENTS**

The standard of the paper did not differ from that of the previous years. Questions were evenly drawn from all sections of the syllabus.

Candidates' performance was, however, poorer compared to that of last year.

2. **SUMMARY OF CANDIDATES' STRENGTHS**

Few candidates showed good control over the subject matter and performed creditably well. This is very encouraging, for it is by studying the Bible narratives and its commentaries that students would understand the demands of the questions set.

3. **SUMMARY OF CANDIDATES' WEAKNESSES**

(1) Rubrics

Some candidates did not obey the rubrics of the paper, directing them to answer **four** questions in all, choosing **one** from each of the Sections and the fourth from **either** A or B. Others answered only three questions.

(2) Poor foundation in the Subject

Many of the candidates did not have firm foundation in Biblical studies and told their own stories.

(3) Lack of self-expression in the English Language

The proper use of vocabularies is becoming a serious problem as candidates now resort to the use of pidgin English and wrong tenses in constructing their sentences.

(4) Some candidates did not appreciate the demands of the questions especially those that required commentary and explanation.

4. **SUGGESTED REMEDIES**

(1) Teachers should explain the rubrics to the candidates and ensure that they understand how to approach the selection of their questions.

(2) There is the need to build a strong foundation in the subject by encouraging students to own and read the selected Biblical passages for understanding of the texts.

- (3) All teachers should help to cure the problems poor command over the English Language through teaching of grammar and encouraging them to read good books.
- (4) Time should be set aside to teach students how to answer examination questions.

5. DETAILED COMMENTS

Question 1

- (a) **Give an account of the process of creation as contained in Genesis chapter 1.**
- (b) **In what *three* ways is man contributing to the act of creation?**

This was a very popular question and performance was fairly good. However, candidates were unable to present an accurate information on the **process** of creation as outlined in Genesis 1. Some of them mixed up what was created each day with their own information, instead of presenting the sequence of what was created and day of creation. Answer to the 'b' part of the question which candidates missed include:

- (a) reproduction of human beings; (b) scientific discoveries;
- (c) utilization of natural resources; (d) application of science and technology and (e) medical discoveries.

Question 2

- (a) **Describe how the Israelites were delivered from the pursuit of the Egyptians when they encountered the Red Sea.**
- (b) **What *three* qualities of Moses can be recommended for leaders of today?**

This was another popular question and performance in the 'a' part was quite good. However some candidates started their answers from the birth of Moses i.e. Exodus 1 through to his call and his several encounters with Pharaoh. It could be realised that such candidates did not have any firm foundation in the subject.

Candidates were however able to indicate the three qualities of Moses that leaders of today can emulate; ie humility, courage, obedience, compassion etc. as demanded by the 'b' part of the question.

Question 3

- (a) **Examine the circumstances that compelled Elijah to pronounce drought on Israel.**
- (b) **What *three* lessons can Christian leaders learn from this episode?**

Though popular, candidates' performance was very poor and this might be the result of poor understanding of the content and context of the question. Many wrote on Elijah and the contest on Mt. Carmel and also Elijah and Naboth's vineyard instead of focusing on the demands of the question. Candidates should study 1 Kings 16: 29-34; 17:1-7; 18: 2-6, 17-19, for the narratives.

Candidates left out the following points in the 'b' part of the question:

- (1) They should not encourage idol worship.
- (2) No religion should be imposed on others.
- (3) Leaders should be God-fearing.
- (4) Need to respect the human rights of citizens
- (5) God controls the universe and
- (6) Sin provokes God's anger.

Question 4

- (a) **Narrate the events that led to the destruction of Jerusalem.**
- (b) **Indicate any *three* conditions in Ghana that should be of concern to the citizenry.**

Candidates were not conversant with the Biblical narratives in 2 Kings 24 and 25 : 1-17 and therefore performed poorly. The 'b' aspect was also poorly answered.

Question 5

- (a) **Describe Jesus' encounter with the devil after His forty days fast.**
- (b) **What *three* lessons can be learnt from the encounter?**

The most popular question which was answered by most candidates and performance was good. The 'b' part was also well-answered.

Question 6

- (a) **Explain the beatitudes as pronounced by Jesus in His sermon on the mount. (b) Give *three* reasons why Christians are not able to benefit from God's blessings.**

Most candidates were able to state the Beatitudes as outlined in Matthew 5: 1-12. However, they were not able to explain them as required by the question. This calls for serious study of the passage set and the commentaries on them. The 'b' aspect was however well answered.

Question 7

- (a) Describe the circumstances that led to the healing of the Gerasene demoniac.**
- (b) Mention any two reasons why miracles are relevant to the church today.**

This was a very popular question and was well-answered. The 'b' aspect was also answered well. The commonest point that candidates raised as the relevance of miracles to the church today are: (a) Attracting followers/winning souls (b) healing (c) increase in faith (d) revealing the power of God.

Question 8

- (a) Give an account of the crucifixion of Jesus as recorded in the Gospel of Saint Luke.**
- (b) What *three* lessons can Christians learn from Jesus' words on the cross?**

Candidates' lack of depth in the subject and weak foundation were clearly made manifest here. They should study Luke 23: 26-49 for an account of Jesus' crucifixion as recorded in the gospel of Saint Luke.

The challenge faced by most candidates was where to start their answer, while some started from the last supper, others commenced from the Transfiguration of Jesus. Candidates should read the story and understand the contents.

Question 9

- (a) Describe the circumstances that led to the death of Stephen.**
- (b) State *three* consequences of a mob action.**

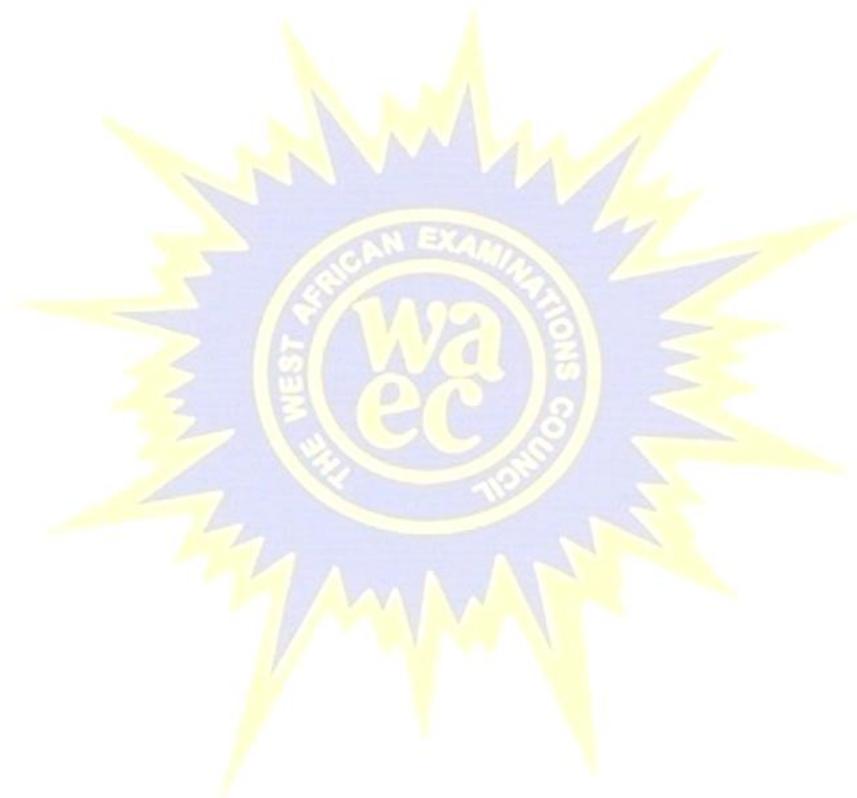
It was quite popular and those candidates who attempted it did well. It was realised that some candidates did not understand "mob action" and as such deviated. However, the majority of candidates who answered the question understood what a 'mob action' is and answered the question appropriately.

Question 10

- (a) Relate Peter’s teaching on civic responsibility.**
- (b) List *three* ways by which a Christian can show that he is a responsible citizen.**

The question was not popular and was not well-answered by those who attempted it. Most candidates showed lack of knowledge of the topic and resorted to giving unnecessary “sermons” on the topic. The ‘b’ aspect however was well answered.

Candidates/teachers should devote more time to this section (c) of the syllabus.



ECONOMICS 2

1. **GENERAL COMMENTS**

The paper was up to the required standard and it compares favourably with that of previous years.

Although some candidates did very well, the general performance was slightly lower than that of last year.

2. **SUMMARY OF CANDIDATES' STRENGTHS**

- (1) Candidates demonstrated a remarkable improvement in answering data-response questions. Where calculations were involved, the formulas were clearly quoted and applied.
- (2) Where diagrams were needed, bold well-labelled diagrams were drawn and used to explain answers.
- (3) A significant number of candidates also followed the rubrics of the paper by answering the required number of questions.
- (4) An appreciable number of candidates presented their answers in an orderly manner. Points raised were explained in separate paragraphs and new questions were started on fresh pages.
- (5) The majority of the candidates made efforts to explain their points where the question required explanation or discussion of points

3. **SUMMARY OF CANDIDATES' WEAKNESSES**

- (1) Some candidates demonstrated lack of understanding of some questions and concepts. For example their explanation of terms like skilled labour, variable cost, fixed cost, optimum population were incorrect.
- (2) Some candidates' handwriting was very poor and this made reading and scoring of scripts very difficult.
- (3) Some candidates could not effectively communicate their ideas in clear language.

4. **SUGGESTED REMEDIES**

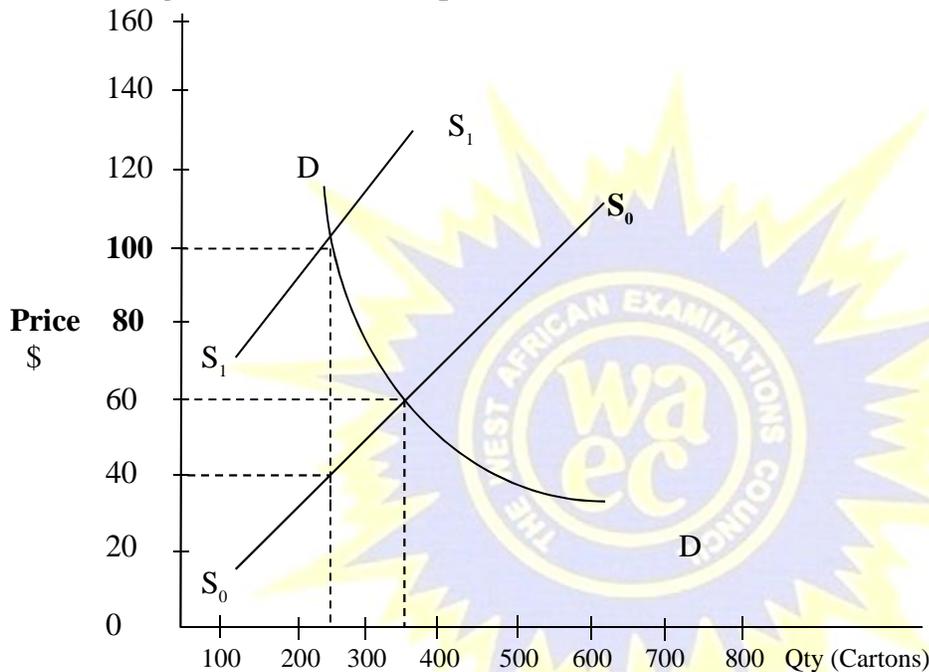
- (1) Teachers of the subjects should try to teach all topics in the syllabus and give copious exercises to students.
They are requested to guide their students to study the appropriate definitions, understand and apply correctly terms and concepts in Economics.

- (2) Students found to be guilty of bad handwriting should be given special assistance to overcome this weakness.
- (3) The English Language department of schools must intensify their teaching of the subject whilst encouraging students to read a lot in order to master the language.

Question 1

The diagram below represents the market for cigarettes after the imposition of an indirect tax.

Use the diagram to answer the questions that follow.



- (a) What in the diagram indicates that a tax has been imposed?
- (b) Before the imposition of the tax, determine the
 - (i) equilibrium price and quantity;
 - (ii) total revenue of sellers?
- (c) After the imposition of tax, determine the
 - (i) tax per carton of cigarettes;
 - (ii) total tax revenue;
 - (iii) total tax borne by consumers.
- (d) Define the incidence of a tax.

A very high proportion of candidates avoided this question, probably because they found the second data-response question easier. Most of the few who attempted this question betrayed their inability to interpret or deduce data from graph.

- 1(a) Candidates were expected to point out what in the diagram indicated that a tax has been imposed on the commodity. Most candidates could not provide the right answer i.e. the leftward shift of the supply curve from S_0S_0 to S_1S_1 .
- (b)(i) Most candidates could indicate the equilibrium price and quantity from the graph as required.
- (ii) Most candidates could not indicate from the graph the TR of sellers ie Price x Qty which was $\$60 \times 350 = \$21,000$.
- (c)(i) (ii) (iii) Most candidates could not deduce from the diagram, the tax per carton of cigarettes, total tax revenue and total tax borne by consumers respectively
 C (i) was $\$100 - \$40 = \$60$
 C (ii) was $\$250 \times 60 = \$15,000$ and C (iii) was $\$40 \times 250 = \$10,000$.
- (d) A good number of candidates could indicate that the incidence of a tax refers to the final resting place of a tax.

A lot of candidates omitted the currency sign and consequently lost some marks for that.

Question 2

- (a) **The table below shows the output and cost schedules of Vero's firm which produces maize.**
The market price of a tonne of maize is \$15.00.
Use the information in the table to answer the question that follow.

OUTPUT (TONNES OF MAIZE)	TOTAL COST (\$'000)
0	10
1	12
2	15
3	19
4	32
5	40

6	60
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(i) Calculate:

- () average fixed cost of producing 2 tonnes of maize;
 - () total variable cost of producing 6 tonnes of maize;
 - () marginal cost of producing 2 tonnes of maize.
- (ii) What is the profit of Vero's firm when output is 4 tonnes of maize?

(iii) Why does the firm's total cost rise as output level rises?

(b) Define:

- (i) Total cost;
- (ii) Average cost;
- (iii) Variable cost;
- (iv) Marginal cost.

This question was designed to test candidates' ability to compute AFC, TVC and MC from given data. Most candidates failed to recognise that the figures given were in \$'000 and consequently got the answers wrong. (1,6) candidates were expected to compute AFC of producing 2 tonnes of maize. Most candidates did not know that at output zero the FC is equal to the TC; they consequently got the answer wrong. The correct computation should have been as follows

$$\text{AFC} = \frac{\text{TFC}}{\text{Output}} = \$10,000/2 = \$5000.00.$$

(1) () Most candidates could compute the TVC of producing 6 tonnes of maize because they could deduce the FC of \$10,000 from the table. ie. $\text{TVC} = \text{TC} - \text{TFC} = \$60,000 - \$10,000 = \$50,000.$

(i () Most candidates could not compute the TVC of producing 6 tonnes of maize, but got the final answer wrong because they failed to recognise that the figures given were in \$'000.

(ii) Most candidates got this part wrong because they failed to realise that profit could be zero, positive or negative.

(iii) Most candidates could not explain that TC rises as output rises because the firm exploits more variable inputs in order to increase its output level.

(b)(i) This part of the question was designed to test candidates' knowledge of TC, AC, VC and MC.

Candidates could answer this part as expected. However, most candidates defined TC as the overall expenditure incurred in producing a good instead of 'the overall expenditure incurred in

producing a given quantity of a commodity”. Most candidates did not specify the quantity as required.

Question 3

- (a) What is a development plan?**
- (b) Describe any four ways of financing economic development in your country.**
- (c) State two problems of planning in your country.**

- (1) Candidates were expected to define a development plan as “a government’s conscious formulation of economic policies for the equitable distribution of resources to all sectors of the economy in order to achieve rapid rate of economic development.

Most candidates could not define/explain a development plan as outlined above. The key ideas of (a) government’s conscious formulation of economic policies (b) equitable distribution of resources and (c) to achieve rapid rate of economic development were missing in most definitions given.

- (2) Candidates were expected to describe four ways of financing economic development in their countries.

A lot of candidates displayed ignorance of the meaning of “financing”. In consequence many wrote about project implementation i.e. building of roads, hospitals, schools etc.

The expected answer was (a) internal borrowing (b) money from government investments, (c) aids and grants from developed countries and international economic organisations, (d) external borrowing, (e) taxation etc.

- (3) Candidates had to state two problems of planning; and the expected points for discussion were:
- (a) inadequate statistics for planning (b) improper plan implementation (c) inadequate funds, (d) inadequate training for some personnel in the planning department (e) political instability etc. Most candidates merely listed some of the above points without explaining them.

Question 4

- (a) Distinguish between skilled and unskilled labour.**
- (b) Explain any five factors that can influence the efficiency of labour.**

- (a) Candidates were expected to distinguish between skilled and unskilled labour. A good number of candidates were able to explain that ‘skilled labour’ is labour that has been

trained while unskilled labour is labour that is not trained. A few candidates described skilled labour as a worker who utilises more mental effort while unskilled labour is more physical. This is not enough - Candidates ought to emphasise training and no-training as very important aspects of the distinction.

- (b) Factors influencing efficiency of labour: - Candidates were able to give the factors like education and training, attitude/commitment, remuneration, co-operant factors etc. However, the explanation of most of the points were not analytical enough.

Other points that candidates could have considered are:

- (1) Physical working conditions.
- (2) Social environment-rapport between workers and management.
- (3) Quality of other factors.
- (4) Remuneration & other incentives
- (5) Division of labour.
- (6) Welfare facilities.

Question 5

- (a) **Differentiate between wants and demand.**
- (b) **With the aid of appropriate diagrams, show the effect of the following on the demand for a commodity:**
- (i) **an increase in the price of a complement;**
 - (ii) **a decrease in the price of a close substitute;**
 - (iii) **an increase in the number of consumers.**

This was a question on demand. Candidates were expected to use diagrams to analyse the effect on demand for a commodity when there is an increase in the price of a complement, a decrease in the price of a close substitute, or an increase in the number of consumers. Candidates' performance was quite satisfactory. In the analysis, candidates were to draw two diagrams in parts b (i) and b (ii). The first diagram was to illustrate the increase or decrease in price and the resulting change in quantity demanded. The second diagram was to show the change in demand resulting therefrom.

In b (i) as price increases, quantity demanded falls which results in a fall in the demand of the complement, which is to be illustrated as a shift of the demand curve to the left. In b (ii), the decrease in price will result in an increase in the quantity demanded. The result will be a decrease in the demand for the substitute, illustrated by a left ward shift of the demand curve.

In (b) (iii) only one diagram is required to illustrate the shift of the demand curve to the right as a result of the increase in the number of consumers.

Question 6

- (a) What is an economic system?**
- (b) Identify any *three* types of economic systems.**
- (c) Explain the main criteria for distinguishing the economic systems you have identified in (b) above.**

This was another popular question, although candidate's performance was just average. The question was structured to test understanding of what an economic system is; and the major criteria for distinguishing the various economic systems.

Candidates were able to answer parts (a) and (b) satisfactorily. Part (c) was however poorly handled. Here, candidates were to state the main criteria for distinguishing the various economic systems.

The criteria were (a) Ownership and control of resources. (b) method of decision making (c) Motivation for production. Part (c) was however very poorly handled. Here, candidates were to state the main criteria for distinguishing the various economic systems. These Candidates were to apply the three criteria to each of the economics systems. E.g. Under ownership and control of resources, under capitalism resources are privately owned, while in socialist economic system, it is owned by the state.

Question 7

- (a) What is the difference between a declining population and an optimum population?**
- (b) With the aid of a diagram, explain why deviations from optimum population are considered undesirable?**

This was a question on population, and appeared difficult to candidates. Very few candidates attempted it, besides, performance in it was very poor.

The question required candidates to distinguish between a declining population and an optimum population and then go on to use a diagram to explain why deviations from optimum population are undesirable. In part (a), candidates were to explain that a declining population is one that consists of more aged people than the active population. Optimum population is that population which, given the volume of resources and the state of technology, income per head is maximised.

In part (b), candidates were to draw an output curve, which is an inverted U with income or output per head on the horizontal axis and population on the horizontal axis. An illustration of this can found in many basic economics textbooks.

Candidates were then to explain that income or output per head is maximised at P where population is optimum. If population is below optimum, it is undesirable for several reasons. For instance there is inadequate labour force, low level of production etc. Over population is also undesirable because there is congestion on land etc.

Question 8

- (a) **Define money.**
- (b) **Highlight any *four* qualities of a good monetary medium.**
- (c) **State any two advantages of using money as a medium of exchange.**

This was another popular question. The question demanded a knowledge of the qualities of a good monetary medium. Part (a) of the question demanded a definition for money. This was quite well done. In part (b) the qualities of a good monetary media to be explained included

- (1) General acceptability
- (2) Durability
- (3) Portability
- (4) Divisibility
- (5) Relative scarcity
- (6) Stability in value
- (7) Homogeneity
- (8) Recognizability
- (9) No intrinsic value

In part (c) of the question, the advantages of using money as a medium of exchange include the fact that it avoids double co-incidence of wants, it makes exchange faster and so on.

Question 9

- (a) **What is price elasticity of demand?**
- (b) **Explain any *four* factors that influence price elasticity of demand.**
- (c) **Why is the knowledge of the concept of elasticity important to the**
 - (i) **government;**
 - (ii) **producer?**

This was another popular question which was badly answered by most candidates.

A lot of candidates had problems defining price elasticity of demand as

- (a) “The degree of responsiveness of the quantity demanded of a good to a change in the price of the good “OR, “the percentage change in quantity demanded divided by the percentage change in price.”

- (b) Candidates were to explain any four factors that influence price elasticity of demand. This part was very badly answered. Most candidates merely mentioned the factors without being able to explain why they made the demand either elastic or inelastic. Most candidates answered the question on factors determining demand.
- (c) (i) In this part candidates were expected to indicate that the concept of price elasticity of demand helps the government to know the good to tax either for revenue or to discourage consumption. Most candidates did not know this.
- (c) (ii) Candidates were expected to indicate that the concept helps the producer to pursue a suitable pricing policy for his product. i.e lower price when the demand is elastic and to raise price when the demand is inelastic. Most candidates were ignorant of this.

Question 10

- (a) **Distinguish between national debt and public expenditure.**
- (b) **Explain the effect of an increase in public expenditure on each of the following:**
- (i) **production;**
 - (ii) **employment;**
 - (iii) **price level;**
 - (iv) **distribution of wealth.**

In this part candidates were expected to indicate that the national debt is the amount borrowed by a government of a country from within and outside the country, while public expenditure is the amount spent by the government authorities at the central, state and local levels.

With the national debt, most candidates failed to recognize that government borrows from within a country.

Regarding public expenditure, the governmental levels were not considered by the candidates

- (b) (i) (ii) (iii) (iv) In this part candidates had to discuss the effects of public expenditure on
- (i) Production i.e. an increase in public expenditure would lead to an increase in production, ceteris paribus.
- (ii) Employment i.e. public expenditure could be used to generate employment during a period of depression.

- (iii) Price level - public expenditure could bring about price increase if there is no proportionate increase in output of goods and services.
- (iv) Distribution of wealth i.e. government could manipulate its expenditure to redistribute wealth in favour of the poor.
Most candidates could not recognise the above effects of public expenditure.

Question 11

- (a) **Define capital.**
- (b) **Explain the following:**
 - (i) **fixed capital;**
 - (ii) **circulating capital;**
 - (iii) **social capital**
- (c) **Distinguish between capital-intensive production and labour-intensive production.**
 - (a) Candidates were expected to recognize that capital refers to all resources produced, not for their own sake, but for further production Or, any man-made factor of production. This part was fairly well -answered. A few candidates, however, equated capital to money with which to start a venture. This is a very narrow view of capital ie money capital; and that was not what the question was asking for.
 - (b) Candidates were expected to explain the following concepts of capital: (i) Fixed Capital, (ii) circulating capital, (iii) Social Capital.
A good number of candidates showed understanding of what the above concepts mean.
 - (a) Candidates were required to distinguish between capital intensive mode of production and labour-intensive mode of production.

Candidates displayed a fair idea of what the concepts meant. However, some candidates tended to isolate capital from labour in their explanation ie by saying capital-intensive to production is where capital/machinery is used in production instead of saying capital intensive method is a production method in which more capital is used relative to labour and labour intensive is where more labour is used relative to capital for the various forms of capital.

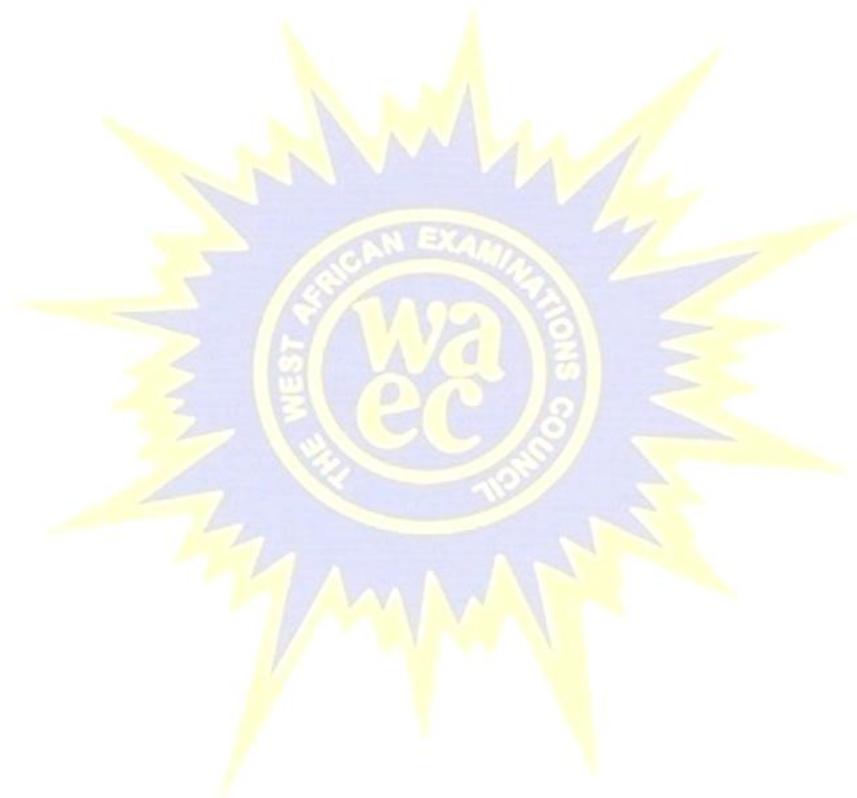
Question 12

- (a) **Explain the following:**
 - (i) **preference shares;**
 - (ii) **ordinary shares.**

(b) Highlight any four advantages of partnership over sole proprietorship.

This was another popular question in which performance by candidates was satisfactory. Some candidates could not distinguish between preference shares and ordinary shares. They were to explain that preference shares have a fixed rate of dividend and it is to be paid before ordinary shares. Ordinary shares do not have a fixed rate of dividend, rather their dividend payment depends on the level of profit. Ordinary shareholders have voting rights unlike preference shareholders etc.

The advantages a partnership has over sole proprietorship were well explained.



GEOGRAPHY 1B

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of the previous years. Apart from question 1 (a) which was poorly answered by the candidates, the general performance was almost the same as that of last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most of the candidates presented their answers in an orderly manner, making good use of paragraphs.
- (2) Candidates were able to draw relevant diagrams to support their answers.
- (3) The hand-writing of most of the candidates was legible.
- (4) The rubrics of the paper was followed by majority of the candidates.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most of the candidates failed to put out their answers in good and simple English.
- (2) Most of the candidates did not have any knowledge about the drawing of an annotated cross-profile.
- (3) Some candidates failed to explain their points as demanded in the marking scheme. They merely listed the points and were as such awarded only half of the marks for each point stated.
- (4) Some candidates lacked the understanding of the questions and did not answer all parts of the questions as required.
- (5) A few of the candidates failed to write the question numbers of the questions they attempted.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Students should be encouraged to read story books in order to improve upon their grammar.
- (2) Teachers should teach candidates how to draw an annotated cross profile from one point to another.
Topographical maps should be bought for the candidates to practise with in class.

- (3) Candidates should be advised to expand their point so that they would be able to earn the maximum marks allocated for each question.
- (4) Candidates should be advised to read the questions thoroughly in order to meet all the demands of the questions.
- (5) Candidates should always identify the questions they attempted by indicating the question number in the columns provided on top of each page of the answer booklet.

DETAILED COMMENTS

Question 1

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

- (a) Draw an annotated cross profile from A - B.**
- (b) Identify any three reasons for the absence of communication lines between the southern and the northern parts of the map.**
- (c) With evidence from the map, state three functions of GAMBAGA settlement.**

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

- (a) Candidates were expected to draw an annotated cross profile from A - B choosing their own vertical scale. However, most of the candidates were unable to choose a suitable scale and as such could not draw the annotated cross profile required of them.
- (b) This was also poorly answered by most of the candidates. Some of the candidates did not know what communication lines are and as such were unable to interpret the map to identify the reasons for the absence of communication lines between the northern and the southern parts of the map. Some of the reasons that the candidates could have identified for the absence of communication lines between the southern and the northern parts of the map are the presence of the White Volta River, the Red Volta East Forest Reserve, Limited economic activities in the north, thick scarp slope found in the South and the existence of only one settlement in the north.
- (c) Candidates were expected to use evidence from the map to give the functions of Gambaga settlement. Some candidates gave functions without any evidence or evidence without function and in some cases, there were wrong pairing of evidence and function. Some candidates also identified some functions which were not evident on the map.

Question 2

- (a) Name *three* types of surveying.
- (b) Describe the following instruments used in surveying:
- (i) ranging pole;
 - (ii) field notebook;
 - (iii) measuring tape.
- (c) In what two ways is land surveying important?

This was a popular question which was attempted by most of the candidates. The (a) part was well answered by most of the candidates. They were able to name the surveying instruments but in some cases, there were spelling mistakes. Some of the candidates did not also know that compass surveying is the same as traverse surveying. The (b) part was poorly answered by most of the candidates. The candidates were asked to describe surveying instruments, namely; the ranging pole, field note book and the measuring tape. A few of them answered it correctly and gave more than what was required. However, some could not differentiate between the description of the instruments which were required of them and the uses the instruments are put to.

The (c) part was also poorly answered by most of the candidates. They could not state the importance of surveying. They could have stated the following:

- determining areas of land.
- locating positions for construction.
- production of maps.
- used in feasibility studies.
- used for measuring distances
- serve as security document.
- for town and regional planning.

Question 3

- (a) Outline four precautions that should be taken when installing rain gauge.
- (b) In what four ways is the study of climate important to man?

This was a very unpopular question.

The (a) part was a practical question. Candidates were to outline the precautions that should be taken in the installation of rain gauge. This was however poorly answered by the few candidates who attempted it which is an indication that this aspect of the syllabus is not being taught well in schools.

The (b) part required candidates to state the importance of the study of climate to man. However most of the candidates could not relate the importance to human activities.

Question 4

- (a) **What are igneous rocks?**
- (b) **Describe any *three* characteristics of igneous rocks.**
- (b) **Outline any *four* economic uses of rocks.**

This was a popular question which was attempted by majority of the candidates. The (a) part of the question was well answered by the candidates. They were able to adequately describe igneous rocks as rocks formed from the cooling and solidification of magma and its final location of either being found below or above the earth's surface. The (b) part required candidates to describe the characteristics of igneous rocks.

Some of the candidates were able to describe the characteristics of igneous rocks in detail but a few however stated the points but could not explain them. They therefore lost vital marks. The (c) part was well answered by most of the candidates.

Question 5

- (a) **Define soil.**
- (b) **Explain the mineral contents of the soil.**
- (c) **Highlight any *three* importance of soil.**

The (a) part required candidates to define soil erosion and it was perfectly done by most of the candidates.

The (b) part was however not well-answered by most of the candidates. The candidates were required to explain the mineral contents of the soil. However, most of them deviated and explained the soil profile instead. They could have considered the following:

- include sand, silt and clay
- mineral matter ranges in texture from fine clay to coarse sand.
- it contains the dissolved minerals
- it determines the available pore spaces for air/water.
- main source of plant nutrient.
- holds water and air for plants and animal activities.
- moderates soil temperature
- affects soil porosity.
- determines the PH value of the soil.

The (c) part required the candidates to highlight the importance of soil and this was well-answered by most of the candidates who attempted this question.

Question 6

With the aid of diagrams, describe the characteristics and mode of formation of any *two* of the following:

- (a) mesas and buttes;**
- (b) zeugens;**
- (c) rock pedestals**

This was another popular question which was well-answered by most of the candidates. Most of the candidates were able to describe the characteristics and the mode of formation of the features. However, some of the candidates presented poor diagrams and others also mixed up the characteristics with the mode of formation. Candidates could have differentiated between the characteristics and the mode of formation for easy marking.

Question 7

- (a) Name any two processes of wind erosion in desert areas.**
- (b) List any *four* features produced by wind erosion in desert areas.**
- (c) Write explanatory notes on barchan dunes.**

This question was also popular among the candidates. The (a) and (b) parts of the question were well-answered by the candidates. However, the (c) part was poorly answered by most of the candidates.

Most of the candidates could not describe how barchans are formed after the deposition of sand, due to obstruction. The candidates were also confused in determining the concave and the convex sides of a barchan dune.

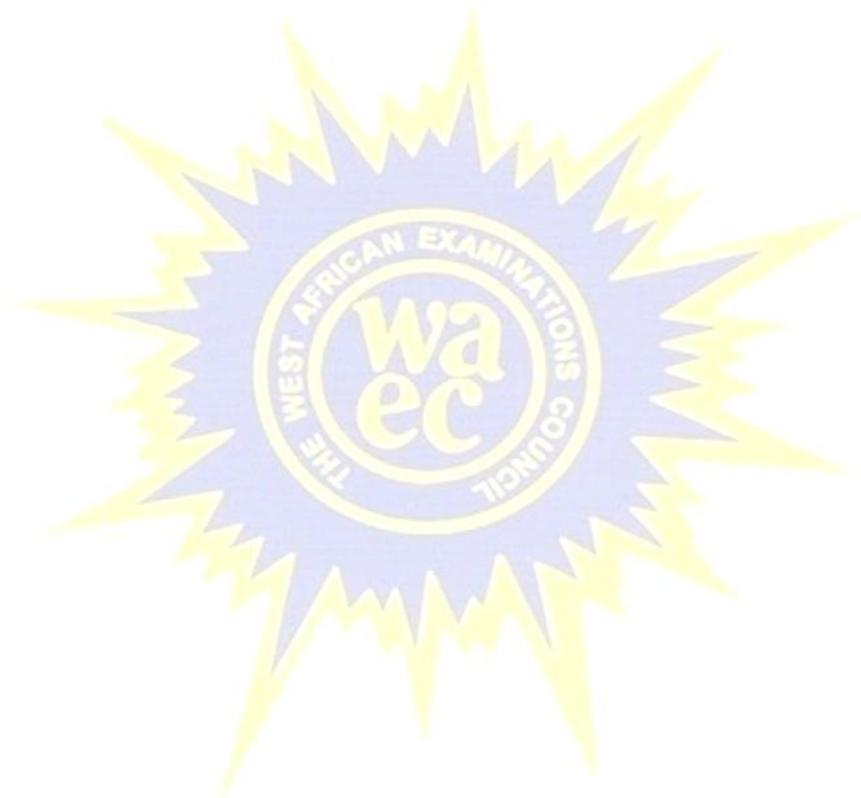
Question 8

- (a) Write explanatory notes on:**
 - (i) ecosystem;**
 - (ii) food chain.**
- (b) Describe *four* ways in which man has interfered with his natural environment.**

This was a fairly popular question. The (a) and the (b) parts were well answered by the candidates. They were able to define ecosystem as the relationship between organisms

(plants and animals) and their physical environment. Majority of them were also able to describe what a food chain is.

The (c) part was also well answered by the candidates. Candidates were able to describe the various ways in which man has interfered with his natural environment. Candidates scored high marks and the very good ones scored the total mark for the question.



GEOGRAPHY 2

1. **GENERAL COMMENTS**

The standard of the paper compares favourably with that of previous years. All questions were within scope of the syllabus. The overall performance of candidates also compares with that of the previous years.

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

- (1) Generally, candidates' handwriting was quite legible and this must be encouraged.
- (2) A few of the candidates wrote their answers in complete sentences.
- (3) Some of the candidates also exhibited evidence of having prepared adequately for the paper by presenting very good answers.

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

- (1) Many candidates showed evidence of poor understanding of the questions and wrote irrelevant points in their answers.
- (2) The English Language continues to be a major problem for some candidates. Some of them could not express their ideas in clear and comprehensible language.
- (3) Poor drawing of Ghana and Africa Maps.
- (4) Some of the candidates in disregard of the rubrics of the paper, answered the required four questions from two sections neglecting the third Section.

4. **SUGGESTED REMEDIES**

- (1) Teachers must guide students on how to answer questions.
- (2) Teachers should advise students to read a lot of story books to help improve upon their grammar.
- (3) Teachers should give a lot of exercises in the drawing of Ghana and Africa maps to their students. This will help them to be perfect in the drawing of maps.
- (4) Candidates should adhere to the rubrics of the paper.

5. **DETAILED COMMENTS**

Question 1

- (a) **Outline any four factors which favour population growth in any part of the world.**
- (b) **State any two advantages of large population growth.**
- (c) **Highlight any four ways of controlling population growth.**

This question was very popular among the candidates. The (a) part of the question was satisfactorily answered by most of the candidates. However, a few of them merely listed the points and therefore ended up losing vital marks.

The (b) part was poorly answered by most of the candidates. The few candidates who were able to state the points also failed to explain them in detail.

The (c) part required the candidates to highlight ways of controlling population growth. This was well articulated by the candidates and most of them scored very high marks.

Question 2

- (a) **Highlight any five ways in which transportation has contributed to the economic development of your country.**
- (b) **Outline any five ways in which minerals contribute to the economic development of African countries.**

This was another popular question. The (a) part was well answered by most of the candidates. They were able to highlight the contribution of transportation to the economic development of Ghana and scored high marks. The (b) part was however poorly answered by most of the candidates. Some candidates appeared not to have understood the word 'limit' as used in the question and thus went ahead to give irrelevant answers. They could have considered the following:

- low patronage
- seasonality of river channels
- inadequate capital
- poor management
- difficult terrain
- growth of water weeds along water courses
- presence of cataracts, rapids and waterfalls
- inadequate spare parts
- low patronage

Question 3

- (a) Explain any five ways in which minerals contribute to the economic development of African countries.**
- (b) Outline any five problems that are associated with mineral exploitation in African countries.**

This was the most popular question. The (a) part was well answered by majority of the candidates. They were able to list all the ways in which minerals contribute to the economic development of African countries.

The (b) part was averagely answered by the candidates. Most of merely listed the main points in single words and phrases and failed to explain them.

Question 4

- (a) State any four factors that influence the location of industries in Ghana.**
- (b) Highlight any three problems that limit the rate of industrial development in Ghana.**
- (c) Suggest solutions to the problems highlighted in 4 (b) above.**

This was another popular question and the candidates demonstrated a clear understanding of it.

The candidates were required in the (a) part to state the factors that influence the location of industries in Ghana. Again, the candidates were able to identify the factors but most of them could not explain them in order to attract the total mark.

The (b) and (c) parts were satisfactorily answered by the candidates. However a few of them stated solutions to problems which they did not identify in the (b) part.

Question 5

- (a) Draw a sketch map of Ghana.
On the map, locate and name:**
 - (i) *one* international airport;**
 - (ii) *one* river port;**
 - (iii) *two* sea ports;**
 - (iv) Accra.**
- (b) Highlight any five contributions of water transportation to the economy of Ghana.**

This was another popular question. For the (a) part, the sketch map of Ghana was poorly drawn by most of the candidates. The features were also wrongly located by most of them. Some of the candidates who did not know the difference between a local and an international airport identified Kumasi and Tamale airports as international airports.

The (b) part was well answered by most of the candidates. They were able to highlight the contribution of water transportation to the economy of Ghana and scored very high marks.

Question 6

- (a) **Draw an outline map of Ghana.**
On the map, locate and name;
- (i) ***one* area of cocoa production;**
 - (ii) ***one* area of rice production;**
 - (iii) ***one* area of groundnut production;**
 - (iv) ***one* important town in *each* of the areas shown in 6 (a) (i) - (iii) above.**
- (b) **Highlight any *three* physical conditions necessary for the production of any of the named crops in 6 (a) (i) - (iii) above.**
- (c) **Outline any two ways in which cash crops are important to the economy of Ghana.**

This was not a popular question. The (a) part was poorly answered by most of the candidates. The sketch maps were poorly drawn and most of them could not locate and name the areas noted for cocoa, rice and groundnut production. Some of the candidates used dots to represent the areas.

The (b) part was also poorly answered by the candidates. Candidates were required to highlight the physical conditions necessary for the production of any of the crops named in (a) above. However, some of the candidates got confused and wrote on human factors such as labour, storage, transportation etc. They could have considered physical conditions such as soil type, nature of the land, humidity, rainfall and temperature among others.

For the (c) part, the candidates displayed a clear understanding of the question and gave satisfactory answers.

Question 7

- (a) Describe any *four* main characteristics of plantation agriculture.**
- (b) Identify any *three* problems of plantation agriculture in East Africa.**
- (c) Suggest any *three* solutions to the problems identified in 7 (b) above.**

This was another popular question which was answered by almost all the candidates. The (a) part was well answered. Most of the candidates were able to identify and discuss the characteristics of plantation agriculture into detail.

The (b) part was also well answered by most of the candidates. A few however could not explain the problems identified. The merely listed them.

The (c) part was also well answered except a few candidates who gave solutions to problems they did not identify in (b).

Question 8

- (a) Draw an outline map of Africa.
On the map, show and name one area important for the mining of the following minerals:**
 - (i) copper;**
 - (ii) gold;**
 - (iii) petroleum**
- (b) Describe any *one* method used in the mining of copper.**
- (c) In what *four* ways has the mining of copper contributed to the economic development of Africa?**

This question was not popular. The (a) part was poorly answered by many of the candidates who attempted this question. The sketch map of Africa was poorly drawn and most of them could not also locate and name an important area for the mining of copper, gold and petroleum. Again, a few of the candidates used dots to represent the areas where these minerals are mined. The (b) part was also poorly answered by most of the candidates. Most of the them could not identify the methods used in the mining of copper. The few candidates who were able to identify the methods as Open Cast and Underground/Deep Shaft methods could also not describe the processes involved.

The (c) part was however well answered by almost all the candidates who attempted this question.

Question 9

- (a) **Draw a sketch map of Africa.**
On the map, show and name;
- (i) **Rivers Niger and Benue;**
 - (ii) **the area covered by the Inland Niger Irrigation Scheme in Mali;**
 - (iii) **Lake Victoria.**
- (b) **Describe the Perennial Irrigation Method of farming.**
- (c) **Highlight any *four* contributions of the Perennial Irrigation farming to the economy of Mali.**

This question was also not popular. For the (a) part, the outline map of Africa was again poorly drawn. Most of the candidates could not locate Rivers Niger and Benue, the area covered by the Inland Niger Irrigation Scheme in Mali as well as Lake Victoria.

Very few candidates presented good answers in the (b) part. Other candidates had no knowledge of the Perennial Irrigation Method of farming.

They could have considered the following:

- Dams/barrages and canals are constructed.
- water is stored in lakes or reservoirs held behind the dams.
- canals are constructed to link the farms.
- water is released to cultivate crops all year round.

The (c) part was fairly well answered by the candidates. Most of them were able to state the contributions of Perennial Irrigation farming to the economy of Mali. However, some of them again failed to explain the points.

GOVERNMENT

1 **GENERAL COMMENTS**

The standard of this year's paper compares favourably with that of previous years. It is within the tenets of the syllabus and within the capability of the candidates' ability.

It however seems that the performance of candidates is showing a downward trend. Some candidates could not understand the wording of some questions and could therefore not answer any of them very well. A few on the other hand, performed creditably.

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

- (1) Most candidates had legible handwriting with new paragraphs for every point raised.
- (2) Most candidates answered new questions on fresh pages as required of them.
- (3) Most candidates observed the rubrics of the paper by answering the required number of questions.
- (4) Most candidates used terms and concepts relevant to the subject.

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

- (1) A few candidates demonstrated that they were bad at spellings e.g. celemonial for ceremonial; degrees for decrees, exportation for exploitation; loyal for royal and so on.
- (2) Some candidates wrote on points that were irrelevant to the questions.
- (3) Other candidates raised good points but could not fully explain them to obtain the required marks.
- (4) Some candidates showed that they were ill-prepared for the examination. This was evident in the answers they gave.

4. **SUGGESTED REMEDIES**

- (1) Teachers must educate candidates on the importance of adhering to rubrics.
- (2) Candidates should be advised to thoroughly understand questions before attempting to answer them.

- (3) Teachers should endeavour to cover the entire syllabus prior to writing the examinations.
- (4) Candidates should read widely to be able to express themselves well in written language.

5. DETAILED COMMENTS

Question 1

- (a) **Define the executive arm of government of a state.**
- (b) **Highlight *five* functions of the executive arm of government.**

This was a popular question where majority of the candidates performed creditably. A few raised good points, but explained them in just a sentence. It is worth noting that in some cases, candidates stated that the executive makes laws, assigns bills and approves the budget. The truth is that the executive gives assent to bills to become laws, signs bills and prepares the budget for parliamentary approval.

Question 2

Outline *six* reasons why governments own and manage public corporations.

Performance for this question was just average. Though the definition of a public corporation was not demanded, some candidates wrote too long on that. Some stated that public corporations prevent foreign rule and exportation. On the contrary, public corporations help to avoid foreign control of specific sectors of the economy, and also prevent exploitation of the masses. Again, some candidates cited hospitals, schools and the Civil Service as public corporations which is not true. Public corporations have the word “Corporation” at the end for example Ghana Broadcasting Corporation. On the whole, candidates’ performance was just average.

Question 3

- (a) **What is pressure group?**
- (b) **Highlight the factors that aid the effective operation of pressure groups.**

This was a very popular question, but it was poorly answered by most candidates who attempted it. The ‘a’ part of the question was well-answered and candidates scored the full marks for this part.

In the ‘b’ part, however, candidates rather wrote on methods used by pressure groups in achieving their goals. Candidates could have raised points like adequate funding, good organisation, attitude of the government and good leadership just to mention a few.

Question 4

State six factors that influence the delimitation of constituencies.

This was a very unpopular question. The few candidates who attempted it performed miserably. Points that could have earned candidates high marks include geographical size of the area, geographical nearness, electoral laws of the country, historical experience, customs and traditions and so on.

Question 5

- (a) Define monarchy as a system of government.**
- (b) Outline five characteristics of a monarchial system of government.**

This was the most unpopular question. The few candidates that attempted it associated monarchy with the parliamentary system of government in Great Britain. Candidates could have raised and explained points like a government headed by a King or Queen, being hereditary in nature, tenure is for life, the monarch reigns but does not rule.

Question 6

State any six roles of traditional rulers in present day Ghana.

This was also a popular question and the performance of candidates was a little above average. Some of the points raised by candidates include advising the central government, playing judicial roles in the locality, custodians of culture and playing religious roles.

A few candidates deviated and wrote on points relating to the pre-colonial and colonial eras like serving as a link between the British and the local people, being a military leader in times of war, and so on. Other candidates also stated that traditional rulers formulate and implement government policies, impose taxes, provide social amenities which are roles performed by the central government.

Question 7

- (a) Mention any two founding fathers of the West African Students Union (WASU).**
- (b) Outline any five contributions of the West African Students Union (WASU) to the nationalist movements in British West Africa.**

This question was unpopular with the candidates. Very few candidates attempted this question and they did quite well in the 'a' part by mentioning Ladipo Solanke, Ademola Thomas and Bankole Bright.

In the 'b' part candidates were able to explain the points they raised like the creation of political awareness, providing accommodation for West African students, publishing a magazine for West African students and so on. On the whole, the performance was above average.

Question 8

Outline six features of the 1960 constitution of Ghana.

This was a poorly answered question though it was attempted by a good number of candidates. Most of the candidates who attempted it wrote rather on the 1969 Constitution. Others also mixed up the features of the 1960 and 1969 Constitutions. Points expected from candidates include providing for a unicameral legislature, Kwame Nkrumah was named the first president of Ghana, it provided for a legislature of 104 members and so on.

Question 9

Highlight six limitations on the powers of parliament under the 1992 constitution of Ghana.

This was a fairly popular question and the few candidates that opted to answer it did very well. They rightly stated that Parliament was constrained by judicial review, delegated legislation, transitional provisions and parliament cannot enact a law to establish a state religion or a one-party state among others.

Question 10

In what six ways did military regimes abuse human rights in Ghana?

This was poorly answered by some candidates that attempted it. Such candidates mentioned points like economic mismanagement, dictating to the people, and no accountability to the people which were irrelevant. Points that could be raised are unlawful detentions, secret trials of suspects, restriction on press freedom, suspension of the constitution among others. Candidates who elaborated on the latter points earned the marks they deserved.

Question 11

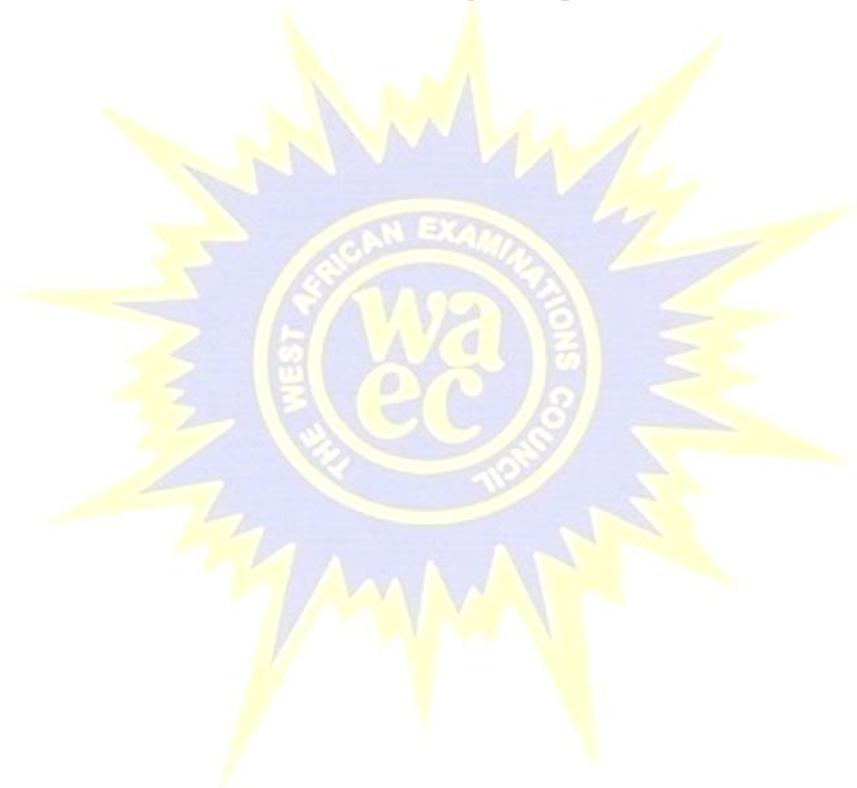
- (a) **What is foreign policy?**
- (b) **Highlight five features of Ghana's foreign policy since independence.**

This was a very popular question and some of the highest marks were scored in this question. In the 'b' part, points like positive neutrality, attraction of foreign aid, peaceful co-existence with neighbouring states, financial, human and material contributions to international organizations were raised by students and well-elaborated on.

Question 12

- (a) **Identify any *three* permanent members of Security Council of the United Nations Organization (UNO).**
- (b) **Outline any *three* functions of veto power in the Security Council.**

This was another popular question among the candidates; though it was poorly answered, especially the 'b' part. Candidates wrote on the functions of the Security Council rather than on the functions of the veto power in the Security Council. It appears most candidates did not fully understand the question and deviated thereby losing much marks. Candidates were expected to state in the 'b' part that the veto power serves as a symbol of the Super Powers, encourages permanent members to contribute more funds among other points.



HISTORY

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. All questions were within the scope of the syllabus. Performance of the candidates however, varied. While some candidates performed very well, others fell below expectation.

2. SUMMARY OF CANDIDATES' STRENGTHS

(1) Selection of Questions

Candidates made a good selection of questions that were within their abilities and aptitude and performed quite well.

(2) Relevance

Quite an appreciable number of candidates understood the questions they selected and presented facts and examples which were relevant - an indication that such candidates read their textbooks and took their lessons seriously.

(3) Expression

The candidates' answers were a delight to read. The spellings, punctuations and orderly presentation of facts were quite marvelous in some instances.

3. SUMMARY OF CANDIDATES' WEAKNESSES

(1) Non-observance of Rubrics

An appreciable number of candidates surprisingly still did not obey the rubrics of the paper as they selected their questions from only two sections instead of three and thus lost vital marks.

(2) Bad spelling

A number of candidates found it difficult to spell words like knowledge (knowlege), questionnaire (questionaire) archaeology (archeology) serology (sorology) etc.

(3) Lack of historical facts

Many produced facts which were not relevant to the questions at all - an indication of ill-preparation for the examination.

4. SUGGESTED REMEDIES

(1) Observance of Rubrics

Candidates should be taught to obey rubrics of the paper in order to avoid losing marks for questions.

(2) Correct spelling of works

Students of history should be encouraged to read story books and build up enough vocabulary. They should be given more exercises to enable teachers know candidates' weaknesses and prepare them for such major examinations.

(3) Knowledge of Historical facts

Candidates should be advised to read consistently the approved textbooks since the facts needed are all in them.

5. DETAILED COMMENTS

Question 1

(a) **Mention any *six* unwritten sources of African history.**

(b) **Examine how the personal enquiry method is applied in the writing of African history.**

A very popular question which was attempted by candidates and performance was quite satisfactory in part (a).

In part (b) instead of examining how the enquiry method is applied in writing African history, students dilated on the various sources of history.

Question 2

Highlight any *five* features of the indigenous Berber civilization of North Africa.

This was another popular question but was poorly answered. Instead of discussing the features, they spent most of their energy on describing the Berbers and their relationship with the Romans. Candidates were expected to talk about the development of their art work, painting, complex pottery, e.g. drinking vessels, their technology, trading activities and architectural skills.

Question 3

- (a) Explain any *two* factors that contributed to the rise and growth of Axum.**
- (b) Highlight any *three* social effects of the introduction of Christianity on the people of Axum.**

A very popular question. While part 'a' was well handled by the candidates, part 'b' was abysmally managed. Instead of looking at the social effects of the introduction of Christianity, they dilated on how Christianity was introduced by Frementus.

Mention should have been made on how Christianity brought peace and the establishment of monasteries in Axum. They could also explain how the Ethiopian Church became closely related to the coptic church of Egypt in doctrine and organisation.

Question 4

Describe the social organisation of the ancient West African Sudanese states.

Not a popular question for candidates and performance was below standard. Some of the candidates deviated totally by writing on the political and economic organisation of the ancient West African Sudanese States instead of describing the social organisation of those states.

Question 5

Outline any *five* economic, political and social practices of the indigenous people of Northern (Ghana with the exception of the Guan) in the pre-colonial era.

This question was equally not popular. Those who attempted it dwelt very much on the political aspects alone at the expense of the others.

For instance they did not touch on the social practices like the concept of God and the practice of female circumcision by the Chamba, Builsa and the Tsokosis.

Question 6

- (a) Name any *six* media of art through which pre-colonial Ghanaians expressed their philosophical and religious thoughts.**
- (b) Trace the origin and migration of the Ewe to their present homes in Ghana.**

This question was quite popular among candidates and performance was generally quite satisfactory in both part 'a' and part 'b'.

Question 7

Describe any *five* stages in the traditional production of soap in Ghana.

Most candidates answered the question and performance was relatively good even though they confused the processes and could not describe the steps in detail - thus could not be awarded full marks for the points.

Question 8

- (a) List any *six* of the states along the coastal seaboard in pre-European times.**
- (b) Describe *four* features of the centralised states of pre-colonial Ghana.**

A very unpopular question among candidates and performance was below average. For the 'a' part many failed by listing the coastal towns like Cape Coast, Elimina, Apam, Ada instead of the states. For the 'b' part many did not understand the question and wasted their time by writing on the history of the monarchy of the kingship of the Asante Empire.

Question 9

- (a) Mention any *three* secondary schools set up by Christian missions before 1940.**
- (b) In what four ways did the colonial government promote education in Ghana up to 1957?**

An appreciable number of candidates answered the question and the general performance was quite satisfactory. Candidates were able to name the secondary schools set up by Christian missions before 1940.

They also provided examples of the ways the colonial government promoted education in Ghana up to 1957.

Candidates should also know that from 1951, the government allowed local councils to set up their own elementary schools to give more education to the citizenry.

Question 10

Discuss the main grievances of Ghanaians immediately after the Second World War

This question was poorly managed by a large number of the candidates who attempted it.

Candidates were expected to discuss the main grievances and not the effects of the Second World War in the Gold Coast. Candidates discussed the issue of cutting down cocoa trees as a result of the swollen shoot disease, the shooting of the ex-servicemen etc.

Candidates should have talked about provision of needed amenities for ex-servicemen, unemployment situation, over exploitation of our minerals to benefit the British people, discrimination against Ghanaians, in allocation of bungalows, Bank loans and appointment into the public service etc.

Question 11

What steps did the Supreme Military Council II (SMC II) take to improve the Ghanaian economy?

A very unpopular question among candidates. The performance was not encouraging. Mention should have been made on the following points;

- (a) the government abolished the obnoxious chit system.
- (b) elimination of the market green system from the textile distribution period.
- (c) tax concessions to public servants.

Question 12

- (a) List any *three* international organizations which Ghana joined after independence.
- (b) In what *four* ways has Ghana contributed to the work of the Commonwealth since she became a member?

A very popular question and candidates who attempted it excelled. However some of them confused the activities of the Commonwealth with those of ECOWAS and the U.N.O. e.g. peace keeping duties and provision of food, medicines to conflict affected areas - refugees etc. were some of roles of ECOWAS and UNO but not the Commonwealth.

ISLAMIC STUDIES 2

1. **GENERAL COMMENTS**

The standard of the paper conforms to that of previous years. Candidates' performance was very good.

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

There is an appreciable improvement in the use of the English Language. Candidates who attempted questions 4 and 5 exhibited great skill in Arabic calligraphy and transliteration. Some candidates supported their points with relevant Qur'anic injunctions and traditions of Prophet Muhammad (S.A.W.).

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

Some candidates are still grappling with the English Language.

There were also cases of complete deviations especially questions 3, 4, 5 & 6.

There were cases of violating the rubrics of the paper. Some candidates attempted any four questions rather than answering a question from each of the four sections.

4. **SUGGESTED REMEDIES**

Students should take their English lessons seriously since it will enhance their communication and writing skills. Candidates should pay more attention to the rubrics and comply religiously.

Candidates must read the examinations questions thoroughly to ensure they understand them before answering them.

5. **DETAILED COMMENTS**

Question 1

Examine the effects of migration of the early Muslims to Abyssinia.

This was a popular question and performance was a little above average. Some gave answers that had nothing to do with the question. Some of these issues were; The effects of the persecution of the early Muslim converts particularly the effects of Economic boycott on the Muslims. Others discussed Muhammad's (S.A.W) encounter with Bahira at Basrah.

Some highlighted on Abraha Ashram's attempt to destroy the Ka'bah in the year of the Elephant. A number of them spent their time on the Hijrah of 622 C0. Some of those who understood the import of the question, rather than highlighting on the effects, focused on the chronological narrative of the migration of early Muslim to Abyssinia.

Muslims migrated to Abyssinia in 615 C0 due to the atrocities they suffered in the hands of the Qurash. With the migration, they were free from persecution and worshipped Islam peacefully. Furthermore, Islam made its way to Africa, influencing some Abyssinians to revert to Islam. The Muslim emigrants established cordial and harmonious relations with their Christian counterparts in Abyssinia. Migration to Abyssinia enhanced the Hijrah of 622 C0.

Question 2

Highlight the roles played by traders and teachers in the spread of Islam to West Africa.

Candidates' performance was satisfactory, however, there were some unacceptable lapses. Some candidates examined the development of Islam in Arabia, Muhammad's (S.A.W) role in the spread of Islam and the spread of Islam in modern Ghana.

Candidates were to highlight the activities of Muslim traders and clerics which influenced indigenous West Africans to revert to Islam. Muslim traders and teachers performed social, economic, religious, and education functions that enhanced the development of Islam in West African states.

What is more, they rendered valuable services such as healing, preserving court documents, acting as advisers to the Kings, solving problems such as droughts among others.

Question 3

Describe the roles played by the companions of the Prophet in the preservation of the Qur' n.

Some candidates performed very well. However, others did not comprehend the import of the question. Irrelevant issues raised among others included; biography of prophets Nuh, Adam, Idris etc. belief systems in Islam, the revelation of the Qur'an and the biography of the pious Caliphs. Others devoted their time on the general activities of the Companions of the Prophet.

Candidates were required to show how the Qur' n. was preserved before and after the death of the Prophet. While Muhammad lived, he committed it into memory. Some companions as scribes wrote down the verses. Some companions emerged as principal teachers to others.

The Qur' n was compiled during the Caliphate of Abu Bakr and standardized during the reign of Uthman.

Question 4

Write Sur tul Kafirun either in Arabic or transliteration and comment on it.

Candidates performance was very good. There some few deviations. Some wrote Sur tul - Fahtihah and others on Ikh s. Others did only the transliteration or Arabic and yet some candidates did only the commentary. On the commentary, some candidates commented strangely on backbiting, gossips and the Day of Judgement. Majority of the candidates translated the chapter into English although it was not required.

Candidates were required to transliterate Sur tul Kafirun or write it in Arabic and comment on its six verses.

Question 5

Write an-Nawawi's Hadith 9 preferably in Arabic or transliteration, translate and comment on it.

Candidates performance was very good. However, some candidates deviated completely, instead of writing on hadith 9, they wrote on hadith 12, 13 and 18. Others also wrote on the hadith highlighting on the necessity for the acquisition of knowledge. There were even cases of candidates writing on Sur tul - Fahtihah, some did not transliterate nor write it in arabic. Some candidates fumbled with the commentary of the hadith.

Candidates were required to either transliterate or write in arabic, hadith 9 of an-Nawawi. The candidates were to comment on the hadith to follow the recommendation and prohibitions of the prophet (S.A.W) as well as avoiding asking unnecessary question.

Question 6

Discuss the benefits of Hadith and Sunnah to Muslims.

Candidates performance in this question was a little above average. Some candidates deviated from the demands of the question. Some wrote on the contents of an hadith, others wrote on the belief systems in Islam, while others wrote on hadith criticism. Some candidates wrote on hadith is of an-Nawwawi collection.

Some candidates wrongly defined sunnah as the words of Allah used in salat. Those who wrote on the benefits of hadith and sunnah were full of repetitions.

Candidates were required to define sunnah which is the acts, deeds and silent approvals of the prophet and hadith which is the sayings, recommendations and verbal approvals of the prophet. They were supposed to indicate how hadith and sunnah enhances the social, economic, religious and moral life of a moslem.

Question 7

Describe the conditions that must be satisfied before embarking on Hajj.

This was a popular question and some candidates performed excellently. However, there were minor problems, some candidates spent their time on the rituals of Islam others focused on the rites of hajj while others highlighted how hajj is performed. There were cases where some candidates discussed factors that facilitated the hijrah of 622 C.E.

Candidates were required to highlight the conditions that necessitate the performance of hajj. Conditions that necessitate the performance of hajj include; faith in Islam, physical fitness, a decent source of income, the need to cater for the family in one's absence, being an adult and the ability to afford the journey.

Question 8

Outline the Islamic view on Death, Resurrection and Judgement.

Some candidates performed very well and others performed badly. Some devoted their time on the six articles of faith, others wrote on the conflict between Ali and Muawiyah while some highlighted the general instability during the Caliphate of Ali. Some limited their discussions to the Islamic teachings on death, and the day of judgement that is, Islamic teaching on Life after death. Islam teaches that death is inevitable and there shall be the end of human existence on earth. After the end of human existence on earth, man shall be raised again for an examination of the exercise of his free will on earth. While the successful ones will attain Allah's salvation in paradise, those who miscondacted themselves on earth will attract Allah's wrath in hell.

SOCIAL STUDIES 2

1. **GENERAL COMMENTS**

The standard of the paper compares favourably with that of previous years. The questions were within the scope of the syllabus.

Candidates' performance also compares favourably with that of previous year. As regards selection of questions from the three (3) sections, most of the candidates adhered to the instructions.

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

- (1) Most candidates provided good answers which earned them very high marks.
- (2) The answers of most candidates were written in very good English Language. They were therefore able to explain the points they raised very well.
- (3) Most of the candidates' answers were also arranged in beautiful paragraphs.
- (4) Good and legible handwriting was a feature of most candidates.
- (5) Some candidates also showed deep knowledge of the subject matter with good responses to the questions.

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

- (1) Quite a number of candidates could not answer the questions well. Their answers were very poor.
- (2) Many of these candidates also did not understand the questions and therefore deviated. A typical example is the "b" part of question 6.
- (3) Some provided inadequate explanation to the points raised.
- (4) Some candidates spent a lot of time on long introduction to their answers. Such introductions do not earn marks.

4. **SUGGESTED REMEDIES**

- (1) Students must pay attention to the study of Social Studies in the schools. Many of them think the subject is easy and therefore spend very little time on it.
- (2) Students must do a lot of reading and also make good use of the dictionary to help them improve on their understanding of the English Language.

- (3) Where candidates are expected to explain points, they must not just write the points. They must offer good explanations.
- (4) There is no need for a long introduction when the question does not demand it. Candidates must answer the questions asked only.

5. DETAILED COMMENTS

Question 1

- (a) **What is self-identity?**
- (b) **Highlight four ways by which the individual can develop his/her capabilities.**

This was a popular question. Many of those who answered it scored high marks. The question had two parts that is (a) and (b). Candidates were asked to give the meaning of self-identity. Quite a number of candidates defined self instead of self-identity. On the whole, answers to the (b) part were better than that of the (a) part.

- (a) Self-identity refers to how an individual perceives him/herself in totality taking into consideration his/her psychological make-up and abilities. It is about knowledge of a person's strengths and weaknesses.
- (b) Ways by which the individual can develop his capabilities include;
(i) being self-determined (ii) education (iii) training in various skills, (iv) conducive home environment, (v) guidance and counselling, (vi) ability to take risk.

Question 2

- (a) **Differentiate between courtship and marriage.**
- (b) **Highlight *four* reasons why individuals get married.**

This was a very popular question. Many of those who attempted it provided good answers and therefore scored high marks. This question also had (a) and (b) parts. In (a) candidates were asked to differentiate between courtship and marriage. Most of the candidates were able to differentiate between the two. The (b) part required candidates to highlight four reasons why individuals get married.

- (a) Courtship is the period during which the would-be spouses study each other to enable them decide whether each has the acceptable qualities that will enable them to live together as husband and wife.

Marriage on the other hand, is the recognized and acceptable union of a man and a woman in which the two had undergone all the customary rites recognized by the society and are legally bound together as husband and wife.

- (b) Reasons why individuals marry include; (i) companionship (ii) provision of security to each other. (iii) procreation (iv) legitimate avenue for sexual satisfaction (v) to unite families and ethnic groups etc.

Question 3

- (a) **Explain four causes of desertification in Ghana.**
- (b) **Outline four ways of minimizing desertification in your country.**

A very popular question. Candidates were able to answer both the (a) and (b) parts very well and therefore scored high marks for this question.

- (a) Explanation of causes of desertification. These include; (i) over cultivation of an area. (ii) bush fires - used for hunting and cultivation of the soil (iii) overgrazing by animals (iv) improper application of agro-chemicals (v) cutting down trees without replacing them etc.
- (b) Ways of minimizing desertification include; (i) afforestation programmes, (ii) preservation of forests through forest reserves and sacred groves, (iii) public education, for example on usefulness of growing and protecting trees, (iv) enforcement of environmental protection laws. (v) Controlling overgrazing by finding alternative food for the animals etc.

Question 4

- (a) **Give two examples each of agents and agencies of socialization.**
- (b) **Discuss four effects of lack of socialization on the society.**

This question was not popular and those who answered it scored low marks. The (b) part especially was poorly answered. For the (a) part the question required candidates to give two examples each of agents and agencies of socialization. Candidates were expected to write these agents - teachers, playmates, parents, religious leaders etc. and these agencies - home, school, church/mosque, the media etc.

- (b) Effects of lack of socialization include:
- (i) Proliferation of deviant behaviours in society e.g. prostitution, substance abuse, etc.
 - (ii) Cultural preservation will suffer i.e. many of our traditional practices will be lost.
 - (iii) Break down of the extended family system.
 - (i) Loss of cultural identity.
 - (v) Low productivity as a result of poor work ethics.
 - (vi) There will be problem of developing personalities e.g. loss of self-respect, low achievers etc.

Question 5

- (a) **What is a constitution?**
(b) **Explain *four* consequences of the suspension of the constitution of a nation.**

It was quite popular and performance was above average. The (a) part was above average, while the (b) part was poorly answered.

- (a) A constitution is a body of rules and regulations that govern the way a country is run. It is the highest or fundamental law of the land to which all other laws must conform.
- (a) With the 'b' part, candidates could have raised points like;
- (i) leads to lawlessness/insecurity
 - (ii) dictatorship where the government of the day decides what to do whether good or bad,
 - (iii) foreign investment will reduce or cease completely
 - (iv) development projects will come to a halt
 - (v) rights of individuals will be violated,
 - (vi) national integration is undermined.

Question 6

- (a) **State *four* fundamental human rights enshrined in the 1992 constitution of Ghana.**
(b) **Explain *four* conditions under which the right of an individual can be violated.**

This question was popular but many candidates could not answer it especially the (b) part. Most of the candidates who attempted the question wrote on reasons why rights are violated instead of conditions under which rights can be violated. Generally, rights can be violated for the general good of the society.

- (a) Candidates were asked to state four fundamental human rights enshrined in the 1992 Constitution of Ghana. Such rights include; (i) right to life, (ii) right to personal liberties, (iii) right to freedom of assembly and association, (iv) right to freedom of movement, (v) right to education, (vi) right to fair trial, (vii) respect for human dignity etc.
- (b) Conditions under which an individual's right can be violated include:
- (i) When there is national emergency e.g. war, the Head of state can declare a state of emergency.
 - (ii) When a person is convicted of a crime, that person can be put in prison.
 - (iii) An individual infected by contagious disease can be quarantined e.g. small pox/chicken pox, swine flu etc.
 - (iv) Entry into restricted areas e.g. military installations, etc.
 - (v) People suffering from insanity.

Question 7

- (a) What is democratic leadership?**
- (b) Describe four roles of a husband in the Ghanaian society.**

This question was very popular and it was mostly well-answered by candidates. It was in two parts that is (a) and (b).

- (a) The candidates were asked to define democratic leadership and majority of the candidates who chose this question were able to state that democratic leadership means. A few of the candidates, however, defined democracy or a leader which earned them no marks.

Candidates were expected to define democratic leadership as a process where a leader involves his followers in the decision-making process, listens to them and considers their views towards the attainment of set goals of the group.

- (b) This part is on the roles of a husband in the Ghanaian society. The roles include the following:-
 - (i) He is the head of the nuclear family
 - (ii) He provides the physiological, social and emotional needs of the family,
 - (iii) He provides financial needs of the family,
 - (iv) He provides security and protection from bad influences outside the family
 - (v) He ensures that marriage rites are properly done.
 - (vi) He provides the sexual needs of the wife etc.

The marks scored by candidates for this part was just average.

Question 8

- (a) Differentiate between natural resources and capital resources and give an example of each of them.**
- (b) In what *four* ways are natural resources beneficial to Ghanaians?**

This question was answered by many candidates. Most of these candidates were able to provide good answers for this question which was in two parts, (a) and (b). In the (a) part, candidates were asked to differentiate between natural resources and capital resources and provide examples of each of them. The (b) part required candidates to show ways that natural resources are beneficial to Ghanaians.

- (a) (i) Natural resources are materials provided by nature that are of value to man and are used in production e.g. soil, water bodies, mineral deposits, elements of the weather etc.
- (ii) Capital resources are man-made materials that are used for further production. e.g. dams, tools and machines, broad network etc.

With the 'b' part, points raised by candidates include:

- (i) Provide food and water for use by humans.
- (ii) Employ a large proportion of the labour force (farmers, Hunters, miners, loggers etc.
- (iii) Provide raw materials to feed agro-based industries e.g. gold, bauxite, timber, cocoa etc.).
- (iv) Water bodies are source of generating hydro-electric power for industrial and domestic use. e.g. Akosombo dam.
- (v) Provide means of transportation air, land and water
- (vi) Provide water for irrigation etc.

Question 9

Explain *five* ways by which socio-economic development problems in Ghana can be addressed.

This question was not popular. Few of those who answered it provided good answers whilst quite a number of them could not answer it well.

The question asked candidates to explain five ways by which socio-economic development problems can be addressed. Candidates wrote on the problems instead of the solutions.

Candidates were expected to provide some of the following points:-

- (i) Provision of skills training for manpower to reduce the use of foreign manpower.
- (ii) Control of inflation on goods and services.
- (iii) Employing appropriate technology to process primary products before exporting them to other countries.
- (iv) Proper planning and use of resources for appropriate projects.
- (v) Effective mobilization of taxes.
- (vi) Provision of education to equip the people with literacy skills
- (vii) Employing good management.

Question 10

- (a) **State *four* types of business organization in Ghana.**
- (b) **Outline *four* ways of sustaining a business enterprise.**

This question was quite popular with many candidates. Most of the answers provided were good and therefore those who attempted this question scored respectable marks.

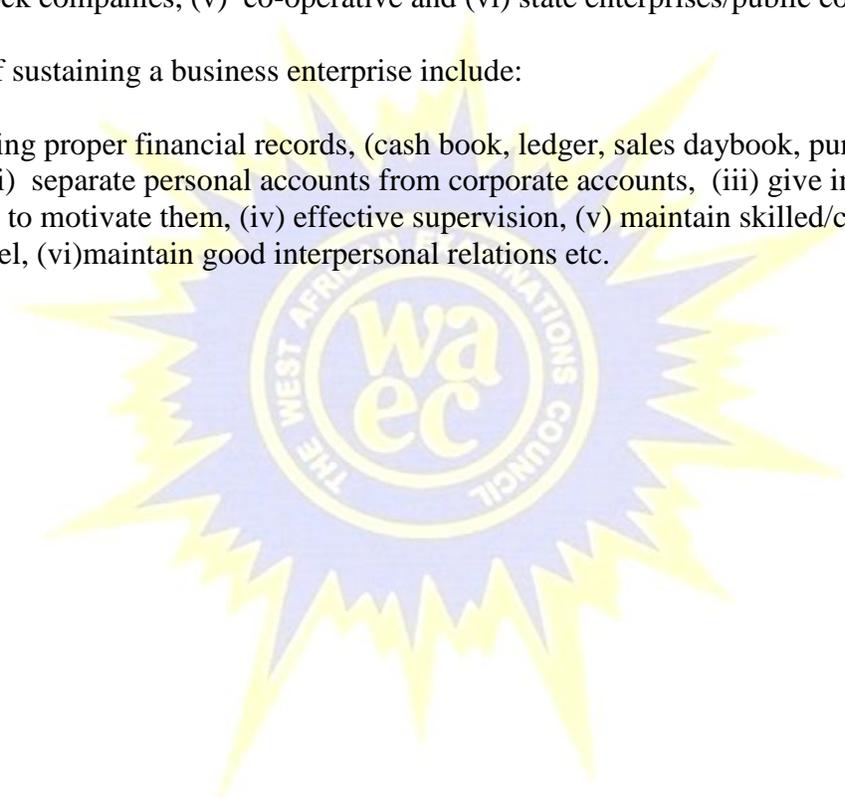
This question was in two parts, (a) and (b). Many candidates were able to state types of business organization in Ghana for the (a) part. A few however were not able to state them correctly. The (b) required candidates to outline four ways of sustaining a business enterprise. Although most of them were able to come out with the ways of sustaining a business enterprises, some of them were not able to explain the points.

(a) Types of business organizations are

(i) sole proprietorship (ii) partnership, (iii) public joint stock companies, (iv) private joint stock companies, (v) co-operative and (vi) state enterprises/public corporations.

(b) Ways of sustaining a business enterprise include:

(i) keeping proper financial records, (cash book, ledger, sales daybook, purchase daybook etc.), (ii) separate personal accounts from corporate accounts, (iii) give incentives to workers to motivate them, (iv) effective supervision, (v) maintain skilled/competent personnel, (vi) maintain good interpersonal relations etc.



MUSIC 1A

1. **GENERAL COMMENTS**

The questions were constructed based on the syllabus and represented the entire sections in the syllabus. Questions set depicted the precision of knowledge according to the developmental level of the candidates. The overall performance of the paper was appalling and most of the candidates performed abysmally. It needs to be noted that teachers have to put in a lot of effort to change the situation at hand. It became clear from the candidate's responses that the basic fundamentals in Aural culture have not been given the needed attention.

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

No significant improvement was shown in candidates' answers. A very good fraction of candidates who answered question 7 did quite well. Most of the candidates knew much about time signatures instrumentation and musical types.

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

- (1) Candidates did not exhibit a thorough knowledge and experience in rhythmic dictation. Most of the candidates lacked the knowledge of note groupings according to time signatures. Some candidates managed to notate the melody instead of the rhythm.
- (2) Candidates also displayed more than four bars, indicating that they could not follow the rhythmic structure they were asked to notate. They therefore wrote anything to represent something which indeed was not right.

4. **SUGGESTED REMEDIES**

Candidates should spend time on perception and conceptualization of musical sounds. They need to be exposed to listening to a lot of musical excerpts and assisted to notate them accordingly. Teachers need to approach this by making students do a lot of rhythmic dictation through clapping of combinations of the note values according to given pulses and time signatures.

5. **DETAILED COMMENTS**

Question 1

1. **TEST 1 (RHYTHMIC DICTATION)**

Candidates were required to listen to a melody on a CD player and notate the rhythm. A pulse was given to guide the dictation in simple triple time. The candidates were to do this within four bars.

Many candidates attempted this question but could not finish or wrote more than the given three bars. Some neglected the bars and the time signature and notated the rhythms less or more than necessary within the bars. Many candidates did not show evidence of understanding of the rhythmic concept. Few candidates who showed understanding of rhythmic concept were able to score almost all the marks allocated for the question.

Question 2

TEST 2 (MELODIC DICTATION)

Candidate were required to listen to a melody played on a CD player and write the melody using provided music manuscripts. They were asked to do this using the treble staff, key A major and 6/8 time. Many candidates could not position the sharps (Key signature for A major) well at the appropriate place on the staff. They also demonstrated poor barring according to the time signature. Quite a number of candidates were able to write the time signature except that they lacked the precision of knowledge about arrangement of clefs, time signatures and key signatures as some of them wrote the time signature before the clef and the key signature on the staff. This is inappropriate. Seventy percent of the candidates could not write the melody at all.

Question 3

TEST 3 (TWO-PART WRITING)

Candidates were required to write the upper part of a two-part musical phrase in C major using the treble staff and $\frac{3}{4}$ time. The marking scheme suggested the following points:

- (i) Correct key signature
- (ii) Correct Time signature
- (iii) Correct Clef
- (iv) Appropriate barring
- (v) Correct melody

Although all candidates wrote the correct time signature, key signature, clef and barred appropriately, most of them could not write the upper part of the played excerpt.

Question 4

TEST 4 (CHORDS)

Candidates were required to listen to the tape and write the chord progressions including inversions accordingly using Roman numerals or technical names. Eight chords were played. The candidates' performance was below average. Few candidates who were able to provide the right responses could not identify the inverted ones.

Question 5

TEST 5 (CADENCES)

A passage with three cadences was played and candidates were required to identify them as being Interrupted (Deceptive), Perfect (Full Close or Authentic) Plagal (Amen) or Imperfect. Quite a number of candidates performed creditably here except that instead of three cadences, most of them provided all the four cadences given. It suggests that candidates guessed in providing answers and did not know the concept of cadences well.

Question 6

TEST 6 (MODULATIONS)

A passage containing three modulations was played in key D major and candidates were asked to identify modulations as they appeared as dominant, subdominant or relative minor with their corresponding keys.

The marking scheme provided the following:

- (a) Relative Minor - B minor
- (b) Dominant - A major
- (c) Subdominant - G major

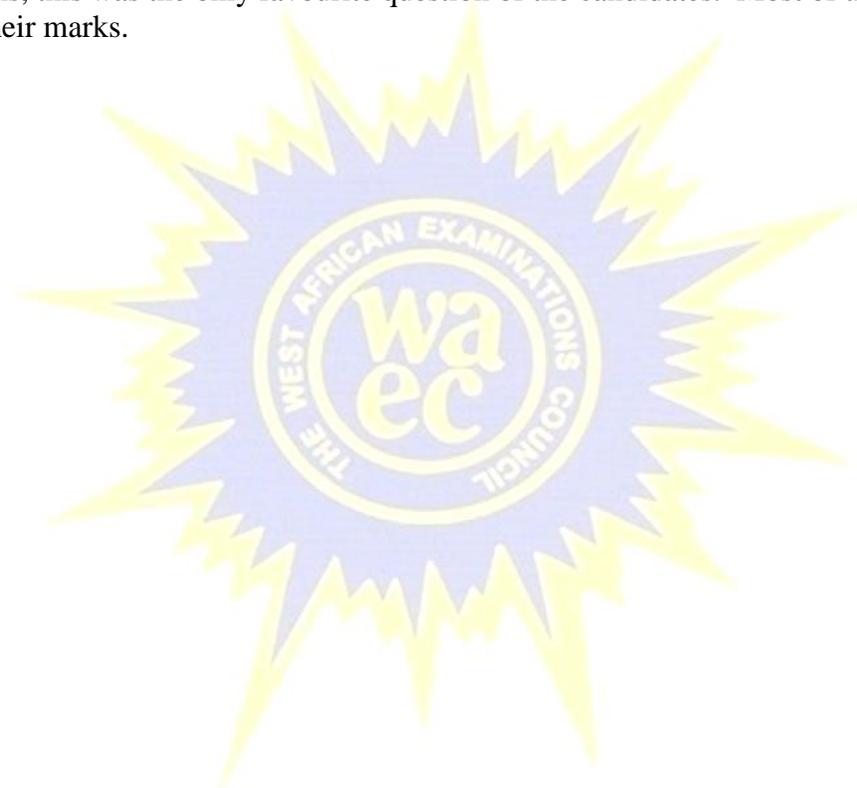
Most candidates were able to identify the required modulations but could not determine the corresponding keys. Candidates lacked the knowledge about key relationships. Instead of relative minor, candidates preferred writing the word 'relative', which was not correct.

Question 7

TEST 7 (IDENTIFICATION OF THEMES/DESCRIPTION OF THEMES)

Three musical excerpts were played for candidates to identify the time signature, two of the instruments used and the musical type respectively.

Candidates' answers were above average. Candidates on this question exhibited enormous knowledge on conceptualization of the sounds of musical instruments, musical genres and were able to determine time signature of pieces. Among all the seven questions, this was the only favourite question of the candidates. Most of them therefore made their marks.



MUSIC 1B

1. **GENERAL COMMENTS**

The whole Performance Test was within the standard or the ability of candidates though the standard of the paper was slightly an improvement over that of the previous year.

Most candidates were able to perform the Technical Exercises correctly this year, though there are still some challenges. The two pieces Western and African (Piece A and B) were mostly concentrated on by the candidates. Most candidates performed above average, which is an improvement.

Unfortunately, only few candidates performed well in the sight readings.

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

- (1) The instruments presented were Voice, Violin and Atenteben.
- (2) About 99% of the candidates performed the two Technical Exercises correctly and well too.
- (3) Candidates were able to perform the pieces well. It is worthy to note that candidates from other ethnic groups were able to perform pieces not in their own language. For example non-Ewes were able to perform "Mawue naa ' me, Mawue tea 'me" in Ewe, so also non-Akans were able to perform "Wo ho te sen" and "Bone ben" all in Akan. This must be encouraged.
- (4) Most candidates were able to perform with keyboard accompaniment. They were also able to observe the various entries correctly. More practice will help those who were found wanting.
- (5) All the candidates sung from memory.
- (6) Most candidates were flexible and confident in their presentation.
- (7) Candidates' purity of vowels, diction and articulation were good.

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

- (1) Candidates' tone production and intonation leaves much to be desired.
- (2) Most candidates could not control their breath during performance
- (3) Almost all candidates examined sung, Very few performed on other instruments such as atenteben and violin.

- (4) Just a few of the candidates could sight-read the pieces given to them.
- (5) Most candidates ignored the dynamics in the pieces.
- (6) Most of the candidates could not cope with the chromatic rules and key changes.

4. **SUGGESTED REMEDIES**

- (1) Music tutors should lay emphasis on voice production, breath control and other exercises that can help students improve on the required skills for singing.
- (2) Tutors of music should be advised to investigate the background of each candidate and encourage those who can handle any other instrument to do so. Playing of instruments should be introduced as early as the first year.
- (3) Sight-reading should also be introduced as early as the first year.
- (4) Music tutors should help candidates in learning the expression that are in a given song.
- (5) Candidates should be encouraged to perform different pieces since this will bring about variety, style and mood.

5. **DETAILED COMMENTS**

Question 1

- (a) **Technical Exercises**
 - (1) The first technical exercise in arpeggio was performed by all candidates. All the candidates used the tonic solfa and more staccato than legato. Students must be encouraged to use the 'ah', 'oh', 'oo' as well.
 - (2) Most candidates could not observe the 3 crotchet beats at the end of the second and the fourth phrases of the music.
 - (3) The second technical exercise in D minor was well patronised by candidates. However, the 2 crotchet beats at the end of 1st, 2nd, 3rd and 4th phrases were not correctly sung according to the durational value. Candidates must be trained to observe every value correctly.

Piece A

The underlisted are the pieces from list A performed by candidates.

- (1) O For The Wings of A Dove - F. Mendelssohn Bartholdy.

- | | | |
|-----|------------------------------|---|
| (2) | To Music | - Franz Schubert |
| (3) | If Music be the food of Love | - Henry Purcell
(Arr. by Lawrence Henry) |
| (4) | Ave Maria | - Charles Gounod. |

O For The Wings of A Dove

According to the composer, this piece is to be performed with movement (con moto). This means the music should be performed with some kind of feelings or expression. Most candidates failed in this wise. The chromatics that serve as ornaments were also mostly not executed well.

Furthermore, the 2nd time go to '*' was not observed by some candidates. Again, the long notes at the end of the phrases were not observed by some candidates.

To Music

This music is to be performed in moderate tempo, starting in a soft manner. Candidates who performed this piece rushed with the song, ignoring the dynamics. However, they did well.

If Music be the food of Love

This music is also to be performed in moderate tempo with a lot of expressions (dynamics). Candidates who performed this piece could not interpret the dynamics well, though most of them performed the passages in this music well. Some also had difficulty in the performance of the chromatics.

Ave Maria

The music is to be performed in moderate tempo, with expression. Most candidates who performed this song, performed it in a fast time, instead of slow time. Most of them could not observe the durational values of the notes.

Piece B

The pieces of List B, performed by candidates are below:

- (1) Mawue Naa me, Mawue Tea me - E. Amu
- (2) Woho te sen - J.H. Nketia
- (3) B4ne B n - J.A. Amuah

Mawue naa ' me Mawue tea' Me.

A good number of the candidates performed this music. The music is moderately slow but some candidates performed the music in fast tempo.

Most candidates ignored the dynamics in which the piece is to be performed.

Some candidates could also not perform the notes with leaps in the music perfectly.

Wo ho te s n

This piece is also supposed to be performed in a moderately slow tempo.

Some candidates who performed this music performed it in a fast tempo.

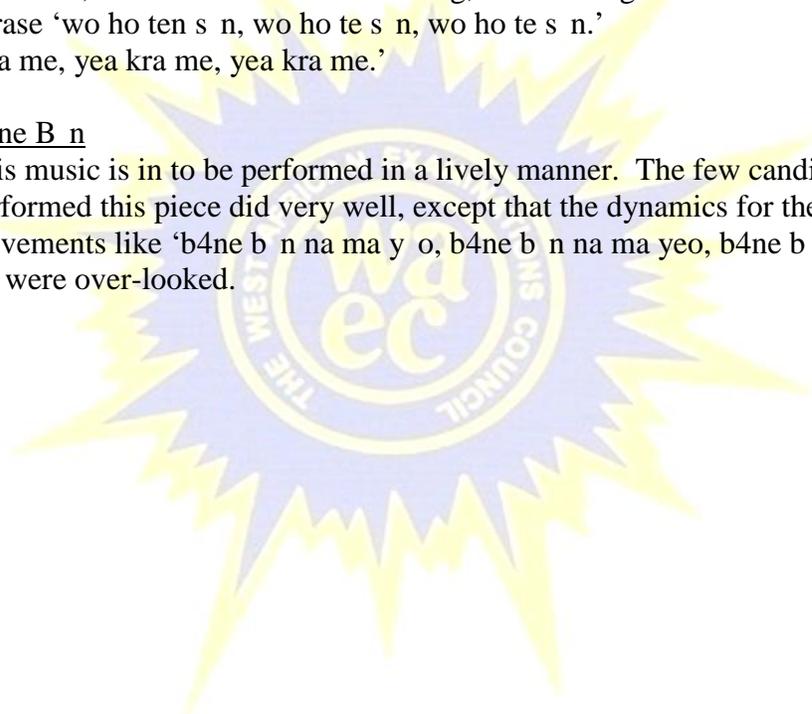
The sequential movement at most portions of the song which demand some dynamics, to show contrast in the song, were also ignored. For example, the phrase 'wo ho ten s n, wo ho te s n, wo ho te s n.'

'kra me, yea kra me, yea kra me.'

B4ne B n

This music is in to be performed in a lively manner. The few candidates who performed this piece did very well, except that the dynamics for the sequential

movements like 'b4ne b n na ma y o, b4ne b n na ma yeo, b4ne b n na ma y o' etc were over-looked.



MUSIC 2

1. GENERAL COMMENTS

The questions were based on the syllabus and represented the various sections in the syllabus. There was no vagueness in the questions and they were within the comprehension of candidates. The overall general performance of the paper was below average. Only a few schools performed averagely. It was clearly observed that music teachers in the Senior High Schools are not doing enough to help the students. It has been palpable in the writing of candidates that they were attended to by their teachers only a few weeks to the examination period.

2. A SUMMARY OF CANDIDATES' STRENGTHS

No significant features/improvement was shown in candidates' answers. A few candidates who answered question 3 did quite well. A very good number of candidates who answered questions 4 and 5 did quite well. Most of the candidates knew much about African Music in the Diaspora but could not bring the difference between Reggae and Jazz music to bare. Candidates had a good knowledge of instruments used in the highlife music.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(a) Melody Writing

- (i) Candidates did not exhibit a thorough knowledge of balance in melody writing as well as form and modulation to the dominant. Few candidates who made the attempt to modulate did not show adequate knowledge in their modulation. Stems of notes were in most cases wrongly directed and melodies were shapeless.
- (ii) Candidates also displayed a very poor knowledge of chord progression and cadences. Spacing in parts was poor, more than octave. Notes were written above or below the voice ranges.
- (iii) Set Works: Most candidates could not quote the first four bars of the opening melody of the trumpet part. They could not tell of the nationality of the composer. Quite a good number of candidates attempted this question and performed very well.
- (iii) Candidates expressed a poor knowledge of Music theory.

4. **SUGGESTED REMEDIES**

- (1) Candidates should upgrade their knowledge in Music by spending adequate time reading and practicing the art of harmony. Trained music teachers should be appointed to prepare students for the examination.
- (2) Students should be prepared quite ahead of time for their proficiency.

5. **DETAILED COMMENTS**

Question 1

(a) (i) **Melody Writing**

Candidates were required to continue a given melody to form a passage of not less than 12 and not more than 16 bars.

The candidates were also to modulate to the dominant in the course of the passage and return to the original key. The given melody was in compound duple (6/8) time with a length of two-bars.

OR

(ii) **Setting melody to a given text.**

Candidates were required to set the given text below to a suitable melody, indicating tempo, phrasing and dynamic mark. Credit is to be given to originality of the composition and proper alignment of texts to the notes.

I am strong as an eagle,
Reaching for the sky;
Nothing my way can detour
For I am born a star.

The marking scheme suggested

- (i) Breaking down syllables to strong and weak beats
- (ii) Suitability of rhythm to the text (meter, barring, alignment etc.);
- (iii) Melodic interest:
- (iv) Phrasing, tempo and dynamics;
- (iv) Originality
- (v)

Generally, a few candidate attempted this question and performed poorly.

Candidates did not set the given texts to a suitable melody. In most cases two or more syllables were assigned to a single pitch. Texts were set without recognising

their importance in the melody. Important texts were inappropriately placed on weak beats.

(b) **Two part writing-**

Add an independent flowing part below the given part.

Candidates were required to write/add a bass part above a given melody, four bars and in key G major in 4/4 time. Candidates show tangible evidence of inadequate preparation for this question. Many candidates duplicated the correct key signature, time signature, clef and barred appropriately. Candidates demonstrated a poor understanding in two part writing. The counter melody did not stand on its own. There was no independence in melodic curves as well as melodic interest, contrast, rhythm/contour, harmonic interest. Final cadence could not be spelt out and copying, phrasing and alignment were poor.

(c) **Four part harmony**

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

Introduce some non harmonic tones where applicable in the added parts.

Candidates were required to harmonise a given melody in B flat major. They were required to add alto, tenor and bass parts. There was a generally poor performance. The marking scheme suggested the following points:

- (i) Correct key signature
- (ii) Correct Time signature
- (iii) Correct Clef
- (iv) Appropriate barring
- (v) Harmonic interest (Progression)
- (vi) Final Cadential progression
- (vii) Added Parts
- (viii) Copying/phrase marks/alignment

Although all candidates wrote the correct time signature, key signature, clef and barred appropriately, the harmonic interest (progression) final cadential progression, copying phrase marks and alignment were poorly done.

Question 2

EITHER

With reference to Trumpet Concerto (2nd movement) by Joseph Haydn:

- (a) In what period was the music composed?
- (b) What is a concerto?
- (c) Quote the first four bars of the opening melody (of the trumpet part).
- (d) List any four terms or signs used in the piece.
- (e) State the structural form of the piece.

OR

With reference to Ahekoo by E. Pappoe Thompson:

- (a) State the nationality of the composer.
- (b) In what key/time was the piece written?
- (c) State any four compositional devices used by the composer.
- (d) Name other keys through which the music passes.
- (e) For what media was the piece composed?
- (f) What is the overall form of the piece?
- (g) Mention any two contemporaries of E. Pappoe Thompson.
- (h) Identify the language in which the piece was written.

Candidates' performance was generally average. Few candidates did well for quoting the first four bars of the opening melody of the trumpet. In candidates' attempt to identify compositional devices as used by the composer, they went outside the piece to mention general compositional devices. There was clear evidence that candidates have not adequately mastered musical terms and signs. It was equally palpable that candidates have no knowledge of the generational map of Ghanaian choral music composers.

Question 3

Western Music - Candidates were required

To write short notes on any five of the following:

- (a) Modulation
- (b) Transposition

- (c) **Syncopation**
- (d) **Orchestration**
- (e) **Improvisation**
- (f) **Transcription**
- (g) **Tonicization**

Candidates' answers were below average. Candidates who answered this question were displaced. This question should have been under the purview of western Music and not Music theory. Preparation to answer this question was therefore zero.

Question 4

- (a) **Classify the following instruments under the given ethnic group in Ghana: Wia, Dawuro, Kagan Goje, Atumpan, Atsinevu, Mmensoun, Gyile, Axatse, Seperewa.**

DAGOMBA	AKAN	EWE

- (b) Name any two melodic idiophones in Ghana.

- (c) Write short notes on *one* of the following:

- (i) Membranophones.
- (ii) Aerophones.

- (b) **Identify any three attributes of a traditional African musician.**

Many candidates were able to classify instruments appropriately into the ethnic groups they belong, except for two uncommon ones. Teachers are admonished to cover a wide range of instruments in Ghana to encompass all ethnic groups.

On the whole the performance of candidates was average.

Question 5

- (a) **Apart from Reggae and Jazz, state any five musical styles prevalent among African Americans in the diaspora.**
- (b) **State any two differences between Reggae and Jazz music.**
- (c) **List any four instruments used in Highlife music.**

African-American Music in the Diaspora. Candidates were required to

- (a) Write musical styles prevalent among African and Americans in the Diaspora apart from Reggae and Jazz.
- (b) State any two differences between Reggae and Jazz music
- (c) List any four instruments used in Highlife music.

On the whole, candidates' performance was good. It is imperative to encourage students to take keen interest in reading about music of the African Americas in the Diaspora.

