

RESUME OF THE LANGUAGES

1. STANDARD OF THE PAPERS

There was a broad consensus among the Chief Examiners that, as far as previous papers were concerned, the standard for this year's papers was maintained.

2. PERFORMANCE OF CANDIDATES

On the contrary, different performance ratings were ascribed to candidates for the various papers. While an 'improved performance' was observed for some, others witnessed a decline in performance compared to that of previous years. Yet, in some other papers, the performance was said to have remained the same. French 1, Ga 1, Ewe 2 and English Language 1 are examples of papers in which candidates' performance was reportedly the same, in comparison with the previous years'.

Average performance was reported for Akuapem Twi 1, while candidates performed 'below expectation' in Literature-in- English 3. There was 'slight improvement' in Dangme 1 while performance in Ga 2 was said to be 'below that of last year'. Performance was described in Akuapem Twi 2 as 'good', while in Dangme 2, it was 'commendable'. In Asante Twi 1, it was 'very encouraging'.

3. A SUMMARY OF CANDIDATES' STRENGTHS

Some commendable features were identified in candidates' scripts. Notable among them include the following:

(1) Adherence to Rubrics

A good number of candidates were lauded for strictly observing the rubrics in terms of the number of questions to answer, choice of questions from the various sections and the length of essays required. These were noted in Literature-in-English 3, Ewe 1, Akuapem Twi 2 and Fante 2.

(2) Good Organizational Skills

In Ga 2, Ewe 2 and Dangme 1, candidates were praised for the orderly manner in which they presented their ideas.

(3) Mastery of Subject-Matter

Evidence of in-depth knowledge of subject-matter was reported in Dangme 1, Kasem 2, Ga 2 and French 1 for some candidates.

(4) Knowledge of the Formal Features of Essay Writing

Some candidates were commended for the able manner in which they handled the formal features of essay such as speech writing, letter writing, both formal and informal, debates etc.

- (5) Appropriate Use of Language
Some candidates were applauded for making appropriate and effective use of language in areas such as diction, syntax and expression. Examples were cited in Asante Twi 1, Dangme 1 and Fante 2.

4. A SUMMARY OF CANDIDATES' WEAKNESSES

The strong points of candidates notwithstanding, certain weaknesses were identified in the following areas:

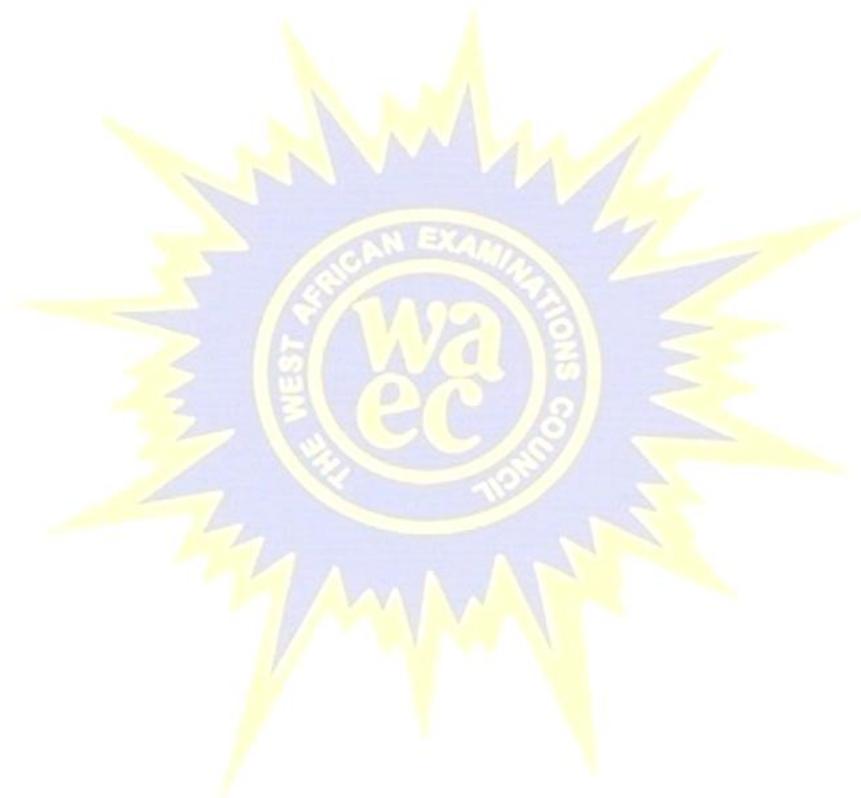
- (1) Poor Orthography and Inappropriate Use of Language
It was reported that some candidates could not spell words correctly. Neither could they apply the rules of syntax appropriately. They had difficulty, for instance, in word division in Akuapem Twi 1, Asante Twi 1 and Fante 1. Other grammatical errors were identified in English Language 1, Gonja 1, Ewe 1, Dagbani 1 and Kasem 1.
- (2) Lack of Answering Skills and Understanding of Questions.
A number of candidates were said to have misunderstood some of the questions and therefore provided answers which were off the mark. Examples were given in French 1, Ewe 2, English Language 1 and Literature-in-English 2.
- (3) Poor Preparation
Answers provided by a significant number of candidates showed that they had not adequately prepared for the exams. This was noted in English Language 1, French 1 and Literature-in-English 3.
- (4) Non Adherence to Rubrics
Some candidates were said to have failed to observe the rubrics with regard to the number and choice of questions as well as required length of essays. These were observed in Akuapem Twi 2, Ga 2, Nzema 1 and English Language 1.
- (5) Poor Handwriting
The Chief Examiners for English Language 1, Kasem 1 and Nzema 1 reported that the handwriting of a substantial number of candidates left a great deal to be desired. This seriously affected reading and marking of answers scribbled.

5. SUGGESTED REMEDIES

A number of recommendations were proposed to address the weaknesses identified. These include:

- (1) A thorough study and appreciation of the set texts instead of candidates relying on pamphlets.

- (2) Extensive reading of good material to improve language usage.
- (3) Conscious effort to cover the entire syllabus instead of selecting aspects thereof.
- (4) Careful reading and understanding of questions as well as strict adherence to rubrics.
- (5) Encouragement of more class exercises and spelling drills.
- (6) Need to improve on handwriting.



ENGLISH LANGUAGE 1

1. GENERAL COMMENTS

The general standard and quality of the paper was appropriate and the interest level of the essay topics was very high. The passages were also topical issues.

However, as in previous years, the general performance of the candidates was not good enough. Performance, especially in the Comprehension and Summary tasks, witnessed a downward trend.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Use of Language

The good candidates demonstrated some degree of expertise in the use of language. Their grasp of rudiments such as grammar, tense, spelling, punctuation and sentence structure was commendable. Sentences were well constructed and there was variety in sentence patterns.

Vocabulary and Use of Registers

Most of the good scripts demonstrated ability to use registers in the discussion of points, particularly in the article and informal letter writing. There was also an attempt by the good candidates to use varieties of English as dictated by situation, audience and purpose.

Development of Points

Some of the candidates discussed the points raised exhaustively, usually with illustrations drawn from school life experiences or from their own reading. There was evidence of transfer of knowledge from other subject areas.

Rubrics

In most cases, rubrics were strictly observed.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Most of the candidates have not still grasped the basic workings of the language; hence, their structures are faulty. They are on the whole, not observing the various rules of agreement i.e. subject with the attendant verbs, pronouns, number and gender.

Expression

Candidates did not seem to keep their eyes on the subjects of sentences; hence they wrote sentences like: 'Such a hawker **do** not know how to keep the street tidy' or 'the hawking of goods on the street **are** risky'.

They could not use the present and past participles correctly e.g. '**She** was **giving** a beautiful dress by **his** father' or 'The teacher is now **given** the pupils exercise books'. Some candidates could hardly use 'being' and 'been' correctly.

Punctuation

Some candidates omitted full stops at the end of sentences and started sentences with small letters. There was also the wrong use of semi-colons, colons and wrong syllabification of line endings. Candidates did not use capital letters for some proper nouns too.

4. SUGGESTED REMEDIES

Extensive/Intensive Reading Programme

Students should cultivate the habit of reading good novels, magazines and newspapers as this will go a long way in honing their use of the English language. Candidates should also do more writing exercises as part of their preparation towards the examination.

Note-Taking Exercises

Exercises aimed at helping students to take short notes from passages read can help them to develop the skill of extracting essential points from the elaborations used by writers.

Also, helping in this regard is the knowledge of paragraph structure and connectives used by writers to introduce, emphasize or restate the crucial points in the passage.

Grammar and Spelling Drills

Teachers should spend time to teach their students the various rules of agreement i.e. subject, verb, pronouns, number and gender.

5. DETAILED COMMENTS

Question 1

Write an article on the topic “*The menace of hawking on the street and how to deal with it*”

The performance of the candidates was not too good. A good number of them just discussed hawking on the street without bringing out clearly the menacing nature of it i.e. the bother and the inconvenience hawkers cause, the littering of the environment and also the risk to themselves as they confront all sorts of vehicles on the street.

Some candidates deviated into discussing the causes of street hawking, which, unfortunately, was not part of the question.

Question 2

As the Senior Prefect of your school, write the speech you would deliver to first-year students on how to manage their time.

The performance, here again, was average. The discussion of most of the candidates veered into the need for the first year students to keep to the rules and regulations of the school. The advice to the first year students should have been for them to make sure that all or most of their time on campus was spent on their studies (including using the school library) and not on frivolous activities.

Question 3

Your sick grandmother is admitted to hospital. Write a letter to your brother describing the state of her health when you visited her.

Most of the candidates who answered this question did well. The narration of events before the illness and the changing status of the grand mum's health was commendable.

Question 4

Write a story to illustrate the saying: “The lazy man goes to bed hungry”.

Many of the candidates did not attempt this question. The few who did thought that the saying could be explained literally (i.e. a lazy man going to bed hungry).

Question 5

The Society for the Improvement of Living Conditions is organizing a debate on the motion: “The rapid development of a country depends solely on politicians”. Write your argument for or against the motion.

This was not a popular question and the few who did attempt it missed the main point of the argument: whether the politician is indispensable or not in terms of the rapid development a country. Instead of this, most of them merely discussed the functions and importance of the politicians.

Question 6 - Comprehension

6(a) Most candidates wrote the right answer.

6(b) The trouble here was with the tense in the answers of some candidates. Some wrote ‘The ultimate aim was ...’; others wrote, ‘The ultimate aim of the girls who travelleded to Accra was ...’ when the tense of the question is in the present.

6(e) Very few candidates got this answer right. The ideal ways of answering this question are as follows:

- The attitude of the writer towards the parents of the children is one of disapproval/one of disappointment.

OR

- The writer disapproves of the parents/is disappointed with (in) the parents

OR

- The writer thinks/considers that the parents are irresponsible.

NB: If a candidate (as some of them did) writes, 'The parents are irresponsible', it becomes the attitude of the candidate himself/herself and not that of the writer.

6(f) This was a grammar question. Candidates should learn to get it right. It is adverbs which modify verbs and it is adjectives which qualify nouns. There should be no mix-up.

NB:

- (i) Candidates should also learn to quote well the object of modification. Here, the verb that is being modified is 'to prepare' and not just 'prepare'.
- (ii) Candidates should know that, by convention, they must write a full sentence for 'the function' - 'it modifies the infinitive/verb, 'to prepare' and not 'modifies' or modifying'.

6(h) Candidates should not give two words or expressions for any lexical item because, if either word or expression is wrong, the answer is wrong.

Question 7

7(b) Candidates should remember that a question like, 'What distinguishes the heart from other machines?' Or 'What is the difference between the heart and the other machines?' demands a proper comparison e.g. 'While/whilst/whereas the heart does not rest, the other machines do (i.e. rest)'.

OR

'Whereas the other machines are serviced/repaired the heart is not (i.e. is not serviced or repaired).

NB: The basis of the comparison should be the same. In other words, an answer like, 'The heart does not rest but the other machines are serviced/repaired' is wrong.

7(c) 'How can man-made machines be made to work well?' This is a 'how' question; and so, the ideal answer should be '... **by** servicing or **by** repairing' and not '... **when** it is repaired/serviced'.

7(d) This is a 'what' question, and so, noun answers are demanded e.g. (i) The right type of food (Eating the right type of food). (ii) Proper exercise (Doing the proper exercise).

NB: The noun 'exercise' is uncountable (Exercises means assignments. (iii) Enough rest (Enough rest should be taken).

7(e) "What must be avoided to make the heart work well?" is a 'what' question; and so, the answers should be (i) unprescribed drugs (ii) negative emotions.

OR

Unprescribed drugs or negative emotions must be avoided.

NB:

- (i) If a candidate starts with 'By ...', it is wrong because it is not a 'how' question.
- (ii) If a candidate also starts with the words, 'To avoid or Avoiding or The avoidance of', he/she is virtually negating the answer (that is, when you take it along with the question).
- (iii) Teachers must help students to answer questions accurately.

Question 8 - Summary

The performance of the candidates was below average. This is difficult to understand because the language in which the Summary passage and questions was couched in was simple and straightforward.

Candidates should be reminded that summary answers, by their nature, are expected to be in short sentences incorporating just the main ideas. In fact, each answer should not be more than a line and a half. A summary question is not like a comprehension one where the candidate is virtually at liberty to quote whole sentences as answers.

Teachers ought to spend more time here to get students to be more conversant with the types of answers demanded here.

LITERATURE-IN-ENGLISH 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of previous years. However, candidates' performance appears to have fallen below expectation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

It is difficult to refer to candidates' strengths. Occasionally one comes across scripts that are pleasing to read. This provided ample evidence of candidates' knowledge of texts, their ability to understand the demands of the questions, their ability to compose essays with few or minimal errors of grammar and expression and their readiness to demonstrate their imaginative response to literature. But such are few and far between.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Lack of knowledge of texts.
- (2) Inability to understand the demands of questions.
- (3) Use of extraneous material.
- (4) Poor writing skills.
- (5) Misunderstanding of literary terms.
- (6) Deliberate construction of questions and answers.
- (7) Regurgitation of prepared answers.

4. SUGGESTED REMEDIES

- (1) The prescribed texts must be read thoroughly.
- (2) There is no need to make excursions into authors' biographies when the questions do not require such adventures.
- (3) Candidates must improve their writing skills significantly.
- (4) Candidates should write essays which demonstrate that candidates are able to organize their thoughts and present their ideas in an orderly manner.

5. DETAILED COMMENTS

Question 1

What values do Mr. Onyimdze, Mrs. Borofosem and Na Sompa represent in the play?

This was a popular question and answers were fair-to-good. Candidates were expected to examine the characters in the context of what they valued.

Mr. Onyimdze stood for tolerance and circumspection while Mrs. Borofosem would rather value English ways and manners and pour scorn on her own culture and tradition. But Na Sompá was all for traditional culture, which was all she had ever known.

However, beyond merely stating the values espoused by these three characters, candidates were expected to be more nuanced in their judgement. For example though Mr. Onyimdze is able to live a normal life under English and traditional ways of life, his preference is clearly the latter, and he is quite sincere about what he says and does. Mrs. Borofosem, however, lacks sincerity and her partiality for English manners, including the language, exposes her illiteracy. This, combined with her blind acceptance of English ways, makes her look ridiculous, no matter what she says or does. Though Mrs. Borofosem may be described as semi-literate or illiterate at best, Na Sompá's stark illiteracy in English ways does not get in her way. Her defence of her culture in insisting on traditional marriage for her daughter ennobles her. It is not surprising that Mrs. Borofosem reconciles with her culture and people at the end of the play. And people like Onyimdze and Na Sompá were influential.

Question 2

What is your impression of lawyer Onyimdze in the play?

This was also a popular question. Most candidates referred to Mr. Onyimdze's training in England as a lawyer, his ability to get by in the two cultures, his spirited defence of traditional culture against Mrs. Borofosem's onslaughts and his winning the court case. More discerning candidates also referred to Mr. Onyimdze's strange and dogged adherence to his cultural norms even in England, his ability to take ridicule from Mrs. Borofosem and the cosmopolitan ladies without flinching, his great sense of humour and his being instrumental in Mrs. Borofosem's conversion to her traditional culture.

Question 3

Consider the view that Owu is the author of her own doom.

The candidates appeared to understand that Owu contributed to her own tragedy or that Owu was partly to blame. The argument for other factors in Owu's tragedy got unintelligible at several points. Even blaming Owu alone hardly emerges from the argument that the candidates put forward. The main points that ought to have been developed were left dangling or simply muddled up.

Candidates were expected to point out that, the fall of the great Kingdom of Owu was due to an act of omission and an act of commission. In the act of omission, Prince Adejuno's mother, Erelu Afin refuses to kill him at birth against the decree of the oracle. Her disobedience sets in motion a chain of events which culminates in the destruction of Owu.

In the act of commission, Owu attacks Ife and destroys Apomu market. By this attack, Owu breaks the convention of good neighbourliness and brings upon herself the wrath of the gods who condone the seven-year-war against Owu by the Allied Forces. Even so, Owu could have been saved if the people had called on their ancestral god, Anlugbua, for help and salvation. This they did not do. Thus Owu is the author of her own doom.

Question 4

Comment of the theme of betrayal in the play.

The candidates that answered this question fared worse than those who did Question 3. Their interpretation of “betrayal” was inconsistent. They tried but barely succeeded in showing that the people betrayed Anlugbua by not calling on him in their time of need. Some firmly proposed that Erelu betrayed the gods by not killing her ill-fated son at birth. Many others gave fantastic roles to the Maye, just as Okunade was given several other names, titles and occupations.

Candidates were to point out that the theme of betrayal runs through the play. First, there is the betrayal of love between Iyunloye and Maye who are husband and wife prior to the invasion of Apomu market and the abduction of Iyunloye triggers a series of events which climax in the wanton destruction of Owu by the Allied Forces. Maye accuses Iyunloye of betraying his trust and also willingly following and marrying Dejunu.

Next, Lawumi reveals that Owu has betrayed Ife by destroying the Apomu market. This breaks the communal taboo i.e. “no Yoruba should ever sell other Yoruba into slavery”.

Finally, Lawumi laments that in desecrating her shrine, the actions of the Allied Forces (destruction of Owu and killing those who took refuge at the shrine of the deities) are tantamount to a betrayal of their allegiance to the gods who have supported the Allied effort.

Question 5

Compare the characters of Bluntschli and Sergius.

Candidates’ answers were generally fair. Sergius being a professional soldier and Bluntschli being a mercenary were noticed. The former was also described as an idealist, while the latter was a pragmatist. Support for these points was often either not provided, or not provided in detail. Such details are required if any meaningful answers are to be given.

Both characters have aristocratic background, though Bluntschli’s is discovered later. As soldiers, Sergius is rash and idealistic while Bluntschli is down-to-earth. And this shows in their love relationship with Raina. Sergius, in spite of his bravado on the battlefield, considers himself a failure in the end, while Bluntschli is confident and assertive.

Again both characters reveal themselves better in their actions and behaviours during the war and in their love relationship with Raina. In commenting on the latter, a few candidates deplored Sergius's flirtatious affairs with Louka while he was still Raina's fiancé. Bluntschli, on the other hand, came across as more principled and sincere in his affair with Raina.

Question 6

Comment on the suspense surrounding Major Petkoff's coat in the play.

Many candidates merely told the story of Major Petkoff's lost-and-found coat rather than re-enact the suspense related to it. It was an act of kindness of Raina's and Catherine's part to give the Major's coat to Bluntschli to help him to escape. Unknown to Bluntschli, Raina had put her portrait in the pocket of the coat. Bluntschli then returned, unannounced, to give the coat back to the owners and at a time Major Petkoff had returned home from the battlefield and had noticed that his coat was missing. Raina and Catherine quickly contrived to put it back and the Major saw the portrait. Later, when he had to go out and Raina helped him to put his coat on, he noticed the portrait was not there. Raina had, in fact, cleverly and stealthily removed it. Such details that created the suspense should have been provided by candidates.

Question 7

Examine the humour and suspense in the scene where Jack's true identity is revealed.

It was candidates' failure to concentrate on the humour and suspense in the scene that cost them good marks. The ceremony to christen Jack and Algernon as "Ernest" was to be performed by Rev. Chasuble. Jack and Algernon were to be called 'Earnest' because their fiancées, Cecily and Gwendolen, had fancied that name for their would-be husbands. Unexpectedly, Lady Bracknell appeared and aborted the ceremony. Then a chance hearing of Miss Prism's name got Lady Bracknell to inquire about her. Miss Prism's sudden appearance would end in her throwing light on Jack's past, whom Miss Prism had, mistakenly, placed in a handbag she left at a railway station. Both the recovery of the bag and Miss Prism's confession led to the discovery that both Jack and Algernon were, in fact, brothers. The humour and suspense lay in the characters' comic and humorous circumstances and behaviours, details of which should have been provided.

Question 8

What do Algernon and Jack have in common?

The question, though straightforward, was not well answered. Algernon and Jack did have many things in common. There was the fact, which they discovered eventually, that they were brothers and not merely friends.

They both shared an aristocratic background, fell in love and married. And both invented “Bunburysm” as a way of escaping the boredom and narrow conventionalities of upper class society. These were essential points candidates could have fleshed out to earn credit marks.

Question 9

How effective is the poet’s use of diction in “Myopia”?

The question invited candidates to address an aspect of style, i.e., diction. Many candidates defined the word, yet proceeded to discuss the poet’s use of figures of speech like metaphors and similes.

A cursory reading of the poem would clearly show that diction was important. Through the poet’s diction, both his anger at the political leadership and his sympathy or empathy with the peasants in their “shivering and emaciated bones” were vivid. The references to “boulevards of misery” and “the railway tracks ...” demonstrated the poet’s firsthand experience of the plight of these farmers. And as his anger boiled over, as a result of the politician’s “skeletons of still-born promises”, he had no inhibition using harsh words in preparing for a revolution with his “incendiary bomb”. And not being afraid to die on behalf of the helpless masses, he chose to be the hangman or hang, if that was what he had to do to annihilate those predators who had assumed political leadership.

Question 10

Examine the significance of the poet’s inaction in “The Fence”.

The question was not properly understood by many candidates. The emphasis was on “the significance of the poet’s inaction”. Therefore it was not enough to explain the lines, one after the other, not even the stanzas, one after the other. It was true that the repetitive lines and the repeated refrains were significant. But they were so, only because they encapsulated various futile actions or inactions on the part of the speaker. As far as he was concerned, there was nothing of life that had made any significant impact on his life; all his experiences with time, truth, etc., had brought outcomes that were, at best, ambiguous and ambivalent. Thus the speaker’s inaction was the direct consequence of being baffled and confused in the matter of making life’s choices. And therein lay the significance.

Question 11

What influence does nature have on the poet in “Daffodils”?

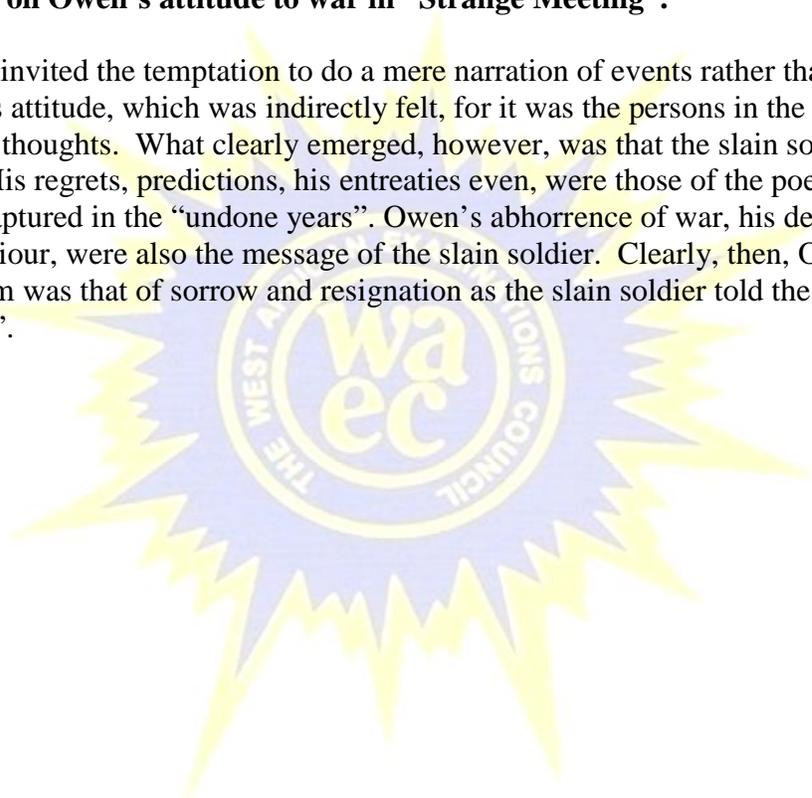
Wordsworth’s poem should have been one candidates should have enjoyed answering a question on. Unfortunately, a good number of candidates had prepared notes which they had memorized and did not care whether what they wrote answered the question or not.

The question was clear and simple: “What influence does nature have on the poet?” A good answer would, first, stress the poet’s loneliness established in the first few lines. His chance encounter with the daffodils was numinous. It was as though nature had sought him in his time of need. Then followed the hilarious descriptions of the daffodils as they swang and danced in the breeze and the poet joined the excitement of this “jocund company”. After these sensuous descriptions, the rest of the poem demonstrated the long lasting effect of the daffodils on the poet. No longer in physical contact with the daffodils, the poet was capable of conjuring the scene with his “inner eye” which, for him was “the bliss of solitude”.

Question 12

Comment on Owen’s attitude to war in “Strange Meeting”.

The poem invited the temptation to do a mere narration of events rather than concentrate on Owen’s attitude, which was indirectly felt, for it was the persons in the poem who aired their thoughts. What clearly emerged, however, was that the slain soldier spoke for the poet. His regrets, predictions, his entreaties even, were those of the poet’s. These were all captured in the “undone years”. Owen’s abhorrence of war, his desire to play the role of saviour, were also the message of the slain soldier. Clearly, then, Owen’s attitude in the poem was that of sorrow and resignation as the slain soldier told the other, “let us sleep now”.



LITERATURE-IN-ENGLISH 3

1. GENERAL COMMENTS

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

2. A SUMMARY OF CANDIDATES' STRENGTHS

Some candidates understood the rubrics of the various questions and made the attempt to answer the questions they opted to write on them.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Many candidates were not consistent with the indication of numbers of the questions they attempted at the top column provided for this purpose on their answer sheets. Some even quoted wrong question numbers for their answers.
- (2) The introduction for the various questions by most candidates was, to say the least, irrelevant. Some of them wrote about the biographies of the authors, tracing the origin of the novels and giving a long narration of the story such that by the time they came to the relevant part of the answer, either they were short of further material or time had caught up with them.
- (3) Misspelling of names - characters' names were often written incorrectly.
- (4) Misunderstanding of questions - a common phenomenon.
- (5) Grammatical errors - sentence construction, spelling mistakes and a new trend in the misuse of the apostrophe is fast gaining ground.
- (6) Poor knowledge of the texts.
- (7) Illegible handwriting.

4. SUGGESTED REMEDIES

- (1) Candidates must be taught the importance of indicating the questions they have attempted in the spaces provided on top of their answer sheets. Teachers should check this when candidates write their mock examination.
- (2) Correct approach to answering questions must be taught so that candidates avoid writing irrelevant material.

- (3) On poor knowledge of texts, it is surprising to observe that some candidates have neither read nor mastered the information in the texts they are supposed to have studied. Efforts should be made to secure the prescribed textbooks for all schools for teachers also to do their part.
- (4) Grammar, subject-verb agreement, sentence construction etc. should be seriously taught.
- (5) Teachers should also ensure that, students practise and acquire good handwriting skills.

5. DETAILED COMMENTS

Asare Konadu - *A Woman in Her Prime*

Question 1

Comment on the rites of death and burial in the novel.

Many candidates focused attention on the significance of the search for Yaw Boakye's body instead of addressing the issue of death and burial rites in the novel. Some candidates, however, answered the burial rites satisfactorily.

Points to note

The communal spirit of the people of Brenhoma and their attitude to departed members. The death of any member is taken seriously and a proper burial is organised. The corpse of a dead member of the community is always brought back home. Pokuwaa's father died away from home but his body is brought back home for the appropriate rites to be performed. The search party brings Yaw Boakye's remains home for a befitting burial.

During such burial ceremonies, food is prepared and served in wooden trays and earthen bowls by the deceased's wives/wife and sister(s) to feed the spirits of the dead. Their belief is that the deceased are only in transition to the next world and the food is meant to feed them on the journey.

Drumming and dancing by men and women always accompany the ceremony with food presentation. The dance by the deceased's age group and in the case of Yaw Boakye, his usual space is left unoccupied as his age group keeps on asking, 'Where is Boakye? Boakye, where are you?' This heightens the emotional tempo as women wail, reciting dirges as they eulogize the dead.

Cowries are presented to the deceased to pay for their passage across the river into the spirits' world. The time of burial is carefully chosen - "sunset glow" so that the shadow of the coffin doesn't fall on anyone. Yaw Boakye's widows are made to throw their pots

at the cemetery to signify that the marriage has finally come to an end. They are expected to run back home without turning to look behind them.

These rites show that the dead are accorded respect in conformity with the customs of the people of Brenhoma.

Question 2

Discuss the relevance of Pokuwaa's visit to Tano's Shrine

The word 'relevance' in the question posed a lot of problems for some candidates. Though it was one of the popular questions attempted, most candidates did not understand exactly what was required of them. As a result, they resorted to narrating the whole story, putting stress on examiners as to how to award marks.

Points to note

The Brenhoma community is one where traditional superstition and faith in the gods are believed to solve nearly all problems and barrenness considered an abomination. Pokuwaa is in her third marriage and still without a child.

Candidates were to note Pokuwaa's visits to the Tano shrine urged by her mother, a typical traditionalist and a superstitious old lady.

Pokuwaa's final decision to stop with the rituals from Tanofie and rely on 'Odomankoma' the Almighty and the reaction from her mother and her husband Kwadwo Fordwuo when it comes to light that she is pregnant.

Adichie Chimamanda N. - *Purple Hibiscus*

Question 3

Compare the characters of Father Amadi and Father Benedict.

Hardly any candidate answered this question. The question simply demands a comparison between Father Amadi and Father Benedict.

Father Benedict is strict. He condemns anything traditional to the extent of calling indigenous Catholics heathens and does without the local language Igbo. He says mass in Latin.

Father Amadi, on the other hand, is liberal and indigenous. He has respect for traditional culture and interacts freely with the locals. Unlike what they know from Father Benedict, Kambili and Jaja learn from Father Amadi that it is not a sin to live with a heathen.

Question 4

Comment on three instances of domestic violence in the novel.

Few candidates attempted to answer this question. Many of these candidates cited several instances of verbal, physical and emotional or psychological violence in Eugene's family and household.

One instance is Eugene's violent attack on Jaja on a Palm Sunday. Eugene threatens him with death and violently throws a missal at him. On another occasion, Eugene punishes Kambili by pouring very hot water on her bare feet saying "That is what you do to yourself when you walk into sin. You burn your feet". Again, he attacks his wife, Mama Beatrice, kicking her in the belly when she is pregnant, leading to a miscarriage.

Some candidates, however, touched on the military coup d' état. The answer does not lie in just any incidence of violence in the novel: candidates were to restrict themselves to instances of domestic violence. Candidates must therefore have a full grasp of the key words in the questions they choose to answer.

Non African Prose

William Golding - *Lord of the Flies*

Question 5

Discuss the significance of the hunt for Ralph in the novel.

Ralph is one of the oldest boys and the elected chief of the boys. His leadership leads to the ideas of rescue and the setting up of the fire. Jack is the other boy next in age to Ralph and leader of the hunters who later hunt Ralph, seeking to kill him and end the drive towards rational order.

- (i) The hunt serves as a breakdown of democracy.
- (ii) The immediate turn of the boys' innocence into savagery and brutality.
- (iii) The height of evil in man's heart and
- (iv) The climax of evil and destruction in the novel.
- (v) Ralph's state at the end of the novel.

Some candidates misunderstood this question to mean the boys' hunt for pigs - A complete deviation.

Question 6

Comment on the importance of the Naval Officer in the novel.

The Naval Officer is best described as the "deus ex machina" which literally means a god let down upon the stage from the machine or the intervention of some unlikely or

providential event just in time to extricate one from difficulties or to save a situation in a novel or a play. He brings the story to a conclusion.

- (i) He appeared at a time when the hunt for Ralph has reached its climax. He saves Ralph's life.
- (ii) His appearance brings the boys back to their senses.
- (iii) He reprimands them because he is not expecting British boys to behave the way they have behaved.
- (iv) Ironically, the officer who has interrupted the manhunt is taking the children off the island in a cruiser that is also hunting for its enemies.

Candidates who attempted this question narrated the story and said he saved Ralph, and that was all.

Ernest Hemingway

The Old Man and the Sea

Question 7

Examine Manolin's strength of character.

The word 'strength' created casualties among the candidates. Some thought it meant the physical strength while others only dwelt on his character.

This can clearly be seen in his relationship with Santiago, the old man, who has taught him how to fish at age five. He shows his strength of character as he dotes on the old man of whom he even seems protective. He is generous and proves to be a companion, confident and guardian of the old man. He finds time to visit the old man even when his parents have moved him from Santiago's boat to another one as they claim he is unlucky, a trait of his strength of character. Manolin even decides to persuade the older people he is with to venture close to Santiago's fishing place so that they may help him if the need arises. Always encouraging Santiago, he is convinced that the old man will be lucky on the eighty-fifth day and he should not be discouraged.

Manolin serves as a provider for the old man's needs. His strength of character is vividly displayed when he goes to the old man's shack to check on him after he has been away for three days. He sees the old man sleeping and noticing the old man's state, he burst into tears like a mother over her injured child and gives orders that no one should disturb him while he goes to bring him coffee. Manolin nurses Santiago when he awakes. They plan together for the future. Manolin is in charge of the man's affairs and is tasked to dispose of the head of the great fish. In all the things he does, says and thinks, Manolin demonstrates a unique strength of character.

Question 8

Discuss the relationship between Santiago and the sea.

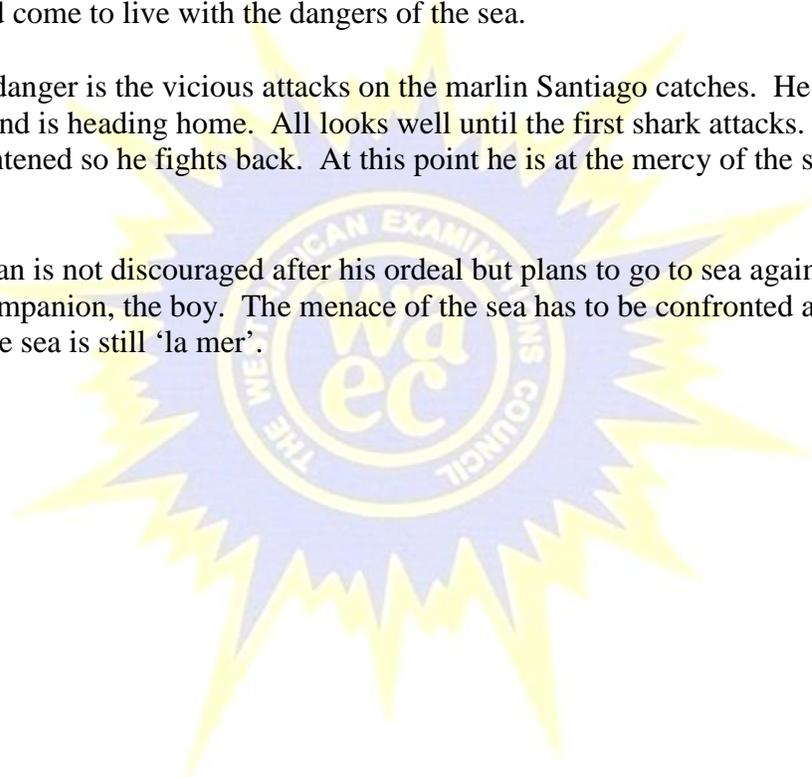
Quite a number of candidates found it difficult to answer this question. Many candidates dwelt on Santiago's struggles with the sharks and the marlin.

The fact must be established that Santiago is an old fisherman and therefore there is close affinity between him and the sea. Also, the sea is his source of livelihood.

He is aware that the sea is friendly at times because it bestows on him fish for food, and at other times unfriendly because it does not hide the dangers that it harbours. He has known and come to live with the dangers of the sea.

One such danger is the vicious attacks on the marlin Santiago catches. He has secured his catch and is heading home. All looks well until the first shark attacks. The old man is not frightened so he fights back. At this point he is at the mercy of the sea because he is alone.

The old man is not discouraged after his ordeal but plans to go to sea again with his faithful companion, the boy. The menace of the sea has to be confronted and endured. For him the sea is still 'la mer'.



FRENCH (ORALS)

1. GENERAL COMMENTS

The standard of the past tests has been maintained as far as the passages, the questions options and the conversation topics are concerned. There was great improvement in candidates' performance in the listening comprehension test. Performance in the reading and conversation tests has shown a slight improvement, but not as much as that of the listening comprehension. Generally, there was improvement in candidates' performance this year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A. Listening Comprehension

Many candidates scored very high marks: This was proof that candidates' listened and understood what was read to them. It was also evident that they had improved on their vocabulary and so understanding the questions and the options was easier for them.

B. Reading Tests

The reading test was mainly on pronunciation and fluency. Most good candidates passed both tests because they pronounced correctly the tested and non-tested words. They read fluently, pausing at the right point with the right intonation. Readings were clear and commendable.

C. Conversation Test

Very good candidates readily engaged in conversation in correct language, appropriate vocabulary and idiomatic expressions. Some Candidates were so relaxed that they even asked questions to make it a real conversation. They performed well even on the five questions that were based on literary texts.

In the exposition test, they spoke fluently without being prompted. In certain cases, they even said more than expected.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

It was evident that some of the candidates were not adequately prepared for the oral tests. This was because they scored low marks and seemed not to have any idea of the questions, especially those on the literature books.

Listening Comprehension

As already stated, the performance in this test was very good but there were a number of candidates who did not perform well because they did not seem to understand the passage and the questions. Some did not know how to answer the open-ended questions.

Reading Test

Some candidates read as if that were the first time they were reading aloud. They pronounced the words incorrectly, with no pattern in pauses, intonation and fluency.

Conversation Tests

The weaknesses of candidates in this test were their inability to:

- understand questions;
- frame their responses;
- use correct language and vocabulary;
- write the days of the week and months of the year in French;
- understand and use numbers in French.

5. DETAILED COMMENTS

Test A

Candidates were expected to answer ten questions. Seven (7) multiple choice, 2 open-ended and one (1) true/false questions. (Some candidates had never done this test with open-ended vrai/faux so they were confused as to what to do.)

A few mistakes were made: For example, Question 1 “*Quand est-ce que le voleur est venu chez les Tonjé?*” Many candidates chose option A because in the passage, there was “*il y a trois mois*”.

For Question 4, many candidates chose option B because they heard “*dans la cour*” in the passage. The right answer however was option A “*Sous la véranda*”.

A few candidates who did not understand the passage chose answers based on guessed work. With the open-ended questions, some left the spaces blank.

In spite of these mistakes the performance was good. Teachers should let students know that in order to perform well, they need to listen attentively to understand the passage. They should not be deceived by words or phrases taken from the passage as the correct options.

Reading Tests

Two passages were provided and each candidate was expected to read either passage A or B. Twenty (20) words were selected to be tested; the pronunciation of the 20 selected words and fluency as they read the whole passage.

In reading both passages, there were some common mistakes. Some candidates did not seem to know the difference between *le/la, et/est, qui/que*, [>/sj >] [ð ` / >]. Their pronunciation was influenced by English pronunciations, therefore, words that ended with 'é' e.g. *côté* were pronounced *e muet*, [kot] instead of [kote]. They rather pronounced the *e muet* e.g. *risque* [riske]. "ent" ending of the 3rd person plural of the present tense was pronounced, e.g. *commencent, empêchent* contrary to the rule. Candidates ignored the cedilla under ç and pronounced it [ka] instead of [sa], *fois/froid*. Instead of [wa] they read [o] e.g. [fRo]. They read the 's' at the end of plural words e.g. *aspects* [asp ` kts].

Below are some common mistakes

Passage A

mouillé [mujle]
Lesquelles [lesk ` ls]
mariage [marie [] interférence
valeurs [valys] interférence
leur [lio]
société [sosaiti] interférence
fondée [faunde] interférence
compagne [kãpa []
temps [t) s]
dieu [di]
progrès [progr ` s] interférence

Passage B

quand [kuã]
partout [pato]
boue [boe]
toit [to]
bus [ba] interférence
l'eau [lio]
matin [matin]
réveiller [Revele]

They did not seem to know the liaison or the use of the apostrophe e.g. l'on [li >].

The fluency marks were low because of the difficulty in pronouncing the words.

Conversation Test

Candidates were expected to answer five general questions and five questions from the selected literary texts.

General Questions

This test was in the form of dialogue based on topics of common interest. Questions were logically structured in a sequence such that an answer given by the candidate inspired a flowing conversation.

Questions were based on the family, the school, residence, leisure, etc. Those who could not give the correct responses lacked vocabulary, grammar, good structure e.g. not knowing what tense to use. Some simple words that beat them include: “*La soeur/le frère, le matin, le soir.*”

The use of the possessive adjectives e.g. how to answer questions like *Où habite ton père? ton père j’habite ...* They did not know how to use the verb “faire” because they could not conjugate it.

They did not know the days of the week, months, numbers, date, parts of the body. In the literature aspect, those who had read the texts performed well.

OBSERVATIONS

It seems that some candidates did not understand the questions because they did not know the pronunciation of words. They therefore did not know what the examiner was asking. E.g. “*Qu’est-ce que tu fais le matin?*” He says *matin* so he would not understand the examiner when he pronounces it correctly.

Exposition

Candidates were expected to describe a place, a person, an activity, etc. in at least 5 sentences.

Good candidates performed well. However, in the description of a person some only talked of the age and hometown, but did not describe the physical features of the person. Some needed to be prompted to speak.

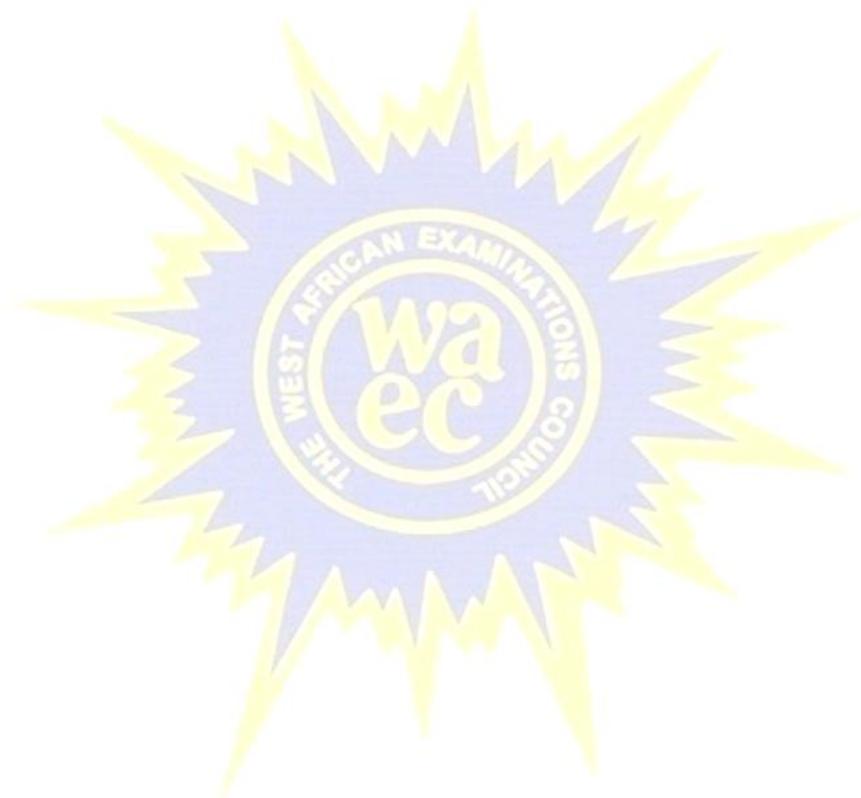
Suggestions

Candidates must prepare well for the tests. During the reading and conversation tests for example, some candidates read very well but performed poorly in the conversation test and vice versa. This means they concentrated on one aspect only. Teachers must find out the details of the oral tests so that their candidates will not be handicapped. Some teachers did not even know about open-ended questions.

It is recommended that teachers start in SHS 1 with short passages for the listening comprehension. In that way, by SHS 3, they will be ready for the examination without much problems. Waiting till mock examination will not help the candidates.

- Written comprehension is also a source of vocabulary and useful expressions. It should be used regularly in class.
- Though the dictation test is no longer part of the oral examination, teachers could use them. It would help candidates in spelling and comprehension.
- Candidates should be encouraged to read aloud in class especially the literary texts. Waiting till the last minute will not do them any good.

- In class teachers should distribute questions in such a way that every candidate has a chance to speak one time or the other.
- There should be group work where candidates present their work in turns. In this way, every candidate practises that aspect of the exposition.
- If possible, they should visit the CREF for more practical resource material.
- Reading in general will help improve on their language (vocabulary and grammar).



FRENCH 1C

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. The questions asked were based on the syllabus. As usual, performance of candidates varied from school to school and this means that there is still room for improvement on the part of both the teachers and the candidates.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The questions were set on description, debate or argument and narration. These are topics that they are used to in French. Most of the candidates did well in this area. The "*portrait de la personne*" for example was so well written with physical description, morals and character traits. These were all described and arranged to make the essay interesting. Most candidates ended up scoring high marks for content.

Performance was not different in the other questions, which were on strike actions and what they did during the period, pros and cons of watching television and professions and impressions about events and places.

Most students might have written essays on similar topics during the course period and this was an advantage for them.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Grammar was a problem; the candidates committed a lot of grammatical errors.
- There was wrong use of tenses.
- Lack of vocabulary.
- copying from textbooks.

4. SUGGESTED REMEDIES

- There is the need for teachers to encourage students to read a lot of books and journals. More exercises should be given to students so that they practise all the time especially on topics, tenses etc. which give them problems.
- The students must read a lot, do more exercises and pay attention to corrections which are made to work they do.
- They should show interest in all topical issues and try to practice writing about them. This is because questions are set on current affairs at times.

5. DETAILED COMMENTS

Question 1

Faites un portrait de la personne que vous admirez le plus dans votre école.

This question is a descriptive essay and candidates were to describe a person they admire most. It included physical and moral description and it was well answered by most of the candidates who attempted it.

There were however some pitfalls when it came to vocabulary and the use of tenses. Some candidates also reproduced their work from classroom, which created the impression of copying and this must therefore be discouraged by teachers.

This question was well answered on the whole.

Question 2

Quelle profession préférez-vous et pourquoi?

The question required candidates to indicate their preferred profession and give reasons.

The question was quite straightforward and candidates who attempted it chose their professions carefully. The vocabulary needed posed a little challenge to most candidates but their use of tenses was quite impressive. The essays that were written on this topic were well done and candidates managed to impress the examiners with the knowledge they portrayed by describing the professions in correct detail.

Question 3

Ecrivez une composition pour montrer les avantages et les inconvénients de la télévision pour les élèves.

The candidates were to write an essay illustrating the advantages and disadvantages of students watching the television.

This was a question which needed enough facts for it to be answered properly. The effects of television on the youth especially students have been discussed a lot and as a result candidates who attempted it answered it well. Although vocabulary was a handicap for most candidates, those who answered it knew a lot about this topic and so they did well. Those who did not do well failed in their attempt because they did not have the correct vocabulary to construct good sentences.

Question 4

Vous êtes étudiant(e). A cause de la grève des professeurs, vous n'assistez pas aux cours. Ecrivez une lettre à votre sœur pour lui parler de ce que vous faites pendant la grève.

The candidate was to write a letter to a sister telling her what he/she did during a period when the teachers were not attending classes because they were on strike.

This question on strike was a familiar one because teachers always choose to go on strike just before exams are written. This is the time when students learn on their own and try to catch up on lost time because teachers would not teach them for one reason or the other.

The problem here was that candidates were not sure whether to write on what they did or what they are now doing during the strike period. Again the good candidates did well and the weaker ones still need to work harder on grammar and vocabulary for them to improve their performance.

Question 5

Vous venez de commencer vos études à une université en France. Ecrivez une lettre à un(e) ami(e) chez vous pour lui parler de vos impressions.

The candidate has just begun his/her university education in France. He/she was to write a letter to a friend telling him/her about their impressions.

This essay required that the address be in France. A number of candidates used their address in Ghana to talk about impressions of life in a university they are attending in France. The content was good because life on campus would normally be the same no matter where it is. Grammar and vocabulary as usual were major problems.

The majority of candidates did very well and scored high marks.

DAGBANI 1

1. GENERAL COMMENTS

The standard of this year's paper was as high as that of previous years. There was, however, great improvement in the content and organization of candidates' answers.

2. A SUMMARY OF CANDIDATES' STRENGTHS

(1) Orthography

The spelling, word division and punctuation of many candidates improved greatly. They combined their consonants and vowels very well and used their capital and small letters appropriately.

(2) Length of Answers

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

(3) Organization of Answers

In the composition, some candidates organized their answers into four or five good paragraphs. In the other sections they numbered their questions accordingly.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) Poor Orthography

The spelling of some candidates was very poor. They did not combine their consonants and vowels well.

Some divided their words wrongly while others used the capital and small letters indiscriminately, thus making it difficult for one to make out word and sentence boundaries.

(2) Length of Answers

Some candidates were very verbose in their answers. In the composition, they wrote more than the expected number of words. In the other sections, they wrote unnecessarily long answers.

4. SUGGESTED REMEDIES

(1) The problem of orthography can be overcome through dictation, intensive and extensive reading and other class exercises.

(2) Any time students are given class exercises they should be encouraged to do them within a given number of words.

5. DETAILED COMMENTS

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

To introduce their answers, many candidates who chose this topic confirmed that the problem exists in Ghana and, therefore, asked for space in the particular daily for the publication of the article. Other candidates confirmed that the problem exists in Ghana but did not ask for space in the daily for the publication of their articles. Others introduced the topic as if they were writing ordinary letters.

In the body of their answers, some candidates stated where the practice is prevalent and the target group as victims. They also mentioned those who carry out the act, reasons assigned to the practice and the ill-effects of child labour.

Some other candidates could not raise four points. They mentioned the target group as victims and reasons why they do that. Others only discussed the ill-effects of child-labour.

To conclude their articles many candidates thanked the editor and expressed the hope that their articles would be published. Other candidates did not conclude their articles.

Question 2

You are the Senior Prefect of your school. Write your speech to be delivered at the school's Speech and Prize-Giving Day.

In their introduction to their speeches, many candidates addressed the dignitaries at the function and craved their indulgence to receive their speeches.

In the body, some candidates mentioned the achievements and/or performance of the school in the areas of learning outcomes, sports, social life and discipline. through training activities. They also mentioned challenges and expectations of the school. Others further appealed for funds and/or support for the school to grow and improve its performance. Some candidates wrote only about the achievements of the school while others wrote about the need for the school to have more teachers and development projects.

In the conclusion, some candidates thanked the audience for their patience and for listening. Other candidates expressed the hope that their appeal for funds would be honoured. Some candidates did not conclude their speeches.

Question 3

What are the causes of and effects associated with bush fires? What can be done to prevent bush fires in Ghana?

Candidates who chose this topic introduced their answers by defining bush fire. Others mentioned the time of the year that bush fires are common in the North. Some other candidates did not introduce their essays.

In the body of their composition, some candidates discussed the causes of bush fires. Some of the points mentioned included hunting for game, activities of farmers, smokers and mischievous persons. Other candidates also discussed the effects of bush fires. Some of these were destruction of the environment, loss of soil nutrients, desertification and loss of personal property. Other candidates went further to discuss the prevention of bush fires. Some of the points raised included public education, stiffer punishments for offenders and the creation of fire belts on farms and/or formation of fire fighting volunteers to help fight fires.

In conclusion, many candidates appealed to offenders to stop indiscriminate burning of bushes. Others appealed to chiefs, opinion leaders and District Assemblies to discourage bush burning and to encourage tree planting. Other candidates did not give any conclusion to their compositions.

Some candidates discussed only causes of bush fires. Others wrote about how to prevent bush fires while others wrote about the effects of bush fires only.

Question 4

Describe how your favourite dish/meal is prepared.

To introduce the topic, some candidates mentioned that they eat various types of food but mentioned one of them as their favourite food.

In the body, they mentioned sources of their favourite food and the ingredients used in preparing it. They also mentioned the process of preparation as well as people who prepare the food. Some other candidates went further to explain how the food is served and what they do after eating the food. Other candidates did not write about the topic in detail. They mentioned some of the ingredients used but could not describe the process of preparing it well. Others discussed how they eat it instead of how it is prepared.

In conclusion, some candidates gave reasons why they like the food. Others mentioned the number of times they would wish to eat it in a week/month. There was no conclusion in some compositions.

Question 5 - Translation

Candidates were given a short passage containing about fifteen ideas in English to translate into Dagbani.

Some candidates were able to translate the passage into 11 - 15 ideas. Others translated it into 6 - 10 ideas while others translated it into 1 - 5 ideas. A few candidates summarized the passage while others started translating it but could not continue.

SECTION C

Question 6 - Comprehension

Candidates were given a short passage to read and answer ten (10) questions on it. The questions were based on stated facts, meaning, function, inference, and summary.

Some of the questions on stated facts, meaning and summary were well answered. But the questions on function and inference were not properly handled.

SECTION D: LANGUAGE STRUCTURE

PART 1: Phonology

Question 7

- (a) **What is a tone?**
- (b) **State the two kinds of tone.**
- (c) **State two functions of tone and illustrate them in appropriate words.**

Few candidates were able to define tone well and gave the two different types of tone. They also tried to discuss the functions of tone and illustrated their answers with examples.

Other candidates defined tone poorly. They could not discuss the two different types of tone very well. They did not also know how tone functions in Dagbani.

Question 8

Candidates were required to:

- (a) **Explain what a syllable is**
- (b) **Show the types of syllable these words are:**
 - (i) la (ii) mia (iii) kama (iv) nabia (v) chinch
- (c) **Use two appropriate words to illustrate each of the following and mark the correct tone for each word.**
 - (i) CVCV
 - (ii) CVC

- (iii) VCV
- (iv) CVV
- (v) CVCVC

Some candidates were able to define the syllable well. They were also able to show the types of syllable the words provided were. They also transcribed the (c) well. Others could not define the syllables correctly. They did not also transcribe the (c) correctly.

Part II: Grammar

Question 9

- (a) **What is a transitive verb?**
- (b) **What is an intransitive verb?**
- (c) **Use five sentences as examples for transitive verbs and five examples for intransitive verbs.**

Some candidates were able to say what transitive and intransitive verbs are. They also illustrated their answers with five correct sentences for each case. Other candidates did not know what transitive and intransitive verbs are and therefore defined them wrongly. Some of them also wrote down words and/or phrases as examples.

Question 10

- (a) **What is a simple sentence?**
- (b) **What is a compound sentence?**
- (c) **Write down five examples of simple sentences and five examples of compound sentences.**

Some candidates were able to define the simple and compound sentences correctly. They also gave correct sentences for each of them. Other candidates defined them wrongly and wrote down examples of complex sentences instead of simple and compound sentences.

DAGBANI 2

1. GENERAL COMMENTS

There was no marked difference between the standard of this year's paper and that of the previous year. The general standard of the paper measured up to candidates' level of education and knowledge of the subject.

However, there was a marked improvement on the performance of some candidates over the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates' understanding of the questions and their general performance was encouraging.
- (2) There was no marked deviation in candidates' answers to the questions. This showed that they read the questions thoroughly and understood the requirements before attempting to answer them.
- (3) Candidates' general performance on the libation text was quite encouraging.
- (4) Spelling, punctuation and paragraphing by many candidates were good.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates performed poorly on the Literary Appreciation. They had difficulty in stating the theme of the verse. Some others did not understand what literary devices are.
- (2) The handwriting of some candidates was very poor. This made their answers difficult to read and understand. Some candidates also cancelled their work poorly which rendered their work dirty and untidy.

4. SUGGESTED REMEDIES

- (1) Teachers are advised to devote much time in teaching students the rudiments of Literary Appreciation. This could help them to overcome the problem of answering questions on literary devices.
- (2) Students should be taught the correct way of cancelling their work. This could be done just once and neatly too.
- (3) Students with very poor handwriting should be identified and taken through drills in handwriting.

5. DETAILED COMMENTS

Question 1

- (a) Write down three different aspects of Dagbani names.
- (b) Write down two examples each of such names.
- (c) Show the significance of each of the names.

The question was in three parts. Many of the students who attempted it met the full requirements of the question. They were able to explain themselves clearly and vividly and succeeded in scoring good marks.

Question 2

- (a) Define libation.
- (b) Write a libation text of any customary practice.
- (c) Show the structure of the text.

The question was also in three parts and was popular with most of the students. As such, all those who attempted it performed creditably well. They were able to define libation and wrote good libation texts. They went further to discuss the structure of the text and concluded their essays well.

Question 3

This question was based on a typical song in the novel. Candidates were asked to state:

- (a) The name of the person who sang the song.
- (b) What happened before the song was released.
- (c) The effect of the song.

Some of the candidates who read the novel well and understood its contents did extremely well by answering the questions vividly and scored good marks.

Question 4

Candidates were asked to write short and vivid notes on the following personalities in the story:

- (a) Bu<uli
- (b) Daanaa
- (c) Tifomi

Again some of the students who read and studied the background of these characters in the story performed creditably well. They were able to write precise notes on those personalities without difficulty.

Question 5

The question was in two parts based on the story:

“Ti Yidana Yaa Kpe Yiny`ri”.

Candidates were asked to state:

- (a) three different situations or actions that took place in the Drama and show in each case where it happened and
- (b) show the effect of those actions on the people.

The question was poorly answered. A small group of candidates attempted it and failed woefully to meet the demands of the question.

Question 6

This question was based on a saying attributed to one of the personalities in the Drum language.

Some of the students who attempted it did extremely well by identifying the source of the statement. However, there were a few others who could not state the actions and inactions of the speaker. There were also others who were unable to state all that happened after the statement was made.

Question 7

- (a) **Candidates were asked to state the theme of the verse.**
- (b) **They were also required to identify three literary devices in the verse and**
- (c) **show how each of the devices was used to enrich the language.**

The question was poorly attempted. The few who made a move failed to state the requirements of the question and performed abysmally.

Question 8

Question eight was based on a ‘Shrine’ in the verse. Candidates were required to state the lessons they had learnt on the story on the shrine. They were further required to quote a statement from the story to buttress their point. Finally, candidates were requested to write four statements to show how the writer used them in his writing.

Some candidates who attempted this question failed to impress. They simply lacked knowledge of the question. Hence their performance was below average.

DAGAARE 1

1. GENERAL COMMENT

The paper compared favourably with those of the previous years. There was marked improvement in the performance of candidates as compared with those of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) There was a vast improvement in the orthography of the language. This resulted in the commission of very few spelling mistakes.
- (2) Candidates avoided unnecessarily lengthy essays as a result of which they answered the required number of questions.
- (3) Punctuating essays with portions of the comprehension passage was a thing of the past.
- (4) Candidates answered questions to the comprehension passage in their own words instead of lifting portions of the passage wholesale as answers to certain questions.
- (5) There was an improved performance in the phonology section. The answers given in this section revealed phonological adequacies.
- (6) There was improved use of terminologies in the language.
- (7) Translation was an easy task for all the candidates, an indication that the passage was within their reach.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Terminologies in the language remained a herculean problem to some candidates.
- (2) Some candidates wrote words as they appear during speech forgetting that spoken language is different from the written one.
- (3) Though the orthography of the language witnessed improvement there were still bottlenecks.
- (4) Candidates should stick to the required number of examples demanded in questions. They should not be overstated.

4. **SUGGESTED REMEDIES**

- (1) Teachers of Dagaare should intensify the study of the various types of exercises.
- (2) Candidates should be intensively taken through the spoken and written forms of the language in the form of constant essay writing.
- (3) Vowel sequence, vowel harmony and assimilatory processes should be embarked on vigorously by teachers and their students.

5. **DETAILED COMMENTS**

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

This was article writing and candidates were expected to confirm the existence of this practice. Candidates were expected to indicate where the practice is common, victims who fall prey to the practice, those who practise it, the reasons for carrying it out and the effects of it. They were supposed to put forward some suggestions for curbing it.

No candidate attempted this question. This could be due to lack of knowledge on the technicalities involved in the conventions covering article writing.

Question 2

You are the Senior Prefect of your school. Write your speech to be delivered at the school's Speech and Prize-Giving Day.

This question was on speech writing. Candidates were required to address the audience and highlight the academic achievements of the school in areas such as sports, social life and general discipline. Candidates were also expected to indicate some challenges facing the school, the school's vision and conclude by appeals to improve upon the hardships faced by the school.

This question was attempted by a negligible number of candidates possibly as a result of difficulties involved in writing speeches.

Question 3

What are the causes of and effects associated with bush fires? What can be done to prevent bush fires in Ghana?

This was an expository essay and candidates were expected to list the causes of bush fires such as hunting for game, cigarette smokers, charcoal burners, national disasters and evil behaviours of some people. Candidates were expected to state the effects of this practice which include destruction of the environment, loss of soil fertility, promoting desertification, loss of personal property, loss of lives, disappearance of small animals, etc. Candidates were again required to mention some preventive measures to stop the practice.

This question was answered by many candidates. This was due to the fact that the practice is very common in the area during the season. The writing was well done.

Question 4

Describe how your favourite dish/meal is prepared.

Candidates mentioned and described how the various dishes were prepared. They mentioned the various ingredients used in preparing the dishes mentioned. The description of how the dishes are prepared was vividly done, outlining the various stages of their preparation.

Candidates assigned reasons for their preference for the dishes selected.

This was a question that was answered by a very large number of candidates. It was a well answered question.

Question 5 - Translation

It was a straightforward passage that did not have technical terms and was well translated.

The performance was quite commendable.

Question 6 - Comprehension

This was an easy-to-read passage devoid of difficult words and expressions. Candidates answered the questions using their own words as much as possible. They avoided lifting. The performance of candidates in the question was generally good.

Question 7

- (a) **What is tone?**
- (b) **State the two kinds of tone in Dagaare.**
- (c) **State two functions of tone in Dagaare and illustrate them in appropriate words.**

In 7(a), candidates were expected to define tone and give types of tone supported with two examples each in 7(b). In 7(c), candidates were supposed to give two functions of tone supported by two examples each.

Candidates who answered this question did a good job with regard to the definition and tone types. Giving examples to support the tone types was, however, a difficult task for most candidates. The section on the functions of tone was also poorly answered by most candidates who attempted the question.

Question 8

- (a) **What is syllable?**
- (b) **Identify the syllable structure of the following words (some selected words).**
- (c) **Give two examples each of words with the following syllable structures:**
 - (i) **CVCV**
 - (ii) **VCV**
 - (iii) **CVC**
 - (iv) **CVV**
 - (v) **CVCVCV**

Though many candidates answered the question, the performance was not appreciable. The definitions given were not the best. Candidates could not categorize the selected words into the syllable structure they stood for.

Examples of words with the given syllable structures were fairly given. The general performance on the question was average.

Question 9

- (a) **Define transitive verbs.**
- (b) **Define intransitive verbs.**
- (c) **(i) Give five sentences containing transitive verbs.**
(ii) Give five sentences containing intransitive verbs.

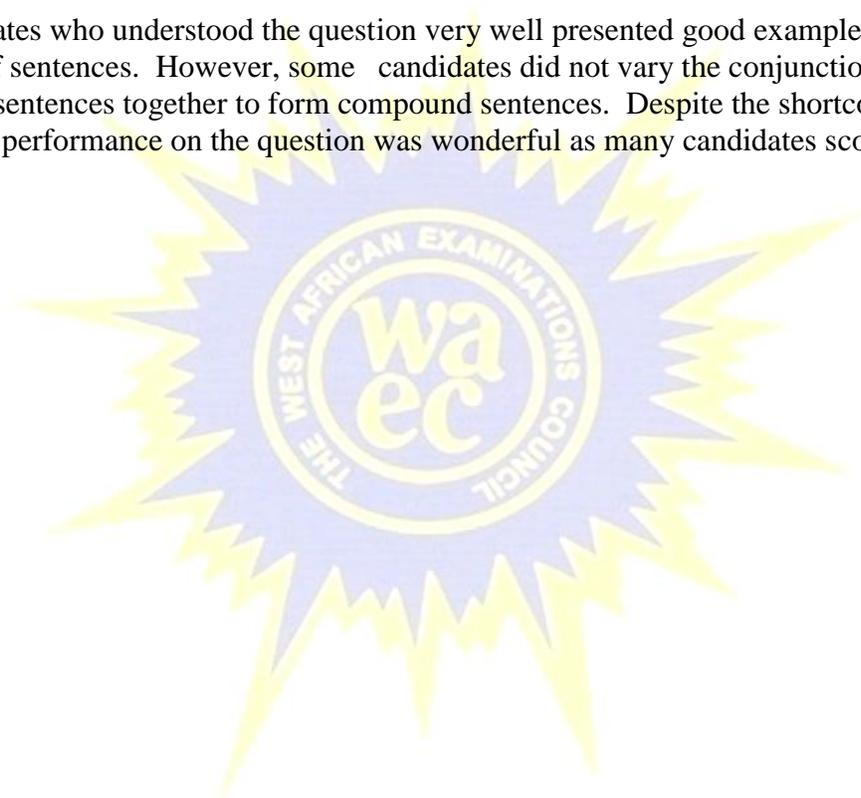
Many candidates answered the question very well. However, few candidates confused the definitions. Despite that, the general performance of candidates on the question was admirable as many candidates scored the total mark.

Question 10

- (a) **Define a simple sentence.**
- (b) **Define a compound sentence.**
- (c)
 - (i) **Give five good examples of simple sentences**
 - (ii) **Give five examples of compound sentences.**

This question was answered by many candidates. The definitions were nicely done by many candidates. However, some candidates took simple sentences to stand for simple words and compound sentences to denote compound words. As a result of this, examples given deviated from the demands of the question.

Candidates who understood the question very well presented good examples of the two types of sentences. However, some candidates did not vary the conjunctions that join simple sentences together to form compound sentences. Despite the shortcoming, the general performance on the question was wonderful as many candidates scored very high marks.



DAGAARE 2

1. GENERAL COMMENTS

The standard of the paper was on the same pegging with the 2012 paper. Questions were straightforward demanding clear-cut answers. Questions were set in line with aspects in the syllabus. Candidates' performance was better than that of 2012.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates' answers to the questions exhibited command of the language. They used literary terms appropriately in their answers. They could read, understand and answer the questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates did not use punctuation marks in their answers. Some did not keep to the rubrics of the questions. Candidates were supposed to answer four questions; one question from each of the four sections.

Other candidates did not use upper case letters for proper nouns.

4. SUGGESTED REMEDIES

Students should be taught the use of punctuation marks and when to use upper and lower case letters when writing their answers to questions. Students' attention should be drawn to the rubrics of the papers.

5. DETAILED COMMENTS

Question 1

- (a) Write three types of Dagaare names.**
- (b) Give two examples of each type of name.**
- (c) Explain why the names given in (b) are given to children.**

Candidates mistook the word class "Noun" for "Names" which in the language is one and the same word. Consequently some candidates gave types of nouns instead of names to question 1(a).

Question 2

- (a) Define libation.**
- (b) Write a libation text of any customary practice.**
- (c) Show the structure of the libation text.**

This question was straightforward. Candidates were supposed to define a libation text, write down a libation text and give the features of a libation text. Candidates who attempted this question performed well.

Question 3

This was a context question where a statement was made with the following questions:

- (a) **Who said this?**
- (b) **What incident brought about the saying?**
- (c) **What events resulted from the saying?**

The question demanded that candidates should identify the character in the text, state the incident that occurred after the saying and the effects of the saying.

The question was direct and straightforward and the candidates who answered it scored high marks.

Question 4

Critically analyze the following characters in the prose “**D=manaa!mene**”:

- (a) **Kolimasogilo - “Ostrich”**
- (b) **Maalooqaay`**
- (c) **&menelaba!ena**

This question was based on character analysis. Candidates were supposed to analyze the various characters.

Candidates’ answers to this question were very shallow; an indication that they did not have indepth knowledge of the setbooks.

Question 5

The question demanded that candidates choose outstanding incidents in the drama, state the place where the incidents took place and discuss what happened after these incidents.

The subquestion (*a*) which demanded that candidates mention **three** events from the drama was well answered. However, subquestions (*b*) and (*c*) posed a problem for some candidates.

Question 6

This was another context question on Drama followed by the following questions:

- (a) **Who said this?**
- (b) **Who is being addressed?**
- (c) **What was the response to this saying?**
- (d) **What happened after the said character’s response?**

Candidates did well by identifying the speaker of the said statement and to whom it was addressed. However, a few of them had problems with the response given after the statement was made as well as the effect of the response given.

Question 7

This question was on poetry with the following sub-questions

- (a) State the theme of the poem.**
- (b) Give examples of the following literary terms:
(i) Metaphor (ii) Personification (iii) Parallelism**
- (d) Discuss the effect of the said literary terms on the poem.**

Candidates who attempted it had problems identifying the theme of the poem. Candidates were however able to give examples of the literary devices used in the poem but they could not provide the effects they had on the poem.

Question 8

This was also a poetry question and candidates were required to

- (a) give the moral of the poem;**
- (b) quote any two statements from the poem to support their answer;**
- (c) discuss the features of the poem.**

Candidates who attempted this question performed below average. They could not give the lesson learnt from the poem and therefore could not support their answer with any statement from the poem. Candidates simply lacked knowledge on poetry appreciation.

DANGME 1

1. GENERAL COMMENTS

This year's paper compared favourably with those of the previous years. The paper could be described as standard because it tested the various aspects of the language studies as prescribed by both the teaching and the examination syllabuses.

The questions were rendered in a manner that suits the level and experience of the candidates. The language used was clear and also within the vocabulary range, level or experience of the candidates. For this reason, the majority of candidates attempted almost all the questions. This, notwithstanding, some candidates performed below expectation.

On the whole, however, the general performance was quite impressive this year. That is, there was some slight improvement in the general performance of candidates over that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A few candidates performed appreciably and deserve commendation. Candidates demonstrated or exhibited the following:

- (1) Understanding of the questions.
- (2) Systematic/orderly presentation of ideas.
- (3) Good paragraphing.
- (4) Good use of language such as proverbs and idiomatic expressions.

It was observed from the scripts of the candidates that they understood the tenets of the questions and so dealt with them appropriately. Candidates' performance in essay writing, translation, comprehension and language structure was commendable. Most candidates were able to raise the relevant points and presented them systematically i.e. in reasonable/appropriate paragraphs. Good rendition was also realized in the translation.

Generally, candidates exhibited some maturity in their approach to answering the questions - an evidence of good preparation by some candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some weaknesses of the candidates were noticed as follows:

- (1) Most candidates exceeded the limits of words given for the essay writing.
- (2) Some candidates wrote local dialects instead of the standard/written Dangme i.e. lack of ability to use the orthography.

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to do a lot of reading, speaking and writing in Dangme.
- (2) Candidates should be advised to study seriously, all the aspects of the language.
- (3) Syntax, phonology and morphology should be vigorously taught and studied at school.
- (4) The conventionally accepted forms of speech and writing should be seriously taught and students should abide by them religiously.

5. DETAILED COMMENTS

COMPOSITION

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

This question demanded that candidates should write an article for publication in a daily newspaper discussing the causes and effects of child trafficking in Ghana.

Only a few candidates attempted this question. Those who attempted it were able to follow the format/convention for writing such articles and were also able to raise and discuss the possible causes and effects of child trafficking.

Question 2

You are the Senior Prefect of your school. Write your speech to be delivered at the school's Speech and Prize-Giving Day.

The demands of this question were for the candidate to write out a speech he/she would deliver as a school leader on the school's Speech and Prize giving day. This question was the least attempted. The few who answered it performed quite well.

Question 3

What are the causes of and effects associated with bush fires? What can be done to prevent bush fires in Ghana?

For this question, the candidate was requested to discuss the causes and effects of bush burning and suggest ways to curb it.

Quite a good number of candidates attempted this question. And indeed, those who answered it demonstrated clear understanding of the demands of the question and

therefore did well. The causes, effects and suggestions to curb the situation were maturely handled.

Question 4

Describe how your favourite dish/meal is prepared.

This question demanded that candidates describe how their favourite dish/food is prepared.

This question seemed to be the favourite for most of the candidates. In fact, the majority of candidates attempted this question. Candidates who attempted this question really did well. There was clear demonstration of good understanding of the demands of the question.

Question 5

TRANSLATION

This portion of the paper requested the candidate to translate a written text in English into Dangme.

With the exception of a few candidates who had some little difficulty in their rendition, most of the candidates were able to do a faithful translation from English into Dangme. The general performance was quite impressive.

Question 6

COMPREHENSION

A good number of candidates demonstrated understanding of the passage. They were able to answer most of the questions correctly. This notwithstanding, a few candidates also demonstrated lack of understanding of the higher-order questions. On the whole, however, the performance was quite good.

LANGUAGE STRUCTURE

Question 7

- (a) What is a tone.**
- (b) State the two kinds of tone in Dangme.**
- (c) State two functions of tone in Dangme and illustrate them in appropriate words.**

This question requested the candidate to explain and discuss with examples tone (gbimik=mi) and its functions in Dangme. Not many candidates attempted this question.

Those who attempted it did not perform very well on it. The general performance was very poor.

Question 8

Candidates were required to

- (a) define syllable;**
- (b) break given words into the component syllables**
- (c) give words to match given syllable structures.**

This question required the candidate to define or explain the term syllable (p`mungu) in Dangme and write the syllabic structure for given words and vice versa.

The majority of candidates answered this question. Those who attempted it did very well and so had very good scores.

There was demonstration of clear understanding of the demands of this question.

Question 9

- (a) Define transitive verbs.**
- (b) Define intransitive verbs.**
- (c) (i) Give five sentences containing transitive verbs.**
(ii) Give five sentences containing intransitive verbs.

The demands of this question were for the candidate to explain what Transitive and Intransitive verbs are in Dangme and to use each type in sentences.

Quite a good number of candidates did well on this question. Those who were able to give the definitions were also able to use them in appropriate sentences to show clear understanding of the concept. The few who could not give the definition to differentiate them equally confused them in their sentences.

Question 10

- (a) Define a simple sentence.**
- (b) Define a compound sentence.**
- (c) (i) Give five examples of simple sentences**
(ii) Give five examples of compound sentences.

For this question, the candidate was expected to define or explain simple and compound sentences in Dangme and give five examples each of such sentences in Dangme. Most candidates attempted this question and did quite well on it. Some candidates were able to define and distinguish between the two types of sentences but a few others, messed up in the examples given. On the whole, however, the performance on this question was very good.

DANGME 2

1. GENERAL COMMENTS

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

2. A SUMMARY OF CANDIDATES' STRENGTHS

Most of the candidates who answered questions **1, 2, 4** and **6** put up commendable performances, scoring high marks especially in questions **1** and **6**. In questions **1** and **2** where definitions were required, most candidates who attempted them used the relevant dictions and expressions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates demonstrated some weaknesses especially in the section on Poetry. Most of the candidates who answered questions **7** and **8** performed rather woefully. Candidates could not identify the themes of the poems and this weakness is a little baffling since teachers had prescribed poems they were expected to treat thoroughly with their students for total mastery.

The questions on identification of figures of speech have over the years been a problem to candidates. Performance on this aspect has not shown any significant improvement over performance in previous years.

Question **3** on prose was not satisfactorily answered by candidates who attempted it.

4. SUGGESTED REMEDIES

- (1) For candidates to be adequately equipped for answering questions which require definitions, teachers should use appropriate register (diction/terminology) in their delivery of lessons.
- (2) Teachers should update their own knowledge so that they would be in a position to deliver their lessons confidently to students.
- (3) Teachers must note that no lesson is considered fully and purposefully taught without written exercises and the exercises when given, should be painstakingly marked for the correction of students to aid them in their revision.

5. DETAILED COMMENTS

Question 1

- (a) Write three types of Dangme names.
- (b) Give two examples of each type of name.
- (c) Explain why the names given in (b) are given to children.

Most of the candidates who answered this question did creditably well. Such candidates showed competence in identifying the three chosen categories. In **1b**, candidates were able to provide appropriate examples to match the categories. They were also able to explain the reason for the categorization.

Question 2

- (a) Define libation.
- (b) Write a libation text of any customary practice.
- (c) Show the structure of the libation text.

Most of the candidates gave definitions which were testimonies of their indepth understanding of the subject.

In **2b** where an example of a libation text was required, most of the candidates showed complete ignorance of the subject.

Question 3 - Prose

This was a context question and candidates were able to identify the character quite easily but the Question **3b** and **3c** posed problems to most of the candidates.

Question 4

This was a question on characterization. Candidates' answers on the characters were very shallow. This implies that the setbooks had not been painstakingly studied. Kabu in **4a** was the principal character and was at the centre of everything but most candidates had something to say about only his relationship with Am` and the incident which took place on a night in the chapel.

The Pastor's role in evangelism was obscured in the answers of most of the candidates.

Question 5

The set book - *Manyeyo* by ADI D. B. was not well studied. Candidates in most of the schools were only led to browse through the book.

In **5a**, most of the candidates could not state the **three** major incidents and where each took place in the drama. In **5b**, most of the candidates were unable to point out what happened to the characters.

Question 6

Candidates were to

- (a) **identify the speaker;**
- (b) **identify who are being addressed?**
- (b) **give the addressees' responses;**
- (d) **explain what happened after that statement had been made.**

This was a context question and most of the candidates who attempted it did creditably well. A few candidates who did not prepare sufficiently, however, wrote irrelevant responses. Questions **6c** and **6d** were very poorly answered.

Question 7

This section on Poetry was very poorly answered. Candidates could not precisely identify the theme, apparently because they had not been taught what theme means in literary appreciation.

Figures of speech - Candidates were unable to identify the specified figures of speech -

- (i) Simile - Ejel` aloo kaal`
- (ii) Metaphor - L`ngmengmlee (iii) Personification Adsa aloo Apeel`n=.

Question **7c** which required candidates to state how each of the figures of speech enhanced the imagery of the poem was a difficult task for most of the candidates.

Question 8 - Poetry

Many candidates answered this question and performed exceptionally well. Candidates did not only give the lesson learned from the poem, but went ahead to quote relevant lines to buttress their answers and admirably explained that the author, apart from writing the poem in verse and stanza, began every line with a capital letter and used literary devices and punctuation marks appropriately.

EWE 1

1. GENERAL COMMENTS

On the whole, the paper was of the required standard and compared favourably with that of previous years. The questions were relevant and straightforward.

For the composition, most candidates wrote the required length and even more. A few of them wrote below the required length.

In the case of the translation, the passage was interesting and the candidates managed to translate it very well. Again, some candidates had problems with some words and terms to be translated.

The comprehension passage which formed **Question 6** was also very simple and straightforward as compared to that of last year.

The phonology and grammar sections were also of good standard and this reflected in the answers given by candidates.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Generally, the performance of the candidates was very encouraging. Candidates managed to give their points well. Many of them wrote well and explained their points clearly.

Paragraphing was also good and arrangement of facts was also done very well.

Most of the candidates were able to write the correct orthography and grammar of the language.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates had peculiar problems and weaknesses.

Some of these problems fall under understanding the Ewe language, orthography and writing the language as a whole. Some of the candidates might not have come from the language speaking areas and because of that they were forced to write it anyhow. These could clearly be seen in how they formed the letters and their spelling.

4. SUGGESTED REMEDIES

The study of the language should be taken seriously. Some of the candidates need extra tuition to be able to overcome their problems. In this case, those who find themselves in language speaking areas should endeavour to learn harder.

The letters of the alphabet or the symbols should be studied separately and also seriously. Candidates should also be encouraged to read Ewe books. The speaking can be simple, but the writing is more difficult.

5. **DETAILED COMMENTS**

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

Those who answered this question did well to some extent. However, some candidates deviated totally by writing on child abuse or child labour. They treated the topic as parents using their children as hawkers in the street or in the market to bring home money for the upkeep of the house.

Some candidates, instead of treating the topic as article writing, just tackled it as an ordinary essay. This means that features of article writing were not followed. The few who tackled it well gave good reasons for this practice and also suggested some points to check or eliminate it and this was very good.

Question 2

You are the Senior Prefect of your school, write your speech to be delivered at the school's Speech and Prize-Giving Day.

Candidates were asked to write a speech to be delivered at their school's speech and prize-giving day as senior school prefect of the school.

The few candidates who attempted this question did well by bringing out the features of a speech and also presented their points in a well organized manner.

Question 3

What are the causes of and effects associated with bush fires? What can be done to prevent bush fires in Ghana?

The question was on causes and effects associated with bush fires and what can be done to prevent them in Ghana. This was the question many candidates answered and they did that very well. They enumerated various causes with their effects. More points were given on this topic and most of them did justice to the topic.

However, there were a few candidates who were actually confused. Some of the points under the causes were irrelevant. Some of these causes given by those candidates were "using of gas stoves in the kitchen, using of faulty appliances in the house, etc."

Question 4

Describe how your favourite dish/meal is prepared.

This question requested candidates to describe how their favourite dish/food is prepared.

This question was also well managed by candidates. The candidates mentioned various local dishes before mentioning the particular ones they like. It was well executed, that is, mentioning the ingredients used and later on discussing the various stages and processes involved in the preparation of the dish.

However, a few candidates again went beyond what was needed. Some narrated the composition of their family, where they come from, others also included other accompaniments like drinks and fruits. All these made the whole thing exaggerated and not based on the topic.

Question 5 - Translation

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

This was also done fairly well, but a few candidates found it difficult to translate or explain some words or terms e.g. *encounter*, which some candidates understood to mean 'accountant', *kilometres*, not clearly explained, *tattered clothes*, also not clearly explained and also *psychiatric hospital* not well explained, etc. Some candidates, where they could not translate, only maintained the English words as in the passage.

Question 6 - Comprehension

Candidates were able to answer the questions as required of them, including the idiomatic expressions, identification of some grammatical terms and giving a good title to the passage.

Question 7

- (a) What is a tone?**
- (b) State the two kinds of tone in Ewe.**
- (c) State two functions of tone in Ewe and illustrate them in appropriate words.**

This question was straightforward. Subquestion (a) demanded the definition of tone, (b) asked for the types of tone in Ewe and (c) demanded the functions of the tones. Candidates who attempted this question did fairly well.

Question 8

Candidates were required to

- (a) define syllable;**
- (b) break given words into the component syllables**

- (c) **give words to match given syllable structures.**

This also followed the same pattern as **Question 7**, that is, (a) the definition of a syllable, (b) types and (c) examples of structures of a syllable.

Here, many candidates did not perform well, especially in the (c) part, where they were supposed to give words of some syllable structures e.g. CVCV. Many candidates did not follow or understand the rules of the syllable structure.

Question 9

- (a) **Define transitive verbs.**
(b) **Define intransitive verbs.**
(c) (i) **Give five sentences containing transitive verbs.**
(ii) **Give five sentences containing intransitive verbs.**

This question dealt with verbs, that is the explanation of verb types, e.g. transitive and intransitive and the (c) part asked for examples of each in sentences.

This was also handled very well, except that a few candidates mixed the transitive verbs and the intransitive verbs in each case.

Question 10

- (a) **Define a simple sentence.**
(b) **Define a compound sentence**
(c) (i) **Give five examples of simple sentences**
(ii) **Give five examples of compound sentences.**

Candidates were asked to give definitions of simple sentence and compound sentence. They were again confused when they were asked to give examples of these sentences.

Most of the candidates gave complex sentences in place of compound sentences. This showed that they could not differentiate between a compound sentence and a complex sentence.

EWE 2

1. GENERAL COMMENTS

Compared to the past few years, the paper was of a good standard. It was at the level of students/candidates. The questions were based on the syllabus and were fairly distributed.

In terms of performance, the two extremes were noticed. The majority of candidates performed averagely. While some excelled in the paper, others were above average, quite a sizeable number were below average, and a few still performed abysmally.

Generally, one can rate this year's performance as about the same as last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some questions were handled cohesively in relatively good language.
- (2) Candidates' flair for correctly locating owners of quotations in context questions showed they had some appreciable understanding of the literature texts read.
- (3) Candidates could comfortably, again, assess the poems they were examined on, on the basis of their thematic content and moral lessons. They could also identify literary devices by their names, though beyond that, they were found wanting.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor Language Usage: Lack of control over the orthography of the language marred the beauty of presentations in candidates' work. A few showed very good understanding of the questions but they had problems using the appropriate language to develop the points. This made several of them resort to giving sketches in place of the expected prosaic presentations.
- (2) Limited Reading: The issue of not doing enough intensive and extensive reading which should broaden one's horizon in the subject area was evident in candidates' work. For this reason, follow-up questions to main context questions in literature were messed up.
- (3) Misreading Instructions to Questions: Candidates mostly failed to read the demands of questions carefully. For example, a question asking the candidate to assign reasons for the occurrence of **each** phenomenon mentioned in an answer was misread as giving **one** reason only for all the phenomena requested to be stated.
- (4) Poor Structural Analysis of Poems: Candidates' analyses of poems by their structural development were lopsided. Only literary devices were cursorily listed, leaving out other elements of structure to be guessed.

4. SUGGESTED REMEDIES

- (1) Subject teachers must be encouraged to inculcate the spirit of reading in their students to know that good orthography is synonymous with good and flawless writing.
- (2) Subject teachers must draw candidates' attention to the usefulness of paying attention to the rubrics.
- (3) Subject teachers must inculcate extensive reading habits in students, teaching them the lexicon and terms that enrich the language.

5. DETAILED COMMENTS

Question 1

- (a) **Write three types of Ewe names.**
- (b) **Give two examples of each type of name.**
- (c) **Explain why the names given in (b) are given to children.**

Question one was very popular with candidates. The main objectives of the questions were for students to (a) list **three** types of indigenous Ewe names, (b) give examples of each of the stated names and (c) give the reason behind each of the names.

Strengths

Candidates could easily identify the names by classification. Supplying the correct examples of the names also enhanced their scores. This was commendable.

Weaknesses

Question 1(c) was a thorny issue for candidates as the majority of them fumbled with the answers. Many went for the general rather than the specific answers. For example, rather than say, "*Kofi nye !utsuvi si wodizi le Fi*agbe*" Kofi is a male child born on Friday, the candidate would generalize the issue with statements such as "Kofi is a child born on one of the days in the week". Subject teachers are encouraged to school their candidates well in the art of satisfying the demands of the questions.

Question 2

- (a) **Define libation.**
- (b) **Write a libation text of any customary practice.**
- (c) **Show the structure of the libation text.**

Most candidates avoided this question. The question asked for (a) the definition of libation, (b) the writing down of a full libation text and (c) discussion of the structure of the text given.

Strengths

Nothing worthy of note can be captured here for commendation. The few who attempted it got it all wrong, except one who was able to present the text “chronologically enough” to satisfy the demands of the marking scheme.

Weaknesses

The weaknesses covered poor definition of libation, two-line sentence presentations of ‘full’ libation texts and deviations from or badly analyzed structure of the texts provided. It was simply a poor show.

A worthwhile definition of libation must necessarily include key words such as ‘*gbedodo*a*’ (prayer), ‘*Mawu*’ (God), ‘*to ...dzi*’ (through) and ‘*t=gbeawo*’ (ancestors). A definition without these important concepts cannot be amply rewarded. Again, Question (c) on structure must necessarily include discussions on ‘*agoododo*’ (invocation), the statement of purpose (*ta*odzinu*), ‘*nudidiwo*’ (the petition) and ‘*ahadzotsitsi*’ (conclusion). That way, candidates would have appropriately addressed the demands of the subquestions 2(b) and (c) respectively.

Question 3 - Context Question

This was a context question which was not popular with candidates. They were to (a) state who was speaking, (b) indicate when the statement was made and (c) give the outcome of the statement made.

Strengths

The speaker and when the statement was made were correctly given.

Weaknesses

Candidates failed in Question (c) to remember what happened immediately before and after the statement was made. The emotion of anger noticed in the voice of the speaker, X=meku, which made the listener, Agbeko, quickly apologize for his earlier statement eluded candidates. Here again, candidates must be taught to develop the capacity to read between the lines.

Question 4 - Characterization

Candidates were expected to do a sketch on four characters in the novel ‘*Ku le X=me*’, which are a major character Zãnu, and two minors, Dowokakp= and Kugblênu.

Strengths

A good number of candidates did well in this question. They covered all the areas of the characters’ lies, viz, emotional, moral, attitudinal, service, etc. which was highly commendable.

Weaknesses

A few candidates, however, appeared to be confused and misapportioned roles, by mistaking one character/role for another, thus losing vital marks in the end. Precision is very important in characterization. Many also erroneously stated that Zānu, the major character had married Y=x=me, Kokoroko's daughter when indeed the two were merely fiancés. No such union was established nor was any marriage consummated. Candidates must desist from making blanket statements that contradict the traditional values of Ewe-speaking people.

Question 5 - Drama

This drama question received good patronage. Candidates were tasked to (a) write three different events that occurred in the play and state where they occurred, (b) tell how the events affected characters in the play.

Strengths

Many candidates could serialize the events as far as they could remember, most of which revolved around King Kpeglo himself. This was commendable.

Weaknesses

Merely recollecting events without explaining the background begged the question in many instances. Answers to Question 1 (a) such as "*Kpeglo lé ve na Amegã Duse*" (Kpeglo strangled Mr. Duse's neck) without assigning the reason for this deviant behaviour made the answer incomplete. With regard to a particular event which did not physically occur but was deemed to have occurred, telling the exact place of occurrence was a problem. A case in point: There was no marriage ceremony between King Kpeglo and Daavi Kristie. All we heard was Kpeglo snatching Kristie from K=pro Bosu when the latter was away fighting the Burma war in Abyssinia.

Candidates must indeed guard against such irrelevant ideas.

Question 5(c): Candidates simply missed out on the effects of the various events on the characters.

Question 6 - Context Question

Candidates were to

- (a) **identify the speaker and the addressees;**
- (b) **give the addressees' responses;**
- (c) **explain what happened after that statement had been made.**

This was a context question asking for (a) who made a quoted statement, (b) to whom it was made, (c) how the listener reacted to it. In (d) candidates were to discuss the outcome of the statement.

Strengths

Almost all candidates got answers to sub-questions (a) and (d) right, showing they clearly understood the plot.

Weaknesses

Almost all the candidates could not tell (in Question c) what response was given to the statement made by the speaker. They digressed into saying other things K=pro Bosu the listener never said. Such deviations smacked of candidates not being on top of issues as far as the thoroughness of their reading/studies was concerned, and also negating the impression gathered from perfect answers given to Questions (a), (b) and (c).

Question 7 - Poetry

This poetry question sought from candidates, (a) the theme of the poem, 'Kue Bu K=', (b) examples of three given literary devices from the poem, (viz: metaphor, personification and repetition), and (c) discussing how the devices enhanced the meaning of the poem.

Strengths

Good answers were provided for subquestions (a) and (b). Almost all candidates produced the same points for the theme in varied ways. e.g. "Ku gblêa nu le ame !u", "Ku menyoa nu o", etc. (Death is devastating, Death destroys).

Weaknesses

Candidates' lack of knowledge in how literary devices enhance the beauty and richness of language in poetry is worrisome. What kind of imagery is formed in the mind's eye and how does this help him/her to understand the poem better? If it is personification, who is being personified? How does this support the theme, leading to the overall meaning of the poem? These discussions/critique of a sort, that have been neglected over the years in candidates' answers portray a bleak situation in the classroom. Teachers concerned need to sit up.

Question 8 - Poetry

It was quite a popular question among candidates.

Candidates were asked to (a) state the important lesson in the poem, "Gb> Topko", (b) Support this lesson with a line from the poem and (c) Discuss the structure of the poem from four angles.

Strengths

Candidates were perfect in telling the hidden lessons in the poem and in varied ways too.

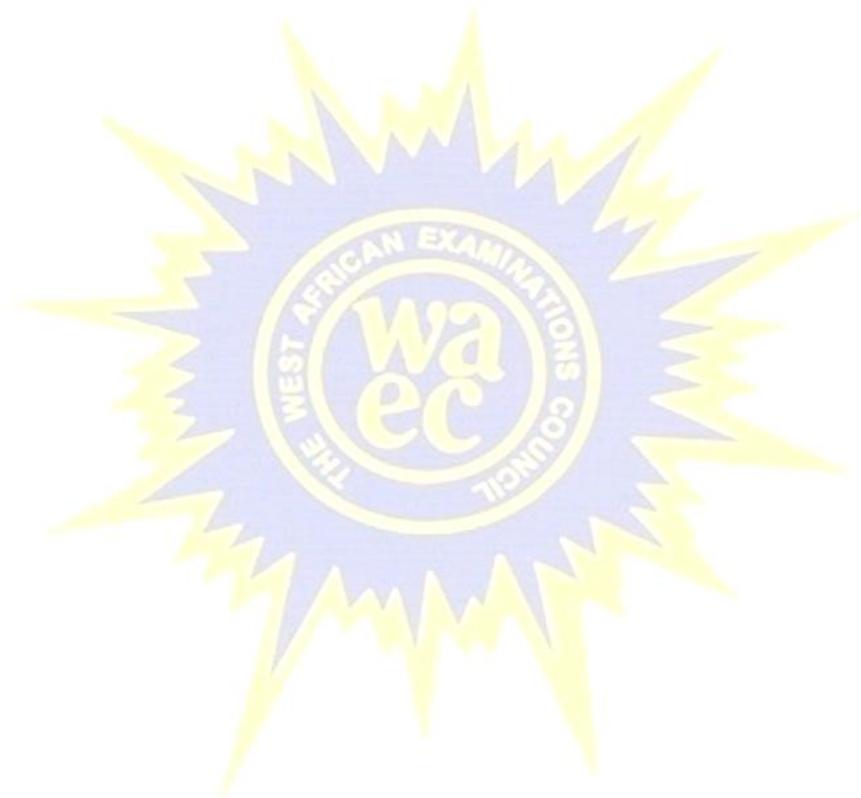
Weaknesses

Sub-questions (b) and (c) were challenging to students/candidates. Many could not overcome the challenge of supporting the moral lesson with quotations from the text.

Lines quoted in support of all the beautiful moral lessons did not correspond with each other.

Besides, a lot of candidates could not analyze the structural pillar of the poem. Attempts at doing so ended in wrong calculations of the number of stanzas, number of lines and even tabulating literary devices without developing them into any meaningful writing.

In the main, candidates' poor grasp of the orthography, their poor language use, poor vocabulary and even interpretation of issues badly affected their scores. This must catch the attention of subject teachers to re-design their approach to handling the subject in the classroom.



FANTE 1

1. GENERAL COMMENTS

The standard of the paper was as good as that of the previous papers. The paper unearthed the strengths and weaknesses of the candidates.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates limited themselves to the five hundred (500) words prescribed as the length of the essay.

The translation of the passage into Fante was well done. Candidates' understood the passage. The ideas in the passage were sequentially stated.

The comprehension passage was good and self-explanatory and candidates answered the questions as required.

The topic on an article for publication was well addressed. Candidates did well to write the title of the article and stated the particular paper for the publication.

The speech that was to be delivered at a Speech and Prize Giving Day was well written. Candidates provided the vocatives and the theme for the occasion.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses appeared in the following areas:

- (1) Some candidates wrote long sentences without paragraphs.
- (2) Some candidates could not apply commas and other punctuation marks appropriately.
- (3) Some candidates started sentences with small letters.
- (4) The following words were wrongly spelt by candidates
 - *mpanyimfo* (elders) and not *mpanyinfo*
 - *seseiara* (now) and not *seesiara*
 - *beberee* (more) and not *bebiree*
 - *afei* (then) and not *afie*'*Bio so*' is a wrong expression that candidates continue to write. It should read '*Bio*' or '*afei*'.

4. SUGGESTED REMEDIES

- (1) Subject verb agreement must be observed.
e.g.

<i>meda</i>	<i>mesaw</i>	<i>medze</i>
<i>eda</i>	<i>musu</i>	<i>mot=</i>
<i>=da</i>	<i>midzi</i>	

- (2) Candidates should write short and simple sentences.
- (3) Candidates should be introduced to the rules of spelling and pronunciation.
- (4) *b, f* and *p* are preceded by 'm' in words e.g. *mbofra, mpanyimfo, mfonyin*.

5. DETAILED COMMENTS

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

Candidates were to write on child trafficking and child-labour in other regions and the effects. Candidates were to confirm that the problem exists in Ghana. They were to mention the particular paper for the publication and state where the practice is prevalent. They were to write the target group as victims, those who carry out the act, reasons assigned to the practice (e.g. financial gains, spiritual benefits), ill-effects of the practice (e.g. human sacrifice, child abuse). Candidates were expected to suggest some valid ways to check the practice e.g. public education, parents to perform their obligations, etc.

This question was well addressed by candidates who attempted it. They provided the appropriate titles and stated the particular paper for publication.

Question 2

You are the Senior Prefect of your school. Write your speech to be delivered at the school's Speech and Prize-Giving Day.

Candidates were to address the dignitaries at the function. Candidates were to mention the achievements and performance of the school in the areas of learning outcomes, infrastructure, feeding and sports. They also needed to highlight the challenges and expectations of the school.

The speech was well written by candidates with the necessary vocatives provided.

Question 3

What are the causes of and effects associated with bush fires? What can be done to prevent bush fires in Ghana?

Candidates were to define bush-fire and suggest causes of bush-fires as well as the effects of bush-fires and possible ways of preventing them. Some causes of bush-fires provided by candidates include hunting for game, farmers' activities, smokers leaving cigarette butts unquenched and activities of palm wine tappers. The effects of bush-fires included loss of life, loss of personal properties such as farm produce, destruction of the environment and loss of vegetation cover, loss of soil nutrients and desertification. The preventive measures provided by candidates included public education, punishment for

offenders, creation of fire belts before setting fire, supervision over setting fire and making water available if possible.

A good number of candidates wrote on the topic and many of them produced good work.

Question 4

Describe how your favourite dish/meal is prepared.

This was a popular topic. Many candidates wrote good essays. They started well with the purchase of needed items for the preparation. The preparation was systematic and coherent. The various stages were clearly stated. How the food is served was mentioned. Candidates wrote why they like the named food.

Question 5 - Translation

Candidates were to translate a given passage into Fante.

Candidates translated the passage as expected. The main ideas were clearly identified. The ideas were systematically and coherently written. The passage was simple and self-explanatory.

Question 6 - Comprehension

Candidates were given a passage to read and answer questions on it. The passage was simple and self-explanatory. Candidates understood the passage. Unfortunately, some candidates lifted parts of the passage as answers. The title of the passage was well stated. However, some candidates wrote more than the expected seven words.

Question 7

- (a) **What is a tone?**
- (b) **State the two kinds of tone in Fante.**
- (c) **State two functions of tone in Fante and illustrate them in appropriate words.**

(a) Some candidates had difficulty in defining 'tone'. Tone is the register of language in which two basic pitches are pronounced.

(b) The two tones are: High (*sor*) and low (*famu*).

Examples of the two tones are:

<i>pápá</i> as in good	-	High
<i>méná</i> as in broom	-	High
<i>pàpà</i> as in fan	-	Low
<i>sèsà</i> as in change	-	Low

- (c) The lexical and grammatical functions of tone were not clearly differentiated. The lexical function was to show the difference in two words which have the same spelling.

E.g. *pápá* (good)
pàpà (fan)

The grammatical function shows difference in meaning of two sentences with the same words.

E.g. *Kòfí k=* - Kofi goes.
Kòfí k=? - Question.

Question 8

Candidates were required to

- (a) define syllable;
- (b) break given words into the component syllables;
- (c) give words to match given syllable structures.

This question was poorly answered. Very few candidates attempted it.

- (a) The syllabic structure is stated in terms of the consonants 'C' and the vowel 'V' that make it up. It is also described in terms of the tone on which the consonants or the vowels which make up the syllable are uttered.

- (b) Candidates who answered the question did well in 8(b).

ba - [ba]
soa - [s]: a]
soma - [s]: ma]
kora - [k]: ra: a]

- (c) The structure should have read:

ANAN [kɪka]
ANA [kan]
NAN [aba]
ANN [daɪ]
ANANA [mɪmɪn]

Question 9

- (a) Define transitive verbs.
- (b) Define intransitive verbs.
- (c) (i) Give five sentences containing transitive verbs.
(ii) Give five sentences containing intransitive verbs.

Very few candidates answered the question and those who answered it did poor work.

Examples of verbs that take objects are:

Banyin tsentsen no we nam.

Kwesi kyer nkura.

Examples of verbs that do not take objects are:

Abofra no sawee.

Banyin panyin no kotowee.

Question 10

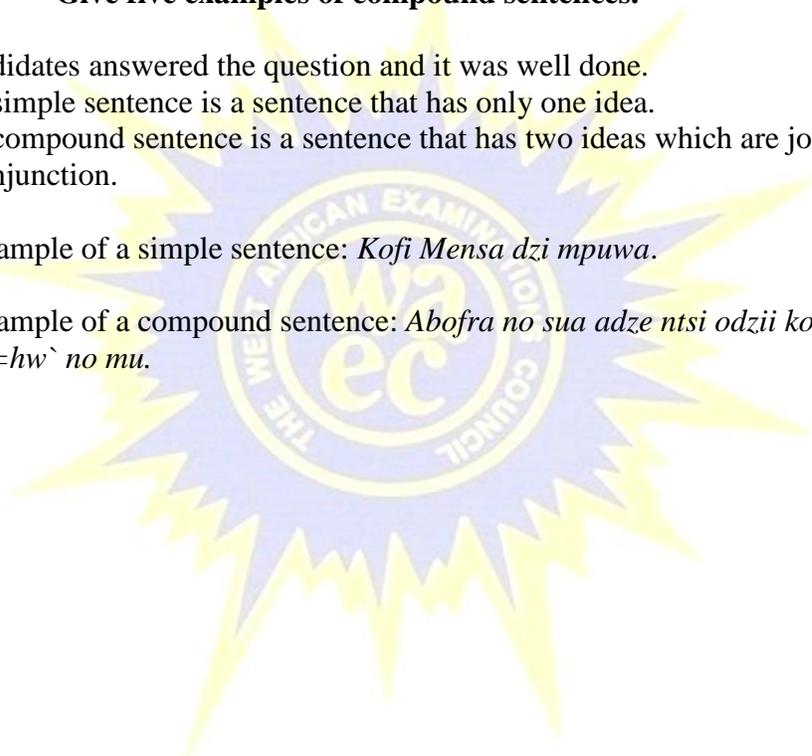
- (a) **Define a simple sentence.**
- (b) **Define a compound sentence.**
- (c)
 - (i) **Give five examples of simple sentences**
 - (ii) **Give five examples of compound sentences.**

Many candidates answered the question and it was well done.

- (a) A simple sentence is a sentence that has only one idea.
- (b) A compound sentence is a sentence that has two ideas which are joined by a conjunction.

Example of a simple sentence: *Kofi Mensa dzi mpuwa.*

Example of a compound sentence: *Abofra no sua adze ntsi odzii konyin w=ns=hw` no mu.*



FANTE 2

1. GENERAL COMMENTS

The standard of the paper was the same as that of the previous years. Two questions were set on oral literature while two were set on the three set books on prose, drama and poetry. Candidates were instructed to select one question from the oral literature and one question from each of the 3 textbooks.

There was an improvement in candidates' performance over that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) A good number of candidates read and understood the instructions on the paper, so they answered **one** question from each part.
- (2) The use of language and expression of many candidates was commendable.
- (3) The handwriting of some candidates was very good. This made their answers very easy to read and understand.
- (4) In spite of some candidates performing poorly in Questions **1** and **8**, an appreciable number of candidates performed very creditably in the other sections of the paper. This was an indication that many candidates had access to the recommended textbooks on Prose, Drama and Poetry.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Spelling of some Fante words was still a problem to candidates.
- (2) Candidates found it difficult to answer questions on how Fantes name their children.
- (3) Identification of literary devices used by the poet was generally poor.
- (4) In Fante, the subject pronouns are always attached to the verb. Candidates violated this rule and separated the pronouns from the verbs as exemplified below:
 - (i) *me ba* instead of *meba* (I come)
 - (ii) *ye su* instead of *yesu* (we cry)

4. SUGGESTED REMEDIES

- (1) Students should be taught how to separate or attach pronouns to verbs and nouns accordingly through constant practice.
- (2) Students should be drilled in spelling to reduce the incidence of writing words wrongly.
- (3) There is also need to emphasize the teaching of oral art forms to ensure that students become aware of such names as *K=samba-dzin*, *Abosondzin*, *Ebusua dzin*, etc.

5. DETAILED COMMENTS

Question 1

- (a) **Write three types of Fante names.**
- (b) **Give two examples of each type of names.**
- (c) **Explain why the names given in (b) are given to children.**

This question on oral literature was attempted by very few candidates. Some candidates approached it grammatically instead of looking at it from a cultural point of view.

Thus, some candidates gave examples as Proper noun (*Dzinpa*), Common noun (*Dzinhun*), etc. which were a misnomer.

The question required candidates to provide names given to children during naming ceremonies indicating the day (*Ba-da*) on which the child was born, the family/clan name (*Ebusuadzin*) such as *And=*, *Amp=nsa*, *Seguwa*, etc; names indicating place of birth (*Sekunde*, *Nkran*, *Tamale*, etc.); the occasion on which the child was born such as *Bedziigua*, *Bedziako*, *Buronya*, etc.; others as gift from God (*Nyamekye*); the order in which one was born (e.g. *Baako*, *Menu*, *Mensa*, *Duku*, etc).

In all cases names are given to individuals to show their identity or order in which they were born.

Question 2

- (a) **Define libation.**
- (b) **Write a libation text of any customary practice.**
- (c) **Show the structure of the libation text.**

This was well answered except that some candidates answered it in prose form instead of the libation being poetic. The other question called for the structure of the libation provided which should be:

- (i) The call (+fr`)
- (ii) The message (Amandz`b=)
- (iii) The request (Ebisadze)
- (iv) The curse (Ndom)

E.g. “Twerammp=n Kwame, nsa
Asaase Efuwa, nsa o
Abosompem na nsamanpem nsa o
Y`fr` hom a, =nny` biribi, ...”

Question 3

This was a question on Context which was well answered by candidates who attempted it. The answer provided by a few candidate were, however, too sketchy.

Question 4

The question was on characterization.

This question appeared to be very popular; an indication that those who had access to the textbook read it and were able to describe the major and minor characters. On the whole the question was well attempted.

Question 5

Candidates were asked to discuss three events out of the numerous events mentioned in the Drama book as well as mention the effects of those events on the characters who were involved in the events.

The events include:

- (i) The wedding ceremony of Anka.
- (ii) The theft case attributed to Amba Onnyibi.
- (iii) The deportation of Amba Onnyibi from Anka.
- (iv) The resultant death of Onnyibi’s mother (Nyamekye).
- (v) The court case involving Amba Onnyibi.
- (vi) The revelation by Dapaa and Enyanpa.
- (vii) The plea for forgiveness.
- (viii) The marriage to the next of kin by Onnyibi.

The effects of these events were that:

- (i) Amba Onnyibi suffered humiliation (disgrace).
- (ii) Amba’s mother died.
- (iii) Onnyibi was deported from Anka, etc.

Question 6 - Context Question

Candidates were to

- (a) **identify the speaker and the addressees;**
- (b) **give the addressees' responses;**
- (c) **explain what happened after that statement had been made.**

This question was well answered by candidates.

Question 7

Candidates were expected to:

- (a) **state the theme of the poem;**
- (b) **identify the following literary devices: Simile, Repetition and Metaphor;**
- (c) **explain how the author or the poet used those devices to enhance the poem.**

Many of the candidates were able to identify the theme of the poem - Patriotism and went ahead to identify the literary devices given, however, the functions of the devices were not well explained.

Question 8

This question was on the poem entitled "DAANA" with the theme "Time changes" or "All days are not equal". Many of the candidates succeeded in quoting some verses from the poem to support their answers. The third part of the question on the structure of the poem was poorly answered. The structure of the poem is as follows:

- (i) Form: Six stanzas with four lines in each stanzas
- (ii) Rhyming scheme: Enyige/ekyingye, nyinsu/mbusu
- (iii) Devices used: Metaphor - Abosomaketsew wiadze

GA 1

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Except for a section of the paper in which candidates generally did not perform well, the performance of candidates compared favourably with those of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

For the essays, many candidates satisfied the requirements of a minimum of five hundred words. For the translation question, candidates translated ideas into Ga. This is an improvement upon previous observation that candidates gave Ga equivalents of the lexical items in the pieces to be translated.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates did not make a distinction between the letters 'o' and '=', and between 'e' and ``'. For many candidates, the phonological processes observable in speech showed in writing. For example: "W= l` mana bo" in speech would sound "W= '= mana bo". For this many candidates wrote "W= mana bo". "W= l` mana bo" and "W= mana bo" are not absolutely the same in Ga.

4. SUGGESTED REMEDIES

Teachers could isolate specific writing problems observed and give more exercises to help solve the problem: For example, pairs of words in which the different pairs of letters 'o' and '=', and 'e' and ``' make a difference, as in

be	-	b`	wo	-	w=
gbe	-	gb`	to	-	t=
le	-	l`	no	-	n=
kpe	-	kp`	bo	-	b=
ye	-	y`	ho	-	h=

Again, teachers may give more exercises on the differences between the oral and the written forms such as:

Nuu l` (written) - nuu`` (speech)

5. DETAILED COMMENTS

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

Candidates were expected to confirm that the problem exists, and to indicate places where the problem is prevalent, the target group, the practitioners, reasons and effects.

Candidates raised issues that made their essays good essays. They gave reasons for the practice, those involved in this practice and their target groups, and the effects of this practice on the 'victims'.

Question 2

You are the Senior Prefect of your school. Write your speech to be delivered at the school's Speech and Prize-Giving Day.

Candidates were expected to address and crave the indulgence of the dignitaries at the function, mention the achievements/performance of the school in the areas of learning, sports, discipline and other social activities, the challenges of the school, expectations of the school and appeal for support for the school to grow. Few candidates attempted this question. They raised some of the points above.

Question 3

What are the causes of and effects associated with bush fires? What can be done to prevent bush fires in Ghana?

Candidates were expected to define bush fires, give causes of bush fires and the effects of bush fires. Hunting activities, farming activities, activities of palmwine tappers and mischief on the part of people could cause bush fires. Bush fires could destroy the environment, lead to the loss of soil nutrients, loss of vegetation to help desertification and loss of property such as farm produce, etc. Bush fires could be prevented through public education, stiffer punishment for offenders and creation of fire belts before fires are set.

Candidates who attempted this question balanced the essays with sufficient causes and effects as shown above.

Question 4

Describe how your favourite dish/meal is prepared.

Candidates were expected to name the dish, the ingredients and describe the process by which the dish is prepared.

Many candidates attempted this question. They described how some typically Ga dishes are prepared. They mentioned both utensils and ingredients needed to prepare the dishes, the various processes of preparation and finally the reasons for these dishes being their favourite.

Question 5 - Translation

There was a passage to be translated into Ga.

Candidates' performance in this Question was appreciable. Some candidates scored the required maximum of 15 points for ideas. Many candidates translated the ideas into Ga and that was what they were expected to do.

Question 6 - Comprehension

Candidates were asked to read a passage and answer questions based on the passage. Many candidates could not indicate that in Question 5(e), the relative clause performs an adjectival function. Again, many candidates could not explain the expressions given in Question 6(h) as required.

Question 7

- (a) **What is a tone?**
- (b) **State the two kinds of tone in Ga.**
- (c) **State two functions of tone in Ga and illustrate them in appropriate words.**

Candidates were required to define tone and to give the types and functions of tones. Many candidates could not define tone properly. Many gave the two types as high tone and low tone. A good number identified the lexical function of tone, but not the grammatical function. Answers showed clearly that many candidates had not sufficiently grasped the concept of tone in Ga.

Question 8

Candidates were required to

- (a) **define syllable;**
- (b) **break given words into the component syllables;**
- (c) **give words to match given syllable structures.**

Many who attempted this question could not define "syllable" properly; they could not break many of the five given words into syllables and could not give the required two words to match each of the five syllable structures given.

Question 9

- (a) **Define transitive verbs.**
- (b) **Define intransitive verbs.**
- (c)
 - (i) **Give five sentences containing transitive verbs.**
 - (ii) **Give five sentences containing intransitive verbs.**

Candidates were required to define transitive and intransitive verbs and to give **10** sentences, each of which contained five intransitive verbs and five, transitive verbs.

Candidates' answers showed that they had not sufficiently grasped the concept of transitivity. In some of the sentences given, they mistook items in Adjunct position to be in object or complement position.

Question 10

- (a) **Define a simple sentence.**
- (b) **Define a compound sentence.**
- (c)
 - (i) **Give five examples of simple sentences**
 - (ii) **Give five examples of compound sentences.**

Candidates were expected to define simple and compound sentences.

Many candidates who attempted this question could only say that a simple sentence must contain one finite verb and a compound sentence must contain two or more verbs conjoined by **ONLY** Coordinate Conjunctions.

It was clear that candidates did not clearly know the difference between co-ordinate conjunctions and subordinate conjunctions.

GA 2

1. GENERAL COMMENTS

The standard of this year's paper measured favourably to that of previous years. However, on the whole, this year's performance fell below those of the last two years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) More and more candidates are now planning their work.
- (2) There was marked improvement in the quality of language in a great number of the scripts.
- (3) Most of the candidates exhibited indepth knowledge of the Ga naming system, mentioning the six types and explaining why they are given to children.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Most candidates failed to follow the clear instructions of the questions and answered according to their own fancies. Some of the candidates decided to answer more than one question from a particular section.

Another weakness was candidates' inability to give a succinct account of roles played by the various characters in the prose and drama.

Finally, candidates found it difficult to pick examples of the given literary devices from the poem and show how the poet used them to enhance it.

4. SUGGESTED REMEDIES

Teachers should continuously caution students about the valuable time lost in answering questions which should not be answered. They should consistently remind their students of the rules and guidelines of the examination, particularly as regards the rubrics.

To improve their literary appreciation students need more exposure to literary practice and setbook study. In addition, they should be made to write more essays on their set books as class or home assignments.

Constant reading of the setbooks and notes taking is also recommended.

5. DETAILED COMMENTS

Question 1

- (a) **Write three types of Ga names.**
- (b) **Give two examples of each type of name.**

(c) Explain why the names given in (b) are given to children.

This question required candidates to write three types of Ga names, provide two examples of each type and explain why those names are given to children.

A good number of the candidates who attempted this question answered it skilfully, thus scoring high marks.

Question 2

(a) Define libation.

(b) Write a libation text of any customary practice.

(c) Show the structure of the libation text.

Candidates were expected to define or explain libation pouring, write a libation text of any customary practice and show how the libation text is structured.

Most of the candidates performed well by explaining libation pouring and writing suitable libation texts. They, however, failed woefully to explain how they wrote their libation texts, that is starting with invocation, followed by the message, appreciation and a suitable conclusion.

Question 3 - Context Question

This was a context question and candidates were required to name the speaker, the occasion and the outcome of a given statement

A good number of candidates were able to mention the speaker's name but could not state that the judge asked that question after Owula Kwao had sworn with the Bible to speak nothing, but the truth.

Also, candidates were to explain that Owula Kwao frowned his face and became saucy with his answers, necessitating his imprisonment for six months. But this was missing in their answers.

Question 4 - Characterization

A few of the candidates managed the question satisfactorily. They were able to give accurate and factual information on the given characters.

However, the majority of them, in their character sketch, allowed the role played by Owula Kwao to overshadow the roles played by the other three given characters. They, therefore, did not score high marks.

Question 5 - Drama

Candidates were asked to state three episodes or events from the drama, show the place and the time those episodes or events occurred and explain the effects of those episodes or events on the characters concerned.

Most of the candidates who attempted this question were able to state the three events, where and when they occurred, but could not explain what happened to the characters involved.

Question 6 - Context Question

Candidates were to

- (a) identify the speaker and the addressees;**
- (b) give the addressees' responses;**
- (c) explain what happened after that statement had been made.**

A few of the candidates scored high marks by mentioning the speaker and the addressees, explaining that Saka intentionally made that statement just to frighten Ado, while Saaye insisted that Ado was a replica of Saka.

They concluded that the statement made the couple soften their stance and continue their conversation cheerfully.

However, the majority of candidates mentioned only the speaker and the addressees. Others, presumably those who did not read the setbook properly, performed poorly.

Question 7

Candidates were expected to:

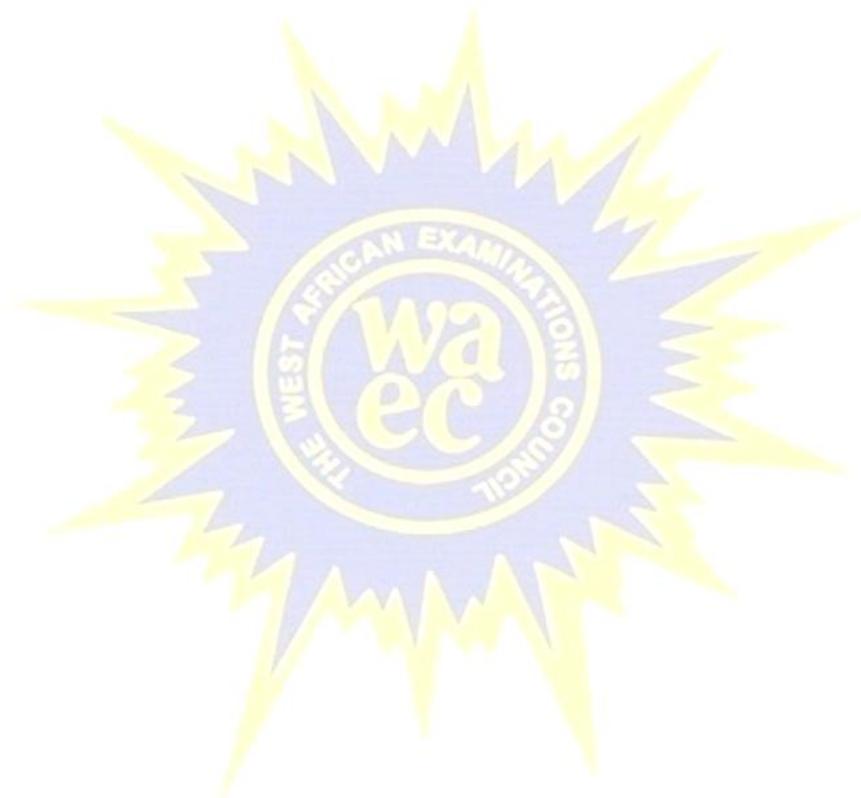
- (a) state the theme of the poem;**
- (b) identify the following literary devices: Simile, Repetition and Metaphor;**
- (c) explain how the author or the poet used those devices to enhance the poem.**

A sizeable number of the candidates were able to state only the theme, but could not answer questions (b) and (c) well.

They could neither pick examples of the literary devices from the poem nor show how the poet used them. Surprisingly, they provided their own literary devices and commented on the style of the author. Either they did not understand the question or they never read the poem at all.

Question 8

Many candidates answered this question and performed exceptionally well. Candidates did not only give the lesson learned from the poem, but went ahead to quote relevant lines to buttress their answers and admirably explained that the author, apart from writing the poem in verse and stanza, began every line with a capital letter and used literary devices and punctuation marks appropriately.



GONJA 1

1. GENERAL COMMENTS

On the whole, the standard of the paper was high. The questions were straight to the point and unambiguous. The candidates understood the demands of each question and attempted them according to their abilities.

The performance of candidates was average as there was a slight improvement over those of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Several features of improvement were observed in the candidates' answers which need to be commended. These include the use of figures of speech such as proverbs and idiomatic expressions, writing essays without treating each of them as a letter (as used to be the case previously) and answering questions from the various sections as required.

It was observed that some candidates wrote very good and mature essays. They tried to use the right expressions and in some cases brought in proverbs to enrich their language. This is good and must be encouraged.

Another commendable feature was the answering of the required number of questions from the various sections.

In previous years, it was observed that some candidates answered questions from some sections because they were within their abilities and ignored others. But this time such candidates were very few.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses observed were:

- (1) Poor spelling.
- (2) No heading for the letter to an editor for publication.
- (3) Copying portions of the comprehension passage into their essays.
- (4) Copying sentences from the passage as answers.

4. SUGGESTED REMEDIES

It is suggested that teachers/tutors pay attention to vocabulary development and the correct spelling of words. More dictation could be done in class and more exercises on forming sentences with words could be given.

Secondly, paying attention to the types of letter writing would be very helpful.

On the copying of portions of the comprehension passage to mix with essays, tutors should educate candidates to desist from the practice since that will make them lose marks.

Finally, more comprehension exercises should be given to learners and the Directed Reading Activity (DRA) should be used to assist students to identify ideas quickly.

5. DETAILED COMMENTS

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

This question was attempted by about sixty (60) per cent of candidates. The candidates were expected to provide a personal address as well as the editor's address and then give a heading to the letter and underline it. They were also to give the causes of the problem and suggest solutions.

It was observed that about seventy (70) percent of those who attempted this question failed to provide the editor's address and the heading to the letter. Some even treated the letter as a friendly letter. On the other hand, about ninety (90) percent were able to state and explain the causes and made some suggestions.

Question 2

You are the Senior Prefect of your school. Write your speech to be delivered at the school's Speech and Prize-Giving Day.

About five (5) percent of the candidates wrote on this topic. The candidate was expected to give a heading to the speech, address protocol and then talk about his plans for the school. It was observed that about fifty (50) percent of them did the right thing. The rest failed to follow the requirements of speech writing.

Questions 3

What are the causes and effects associated with bush fires? What can be done to prevent bush-fires in Ghana?

About fifteen (15) percent of the candidates attempted this question. Close to ninety (90) percent of those who wrote on it were able to state the causes of fire outbreaks or bush fires. They were also able to give some suggestions on how to overcome the problem. A few of them however, only stated and explained the causes of bush fires but could not give any suggestions to curb the situation.

Question 4

Describe how your favourite dish/food is prepared.

This question was attempted by about twenty (20) percent of the candidates. The candidate was expected to state the type of food he or she likes best and say why he or she likes it and then describe how it is prepared. About ninety (90) percent of that number was able to give a good description of how the food is prepared. They also stated why they like that food. The rest could not describe very well how their food is prepared. Some of them mixed their essays with portions of the comprehension passage.

Question 5 - Translation

This was a passage in English and the candidate was expected to render it in Gonja. About sixty (60) percent of them could not understand expressions like, “I stumbled on” and “I was touched by his plight” and many others.

Question 6 - Comprehension

Candidates were asked to read a comprehension passage and answer questions on it. It was noticed that about sixty (60) percent of candidates read and understood the passage. They were able to answer most of the questions. However, the rest seemed not to have the ability to read and comprehend. They were those, who copied whole sentences from the passage which contained the answers.

Question 7

- (a) What is a tone?**
- (b) State the two kinds of tone in Gonja.**
- (c) State two functions of tone in Gonja and illustrate them in appropriate words.**

This question required the candidate to define tone, give two types of tone and give two examples each of the functions of tone.

Only about half the number of the candidates was able to attempt this question. Of that number, only about forty per cent were able to answer the question very well with examples. Most of the rest could not give the types and functions of tone.

Question 8

Candidates were required to

- (a) define syllable;**
- (b) break given words into the component syllables;**
- (c) give words to match given syllable structures.**

Here the candidate was to define syllable, break given words into syllables and to give words that stood for some syllable structures.

About fifty (50) percent of candidates attempted the question. About (70) percent of them were able to answer it satisfactorily. The rest did not seem to know the syllable structures and could not answer it.

Question 9

- (a) Define transitive verbs.**
- (b) Define intransitive verbs.**
- (c) (i) Give five sentences containing transitive verbs.**
(ii) Give five sentences containing intransitive verbs.

With this question, the candidate was expected to define transitive and intransitive verbs and give five (5) sentences each of transitive and intransitive verbs. It was observed that about forty (40) percent of the candidates answered this question. Of that number about eighty (80) percent could answer the question very well. The rest could give the definitions but could not give the sentences containing intransitive verbs.

Question 10

- (a) Define a simple sentence.**
- (b) Define a compound sentence.**
- (c) (i) Give five examples of simple sentences**
(ii) Give five examples of compound sentences.

About sixty (60) percent of the candidates attempted this question. They were expected to define simple and compound sentences and give examples of each type.

About ninety (90) percent could define the simple sentence but only seventy percent could define the compound sentence. Also, only about sixty (60) percent could give examples of a simple and compound sentences respectively. The rest either gave simple sentences and failed to give the correct compound sentences or gave compound sentences as simple sentences and complex sentences as compound sentences.

GONJA 2

1. GENERAL COMMENTS

The standard of the paper was the same, compared to that of previous years.

However, the performance of the candidates in the paper was not as good as those of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Attempts made by some candidates on the customs and institutions and oral literature questions were good. Some of them were able to classify traditional names into their various groups. There were other candidates who also wrote good libation texts. This was an indication of serious preparation on the part of the candidates towards the Customs and Institutions and Oral Literature aspects of the paper.

The output of the students in this section as a whole, was quite tremendous and commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The candidates fell short of expectation in section B of the paper. There was indication from the work of the candidates that they did not study the prescribed texts for prose, drama and poetry.

4. SUGGESTED REMEDIES

Teachers preparing candidates for the paper should pay attention to the course content in the syllabus with particular reference to section B. This section covers the written literature aspects of prose, drama and poetry. They should encourage their students to study critically the setbooks covering this section.

5. DETAILED COMMENTS

SECTION A

ORAL LITERATURE/CUSTOMS AND INSTITUTIONS

The candidates were required to answer one question from this section.

Question 1

- (a) Write three types of Gonja names.**
- (b) Give two examples of each type of name.**
- (c) Explain why the names given in (b) are given to children.**

This question was on traditional names. It was subdivided into *a*, *b*, and *c* as follows:

- (a) The candidates were to mention three types of traditional names. They could have identified the following categories:
- (i) Proverbial names (*A!asatere*).
 - (ii) Names acquired after fetishes (*Agbertere*).
 - (iii) Situational names (*Delilitere*).
- (b) The candidates were to give two examples of names from each group. Examples include,
- (i) Proverbial names (*A!asatere*) like *Bak=wal`* and *Dukulubi*
 - (ii) Fetish names (*Agbertere*) like, *Lansa* and *Ndenyi*
 - (iii) Situational names (*Delilitere*) such as *Bamantu* and *Mankir*.
- (c) Explanation of how such names are acquired.
- (i) Proverbial names (*A!asatere*). These are names given to children whose parents have some feelings about the society. Proverbial names are given to express feelings by parents.
 - (ii) Fetish names (*Agbertere*). Sometimes people who find it difficult to bear children go to certain fetishes to pledge. Such children are normally given names after fetishes like:

	<u>Fetish</u>	<u>Name</u>
(1)	Chama	<i>Lansa</i>
(2)	Mankuma	<i>Gbolo</i>
(3)	Sonyo	<i>Kipo/Kupo</i>
(4)	Manful	<i>Langa</i>

- (iii) Situational names (*Delilitere*). Some children are named under certain circumstances.
Examples of such names are:
Bamantu - A child born after the father's death.
Mankir - A child whose mother does not menstruate before taking seed.

Question 2

- (a) **Define libation.**
- (b) **Write a libation text of any customary practice.**
- (c) **Show the structure of the libation text.**

This question on oral literature was based on libation. The candidates were to define libation, write a libation text and discuss its structure.

- (a) The students were able to give the definition of libation. The most appropriate definition being that, “Libation is a traditional way by which the people pray to God through their ancestors and lesser gods for assistance”.
- (b) The libation text: Even though few candidates wrote good libation texts others lacked the knowledge. A libation text should include three main parts i.e. incantation, the theme and conclusion. The candidates also needed to use some important expressions such as, “*Nyingbo!b=r`, etimpo lala*”, “*Fobe nchu nde*”, etc.
- (c) The structure of the libation text: In dealing with the structure of any libation text the student is expected to discuss the composition and other literary devices. The discussion of the introduction, theme and conclusion are very important.

Question 3 - Context Question

This was a context question from the prescribed prose book “*Ndefo so*”. The candidates were required to identify the character who made the statement, the occasion and its outcome.

The quotation was, “*Kebia ketere e baa =h= as=, nkpa mal` ela afule. Fo tuto ma! wu n ka amansh`rbi n w=t= fo en= to kapat` ama nkuro n` e kar fo mfa ere ch= amansh`rbi. Amansh`rbi bre fuli nna a ma! k= mf=. N` fo b` as= n` e ta n yige fo ere mal` so fo te da! fan` kakleya n shi! s=r fan` kelara. Fo kini mal` fo te neri fan` keterege n shi! delgeso fan` ka!aldebi*”.

- (a) The above statement was made by the character, Kunuto.
- (b) The occasion was when he was explaining to Ndefoso the meaning of the property his father left behind.
- (c) Ndefoso suffered when he disobeyed what Kunuto told him. His father warned him through the property.

Question 4

This was a question on Characterization. The candidates were expected to discuss the roles of three characters in the play. Many of the students could not answer the question well because they did not read the prescribed drama book. They could have discussed the characters in the following manner;

- (a) Kegberwura Jigala
He was the fetish priest in the village who tried to cure Dukulbi. An account leading to the cause of Dukulbi’s sickness and his death under the care of Kegberwura Jigala.
- (b) Kunuto
Kunuto was a friend to Ndefoso’s father, D=!k=rmo. After the death of D=!k=rmo, Ndefoso took the property his father showed him to Kunuto for explanation. Kunuto explained what the four symbols meant but Ndefoso disobeyed the rules and finally suffered the penalty.

- (c) Lonshina
Ndefoso's step father. Ndefoso stayed with him at Jiakul=to. After the death of D=!k=rmo they both returned to Dodope to live. Lonshina was the one who took Dukulbi to Kegberwura Jigala for treatment.

Question 5

This was the first question on drama. The candidates were to discuss three main events from "Keshe!eba". The first part of the question posed a problem to the candidates because of lack of knowledge about "events". The candidates were to select three situations and give an account of how they arose in the play, their various subject matters and conclusions.

Examples of events from the book include:

- (i) N!inian` and Binka
- (ii) Binka and +s=fo
- (iii) Keshe!eba and Foriwa
- (iv) Kade bebenimu and Ndefoso.

Question 6

This question on drama was a context one. The quotation from the prescribed book was; *"Sa!` ko fo da! sha keb=r`shu! ga. N` eb=r` sa fo kenyi n shin` fo muni fo baraana ekrachi so fan` kaba-jara. Fo da! y` Eb=r` sa fo lo! be benyi na jaga nna aa? E y` kenyi na e nafa efuli na kik` nna."*

There were four subquestions under this statement.

- (a) Who made the statement? It was made by +s=fo.
- (b) Whom was he talking to? He was talking to Keshe!eba.
- (c) What was Keshe!eba's reply?
"Afuu ntu! any= e naa m= ebolpo.
(i) Bebuni bee gberge n`
(ii) 'Christo bee gberge. Kali!i ka wal` ma en= eny= so. N y= epe mobe aso bee! ya ny` mbe kepar ai? M ma! kini bebuni, ma kini Eb=r`.
N k= bumobe ekama be ak= n ka tase ere.
Eb=r` ela enyipo."
- (d) What was the outcome of the statement?
Keshe!eba finally returned home and the consequence was that he killed himself.
The play is a tragedy.

Question 7 - Poetry

The title of the poem was, "Kugoro k=r fo so". The candidates were expected to answer three questions on it.

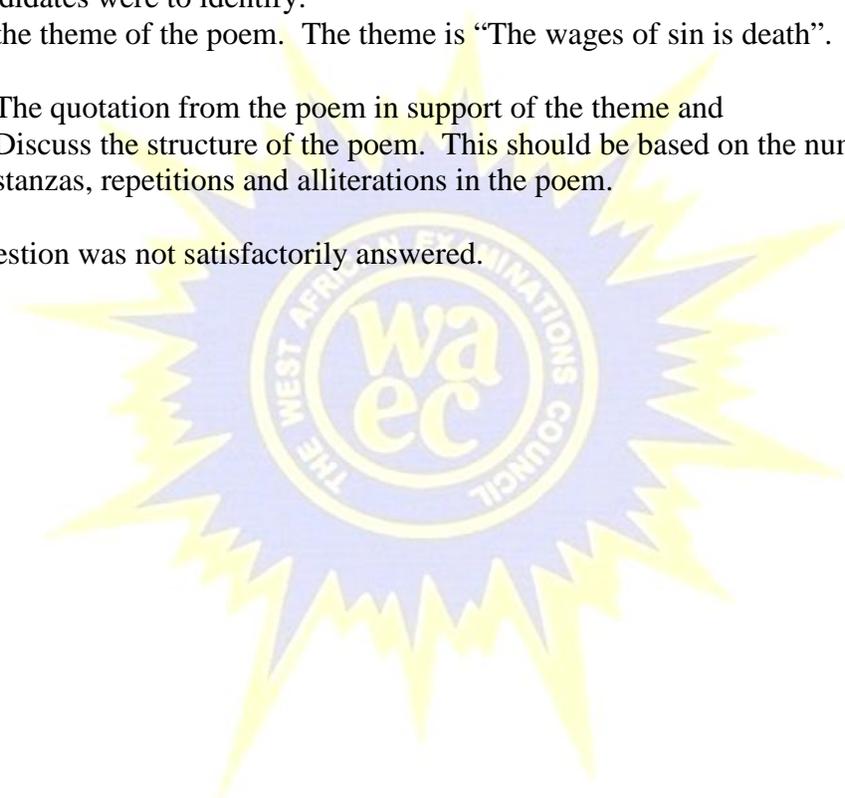
- (a) They were to identify the theme of the poem. The theme is; patience and courage leads to success.
- (b) The candidates were to identify some literary devices from the poem.
 - (i) Ketankarso; “Kugoro”.
 - (ii) Kudulubi; “Ka!ka!wura”
 - (iii) Kepalato; “Jawula be kasa!` maa! ana mobe kub=”.
- (c) The structure of the poem. This was the third part of the question. Here, the candidates were to discuss the structure of the poem in terms of the number of stanzas, the lines, repetition and alliteration.

Question 8 - Poetry

The candidates were to identify:

- (a) the theme of the poem. The theme is “The wages of sin is death”.
- (b) The quotation from the poem in support of the theme and
- (c) Discuss the structure of the poem. This should be based on the number of stanzas, repetitions and alliterations in the poem.

This question was not satisfactorily answered.



KASEM 1

1. GENERAL COMMENTS

The standard of this year's paper was the same as that of previous years. The performance of the candidates also remained the same as those of the previous years. The questions did not pose much problem to candidates as they were within the content of the teaching syllabus.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The following strong points were noticed in candidates' general performance:

- (1) Good Expression: A good number of candidates used figures of speech and these included proverbs, idioms, personifications, etc. Examples are: "*mini wó di kula*", "*nabiinu fefeo done mo ye mini*".
- (2) Detailed Presentation of facts and ideas: Candidates were able to discuss their essay topics elaborately; they supplied valid points which were well discussed.
- (3) Use of Loan Words and Contemporary Concepts: These included words and concepts that are not readily available in Kasem or are not popularly used by Kasem speakers. Examples are: "*Kura or kawia*" meaning village; "*ch*" meaning forgive - these words are of Akan origin.
- (4) Appropriate or good introduction: Most of the candidates provided quite good introductions to their chosen essay topics.
- (5) Titling of essay topics: A lot of candidates gave titles to their chosen subject/topics, some using capital letters.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Spelling: Candidates' responses were completely characterized by very poor spelling; even words found correctly spelt/written in the question paper. were wrongly copied Examples include: /*danem*/ for '*daanam*'; /*yeine*/ for '*yeini*'; /*kure*/ for '*kuri*'; /*buge*/ for '*bugi*'; /*wole*/ for '*woli*' etc.
- (2) Inconsistency: Most of the candidates were not consistent in the writing of words; that is, a word at one time may be written correctly, but later misspelt, or written differently.
- (3) Punctuations: Some candidates did not punctuate their work appropriately; they had difficulty with capitalization - proper nouns were written in small letters e.g. *navrongo* for *Navrongo*.

- (4) Bad Handwriting: Some candidates' handwriting was just an eye-sore. Their essays could not be read at all.
- (5) Word Division: This was badly done in some cases. E.g. "kere" for *ke da*; "tan" for *ta n*.

4. SUGGESTED REMEDIES

- (1) Subject teachers should use the accepted Kasem orthography for students to know the correct spellings. Students may also be given dictation drills, and encouraged to read materials in Kasem with the new or correct orthography.
- (2) Students are advised to focus on their handwriting and be consistent. Subject teachers may do well to give students practice in handwriting and encourage them to write neat and readable pieces. They should be instructed to organise their work neatly.
- (3) Students should be taught how to punctuate their work properly, especially the use of the full-stop, comma, capital and small letters as well as question marks.
- (4) Word division (separation of words): Subject teachers should give students a lot of dictation of single words and teach them to be able to identify single words or know how to identify word division entirely.

5. DETAILED COMMENTS

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

This topic attracted very few candidates; only two or three candidates attempted it. These candidates performed only averagely. In any case, they all confirmed that the problem exists in Ghana.

Candidates failed to point out enough reasons why the practice is being carried out. Some did not offer concrete or valid suggestions to check such practice in the country. They were only able to mention a few ill-effects of child-labour. Just as candidates' introductions were not quite suitable, their conclusions were also not in tune with the topic. They could have pleaded with the particular editor of a paper/daily to publish their articles.

Question 2

You are the Senior Prefect of your school, write your speech to be delivered at the school's Speech and Prize-Giving Day.

Few candidates opted for this topic. The candidate was expected to write his/her speech to be delivered at the school's Speech and Prize-Giving Day. This should capture the theme, achievements and/or performance of the school in the areas of learning outcomes, sports, social life and discipline, etc. through effective training activities.

The candidate was also required to make statements on the challenges of the school and make a frantic appeal to parents and other community members to support the school to 'grow' or develop.

Facilities also mentioned by candidates as those needed by the school included library, sports equipment, computers, among others. A very good number of candidates performed quite well.

Question 3

What are the causes and effects associated with bush fires? What can be done to prevent bush-fires in Ghana?

This topic or question attracted a very good number of candidates.

Their performance showed that they had complete knowledge of the subject matter. They provided very good introductions. These included statements such as: *An event that only benefits an individual, but brings problems to humans, animals, plants and even the land (soil)*. Some candidates also gave definitions to "bush fires". Many candidates provided extra valid points/ideas. Examples were *The smoke from burnt bushes can give us cancer, offenders should be made to face the full rigours of the law to serve as deterrent to others*, etc.

On the whole candidates performed quite creditably.

Question 4

Describe how your favourite dish/food is prepared.

Comparatively, this topic attracted more candidates than other questions in this section. Their performance showed that most of them were familiar with the facts of the topic. They were able to use appropriate registers, including the use of foreign or loan words such as *maggi, alabasa, frytol*, etc.

Candidates also provided very good introductions and conclusions. They also assigned valid reasons for their choices after mentioning various types of dishes/food in their localities. As regards the various stages and processes of preparation, candidates' work was very commendable.

Question 5 - Translation

Candidates were provided with a passage in English to be translated into Kasem. They were expected to faithfully render the passage into the Kasem language. At the end of it, fifteen (15) clear points or ideas were to be translated from the passage. Candidates had to show clear cohesion in their translations.

A good number of candidates were able to give a general layout of the passage. Some of them, however, were tempted to re-capture English words from the passage to complete their translation, e.g. "encounter", "village", "stumbled", "tattered", "plight", etc. Candidates could have avoided this phenomenon.

Question 6 - Comprehension

An interesting passage was presented to the candidates in Kasem to be read and **ten** questions answered on it. The questions were based on stated facts, inference and meaning as well as summary or title.

Candidates were comfortable giving responses to the stated fact questions and the summary, that is (a), (b) (c) and (j). Questions on inference i.e. (f), (g) and meaning i.e. (d -ii), (h - i and ii) and (i) posed some level of difficulty to student. A good number of candidates did not know the type of clause in (e): "*wolo na jaane ba nu se a lo to*", which is a relative or adjectival clause.

It is advisable for subject teachers to concentrate on teaching students in their weak areas.

Question 7

- (a) **What is tone?**
- (b) **State the two kinds of tone in Kasem.**
- (c) **State two functions of tone in Kasem and illustrate them in appropriate words.**

This question consists of **three** (3) parts: (a), (b) and (c). In (a), the candidate was expected to define "tone" in the language; (b) demanded that the candidate present two types of tone", (c) required the candidate to give 2 (**two**) examples **each** to illustrate how "tones" can help to bring out meanings in statements, that have the same word with different "tones".

As regards the definition of tone in Kasem, candidates answers were incomplete: “*Botarebu kuri kuri se ko bere botarebu wom na ye kolo to naa botarebu wom na ye wolo to*”. This can be part of the definition.

The type of tones in Kasem are: *ba!a, kuri, tetare* (high, low, mid, etc.). Examples may be:

- (i) Káane de kàane (High and Low tones)
- (ii) k ane (tetare: mid)
- (iii) bá, bà, b (High, low, mid)
- (iv) yé, y , yè (High, mid, low)

The (c) part of the question required the candidate to give **two** examples each to illustrate how one word with different tones can bring out the various functions of the tones. Examples are: *dé* and *dè*, *ná* and *nà*, *yé* and *yè*. The tone makes reading much easier.

Question 8

Candidates were required to

- (a) **define syllable;**
- (b) **break given words into the component syllables;**
- (c) **give words to match given syllable structures.**

This question was also in **three** parts: (a), (b) and (c). In (a), the candidate was expected to give the definition of a syllable. Candidates did not give the full definition; they could have included: “*Vio kolo na nu!i bochare-v==ro ne betwe ba!a ne to*”.

For the (b) part, the candidate was to supply the syllabic structure aspect of some words. Five words were given for the candidate to supply the syllable structures. Most candidates performed well.

As regards the (c) part, **five (5)** syllable structures were given for the candidate to supply suitable or appropriate words. Candidates also did well in this area.

Question 9

- (a) **Define transitive verbs.**
- (b) **Define intransitive verbs.**
- (c)
 - (i) **Give five sentences containing transitive verbs.**
 - (ii) **Give five sentences containing intransitive verbs.**

This question was in three parts: (a), (b) and (c). In (a) and (b), the candidate was required to explain what transitive and intransitive verbs were, and in (c) the candidate was required to use **five** verbs in **each** case as examples to form suitable sentences.

From all indications, candidates did not have enough knowledge on the topic or subject matter. Very few candidates attempted it. It was very poorly answered.

Question 10

- (a) Define a simple sentence.
- (b) Define a compound sentence.
- (c)
 - (i) Give five examples of simple sentences.
 - (ii) Give five examples of compound sentences.

This question was also in **three** parts: (a), (b) and (c). The (a) and (b) parts required the candidate to give the meanings of “simple sentence” and “compound sentence” respectively. Their definitions were not comprehensive enough.

As regards the (c) part, the candidate was expected to supply **five (5)** sentences **each** for the (a) and (b) parts. Most of the candidates supplied monotonous answers in their sentences. Examples were:

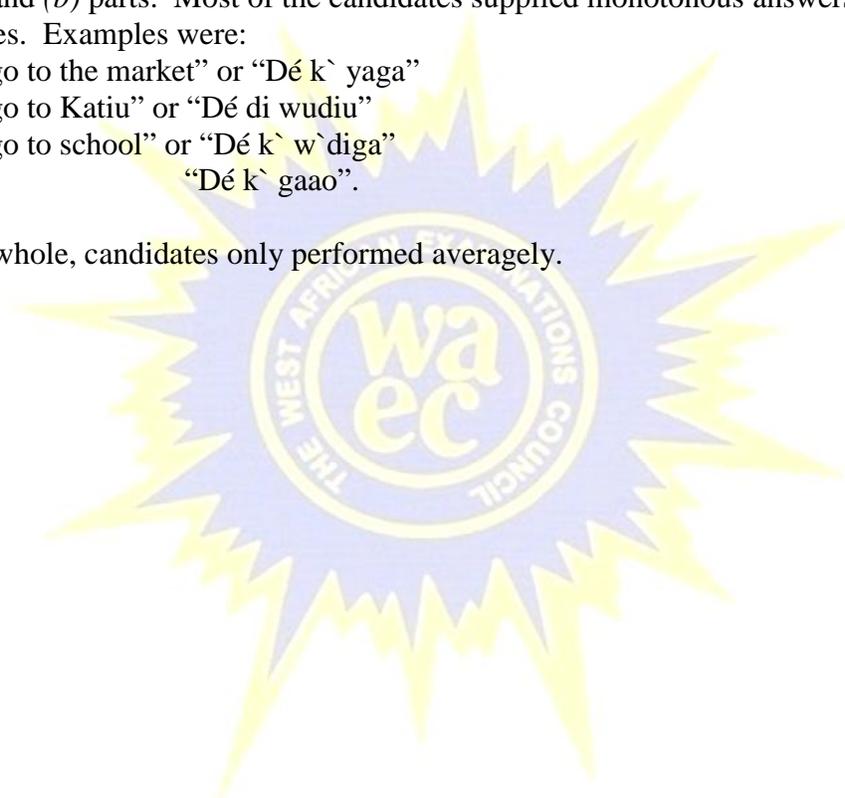
“I will go to the market” or “Dé k` yaga”

“I will go to Katiu” or “Dé di wudiu”

“I will go to school” or “Dé k` w`diga”

“Dé k` gaao”.

On the whole, candidates only performed averagely.



KASEM 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates' performance in Section A was below average while that of Section B was above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates' ability to quote from the drama book was commendable. Also candidates had a very good knowledge of the poem and literary devices.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates had problem with spelling as well as capitalization as they began proper names with lower case. The theme of the story and that of the poem created problems for most candidates.

4. SUGGESTED REMEDIES

- (1) Candidates are encouraged to read extensively to improve on their spelling.
- (2) Teachers are advised to teach students how to distinguish between proper and improper nouns as well as capitalization of nouns.
- (3) Candidates should be taught how to identify the theme of stories and that of poems.

5. DETAILED COMMENTS

Question 1

- (a) **Write three types of Kasem names.**
- (b) **Give two examples of each type of name.**
- (c) **Explain why the names given in (b) are given to children.**

Answer

- (a) Fetish names, proverbial names, time of birth, place of birth, etc.
- (b) Kalira, J=n=yere; W`yei, Asuba; Tete, Alua; Paga, Nav=r=s`.
- (c) The female belongs to the fetish (Kaliru). J=n=

(fetish) be praised; (W`yei) God knows (proverbial),

I am fed up (Asuba) - Proverbial; Tete (born in the night), Alua (born during a funeral); Paga (born in Paga or named to remember Paga), Nav=r=s` (in praise of Navrongo).

Candidates understood the question to be a linguistic question on types of noun and misfired. The few who attempted confused the answers for (a) and (b) and therefore repeated them in the same order for (c).

Question 2

- (a) Define libation.
- (b) Write a libation text of any customary practice.
- (c) Show the structure of the libation text.

Answer

- (a) Libation is a prayer said to unseen spirits to ask for favours or to thank the forces for favours.
- (c) A good libation text should have a beginning which comprises praises, appellations and invocations; middle or body which usually contains the statement of purpose for the libation and conclusion, that is the expectations from the forces.

Candidates' definition of what libation is did not include thanking the forces for favours. They wrote one word answers in (b) like *bobo* (beginning), *tetare* (middle) and *ihoula* (end) without explaining further. Then in (c) they stated the libation text which should have been in (b) and the structure analyzed in (c).

Question 3 - Context Question

It was a context question with the following questions:

- (a) Who made the statement?
- (b) On which occasion was the statement made?
- (c) What was the outcome of the statement?

Answer

- (a) Kada's son in school.
- (b) Kada is sick and the son wants the father to take his mother to the hospital instead of consulting a fetish.
- (c) The visit to the hospital was beneficial because the mother recovered from the illness, learned about mosquitoes and the fact that people should keep their environment clean to prevent sickness. Their behaviour influenced the community and everybody lived healthily and happily.

Candidates' answers for subquestion (a) were good as they were able to identify who made the statement. However, many did not mention going to the hospital and the efforts of the son to stop the father. They also mentioned only the benefits of the visit to the family ignoring that for the community.

Question 4

Candidates were required to write short notes on *Kada*, *Kagao*, *Kada bu* who are characters in the text.

- (a) *Kada*: She went to the hospital and fell sick there. Her friend brought her home and her husband took her to the hospital. There she learnt what the benefits of good and clean environment are.
- (b) *Kagao*: Kada's friend who brought her home when she fell ill. She monitored Kada's visit and benefited from the visit to the hospital.
- (c) *Kada bu*: A clever child who practises what he learns. He also loves his parents and does not subscribe to fetishism.

Candidates were able to portray the good qualities of Kada stating such expressions as faithful wife. Kagao was also said to exhibit qualities of a good friend.

Question 5

- (a) **Give three incidents and their setting from the drama.**
- (b) **Show the effects of the incidents on the characters involved.**

Answer

- (a)
 - (1) Ada refused to eat food prepared by Kaka. This was in front of the house.
 - (2) Kwotua followed Kada to her husband's house. The place is Pungu Manchworo.
 - (3) J==m said that Asuba is pregnant. The place is in Adiyagu's house.
- (b)
 - (1) Kada was jealous of Amyere and poisoned her to die.
 - (2) Kwotua was surprised that Kada was married. He also received good advice on how to court women.
 - (3) When J==m said Asuba was pregnant, Asuba denied. They went to Pasa Agose who also denied the pregnancy.

Candidates avoided the question.

Question 6

Context question with the following questions:

- (a) **Who made the statement?**
- (b) **Who was being addressed ?**
- (c) **What did the speaker ask the addressee to do?**
- (d) **What was the outcome of the dialogue?**

Answer

- (a) Kada
- (b) Asuba
- (c) She was washing the cooking utensils.
- (d) Kada insulted her, pulled her ears and warned her.

Candidates were able to quote extracts from the book and this was commendable.

Question 7

The question was based on poetry with the following subquestions.

- (a) **What is the theme of the poem?**
- (b) **Identify the following literary devices from the poem**
 - (i) **simile**
 - (ii) **metaphor**
 - (iii) **repetition**
- (c) **Show how the poet used these devices to enhance the meaning and beauty of the poem.**

Answer

- (a) If you love somebody you don't want to cause him pain or sadness.
- (b)
 - (i) Ko nye ne nmo wu.
 - (ii) Wopwolo tir-kugu mo swono.
 - (iii) Yage yage yage se ko ma!e.
- (c) The simile gives the real value of love, the metaphor shows what love really is and the repetition emphasizes what is important.

Candidates' answers were very good. They were able to quote from the poem, indicating they had studied it into detail. However, candidates' answers for subquestion (c) were inadequate. They failed to say what effect **each** literary device has on the poem.

Question 8 - Poetry

- (a) **What is the theme of the poem?**
- (b) **Give a statement from the poem that supports your answer.**
- (c) **Discuss four ways in which the poem is structured.**

Answer

- (a) If we stay together in love, pain and suffering will be minimized.
- (b) Logo baya wopwolo tir-kugu mo swomo.
- (c)
 - (i) Six verses.
 - (ii) Each verse has eight stanzas.
 - (iii) Verses show dos and don'ts of love.
 - (iv) There are literary devices in the poem.

Candidates answered (a) in single sentences using sentences from the poem instead of their own words. Some candidates were able to quote from the poem to support their answers.

In answering (c) candidates mentioned the number of verses as the structure. They also mentioned **each** literary device as one structure in itself.

NZEMA 1

1. GENERAL COMMENTS

The standard of the paper was comparable to that of previous years and was well within the scope of the syllabus. Candidates' performance improved remarkably this year as compared to those of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Apart from providing the required number of words in the essay, most candidates organized their thoughts in clearer language.
- (2) Appropriate registers, figures of speech and idiomatic expressions were used by most candidates.
- (3) Most candidates were able to provide precise and accurate answers to the comprehension questions in their own words.
- (4) Candidates' performance in answering the questions on sound pattern was very commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Spelling mistakes, wrong tenses and wrong concord were a major problem to most candidates.
- (2) Poor handwriting affected the performance of some candidates as word boundaries were very difficult to determine.
- (3) Some candidates failed to understand the rubrics and, therefore, answered both questions which were options such as **7** and **8**; and **9** and **10**.

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to do a lot of reading to be able to overcome their problems of wrong spelling, concord and tenses.
- (2) Students with poor handwriting should be identified and given special training in good handwriting and spacing.
- (3) Candidates must be encouraged to read and understand the rubrics in any section of the paper of before attempting to answer any question.

5. DETAILED COMMENTS

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

Candidates were asked to write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child labour and the effects associated with such practice.

Most candidates who attempted this question did well by stating the possible reasons why children are trafficked, the negative effects associated with child trafficking and even went ahead to suggest ways of curbing the menace.

Question 2

You are the Senior Prefect of your school, write your speech to be delivered at the school's Speech and Prize-Giving Day.

Candidates were asked to write a speech to be delivered at their school's speech and prize-giving day as senior school prefect of the school.

The few candidates who attempted this question did well by bringing out the features of a speech and also presented their points in a well organized manner.

Question 3

What are the causes and effects associated with bush fires? What can be done to prevent bush-fires in Ghana?

Candidates were to identify the causes and effects associated with bush fires and suggest measures which could be adopted to prevent it.

Most of the candidates attempted this question and did justice to all its parts. They were able to identify the various causes and effects of bush fires and also suggested the right prevention measures.

Question 4

Describe how your favourite dish/food is prepared.

Candidates were required to describe how their favourite food/dish is prepared.

Most of the candidates did well by mentioning the name of the dish, types of ingredients used in its preparation and the various stages and processes involved in its preparation. A few of them failed, however, to show how the dish is served after its preparation.

Question 5 - Translation

This was a compulsory question which required candidates to translate a given passage from English into Nzema.

Some candidates did well by translating ideas while a few did word for word translation which resulted in disjointed thoughts.

Question 6 - Comprehension

This was also a compulsory question which requested candidates to read a given passage and answer all questions based on it.

Most candidates did well by answering the questions in their own words thereby scoring high marks while a few also lifted whole paragraphs from the passage with the hope of capturing the answer from within. This did not do them any good.

Question 7

- (a) **What is a tone?**
- (b) **State the two kinds of tone in Nzema.**
- (c) **State two functions of tone in Nzema and illustrate them in appropriate words.**

Few candidates attempted this question but most of them could not explain what is meant by tone. Some even explained tone to mean a syllable. Even though a few of them were able to show the two types of tone as high and low, they were not able to use the right tonal marks to differentiate them.

Question 8

Candidates were required to

- (a) **define syllable;**
- (b) **break given words into the component syllables;**
- (c) **give words to match given syllable structures.**

Most of the candidates who attempted this question did very well and thereby scored high marks.

Question 9

- (a) **Define transitive verbs.**
- (b) **Define intransitive verbs.**
- (c)
 - (i) **Give five sentences containing transitive verbs.**
 - (ii) **Give five sentences containing intransitive verbs.**

The question required candidates to explain transitive and intransitive verbs and give **five** examples of **each** (of them) in sentences.

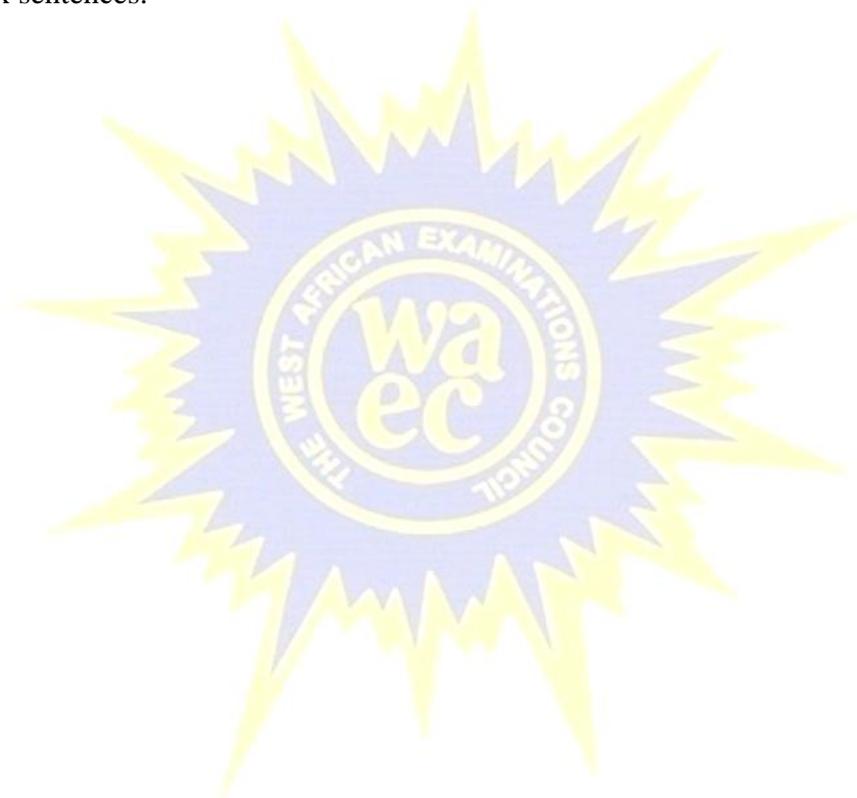
Most candidates who answered this question did well but a few used intransitive verbs as transitive by confusing adverbs with objects.

Question 10

- (a) Define a simple sentence.
- (b) Define a compound sentence.
- (c)
 - (i) Give five examples of simple sentences
 - (ii) Give five examples of compound sentences.

Candidates were to describe a simple sentence and a compound sentence respectively and give five examples of **each** in sentences.

Here again, most candidates did well but a few used subordinate conjunctions instead of co-ordinate ones to form their compound sentences so they ended up giving examples of complex sentences.



NZEMA 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. The students' performance improved significantly this year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A few of the candidates exhibited maturity in their responses to most of the questions; giving precise definitions and explaining them accordingly in some cases.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates scored low marks in the context questions; an indication that they did not study the books thoroughly.

Most of the candidates who answered questions on characterization gave only points, failing to explain certain traits they attributed to the characters.

Almost all the candidates who answered the question on libation wrote the text in prose form and were penalized accordingly.

4. SUGGESTED REMEDIES

Candidates are advised to disabuse their minds of the fact that because Ghanaian Language is their mother tongue they can write and pass without studying it well. Teachers should advise them to sit up and study the subject.

Teachers should adopt strategies that will motivate their students to read and study their setbooks well so that they can write the examination with confidence.

Teachers should also teach their students the techniques of appreciating poetry.

5. DETAILED COMMENTS

Question 1

- (a) Write three types of Nzema names.**
- (b) Give two examples of each type of name.**
- (c) Explain why the names given in (b) are given to children.**

Expected responses

- (a)* Day names
- (b)* Kwasi

- (c) To show the day on which the child was born.
- (a) Serial names
- (b) Nyameke
- (c) To show the sequence of births a woman has had.

A good number of candidates answered this question and gave satisfactory responses to (a) and (b).

With respect to (c) most candidates failed to relate them with the examples they gave for (a) and (b). They rather gave general reasons for child naming.

Question 2

- (a) **Define libation.**
 - (b) **Write a libation text of any customary practice.**
 - (c) **Show the structure of the libation text.**
- (a) Libation is a prayer in which people use items like wine to communicate with the unseen spirits.
 - (c) A good libation has an opening where the unseen spirits are mentioned. It has a body where the message is presented. Finally it has a conclusion where enemies are cursed and blessings are solicited for good people.

Though the question was very popular, all the candidates wrote the libation text in prose form which was wrong. The text should be in verse form.

Question 3

Question 3 like 4 was prose set from the book “*Awie ~nze Awiele*” by Blay, A. S.

It was a context question with the following questions:

- (a) Who made the statement?
- (b) On which occasion was the statement made?
- (c) What was the outcome of the statement?

Expected responses:

- (a) +m= K` t`bo`
- (b) When +m= K` t`bo` and her child were taking a walk in the forest and her mother was excited and was jumping here and there.
- (c) +m= K` t`bo` fell into a trap when she failed to heed the advice of her child.

This question was not popular and the few who answered it did poorly.

Question 4

Write short notes on the following characters:

- (a) Akpule Maanle
- (b) Nw=dob`
- (c) Egya Kofi

Candidates were expected to get their answers from the lives of the characters, the way they talked, what the author says about them and what the reader can deduce from their actions.

Candidates were expected to explain any point said about them, leaning on extracts from the text.

It was answered by a good number of candidates and very good responses were given by most of them. However, some candidates did not expatiate the points.

Questions 5 & 6 were drama questions set from the book titled, “+di ye k`nl`ma Nzi” by Blay, J. S with the following details.

Question 5

- (a) **Give 3 incidents and their setting from the drama.**
- (b) **Show the effects of the incidents on the characters involved.**

The first part of the question was satisfactorily answered while (b) was poorly answered. Candidates who attempted (b) could not relate the effects to the incidents in (a).

Question 6

A context question with the following questions:

- (a) **Who made the statement?**
- (b) **Who was being addressed?**
- (c) **What did the speaker ask the addressee to do?**
- (d) **What was the outcome of the dialogue?**

Expected responses:

- (a) Ninsimli ~zebie
- (b) Yabakyi
- (c) The addressee was asked by the fetish priest to bring certain items to be used for a ritual against the husband.
- (d) The ritual became effective and the love of the husband grew so high that he responded to every demand that Yabakyi made.

A good number of candidates attempted this question; unfortunately performance was poor; an indication that they did not study the text well.

Questions 7 and 8 were questions on poetry from the book, “*Meka Bie*” by Ehomu Kwaw F.

Question 7

Poem - “*Nea Ye Bo`*”

- (a) What is the theme of the poem?
- (b) Identify the following literary devices from the poem
 - (i) simile
 - (ii) metaphor
 - (iii) repetition
- (c) Show how the poet used these devices to enhance the meaning and beauty of the poem.

Expected answers

- (a) Being careful with the one so close to us; as he/she can be harmful to us.
- (b) (i) T` m== `hy` k` b` bo avile la =.
(ii) W=y` tandi
(iii) Debie w= = sa abo or
Nea ye bo` or
~banwu k`
- (c) Candidates were expected to use the meanings of the devices in (b) to explain their importance in the poem. For example in (ii) the expression “W=y` tandi” reminds the reader that through the evil schemes of a close friend, one could be turned into a drunkard; relating it to the insect which is always near the tapped oil palm tree.

Most of the candidates gave correct responses to (a) and (b). (c) was poorly answered.

Question 8

Poem - “*Ag=nwol` Kpal`*”

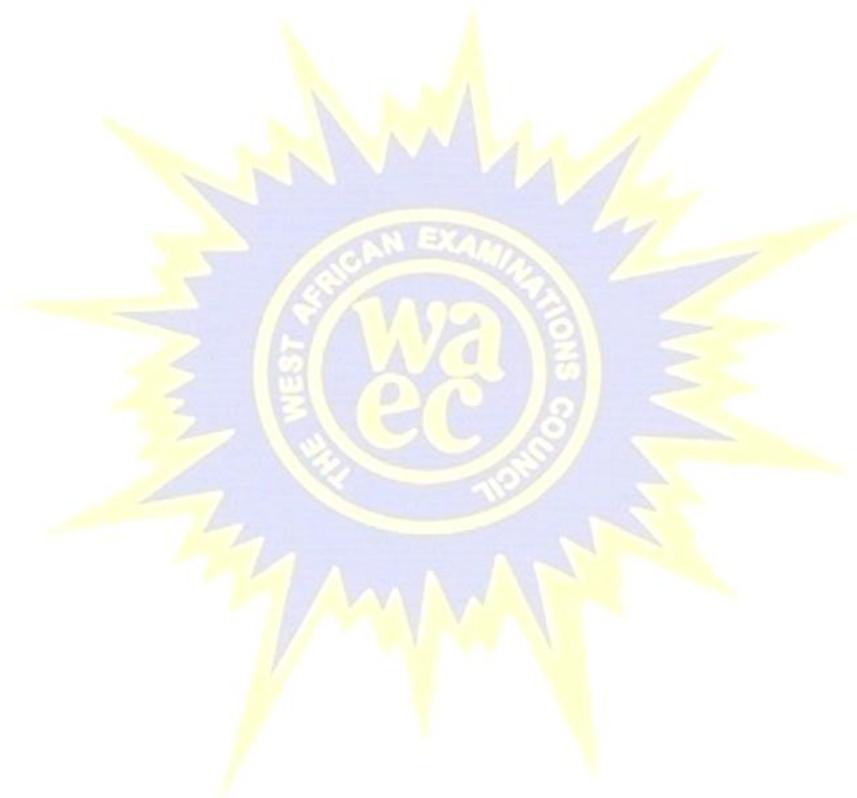
- (a) What lesson do you learn from the poem?
- (b) Take a statement from the poem to support your answer in (a).
- (c) Show four ways in which the poem is structured.

Expected responses

- (a) (i) One should not put his/her trust in a friend.
Or
(ii) We should not reveal our secrets to friends.
- (b) (i) Ag=nwol` w=m= a w=y` me z` la.
(ii) Mefete zo mehile w a w=h=d`le nu.
- (c) The structure could be discussed based on the following:
 - (i) The length of the poem - Stanzas and lines in each stanza.
 - (ii) Sound pattern - repetition

- Rhyming
 - Assonance
 - Consonance
- (iii) Use of literary devices - idioms, proverbs, etc.
- (iv) Diction - Use of language: modern or archaic, etc
- (v) Sentence structure - Simple sentences
Compound sentences
Complex sentences etc.

NB: In each case candidates should give appropriate examples.
sub-questions (a) and (b) were well answered while (c) was poorly handled. Candidates did not give examples of the points they gave.



TWI (AKUAPEM) 1

1. GENERAL COMMENTS

The paper measured up to standard and was within the scope of the syllabus. Generally, candidates' performance was average. It must be noted, however, that candidates' performance was not as good as that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Some candidates were able to produce good answers. They adhered to the rubrics in relation to the demands of the questions chosen and the choice of questions from the sections.

Candidates were able to write the required number of words for the composition - **500** words. Their language and expression was good. Their answers to the comprehension questions were a clear indication that they understood the passage and the questions.

Candidates did not have any problem with the translation. Their answers to the Phonology and Syntax were evidence of effective teaching and learning of those aspects of the subject.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

A few candidates were unable to satisfy the requirements of the paper. The length of their composition was between one hundred and three hundred words. The organisation of their work, expression and mechanical accuracy were not satisfactory. The weakness ran through all the other aspects of the paper. In a number of cases it reflected inefficient learning and teaching of the subject.

4. SUGGESTED REMEDIES

- (1) It is also suggested that Ghanaian Language study should start right from Primary One.
- (2) Teachers should intensify efforts in reading and writing instead of concentrating so much on the cultural aspect of the language.
- (3) Heads of school should sponsor and encourage their teachers to attend workshops on the teaching of various aspects of the language.

5. DETAILED COMMENTS

SECTION A - COMPOSITION

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

Candidates were required to write an article for publication in the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

- The topic required candidates to explain the concept of child trafficking and confirm its existence in Ghana.
- They were to identify the regions in Ghana where the practice is prevalent, the victims of the practice and perpetrators.
- They were to discuss the reasons why people continue to indulge in the practice and
- finally suggest measures to control the practice.

Candidates' Strengths

Candidates in the high percentage group followed the conventions of article writing; clearly stating the title of the article, providing good introduction, setting out the body of the article in well organised paragraphs, giving a relevant conclusion and the author's name at the end.

Candidates' Weaknesses

Those in the low average group mistook article writing for a letter to the editor and set their work along the format of a letter.

Their paragraphing was poor. Their mechanical errors were numerous. In sum they did not satisfy the demands of the question/topic.

Question 2

You are the Senior Prefect of your school, write your speech to be delivered at the school's Speech and Prize-Giving Day.

Candidates were supposed to write a speech in their capacity as Senior Prefect of their school, to be delivered at an annual Speech and Prize-Giving Day.

- The topic required candidates to acknowledge the presence of the dignitaries and set the tone for the speech.
- They were to enumerate the achievements of the school during the academic year in the various fields of the school's endeavour, namely, academic performance, games and sports, inter-school debates/quiz, discipline, etc.
- They were also to report on the infrastructure and staff strength of the school.
- The topic also required the discussion of the challenges of the school such as, staffing, lack/inadequacy of some existing facilities, e.g. accommodation, books, computers, science equipment, etc.
- The next thing to be touched on was their expectations/perspective for the future.
- Appeal for support.
- A suitable conclusion.

Candidates' Strengths

The good candidates produced essays that highlighted all the requirements of the question namely:

- a good heading/title;
- an introduction acknowledging the dignitaries present at the function;
- a comprehensive discussion of the achievements/performance of the school, sector by sector;
- presentation of the challenges militating against the progress of the school;
- Their expectations and;
- a good conclusion.

Candidates' Weaknesses

Some candidates approached the question as if it was a letter.

Although some of them were able to mention the achievements and challenges of the school, they were unable to do justice to the topic as required.

Question 3

What are the causes and effects associated with bush fires? What can be done to prevent bush-fires in Ghana?

Candidates were to discuss the causes of bush fires in Ghana and suggest measures to prevent the menace.

- The topic required candidates to explain what bush fires are by way of introduction.
- They were to discuss the causes of this menace such as the activities of farmers, hunters, palmwine tappers, smokers, etc.
- Again, they were to mention and discuss a few effects of bush fires, such as destruction of the environment and the ecosystem, loss of soil nutrients, desertification, loss of revenue from cash crops to both farmers and the state, etc.
- Candidates were again required to discuss means to prevent bush fires.

Candidates' Strengths

The good candidates were able to explain what bush fire is, discussed about three causes, the effects on both individuals and on the nation and finally suggested very good measures for controlling the incidence of bush fires, e.g. public education.

Candidates' Weaknesses

Some of the candidates either dwelt too much on the causes and effects and neglected suggestions for prevention or stressed the effects and prevention and left out the causes.

Question 4

Describe how your favourite dish/food is prepared.

Candidates were required by the question to describe their favourite food and how it is prepared.

- Among other things, candidates were to give a good introduction in which the name of the favourite food is mentioned.
- They were required to describe in the body of the essay, the ingredients needed in the preparation of the food and then describe systematically the process of preparation.

Candidates' Strengths

A good number of candidates were able to give a good description of how their chosen favourite food is prepared.

Candidates' Weaknesses

A few candidates were unable to produce good essays on the topic. Their weaknesses could be attributed to their lack of practical knowledge in cooking.

SECTION B - TRANSLATION

Question 5

Candidates were required to break a given passage into fifteen ideas and translate each idea into Twi (Akuapem), without distorting the main idea conveyed by the passage.

Candidates' Strengths

The good candidates were able to break the passage into the required ideas and translated each of them as required by the question.

Candidates' Weaknesses

Some candidates were unable to do the translation. What they presented was rather commentary or interpretation of the passage. By so doing, they imported some extraneous ideas into the passage.

SECTION C - COMPREHENSION

Question 6

Candidates were able to answer the questions as required of them, including the idiomatic expressions, identification of some grammatical terms and giving a good title to the passage.

Candidates' Weaknesses

A few candidates were unable to explain the expressions or identify the grammatical items with their appropriate names.

SECTION D - LANGUAGE STRUCTURE

Question 7

- (a) What is tone?**
- (b) State the two kinds of tone in Akan (Twi).**
- (c) State two functions of tone in Akan and illustrate them in appropriate words.**

Candidates' Strengths

The good candidates were able to define what tone is - i.e. the rising and falling of the voice in the articulation of sounds.

They mentioned 2 types of tones in Akan (Twi) - High tone and low tone with good examples in appropriate words.

They were able to state two functions of tone in Akan as Grammatical Function or Lexical Function or Didestial Functions.

Candidates' Weaknesses

- Some candidates were unable to define tone.
- They confused tone with close and open vowels.
- They were unable to state the function of tone in Akan.

Question 8

Candidates were required to

- define syllable**
- break given words into the component syllables.**
- give examples of the following syllable structures in words.**
 - CVCV (Twi: A~A~)**
 - CVC (Twi: A~A)**
 - VCV (Twi: ~A~)**
 - CVV (Twi: A~~)**
 - CVCVC (Twi: A~A~A)**

Candidates' Strengths

- The good candidates were able to define syllables either by the airstream mechanism theory or the provinest sound theory.
- They were able to break the given words into the appropriate component syllables as follows:
 - ba: [ba] - i.e. one syllable
 - soa: [so : a] - i.e. two syllables
 - soma: [so : ma] - i.e. two syllables
 - kora: [ko : ra : a] - i.e. three syllables
 - ketewa: [ke:te:wa] - i.e. three syllables
- They were able to give good examples of the given syllables structures, such as:
 - CVCV (A~A~): *Kofi, didi* (eat) *tumi* (be able)
 - CVC (A~A): *nam* (fish/meat), *som* (serve), *k= n* (neck)
 - VCV (~A~): *obi* (somebody), *aso* (ear), *as=* (hoe)
 - CVV (A~~): *baa* (came), *pia* (push), *bue* (open)
 - CVCVC (A~A~A): *sekan* (knife), *saman* (ghost), *suban* (character)

Candidates' Weaknesses

- Some candidates were unable to define syllable.
- Instead of breaking the words in sub-question (b) into the component syllable, candidates formed sentences with given words.

- Many of the candidates did not attempt sub-question (c) at all.

PART II SYNTAX

Question 9

- (a) **Define transitive verbs.**
- (b) **Define intransitive verbs.**
- (c) (i) **Give five sentences containing transitive verbs.**
(ii) **Give five sentences containing intransitive verbs.**

Candidates' Strengths

- The good candidates were able to give a good definition of both transitive and intransitive verbs as follows:
Transitive verbs - Verbs that take objects.
Intransitive verbs - Verbs that do not take objects.
- They were able to give good examples of sentences containing transitive and intransitive verbs.

Candidates' Weaknesses

- Some candidates were unable to define both transitive and intransitive verbs.
- Consequently, they were unable to give good sentences to illustrate the two types of verbs.

Question 10

- (a) **Define a simple sentence.**
- (b) **Define a compound sentence.**
- (c) (i) **Give five examples of simple sentences**
(ii) **Give five examples of compound sentences.**

Candidates' Strengths

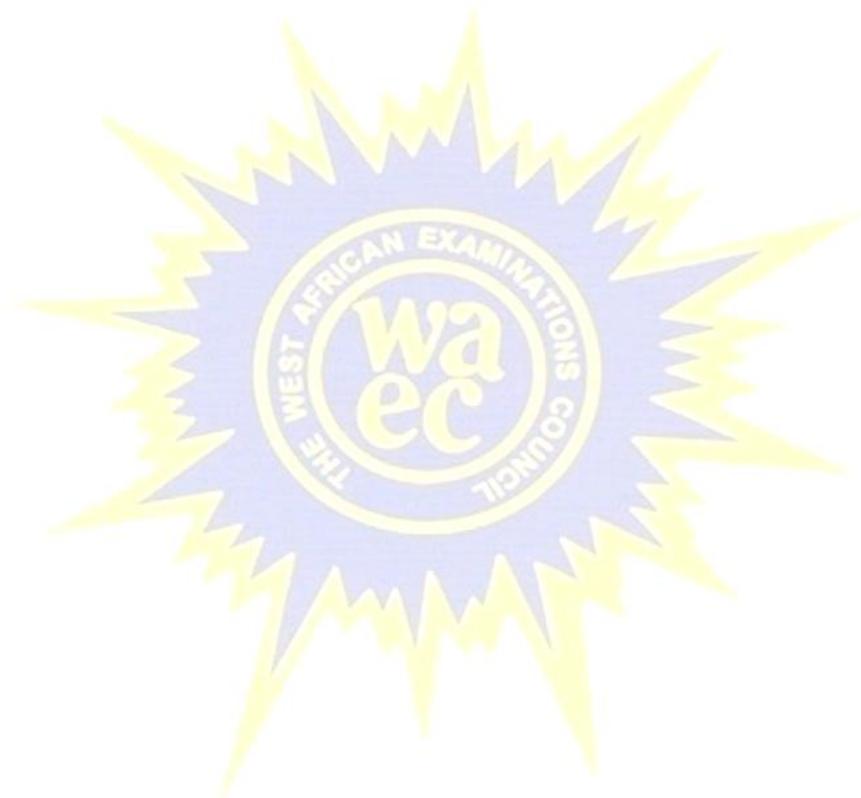
The good candidates were able to define the two types of sentences e.g.

Simple sentence - A sentence that conveys one main idea e.g. *Kofi k= sukuu* (Kofi has gone to school).

Compound sentence - A sentence that conveys two or more ideas with each clause standing on its own as a main clause; the clauses are linked by conjunctions.

Candidates Weaknesses

- Some candidates were unable to define what a simple sentence and a compound sentence are. They confused compound sentence with a complex sentence.
- Consequently their examples were not good.



TWI (AKUAPEM) 2

1. GENERAL COMMENTS

The standard of the paper and candidates' performance this year, were good, because many of the candidates were able to present good answers which yielded good results.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The good candidates were able to give precise and concise answers to the questions they selected. They adhered to the rubrics for all sections of the paper. Their handwriting was legible and this enhanced the scoring of their work.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The weaknesses of candidates may be grouped as follows:

- (1) *Non adherence to Rubrics.* Some of the weak candidates attempted two questions from the same section though the instruction was that only one question should be answered. Another weak group failed to answer a major question on a fresh page, though this has been clearly stated for the instruction numbered 3 on the front page of the answer booklet.
- (2) *Non mastery of punctuation marks,* especially initial upper case for significant lexical items such as personal names, names of rivers, places, regions and God. It was disheartening to see that many candidates wrote *brako, hw`wode`so, yaw addo, araba akyer`, an=pawi, paa kofi, oforiwa* instead of *Brako, Hw`wode`so, Yaw Addo, Araba Akyer`, An=pawi, Paa Kofi, Oforiwa* respectively for the characters that appeared in two major questions. Lower cases were used for the names of places and examples were *nkran, akyer`made, =boase, =brakyer`* instead of upper cases at the initial positions.
- (3) *Structure of Twi pronouns and verbs.* In Twi, the pronoun is always written together with the verb. Many a candidate had not mastered this structure. Therefore, these incorrect renditions such as *mo`mm`boa, y`fr`, =re k=, w=soa soaa, w=k= faa* were given instead of the right ones: *momm`boa, y`fr`, =rek=, w=soasooa, w=k=faa* respectively were rampant in their answers.

4. SUGGESTED REMEDIES

- (1) Tutors should tackle the issue of adherence to rubrics during mock examinations by drawing students' attention to the observation of the rubrics.
- (2) Teachers should help their students to note the right rendition of these important items in their textbooks during the reading sessions in the classroom, and outside.

- (3) It is strongly suggested that students be taught the structural difference between English and Twi verbs thoroughly.

5. DETAILED COMMENTS

SECTION A - ORAL LITERATURE/CUSTOMS AND INSTITUTIONS

Question 1

The question comprised three sub-questions (*a, b, c*).

Candidates were required to

- (a) **list three groups of Akan names;**
- (b) **give two examples for each group and**
- (c) **give reasons why each of them is adopted.**

The marking scheme provided **ten** groups of names: *Kradin* (day names), *Abosomdin* (theophorous names), *Ahosu* (bodily structure names), *Awommawu* (weird and reincarnate names), *Mmran* (achievement names), *Abebudin* (insinuation and proverbial names), *Dibea/Adwumay`* (Occupational names), *Abusuadin* (family/kinship names) and *Awo nnidiso* (sequence of birth names).

The very good candidates were able to meet all the requirements of the question and therefore scored excellent marks. But the weak ones messed up. They listed *Edin pa*, *Edin hunu* and *Edin a y`nhu* (i.e. Proper, Common and Abstract nouns) for subquestion (a) and since the list was incorrect the (b) and (c) were the same. However, one group of candidates who answered (a) and (b) correctly abandoned the subquestion (c). Their performance was a little above average.

Question 2

This question had subquestions: (a) Definition of libation (*ape/nsagu*), (b) candidate's own text and (c) structure of the example text.

Many candidates attempted this question and from the various answers they can be grouped into four categories. The first category were able to meet the demands of the task. The second category missed a very important material, such as alcoholic drink or water that is used traditionally for offering libation. The third group presented their text in prose form instead of verse while the fourth category listed only the structure which comprised invocation, supplication, blessing and the concluding curse without any explanation which was an essential part of the answer.

SECTION B: WRITTEN LITERATURE

Question 3

This was a context question culled from a proverb in the Textbook, which comprised three subquestions:

- (a) Who made this statement?
- (b) When was this statement made?
- (c) What was its effect?

As usual the good candidates wrote very good answers. But there were candidates who were able to tackle (a) and (b) well but (c) was messed up.

Question 4

The question involved short notes on three characters (a) *Yaw Ado*, (b) *Yaa Foriwaa* and (c) *Allahandu*.

Many candidates attempted this question. Some responses were very good. However, the weak candidates, because of the phraseology of short notes, wrote only two or one main sentence for each of the characters. This was inadequate to earn a pass mark. Such a question demands points on the parentage, birth place, occupation, attitudes and the influence of each character in their societies. Those who wrote scanty notes could not cover these salient points.

Question 5

Candidates were required to answer two sub-questions: (a) write three incidents and the setting for each of them and (b) discuss the effects each of them had on characters involved. A good number of candidates selected this question.

Here again, the brilliant candidates satisfied the demands of the question. On the other hand, the weak candidates presented answers that did not earn any mark for (b), though their responses for (a) were right, this section carried only half of the total marks.

Question 6

It was a context question which had four sub-questions:

- (a) Who made this statement?
- (b) To whom was it made?
- (c) What was the response of the addressee? and
- (d) What was the aftermath of the statement?

But for sub-question (d) candidates who attempted this question did well, because their responses included all the salient points.

Question 7

There were three sub-questions

- (a) **What is the main theme of the poem?**
- (b) **Give examples of the following literary devices from the poem:**
 - (i) **Nnyinah=ma (metaphor)**
 - (ii) **S`-nipa (personification)**
 - (iii) **Ntim (repetition)**
- (c) **State how each literary device was used in context in the poem.**

Candidates were able to state examples for personification and repetition but they had difficulty with the metaphor and this was carried over to its explanation for the subsequent question. On the whole, candidates' performance was good.

Question 8

The question comprised three sub-questions:

- (a) **What major lesson is drawn from the poem?**
- (b) **Give examples from the poem to support your answer for (a)**
- (c) **State four structures of the poem.**

Candidates who tackled this question presented good answers for (a) and (c) but were unable to state the examples for (b). Therefore, they lost the marks allocated for this part.

TWI (ASANTE) 1

1. GENERAL COMMENTS

The paper measured up to standard and was within the scope of the syllabus. Generally, candidates' performance was average. It must be noted, however, that candidates' performance was not as good as that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Relatively, candidates performed very well in Sections A (Composition), B (Translation) and C (Comprehension).

With the Section A, it was observed that a large number of candidates were able to write even more than the required number of words for the essay.

Most candidates did well to bring out a good number of the ideas in the translation passage.

For the comprehension, a greater number of candidates scored more than 50% of the mark. It is heart warming to note that some of them were able to get the inference questions correct.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Generally, candidates performed poorly in Section D (Language Structure). It must be mentioned that a greater number of candidates scored less than 50% of the total mark.

It also needs to be noted that candidates performed poorly in spelling and orthography in general.

4. SUGGESTED REMEDIES

Teachers of the language should give much attention to the teaching and learning of phonology and syntax.

Also, workshops should be organised regularly for teachers of the language.

5. DETAILED COMMENTS

COMPOSITION

Four (4) essay topics were set. Candidates were to use at least **five hundred (500)** words to answer any one of them for **40** marks.

Question 1

Write an article for publication in one of the dailies on the reasons why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

The first question required candidates to write an article for publication in one of the dailies on the reason why people traffic children to other regions and engage them in child-labour and the effects associated with that practice.

Candidates' Strengths

Candidates in the high percentage group followed the conventions of article writing; clearly stating the title of the article, providing good introduction, setting out the body of the article in well organised paragraphs, giving a relevant conclusion and the author's name at the end.

Candidates' Weaknesses

Those in the low average group mistook article writing for a letter to the editor and set their work along the format of a letter.

Their paragraphing was poor. Their mechanical errors were numerous. In sum they did not satisfy the demands of the question/topic.

Question 2

You are the Senior Prefect of your school, write your speech to be delivered at the school's Speech and Prize-Giving Day.

This question asked the candidate to write a speech to be delivered at the school's speech and prize-giving day as the senior prefect of the school.

Candidates' Strengths

The good candidates produced essays that highlighted all the requirements of the question namely:

- a good heading/title;
- an introduction acknowledging the dignitaries present at the function;
- a comprehensive discussion of the achievements/performance of the school, sector by sector;
- presentation of the challenges militating against the progress of the school;
- Their expectations and;
- a good conclusion.

Candidates' Weaknesses

Some candidates approached the question as if it was a letter.

Although some of them were able to mention the achievements and challenges of the school, they were unable to do justice to the topic as required.

Question 3

What are the causes and effects associated with bush fires? What can be done to prevent bush-fires in Ghana?

Question three required candidates to write on the causes and effects associated with bush fires and give remedies.

Candidates' Strengths

The good candidates were able to explain what bush fire is, discussed about three causes, the effects on both individuals and on the nation and finally suggested very good measures for controlling the incidence of bush fires, e.g. public education.

Candidates' Weaknesses

Some of the candidates either dwelt too much on the causes and effects and neglected the suggestions for prevention or on the effects and prevention and left out the causes.

Question 4

Describe how your favourite dish/food is prepared.

This question asked candidates to describe how their favourite dish/food is prepared. The most popular question the students/candidates answered was question three (3), followed by question four (4).

Candidates' Strengths

A good number of candidates were able to give a good description of how their chosen favourite food is prepared.

Candidates' Weaknesses

A few candidates were unable to produce good essays on the topic. Their weaknesses could be attributed to their lack of practical knowledge in cooking.

Relatively, candidates performed well in this section. Though quite a number of them failed to write the required number of words, most of them wrote even more than the

required five hundred (500) words. As expected, they were able to give very good introduction and conclusion.

However, it must be mentioned that some candidates did not have a single paragraph for the whole essay. Also, candidates did not do well in the orthography, especially subject pronouns and verb agreement, and spelling.

Question 5 - Translation

A passage of less than one hundred and eighty (**180**) words was provided for candidates to translate into Twi (Asante) for twenty marks. It is worth mentioning that most of the candidates did well in this section.

Nonetheless, it must be stated that some candidates translated some of the idiomatic expressions in the passage literally. Also, some of them overlooked some of the ideas in the passage.

Question 6 - Comprehension

A passage of three hundred and eleven (311) words was provided and candidates were requested to answer all the ten (**10**) questions based on it for twenty (**20**) marks.

Candidates' Weaknesses

A few candidates were unable to explain the expressions or identify the grammatical items with their appropriate names.

Some candidates however performed creditably in this section.

LANGUAGE STRUCTURE

This section comprised two parts; **phonology** and **syntax**. **Two** questions were set on each part for candidates to select one of them: **one** phonology and **one** syntax.

Question 7

- (a) **What is tone?**
- (b) **State the two kinds of tone in Twi (Asante).**
- (c) **State two functions of tone in Twi (Asante) and illustrate them in appropriate words.**

Question seven was in three parts. The first part requested candidates to explain the term *tone*. The second part asked candidates to give the types of tone in Asante Twi and give two examples of **two** words **each** that contain the tone type. The third part asked candidates to state **two** functions of tone and give **two** examples each.

Most candidates who attempted this question performed poorly. Candidates in general could not apply the appropriate tone marker to the words. Also, most of them failed to explain the term *tone* appropriately.

Question 8

Candidates were required to:

- (a) define syllable
- (b) break given words into the component syllables.
- (c) give examples of words that have the following syllable structures.
 - (i) CVCV (Twi: A~A~)
 - (ii) CVC (Twi: A~A)
 - (iii) VCV (Twi: ~A~)
 - (iv) CVV (Twi: A~~)
 - (v) CVCVC (Twi: A~A~A)

This question was also in **three** parts. The first part requested candidates to explain the term *syllable*. The second part asked candidates to break some words into syllables and the third part required candidates to give **two** examples **each** of five (5) syllable structures.

It was observed that a large number of candidates who attempted this question failed to explain the term 'syllable'. Also, most of them could not break the words into syllables neither could they give examples of the syllable-structures.

Question 9

- (a) Define transitive verbs.
- (b) Define intransitive verbs.
- (c)
 - (i) Give five sentences containing transitive verbs.
 - (ii) Give five sentences containing intransitive verbs.

The first part of this question asked candidates to explain the term *transitive verb*. The second part also requested candidates to explain the term *intransitive verb* and the last part asked them to give **five** examples **each** in sentences.

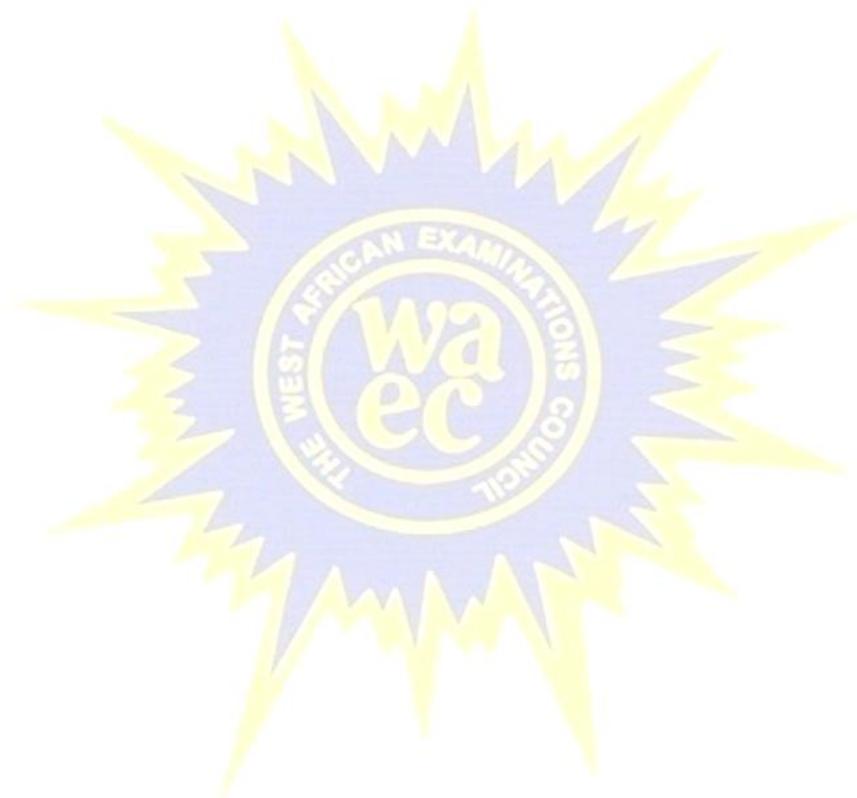
This question was not as popular as the others. It must, however, be mentioned that most candidates who selected this question did not perform well. It was observed that most of them did not know the difference between *transitive* and *intransitive* verbs.

Question 10

- (a) Define a simple sentence.
- (b) Define a compound sentence.
- (c)
 - (i) Give five good examples of simple sentences
 - (ii) Give five examples of compound sentences.

This question was also in three parts. The first part requested candidates to explain the term *simple sentence*. The second part also asked candidates to explain the term *compound sentence* and the third part asked candidates to give **five** examples of **each**.

It was observed that candidates did not perform well as expected. While a lot of them found it difficult to explain appropriately what a simple sentence is, the explanation of a compound sentence, should have included the fact that all the clauses are independent. Also, candidates must be mindful of the fact that a simple sentence may contain only one word. Furthermore, candidates should note that 'because' and 'before' are not co-ordinating conjunctions.



TWI (ASANTE) 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of previous years since all the questions asked were from the syllabus. The questions set were straightforward for students to be able to answer.

Candidates' performance ranged between sixty-five (65) out of eighty (80) down to ten (10). A good number had between forty-five and thirty-five (35) which was encouraging. A few candidates, however, scored zero.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates answered question **1** very well. They were able to provide types of Akan names as well as give good examples of the names and the reasons for giving such names.

Candidates who had read the Prose "*Brako*" were able to answer **Question three**, which very well.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The orthographical mistakes were a major problem for the candidates.

Candidates who answered **Question 2**, the libation text did not do well. Most of them did not follow the procedure writing the libation text; instead of writing in a verse form they wrote it in prose. Poetry appreciation was poorly done, indicating that proper work on poetry appreciation is not being done in the classroom.

Again, the candidates' weakness can be attributed to the fact that most of them did not take pains to read the setbooks so they could not answer questions from them.

4. SUGGESTED REMEDIES

Teachers should take pains to read with students and appreciate all topics in the setbook for the poetry to enable candidates to understand and know how to appreciate a poem.

Commentary books can be made available to students to enable them read the set books. The prose and drama should be well treated in class to help students know characters from each setbook to avoid the changing of characters from the books.

It is time workshops and courses were organised for the language (Twi) teachers since most of them fear teaching some aspects of the language.

5. DETAILED COMMENTS

Question 1

- (a) Write three types of Akan names.
- (b) Give two examples of each type of name.
- (c) Explain why the names given in (b) are given to children.

Most of the candidates answered this question. More than 3/4 answered it right and had good marks. Unfortunately, a few of them took the type of names to be grammatical and used Proper and Common nouns to answer it which was very serious. Those who answered it rightly gave appropriate examples as demanded.

Question 2

- (a) Define libation.
- (b) Write a libation text of any customary practice.
- (c) Show the structure of the libation text.

Candidates could not answer this question well. The definition of libation text was poorly given. The writing of the libation text which formed the (b) part of the question was also poorly written. Some of the candidates wrote it in prose form instead of verse form.

Question 3 - Context Question

Most of the candidates answered this context question from “*Brako*”. They were able to answer sub-questions (a) and (b) well but could not answer the (c) part as expected.

Question 4 - Characterization

Half of those who answered this question answered it well, while the other half of them performed poorly. The question asked candidates to write short notes on **three** mentioned characters from the book “*Brako*”. Because of the word ‘short’, some candidates wrote just a sentence **each** on the **three** characters. Others wrote either three, four or five sentences on each character.

Question 5

Candidates were asked to write **three** incidents from “*Etire Nni Safoa*”. Some of those who answered it gave the incidents as well as the occasion. Others just wrote the incident but could not give the occasion. Most of them could not answer the third part which asked for the results of the incidents.

Question 6

This was a context question with the following sub-questions:

- (a) Who made the statement?**
- (b) Who was being addressed?**
- (c) What did the speaker ask the addressee to do?**
- (d) What was the outcome of the dialogue?**

Candidates who answered the question did not do well. Apart from a few who got the *(b)* right, almost all those who tackled it scored zero (0). The question itself was a statement made by two different people and students did not know how to go about.

Question 7 - Poetry

The following questions were asked on a poem:

- (a) What is the theme of the poem?**
- (b) Identify the following literary devices from the poem**
 - (i) simile (ii) metaphor (iii) repetition**
- (c) Show how the poet used these devices to enhance the meaning and beauty of the poem.**

Students' performance was very poor. It seemed candidates did not understand the poetry appreciation and the use of the literary devices at all. Students were not able to memorize some of the verses of the poems learnt. In some cases candidates gave answers on poems they were not asked questions on, proving that they did not learn the selected topics given them.

Candidates should be taught the poems and be made to learn some verses and literary devices to enable them answer the questions well in future.

Question 8 - Poetry

- (a) What lesson do you learn from the poem?**
- (b) Take a statement from the poem to support your answer in (a).**
- (c) Show four ways by which the poet structured the poem.**

The same problem as in question 7 was repeated here. The theme should be the summary of the whole poem.