

RESUME OF THE LANGUAGES

1. STANDARD OF THE PAPERS

There was a general 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 assigned to candidates for the various papers. While an improved performance was observed for some, others reported 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 2, Ga 1, Ewe 2 and English Language 2 are examples of papers in which candidates' performance was reportedly the same, in comparison with the previous years'.

Average performance was reported for AkuapemTwi 1, while candidates performed below expectation in Literature-in-English 3. There was slight improvement in Dangme 1 while performance in Kasem 1 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, AkuapemTwi 2 and Fante 2.

(2) Good Organizational Skills

In Ga 2, Ewe 2, Dangme 1 and Literature-In-English 2 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 Literature-In-English 3, Kasem 2, Ga 2 and French 1 for some candidates.

(4) Knowledge of the Formal Features of Essay Writing

Some candidates from English Language 2, Ewe 1 and French 2, were commended for the able manner in which they handled the formal features of the essays 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 AkuapemTwi 1, Asante Twi 1 and Fante 1. Other grammatical errors were identified in English Language 2, Gonja 1, Ewe 1, Ewe 2, Literature-In-English 3, 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 2, Ewe 2, English Language 2 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 2, French 2 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, Ga 2, Nzema 1 and English Language 2.

(5) Poor Handwriting

The Chief Examiners for English Language 2, Kasem 1, French 2 and Ewe 1 reported that the handwriting of a substantial number of candidates was appalling. This seriously affected reading and marking of responses..

5. SUGGESTED REMEDIES

A number of recommendations were given 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) Literary devices should be learned not in isolation, but as part of the explanation of meanings of texts studied.
- (4) Careful reading and understanding of questions as well as strict adherence to rubrics.
- (5) Encouragement of more class exercises in essay writing, grammar and spelling drills.
- (6) Need to improve on handwriting.

ENGLISH LANGUAGE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. The essay topics in Section A were within the expertise of the candidates. The Comprehension and Summary passages related to general circumstances of candidates. They were also couched in relatively simple language and not difficult to understand.

However, the performance of a good number of candidates did not reflect this. This was not encouraging. Many scored very low marks in the Comprehension Section. The Summary section continued to be problematic for many candidates. Many hardly scored any mark in the Summary section. The conclusion, therefore, is that performance of the candidates this year was worse than the previous years.

2. A SUMMARY OF CANDIDATES STRENGTHS

The following commendable features were noted in candidates' work:

- (1) Candidates were able to come up with relevant ideas for the content of the essays. A few candidates were able to write full-length essays.
- (2) Candidates wrote well-linked paragraphs.
- (3) There was a good display of knowledge of the various formal features of the essay types.
- (4) There was also some flashes of good control – internal and external organization of the essays.
- (5) A few of the candidates were able to find correct answers to questions in Section B. The usual wholesale lifting of chunks of sentences was missing in most cases. A few of the candidates got the grammatical name correct as well as the function.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Even though some candidates performed well, others did not do too well. The lapses included the following:

- (1) Many candidates could not write full length essays.
- (2) Some candidates mixed capital and small letters at random, example “i” for “I”, “k” instead of “K” and “y” instead of “Y”.
- (3) There was evidence of the wrong use of tenses as well as error of concord and also, the use of the verb ‘to be’ without subject. Example “My parents doesn’t ...”, “My reasons is ...”, “...am writing ...”, “...is unfortunate”.

- (4) In the summary test, candidates clearly showed lack of understanding of the demands of the questions. As a result, they could not give the correct answers.
- (5) Some candidates also mistook figures of speech for grammatical names and vice versa.

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to read a lot in order to enrich their vocabulary and also be exposed to topical issues.
- (2) Teachers must teach candidates how to answer examination questions. Summarizing skills should also be emphasized both in summary and in comprehension lessons.
- (3) There is the need for schools to organize reading programmes to help expose candidates to a variety of styles of writing.
- (4) Teachers should teach candidates functional grammar as well as structural variations. This will enable candidates to write sentences correctly.
- (5) Teachers should also intensify the teaching of figures of speech and grammatical names and functions.

5. DETAILED COMMENTS

Question 1

A friend of yours who has been living in Europe for some years has written to invite you to join him. Write a reply to his letter giving, at least three reasons why you would rather remain in your country.

Candidates were expected to give tangible reasons why they had to turn down the offer and not just flimsy excuses. Candidates could have talked about the difference in climatic conditions between West Africa and Europe. They could have also talked

about health conditions, financial constraints, the need to stay and help their parents who may be aged as well as the need to finish their education and have a good qualification before embarking on a trip abroad.

A lot of candidates answered this question. The good ones presented the desired chatty atmosphere. They also had the informal features in place. However, some of them flopped as a result of poor expression. Their weakest point had to do with the use of tenses.

Question 2

Write an article suitable for publication in your school magazine on the need to inculcate good moral values in the youth.

This is an article for publication in a school magazine on the need to inculcate good moral values in the youth. Here also, candidates were expected to stress the fact that the youth are the future leaders hence the need for them to be disciplined. Apart from becoming the future leaders, the youth form the majority of the population in the country and there is the need for them to live upright lives. The youth are to take over the administration of all sectors of the economy in future. There is therefore the need for them to be morally upright.

Not many candidates answered this question. The formal features were in place. For content, only a few who attempted this question exhibited understanding of what was meant by moral values. The rest of the candidates could not bring out well the benefits to be derived from the inculcation of these moral values.

Question 3

Write a letter to the Minister of Education in your country, discussing at least three ways by which the quality of education could be improved.

This is a formal letter, this time to the Minister of Education in one's country, discussing at least three ways by which the quality of education could be improved. Candidates were expected to mention what could be done in order to improve upon

the quality of education in the country. Here, they needed to mention the supply of logistics, the need to improve upon infrastructure in schools, adequate furniture, science laboratories, technical workshops, the training of qualified teachers as well as adequate remuneration of teachers.

Most candidates attempted this question. Lots of ideas were presented. Some candidates went further to mention lapses in the present system. However, the features of a formal letter were missing in the answers of some candidates. A few candidates made a mistake by addressing the Minister informally. The usual 'how are you' and pleasantries meant for friendly letters were used; which was wrong.

Question 4

You are the main speaker in a debate on the topic: “*Technology has made the world a better place.*” Write your arguments for or against the motion.

This is a debate on the motion “Technology has made the world a better place.” Candidates were to argue for or against the motion. Those for the motion were expected to talk about the benefits derived from technology, and these included the improvement in the health sector, education, transportation, agriculture, mining, communication, banking, etc. Those against the motion were to talk about the adverse effects of technology such as cyber fraud, stealing, armed robbery, watching pornographic material, ethnic conflicts and the like.

A good number of candidates attempted this question. Many of those who attempted it did a good job. Such candidates took a stance as required and argued fairly well. However, a few of the candidates carelessly left the vocatives not capitalized.

Question 5

Write a story to illustrate the saying: ‘*The devil makes work for idle hands.*’

This is a story to illustrate the saying: “The devil makes work for idle hands.” This could be a story of how somebody had refused to find something doing in life which resulted in the person committing crimes thereby ending up miserably.

It could also illustrate the exhibition of indolence which ended the person miserably. The story must illustrate the saying, otherwise the candidate risks a deviation. Candidates were to indicate in their stories the need to have something doing all the time in order to avoid being lured into bad behavior.

This was not a popular question among candidates. Just a few of them attempted this question. Such candidates flopped due to their lack of understanding of what the saying meant. Most of the candidates did not first create the necessary prelude of a period of idleness or laziness before bringing out the bad deeds/tragedy of the main figure/protagonist/hero. This hampered the illustration of the story. They also had problems with the use of tenses. However, there were no fables this time around.

Question 6 - Comprehension

This year the comprehension passage was one as compared to previous years where they used to be two. The passage was also very interesting and quite easy to understand. All the questions to the passage were straight forward. However, candidates' performance was not good as compared to previous years'. A significant number of them displayed outright misunderstanding of the questions.

Most candidates in answering the question 6(c) forgot that the real answer hinged on the fact that David Akide did not pass just one entrance/admission examination but many examinations in order to emphasize that he was then a very weak pupil. In question 6(d), many candidates also forgot that the low grade status was crucial to the answer. Again in question 6(e) what eluded most of the candidates was that the interview by a panel of reporters established the fact that David had made a big achievement then or had come into prominence – and not the fact that he had become a specialist surgeon. In question 6(f) the amazement sprung from the fact that Akide, one of the weakest pupils in the primary school, had suddenly come into prominence. In other words, his classmates least expected him to come into prominence or become a surgeon.

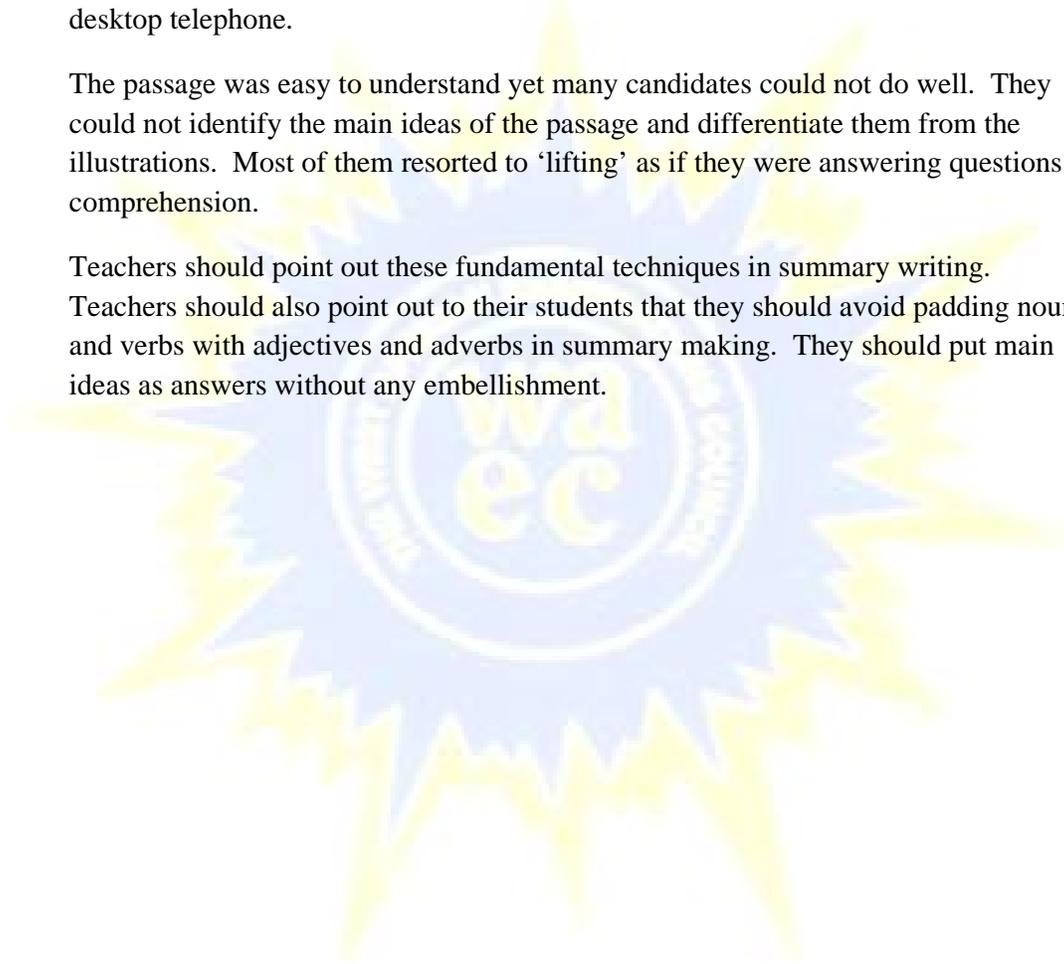
There was a strong evidence that candidates had not studied the literature part of the language course. The vocabulary items were not well done. Candidates could not supply words or phrases that meant the same and could replace the underlined words in the passage. Also, a lot of the candidates were not able to state correctly the name and function of the grammatical item.

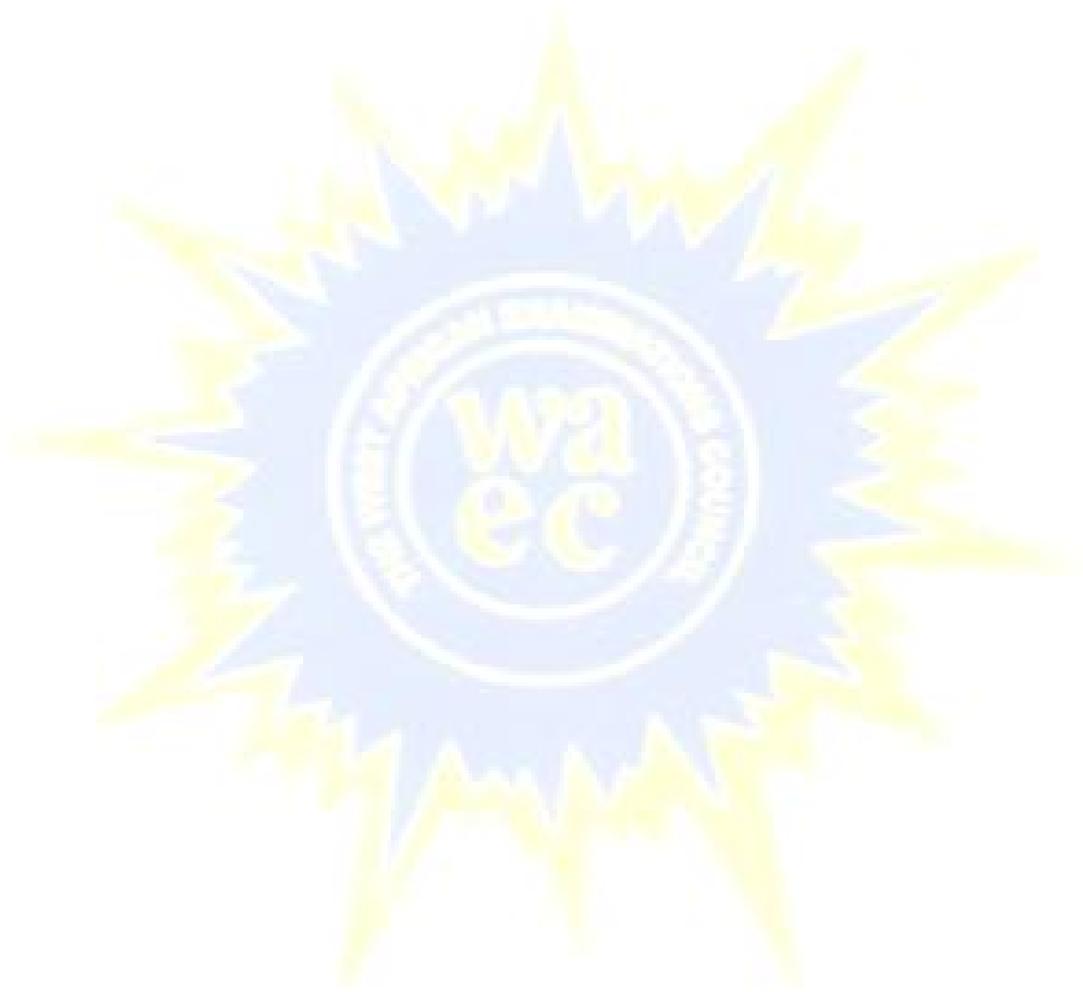
Question 7 - Summary

The summary passage was also another interesting passage. It was about the difference between a desktop telephone and a handset telephone. These are gadgets students are used to and therefore answering questions on them should not pose a problem. Candidates were to summarize the problems associated with owning the desktop telephone as well as the advantages which the handset telephone had over the desktop telephone.

The passage was easy to understand yet many candidates could not do well. They could not identify the main ideas of the passage and differentiate them from the illustrations. Most of them resorted to 'lifting' as if they were answering questions in comprehension.

Teachers should point out these fundamental techniques in summary writing. Teachers should also point out to their students that they should avoid padding nouns and verbs with adjectives and adverbs in summary making. They should put main ideas as answers without any embellishment.





LITERATURE-IN-ENGLISH 2

1. GENERAL COMMENTS

The standard of the paper was good and compares favourably with that of previous years. Some candidates performed well while for many others, the performance was below expectation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The few candidates who did well did so because

- (1) they read and understood questions very well so they knew exactly what the questions demanded as an answer;
- (2) their responses were logical and systematic;
- (3) the standard of their English was appreciably high;
- (4) they provided appropriate and convincing conclusions; showing that they had full grasp of the texts;
- (5) they provided specific textual evidence to explain and support the points they put forward.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates showed weakness in the following areas:

- (1) shallow or superficial knowledge of text (some candidates have no idea what the text is about let alone understanding the question);
- (2) long irrelevant introductions to responses (e.g. the history, educational background, places of work, etc. of the author which adds nothing to the demand of the question);
- (3) mere narration of events in general or a summary of the whole text when these are not required by the question
- (4) some answers of some candidates, though intelligent, were too short to attract credit marks;

- (5) some answers were only a regurgitation of what the candidate had committed to memory. Almost all such answers did not meet the demands of the question;
- (6) illegible handwriting. This was a big strain on the eyes of examiners.
- (7) poor language control. The standard of many candidates is still very low e.g. spelling mistakes and wrong sequence of tenses.

4. SUGGESTED REMEDIES

- (1) Candidates must devote time to read and study the set books.
- (2) They must avoid relying solely on notes or critiques.
- (3) Candidates must decipher what the question demands as an answer and avoid beating about the bush.
- (4) Candidates must desist from writing about authors in answering questions: they earn no credit marks by doing so.
- (5) Candidates must appreciate reading and writing in general as a means of improving their English and their writing abilities.
- (6) Candidates should be made aware that it is to their advantage if their handwriting is legible.

5. DETAILED COMMENTS

Question 1

Comment on the fate of childless women in Brenhoma.

Generally, most candidates who attempted this question did not perform up to the expected standard because they mistook the word 'fate' for 'faith'. Some even felt the words were interchangeable and dwelt on the faith Pokuwaa had in the god 'Tano' to enable her become pregnant. This misunderstanding affected their presentation seriously. Some candidates also gave their own general views of childless women in society which were not related to the text.

Points to have been considered:

- (1) How childlessness is considered in Brenhoma – a grave misfortune because the childless woman will be doomed to loneliness in her old age. Pokuwaa's mother reminds her of this fact.
- (2) The scornful way in which the people of Brenhoma treat childless women – the story of AfuaFofie's daughter in Pokuwaa's house.
- (3) Pokuwaa's rival – Kwadwo Fordwuo's first wife says that she will not sell her rights to any barren woman. This is when Kwadwo tells her he will be spending seven days with Pokuwaa.
- (4) The society regards a barren woman as a man.
- (5) The stand of Opanin Owusu and finally that of Pokuwaa's mother – their lives will end miserably because Pokuwaa is an only daughter and her five brothers' children belong to their mothers.

These are the reasons why she visits shrine after shrine and also goes in for a married man after her childless first and second marriages.

Question 2

What does the death of Yaw Boakye reveal about the Brenhoma society?

Many candidates answered this question. However, the question was badly handled by some candidates. They could not arrange the events chronologically and sequentially and also some important points were left out e.g. the search for Yaw Boakye's body by the community, showing the communal spirit. Again, some candidates wasted their time writing long irrelevant introductions. E.g. the biography of Asare Konadu, the synopsis of the story.

There are some traditional and superstitious beliefs as well as practices that abound in the Brenhoma society.

Points to note: the search for Yaw Boakye's body. This point shows the communal spirit of the people. There is the practice of two young people settling issues between them through combat in the bush. Such a fight could "be carried out brutally until death". It could also be an attack by enemy groups and victim left to die in the bush. The search ends in the discovery of the body of Yaw Boakye.

The traditional funeral rites and their superstitious beliefs are shown in

- (1) the filing in of mourners at Yaw Boakye's funeral house;
- (2) the preparation of food served in wooden trays and earthen bowls by his wife and sister for his spirit to prepare finally for the journey to the new world;
- (3) the traditional drumming and dancing – his space is left for him as his age group keeps on asking of his whereabouts;
- (4) wailing of women;
- (5) his wives giving him cowries to pay for his passage across the river into the spirit world.
- (6) There is information about the time of burial – sunset glow -: this is to avoid the shadow of the coffin falling on anyone, another superstitious belief that if it does fall on anyone, that person will be the next to die. There is the pouring of libation by the priest when the bearers of the coffin find it difficult to move and then when they reach the cemetery “the three widows run forward each throwing a pot ahead of her saying, ‘Here are your pots’ ”. Its significance – final separation.

Question 5

To what extent is Jack a better leader than Ralph?

Most candidates narrated the story of how the boys were stranded on the unknown island. They wrote about the election and thereafter, but failed to draw the leadership qualities in concrete terms that set both boys distinctively apart. Some saw the differences all right but maintained that because Ralph represented democracy and civilization, he was a better leader.

Points to note: Ralph is democratically elected and assigns roles among the boys, giving Jack the leadership of the choir boys. Ralph is unable to see to the success of his projects. At times at meetings, he goes blank and Piggy comes in to help. Unfortunately, Jack sees through this weakness. Ralph's reliance on the conch for authority is legitimate but when the conch is spoilt where does he go?

Jack on the contrary, takes full control of his choir boys who are now hunters. He exerts his authority and all the boys do his bidding. Everyone takes part during the hunt, the feasting and the game and he takes full control of the boys. Even Ralph and Piggy join in the fun hunt in which Simon perishes.

Jack's leadership seems to be more attractive here because if Ralph joins in the hunt, he is automatically working under Jack and it can therefore be concluded that Jack is a better leader than Ralph.

Question 6

Discuss the conflict of order and chaos in the novel.

Candidates merely narrated the story, failing to relate it to the question. Some even did not bother to comment on the orderly scenes before chaos and conflict set in. The conflict is between two strong drives in society: order and chaos. This is shown in the novel about the degeneration of the English boys from civilized, moral and disciplined behavior to a wild, brutal and murderous existence in the jungle.

The conflict between order and chaos is represented in the conflict between two major characters: Ralph the protagonist who represents law and order, and Jack the antagonist who represents savagery with his quest for power.

As the novel progresses, Golding shows how the drive for order and chaos impacts on people differently. Piggy, for example, is not influenced negatively. He stands for the intellectuals and scientific principle of arguing to arrive at the truth or order.

Jack on the other hand, is a symbol of brutality and savagery. The message is that the human psyche is more prone to chaos than to order. He portrays moral conduct many times in a lot of instances as superimposed by civilization rather than natural human mind which evinces evil, cruelty and savagery. The idea of innate human evil is notably evident through recurring symbols like the head of the sow on a stake and the "beast". The influence of order and chaos reigns throughout the novel. Even though there are places where chaos seems to overpower order, where Ralph's boys are brutally murdered. In the end however, order dominates all the action as the boys are rescued.

Question 7

What do you learn from the life of Santiago as a fisherman?

This question was tackled by several candidates but unfortunately they could not link their answers to what they have learnt from Santiago as a fisherman. They just gave a character sketch of Santiago without mentioning what they have learnt from his life as a fisherman.

Points to note: his humble background, tagged with the name 'salao' meaning the worst form of bad luck does not deter him. He has gone fishing for 84 days without a catch. Yet, he does not give up. This shows his great tenacity of purpose. He will go again – the lesson of perseverance for all of us.

His relationship with the boy: They need each other. He is an old man and he needs the boy as much as the boy loves him. Manolin provides the old man with food, keeps him company and helps him carry his fishing gear to and from the skiff. That is why he misses the boy on his ill-fated expedition to catch the big fish. Another lesson – no man is an island – a co-operative enterprise and the old man learns this lesson too. We must help one another.

His struggle with the sharks and the marlin also demonstrated his perseverance. The lesson we learn from these experiences – we must not give up easily when the odds go against us.

The old man's respect for the marlin shows us that we should show respect to our rivals.

Finally, the old man's attitude to the sea, which he calls 'la mar' when others call it 'el mar', indicates a certain love relationship. Thus, no matter how badly he has been treated by the sea, he is prepared to go back again. In conclusion, there is much to be learnt about Santiago's life as a fisherman.

Question 8

Comment of the narrative techniques used in the novel.

This question was the least attempted. The few who tried could not meet the demands of the question. They discussed other devices like irony, suspense and the like but not the techniques.

Points to note: The story of Santiago who goes out to sea and returns with the skeleton of the largest fish he has ever caught is captivating because of Hemingway's choice of narrative technique.

The story begins to be told from the third person or authorial point of view. E.g. "He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. Candidates were expected to use this knowledge to cite other examples.

There is also the use of dialogue between Santiago and Manolin. Candidates here again could not give some more examples from the novel because much of the story is also told in dialogue.

Another example of the narrative technique used in the novel is interior monologue. Much of this device is seen in Santiago's engagement with the marlin and the sharks. He is often seen talking to himself and giving himself encouragement when all seem to be lost.

Flashback is another narrative technique which Santiago relies on to recall past incidents. One remembers the occasion when Santiago is conversing with Manolin reminding him that he has to leave him but it is not his fault. Manolin replied: "It was papa made me leave. I am a boy and I must obey him".

Thus Hemingway's style of narration enables Santiago's story to be told from different perspectives, so that the reader's interest is sustained throughout the novel.

LITERATURE-IN-ENGLISH 3

1. GENERAL COMMENTS

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

However, candidates' performance can hardly be said to be equally comparable. There is far more reliance on some prepared material than on candidates' own understanding and interpretation of the demands of the questions.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The few high achievers demonstrated a remarkable understanding of the texts. They were able to select issues/events which answered the questions. They were also able to write with clarity and imagination. Their introductions and conclusions were relevant and neatly encapsulated the arguments.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor writing, with grammatical and semantic (i.e. inability to use appropriate vocabulary) errors.
- (2) Over-reliance on prepared materials, especially poor commentaries on texts which candidates memorized and reproduced without regard to their relevance to the demands of questions.
- (3) Texts not having been read/studied, resulting in answers that were generalized and often irrelevant.
- (4) Inability to answer questions on style, e.g. use of imagery, satire, etc.
- (5) Inability to understand the demands of rubrics beginning, "Discuss", "Comment on", etc. and reducing them to mere narration.

4. SUGGESTED REMEDIES

- (1) Candidates should be assisted to read and discuss the prescribed texts.
- (2) Candidates should be made to write more essays to acquire both skill and flair.
- (3) Literary devices should be learned, not in isolation, but as part of the explanation of meaning of texts studied.
- (4) Candidates should be made aware of the fact that both content and expression are considered in the assessment of candidates' answers.
- (5) The best candidates are those who combine reading with well-informed responses to the demands of the questions.

5. DETAILED COMMENTS

Question 1

Compare the characters of Mr. Onyimdze and Mr. Borofosem.

The operative word in the question was “compare”. Most candidates wrote separate answers on Mr. Onyimdze and Mr. Borofosem, without comparing (and contrasting) their characters. Others chose to write on Mrs. Borofosem and Mr. Onyimdze – not the thrust of the question. The expected points included the fact of their education and easy use of the English Language. However, differences between them were sharp, such as

Mr. Borofosem's cowardly submission to his wife's dictates as opposed to Mr. Onyimdze' brave stance against Mrs. Borofosem in all aspects of native culture. Details of such differences were expected to be provided. Mr. Borofosem's admission of the values of the native culture vindicated Mr. Onyimdze's mature acceptance of the values of his own culture.

Question 2

Assess the negative impact of colonialism in the play.

The operative word was “negative”. A good answer would not ignore, for example, the role of Mr. Onyimdze in demonstrating the negative impact of colonialism in the play. Characters like Mrs. Borofosem, Mr. Okadu, Mr. Borofosem and the ladies at the Cosmopolitan Club could only be assessed negatively in the context of roles played by Mr. Onyimdze and Naa Sompaa in upholding traditional values against the onslaughts of semi-literates and cowards like Mr. Borofosem.

Question 3

Discuss the significance of the meeting between Lawuni and Anlugbua.

Very few candidates answered this question. A brief statement of the relationship between Lawuni and Anlugbua would have been in order. The emphasis being on the significance of the meeting, candidates should have drawn attention to the rather human behavior of the deities. Their interaction revealed their rivalry, their selfish natures and vindictiveness, as they played mortals against mortals in a cruel game of power.

Question 4

Examine the role of chorus in advancing the plot.

Few candidates answered the question. Candidates were expected to focus attention on what the chorus did to advance the plot. Their roles involved recalling past events and anticipating future ones, commenting on contemporaneous actions and suffering with their compatriots. Candidates were expected to have provided examples to illustrate the various roles played by the chorus.

Question 5

Discuss the theme of heroism in the play.

The question was poorly answered by most candidates. The majority concentrated on the Sergius/Raina relationship and the latter's adulation of the former's 'heroic' exploits in battle and their betrothal. However, the thrust of the question was on the various 'heroic' acts and their consequences. Sergius was not a hero after all, while Bluntschili became a hero and Louka did, under different circumstances, such as overturning the traditional notion of heroism in war and breaking class barriers which Louka did.

Question 6

Comment on the significance of the battle at Slivnitza.

The question invited a brief background statement of war between the Bulgarians and the Serbians. Its significance was far-reaching, as a few candidates observed. It confirmed Sergius as a hero, albeit temporarily; it led to the dissolution of the love affair between Sergius and Raina and the initiation of a love affair between Raina and Bluntschili, it led to Sergius marrying beneath him by accepting Louka and the latter breaking class barrier in marrying Sergius. Details were often not provided to highlight the significance of the battle.

Question 7

Discuss the significance of the revelation of Jack's true identity.

Good answers referred to Jack's infancy and Miss Prism's misdeed by leaving him in a bag at a railway station. Reference was also made to the manor house meeting of Jack and Algernon for their re-christening and the chance meeting between Mrs. Bracknell and Miss Prism who revealed Jack's true identity. The revelation led to

Mrs. Bracknell dropping her objection of Jack marrying Gwendolyn and the needlessness for Jack to get rechristened as “Ernest”. It also exposed the hypocrisy of the upper class in their concern with material wealth and highlighted the singular role of Miss Prism in resolving the conflict in the play.

Question 8

What impressions of the upper class life do you form from your study of the play?

More candidates preferred this question. There were a number of issues to discuss. These included the hypocrisy and materialism of the upper class, as seen in Mrs. Bracknell’s interview of Jack; Jack and Algernon inventing fictitious names they used to circumvent the restrictions of upper class life; the lies and affectations of the class as amply demonstrated by Algernon’s conversation with Jack and his servant Lane, as well as the total ridiculous insistence of Gwendolyn and Cecily on the name ‘Ernest’ for their husbands to be. The total impression was that of a selfish and decadent class. Candidates did not provide enough detail to buttress their impressions.

Question 9

Examine the use of imagery in *Ambassadors of Poverty*.

Most of the candidates concentrated on theme rather than imagery. Yet the theme of corruption is conveyed essentially through the poet’s use of predominantly visual images. No aspect or category of society is left unscathed. The ironical twist given to the expression, “ambassadors of poverty” illustrates how, by their corrupt practices, all have been accomplices in spreading poverty across the nation. References are made to politicians with their “head abroad and anus at home”, civil servants who are “office loafers” and businessmen who are “corrupt masters of the economy”, as well as “determined merchants of loot”. There are also images illustrating the activities of landlords and ordinary citizens “whose inactions steal our collective joy”.

Question 10

Consider the presentation of the theme of poverty in *Myopia*.

A few candidates mistook “Myopia” for another poem, “Homeless, not hopeless”. Some also answered their own question on the theme of betrayal. The question, however, was on the presentation of the theme of poverty. This required some attention being given to style issues. Images associated with poverty include expressions like “boulevards of misery”, “peasants shivering in the emaciated bones”, “putrid marsh lands” and the implied sharp contrasts drawn between the rich politicians and their poverty-stricken cultivators of rice. It is no wonder that the poet directs his anger at the politicians and he is determined to violently overthrow them, even at the loss of his own life.

Question 11

Examine the poet’s attitude to man in *Upon an Honest Man’s Fortune*

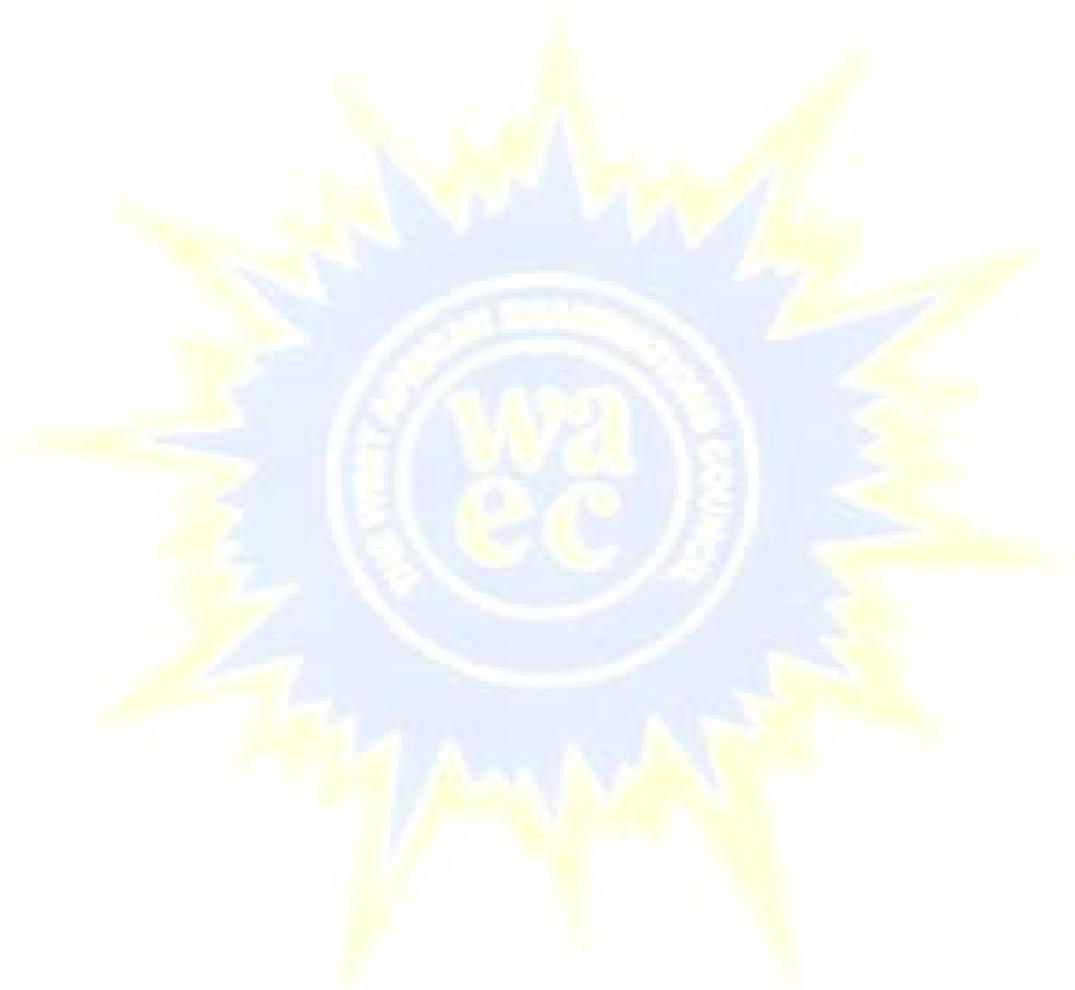
The mere presentation of the theme did not fetch candidates a lot of marks. What was required was an examination of the poet’s attitude to man. The poet’s attitude ranged from outright dismissal of the influence of astrologers over man’s fate to disappointment in those who believed the astrologers. There was also his lamenting the fact that man had turned his back on God and his chiding man for seeking refuge in astrologers who would not be able to create man. His argument was that man was the author of his own life, since he was created in the image of God. Towards the end of the poem, the poet admitted man’s frailties, but urged that belief in God took care of man’s fears and anxieties. Details that confirmed the poet’s changing moods and attitudes were often not highlighted.

Question 12

Discuss the major regrets of the slain soldier in *Strange Meeting*.

Many answers veered off into an exposé on the atrocities of war without reference to the specifics enunciated by the slain soldier. Some answers were mere narratives

dwelling more on background than on what was said. The expected answer was in what “the undone years” entailed. Specifically, it was loss of opportunity to grow up, experience love and adventure, fulfil one’s ambition. The other major regret was the lesson unlearned, as nations would continue to wage wars and “trek from progress”. The slain soldier’s lament was that there was enough suffering in the world already and he would have preferred to heal wounds, but not on the “cess of war”. Only a few candidates responded imaginatively to the demands of the question.



FRENCH 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of previous years. The questions set were within the ability of students. Generally, performance was satisfactory.

This year's paper (Essay Section) was well structured. Previously, all questions were together and students were required to select one letter and one essay to write. Some used to get confused and answered 2 essays or two letters. When that happened, only one essay or one letter was marked and the other rejected. The two parts enabled all students to select one question from each part and as such, no answers were rejected.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- The good students wrote very good essays using
 - excellent presentations, introduction, body and conclusion;
 - appropriate tenses, vocabulary and expressions;
 - correct lengths; about 200 words long.
- It is evident that they analyzed the questions and planned their essays with good paragraphs.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Some spelling mistakes, wrong conjugation of verbs and the use of wrong tenses were the main weaknesses for some candidates.
- Vocabulary was a problem for some candidates who resorted to the use of English Language.
- A number of candidates just reproduced model essays learnt in class.
- Some candidates wasted time to write three essays. Others did not respect the length; they wrote over 200 words thus losing marks for grammatical mistakes.
- Many candidates reproduced either a passage or both comprehension passages as their essays instead of writing their own essays, thereby losing the entire 20 marks for content.
- Some wrote everything in English or used English words.
- Most candidates had difficulty in constructing sentences because of the following:
 - (1) formation of tenses using an auxiliary verb; some candidates formed the

present tense with the auxiliary “être”. This is because in English, the present continuous tense uses “to be” as auxiliary.

That was a common mistake. They had the same problem with the future tense: examples “Je suis travaille” for I work, “Je seraivens” for I will come.

For “le passé compose”, they mixed up the auxiliary verbs and ignored agreements. E.g. “Nous sommes mangés”.

(2) Reflexive verbs; they left out ‘me’ in the verb ‘se lever’ e.g. “Je lève, ...”

They confused ‘se laver’ and ‘laver’ e.g, “Je me lave ma robe”.

(3) Personal pronouns; it was difficult for most candidates to change ‘vous’ in

the question to ‘je’ or ‘me’ and they confused ‘il’ and ‘elle’. That is why in letters, they used ‘tu’ and ‘vous’ in addressing the same person.

‘Moi’ was used instead of the indirect object ‘me’. The same applies to ‘lui’. The position of the indirect object is also not known to many. E.g. “Il parle moi” instead of “Il me parle”. “Tuesécritmoi”, “Je lui aime”.

(4) Possessive adjectives; candidates used personal pronouns instead of the possessive adjectives. E.g. “elleenfants” instead of “sesenfants”. Most candidates (even the good ones) do not know how to express the idea of a third-person’s possessive e.g. instead of “le livre de Kofi” candidates would say “Kofi livre”.

(5) Apostrophe; the apostrophe was used, not according to the rules. E.g. “La anniversaire, que ill, J’balaie, la hôpital”.

The use of ‘avoir’ in expressions like ‘avoirfaim’, they rather used ‘être’.

“Je suisfaim”, “Il est 50ans.”

4. SUGGESTED REMEDIES

- There is the need to teach grammar so that verbs will be learnt, thus conjugation and correct use of tenses, auxiliary verbs will be applied.
- The use of pamphlets must not be encouraged since it does not help children to do their own work. They reproduce the prepared essays as their answers where the questions are similar to what has been prepared by the authors.
- Teachers must be proactive when they set exercises for children and should refrain from using pamphlets to make their work easier.

5. **DETAILED COMMENTS**

SECTION A

Question 1

Faites une redaction sur la personne la plus importante dans votre vie.

The students understood the question which required that a description be made of the most important person in their lives.

The portrait was very well done. A few did not understand that the person had to be important but instead wrote about the person they liked best. Otherwise, the performance was very good for most of candidates.

Question 2

Décrivez ce que vous faites habituellement le weekend.

The question was on what the candidate does on weekends. Most wrote the essay correctly, describing activities that were done after the week of classes. The descriptions were varied. The tense should have been the present throughout since the question was on habitual things. A few used the past tense for which they lost points. Most candidates performed very well.

Question 3

Racontez une histoire pour montrer que “comme on fait son lit on se couche”.

Candidates were expected to write a story to show that the evil you do will come back to you; if you dig a hole for a friend, you will fall into it.

The candidates had to understand the proverb to be able to find a suitable story to explain the meaning. Only a few candidates attempted this question and it was only fairly well written. They wrote stories without explaining the proverb. Most candidates wrongly thought it was about how to make a bed to sleep on.

SECTION B

Letters are favourite questions in this paper and they are normally well written when the question is well understood. A few students have been misinformed that they could just write the formal features of a letter and then leave out the main body. These features are supposed to attract some marks.

Question 4

Ecrivez une lettre à un(e) ancien(ne) camarade de votre école pour lui parler de ce qui se passe à l'école depuis son départ.

This is a letter to a former school mate telling him/her about what has happened in the school since his/her departure.

Some candidates just described the school and did not talk about what has happened since the friend left the school. Just a description did not earn much marks. The question was very emphatic on “since the friend left the school”. On the whole the letter was well written by those who attempted to answer this question.

Question 5

Votre ami(e) vous écrit pour vous inviter à l'anniversaire de sa mère pendant les vacances prochaines. Répondez pour expliquer pour quoi vous ne serez pas là.

The candidate was to write a letter to a friend explaining why he/she (the candidate) would not be able to honour an invitation to a birthday party of the friend's mother.

A number of candidates misunderstood the question. They rather wrote inviting their friend to a party. The essay should have been easily written by all if there was no confusion about who was being invited to the birthday celebration. On the whole all the activities that could prevent a person from attending a party were well described and the salient points were discussed.

Question 6

Ecrivez une lettre à votre tante pour la féliciter de son dernier anniversaire.

This was another question on birthday "This was a letter to an aunt congratulating her on her last birthday". Those who answered it were able to wish the aunt well but some missed the point that the letter was to ask a few questions on how the aunt spent the day and then also to express regret that the date was missed by the candidates.

DAGBANI 1

1. GENERAL COMMENTS

The standard of the questions was as high as that of previous years. However, the performance of candidates fell a little in respect of content of answers.

2. A SUMMARY OF CANDIDATES' STRENGTHS

(1) Use of Language

The use of language of many candidates was commendable. In the composition, they tried to write within the number of words given. Many used appropriate figures of speech, idiomatic expressions, proverbs, etc. thus displaying the richness of their language. They also used appropriate loan words and good contemporary expressions. In the Comprehension, their answers were short and precise.

(2) Good Orthography

The spelling, word-division and punctuation of some candidates were very good. They also used the hyphen correctly to divide words into two.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

(1) Rewriting of Questions

Some candidates copied down questions before answering them. Others copied the whole comprehension passage for the composition as their original work.

(2) Poor Orthography

The vowel combination, use of capital and small letters and the hyphen were very poor in some cases. In other cases some candidates used the comma and the full stop indiscriminately.

4. SUGGESTED REMEDIES

- (1) Anytime students are given a class exercise, they should be discouraged from copying the questions before answering them. They should also be

encouraged to create their own work instead of copying from other peoples work as their own.

- (2) The problem of orthography can be solved through extensive and intensive reading, dictation and class exercises.

5. DETAILED COMMENTS

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

Many candidates chose this topic. Some of them wrote their address and the heading of their articles very well. Others did not write any heading.

In the introduction, some of the candidates requested the editor to kindly publish their views on the topic. Others did not make such a request. Some other candidates did not introduce the topic.

In the body of their compositions, some candidates mentioned the causes and mode of operations. Some of the points raised for mode of operations include road blocks and residential houses robbery. Some causes discussed include desire for quick money and other goods, unemployment, hardened criminals and ex-convicts, desire to live comfortably, and foreigners finding their way into the country and teaming up with Ghanaians, etc.

Other candidates mentioned only the mode of operations without discussing causes while others dwelt on causes without mentioning the mode of operations. Some other candidates went further to mention the effects of armed robbery on victims whilst others did not.

To conclude their compositions, some of the candidates thanked the editor and wished that their views would be published. Some other candidates could not conclude their compositions.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

This question was not popular with candidates.

Some of the few candidates who chose this question introduced the topic by taking a stance on the statement. Some candidates did not take any stance while other candidates did not introduce their compositions.

In the body, some candidates raised both negative and positive points. Some of the negative points raised were wrong reportage, half-baked journalists' work, and individual interest in presentation of news items. Other candidates went further to mention intentional distortion of facts, serial callers being allowed to make inflammatory statements on airwaves and uncontrolled speeches on radio stations by panelists, etc.

Some of the positive points raised are that the media are a source of education, entertainment and information. Some other points raised were the fact that they are a forum for people to express their views, avenue for trade and commerce and helping to check vices in the society, etc.

To conclude, some candidates confirmed their stance on the topic. Some compositions did not, however, have any conclusion.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

This question was very popular with candidates. Most candidates introduced the topic by confirming that the youth are indeed indisciplined. Other candidates did not introduce the topic.

In the body, most candidates discussed causes of indiscipline and suggested solutions to the causes. Some of the points raised as causes were poverty and inability of parents to control their children, viewing of programmes on the television which have foreign cultures, being influenced by certain ICT programmes, and modernity. More points raised were parents not allowing their children to be corrected by other members of the society, peer influence and wrong interpretation of human rights and democratic practices, etc.

Some of the suggested solutions were parents controlling the programs that their children view on television, intensification of traditional up-bringing of children, advising children against ICT activities such as cyber fraud and the setting up of guidance and counselling units and intensifying their work. Other points raised included religious bodies giving moral talks that may change the negative attitudes of children and the need for NCCE to give more lessons on human rights, freedom and responsibilities especially to the youth, etc.

To conclude, many candidates expressed the opinion that if society implemented their suggestions, indiscipline of the youth would reduce. Some candidates did not conclude their compositions.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

This question attracted many candidates.

To introduce the story, many candidates used proverbs while others used wise sayings. Some compositions did not have introductions.

In the body of their compositions, some candidates narrated their personal experiences while others narrated the stories of other people. The processes the narration went through were the beginning of the episode, the development of the story, the climax and the ending of the story. Some candidates started their stories well but could not develop them as such.

To conclude their stories, some candidates ended them well with the given statement. Other compositions did not have any conclusion.

Question 5 - Translation

Candidates were given a short passage in English to translate into Dagbani. Some candidates were able to translate the passage very well.

However, the majority of the candidates could not translate it well. Some started translating it but could not continue. Other candidates could not translate words like “attitude”, “worthwhile”, “exacting” and “prejudice” into Dagbani and, therefore, copied them as they were into their translations.

Question 6 - Comprehension

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

The questions on stated facts, meaning and summary were well answered. The questions on function and inference were, however, not well answered. Some candidates copied long and unrelated parts of the passage as answers to some questions.

Question 7

- (a) Draw the vowel chart of your language.**
- (b) Choose two front vowels and two back vowels and describe them.**
- (c) Show the distribution of each of the selected vowels in word.**

A good number of candidates attempted this question. Some of them were able to draw the chart well but could not indicate the exact position of each vowel correctly. Other candidates put the vowels inside the chart. Some candidates were able to write

the two front vowels and two back vowels correctly and were able to describe them very well but others could not describe them. Whilst some candidates went further to discuss the distribution of the vowels correctly, others did it poorly.

Question 8

- (a) **What is tone?**
- (b) **With three examples each, discuss the function of tone in your language.**

Few candidates attempted this question. Some candidates were able to define tone correctly. They were also able to discuss the functions well with good examples. Some other candidates did not know what tone is and wrote down sentences and words not related to tone. On the whole, it was poorly attempted.

Question 9

- (a) **What is a sentence?**
- (b) **Discuss three functions of a simple sentence in your language.**
- (c) **Give three examples to illustrate each function.**

Some candidates were able to define a sentence correctly. They were also able to discuss the functions with good examples. Some could not define the sentence correctly. They could not also discuss the functions of the simple sentence nor give examples.

Question 10

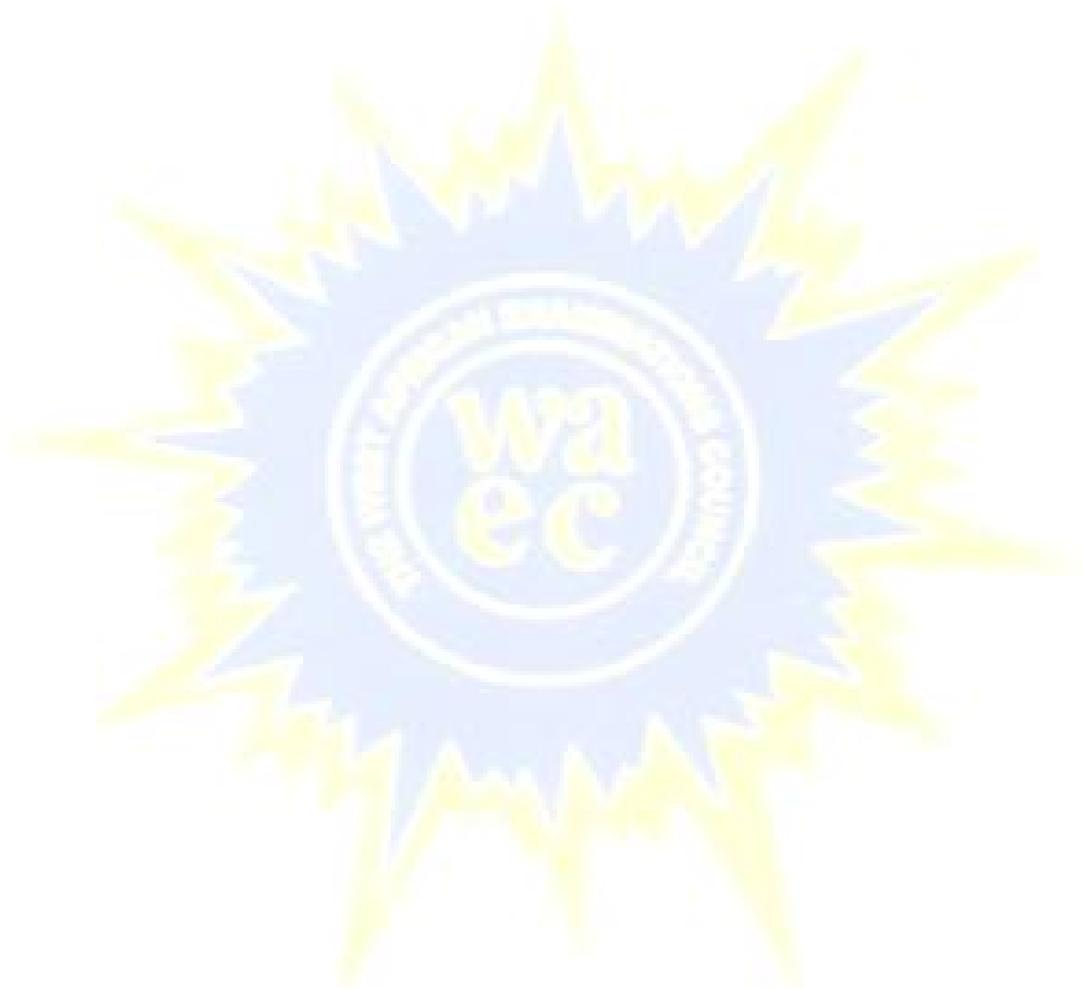
Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.

- (i) **Adverbial clause of reason**
- (ii) **Adverbial clause of manner**

(iii) Adverbial clause of time

(iv) Adverbial clause of place

Many candidates attempted this question. Some were able to discuss each of the adverbs with three appropriate examples in each case. Other candidates did not know what each of the different adverbs is. They wrote down words and sentences not related to adverbs.



DAGBANI 2

1. GENERAL COMMENTS

The standard of this year's paper in relation to candidates' performance was comparable to that of previous years. There was improvement in some candidates' performance in the Oral and Written Literature. However, a few others performed poorly.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) A good number of candidates presented their answers in legible handwriting.
- (2) Most of the candidates were comfortable in their presentation of facts and analysis of the questions.
- (3) Many candidates exhibited improvement in their spelling, sentence construction and word division.
- (4) There was very little deviation as most candidates were comfortable with the clarity and rubrics of the questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates could not identify literary devices in the given text and this posed a lot of problems to them.
- (2) The question on libation was poorly handled. Some candidates did not understand what libation generally is. They, therefore, tried to use their own concepts to define libation and woefully messed up.
- (3) A large number of candidates had difficulty in identifying the themes of questions 7 and 8 on the verse.
- (4) Some candidates also cancelled their work poorly.

4. SUGGESTED REMEDIES

- (1) Teachers are advised to devote much time to the teaching of Written Literature. The pouring of libation is a very important feature in our traditional set up and must be adequately taught for students to appreciate its significance.
- (2) Literary devices constitute a significant part of Written Literature and Literary Appreciation. This must be well taught and explained for students to understand their full meanings in a given text.
- (3) The themes of a given text forms a critical part of the message of the writer. This must be well explained to students to enable them to grasp the import the message is carrying.

5. DETAILED COMMENTS

Question 1

- (a) **What is a libation text?**
- (b) **Write a libation text of not less than ten lines on marriage in your area.**
- (c) **Mention three items used during the performance of a libation text and their significance.**

The question relates to the pouring of libation in our traditional set up. Candidates were required to define libation and write up a libation text in a customary marriage. They were also required to state three things in the performance of the marriage and show what each of them relates to.

The question was well handled by some of the candidates who were conversant with the pouring of libation. A greater number of candidates, however, failed in their

attempt to answer the question since they did not have adequate knowledge on the pouring of libation.

Question 2

- (a) State four reasons why your people give names to their newly born babies.**
- (b) Mention any four sources of names among your people.**
- (c) Give two examples of names for each of the four sources of names mentioned in (b).**

The question was in three parts. Candidates were required to state four reasons why Dagombas give names to their children. They were also required to state four different names and give one example in each case.

The question was popular with most students. Almost all those who attempted it were able to satisfy the full requirements of the question.

Question 3

Candidates were asked to state the structure of a novel (Dima`a).

The question was well understood and answered well by candidates who read the novel. However, there were a few who did not understand what the structure of the novel was. They either did not read the story or they just failed in their attempt to answer the question.

Question 4

Candidates were requested to provide answers to a statement made by one of the personalities in the story i.e.

- (a) Who made the statement?**

- (b) **What happened before the statement was made?**
- (c) **What happened after the statement was made?**

Some candidates who took pains to read the story had no difficulty in answering the questions and gave a good account of themselves.

Question 5

Questions 5 and 6 were based on the story of “Ti Yidana Yaa Kpe Yinyari”.

Candidates were required to write short notes on three personalities in the story namely:

- (a) **Lejoka Brown**
- (b) **Liza**
- (c) **Sikira**

The question was poorly answered as a result of the inability of candidates to take pains to read the story.

However, a few of them who attempted the question did well in their presentation, an indication that they did their homework well.

Question 6

Question 6 was based on a statement made by one of the characters in the story i.e.

- (a) **Who made the statement?**
- (b) **Who was the statement attributed to?**
- (c) **What happened before he made the statement?**
- (d) **What was the result (effect) of the statement?**

The performance of candidates was similar to those in question 5. Very few candidates performed well. Many of them failed because they did not take pains to read the story.

Question 7

Questions 7 and 8 were based on the verse “Duniati‘gb4’”. The questions were taken from the topic on “Goli” (moon).

Candidates were asked to state the theme and two literary devices from the story and show how the writer used them to enrich his writing. Candidates were also required to show the state of mind of the writer and point out what lessons they had learnt from the story.

The question was not well handled. Candidates had difficulty in stating the theme as well as the two literary devices. Some others were unable to state the state of mind of the writer, an indication that very little homework was done.

Question 8

Question 8 was based on a similar pattern as question 7. Candidates were required to answer four questions based on “Sa‘mariwuni”.

They were asked to identify the theme, state two literary devices, show the state of mind of the writer and briefly write out the structure of the verse.

As usual the performance was poor. Only a handful of candidates performed well. The performance of the majority of them was abysmal.

There is the need for students to take their lessons seriously. It is the only way they can improve on their performance in future examinations.

DAGAARE 1

1. GENERAL COMMENTS

This year's paper compared favourably with that of the previous years. All the questions were within the scope of the syllabus.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates' best performance was in the area of essay writing.

- (1) The organisation of essays e.g. introduction, paragraphing of the subject matter and conclusion were rightly done by most of the candidates who attempted them.
- (2) Almost half of the students who attempted drawing and labelling the vowel chart also did well.
- (3) One other area that needs recommendation was the translation which most of the candidates disposed off well.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates still did not know when to use upper case and lower case letters. This is because lower case letters were found at the beginning of sentences and paragraphs.
- (2) Spelling still remained a challenge at the SHS level especially in vowel harmony.
- (3) Understanding of some questions was also a problem to some candidates as they deviated from what was required in the paper.
- (4) A good number of candidates also had problems with the description of the vowels.

4. **SUGGESTED REMEDIES**

At this level students could be guided through some of their spelling difficulties, for example, through dictations to check on the vowel harmony. More essays should be written by students to check on paragraphing and when not to use the lower case and upper case letters. Students could be taken through the description of vowels from time to time so they become conversant with it.

5. **DETAILED COMMENTS**

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

The demands of this topic included the introduction i.e. requesting the editor to kindly publish candidate's views on the topic, the mode of operations, causes and effects and then finally, the conclusion.

This particular question was the toast of many candidates. As such those who answered it went all out to exhibit most of the features and contents expected of them. In short, the performance was very good.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

The candidate in the introduction was expected to take a stance on the statement. The body of the essay required that the candidate who agreed, should argue out his/her case on how the media has done more harm than good to the public. On the other hand, the candidate who disagreed could point out that, the media has rather done better for the public than the harm it causes. The candidates who attempted this question were not many and almost all of them disagreed that the Media has done more harm than good to the public.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

To answer this question satisfactorily, candidates needed to state the background causes of the gross indiscipline of the youth before going ahead to discuss the solutions.

The few candidates who answered this question did exactly what was expected of them.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

The question demanded that, the candidate should write/narrate any story of his/her choice which would end with the above.

The candidate was to give a suitable introductory remark, which was satisfactorily done. Different and very interesting stories were told by most of the candidates who attempted the question. This was one of the well answered questions as candidates displayed very good presentations which usually ended with the topic.

Question 5 - Translation

This was a compulsory question and was also well answered by most of the candidates. However, some of the candidates could not simply guess the meaning of some words/expressions as depicted in the source language. The passage contained fifteen (15) ideas and the majority of the candidates scored more than $\frac{3}{4}$ of the points.

Question 6 - Comprehension

This was also a compulsory question and most of the candidates performed well. Again, there were some of them who did not understand some parts of the passage.

Question 7

- (a) **Draw the vowel chart of your language.**
- (b) **Choose two front vowels and two back vowels and describe them.**
- (c) **Show the distribution of each of the selected vowels in words.**

This was the most answered question in this section. Most of the candidates were able to draw the chart and place the vowels on it. The distribution of the vowels in words was also well done by many of them. The major problem here was the description of the vowels, which some candidates could not do.

Question 8

- (a) **What is tone?**
- (b) **With three examples each, discuss the function of tone in your language.**

The candidate was expected to define tone. This was somehow well done by the few candidates who attempted it. However, candidates had problems with how to discuss the examples and the functions of tone.

Question 9

- (a) **What is a sentence?**
- (b) **Discuss three functions of a simple sentence in your language.**
- (c) **Give three examples to illustrate each function.**

This particular question was not well answered. The few candidates who attempted it only gave the definition but the subsequent questions were not answered. Under (b), they were expected to give three functions of simple sentence, but this was misunderstood. Candidates were also expected to give three examples to illustrate each function. This part was also well presented.

Question 10

- (a) **Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.**
 - (v) **Adverbial clause of reason**
 - (vi) **Adverbial clause of manner**
 - (vii) **Adverbial clause of time**
 - (viii) **Adverbial clause of place**

This was the most answered question in this section. Candidates were expected to define each adverbial clause before giving the three examples. Just a hand full of candidates were able to give the definitions for the various adverbial clauses together with the examples. The majority of them only gave examples without the definitions.

DAGAARE 2

1. GENERAL COMMENTS

The standard of this year's paper compared favourably with that of previous years as it kept strictly to the tenets of the current syllabus of paper two.

There was a marked improvement in the performance of the candidates. The questions tested the expected level of attainment of candidates and those who actually did serious studies lived up to expectation. On the whole, there was better understanding of the rubrics of the questions as compared to last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The following strengths were noted in candidates' work:

- (1) many candidates proved to be conversant with knowledge of texts on topics in Oral Literature and Customs and Institutions;
- (2) many candidates were able to say what a libation text is, write a libation text on traditional marriage of their people and state three items used during the performance of a libation text, and their significance;
- (3) some candidates were able to state the four clear reasons for naming a child, give the four examples of sources of names of their area, and give two examples of names for each source of names already given;
- (4) about half of the candidates could identify the characters and discuss the story "D4manaa'mene" under the setting, suspense, climax and conclusion. All those candidates who attempted the context question on the story "D4manaa'mene" gave answers that the question required;
- (5) a good number of candidates answered the context question on the play, and did due diligence to it;
- (6) a group of candidates understood the questions on the poetry appreciation and gave the required answers concerning the theme, literary devices, mood and morals of the two unseen poems.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some of the candidates misunderstood the rubrics as regards the total number of questions to be answered and the number of questions to be answered in each section. Consequently, they answered all the eight questions.
- (2) A good number of candidates could not tell the difference between sources of names and aspects of nouns and ended up giving aspects of and examples of nouns as answers to questions 2(b) and 2(c) respectively.
- (3) In most cases, some candidates could not identify the characters and events in the suggested books on prose and drama.
- (4) The questions on the poems in questions 7 and 8 were poorly attempted. Candidates showed gross ignorance of theme, stylistic devices, the lesson, mood and suggestive social relationship of the poet at the time of writing the poems as demanded by the questions.

4. SUGGESTED REMEDIES

- (1) It would be very much appreciated if teachers take prospective candidates through the WAEC examination regulations on answering questions earlier before they write the examinations. Observation of the rubrics should be stressed.
- (2) Topics in Oral Literature/Customs and Institutions should be effectively taught. Similar terms should be clarified. Series of exercises should be given and attended to. Assignments on collection of data from traditional leaders and elders would help.
- (3) Course books on prose, drama and poetry should be taught seriously laying emphasis on the theme, moral, characterization, mood, stylistic devices, plan, setting, suspense, flashback, climax and anti-climax.

5. DETAILED COMMENTS

Question 1

- (a) **What is a libation text?**
- (b) **Write a libation text of not less than ten lines on marriage in your area.**
- (c) **Mention three items used during the performance of a libation text and their significance.**

About half of the candidates who attempted this question were able to say what a libation text is, write a good libation text in verse on marriage and mention three items used during the performance of a libation text and give their significance.

The other half of the candidates answered the question poorly. They could not define a libation text. While some wrote out only the libation text, others wrote on the importance of a libation text; yet others discussed the importance of marriage instead. Some candidates just copied the questions from the question paper as answers.

Question 2

- (a) **State four reasons why your people give names to their newly born babies.**
- (b) **Mention any four sources of names among your people.**

- (c) **Give two examples of names for each of the four sources of names mentioned in (b).**

A good number of candidates who attempted this question gave appropriate reasons such as welcoming the child into the family, realizing the child as a human being, showing legitimacy, twins, determining place of birth, determining /depicting the occasion during the birth of the child, etc. They were able to give four sources of names, i.e. clan names, fetish names, proverbial names, names depicting place of birth, twins names, etc. They were also able to give two examples of names for each of the four sources of names they mentioned in 2(b).

A few candidates who attempted this question were not able to give the four reasons for naming a newly born baby but rather gave four aspects of a noun i.e. proper noun, common noun, abstract noun, mass noun, etc. as the four sources of names. They also went further to give two examples each of the four aspects of nouns they mentioned in 2(b). As a result they scored low marks.

Question 3

Discuss the story “D4manaa‘mene”

This was a straightforward question requiring an account and discussion of the story “D4manaa‘mene”. Some of the candidates who answered this question discussed the story under the setting, suspense, climax and conclusion as required.

Other candidates, in an attempt to answer this question, presented an incoherent discussion of the story misrepresenting roles of characters and places of events and consequently scoring very low marks.

Question 4

This was a context question which demanded that the candidate read a quoted text from the book “D4manaa‘mene” and answer the following questions on it.

- (a) **Who said this?**
(b) **What made the speaker to say this?**

(c) Discuss the causes of this saying in the story “D4manaa‘mene”.

Almost all the candidates answered this question and were able to state the correct character, the reason and the results of the utterance in the story, thus scoring high marks.

A small number of candidates discussed the effects not as portrayed in the story but as seen in life in general. They got low marks.

Question 5

Write short notes on the following characters:

- (a) A`kaabale**
- (b) T4lagma**
- (c) Bay44**

It was a question on characterization which demanded a personal response from the candidates. They were supposed to write short notes on the above characters in the course book on drama “Namalene1”.

This question was poorly patronized, as regards performance, by only a few candidates. While some candidates misrepresented the roles of the characters in the play, others rather applied their roles to everyday life without reference to the play.

Question 6

This was a question which demanded that the candidate read a quoted text from the book “Namalene1” and answer the following questions on it.

- (a) Who said this?**
- (b) Who is being addressed?**
- (c) What made the speaker to say these words?**
- (d) Discuss the effects of this saying in the play.**

This context question was answered by almost all the candidates. Candidates proved their familiarity with the quoted text in their responses to the questions and performed well.

Question 7 - “B4gmaale”

- (a) **State the theme of the poem “B4gmaale”.**
- (b) **State two literary devices used in the poem.**
- (c) **Discuss the suggestive social relationship of the author at the time of writing the poem.**
- (d) **What lesson have you learnt from the poem?**

Candidates who attempted either question 7 or 8 performed poorly. They did not only have poor knowledge of the two unseen poems but also lacked knowledge in poetry appreciation. Candidates were expected to answer questions on the theme, literary devices, lessons and the author’s mood on the two unseen poems. Apart from the theme and lessons which a few candidates guessed rightly, the other questions were poorly attempted.

Question 8 - “SazuKuuri”

- (a) **What is the theme of the poem “SazuKuuri”?**
- (b) **State two literary devices used in the poem.**
- (c)
 - (i) **What is the mood of the author?**
 - (ii) **Quote a section from the poem to support your answer.**

As already stated, candidates who attempted either question 7 or 8 performed poorly. They did not only have low knowledge of the two unseen poems but also lacked knowledge in poetry appreciation. Candidates were expected to answer questions on the theme, literary devices, lessons and the author’s mood on the two unseen poems. Apart from the theme and lessons which a few candidates guessed rightly, the other questions were poorly attempted.

DANGME 1

1. GENERAL COMMENTS

The May/June 2014 paper compared favourably with that of previous years. The paper was of standard because it tested the various aspects of the language (Dangme) studies as prescribed by the teaching and the examination syllabuses. Furthermore, the questions were rendered in a manner that suited the level and experience of the candidates. The language used in rendering the questions was clear and also within the vocabulary range of the candidates.

The majority of the candidates attempted all questions as indicated by the rubrics of the paper. Candidates' performance in this year's paper did not improve significantly over those of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A few candidates performed creditably in the paper and deserve commendation. Candidates demonstrated the following strengths:

- (1) good understanding of the questions.
- (2) systematic or orderly presentation of facts and ideas.
- (3) good paragraphing.
- (4) good use of language such as proverbs and idioms.
- (5) good command over the language (grammar).

Generally, most candidates exhibited some level of maturity in their approach to answering some of the questions. Many candidates showed that they understood the demands of the questions. Candidates' general performance in the essays, translation, comprehension and language structure were quite commendable. Most of the candidates were able to raise the relevant points for the essays and presented them appropriately in reasonable paragraphs. A good number of candidates did appropriate rendition of the translation text.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some weaknesses of most candidates were noticed and thus summarized as follows:

- (1) quite a good number of candidates exceeded the limit on the number of words given for the essay writing.
- (2) some candidates wrote local dialects instead of the standard Dangme. Some colloquial expressions and faulty pronunciations emerged in some candidates'

writings. Some of the common ones are 'lae' instead of 'hlae', 'he yi' instead of 'he ye', 'I ng1gbeyee' instead of 'I ng1gbeyeye', 'E ng1 mi yeye' instead of 'E ng1 mi yee', etc.

4. **SUGGESTED REMEDIES**

- (1) Students should be encouraged to do a lot of reading, speaking, textual analysis and writing in Dangme.
- (2) Candidates should study seriously and place equal emphasis on the study of all the aspects of the language.
- (3) Teachers should vigorously teach the syntax, phonology, morphology and semantic aspects of the language.
- (4) The conventionally accepted forms of speech and writing should be seriously taught at the schools.

5. **DETAILED COMMENTS**

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

This question demanded that the candidate should write an article for publication in any of the daily news papers discussing the causes of armed robbery and the effects of the act.

The majority of the candidates attempted this question. Those who attempted it did well on it. They were able to raise and discuss the possible causes such as peer group influence, bad home training, lack of jobs, influence from drugs, 'get rich quick attitude', etc. Some effects enumerated were destruction of life and property loss, insecurity and fear, while solutions prescribed included government should enact stiffer laws and mete out severe punishment to perpetrators, etc. Candidates also followed the format or convention for writing articles for publication.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

For this question, the candidate was being requested to discuss the merits and demerits of the media especially broadcasting.

Even though a good question, almost all the candidates did not answer it. The very few who attempted it could not actually produce the pros and cons of the statement. This notwithstanding, they cited public education and giving information as the major advantages whereas, giving wrong information and incitements were mentioned as some of the misuse of broadcasting.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

For this question, the candidate was required to discuss the causes of indiscipline and suggest ways of curbing the menace.

Quite a good number of candidates attempted this question. And indeed, those who worked on it exhibited clear understanding of the demands of the question. Issues such as poor home training, non-cooperation between parents, irresponsible parenthood, drug abuse, peer influence were cited as causes. Some solutions were: pastors and parents should insist on religious and moral behaviours/conduct, parents educating their children properly and also live by examples, etc.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

This question demanded that the candidate should create and write a story ending with the expression “The evil that men do lives after them”. This question ranked third in terms of the number of candidates that attempted it. Candidates demonstrated clear

understanding of the question and were able to create some stories of their own. However, some of the stories seemed to “force-land”, i.e. even though most of the stories were created by the candidates, the ending did not match the interesting stories. The consistent perpetuation of evil-doing which should be carried through the story by the character, in most cases was not fully developed. At any rate, candidates showed some chronology in events and also used appropriate expressions in their discourse.

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 amount of difficulty in their renditions, the majority of the candidates were able to do a faithful rendition from English into Dangme. Candidates demonstrated/exhibited skills of borrowing and lifting using the appropriate convention where it was necessary for them to do so. The general performance was quite impressive.

Question 6 - Comprehension

Candidates demonstrated good understanding of the comprehension passage. Quite a good number of the candidates who attempted this question were able to deal with both the content-based and the inferential questions. A few candidates, however, had some difficulty with the content-based as well as the inferential questions. On the whole, however, it was a good performance.

Question 7

- (a) Draw the vowel chart of your language.**
- (b) Choose two front vowels and two back vowels and describe them.**
- (c) Show the distribution of each of the selected vowels in words.**

This question requested the candidate to draw the vowel chart of Dangme. The candidate was also to pick any two front and back vowels and describe them.

The last part of the question demanded that candidates showed the distribution of the vowels she/he described in Dangme words.

Quite a good number of candidates were able to draw the Dangme vowel chart showing the vowels at their appropriate points on the chart. A few candidates however, did not draw it properly. Some turned the chart upside down, while others misplaced, mixed or missed out on the vowels and their positions on the chart.

The description also posed some challenge to quite a good number of students. They could not use the three-term label in their description. In some other cases the candidate forgot some of the terms to use in the description and also mixed up the order of description.

The majority of candidates, however, did very well on the distribution. They were able to show their distribution as word initial, word middle and word final and used the appropriate Dangme words to illustrate them.

Question 8

- (a) **What is tone?**
- (b) **With three examples each, discuss the function of tone in your language.**

This question tested candidates' knowledge of tone in Dangme. The candidate was to describe/define what tone is in Dangme and discuss two functions of tone and give relevant examples to support.

This question posed the greatest challenge to most candidates. A few of the candidates who attempted this question were able to give some definition of tone in Dangme. Some were also able to state the functions and provide the needed examples. However, most candidates forgot the definition and so stated just some part of it. In some other cases some could not state the functions –grammatical and lexical – of tone. Those who did however, obtained quite good scores.

Question 9

- (a) **What is a sentence?**
- (b) **Discuss three functions of a simple sentence in your language.**
- (c) **Give three examples to illustrate each function.**

The question demanded that the candidate should explain or give the definition of a sentence.

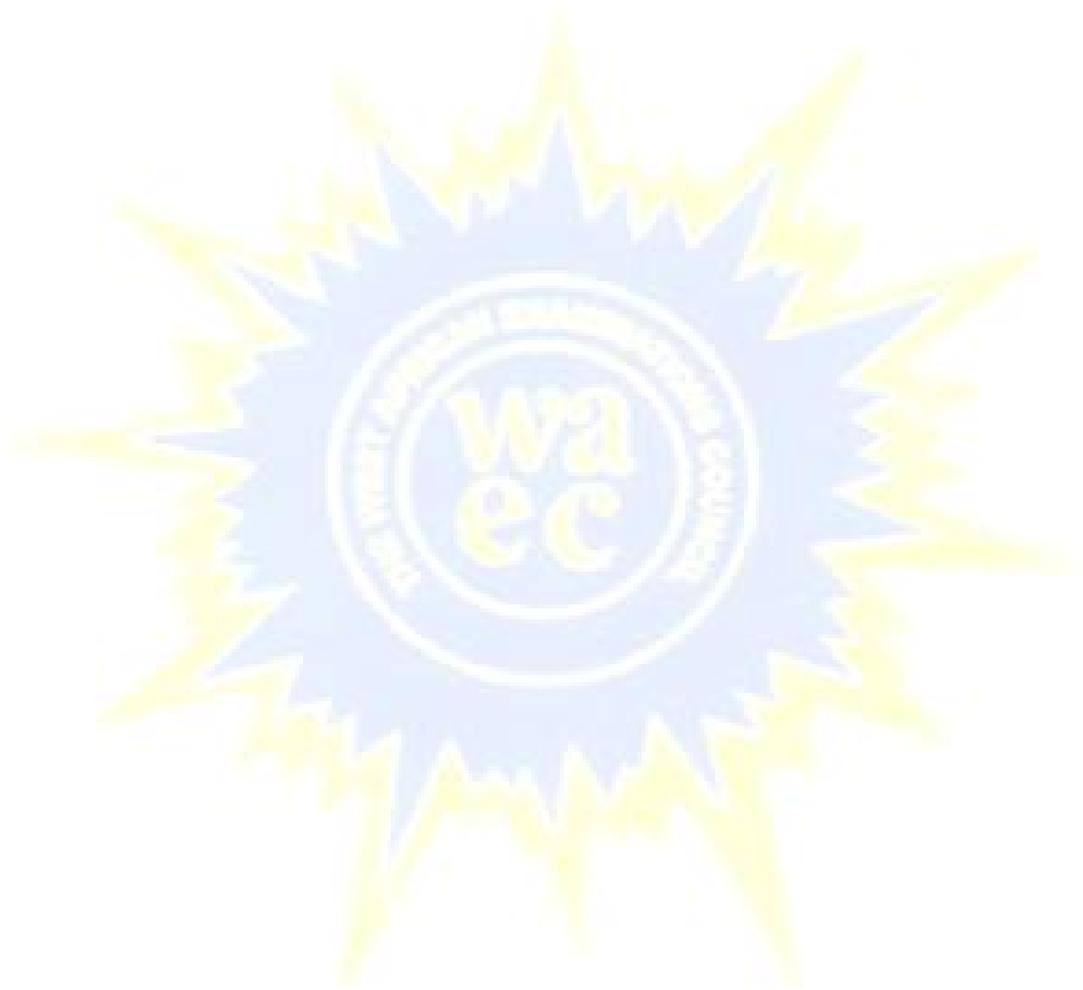
Quite a good number of candidates attempted this question and didwell on it. Those who did well were able to provide the definition and stated with examples the three functions of a simple sentence – used as command, for interrogation, exclamation and statements. Those who could not perform very well on this question failed to give a good definition and in some cases could not even give the functions with the relevant examples. Candidates who demonstrated understanding of this question had appreciable scores.

Question 10

- (a) **Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.**
- (ix) **Adverbial clause of reason**
 - (x) **Adverbial clause of manner**
 - (xi) **Adverbial clause of time**
 - (xii) **Adverbial clause of place**

This question tested candidates' knowledge of the adverb clause/adverbial clause in Dangme. The question demanded that the candidate stated what the given clauses (adverb) show and give three examples for each.

Quite a good number of candidates answered this question and some scored very good marks for it. The majority of the candidates who attempted this question apparently did not show what the phrases stand for e.g. reason, manner, time and place. Candidates were, however, able to give the relevant examples in the desired sentences. On the whole, however, most candidates who attempted this question performed very well.



DANGME 2

1. GENERAL COMMENTS

The standard of the paper, generally compared favourably with that of previous years. Candidates' performance, however, revealed apathetic attitude towards the study of the subject on the part of both teachers and students. From most of the responses it can be said that candidates assumed that because the subject is their first language, they could be complacent. They, therefore, sacrificed their time for the study of the subject for the study of other subjects they considered more important.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Commendable features: Most of the candidates who answered question 2 responded quite impressively. Few of the candidates who answered question 1 did very well.

Candidates' responses on Written Literature – Prose and Drama revealed that few of the teachers had, themselves, studied the set books very well. Candidates who had the privilege of enjoying tuition from such teachers did well.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates who did not take the study of the subject seriously suffered the agony of lack of mastery. It was observed that candidates who performed poorly depended on peer discussions without serious and purposeful study of the set books, resulting in haphazard and jumbled material reproduction.

4. SUGGESTED REMEDIES

- (1) Teachers should advise student to study Dangme as a subject, not just a language. Candidates should attach the same seriousness to its study as they do for any other subject.
- (2) Candidates should be made to read the set texts and do a lot of exercises on them. These exercises should be corrected and discussed with students as part of the teaching process.

5. DETAILED COMMENTS

Question 1

- (a) **What is a libation text?**
- (b) **Write a libation text of not less than ten lines on marriage in your area.**
- (c) **Mention three items used during the performance of a libation text and their significance.**

With the definition of libation, most of the candidates who attempted this question did well. However, a few of the candidates fumbled woefully.

For the libation text, most candidates wrote the text aptly in verse form but a few wrote it in prose and this led to loss of marks.

Question 2

- (a) **State four reasons why your people give names to their newly born babies.**
- (b) **Mention any four sources of names among your people.**
- (c) **Give two examples of names for each of the four sources of names mentioned in (b).**

This was commendably well answered by majority of candidates.

Question 3 - Plot of Set Book for Prose

Candidates were required to give the structural outline of the story, that is, the events which make up the story.

This was a written literature exercise and responses from most of the candidates indicated haphazard study of the book. This led to poor performance in most cases.

Question 4 - Context Question

This was a context question. The question had three subquestions.

- (a) **Who made the statement?**
- (b) **Who was the addressee?**
- (c) **What was the result of the statement?**

This question was on character study and it was poorly answered by candidates who attempted it. It may be due to the fact that the candidates did not study the book or characters painstakingly.

Question 5 - Character Sketch

The question involved short notes on three characters:

It was a question on characterization which demanded a personal response from the candidates. They were supposed to write short notes on some characters provided from the set book on drama.

Candidates who attempted this question did commendably well.

Question 6 - Context Question

This was a context question which demanded that the candidate read a quoted text from the set book and answer the following questions on it.

- (a) **Who said this?**
- (b) **Who is being addressed?**
- (c) **What made the speaker to say these words?**
- (d) **Discuss the effects of this saying in the play.**

This was quite competently handled by candidates who attempted it.

Question 7 - Poetry

This question was on poetry and the subquestions were:

- (a) **What was the theme of the poem?**
- (b) **State two literary devices from the poem and state how each of them was used in the poem**
- (c) **State the mood of the poet, and**
- (d) **What lesson is drawn from the text?**

Most of the candidates were able to state the theme of the poem and were also able to identify the figures of speech. Identifying the mood of the poet, was, however, a problem for them.

Question 8

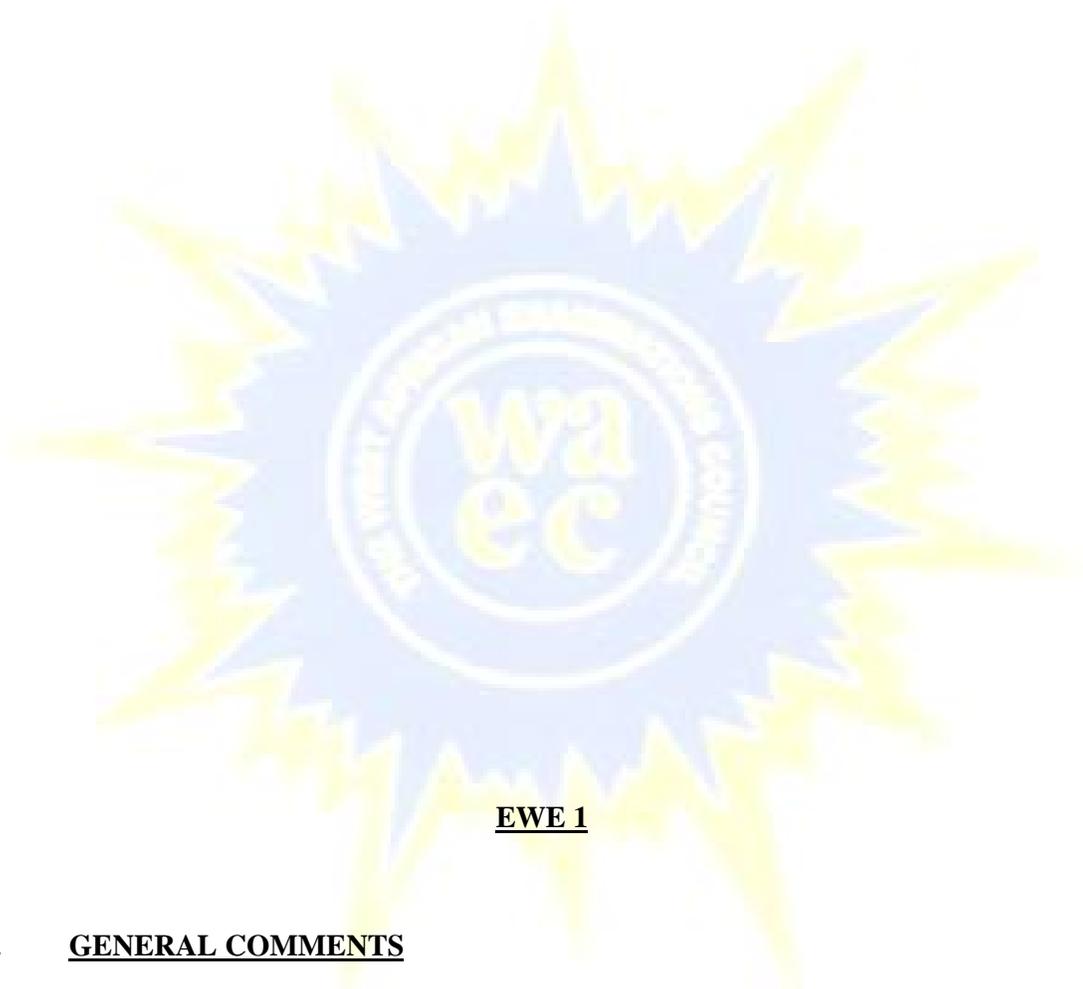
This was also on poetry and it comprised four (4) subquestions:

- (a) **What is the main theme of the poem?**
- (b) **Give two examples of the literary devices that the poet employed.**
- (c) **What is the mood of the poet? Quote examples from the poem to support your answer, and**
- (d) **State three main structures of the poem.**

Statement of theme: most candidates did well.

Figure of speech: most of the candidates did not do well here.

Mood of the poet: not many candidates had it easy here.



EWE 1

1. GENERAL COMMENTS

The paper as a whole was up to the standard of the candidates. It covered all the aspects of the language: composition, translation, comprehension and language structure.

For the composition, candidates were required to make only one choice among four topics comprising letter writing, argumentation, exposition and narration. They were expected to write not less than five hundred words on a topic. Many candidates wrote

the required length with some even writing more but a few wrote below the required length.

The translation passage was very simple but many candidates found it difficult to translate.

The comprehension passage was also very simple and very relevant to today's behaviour of the youth.

The phonology section was also within reach.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Few candidates did well in the language, especially those who made good choices. They showed good understanding of the questions. This could be seen in their answers provided in the composition writing, the translation, the comprehension and the language structure.
- (2) Their orthography, punctuation and the general writing of the language were good and their points were clearly explained. They showed much understanding of the language.
- (3) The arrangement of facts was also done very well, likewise their paragraphing.
- (4) Most of the students adhered to the rubrics especially answering only one question from each section.
- (5) Deviation in answering essay questions had reduced considerably.
- (6) Paragraphing in the essay also showed marked improvement.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Failure to:

- (1) use appropriate and acceptable terminologies in grammar and phonology;
- (2) put answers into meaningful sentences in comprehension. Lifting should be discouraged;
- (3) use accepted equivalents of the Ewe language in the translation;
- (4) use appropriate registers in the essays;

- (5) hit the word limit in the essays;
- (6) to present only what the question required and rather resort to beating about the bush.

4. SUGGESTED REMEDIES

- (1) Students should read Ewe books in order to be conversant with expressions.
- (2) Students should learn the accepted terminologies and definitions of the various concepts.
- (3) The subject should be given more importance and studied as such.
- (4) Candidates who are not native speakers of the language but want to write it should start from the beginners' stage, whereby, they have the opportunity to learn the letters of the alphabet before proceeding to the formation of words and sentence methods.

5. DETAILED COMMENTS

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

To some extent, some of the candidates who attempted this question did well. They gave the causes, effects and the prevention of armed robbery in the country. However, some of them totally deviated. Some treated the question as a general question or just an ordinary essay. Instead of writing a letter, they treated it as a continuous writing, that is, there was no address, no salutation, no heading/title and so on. All features of letter writing were neglected.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

Here, candidates were asked to take a stance on the statement: “The media has done more harm than good to the public”.

Most candidates who attempted this question did well by giving detailed instances of the negative sides of the media. They tried and explained their views on that side. A few of them who talked about the positive side also did their best by enumerating tangible points to support their view. It was an average performance.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

The question asked candidates to discuss the causes and suggest solutions to the gross indiscipline of the youth. This was the question many candidates tackled and some of them did well by enumerating various causes with their suggested solutions. It was tackled well. Candidates gave reasonable points on the causes by blaming the parents mostly, and also modernity while others cited peer pressure.

A few candidates also had their shortfalls. Some of them just copied the comprehension passage as their points.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

This was also another difficult question for some candidates. The question stated that, candidates should write a story which ends: ‘the evil that men do lives after them’. Some of those who attempted the question did it haphazardly, that is, without providing any suitable introductory remarks. They just jumped into the story. They

did not create any episode for the narration. The story was not well developed. In some of them, no climax was reached and the ending of the story did not quote the suggested statement. However, very few of them tried and justified the story by providing the appropriate statement to end the story.

Question 5 - Translation

The translation passage was quite simple and very relevant to situations on the ground. Some of the candidates found it very difficult to translate to bring out the expected meaning. They could not explain some of the expressions in their own words.

Question 6 - Comprehension

The comprehension passage was not only very simple but also very interesting. Some of the candidates answered the questions very well but others just provided some skeletal answers. Some candidates also tried to copy the whole paragraph especially where the answers could be located. They found it difficult to give exact answers. Some of them also copied the passage in bits.

Candidates should be taught to answer comprehension questions in full sentences, except where one-word answers are specified.

Question 7

- (a) **Draw the vowel chart of your language.**
- (b) **Choose two front vowels and two back vowels and describe them.**
- (c) **Show the distribution of each of the selected vowels in word.**

This question was also very simple even though technical. The question demanded candidates to

- (a) draw a vowel chart and insert the vowels;
- (b) select two front vowels and two back vowels and describe them and

- (c) discuss or show the functions of the selected vowels in word structure.

Here, many candidates did not do well at all, even though, the majority selected this question. The vowel chart was not well drawn, the labelling was not well done and also the description was badly done. The word position was also mixed up.

Question 8

- (a) **What is tone?**
- (b) **With three examples each, discuss the function of tone in your language.**

Question 8 was in two parts: (a) and (b). Part (a) asked for the definition of tone and (b) asked about the functions of tone, with examples. Here, only a few candidates did not perform well.

Question 9

- (a) **What is a sentence?**
- (b) **Discuss three functions of a simple sentence in your language.**
- (c) **Give three examples to illustrate each function.**

This question had three parts:

- (a) – the definition of a sentence;
- (b) three functions of a simple sentence and
- (c) examples of the three functions mentioned.

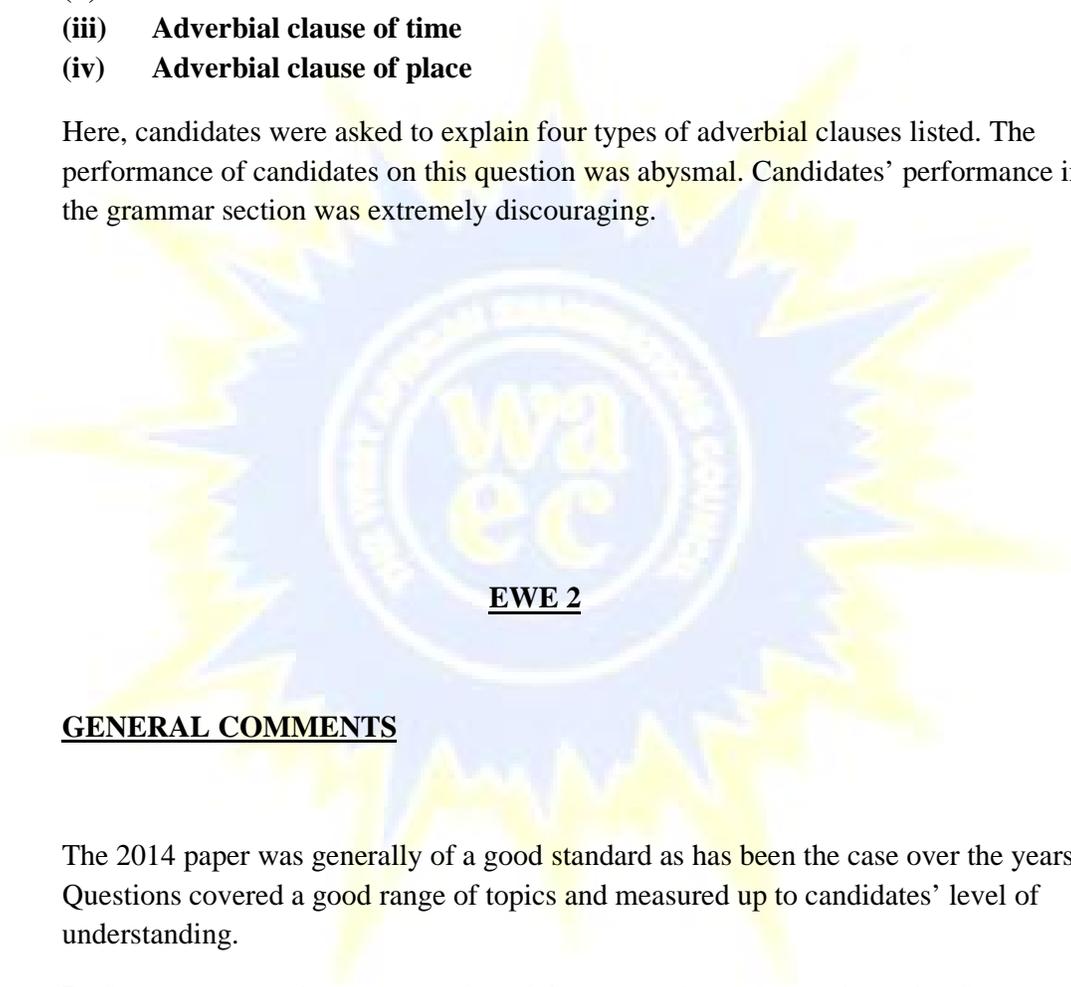
Here, candidates did not perform well at all. No accurate definition of a sentence was given, and the functions were not correct. It showed that candidates did not understand what is meant by functions of simple sentences. They wrote different things altogether. This is the section where candidates' performance was worst.

Question 10

Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.

- (i) Adverbial clause of reason**
- (ii) Adverbial clause of manner**
- (iii) Adverbial clause of time**
- (iv) Adverbial clause of place**

Here, candidates were asked to explain four types of adverbial clauses listed. The performance of candidates on this question was abysmal. Candidates' performance in the grammar section was extremely discouraging.



EWE 2

1. GENERAL COMMENTS

The 2014 paper was generally of a good standard as has been the case over the years. Questions covered a good range of topics and measured up to candidates' level of understanding.

Performance wise, the majority of candidates scored average marks with a few crossing the pass mark. Quite a sizeable number also performed abysmally. Candidates' general performance appeared to have fallen slightly below expectation if compared with last year's.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) In the area of Customs and Institutions, candidates did quite well. Characterization and poetry appreciation under the written literature section also received a good attention.
- (2) Aspects of some context questions were also handled adequately especially as candidates could easily attribute quotes from the text to their originators/speakers on the one hand, and state correctly who the listeners are, on the other.
- (3) In the same vain, candidates could easily state the themes of poems and to some extent, the moral lessons of poems. A few others made a good effort at analyzing the structural content of a poem as the question demanded.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Inability on the part of some candidates to understand the rubrics of questions in order to tackle them head-on was the bane of candidates' orderly presentation and development of ideas.
- (2) Composing a libation text, for example, was misread by candidates as describing what goes on in a libation activity, a complete deviation from the demands of the question.
- (3) Poor language use (e.g. lack of control over the orthography of the language) marred the beauty of the answers provided by even the few candidates who understood the questions.

4. SUGGESTED REMEDIES

- (1) Classroom teachers must devote time to students, not only on giving them the content but also taking them through how the content can be organized into a good package under examination conditions. This means teaching them the fine details of the demands of questions and how to tackle them.
- (2) **The updated orthography of Ewe**, a handout published by the Bureau of Ghana Languages, should be procured by schools for use by these language students.

5. DETAILED COMMENTS

Question 1

- (a) **What is a libation text?**
- (b) **Write a libation text of not less than ten lines on marriage in your area.**
- (c) **Mention three items used during the performance of a libation text and their significance.**

This question was unpopular. Its main demands were for students to:

- (a) define libation,
- (b) write down a libation text of not more than ten (10) lines for/at a marriage ceremony, and (c) state three activities the performer of a libation does with their significance respectively.

Strengths: Remembering to state the purpose of the libation after the invocation (i.e. of marriage), and interspersing the text with statements denoting the call for children in the marriage (i.e. blessings for the couple). E.g. Af4 vinebaka af4 g7; woadzigleadzi lo', etc. (to wit; small legs to mingle with big legs; 'the couple to produce pythons and crocodiles', etc.) as candidates did were commendable.

The individual acts of the libation performer and how significant they are were rightly stated by the few who answered this question.

Weaknesses: Candidates could not define the term 'libation' as expected. The core issue of libation being a prayer to God the Omnipotent channeled through the ancestors and lesser gods was missing in answers. Many of them thought such a prayer was offered to the ancestors and smaller gods and voodooos only, which is unacceptable.

Question 2

- (a) **State four reasons why your people give names to their newly born babies.**
- (b) **Mention any four sources of names among your people.**
- (c) **Give two examples of names for each of the four sources of names mentioned in (b).**

Many were those who answered this question. The question asked for:

- (a) four reasons why a child is named
- (b) four (4) classes or types of names given/taken and
- (c) two examples each of the types mentioned.

Strengths: The majority of the candidates showed their mastery of the knowledge of reasons why names are given, ranging from stating the circumstances of birth, birth days to casting insinuation, identification, etc. Perfect examples were also offered to suit the categories/types/kinds of names given.

Weaknesses: A few misunderstood question 2(b) and (c).

They tried explaining the meanings of the names they selected, as for example “Awume – Ne wodziamewòlevidzigolo me”. (To wit: Awume - when a person is born with the placenta, he is called ...)

Question 3 - Plot of Set Book for Prose

Question 3 was very popular with candidates. It asked candidates to discuss the plot of the novel, **Ku Le X4me** by Akafia S. Y.

Strength: Little could be said about students showing any significant effort at addressing the question. However, facts dotted here and there from the re-narration attempts at the story showed that candidates did read the story.

Weaknesses: Candidates clearly showed that they did not know what is referred to as the plot of a story. One expected of the candidates to systematically give the gist of the major events as they unfolded and related to one another to give the story a structure. ‘Ku Le X4me’ is an investigative story beginning with the major character returning from an assignment only to be given yet another exacting one of investigating some mystery deaths and locating the culprits. Reference to the opening

such as this one was missing in candidates' answers. The major events, conflicts, climax and denouement/resolution were not created well as required by the question. Classroom teachers appear to lose sight of these issues about 'plot' in their contact periods with students.

Question 4 - **Context Question**

This was a context question. It demanded of candidates to:

- (a) state who made a given statements
- (b) when the statement was made, and
- (c) state the outcome of the statement.

Strengths: Almost all who attempted this question got the speaker's name right and indeed when the statement was purported to have been made.

Weaknesses: By far, nobody could tell correctly, the outcome of the statement. Candidates went too far away from the time and space of the statement to give their answers. Agbekomade this statement to Z4melo at the latter's laboratory when two specimens of mud (soil) were taken there to be examined. The speaker was reacting to an earlier issue Z4melo had raised concerning the perpetuating of crime in society sometimes organized by even Christians, which this speaker was consenting to.

Students must be encouraged to read their texts closely.

Question 5 - **Character Sketch**

This question was on characterization. Four characters from the drama, T4gbuiKpeglo II were to be discussed briefly.

Strengths: Many candidates made a good showing of their discussions on the characters viz, T4gbuiKpeglo, K4proBosu and Birdbath and scored high marks.

Weaknesses: A few who proved they were not conversant with the story mixed up the names of characters by swapping the roles of K4proBosu with Birdbath.

Question 6 - **Context Question**

This context question required of candidates to:

- (a) state who made a given statement;
- (b) to whom it was made;
- (c) why the statement was made, and
- (d) state the outcome of the statement.

Strengths: Only a few could correctly tell who the speaker was i.e. (Tr4nuag7) and therefore also got the listener's name right.

Weaknesses: Those who got question 6(c) wrong also did a bad showing for 6(d). This testified to the fact that candidates did not read the text into details.

Question 7 - Poetry

This poetry question was not very popular. The requirements included:

- (a) statement of the theme of "Atsutsr4e",
- (b) identifying two (2) poetic devices in the poem,
- (c) stating the poet's emotions and
- (d) stating the moral lesson the poem has for the candidate.

Strengths: identification of devices in the poem "Atsutsr4e" was commendable. Candidate rightly stated, 'repetition', 'loan words' and 'metaphor' as examples found in the poem.

Weaknesses: No candidate, by far, could correctly give the theme of this poem. Rather, this theme. "Dz4dz4me 5e nu2o2owo"/ Dz4dz4me 2o n45e na nu sia nu" was replaced with moral lessons by candidates (e.g. "M akpe2e ni7t4wo 'u") etc. which is unacceptable.

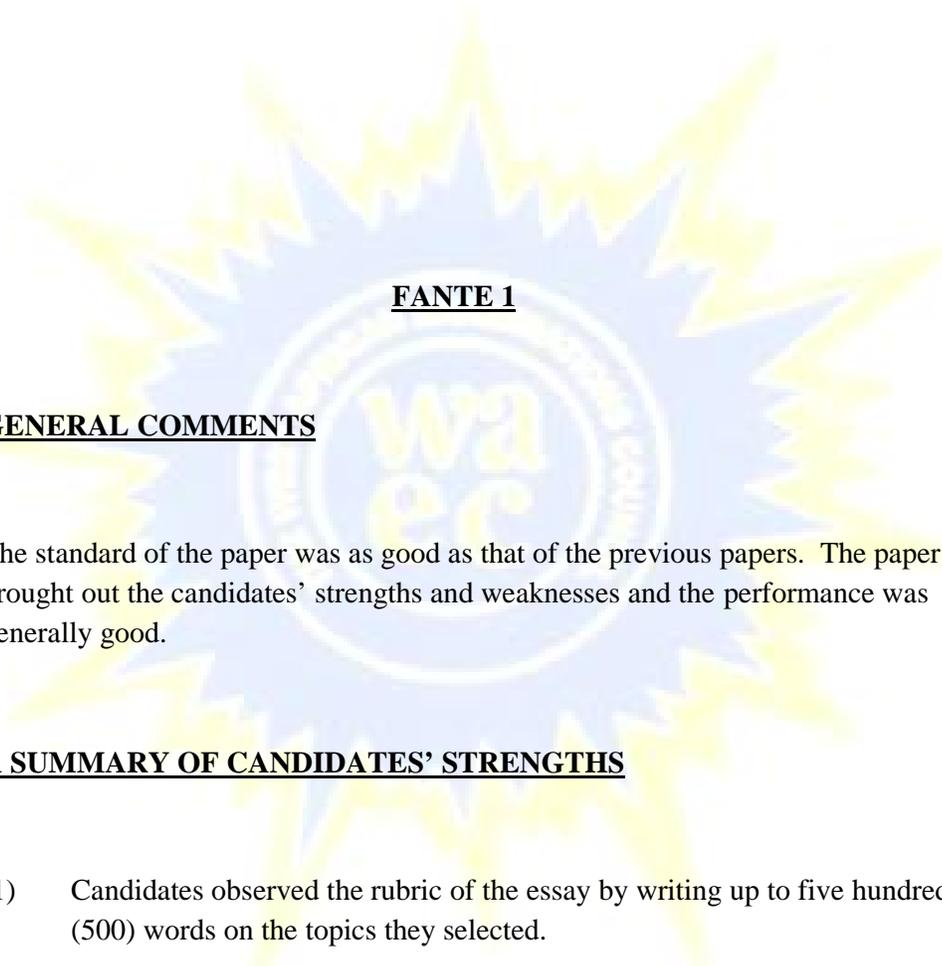
Question 8 - Poetry

This question attracted many candidates. Candidates were asked to:

- (a) state the theme in “Ame N7kp4”,
- (b) Identify two (2) poetic devices employed by the poet,
- (c) state the mood portrayed by the poet as well as support the answer with a line from the poem, and
- (d) discuss the structure of the poem in three (3) ways.

Strengths: Candidates were perfect in choices of the themes. They could easily fish out the devices and correctly gave examples from the poem. They did well stating the mood of the poet – pain, sorrow, anger, etc. Most of them also did a fair analysis of the structure, commenting on the stanza size, lines, literary devices employed, etc.

Weaknesses: Though this question was handled well, a few lapses were found in the supporting lines chosen to press home the mood of the poet. Many rather repeated a whole stanza and some going as far as repeating the entire poem. The structural description also came up with some hiccoughs as candidates only listed names of devices without corresponding examples. To say the poet uses repetition, onomatopoeia, simile without any example to support them from the poem is not good enough.



FANTE 1

1. GENERAL COMMENTS

The standard of the paper was as good as that of the previous papers. The paper brought out the candidates' strengths and weaknesses and the performance was generally good.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates observed the rubric of the essay by writing up to five hundred (500) words on the topics they selected.
- (2) The letter to a newspaper on the causes and effects of armed robbery was well written.
- (3) The argumentative essay was also well written by candidates who selected it. The positive and negative effects were clearly stated by candidates.
- (4) The passage for translation was well done. Candidates understood the passage and translated it accordingly. The fifteen ideas in the passage were clearly stated.

- (5) The comprehension passage was good, clear and explanatory. Candidates answered the questions as required.

3. A SUMMARY CANDIDATES' WEAKNESSES

Candidates' weaknesses were seen in the following areas:

- (1) Some candidates started sentences with small letters.
- (2) Others wrote long sentences without breaking them into paragraphs.
- (3) Punctuation also posed a problem for some candidates.
- (4) Some candidates had spelling problems. The following words must be observed:

- mpanyimfo (elder) and not 'mpanyinfo'
- seseiara(now) and not 'seeseiara'
- so (also) and not 'nso'
- nyina (all) and not 'nyinaa'
- Words that do not have Fante equivalent can be transliterated.

4. SUGGESTED REMEDIES

Candidates must be introduced to the rules of spelling.

- 'nn' and 'mm' are markers for negation e.g. *enndzi*, *amma*.
- Progressive and future tense markers must be treated effectively.

Future: b4, be b1, bo

As in: b4k4, bedzi, b1ba, bosu.

Progressive: ro, re, ru, ri

As in: rok4, reba, rubu, ridzi

- Subject-verb agreement must be observed. Pronouns always move with verbs. E.g. *midzi*, *mob4*, *meda*, *mubu*.

5. DETAILED COMMENTS

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

Candidates were to write on the causes and effects of armed robbery.

Some causes include:

- Desire to live comfortably
- Desire to be rich quickly
- Lack of good jobs.

Some suggested effects:

- Victims are traumatized
- Victims are made poor
- Societies live in fear and panic

Mode of operations:

- Highway robbery
- Residential (house) robbery.

Candidates did not highlight the mode of operation.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

Candidates were expected to express their views on the positive and negative effects of the work of the media on the public.

Some positive effects are:

- Source of entertainment

- Source of information
- Forum for public to express their views

Some negative responses:

- Sensationalism
- Wrong reportage
- Uncontrolled speeches on radio stations
- Serial callers indoctrinating the public
- Politicization of issues

This topic was well treated and candidates expressed candid views on it.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

Candidates were to highlight the causes and effects of youth indiscipline in the country. The topic was the choice of many candidates and they produced very good responses.

Suggested causes:

- Peer influence
- Wrong interpretation of human rights and democratic practices.
- Viewing certain programmes on the television.

Suggested solutions:

- Moral talks to be given by educators, churches and mosques.
- NCCE to give more lessons on human rights.
- Intensification of guidance and counselling in schools.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

Many candidates wrote on the topic. Many of the introductions to the stories were quite good. They developed the story and the climax was well written. The ending of the story was linked to the topic.

Question 5 - Translation

Candidates were to translate a given passage into Fante. This was well done as the fifteen main ideas were coherently stated.

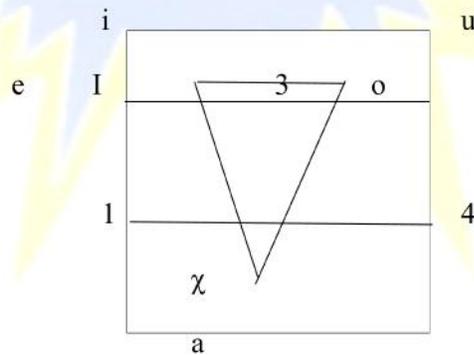
Question 6 - Comprehension

Candidates were given a passage to read and answer questions on it. The passage was clear and self-explanatory. Candidates answered the questions well. However, some candidates lifted some portions of the passage as their answers.

Question 7

- (a) Draw the vowel chart of your language.
- (b) Choose two front vowels and two back vowels and describe them.
- (c) Show the distribution of each of the selected vowels in word.

(a) The question demanded a well labelled vowel chart as illustrated below:



(b) Vowel description

Enyim	Ekyir	Finimfin
i	u	χ
ɪ	3	a

e o
1 4

- [i] Enyim; Ntowmu; Sor; T1tr1
- [I] Enyim; Ntowmu; Sor; Anot1t1r
- [e] Enyim; NtowmuKakra; Sor; T1t1r
- [1] Enyim; AnobueKokra; Anot1t1r; Famu
- [u] Ekyir; Ntowmu; Sor; Anokurkurwa
- [3] Ekyir, NtowmuKakra; Anokurkurwa; Famu
- [o] Ekyir; NtowmuKakra; Anokurkurwa; Sor
- [4] Ekyir, Mbuei, Kakra; Anokurkurwa; Famu
- [a] Finimfin; Mbuei; Anot1t1r; Famu

(c) Vowel distribution

Mfatoho:	Enyim	Finimfin	Ekyir
[i]	itur	dzidzi	si
[e]	ekutu	keteke	beberee
[I]	Iban	KyIw	twI

Question 8

- (a) **What is tone?**
- (b) **With three examples each, discuss the functions of tone in your language.**

Definition

- (a) Ndze y1 sorna famuk4 a 4w4 kasa mu.
- (b) Function

\$dzesoronkobankasafuaa h4n akyer1w y1 p1r mu.

Mfatoho:

pápá pàpà pàpá

dà dá

mén mèn

(c) \$dzesoronkoba ns1nt4w ebiena h4n akyer1w y1 p1r mu.

Mfatoho:

Kòfí ríbísá n3

Kòfí ríbísà n3

Kòfí gyìnà h4

Kòfí gyìná h4

Only a few candidates answered this question.

Question 9

- (a) **What is a sentence?**
- (b) **Discuss three functions of a simple sentence in your language.**
- (c) **Give three examples to illustrate each function.**

(a) Definition

\$y1 nkasafuaanaankasakuw a w4aka ab4 mu na 4da as1m mu koranaa no mboreeadzinanyeseese w4 mu.

- (b) (i) \$dze nhy1 ba as1m mu
- (ii) \$da as1m bi edzi
- (iii) \$dze as1mbisa bi to edzi

- (c) Mfatoho:
- (i) K4 dan no mu seseiara
\$rehy1 no ma 4ak4 dan no mu

 - (ii) Kofi ridzimpuwa
\$rekadza Kofi rey1

 - (iii) Eb4k4 fie dad1m?
Oribisano be a 4b4k4 fie?

Question 10

Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.

- (i) Adverbial clause of reason**
- (ii) Adverbial clause of manner**
- (iii) Adverbial clause of time**
- (iv) Adverbial clause of place**

Siantsir

\$kyer1 siantsir a ny1a as1mpruw tsitsir no dzi d1m dwuma no.

Mfatoho: Kodwodzidziidodow osiand1 nna 4k4m dze no.

Y1bea

\$kyer1 mbr1 biribisi k4 do.

Mfatoho: \$panyim no kasa d1 4no na 4b44 wiadze

Ber

\$kyer1 ber p4tsee a obi dzidwuma

Mfatoho: Ber a mereba no nna adze asa

Bea

\$kyer1 beebi p4tsee a as1m bi siianaabiribi k4r do.

Mfatoho:Beebi a 4ko no k4r do no naSafohen no t4ree.

FANTE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous year. The general performance of candidates over the previous years showed that there was marked improvement this year.

2. A SUMMARY OF CANDIDATES STRENGTHS

- (1) Some maturity was demonstrated in the presentation of answers on libation text and naming systems.
- (2) Some candidates' responses to the questions on characterization and context showed that the majority of the candidates had access to the text books which were prescribed for use. Some conclusions were quite relevant.
- (3) A few candidates observed punctuation rules in their writing, a practice that should be encouraged in all candidates.
- (4) The handwriting of some candidates was very good. This made their answers very easy to read and understand.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Many candidates were unable to identify the literary devices used in the poem.
- (2) Some candidates attempted the question on naming systems as though it was a question on grammar.
- (3) The work of some candidates was marred by orthographical errors.

- (4) Some of the libation texts produced by candidates were devoid of the marriage theme demanded by the question; others wrote the libation text in prose instead of in poetic form.

4. SUGGESTED REMEDIES

- (1) Poor orthography can be remedied through intensive and extensive reading and dictation.
- (2) Through effective teaching, candidates must be properly taught to be able to identify the literary devices in prose, drama and poetry.
- (3) There is the need for teachers to teach students how to write libation texts in poetic form.

5. DETAILED COMMENTS

Question 1

- (a) **What is a libation text?**
- (b) **Write a libation text of not less than ten lines on marriage in your area.**
- (c) **Mention three items used during the performance of a libation text and their significance.**

This question called for candidates' knowledge and cultural experience in the language group. It asked for the explanation of libation and the actions made by the one who performs the libation; what such actions mean and supported by a libation text with marriage ceremony as the theme.

Example of libation text:

Oh, Supreme Being, bring us fortune

Mother Earth, take a drink

Grandfather, Great father, let matters go well with us

As Kwesi Ata and Yaa Mansa agree today
To become married couple
Grant them prosperity and give them health
Let them bring forth males and females
And come to us with continued rain,
Peace, Peace, Peace

The various actions made by the performer are to show signs of respect. Some candidates wrote the libation text in a poetic form while others mistakenly wrote it in prose form. On the whole, however, the performance was good.

Question 2

- (a) State four reasons why your people give names to their newly born babies.**
- (b) Mention any four sources of names among your people.**
- (c) Give two examples of names for each of the four sources of names mentioned in (b).**

This question appeared to be the most popular one although some candidates approached it from a grammatical point of view.

The question demanded candidates to mention four reasons why children are named, give examples and finally identify three ways by which children are named.

- (i) Reasons:**
 - to know the day the child is born
 - to identify the clan to which the child belongs
 - because it is the cultural practice of the language group.
 - we name children after some elderly people so that the name of the person is preserved.
- (ii) Types:**

- (i) K4samba – e.g. Daadze-asa
- (ii) Badadzin – e.g. Kofi, Esi
- (iii) Awoontoatoado – e.g. Duku, Mansa

Question 3 - Plot of set book for Prose

This question was the least attempted one. Those who attempted it could not state the setting (i.e. time and place, the introduction, development of story, conflict, climax and resolution) which are the essential areas when commenting on the structure of the story as written by the author.

Some candidates simply gave a summary of the story without indicating the areas mentioned above.

On the whole, the performance of candidates as regards this question was very poor.

Question 4 - Context Question

This was a context question with three subquestions as follows:

- (a) **Who made the statement?**
- (b) **Who was the addressee?**
- (c) **What was the result of the statement?**

The question demanded the following answers:

- (i) The speaker:-EgyaDuku ne ba
- (ii) When Efuwa's family went to find out the cause of her barrenness.
- (iii) The outcome:- The man who was consulted failed to help. As a result, a lot of money was wasted.

Question 5 - Character Sketch

This question on characterization was well answered by the majority of the candidates who attempted it. On the whole candidates' performance was excellent.

Question 6 - Context Question

This was another context question which demanded that candidate read a quoted text from the set book and answer the following questions on it:

- (a) **Who said this?**
- (b) **Who is being addressed?**
- (c) **What made the speaker to say these words**
- (d) **Discuss the effects of this saying in the play.**

This question was attempted by many candidates and the performance was satisfactory.

Question 7 - Poetry

This question was on poetry and the subquestions were:

- (a) **What was the theme of the poem?**
- (b) **State two literary devices from the poem and state how each of them was used in the poem.**
- (c) **State the mood of the poet, and**
- (d) **What lesson is drawn from the text?**

This was a question on the poem entitled ‘NDA’ and themed ‘the importance of sleep or the comfort we derive from sleep after a hard day’s work.

Candidates, however, could not identify the literary devices used by the poet neither could they state the lesson learnt from the poem.

Question 8 - Poetry

This was also a question on the poem ‘MAFAMU’ and it comprised four subquestions:

- (a) **What is the main theme of the poem?**
- (b) **Give two examples of the literary devices that the poet employed.**

- (c) **What is the mood of the poet? Quote examples from the poem to support your answer, and**
- (d) **State three main structures of the poem.**

The theme is the significance of honesty, love, self esteem or modesty in one's life.

The devices used include:

- (i) Personification – “\$d4 bedzi me ad4ntsen”
- (ii) Idiomatic expression – “Dabaa meb1taa nokwar do”

The mood of the poet is “Happiness”

The poem is structured as follows:

- (i) six stanzas
- (ii) five lines (verses) in each stanza
- (iii) the use of rhyming scheme
- (iv) personification and idiomatic expressions were used.

On the whole candidates' responses to the questions was fairly good.

GA 1

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates' performance also compared favourably with the performance of previous years. There were no typographical errors or otherwise which could have affected candidates' performance adversely.

2. A SUMMARY OF CANDIDATES' STRENGTHS

There were isolated cases of candidates producing very legible handwriting, correct spelling of words and clear indication of word boundaries. Some candidates followed the rubrics and properly numbered their answers.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following weaknesses were observed:

- (1) Some candidates wrongly numbered their answers.
- (2) A few of them wrote answers to questions without numbers.
- (3) Some candidates still had problems with the sounds represented by the letters 'o' and '4', and 'e' and '1'. These four letters represent four different phonemes in Ga and so 'e' and '1' are not interchangeable neither are 'o' and '4'.
- (4) The vowels which represent the negative in Ga, e.g. "yeee", "baaa" and "dam444", and also the indefinite future e.g. "aaaye", "aaaba" and "aaadam4" continue to be problematic for many candidates.

- (5) Some candidates did not follow any punctuation rules whatsoever.
- (6) Answers to the questions on phonology and syntax showed that candidates' knowledge in the two areas of linguistics was weak.

4. SUGGESTED REMEDIES

The weaknesses observed could be isolated and given more emphasis. For example, minimal pairs which contain 'e' and 'l', and 'o' and '4' should be isolated and emphasized as in "be/bl", "gbe/gbl", "he/hl" and "bo/b4", "gbe/gb4", "ho/h4".

Candidates should pay more attention during Syntax and Phonology lessons.

5. DETAILED COMMENTS

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

Candidates were expected to write a letter giving the causes of armed robbery and its effects on society.

Few candidates attempted this question. Some presented it as an article rather than a letter. However, candidates gave observable causes of armed robbery and its effects on society.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

Candidates were expected to assess the work of the media and indicate whether the public have benefited or not from the work of the media. Very few candidates

attempted this question. Candidates who attempted it made no clear distinction between the print and electronic media, but were balanced in the observation that the media has done both good and bad to the public.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

Candidates were expected to give the causes of indiscipline among the youth and suggest ways by which it could be curbed. A sizeable number of candidates attempted this question. Candidates cited parents, teachers, peer pressure and society in general as sources of indiscipline among the youth. They suggested solutions based on the causes e.g. parents should spend more time with their children, and also when children go wrong appropriate measures should be taken to check them; parents should watch out for changes in children's behaviour resulting from peer pressure, etc.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

Candidates were expected to write a story which would suggest that when evil is planted, evil is the sure fruit to be harvested. Very many candidates attempted this question. In a few stories, it was not clear which evil followed the evildoer. The best essays written were on this topic.

Question 5 - Translation

Candidates were expected to translate a passage of about 250 words from English into Ga. Some candidates translated the passage according to the number of paragraphs it contained. Others wasted time breaking the passage into propositions. This was badly done and, therefore, the translation was badly done. A few candidates, especially those who translated the passage according to the paragraphs, got thirteen or more ideas out of fifteen in the Ga translation.

Question 6 - Comprehension

Candidates were expected to read a passage and answer questions on it. Some candidates showed clearly in their answers that they understood both the passage and the questions. Very few candidate got question 6(i) right. They were to identify the function of an underlined expression in Ga grammar. The underlined expression functions as the subject of an embedded clause.

Question 7

- (a) Draw the vowel chart of your language.**
- (b) Choose two front vowels and two back vowels and describe them.**
- (c) Show the distribution of each of the selected vowels in words.**

Candidates were expected to draw the Ga vowel chart, insert the vowels and describe two front vowels and two back vowels.

Very few candidates drew the chart properly and inserted the vowels. The description of the vowels was poorly done. More candidates attempted this question than the other question on phonology.

Question 8

- (a) What is tone?**
- (b) With three examples each, discuss the function of tone in your language.**

Candidates were expected to define tone and give two functions of tones in Ga. The definition was poorly done and the functions were poorly expressed in Ga.

Candidates' answers did not show clearly that tones have lexical and grammatical functions in Ga. Very few candidates attempted this question.

Question 9

- (a) What is a sentence?**
- (b) Discuss three functions of a simple sentence in your language.**
- (c) Give three examples to illustrate each function.**

Candidates were expected to define a sentence, discuss three functions of a simple sentence and give three examples for each of the three functions of the simple sentence.

Very many candidates attempted this question on syntax. However, the sentence was poorly defined, the functions of the simple sentence were not clearly stated and the examples which followed did not clearly reflect the functions.

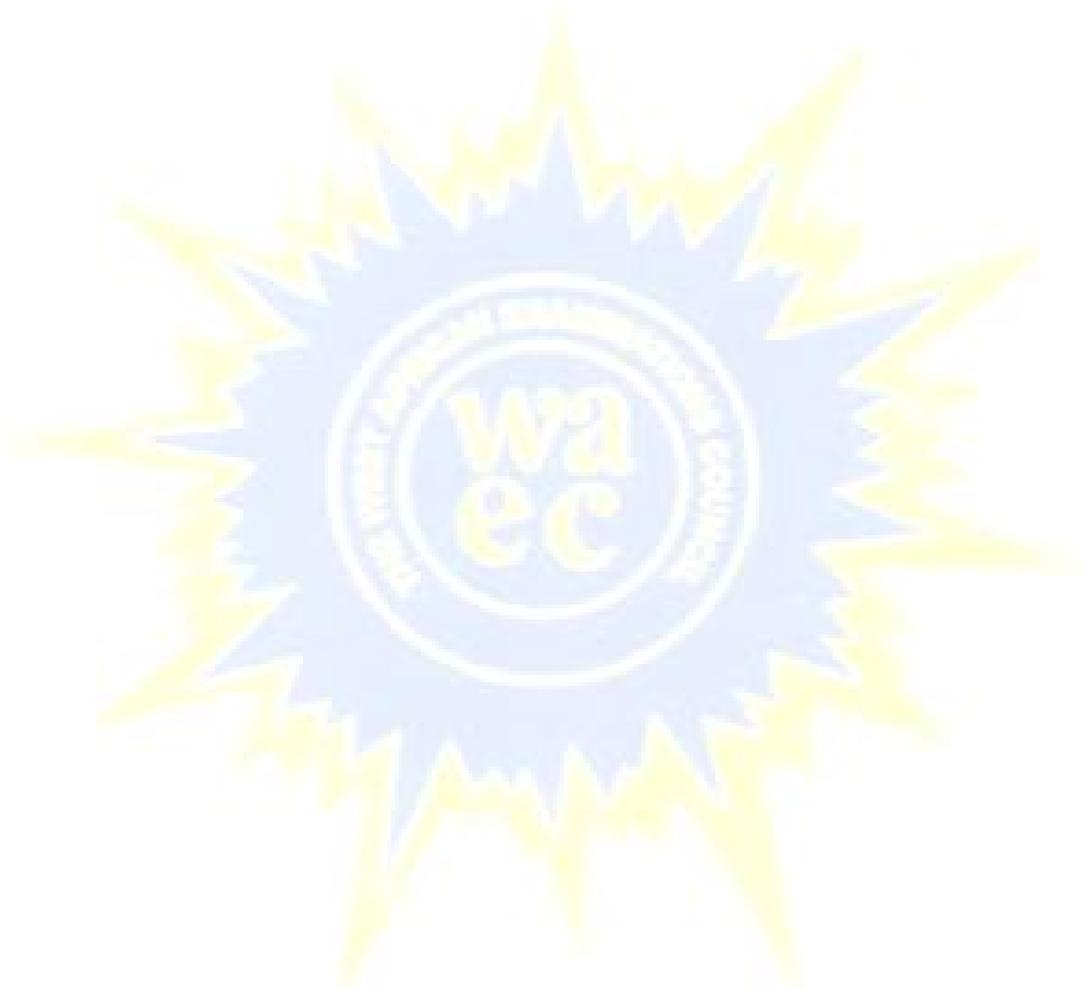
Question 10

Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.

- (i) Adverbial clause of reason**
- (ii) Adverbial clause of manner**
- (iii) Adverbial clause of time**
- (iv) Adverbial clause of place**

Candidates were expected to explain given adverbial clause types, and give three examples for each type. Very few of the candidates attempted this question. Few of the candidates who attempted it gave answers which showed that they understood the

question. They explained the why, how, when and where of clauses and gave answers which clearly reflected the different adverbial clause types.



GA 2

1. GENERAL COMMENTS

There was no disparity between this year's paper and that of previous years. The standard of the paper measured up to candidates' level of education and knowledge of the subject. On the whole, candidates' performance was encouraging; it was better than that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Many candidates seemed to have adequate knowledge of the set books and teachers should be commended for this.
- (2) Most questions were better understood and treated this year than in the last two years.
- (3) More and more candidates planned their work.
- (4) There was a marked improvement in the quality of language of a great number of the scripts of candidates.
- (5) The majority of candidates wrote legibly.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Inability of some candidates to follow the clear instructions of the rubrics. Some decided to answer more than one question from a particular section.

- (2) A few of the candidates were not able to state the theme of the verses and the mood of the poet.
- (3) Another weakness observed was illegible handwriting from some of the candidates.

4. SUGGESTED REMEDIES

- (1) Teachers should continuously remind their students of the rules and guidelines of the examination particularly as regards the rubrics. They should consistently caution students against the loss of valuable time in answering questions which should not be answered.
- (2) Students need more exposure to literary practice and study of the set books study. In addition, they should be made to write more essays on their set books as class or home assignments. These assignments should be marked and discussed.
- (3) Teachers should continuously advise students to write legibly all the time. They should let them re-write assignments if handwriting is horrible.

5. DETAILED COMMENTS

Question 1

- (a) **What is a libation text?**
- (b) **Write a libation text of not less than ten lines on marriage in your area.**
- (c) **Mention three items used during the performance of a libation text and their significance.**

A substantial number of candidates who answered this question did well by writing the libation text in verse, using poetic features and giving a vivid description of the various steps the performer took to offer the libation. For instance, bringing cloth down to chest or waist level and removing sandals, both as signs of reverence to the elders and the ancestors.

Question 2

- (a) State four reasons why your people give names to their newly born babies.**
- (b) Mention any four sources of names among your people.**
- (c) Give two examples of names for each of the four sources of names mentioned in (b).**

The majority of candidates answered this question as expected of them. They gave reasons why parents give names to their children such as:

- (i) to show his/her identity – his/her home. Family or town, etc.
- (ii) for people to know the day on which the child was born.
- (iii) to show or explain the circumstances surrounding the child's birth.
- (iv) tradition demands it.

Also, they correctly gave the various group names with relevant examples, namely

serial names – T1te, T1t1;

twins – Oko and Akwele;

day-born names – kwabla, Aba;

circumstantial names – Ahia, Aleen4, etc.

Question 3 - Plot of Set Book for Prose

Candidates were required to give the structural outline of the story, that is, the events which make up the story.

A fair number of candidates who attempted the question were able to give a good beginning/opening, develop the story steadily mentioning a conflict, talking about climax and dilating on resolution. They thus scored good marks.

However, some candidates could not answer it well. They rather focused on the major character's childhood days, especially his days at Osu Salem and the influence the life of Rev. Rokman had on him. No wonder they scored low marks.

Question 4 - **Context Question**

This was a context question and the majority of candidates who attempted it scored good marks. They were able to mention the speaker, what occasioned the remark and the outcome of the remark.

However, some candidates could give only the speaker. The occasion and the outcome or the result of such speech were lost on them. They answered those two subquestions on their own fancies.

Question 5 - **Character Sketch**

Candidates were expected to write short but concise notes on some given characters, one major and two minor characters.

Most of the candidates who answered this question handled it reasonably well; making references to and evaluating roles each and every one of them played in the story.

However, a few of them were confused about the roles played by Godson Nii Ado Adote, the character they were to write about and his father, Gordon AkweiSaka. Their performance was, therefore, affected as a result of the mistaken identity.

Question 6 - **Context Question**

This was a context question which demanded that the candidate read a quoted text from the set book and answer the following questions on it:

- (a) **Who said this?**
- (b) **Who is being addressed?**
- (c) **What made the speaker to say these words?**
- (d) **Discuss the effects of this saying in the play.**

A whole lot of the candidates who attempted this context question answered it admirably. They easily mentioned the speaker, the addressee, what occasioned the making of that statement and the consequences of the statement.

Their scores were, therefore, high. It showed that they had read the drama book thoroughly.

Question 7 - Poem

This question was on poetry and the subquestions were?

- (a) **What was the theme of the poem?**
- (b) **State two literary devices from the poem and state how each of them was used in the poem.**
- (c) **State the mood of the poet, and**
- (d) **What lesson is drawn from the text?**

Candidates were required to provide the theme of the poem, entitled 'T4r4t4t4', quote two figures of speech from it and explain how their use enhanced the poem, comment on the author's mood and write any lesson the poem teaches.

The majority of the candidates could not state the mood of the poet neither could they explain the literary devices they quoted.

Question 8 - Poem

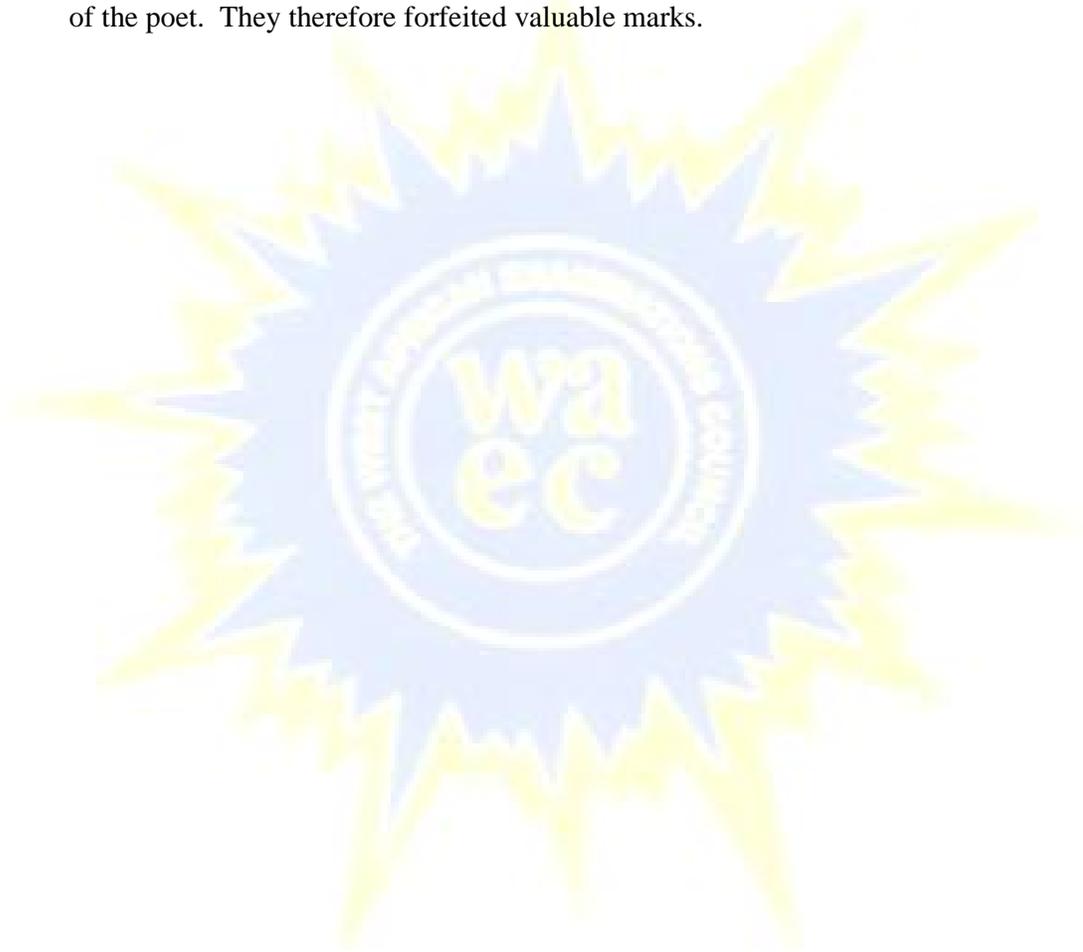
This was also on poetry and it comprised four (4) subquestions:

- (a) **What is the main theme of the poem?**
- (b) **Give two examples of the literary devices that the poet employed.**

- (c) **What is the mood of the poet? Quote examples from the poem to support your answer, and**
- (d) **State three main structures of the poem.**

A sizeable number of candidates who attempted this question were able to give the theme of the verse, identify the literary devices used and comment on the mood of the poet.

However, they could not discuss the structural features of the verse, that is, the style of the poet. They therefore forfeited valuable marks.



GONJA 1

1. GENERAL COMMENTS

The paper as a whole, compared favourably with those of previous years. The questions were within the academic standard of the candidates. The rubric was also simple and clear. There were no ambiguities found in any of the questions.

However, it was found that the performance of the candidates was a little below that of the previous year.

2. A SUMMARY OF CANDIDATES STRENGTHS

There was a reduction in the number of candidates who copy the comprehension passage for their essay.

More candidates wrote with fewer mistakes than in previous years. This accounted for those candidates scoring high marks in the essays they answered.

Also, candidates were able to write more in their essays. They wrote up to four hundred or more words.

Last but not least, many candidates were able to attempt all the questions. As a result, more candidates scored marks across all the questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' weaknesses observed include:

- (1) poor spelling by over fifty percent of all the candidates.
- (2) mixing English with the Ghanaian Language (Gonja).
- (3) lack of indepth knowledge in the phonetics and phonology of the language.
- (4) some candidates lacked knowledge on punctuation. Some used small letters after full stops. Others did not know how to use quotation marks. They mixed direct speech with reported speech.
- (5) some candidates wrote their essays without paragraphs.

4. **SUGGESTED REMEDIES**

- (1) More spelling and dictation should be conducted by tutors to assist candidates.
- (2) More reading of Gonja books – both text books and prose should be encouraged.
- (3) Teachers should pay more attention to the linguistics – phonetics and phonology – of the language.
- (4) More attention should be paid to punctuation especially in the areas of paragraphing, use of capital letters and quotation marks.

5. **DETAILED COMMENTS**

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

This question was attempted by a good number of candidates. The question required candidates to write a letter for publication on the causes and effects of armed robbery.

About 60% of those who attempted this question were able to do the right thing by providing the addresses and the heading. However, the rest could not differentiate it from a friendly letter and treated it as such.

70% of the candidates who answered it were able to mention the right causes and remedies of armed robbery using the correct registers and language.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

This question was argumentative. It required the candidate to argue about the fact that the media has done the country more harm than good. Not a single candidate attempted this question.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

Here the candidate was expected to discuss the causes of indiscipline among today's youth. About 50% of all the candidates attempted this question. About 70% of those who wrote on this question were able to raise pertinent causes and remedies to the problem.

Some of the candidates were able to use good expressions and few of them attempted to use proverbs in their narration. The only problem observed was that a few candidates – about 5% tried to copy parts of the comprehension passage that they saw to have issues related to the topic. This made their essays to lose focus.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

This question required the candidate to write a story that ends in: “the evil men do lives after them”. About 30% of the candidates attempted this question. Some of them tried to write their own stories. But 40% of them tried to write stories they read. This category tried to enrich their language by using the expressions from the books. The question was well answered.

Question 5 - Translation

This was the translation. Candidates tried very well with this question. The passage was understood by most of them.

Question 6 - Comprehension

The comprehension passage was found to be a bit difficult for the candidates. As a result the candidates scored low marks here.

Question 7

- (a) **Draw the vowel chart of your language.**
- (b) **Choose two front vowels and two back vowels and describe them.**
- (c) **Show the distribution of each of the selected vowels in word.**

The question required the candidate to draw the vowel chart and indicate all the vowels on it, describe them and show how they function in words.

About 70% of the candidates could not draw the vowel chart correctly. As a result they could not describe the vowels or show how they operate in words.

Question 8

- (a) **What is tone?**
- (b) **With three examples each, discuss the function of tone in your language.**

This question was about the definition of tone and its functions. About 90% of the candidates who attempted this question could define tone but none could state the functions and give examples. This question was poorly answered.

Question 9

- (a) **What is a sentence?**
- (b) **Discuss three functions of a simple sentence in your language.**
- (c) **Give three examples to illustrate each function.**

This question required candidates to define a sentence, state three functions of a simple sentence and give examples.

What came to light was that 60% of the candidates who attempted this question could not only define a sentence but none of those who attempted it could state the functions of a simple sentence. It was very poorly answered.

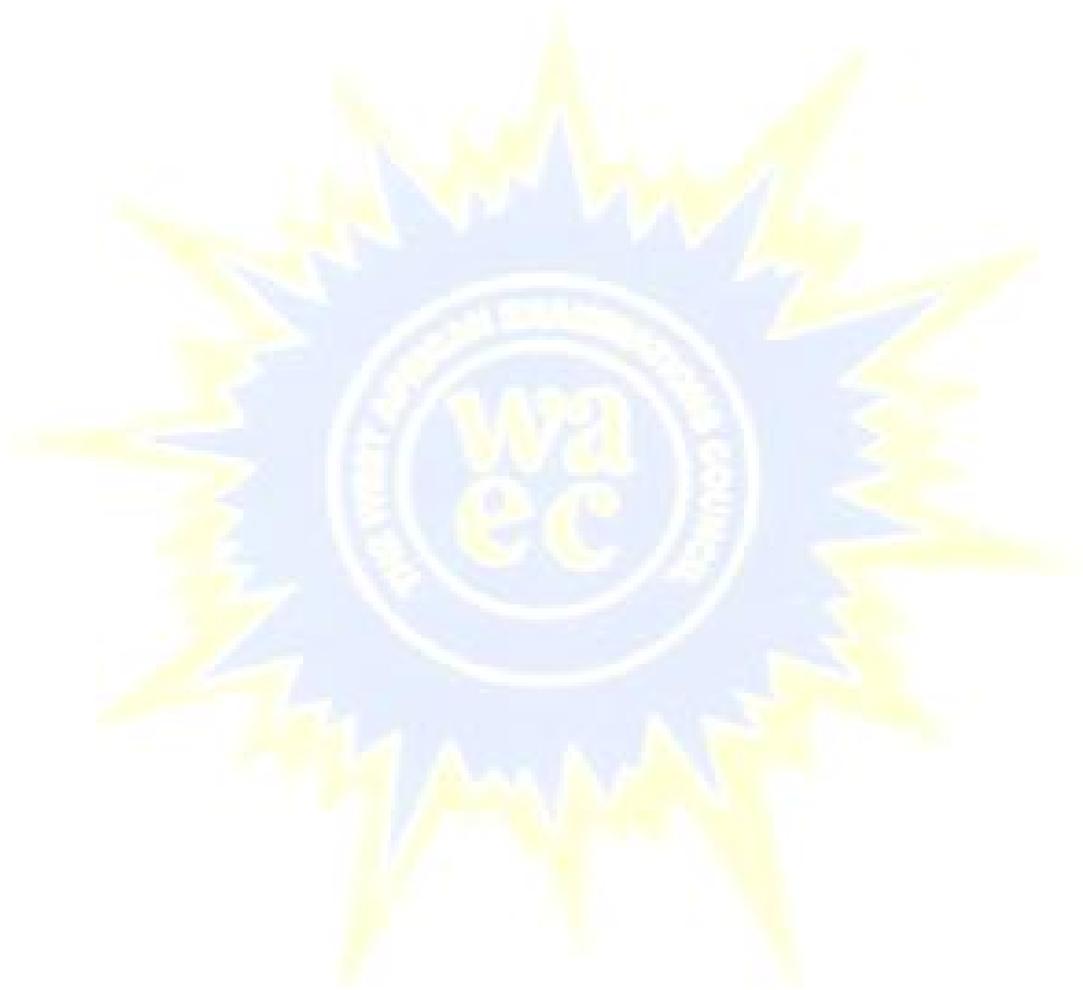
Question 10

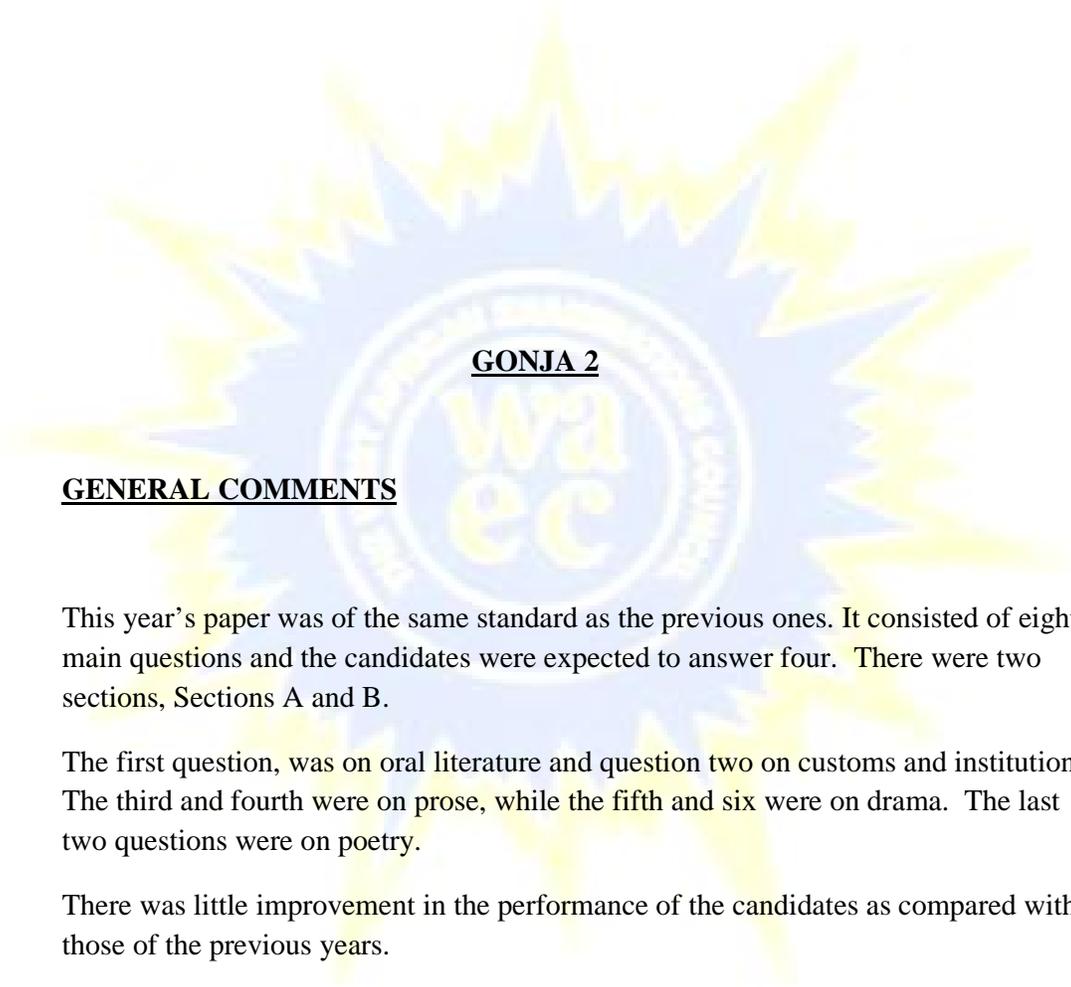
Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.

- (i) **Adverbial clause of reason**
- (ii) **Adverbial clause of manner**

- (iii) **Adverbial clause of time**
- (iv) **Adverbial clause of place**

The candidate was expected to explain adverb of reason, manner, time and place. About 40% of the candidates attempted this question. Of that number only about 40% could explain these types of adverbs and give examples. The rest did not know what they are. It was poorly answered.





GONJA 2

1. GENERAL COMMENTS

This year's paper was of the same standard as the previous ones. It consisted of eight main questions and the candidates were expected to answer four. There were two sections, Sections A and B.

The first question, was on oral literature and question two on customs and institutions. The third and fourth were on prose, while the fifth and six were on drama. The last two questions were on poetry.

There was little improvement in the performance of the candidates as compared with those of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The candidates exhibited a great talent in handling the questions on oral literature and customs and institutions. Their answers met the demands of the questions.

Candidates used good expressions and language. This indicated that, they thoroughly studied the contents of the syllabus.

When it comes to the prose, drama and poetry, there was evidence that the candidates read the prescribed set books for the written literature aspect of the course.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The only weakness was that, some of the candidates answered three questions instead of four. This problem might be due to two factors. Either the candidates did not understand the instructions well or they did not know how to distribute their time proportionately for the various questions.

4. SUGGESTED REMEDIES

The following suggestions may help candidates overcome the weakness:

- (1) They should read and understand the instructions very well before answering the questions.
- (2) They should understand that the whole paper lasts for two and half hours (2 ½ hrs) and the four questions to be answered should be given equal time.

5. DETAILED COMMENTS

Question 1

- (a) **What is a libation text?**
- (b) **Write a libation text of not less than ten lines on marriage in your area.**
- (c) **Mention three items used during the performance of a libation text and their significance.**

The main question was on libation. It had three subquestions a, b, and c.

- (a) The candidates were required to give a vivid definition of the term 'libation'. Libation is a form of traditional worship of the lesser gods depending on the belief of the people.
- (b) Here, the candidates were expected to write libation texts of their own. The text should not be less than ten sentences and must include an introduction, theme and conclusion. The student was also expected to exhibit some knowledge of the use of literary devices such as the
- (i) Metaphor
 - (ii) Simile
 - (iii) Personification
- (c) The question also demanded their knowledge on performance. During the performance, the performer does a number of things. These include squatting and removal of the hat he is wearing. He also removes his sandals. The calabash used is held in the right hand. The candidates should discuss the significance of these activities.

Question 2

- (a) **State four reasons why your people give names to their newly born babies.**
- (b) **Mention any four sources of names among your people.**
- (c) **Give two examples of names for each of the four sources of names mentioned in (b).**

This question also had three subquestions; a, b and c.

- (a) The candidates were to give four reasons why children are given names. They are for:
- (i) remembrance
 - (ii) identification
 - (iii) maintenance of culture
 - (iv) purposes of influencing others

- (b) The candidates were to indicate the categories of names in Gonja. They include the following:
- (i) proverbial names
 - (ii) fetish names
 - (iii) festive names
 - (iv) situational names
- (c) Candidates were required to give two examples of these categories of names
- (i) proverbial names - Ndefoso, Echintir
 - (ii) fetish names - Lansa, Gbolo
 - (iii) festive names - Damba, Do`iche
 - (iv) situational names - Bamantu, Mankir

Question 3 - Plot of Set Book for Prose

SOLEMANA, I. D. - Ndefoso

This was a prose question on the plot of the book 'Ndefoso'. The candidates could discuss the plot by going through the rising action, the climax and the falling action.

- (i) The rising action begins from Dopode to Jiak4l4to.
- (ii) The Climax is the period of the death of D4`k4rmo
- (iii) The falling action includes Ndefoso at Kpembu and back to Dodope

Question 4 - Context Question

Question four, was a prose context question made of three subquestions a, b and c.

- (a) The candidates were to identify the speaker of the context
“KrubureNdefosofomaanya ma. Esa bee yarafobubuniakpafo all e baa ylr
mobeche ‘kurpoakpa”.

It was said by D4`k4rmo.

- (b) This was said at the time Ndefoso was leaving home for Jiaku4to to stay with
the step father.
- (c) After this speech, Ndefoso became conscious of whatever he was doing.

Question 5 - Character Sketch

SULEMANA, I. D. - Keshe`eba

The question was on characterization. The candidates were to discuss the roles played
by;

- (a) Keshe`eba
(b) Foriwa
(c) Amaba`1

Keshe`eba is the main character in the play. He left home as a result of cultural
conflict.

Foriwa fell in love with Keshe`eba when he left home. They were together until
Keshe`eba returned home.

Amaba`1 was Keshe`eba’s friend. He always advised Keshe`eba to be careful.

Question 6 - Context Question

The quotation for this context question was, “Kagbeneko`wule so, kusha, kusha. A
yashu` kushu` n sa ma n1 monye kik1. Eb4r1 n1 afanta` eta menyeyaase n ya l4`1
anyebedemuenite ere to”. It had three subquestions.

- (a) The candidates were to identify the person, who said so. It was said by Keshe`eba's mother, Binka.
- (b) They were also to tell the occasion when the speaker said the above text. It was when one of the elders from the village went to her to ask for blessings to bring back Keshe`eba to the village.
- (c) Binka blessed the 'juju' because she believed that it could work to bring Keshe`eba back.
- (d) The effect of the blessing is that Keshe`eba finally returned to the village.

Question 7 - Poetry

BRAIMAH, J. A. - Gonja Drums

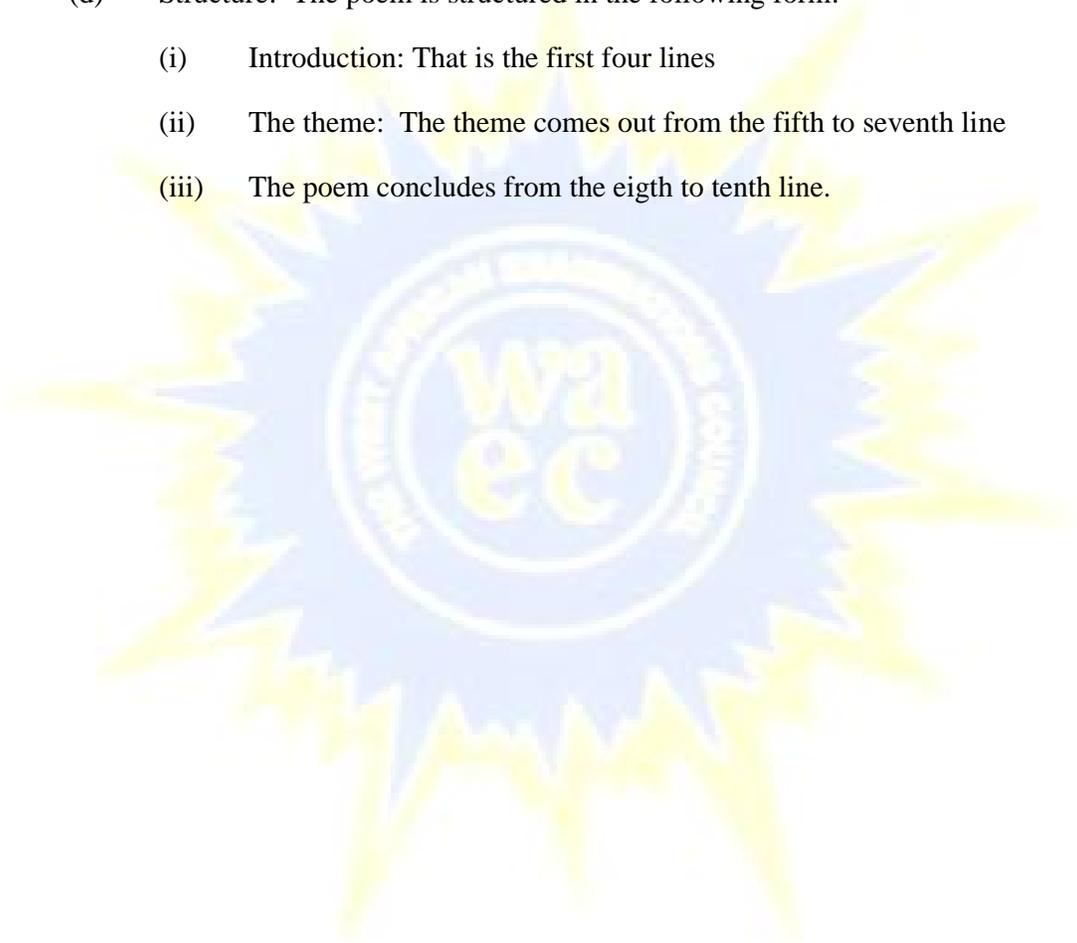
This was a poetry question and the poem was, "Kugoro". The candidates were expected to identify the theme and also two literary devices from the poem. They were to tell the mood of the poet and the lesson it teaches.

- (a) Theme: The theme is, "patience moves mountains". This mean that the final result of patience is joy.
- (b) Two literary devices
"Kugoro" is a metaphor in the poem.
"A futikuma fanlkugoro" is a simile.
- (c) Mood: The poet was in the state of annoyance.
- (d) Lesson: The poem teaches us to be grateful to people who assist us.

Question 8 - Poetry

The title of the poem for this question is "Di Ngoro Jakpa". The candidates were required to identify the theme, two literary devices, the mood of the poet and discuss the structure.

- (a) Theme: Determination leads to success
- (b) Literary devices
 - (i) “Tempir” is a metaphor in the poem.
 - (ii) “Koshi” is a personification.
- (c) Mood: The poet wanted to achieve success by all means.
- (d) Structure: The poem is structured in the following form:
 - (i) Introduction: That is the first four lines
 - (ii) The theme: The theme comes out from the fifth to seventh line
 - (iii) The poem concludes from the eighth to tenth line.



KASEM 1

1. GENERAL COMMENTS

The standard of the paper did not differ from that of the previous years. Incidentally, a good number of candidates performed quite below the standard. There appeared to be a fall in candidates' performance.

2. A SUMMARY OF CANDIDATES' STENGTHS

Some commendable features were observed in the essays of candidates.

- (1) Some candidates attempted to use appropriate figures of speech, such as proverbs and idiomatic expressions.
- (2) A good number of candidates used the required number of words to write their essays and provided valid ideas or points in their essays.
- (3) Some candidates were able to provide suitable titles to their chosen topics, some of them used capital letters for their captions. Other candidates should be encouraged to do same.
- (4) A lot of candidates were able to develop their points or ideas on the requirements of various essay topics and presented them in a logical manner and in appropriate paragraphs.
- (5) A good number of candidates who kept to the rubrics of the various parts of the question paper performed quite creditably.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor spelling: spelling mistakes were too many in the answers of very many candidates. Even words correctly used in the question paper were wrongly spelt by some candidates.
- (2) Lack of adequate preparation was evident in some candidates' work.
- (3) Some candidates wrongly answered more than one question on the same page. This made the marking of such scripts a problem.
- (4) Punctuation continues to be an appalling situation. A lot of candidates showed lack of knowledge in the applications of various punctuation marks – the comma, full stop, capital letters, etc.
- (5) Bad handwriting was noticed in some candidates' work. Some candidates' handwriting was so bad that their work could not be read.

In short, some candidates' greatest weakness seemed to be grammatical errors, meaningless sentences and bad spellings.

4. SUGGESTED REMEDIES

- (1) In order to arrest the situation of bad handwriting, students should be given drills and serious exercises in handwriting practices. They should be advised to put in more effort in neat or clear handwriting.
- (2) It will only be appropriate that teachers guide students to prepare very well for their final examinations. Students should be encouraged to study other languages and transfer such knowledge to essay writing in Kasem.
- (3) Students should be advised to keep strictly to rubrics and they should not answer two or more major questions on the same page.
- (4) Teachers should do well to teach students the correct use of punctuation marks.
- (5) As regards poor and appalling spellings, subject teachers should help students to overcome orthographical problems, using the Kasem Language Orthography (guide) and through dictation and other class exercises. Students should again be encouraged to develop the habit of reading.

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

This topic attracted a good number of candidates. It consisted of two parts, the causes and the effects of armed robbery.

Few candidates misaddressed their issues to either the Head of State or the Minister of the Upper East Region. Apart from the suggested points in the marking scheme, candidates also included ideas such as ‘people living in affluence and their behaviour or way of life attracting armed robbers’ as an example of causes. They also mentioned laziness, school or education as contributing to armed robbery.

Some candidates also considered the topic to be an informal letter as they exhibited personal concerns in the introduction or salutation level – asking about the health status of the addressee.

It is highly commendable to note that candidates showed maturity in answering the question, indicating that people become armed robbers due to lack of parental care or neglect from society; lack of jobs and poverty, etc.

The effects included the fact that trade does suffer, society is traumatized, there is loss of lives and property, fear and panic and the rule of law also suffers.

On the whole candidates did justice to the topic.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

The topic was argumentative and the candidate was, therefore, demanded to take a stance, either accepting the statement or otherwise.

This topic attracted only few candidates, and they performed averagely. The candidate was expected to point out the negative side of the statement, and this may include wrong reportage, half-baked journalists’ work, individual interest in presentation of news items gathered, uncontrolled speeches on radio stations by panelists, sensationalism, politicization, etc.

On the positive side, the candidate could include the following: source of education, entertainment, information, avenues for trade and commerce and that it helps to check

vices in the society. Unfortunately candidates could not capture enough points on their stance.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

This topic was popular with a good number of candidates. It wanted candidates to answer it in two parts, that is, the causes and suggested solutions to indiscipline among the youth.

Some candidates first suggested the age bracket of youth, that is, the “definition” of youth as from age 15 to 25. Candidates then proceeded to include points not captured by the marking scheme. These included: “actions of older people, e.g. having affairs with the youth, in-take of drugs and parents over-pampering their wards”. Candidates also suggested valid ideas as regards the solutions.

On the whole, candidates who answered this question performed well.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

This topic was the most popular with candidates. Candidates presented very interesting episodes of varied shades of social experiences. They then wove their stories to suitably end with the saying ... “the activities (the evil that men do lives after them) depict their end”. On the whole, candidates performed quite creditably.

Question 5 - Translation

A passage in the English Language was presented to the candidate to be translated into Kasem. Most of the candidates lacked coherence in their presentation. Only few of the candidates’ responses contained correct spellings and punctuations. Most candidates scored zero for Mechanical Accuracy. Candidates also translated word for

word. Some candidates also punctuated their translation with English words from the passage. They should be directed to do text-based translation.

Question 6 - Comprehension

Candidates were expected to read a given passage and answer ten (10) questions, comprising stated (recall) facts, inference, grammar, stylistic devices, meanings as well as summary. The candidate was to answer all questions in this part. A number of candidates virtually lifted words or statements from the passage to represent their responses. At any rate, a good number of them also used their own words or phrases to offer as their responses.

The stated fact questions were (a), (b), (d) and (g). Inference questions were (c) and (f); (h) was based on meaning; (i) on grammar while (j) was on summary or title.

Candidates were quite at home with the stated facts questions and the summary; only one candidate gave a correct response to the grammar item which is the “subject” or “noun” clause/phrase. On the whole it was an average performance.

Question 7

- (a) Draw the vowel chart of your language.**
- (b) Choose two front vowels and two back vowels and describe them.**
- (c) Show the distribution of each of the selected vowels in words.**

In (a) the candidate was to produce the vowel chart in Kasem and place all the ten (10) vowels in their correct positions in the chart. In (b) candidates had to pick two (2) front vowels and two (2) back vowels and describe them. In the (c) part, the candidate had to show the distribution in words of each of the selected words.

It attracted very many candidates.

Question 8

- (a) What is tone?**
- (b) With three examples each, discuss the function of tone in your language.**

(a) The candidates were to give the definition of 'tone' in Kasem. In the (b) part, the candidate was to discuss two functions of tone: (i) Lexical and (ii) grammatical. He/she was then to give three (3) examples of each – in all six (6) examples

Question 9

- (a) **What is a sentence?**
- (b) **Discuss three functions of a simple sentence in your language.**
- (c) **Give three examples to illustrate each function.**

(a) Definition of a sentence: candidates were too brief in their answers, they did not satisfy the demand.

(b) Functions: statement, question and command. Candidates were found wanting.

(c) Wrong examples were supplied.

The candidates who opted for this question performed very poorly.

Question 10

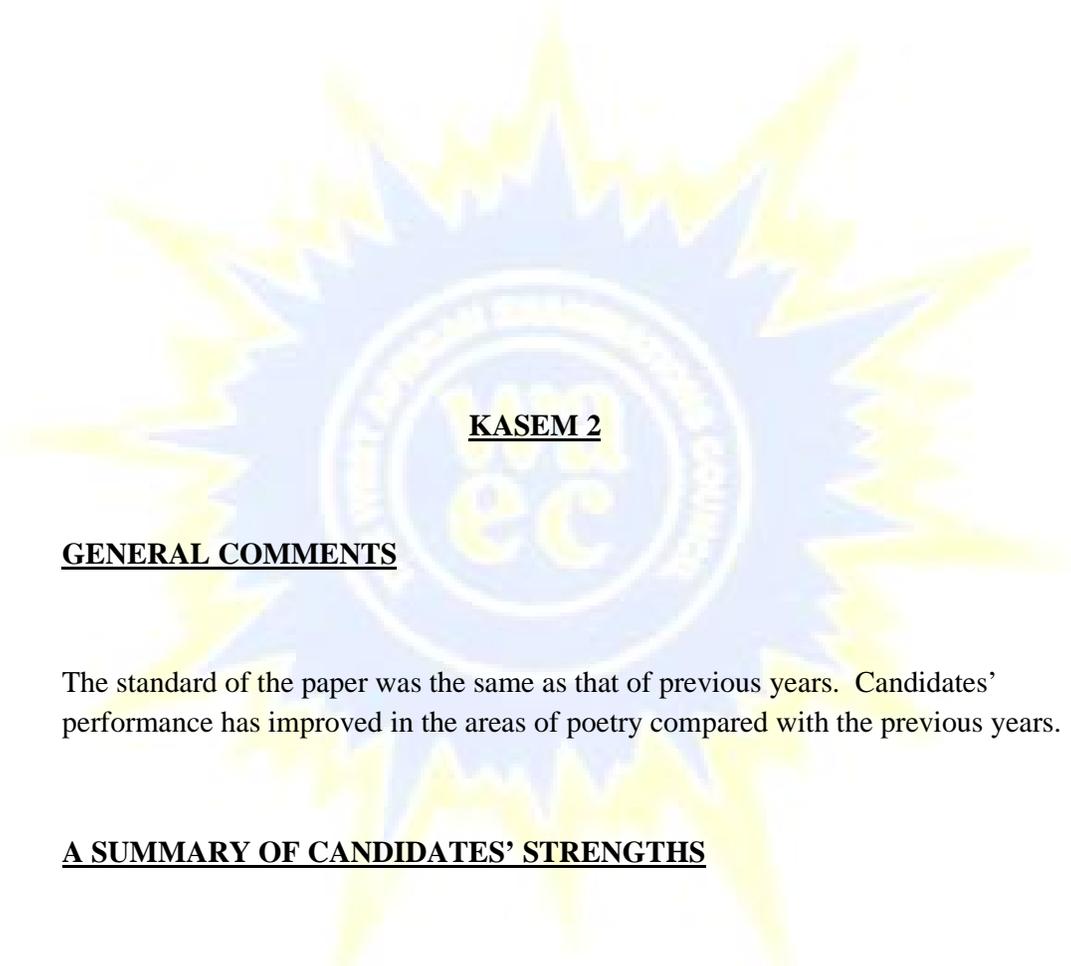
Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.

- (i) **Adverbial clause of reason**
- (ii) **Adverbial clause of manner**
- (iii) **Adverbial clause of time**
- (iv) **Adverbial clause of place**

(a) Explanations were demanded for each of the (4) four adverbial clauses. The responses were rather too brief.

(b) Candidates were expected to give four (4) examples for each of the adverbial clauses in sentences. The clauses could include – reason, place, time, etc.

A good number of candidates opted for this topic and they performed a little above average.



KASEM 2

1. GENERAL COMMENTS

The standard of the paper was the same as that of previous years. Candidates' performance has improved in the areas of poetry compared with the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates were able to identify and name literary terms better than previously. Candidates now used "to" for "tom" which was rampant in the previous years. The interchanging of pronouns like "konto", "tento" and determiners like "kom to", "tem to" improved. Candidates were able to write themes of poems more accurately than the previous years.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Most of the candidates could not expand their points into sentences or phrases. They numbered and wrote points in characterization of actors. They also used substandard orthography to present their material. Some candidates gave more than one theme for a particular poem or play.

Candidates could not answer the questions properly on literary appreciation. The use of paragraphs was poor and stories narrated by candidates were not coherent.

4. SUGGESTED REMEDIES

- (1) Candidates should be taught the areas in the various sections, what Paper 1 contains and what Paper 2 contains.
- (2) Candidates should write their answers in prose and not numbered points.
- (3) After writing a point, candidates should expand it by explaining it with two or more sentences.
- (4) Every story or poem has more than one theme so candidates should give only one theme as stated in the question.
- (5) Candidates should narrate events in the story to follow each other and not mix them up.

5. DETAILED COMMENTS

Question 1

- (a) **What is a libation text?**
- (b) **Write a libation text of not less than ten lines on marriage in your area.**
- (c) **Mention three items used during the performance of a libation text and their significance.**

Libation is the act of communicating with the dead and other spirits with gifts and asking for their protection and favours. The libation text should include thanksgiving for the new member, introduction of the member, protection for the member and

especially for childbirth. The three steps are: removing of footwear, clothes and squatting to pour the libation.

Most of the candidates stated what libation is. Some candidates paraphrased instead of saying the actual words used in the libation performance. Many of the candidates knew the steps used when performing the libation.

Question 2

- (a) State four reasons why your people give names to their newly born babies.**
- (b) Mention any four sources of names among your people.**
- (c) Give two examples of names for each of the four sources of names mentioned in (b).**

The four reasons for naming a child include:

- (i) names show ownership
- (ii) the children are given to family gods to protect and guide them
- (iii) to be able to differentiate the children
- (iv) the names will inspire the name-bearers and name-hearers.

The types of names are proverbial, fetish, time of birth and place of birth names.

Most of the candidates answered the first part satisfactorily but they mixed the second with nouns in grammar/linguistics and got everything wrong, including (b) and (c).

Question 3 - Plot of Set Book for Prose

Write out the plot of “KadaYeiAsigiti”

Kada lives at a waterlogged place where mosquitoes breed. Kada falls sick and is diagnosed to have malaria. The doctor treats her and tells her the history of the sickness which includes filth and the mosquitoes. She is advised to clean her place to rid it of the mosquitoes. When she recovers, she educates the community and cleans the surroundings and everybody is healthy.

Many candidates were able to answer the question but some of them mixed the stages as the activities did not follow each other.

Question 4 - **Context Question**

This was a prose context question made of three subquestions a, b and c

“A wó pa se n jwoori n nayazuralanyerane ...?”

- (a) W4motaga.
- (b) Koke ta mo ye o te?
- (c) B1moketaanedemkwaga ne?

(a) D4geta

(b) Kada nab ere me o jaweokomdaane-o to waame.

(c) The doctor told Kada what had caused her to become sick and what she could do so that she would not become sick again.

Many candidates got the first part correct. However, in the second part, candidates did not add that Kada’s sickness was serious. In much the same way, they did not give detailed accounts of what happened after the statement.

Question 5 - **Character Sketch**

Activities of Asuba, Ada and Kada in the Drama.

Asuba: Asuba is the daughter of Ada and Amyere. Ada has two wives, Amyere and Kada. He loves Amyere and would not even eat from Kada. So Kada kills Amyere. Asuba is now in the hands of Kada who maltreats her. Kada’s behaviour makes her commit suicide. Kada then stays with her aunt. There she is made pregnant by a pastor who refuses to accept the pregnancy. The pastor is killed by a madman and it is at the funeral of the pastor that Asuba gets a husband.

Ada: Ada has two wives and a daughter. He clearly demonstrates love for one woman and hatred for the other. This leads to the poisoning of the beloved wife with a child. Ada cannot control the wife left as she maltreats the daughter of the deceased woman. Ada later catches the wife with a man and the woman, Kada, kills herself. Ada then

gives her daughter to her sister where she becomes pregnant and comes home to give birth to a boy.

Kada: Kada is married to a man who has another wife. Her husband does not love her. So she kills her rival and maltreats the rival's daughter. Her husband catches her with another man. Then out of shame, she commits suicide.

The question was well-answered. Most candidates stated that Kada is a bad woman while Ada is wise and patient.

Question 6 - **Context Question**

This question was a quotation from the ste book with the following subquestions:

- (a) Who said this?
- (b) To whom was this said?
- (c) Why did the speaker say this?
- (d) What was the result of this statement?

A good number of candidates attempted this question. Most of them answered the first two well but could not give satisfactory answers to (c) and (d). They could not explain into detail.

Question 7

This question was on poetry with the following subquestions:

- (a) **What is the theme of the poem?**
- (b) **How have the literary devices enhanced the beauty of the poem?**
- (c) **What is the mood of the poet?**
- (d) **What have you learnt from the poem?**

- (a) Some people who say “I love you” are looking for a means of getting closer to you so that they can achieve their aims, etc.
- (b) Literary devices in the poem that have added beauty and clarity to the poem. Some of them include opposites, rhymes, assonance and alliteration.
- (c) The poet is not happy.
- (d) We should be nice towards everybody but choose our friends wisely.

Most candidates gave more than one theme when the question asked for only one. Candidates were able to identify the literary devices but did not name them.

Question 8

This was another poetry question with the following subquestions:

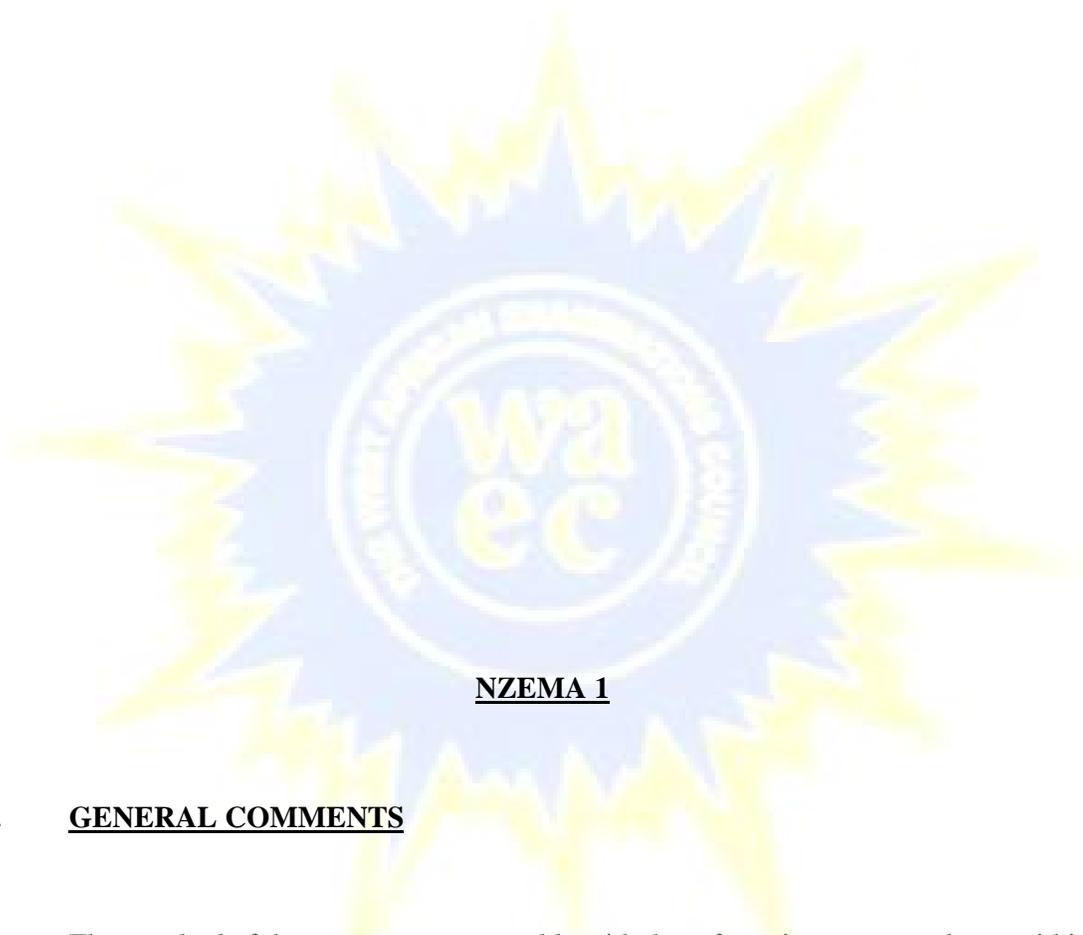
- (a) **What is the theme?**
- (b) **Identify two literary devices**
- (c) **What lesson have you learnt from the poem? Give the structure of the poem.**

Answers that could possibly come up include:

- (a) Now funeral performance is changing and poor people are suffering.
- (b) Literary devices include opposites, alliteration, assonance, etc.
- (c) The funeral ground is now a place for feasting instead of mourning as our culture is being adulterated.
- (d) Divided into seven verses, every verse has six lines. There are literary devices.

Every verse starts with an action that the people are abandoning.

Candidates' answers were good. They gave more themes than was asked for. However, some could not identify the literary devices correctly.



NZEMA 1

1. GENERAL COMMENTS

The standard of the paper was comparable with that of previous years and was within the scope of the syllabus. There also appeared to be a slight improvement in the general performance of candidates as compared with those of the previous years. However, the output of a few of the candidates was below expectation.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) A few candidates had control over the use of the language. They were able to use proverbs and other figures of speech to express their views effectively.
- (2) Most candidates satisfied the required number of words for the essay and discussed their ideas in a coherent manner.
- (3) Candidates were able to provide accurate and precise answers to the comprehension questions, and most of them, in their own words as expected.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor spelling: there were too many spelling mistakes in the answers of many candidates.
- (2) There was ample evidence of lack of adequate preparation in the work of some candidates.
- (3) Some candidates answered more than one question on the same page which is contrary to the rubrics.
- (4) Punctuation continued to be a problem. Many candidates fell short in the use of the comma, full stop, capital letters, etc.
- (5) Bad handwriting was noticed in the work of some candidates'.

4. SUGGESTED REMEDIES

- (1) Students should be given drills and serious exercises in handwriting practices to improve on their handwriting.
- (2) Teachers should guide students to prepare very well for their final examinations.
- (3) Students should be advised to keep strictly to the rubrics and should not answer two or more major questions on the same page.
- (4) Teachers should do well to teach students the correct use of punctuation marks.
- (5) Subject teachers should help students to overcome orthographical problems through dictation and other class exercises. Students should again be encouraged to develop the habit of reading.

5. **DETAILED COMMENTS**

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

Candidates were to write a letter to one of the newspaper editors on the causes and effects of armed robbery in the country. Most candidates did well by identifying the causes such as youth unemployment, desire to get rich quick, influence through the use of hard drugs, desire to live comfortably, etc. They also gave effects such as, loss of lives, depriving people of their hard-earned wealth, traumatizing victims and communities living in fear and panic. A few candidates, rather, misunderstood the question and instead, tried to explain why people use guns when going to steal.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

The candidates were asked to express their views on the topic “The media has done more harm than good to the public”. Most candidates argued in favour of the topic and insisted that the media embark on wrong reportage, presentation of fabricated stories and distortion of facts. They also allow serial callers and panelists to make uncontrolled speeches and other inflammatory statements on the airwaves thereby creating chaos among the general public. A few also argued against the motion and cited the media as a good source of education, entertainment and information to the

general public. They also indicated the media is a forum for people to express their views on matters, an avenue for promoting trade and commerce and a check on vices in the society. On the whole, the question was well attended to by candidates.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

Candidates were expected to discuss the causes of the gross indiscipline of the youth of today and suggest solutions to such a menace. This question was well answered by most candidates who attempted it. They gave some of the causes as the viewing of films on foreign cultures, bad behaviour from peer pressure, parents' refusal to allow their children to be corrected by other members of the society and wrong interpretation of human rights and other democratic practices. Some of the suggested solutions include intensifying the work of guidance and counselling units in schools, parents allowing their neighbours to assist in bringing up their children, parents showing interest in what their children view on the television and moral lessons to be given in churches, mosques and in schools.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

This question required candidates to write a story which ends “... the evil that men do lives after them”. Most of the candidates who attempted this question wrote stories which were not appropriate and, therefore, could not connect meaningfully to the ending words.

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 others did word for word translation thereby losing the import of the message. Most of the candidates scored zero for mechanical accuracy.

Question 6 - Comprehension

Candidates were to read a given passage and answer questions based on it. Some candidates did well by giving short and precise answers in their own words and scored high marks as a result. A few others, however, lifted large chunks of excerpts from the passage with the hope of finding the answer from within. This practice gave them few or no marks at all. Inference and grammatical questions were generally, poorly answered.

Question 7

- (a) Draw the vowel chart of your language.**
- (b) Choose two front vowels and two back vowels and describe them.**
- (c) Show the distribution of each of the selected vowels in word.**

The question asked candidates to draw the Nzema vowel chart and show all the vowels on it. They were also to identify two front and two back vowels; describe each of them and show the distribution of each in the language. Most candidates who attempted this question managed to draw the chart but failed to label it by showing the front, middle and back vowels and the close, half close, half open and open parts. In the same way most candidates could neither describe the vowels nor show their distribution as requested.

Question 8

- (a) What is tone?**
- (b) With three examples each, discuss the function of tone in your language.**

Candidates were asked to explain what is meant by tone and discuss two major functions of tone with three examples on each. Most of the candidates who selected this question were able to identify the two major functions.

However, many of them could not give appropriate examples to explain their points. Some even confused high tonal marks with the low tonal marks and vice versa.

Question 9

- (a) What is a sentence?**
- (b) Discuss three functions of a simple sentence in your language.**
- (c) Give three examples to illustrate each function.**

Most candidates were able to explain correctly what is meant by a sentence. However, only a few could discuss the functions which include declarative, interrogative, imperative, exclamation and request. Some confused the functions of a sentence for types of a sentence.

In writing, students should put the Nzema versions of the functions into the brackets as indicated by the omission signs. E.g. Declarative (Edw1k1han11), Interrogation (Edw1k1miza), Imperative (!mian11), Exclamation (Ndeanu), Request (Model1).

Question 10

Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.

- (i) Adverbial clause of reason (de1m4ti)**
- (ii) Adverbial clause of manner (k1si)**
- (iii) Adverbial clause of time (mek1)**
- (iv) Adverbial clause of place (1leka)**

Most candidates who selected this question did very well and scored high marks.

However, a few of them used adverbial phrases in their examples instead of adverbial clauses.



NZEMA 2

1. GENERAL COMMENTS

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

There was a slight improvement in the level of performance of candidates over that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Most students were able to portray the following features:

- (1) The question involving definition was well answered as candidates went ahead to explain their answers.
- (2) This time round candidates who answered the question on libation wrote the text in verse.
- (3) Many of the candidates were able to identify the literary expressions the question demanded and were able to show how the poet used them to enhance the meaning and beauty of the poem on which the question was asked.
- (4) Many candidates were able to answer the context question in the written literature section. In addition, many of them were able to give mature answers to the follow up questions.
- (5) The question on characterization was perfectly answered by many candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) A few candidates wrote the libation text in prose form. This was observed in a number of schools.
- (2) The question on the plot of the story was poorly answered. Most of the candidates who answered it rather wrote a summary of the story.
- (3) It appeared candidates did not understand the question on child naming. Most of them used their knowledge in Grammar to answer the question. Terms like abstract nouns and common nouns were used as answers to the types of names.

4. SUGGESTED REMEDIES

- (1) One remedy lies in the candidates cultivating the habit of reading.
- (2) Teachers are advised to let their students read the set books thoroughly on their own so that a lot will be covered.
- (3) Teachers should give more exercises to their students; these should be marked and discussed.
- (4) Teachers should make the teaching and learning of the language very interesting so that their students will be motivated to learn.

5. **DETAILED COMMENTS**

Question 1

- (a) **What is a libation text?**
- (b) **Write a libation text of not less than ten lines on marriage in your area.**
- (c) **Mention three items used during the performance of a libation text and their significance.**
- (a) Libation is a type of prayer our people use to ask favours from God through lesser spirits. In libation, the performer can use water, a drink or food and it is performed during specific occasions and rites of passage.
- (b) Candidates were expected to follow the following pattern:
- (i) mention of the unseen spirits hierarchically – Almighty God, Mother Earth, lesser gods, ancestors.
 - (ii) statement of the theme and its expansion. In our case, it should be centred on marriage and what we expect the unseen spirits to do.
 - (iii) blessing/cursing and conclusion.
- (c) Three actions and their significance are:
- (i) the performer lowers the cloth he is wearing to expose the chest – this shows reverence to the spirits.
 - (ii) the performer removes footwear – shows reverence
 - (iii) he raises the glass towards heaven – expects God to bless the drink
 - (iv) he pours some of the drink on the ground in bits – inviting the spirits to drink their share.

- (v) he drinks some of the stuff – to show that the stuff is wholesome and that all present can drink some of it without any harm.

Remarks

- (i) Many candidates gave mature definitions and explained them further.
(ii) Many candidates wrote very good texts and followed the right pattern.
(iii) A few candidates wrote the text in verse.

In general the question was well answered.

Question 2

(a) State four reasons why your people give names to their newly born babies.

(b) Mention any four sources of names among your people.

(c) Give two examples of names for each of the four sources of names mentioned in (b).

- (a) (i) To remember the ancestors.
(ii) To signify the day of a child's birth.
(iii) To show the sequence of birth.
(iv) As a sign of gratitude to someone.
(v) To show one's position in society.
(vi) To give an identity to the child.
(vii) To thank a god for offering a child to barren parents.
(viii) To show one's occupation.
- (b) (i) Birthday names.

- (ii) Serial birth names.
 - (iii) Family names.
 - (iv) Occupational names.
 - (v) Christian names.
 - (vi) Names showing position.
- (c)
- (i) Birthday names: Kofi, Aama, Koawo.
 - (ii) Serial birth names: Nyameke, Asuam, Ny4nra.
 - (iii) Family names: Ehoma, Ak1s1, Aky1.
 - (iv) Occupational names: S111vol1, Kpolisi, Sogya.
 - (v) Names showing position: Safotayenle, kp4mavoll.

Remarks

- (1) A few candidates provided very good answers.
- (2) Some candidates did not understand the question and gave such answers as group nouns, common nouns, proper nouns, etc.

Question 3 - Plot of Set Book for Prose

What is the plot of the story “Awie!nze Awiele1”?

- (1) Opening of the story: Here the candidate was expected to introduce the characters – and the setting; i.e. AkpuleMaanle, and his son Nw4dob1 and Egya Kofi and his son Manzo-Abo1 with the setting being Awiele and briefly discuss how they struggled to set themselves up in life.
- (2) Development: The two fathers set themselves up at different levels and gave their sons the training they deemed fit. AkpuleMaanle’s life ended in his becoming very poor till death. Egya Kofi’s life led him to extreme riches.
- (3) Conflict: AkpuleMaanle despite advice from his father went into a trade and had to serve to redeem his freedom. The barrenness of Egya Kofi and

measures he took to resolve it; the loss of his son became a headache for his father – Egya Kofi.

- (4) Climax: The struggle of Nw4dob1 in life.
- (5) Resolution: Manso Abo1’s failure to take proper care of his father’s estates leads to its collapse. Nw4dob1’s hard work leads him to his success in life and he gains respect in his society.

Remarks

Only a few candidates followed the correct lines while most of them did a summary of the story which was wrong.

Question 4 - Context Question

This question was made up of a statement and some context questions “Me ra ...”

- (a) Who made the statement?
 - (b) To whom was the statement made?
 - (c) On what occasion was the statement made?
 - (d) What was the outcome of the statement?
-
- (a) AkpuleMaanle’s father
 - (b) AkpuleMaanle
 - (c) He made the statement as an advice to his son. This was when AkpuleMaanle informed his father that he wanted to go into ‘Abunsa’ business (Timber extraction business). The father was against the idea.
 - (d) AkpuleMaanle ignored his father’s advice and went ahead. Initially things went on well. Unfortunately the business collapsed. AkpuleMaanle was indebted and had to work as a slave to redeem himself. It ended in AkpuleMaanle getting himself into abject poverty till his death.

Remarks: This question was well answered. However, the (d) part was poorly answered by many of the candidates.

Question 5 - Characterization: Write short notes on the following characters.

- (a) Yabakyi
- (b) Abudu
- (c) Tano1

- (a) Yabakyi: Yabakyi is the major character. She was born at Adelm1la. Her parents were EgyaNwea and \$m4 Akuba. After completion of her schooling she travelled to Sekondi to seek for employment. She was employed as a store keeper by a Portuguese, Abudu who later married her. She could not stay with one man. She was a flirt and a thief. She later on married an armed robber who stole things for her. She liked juju. She consulted a jujuman to change the mind of her boyfriend so that he would divorce his legitimate wife. She was very disrespectful to her husbands and boyfriends. She was also wicked. She manipulated and succeeded in abducting her rival's child and threw him into a river. She died a pauper and her body was neglected by her family.
- (b) Abudu: He was a Portuguese merchant at Sekondi. He was the first husband of Yabakyi. He was very kind. He provided anything his wife demanded. He was ignorant of the customs of Nzema. Consequently, he married his wife in the hands of his own rival. He never kept proper records of his business and had to pay the salary of his own wife again when his wife took him to the police accusing him of not paying her for years. This was because he had no records to prove that he had paid her.

Remarks: This question was well answered by the candidates as they were able to provide the necessary information.

Question 6 - Context Question

This was a context question

“Mmak1 ye z4 ... 4nr1hola4nr1y1 me hu”.

- (a) Who made this statement?
- (b) To whom was the statement made?

- (c) What prompted this statement?
- (d) What was the outcome of the statement?
- (a) Yabakyi
- (b) Inspector Atepo/Abudu
- (c) When Inspector Atepo said, “Have you heard what your husband has said’, this statement triggered the remark to indicate that Abudu was not her husband.
- (d) Abudu could not produce documents to prove that he had been paying the salary of his wife as a storekeeper. Consequently, Abudu was made to pay Yabakyi again and their marriage came to an end.

Remarks: Candidates gave satisfactory answers to subquestions (a), (b) and (c). Most candidates answered (d) poorly. There was an indication that most candidates did not study the book well.

Question 7 - Poetry : NEA YE BO!

- (a) What is the main theme of the poem?
 - (b) Identify two different literary expressions from the poem and show how the poet used them to enhance the meaning of the poem.
 - (c) What is the mood of the poet?
 - (d) What lesson does the poem teach?
- (a) K1 4w4 k1 y1nea menli m44 bikye y1la bo1 la. (How we should be very careful with those who are very close to us)
 - (b) (i) !r111 (Proverb): “W4 aye d1 p1 w4 a ...” (“If your knife should cut you, it would be in your armpit)
 - (ii) !r111dend1 (Metaphor): “W4y1 tandi” (You have been made a palmwine drinking beetle)
 - (iii) Edw1k1nz4ho (Simile): “T1 m44 1hy1 k1 b1 boavile la 4” (Not the one who is as old as beads on the waist)

- (c) Gyinlabel1 (Mood of the poet): Folldul1 gyinlabel1 (The poet was giving advice)
- (d) !zukoal1de1 (Lesson): \$w4 k1 y1nea awe m44 y1 nee y1tu la bo1, 4boalek1 4kola 4 sokpa y1 (One should be wary of those close to him/her as they are the ones who can harm us)

Comments:

- (1) Subquestion (a), part of (b), (c) and (d) were well answered.
- (2) The second part of (b) where candidates had to show how the expression was effectively used was poorly answered.

Question 8 - Poetry : Nwane a le Nwane

The following questions were asked on the poem:

- (a) Bodanetitili (Main theme).
- (b) Identify two literary expressions from the poem.
- (c) The mood of the poet.
- (d) 3 ways by which the poet structured the poem.

Expected responses:

- (a) Bodanetitili (Main theme): Subane m44maa agyal1 / ag4nwo11 di munli la (The attributes of a good marriage or friendship)
- (b) (i) !r111 (Proverb): “Ag4nwo11 biemaanleKumu p1le Tano1” (A good friend assisted the monkey to cross the Tano1 river).
- (ii) !r111dend1 (Metaphor): “Yel1 bie, senlebaka” (Some wives can be fire)
- (iii) Edw1k1nz4ho (Simile): “\$bu me abusua k1 4bu me la” (He respects my family as he respects me)

- (c) (i) Gyinlabel1 (Mood of the poet): \$11tu fol1 (Giving advice)
- (ii) Basis of the mood: “!hyea le me g4nwo a na w4m4 1? (This is my type of friend, how about yours!)
- (d) 3 ways in which the poem is structured.
 - (i) The poem has 8 stanzas with unequal lines. Some are eight lines and others are more than that.
 - (ii) Use of literary expressions: Proverbs, Simile, Metaphor, etc. (Refer to (b) above)
 - (iii) Sentence structures: Used mainly simple sentences e.g. \$tu me ahonle.
 - (iv) Assonance: repeated the sound ‘a’ as in “naabusuaawuluagyinla”
 - (v) Diction: Used simple language which made the poem easy to understand.

Comments:

Question ‘a’ to ‘c’ were satisfactorily answered but ‘d’ was poorly answered.

1. GENERAL COMMENTS

The standard of the paper was in tune with that of the previous years.

In certain specific questions candidates' performance saw some improvement over the previous year's e.g. the Composition (Section A), Translation (Section B) and Comprehension (Section C).

There seemed to be no change in candidates' performance in the Language Structure – Phonology and Syntax.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates were able to meet the required length of the composition.
- (2) Candidates were able to translate the given passage coherently.
- (3) Incidence of lifting in the comprehension aspect of the paper saw a drastic downward trend.
- (4) Most candidates who attempted the vowel description and classification (Question 7) performed very creditably. There was evidence of serious and effective teaching and learning of that component of the syllabus.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Mechanical Accuracy was still a problem this year.
- (2) Some candidates did not understand the question on how to suggest a suitable title for the given passage. Many of the candidates provided seven (7) different titles.
- (3) The question on phonology – Tenses (Question 8) was not properly answered. This revealed some weakness in reading and learning in that component of the paper.
- (4) Candidates revealed some weakness in the answering of the two syntax questions (Questions 9 and 10).

4. SUGGESTED REMEDIES

- (1) Teaching and learning should be improved in schools especially with regard to phonology, syntax and translation.
- (2) The exercises on orthography should be done at the school level to build candidates' capacity in mechanical accuracy.
- (3) There should be periodic workshops for teachers on specific areas of the syllabus e.g. syntax, phonology and translation.
- (4) The teaching of the subject should be handled by specialists in the field. It is an open secret that some teachers who handle the subject in some schools are not trained Ghanaian Language teachers.

5. DETAILED COMMENTS

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

Candidates were required to write a letter to the editor of a newspaper on the causes and effects of armed robbery in the country.

Requirements:

- A. (i) Writer's address and the appropriate date in Twi.
- (ii) Address of the recipient of the letter i.e. the Editor of the newspaper in question.
- (iii) Salutation
- (iv) Title of the letter

- (v) Introduction – requesting the editor for a space for the publication of the letter.
- (vi) Mode of operation of Armed Robbery e.g. Highway robbery, robbery in commercial houses and residential houses.
- B. (vii) Causes e.g.
- Youth unemployment
 - Lust for instant riches
 - Peer influence
 - Influx of foreign nationals in the country
 - Exposure to violent films and movies, etc.
- C. (viii) Effects e.g.
- Victims are traumatized
 - Loss of lives of victims
 - Loss of property of victims
 - Fear and panic in society, etc.
- D. Conclusion: A good conclusion summing up the above.
- Valediction
- Candidates' signature
- Candidates' full name

Candidates were largely able to satisfy the requirements enumerated above.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

Candidates were required to write for or against the proposition: The media has done more harm than good to the public.

Requirements:

Candidates were required to:

- (i) write for or against the proposition.
- (ii) bring to light some of the positive works of the media e.g.
 - source of education
 - source of entertainment
 - source of information
 - forum for people to express their views
 - avenue for trade and commerce
 - helps check vices in society, etc.
- (iii) Discuss some of the negative acts of the media, e.g.
 - wrong reportage
 - intentional distortion of facts
 - unwarranted sensationalism
 - uncomplimentary language
 - undesired criticism from serial callers
 - politicization of issues, etc.

Candidates were to discuss 3 or more points highlighting their stance for or against the proposition and mention one or two points on the opposing side.

A good conclusion confirming the candidate's stance.

Candidates were unable to answer this question well. Instead they narrated the positive or negative attributes of the media. This made their work more of a narrative composition than an argumentative essay.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

Candidates were required to discuss the causes and give solutions to gross indiscipline among the youth.

Requirements:

A. A good introduction confirming that there is indiscipline among the youth.

B. Causes of indiscipline

- Influence of foreign culture (films/movies)
- Peer influence/pressure
- Lack of parental control
- Irresponsible parenting
- Misinterpretation of human value
- Rejection of traditional values, etc.

(Any 4 of the above well discussed and explained)

C. Suggested solutions

- Monitoring of the type of films and movies the youth watch
- Guidance and counselling to be intensified in schools and handled by professionals
- Re-introduction of traditional values
- Orientation on positive sides of ICT facilities
- Churches, Mosques to intensify strict moral education
- NCCE to intensify education on proper interpretation of human rights, etc.

(Any 4 of the above well discussed and explained)

D. A good conclusion

Candidates were able to discuss most of the causes of youth indiscipline and gave good suggestions to contain it.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

Candidates were required to write a story that ends with the saying “the evil that men do lives after them”.

Requirements:

- A. A good introduction expressing the saying.
- B. Narration of a real-life experience, a story that illustrates the saying
 - Candidates should explain the source of the narration e.g. personal experience, a story read from a book, a story narrated to candidate by someone to be identified.
- C. Development of the story:
 - The beginning of the story/episode/narrative
 - The climax
 - The resolution, etc.
- D. Conclusion: A good conclusion appropriately ending the story with the statement “The evil that men do lives after them”.

Question 5 - Translation

Candidates were given a 152 word passage in English Language to be translated into Twi(Akuapem).

Requirements:

Candidates were required to translate the passage in such a way that, if the translated version is re-structured to English (i.e. back translation) it would be as near as possible to the original version (i.e. the given passage). The question expected that candidates translate the following words and expressions correctly in AkuapemTwi: *are educated, partly due to the attitude of parents, they see their children's education, a key to salaried posts, care for their families, the responsibility of worthwhile sacrificing, to maintain their son in school, most farming areas, making the girl less willing to work on the farm, she is more exacting in her demands for clothes and household amenities, may be less submissive and obedient, prejudice against education of girls, dying out slowly, higher qualification, good employment opportunities.*

Candidates' performance

- Quite a good number of candidates were able to translate the passage to satisfaction.
- However, some of them either ran a commentary on the passage or interpreted the passage in a way unrelated to the original text.

Some of the candidates wrote some of the words they could not translate in the English form e.g. 'attitude', 'responsibility', 'worthwhile', 'sacrificing', 'maintain', 'regarded', 'household amenities', 'less submissive', 'prejudice against education', etc.

Question 6 - Comprehension

Candidates were given a 354-word passage in Akuapem Twi to read and answer questions.

Requirements:

Candidates were required to answer all the ten (10) questions (a – j) on the passage. The questions were of varied nature namely:

- Recall: 5
- Inference: 2

- Idiom and meaning: 1
- Grammatical Function: 1
- Title: 1

Candidates' performance

A few candidates were able to answer all the questions correctly thereby scoring the maximum marks of 20. However, many of the candidates were able to answer the recall only. Some of the candidates resorted to lifting of materials from the passage in answering some questions.

Candidates' general performance in the question on grammatical function was poor.

Question 7

- (a) **Draw the vowel chart of your language.**
- (b) **Choose two front vowels and two back vowels and describe them.**
- (c) **Show the distribution of each of the selected vowels in words.**

Candidates' performance:

- (a) The majority of the candidates were able to draw the vowel chart with the correct insertions. Only a few missed the correct insertions.
- (b) Most of the candidates who attempted this question were able to describe adequately the vowels they chose.

However, others chose to discuss the distribution of the vowels they chose in sub-question (b) thereby resorting to answering an 'unknown' question.

Question 8

- (a) **What is tone?**
- (b) **With three examples each, discuss the function of tone in your language.**

Candidates' performance

- (a) Generally candidates were able to give a good definition/explanation of tones.
- (b) They were able to give two functions of tones namely The Lexical Function and The Grammatical Function, with good examples to illustrate each function.

Comment: the third function of tone i.e. the Dialectical Function that explains the differences among Asante Twi, Akuapem Twi and some sub-dialects especially Kwawu was not given at all. Perhaps this function is not well taught and learned in the classrooms. The attention of teachers of the subject should be brought to this.

Question 9

- (a) **What is a sentence?**
- (b) **Discuss three functions of a simple sentence in your language.**
- (c) **Give three examples to illustrate each function.**

Candidates' performance

- (a) Candidates were able to explain what a sentence is without any problem.
- (b) Candidates were able to give the three functions of a simple sentence namely, Asenka (statement), As Imusa (question) and 4hy1 (Command/imperative)
- (c) Candidates provided good examples of each of the stated functions.

Question 10

Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.

- (i) **Adverbial clause of reason**
- (ii) **Adverbial clause of manner**
- (iii) **Adverbial clause of time**
- (iv) **Adverbial clause of place**

Candidates were required to explain each of the adverbial clauses mentioned above and provide three examples of each of them.

Candidates' performance

- (1) The majority of those who attempted this question were able to explain all the clauses with good examples.
- (2) However, a few candidates were unable to explain what the clauses are, but were able to give good examples of each of them.

TWI (AKUAPEM) 2

1. GENERAL COMMENTS

The standard of the paper and candidates' performance on the whole, was good. A good percentage of the candidates were able to present a good exercise which yielded good grade.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) The good candidates were able to present precise and concise answers to all the questions they attempted.
- (2) They adhered to all the rubrics for all the sections of the paper.
- (3) Their handwriting was also legible and enhanced scoring of their answers.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following were the weaknesses of many a candidate.

(1) Noncompliance with Rubrics

Some candidates answered two questions from the same section, though the instruction clearly stated that only one question should be attempted. One other weakness was that some candidates ignored the instruction numbered 3 on the front page of the answer booklet and answered two major questions on the same page.

(2) Non Mastery of Punctuation Marks

Some candidates at this level, had not mastered the use of upper case for significant lexical items such as Akan personal names, names of towns and even God. Many examples were rampant in candidates' answers. Examples were brako, yaw addo, 4brakyer1, paakofi, kwakubonsu, kramoadimam, 4boase, an4pawi. Each of these needs upper case letters at the initial position.

(3) Non mastery of the Akan Golden Rule

The Akan "Golden Rule" states that pronoun subjects and verbs are written together as single units. Many a candidate violated this rule and this table shows a few examples of candidates' incorrect renditions vis-à-vis the right versions.

INCORRECT	CORRECT
Y1 fr1, mommra, 4re ba	Y1fr1, mommra, 4reba
Mo mm1gye, momfa	Momm1gye, momfa
4re k4, w4k4 faa	4rek4, w4k4faa
4re hwewh1, w4 soaa	4rehwewh1, w4soaa
W4 baa, mobae	W4baa, mobae
Y1n amfi, 4k4 bisaa	Y1namfi, 4k4bisaa

Though candidates were not penalized for these errors they should make efforts to study the structural difference between English and Twi pronoun subjects and verbs.

Their tutors can be of great help in this situation by giving these students copious exercises and vetting them painstakingly.

5. DETAILED COMMENTS

Question 1

- (a) What is a libation text?**
- (b) Write a libation text of not less than ten lines on marriage in your area.**
- (c) Mention three items used during the performance of a libation text and their significance.**

The question comprised three sub-questions (a, b, c). Candidates were required to:

- (a) define libation
- (b) provide a libation text of not less than ten lines
- (c) state three things that the performer does.

From the various answers candidates can be grouped into four categories. The first category were able to meet the demands of the task, but missed a very important point because they did not include the items such as liquor or water that is used traditionally for offering libation. One group wrote their texts in prose instead of in verse. The third group wrote few lines for their examples and the fourth category could not give reasons for the three things that the performer does when libation is being offered. The good candidates scored appreciable marks for their performance.

Question 2

- (a) State four reasons why your people give names to their newly born babies.**
- (b) Mention any four sources of names among your people.**
- (c) Give two examples of names for each of the four sources of names mentioned in (b).**

This question also had three sub-questions:

- (a) Give four reasons why the Akans give names to their children
 - (b) four conditions by which these names are acquired and
 - (c) two examples of (b).
- (a) Names are given
 - (i) for identification of the children;
 - (ii) to show the clans to which they belong;
 - (iii) as a tag for the living
 - (iv) in honour of the ancestors and living benefactors.
 - (b)
 - (i) Kradin (day born names)
 - (ii) Awonnidaso (sequence of birth names)
 - (iii) Abusuadin (family names)
 - (iv) Ab1budin (insinuation/proverbial names)
 - (v) Abosomdin (theophorus names),
 - (vi) Ahosu (body structure)
 - (vii) Awommawuo (weird and reincarnated names).

Many of the candidates who attempted this question met the demands of the task and scored very high marks. On the other hand, the weak candidates were not able to answer the sub-question (a) and this also affected (b) and (c). Their performance was just a little above average.

Question 3 - Plot of Set Book for Prose

Candidates were required to discuss the main structure of the story in the textbook – *Brako*. The structure should discuss:

- (a) The life of the protagonist at \$brakyer1
- (b) Movement to Nkran (Accra) and the problems he encountered and, finally

(c) Relocation to \$brakyer1, his achievement after hard work, his elevation to the status of Ab4tend4mhene and the befitting burial after his demise by the citizens of his hometown.

Generally, the good candidates provided a good piece which earned them good marks. But the weak ones could not outline their points clearly and scored low marks. The very weak candidates who perhaps, did not understand the question, listed the topics of the Table of Contents in the book as an answer to the Question. This did not earn them any mark.

Question 4 - Context Question

This was a context question from the textbook *Brako*. The question had three subquestions.

- (a) **Who made the statement?**
- (b) **Who was the addressee?**
- (c) **What was the result of the statement?**

The good candidates presented very good answers to all the subquestions and were rewarded for their efforts. However, one group of candidates were able to answer only (a) and (b) but messed up with (c). Therefore, their answers settled on Brako and Yaw Addo respectively. They should have stated that Brako returned to \$brakyer1 while Yaw Addo also relocated to Bagyabiy1d4m, his hometown and highlight what each of them embarked upon for livelihood, on their arrival back home.

Question 5 - Character Sketch

The question involved short notes on three characters:

- (a) **Araba Akyer1**
- (b) **KwakuBonsu**
- (c) **KramoAdimam**

A good number of candidates attempted this question. Some responses were very good. But the weak candidates, because of the phraseology of short notes, wrote only two or three sentences on each of the characters. The salient points should cover the abode, occupation, attitudes and influence of each character in their society. Candidates whose answers lacked these core points scored very low marks.

Question 6 - Context Question

This was another context question culled from the Textbook, *ETERE NNI SAFOA*. The question comprised four subquestions.

- (a) Who made this statement?**
- (b) Who was the addressee?**
- (c) Why did the speaker make this statement? And**
- (d) What was the consequence of the episode?**

The good candidates presented a good piece and scored a high mark. On the other hand, the weak ones stopped at (b) and therefore lost all the marks allocated for (c) and (d) when Araba Akyerl was able to hypnotize Paa Kofi, and the results of their marriage including the demise of Paa Kofi.

Question 7 - Poetry

The subquestions were:

- (a) What was the theme of the poem “*Mek4Meba Bio A?*”**
- (b) State two literary devices from the poem and state how each of them was used in context of the poem**
- (c) State the mood of the poet, and**
- (d) What lesson is drawn from the text?**

Many of the candidates tackled this question and their performance was good. They were able to state the theme clearly; they mentioned two out of the literary devices like proverb, repetition, idiom, personification, contrast, etc. They also pointed out that the poet was sad, distressed and was lamenting over her present condition. The lesson drawn from the poem was also clearly stated.

On the other hand, the responses of the weak candidates fell short of these salient points that have been outlined above; so they scored very low marks.

Question 8 - Poetry

The question comprised 4 subquestions:

- (a) What is the main theme that the poem “*Adwuma Yi Yi \$ko*” depicts?**
- (b) Give two examples of the literary devices that the poet employed.**
- (c) What is the mood of the poet? Quote examples from the poem to support your answer and,**
- (d) State three main structures of the poem.**

Generally, the brilliant candidates were able to meet the requirements of each subquestion and scored good marks. However, the weak candidates could not state the main theme clearly neither were they able to mention the two literary devices. For subquestion (c) they stated the mood of the poet but examples to support their answers were missing.

On the structure of the poem i.e. subquestion (d), candidates’ answers should have included 6 (six) stanzas, four lines for each stanza, short sentences and examples of literary devices such as repetition, personification, idioms, contrast and simile. Since these were missing in the work of the weak candidates they scored very low marks.

TWI (ASANTE) 1

1. GENERAL COMMENTS

The paper compared favourably with those of the previous years. The questions were well-framed, devoid of any ambiguity. Generally, candidates' performance was not as good as that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Length of Essay: Most candidates were able to write the required number of words. Quite a number of them performed well in the content, especially those who selected Questions 1 and 3. Question 1 asked candidates to write a letter to one of the newspapers on the causes and effects of armed robbery in the country. Question 3 also asked them to discuss the causes and suggest solutions to the gross indiscipline of the youth.
- (2) Section B (Translation): Most candidates were able to bring out the ideas and they used appropriate registers.
- (3) Section C (Comprehension): Generally, candidates performed creditably in this section. Most of them were able to give a suitable title to the passage. They also handled both inference and stated fact questions well.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor paragraphing: Quite a number of candidates had problems with paragraphing. It was noted that some candidates even failed to leave one line in between their writing.

- (2) Mechanical Accuracy: A large number of candidates scored zero in this area. In addition to poor spelling, bad orthography and punctuation, some candidates began their sentences with lower case letters
- (3) Language Structure: Generally, candidates performed very poorly in this area. It seemed most candidates gave it very little or no attention at all during their preparation for the examination.

4. SUGGESTED REMEDIES

- (1) Teachers of the language should not overlook the importance of orthography in language teaching and learning.
- (2) Students must be encouraged to read a lot of Twi literature books.
- (3) Teachers of the language should give the teaching of language structure (phonology and syntax) the premium it deserves. They should be mindful of the books they recommend for their students as most of the books, especially the 'Questions and Answers' ones in the market, are substandard.
- (4) Periodic workshops must be organized for the teachers of the language.

5. DETAILED COMMENTS

Question 1 - Letter Writing

Write a letter to one of the newspapers on the causes and effects of armed robbery in the country.

This was the most popular question. Most candidates who selected it performed relatively well. As expected, most candidates used formal language, titled the letter, presented their facts in an orderly manner and gave the appropriate valediction.

With respect to content, candidates were expected to give a very good introduction, for example, requesting the editor to kindly publish candidate's view on the topic. Candidates were expected to give the mode of operation (highway robbery, residential

robbery, etc.) before dealing with the causes and effects. It was also expected that candidates would give a good conclusion – thanking the editor and wishing that the views will be published.

Question 2 - Argumentative

The Media has done more harm than good to the public. Express your view.

This was the least attempted question. It was an argumentative essay and candidates were expected to take a stance on the statement and confirm it when concluding the essay. It was observed that some of the candidates talked about both the positive and negative aspects of the media without taking a stance. Some also took a stance alright but failed to confirm it at the end of the essay.

Question 3 - Exposition

Discuss the causes and suggest solutions to the gross indiscipline of the youth.

It was the second most popular question. Candidates who selected it performed well. Most of them were able to give good introductions and very suitable conclusions.

As expected, most of them gave the following causes:

- Viewing of certain programmes on the television which have foreign elements or cultures.
- Influence by certain ICT programmes
- Modernity
- Parents not allowing their children to be corrected by any other members of the society.
- Peer influence
- Wrong interpretation of human rights and democratic practices.

Question 4 - Narration

Write a story which ends: “*The evil that men do lives after them*”.

This essay was the third most patronized question. Most candidates who selected this question wrote very nice stories but a large number of them failed to write the required number of words. Candidates were expected to give any suitable remarks, such as “anything that begins well will end well, but anything that begins badly may end badly” or the source of the story as the introduction. It was expected that the story would end with the statement appropriately. Any story which failed to do so was marked under half of the mark for content.

The body of the story may take this structure:

- (i) the experience from the candidate himself/herself or an account given to the candidate.
- (ii) the beginning of the episode (narration)
- (iii) the development of the story
- (iv) the climax of the story
- (v) the ending of the story

Candidates were expected to use informal language.

Question 5 - Translation

An English passage of one hundred and fifty-two words was given to candidates to translate into Twi (Asante) for twenty marks. It is worth noting that most candidates were able to bring out most of the intended ideas and used appropriate registers. However, almost all the candidates scored zero with respect to the Mechanical Accuracy which was two marks. Also, most candidates found it very difficult to translate the following words or expressions ‘prejudice’, ‘is dying out slowly’ and ‘good employment opportunities’.

Question 6 - Comprehension

Generally, candidates performed creditably in this section. Out of the ten questions set, four were on inference and six were on stated fact. It must be stated, however, that most candidates had the question on grammatical function (subquestion I) wrong.

The expected answer was 'subject' but most of them gave answers like 'Dependent Clause', 'Noun' and 'Noun phrase'.

Question 7

- (a) **Draw the vowel chart of your language.**
- (b) **Choose two front vowels and two back vowels and describe them.**
- (c) **Show the distribution of each of the selected vowels in word.**

Question 7 was in three parts. The first part required candidates to draw the vowel chart. The second part asked candidates to select two front vowels and two back vowels and describe them. The third part asked them to show the distribution of the selected vowels.

Generally, candidates who chose this question performed poorly. Though most of them were able to do the first part, they found the second and third parts very unfriendly. A large number of them who selected [i], [I], [u] and [3] stated that they can occur at a word initial position. It was also observed that most of them did not know the difference between 'Description of vowels' and 'Distribution of vowels'.

Question 8

- (a) **What is tone?**
- (b) **With three examples each, discuss the function of tone in your language.**

Question 8 was in two parts. The first part asked candidates to explain the term 'tone' and the second part requested them to state two functions of tone in Asante Twi and give three examples each of the function. Like Question 7, this question was poorly answered. Quite a number of them were unable to explain the term appropriately. Some were able to state only the functions and left the examples. A large number of them who gave the examples did not add the tone markers. Instead, they wrote the English version of the words or expressions against the examples.

Question 9

- (a) What is a sentence?**
- (b) Discuss three functions of a simple sentence in your language.**
- (c) Give three examples to illustrate each function.**

Question 9 was in three parts. Candidates who selected this question performed a little better than those who opted for question 10. Most candidates failed to explain 'sentence' appropriately. Among the definitions were:

- A sentence is a word with a verb.
- A sentence is a group of words with a verb.
- A sentence is a group of words which contain a subject.

Students should note that it is a word or group of words expressing one or more ideas.

Most candidates were able to state the functions of the simple sentence but could not give the examples. It was noted that those who were able to give the examples failed to punctuate them. Again, it was observed that most of them began their sentences with lower case letters.

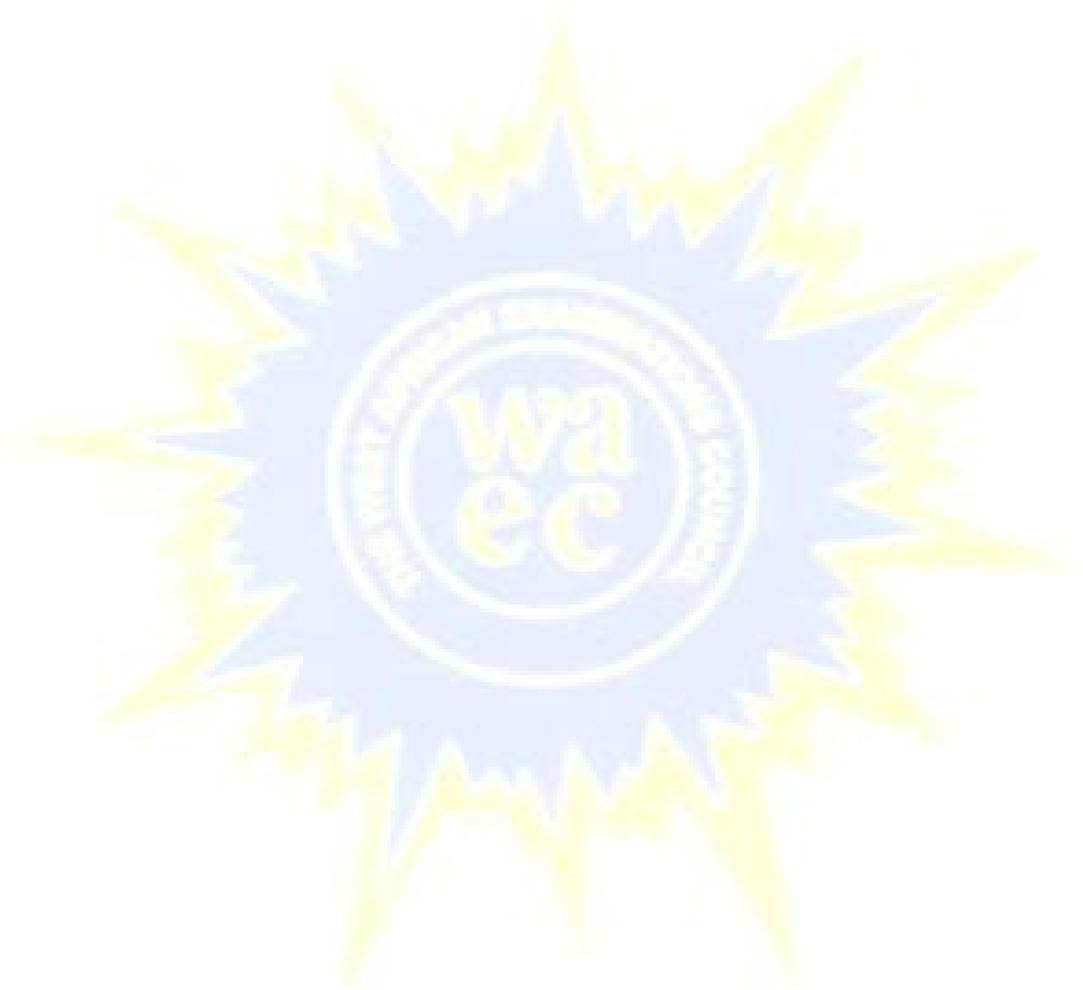
Question 10

Discuss the following types of adverbial clauses in your language and give three examples of each in sentences.

- (i) Adverbial clause of reason**
- (ii) Adverbial clause of manner**
- (iii) Adverbial clause of time**
- (iv) Adverbial clause of place**

This question was poorly answered. Not many of the candidates were able to explain the terms appropriately. Almost all the candidates who selected this question thought that 'adverbial clause' is the same as 'adverbial phrase' and therefore gave examples of 'adverbial phrases'.

Candidates must be mindful that Noun clause, Adjectival clause and Adverbial clauses contain a verb but Noun phrase, Adjectival phrase and Adverbial phrase do not.



TWI (ASANTE) 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with those of previous years. All the questions were within the reach of candidates.

The performance of most of the candidates was good as compared to that of last year. Most of the candidates scored above average with a few scoring less than a quarter of the total mark.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some candidates showed originality in their answers by giving vivid explanations to their answers.
- (2) Most candidates wrote the libation text in verse as expected.
- (3) Many candidates adhered to the rubrics of the paper.
- (4) A good number of candidates produced legible handwriting.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Orthographical mistakes were the major problem of most of the candidates.

Candidates who answered Question 1, the libation text, did not answer it well. Most of them did not follow the procedure for writing a libation text. Instead of writing in a verse form they wrote it in a prose form.

Poetry appreciation was poor, indicating that proper work on poetry appreciation was not done in the classroom.

Candidates' weaknesses could also be attributed to the fact that most of them did not take the pain to read the set books so they could not answer questions from them.

4. SUGGESTED REMEDIES

Teachers should embody the teaching of orthography in their lesson presentations to help the students to improve upon their writing.

Commentary books should be made available to students to enable them to read the set books. The prose and drama should be well treated in class to help them (students) know the characters from each set book to avoid the changing of characters from the books.

5. DETAILED COMMENTS

Question 1

- (a) What is a libation text?**
- (b) Write a libation text of not less than ten lines on marriage in your area.**
- (c) Mention three items used during the performance of a libation text and their significance.**

About 80% of the candidates answered this question and it was well done. Though a few of the candidates wrote the libation text in a prose form instead of verse form, on the whole, candidates did well on this question.

Question 2

- (a) **State four reasons why your people give names to their newly born babies.**
- (b) **Mention any four sources of names among your people.**
- (c) **Give two examples of names for each of the four sources of names mentioned in (b).**

Most candidates tackled this question and those who answered it did well by giving examples as demanded by the question. Few of the candidates took the types of names to be grammatical and used Proper and Common nouns to answer it.

Question 3 - Plot of Set Book for Prose

Candidates were required to discuss the main structure of the story in the textbook – *Brako*. The structure should discuss:

- (a) The life of the protagonist at \$brakyer1
- (b) Movement to Nkran (Accra) and the problems he encountered and finally
- (c) Relocation to \$brakyer1, his achievement after hard work, his elevation to the status of Ab4tend4mhene and the befitting burial after his demise by the citizens of his hometown.

Almost all the candidates answered this question and had high marks. Apart from spellings of certain words, they did justice to the question.

Question 4 - Context Question

This was a context question from the textbook *Brako*. The question had three subquestions. (a) Who made the statement?

- (b) Who was the addressee?

(c) What was the result of the statement?

For this question, subquestions (a) and (b) were well answered by candidates who attempted it except subquestion (c) that candidates were not able to answer. On the average candidates did fairly well.

Question 5 - **Character Sketch**

The question involved short notes on three characters

- (a) Araba Akyerl
- (b) KwakuBonsu
- (c) KramoAdimam.

Out of the three characters, candidates were able to comment very well on Araba Akyerl and Kramo Adimam but could not comment well on Kwaku Bonsu.

Question 6 - **Context Question**

This was another context question culled from the Textbook, *ETERE NNI SAFOA*. The question comprised four subquestions.

- (a) Who made this statement?
- (b) Who was the addressee?
- (c) Why did the speaker make this statement? and
- (d) What was the consequence of the episode?

This question was a context question and candidates who answered it did well on subquestions (a), (b) and (c) well but performed poorly on subquesiton (d). Teachers should try to do more work or exercises on context questions with students.

Question 7 - **Poetry**

The subquestions were:

- (a) What was the theme of the poem “*Mek4Meba Bio A?*”
- (b) State two literary devices from the poem and state how each of them was used in the context of the poem.
- (c) State the mood of the poet and
- (d) What lesson is drawn from the text?

About 85% of the candidates answered this question but performance was far below average. Students’ answers indicated that students did not understand the poetry appreciation and the use of literary devices at all. This shows that students are not able to memorise some of the verses of the poems learnt. Candidates in some cases gave answers to poems they were not asked questions on showing that they did not learn the selected topics given to them.

Teachers should do well to teach the poems given and try to encourage students to learn the verses and the literary devices well to help them answer similar questions in future.

Question 8 - Poetry

The question comprised 4 subquestions:

- (a) **What is the main theme that the poem “*Adwuma Yi Yi \$ko*” depicts?**
- (b) **Give two examples of the literary devices that the poet employed.**
- (c) **What is the mood of the poet? Quote examples from the poem to support your answer and,**
- (d) **State three main structures of the poem.**

Few students answered this question and their performance was very poor. Teachers should concentrate more on the teaching of poetry to enable students answer questions on them.