

# **SOCIAL STUDIES**

## **GENERAL COMMENTS**

### **1. STANDARD OF THE PAPER**

The standard of the paper was high and compared favourably with that of the previous years. All the questions fell within the scope of the syllabus and were clear and suitable for the level of the candidates.

### **2. PERFORMANCE OF CANDIDATES**

The performance of the candidates was generally average just like that of the previous years.

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

- (i) Very few candidates presented their answers in very good essays by giving vivid explanations to the relevant points.
- (ii) Some candidates' handwritings were superb with good spellings of both simple and technical words.
- (iii) Most candidates followed the rubrics of the paper and answered the required number of questions from each section. They also gave the required number of points for each question.

### **4. SUMMARY OF CANDIDATES WEAKNESSES**

- (i) Some candidates left blank pages in-between the answers from different sections and went further to answer other questions.
- (ii) There were a lot of deviations and irrelevant points in candidates' answers.
- (iii) Most candidates also wrote incomplete sentences for answers that needed descriptions or explanations.
- (iv) There were so many spelling mistakes and wrong use of words in candidates' answers. For instance, North was spelt 'Nouth' and South spelt 'Sourth'

## 5. SUGGESTED REMEDIES

- (i) Teachers must give candidates enough orientation on how to answer questions with emphasis on the rubrics of question papers and individual questions.
- (ii) Teachers must also train and encourage candidates to write legibly so that their scripts can be read easily.
- (iii) Candidates must also be encouraged to read and understand each question before they attempt to answer them.
- (iv) Teachers must also drill candidates in spelling and dictation exercises in the course of their studies so that they will be conversant with the spelling of simple and technical words in the various subjects.
- (v) Teachers must also teach the candidates the demands of such words as 'describe', 'highlight', 'elaborate', 'state', 'list' etc. as used in the setting of questions.

## 6. DETAILED COMMENTS

- Q1. (a) **Differentiate between a map and a sketch.**
- (b) **List the four main cardinal points used in showing direction.**
- (c) **State the two main seasons and the periods in which they occur in Ghana.**
- (d) **Describe how a cyclonic rainfall occurs.**

This question was in four parts (a), (b), (c) and (d). The question was popular among candidates and they answered the (a), (b) and (c) parts quite well. The (d) part posed some difficulty for some candidates. Some drew diagrams to show cyclonic rainfall instead of describing the process. Others drew diagrams of relief or convectional rainfall. However, the good candidates were able to describe how cyclonic rain occurs and even went ahead to illustrate their answers with good diagrams even though the question did not demand diagrams.

The performance of the candidates was generally above average.

- Q2. (a) **List any two major relief features in Ghana.**
- (b) **List four any oceans of the world.**

- (c) **Outline any four ways by which the forest vegetation in Ghana can be preserved.**

This was another popular question among candidates. For the (a) part though most candidates listed the relief features, few of them rather listed examples of relief features such as Akwapim-Togo range, mountain Afadjato and Gambaga scarp. The relief features required by the question are valleys, highlands, mountains, plains etc.

The (b) part of the question required candidates to list any four oceans of the world. This was well answered by many of the candidates. However, few candidates had problem with their spellings. They wrote Artic for Arctic, Specific for Pacific, Atalantic for Atlantic and India for Indian.

For the (c) part, candidates did not do well. Answers like ‘avoid bush fires’, ‘avoid overgrazing’, ‘avoid illegal mining’ topped answers given by candidates. They did not know that grazing of animals is not done in the forest areas.

Ways of preserving forest vegetation in Ghana expected from candidates included;

- (i) Creation of forest reserves where people are not allowed to cut down trees or undertake farming activities.
- (ii) Creation of forest grooves
- (iii) Reafforestation and afforestation projects
- (iv) Prevention of forests been burnt down e.g. creation of fire belts, controlling the activities of palm wine tappers, institution of fire brigades etc.
- (v) Adoption of better agricultural practices such as mixed cropping, cover cropping, crop rotation etc.
- (vi) Public education on forest conservation
- (vii) Implementation and enforcement of existing laws.
- (viii) Provision of substitutes to forest resources e.g. liquified petroleum gas (LPG)
- (ix) Control of sand winning/mining activities. Performance of candidates was good.

**Q3. (a) Explain the term *colonization***

**(b) Highlight any four positive effects of colonization on Ghana**

This question was in two parts (a) and (b). It was the most popular among candidates because almost all candidates attempted it. For the (a) part, almost all candidates were able to explain the term colonization well bringing out important words. It was only very few candidates who gave partial or incomplete sentences. The marking scheme provided that; ‘colonization means taking control of the administration of a people or a country by another country or taking over the function of government in one country by a foreign power.

The (b) part of the question was also well answered by some of the candidates. Most candidates were able to list the points but could not explain them. This made them lose marks. The points expected from the candidates included;

- (i) Introduction of formal education
- (ii) Provision of infrastructure for development
- (iii) Plantation farming
- (iv) Architectural development
- (v) Introduction of modern machines/modern technology
- (vi) Introduction of common currency
- (vii) Abolition of bad / outmoded cultural practices
- (viii) Extraction of natural resources (gold, oil diamond etc.).
- (ix) Introduction of common official language (English)
- (x) Uniting different ethnic groups to form a nation
- (xi) Introduction of representative government
- (xii) Introduction of Christianity
- (xiii) Growth of towns or urbanization
- (xiv) Introduction of new judicial system

**Q4. Outline five contributions of the district assemblies to the development of Ghana.**

This question required candidates to outline contributions of district assemblies towards the development of Ghana. The question was not popular among candidates. Only few of them attempted it but performed poorly. Some were able to raise salient points but could not explain them. Some also wrote on the functions of the District

Chief Executive. Others wrote about the challenges or failures of district assemblies. The marking scheme expected candidates to outline points such as;

- (i) They engage in refuse collection and other forms of sanitation
- (ii) They help in the construction and maintenance of feeder roads
- (iii) They help in the training and retraining of their staff
- (iv) They provide civic education for residents
- (v) Help in providing social amenities such as schools, toilets, markets, lorry parks etc.
- (vi) They develop tourist sites that bring in revenue/foreign exchange
- (vii) They make byelaws to maintain law and order
- (viii) They enforce byelaws through the courts
- (ix) They offer scholarships to needy but brilliant students
- (x) They offer employment to people in the area
- (xi) They mobilize local resources for development, e.g. basic rates market tolls etc.
- (xii) Prepare people for political leadership

Performance of candidates on this question was not good enough.

- Q5. (a) State *four* reasons why people embark on tours to different places.**
- (b) Explain *four* ways by which tourism is important to the Ghanaian**

This question was in two parts; (a) and (b) and popular among the candidates. Most candidates were able to state the reasons for which people embark on tours and scored full marks. However, there were few candidates who could not do well.

Some of the reasons for which people embark on tours to different places are;

- (i) For sightseeing
- (ii) To learn new things (e.g. culture)
- (iii) For enjoyment and relaxation
- (iv) To acquire new artefacts
- (v) To appreciate and interact with nature

- (vi) For religious purposes
- (vii) For health reasons
- (viii) To engage in economic activities.
- (ix) For education and research.

For the (b) part most candidates were able to raise meaningful points but could not explain them and also link them to the development of Ghana. This affected the marks they scored for this question. Some of the points worth considering for this question include:

- (i) Provides employment
- (ii) Serves as source of foreign exchange
- (iii) Source of revenue to the state
- (iv) Leads to infrastructural development
- (v) Helps to conserve natural resources
- (vi) Promotes the growth and development of local craft industries
- (vii) Projects Ghana's image abroad
- (viii) Attracts foreign investors
- (ix) Helps to protect historical monuments

- Q6. (a) Explain *natural disaster* and give *two* examples.**
- (b) Outline *four* reasons why a good layout is necessary for a decent settlement**

This question was also in two parts (a) and (b). Most candidates were again able to provide fantastic answers to the (a) part and scored full marks. Some provided incomplete answers to the first half of the (a) part of the question and therefore lose marks. They explained natural disaster as 'any misfortune caused by nature'. They omitted the second half 'leading to the destruction of the environment. The marking scheme provided that, natural disaster refers to 'any misfortune that occurs from a natural phenomenon leading to the destruction of the environment or any misfortune caused by nature leading to the destruction of the environment'. Candidates were however able to give very good example of natural disasters as floods, earthquakes,

volcanic eruptions, famine, droughts, landslides, tsunamis, typhoons, hurricane as indicated in the marking scheme.

Candidates' performance in the (b) part was quite good but again majority of them were not able to explain their points to show why a good layout is necessary for a decent settlement. The points expected from candidates include;

- (i) Makes movement in a settlement easy
- (ii) Makes it easy to supply of utilities to inhabitants, e.g. water, electricity.
- (iii) Ensures proper location of facilities
- (iv) Makes for easy distribution of letters
- (v) Reduces the negative effects of natural disasters such as floods.
- (vi) Reduces high incidence of contagious diseases
- (vii) Helps to minimize crimes
- (viii) A good layout makes settlements beautiful
- (ix) Helps to improve sanitation
- (x) Prevents overcrowding and development of slums

On the whole, candidates' performance was good.