

SOCIAL STUDIES

GENERAL COMMENTS

1. STANDARD OF THE PAPER

The standard of the paper compared favourably with that of previous years. All the questions were based on the syllabus and they were clear and suitable for the level of the candidates.

2. PERFORMANCE OF CANDIDATES

The performance of the candidates was generally good and compared with that of last year. Even though some candidates excel majority performed averagely with some still below average.

3. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Majority of the candidates presented their answers in very good and legible handwritings.
- (2) A good number of the candidates displayed satisfactory knowledge of the topics they attempted.
- (3) Most candidates followed the rubrics of the paper and answered the required number of questions from each section.
- (4) Some candidates expressed themselves comprehensively and organized their answers very well.

4. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) There were numerous grammatical errors in candidates' answers.
- (2) Some candidates did not obey the rubrics of the paper. They answered more than the required number of questions from each section and some even answered more than the required number of questions for the paper.
- (3) Some of the candidates gave one-word or two-word answers to points that demanded explanation. They could not explain the points. E.g. afforestation, educating people etc.

- (4) A good number of candidates deviated and presented irrelevant points to some of the answers. For instance, they took reasons for migration of different ethnic groups for rural-urban migration and gave answers like 'for better jobs like white collar jobs' and to run away from outmoded cultural customs such as witchcraft, child labour and female genital mutilation'. Some also wrote essays that had no bearing on the questions set.
- (5) Some candidates made wrong use of such words as 'avoid', 'prevent' and 'control'.
- (6) Some candidates organised their answers poorly. They answered all the questions on the same page and some without question numbers.

5. SUGGESTED REMEDIES

- (1) Teachers must encourage students to engage in reading many books to overcome the defects in their spelling and grammar.
- (2) Teachers must stress the importance of the rubrics of question papers to candidates.
- (3) Candidates need to offer simple explanation to the points they raise as required by the questions. Teachers must help candidates to understand the various concepts in the topics they treat with them.
- (4) Candidates must ensure they read and understand the questions they choose to answer very well. They must provide only the required responses.
- (5) Teachers must teach candidates to understand the different uses of such words as 'avoid', 'prevent' 'lack of' and 'control'
- (6) Teachers must stress the need to answer each question on a fresh page to the candidates. They must ensure they write down the question numbers first before proceeding to answer the questions.

6. DETAILED COMMENTS

- Q1. (a) Describe four bad effects of deforestation.**
(b) In what four ways can deforestation be minimized in Ghana.

This question had two parts; (a) and (b) and candidates were required to answer all. For the (a) part, candidates were expected to describe four effects of deforestation. Most of the candidates who answered this question gave the right points though some of them lack the ability to explain the points hence lose some marks.

Question 1(b) required candidates to suggest four ways by which deforestation can be minimized in Ghana. This question was poorly answered by many candidates and they lose some marks.

Candidates stated points like ‘avoid deforestation’, ‘make laws’, avoiding cutting of trees etc. these points were not written in meaningful sentences and so could not attract high marks. Candidates could have considered the following points;

- (i) Creation of forest reserves (where people are not allowed to cut down trees).
- (ii) Creation of fetish grooves/forest.
- (iii) Undertaking reforestation and afforestation programmes.
- (iv) Creation of fire belts (to prevent the forests from being burnt).
- (v) Adoption of sedentary agricultural practices such as crop rotation, mixed cropping, cover cropping instead of shifting cultivation etc.
- (vi) Giving of public education on the preservation of forest vegetation
- (vii) Enforcement of environmental laws.
- (viii) Exploitation of forest resources must be controlled by an identified body.
- (ix) Finding alternative sources of fuel e.g. LPG., Biogas)
- (x) Finding substitute for wood for construction purposes etc.

The overall performance of candidates on this question was fair.

Q 2. Outline five ways of fostering national unity in Ghana.

This question was straightforward and required candidates to outline four ways of fostering national unity in Ghana.

Majority of the candidates attempted this question. Most of the candidates listed correct points but did not give examples to buttress their points. For instance, inter-ethnic marriages. They could have gone ahead to explain what inter-ethnic marriages meant and even give examples to score full marks. Due to this inability to give further details of their points they lost some marks. The overall performance on this question was however good.

Q3. (a) State four reasons for the migration of different ethnic groups in Ghana.

(b) Suggest four ways of sustaining peace and unity among the different ethnic groups in Ghana.

This question was also in two parts; (a) and (b). Question 1(a) required candidates to state four reasons for the migration of different ethnic groups in Ghana. A good number of the candidates answered this question and scored good marks. Few candidates also deviated and gave wrong answers. The deviated answers include 'to look for white collar jobs' and 'to expand their land'. However, those who stated the good points and proceeded to elaborate them scored very high marks.

The candidates were able to answer the (b) part of the question well. The question required the candidates to suggest four ways of sustaining peace and unity among the different ethnic groups in Ghana. Candidates gave the correct points expected of them and gave varied explanation to the points. They scored good marks for this part. The overall performance of the candidates on this question was good.

- Q4. (a) Highlight four contributions of Ghana to the United Nations organization.**
(b) State four benefits Ghana enjoys from the United Nations organization.

The question had two parts; (a) and (b) and candidates were required to answer the two parts. For the (a) part, the candidates were tasked to highlight four contributions of Ghana to the United Nations Organization. Most of the candidates who attempted this question did fairly well. They provided answers like; peacekeeping operation, financial contribution, keeping refugees etc. Since the candidates lacked ability to explain the points they could not score high marks.

The (b) part required candidates to state four benefits Ghana enjoyed from the United Nations Organization. Most of the candidates who provided correct answers only listed the points in one-word or two-word phrases. Marks scored by these candidates were low. They displayed average knowledge of the topic by stating short phrases as full responses to the question. For instance, loan from IMF. A better way of stating this point could have been 'Ghana gets financial support from IMF to expand social amenities like hospitals. An example is Tamale teaching hospital.

Total performance on this question was good

- Q5. (a) List four minerals mined in Ghana and indicate where they are mined.**
(b) Describe four ways in which minerals are important to the economy of Ghana.

This question required candidates to list four minerals mined in Ghana and where they are mined. Most of the candidates gave the correct responses and scored good marks. However, a good number of the candidates had problems with the spelling of some of the words. E.g. Akotia for Akwatia and Kede for Kade, 'diamon' for diamond, 'bausit' for 'bauxite', 'maganese' for 'manganese', etc. Some also gave wrong answers such as cocoa and timber.

The (b) part of the question tasked the candidates to highlight four problems of primary production in Ghana. Majority of the candidates answered this question well and scored good marks. However, some candidates had no idea about the question. These candidates could have considered the following points for their answers;

- (i) Lack of credit facilities
- (ii) Lack of storage facilities
- (iii) Poor road network/transport system/communication
- (iv) High cost of farm inputs
- (v) Inadequate machinery/tools
- (vi) Unstable market prices
- (vii) Lack of modern technology for exploitation
- (viii) Transport and communication
- (ix) Small size nature of the farms
- (x) High cost of insecticides
- (xi) Acquisition of land
- (xii) Use of simple tools

- Q6. (a) (i) Define primary production**
(ii) State two examples of primary production.
- (c) Suggest four ways by which productivity can be increased in the primary sector.**

The (a) part of the question was fairly answered by candidates. Most candidates were able to define primary production as the extraction of natural resources from the environment for (a) (i) and scored the full marks. Some candidates however left out *from the environment* in their definition. Furthermore, many candidates found it difficult to state examples of primary production correctly for (a) (ii). Some candidates stated answers such as mine, farm, and fish for example instead of mining, farming, and fishing. This led to loss of marks by the candidates.

Question 6(b) required candidates to suggest four ways by which productivity can be increased in the primary sector. Some candidates gave correct points and explained them for full marks. Other candidates stated the points but could not explain them. Some of such points were effective supervision, positive attitude to work, provision of good roads etc. Candidates lose marks because they could not explain the points raised.

General performance on this questions was however good.

