

## **RESUME OF CHIEF EXAMINERS' REPORTS FOR THE HUMANITIES SUBJECTS SECTION**

### **1. STANDARD OF THE PAPERS**

All the Chief Examiners reported that the standard of this year's papers is comparable to those of previous years.

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

The Chief Examiners reported that the performance of candidates varied from subject to subject. A decline in the performance of candidates was reported by the Chief Examiners for History 2, Government 2, Social Studies 2, Economics 2, Islamic Studies 2, Music 2 and Geography 2.

The Chief Examiner for Geography 3 however reported an improvement in the performance of candidates over the previous years while that of Christian Religious Studies 2 reported an average performance.

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

The Chief Examiners noted the following commendable features of the candidates' scripts.

- (1) **Orderly Presentation of Material and Good Expression**  
Candidates were commended for orderly presentation of facts, expression and accurate spelling in the following papers; Geography 2 and 3, Government 2, History 2, Economics 2, Christian Religious Studies 2 and Islamic Studies 2.
- (2) **Relevant Examples and Illustrations**  
A good number of candidates in Economics, Geography 3, Islamic Studies 2 and Christian Religious Studies 2 were given credit for supporting their points with relevant examples.
- (3) **Compliance with Rubrics**  
History 2, Government 2, Economics 2, Geography 2 and 3, Islamic Studies 2, Social Studies 2 and Music 2 were subjects reported to have candidates who followed the dictates of the rubrics.
- (4) **Legible Handwriting**  
The Chief Examiners for Government 2, History 2, Geography 2 and Christian Religious Studies 2, Social Studies 2 and Music 2 commended candidates for good handwriting.

## **A SUMMARY OF CANDIDATES' WEAKNESSES**

The Chief Examiners identified the following weaknesses of the candidates.

- (1) **Inability to Draw Diagrams Properly**  
The Chief Examiner for Geography 2 reported that the candidates failed to properly outline the map of Ghana and Africa and could not locate certain features correctly.
- (2) **Sketchy Answers**  
The Chief Examiners for Social Studies 2 and Economics 2 reported that some candidates merely listed the responses to questions in single sentences or phrases.
- (3) **Lack of Knowledge of the Subject Matter**  
The Chief Examiners for Music 2, Christian Religious Studies 2 and History 2 reported that most candidates demonstrated inadequate knowledge and preparation for the papers.
- (4) **Deviation**  
Most candidates for History 2, Government 2 and Economics 2, deviated because of lack of understanding of some of the questions they attempted. This was clearly demonstrated in the kind of responses given.

## **SUGGESTED REMEDIES**

The following suggestions were recommended to remedy candidates' weaknesses.

- (1) Candidates should practice regularly drawing the map of Ghana and Africa as well as study into details the location of physical and human features.
- (2) Teachers should endeavour to cover all topics in the syllabus and give explanatory notes with relevant examples. This will equip candidates with the necessary facts to tackle questions during examination.
- (3) Candidates should be advised to read consistently the approved textbooks for their subjects.
- (4) Candidates should read questions thoroughly before they attempt to answer. They should look out for keywords in the question and what is demanded of them.
- (5) Teachers should endeavour to give students exercises and mark them in order to correct weaknesses detected.

## **CHRISTIAN RELIGIOUS STUDIES 2**

### **GENERAL COMMENTS**

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

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

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

Candidates' performance was a little better than that of previous year.

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

- (1) A good number of candidates who prepared adequately for the paper and were rewarded.
- (2) Candidates who performed creditably read the textbook which is the Bible and were familiar with the narratives as a result.
- (3) Candidates also read complementary books to understand what is in the Bible. Hence, candidates must not limit themselves to Questions and Answers from pamphlets but read the commentaries.
- (4) Few candidates wrote good English though assessment was not based on ability to write good expressions.
- (5) Most candidates followed the rubrics and this is commendable.

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

- (1) Construction of meaningless sentences
  - (2) Incorrect spelling of Biblical names such as Samuel, Hophni, Phinehas, Agag, Saul etc.
  - (3) Giving non-Biblical accounts as answers to questions.
  - (4) Misunderstanding of questions leading to deviation in answering.
  - (5) Some candidates were not familiar with Biblical stories and so lacked in-depth knowledge.
- (1) Some candidates could not express themselves using the English Language.

## 5. SUGGESTED REMEDY FOR THE WEAKNESSES

- (1) Candidates must read the questions well to ensure that they fully understand what is required of them in a particular question.
- (2) Candidates need to reserve some time which could be used in reading over what is written. Such an attitude will help candidates to rectify minor mistakes.
- (3) Candidates must read their Bibles and note carefully the spelling of Biblical names. A conscious effort must be made in this regard.
- (4) Candidate must know that they waste their own time writing irrelevant information that are not found in the Bible.
- (5) Teachers must ensure that the Bible is read in the class so that candidates will be familiar with the various accounts.
- (6) Students should be encouraged to read a lot of novels to improve upon their English language.

## 6. DETAILED COMMENTS

### Question 1

- (a) **Describe how Moses responded to God's call.**
- (b) **State three reasons why people refuse to accept leadership roles.**

This was a very popular question and candidates' performance was fairly good. However, a lot of essential details were left out especially where Moses was asked to assemble the elders and go to Pharaoh for permission to worship their God. Also, some candidates narrated the story from the time Pharaoh started to maltreat the Israelites to the time Moses was born and his flight to Median. The 'B' part was however, answered well.

### Question 2

- (a) **Recount the effect of the behaviour of Eli's children on Israel as a nation.**
- (b) **What two lessons can be learnt by parents from Eli's attitude?**

This was another popular question and performance was encouraging. However, some candidates in linking Samuel to the narrative told the story of Samuel's call instead. In fact most of the candidates who answered this question also failed to state that, a man of God was sent to Eli to warn him about her children's behaviour. Candidates were able to bring out the lessons parents could learn from Eli's attitude.

Conspicuously missing from the lesson however, was the fact that, disobedience to the Lord's commandment leads to severe punishment and that they should encourage good behaviour.

### **Question 3**

- (a) Narrate the circumstances that led to the rejection of Rehoboam as king of Israel.**
- (b) What three factors can lead to the rejection of a political leader?**

This was quite an unpopular question and was not answered by most candidates. However, those who did, answered it well. The response given to Rehoboam by his peers 'my little finger is thicker than my father's loins' was not stated by most of the candidates. Candidates also failed to state that Jeroboam had then returned from exile in Egypt.

The 'B' part was answered very well by all candidates.

### **Question 4**

- (a) Relate the story of Hosea's marriage to Gomer.**
- (b) Mention three factors that ensure a stable marriage.**

This was the most popular question in Section 'A' and candidates who answered this question performed creditably except that the names of the children were mixed up. The second child 'Not Pitied' was replaced by 'Not my people' and vice versa.

In addition some of the candidates could not explain the significance of the name 'Jezebel'. Finally, the fact that Gomer was influenced by worldly things from her love was not stated in most cases. Candidates also failed to state that the marital experience was a demonstration of God's love for Israel.

The 'B' part was well answered but the point of couples praying together was surprisingly omitted.

### **Question 5**

- (a) Highlight Jesus' call of the twelve disciples**
- (b) Identify four good qualities of a Christian leader.**

Candidates who answered this question did very well except that the narrative was not done in a chronological manner. The introduction was poorly done. This is one of the stories which varies slightly from each gospel account. Candidates could not mention the names of the Apostles rightly.

The 'B' part was well answered.

### Question 6

- (a) **And a young man followed him; with nothing but a linen cloth about his body:  
and they seized him ..... and ran away naked.  
Trace the events which led to this incident in the life of Jesus.**
- (b) **Give four reasons why some people forsake their friends.**

This question was not popular with candidates. Candidates could not link the quotation to the text. They were not conversant with the quotation which was a clear indication that they do not read the Biblical narratives.

The 'B' part was however answered well by the candidates.

### Question 7

- (a) **Highlight the activities of Peter in Lydda and Joppa.**
- (b) **Identify two ways by which some pastors are hiding behind miracles to cause havoc in society.**

The question was quite popular. Those who attempted the question did well. However, some candidates raised the story of Peter's healing of the lame man in Acts Chapter 3 to answer this question. The sub question 'B' was well answered.

### Question 8

- (a) **Explain James' advice to Christians to be doers of the word and not hearers only.**
- (b) **State two factors that hinder Christians from doing the will of God.**

This question was not popular and was badly answered. Candidates' lack of depth in the syllabus on the Book of James was brought to the fore here. Most of the candidates who answered this question performed poorly.

They could not fathom the fact that this question was on James' teaching on faith and works. However, some of the candidates did well in the 'B' part of the question.

### Question 9

- (a) **Relate Peter's teaching on submission to authority.**
- (b) **State seven ways a Christian can be a good citizen**

This question was not well answered by those who attempted it. Most candidates showed lack of knowledge of the topic and mostly 'sermonized'

The 'B' part was however answered well.

## ECONOMICS 2

### GENERAL COMMENTS

#### 1. STANDARD OF THE PAPER

The standard of the paper was good and compares well with that of previous year. Questions were clear and tasks demanded were very clear and to the point.

#### 2. PERFORMANCE OF CANDIDATES

Candidates' performance was generally disappointing. Many performed poorly. Only few brilliant candidates did well.

#### 3. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates were able to use appreciable examples to illustrate answers.
- (2) Some candidates could apply correct formulas in the data-response questions.
- (3) Candidates were able to state laws and principles clearly and concisely.

#### 4. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates did guess work and presented answers completely unrelated to the demands of the questions.
- (2) A few candidates failed to expatiate on points stated.
- (3) Some candidates could not write clear coherent English, and presented answers which in some cases were meaningless.

#### 5. SUGGESTED REMEDIES

- (1) Candidates should endeavour to understand the demand of questions before attempting them.
- (2) Candidates should learn to expatiate on the points they raise citing relevant examples where necessary.
- (3) Candidates should learn to present meaningful answers in clear English.

6. **DETAILED COMMENTS**

**Question 1**

The information provided below represent the demand and supply functions of a product. Use it to answer the questions that follow:

$$Q_s = 4P$$

$$Q_d = 42 - 3P$$

- (a) Calculate the quantities demanded and supplied in kg at the following prices:
- (i) \$5.00;
  - (ii) \$10.00;
  - (iii) \$13.00.
- (b) Determine the equilibrium price and quantity of the product in the market.
- (c) Suppose the demand function changed to  $Q_d = 50 - 3P$ .
- (i) Using the equilibrium price obtained in (b), calculate the quantity demanded.
  - (ii) Using your answer in c (i), explain whether the function represents An increase or decrease in demand.
- (d) Suggest two reasons that might have cause such a change in (c).

This was a question on the demand and supply functions of a product. Candidates were required to determine the quantities demanded and supplied at given prices, as well as determine the equilibrium price and quantity. The question was quite popular and students' performance in it was satisfactory.

Parts (a) and (b) of the question were quite straight-forward and were well-handled. Part (c) (i) involved substitution and was well-understood.

In part c (ii), after substituting for  $P = \$6$  in c (i), candidates were to explain that the value obtained i.e. 32kg was greater than the original value of 24kg, hence it represented an increase in demand.

## Question 2

The table below shows the budget of a country in 2010. Study it and answer the questions that follow:

Table 1.0

Revenue	\$ million
Company tax	60
Excise duties	35
Taxes on exports	90
Fine and licences	15
Income tax	50
Import duties	10
Royalties	20

Table 2.0

Expenditure	\$million
Workers' salaries	150
Electrification	120
Project	80
Fuel and	
Maintenance of	75
Official vehicles	
General	100
Administration	
Construction of	
new stadium	

- (a) How much did the country collect as:
- indirect tax;
  - direct tax;
  - non-tax revenue?
- (b) Calculate the:
- recurrent expenditure;
  - capital expenditure;
  - budget surplus or deficit for the year.

This was a question on Public Finance and required candidates to determine the total revenue of government for direct taxes, indirect taxes and non-tax revenue. In part (b) of the question, candidates were required to calculate the recurrent expenditure, capital expenditure and the budget-surplus or deficit. Although the question was quite popular, performance was extremely poor. Many candidates could not identify the direct and indirect taxes correctly.

In part (a), candidates were to answer as follows:- Indirect taxes comprised excise duties, (\$35m) taxes on exports (\$90m) and import duties (\$10m) giving a total of \$110 million.

In part (b) recurrent expenditure comprised workers' salaries (\$150 m) fuel and maintenance of official vehicles (\$80 m) and General administration (\$75m) which

totalled \$305m, The components of capital expenditure were Electrification projects (\$120m) and construction of stadia (\$100) which given a total of \$220 m. To determine the budget surplus or deficit demanded in b (iii) the total expenditure (\$525m) is deducted from the total revenue (\$280). This gives - \$245 which is deficit.

### **Question 3**

- (a) State the Law of Demand**
- (b) Using appropriate examples, distinguish between joint demand and competitive demand.**
- (c) Explain four exceptions to the Law of Demand**

This was a question on demand. It was structured to test ability to correctly state the law of demand and to use examples to distinguish between joint demand and competitive demand.

Part (c) of the question demanded a knowledge of the exceptions to the law of demand. The question was quite popular and performance in it was satisfactory.

The statement of the law in part (a) was well done by many candidates. The explanations of joint demand and competitive demand Part (b) was also quite well-handed.

In part (c), candidates could mention most of the exceptions to the law of demand. The problems of candidates were how to explain the points stated. For instance for Giffen goods, candidates were to explain that they are goods where demand falls as price falls or demand increases when price increase. Other exceptions to the law of demand include:-

- Goods of ostentation,
- Expectation of future change in price.
- Consumers' ignorance.
- Rare commodities.
- Necessities and habit.

### **Question 4**

**Write notes on the following:**

- (i) privatization;**
- (ii) commercialization;**
- (iii) indigenization;**
- (iv) nationalization;**
- (v) statutory corporation.**

This question was not popular at all. It was a question designed to test understanding of certain forms of business concerns. The few candidates who attempted it performed poorly.

Candidates resorted to mere guesswork in their presentation.

They were to explain as follows:-

Privatisation is the policy of transferring state-owned enterprises to citizens, foreign individuals or corporate organisations.

Commercialisation is a policy of restructuring public enterprises to make them more profitable and efficient instead of depending on government subvention.

Indigenisation involves the transfer of ownership and control of businesses from foreigners to indigenes, to ensure greater participation of indigenes in the economy.

Nationalisation is the transfer of ownership and control of private-enterprises to government.

Statutory corporations are large scale business enterprises owned and controlled by government to provide essential services.

### Question 5

- (a) **Explain the following terms:**
- (i) **utility;**
  - (ii) **marginal utility;**
  - (iii) **total utility.**
- (b) **State any two ways in which total utility and marginal utility are related.**
- (c) **Outline the conditions of consumer equilibrium when disposable income is spent on:**
- (i) **one commodity;**
  - (ii) **two commodities**

This was a question on consumer behaviour. The question demanded understanding of the concepts of utility, marginal utility, total utility and consumer equilibrium.

A considerable number of candidates attempted it and performance was fairly satisfactory.

Parts (a) and (b) of the question which demanded mere definitions and relationships were well-handled. The problem was with part (c) of the question.

Candidates were to explain that if disposable income is spent on one commodity, then the consumer attains equilibrium when the marginal utility of the commodity is equal to the price of the commodity. i.e.  $\frac{MU_x}{P_x} = \frac{MU_y}{P_y}$

Alternatively the equilibrium condition can be stated as  $\frac{MU_x}{MU_y} = \frac{P_x}{P_y}$  ie the ratio

of the marginal utilities is proportional to the ratio of the prices of the commodities.

## Question 6

- (a) **Define fiscal policy.**
- (b) **Explain the following:**
  - (i) **customs duty;**
  - (ii) **excise duty;**
  - (iii) **ad-valorem tax**
- (c) **Explain any four objectives of public expenditure in your country.**

This question was a test on certain concepts in public finance. It was quite a popular question and candidates' performance in it was quite good.

In part (a) candidates were to define fiscal policy as the use of taxation and public expenditure to influence the economy. Some candidates mentioned only public expenditure and left out taxation.

Part (b) was also well-handled except ad-valorem tax which some candidates failed to explain properly. Ad-valorem tax is a tax levied as a percentage of the value of the commodity.

The objectives of public expenditure demanded by part (c) was quite successfully done.

## Question 7

- (a) **Define monopoly**
- (b) **Identify any three features of a monopoly**
- (c) **Explain any three ways in which price elasticity of demand is useful to a monopolist.**

This was a question on market structure and was specific to monopoly.

In part (b), candidates were to explain any three features of monopoly. The question was in general well-handled, and was quite popular with candidates.

Part (c) of the question was what appeared difficult. Candidates discussed elasticities in general but failed to meet the demands of the question. Candidates were to explain as follows:-

- If demand for his product is price inelastic, he can increase his price. This is an increase in revenue.
- If demand is fairly price elastic, he can increase his revenue by reducing price.
- The monopolist can practise price discrimination with a knowledge of elasticities facing his product.
- In the event of an indirect tax, the monopolist can shift a larger portion of the tax to consumers through higher prices, if demand for his product is price inelastic.

## Question 8

- (a) **What is balance of payments deficit?**
- (b) **Explain any four causes of balance of payments deficit in your country.**
- (c) **Describe two ways of financing a balance of payments deficit**

This was a question on balance of payments. The question demanded a knowledge of balance of payments deficits, its causes and ways of balancing a deficit. It was quite a popular question and candidates performance was satisfactory.

In part (a), some candidates wrongly defined balance of payments deficit as a situation when a country's payments on imports exceed receipts from exports. This definition is a 'balance of trade deficit'. Balance of payments deficit exists when total payments of a country from both the current and capital accounts exceed her total receipts from other countries in respect of current and capital accounts.

The causes of balance of payments deficit, demanded by part (b) of the question was well-handled. In part (c) candidates were to describe ways of financing a balance of payments Deficit as follows:

- Borrowing from abroad.
- Drawing from a country's foreign reserves.
- Sale of investments abroad.
- Use of SDR's from IMF.
- Short-term borrowing from IMF.

Some candidates wrongly mentioned internal borrowing as a measure. Besides, some discussed long-term measures of **correcting** a persistent deficit including export promotion, import restrictions etc.

## **GEOGRAPHY 3**

### **GENERAL COMMENTS:**

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

On the whole the questions were of equal standard compared with previous years' papers.

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

The performance of candidates was slightly above that of last year.

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

- (1) Candidates were able to handle the compulsory question which was hitherto a challenge in most cases.
- (2) There was a remarkable improvement in English Language.
- (3) A good number of candidates were able to provide relevant answers outside their conventional text books.
- (4) There was an improvement in handwriting.
- (5) Answers were orderly and carefully presented in most cases and some candidates were able to explain points adequately to attract full marks.

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

- (1) Challenges related to the understanding of scales and the use of scales,
- (2) Interpretation of drainage characteristics also posed a challenge,
- (3) A good number of candidates did not follow the rubrics related to choice of questions,
- (4) Challenges related to the use of geographic expressions were observed.
- (5) English language expressions posed a challenge to some candidates
- (6) In some cases poor hand writing showed up strongly making reading and marking difficult.

**5. SUGGESTED REMEDIES FOR THE WEAKNESSES:**

- (1) Teachers and students alike should endeavour to cover the entire syllabus.
- (2) Candidates should be advised to read instructions carefully to imbibe the rubrics before attempting questions.
- (3) Candidates should also cultivate the habit of research to improve quality of presentations.
- (4) To improve English expressions, a lot more books should be read by candidates.
- (5) Challenges related to geographic expressions could be managed by reading adequate geography books and making the effort to use them appropriately.
- (6) Teachers and candidates in an effort to prepare candidates should solve past questions adequately in order to be conversant with general rubrics and other finer details on geography papers.

**6. DETAILED COMMENTS**

**Question 1**

**Study the map extract provided on a scale of 1:50,000 and use it to answer the questions:**

- (a) In your answer booklet, draw the outline of the mapped area to a scale of 1:150,000**
- (b) In your new outline, insert and name:**
  - (i) The main road from UGEP junction to the north western end of the map;**
  - (ii) CROSS RIVER;**
  - (iii) 100 ft contour line in the south eastern part of the map.**
- (c) Describe *the* drainage of the mapped area.**
- (d) Using evidence from the map, identify any *two* possible economic activities in the mapped area.**

Question 1 was represented in four parts (a-d) and candidates were examined on map work understanding and analysis which is a compulsory component of the geography paper 3. A lot of candidates executed the a-b parts very well with neat outline which attracted all the full marks allotted for this part of the work.

Similarly, insertions of geographical features were done correctly. However, performances on the description of drainage and the identification of economic activities on the mapped area, the (c-d) parts were poor, as candidates consequently omitted critical information which affected them.

The following shortcomings were observed:

- (i) The scale of the new map was omitted,
- (ii) Insertions of features lacked proper alignment,
- (iii) Keys/legends of features were equally absent,
- (iv) Faulty locations and bearings,
- (v) Drainage was mistaken for relief.

The above challenges of candidates need to be addressed by frequent practices as they affected their performances.

Description of the drainage of the area include:-

- the major river is CROSS RIVER.
- Candidates should have noted that the area is well drained.
- CROSS RIVER is at its lower stage.
- Drainage pattern is dendritic.
- Major tributary of CROSS RIVER is Asu etc.

Possible Economic Activities:-

- Lumbering, due to the presence of forest vegetation.
- Fishing, due to the presence of rivers.
- Farming, due to the presence of scattered cultivation etc.

## Question 2

Use the data in the table below to answer the questions that follow.

Country B's population figures (in millions) by state in the year 2005.

STATE	POPULATION (IN MILLIONS)
A	40
B	35
C	25
D	50
TOTAL	150

- (a) Construct a pie chart to represent the data.
- (b) Highlight any two problems in the use of pie charts

- (c) **State one other method that could be used to represent the above information.**

Question 2 examined candidates on statistics, understanding, interpretation and representation of geographical data.

This question was popular as most of the candidates attempted it and scored very high marks. However, some candidates lost a good deal of marks due to the following difficulties inherent in their presentations; the omission of signs and symbols, absence of title of work, inability to highlight problems in the use of pie chart, inability to calculate angles properly and finally their inability to construct pie charts with accurate measurements.

Answers required for the problems in the use of pie charts include:

- (i) Shows one distribution at a time.
- (ii) Comparing of sector difficulties.
- (iii) Mathematical calculations very tasking.
- (iv) Construction of sector difficulties, if sectors are many to deal with.

Candidates should also be aware of the different types of bar graphs which could have been mentioned to attract marks. Examples include simple bar charts, percentage bar charts, and divided bar charts etc.

### Question 3

- (a) **Highlight *three* differences between plutonic and volcanic rocks.**
- (b) **With the aid of diagrams, describe the mode of formation of a crater lake.**

Question 3 was attempted by very few candidates who scored very low marks. Candidates were examined on plutonic and volcanic igneous rocks and an understanding of how crater lakes are formed.

Candidates could not address questions requiring comparing two or more items and therefore performed badly.

On the question of how Crater Lake is formed, candidates were expected to provide narratives beginning from how volcanoes are formed up to when the top of the volcano is blown off to form depressions called crater. Water or melting ice may collect in the depressions to form a crater lake. Supporting diagrams and examples are also essential for the award of full marks.

### Question 4

- (a) **State *three* characteristics of limestone region.**
- (b) **Describe the function of formation of limestone pillar.**
- (c) **In what *two* ways is limestone important to man?**

In question 4 which came in three parts (a-c) some candidates performed creditably in the (a and c) parts and poorly in the (b) part.

The (b) part requested candidates to describe the formation of limestone but could not provide creditable narratives in the likes of how rain water mixes with atmospheric carbon dioxide to form a weak carbonic acid potent enough to dissolve limestone. The dissolving effects over a period of time can produce an underground cave. Dripping water from the roof of the cave may evaporate leaving behind calcium carbonate residue on the roof of the cave to form stalactites. Calcium carbonate residue growth also from the floor of the cave produces stalagmites.

The vertical growth of both stalactites and stalagmites may meet each other to form limestone pillar. Examples to support the narrative are essential.

### Question 5

- (a) (i) **Highlight *two* ways in which water resources are classified.**  
(ii) **In what *three* ways can water resources be used?**
- (b) **Describe *three* ways by which man's activities limit the use of water as a resource.**

Question 5 was the most popular question as most candidates attempted it and scored very high marks. The question demanded an understanding of what water resource is, classification modes/schemes and importance of water resources to man.

A two point narrative was required from candidates and these include either surface water resources or underground resources, or in terms of size, large sized water resources and small sized water resources.

Examples to support the classifications were essential to award full marks.

### Question 6

- (a) **Define the term climate?**
- (b) **Name the instrument used in measuring each of the following climate elements:**
- (i) **Temperature;**
  - (ii) **Pressure;**
  - (iii) **Rainfall;**
  - (iv) **Sunshine;**
  - (v) **Humidity.**
- (c) **In what four ways is the study of weather and climate important to man?**

Question 6 was nearly attempted by most candidates and performance was remarkable. In this question, candidates registered a lot of spelling errors and definition errors.

The following were captured:

- (i) “Migrometer, palometer, mamometer” for Barometer,
- (ii) ‘rain vain, rain rage, rain cage, rain measure’ for Rain gauge.
- (iii) ‘Sunshine measure, sunshine gage, sunglasses’ for Sunshine recorder/sundial/Campbel stokes
- (iv) ‘Hdrometre, hycrometre, eye absolute’ for Hygrometer.

The ( c) part of the question posed another challenge to a considerable number of candidates as candidates were unable to tell why the study of climate was important to man. Responses expected from candidates include,

For human settlement, health, environmental hazards, clothing, vegetation, agriculture, transportation communication, cultural practices soil formation etc.

### Question 7

- (a) (i) **Define the term Solar System?**  
(ii) **List any five components of the Solar System**
- (b) **Outline any four characteristics of the earth**

Similarly question 7 was popular with candidates as the average scores congregated between 10 and 12 out of 15 marks.

The question was presented in two parts (a and b) which demanded a recall, knowledge and understanding on the topic of solar system and the characteristics of the earth.

Candidates showed a good understanding, knowledge and recall on the topic of the solar system but was handicapped on the characteristics of the planet earth.

### Question 8

- (a) **Outline three differences between deflation and abrasion.**
- (b) **Using specific examples, describe the mode of formation of a deflation hollow.**

Question 8 was a question which demanded a good understanding of the terms abrasion and deflation to be able to differentiate and to describe the formation of deflation hollow which is a land form associated with wind erosion.

The question was avoided by most candidates and for those who attempted it performance was not remarkable.

It was observed that, candidates avoided questions which tasked them to show similarities and differences of items.

## **GEOGRAPHY 2**

### **GENERAL COMMENTS**

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

The standard of the paper is comparable to that of previous years.

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

The performance was quite remarkable this time in some cases.

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

- (1) Orderly presentations was observed among a good number of candidates.
- (2) Spelling and grammar have improved considerably.
- (3) A good number of candidates exhibited adequate skill of sketching geographical maps, locating and naming.

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

- (1) Understanding rubrics of the paper was a challenge for some candidates.
- (2) Some candidates lacked adequate vocabulary to pass the paper.
- (3) Sketch maps and diagram drawing were challenges for some candidates as well.
- (4) Deviation was a common occurrence in questions requiring candidates to suggest solutions to problems identified.

#### **5. SUGGESTED REMEDIES**

- (1) Teachers should encourage candidates to acquire the skill of drawing outline maps through constant practices.
- (2) Teachers and students should make the effort of handling every topic of the syllabus.
- (3) Candidates, with the help of their teachers, should solve past questions and do a lot of exercises to be familiar with the Human Geography questions.
- (4) Candidates should be encouraged to read outside their text books in order to acquire new vocabularies, terminologies and insights.

## 6. DETAILED COMMENTS

### Question 1

- (a) Write explanatory notes on any two of the following:
  - (i) Population density;
  - (ii) Birth rate;
  - (iii) Optimum population.
- (b) In what four ways can the problems of under population be solved?

Question 1 was not popular with candidates as few candidates attempted it. The performance was however average.

Candidates exhibited little knowledge on what they were required to do with questions bordering on explanatory notes. Candidates attempted definitions and lost a great deal of marks.

Candidates also broke rubrics by answering three questions instead of two for the (a) part. The (b) part was well attempted and candidates received enough marks to register average performance.

### Question 2

- (a) List four modes of transportation.
- (b) Identify four constraints to inland water navigation.
- (c) In what four ways can the constraints identified in 2(b) above be solved?

Question two was in three parts a, b, and c. whilst candidates provided satisfactory responses to merit excellent marks, they could not relate the part (b) of the question to the (c) part and deviated by providing answers for problems they did not identify in the (b) and lost a great deal of marks.

Candidates should however be taught to answer inter-related questions requiring responses relating to previous facts identified.

### Question 3

- (a) Outline two characteristic features of each of the following:
  - (i) Cornubation;
  - (ii) Megapolis.
- (b) With specific example, explain any six functions which settlements perform

This part of the question was avoided by a lot more of the candidates as they did not know of megapolis and conurbation as terms related to settlements.

The following were expected from candidates who attempted conurbation:

- (i) It's an urban settlement
- (ii) Two or more big cities merge to form conurbation
- (i) Rapid population growth and physical expansion together account for its
- (ii) formation
- (iv) The merged cities however maintain their distinct features or identities etc.
- (v) Responses on megapolis include the following:
- (vi) It is also called megalopolis/ mega city/super city.
- (vii) The highest category of settlement
- (viii) Highly urbanized region
- (ix) Has large territories consisting of conurbations etc.

#### Question 4

- (a) **Draw an outline map of Ghana.**  
**On the map, show and name:**
  - (i) **Rivers Volta and Pra;**
  - (ii) **Akosombo dam;**
  - (iii) **Accra**
- (b) **Explain three factors which favour the development of hydro-electric power projects in Ghana.**
- (c) **State three economics benefits of the hydro-eletric power projects**

This question was answered by many candidates. In part (a) a few candidates located the rivers wrongly on the map and Lake Volta was misconstrued for River Volta and maps were in most cases poorly drawn.

The (b) part performance was above average as they were able to identify factors that favour the development of hydroelectric power projects in Ghana but failed to expand their points to attract full marks. The (c) part was quite straight forward and candidates' performance was satisfactory.

#### Question 5

- (a) **State two advantages of industrialization in Ghana.**
- (b) **Explain four problems that retard industrialization in Ghana.**
- (c) **In four ways, describe how the problems in 5 (b) above can be solved.**

Many candidates answered this question very well and scored very high marks for the (a) and (b) part but candidates deviated as they provided responses not related to facts raised in the (b) part.

Responses for the (c) part should include the following:

- (1) Problems relating to power supply can be solved by sourcing for alternative power such as solar wind power etc.
- (2) Inadequate capital can be addressed by government guaranteeing loan facilities for private companies as support etc.

### Question 6

- (a) **State two objective of the Economic Community of West African (ECOWAS)**
- (b) **Identify four problems hindering the achievement of the objectives of ECOWAS.**
- (c) **In what four ways can the problems identified in 6 (b) above be solved?**

This question elicited knowledge and understanding of Economic Community of West African States. Candidates who attempted this question could not state the objectives of ECOWAS; identify the inherent problems hindering the organization and the efforts being made to solve the problems hindering achievements of their objectives.

Responses expected for the (a) part includes:

- (1) promote economic cooperation
- (2) promote trade among member
- (2) promote free movement of people without visa etc.

Responses expected for the (b) part include:

- (1) political instability
- (2) differences in currency
- (3) similarity of goods
- (4) debt burden etc.

Responses for the (c) part include:

- (1) Political stability
- (2) establishing and establishing a common currency
- (3) diversification of economy
- (4) prompt payment of dues etc.

### Question 1

- (a) **Draw a sketch map of Africa.**  
**On it, show and name:**
  - (i) **Your home country and one other country;**
  - (ii) **The capital of the countries in 7(a) (i) above.**
- (b) **Describe the continent of Africa under the following headings:**
  - (i) **Size;**
  - (ii) **Position.**

This question was popular with candidates considering the number of candidates who attempted it but scored very low marks.

Candidates were expected to draw a sketch map of Africa and to show home country, one other country and its capital town.

Some candidates could not locate other countries and their capitals and could also not describe Africa as a continent in terms of size, but in terms of position, some candidates scored enough marks.

### Question 8

(a) **Describe the Savanna belts of Africa under the following headings:**

- (i) **Location;**
- (ii) **Vegetation characteristics;**
- (iii) **Uses**

(a) (i) part of the question required that candidates describe the savannah belts of Africa in terms of location. This was poorly attempted.

(a) (ii) part of the question requested candidates to highlight the main features of the savannah vegetation. Few candidates ignored the vegetation characteristics and wrote on the climatic characteristics only to lose marks.  
Candidates were able to identify the uses of the savannah vegetation.

### Question 9

- (a) **Highlight any *three* features of plantation Agriculture.**
- (b) **Identify any *four* factors which favour plantation Agriculture in Kenya.**
- (c) **Identify *three* contribution of plantation Agriculture to the economy of Kenya.**

The main features of plantation agriculture were not described adequately by a few of the candidates. A lot performed well and gave enough examples to score enough marks. However in the (b) part candidates failed to expand their points on the factors which promote plantation Agriculture in Kenya and therefore lost a good deal of marks.

## GOVERNMENT 2

### GENERAL COMMENTS

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

The standard of this year's paper compared well with that of the previous year. The questions sit well with the topics in the government syllabus.

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

There was great improvement in the performance of the candidates compared to last year's.

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

- (1) A good number of candidates provided answers in good English language and accurate spelling.
- (2) An appreciable number of candidates wrote legibly and arranged their points in paragraphs which made the scripts very easy to mark.
- (3) Many of the candidates exhibited clear understanding of the questions through the answers provided.
- (4) An appreciable number of candidates adhered to the rubrics.

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

- (1) Once again majority of candidates could not express themselves well in the English language making their presentation messy.
- (2) The issue of bad spelling of words reared its ugly head again in the essays of many of the candidates.
- (3) Many candidates did not adhere to the rubrics by answering questions from other countries not meant for them.
- (4) Many candidates did not support their essay with relevant facts.

#### **5. SUGGESTED REMEDIES**

- (1) Candidates are advised to read the approved textbooks and other relevant literature to get the right facts and information needed.
- (2) Candidates should first read the rubrics, understand and apply the rules governing the paper in order not to deviate.

- (3) Teachers of the subject should give more exercises on Paper 2, through that they would be able to assess the strength and weaknesses of candidates so as to address it.
- (4) Candidates should do well to present their work in an orderly manner exhibiting clarity of thought and facts.

## 6. DETAILED COMMENTS

### SECTION A ELEMENTS OF GOVERNMENT

#### Question 1

- (a) **Explain the term government as an art of governing.**

Most candidates did not understand this question and as a result deviated. This question required candidates to explain government as an act of governing rather candidates defined government as a subject of study or as an institution of state. Candidates were expected to state that government as an art of governing is the *process, method, various procedures, systems or manner of carrying out day to day administration of a state.*

- (b) **Why is government important as an art of governing?**

Here candidates erroneously stated government's question as academic field of study, which in no way addressed the question.

Government is important as an art of governing due to the following:

- (i) It makes laws for the state.
- (ii) Protects citizens.
- (iii) Defends the country from external aggression.
- (iv) Administer justice.
- (v) Promote trade, investments and provide jobs.
- (vi) Takes care of external affairs of the state.
- (vii) Provides social amenities etc.

The overall performance of candidates who attempted the question was below average. There is the need for teachers of the subject to treat the three main concepts of the meaning of government exhaustively with relevant and appropriate examples.

## Question 2

**(a) What is communalism?**

This question was not popular as few candidates opted for it. However their performance was varied. A few of the candidates did quite well and the others performed poorly. The few good ones were able to define *Communalism* bringing out its distinct features like collectivism, equitable distribution of income and resources. On the other hand some candidates ignored the operative word, “*Communalism*” but rather set out on the path of explaining the term Communism.

**(b) Outline four features of communalism.**

Again responses were varied; few candidates were able to identify the features of communalism such as:

- (i) Collective ownership of property.
- (ii) No member of the communal society is allowed to own a private land.
- (iii) Cooperation among members in the execution of development.
- (iv) The system is most common in communal society
- (v) Equitable distribution of resources.

Some other candidates who do not know the difference between communalism and communism wrote on the features of the latter.

Teachers are advised to take pains to explain well to their candidates the various systems of government and spell out their unique features or characteristics.

The overall performance of candidates was poor.

## Question 3

**(a) Define Presidential system of government.**

**(b) Discuss *four* characteristics of this system**

This was a popular question and many of the candidates who attempted it put up a good performance in both the (a) and (b) parts of the question. They were able to meet the demands of the question as outlined in the marking scheme as well as orderly presentation of facts. The overall performance of candidates was very good.

## Question 4

**(a) Identify five ways by which the central government can improve upon local government system in West Africa.**

This was not a popular question with varied responses from the few candidates who attempted it. There were two extreme poles in terms of the performance on the question by candidates. While a few of the candidates performed exceptionally well, others performed poorly.

The question required candidates to highlight the following points;

- (i) Increase grants to local government.
- (ii) Employ/ post qualified personnel to occupy positions.
- (iii) Effective monitoring and evaluation of activities of the local government.
- (iv) Internal and external auditing
- (v) Assist local governments to source for credit and investment.
- (vi) Assist in devising means to enhance revenue collection and block loopholes in revenue generation.
- (vii) Provide local governments with the relevant logistics to work with.
- (viii)

Overall performance of candidates was average.

### Question 5

- (a) **What is mass media?**
- (b) **Explain four positive impacts of the media in the development of a country.**

This was a popular question well tackled by majority of candidates who attempted it with a very good performance. Majority of the candidates were able to define what a mass media is correctly for the (a) part of the question with an equally impressive performance for the (b). Every demand of the question was satisfied by the answers the candidates gave

The overall performance by candidates was great.

## SECTION B POLITICAL AND DEMOCRATIC DEVELOPMENTS IN WEST AFRICA AND INTERNATIONAL RELATIONS.

### Question 6

**In what five ways did the British colonial rule weaken the powers of chiefs in the Gold Coast?**

This was a popular question which attracted many candidates. Just a handful of candidates were able to explain clearly and distinctly how colonial rule eroded the powers of the chiefs. Majority of the candidates resorted to mere mentioning of points without adequately expanding on the points. For instance good points like, *the creation of Legislative Council, Executive Council and the British Courts and Legal system as well as the introduction of Western education and Christianity, arrest and deportation, removal of chiefs from power and the installation of chiefs* were not expanded on.

The inability of candidates to expand on these points suggests they read from pamphlets which had only the points but no explanations to compliment it.

Overall performance of candidates was average.

## Question 7

### **Highlight five pre-conditions for granting French citizenship during the colonial period in West Africa.**

This was not a popular question judging from the number of candidates who attempted it. However, the few who attempted put up good performance. They did raise and efficiently expanded the following points as the pre-conditions for granting French citizenship under the period of review:

- (i) Age qualification,
- (ii) Proficiency in the writing and speaking of the French language.
- (iii) Automatic citizenship for inhabitants of the four communes.
- (iv) Denouncing polygamy and imbibing French culture.
- (v) One must be a Christian preferably Catholic etc.

Observation made over the years suggests either teachers gloss over this aspect of the syllabus or the candidates do not attach much importance to it.

Overall performance of candidates was very good.

## Question 8

### **Highlight five contributions of Casely Hayford towards nationalist Activities in West Africa.**

This was a popular question attempted by many candidates with an impressive performance. They were able to meet the demands of the question and impressively presented their work with facts that is linking the achievements of the National Congress of British West Africa to the contribution of *Casely Hayford* some of which were;

- (i) Arousing national consciousness of the people.
- (ii) Fought for political reforms. (An elective principle was introduced in British West Africa).
- (iii) Fought for higher education (Achimota College, University College of the Gold Coast, Fourah Bah College).
- (iv) Fought for judicial independence from the colonial governors by the establishment of The West African Court of Appeal.
- (v) Pushed for hearing of their case by sending a delegation to meet with the Secretary of State for the Colonies.
- (vi) Contributed to the Africanization of the civil service / public service etc.

The overall performance of candidates was very good.

### Question 9

- (a) **What is the composition of the Supreme Court under the 1992 Constitution of Ghana.**
- (b) **Outline *three* functions of the Supreme Court of Ghana under the 1992 Constitution**

This question was not popular as only a handful of candidates attempted it with poor performance. Responses from the candidates suggest lack of understanding of the question or the topic was not tackled well enough by the teachers of the subject.

Candidates were required to state the composition of the Supreme Court in terms of numbers and not the structure of the Supreme Court in the (a) part of the question. Many also did not write anything on the (b) part of the question.

Question 1(a) composition of the Supreme court under the 1992 Constitution of Ghana.

- (i) The Supreme Court is made up of the Chief Justice and not less than nine other justices of the Supreme Court.
- (ii) There shall not be less than five Justices of the Supreme Court to be constituted for its work.
- (iii) The Chief Justice shall preside at sittings of the Supreme Court.
- (iv) In the absence of the Chief Justice, the most senior Justice of the Supreme Court shall preside.

For the (b) part of the question, candidates were required to outline the following functions of the Supreme Court;

- (i) The Supreme Court was the final court of appeal in all civil and criminal matters.
- (ii) The Supreme Court had supervisory jurisdiction over all courts and over any adjudicating authority.
- (iii) The Supreme Court had original jurisdiction to the exclusion of all other courts in all matters i.e. interpretation of any provision of the constitution or its enforcement etc.
- (iv) It is the final Court of Appeal for all chieftaincy affairs.
- (v) It has the power of Judicial Review.
- (vi) It has the power to hear petitions challenging the validity of the election of the President.

The overall performance of the candidates was poor.

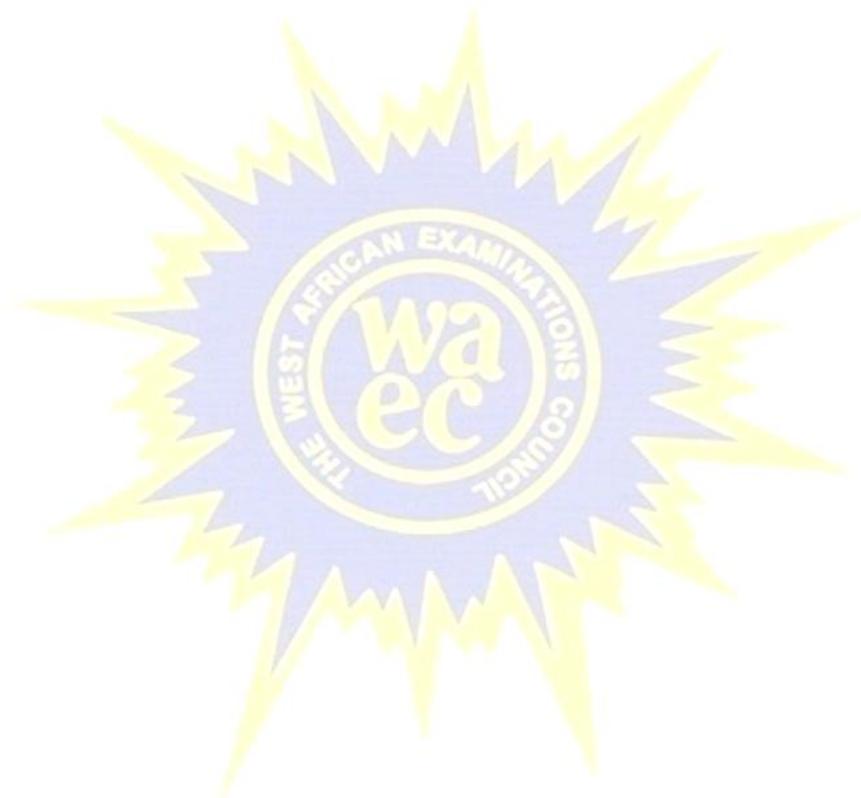
### Question 10

**Highlight five factors that limit the achievements of the United Nation Organization (UNO).**

This was a popular question and majority of the candidates who attempt it put up a good performance.

Every demand of the question was met i.e. presentation of work, the flow of thought, complementing facts with good and relevant examples and recommendation.

The overall performance of candidates was very good.



## HISTORY 2

### GENERAL COMMENTS

#### **1. STANDARD OF THE PAPERS**

The standard of this year's paper compared well with that of the previous year.  
The questions sit well with the topics in the History syllabus.  
There was an improvement in the performance of the candidates compared to last year's.

#### **2. A SUMMARY OF CANDIDATES' STRENGTH**

- (1) A good number of candidates provided answers in good English language and accurate spelling.
- (2) An appreciable number of candidates wrote legibly and arranged their points in paragraphs which made the scripts very easy to mark.
- (3) Many of the candidates exhibited clear understanding of the questions through the answers provided.
- (4) An appreciable number of candidates adhered to the rubrics.

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

- (1) Once again majority of candidates could not express themselves well in the English language making their presentation messy.
- (2) The issue of bad spelling of words reared its ugly head again in the essay of majority of the candidates.
- (3) Majority of candidates did not adhere to the rubrics by answering questions from other countries not meant for them.
- (4) Many candidates did not support their essays with relevant facts.

#### **4. SUGGESTED REMEDIES**

- (1) Candidates are advised to read the approved textbooks and other relevant literature to get the right facts and information needed.
- (2) Candidates should first read the rubrics, understand and apply the rules governing the paper in order not to deviate.

- (3) Teachers of the subject should give more exercises on Paper 2, through that they would be able to assess the strength and weaknesses of candidates so as to address it.
- (4) Candidates should do well to present their work in an orderly manner exhibiting clarity of thought and facts.

## 5. DETAILED COMMENTS

### SECTION A LANDMARKS OF AFRICAN HISTORY UP TO 1800.

#### Question 1

- (a) **List any three stone tools used by hunter-gathers in African history.**
- (b) **Outline any two ways in which ethnomusicology is important in the study of African history.**
- (c) **Give any two reasons for the movement of the primitive man from the savanna to the forest area.**

Many candidates attempted this question and their responses were quite satisfactory especially in question 1. (a) and (c) however, a few candidates struggled with the spellings of 'scrappers' and 'cleavers' some candidates also wrongly listed modern tools like cutlass and hoe.

On the part (b), candidates were unable to show the importance of ethnomusicology in the study of African history. They wrote generally about the importance of music as a means to reduce stress and entertain.

The over performance of candidates on question one was average.

#### Question 2

- (a) **Mention any three groups of people the Berber came in contact with by the 17<sup>th</sup> century.**
- (b) **Describe any four major economic activities of the Berber of North Africa.**

This was a popular question and candidates who attempted it put up good performance. Candidates were on top of their facts and presented them in a coherent and chronological order.

The overall performance of candidates was very good.

### Question 3

- (a) State any three characteristics of the West African coastal states.
- (b) Outline any four features of the political organization of the West African coastal states.

A good number of candidates attempted this question and generally performed well. Every department of the question was tackled well by the candidates. It goes to confirm the assertion that when candidates are taught the right material and read the relevant textbooks. It shows in the way they approach a question as well as how they present their facts in their essay.

Overall performance of candidates was very good.

## SECTION B GHANA AND THE WIDER WORLD (EARLIEST TIMES TO AD 1900)

### Question 4

- (a) List any *three* large states that emerged in the forest zone of Ghana
- (b) Highlight *any* four factors that contributed to the rise of forest states in Ghana

This was a popular question and majority of candidates who attempted performed quite well. Candidates showed mastery over the question asked and brought home well knowledge of the subject matter.

Overall performance of the candidates was very good.

### Question 5

**Identify any *five* ways by which the Europeans and Ghanaians profited from Trans-Atlantic slave trade**

This was a popular question which attracted varied responses from candidates and the performance not too encouraging. The question required candidates to focus their efforts on the benefits that those directly involved in the trade had i.e. the Europeans and their Ghanaian counterparts. However many of the candidates wrote expansively on the benefits of colonialism thereby missing the points in addressing the question. Some candidates mentioned the establishment of schools, the unification of warring states and the introduction of democracy.

The benefits of the slave trade were limited to the participants, for example the merchant princes, the middlemen, chiefs owners of the European companies and plantation farmers in the New World.

The overall performance of the candidates was below average.

## Question 6

**In what five ways were the Christian missionary activities disadvantageous to the people of Ghana in the 19<sup>th</sup> century?**

This question was not popular and the few candidates who attempted performed badly.

Candidates did not read to understand the question well before answering thereby deviating from the point. Responses by candidates were varied. One group wrote about the advantages of Christian missionary activities and the other group explained the factors that hindered missionary activities in Ghana. The focus of the question was on the *negative aspect of Missionary activities to the people of Ghana in the 19<sup>th</sup> century*.

The overall performance of the candidates was poor.

## SECTION C GHANA 1900 TO 1991

## Question 7

**Highlight any *five* roles played by traditional rulers during the colonial rule in Ghana.**

This was a popular question with varied responses from candidates with an above average performance. Some good candidates were able to address the subject matter well by highlighting the various roles played by the traditional rulers i.e. collection of taxes, enforcement and observance of laws, arbitration and ensuring defense of their community among others.

Some candidates ended up wrongly addressing the question by espousing the role of traditional priests such as, pouring of libation, the intermediary between the ancestors and the living and leading his people to war among others. This group of candidates in their responses indicates clearly how some candidates fail to understand questions before they set out to answer.

The overall performance of candidates was above average.

### Question 8

- (a) Name any *three* early nationalist movements in Ghana up to 1939.  
(b) Outline any *four* demands of the National Congress of British West Africa (NCBWA).

This was a popular question attempted by many candidates with an average performance. Many of the candidates had the (a) part right by mentioning the following;

- (i) Aborigines Rights Protection Society (ARPS)
- (ii) National Congress of British West Africa (NCBWA)
- (iii) West African Youth League
- (iv) Gold Coast Youth Conference

The (b) part had many candidates fumbling with the perennial problems of misrepresentation of facts, bad grammar and spelling mistakes. The (b) part required candidates to highlight the following points;

- (i) The introduction of elective principles in the colonies.
- (ii) The civil service should be Africanized.
- (iii) The establishment of West African Court of Appeal.
- (iv) The British should guarantee the rights of Africans to own and control their own lands.

Candidates should be advised to read the right textbooks to get the correct information on any given subject matter.

The overall performance of candidates was just average.

### Question 9

- (a) Mention any *three* members of the National Liberation Council (NLC).  
(b) Highlight any *four* effects of the laws passed by Kwame Nkrumah between 1957 and 1966.

This was not a popular question as many candidates did not attempt it and the few who did performed poorly. Candidates could not list properly the names of members of the National Liberation Council (NLC).

The (b) part was also poorly handled. Candidates could only mention Preventive Detention Act (PDA) as one of the laws of Nkrumah's administration without highlighting any of its effects.

The overall performance of candidates was poor.

## **ISLAMIC STUDIES 2**

### **GENERAL COMMENTS**

#### **1. STANDARD OF THE PAPERS**

The standard of the paper compares with those of previous years.

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

The performance of candidates was quite good, but is at par with the performance of the previous year.

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

- (i) Some candidates quoted from the Qur'an and the traditions of the Prophet to support their answers.
- (ii) Most candidates followed the rubrics of the paper.
- (iii) Candidates' handworking was very legible and this made marking easy.

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

- (i) Although compulsory, some candidates failed to answer question one.
- (ii) Some candidates answered five instead of four questions.
- (iii) For some questions, (2 and 3) some candidates transliterated and translated these chapters which was not required of them.
- (iv) Also, a few candidates used local terms instead of the English or Arabic equivalence.

#### **5. SUGGESTED REMEDIES**

- (i) Candidates are to note that question one is mandatory, not optional.
- (ii) Candidates should answer four not five question as some did.
- (iii) If transliteration or translation is not required of a question, candidates should not do so.
- (iv) Candidates should endeavour to use English or Arabic terms instead of local ones eg. Kettle, not butta; Ablution not alwallah.

## 6. DETAILED COMMENTS

### Question 1

#### **Describe the performance of Salatus-Subhi.**

This was a compulsory question and a great majority of the candidates answered it and performed creditably. Some candidates limited themselves to performance of addition, and went ahead to state how ablution is performed. While others discussed the importance of Saslat, others stated that it is an Hadith for protection. Some wrote on the five daily prayers and other said it is performed during a period of drought.

Candidates were required to state that Salatus-Subhi is the first of the five daily prayers performed at dawn. It consists of two Raka'ats and candidates should state what is done in each of the four postures (Giyam, Ruku, Sujd and Ja isah). Every prayer begins with the Iqamah and ends with the Taslum. Candidates were not required to translate the Iqamah, Suratul-Fatihah.

### Question 2

#### **Comment on the lessons contained in Suratun-Nasr and Suratul-Kafirun.**

Candidates performance was average. Some candidates deviated completely. Instead of commenting on Surotun-Nasr (Q110) and Suratul-Kafirun (Q109), Some candidates comment on Suratun-Tin (Q.95), Suratud-Duha (Q93) and Mauzatayn (Falaq and N's) Secondly, rather than commenting on these Suwar, some candidates transliterated these Suwar which was not required. Majority of candidates who transliterated these Suwar, failed to highlight the lessons contained in them. Some candidates gave a general commentary rather than commenting specially on the lessons. Candidates were required to comment on the lessons contained in these suwar as follows:

#### NASR (Qur'an 110)

The chapter was in fulfilment of the prophecies made in the early stages of the Prophethood

Of Muhammad (S.A.W.). Allah had assured him that there is ease after difficulties especially

During the period of the persecutions of the early Muslim converts. What is more, in victory

Man should show gratitude to Allah, keep faith in Him, seek His forgiveness, celebrate his praises and temper justice with mercy is dealing with offenders.

#### KARIR (Qur'an)

The Surah explicitly makes it clear that, there cannot be compromise in matters of faith (Q109:6) neither is there compulsion in religion (Q21256). Freedom of worship should prevail since religion is by conviction and commitment. Finally the truth should always

Be said and stood by in matters of faith.

### **Question 3**

#### **Outline the lessons in Hadith 16 of an-Nawaw .**

Performance was average. Candidates were required to outline the lessons in Hadith 16. Some candidates outlined the lessons in the following Ahadith of an-Nawawi: 1,3,6,7,12, 13, 15,18 and 34 thus complete deviation of the selected Hadith (16).

Other candidates first and foremost quoted Hadith 16 in its text and translation which is not required. Other defined Hadith, Isn d, matn and then discussed the classification of Hadith.

Candidates were required to highlight the lessons contained in Hadith 16 of Nawawi Collection. The theme of the Hadith centres on anger and its ramifications. The Hadith Reminds Muslims of the consequences of one who is unable to control his anger. When one loses control of his anger, he can fall from grace to grass, makes one looks foolish, could create enmity and hatred, lead to excesses, can make one act unjustly or harshly to his fellow humankind and could also incur the displeasure and wrath of Allah. Some traditions of Prophet indications that anger is the handiwork of Shayt n (Satan).

### **Question 4**

#### **Highlight the socio-political activities of the J hiliyah Arabs**

Candidates' performance was a little above average. Some candidates rather than limiting themselves to the Social and political activities of the Jahiliyyah Arab, wrote on all aspects of the activities. Some strangely concentrated on the economic and religious activities of the pre-Islamic Arabs. Some candidates dwelt on trading, farming, herding raids and robbery which are economic activities. There were also cases, where candidates wrote extensively on the religious life of the Pre-Islamic Arab. The Ka'abah been a pantheon of deities . Some candidates discussed the 'Daughters of Allah - alal-Latr, al-Uzzah and al-Manat). Some candidates claim that the Arabs at time practised Homosexuality and Lesbianism. Some candidates used "socio-political as a compound word as such proceeded every sentence with the phrase "socio-political".

Candidates were required to discuss the social and the political activities of the Jahiliyyah Arabs Socially, the Arabs at the time engaged in gambling, alcoholism, promiscuity and sexual laxity, and low ethical and moral values.

They practised unlimited polygyny as well as polyandry. Women were considered as sources of Calamities and misfortunes hence were denied of their social and human rights and privileges. Above all, female babies were buried a life.

Politically, the pre-Islamic Arab had family, clan and ethnic leaders. The shaykh (ethnic Head) exercised the highest political office and were assisted by the Council of Elders (Majles). He was responsible for setting disputes, distributing war booty, keeping custody of ethnic property and leading them in battle. There was no political structure above the Shaykh hence their political life was the survival of the fittest where by the strong exploited the weak.

### **Question 5**

#### **Write on the Islamic teachings on parent-child relationship.**

Candidates performance was average. Some candidates limited the question to the, responsibilities of children towards their parents and other too limited it to parents. responsibilities towards their children. The question was both, that is responsibilities of parents towards their children as well as children responsibilities to their parents. Majority of the Candidates limited the discussion to the religious responsibilities of parents towards their children. They spent their time highlighting the needs for parents to teach their children how to perform Ablution, prayer, Easting and the recitation of the Qur'an.

Candidates were required to highlight on the spiritual (religious, social and educational need of the children as the responsibilities of parents towards their children. Children are also required to reciprocate by respecting obeying and honouring their parent to especially when they of become old. The Children should politely decline obedience to their parents when they invite them to Shirk (associating partners to Allah).

The following verses of the Qur'an are relevant in parent-child relationships in Islam. These are: Qur' n 31: 14 - 15, Qur' n 81: 8 - 9 among others.

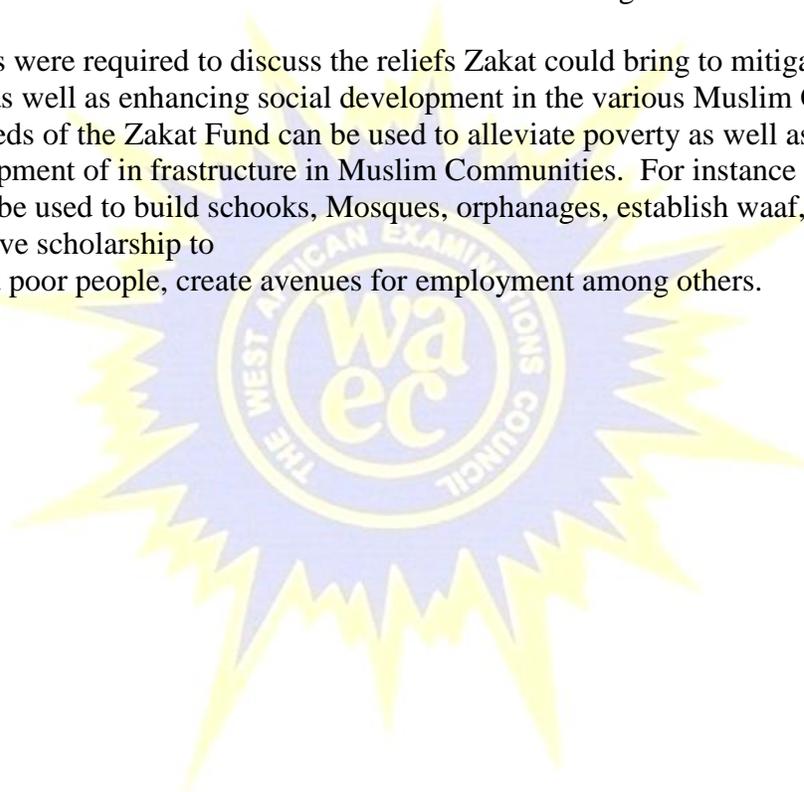
## Question 6

### **Discuss the benefits of Zakat and Sadaqah to the community.**

Candidates performance was above average. There were interesting definitions of Zakat and Sadagan. Some of them are as the follows: A Muslium who is unable to fast in Romandan, haveto give Zakat to the poor and needy (Fidyo). Zakat is the period in which aims are given to the poor and needy at any time. Zakat is given on the 30<sup>th</sup> day of Ramadan (Zakatul-Fitz). Sadagah is the funeral of a dead person in the community.

Some candidates rather than discussing the benefits they highlighted on Zakat as an Institution in Islam. There were others who outlined the significance of Zaket.

Candidates were required to discuss the reliefs Zakat could bring to mitigate social suffering as well as enhancing social development in the various Muslim Communities. The proceeds of the Zakat Fund can be used to alleviate poverty as well as contribute to the development of in frastructure in Muslim Communities. For instance the process of Zakat can be used to build schooks, Mosques, orphanages, establish waaf, relieve disaster victims, give scholarship to Needy and poor people, create avenues for employment among others.



## MUSIC 2

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

The standard of the paper was good and compares with that of the previous year. The questions were based on the syllabus and represented the various sections in the syllabus. However, question 1(b); (Two- Part Writing) was not properly written. A flat sign (  $\flat$  ) to place the question in the key of F major was missing. The question therefore looked vague. Candidates will be confused either to read the question in C mode or F major or F modal.

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

The overall performance of candidates for the paper compared favourably with that of previous year and it was as usual below average. Only a few candidates performed on the average.

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

- (1) Some candidates were able to state the characteristics of the music of the Baroque period
- (2) A good number of candidates provided good answers to the question on African music
- (3) Most of the candidates knew much about African Music.

### **4 A SUMMARY OF CANDIDATES' WEAKNESS**

- (1) Melody Writing: Candidates did not exhibit a thorough knowledge of balance in melody writing as well as form and modulation to the subdominant. A few candidates who made the attempt to modulate did not show adequate knowledge in their efforts. They applied the accidentals to the wrong notes.
- (2) Candidates also displayed a very poor knowledge of chord progression and cadences. Spacing in parts was poor, more than octave. Notes were written above or below the voice ranges and stems of notes were misdirected.
- (3) Set Works: Most candidates could not quote the first four bars of the opening melody of the piece.

### **5 SUGGESTED REMEDIES TO THE WEAKNESSES**

- (1) Teachers must help candidates to practise melody writing and modulation to related keys as prescribed in the syllabus.

- (2) Candidates should spend adequate time reading and practicing the art of harmony. Trained and well-resourced music teachers should help to prepare candidates well before they present themselves for the examination.
- (3) Teachers must help candidates to study the Set Works thoroughly and learn to quote either the opening bass or soprano parts.

## 6. **DETAILED COMMENTS**

### **Question 1**

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

Candidates were required to continue a given melody to form a passage of not less than 12 and not more than 16 bars. The candidates were also to modulate to the subdominant in the course of the passage and return to the original key. The given melody was in simple triple time and four bars long.

Many candidates wrote melodies, which were shapeless in most cases without any form and structure. Some neglected the time signature and wrote notes less or more than necessary in the bars. Many candidates did not show evidence of modulation to the subdominant as required. A few who modulated indicated no understanding of how to modulate. They only had the idea that the subdominant should be lowered so instead of lowering a sharp with the natural sign, they used the flat. Almost all candidates did not show any phrase marks

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

Candidates were required to set a given text to a suitable melody, indicating tempo, phrase and dynamic marks. Credit was to be given to originality of the composition and proper alignment of texts to the notes.

The marking scheme suggested

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

Generally, a very small number of candidates attempted this question and performed poorly. Candidates did not set the given texts to a suitable melody. In most cases two or more syllables were assigned to a note. Texts were set without recognising their importance in the melody. Important texts were inappropriately placed on weak beats.

**(b) Two part writing**

Candidates were required to write/add a bass part below a given melody, four bars and in key F major in simple quadruple time.

Candidates showed a tangible evidence of inadequate preparation for this question. Many candidates duplicated the correct key signature, time signature, clef and barred appropriately. Candidates however, demonstrated a poor understanding in two-part writing. The counter melody did not stand independently. There was no individuality in melodic curves as well as melodic interest, contrasting rhythm and harmonic interest. Final cadence could not be spelt out and phrasing and alignment were not well done.

**(c) Four part harmony**

Candidates were required to harmonize a given melody in D major. They were required to add alto, tenor and bass parts. The marking scheme suggested the following points:

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

Although most candidates wrote the correct time signature, key signature, clef and barred appropriately the copying of the original melody, harmonic interest (progression) final cadential progression, phrase marks and alignment were not well done. Performance of candidates on this question was not good enough.

**Question 2**

**Set Work**

**(i) Triumphal March (from AIDA) by Verdi**

Candidates were required to

- (a) State the period of Western music history in which the composer lived.
- (b). Indicate the tempo of the Music
- (c). Identify the two keys used in the piece.
- (d). Indicate the major difference in texture between the treble and the bass staves
- (e) Quote the opening three bars of the melody
- (f). Identify any one contemporary of the composer
- (g). List any four terms and signs used in the piece

The responses of candidates on this question were good. They gave correct answers and scored good marks. Candidates' performance on this question was quite impressive.

OR

(ii) Atentenata in C by C. W. K. Mereku

Candidates were asked to

- (a). State the nationality of the composer
- (b). Indicate the predominant melody of the rhythm
- (c). Quote the opening bars of the melody from the point of entry
- (d). Identify any two keys the piece modulates
- (e). List any four terms and signs used in the music
- (f). Indicate what category of voice part the music was written
- (g). Show what interval the atenteben transposes to be in concert with the piano music

A very few candidates answered this question. They could not answer some of the questions well. Marks scored for this question was low hence their performance was not good enough.

### Question 3

This question was on the literature of Western Music and candidates were required to

- (a) State any three characteristics of the music of the Baroque period
- (b) State any two operas each by
  - (i) Henry Purcell;
  - (ii) George Henry Purcell;
  - (iii) Claude Monterverdi.
- (c) Identify any three instrumental forms of the Baroque period.

Only few candidates answered this question. They were not able to answer the (b) and (c) well. Overall performance of the candidates was not good enough.

### Question 4

This question was on the literature of African Music and candidates were required to

- (a) Place the musical types below under the appropriate ethnic groups provided in a table  
*Agbadza, Gota, Adowa, Kpanlogo, Tora. Gahu, Ompe, Ossde, Kpats, Bamaya*
- (b) List any two instruments used in each of the following musical types:
  - (i) Apatampa
  - (ii) Gahu

- (c) Name any one Ewe community where the *Atsiagbeko* musical type originated

Candidates were able to answer this question well and scored good marks. On the whole the performance of candidates was good.

### Question 5

This question was on the literature of African American Music in the Diaspora and candidates were required to

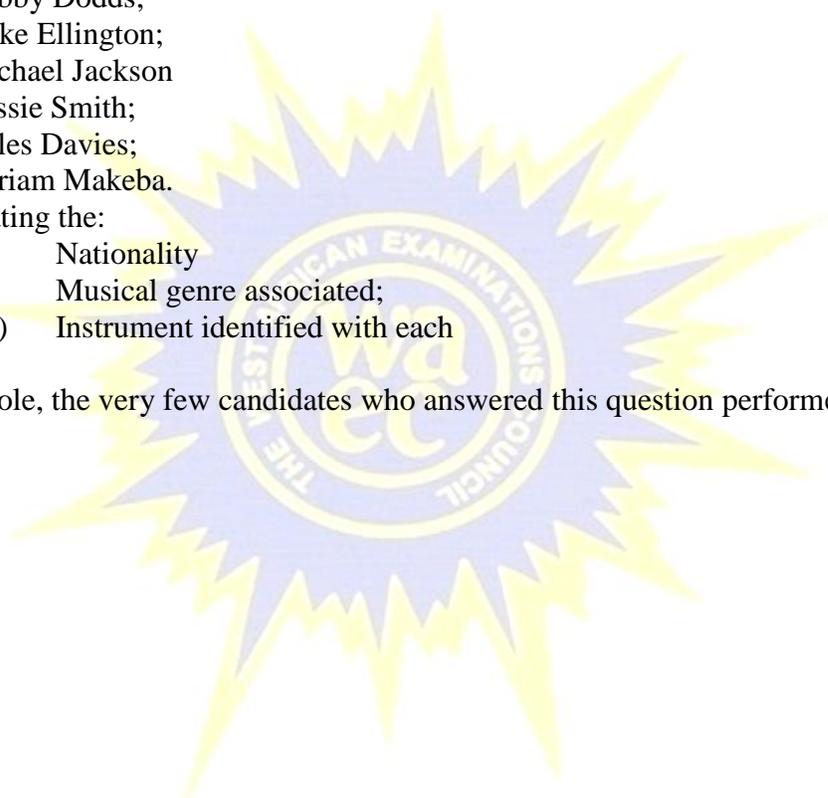
Write short notes on any five of the following musicians:

- (a) Bob Marley
- (b) Bobby Dodds;
- (c) Duke Ellington;
- (d) Michael Jackson
- (e) Bessie Smith;
- (f) Miles Davies;
- (g) Miriam Makeba.

Stating the:

- (i) Nationality
- (ii) Musical genre associated;
- (iii) Instrument identified with each

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



## MUSIC 3A (AURAL)

### **1. GENERAL COMMENTS ON THE PAPER**

The standard of the paper compared favourably with that of the previous year. The pieces selected were suitable for the level of the candidates. They were selected from the syllabus and represented the various sections of the syllabus.

### **2. CANDIDATES' PERFORMANCE**

The overall performance of the candidates in the Aural Test was not good enough. The performance for last year was not good but extremely better than that of this year. Majority of the candidates scored below 50% of the total mark allocated for this component of the Music paper.

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

- (1) Most candidates were able to identify the cadences played in question 5
- (2) Majority of the candidates identified the themes played in question 7

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

- (1) Most candidates could not write clefs, time signatures and key signatures in the correct order of presentation on the staves.
- (2) Candidates were unable to notate rhythms in compound duple time an indication that the musicianship competency of our candidates is gradually sinking.
- (3) Some candidates could not spell simple musical terms
- (4) Some candidates did not number their questions well.

### **5. SUGGESTED REMEDIES TO THE WEAKNESSES:**

- (1) Teachers need to do a lot of work to deal with the fundamentals of music and assist students right from year one, term one. The holistic approach to teaching is important to make significant impact in building the musicianship of the students.
- (2) Teaching of rudiments could be combined with Aural exercises. As students are taught melodies and chords, they should be given the opportunity to listen to melodies and chords either using a keyboard, guitar or even voices.
- (3) Candidates must learn musical terms and know how they are spelt.
- (4) Candidates must read the rubrics of the paper and provide the numbers of questions they answered.

## 6. DETAILED COMMENTS

### Test 1: Rhythmic Dictation

Candidates were required to listen to a four-bar melody in  $\frac{6}{8}$  and notate the rhythm accordingly on monotone for 8 marks with each bar carrying 2 marks. Candidates did not do well in this question. Even though candidates adhered to writing the rhythms on monotone, most of them were not mindful of the time signature given and therefore missed the pulse of the melody given. The correct answer for the rhythmic dictation was:



### Test 2: Melody Writing

Candidates were required to listen to an 8-bar melody in simple triple time as played, and write it on a treble staff in Key B flat major. Candidates performed poorly in the melody writing. The order of arrangement of clef, the key signature and the time signature was poorly done. Only few candidates were able to write the clef, key signature, time signature, and barred correctly. Most candidates did not attempt the question at all. Melody writing is basic to any Aural test. Teachers need to be serious about them.

### Test 3: Two-Part Writing

Candidates were expected to write the lower upper part of a two-part musical piece of four bars in simple duple time using the treble staff and Key G major. There was generally poor performance in the two-part writing as well. Candidates rather scored marks for correct clef, correct time signature, correct barring and the correct key signature. Other candidates also used the bass clef instead of the treble clef. They could not comprehend and notate the lower melody.

### Test 4: Chords Progression

Eight Chords were played for candidates to identify and write accordingly using Roman numerals or technical descriptions. Candidates performed creditably in this question even though most found it difficult to identify the inversions. None of the candidates used technical descriptions this year for the identification of chords progressions.

### Test 5: Cadences

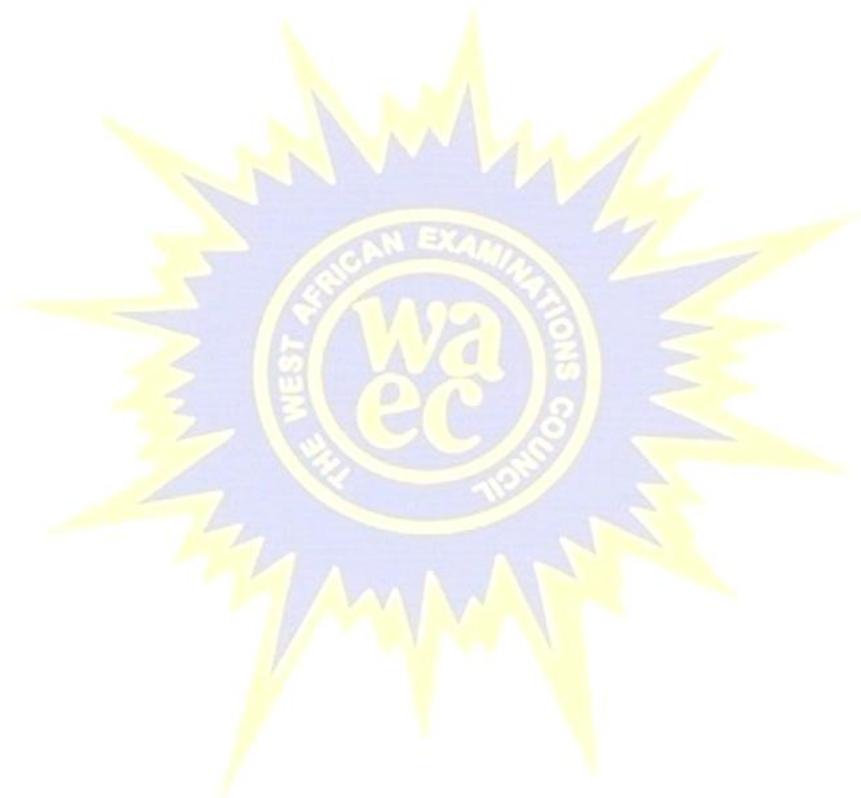
Candidates were required to identify four cadences in the order they were played. The order was Perfect, Imperfect, Perfect and Plagal. Most of the candidates did well but some had challenges in spelling the terms well.

### Test 6: Modulations

Candidates were expected to listen to excerpts of musical pieces and identify the modulations as Subdominant, Dominant or Relative minor and then indicate the new key of the modulation. Performance in this area was average. Four modulations were played and candidates were asked to identify them in the order they occurred. Almost all the candidates could not identify the new key of the modulation.

### Test 7: Identification of Themes

Three different themes or excerpts of musical pieces were played and candidates were asked to identify any two instruments in excerpt 1, the title of the piece in excerpt 2 and the time signature in excerpt 3. Although candidates performed better here, most of them could not spell simple musical terms. We still suggest that teachers do dictation from time to time to improve candidates' ability to spell musical terms in the future.



## **MUSIC 3B (PERFORMANCE TEST)**

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

The pieces selected were very suitable for the level and compared favourably with that of the previous year.

### **2. PERFORMANCE OF PAPER**

The overall performance of the candidates in the performance test was not encouraging. The performance was just the same as that of the previous years.

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

Most of the candidates rehearsed the technical exercises very well and presented them accordingly.

### **4. A SUMMARY OF CANDIDATES' WEAKNESS**

- (1) The attitude of some candidates has been, lackadaisical towards the performance test. Some learnt only one piece and others none. Technical exercises were not accurate and some did not attempt the sight reading pieces at all.
- (2) Some candidates were unable to sing or perform with the accompaniment. Other candidates were unable to pitch properly.
- (3) Some candidates performed the pieces with poor phrasing and improper dynamics. The entries after the piano introductions were poorly done in most cases.
- (4) Candidates spelt notes of the sight reading pieces instead of singing them. This might have been due to lack of consistent practice among the students.
- (5) Many candidates could not identify key signatures and time signatures.

### **5. SUGGESTED REMEDIES TO THE WEAKNESSES**

- (1) Teachers must ensure that candidates show commitment and seriousness towards the preparation for the performance test. They must learn all the required Set Pieces and the technical exercises well before sitting for the paper.
- (2) Teachers must help candidates to sing or perform with accompaniment. They must also be members of choral groups in the school. They must be taken through pitching exercises

- (3) Teachers must take candidates through rehearsal sessions to acquire skills for phrasing, breath control and interpretation of dynamics during singing. They must practice entry sections of the pieces in consonance with the piano accompaniment.
- (4) Candidates must avail themselves for frequent and consistent practice of note reading and sight singing to gain mastery in sight singing.
- (5) Teachers must intensify lessons on rudiments and theory of music to enable candidates gain adequate knowledge in the content of the subject.

## 6. **DETAILED COMMENTS**

- (1) **Technical Exercises**  
Candidates were required to perform two technical exercises already given; one in a major key and the other in a minor key. Many candidates were able to perform the exercises accordingly using the tonic solfa or otherwise. In some cases, candidates spelt the tonic solfa instead of singing them. It is advisable that teachers use some non-lexical words such as “la”, “ah”, “oo” to teach the technical exercises apart from using the tonic solfas. Generally, candidates performed very well in this aspect.
- (2) **Set Pieces**  
Candidates were required to perform two pieces from given Set Pieces. All the candidates performed from the selected performance Set Pieces. Some of the Voice candidates lacked precision of knowledge with the accompanist and could not attack pieces as expected. Phrasing, dynamics, articulations and dictions were not properly exhibited. The performance of candidates on the Set Pieces was however good.
- (3) **Sight Singing**  
Candidates were required to sing from two unseen pieces. Candidates performed poorly. Only a few candidates were able to read the pieces correctly. Others were able to read the notes without correct pitches.

## SOCIAL STUDIES 2

### GENERAL COMMENTS

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

The standard of the paper compares favourably with that of the previous year. The questions were within the scope of the syllabus and the requirements of the questions were appropriate for the level. The questions were clear and within the understanding of the candidates.

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

The general performance of the candidates was quite good and a little higher than that of the previous year.

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

- (1) Most of the candidates adhered to the rubrics of the paper and answered the required number of questions from each of the Sections A, B and C. That is **five** questions in all but **not more than two** questions from a section.
- (2) A good number of candidates expressed themselves excellently in the English language.
- (3) A good number of candidates showed evidence of having learnt the subject matter by providing appropriate responses to the questions.
- (4) Most candidates presented their points and developed them well in appropriate paragraphs.
- (5) Majority of candidates presented their essays in legible hand writings.

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

- (1) Few candidates did not obey the rubrics of the paper and answered more than the required number of questions from the sections.
- (2) Some of the candidates were unable to give detailed explanations of the points they raised as demanded by such questions.
- (3) Few candidates deviated in some of the questions leading to the scoring of low marks.
- (4) Some candidates displayed total ignorance of the topics and therefore scored very low marks.

## 5. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Candidates must be advised to read the rubrics of the paper very well before they answer questions. This will help them to know the number of questions they are required to answer for the paper.
- (2) Candidates need to do a thorough study of all the topics in the syllabus before sitting for the paper. This will make them have mastery over the topics and therefore give vivid explanations to points they raise as demanded by the questions.
- (3) Candidates must ensure they read and understand the demands of the questions before they provide their answers.
- (4) School authorities and subject teachers must ensure that candidates attend classes and do assignments to enable them grasp the content of the various topics.

## 6. DETAILED COMMENTS

### Question 1

**As an adolescent, justify five irresponsible behaviours you must avoid.**

This was a straightforward question that required candidates to justify five irresponsible behaviours they must avoid. Majority of the candidates were able to identify the irresponsible behaviours they must avoid. They used the phrase ‘I must avoid ..’ indicating they understood the question. These candidates described the behaviours and showed why they should be avoided. However, some candidates could not show why the irresponsible behaviours should be avoided. For example, candidates identified drug abuse, described it and even gave examples of drugs that are abused but failed to show that, it could lead to madness, death and even imprisonment when caught. Some candidates also gave wrong answers such as lack of parental care, unemployment, and characteristics of the adolescents. This explained the extent to which such candidates misunderstood the question and therefore lost marks.

The performance of candidates on this question was however very good.

### Question 2

- (a) **List four benefits of marriage.**
- (b) **Highlight four preparations that ought to be made by an individual who is planning to get married.**

This question was in two parts; (a) and (b) and candidates were required to answer all. The (a) part which tasked candidates to list four benefits of marriage was well answered by many candidates. They scored full marks.

Few candidates however chose to discuss the benefits of marriage instead of just listing them. They however did not earn any additional marks.

The (b) part of the question tasked candidates to highlight four preparations that ought to be made by an individual who is planning to get married. Candidates could not deal satisfactorily with this part of the question. Most of them deviated and provided answers such as knocking fees, announcing the date of the marriage, and collection of marriage list. Some too understood courtship as marriage taking place in the court of law. Some candidates also centred all their answers on background investigation and broke it into four parts and explained each of them. This did not earn them any additional marks. These discrepancies in candidates' answers caused them to lose vital marks. Despite the mix-ups, candidates' performance was average. Candidates could have considered the following points as answers to the question:

- (i) The individual must attain adult age
- (ii) Courtship and proper mate selection
- (iii) Background investigation
- (iv) Accessing Counselling Services.
- (v) Acquisition of home management skills
- (vi) One must be gainfully employed
- (vii) Acquisition of accommodation and basic necessities
- (viii) Acquisition of skills for home protection
- (ix) Getting the bride wealth ready
- (x) Acquisition of formal education.

### **Question 3**

#### **Examine five effects of responsible parenting on the child.**

This was a straight forward question. It required candidates to examine five effects of responsible parenting on the child. Most candidates who attempted this question deviated and performed abysmally. Candidates rather wrote on the effects of irresponsible parenting instead of effects of responsible parenting on the child. Such answers as drug abuse, child labour, streetism, school dropout and armed robbery were their responses. Some candidates started nicely but digressed to write on the role of the family. Some also wrote on the duties of responsible parents such as provision of basic needs, provision of physical needs, love and affection, education etc. They were not able to show how the duties have effects on the child thereby losing valuable marks. Candidates could have considered the following points as answers to the question:

- (i) It makes children useful and responsible in the society.
- (ii) It brings about discipline and peace loving children who appreciate tolerance and harmonious living.
- (iii) The child will be able to relate to all manner of people and to different situations.
- (iv) Reduction in crime: Good parenting trains the child to be of good behaviour and to live good moral life.

- (v) It brings about the transmission of the cultural values and norms of the society to the child.
- (vi) It creates a peaceful atmosphere in the home.
- (vii) It also takes care of the health needs of children leading to a society with healthy people with sound mind.
- (viii) It makes children acquire sense of loyalty and patriotism.
- (ix) It equips children with occupational skills for lifelong living.
- (x) It makes it possible for the discovery of the child's talent and potential so that they can be harnessed to the fullest.
- (xi) It builds confidence and initiative of the child

The performance of candidates on this question was not good enough.

#### **Question 4**

- (a) Define social change.**
- (b) Discuss four ways by which education can effectively be used to bring about rapid social change in Ghana.**

This was a question in two parts; (a) and (b) and candidates were expected to answer all. The (a) part tasked candidates to define social change. Majority of candidates who answered this question could not provide the correct definition of social change and so scored very low marks. Some did not answer the (a) part at all. The definition expected from the candidates was:

‘Social change is a process of transforming the society to meet new challenges as they emerge. It involves encountering new cultural elements and new ideas as well as sudden occurrence of events that lead to social transformation’

The (b) part of the question required candidates to discuss four ways by which education can effectively be used to bring about rapid social change in Ghana. Candidates on this question discussed what formal education has brought into Ghana, for example, people could read and write, people could get jobs in the offices etc. They virtually wrote on the advantages of education but not how education can be used to bring about social change. Due to this most of the candidates lost a lot of marks. Candidates were expected to provide the following points;

- (i) It must be structured to equip the individual with knowledge and practical skills for employment.
- (ii) It must meet the needs of society, e.g. people with skilled labour and professional such as teachers, doctors, engineers etc.
- (iii) It must suggest trend for the growth of society e.g. development of appropriate technology
- (iv) It must lay the foundation for enquiry and creativity – equipping the individual with skills to search for new scientific knowledge/mental liberation.

- (v) It must be made to develop in the individual sound moral attitudes that will promote character building.
- (vi) It must enable the Ghanaian to develop a healthy appreciation of the country's cultural values for national integration.
- (vii) It must inculcate good citizenship in Ghanaians as a basis for effective participation in national development.
- (viii) It must enable the individual become conscious of his identity as a Ghanaian.
- (ix) Education must take into consideration the population dynamics in order to make the necessary projections of the needs of the people.
- (x) Must help to improve the standard of living in terms of housing, health delivery, sanitation, transportation and communication.
- (xi) Education must train people to assume leadership positions.

The performance of candidates on this question was not good enough.

### Question 5

- (a) **Explain the concepts:**
  - (i) **peace building,**
  - (ii) **conflict resolution.**
- (b) **Describe four conditions necessary for peace building in Ghana.**

The (a) part of the question required candidates to explain the concepts; peace building and conflict resolution. Many of the candidates who attempted this question were able to provide good explanations to the concepts and scored good marks.

The (b) part of the question was not satisfactorily answered by the candidates. Few of them stated the conditions but could not describe them well to score appreciable marks. Some candidates stated wrong points and therefore lost marks. This was one of the challenging questions for candidates. Candidates could have considered the following points:

- (i) Tolerance: Accepting views, opposing views and ways of life of other people.
- (ii) Right conduct: Individuals must live according to the standard set by society.
- (iii) Justice and fairness: There should be no discrimination in accessing fair trial and in the distributing of national resources and wealth among the people.
- (iv) Honesty: dealing truthfully with others and admitting your faults when it occurs.
- (v) Respect for human rights: All persons have the same rights and therefore the rights of all persons must be respected by all.
- (vi) Compromise: People should not take entrenched positions but meet each other half way when there is a problem or an argument.
- (vii) Forgiveness: people should cultivate and display the act of pardoning others when they are wronged.

- (viii) Consensus building: there should be general widespread agreement on issues to the extent that conflict situations become non-existent.
- (ix) Efficient law enforcement system: The police should be given the necessary logistics and they should be willing and committed to enforce and maintain law and order in the society.
- (x) Existence of conflict resolution institutions: Institutions should be established and mandated to resolve conflicts before they escalate.  
Example is Peace Council
- (xi) Constructive communication between and among people in the society.
- (xii) Agreement on set goals and objectives
- (xiii) Promoting good governance e.g. free and fair elections
- (xiv) Discouraging ethnocentrism

The performance of candidates on this question was not good enough.

### Question 6

- (a) **Define nation building.**
- (b) **Highlight four challenges Ghanaians face in their attempt at nation building.**

This question was in two parts; (a) and (b) and candidates were expected to answer all. The (a) part required candidates to define nation building. Majority of candidates who answered this question did well by giving an acceptable definition of the concept nation building. They scored very good marks for the definition.

For the (b) part, many candidates provided good points and explained them. They scored very good marks as well. However, some candidates could not do well on this question. They wrote on things that promote nation building instead of things that hinder nation building e.g. corruption, negative attitude to work, political intolerance, inadequate resources, mismanagement etc. Most candidates dealt largely on political instability as a challenge Ghanaians face. This assertion is however not true since there has been stability in Ghana since 1992. What however is a challenge is political intolerance - unhealthy political rivalry among the various political parties. The candidates could have considered the following points;

- (i) Political apathy or indifference: people do not show interest in issues that affect the nation.
- (ii) Inadequate resources: This makes it difficult for all regions to access the national cake equally leading to complains and disgruntling.
- (iii) Uneven distribution of development projects across the country leading to some areas lagging behind others in development.
- (iv) Display of ethnocentric tendencies: the strong use of ethnic sentiments by some people turns to divide the people instead of uniting them for progress.
- (v) Bribery and corruption: The existence of the perception and reality of bribery and corruption in all forms does not augur well for building trust and confidence in leaders and state officials.

- (vi) Negative attitude to work: The unwillingness of people to display positive attitude to work affects productivity and undermines nation building.
- (vii) Lack of long term planning: Most of the times leaders fail to initiate long term plans for development. They engage in ad hoc strategies of solving problems and this affects nation building.
- (viii) Mismanagement of resources: Most of our limited resources are not well managed to ensure sustainability. There is therefore wastage, misuse, misapplication and misappropriation of the resources.
- (ix) Sabotage: Some bad and aggrieved people in the society may try to do everything possible to sabotage and destroy our national efforts at nation building.
- (x) Political intolerance: Unstable political atmosphere and unhealthy political rivalry among the various political parties are likely to affect national unity and nation building.
- (xi) Destruction of state property: Wilful destruction of state properties by wicked people through fire outbreaks, vandalism and stealing will have dire consequences on national budget and this will thwart efforts at nation building.
- (xii) Illiteracy and low education: This leads to inadequate supply of skilled labour
- (xiii) Ignorance: many people are not well informed on important national issues

The performance of the candidates on this question was however good.

### Question 7

- (a) **Distinguish between globalization and international community.**
- (b) **Discuss four problems associated with co-operation.**

This question was in two parts; (a) and (b) and candidates were required to answer all. For the (a) part, candidates were able to define globalization well but found international community difficult to define. An example of candidates' definition of international community is 'it is a community of countries to create one organization'. The definition of international community expected from candidates was; International community denotes a group of nations having common shared interest in specific matters such as education, trade, culture, sports, governance etc. of which Ghana is a part. It embraces all the people of that group of nations.

The (b) part of the question tasked candidates to discuss four problems associated with co-operation. Many candidates were able to discuss the problems associated with cooperation and scored good marks. However, some candidates dealt on problems of development and focused on such points as lack of capital, negative attitude to work, language barrier and corruption. These candidates missed the point and therefore lose vital marks. Candidates could have considered the following points;

- (i) Overdependence on other countries for assistance.
- (ii) Aids from donors with conditionalities attached.
- (iii) Withdrawal of aids when differences arise.
- (iv) Stifling of local industries through trade liberalization.
- (v) Dumping of inferior goods on less developed countries.

- (vi) Prices of primary commodities keep falling on the international market to the disadvantage of less developed countries.
- (vii) Accepting of refugees from other nations with associated crimes and diseases.
- (viii) Contribution of troops for peacekeeping duties with its attendant loss of personnel or human resource.
- (ix) Payment of dues and levies to various organizations a nation belongs to even when faced with financial constraints.
- (x) People from other countries get free access to a country and may engage in criminal activities or spread diseases e.g. Ebola, AIDS etc.

The performance of the candidates on this question was however good.

### **Question 8**

- (a) **Explain the concept;**
  - (i) **Science,**
  - (ii) **Technology.**
- (b) **Outline four roles of science and technology in national development.**

This question was in two parts; (a) and (b) and candidates were required to answer all. This was the most popular question among the candidates. The (a) part required candidates to explain science and technology. Majority of the candidates had no problem with this part as they were able to give a very good explanations of the two concepts. Very few candidates had challenges with the explanation of technology. They omitted the phrase 'through human ingenuity and creativity' in their explanation making it difficult to understand. The explanation of technology expected from candidates was:

It is the process whereby through human ingenuity and creativity, scientific knowledge is applied to create tools and machines to control the environment and to solve problems that confront man. It is the practical application of scientific knowledge to control the environment to satisfy human needs.

The (b) part tasked candidates to outline four roles of science and technology in national development. Candidates did select various aspects of human activities to show how science has played, and is still playing a role in those fields in national development. Marks scored by the candidates were high and the performance was very good.

### **Question 9**

**Describe five features of buoyant economy.**

This was a straight forward question requiring candidates to describe features of a buoyant economy. Candidates were able to provide the correct points and attempted describing them. Some had small challenges in expressing their ideas but that did not affect their thought in any way.

The performance of candidates on this question was very good.

## Question 10

- (a) **Explain the terms;**  
    (i) **work**  
    (ii) **productivity**
- (b) **Discuss four work habits employers expect of employees.**

This question was in two parts; (a) and (b) and candidates were required to answer all. Candidates had challenges in explaining the two terms. While they omitted such words as 'legitimate or lawful and socially acceptable' in the explanation of work they explained productivity to mean production. This made them lose some marks. The explanations expected from candidates were as follows:

Work is any legitimate or lawful and socially acceptable activity that an individual performs to earn a living. It includes farming, teaching, manufacturing, trading etc.'

'Productivity is the measurement of worker's efficiency. It is the measure of the output per unit of time or unit of input used. It is also a measure of the amount of products or services produced compared to the amount of goods and labour used to produce it over a period of time.'

For the (b) part, candidates were required to discuss four work habits employers expect of employees. This part was better managed by the candidates. They were able to identify the various virtues and attitudes that help to ensure high productivity and progress at the work place and explain them. Marks scored by candidates were satisfactory. The general performance on this question was good.