

DAGAARE 2

1. GENERAL COMMENTS

This year's paper compared favourably with that of previous years. It was of standard because it tested the various aspects of the language as prescribed by both the teaching and the examination syllabuses. The questions were also rendered in a manner that suited the level and experience of the candidates.

However, candidates' overall performance seemed to have fallen below the general expectation. In a few isolated cases, however, some candidates scored higher marks than last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) It emerged from the scripts of the candidates that a few of them understood the demands and tenets of the questions and so dealt with them appropriately.
- (2) Some candidates deserve commendation for their performances in the essay writing, comprehension and the lexis and structure. They used appropriate diction in the essays and answered the comprehension questions using their own words.
- (3) A few candidates were able to develop points and issues demanded by the essay questions and presented them logically and in appropriate paragraphs.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most candidates did not understand the rubrics and as such they answered more than one question on the same page and wrote on more than one composition topic.
- (2) Spelling, punctuation and the correct use of upper case and lower case letters were still persistent problems for many candidates.
- (3) Many candidates copied the comprehension passage as their essays. Some of the candidates also used unauthorized language to write their essays. There were many deviations since some candidates did not understand the demands of the essay topics.
- (4) The area of lexis and structure posed serious challenges to a good number of the candidates because they had little knowledge of the Dagaare word class.

4. **SUGGESTED REMEDIES**

- (1) Teachers should use previous examination papers to explain the rubrics to students before they write the examinations.
- (2) Teachers should give more exercises on spelling, punctuation and the application of upper case and lower case letters.
- (3) The teaching of essay writing should be intensified in the Junior High schools to enable the candidates to write good essays in their final examination. Students should be encouraged to read intensively and extensively in the target language to build their vocabulary.
- (4) Teachers should use previous examination papers and a lot of exercises to teach the Dagaare word class in the Junior High schools. Such interventions will equip the students adequately to write the examination.

5. **DETAILED COMMENTS**

Question 1(a)

Narrate an incident that you will never forget in your life.

The majority of candidates answered this question. A few candidates demonstrated good understanding of the demands of the question. They exhibited sequential presentation of ideas and good usage of the language. Some candidates who introduced their compositions mentioned the types of incident, place of incident, day/date and time of incident.

Nevertheless, some of them thought it was letter writing and therefore deviated. Others just copied the comprehension passage.

By way of conclusion, the candidate was expected to state the influence the incident had on him/her and his/her own impressions bringing out clearly why the incident would not be forgotten.

Question 1(b)

Direct a friend from your school to your house.

Candidates who attempted this question deviated. They wrote letters to friends directing them from their schools to their houses. They were expected to start the directions from their school and use reliable landmarks such as churches, mosques, popular buildings and streets as reference points. They were also to use the appropriate vocabulary to give directions to their friend to be able to locate their (candidate's) house.

Also, it was expected that they would give the friend an idea of the warm reception that awaited them, thereby generating a feeling of excitement.

Many did not address the question well and therefore scored low marks.

Question 1(c)

Is it necessary that Junior High School students should also have class prefects?

This is an argumentative essay and the candidate was expected to take a stance, for or against. That is, they were expected to take sides and defend that position. Candidates were expected to advance the following points if their stance was for the motion – every human institution has a leader even in the animal kingdom, to seek their welfare, act as a liaison between them and school authorities, etc. Those whose stance was against the topic were expected to advance the following facts; pupils are all equal in the same class and with same qualification, they can control themselves, they can approach school authorities when the need arises and they can manage their own teaching and learning materials.

They could also expose the weaknesses in opposing arguments. Many of them failed to do this and therefore scored low marks.

A few students attempted this question. Unfortunately, candidates' arguments were not logical.

Question 1(d)

Discuss four ways/means to minimize accidents on our roads.

Candidates who attempted this question performed poorly. Some copied the composition topics. They needed to state or discuss some of the causes of road accidents, that is, motor accidents on our roads. They include drunk driving, over-speeding, poor vehicle maintenance, recklessness in driving, mechanical faults, wrong/poor certification of drivers, non-enforcement of driving regulations, bad roads, overloading, among others. Candidates could then use these as a basis to recommend and discuss the four ways by which the accidents can be minimized.

Unfortunately, a lot of the candidates could either not advance the four points or discuss them as expected.

Question 2 - Comprehension

A comprehension passage was given and candidates were asked to answer questions based on it. They consisted of recall, inference, meaning and summary questions.

The general trend that emerged was that candidates had considerable difficulties in understanding the text. The general performance was below expectation and this might be due to lack of intensive and extensive reading in Dagaare. Candidates need to be taken through techniques of extracting meaning from texts.

Question 3 - Lexis and Structure

(a) – (e): Identify the verbs in the sentences lettered (a) to (e).

Almost all the candidates could identify all the verbs used in the five sentences. Only a few candidates wrote down the nouns in the five sentences.

(f) – (j): Identify the pronouns in the sentences lettered (f) to (j).

Many candidates were faced with the difficulty of identifying the pronouns in the sentences because they had no idea about pronouns.

(k) – (o): Punctuate the following sentences lettered (k) to (o).

Not many candidates could punctuate the sentences correctly. Some candidates simply underlined the nouns in the sentences.

(p) – (t): Insert the correct conjunction in each of the sentences lettered (p) to (t) to make each pair of sentences one meaningful sentence.

Many candidates were able to provide the correct conjunctions and scored high marks. A few candidates provided words from different word classes instead of the correct conjunctions.

DAGBANI 2

1. GENERAL COMMENTS

The standard of the paper was comparable to that of the previous years. There was, however, some improvement in the orthography of many candidates.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Good orthography: The spelling, grammar, word division and punctuation of many candidates improved greatly. They spelt their words correctly and used their tenses, their capital and small letters appropriately. They also used the full-stop, comma and other punctuation marks correctly. This made their answers very easy to read and understand.
- (2) Length of answers: In the composition, some candidates tried to write within the given number of words. Where they wrote more or fell short of the number, they did this by few words. In the other sections, their answers were short and precise.
- (3) Use of language: There was ample evidence to suggest that many candidates had prepared adequately for the examination. This reflected in their use of language (informal, appropriate figures of speech, and good idiomatic expressions). Some of them also used appropriate jargons and contemporary expressions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor orthography: The spelling, word-division, punctuation and tenses of some candidates were very poor. Words that are normally written as single words were divided e.g. *alizini* is written as *alizini*, *yigisi* is written as *yiḅisi*, etc. Also, words written as separate words were written as single words e.g. *Oyuli Adam* should be written as *O yuli Adam*, *changari* is as *cha`gari*, etc. Some candidates did not know how to use small letters and capital letters whilst others combined their vowels poorly, etc.
- (2) Copying of questions: Some candidates copied the questions into their scripts before answering them; others merely copied them without providing any answers.

4. SUGGESTED REMEDIES

- (1) Poor orthography can be remedied in the classroom, through intensive and extensive reading, dictation and other class exercises.

- (2) Teachers should discourage students from copying questions in class exercises before answering them. They should also be taught to value and use time judiciously in examinations.

5. DETAILED COMMENTS

Question 1(a)

Narrate an incident that you will never forget in your life.

Many candidates chose this question. Some compositions had introductions whilst others did not have any introductions. Candidates who introduced their compositions mentioned the types of incident, place of incident, day/date and time of incident.

In the body, some candidates narrated the incident vividly. They mentioned how it occurred, its intensity or otherwise and how it all ended. Some other candidates could not narrate the incident vividly. After mentioning the type of incident they gave a poor description of how it happened. They could not also show how it ended.

To conclude their compositions, many candidates stated why they will never forget this particular incident. Regrettably, there were some compositions without conclusions.

Question 1(b)

Direct a friend from your school to your house.

A good number of candidates chose this question.

By way of introduction, some candidates sent the traditional greetings to their friends before inviting them to visit their homes. Others expressed how happy they would be if their friends would visit their homes starting from their schools. However, some candidates did not introduce their compositions.

In the body, some candidates gave very reliable directions to their friends to enable them reach/locate their houses without difficulty. Some of the points raised included arrival at the school and immediate landmarks to note, route to take and type of roads and landmarks along the route (e.g. market, churches/mosques, hospitals, etc.). Others mentioned marks to note when their friends arrived at their homes (e.g. type of building, walled gate, painted or otherwise, etc.). They also mentioned how their friends would meet their parents and visit places of interest before returning home. However, some candidates merely mentioned the route their friends would take but they did not indicate landmarks to note and the types of reception their friends would receive.

To conclude their compositions, some candidates wished their friends safe journey/safe arrival and gave assurances that their friends would locate their houses without difficulty, following the directions given. Others assured their friends a happy welcome. Unfortunately, some candidates did not conclude their compositions.

Question 1(c)

Should Junior High School students have class prefects?

A good number of candidates chose this question. In the introduction, some candidates stated their stance (e.g. for or against) whilst other compositions did not have introduction.

In the body, candidates who argued for the motion indicated that every human institution has a leader and as such they also needed a leader. They argued further that there was the need for someone to control and provide them with leadership, seek their welfare, act as liaison between students and school authorities and protect their teaching and learning materials and/or teaching process, etc.

Candidates who argued against the motion stated that all students are equal in the same class and have the same qualifications and because of that they can control themselves. They argued further that they did not need a bully, they can approach school authorities on their own, address their own problems/grievances with school authorities and manage their own teaching and learning process and/or materials. Some other candidates raised a few points for and against the motion without taking a stance.

To conclude, some candidates reemphasized their stance. However, there were some compositions without conclusions.

Question 1(d)

Discuss four ways to minimize accidents on our roads.

Many candidates chose this question. In the introduction of some of their compositions some candidates affirmed that road accidents are rampant in the country, hence there is the need to find ways to minimize them. Some compositions did not have introduction.

In the body, some candidates discussed four causes of accidents and suggested four ways/means to reduce/minimize them. Some of the points raised for causes of accidents included bad roads, use of non-road worthy vehicles, drunk driving and unqualified drivers. Other points raised included overloading vehicles, misdemeanor of the police at check points on the roads, misbehavior of motorists and other road users and erection of unauthorized road blocks and speed rumps, etc.

Points discussed as means to address the causes raised were the construction of good roads and regular maintenance, regular maintenance of vehicles by drivers and advice to drivers not to drink/make or receive calls when driving. Other points discussed included proper training and licensing of drivers, drivers to avoid greediness in loading, police to be up to expectation at check points on the roads and education of other motorists and pedestrians. More points discussed by other candidates included observance of road signs and traffic regulations and removal of roadblocks and speed bumps.

Some candidates could not raise four causes and suggest four means to address them. They raised only one or two points and discussed them very poorly too.

To conclude their compositions, some candidates expressed optimism that when the proposed measures are adopted, road accidents will be minimized. Some candidates did not give any conclusions to their compositions.

Question 2 - Comprehension

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

The questions on stated facts and meaning were well answered. However, the questions on summary were not well answered.

Question 3 - Lexis and Structure

Candidates were given twenty short sentences to identify, write and fill in spaces as follows:

(a) – (e): Write the verbs in the following sentences.

(f) – (j): Write the pronouns in the following sentences.

(k) – (o): Re-write the following sentences and indicate the appropriate punctuation in each sentence.

(p) – (t): Fill in the appropriate conjunction in each of the following sentences.

The sentences on verbs and pronouns were well answered. However, the questions on punctuations and conjunctions were not well attempted.

DANGME 2

1. GENERAL COMMENTS

This year's paper was compared favourably with that of previous years.

In general terms candidates seemed to have performed better in this year's papers as compared to last year. This notwithstanding, a few individual candidates performed quite below average especially in the comprehension test.

The scope of the paper covered the required areas of study as prescribed by the teaching and examination syllabuses.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates demonstrated understanding of the questions and answered them quite appropriately.
- (2) Systematic and orderly presentation of facts and ideas was ensured in the writing of the essays. Good paragraphing was also adhered to in most cases.
- (3) Some level of maturity and good command of the language was displayed in candidates' use of language in the essays such as the appropriate use of proverbs, idioms and other figurative language forms.
- (4) Candidates generally demonstrated good understanding of the comprehension passage and answered the questions quite appropriately.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The majority of candidates exceeded the stipulated number of words for writing the essays. On the contrary, some candidates also wrote far below the prescribed number of words for the essays.
- (2) Some candidates wrote addresses where they were not required especially for question 1(b).
- (3) Some candidates exhibited inadequate knowledge about verbs especially a distinction between main and auxiliary verbs in Dangme.
- (4) Use of colloquial or dialectal forms instead of the standard Dangme appeared in the writings of most candidates. A few examples are as follows: "he yi" for "he ye", "lae" for "hlae", "hi4" for "hil 4", "b4 m4di" for "b4 m4de", "eny4 ni" instead of "eny4ne", "klaa" for "kulaa", "pee ye" for "pee", etc.

- (5) In a few other cases, some candidates lifted either the whole comprehension passage or some portions of it for their essays.

4. **SUGGESTED REMEDIES**

- (1) Teachers should take steps to seriously teach the standard form of the orthography of Dangme in the schools.
- (2) Pupils should be taught how to read and derive meaning from written texts especially on choosing the suitable title for given passages/texts.
- (3) Intensive and extension reading in Dangme should be encouraged in all the schools.
- (4) Candidates' attention should be drawn to the fact that they will not be awarded marks for merely writing addresses to questions.
- (5) Speaking of Dangme in our basic schools should be allowed to help check wrong use of concepts and mispronunciations.
- (6) The grammar of the language should be vigorously taught in the schools.

5. **DETAILED COMMENTS**

Question 1(a)

Narrate an incident that you will never forget in your life.

For this question, the candidate was required to narrate an event that took place in his/her life that he/she would never forget. Quite a good number of candidates attempted this question. The events candidates narrated were either a bad event such as losing a dear one, loss of items, being severely reprimanded for some wrong-doing and other joyous/happy events such as birthday celebration and receiving presents/gifts, school awards, journeys to certain unknown places, etc.

Candidates who answered this question demonstrated clear understanding of the demands of the question and so did quite well on it.

Question 1(b)

Direct a friend from your school to your house.

This question demanded that the candidate should direct a friend from his/her school to candidate's home. The majority of candidates answered this question. Candidates who attempted this question also demonstrated clear understanding of the demands of the question. They were able to state the distance from school to the house/home, signs to be observed and noted, diversion, branch of roads that should be taken or ignored, etc. Expressions such as "go straight, turn left or right and other physical structures were used in giving the directions. A few candidates, however, mistook this as a letter writing and employed that mode e.g. writing the address, salutation and validation.

Generally, the majority of candidates performed well in this question.

Question 1(c)

Should Junior High School students have class prefects?

This question required the candidate to argue for or against the motion: whether there should be class prefects for the JHS classes. This was the least attempted question. The few who attempted this question demonstrated some understanding of the tenets of the question and mostly tilted their argument in support of the motion. They argued that every group needs a head for support and direction to ensure and maintain law and order in the absence of a teacher. The prefect would also lead the class in taking decisions and help to explain certain aspects of the teaching delivered by the class teacher. And in order to show leadership, the class representative/prefect should be a good student.

Candidates, however, could not argue that, the choice brings/breeds discrimination, because only one is chosen among the lot and that they were mature enough to control themselves.

Question 1(d)

Discuss four ways to minimize accidents on our roads.

For this question, the candidate was to discuss four ways by which road accidents could be curbed. Quite a good number of candidates attempted this question. Their responses indicated that they understood the demands of the question. In attempting this question, candidates gave a few causes of road accidents such as bad roads, over-loading of vehicles, reckless driving, drivers drinking hard drinks before driving, wrong over-taking, police compromising their duties, etc.

Some of the solutions discussed were that government should repair and maintain the roads, drivers should be severely punished when caught driving under the influence of alcohol, police should check reckless driving, drivers should stop over-loading and over-speeding, etc. Candidates' performance on this question was quite satisfactory.

Question 2 - Comprehension

This aspect of the paper tested candidates' understanding of written texts – a comprehension passage. Candidates were to read a given passage and answer the questions – mostly content-based and inferential questions. Others were on meaning and giving an appropriate title to the passage. Quite a good number of the candidates did well on the content-based questions. For this year's passage, most candidates were able to deal quite effectively with the inferential questions. Their biggest challenge was the choosing of a suitable title for the passage. Most of the titles exceeded the required number of words prescribed by the question. The general performance by candidates on this question was quite commendable.

Question 3 - Lexis and Structure

This aspect of the paper had four (4) parts or sections and tested candidates' knowledge in the following areas – verbs, pronouns, punctuations and conjunctions respectively.

The first part requested the candidates to pick out the verbs in the given sentences. A few candidates were able to recognize both the main and auxiliary verbs and picked them. Quite a good number of candidates, however, could not make any distinction and therefore picked one and left the other. In some extreme cases some candidates could not differentiate between nouns and verbs and rather wrote down the nouns. General performance was average.

The second section tested candidates' knowledge on Dangme pronouns. Both the objective and subjective cases of the pronouns were tested. While a good number of candidates were able to pick the pronouns, some also picked one out of two in the same sentence. A few, however, could not make any distinction between nouns and pronouns and instead picked some nouns for pronouns. The general performance, however, was commendable.

The third part tested candidates' knowledge on the use of punctuations. The following were tested. The use of upper case letters, commas, full-stop, and quotation marks. The majority of the candidates did very well on this aspect. A few candidates however, only wrote down the punctuations instead of indicating their use in sentences. Writing the punctuations in isolation is not acceptable and candidates' attention must be drawn to this. All the same, performance here was good.

The last part of this paper requested the candidate to supply the appropriate conjunction to make the sentence complete and meaningful. The performance of candidates in this section indicated that candidates had good knowledge on the use of conjunctions in Dangme.

The general performance was commendable.



EWE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates' performance, however, fell below expectation as against that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

There was a slight improvement in candidates' performance in Composition and Lexis and Structure:

- (1) Composition: A number of candidates displayed some maturity in their presentation of ideas and arguments. They also presented their points in well laid out paragraphs, developing one main idea in each paragraph. On the whole, they also used punctuation marks appropriately.
- (2) Lexis and structure: Few candidates displayed an in-depth knowledge of the word classes in the language and scored appreciable marks in this section.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates displayed little or no knowledge in the following areas:

- (1) Orthography (spelling/word-division): This was poor and candidates scored little or no marks out of the mark allocated. There was also incorrect writing of the letters of the Ewe alphabet e.g. d, 2, f, 5, x, h, etc.
- (2) Grammar: It appeared candidates had no fair knowledge of the tenses in the language, especially the simple present, simple past and habitual tenses.
- (3) Punctuation: This was poorly done. Many candidates could not even use the comma and full-stop correctly.
- (4) Paragraphing: This was poorly done. An essay of one page with many ideas was presented in only one paragraph.

4. SUGGESTED REMEDIES

- (1) Teachers need to give more classwork to the pupils. These should be marked and the mistakes pointed out to the candidates in terms of orthography, grammar, expressions, paragraphing, punctuation and proper writing of the letters of the alphabet.
- (2) The grammar of the language should be taught as is done in teaching the English Language and other subjects.

- (3) Generally, pupils should be made to read more literature in the language to enable them to build up their stock of vocabulary and expression.

5. DETAILED COMMENTS

Question 1(a)

Narrate an incident that you will never forget in your life.

The question was very popular and candidates who attempted it did well to narrate real incidents that they were eyewitnesses to. In answering this question, the candidate was expected to state the type of incident, place, date and time of the incident. However, some candidates went wild by writing on incidents that have no bearing on their experiences in life. Unrelated stories were written and some even copied the Comprehension passage as answers to the question.

There were no introduction and conclusion to most of the essays presented by most of the candidates. Teachers are urged to guide their pupils on the correct presentation of narrative essays.

Question 1(b)

Direct a friend from your school to your house.

This question was quite popular but candidates who attempted it did not do well. Appropriate registers were absent e.g. specific landmarks to note, no need to ask others met on the way to help locate the house. Poor use of punctuation was displayed in this particular essay.

Some of the candidates even treated it as a form of letter writing. This was not accepted and it should be discouraged.

Teachers are urged to guide their pupils on the correct approach to writing the different types of essays. In the case of showing directions, emphasis should be laid on the use of landmarks to reach the required destination and not asking people along the route for further direction.

Question 1(c)

Should Junior High School students have class prefects?

This question was not popular. The few candidates who attempted it did not do well. The question required that the candidate should take a stance (for or against) and defend it..

E.g. writing for: The need to have a leader to control, seek their welfare, act as liaison and protect their teaching and learning materials, etc.

Writing against: No need for a leader because they are all equal – same class and qualification, no need for a bully, can address their own problems with school authorities, can manage their own teaching and learning materials, etc.

Some of the candidates, however, went wild by writing on issues unrelated to the classroom situation. Teachers are urged to guide their pupils on the correct approach to writing argumentative essays.

Question 1(d)

Discuss four ways to minimize accidents on our roads.

The question was very popular and the majority of candidates who attempted it did well. They discussed in brief, causes of road accidents and suggested ways to minimize them.

E.g. Causes: Bad roads, use of alcohol when driving, over-loading and over speeding, illiterate drivers who cannot read road signs, misbehaviour by other motorists and pedestrians, unauthorized road blocks, use of mobile phones while driving, etc.

Ways to minimize them: Maintenance of roads and building good ones, non-use of alcohol while driving, regulated loading and speeding, non-use of mobile phones while driving, proper use of the roads by other motorists and pedestrians, removal of unauthorized road blocks, etc.

Some of the candidates, however, fumbled and presented unrelated causes and solutions to road accidents. Such essays had no good introductions and conclusions. Many incomprehensible scripts were produced in this question. Teachers are urged to guide their pupils during class exercises to be able to meet the demands of questions.

Question 2 - Comprehension

This was a compulsory passage in the language followed by ten compulsory questions for candidates to answer. The passage was quite easy to read and understand.

The majority of candidates did well. A few, however, copied parts of the given passage as answers to the questions. Some candidates also only wrote down the questions without providing the answers.

Teachers are urged to educate their pupils on the correct approach to answering comprehension questions. E.g. they should always read the passage well, understand it before attempting to answer the questions that follow it.

Question 3 - Lexis and Structure

This question was to test candidates' knowledge in word classes (parts of speech) in the language. It covered such areas as verbs, pronouns, punctuation and conjunctions.

The majority of candidates did well in the four areas covered. Some, however, appeared to have had little or no knowledge of word classes in the language, thus scoring very low marks.

Teachers are urged to intensify the teaching of punctuation in their grammar lessons.



FANTE 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. Candidates' performance, however, fell below those of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Generally, the performance of candidates in the composition was above average. Most candidates gave orderly presentation of their ideas that met the demands of the questions and the number of words required
- (2) A number of candidates gave straight forward answers to the comprehension questions.
- (3) Some candidates answered the questions on lexis and structure accurately which is commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Orthographical errors marred the work of some candidates.
- (2) Many candidates were not able to distinguish between pronoun and verb (joined e.g. *meba* – I come) and pronoun and noun (separated e.g. *me ba* – my child).
- (3) Poor paragraphing was seen in the work of some candidates.
- (4) Some candidates copied the comprehension passage as parts of their essays.
- (5) Many candidates also failed to use capital letters at the beginning of sentences.

4. SUGGESTED REMEDIES

- (1) Teachers should conduct regular exercises on spelling and dictation to help candidates improve upon their spelling.
- (2) Teachers of Ghanaian Languages should encourage candidates to do constant reading – both intensively and extensively.
- (3) As much as possible qualified teachers of the subject should be employed rather than reliance on unqualified ones who have very little knowledge in the subject.
- (4) There is also the need to increase the number of periods in the teaching of Fante to enable children to develop more interest in the subject.

5. DETAILED COMMENTS

Question 1(a)

Narrate an incident that you will never forget in your life.

Candidates were to narrate an incident they will never forget. By way of introduction, they should indicate the type of incident (e.g. falling from a tree, lost in the forest), the time/place of the incident, how it occurred from the beginning to the end and why the candidate will never forget it.

The majority of candidates attempted this question and their submissions were encouraging.

Question 1(b)

Direct a friend from your school to your house.

Candidates were expected to give a reliable direction to a friend to enable him/her locate the house without any difficulty. Candidates were expected to mention some notable landmarks such as mosque, church, market, etc, the route to take and any other features one should take note of. Examples include the type of house, the type of painting, flowers and other ornamental plants. In conclusion, the candidate was expected to assure the friend of their safe arrival if the direction is followed.

Even though the question did not require the features of a letter, some candidates provided them

Question 1(c)

Is it necessary that Junior High school students should also have class prefect?

This is an argumentative question and many candidates did not attempt it. The few who attempted it performed poorly. The question called for the need to have a leader in every organization who acts as a liaison between workers/students and management pointing out the pros and cons.

The candidate was expected to take a stance either for or against the topic in his/her introduction. Arguments supporting the topic could hinge on the following points:

There is the need to have a leader to control, seek their welfare, act as liaison and protect their teaching and learning materials, etc.

On the other hand, a candidate against the motion could argue that there is no need for a leader because they are all equal – same class and qualification, no need for a bully, can address their own problems with school authorities, can manage their own teaching and learning materials, etc.

Question 1(d)

Discuss four ways/means to minimize accidents on our roads.

This was another popular question that was attempted by many candidates. The question was on the causes of road accidents and how to minimize them. The causes include bad roads, drunk-driving, overloading and over-speeding. Others are misbehavior of both motorists and other road users, poor maintenance of vehicles and non-enforcement of road traffic regulations by police officers.

Accidents on our roads could be reduced through the construction of good roads, regular maintenance of roads/vehicles, observance of road signs and traffic regulations in addition to constant police patrols/checks.

Candidates' submission showed that they had a good knowledge of road accidents – their causes and how to minimize them.

Question 2 - Comprehension

The comprehension passage had ten questions some of which included inference, factual, meanings of expressions and providing a suitable title for the passage.

But for questions (g), (h) and (i) which appeared a little difficult, the rest of the questions were well answered.

Question 3 - Lexis Structure

The lexis and structure section of the paper examined the candidates in four areas namely verbs, pronouns, punctuation and conjunctions. Candidates' performance in this area was highly commendable except the questions on punctuation where some candidates just wrote the punctuation marks in isolation instead of completing given sentences by putting in suitable punctuations. In all, the general performance was appreciable.

GA 2

1. GENERAL COMMENTS

The paper compared favourably with that of previous years. In general terms candidates seem to have performed better in this year's paper as compared to that of last year. This notwithstanding, a few individual candidates, however, performed quite below average especially in the comprehension test.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates demonstrated understanding of the questions and answered them quite appropriately.
- (2) Systematic and orderly presentation of facts and ideas were ensured in the writing of the essays. Good paragraphing was also ensured in most cases.
- (3) Some level of maturity was displayed in candidates' use of language such as the appropriate use of proverbs, idioms and other figurative language forms.
- (4) Candidates generally demonstrated good understanding of the comprehension passage and answered the questions quite appropriately.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Punctuation was the greatest weakness. This showed in the essays and the answers to Questions 3(k) – 3(o).
- (2) Negation in Ga was still a weakness in candidates' writing. Verbs that end in vowels had the vowels tripled to indicate negation. E.g. ba (come) – baaa (does not/did not/come, is not coming).
- (3) Word boundary was another weakness in candidates' writing. E.g. *he ni, be ni, m4 ni, n4 ni* but not *heni, beni, m4ni, n4ni*.

4. SUGGESTED REMEDIES

The weaknesses should be isolated and given more attention. E.g. ye – yeee, nu – nuuu, wo – wooo, etc.

Students should be taught the appropriate word division such as *he ni, m4 ni, n4 ni, be ni, gbini, he ko, m4 ko, n4 ko, be ko, gbiko*, etc.

5. **DETAILED COMMENTS**

Question 1(a)

Narrate an incident that you will never forget in your life.

Candidates were expected to indicate the type, date, time and place of the incident and narrate what actually happened. The incident could be one that evokes either positive or negative memories.

Many candidates attempted this question. Some wrote very good essays. Others wrote essays which clearly showed that they were stories read or heard. An unforgettable incident should show some cohesion in place, time and event and incidents that are true to life.

Question 1(b)

Direct a friend from your school to your house.

Candidates were expected to direct a friend from their school to the house using landmarks like streets, buildings, routes and others.

Many candidates attempted this question. They had difficulty in giving appropriate directions that would take the friend from the school to the house. Whether by foot or by vehicle; private or commercial, expressions like “take left, right, alight at, lorry station, join a vehicle going to ..., a story building, painted ..., a junction or roundabout” were expected to be used.

Unfortunately, some candidates wrote letters to their friends directing them from the school to the house. The question did not ask candidates to write letters. The marking scheme took care of this.

Question 1(c)

Is it necessary that Junior High school students should also have class prefect?

Candidates were expected to write for or against the prefect and monitorial system as practised in the Junior High Schools. The stance should be made clear in the introduction of the essay.

All who attempted this question were in favour of the system. They argued that the system provides leadership for the class, seeks welfare of class members, acts as liaison between class and school authorities, protects class property like teaching and learning materials, etc.

But the following contrary arguments could be raised:

All students are equal in the same class and have the same qualifications. As a result they can control themselves. Also, prefects tend to be bullies. Moreover, the students can approach school authorities on their own, address their own problems/grievances with school authorities and manage their own teaching and learning process and/or materials.

Question 1(d)

Discuss four ways/means to minimize accidents on our roads.

Candidates were expected to give causes of accidents on our roads and suggest four ways by which the accidents could be minimized. The state of the roads, the state of the vehicles, the disposition of the driver and his art of driving, the police on our roads and education of all road users were issues that candidates were expected to raise in the essays. Then they could propose solutions culminating from the causes that they discussed.

Candidates who attempted this question gave good suggestions to minimize accidents on the roads.

Question 2 - Comprehension

Candidates were expected to read a passage and answer ten questions on it.

Candidates performed fairly well. Subquestion (c) required “money OR food” as the answer but many candidates gave “money AND food” as the answer. Subquestion (e) required “*mli fu*” or “*emlifu*” as the answer but the majority of candidates gave “*mlifu*” or “*emlifu*” joining the two words wrongly. The expression “*tsui n4 wo*” contains the verb ‘*wo*’ and the answer was expected to contain a verb. ‘*mlifu*’ contains the verb ‘*fu*’ but ‘*mlifu*’ is a noun derived from the verbal expression ‘*mli fu*’.

Subquestions (h) and (i) required candidates to infer. They gave interesting inferences.

Question 3 - Lexis and Structure

(a) – (e): Candidates were expected to isolate the verbs in given expressions. Some candidates recognized that the verbs is made up of the root and the affixes. Some candidates gave only the verb root as answers. Very few candidates recognized the inherent complement verb in 3(e) as “*baakpafai*”.

(f) – (j): Candidates identified the pronouns. Many candidates did not separate the pronoun ‘*o*’ from the noun possessed in ‘*sane*’ and so gave ‘*osane*’ instead of ‘*o*’ as the pronoun.

(k) – (o): The uppercase letters in “*Samsam*” 3(m) and “*ManyI*” 3(o) were not readily/easily identified by candidates.

(t): Many candidates easily identified the conjunctions required to complete the sentences.

(p) –

GONJA 2

1. GENERAL COMMENTS

The paper had three main parts. Part I consisted of four (4) essay questions and candidates were instructed to answer only one (1) question. The comprehension passage was the part II where candidates were expected to read a passage and answer ten (10) comprehension questions. The part III was the last section of the paper – Lexis and Structure which was made up of twenty (20) questions. All questions met the standard required of BECE examination.

Candidates' performance in this year's examination could be said to be average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A good number of students answered question 1(d) of the essay questions and most of them provided good answers. The points provided answered the questions.

The comprehension questions were also well answered by some candidates. Many of them showed that they understood the questions and answered them as such. A number of candidates scored the 10 marks in this section.

The Lexis and Structure component of the paper was attempted by many candidates and the majority of them did very well in this section.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

It was observed that pupils who could not answer the essay questions, just copied the comprehension passage from the question paper.

Some candidates could not punctuate the sentences, indicating they did not have knowledge in the use of punctuation marks.

The correct spelling of words was another major weakness of candidates. Even simple words were spelt wrongly. Some single words were written as separate words while words which were supposed to be separated were written as one.

Most candidates could not write the required number of one hundred and fifty (150) words. This is because they either lacked the points or could not elaborate them.

Another major weakness was that some candidates had very bad (illegible) handwriting.

4. **SUGGESTED REMEDIES**

There is the need for teachers to strengthen the teaching of punctuation in the classroom. Teachers should also take up the teaching of spelling in schools to enable pupils overcome the poor spelling skills.

Teachers must also discourage their pupils from copying questions and passages in the question paper for their answers. There is the need for teachers to take the challenge of teaching their candidates the process of writing the various types of essay – descriptive, narrative, argumentative, speech writing, letter writing and exposition.

5. **DETAILED COMMENTS**

Question 1(a)

Narrate an incident that you will never forget in your life.

This was a narrative essay and the candidates were expected to mention the type of incident, place of incident, day, date and time of incident. Candidates were also expected to narrate how the incident occurred and mention the intensity or otherwise and how it all ended.

This question was fairly well answered by a good number of candidates. However, a few candidates answered this question in a form of letter. Some candidates copied the passage of the comprehension or portions of it, and other questions and obviously scored zero.

Head teachers and teachers of Junior High Schools should discourage their students from copying passages and questions from the question paper as their answers.

Question 1(b)

Direct a friend from your school to your house.

Candidates were expected to give a reliable direction to a friend to enable him/her locate the house without any difficulty. Candidates were expected to mention some notable landmarks such as mosque, church, market, etc. the route to take and any other features one should take note of. The type of house when one is approaching it, building, block house, thatch, type of painting, flowers and other ornamental trees, etc.

This question was attempted by many candidates. A good number of them performed relatively well. Most of them used the appropriate registers in giving the direction.

Question 1(c)

Is it necessary that Junior High school students should also have class prefect?

This is an argumentative essay, where a candidate was expected to take his/her stance, that is, for or against. Candidates were expected to advance the following points if their stance was for – every human institution has a leader even in the animal kingdom, to seek their welfare, act as a liaison between them and school authorities, etc.

Those whose stance was against the topic were expected to advance the following facts; pupils are all equal in the same class and with same qualification, they can control themselves, they can approach school authorities when the need arises and they can manage their own teaching and learning materials.

This question was attempted by very few candidates. Performance on this question was generally poor. Some candidates could not state their stance, either for or against the motion. Most of them were unable to conclude their essays.

Question 1(d)

Discuss four ways/means to minimize accidents on our roads.

The question was well answered by candidates who attempted it. They affirmed that road accidents are rampant in the country. They were also able to suggest ways/means of minimizing these accidents.

Candidates were expected to advance four (4) causes of road accidents and four (4) ways/means of minimizing each of them. Some of the causes such as the use of non-road worthy vehicles, drunk and unqualified drivers, over loading of vehicles, unprofessional behaviour of the police on the roads, unnecessary speed bumps on the roads, etc were advanced. They were then used as a basis to propose the remedies.

Question 2 - Comprehension

The candidates were given a passage to read and answer ten (10) questions on it. The questions were based on recall, stated facts, inference, vocabulary (meaning) and then giving a suitable heading for the passage.

The questions were well answered by some candidates. A number of candidates scored full marks in this section.

Question 3 - Lexis and Structure

This section tested candidates' knowledge in verbs, pronouns, punctuation marks and conjunctions. It was attempted by many candidates. Most students scored questions (a) to

(e) and then (f) to (j) which tested students' knowledge on verbs and pronouns respectively.

Candidates' performance in this section this year was generally satisfactory. However, some students could not punctuate the sentences as expected. There is room for improvement.



KASEM 2

1. GENERAL COMMENTS

The standard of the paper was the same as that of the previous years. All the sections were well addressed and the rubrics were very clear. The questions were unambiguous.

Candidates' performance could be said to be average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Length of Essays: The majority of candidates wrote compositions with the required number of words which is at least 150 words.
- (2) Paragraphing: Many candidates wrote their essays in well laid out paragraphs, developing on main point in each of them.
- (3) Lexis and structure: The majority of candidates were able to identify verbs and pronouns in given sentences as demanded.
- (4) Punctuation: Candidates' use of the basic punctuation marks was commendable. These include the full stop, comma and question mark.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) A number of candidates copied the comprehension passage and other questions as parts of their essays. This is a very disturbing practice.
- (2) Another worrying trend was that some candidates treated the essay topics as letters. Meanwhile, there was no question demanding letter writing.
- (3) Some candidates lifted chunks of the comprehension passage as answers to the comprehension questions.
- (4) In question 3(k), (i), (m), (n), (o) where the candidates were required to write the sentences and indicate the missing punctuation marks in them, some candidates only wrote the punctuations without the sentences.

4. SUGGESTED REMEDIES

- (1) Teachers need to intensify the teaching of composition writing, outlining the details of each type of essay.
- (2) Candidates should be made aware that comprehension is about understanding. Therefore, they must, as much as possible, use their own words to provide answers unless otherwise stated.

- (3) Candidates must know that the rubrics on the question paper are an integral part of the examination. As such, they should be obeyed to the letter.

5. DETAILED COMMENTS

Question 1(a)

Narrate an incident that you will never forget in your life.

Many candidates chose this question and introduced their compositions by mentioning the type of incident, place of incident, day/date and time of incident. While some of the events evoked good memories, others were largely negative.

In discussing the details of the incident, some candidates narrated how it occurred, its intensity or otherwise and how it all ended. Of course, some candidates could not narrate the incident vividly. After mentioning the type of incident they could not give details on how it happened. They could not also show how it ended.

Many of the candidates concluded their compositions by stating why they will never forget that particular incident. However, some candidates never gave any befitting conclusions to their essays.

Question 1(b)

Direct a friend from your school to your house.

This question was heavily patronized by candidates and they generally did very well.

Some candidates started by sending greetings to their friends and their families before inviting them to visit their homes. Some expressed how happy they would be if their friends would visit their homes. They then gave the directions, starting from their schools.

In the body, some candidates gave very clear directions to their friends to enable them to locate their houses without difficulty. For example, they discussed some useful landmarks to note upon arrival at the school. They include the route to take and type of roads and other features along the route (e.g. market, churches/mosques, hospitals, etc.). Others mentioned marks the friend needed to note upon arrival at their homes (e.g. type of building, walled gate, painted or otherwise, etc.). They also expressed excitement at their friends meeting their parents and how they would visit places of interest before returning home.

By way of conclusion, some candidates wished their friends safe arrival and gave assurances that with the directions given, their friends would locate their houses without difficulty, where a warm welcome awaited them.

Unfortunately, some candidates did not conclude their compositions.

Question 1(c)

Is it necessary that Junior High school students should also have class prefect?

This topic is obviously argumentative in nature and the candidate was expected to take a stance; that is, for or against. Those in favour of the motion could advance the following points: every human institution has a leader and this also true even in the animal kingdom, the leader would seek the welfare of his people, act as a liaison between them and school authorities, etc.

Those who would oppose the topic were expected to advance the following facts; pupils are all equal in the same class and with same qualification, they can control themselves, they can approach school authorities when the need arises and they can manage their own teaching and learning materials.

Only a limited number of candidates attempted this question and the performance was average. Unfortunately, some candidates did not state a clear position, either for or against the motion. Most of them were unable to conclude their essays.

Question 1(d)

Discuss four ways/means to minimize accidents on our roads.

A satisfactory answer to this question must necessarily include the fact that road accidents are rampant in the country, hence the need to find ways to minimize them. The candidate would then go ahead to discuss some causes of accidents on our roads and then suggest ways to reduce or minimize them.

The causes include bad roads, use of non-road worthy vehicles, drunk-driving, unqualified drivers plying the roads, overloading of vehicles, over-speeding by drivers, misdemeanor of the police at check points on our roads, misbehavior of motorists and other road users, etc.

Some of the means to address these causes include the construction of good roads and regular maintenance, regular maintenance of vehicles by drivers, advice to drivers not to drink while driving, proper training and licensing of drivers, drivers eschewing greediness in loading, avoiding over-speeding and wrong overtaking. The police need to be up and doing at check points on our roads, education of motorists and pedestrians as well as observance of road signs and traffic regulations, etc.

A good conclusion should include expressing optimism that the remedial measures suggested would bring about relief from the menace of road accidents. Many candidates failed to draw a good conclusion.

Question 2 - Comprehension

Candidates were expected to answer ten (10) questions on a given passage. The questions boarded on recall, inference, vocabulary (or meaning), and summary (giving a title to the passage).

Candidates had no difficulty in answering the question that demanded recall. However, they could not answer those that were on inference. Some also had difficulty giving an appropriate title to the passage, especially in not more than seven words.

Question 3 - Lexis and Structure

This section required candidates to answer 20 questions on word classes and punctuation.

(a) – (e) were on verbs. In other words, candidates were to indicate the verbs in given sentences. (f) – (j) requested candidates to indicate the pronouns in given sentences.

In (k) – (o), candidates were required to complete given sentences by putting in the suitable punctuations in each sentence. (p) – (t) were on conjunctions.

Candidates had a number of difficulties in this area. For example, on punctuation, many candidates ignored the rubrics and wrote down only the punctuation marks. Again, in the subsection on the pronouns, some candidates gave wrong pronouns.

However, they generally performed very well on the conjunctions.

NZEMA 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of previous years. There was a significant improvement in the general performance of candidates this year as compared to that of previous years. There was clear evidence that some candidates are taking the learning of the language seriously.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Generally, the performance of candidates in the composition was above average. Most candidates gave orderly presentation of their ideas and met the demands of the questions and the number of words required.
- (2) In the comprehension the general performance was satisfactory. Most candidates gave simple and precise answers, an indication that they understand the questions.
- (3) The candidates' performance in the lexis and structure section was good. They understood every subsection of the paper and provided appropriate answers.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The issue of poor spelling due to the candidates' poor knowledge of the orthography and poor association of sounds to letters of the alphabet still existed.
- (2) In some cases, candidates' poor knowledge of the language caused them to reproduce parts of the comprehension passage in answer to the composition questions.
- (3) Most of the candidates could not give the correct title to the comprehension passage while in some cases the number of words exceeded what was required.
- (4) In a bit to guess the answer to some comprehension questions, some candidates reproduced whole paragraphs of the comprehension passage as answers.
- (5) The section on punctuation in the lexis and structure section was poorly answered. Indeed, many candidates proved that they did not have command over even the basic punctuation marks.

4. SUGGESTED REMEDIES

- (1) Teachers should give more exercises to pupils to do, mark and discuss their performance with them.

- (2) The culture of reading should be encouraged by the schools. This would be effective if the pupils are provided with more reading materials and strictly supervised.
- (3) Pupils should be taught the sound system of the language in the early stages of the school programme to help resolve the poor spelling of pupils.
- (4) Teachers should teach their pupils how to answer questions. They can do this by taking students through past BECE questions.

5. DETAILED COMMENTS

Question 1(a)

Narrate an incident that you will never forget in your life.

The candidate was required to mention the type of incident, e.g. falling from a tree, being punished for misconduct; mention the date, place and time of the incident and give a narration of the incident. Finally, the candidate should state the influence that the incident had on the candidate add why he/she will never forget that particular incident.

While some candidates met the demands of the question others' presentation was poor.

Question 1(b)

Direct a friend from your school to your house.

This question required the candidate to direct a friend from the candidate's school to enable him/her locate their house without difficulty. A good presentation should include using landmarks to make the location easier. Such landmarks could include church buildings, mosques, streets, etc. Words of direction like take left, right, etc. should be used. In addition a short description of the house should be made. Finally candidate should assure the visitor of a warm welcome.

Though the question was not popular the performance of the few who attempted it was average. The shortcoming of some candidates was that they presented it in the form of a letter which should not be the case.

Question 1(c)

Is it necessary that Junior High school students should also have class prefect?

This is an argumentative essay and the candidate was required to take a stance and give four reasons for the stance taken and then give a relevant conclusion.

The following points could be raised in support of the topic:

Every human institution has or needs a leader hence the need to have somebody to control and provide leadership. The class prefect will act a liaison between them and school authorities. He will also protect their teaching and learning materials.

However, those who wish to talk against the topic could raise the following points:

The students are all equal in the same class and have the same qualification.

They can control themselves and can also approach the school authorities on their own or address their own grievances with school authorities. In addition, they can manage their own teaching and learning materials.

Just a few candidates answered this question. Their responses were poor.

Question 1(d)

Discuss four ways/means to minimize accidents on our roads.

The candidate was required to affirm the truthfulness of the question. The candidate was then to discuss four causes of road accidents and then suggest means of minimizing road accidents. Some of the causes include bad roads, over-speeding, drunk-driving, non-maintenance of vehicles, non-enforcement of traffic regulations, overloading, etc. These causes serve as a basis for the solutions.

This was a popular question and most of the candidates met the demands of the question. However, some just addressed the solutions without mentioning the causes.

Question 2 - Comprehension

This was a prose passage testing candidates' understanding at different levels; contextual, inferential, meaning and finally providing a suitable title.

Generally, candidates' performance in the levels of understanding, contextual and inference was commendable. However, some of them could not answer the respective questions on meaning and the title.

Question 3 - Lexis and Structure

This was a question on lexis and structure put in four subsections – identification of verbs, identification of pronouns, punctuations and conjunctions.

Performance was good except the area on punctuations. Most especially, the questions on exclamation and quotation marks were poorly answered.



TWI (AKUAPEM) 2

1. GENERAL COMMENTS

The standard of the paper was in conformity with that of the previous years. The general performance of candidates also showed a significant improvement.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) The majority of candidates were able to write the composition using the required 150 words or more.
- (2) They were able to address the main requirements of their chosen topics.
- (3) On the comprehension, candidates' performance was commendable as they answered the questions on the given passage very accurately.
- (4) Candidates performed creditably well in the Lexis and Structure section.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) A few candidates copied the comprehension passage instead of writing on the given composition topics.
- (2) Although there was no question demanding letter writing, some candidates wrote letters.
- (3) Mechanical Accuracy constituted the greatest challenge of the candidates.
- (4) Some candidates resorted to lifting portions of the comprehension passage to answer the comprehension questions.
- (5) Some candidates gave seven different titles instead of one title that should not be more than seven words.
- (6) Some candidates did not follow the rubrics on the lexis and structure. For example, questions 3(k), (i), (m), (n), (o) required that candidates write the sentences and indicate the missing punctuations in them. Most candidates, however, just wrote the punctuation marks without the sentences.

4. SUGGESTED REMEDIES

- (1) The teaching of composition writing should be intensified.
- (2) There must be more exercises on vocabulary drills so as to help students to overcome their challenge in mechanical accuracy.

- (3) Conscious effort should be made to help students grasp the technique of answering comprehension questions using their own words.

5. DETAILED COMMENTS

Question 1(a)

Narrate an incident that you will never forget in your life.

Candidates were expected to state the type of incident, date, where and exact time it took place. The incident could be either a pleasant one or an unpleasant one. They were to narrate and describe what really happened, the influence it had on them as well as justify why they considered it to be a memorable event.

Candidates handled this question very well.

Question 1(b)

Direct a friend from your school to your house.

Candidates were expected to give clear and unambiguous directions to their friend on the route to follow to their house, starting from their school. They were to state the important landmarks – both natural and artificial e.g. hills, important buildings, roundabout, palaces, banks, etc. that are on the route. Candidates were also required to describe their house vividly to the friend.

Many candidates mistook the question for letter-writing and therefore brought in the features of letter-writing. There should be more teaching and learning on this type of question since in real life we usually direct people to places.

Question 1(c)

Is it necessary that Junior High school students should also have class prefect?

Candidates were required to discuss whether there is the need for Junior High School students to have class prefects. They were expected to take a stance either for or against the motion and state the reasons for their positions.

Candidates were to give four points for their choice and explain them. Reasons in support of the topic include. The fact that every human institution has or needs a leader hence the need to have somebody to control and provide leadership. The class prefect will act a liaison between them and school authorities. He will also protect their teaching and learning materials.

Arguments against the motion could include the fact that the students are all equal in the same class and have the same qualification. They can control themselves and can also approach the school authorities on their own or address their own grievances with school authorities. In addition, they can manage their own teaching and learning materials.

Question 1(d)

Discuss four ways/means to minimize accidents on our roads.

To answer this question satisfactorily, candidates needed to affirm that road accidents are rampant in the country, hence the need to find ways to minimize them. Candidates were expected to advance four (4) causes of road accidents and four (4) ways/means of minimizing each of them.

This was a very popular question which was attempted by many of the candidates. Most of them brought up some important causes of road accident like, bad roads, overloading and over-speeding by drivers, poorly maintained vehicles, drunk-driving and misbehavior of motorists and other road users and etc.

They also gave education, licensing of drivers, observance of road signs and regulations and construction of good roads as possible means of minimizing the menace

The question was well answered but a few candidates refused to give a suitable conclusion.

Question 2 - Comprehension

Candidates were expected to answer ten (10) questions on a given passage.

Candidates had no difficulty in answering the questions that demanded recall. However, they could not answer those that were on inference.

Teaching and learning of comprehension should take care of all the types of comprehension questions e.g. recall, idiom and meaning, inference, etc.

Question 3 - Lexis and Structure

This section required candidates to answer 20 questions on word classes and punctuation.

(a) – (e) were on verbs i.e. to indicate the verbs in given sentences. Candidates had difficulty with question (e). Instead of writing “*b1sr1/sr1*” as the verb, they wrote “*wob1sr1*”.

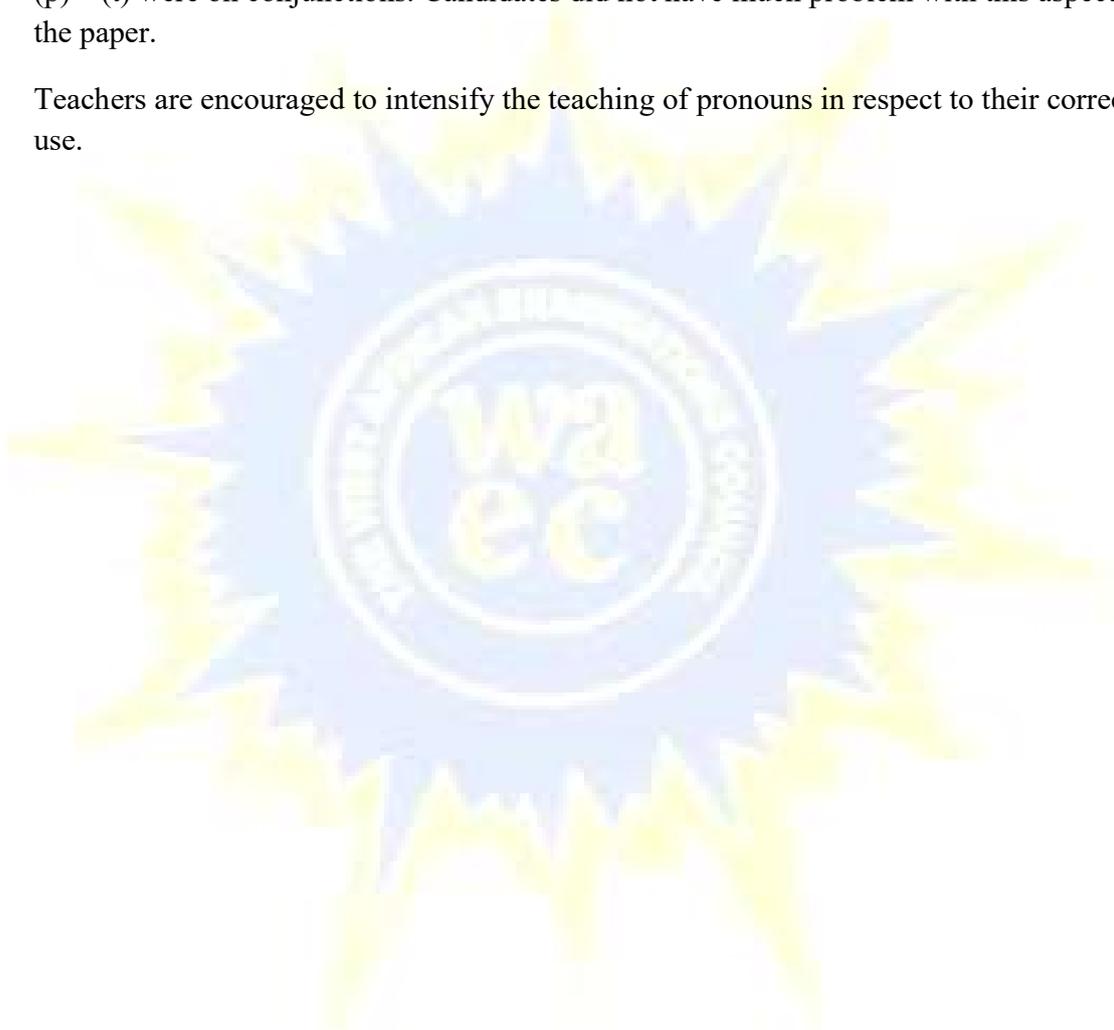
Teaching and learning of the rules of spelling should be intensified. Students should be made to note that the subject pronoun which is written together with the verb as one word is not part of the verb when required to state the verb in a sentence.

(f) – (j) were on pronouns i.e. candidates were required to indicate the pronouns in given sentences. Candidates had difficulty with question (i). Instead of writing “wo” they wrote “w’asum” which is the combination of the possessive pronoun and the possessed item.

(k) – (o) were on punctuation. Candidates were required to complete given sentences by putting in the suitable punctuations in each case. Most candidates did not follow the rubrics and just wrote the punctuation marks in isolation.

(p) – (t) were on conjunctions. Candidates did not have much problem with this aspect of the paper.

Teachers are encouraged to intensify the teaching of pronouns in respect to their correct use.



TWI (ASANTE) 2

1. GENERAL COMMENTS

The questions were within the scope of the Junior High School syllabus and were similar in content and structure to those of the previous years. All aspects of the paper compared favourably with the previous ones. The questions were quite simple and straightforward. Candidates understood them well and answered them accordingly.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Essay: Some of the candidates were able to produce very good essays with good paragraphing and coherent points. In fact some level of maturity was exhibited in the presentation and expression of some candidates.
- (2) Comprehension: Except for the deductive questions and giving meaning to given phrases, candidates' performance was quite good. Answers given were straight to the point.
- (3) Lexis and structure: The majority of candidates did well in this section. They were able to identify verbs and pronouns in given sentences. Punctuation of given sentences was properly done. A fair number of candidates were also able to fill in blanks with the appropriate conjunctions to complete given sentences.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The weaknesses of candidates may be grouped as follows:

- (1) Wrong use of the Twi personal pronouns: Most candidates confused the 2nd person pronoun singular *wo* (you), 3rd person pronoun singular *4no* (he/she) and 3rd person pronoun plural *w4n* (they), when they occurred with the perfect tense prefix "a" in writing. E.g.

| | | |
|-------|---|------------------|
| Woadi | - | you have eaten |
| Wadi | - | he/she has eaten |
| W4adi | - | they have eaten |
- (2) Wrong use of the apostrophe: In Twi the apostrophe operates on possessive cases for the pronouns, *ne*, (his/her), *wo* (your) and *me* (my) when it occurs with a lexical item that has initial vowel a. E.g. *ani* (eyes), *ano* (mouth), *ankaa* (orange). The rendition of the examples are: *n'ani*, *m'ano*, *w'ankaa*, etc.

- (3) Punctuation and paragraphing: Candidates began sentences with small letters. Some also did not put a full stop at the end of their sentences. The comma was used indiscriminately. Some wrote several pages of composition with only one paragraph.

4. SUGGESTED REMEDIES

- (1) Teachers should make a conscious effort to teach pupils the right use of personal pronouns, the apostrophe and punctuation marks through a number of class exercises. Examples from very good textbooks must also be used to build up the skills of writing of pupils.
- (2) Candidates need to do both intensive and extensive reading to improve upon their vocabulary, expression and orthography.
- (3) Candidates are also advised to transfer their knowledge of work in other languages like English and French to Twi.

5. DETAILED COMMENTS

Question 1(a)

Narrate an incident that you will never forget.

The demands of the question included the place, date and time of the incident. The type of the incident should be stated, e.g. beaten severely for misconduct, severe punishment in school, falling from a tree, etc. but the incident could also be a memorable one such as being nominated as the best student and receiving an award.

Candidates were to narrate the incident vividly, i.e. how it occurred, its intensity or otherwise and how it all ended. In conclusion, candidates were to state why they would never forget this particular incident.

As one of the candidates' most favourite topic, they had no problem advancing the points expected. However, some candidates failed to give a good conclusion to their essay.

Question 1(b)

Direct a friend from your school to your house.

This topic demanded that candidates give a reliable direction to the friend to enable him/her reach or locate the house without difficulty. This included route to take i.e. right or left, type of road (tarred, rough, bush), landmarks along the route (market, church, mosque, hospital, store, special trees, etc.).

Candidates were also expected to describe the type of house appropriately (walled, gated, painted and other marks for easy identification). Candidates were to conclude the essay by wishing the friend a safe journey or arrival and giving assurance that he/she would locate the house without difficulty, following the directions given and that a happy welcome awaited him/her.

Candidates who attempted this question were able to give vivid directions as expected. However, some failed to give a description of the house or structure itself. They also did not comment on the reception which awaited him/her.

Question 1(c)

Is it necessary that Junior High school students should also have class prefect?

This is an argumentative essay and candidates needed to state their stance i.e. for or against and proceed to give reasons for the stance taken as follows:

For:

- Every human institution has a leader hence the need to have somebody to control and provide leadership.
- The prefect will act as a liaison between them and school authorities.
- He/she would protect their teaching and learning materials.

Against

- Students are all equal in the same class and have the same qualification.
- They can control themselves.
- They can approach the school authorities on their own or address their own grievances with school authorities.
- They can manage their own teaching and learning materials.

This question was very unpopular among candidates. The few candidates who attempted it performed badly. Some did not take any stance at the end of their submission while others who took a stance at the beginning ended up deviating from the stance they took. Some also argued for both sides without clearly stating their stance at the end of it all. Internal cohesion of arguments to prove their stance was weak and not convincing enough.

Question 1(d)

Discuss four ways/means to minimize accidents on our roads.

To answer this question satisfactorily, candidates needed sound background knowledge affirming that road accidents are rampant in the country, hence the need to find ways to minimize them.

Candidates therefore needed to discuss some causes of accidents on our roads and then suggest ways or means to reduce or minimize each of them.

Causes: Bad roads, use of non-road worthy vehicles, drunken and unqualified drivers, overloading of vehicles, over-speeding by drivers, misdemeanor of the police at check points on our roads, misbehavior of motorists and other road users, etc.

Means to address these causes: Construction of good roads and regular maintenance, regular maintenance of vehicles by drivers, advice to drivers not to drink while driving, proper training and licensing of drivers, drivers to avoid greediness in loading, avoid over-speeding and wrong overtaking, police to be up to expectation at check points on our roads, education of motorists and pedestrians as well as observation of road signs and traffic regulations,

Even though most candidates attempted this essay, some failed to give a good conclusion by expressing optimism about the success of the remedial measures suggested.

Question 2 - Comprehension

The given passage was within the reach of candidates. The questions on stated facts were well answered but questions on deduction and giving meaning to given phrases (grammar) were poorly answered. For example, candidates could not explain the expression: *hofonoo no – Ne ho yll no ahi/ abufu/ahomete* (i.e. became tired of him/could no longer contain him/she could no longer tolerate him).

It was observed that a good number of candidates could not read the language proficiently, hence they could not make meaning out of a simple text.

Teachers must pay greater attention to reading comprehension by teaching students the techniques and giving them adequate training in answering lots of graded exercises regularly on the pattern of this paper to enhance students' performance.

