

RESUME OF HUMANITIES

1. STANDARD OF THE PAPERS

The Chief Examiners of all subjects handled in the Section unanimously reported that the standard of the question papers was comparable to that of previous years. There were no ambiguities in the questions and all fell within the scope of the syllabus with well researched marking schemes.

2. CANDIDATES' PERFORMANCE

The Chief Examiners' reports on the assessment of the candidates' performance were varied. While the Chief Examiners for Government 2, History 2, Christian Religious Studies 2, Economics 2, Music 2, and Music 3B reported an improvement in candidates' performance over the previous year, that of Social Studies 2, Geography 2 and Geography 3, Islamic Studies 2, Music 3A reported a decline.

3. A SUMMARY OF CANDIDATES' STRENGTH

The Chief Examiners of the various subjects handled in the section identified the following

as commendable features of this year's candidates performance:

- (1) The Chief Examiners for Government, Social Studies 2, Economics, History 2 and Christian Religious Studies commended most of the candidates for their ability to keep to the rubrics of the papers.
- (2) The Chief Examiners for History, Government 2, Economics 2, Social Studies 2, Christian Religious Studies 2, observed that quite a good number of the candidates demonstrated good command of the English Language; they presented their answers in clear comprehensible language.
- (3) Some candidates were reported to have presented their answers in very clear and readable handwriting - History 2, Government 2, Social Studies 2, Geography 2, Geography 3 Islamic Religious Studies 2 and Christian Religious Studies 2.
- (4) It was also reported that a good number of the candidates for Government 2, History 2, Christian Religious Studies 2, Economics, Social Studies 2, Music 3A and 3B, Geography 2 and Geography 3 demonstrated indepth knowledge of the various topics in the respective syllabuses.

4. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) The Chief Examiners for Christian Religious Studies 2, History 2, Government 2,

and Islamic Religious Studies observed that most candidates exhibited poor command of the English Language; bad grammar, poor tenses coupled with bad spellings.

- (2) It was also reported by the Chief Examiners for Geography 2 and Geography 3, Islamic Religious Studies, History, Government and Social Studies 2 that some of the candidates failed to obey the rubrics of the papers.
- (3) The Chief Examiners for History 2, Government 2, Christian Religious Studies, Islamic Religious Studies 2, and Economics 2, reported of deviations by some of the candidates as well as points raised without explanation. Candidates were reported to have introduced a lot of irrelevant points into their answers as well as exhibited total lack of knowledge of the subject matter they were dealing with.
- (4) The Chief Examiner for Geography 3 reported of poor sketching of maps and drawing of diagrams. He also reported of the inability of candidates to draw cross profile of the area specified. Majority of the candidates could not establish the relationship of relief and transportation network on topographical maps among others.
- (5) The Chief examiners for Economics 2, Social Studies 2, Geography 2, Geography 3, Government 2 and History 2 reported that some candidates stated points without explaining them.
- (6) Candidates for Music were reported to have exhibited poor knowledge of chord Progression and cadences and misinterpreted some of the rhythms in the pieces. Other candidates could not pitch accurately and thus lost the tonal centre.

5. SUGGESTED REMEDIES

All the Chief Examiners recommended, among other things that:

- (1) Candidates should be encouraged to devote time to the reading of relevant literature and novels to enrich their language and knowledge on the various subjects.
- (2) Tutors are enjoined to urge their candidates to stick rigidly to the rubrics of the various papers.
- (3) Candidates should be encouraged to read questions thoroughly to know their requirements for their responses. This would enable them keep to the points and refrain from deviating from them.
- (4) Candidates should be advised to expand their points in order to earn good marks for each point.
- (5) Candidates should do well to answer each question on a new page with well numbering and stop juggling question numbers which create a lot of confusion for

the examiners.

- (6) Teachers need to engage students in sight reading lessons from the early stages of the course.
- (7) Teachers of Music must ensure students belong to ensembles to enable them learn to pitch and perform in groups.
- (8) Music teachers must engage students in frequent and serious rhythmic activities to build confidence and mastery in them.
- (9) Geography teachers are requested to assist candidates to practice map work more regularly.
- (10) Geography teachers and students should show more interest in the teaching and learning of climatology as it forms an essential part of the study of geography.
- (11) Geography students should be taught to understand concepts of settlement and population.
- (12) Again students should be taken through comparative reasoning on general topics.
- (13) On the whole, candidates must learn the terminologies relating to their various subjects of study.

DIFFICULTIES OF CANDIDATES

GOVERNMENT

Candidates had a lot of difficulty answering questions drawn from

Section A:

of the Government syllabus: ELEMENTS OF GOVERNMENT

This Section requires candidates to answer two questions. The general performs of candidates for questions drawn from this Section was poor.

Questions were drawn from the following topics;

1. Basic concepts and Principles of Government:
 - (i) Legitimacy
 - (ii) Fundamental Human Rights
2. Political Parties And Party Systems
 - (i) Party System

Teachers and students should do well to attach seriousness to the teaching and learning of this Section of the syllabus as it forms the foundation for the study of the subject.

DIFFICULTIES OF CANDIDATES

HISTORY

Candidates had difficulty answering questions drawn from Section B of the History Syllabus: Ghana And The Wider World:from Earliest Times to AD. 1900.

(b) The rise of States and Kingdoms.

(i) Northern zone

(ii) Forest zone

West Africa - Civilizations and Cultures

(a) General Characteristics of West African Sudanese states and Kingdoms; Location, Social and political organizations, economic, religious, technological developments etc.

Social and Political Development

AD 1500 - 1900

(b) Political Developments:

(ii) The Bond of 1844

DIFFICULTIES OF CANDIDATES

CHRISTIAN RELIGIOUS STUDIES

Candidates had difficulty answering questions drawn from the following areas of the syllabus;

1. The Epistle of James

(a) Faith and works

(b) Impartiality

(c) Effective prayers

2. The Epistle of 1 Peter

(a) Good Citizenship

- (b) Christians living among Non-Christians
- (c) Interpersonal Relationships among Christians

DIFFICULTIES OF CANDIDATES

SOCIAL STUDIES

Candidates had problem answering questions drawn from Section A and B of the syllabus.

SECTION A: The Environment

Discuss five Social Control measurers employed in the Ghanaian tradition Society to correct anti-social behaviours

SECTION B: Governance, Politics and Stability

- (a) What is NEPAD?
- (b) Outline four benefits African Countries hope to achieve from membership of NEPAD

DIFFICULTIES OF CANDIDATES

ECONOMICS

Candidates had difficulty answering questions drawn from

The following topics in the Economics syllabus:

- (i) Cooperative Society
- (ii) Inflation
- (iii) Public Finance (Taxation)
- (iv) Economic integration
- (v) Economic development
- (vi) International Trade.

DIFFICULTIES OF CANDIDATES

GEOGRAPHY 2 & 3

Candidates had difficulty in answering questions from the following topics

in the syllabus:

- (1) Map work
- (2) Climatology
- (3) Concepts of settlement and population.
- (4) Establish the relationship of relief and transportation network on topographical maps.

CHRISTIAN RELIGIOUS STUDIES 2

GENERAL COMMENTS

1. **STANDARD OF THE PAPER**

The standard of the paper is not difficult from that of previous years. Questions set were spread across the syllabus and the diction used was simple.

2. **PERFORMANCE OF CANDIDATES**

There was a slight improvement in candidate's performance especially in the narration of Biblical stories and in the answering of application questions.

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

- (1) Quite a number of the candidates showed mastery of the subject-matter with reference to the contents and moral values derived from them.
- (2) Some candidates, it was observed, have started studying the biblical texts recommended in syllabus.
- (3) In most cases, the presentation of material was orderly.
- (4) A major strength was in answering questions on the 'B' part of the paper.
- (5) There is also a slight improvement in the standard of English as far as this year's paper is concerned. Most candidates were able to articulate their views very well.

4. **SUMMARY OF CANDIDATES' WEAKNESSES**

(1) Lack of In-depth knowledge

- (a) Even though there is improvement in candidates' narration of biblical stories there is still room for improvement. This has been the bane of some candidates especially when it comes to answering questions in Section C of the paper.

(b) Poor grammar

The English language continues to pose a problem for many candidates such candidates had problems with spellings, tenses, grammar and lexis.

(c) Sequence of events

In answering questions, some candidates did not follow the sequence of events.

Thus, presentation of materials was not well-organized.

5. SUGGESTED REMEDIES

- (i) It is recommended that candidates make efforts to read the biblical text together with the recommended textbooks and the commentary books needed for the study of this subjects.
- (ii) Additionally, teachers should thoroughly discuss lessons that can be drawn from the topics taught and also teach candidates the significance of the topics. This will go a long way to enable candidates answer questions on the 'B' part of the questions asked.
- (iii) Teachers should assist candidates to improve upon their standard of the English Language and also help them to properly plan their work when answering questions.

5. DETAILED COMMENTS

SECTION A: THEMES FROM THE OLD TESTAMENT

Q1. (a) Narrate the dreams of Pharaoh [9 marks]

(b) In what *three* ways did the interpretation of the dreams affect Joseph and his people? [6 marks]

This was a very popular question answered by candidates. The two dreams were narrated by those who answered this question. However, some candidates could not narrate the second dream well. Most candidates failed to state that Joseph acknowledged God as interpreter of dreams. Some students also went beyond the narration of the two dreams and added the story of how Pharaoh commended Joseph and how he reconciled with his brothers and the entire family which were not requirements for the particular question. The 'B' part was also answered well. All in all candidates who answered this question did very well.

The candidates stated among other things that

- (i) Pharaoh made Joseph the leader of his household and people.
- (ii) Joseph was appointed next in rank to Pharaoh/governor.
- (iii) He used his position to save his people during the period of famine.
- (iv) The episode brought reconciliation between Joseph and his brothers.

Q2. (a) Trace the circumstance that led to the call of Deborah to battle with Jabin. [12 marks]

(b) Mention *three* ways women can contribute to national development [3 marks]

This was also a popular question. Most candidates handled the ‘a’ part well except that the historical antecedent to the call of Deborah was not handled well. The circumstances that led to the appointment of the judges was not tackled well by most of the candidates who answered this question.

Candidates should have mentioned that

- (i) The Israelites in the time of Joshua took a covenant/oath that they would not mix the worship of Yahweh with the worship of other gods.
- (ii) But, Israel defected from worshipping God alone and instead, served Baal and Ashtoreth, the gods of the Canaanites.
- (iii) Yahweh was displeased by this behaviour and thus, delivered Israel into the hands of their enemies who oppressed them severely and plundered them.

The ‘b’ part was also handed well except that most candidates did not state that women as full time housewives may be involved in keeping the family together and also that in the area of religion, women may engage in evangelism and other church activities.

Q3. (a) Outline the circumstances that led David to serve in the house of Saul. [9 marks]

(b) What three lessons can leaders learn from the causes of Saul’s downfall? [6 marks]

This was not a popular question and the few candidates who attempted it did not answer it well. Some candidate deviated and wrote on Saul’s attempt to kill David and some even wrote on the David-Goliath affair. Some also could not link the Amalekite war with David’s introduction to Saul’s court to play the lyre to smooth his mental malady.

Candidates should note that Saul disobeyed God’s instruction to embark on a Holy war (to utterly destroy the Amalekites and everything on the land by sparing Agag the king and the best of his livestock to sacrifice to the Lord.

The spirit of the Lord therefore departed from Saul and was tormented by an evil spirit from the Lord. Saul’s servant suggested a man skilled in playing the lyre should be employed. David was recommended and he started working in the service of Saul.

The 'b' part of the question was also poorly answered. Leadership lessons from the story were not comprehended by most candidates. They should have mentioned among other things that leaders must be obedient and loyal, disobedience can terminate God's plan for one's life, disobedience leads to suffering, etc.

- Q4. (a) Describe King Josiah's religious reforms in Israel. [11 marks]**
- (b) State *four* ways Christians can maintain the purity of their religion. [3 marks]**

This was also not a popular question answered by candidates. Candidates who answered this question could not state the reforms carried out by King Josiah. They also deviated by writing on the political and religious circumstances that led to the reforms especially the political circumstances.

The 'b' part was however answered well. But the following points should have been considered by the candidates.

- (i) Proper training of religious leaders.
- (ii) Monitoring of moral standards expected of believers.
- (iii) Change of negative attitude to the environment eg. Sanitation, work ethics etc.

SECTION B - THEMES FROM THE SYNOPTIC GOSPELS AND THE ACTS OF THE APOSTLES

- Q5. (a) Describe the temptations as recorded in the gospel of Matthew.**
- (b) In what *three* ways were the temptations significant to Jesus in His ministry?**

The majority of the candidates had no problem in answering this question. By far it was the most popular question in Section B. however, some candidates wrote on the temptation narrative in the Synoptic Gospels and not specifically Matthew's account. Some candidates also incorporated the significance of the temptation into the narrative aspect and therefore could not answer the 'b' part well where the significance mattered most.

The 'b' part which required comments on the aspect of Jesus being economic, political messiah and wonder-worker not discussed.

Mentioned should have been made about the fact that the first temptation was that make Jesus an economic messiah, one who would satisfy the physical and material needs of the people. Jesus however rejected the idea of bribing the people with material things or performing a miraculous feeding of hungry and thereby gaining a large following.

In the second temptation, Jesus rejected Satan's suggestion because it meant lack of absolute faith and trust in God. It was to make Jesus appear as a wonder-worker confounding the people with his super natural power/gaining cheap popularity by performing miracles and wonders.

The third temptation was to show Jesus as a political messiah who would wrestle power from the Roman authorities and restore the Davidic Kingdom. Jesus however rejected the common and corrupt messianic ideas and choose the path of a spiritual suffering servant to establish his kingdom.

Q6. (a) Highlight the activities of each of these characters during the crucifixion of Jesus Christ

- (i) The Two Robbers;
- (ii) Joseph of Arimathea.

[12 marks]

(b) In what *three* ways are the behaviour of the robbers significant to Christian?

[3 marks]

This was the second most popular question answered by candidates. The question on the two robbers was well answered by candidates except that a vital point that Matthew recorded that they joined the Chief Priest and those who passed by to revile Jesus was not stated by most candidates.

On the question of Joseph of Arimathea, most candidates were able to write on his activities. However, most candidates were not able to present these facts;

- (i) That Joseph of Arimathea was a respected member of the Council/Sanhedrim.
- (ii) That he was a good and righteous man and a secret disciple of Christ who was after the Kingdom of God.

Some candidates also deviated and wrote on Simon of Cyrene who carried Jesus' cross. The sub-question (b) was not well understood by candidates. There was some sort of ambiguity in this question.

Q7. (a) Describe the Communal Living of the Early Church.

[12 marks]

(b) What three lessons can be learnt from the life of the Early Church?

[3 marks]

Very few candidates answered this question and those who did performed abysmally. They narrated the story of Ananias and Sapphira instead of dwelling on communalism in the Early Church. Candidates should take note of the following points

- (i) The early church was characterized by a strong bond of fellowship because they were of one heart and soul.
- (ii) They devoted themselves to the apostles' teachings and fellowshiping together.

- (iii) Their togetherness was shown in the practice of joint ownership of possessions/properties.
- (iv) They shared the proceeds among themselves according to their needs, and there was no needy person among them.
- (v) They devoted themselves to the breaking of bread from one house to another with gladness and sincerity of mind.
- (vi) They praised God and had favour with all the people. They prayed together. etc.

Some of the lessons to be learnt from the life of the early church included.

- (i) Need to evangelize the word of God
- (ii) Fellowship was held in people's homes. No need to build expensive meeting places.
- (iii) The spirit of giving and taking was in existence. Oneness and unity of purpose

SECTION C

- Q8. (a) Recount James's advice to Christians on how the poor and the rich should be treated in the church. [11 marks]**
- (b) State four reasons why people should not discriminate against each other. [4 marks]**

Candidates who answered this question lacked adequate information on James's teaching on impartiality. It seems most of the candidates were not taught on this aspect of the syllabus.

Some candidates also deviated by writing on James' teaching on faith and works and how Christians should relate to non-Christians.

Candidates should have mentioned that

- (i) James admonished Christians to show no partiality to anyone (rich or poor) but to accept others as they are equal before God.
- (ii) They are ambassadors of Christ and hold the faith of the Lord Jesus Christ
- (iii) If preferential treatment is given to the rich man over the poor man then one is guilty of partiality.
- (iv) No distinction should be made among Christians, for God does not make distinctions.
- (v) In showing partiality, the poor man has been dishonoured.

For the (b) part, candidates should have noted some of the following;

- (i) Discrimination brings about disunity among various groups.
- (ii) It does not foster sense of belonging.
- (iii) It encourages sycophancy, eye service and praise singing.
- (iv) It prevents acceptance of the gospel.
- (v) It retards progress and co-operation among people.

- (vi) It stifles people's imagination/creativity/innovation/initiative.
- (vii) It leads to underdevelopment.
- (viii) It does not encourage equal opportunity for all.
- (ix) It creates acrimony/conflicts.
- (x) It breeds tribalism/sectionalism.
- (xi) It encourages greediness and selfishness.

- Q9. (a) Outline Peter's teaching on Christians' attitude to civil authorities [12 marks]**
- (b) State three reasons for submission to civil authorities [3 marks]**

This question was attempted by only a few candidates but performance was very poor. Most of them wrote 'sermons' or deviated completely. This aspect of the syllabus need teachers' attention.

Peter taught that

- (i) Christians should be law abiding and have respect for constituted authority
- (ii) Christians should discharge their civic duties and responsibilities promptly to all men.
- (iii) A good Christian should submit himself to every human institution and respect them, including the authorities of the state eg. Governors etc.
- (iv) For it is God who appointed kings to punish wrong doers and to reward those who do good.
- (v) He should live as an obedient servant of God.
- (vi) He should fear God and honour the kings and rulers.

Reasons for submission to civil authorities, candidate should note the following;

- (i) It enhances peace and orderliness,
- (ii) It ensures development in the country.
- (iii) Obedience to authorities is obligatory because authorities are ordained by God.
- (iv) Christians enjoy protection and security when laws are made and obeyed.
- (v) It creates harmonious environment for the worship of God.

ECONOMICS 2

1. GENERAL COMMENTS

Performance was reasonably good as compared to that of last year. Candidates' responses to questions have improved.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) The answers of most candidates were in well-arranged paragraphs.
- (2) Candidates in their answers, indicated the unit of measurement eg. \$.
- (3) With the data-response questions, candidates were able to substitute figures correctly.
- (4) Most candidates showed clear understanding of economic concepts.
- (5) Candidates adhered to the rubrics of the paper.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates raised points and either failed to explain them, or explained them in just a sentence.
- (2) Candidates should begin answers to questions on fresh pages.
- (3) Some candidates did not write the question number on top of the page.
- (4) Some candidates answered both data-response questions.
- (5) Some candidates used jargons in their essays.

4. SUGGESTED REMEDIES

- (1) Candidates should endeavour to explain any points they raise.
- (2) Candidates should begin the answer to questions on fresh pages.
- (3) Question numbers are supposed to be written on top of the page.
- (4) Candidates should answer **only one** data-response question.
- (5) Jargons and certain local expressions are not allowed in essays.

5. DETAILED COMMENTS

Q.1 The following represent the income data of a hypothetical country. Use the information to answer the question that follow.

Items	Amount (\$)
Indirect business tax	2,000,000
Income from paid employment	60,000,000

Income from self-employment	28,000,000
Public sector profits	15,000,000
Private sector profits	35,000,000
Depreciation allowance	2,500,000
Stock appreciation	1,500,000
Income paid abroad	8,000,000
Interest	4,000,000
Rent	2,200,000

From the data above, calculate:

- (a) **Gross Domestic Product (GDP);** [9 marks]
- (b) **Gross National Product (GNP);** [5 marks]
- (c) **Net National Product (NNP);** [3 marks]
- (d) **National Income (NI).** [3 marks]

This was least attempted by candidates and those who attempted it, scored below average. It was on the income approach to measuring the national income. Very few candidates had it right. After summing up income from the various sectors, stock appreciation is deducted because rising prices would cause the year's production to appear greater than it actually is. To get GDP, sum up all incomes less stock appreciation. Add net factor income from abroad to GDP to get GNP. Subtract depreciation from GNP to get NNP. Finally, subtract indirect tax from NNP to arrive at the National Income.

Q2. If the demand and supply functions of a firm are given as:

$$Q_d = 200 - 0.25P \text{ and } Q_s = 80 + 0.15P,$$

where Q_d is quantity demanded, Q_s is quantity supplied and P is the price.

- (a) **Determine the:**
- (i) **market equilibrium price;** [3 marks]
- (ii) **market equilibrium quantity.** [2 marks]

- (b) Calculate the quantity demanded and supplied when the price is:
- (i) \$ 400.00; [2 marks]
 - (ii) \$ 500.00; [2 marks]
 - (iii) \$ 600.00. [2 marks]
- (c) Draw a demand and supply schedule from your calculation in (b) above. [3 marks]
- (d) (i) Calculate the coefficient of price elasticity of demand when price increases from \$500.00 to \$600.00. [4 marks]
- (ii) What type of elasticity do we have? Give a reason for your answer [2 marks]

This was on demand and supply functions and candidates were to arrive at an equilibrium.

It was more popular of the two data-response questions and most candidates scored the full marks required. In determining equilibrium, candidates were to equate the functions of Qd and Qs. This gives an equilibrium price of \$300. Correctly substituting this figure gives an equilibrium quantity of 125 units.

Candidates were to substitute prices \$400, \$500 and \$600 into both equations.

They were to draw a schedule as follows:

Price (\$)	Qd	Qs
400	100	140
500	75	155
600	50	170

Some candidates drew demand and supply curves which was not demanded of them. Finally, candidates were to calculate elasticity when price rises from \$500 to \$600. This gives 1.6 or 1.7. Candidates were expected to state that demand is elastic because the coefficient of elasticity is **greater than one**.

Candidates are to note that in calculating own-price elasticity, the **absolute value** is taken and the negative sign ignored. It is in cross elasticity that the sign is considered.

- Q3. (a) What is production? [2 marks]**
- (b) Describe each of the following sectors of the economy:**
- (i) primary; [3 marks]**
- (ii) secondary; [3 marks]**
- (iii) tertiary. [3 marks]**
- (c) Highlight any three contributions of the primary sector to the economic development of your country. [9 marks]**

This was a question on production designed to test candidates' understanding on the various sectors of the economy. It was very popular among candidates and performance was encouraging.

Some candidates defined production in the (a) part as the production of goods and services or simply, the distribution of goods and services. But production is the creation of goods and services for human wants.

In the (b) part, the definition of the primary, secondary and tertiary sectors of the economy very well done by candidates.

In the (c) part, candidates were able to state correctly three contributions of the primary sector to Ghana's economic development. Eg. provision of food, provision of employment, earning of revenue by farmers, earning of foreign exchange and royalties etc.

- Q4. (a) Define co-operative society. [2 marks]**
- (b) State any *three* advantages of a cooperative society. [9 marks]**
- (c) Identify any three sources of funds available to a cooperative society. [9 marks]**

This was designed to test candidates' knowledge on co-operative societies. They were to explain advantages of a co-operative society and the sources of funds available to them.

It was not popular among candidates and performance in it was poor. Some candidates defined co-operative society as a union between people living in an area, or people coming together to endure common good. But a co-operative society is a business organisation where people with a common interest, pool their resources together

for their mutual benefit.

In the (b) part, advantages candidates could have mentioned include providing hiring facilities, jointly marketing or purchasing items, easy acquisition of loans and keeping prices low among others.

In the (c) part, sources of funds such as members' contributions, plough - back of profits, hire purchase, government loans were raised by candidates, but they could not explain them thoroughly to earn the desired marks.

- Q5. (a) What is division of labour? [2 marks]**
- (b) Explain any *three* advantages of division of labour. [9 marks]**
- (c) Identify any *three* disadvantages of division of labour. [9 marks]**

This was on division of labour and its merits and demerits. It was quite popular among candidates and performance was really encouraging. Some candidates stated that division of labour is skilled and unskilled, but it is the practice of breaking down a job/production process into distinct operations with each operation undertaken by a worker or group of workers.

With the (b) part, candidates were to state the advantages of division of labour. Some candidates raised points like respect to themselves, making decision-making easier which are irrelevant. They should have raised points like it increases production, saves time, leads to standardisation of products and lowers unit cost of production. Some candidates were able to raise some good points, but could not explain them thoroughly.

With the (c) part, candidates could have raised points like decline in craftsmanship, can result in unemployment, greater interdependence among others. A few mentioned lack of funds, leads to nepotism etc which are irrelevant.

- Q6. (a) What is demand-pull inflation. [2 marks]**
- (b) Identify any *three* positive effects of demand-pull inflation. [9 marks]**

(c) **Outline any *three* negative effects of demand-pull inflation.** [9 marks]

This was designed to test understanding of candidates on demand-pull inflation with its positive and negative effects. It did not attract most candidates and for the few who participated in it, performance was below average. Most candidates just defined inflation **without** relating it to aggregate demand. But demand-pull inflation is persistent rise in prices caused by aggregate demand of goods and services exceeding aggregate supply of goods.

In the (b) part, candidates were to state the positive effects of demand-pull inflation. Some candidates raised points like increase in wages and salaries and causing unemployment which are irrelevant. Points candidates could have raised include increase in sales leading to higher profits, increase in government tax revenue and increase in investment among others.

In the (c) part, candidates were to outline three negative effects of demand - pull inflation. Some candidates avoided this part of the question altogether. Those who attempted it raised points like low productivity, leads to hoarding which are wrong. Point candidates could have raised include loss of confidence in the currency, fixed income earners lose, fall in savings among others.

Q7. (a) What is a tax? [2 marks]

(b) Describe the following taxes:

(i) excise duty; [3 marks]

(ii) capital gains tax. [3 marks]

(c) Explain with a relevant example each, the following rates of taxation:

(i) progressive tax; [4 marks]

(ii) proportional tax; [4 marks]

(iii) regressive tax. [4 marks]

This was on definition of tax, definition of excise duty and capital gains tax and explanation on the rates of taxation. Most candidates attempted this question and performance in it was satisfactory.

In the (a) part, some candidates stated that a tax is money government takes from individuals or a compulsory payment by government authority. But a tax is a **compulsory levy by government** on the incomes and profits of individuals and firms respectively.

In the (b) part, candidates were to explain excise duty and capital gains tax. Candidates stated that they are on **locally- produced** goods, but they are on **locally - manufactured** goods. Capital gains tax according to some candidates is the tax levied on the sale of an asset, but it is tax levied on **the profit made** on the sale of an asset.

In the (c) part, candidates were to explain the rates of taxation with relevant examples.

For progressive tax, candidates stated that it is a tax which takes more from the rich than the poor. But progressive tax is a tax in which the **tax rate increases** as income increase eg. income tax (PAYE).

In proportional tax, some candidates stated that it is one in which the income of consumers is proportional or equal to the tax rate. But in this tax type, **the rate of tax is the same** for all income earners eg. corporate tax.

With regressive tax, some candidates stated that the poor pays more than the rich. But with regressive tax, as income increases, **the tax rate decreases**.

- Q8. (a) Define foreign trade. [2 marks]**
- (b) Highlight any three gains from foreign trade. [9 marks]**
- (c) Describe any three artificial barriers to foreign trade. [9 marks]**

This was a question on international trade. Candidates were to discuss gains from international trade and barriers to trade. It was popular and performance was good. In part (a), the definition of foreign trade was well done by candidates.

In the (b) part, candidates were to highlight three gains from trade. Performance was very high as candidates mentioned points like wider market, improvement in living standards, increase in world output and establishing of friendly relationships among others.

In the (c) part, candidates were to state the barriers to trade. Some stated differences in currencies, language barriers, Aflao barrier, Burkina barrier which are wrong. Candidates were to mention artificial barriers like tariffs, quotas, embargoes, devaluation, administrative controls, exchange control as barriers against foreign trade.

GEOGRAPHY 2

1. **GENERAL COMMENTS**

The standard of the paper is the same as previous years and very suitable for all manner of candidates. The questions were widely spread that all shades of candidates had questions to attempt.

Questions were selected from the syllabus and had no ambiguity to distract candidates' responses.

However the performance of candidates was poor compared with last years'.

2. **SUMMARY OF CANDIDATES' STRENGTHS**

- (i) Legible handwriting of some candidates facilitated smooth reading and marking
- (ii) Rubrics were also observed by a large number of candidates this time
- (iii) Candidates provided meaningful sentences
- (iv) They were able to support their work with relevant examples
- (v) A good number could provide outline maps

3. **SUMMARY OF CANDIDATES' WEAKNESSES**

- (i) A large number of candidates were not able to provide relevant information in the sketch maps they were able to draw very well.
- (ii) Majority of the examinees could not draw free hand sketch maps of Ghana and Africa
- (iii) Names of towns were spelt wrongly
- (iv) Location of features and places were generally faulty
- (v) Questions which demand the establishment of relationships between two items were difficult for candidates as in question 2.

4. **SUGGESTED REMEDIES**

- (i) Teachers are requested to assist candidates to understand concepts of settlements and population
- (ii) Teachers should assist students to Practice some amount of comparative reasoning on general topics
- (iii) Encourage students to suggest solutions and to relate them to problems already identified
- (iv) A good number of topics in the syllabus must be given enough attention for candidates to perform creditably

DETAILED COMMENTS

- Q1. (a) In three ways, explain how each of the following factors has affected World population:**
- (i) advanced technologies; [6 marks]**
 - (ii) improved medical care. [6 marks]**
- (b) Highlight *four* factors which account for the high density of population in Java. [8 marks]**

This question was one of the least answered by candidates and the few who attempted the question particularly the (a) part performed poorly.

The (b) part which required candidates to highlight factors that account for the high population density in java was fairly answered but candidates had the challenge of explaining the points listed.

Secondly candidates merely made wrong assumptions in attempt to provide answers which were in fact not real causes of the java population phenomenon.ie marriage, polygamy etc.

- Q2. (a) State three functions each of the following settlement:**
- (i) urban; [6 marks]**
 - (ii) rural. [6 marks]**
- (b) Outline four areas of interdependence between rural and urban centres [8 marks]**

This question was the most answered by candidates however some performed badly on the (a) part as candidates merely listed the main points in single words and phrases. The main points should have been expanded to earn full marks.

On the (b) candidates also listed the main points in single words and phrases without explaining them.

- Q3. (a) Explain five reasons why the production of consumer goods is common in developing countries. [10 marks]**
- (b) Outline five factors which influence industrial locations [10 marks]**

This question was poorly answered by candidates. Candidates made wrong assumptions such as availability of capital, fertile soils, favourable, weather, source of employment etc which were a complete departure from expectation, for the (a) part of the question.

On the (b) part however candidates were able to outline the factors which influence the location of industries and scored full marks.

- Q4. (a) Draw an outline map of Ghana. [1 mark]**
On the map, locate and name:
- (i) Cape Coast, Bolgatanga and Sunyani; [3 marks]**
 - (ii) Dawhenya irrigation area and River Pra [2 marks]**
- (b) Outline four factors that encourage tourism in Ghana. [8 marks]**
- (c) Highlight three problems hindering tourism in Ghana. [6 marks]**

Question 4 was a country specific question on tourism in Ghana where candidates were to draw a sketch map of Ghana and locate specific places in Ghana.

Challenges identified among a large group of candidates include the following:

Outline map of Ghana was poorly drawn

Insertions were badly done

Locations were wrong.

Rivers were drawn with straight lines.

The (b) part was properly answered by a good number of candidates, however some candidates deviated and wrote on the benefits of tourism to the country instead.

The (c) part was poorly answered as candidates could not expand relevant points listed.

- Q5. (a) Draw an outline map of Ghana. [2 marks]**
On the map, mark and name:
- (i) the railway line from Takoradi to Kumasi. [2 marks]**
 - (ii) the main road from Accra to Kumasi. [2 marks]**
- (b) Highlight four contributions of transportation to the economics development of Ghana. [8 marks]**
- (c) Outline three problems limiting rail transportation in Ghana.**

This question was on transportation in Ghana, where candidates were expected to draw

a sketch map of Ghana and to locate railway lines, major roads and to highlight the economic benefits and the problems limiting rail transportation.

Outlines map of Ghana was poorly drawn

Most candidates could not locate Takoradi, Accra and Kumasi

Road net works were drawn with straight lines

These were the challenges candidates faced in answering the (a) part of the question

The (b) was well attempted with candidates scoring the full marks.

However in the (c) part of the question, candidates could not outline the problems limiting rail transportation in Ghana.

The problems include the high cost of spare parts, competition from other efficient modes of transportation, frequent breakdown of coaches, production of bulky goods such as timber
minerals etc have declined, patronage challenges etc.

**Q6. Write a geographical account of the south-western coastal lowland
Under the following headings.**

- | | |
|-------------------------------------|------------------|
| (a) climate; | [6 marks] |
| (b) economics activities | [8 marks] |
| (c) problems of development. | [6 marks] |

The south western coastal lowland section of the country was selected for candidates to show their knowledge of the area in terms of its climate, economic activities and problems of development.

Candidates did not have enough knowledge on this regional part of Ghana and therefore performed badly.

The area include the coastal areas of Takoradi -Axim stretch which has the South Western Equatorial type of climate. The major towns in the area include Takoradi Sekondi and Axim.

Economic activities apart from farming include Tourism, petroleum-production , Government work mining etc.

Problems of development include deforestation due to excessive lumbering, soil infertility
due to excessive leaching, illegal mining and soil impoverishment, the collapse of rail transportation, pollution of rivers through illegal mining, incidence of pest and diseases etc.

Q7. (a) Draw a sketch map of Africa. [2 marks]

On the map, locate and name:

- (i) **One irrigated area in the River Nile Basin;** [2 marks]
 - (ii) **One irrigated area in the River Niger Basin;** [2 marks]
 - (iii) **One major town in 7 (a)(i);** [2 marks]
 - (iv) **One major crop cultivated in 7(a) (ii)** [2 marks]
- (b) **List two irrigation methods used in the River Nile Basin.** [2 marks]
- (c) **Outline four problems affecting irrigation farming in the Nile Basin.** [8 marks]

This question was on irrigation farming in the Nile and Niger basin and the problems affecting irrigation farming.

Sketch map of Africa was poorly drawn

Location of the irrigated areas were wrong

The crops cultivated with irrigation in these basins were listed wrongly.

However the (b) part of the question was well attempted by nearly all the candidates

Some of the irrigated areas are the Gezira and the mannequin in Sudan the delta region and around the Aswaan high dam in Egypt:Nile basin.

Crops cultivated are mainly desert condition thriving crops such as cotton, millet, maize, onion, rice cotton etc.

Q8. Write a geographical account of petroleum production in Nigeria under the following headings:

- (a) **production areas;** [2 marks]
- (b) **method of production.** [8 marks]
- (c) **five ways in which the petroleum industry has contributed to the economic development of Nigeria.** [10 marks]

Question 8 was on the topic petroleum production in Nigeria. Candidates were expected to mention areas of petroleum production in Nigeria, describe method of production and to describe ways in which the industry has contributed to the economic life of Nigeria.

The question was popular with only a few candidates who scored very good marks.

The main challenge was their inability to list at least 4 production areas in Nigeria.

These include Warri, Port Harcourt, Afam, Ugelli, Oguta, Egbema etc.

Q9. Write a geographic account of population distribution in West Africa under the following headings;

- (a) **areas of dense population;** [2 marks]
- (b) **areas of sparse population;** [2 marks]

- (c) reasons for dense population in 9 (a); [8 marks]
(d) four disadvantages of sparse population. [8 marks]

Question 9 was on the topic population distribution in West Africa. Candidates were to mention areas of dense population and areas with sparse population, to advance reasons for the dense population identified and also to explain four disadvantages of sparse population.

Candidates challenge identified were their inability to mention areas of dense population density in West Africa. Candidates could not mention areas of sparse population density either.

The densely populated areas include south eastern Nigeria, South Western Nigeria Southern Ghana etc.

The sparsely populated areas include the middle belt of Ghana, la cote Ivoire Sahel region, the Niger delta etc.

In the (c) and (d) part of the question, candidates merely listed the good points but failed to expand them to attract full marks.

GEOGRAPHY 3

1. **GENERAL COMMENTS**

Comparatively, the standard of the paper was maintained in the light of the previous year's examination.

Questions set conformed to the syllabus and had no ambiguity to distract candidates' responses. However the performance of candidates was poor than last year.

2. **SUMMARY OF CANDIDATES' STRENGTHS**

- (i) Legible handwriting of some candidates facilitated smooth reading and marking
- (ii) Rubrics were observed by a large number of candidates this time
- (iii) The use of geographical terminologies by candidates has improved
- (iv) A number of candidates planned their work and supported them with well labeled diagrams.

3. **SUMMARY OF CANDIDATES' WEAKNESSES**

- (i) A large number of candidates were unable to draw cross profile of the area specified.
- (ii) Majority of the examinees could not provide annotations to the cross profile.
- (iii) Candidates could not suggest measures for the control of water pollution.
- (iv) Candidates could not interpret relief of an area using topographical maps.
- (v) A lot more candidates could not bring out the relationship between relief and settlements on the map.
- (vi) Could not establish the relationship of relief and transportation network on topographical maps.
- (vii) Candidates could not also apply the use of scales provided for them, instead they adopted their own scales.
- (viii) A good number of candidates could not show how answers were derived for the calculation and drawing of flow line chart and therefore lost marks.
- (ix) Unit measurements in the calculation of data was omitted to their disadvantage
- (x) A number of candidates did not understand the concept of latitude, aspect and slope and how these factors influence temperature.
- (xi) Candidates performed badly in topics that relate to climatology.

4. **SUGGESTED REMEDIES**

- (i) Teachers are requested to assist candidates to practice map work more regularly
- (ii) Teachers and students should show some amount of interest in climatology as it forms an essential part of the study of geography

- (iii) A good number of topics in the syllabus must be given enough attention for candidates to pass very well.

DETAILED COMMENTS

Q1. Study the map extract provided on a scale of 1.50,000 and answer the questions that follow:

- (a) Using a vertical scale of 1 cm to represent 200 feet, draw an annotated cross profile of the area marked A - B in the southern part of the map. [9 marks]
- (b) Describe the influence of relief on:
- (i) settlements in the mapped area; [6 marks]
- (ii) transportation network in the mapped area; [8 marks]
- (c) What is the drainage pattern of the mapped area? [2 marks]

Question 1 was on map interpretation and compulsory for all candidates according to the rubrics of the paper.

The question was crafted to assess candidates' ability to apply the understanding of map scale and to interpret a section of the map using the annotated cross profile, method.

Candidates were expected also to demonstrate understanding of relief and its influence on settlement, and transportation.

In addition candidates were assessed on drainage patterns.

Nearly about 50% of the candidates did not attempt this question and candidates who attempted it scored very low marks ranging from 0-6 out of 25 marks.

Candidates scored low marks due to the following reasons:

Failure to use the scale provided for them in the question.

Title for the cross profiles was not provided.

Shapes of the cross profiles were over exaggerated because candidates used their own scales Could not annotate the cross profile

Could not get the horizontal distance of the cross profile right.

On the (b) part of the question, candidates had difficulty in the following areas

Candidates could not relate relief to settlement i.e. how relief has influenced settlement location, settlement patterns and types etc.

Could not relate relief to transportation networks, i.e. transportation network distribution and how relief has influenced construction and lay outs etc on the topographical maps.

The (c) part was well identified as dendrites river pattern by almost all candidates.

- Q2. (a) Use the data in the table below and detach the map on page 3 to answer the questions that follow:**

DESTINATION	NUMER OF PASSENGERS
Maiduguri	20,000
Kano	30,000
Lagos	60,000
Port Harcourt	40,000

[12 marks]

- (b) List three advantages of flow charts** **[3 marks]**

The second question was on flow line chart which came under the statistics component of the paper. About 90% of the candidates did not attempt this question. The candidates who attempted it scored very high marks ranging between 10 to 15. The challenges candidates faced with the question were as follows:

- (i) Candidates did not show working.
- (ii) Candidates failed to fix the unit measurement (mm) to their answers and lost marks.

For the (b) part of the question, candidates were able to list three advantages of flowcharts to score the full marks of 3.

- Q3. (a) State the difference between erosion and mass movement. [2 marks]**
- (b) List four agents responsible for modifying lands forms [4 marks]**
- (c) Outline three factors that influence mass movement. [9 marks]**

The question was in three parts a,b and c. The question was crafted from the topics erosion and mass movement.

Candidates were to state the difference between mass movement and erosion in the (a) part. The challenges to students were their in ability to state the difference.

The key element of gravity in mass movement and the wearing away element in erosion were missing in candidate's statements.

The (b) part was well attempted as candidates could list the agents responsible for modifying land forms eg surface running water, underground running water, volcanoes etc.

The (c) part of the question was equally well attempted.

- Q4. (a) List three characteristics of metamorphic rocks (3 marks)**
- (b) Describe three modes of formation of metamorphic rocks. (6 marks)**
- (c) Outline three economic benefits of rocks (6 marks)**

The question was on metamorphic rocks, the character, mode of formation and the economic benefits.

Candidates had difficulties using the right diction to describe the character of the rocks. Examples of the wrong diction include: they are in lines they are hard or soft, they contain animal bones and skeleton of plants etc. Strata and fossils are the right terms for such idea.

Some candidates had challenges with the (b) part as sedimentary rocks were described instead of the metamorphic rocks.

The (c) part was well executed as nearly all candidates scored high marks.

- Q5. (a) With the aid of annotated diagrams, describe the characteristics of the various stages of a river course. [12 marks]**
- (b) List three ways by which rivers are beneficial [3 marks]**

Question 5 was quite popular with candidates as nearly all candidates attempted it and scored very good marks.

Candidates who scored low marks for this question failed to support the narratives with the aid of suitable diagrams and lost 3 marks outright.

- Q6. (a) Define an outline of the Earth and show the following:**
- (i) Equator, [1 mark]**
- (ii) Tropic of cancer; [1 mark]**
- (iii) Antarctic circle. [1 mark]**

- (b) Describe three characteristics of lines of longitude, [6 marks]
- (c) A football match is scheduled for 5.45 pm local time on Saturday in Onitsha, Nigeria (Longitude 7° E). Calculate the local time football fans in Mambola, Sierra Leone (Longitude 130°W) can tune their radio set for the commentary. [6 marks]

Question 6 was multifaceted, as it tested ability of candidates to apply knowledge to solve a problem such as time. Candidates were also tested on longitude and latitude. Some candidates who attempted this question had the following challenges:

Lines of latitudes were drawn without indicating their corresponding degrees and lost marks:

Could not locate the latitudes correctly on the Earth outline;

Could not describe the characteristics of lines of longitudes.

The (c) part which was on calculation of time was well attempted with some candidates scoring full marks

- Q7. (a) List five sources of water pollution [5 marks]
- (b) Highlight five measures that can be taken to control water pollution. [10 marks]

Question 7 was crafted on the topic water pollution under environmental issues in the syllabus.

This question was popular with candidates but nearly 70% scored low marks. The (b) part of the question which requested for measures that can be taken to control water pollution, demanded specific approaches such as educating people on the dangers of water pollution, enforcing laws, recycling waste into fertilizers and biogas for energy, instead of dumping them into water bodies etc.

Mere rhetorics such as to avoid throwing waste into water bodies, etc did not amount to specific control measures

- Q8. With the aid of diagrams, explain how the following factors affect temperature of place:

- (a) **Latitude;** [7 marks]
(b) **Aspect and slope** [8 marks]

This question was the least attempted and the few who did attempt the question scored low marks. The question was on climatology and candidates did not show enough knowledge on the topic: Temperature and factors that influence temperature of a place in their syllabus.

Candidates could not explain latitude, aspect and slope concept in relation to temperature and could not support them with suitable diagrams either.

GOVERNMENT 2

1. GENERAL COMMENTS

On the whole the normal standard of the Test Paper was not only maintained but it was improved considerably due to the following observations:

- (i) The Paper tested a number of 'Levels of Thinking namely Recall, Comprehension, Analysis and Evaluation.
- (ii) The questions were clearly worded to enable candidates to understand the demands of the questions.
- (iii) The questions fall within the scope of the syllabus and its marking scheme well researched.

Candidates' performance as compared with previous years did not show much difference. Diligent candidates who prepared adequately towards the examination responded positively and answered the questions creditably.

A substantial number of candidates put up poor performance.

Generally, the overall performance was satisfactory.

2. SUMMARY OF CANDIDATES' STRENGTHS

(i) PARAGRAPHING

Almost all Team Leaders commended some candidates for presenting their answers in concise and reasonable short paragraphs.

This enabled Examiners to identify the required points and awarded marks accordingly.

Good paragraphing also facilitated easy marking.

(ii) EXPLANATION OF POINTS

Both Team Leaders and Assistant Examiners also observed that some brilliant candidates explained their points clearly and supported them with tangible examples.

(iii) ENGLISH EXPRESSION

It was observed that a sizeable, number of candidates exhibited effective control over the use of the English Language in terms of sentence construction and grammatical usage.

Outstanding candidates correlated their answers with the demands of the questions and hence kept a linking between questions and answers. The Linkage between questions and answers minimised the possibility of deviation and digression.

(iv) LEGIBLE HANDWRITING

Some candidates produced neat work and good handwriting.

3. SUMMARY OF CANDIDATES' WEAKNESSES

(i) SPELLING MISTAKES AND GRAMMATICAL ERRORS

Almost all Team Leaders as well as Assistant Examiners complained bitterly about unpardonable spelling mistakes, clumsy English & grammar and sentence construction.

(ii) MERE MENTION OR POINTS

Majority of the candidates resorted to sketchy presentation of points possibly due to their inability to express themselves in the English Language or lack of knowledge about the subject matter.

(iii) ILLEGIBLE HANDWRITING

It was extremely difficult to mark the scripts of some candidates due to poor handwriting.

(iv) FAILURE TO FOLLOW EXAMINATION INSTRUCTIONS:

Some Candidates ignored the DIRECTION TO CANDIDATES at the Front Page of the Answer Booklet.

4. SUGGESTED REMEDIES

- (i) Teachers of the subject should get themselves involved informally in the

teaching of the English Language through techniques of answering essay questions.

- (ii) Project works, class debates, gathering information at the School Library and Class symposia can help improve English Language proficiency among students.
- (iii) Periodic vocabulary drill in Government and giving enough Essay writing exercises could help students master the subject.

5. DETAILED COMMENTS

- Q1. (a) What is a legitimate government? [3 marks]**
(b) Outline any four features of legitimacy [12 marks]

A question testing comprehension which requires candidates to explain and identify features of a legitimate government.

A number of good candidates raised the issues of legality, acceptability, recognition, Rule of Law and several others in the Marking scheme. Candidates played down the points on External Recognition. Popular Participation was not adequately explained. Many of them resorted to mere mention.

On the whole, it was a popular question tackled by candidates and the overall performance was satisfactory.

- Q2. (a) What are rights? [3 marks]**
(b) Highlight four limitations on the rights of a citizen. [12 marks]

Some candidates fumbled with the explanation of rights. Traditional definition such as 'Inalienable or natural rights unrestrained by law' was quoted'. Other candidates tabulated the types of right.

The question requires candidates to explain 'Rights' in terms of opportunity created by Law or legal and constitutional entitlements which the individual citizen enjoys.

For the 'b' part on the limitation on the rights of a citizen, candidates performed extremely well. Points stated such as State of emergency, imprisonment, insanity, infections, state security and several others were mentioned and well explained.

On the whole, candidates who attempted performed above average.

- Q3. (a) Differentiate between 'a de jure' and 'defacto' one-party system. [3 marks]**
(b) Outline four advantages of a multi-party system [12 marks]

This question testing Analysis received favourable response from candidates with exception of the 'A' part demanding the differences between 'a de jure' and 'de facto' one party system. Few candidates were able to state the differences.

Candidates excelled in answering the advantages of the multi-party system as points were satisfactorily amplified.

- Q4. (a) What is a simple majority system? (3 marks)**
(b) Outline four demerits of the system. (12 marks)

A fewer candidates attempted this question testing Evaluation while a sizeable number of candidates were able to explain the simple majority system, many of them could not give any meaningful answer.

Common answers given on the negative effects of the Simple Majority System were the possibility of rigging; smaller parties not winning election; working against majority of voters and election of mediocre candidates.

Candidates failed to provide solutions such as gerrymandering; wrong impression about the popularity and the legitimacy of the winner and 'et cetera'.

- Q5 Identify five ways by which the central government can improve upon local government system in West Africa. (15 marks)**

This question which involves application of knowledge was effectively answered by a lot of candidates. The question expects candidates to find solutions to problems facing local Governments in West Africa. Almost all points stated in the marking scheme were highlighted by candidates: Adequate funding; internal generation of funds, internal and external auditing, checking misallocation, misappropriation and misapplication of funds and several others were stated.

Points were clearly amplified by several candidates. However, candidates who were not up to the task deviated by writing on the functions of Local Authorities.

On the whole candidates performed creditably.

- Q6. (a) In what two ways can the Akan traditional political system be described as centralized? (6 marks)**
(b) Identify three functions of a traditional ruler in the Akan pre-colonial era. (9 marks)

Candidates responded poorly to the ‘Part (a)’ of the question possibly due to the wording of the problem and its Level of Difficulty.

The ‘Part (b)’ on the functions of a traditional ruler was well answered but some Candidates could not differentiate the roles of chiefs in the pre-colonial era and the Colonial period.

Q7. (a) What is a crown colony? (3 marks)

(b) Highlight four functions of the Secretary of State for the colony under the British colonial system.

Level of Thinking – Recall

Few candidates were able to explain Crown Colony in terms of the British Hierarchy of colonial Administrative system.

Candidates gave good answers to the functions of the Secretary of state but some of them confused the functions of the Secretary of State with that of the colonial governor.

The overall performance was quite good.

Q8. State five factors that led to the electoral victories of the Convention Peoples Party (CPP). (15 marks)

Majority of candidates answered this question successfully and earned good marks.

Almost all points that appeared in the marking scheme were satisfactorily explained.

The only points which were missing in candidates scripts were the incumbency advantage after the 1951 elections and the use of dictatorial laws to silence the opposition.

Only a handful of candidates deviated by writing on the manifesto of the Party. On the whole, an excellent performance.

Q9. (a) What is foreign policy? (3 marks)

(b) State four factors that influence Ghana’s foreign policy (12 marks)

This question also attracted several candidates. Only few brilliant candidates were able to define foreign policy in terms of principles, guidelines and strategy adopted by a country in pursuing its relationship with other states.

Most candidates gave haphazard meaning of foreign policy.

For the factors influencing Ghana's foreign policy, they produced satisfactory answers but in most cases presented general factors which are not particularly or specifically linked with Ghana's foreign policy. In a nutshell candidates performed fairly Good.

Q10. Outline any five contributions of Ghana towards the growth of Economic Community of West African States (ECOWAS).

Generally, this question was well answered. Candidates cited classic instances to support their points Eg. Dr. Ibn Chambas as a former Executive Secretary of the ECOWAS, Ghanaian Heads of State such as President Kuffour and President Mahama chairing the organisation and several other valid points.

Irrespective of this good performance some candidates deviated by writing on the benefits which Ghana derives from her membership of the ECOWAS.

The overall performance of candidates was very good.

HISTORY 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. The questions fall within the scope of the syllabus and its marking scheme well researched.

2. SUMMARY OF CANDIDATES' STRENGTH

1. **Work plan:** Many candidates did plan their essays by listing the points needed in their answers. By this method, they were able to weave their facts and thoughts in coherent and logical essays. This practice is very commendable.
2. **Rubrics:** Several candidates selected and answered the four questions from the three sections. This is a clear indication that the rubrics of the examination are being adhered to, it also shows how broad- minded students have become in their preparations.
3. **Clear writing:** The handwriting of many candidates has improved. The time examiners spend to decipher the writings of students and follow the logical flow of information has reduced. This should be sustained.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

1. **Choice of questions:** Questions booklet were based on various member countries of WAEC. All candidates were expected to answer questions on their own countries. For this reason candidates from Ghana were to select and answer questions on Ghana. But interestingly some candidates in Ghana chose and answers questions on Nigeria.
2. **Answers in bits:** A few candidates produced their answers to a question on several pages without any indication to examiners to continue their assessment on those pages. This unacceptable behaviour has resulted in partial marking and untidy assessment of candidates performance.

4. SUGGESTED REMEDIES

1. **Alerting candidates:** Candidates should be reminded that several countries are members of WAEC and each country has its own questions. They should refer to their country, Ghana, and select questions on Ghana. Even though some questions cut across the member countries, the facts and figures are not the same. There are peculiarities.

2. **Orderly arrangement:** The orderly arrangement of answers should be drummed into the ears of candidates so that their answers are not written in bits and pieces. They should fully complete the answer to one question before they tackle another. Where it becomes necessary to refer to a page for the continuation of an answer, the examiner should be alerted or directed. Again pages should not be reserved for questions they are not ready with answers.

DETAILED COMMENTS

- Q1. (a) Name any three sources used in writing the history of Ghana. [3 marks]**
- (b) Outline any *four* disadvantages of Oral Tradition as a source of Africa history [12 marks]**

This question was chosen by many candidates. They were able to mention the sources of history as demanded. But many of the candidates were unable to spell Archaeology correctly. A few candidates also misunderstood the question and explained the methodology of getting historical information. The ‘b’ part was correctly answered and they effectively highlighted the points.

The overall performance of candidates was above average.

- Q2. (a) State any *two* economic activities of the Stone Age Man. [6 marks]**
- (b) Identify any *three* reasons that accounted for the movement of the Stone Age Man from the Savannah to the Forest zone. [9 marks]**

Several candidates answered this question. They identified the economic activities of the stone age man but left them as one or two- word answers. They did not elaborate, for example, describing the type of tools and method used in hunting and fishing.

In the ‘b’ part, the candidates were able to explain the factors that made them move into the forest zone. It was a good question and the overall performance of candidates was good.

- Q3. (a) List any *three* groups of people who formed the Western Sudanese States. [3 marks]**
- (b) Identify any *four* roles played by the Mande-Dyula in the conduct of trade in West Africa. [12 marks]**

Many candidates avoided this question. The few who answered it got the 'a' part right. They identified the people who formed the Western Sudanese states. In the 'b' part the candidate confused the role of the Mande Dyula with that of the Tuareg. The Mande- Dyula's role was outstanding. They brought essential items of trade, developed trade routes and helped the growth of the kolanut trade especially in Salaga. The overall performance of candidates was poor.

- Q4. (a) Name any three indigenous inhabitants of the Northern zone of Ghana. [3 marks]**
- (b) Identify any *four* roles played by Sumaila Ndewura Jakpa Lanta in the expansion of Gonja State. [12 marks]**

This question was not popular. Those who attempted it were able to mention some indigenous inhabitants of the North e.g. the Sisala, Vagala, Koma and Nafeba. With the 'b' part, candidates were not specific on the wars and conquests of Ndewura Jakpa, his organizational ability and the towns he founded. The question was poorly handled and candidates performed poorly.

- Q5. (a) List any three towns whose Kings signed the Bond of 1844 [3 marks]**
- (b) Highlight any *four* ways in which the Bond of 1844 was significant. [12 marks]**

Majority of the candidates chose this question. The 'a; part was correctly done. The towns whose rulers signed the Bond of 1844 were listed. There were however some errors in spelling, also, some candidates simply wrote Assin, they did not specify whether Assin Apemanin or Assin Attan dansu. Candidates were able to highlight significance of the Bond in the 'b' part. The bond laid the foundation of British colonial rule, provided official evidence of British agreement with the chiefs gave legal backing to Macleans administration and gave recognition to British legal system and justice in the coastal areas.

- Q6. (a) Name any three coastal states of Ghana. [3 marks]**
- (b) Identify any *four* factors that gave rise to coastal states in Ghana[12 marks]**

A few candidates who answered this question rightly indentified the coastal states like Fante, Fetu , Anlo, Agona, Asebu etc. Majority of the candidates mentioned states that were inland like Denkyira, Asante or towns and not coastal states. For the 'b' part, candidates were able to identify some of the factors for the rise of the coastal states which included powerful leaders, good army, use of firearms, unified political setup and endowment of natural resources among others.

- Q7. (a) Mention any three British Governors who served in Ghana between 1900 and 1957. [3 marks]**
- (b) Highlight any *four* roles played by local chiefs in the indirect Rule System [12 marks]**

This question was very popular and candidates did well. The names of the governors were identified but some found difficulty with the spellings. The roles of the local chiefs in the indirect rule system was sufficiently explained. The chiefs liaised between the colonial government and the local people, collected taxes, supervised projects, judged some cases and enforced rules and regulations from the colonial government.

- Q8. Highlight any five causes of the 1948 disturbances as identified by the Watson Commission. [15 marks]**

Many candidates chose this question. It was straight forward and candidates explained the factors that led to the 1948 disturbances. Among them were the unemployment situation in the country, foreigners control of the economy, unacceptable compensation, the problems of the ex servicemen and the shooting incident. Indeed candidates performance was appreciable.

- Q9. Identify any five ways by which Ghana has benefited from her membership of the Economic Community of West African States (ECOWAS). [15 marks]**

This was a popular question. Many candidates did not read the question well, instead of benefits, they wrote Ghana's contributions to ECOWAS. Of course Ghana has contributed troops to maintain order in war torn member countries of ECOWAS but the financial benefits and the rich experience the troops who go on such expeditions gain should be stressed to answer the question. On the whole the question was well addressed and the overall performance of candidates was good.

ISLAMIC STUDIES 2

1. **GENERAL COMMENTS**

The standard of the paper compares favourably with those of previous years. Candidates' performance is not encouraging as compared to the previous year.

2. **SUMMARY OF CANDIDATES' STRENGTHS**

- (i) Some candidates quoted relevant Qur'anic verses in their answers.
- (ii) Most candidates obeyed the rubrics of the paper.

3. **SUMMARY OF CANDIDATES' WEAKNESSES**

- (i) Some candidates ignored question one which was compulsory and answered four questions excluding question one.
- (ii) A few candidates deviated completely in their answers.

4. **SUGGESTED REMEDIES**

- (i) Candidates are to note that **question one is mandatory** and should not be left out.
- (ii) Candidates should understand the demands of the questions before attempting them.

DETAILED COMMENTS

Q.1 Discuss the contributions of 'Umar b. 'Abdul Azīz to the development of Hadith.

This was a question that demanded candidates to discuss the contributions of Umar b. Abdul Aziz to the development of Hadith. Even though this was a compulsory question, some candidates avoided it completely. Performance was not encouraging. Some candidates wrote on personalities like Umar Ibn al- Khattab and Abdullah Ibn Umar.

The first was a companion of the Prophet who devoted much time to the preservation of the Hadith, and the second was the son of Umar al Khattab. These personalities were not required of candidates to write about. Candidates were required to note that Umar Ibn Abdul Aziz was an Umayyah caliph who ruled the Ummah eighty- eight years after the demise of the Prophet. He was affectionately called Umar the second. He was also the first leader in Islam to issue definite orders for the collection of Ahadith. He sent circulars to prominent traditionists to collect and compile this Ahadith.

The main concern of his was to prevent the extinction of the knowledge of Hadith and also the disappearance of Muhodithin. Besides, the collection and compilaton of Ahdith was a personal and individual enterprise embarked on by him.

- Q2. (a) Define Tafsīr.**
(b) Mention the various types of Tafsīr.
(c) Highlight the significance of Tafsīr.

This was a question on definition of Tafsir, the types and significance of Tafsir. It was a popular question but sadly, performance in it was not encouraging. For the (a) part that demanded definitions of Tafsir, some candidates wrote that it is a process by which people accept Islam; it is a prayer performed in Ramadan among others. But Tafsir is a way of commentary or interpretation on the meanings of Qura'nic verses from different dimensions.

In the (b) part on the types of Tafsir, some candidates wrote Al- Taurah, al Injil (scriptures before the Qu'ran); Muftari, Mutawāhr and Mawqūf (options for the question four at the objective paper)and Daif and Sahih.

But types of Tafsir are Tafsir Al Qu'ran bil- Qu'ran, Tafsir bil ma'thūr (using the Qu'ran to explain the Qu'ran); Tafsir al Qu'ran bir Ra'y by companions and scholars of Islam.

In the (c) part on the significance Tafsir, candidates rightly wrote that it leads to a better understanding of Islam as a total way of life and goes a long way to distinguish between genuine and fabricated traditions among others.

Q3. Outline the criteria for authenticating the Matn of an Hadith

This was on the criteria for authenticating the Matn of an Hadith. It was not popular among candidates, and performance was abysmal.

Some definitions candidates gave for Matn are it refers to the chain of Allah in a Hadith, the chain of transmitters of an Hadith and so on.

But Matn is simply text of an Hadith. Hile some candidates discussed Hadith generally, others also discussed Hadith 16 of an- Nawwawi and others still discussed the classification of Hadith into Sahih, and Daif. Other candidates also discussed the classification of Hadith.

Candidates are to note that Matn is the text of an Hadith, that is the subject matter of an Hadith. The Matn of an authentic Hadith must not contradict any verse in the Qu'ran. Ahadith already accepted as authentic must follow reasoning and common experience, and the laws of nature among others. The Matn must not give the time and date of future events in precision. It must also not sanction very severe punishment for slightest faults, nor promise high rewards for small virtues.

Q4. Explain the social benefits of Sawm.

This was on the social benefits of Sawm. It was a very popular question and performance was average. Some candidates defined Sawm as the starvation of Muslims from dawn to dusk, a form of prayer during hajj among others.

But Sawm is complete abstinence from eating, drinking, having sexual intercourse and other things which vitiate fasting from dawn till sunset

Sawm has spiritual, economic, moral, medical as well as social benefits. The question was limited to Sawm's social benefits.

Fasting enhances unity and brother hood among Muslims, brings about calmness and decorum in society, promotes kindness and generosity among Muslims, affords Muslims the opportunity to meet and interact during Ramadan, puts Shaytan and his agents in chains, promotes love and affection between couples and children, increases the level of spending by wealthy Muslims on the poor and needy and finally, gives room for mutual exchange of love between the rich and the poor.

Q5. Describe the essentials for a valid marriage in Islam.

This was on the essentials of a valid marriage in Islam. This was very popular among candidates and performance was encouraging, though there were a few challenges.

A few candidates defined marriage simply as an agreement between a man and woman (TALAQ). Others discussed the responsibilities of the couple as procreation, respect, sexual satisfaction and socialization. Others also discussed forbidden marriages in Islam. Candidates are to note that marriage is a union between a man and woman according to the principles of Islam. Celibacy is **not** allowed in Islam. For a marriage to be valid in Islam, candidates are to note the following:

- (1) Ijab Waqubul- This is an offer and acceptance between husband-to-be and wife-to-be.
- (2) The consent of parents or guardians should be sought.
- (3) Saduqah- Payment of dowry must be made by the groom to the bride to legalise the union
- (4) A minimum of two upright witnesses should be involved to publicise the relationship.
- (5) The couple should not fall foul of the prohibited degrees of marriage.
- (6) A marriage feast should be provided by the groom.

Q6. Highlight the role of Hajj in the spread of Islam in West Africa.

This was on the role of Hajj in the spread of Islam in West Africa. It was popular but performance was bad. Most candidates seemed to have misunderstood the question's demands and so discussed antecedent conditions to be satisfied before embarking on Hajj, independent security of the journey the treaty of Hudabiyyah and destruction of idols in the Ka'ba among others.

Candidates are to note that Hajj is the 5th pillar of Islam which should be embraced on at least once in one's life time.

Candidates are also to note that pilgrimage to Makkah and Madinah was a major factor that attracted some West Africans to Islam.

Others embraced Islam to enable them visit historic sites, others also did so to enable them buy cheap materials in Arabia.

Still for others, the religious titles of Alhaji and Hajiah was a factor.

In some cases, farewell and welcome parties were organised in the honour of those who went on Hajj and this attracted some people to it. The preaching activities of scholars and the famous historic pilgrimage of Mansa Musa was a major factor in the spread of Islam.

SOCIAL STUDIES 2

GENERAL COMMENTS

1. STANDARD OF THE PAPER

The standard of the paper compares favourably with that of the previous years. 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. SUMMARY OF CANDIDATES' STRENGTHS

The overall general performance of the candidates however, was a little lower than that of the previous year.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most of the candidates adhered to the rubrics of the paper and answered the required number of questions from each of the sections.
- (2) Most candidates presented their points in orderly manner and develop them well in appropriate paragraphs.
- (3) A good number of candidates expressed themselves well in their own words showing their preparedness for the paper.
- (4) A good number of the candidates presented correct answers showing they understood the questions.
- (5) Majority of the candidates presented their essays in legible hand writings.

4. SUGGESTED REMEDY FOR THE WEAKNESSES

- (1) Some candidates did not obey the rubrics of the paper and answered more than the required number of questions from the sections.
- (2) Some candidates are weak in their understanding of the English Language. They therefore did not understand the questions hence provided wrong answers.

- (3) There were unnecessary repetitions of points by some candidates and this led to loss of marks by those candidates.
- (4) Some candidates displayed total ignorance of the topics and therefore scored zero marks.

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (1) Teachers must explain the rubrics of the paper very well to candidates before they sit for the paper. This will help them to know the number of questions they are required to answer for the paper.
- (2) Candidates must ensure they read and understand the focus and demands of questions before they provide their answers.
- (3) Candidates must ensure the avoid repetition of points and provision of unnecessary material that do not earn them marks.
- (4) 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.

6. DETAILED COMMENTS

Q1. Justify five reasons why adolescents need to know about their reproductive features.

This question was a straight forward one. It reacquired candidates to justify reasons for having knowledge of their reproductive features. It was not a popular question among the candidates. Some of the candidates gave wrong answers which earn them no marks. Example of such answers were:

- (i) Knowledge about reproductive features makes the husband have respect for the adolescent girl.
 - (ii) It makes you to become beautiful.
 - (iii) You can easily get a scholarship.
- Some candidates provided correct points and scored good marks. The responses candidate could have considered were as follows:
- (i) It reminds them of their gender;
 - (ii) It helps them take good care of their reproductive parts;
 - (iii) It helps them gain knowledge of the physical and physiological changes in the adolescents;
 - (iv) It helps them in the prevention of sexually transmitted infections;
 - (v) It helps them in the prevention of teenage pregnancies;
 - (vi) It helps them in the prevention of unwanted pregnancies;
 - (vii) It helps them to cope with emotional stress;

(viii) It helps them acquire knowledge of family planning and its benefits;

(ix) It helps to maintain good health e.g. through good nutrition.

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

Q2. Explain five ways by which the celebration of festival in Ghana promote the development of the nation.

This was a very popular question answered by almost all the candidates. The question required candidates to explain ways by which the celebrations of festivals in Ghana promote the development of the nation. This means candidates were expected to write on the benefits derived from celebrating festivals which help in enhancing the efforts of development. Most of the candidates gave the correct answers and scored very good marks. However, few candidates provided wrong answers such as ‘pouring libation and dancing’ and scored no marks for them. Candidates could have considered the following points as answers to the question:

- (i) Promotion of tourism for recreation and leisure purposes.
- (ii) Generation of foreign exchange earnings from tourists.
- (iii) Enhancement of local economies; - trade activities among the local people.
- (iv) Promotion of unity and good relationship among families and community members.
- (v) Offering of opportunities for citizens travelling back home to make contributions towards development of their communities.
- (vi) Provision of opportunity for environmental sanitation activities to be embarked upon.
- (vii) Offering of opportunity for old relationships to be rekindled and new ones established.
- (viii) Promotion of the image of Ghana in the international community.
- (ix) Offering of opportunity for communities to initiate development projects.
- (x) Opportunity for age-long disputes to be settled amicably.
- (xi) Creation of avenues for preserving cultural heritage.
- (xii) Opportunity for government policies to be explained to the people.
- (xiii) Opportunity to inculcate social values and morals into the younger generation.
- (xiv) Opportunity for local and foreign investment.

The overall performance of candidates on this question was good.

Q3. Highlight five benefits of the extended family to the individual for which it must be sustained.

This question required candidates to highlight benefits of the extended family to the individual for which it must be sustained. This was a popular question among the candidates and it was well answered by majority of the candidates. Marks scored by candidates was good.

Q4. Discuss five social control measures employed in the Ghanaian traditional society to correct anti-social behaviours.

This question required candidates to discuss five social control measures employed in the Ghanaian traditional society to correct anti-social behaviours. The question was unpopular

hence answered by very few candidates. The focus of the question was the traditional society but some candidates did not direct their understanding to it. They gave a wrong answers like

- (i) The traditional society corrects anti-social behaviours by arresting criminals and prosecuting them. This is rather a feature of modern society.
- (ii) Provision of jobs;
- (iii) Implementation of laws;
- (iv) Guidance and counselling;
- (v) Training;
- (vi) Education.

Candidates could have considered the following points as answers to the question:

- (i) Songs of ridicule;
- (ii) Trial by ordeal;
- (iii) Gossip;
- (iv) Ostracism - refusal of membership in a group/isolation;
- (v) Banishment - punishment of being sent away from town/community;
- (vi) Corporal punishment;
- (vii) Institution of taboos - fear of supernatural forces;
- (viii) Public education;
- (ix) Fines and warnings;
- (x) Stigmatization: - e.g. labelling someone with disgraceful or shameful tags;
- (xi) Counselling.

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

**Q5. (a) State five challenges associated with political independence.
(b) Discuss four measures your country should take to overcome the challenges of political independence.**

This question was in two parts; (a) and (b) and candidates were expected to answer all. It was a popular question answered by most candidates. The (a) part required candidates to state challenges associated with political independence. Some candidates stated the correct points and went ahead to discuss or explain them, which however, was not the requirement of the question. This made them not to have sufficient time for the (b) part. Some candidates also gave such wrong answers as; Multi-party democracy, political instability, free and fair elections which earn them no marks.

The points the candidates were expected to state were:

- (i) How to develop human resource base of the nation;
- (ii) How to utilize human resource effectively;
- (iii) How to engage in international relations without compromising the sovereignty of the state;
- (iv) How to manage or eliminate ethnic conflicts;
- (v) How to generate funds for development;
- (vi) How citizens would exhibit positive attitudes in society and at work places/e.g. how to do away with arrogance;
- (vii) How to generate employment for the people;
- (viii) How to ensure good governance and political stability;
- (ix) How to reduce high rate of illiteracy;
- (x) How to diversify the economy and expand it;
- (xi) How to effectively manage/utilize state resources without waste;
- (xii) How to ensure political leaders do not amass wealth for themselves at the expense of the state/How to eliminate corruption;
- (xiii) How to exercise political will to initiate and implement policies;
- (xiv) How to apply modern technology for development;
- (xv) How to reduce the taste for and dependency on foreign goods (self reliance);
- (xvi) How to reduce emphasis on knowledge based education.

The (b) part required candidates to discuss measures that their countries should take to overcome the challenges of political independence. It was a well answered question and marks scored by most of the candidates were very good. However few candidates did not understand the question and provided wrong answers which earned them no marks. Some of the wrong answers were:

- (i) Government should provide training and retraining;
- (ii) Government should provide adequate resources to satisfy human needs.

Candidates could have considered the following points as answers to the question:

- (i) Initiation and implementation of long term development plans;
- (ii) Drawing and implementation of comprehensive programme for human resource development/Reorientation of the educational system;

- (iii) The use of qualified and skilled personnel in job execution;
- (iv) Ensuring the effective utilization of managerial skills;
- (v) Citizens must resolve and exhibit positive attitudes in life;
- (vi) Ensuring healthy but uncompromising relations with the international community;
- (vii) Leaders must exhibit the political will to implement policies;
- (viii) Transformation of the economy through massive industrialization;
- (ix) Maintaining the territorial integrity of the state by ensuring our borders are safe from external aggression;
- (x) Allowing the rule of law to operate freely;
- (xi) Citizens must ensure that the constitution is protected and not overthrown;
- (xii) Re-orientation of the citizens to understand that political independence means taking the destiny of the country into their own hands;
- (xiii) Encouraging people to patronize made in Ghana goods;
- (xiv) Promoting research and use of modern technology;
- (xv) Ensuring effective ways of generating funds for development;
- (xvi) Ensuring the existence of law and order in the country.

The overall performance of candidates on this question was good.

- Q6. (a) Explain the term rule of rule**
(b) Explain four ways of making rule of law effective in Ghana.

This was a question in two parts; (a) and (b). The part (a) of the question required the candidates to explain the term rule of law. Some candidates provided good explanation to the question and score high marks. However, a good number of the candidates gave wrong explanation to the term and scored no marks. Their explanations were:

- (i) The process of setting forth a law to be carried by the individual in the country.
- (i) Rule of making decisions among a good citizen in the country.

Candidates could have considered explanation that have give same meaning as below;
 The rule of law is a legal principle which states that, the law must rule in all things. This means that all persons in a country are subject to the law and must obey the law of the state. No one is above the law. It also means the law is supreme over everybody.

For the (b) part, candidates were expected to explain ways of making rule of law effective in Ghana. A good number of the candidates understood the question, provided good points, attempted to explain them and score good marks for them. Some candidates misunderstood the question and gave wrong answers that did not earn them any mark. Some of the wrong answers were:

- (i) By allowing the president to exercise the prerogative of mercy;
- (ii) Rule of law prevent conflict;
- (iii) The rule of law prevent self reliance;
- (iv) Equality before the law;
- (v) Supremacy of the law.

The correct points expected of the candidates were:

- (i) Enforcement of fundamental human rights entrenched in the constitution;
- (ii) Safeguarding the liberty of the individual by the judicial system features mandamus, certiorari etc.;
- (iii) The judiciary must be allowed to be independent and operate freely;
- (iv) Citizens should be allowed to enjoy all their basic freedoms;
- (v) Provision of basic social facilities to all without discrimination;
- (vi) There should be equal opportunities for employment to all in the public sector;
- (vii) Public education for citizens to know their rights and responsibilities;
- (viii) Resourcing the security services to adequately provide security and maintain law and order;
- (ix) Ensuring legal institutions work effectively for all citizens, e.g. DOVVSU, CHRAJ, FIDA, Legal Aid etc.;
- (x) Ensuring the amendment of the constitution and other laws when the need arises;
- (xi) Ensuring there is press freedom.

- Q7. (a) What is the New Partnership for Africa's Development (NEPAD)?**
(b) Outline four benefits African countries hope to achieve from their membership of NEPAD.

This question was in two parts; (a) and (b). Candidates were expected to answer all. It was the most unpopular and difficult question for the candidates. Part (a) of the question required the candidates to explain New Partnership for Africa's Development (NEPAD).

Some of the candidates' saw NEPAD as an organisation and provided such explanations as;

- (i) It is an organization made up of Britain and her former colonies;
- (ii) It is an organization that has solutions to problems of other countries etc

Candidates did not know that NEPAD is an initiative of Africans geared towards Africa's development. Few candidates provided the right explanation of NEPAD and scored good marks. Candidates could have considered the following as the explanation of NEPAD:

- (i) It is a programme of action embodying the vision and strategic framework for Africa's renewal.
- (ii) Also It is a comprehensive document which contains African solutions to African problems.

The (b) part of the question required candidates to outline benefits African countries hope to achieve from their membership of NEPAD. It was a difficult question for the candidates so they provided wrong answers which earn them no marks. Some of the wrong answers were:

- (i) Building educational institutions;

- (ii) Provision of financial assistance;
- (iii) Easy transportation, etc.

Candidates could have considered the following points as answers

- (i) Identification of current challenges facing African countries in their march to economic and political freedom;
- (ii) Identification of collective solution to common African problems;
- (iii) African leaders would be conscious of their responsibilities and obligations to their people;
- (iv) Promotion of democracy and good governance in Africa;
- (v) Avenue for resource mobilization through industrialization and improved trade initiatives that benefit African countries;
- (vi) Platform for regional cooperation and integration;
- (vii) Provision of vision for African leaders to develop strategies for solving their problems;
- (viii) Becoming more effective in conflict prevention and resolution;
- (ix) Establishment of joint projects e.g. Road networks, West African Gas Pipeline etc.;
- (x) Creating more opportunities for the empowerment of women.

The performance of the candidates on this question was not good at all.

Q8. Discuss five factors that in your view hinder the efforts of Ghana to develop.

This was a popular question and many candidates answered it. It required candidates to discuss factors that in their view hinder the efforts of Ghana to develop. They displayed good knowledge of the question by providing good points and scored very high marks. However, few candidates misunderstood the word *hinder* to be synonymous with *promote* and therefore gave the following answers and scored no marks:

- (i) Good attitude towards work;
- (ii) Proper planning;
- (iii) High level of technology;
- (iv) High capital formation.

These candidates could have considered the following points as answers to the question:

- (i) Poor attitude to work by citizens.
- (ii) High dependency burden.
- (iii) Low income of workers.
- (iv) Low savings by workers/Low capital formation.
- (v) High rate of illiteracy.
- (vi) High cost of living.
- (vii) Inadequate technical and managerial skills.
- (viii) Inordinate taste for foreign goods.
- (ix) Heavy dependency on primary products and production.

- (x) Improper planning
- (xi) Excessive bureaucracy.
- (xii) Nepotism and favouritism.
- (xiii) Bribery and corruption/selfishness
- (xiv) Depreciation of the national currency.
- (xv) Ignorance.
- (xvi) Unjust world economic order.
- (xvii) Brain drain/leaving to other countries for greener pastures.
- (xviii) Intolerance
- (xix) Low level of technology.
- (xx) Ineffective supervision.
- (xxi) Political apathy/indifference in decision making process.
- (xxii) Apathy towards public property.

The performance of the candidates was very good.

Q9. Highlight five factors that hinder the sustainability of growth and development in Ghana.

This was a straightforward question that required candidates to highlight five factors that hinder the sustainability of growth and development in Ghana. It was a popular choice of many candidates. While most candidates who answered it scored very good marks, few of them who did not understand the word *hinder* deviated and provided wrong answers which earned them no marks. The wrong answers include:

- (i) Effective supervision;
- (ii) Good maintenance culture;
- (iii) Adequate skilled personnel;
- (iv) Good attitude towards work;
- (v) High level of education etc.

What those candidates could have considered as factors that hinder the sustainability of growth and development in Ghana are as follows:

- (i) Using low quality materials for projects.
- (ii) Poor maintenance culture.
- (iii) Apathy towards public property.
- (iv) Improper planning/Inability to plan well
- (v) Negative attitudes to work.
- (vi) In-adequate skilled personnel.
- (vii) Low level of technology.
- (viii) Brain drain/leaving to other countries for greener pastures
- (ix) Political apathy/Indifference in decision making process.
- (x) Bribery and corruption.
- (xi) Ineffective supervision.
- (xii) High dependency burden.
- (xiii) Low income of workers.

- (xiv) Low savings by workers/Low capital formation.
- (xv) Low level of education.
- (xvi) High cost of living.
- (xvii) Inordinate taste for foreign goods.
- (xviii) Inability to diversify the economy.
- (xix) Excessive bureaucracy.
- (xx) Nepotism and favouritism.
- (xxi) Depreciation of the national currency.
- (xxii) Inability to access information.
- (xxiii) Unjust world economic order.
- (xxiv) Brain drain/leaving to other countries for greener pastures.
- (xxv) Intolerance

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

Q10. Examine five negative social implications of Ghana's population structure.

This question required candidates to focus on the negative implications of Ghana's population structure and examine them in respect to how they affect Ghana's development. Very few candidates answered this question. Some did very well and scored good marks. However, few candidates rather examined the positive social implications and provided the following answers:

- (i) Large market size
- (ii) Increase in tax base
- (iii) Large supply of labour

These candidates deviated and scored no marks for these points raised. Ghana's population structure shows it is youthful with a lot of males and females. Candidates were expected to consider the following points as answers to the question.

- (i) High fertility and growth leading to over population.
- (ii) High dependency burden for breadwinners.
- (iii) High level of unemployment.
- (iv) Pressure on social amenities.
- (v) Congestion and development of slums.
- (vi) Low standard of living.
- (vii) Urbanization with its attendant problems e.g. accommodation, waste management etc.
- (viii) Pressure on governments to provide social amenities and jobs.
- (ix) Emergence of high level of social vices and crime e.g. drug abuse, prostitution etc.
- (x) There would be high level of bribery and corruption.

- (xi) Struggle for land and property may lead to conflicts and wars.
- (xii) Inadequate food supply to feed the people.
- (xiii) Pressure on natural resources, e.g. land, rivers etc.
- (xiv) Environmental pollution e.g. fumes, noise etc.

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

MUSIC 2

1. GENERAL STANDARD OF THE PAPER

The questions were based on the syllabus and represent the various sections in the syllabus.

There was no vagueness in the questions and all were within the comprehension of candidates.

2. PERFORMANCE OF CANDIDATES.

The overall general performance of candidates in the paper was good and it was an improvement over that of the previous years .

3. A SUMMARY OF CANDIDATES' STRENGTHS

A very good number of candidates who answered question 4 did quite well.

A few numbers of candidates who answered questions 3 and 5 perform well. Most of the candidates knew much about African Music drum classification.

A few candidates showed adequate knowledge in African Music in the Diaspora and Western Music History.

Notes were written in the confines of the convention and that is an indication that Music teachers are now improving in their lecture delivery.

4 A SUMMARY OF CANDIDATES' WEAKNESS

(1) Melody Writing: As has been the case, candidates did not exhibit a thorough knowledge of balance, form and modulation to the dominant. A few who made the attempt to modulate did not show adequate knowledge in their modulations. All they did was to raise the fourth degree but what happens afterwards was missing.

(2) Candidates also displayed a very poor knowledge of chord progression and cadences. Spacing in parts was poor, more than octave. In a few cases candidates jammed notes on the staff.

(3) Set Works: Most candidates could not notate the predominant rhythm in the bass part. Those who made the attempt scored the bass part on the staff inaccurately.

(4) Most candidates identify the form of the piece

- (5) Candidates continue to express a poor knowledge of Music theory though an improvement over the performance of past years.

5 **SUGGESTED REMEDIES TO THE WEAKNESSES**

- (1) Candidates should upgrade their knowledge in Music by spending adequate time reading and practicing the art of harmony.
- (2) Trained music teachers should be appointed to prepare students for the examination.
- (3) Music teachers should help the candidates by getting them well prepared ahead of time for their proficiency.
- (4) Candidates must study the set work thoroughly and gain adequate knowledge of it before sitting for the paper.

6. **DETAILED COMMENTS**

Q1. (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. Candidates were also to modulate to the dominant in the course of the passage and return to the original key. The given melody was in simple quadruple (4/4) time with a length of two-bar phrase.

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 bar. Many candidates could not modulate to the dominant as required. A few who modulated indicated no understanding of how to modulate. They only had the idea that the dominant should be raised. Almost all candidates did not show any phrasing. Due to these weaknesses candidates could not score very good marks.

- (ii) Setting melody to a given text: Candidates were required to set a given text to a suitable melody, indicating tempo, phrasing and dynamic marks. Credit was to be given to originality of the composition and proper alignment of texts to the notes. Generally, a few 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 single pitch. Texts were set without recognition of their importance in the melody. Important texts

were inappropriately placed on weak beats. Performance of candidates on the question was not good enough.

(b) Two part writing-

Candidates were required to write or add a bass part above a given melody of eight bars and in key C major in 2/4 time. Candidates showed a noticeable evidence of insufficient preparation for this question. Many candidates duplicated the correct key signature, time signature, clef and barred appropriately. However, they demonstrated a poor understanding of two part writing. The counter melody did not stand on its own. There was no independence in melodic curves as well as melodic interest.

Contrasting and rhythm or contour, harmonic interest, and final cadence could not be spelt out. In addition, phrasing and alignment were poor. Performance of candidates was very poor.

(c) Four part harmony

Candidates were required to harmonize a given melody in C major. They were required to add alto, tenor and bass parts. Although all candidates wrote the correct time signature, key signature, clef and barred appropriately, the harmonic interest (progression), final cadential progression, phrase marks and alignment were poorly done. The performance is however an improvement over that of the previous years.

Q2. This was a question on set work already available to candidates to study for the examination.

Moment Musical by Franz Schubert

Majority of candidates answered this question. They were required to:

- (a) State the key of the piece;
- (b) State the tempo of the music;
- (c) State any four compositional devices used in the music;
- (d) List any three dynamics used in the music;
- (e) Indicate the period of Western music history the composer lived;
- (f) State the form of the music;
- (g) In not more than two bars, notate the predominant rhythm in the bass part.

Candidates displayed enough understanding of the questions and provided good responses to them. Most candidates could however not notate the predominant rhythm in the bass part. The predominant rhythm candidates were to quote was Performance of the candidates on this question was good.

OR

Kiniun by Ayo Bankole

Few candidates answered this question. They were asked to:

- (a) State the nationality of the composer;
- (b) State the tempo of the music;

- (c) The media the music was written for;
- (d) Indicate the time signature of the piece;
- (e) Indicate what dynamic mark begins the music;
- (f) The language the music is written;
- (g) List any four terms used in the music;
- (h) List any four compositional devices used in the music;

Few candidates answered this question and perform well. Even though candidates provided correct answers to most of the questions, the one on compositional devices was difficult for them. In attempt to identify compositional devices as used by the composer candidates went outside the piece to mention general compositional devices. Others could not differentiate between compositional devices and dynamic marks, and used them interchangeably. This made them lose some marks. There was a clear evidence that candidates have not adequately mastered musical terms and signs. The devices to be considered by candidates as provided in the piece were: repetition, sequences, scale wise, modulation, imitation, articulation, polymeter, chromaticism, call and response and parallel 3rds. Candidates' performance was generally average.

Q3. Western Music - Candidates were required

To write short notes on any two of the following Western musicians:

G. F. Handel, W.A. Mozart, L.V. Beethoven and J. F. Haydn

Focusing on:

- (i) Date of Birth;
- (ii) Nationality;
- (iii) The musical period he lived in;
- (iv) Any two instruments he wrote for;
- (v) Date of death.

Candidates' performance on this question was not good enough. Candidates could not provide adequate information on the composers listed. It was an indication that they have not adequately read on Western Musicians.

Q4. African Music- Candidates were required to

- (a) State the classification of African traditional instruments
- (b) Group the following into the classification stated in 4.(a) above

Kidi, Atenteben, Apentema, Gyile, Wia, Dawuro, Atumpan, Lulanga, Seperewa, Goje, Gakogui

Many candidates attempted this question and performed creditably well. A few candidates however, could not identify the classes appropriately. Teachers are therefore requested to cover a wide range of instruments in Ghana to encompass

all ethnic groups. On the whole the performance of candidates was good

Q5. This question was on African-American Music in the Diaspora.

Candidates were required to:

- (a) Mention any two notable exponents each of the following musical genres:
 - (i) Rhythm and Blues;
 - (ii) Jazz;
 - (iii) Reggae;
- (a) Mention the place of origin of each of the genres listed in 5. (a) above;
- (b) Name a figure of above; (a set of percussion instruments)
- (c) Name the five components labeled I, II, III, IV and V in the set of the percussion instruments in (b).

On the whole, candidates' performance was good. Candidates were able to provide correct answers to the question and score good marks.

MUSIC 3A (AURAL)

1. GENERAL COMMENTS ON THE PAPER

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

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. About 65% of the candidates scored below 50% of the total mark allocated for this component of the Music papers.

3. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates were able to identify the cadences played as in question 5.
- (2) Majority of the candidates identified the themes played as 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 for 8 marks. 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 standard of the paper compares well with that of the previous years. The pieces were the same and were suitable for the level of the candidates. They were selected from the syllabus and represented the various sections of the syllabus.

2. PERFORMANCE OF PAPER

The overall general performance of the candidates in the performance test was encouraging. There were improvements in the performance of candidates who played instruments such as trumpet and flute more than that of voice.

3. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates rehearsed the technical exercises very well and presented them accordingly.
- (2) Most candidates were confident and presented their pieces with seriousness.
- (3) Fingering skills of candidates were good

4. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates found it difficult to do the sight reading pieces.
- (2) The breathing skills of some candidates were poorly executed.
- (3) Some candidates misinterpreted some of the rhythms in the pieces.
- (4) Some candidates could not pitch accurately and at time they lost the tonal centre.

5. SUGGESTED REMEDIES TO THE WEAKNESSES

- (1) Teachers must engage students in sight reading lessons from the early stages of the course.
- (2) Teachers should expose students to correct breath control to ensure they rehearse it very well during lessons.
- (3) Teachers must engage students in frequent and serious rhythmic activities to build confidence and mastery in them.

- (4) Teachers must ensure candidates belong at least an ensemble to learn to pitch and perform in group.

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 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.